

THE OPINIONS, INTERESTS AND ACTIVITIES
OF A SELECTED GROUP OF HIGH SCHOOL GIRLS
RELATIVE TO HOME ECONOMICS

by

LOIS JEAN WINGATE

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INTRODUCTION

Clay County lies in north-central Kansas, in the second tier of counties south of the Nebraska line. It is bounded on the north by Washington County, on the east by Riley and Geary, on the south by Dickinson, and on the west by Ottawa and Cloud. The Republican River divides the county roughly from northwest to southeast. Sixty per cent of the Clay County territory is the rich black loam of the first and second bottomlands of the Republican River, bounded on either side by low and rounded hills. Lying on the dividing line between the Smoky Hills on the west and the Flint Hills on the east, Clay County has characteristics of each.

The first permanent white settlers came to what is now Clay County in 1856, and the county was organized soon afterward, with Clay Center, settled in 1862, selected as the county seat in 1866. The population of Clay County shows the influence of several nationalities. That of the immigrants from the Scandinavian countries who settled in the northern part of Clay County is still pronounced in the religion, customs, and family names of the area. Notable are the smorgasbord meals served by certain churches and restaurants. The City of Wakefield, in the extreme southeastern corner of the county was settled by the English. An area east of the City of Clay Center was settled by people from Germany.

Clay Center, with a present population of about 5,000, is the county-seat town of Clay County. The town is situated on

the east bank of the Republican River, and is served by the Rock Island Railroad, and by Highways U. S. 24 and Kansas 15. It is here that the Clay County Community High School is located. The town is a shopping center for a large part of the surrounding territory and also has several new and thriving industries. It is perhaps best known for its high school, softball tournaments, and Utility Park, which won the Better Gardens Award in 1949.

The Clay County Community High School was first organized in 1894 as the Clay County High School, and was reorganized in 1923 as the Clay County Community High School. Since the reorganization, 4,801 students have been graduated. The total valuation of the Clay County Community High School District, on the basis of the 1958 assessment, was \$17,000,000.

The Clay County Community High School is a four-year high school with the present enrollment of approximately 430 students, of whom 222 are girls. This student population is both rural and urban as students come from all parts of the county as well as Clay Center, though there are five other high school districts in the county. Most of the students who do not live in Clay Center come to school in private cars. Only a very few of the rural students room and board in town. The high school is a comprehensive high school and a number of curriculums are offered. Students may choose a curriculum that will prepare them for college or university entrance, or one that will prepare them for a vocational field such as home economics, agriculture, or business. The high school is rated Class "A" by the State Board of Education

and has been a member of the North Central Association of Secondary Schools and Colleges since 1911. It was one of the first 15 high schools in Kansas to be admitted to the North Central Association. The faculty numbers 22, of which 14 hold the Master's Degree. Many of the faculty members also enrich their teaching by travel both in the United States and abroad.

Home economics has been a part of the total high school curriculum since 1906, though little is known of the early offerings in home economics at the Clay County Community High School. The housing facilities of the department were completely remodeled in 1954, and the curricular offerings since that time have been Homemaking I, Homemaking II, and Homemaking III which are for girls and include the areas of foods, clothing, home living, and art relative to home and dress. During the 1955-56 school year, a class in home living for both boys and girls was taught. Though the department in reality has a vocational curriculum, it is non-vocational in that it does not receive aid under Federal and State Vocational Education Acts, and is not under the supervision of the State Board for Vocational Education. Girls who have attended the Clay Center city schools have had some home economics in the seventh and eighth grades. Under the present schedule, a girl will have had one and one-third to one and one-half school years of home economics in the seventh and eighth grades, or junior high school as these grades are usually called. Most girls who come from the rural elementary schools in the county have had no home economics, although many have been or

still are active in 4-H Club work.

In the last several years, enrollment in home economics at Clay County Community High School has been lower than has been thought desirable. This has been the case even though a large number of girls marry soon after leaving high school. Though a reasonable percentage of freshmen girls have enrolled in Home-making I, the enrollment has dropped sharply in the sophomore, junior, and senior years. This condition has been such that its study has been warranted. The findings would doubtless be of help in determining procedures to follow in improving the existing situation. It was thought that ascertaining the interests, opinions and activities of the girls in this high school regarding home economics would be great value in the matter. It was further thought that if these could be determined, some reasons for the low percentage of girls who re-elect home economics might be uncovered, and that changes in the curriculum might be made to remedy the situation.

The purpose of the study, therefore, was to learn some of the opinions, interests and activities of the girls enrolled in the Clay County Community High School relative to home economics; what might be influencing these opinions, interests and activities; and what might be done to improve the situation relative to these and the enrollment in home economics courses. Though the study was confined to the Clay County Community High School, the findings might also be of value to others with similar problems.

REVIEW OF LITERATURE

A review of available literature revealed that a number of studies had recently been made in regard to the opinions, attitudes, interests and activities of students and others relative to home economics in high school. However, none were exactly like this study. Those which had a bearing upon the present one are reviewed here.

Smith (1955) studied the factors influencing Texas high school girls to take or not to take Homemaking III. In this study of 1,044 girls from selected high schools throughout the state, she found that the most prevalent reasons for taking this course, as given by 673 girls, were: homemaking can be valuable to me now and in the future; I enjoy the types of things we do in homemaking; there is always something new to learn in homemaking; I liked Homemaking I and II; homemaking is planned to fit the interests of the girls; and I liked my teacher. Only two items were marked frequently enough by the 371 girls who were not taking Homemaking III to be considered pertinent. These were: I could not work it into my schedule; and I like homemaking but wanted to take something else. Few dissatisfactions were expressed by the girls not taking Homemaking III, but Smith believed that had the needs and interests of the girls been met in previous homemaking classes, there would not have been the desire for courses other than homemaking, as was expressed by a large percentage of the girls. Her conclusion was that the most important single factor in increasing enrollment in Homemaking III in

Texas high schools was the readjustment of schedules to remove conflicts. She also suggested that students in homemaking courses be provided with learning experiences based on their needs and interests at each stage of their development; that opportunities be provided to enable students to become aware of the total advantages of the homemaking program; and that homemaking programs be planned to require comparatively the same amount of time outside of class that other subjects require.

Factors that had influenced the election of home economics by senior girls in the Washington and Lee High School in Arlington, Virginia, were investigated by Hall (1955). The parents of these senior girls were asked to indicate by means of a check list their feelings toward their daughters' needs and experiences relative to home economics. Another check list was checked by the senior girls. She found that high school girls took home economics because of recognized needs, a desire to learn to cook and sew, and because their mothers wanted them to do so. Girls did not take home economics because of their interest in other subjects; of college entrance requirements; the information in home economics that they needed was available in health courses; they could not choose specific areas in home economics such as foods but had to elect a general course; and of dissatisfaction with courses in home economics which they previously had taken. She also discovered that many girls and their parents had a very narrow concept of the scope of the home economics program. Both parents and girls tended to place more value on cooking and

sewing than any other aspect of home economics with the exception of planning diets to improve the figure or complexion. Parents and girls also rated marriage preparation comparatively high on its being helpful to girls. However, the small number of girls who elected home economics and the large number of parents who did not recommend home economics to their daughters seemed to indicate that they did not relate marriage preparation to home economics. Along with her recommendations were the suggestions that junior high home economics teachers provide activities which would help students and parents realize the scope of the home economics program, and that enrollment in high school home economics courses might be increased if learning experiences were based more upon the needs of the individual students. She stated that the latter might be accomplished if the home economics program were flexible enough to permit the teacher to start with any pupil where she was.

A study was made by Law (1956) of the vocational home economics program in the State of Maine, which consisted of a four-year curriculum plus an enrichment course called "Senior Special" for seniors only and with no home economics prerequisites. The first year of the vocational program was called "Science of Daily Living," and was a one-period discussion course rather than a laboratory one. In contrast to Smith's 1955 study in Texas, scheduling did not seem to be a major factor in low enrollment in the Maine vocational program. Of the total of 528 senior girls who answered the questionnaire, 356 said that they had been

able to take all of the home economics they desired. The reason given most often for non-enrollment in home economics by the 172 who indicated that they would like to have taken more home economics was that other required courses did not leave them time to take home economics. Therefore, among this group of students scheduling was a major factor. However, these students represented only about one-third of the total group investigated. The most prevalent reason for non-election of home economics was a failure to meet the needs and interests of students. Status of the subject was the second most important reason given for non-election. However, the lack of status of home economics seemed to be more in a lack of understanding of what home economics had to offer than in a definitely negative concept or prejudice. The students enrolled in home economics at the time of the study had an average of 2.35 years of home economics. Two-thirds of the group felt that this was enough to meet their needs. Law proposed that the value of the four-year vocational program be investigated, and suggested a two-year vocational sequence supplemented by enrichment courses such as the "Senior Special" now offered.

A survey involving 272 seniors, one-half of which were girls, the other half boys, was conducted at Ithaca, New York High School by Ho (1955). A check list was used to obtain the desired information from the group. She found that 48.5 per cent of the senior boys and girls were following the college preparatory curriculum and 27.3 per cent the business curriculum. Only 15 girls or 5.5 per cent were taking the homemaking sequence of

courses and 24 boys or 8.1 per cent were in industrial education. Slightly less than 10 per cent were in the general education curriculum. Of the total group, only 95 had elected some homemaking courses in high school. Of these, 40 had one year or less of high school homemaking, and only 32 had three or more years of homemaking. The reasons checked most frequently for taking homemaking courses were: homemaking courses will help me in later years; homemaking courses will help me in personal and family living; and I want to help establish a happy home and become a good husband or wife. Those checked less frequently were: I have been especially interested in homemaking courses; homemaking courses are interesting and stimulating; homemaking courses are challenging to me; homemaking courses have prestige value; and my parents and/or friends influenced me. The reasons checked most frequently for not taking homemaking courses were: there are other subjects that would better prepare me for getting a job; I am not interested in homemaking courses; I am not interested in homemaking; and I do not think homemaking courses are valuable for me. The study showed that homemaking courses did not fit into the schedule of 31.1 per cent of the seniors who did not elect homemaking. Most of these were from the college preparatory sequence. Only 13.6 per cent of the group felt that they did not know what homemaking courses offered. The phases of homemaking found most helpful by those who had elected homemaking were generally those of money management, child care, marriage preparation, food preparation, and personal appearance.

The phases checked by those having had homemaking as being most helpful were found to be quite similar to the phases of family living that the entire group thought that they should know. Ho concluded that the homemaking program in the Ithaca, New York, High School may be focusing upon the needs and interests of the students.

Garrett (1958) reported using a combination check list and essay type questionnaire to obtain data relative to the attitudes of high school girls toward home economics from 1,207 girls in senior high schools of Washington, D. C. Some high school home economics had been taken by 47.2 per cent of these girls. Of the total group, four-fifths indicated that they liked home economics but some were disappointed by the content of the courses or the manner of presentation. Two-thirds of the girls indicated that there was no stigma attached to taking home economics, and more than one-half of the students felt that there was prestige to be gained by taking home economics. Few of the girls, only 24 per cent, planned to take home economics in college. Junior high home economics left a very definite impression on the minds of most girls. A larger number retained an unfavorable impression of their junior high home economics courses than enjoyed these and wanted to take more home economics. However, the girls who did enjoy their junior high school home economics were quite enthusiastic about it. Most complaints were about lack of sufficient laboratory work and too much reading and writing. Large classes with insufficient help from the teacher also were

mentioned quite often as a shortcoming. The areas and phases of home economics in which these girls thought that they should have more work were teen-age problems, clothing, foods, the art of entertaining, and home management. The most frequently checked reasons given for not taking home economics were: preferred other subjects, 19 per cent; schedule too full, 17 per cent; no interest, 11.5 per cent; learned at home, 10 per cent; business course prevented, 10 per cent; and college preparatory course prevented, 9.9 per cent. Fifty-two per cent of the girls thought that all girls should be required to have at least one year of high school home economics. Forty-two per cent said that no home economics should be required in high school and 6 per cent said that some should be required.

Hall's 1955 study in California was for the purpose of obtaining the opinions held by various groups in the school and community as to the strengths and limitations of the homemaking program. The groups questioned consisted of the following: 7,237 homemaking students; 886 non-homemaking students who had never taken homemaking; 1,968 former homemaking students who had graduated within the past five years; 105 homemaking teachers; 524 non-homemaking teachers who taught other subjects; 198 school administrators and guidance directors; and 391 parents. Questionnaires were used with the homemaking students, non-homemaking students, and former homemaking students with a different and appropriate questionnaire used for each group. Individual interviews were held with the homemaking teachers, school

administrators, and guidance directors. Parents and non-homemaking teachers were interviewed in group conferences during which they also filled out a questionnaire. Hall found that these students took homemaking primarily because of their own interest and the influence of their parents. The reasons for not taking homemaking varied according to the group interviewed. Homemaking teachers thought that students were not taking homemaking because their schedules were too full. Others regarded this as a much less important item. Nearly one-half of the parents and homemaking teachers thought that students did not know what homemaking courses contained, but only 5 per cent of the non-homemaking students thought this to be true. One-third of the homemaking students said that adequate information about the course content was not available to students before they entered the classes. The adult groups in Hall's study selected cooking or solving family food problems and sewing as being the specific phases of homemaking that they thought would be of most interest to students. However, the students' interests were more in the areas of dressing properly; boy-girl relations; understanding marriage; furnishing a comfortable and attractive home; caring for young children; saving time, energy, and money in the home; and entertaining easily and inexpensively. Every group thought that the homemaking program was making its greatest contribution in the areas of foods and clothing. The second greatest help was in helping students to improve their appearance. The program also was considered to be valuable in building a

greater appreciation of the home and family and in preparing for marriage. Homemaking teachers said that poorly-equipped departments were the greatest limitation to the advancement of homemaking, but only one-fourth of the administrators indicated this was an important factor. The administrators and non-homemaking teachers thought the most limiting factor was difficulty in scheduling, and homemaking teachers considered this second in importance. The suggestion most frequently offered by homemaking students for making homemaking courses more enjoyable was to work on projects that are of more practical value. It was concluded that the homemaking program could increase its appeal by offering more practical courses, preparing students for more areas of homemaking responsibilities, designing a program for boys, and maintaining an attractive homemaking department.

As a part of her study of the effectiveness of the home economics program in 20 Minnesota high schools, Arny (1952) investigated attitudes toward home economics. All of the girls enrolled in these high schools were asked to check a list of attitudes towards home economics. She found that the percentage of girls who liked home economics varied widely from school to school. The variation was from 30 to 90 per cent at the senior high school level, and from 15 to 100 per cent at the ninth grade level. The schools which had superior teachers and spent more than the average amount for supplies were more likely to have favorable attitudes expressed toward home economics and especially by the girls of higher intelligence. Generally though,

the girls with lower IQ's were more apt to list home economics as their favorite subject, and the more intelligent girls were more apt to check home economics as liked less than other high school subjects. Only 7 per cent of the girls with high IQ's liked home economics better than most other subjects, while 16 per cent liked it less than most. In the lower IQ bracket, the figures were 20 per cent for those who liked home economics best and only 5 per cent for those who liked it least. There was a positive, although relatively low, correlation between girls' attitudes toward home economics and their learning as shown by pencil-and-paper tests. There was also a clear-cut relationship between positive attitudes toward home economics and expenditures for supplies.

The literature reviewed indicated much similarity in regard to opinions, attitudes, interests, and activities of various individuals and groups of people relative to home economics. However, causes of unfavorable student attitudes toward and of low enrollment in home economics were not easily discerned or remedied. Suggestions were made in a number of the studies for improvement in the subject matter presentation, scheduling, prestige, and publicity of the home economics offerings. Especially emphasized were the presenting of more challenging subject matter, and the basing of the intended learnings upon the needs of the students.

METHOD OF PROCEDURE

The data for this study were obtained by means of a check list (Appendix). In its preparation, a tentative check list was formulated and submitted to several homemaking instructors for criticisms and recommendations. The list was then revised and checked by two high school students from the Manhattan Senior High School and again revised according to the indications and suggestions.

The final check list consisted of two parts. The first part was concerned with interests, activities, and opinions relative to home economics. The second part dealt with favorable and unfavorable statements about home economics. For each part, the appropriate method of checking was indicated. This check list was duplicated and on February 27, 1959, was administered to 192 girls who were students in Clay County Community High School. The data thus obtained were tabulated, analyzed, and summarized, and recommendations were made as indicated.

FINDINGS

This study was made by means of a check list given to girls who were students at the Clay County Community High School during the 1958-59 school year. Of the 222 girls enrolled at the time the check list was administered, 192 were present to check the instrument. Sixty of the 192 girls were enrolled in home economics courses at the time.

The items of the check list were divided into three general groups which were as follows: school classification; background related to home economics; and opinions concerning home economics. Those concerning opinions of home economics were subdivided into groups which were concerned with over-all opinions, subject matter, prestige of home economics, teachers of home economics, careers in home economics, junior high home economics, the Future Homemakers of America, and grades or marks in home economics. Subject matter was further divided into foods, clothing, and home living. The home living items included such phases as child care, personality development and family living, management, housing, and health.

The students were classified first according to the grade in school--9, 10, 11, or 12. The second classification was according to the amount of home economics taken in school. The divisions of this grouping were: no home economics; home economics in the seventh and/or eighth grades only; one year of high school home economics; two years of high school home economics; three years of high school home economics; or four years of high school home economics. Seventh and eighth grade home economics was disregarded when classifying those who had had some economics in high school. Thus, some girls classified as having one year of high school home economics had also had one or two years of home economics in junior high, while some other girls classified as having one year of high school home economics had had no home economics in junior high school.

The final totals were: 50 ninth graders; 67 tenth graders; 34 eleventh graders; and 41 twelfth graders. Classification by years of home economics were: 20 students with no home economics; 74 students with seventh and/or eighth grade home economics only; 54 students with one year of high school home economics; 22 students with two years of high school home economics; 16 students with three years of high school home economics; and six students with four years of high school home economics (Table 1). Students who had had only seventh and eighth grade home economics were in the majority, being 38.6 per cent of the entire group. From there on the percentage decreased for each year with only 8.4 per cent having had three years home economics and 3.1 per cent four years.

One-third of the girls who checked the list indicated that they intended to go to college. Of this number, only two girls said that they planned to major in home economics, and one to minor in home economics. Less than 6 per cent checked that they might take some home economics while 10 per cent planned to take no home economics in college, and slightly less than 11 per cent were undecided.

After college attendance, the next largest group of girls, 15.1 per cent, checked business school as their goal (Table 2). Thirteen per cent intended to work in an office or store upon graduation from high school, 9.9 per cent to go to beauty school; 8.8 per cent to take nurse's training; and 8.8 per cent to marry immediately. Fifteen and six-tenths per cent of the girls had

Table 1. Classification of students according to number of years of home economics.

Year in school	: No Home :Economics		:7 and/or 8 :grade only		: 1 yr. HS : Home Ec.		: 2 yrs. HS : Home Ec.		: 3 yrs. HS : Home Ec.		: 4 yrs. HS : Home Ec.:		: All girls :Per	
	: No.:	:Per :cent	: No.:	:Per :cent	: No.:	:Per :cent	: No.:	:Per :cent	: No.:	:Per :cent	: No.:	:Per :cent	: No.:	:Per :cent
9	7	3.6	17	8.9	26	13.5	--		--		--		50	26.0
10	7	3.6	34	17.7	15	7.8	11	5.8	--		--		67	34.9
11	1	0.5	9	4.7	9	4.7	7	3.6	8	4.2	--		34	17.7
12	5	2.6	14	7.3	4	2.1	4	2.1	8	4.2	6	3.1	41	21.4
Totals	20	10.3	74	38.6	54	28.1	22	11.5	16	8.4	6	3.1	192	100.0

Table 2. Future plans of girls.

Future plan	Freshmen	Sophomores	Juniors	Seniors	All girls
	Per cent				
Go to college	40.0	34.3	23.5	31.7	33.3
Don't know yet	16.0	17.9	20.6	7.3	15.6
Go to business school	19.0	14.9	11.7	14.6	15.1
Work in office or store	8.0	13.4	11.7	19.5	13.0
Go to beauty school	10.0	8.9	14.7	7.3	9.9
Marry immediately	2.0	10.4	14.7	9.7	8.8
Go to nurses training	8.0	7.4	11.7	9.7	8.8
Other	2.0	5.9	5.9	2.4	4.2

not decided upon their future, and 4.2 per cent listed other plans. Among the things listed by the latter group were dress designer, art school, roller skating lessons, airline hostess, women's military service, a special training school (kind unspecified), and civil service. Of the total group, 70.8 per cent intended to take further training or schooling beyond their high school education. That only a small percentage planned to marry immediately was of special interest.

Fifty-three and six-tenths per cent of the girls did not work away from home. Of the 46.4 per cent who did work away from home, 10.9 per cent checked two jobs with the most common

combination being that of baby-sitting and housework. Other combinations listed included baby sitting and one of the following: car hop, helper at the swimming pool, helper at filling station, waitress, or clerk. Twenty-five per cent of the girls indicated that they were employed at least occasionally as a baby sitter. It was apparent that baby sitting was an important job with most of these girls, and that baby sitting was often done in addition to another part-time job. The next largest type of employment to be checked was that of housework, by 10.9 per cent of the girls. This was followed by waitress or car hop, 8.8 per cent; clerk in a store, 3.6 per cent; office work, 3.1 per cent; and other jobs, 5.7 per cent. These other jobs were such things as giving drum, music, or piano lessons; helping in a restaurant kitchen; being a dishwasher; serving as a secretary for a band director; working at a fire cracker stand; helping at the swimming pool; and working at a filling station. Thus, the jobs these girls had to earn money were many and varied and most were related to homemaking activities and responsibilities.

Group activities to be checked were limited to those clubs or organizations most likely to be participated in by high school girls. It was found that these girls could be said to be joiners. They each belonged to a mean of 2.8 clubs, and had dropped their membership in a mean of 1.4 other clubs (Table 3).

The largest percentage of girls belonged to Girl Reserves, a local club at the Clay County Community High School. The next largest memberships were in church groups and the Booster Club,

Table 3. Present and former club membership.

Organization	Belong now*		Used to belong**		Total previous and present member		Member drop-out
	No.	Per cent	No.	Per cent	No.	Per cent	Per cent
Girl Reserves	169	88.0	7	3.6	176	91.6	4
Church groups	101	52.6	23	12.0	124	64.6	19
Booster Club	72	37.5	4	2.1	76	39.6	5
Girl Scouts	40	21.0	66	34.4	106	55.4	62
Future Business Leaders of America	38	19.8	9	4.7	47	24.5	19
Future Homemakers of America	36	18.7	15	7.8	51	26.5	29
Rainbow Girls	27	14.0	5	2.6	32	16.6	16
4-H Clubs	23	12.0	77	40.1	100	52.1	77
Job's Daughters	5	2.6	1	0.5	6	3.1	16
Y-Teens	4	2.1	40	21.0	44	23.1	91
Campfire Girls	0	--	8	4.2	8	4.2	100
Kayettes	0	--	5	2.6	5	2.6	100
Others	17	8.8	6	3.1	23	11.9	--

* Mean number for each girl is 2.8.

** Mean number for each girl is 1.4.

which is the girls' pep club in the high school. More than half of the girls had at one time been members of a 4-H Club, but only 12 per cent still retained their memberships. Other clubs showing a large percentage of present members were Girl Scouts, 21

per cent; Rainbow Girls, 14 per cent; Future Business Leaders of America, 19.8 per cent; and Future Homemakers of America, 18.7 per cent. Some of the girls indicated that they were members at the present time of clubs such as Farmers Club; Cub Choral, the high school vocal group; city band; church choirs; World Friendship Group (Methodist); Hi-Dads; Rose Paden (Presbyterian); Science Club; Girls' State Alumni Association; Stardusters, the high school instrumental group; and Junior Deans, the high school service group.

Of particular interest was the membership in the Future Homemakers of America. More than 26 per cent of the girls had at one time belonged to this organization and 18.7 per cent were members during the year of the study, with only 7.8 per cent dropping their membership during the time they were in high school. The drop-out of members in Campfire Girls, 4-H Clubs, Kayettes, Y-Teens, and Girl Scouts was much higher than in the Future Homemakers of America. Kayettes and Y-Teens were high in this respect because neither had a chapter at this high school, and girls had been members in schools previously attended. How four girls can claim to be present members of Y-Teens is unexplainable. The Future Business Leaders of America, the only other school club with a subject matter or vocational background, showed a lower drop-out rate, 19.0 per cent, than did the Future Homemakers of America.

The girls as a group indicated a mean of 5.4 homemaking activities as being done regularly (Table 4). The activity done

Table 4. Home activities done regularly, liked most, and liked least.*

Activity	: Done :		: Liked most :		: Liked least :	
	: regularly :	: Per :	: Liked most :	: Per :	: Liked least :	: Per :
	: No.:	: cent :	: No.:	: cent :	: No.:	: cent :
Care of own room	158	82.3	92	47.9	29	15.1
Setting the table	152	79.1	50	26.0	41	21.3
Doing dishes	143	74.4	28	14.5	103	53.6
Cleaning house	125	65.1	54	28.1	50	26.0
Personal ironing	98	51.0	52	27.0	41	21.3
Personal laundry	88	45.8	37	19.2	46	23.9
Preparing meals	77	40.1	93	48.4	26	13.5
Caring for younger children	68	35.4	83	43.2	17	8.8
Sewing	59	30.7	80	41.6	30	15.6
Family ironing	43	22.4	26	13.5	67	34.9
Family laundry	30	15.6	19	9.9	65	33.8
Others	3	1.5	2	1.0	2	1.0

* Mean of 5.4 activities done regularly by each girl; of 3.2 activities liked most by each girl; of 2.7 activities liked least by each girl.

by most of the girls was caring for their own rooms, which was followed closely by setting the table and doing dishes. The activities done regularly by the fewest girls were family ironing, family laundry, sewing, and caring for younger children.

Six hundred sixteen activities were checked as being the most liked, with a mean of 3.2 activities for each girl. The activities liked the most were preparing meals, caring for their

own rooms, caring for younger children, and sewing. A mean of 2.7 activities for each girl was checked as being the least liked. Those checked most frequently as least liked were doing dishes, family ironing, family laundry, and cleaning house. Those liked the most by the largest percentage of the girls were also those that were liked the least by the smallest percentage of girls, and the reverse was the case.

A number of the questions on the check list were designed to ascertain the girl's over-all impression of home economics without regard to subject matter area. It was found that an answer showing a favorable attitude toward home economics, but not necessarily a positive answer as some questions were stated negatively, was given in 57.0 per cent of the instances. Answers indicating an unfavorable attitude were given in 17.2 per cent of the cases, while 24.7 per cent of those checking were undecided, and 1.1 per cent did not answer one or more of the questions.

Of the entire group of 192 girls, 67.2 per cent indicated, when asked directly, that they did like home economics; 8.3 per cent said they did not like home economics; 17.7 per cent were undecided; and 6.8 per cent did not answer the question. The reasons given for liking or not liking home economics were varied, but tended to emphasize cooking and sewing. Most commonly listed, by 45 girls, was the reason, "I like to cook and sew." Six girls said that they liked to sew and the same number stated that they liked to cook. Some girls stated that they preferred one over the other, with ten girls expressing preference for cooking,

while eight said that they liked to sew but not to cook. A surprising number of girls (17) stated simply that they did not like to sew and thus did not care for home economics courses. The other reasons most listed for liking home economics were that students learn what they need to know in the future and that it is interesting. Such reactions as not liking book work, poor teachers, and no time for home economics were checked by 22 girls (Appendix).

It is of interest to note that only seven girls specifically mentioned three areas of home economics--foods, clothing, and home living--in their answers, while 87 girls mentioned cooking, sewing, or both. Evidently most of their thinking in home economics was in the areas of foods and clothing, with little thought to the home living and related art areas. This was further substantiated by the fact that nearly half of the girls thought that most of what is done in home economics is to cook and sew (Table 5).

Only 44.3 per cent of the girls thought that girls enjoyed the home economics work taken in high school. Nearly 50 per cent of the girls were undecided about this, but only 6.3 per cent thought that girls did not enjoy their high school home economics. One per cent did not answer.

It was generally thought that home economics classes were planned for the bright as well as the slow students. Seven and eight-tenths per cent of the girls thought that home economics classes were planned more for the slow students, but 75.5 per cent

Table 5. Opinions of girls concerning favorable and unfavorable statements about home economics.

Statement	: :Agree	:Unde- :cided	:Dis- :agree	: No :answer
	: Per cent			
Most of what is done in home economics classes is to cook and sew.	49.0	20.8	30.2	0.0
Girls enjoy the home economics work taken in senior high school.	44.3	48.4	6.3	1.0
Home economics classes are planned more for the slow students than for the bright ones.	7.8	16.7	75.5	0.0
Home economics is valuable for bright as well as slow students.	88.0	7.3	3.7	1.0
Most of the students who take home economics are the smarter or brighter students.	3.1	20.8	76.1	0.0
All girls in senior high school should have at least one year of home economics.	58.9	18.2	21.9	1.0
What is taught in home economics courses is boring.	14.6	27.6	57.3	0.5
Home economics courses are interesting and challenging.	51.6	32.8	15.6	0.0
Home economics courses are too often planned by the teacher and not according to what the students need.	40.1	30.2	29.2	0.5
You can take home economics in our high school and also prepare for college entrance at the same time.	67.7	27.6	4.7	0.0
Home economics offers a chance to have an interesting and rewarding career.	64.1	27.1	8.3	0.5
A home economics career can be one way to become an important or nationally known person.	46.9	32.3	20.3	0.5

Table 5 (cont.).

Statement	: Agree	: Unde- : cided	: Dis- : agree	: No : answer
	Per cent			
Home economics careers do not pay as well as do those in other fields.	16.7	54.7	28.1	0.5
Home economics courses are only for girls who do not intend to have a career.	8.9	11.4	79.7	0.0
A homemaker has a dull and uninteresting life.	12.5	12.5	75.0	0.0
Junior high home economics leaves a favorable impression on most girls.	46.4	38.5	14.1	1.0
If a girl takes home economics in junior high, she has learned all that is important and high school classes are just repetition.	7.3	26.6	66.1	0.0
The Future Homemakers of America is an organization I am or would be proud to belong to.	53.1	37.5	9.4	0.0
The highly respected and popular girls do not join the Future Homemakers of America.	8.3	19.3	72.4	0.0
Home economics is a popular subject in our school.	30.7	42.2	27.1	0.0
An unfavorable attitude is attached to taking home economics in our school.	21.9	38.5	39.1	0.5
Social recognition is gained by taking home economics.	24.0	42.7	32.3	1.0
Most home economics teachers show the application of their teaching in their dress, manner and conduct.	77.6	16.7	5.7	0.0
Teachers of home economics are behind the times in knowing what students want to learn.	17.7	28.6	53.7	0.0

Table 5 (cont.).

Statement	: Agree	: Unde- : cided	: Dis- : agree	: No : answer
	Per cent			
Teachers of home economics are up-to-date in learning about new subject matter.	58.3	31.8	8.9	1.0
The type of foods we prepare at school is a repetition of what we learn at home.	36.5	28.1	34.9	0.5
We prepare the same foods every year in home economics.	19.8	34.9	44.8	0.5
Students in clothing courses should be allowed to make any kind and style of garment they choose, instead of all having to use the same pattern.	77.6	7.8	13.6	1.0
The garments we make in clothing are things we are proud to wear.	55.2	29.2	15.6	0.0
More time should be spent in learning appropriate dress instead of in sewing.	25.0	33.9	40.6	0.5
Child care courses are not very practical, because you actually have to take care of a baby to learn much about it.	24.0	21.9	53.6	0.5
Budgeting is necessary only for people who have little money.	6.8	6.8	86.4	0.0
It is embarrassing to discuss dating and marriage in class.	6.8	10.4	82.3	0.5
It is unnecessary to have sex education in school since most girls learn all they need to know from their mothers.	9.4	12.5	78.1	0.0
Girls should not learn about sex until they are ready to be married.	0.5	3.7	95.8	0.0

Table 5 (concl.).

Statement	: Agree	: Unde- : cided	: Dis- : agree	: No : answer
	Per cent			
Sex education should not be taught in home economics, because girls learn about it in physical education and biology courses.	9.4	18.2	71.4	1.0
Mothers and home economics teachers try to teach moral standards that are too high for today's teenagers.	17.7	24.0	58.3	0.0

did not agree with this, and 16.7 per cent were undecided.

Eighty-eight per cent of the girls believed that home economics was valuable for the bright as well as the slow student. That many of the students who take home economics were in the middle and lower intelligence groups was thought to be the case by the 76.1 per cent of the girls who disagreed with the statement that most of the students in home economics are the smarter or brighter students. A very few, 3.1 per cent, had agreed with this statement, while 20.8 per cent were undecided.

In some high schools, one or more years of home economics is required of all girls. That this should be the case in the Clay County Community High School was recommended by 58.9 per cent of the girls. Twenty-one and nine-tenths per cent thought that requiring home economics was not necessary. Nearly as many girls, 18.2 per cent, were undecided, and 1 per cent did not answer.

The comment is sometimes heard that home economics classes are boring. Only 14.6 per cent of the girls agreed with this statement, while 57.3 per cent disagreed, 27.6 per cent were undecided, and five-tenths per cent gave no answer. This would indicate that home economics classes were interesting to more than half of the girls. While 14.6 per cent of the girls thought that home economics courses were boring, more than half of the girls, 51.6 per cent, thought that home economics courses were interesting and challenging. Nearly one-third were undecided, and 15.6 per cent disagreed.

The idea that home economics courses should be teacher-student planned has been advocated for many years. However, only 29.2 per cent of the girls thought that home economics courses were planned according to student needs. That these courses were planned by the teacher with too little student participation was the opinion of 40.1 per cent. Thirty and two-tenths per cent of the girls were undecided on this, indicating indecision or lack of knowledge on this matter. No answer was given by less than 1 per cent of the girls.

The reasons checked most frequently for disliking home economics courses were that these repeated what had been learned the year before in home economics courses, that there were too many other things to take, and that the classes were dull (Table 6). Only 4.1 per cent of the girls checked that they did not learn anything, and only 4.7 per cent checked that home economics was not important. The group that had the most high school home

Table 6. Things girls did not or would not like about home economics courses.

	: No Home	:7 and/or 8:	1 yr.HS	: 2 yr.HS	: 3 yr.HS	: 4 yr.HS	:
	:Economics:	grade only:	Home Ec.:	Home Ec.:	Home Ec.:	Home Ec.:	All girls
	:						Per cent
Repeats what was learned the year before	10.0	41.9	53.7	50.0	50.0	83.0	44.8
Too many other things to take	75.0	58.1	24.1	4.5	18.8	--	39.0
The classes are dull	40.0	31.1	25.9	36.3	12.5	16.6	29.1
Had learned everything at home	30.0	20.3	20.3	9.0	6.3	--	17.7
It isn't important	10.0	8.1	1.8	--	--	--	4.7
Did not learn anything	5.0	5.4	3.7	--	6.3	--	4.1
Other	10.0	17.5	25.9	18.2	31.8	16.6	20.3

economics felt the most strongly that work was repeated in the different years. This was no doubt due to the fact that these girls had enrolled in Homemaking III for the second year, and thus had four years of home economics in a curriculum which offered only three years of work. Of interest was the fact that the groups with little or no high school home economics were the ones who checked that they did not have time to take home economics or that they had learned what was included in home economics at home. Apparently the taking of home economics at school brought a realization of the value of the course or courses.

Other reasons given for disliking home economics were: "not enough time to make other projects"; "other things are more important"; "don't like sewing"; "don't like the way we have to sew"; "the cooking part"; "can't work that fast"; "learned at home and in junior high"; "had learned some things at home"; "sewing gets dull"; "prefer study hall"; "don't like to sew"; and "some of the book work bored me." Two girls wrote more lengthy explanations. One said, "You can't work in your own way. The teacher would see that everyone did things in the 'textbook' way or the proper method." The other girl wrote, "You don't have a second chance to do the job if you did it wrong the first time, and so the course was a little frustrating." Three other girls who answered this question indicated that none of the reasons listed for checking caused them to dislike home economics courses by writing that they liked home economics and didn't dislike it at all. Twelve girls did not answer the question, which might

indicate that they viewed home economics favorably or at least not unfavorably.

The phases of home economics most generally recognized by the girls as being taught in the Clay County Community High School were those of food preparation, clothing construction, grooming, nutrition, selection of clothing, and dating. Those least recognized were home nursing, child care, and consumer buying (Table 7). Generally, the phases checked as being most taught were also checked least as needing more emphasis. However, it did not necessarily follow that the phases of home economics checked as least taught were also thought of as needing more emphasis. The one item checked overwhelmingly as needing most emphasis was teen-age problems, even though it was recognized by 38.5 per cent as being taught. The next in order that were checked as needing emphasis were child care, home nursing, family relations, entertaining, and dating.

The phases checked as being those the girls would most like to study were concerned with grooming, clothing, dating, and social problems (Table 8). These all presented problems for which the girls apparently felt an immediate need of help in solving. The areas and phases the girls would like least to study were management, new foods, preservation of food, and marketing. Surprisingly, construction of clothing was among the phases of home economics that the girls checked least as wanting to study.

Table 7. Phases of home economics that are taught in the school and need more emphasis according to the girls.

Phases	: Taught : Per cent	: Need more : emphasis
Food preparation	81.2	5.2
Clothing construction	81.2	4.7
Grooming	71.3	15.6
Nutrition	68.2	9.9
Selecting clothing	61.4	16.7
Dating	54.1	30.3
Family relations	47.9	31.2
Home management	44.3	24.0
Home decoration	42.7	27.1
Entertaining	39.0	30.3
Teen-age problems	38.5	48.4
Consumer buying	33.8	21.4
Child care	31.2	39.0
Home nursing	14.6	34.9
Other	0.5	1.0

The girls who had no home economics were noticeably more concerned about entertaining guests, getting along with others, management of money, being a gracious guest, and table etiquette and manners than were girls who had had some home economics courses. Those with only seventh and/or eighth grade home economics were less interested than any other group in clothing

Table 8. Phases of home economics girls would like most to study.

Phases of home economics	: No Home :7 and/or 8: 1 yr.HS : 2 yr.HS : 3 yr.HS : 4 yr.HS : All						
	:Economics:	grade only:	Home Ec.:	Home Ec.:	Home Ec.:	Home Ec.:	girls
	: Per cent						
Care of hair, skin, and hands	90.0	86.4	75.8	90.8	81.2	83.5	83.8
How to wear clothing	85.0	70.2	79.5	81.7	75.0	50.0	75.5
Dating etiquette	70.0	70.2	72.1	86.3	75.0	66.7	72.9
Arrangement of furnishings	80.0	71.5	68.4	86.3	73.0	50.0	72.9
Planning wardrobe	80.0	66.1	72.1	72.6	87.5	83.5	72.4
Entertaining guests	90.0	64.8	66.6	72.2	81.2	83.5	71.3
Care of clothing	75.0	63.4	72.1	81.7	62.5	66.7	69.2
Helping children form good habits	60.0	60.7	70.3	90.8	68.7	66.7	67.7
How to get along with others	85.0	67.5	66.6	49.9	68.7	66.7	67.2
Husband-wife relations	70.0	67.5	53.6	77.2	87.5	66.7	66.7
Special food for parties	60.0	60.8	62.9	77.2	75.0	100.0	65.6
Recognizing children's diseases	60.0	64.8	61.0	72.6	81.2	66.7	65.6
Management of money	85.0	63.4	71.2	54.5	56.2	33.4	65.6

Table 8 (cont.).

Phases of home economics	: No Home :7 and/or 8: 1 yr.HS : 2 yr.HS : 3 yr.HS : 4 yr.HS : All :Economics:grade only: Home Ec.: Home Ec.: Home Ec.: Home Ec.: girls						
	: Per cent						
Marriage	70.0	60.7	64.7	81.7	68.7	50.0	65.6
Parent-child relations	70.0	66.1	61.0	68.1	56.2	83.5	65.1
Cooking family meals	60.0	67.5	57.4	59.0	81.2	100.0	65.1
Planning a wedding	65.0	55.3	64.7	77.2	75.0	100.0	64.6
Standards of boy-girl relationships	70.0	63.4	61.0	68.1	68.7	66.7	64.6
Planning use of money	60.0	66.1	64.7	49.9	81.2	50.0	64.1
Being a gracious guest	80.0	63.4	62.9	45.4	50.0	66.7	61.9
First aid	80.0	66.1	57.3	45.4	50.0	66.7	61.5
Selection of ready-made garments	70.0	56.7	59.2	63.6	68.7	66.7	60.9
Duties of host and hostess	85.0	58.0	53.6	49.9	56.2	66.7	58.8
Selection of furnishings	65.0	56.7	51.8	72.6	56.2	66.7	58.3
Planning family meals	50.0	58.0	57.4	54.4	62.5	66.7	57.3

Table 8 (cont.).

Phases of home economics	: No Home :7 and/or 8: 1 yr.HS : 2 yr.HS : 3 yr.HS : 4 yr.HS : All :Economics:grade only: Home Ec.: Home Ec.: Home Ec.: Home Ec.: girls						
	: Per cent						
Planning the house	60.0	59.4	48.1	49.9	62.5	83.5	56.2
Marketing for the family	40.0	56.7	57.3	63.6	62.5	50.0	56.2
Sex education	45.0	48.6	48.1	63.6	62.5	66.7	51.5
How to get along with your family	70.0	49.9	44.4	40.8	62.5	50.0	50.5
Keeping well	60.0	45.9	28.1	59.0	56.2	50.0	50.5
Care of the mother during pregnancy	45.0	47.2	46.3	63.6	62.5	66.7	50.5
Keeping expense accounts	45.0	44.5	53.6	54.5	56.2	33.4	48.9
Table etiquette and manners	75.0	49.9	42.5	27.2	56.2	33.4	47.9
Wise use of leisure time	65.0	40.5	51.8	49.9	43.7	33.4	47.4
Caring for the sick	55.0	43.2	40.7	45.4	56.2	50.0	45.3
Planning food for children	45.0	45.9	40.7	45.4	56.2	50.0	45.3
Preparing food for children	45.0	39.2	38.8	45.4	50.0	33.4	41.1

Table 8 (cont.).

Phases of home economics	: No Home :7 and/or 8: 1 yr.HS : 2 yr.HS : 3 yr.HS : 4 yr.HS : All :Economics:grade only: Home Ec.: Home Ec.: Home Ec.: Home Ec.: girls						
	: Per cent						
Selecting toys, stories, and games for children	30.0	49.9	31.4	36.3	50.0	33.4	40.6
Preparing food for the sick	45.0	37.8	38.8	31.8	56.2	50.0	40.1
Construction of garments	45.0	28.3	42.5	45.4	56.2	50.0	39.1
Selection of dress fabric	30.0	29.7	42.5	54.5	50.0	33.4	38.0
Selection of house- hold textiles	35.0	32.4	46.2	36.3	37.5	50.0	38.0
Making clothing for children	40.0	31.1	49.9	27.2	25.0	83.5	38.0
Serving meals	40.0	43.2	35.2	22.7	25.0	50.0	36.9
Proper method of cleaning house	40.0	28.3	48.1	36.3	31.2	33.7	36.4
Management of time	40.0	33.7	38.5	22.7	31.2	--	33.3
Simple repair of household equip- ment	25.0	33.7	40.7	18.2	31.2	50.0	33.3
Bathing the baby	45.0	29.7	31.6	31.8	12.5	50.0	31.2

Table 8 (concl.).

Phases of home economics	: No Home :Economics:	:7 and/or 8: grade only:	: 1 yr.HS Home Ec.:	: 2 yr.HS Home Ec.:	: 3 yr.HS Home Ec.:	: 4 yr.HS Home Ec.:	: All girls
	Per cent						
Canning and preserv- ing food	20.0	29.7	29.6	18.2	50.0	66.7	30.3
Making household articles	25.0	24.3	37.0	22.7	31.2	66.7	29.7
Conservation of food, electricity, fuel, and other opera- ting costs	25.0	28.3	35.1	9.1	50.0	33.4	29.7
Overcoming food dis- likes	25.0	27.0	29.6	31.8	43.7	--	28.6
Determining whether to purchase a ready-made article or to make it	35.0	20.2	27.7	49.9	25.0	33.4	28.1
Making schedules for work	35.0	27.0	29.6	27.2	18.7	33.4	28.1
Proper method of washing clothing	25.0	14.8	40.7	18.2	25.0	16.7	24.5
Learning to eat new foods	20.0	28.3	22.2	13.6	31.2	16.7	23.9

construction. The idea that many of this group did not take further work in home economics because of a dislike of sewing can be further confirmed by consulting the complete list of answers in the Appendix. The group with two years of high school home economics was uninterested in canning and preservation of food. This may be due partially to the fact that the high school class in Homemaking II has done, in recent years, an extensive amount of food preservation, and these girls might have felt that they need no more work in this area. Those who had the most high school home economics, four years, were more concerned with special foods for parties, cooking family meals, planning a wedding, and planning the house. These choices might indicate an awareness of coming responsibilities that other groups did not have. This group was less concerned with how to wear clothes, management of money, and marriage than were the groups with less instruction in home economics.

Reasons why girls did or did not enroll in home economics courses, and what person or persons most affected their choice are of interest to all who work in the field of high school home economics. Several studies have been reported on this question alone. One hundred fifty-one girls checked a total of 645 reasons why they elected home economics. This was a mean of 4.14 reasons for each girl who answered the question. As in other studies, the reasons most checked for enrolling in home economics courses were: I think it is important to my future, and I learned interesting things. Only a few students indicated that they took

home economics because it was an easy course or required little book work (Table 9). No marked differences were found among the reasons as checked by members of different grades. The reasons were fairly uniform from grade to grade, although it might be noted that the members of the sophomore class, which had a low current enrollment in home economics, 20 per cent, were more inclined than those of other classes to indicate that home economics had been taken because it was required in junior high school. The juniors were more interested in eating the foods prepared in the home economics class than were members of the other classes. Additional comments added by the girls were: "I enjoy it"; "I just plain wanted to take it"; "I like to cook and sew"; "I like this kind of work"; "I wanted to learn to sew"; "I like it"; and "it was required my freshman and sophomore years," which was from a transfer student.

Reasons for not enrolling in home economics were as enlightening as those for enrolling and may help to spot weaknesses in the home economics program, and suggest ways that it might be improved. A total of 425 reasons for not taking home economics were checked by 103 girls. This mean of 4.13 reasons for each girl checking the question was nearly the same as the mean of 4.14 reasons for taking home economics. The checkings of reasons by sophomores ran noticeably higher than did responses from other classes (Table 10). This was not surprising as only 20 per cent of the sophomores were enrolled in home economics, compared with 50 per cent of the freshmen, 30 per cent of the juniors, and 25

Table 9. Reasons for taking home economics.*

Reason	Fresh-	Sopho-			All
	men	mores	Juniors	Seniors	girls
	Per cent				
You think it is important to your future	64.0	50.6	70.6	65.9	60.9
You learn interesting things	60.0	41.7	67.6	65.9	56.2
It is required in junior high	40.0	49.2	38.2	39.0	42.7
You like to eat the things you cook	24.0	26.8	47.0	31.7	30.7
Your mother wants you to take home economics	28.0	23.8	32.4	34.1	28.6
You like the teacher	24.0	16.4	32.4	29.3	24.0
The teacher is an excellent teacher	16.0	17.9	23.5	12.2	17.2
It is an easy course	10.0	8.9	17.6	12.2	11.5
Laboratory work is easy for you	10.0	5.9	17.6	12.2	10.4
Most of your friends take it	10.0	11.9	2.9	7.3	8.8
You needed another credit	8.0	7.4	11.7	4.8	7.6
There isn't too much book work	8.0	7.4	8.8	2.4	6.8
You didn't know what else to take	8.0	5.9	--	2.4	4.7
Other	6.0	1.5	5.9	4.8	4.2

* For the girls who checked the reasons, the mean number of reasons was: all girls, 4.14; freshmen, 4.33; sophomores, 4.04; juniors, 4.23; and seniors, 4.61.

Table 10. Reasons for not taking home economics.*

Reason	Fresh-	Sopho-	Juniors	Seniors	All
	men	mores	Per cent	Per cent	girls
Your schedule was too full	34.0	44.7	29.4	46.3	39.6
You prefer other subjects	24.0	46.2	26.4	31.7	33.9
You've learned what you need to know at home	10.0	32.8	8.8	17.1	19.3
You're not interested	10.0	26.8	14.7	14.6	17.7
Junior high home economics discouraged you	10.0	13.4	8.8	7.3	10.4
Your business course prevented it	2.0	13.4	5.9	17.1	9.9
No one encouraged you to take home economics	2.0	14.9	5.9	12.2	9.4
Your friends do not take home economics	--	16.4	8.8	7.3	8.8
Junior high home economics was sufficient	4.0	11.9	5.9	7.3	7.8
You feel no need for home economics	4.0	16.4	2.9	--	7.3
There is no challenge in home economics	6.0	5.9	2.9	2.4	4.7
No special training is needed	--	7.4	2.9	--	3.1
Other	6.0	1.5	--	4.8	3.1

* For the girls who checked the reasons, the mean number of reasons was: all girls, 4.13; freshmen, 3.82; sophomores, 4.62; juniors, 4.07; and seniors, 3.58.

per cent of the seniors. The two reasons checked most frequently for not taking home economics were: your schedule was too full,

and you prefer other subjects. More than one-third of the total group of girls checked these reasons. The only other reasons checked frequently enough to be considered as being widely felt were: you've learned what you need to know at home, and you're not interested. Comments written were: "I plan to take it later"; "had it in 4-H for 5 years"; "I am learning it at home"; "the other school I attended before I came here didn't offer it and this year as a senior I didn't want to take the first year"; and "4-H cooking project meetings for 7 years." The reasons checked, as a whole, indicated more of a disinterest in home economics or greater interest in other fields than antagonism to home economics.

Nearly half of the girls checked that their mother was the person most influential in their decision to take or not take home economics. That many girls made their own decisions was shown by the 27.6 per cent of the girls who wrote in "myself" as the person most influential in making the decision. Friends were influential in 20.8 per cent of the decisions, but fathers, principals, and teachers together influenced only 10.4 per cent of the girls. Twenty and eight-tenths per cent of the girls checked more than one person as being influential in the decision, and one of the persons named often was "myself" along with mother or friend. Other persons they said influenced their decisions were: "a neighbor who is a school teacher"; "grandmother"; "future husband"; "aunts"; and "sister." Other written replies indicated not persons but situations such as, "change in future

plans," "schedule too full," "it was required," "and no one said much about it."

Conflicts in class scheduling are sometimes cited as causes of low enrollment in home economics classes. The college preparatory curriculum is often pointed out as being the one most difficult in which to include courses in home economics. Only 4.7 per cent of the girls thought that home economics classes could not be included in a college preparatory curriculum. That both college preparatory and home economics courses could be taken by a student was the opinion of 67.7 per cent of the girls, with 27.6 per cent undecided. In the opinion of these girls, college preparatory courses did not interfere with enrollment in home economics (Table 5).

Of the 172 girls who had some home economics, 64.5 per cent listed as A's and B's most of the grades received. Thirty-two per cent of the girls said they received mostly C's, and 2.9 per cent received D's and F's in their home economics courses. Only one girl who had home economics gave no answer to this question. Apparently grades received in home economics courses had little relationship to liking or disliking the subject, as of the 127 girls who had home economics and indicated that they liked the subject, 59.9 per cent listed grades of A's and B's, 36.2 per cent listed grades of C's, and 3.9 per cent grades of D's and F's. All 15 of the girls who had home economics and indicated that they did not like the subject listed their grades received as A's and B's. Of the 20 girls who had home economics and were

undecided as to whether or not they liked the subject, 68.3 per cent listed grades of A's and B's, 31.7 per cent of C's and none of D's and F's. As far as this study was concerned, the indications were that receiving low grades in home economics courses did not necessarily cause a girl to dislike the subject.

In indicating the career in home economics they would like most to choose if it were possible to choose one as their life work, the girls checked a mean of 1.69 careers each. Some of the supposedly thought more glamorous aspects of home economics were checked most frequently. These were dress designing, nursing, and interior decoration (Table 11). Other popular choices were clothing buyer for a department store, nursery school worker, social welfare worker, and teacher. Chosen by less than 10 per cent of the girls were careers as a woman's editor, TV or radio worker, research worker, dietitian, home economics county agent, restaurant manager, and demonstrator for a commercial firm. Some of these career choices may have been rated very low because the girls were unfamiliar with them, the position not being well known in the community. Especially noticeable was the fact that a much larger percentage of freshmen and sophomores than juniors and seniors checked dress designing as being a desired profession. The seniors seem to have been most interested in social welfare work, while the other classes showed much less interest in this.

In the second part of the check list, the girls indicated that generally they recognized that home economics could provide

Table 11. Careers in home economics most preferred by girls.*

Career	: Fresh-	: Sopho-	: Juniors	: Seniors	: All
	: men	: mores	: Juniors	: Seniors	: girls
	Per cent				
Dress designer	30.0	29.8	14.7	17.1	24.5
Nursing	16.0	25.3	29.4	21.9	22.9
Interior decorator	24.0	23.8	17.6	21.9	22.4
Clothing buyer for department store	18.0	20.8	11.7	19.5	18.2
Nursery school worker	10.0	23.8	17.6	17.1	17.7
Social welfare worker	--	7.4	17.6	36.6	13.5
Teacher	14.0	5.9	11.7	17.1	11.4
Woman's editor for magazine or newspaper	4.0	10.4	2.9	17.1	8.8
Research worker	12.0	2.9	5.9	7.3	6.8
TV or radio worker	2.0	8.9	11.7	4.8	6.8
Dietitian	4.0	5.9	2.9	12.2	6.2
Home economics county agent	4.0	5.9	8.8	4.8	5.7
Restaurant manager	4.0	7.4	5.9	2.4	4.6
Demonstrator for a commercial firm	--	5.9	2.9	--	2.6
Other	--	4.5	--	2.4	2.1

* Mean of 1.69 careers checked by each girl.

an interesting and rewarding career, 64.1 per cent, and that one could become nationally known through a home economics career, 46.9 per cent. That home economics professions offered superior

financial returns was not generally recognized, as 54.7 per cent checked undecided on this statement and only 28.1 per cent indicated that they believed that home economics pays as well as other fields (Table 5). Only 8.9 per cent believed that home economics courses are only for girls who do not intend to have a career. Seventy-nine and seven-tenths per cent thought home economics courses also were valuable for girls who do not intend to have a career. The greatest home economics career of all, homemaking, was thought by 12.5 per cent to be dull and uninteresting. Exactly three-fourths of the girls disagreed, and apparently thought that homemaking could make for an interesting and exciting life.

Since many girls did not continue their home economics education after the junior high school courses, it was wondered whether the impressions left by junior high home economics courses would be favorable or unfavorable. To this end, several items relative to junior high school home economics were included in the check list. Only 10.4 per cent of the girls reported that junior high home economics discouraged them, and only 7.8 per cent that they thought junior high home economics was sufficient (Table 10). Forty-six and four-tenths per cent of the girls thought that junior high home economics left a favorable impression on girls, and only 14.4 per cent thought that it left an unfavorable impression (Table 5). Sixty-six and one-tenth per cent of the girls were agreed that high school courses were not just a repetition of the subject matter learned in junior

high home economics. However, 26.6 per cent of the girls were undecided upon this question, with only 7.3 per cent agreeing that senior high home economics was a repetition of the work done in junior high school. Generally speaking, junior high home economics left a favorable impression on many of these girls, and might have encouraged them to do future work in the field.

Membership in the Future Homemakers of America, a national club sponsored by the American Home Economics Association, the Home Economics Service of the United States Office of Education, and the Kansas State Board for Vocational Education, is open to any girl who is taking or has taken a course in home economics in a junior, senior, or four-year high school. Only 20.9 per cent of the girls eligible to be members at the Clay County Community High School belonged to the Future Homemakers of America. Of even more concern is the high percentage of girls who had once been members but no longer belonged to the club (Table 3). Hence a number of items related to the prestige of the organization were included in the check list. Fifty-three and one-tenth per cent of the girls checked that they would be proud to belong to the Future Homemakers of America, and only 4.9 per cent indicated that they would not be proud to do so. There were 37.5 per cent who were undecided in regard to this. Thus, nearly 47 per cent of the girls did not agree with the 53.1 per cent who thought highly of the club. The opinions of the girls concerning the type of girls who belonged to the Future Homemakers of America also was sought. Nearly three-fourths of the girls disagreed with

the statement that the highly respected and popular girls do not join the Future Homemakers of America. Only 8.3 per cent of the girls agreed with the statement, while 19.3 per cent were undecided (Table 5). It would seem then that the type of girls who joined the club were generally well thought of. These findings indicated that the major reasons for low membership in the Future Homemakers of America probably lay somewhere other than in low prestige, although the prestige of the club could doubtless be improved and increased.

A clue to the over-all opinion girls have of home economics may sometimes be found in the prestige or social acceptability of the subject in a given school. To this end, several items dealing with the prestige of home economics in this high school were included in the check list. The responses to these statements were not clear-cut either in-favor-of or not-in-favor-of home economics. The mean percentage of girls responding to each of the statements with "undecided" was 36.1 per cent. Home economics was thought by 30.7 per cent of the girls to be a popular subject at the Clay County Community High School; 27.1 per cent thought that it was not a popular subject; and the largest percentage, 42.2, were undecided (Table 5). To the statement that an unfavorable attitude is attached to taking home economics at this high school, 21.9 per cent agreed, 38.5 per cent were undecided, 39.1 per cent disagreed, and 0.5 per cent did not answer. Only 24.0 per cent of the girls thought that social recognition was to be gained by taking home economics. The largest

percentage, 42.7, were undecided about this, while 32.3 per cent thought that social recognition was not to be gained by taking home economics, and one per cent did not answer. Generally, the trend of feeling in the matter of prestige was that home economics was an acceptable and respectable field of study, but that it did not carry with it much social prestige.

With the realization that faculty members often exert an important influence on students in various ways, several items concerning the qualities or traits that were important for home economics teachers to have were included in the check list (Table 12). All of the qualities or traits listed in the check list rated quite high in the students' estimation, and, in addition, several girls added pertinent comments. The quality rated as being most important in a home economics teacher was that of having a pleasing personality. This was followed closely by liking teen-agers and having patience. Other traits highly desirable were being experienced but having new ideas, being friendly, knowing the subject matter, and being well-groomed. Practicing her teaching was rated least in importance of the traits listed, but still was checked by 54.7 per cent of the girls. The comments added here gave further insight into girls' reactions to home economics teachers. These were: "making the subject interesting"; "giving each girl her share of attention"; "being interested in people other than herself"; "being interesting"; "an all-around good person"; and "not laughing at or taking lightly a teen-ager's problems." Some of these might

Table 12. Qualities thought to be most important in home economics teachers.

Quality	: Per cent : of girls
Pleasing personality	88.0
Liking teen-agers	87.0
Having patience	83.3
Being experienced but having new ideas	81.2
Knowing the subject matter	79.7
Being friendly	79.7
Being well-groomed	77.6
Practicing her teaching	54.7
Other	3.1

indicate that the girls who made them might have thought that their home economics teachers gave unequal amounts of attention to students or had favorites, were self-centered, or lacked the ability to arouse interest in the subject. The comment about taking lightly a teen-ager's problems gave the impression that the girl might have been hurt through a teacher's refusal to consider seriously a problem that was bothering the girl. Three statements concerning teachers of home economics were included in the second part of the check list. The first of these, which concerned the application of knowledge by the teacher in dress, manner, and conduct drew responses indicating that 77.6 per cent of the girls thought home economics teachers did practice their teaching (Table 5). Only 5.7 per cent of the girls thought home

economics teachers did not practice their teaching, and 16.7 per cent were undecided. This trait, it will be remembered, was rated last of those listed in Table 12. Less than 18 per cent of the girls thought that teachers of home economics were behind the times in knowing what students want to learn. More than one-half thought that home economics teachers were up-to-date, and 28.6 per cent didn't seem to know. The idea that perhaps teachers of home economics were behind the times in knowledge of subject matter was broached. The responses to this were thus: 58.3 per cent thought the teachers were up-to-date; 31.8 per cent were undecided; and 8.9 per cent thought teachers needed to brush up on new developments. One per cent did not reply to this question.

The opinions of girls concerning specific phases of home economics were of interest. Nearly half of the girls thought of home economics mostly as cooking and sewing (Table 5). However, other phases were recognized as being taught (Table 7). Phases in the area of foods checked as most wanted to be studied were those of entertaining guests, special food for parties, and cooking and planning family meals. Least desirable were things such as learning to eat new foods, overcoming food dislikes, and the preservation of foods (Table 8). Opinions were almost evenly divided on the statement that foods prepared in the school laboratory were a repetition of those prepared at home. Thirty-six and five-tenths per cent said there was repetition; 34.9 per cent said there was not repetition; and 28.1 per cent were undecided. Only 19.8 per cent thought that the foods prepared in foods

laboratories were repetition of the previous year's work. More than one-third of the girls were undecided on this statement, and 44.8 per cent apparently found that new foods were prepared in foods laboratories (Table 5).

That construction of garments was checked as being one of the least wanted of the phases of clothing was somewhat surprising in view of the demand for garment construction in home economics classes. Phases of the clothing area checked by more girls as being wanted were how to wear clothing, care of clothing, and selection of ready-made garments (Table 8). Reasons for these responses might be found in that 77.6 per cent of the girls believed that students in clothing courses should be allowed to make any kind and style of garment they choose instead of all having to use the same pattern, as is often done in the beginning sewing classes when the Bishop method of clothing construction is used. Many of the girls were proud of the garments made at school, with only 15.6 per cent expressing distinct dislike, and 29.2 per cent being undecided (Table 5). That girls are interested in their personal appearance was substantiated by the 83.8 per cent who would choose to have lessons on the care of hair, skin, and hands, as well as the 75.5 per cent who would like help on how to wear clothing (Table 8). However, only 25 per cent thought that more time should be spent in learning appropriate dress rather than in sewing (Table 5).

The area of family living as taught in the high schools of Kansas includes phases such as child care, family and personal

relationships, management, housing, and family health. These phases were touched upon briefly in the check list. The aspect of child care that most interested the girls was that of helping children form good habits, as it was checked by 67.7 per cent (Table 8). Other areas of special interest were care of the mother during pregnancy, planning and preparing food for children, and selecting toys, games, and stories for children. That child care courses can be practical, even though actual care of a baby is not involved, was indicated by more than half of the girls (Table 5). Less than one-fourth of the girls felt that lack of a living subject robbed units in child care of their practical value.

Money management is one phase of the management program that can be of great value to girls during their high school years, as well as in later life. Few girls, however, expressed great interest in studying such things as use of money, keeping expense accounts, marketing for the family, conservation of food, fuel, electricity, and other operating costs, or judgment in buying ready-made as opposed to making household articles (Table 8). The girls realized, however, that budgeting was necessary for all families and not just for those who have little money (Table 5). It was evident that interest in the teaching of money management needed to be developed.

The phases of housing most appealing to girls were those of selecting and arranging furnishings, and planning a house. Little interest was shown in making household articles, repair

of household equipment, cleaning the house, or the selection of household textiles (Table 8).

Health and home care of the sick generally held little interest for the girls. They were interested in learning first aid procedures and to recognize children's diseases, but 50 per cent or less checked care of the sick, food for the sick, or keeping well as things they wished to study (Table 8).

One of the most controversial and most popular phases of home living and one that needs to be studied by high school girls is that related to dating, personal and family living, and marriage. The phases checked by 60 to 75 per cent of the girls as being what they most wanted to study were: being a gracious guest; how to get along with others; standards of boy-girl relationships; dating etiquette; husband-wife relationships; parent-child relationships; planning a wedding; and marriage. Subject matter checked by 51.5 per cent or less as what they most wanted to study included management of time, wise use of leisure time, table etiquette and manners, how to get along with your family, and sex education (Table 8). Further information concerning girls' opinions about education for marriage and family life was obtained from the second part of the check list (Table 5). The girls were generally not embarrassed by discussing marriage and dating in class. They thought that sex education in school was desirable, that girls should learn about sex before marriage, and that girls need sex education in home economics courses rather than depending upon physical education and biology courses for

this information. The standards as taught by mothers and home economics teachers were acceptable to 58.3 per cent of the girls. Only 17.7 per cent thought that these standards were too high.

SUMMARY

The interests, opinions and activities of the high school girls of the Clay County Community High School in regard to home economics were studied during the school year of 1958-59. The data were obtained by means of a check list administered to all girls enrolled in the high school on February 27, 1959, at which time 192 girls were present to participate in the study. Of the girls taking part, 31.3 per cent were enrolled in home economics; an additional 19.8 per cent had one or more years of high school home economics but were not currently enrolled. Ten and three-tenths per cent had no home economics in school, and the remaining 38.6 per cent had home economics in the seventh and/or eighth grades.

One-third of the girls intended to go to college after finishing high school, and an additional 37.5 per cent intended to take further training in beauty or business school, or go into nurses training. Only 8.8 per cent indicated that they planned to marry immediately upon graduation from high school.

Part-time jobs away from home were held by 46.4 per cent of the girls. Many of the jobs were in areas related to homemaking activities and responsibilities, such as baby sitting, house-keeping, and food service in restaurants.

The girls belonged to a mean of 2.8 clubs each, and had formerly been members of another 1.4 clubs. The greatest number of these organizations were school- or church-sponsored clubs.

The girls were well acquainted with homemaking activities and responsibilities, as they checked a mean of 5.4 activities as regularly done. Most frequently checked were activities such as caring for their own room, setting the table, and doing dishes. The activities most liked were caring for their own rooms and preparing meals. The least liked activity was doing dishes.

Over-all impressions of home economics were marked as favorable by 57.0 per cent of the girls. When asked directly if they liked home economics, 67.2 per cent said "yes"; 8.3 per cent said "no"; 17.7 per cent were undecided; and 6.8 per cent did not answer. That some high school home economics should be required of all girls was recommended by 58.9 per cent of the girls. The reasons checked most frequently for disliking home economics were that the classes repeat work learned in previous years, there are too many other things to take, and that classes are dull.

Food preparation and clothing construction were the phases of home economics that were most generally recognized as being taught. The phase checked as most needing more emphasis was that of teen-age problems.

The reasons given most frequently for enrolling in home economics courses were that it was important for the future and that interesting things were learned in the courses. The reasons most frequently checked for non-enrollment in home economics

courses were that the scheduling would not allow it, and that other subjects were preferred. Mothers were the persons who most often influenced the girls to enroll in home economics. Next most important in this was the girl herself, followed by friends, fathers, principals, and teachers. College preparatory courses were not thought to interfere with enrollment in home economics courses.

Receiving low grades in home economics courses apparently did not cause the subject to be disliked. The girls who said that they disliked home economics listed grades received as being A's and B's, and the girls who like home economics received grades ranging from A's and B's to D's and F's.

Careers in home economics most preferred by the girls were those in dress designing, nursing, and interior decoration. Those least desired were demonstrator for a commercial firm, restaurant manager, and home economics county agent. Careers in home economics were recognized as being interesting and rewarding and a way of becoming well-known, but it was not generally thought that these offered superior financial returns.

Junior high school home economics classes left a favorable impression on many of the girls, and most of them had liked their work there.

The Future Homemakers of America was recognized as a respected organization and one that popular high school girls join. More than half of them indicated that they were or would be proud to belong to this club.

Most of the girls were undecided concerning their feelings about the prestige of home economics in high school, with very few more recognizing a social value in taking home economics than did not recognize this.

The personal qualities that teachers of home economics were thought to need most were a pleasing personality, a liking for teen-agers, and patience. The girls thought that their home economics teachers applied their teaching to themselves, were up-to-date in their subject matter, and knew what students wanted to learn in home economics.

The areas and phases of home economics in which more training was most desired by the girls included grooming, clothing, dating, and social problems. Areas and phases less desired for study were those of management, new foods, preservation of food, and marketing for the family.

On the whole, the girls were favorable toward home economics and homemaking and the various activities of these. However, there were indications that changes needed to be made in the home economics curriculum if it is to meet the needs of the girls in this high school, and interest more of them in going further in this field.

The recommendations concerning the home economics program at the Clay County Community High School that were based upon the findings of this study are:

1. A four-year home economics curriculum in which all areas of home economics and many phases of each should be offered.

These areas are foods, clothing, home living, and related art. The plan and the offerings should be such that the students will have work in each area and also opportunity to go further in a given area or areas as needed and desired. The following plan is suggested:

- (a) A one-year general course in home economics primarily for ninth grade girls but open to girls of other grades.
- (b) A one-year comprehensive course in foods open to girls who have completed the ninth grade general home economics course.
- (c) A one-year comprehensive course in clothing open to girls who have completed the ninth grade general home economics course.
- (d) A one-year comprehensive course in home living open to senior girls only, with no prerequisites and the emphasis on preparation for marriage.
- (e) Related art included in all four home economics courses.

2. The home economics curriculum should be planned to avoid needless repetition of subject matter and activities in the various high school home economics courses and of work covered in the junior high school.

3. Home economics courses should be based on the present and the future needs of the students and should be planned so as to encourage and attract more girls to enroll in these.

4. Effort should be made to make the home economics courses more challenging to the students by better choice and use of reading materials, activities and experiences, audio-visual teaching aids, and other available resources.

5. Home economics courses should be scheduled so that those girls who desire to take work in this field should find it possible to do so.

6. More use of the Future Homemakers of America should be made in extending the teaching and learning opportunities of the home economics curriculum. Effort should be made to increase the interest and active participation of the members and others eligible for membership.

7. More attention should be given to acquainting high school girls with career opportunities in home economics.

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APPENDIX

THE RESPONSES OF GIRLS WHEN ASKED TO STATE
WHY THEY DID OR DID NOT LIKE HOME ECONOMICS

I. Responses of girls who did like home economics

A. Those who had no high school home economics

It is interesting and you learn many things
I liked cooking but I didn't like sewing in 4-H

B. Those who had home economics in the seventh and/or eighth grade only

I like home economics because I like to cook and sew
I liked it because you learn how to sew and cook. It teaches you many things that you may not know about home economics

It taught me quite a bit about cooking and sewing
I liked to learn better methods of sewing and to study about entertaining, nutrition, grooming, care of clothes, family relations, child care, and I believe you learn to get along with others in home economics

I like to cook and sew

I loved to sew. I liked preparing various things I had not known at home

I liked home economics because you learn how to sew correctly, the right ways to do everything you should do correctly

I like to cook and sew

I liked it because I like to cook and sew

I have always enjoyed cooking different things for meals and I also enjoy making some of my clothes

Because I like to cook and sew and get an enjoyment out of it

I enjoyed learning how to prepare different foods and learning to sew

I liked home economics because I like to sew and cook but I didn't like some of the bookwork

I enjoyed cooking and sewing to a certain extent

I like to cook and sew

I like home economics because we learn how to cook new things and learn to sew. That is why I like home economics

I like home economics because I learn to cook and sew and many other things of practical value

I like to cook, sew, and do housework

It was a class that you can get up and move around a little in, and you learn many ways to make cooking and sewing easier and you learn to be neat doing it

- I liked it because we learned to make things. I love to cook and sew
- Because I like to cook mostly and sew
- I liked home economics because I like to sew and cook
- It helped me learn to cook and sew things I wouldn't have tried
- I enjoyed making some clothes and working in the kitchen
- I like it because it teaches you how to cook and sew
- I enjoy sewing and cooking and I liked my teachers
- I like to cook and sew
- My home economics taught me a great many things about cooking, sewing, and family life which have profited me a great deal
- Because we worked together and tried many different foods that we could try again at home
- I liked cooking but I didn't care for sewing
- I liked it because you were taught different ways in which to make things and you learned to work together
- I liked home economics because to me this was my first big step in growing up. I became aware of my responsibilities as a young woman such as cooking, family management and so on
- Because it will help you in the future when you get married and take up homemaking
- Because I felt I learned and benefited from it
- The foods we cooked could have been cooked by a child in the second grade
- I liked it because it gave me some of the basic learning that is needed and since it is different than a course like math, etc. I enjoyed doing something different
- The only part I liked was cooking because I hate to sew and loved to cook. The part about families I didn't care for. It would be nice if you could enroll in the part of home economics you wanted to
- I hadn't had home economics in the seventh grade so I didn't know how to do the sewing as well as the eighth graders. I liked the cooking real well. The teacher took time to try to help me catch up with the others
- I especially liked home economics in the eighth grade because I liked the teacher and enjoyed learning what she taught
- It was fun to learn how to make different things
- It was interesting and it taught me a lot of things I hadn't known before
- I learned a lot of things in home economics that I had never known
- I did not have time in my schedule
- I liked it because it made me have a better understanding about home, parents, cooking, etc.

C. Those who had one year of high school home economics

- I like to cook and sew. I like to experiment with new dishes. I especially like to sew
- I like it because it teaches me what I will need to know about cooking and sewing in the future. It is a more informal class than most of the others
- Because I like to cook and sew. Whenever I make anything that is good or turned out right, it gives me self-achievement
- Because I'm learning about foods and clothing--things I've not known before about them
- I like to cook and sew
- If you don't know how to cook and sew you can learn them
- I liked it because I like to sew and cook
- I liked the sewing and cooking. I did not like studying out of the text book
- I liked home economics because my favorite pasttimes are sewing and cooking
- I had very good teachers who made the course interesting. I enjoy cooking and sewing
- I liked it because I learned how to cook many new things
- I like to sew to make new things and in home economics I learned how to do and make new things
- The reason I like it is because when you get older you'll know how to sew, and it's an easy course
- I like home economics because I like to do that kind of work, especially cooking
- I liked cooking but sewing gets boring
- I liked home economics because I am interested in it and especially in sewing and want to learn all about it that I can
- Like sewing. Didn't like cooking too well
- I liked home economics because the kitchens were very convenient. I also like to cook very much. We also get a good choice of foods we wanted to cook
- I like home economics because it teaches you to be a good cook
- It taught me many good instructions that will be helpful throughout life
- I like home economics because it teaches what I think every girl should know whether she wants to be a career woman or housewife
- I like home economics because I plan to be a housewife and mother
- I liked it because I needed to learn many of the things it teaches and it has helped a great deal
- I have always liked to do the things you do in home economics

It taught you a few short-cuts and taught you how to do it right

It will help you with your own house after you get married. You have to cook and sew unless you are rich and can have a maid

I liked it because it was interesting and to be a housewife you have to know something about home economics

Because I liked the teacher in the seventh and eighth grades

I liked it because I learned some of the proper ways of doing things

I liked learning new and interesting things. Classes dragged

I liked it because I think it will be necessary when you are on your own or married

I liked it because you can learn and do learn a lot of information for later life

I thought it was interesting. I learned many important things in it

Because I can help myself look better. I like to cook new things, and I always need new clothes

I like home economics because it gives girls a chance to learn other methods besides their mothers

It is very interesting and I learn many new things every day

I liked home economics because it is interesting, not too hard, and is something I will use all my life

D. Those who had two years of high school home economics

Because you learn how to cook and sew, which may prove very important to you in the future

I enjoy cooking and sewing and also discussions of our problems

I like home economics because I like to cook and sew

Because I enjoy cooking and of course eating it. Also I enjoy making clothes for myself

It is something I will need in the future. I like sewing and cooking

I have always liked home economics. I like to sew and cook

I got food and clothes out of the deal

I liked home economics because I like to sew and cook

I like home economics because I like to cook and sew and because it can be of great help to you in later years

I like to sew and cook and I felt it was important to me in later life

Because it teaches how to cook and sew. And how to handle yourself in certain situations in later life

I liked cooking better than sewing. I learned a lot about different types of foods
 Liked the teacher and sewing
 It taught me a lot that I never knew before. Now I can make my own clothes
 Home economics gives or teaches you many things you use in later life whether you get married right away or not
 It was interesting because I've learned things about cooking, sewing, home and family living
 I like home economics because I have plans to be a housewife and it will help me learn all or some of what I'll need to know
 I like home economics because it gives you experience for when you have a family of your own
 You learn things that are more practical
 Because it is a great experience for you later on when you marry. It shows you how to do things you may not have done before
 I liked it all right but since I am not going into that field as my occupation I thought it best to take other courses
 Because I felt that it probably would be my life work and it taught me many different phases of life

E. Those who had three years of high school home economics

It has taught me a lot about cooking, sewing
 Because you learn how to make different kinds of foods and to sew
 I like home economics because it is an interesting course and I have learned much from sewing and cooking
 Because I like to sew and cook
 I liked it because I could learn how to make my own clothes and how to cook
 I like homemaking because I like sewing, cooking and such things
 I liked home economics very much. I learned new dishes in cooking. In sewing I learned how to make many more stitches, etc. I also learned to share and cooperate with other girls
 I like to cook better than sew
 I like to cook (sometimes)
 I enjoy home economics because I love to sew and like to cook, discuss the woman's job in the home, and things of that nature. It also adds to my enjoyment to know that home economics will be a real help in raising my own family
 Because you learned a lot about things you will have in your later life
 I like it because it prepares you so that when you are on your own you will know more about what is expected of you

I like home economics very well. I think it is a course all girls should take if they really plan on being a housewife

Because you learn a lot of things that will help in married life

I think it is interesting, helpful, and fun

F. Those who had four years of high school home economics

Because we learn how to make clothes and learn how to cook and prepare meals

I like to sew

I like home economics because you are better prepared when you have to go out on your own, and when you marry you will know how to sew, cook and care for your family

It has taught me many things that I will need to know later on in life that I probably wouldn't have learned so soon

I like home economics because it teaches you many useful habits to use in a home and how to manage a home

Because there seems always to be something new to learn. There are also many different phases of home economics

II. Responses of girls who did not like home economics

A. Those who had home economics in the seventh and/or eighth grade only

I didn't like to sew and I couldn't sew very well

In the two years I had home economics I had two teachers. They both were un-understanding of people other than theirself

Because I didn't care for sewing and didn't care for difficulties I had to go through

I hate to sew and we did mostly that

I did not like to sew, which was mainly what we did in junior high

Because I don't like to sew, but I do like to cook

I liked the cooking but I did not like sewing

The teacher never really helped us, just mixed us up.

She was usually cranky. I think a nice, friendly teacher helps us to enjoy something a lot better.

Just don't enjoy sewing, cooking

Home economics is not a lot of fun and I dislike to cook and sew

I'm going to hold a job when I'm older. I don't intend to sew my own clothes. I enjoy other subjects more.

I feel no great need for taking it

Because it was something I wasn't interested in

It is a help to the family and I enjoy it

I was slow in sewing and it was difficult for me to keep up with the rest of the class. I didn't like the idea that you had to go to the teacher every time you did something

B. Those who had one year of high school home economics

I did not like to cook and didn't like the technique used in sewing
Too much routine

III. Responses of girls who were undecided as to if they like home economics

A. Those with no high school home economics

I do not know enough about it to pass a fair opinion but what I know about it I like
I had some home economics in 4-H and I enjoyed it there I would not know because the only home economics I have had is in 4-H
Some things connected with home economics I enjoy doing and other things are drudgery

B. Those who had home economics in the seventh and/or eighth grade only

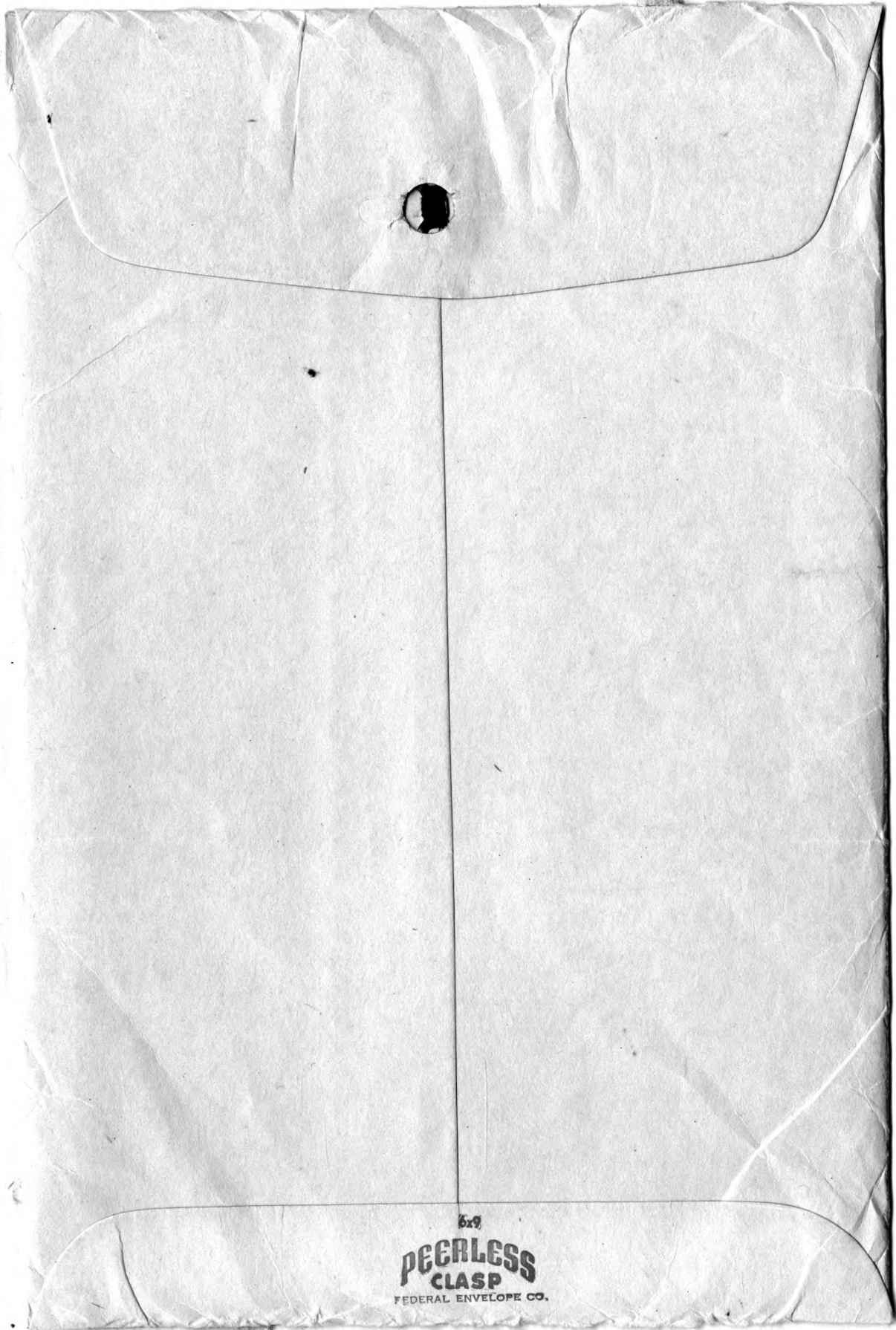
I have not decided whether I like to sew or cook
I liked it when we were cooking and learning about the household but I did not like to sew
Because I did not have the patience to sew slowly. I wasn't interested in any of the things we studied
Well, I liked it, but I prefer to cook what I want
I am just not interested in sewing but I liked to cook
Part of the time it was fun and interesting but we just got to sew what they wanted us to sew and cook what the teacher wanted
I had already learned almost everything I knew in home economics from 4-H work so I didn't like it too well
I did not like to sew because I didn't have the patience for it. I did like cooking but sometimes it got boring
Not enough time to work in class
I never seemed to care for sewing but I didn't mind cooking
I liked cooking very much but disliked sewing
I do not like to sew
I liked the subject but not the teacher in junior high
I like cooking, but sewing even a button on makes me nervous
I'm undecided as I have not taken any home economics in high school

C. Those who had one year of high school home economics

- Part of it was OK. I like it when I get to cook and sew but nothing else
- I like it because I like to sew and cook. But the part I don't care for is the book study
- I liked cooking better than sewing
- I like the sewing part, but I don't like the cooking very well
- I liked sewing better than cooking. I think the sewing part is my favorite subject
- I haven't decided
- I like home economics in some ways. I like to sew but not cook
- I like some of it but I don't like to sew very well but I did learn a lot that I liked very well
- I didn't like the garments we made in clothing. I didn't like all of us having to use the same pattern
- I liked home economics when the teacher let us do the things we wanted to. The reason I didn't like it was because she was always saying we were not right, when we were
- The things which were taught in cooking I had known, but the sewing was of great learning
- We studied every thing I had already known

D. Those who had three years of high school home economics

- I liked it because we did learn some interesting and necessary things, but there was a great deal of repetition from year to year. Home economics courses were sometimes boring because of this and in many ways it was no scholastic challenge



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**PEERLESS
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Check List

Check list for Opinions Relative to Home Economics
of a Selected Group of High School Girls

General Directions

This is a check list to find out what high school girls think about home economics. Some of the questions will ask for facts about you, and some questions will ask for your opinion about various things.

Your name is not to be written on the check list. Your answers cannot affect anyone's opinion of you, as only you will know how you have answered the check list. Therefore, you may feel free to answer each question as you truly feel about it, and not as you think you should feel.

There are no right or wrong answers on this check list. Answer each statement by indicating the answer or answers that are closest to the way you feel about that statement. If none of the answers given describes your feeling, write how you feel in the space provided. **DO NOT OMIT ANY STATEMENT**, unless it is indicated that you should do so. If you have any questions about the statements as you answer them, ask your teacher for an explanation.

DIRECTIONS: Check one or more blanks as they fit your opinions, experiences and/or situation. If the answer appropriate for you is not listed, write it in the space provided as other.

1. Your grade in school is _____.
2. Are you taking home economics this year?
_____ yes
_____ no
3. Did you take home economics in the:
_____ 7th grade
_____ 8th grade
_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade
4. The grades you had in home economics courses were:
(list as A, B, C, D or F)
_____ in the 7th grade
_____ in the 8th grade
_____ in the 9th grade
_____ in the 10th grade
_____ in the 11th grade
_____ in the 12th grade
5. Did you like home economics?
_____ yes
_____ no
_____ undecided

Why did you like or not like home economics?

6. What do you plan to do when you finish high school?

- go to college
- marry immediately
- work in an office or store
- go to business school
- go to beauty school
- go to nurses training
- don't know yet
- other _____

7. If you plan to go to college, do you plan to:

- major in home economics
- minor in home economics
- take some home economics courses
- take no home economics courses
- don't know yet

8. Do you work away from home?

- yes
- no
- If yes, what is your job?
 - office work
 - clerk in a store
 - car hop or waitress
 - baby sitter
 - house work
 - other _____

9. If you are or have been a member of any group, check it below.

	used to belong	belong now
Campfire girls	_____	_____
4-H Club	_____	_____
Girl Reserves	_____	_____
Kayettes	_____	_____
Y-Teens	_____	_____
Girl Scouts	_____	_____
Young people's church group	_____	_____
Future Homemakers of America	_____	_____
Rainbow Girls	_____	_____
Job's Daughters	_____	_____
Future Business Leaders of America	_____	_____
Others (list)	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Check below the homemaking activities you do regularly, like the most to do, and like the least to do.

Do reg- ularly	Like most	Like least	
_____	_____	_____	doing dishes
_____	_____	_____	setting the table
_____	_____	_____	caring for your own room
_____	_____	_____	preparing meals
_____	_____	_____	family laundry
_____	_____	_____	family ironing
_____	_____	_____	personal laundry
_____	_____	_____	personal laundry
_____	_____	_____	caring for younger children
_____	_____	_____	cleaning house
_____	_____	_____	sewing
_____	_____	_____	other _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ANSWER QUESTION 11 OR QUESTION 12

11. Some reasons why you are taking or have taken home economics are:
(Omit this question if you have not had home economics.)

- _____ it is an easy course
- _____ you learn interesting things
- _____ you didn't know what else to take
- _____ you think it is important to your future
- _____ most of your friends take it
- _____ there isn't too much book work
- _____ you like to eat the things you cook
- _____ laboratory work is easier for you
- _____ you like the teacher
- _____ the teacher is an excellent teacher
- _____ your mother wants you to take home economics
- _____ you needed another credit
- _____ it is required in junior high
- _____ other _____

12. The reasons that you did not take home economics were that:
(Omit this question if you are now enrolled in home economics.)

- _____ you prefer other subjects
- _____ your schedule was too full
- _____ you're not interested
- _____ you've learned what you need to know at home
- _____ no special training is needed to be a good homemaker
- _____ your business course prevented it
- _____ you feel no need for home economics
- _____ junior high home economics was sufficient
- _____ junior high home economics discouraged you
- _____ there is no challenge in home economics
- _____ no one encouraged you to take home economics
- _____ your friends do not take home economics
- _____ other _____

13. The person who had the most influence in your decision to take or not take home economics was:

- _____ mother
- _____ father
- _____ principal
- _____ teacher
- _____ friend
- _____ other _____

14. Some things that you did not or would not like about home economics courses are:

- _____ the classes are dull
- _____ you did not learn anything
- _____ it repeats what you learned the year before
- _____ it isn't important
- _____ you had learned everything at home
- _____ you had too many other things to take
- _____ other _____

15. The qualities you think are most important in a home economics teacher are:

- _____ knowing the subject matter
- _____ having patience
- _____ being well-groomed
- _____ practicing her teaching
- _____ being friendly
- _____ liking teen agers
- _____ being experienced but having new ideas
- _____ having a pleasing personality
- _____ other _____

16. Check below the phases of home economics that are taught in our school, and the phases that need more emphasis in high school.

taught in our school	need more emphasis	
_____	_____	food preparation
_____	_____	clothing construction
_____	_____	child care
_____	_____	home nursing
_____	_____	teen-age problems
_____	_____	entertaining
_____	_____	dating
_____	_____	home decoration
_____	_____	consumer buying
_____	_____	home management
_____	_____	grooming
_____	_____	selecting clothing
_____	_____	nutrition
_____	_____	family relations
_____	_____	other _____
_____	_____	_____
_____	_____	_____

17. If you were to choose home economics as a career, would you be a:
- teacher
 - home economics county agent
 - dress designer
 - interior decorator...
 - research worker (such as Betty Crocker kitchens)
 - TV or radio worker
 - dietitian
 - demonstrator for a commercial firm (such as KPL or Frigidaire)
 - woman's editor for a magazine or newspaper
 - social welfare worker
 - nursery school worker
 - restaurant manager
 - nurse
 - clothing buyer for a department store
 - other _____

DIRECTIONS: Assuming that the following could be taught in your high school, check those which you would like most to study.

18. Child care and development
- bathing the baby
 - helping children form good habits
 - making clothing for children
 - planning food for children
 - care of the mother during pregnancy
 - preparing food for children
 - selecting toys, stories and games for children
 - other _____

19. Foods and nutrition
- canning and preserving food
 - cooking family meals
 - overcoming food dislikes
 - planning family meals
 - serving meals
 - special food for parties
 - learning to eat new foods
 - entertaining guests
 - other _____

20. The house
- arrangement of furnishings
 - making household articles
 - planning the house
 - proper method of cleaning house
 - proper method of washing clothing
 - selection of furnishings
 - simple repair of household equipment
 - selection of household textiles
 - other _____

21. Personality development

- _____ being a gracious guest
- _____ duties of host and hostess
- _____ how to get along with others
- _____ how to get along with your family
- _____ sex education
- _____ standards of girl and boy relationships
- _____ dating etiquette
- _____ table etiquette and manners
- _____ other _____

22. Health and home care of the sick

- _____ first aid
- _____ caring for the sick
- _____ preparing food for the sick
- _____ keeping well
- _____ recognizing children's diseases
- _____ other _____

23. Management

- _____ conservation of food, electricity, fuel and other operating costs
- _____ determining whether to purchase a ready-made article or to make it
- _____ keeping expense accounts
- _____ making schedules for work
- _____ marketing for the family
- _____ planning use of money
- _____ planning wardrobe
- _____ other _____

24. Personal appearance

- _____ care of clothing
- _____ care of hair, skin and hands
- _____ construction of garments
- _____ how to wear clothing
- _____ selection of dress fabric
- _____ selection of ready-made garments
- _____ other _____

25. Family living

- _____ husband-wife relations
- _____ parent-child relations
- _____ management of time
- _____ management of money
- _____ wise use of leisure time
- _____ marriage
- _____ planning a wedding
- _____ other _____

DIRECTIONS: Circle A if you agree with the statement; U if you are undecided about the statement; and D if you disagree with the statement.

- | | | | |
|---|---|---|---|
| 1. We prepare the same foods every year in home economics. | A | U | D |
| 2. The type of foods we prepare at school is a repetition of what we learn at home. | A | U | D |
| 3. The garments we make in clothing are things we are proud to wear. | A | U | D |
| 4. Students in clothing courses should be allowed to make any kind and style of garment they choose, instead of all having to use the same pattern. | A | U | D |
| 5. More time should be spent in learning appropriate dress instead of in sewing. | A | U | D |
| 6. Junior high home economics leaves a favorable impression on most girls. | A | U | D |
| 7. If a girl takes home economics in junior high, she has learned all that is important and high school classes are just repetition. | A | U | D |
| 8. Girls enjoy the home economics work taken in senior high school. | A | U | D |
| 9. Home economics classes are planned more for the slow students than for the bright ones. | A | U | D |
| 10. All girls in senior high school should have at least one year of home economics. | A | U | D |
| 11. What is taught in home economics courses is boring. | A | U | D |
| 12. Home economics is valuable for bright as well as slow students. | A | U | D |
| 13. Home economics courses are too often planned by the teacher and not according to what the students need. | A | U | D |
| 14. Most home economics teachers show the application of their teaching in their dress, manner and conduct. | A | U | D |
| 15. Teachers of home economics are behind the times in knowing what students want to learn. | A | U | D |
| 16. Teachers of home economics are up-to-date in learning about new subject matter. | A | U | D |
| 17. A homemaker has a dull and uninteresting life. | A | U | D |
| 18. Home economics offers a chance to have an interesting and rewarding career. | A | U | D |
| 19. A home economics career can be one way to become an important or nationally known person. | A | U | D |

- | | | | | |
|-----|---|---|---|---|
| 20. | Home economics careers do not pay as well as do those in other fields. | A | U | D |
| 21. | Home economics courses are only for girls who do not intend to have a career. | A | U | D |
| 22. | It is embarrassing to discuss dating and marriage in class. | A | U | D |
| 23. | It is unnecessary to have sex education in school since most girls learn all they need to know from their mothers. | A | U | D |
| 24. | Girls should not learn about sex until they are ready to be married. | A | U | D |
| 25. | Sex education should not be taught in home economics, because girls learn about it in physical education and biology courses. | A | U | D |
| 26. | Mothers and home economics teachers try to teach moral standards that are too high for today's teen agers. | A | U | D |
| 27. | The highly respected and popular girls do not join the Future Homemakers of America. | A | U | D |
| 28. | The Future Homemakers of America is an organization I am or would be proud to belong to. | A | U | D |
| 29. | Child care courses are not very practical, because you actually have to take care of a baby to learn much about it. | A | U | D |
| 30. | Home economics is a popular subject in our school. | A | U | D |
| 31. | An unfavorable attitude is attached to taking home economics in our school. | A | U | D |
| 32. | Social recognition is gained by taking home economics. | A | U | D |
| 33. | Most of the students who take home economics are the smarter or brighter students. | A | U | D |
| 34. | Budgeting is necessary only for people who have little money. | A | U | D |
| 35. | Most of what is done in home economics classes is to cook and sew. | A | U | D |
| 36. | You can take home economics in our high school and also prepare for college entrance at the same time. | A | U | D |
| 37. | Home economics courses are interesting and challenging. | A | U | D |

THE OPINIONS, INTERESTS AND ACTIVITIES
OF A SELECTED GROUP OF HIGH SCHOOL GIRLS
RELATIVE TO HOME ECONOMICS

by

LOIS JEAN WINGATE

B. S., Kansas State Teachers College,
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The purpose of this study was to investigate the interests, opinions, and activities of the high school girls in the Clay County Community High School relative to home economics and to use the findings as a means of improving the home economics curriculum in this school. The data were obtained by means of a check list which was checked by 192 girls who were enrolled in the Clay County Community High School and were in school on February 27, 1959. The resulting information was tabulated, analyzed, and summarized.

Of the girls marking the check list, 31.3 per cent were enrolled in home economics; 19.8 per cent had one or more years of high school home economics but were not currently enrolled; 10.3 per cent had no home economics in school; and the remaining 38.6 per cent had home economics in the seventh and/or eighth grades. One-third of the girls planned to attend college upon completion of high school; 37.5 per cent to attend business, beauty, or nursing schools; and 8.8 per cent to marry immediately. Part-time jobs were held by 46.4 per cent of the girls, and in addition they did a mean of 5.4 homemaking activities regularly in their homes. They belonged to a mean of 2.8 clubs each.

The phases of home economics in which the girls were most interested were grooming, clothing, dating, and social problems. Those least desired for study were those of management, new foods, preservation of foods, and marketing for the family. Girls most frequently enrolled in home economics courses because they felt that it was important to their future and because

interesting things were learned. Most frequently checked reasons for non-enrollment were scheduling and preferring other subjects. Food preparation and clothing construction were the phases of home economics most generally recognized as being taught in the high school. The phase checked as most needing emphasis was that of teen-age problems.

Over-all opinions of home economics were marked as favorable by 57.0 per cent of the girls. When asked directly if they liked home economics, 67.2 per cent said, "yes"; 8.3 per cent said "no"; 17.7 per cent were undecided; and 6.8 per cent did not answer. Junior high school home economics classes left a favorable impression on many of the girls, and most of them had liked their work there. Careers in home economics were recognized as being interesting and rewarding, but it was not generally thought that home economics careers offered financial returns greater than those in other fields. The Future Homemakers of America was a respected organization, and more than half of the girls indicated that they would be proud to belong to it.

On the whole, the girls were favorable toward home economics and homemaking and the various activities of these. However, there were indications that changes needed to be made in the home economics curriculum if it is to meet the needs of the girls in this high school, and interest more of them in going further in this field.

The recommendations concerning the home economics program at the Clay County Community High School that were based upon

the findings of this study are:

1. A four-year home economics curriculum in which all areas of home economics and many phases of each should be offered. These areas are foods, clothing, home living, and related art. The plan and the offerings should be such that the students will have work in each area and also opportunity to go further in a given area or areas as needed and desired. The following plan is suggested:

- (a) A one-year general course in home economics primarily for ninth grade girls but open to girls of other grades.
 - (b) A one-year comprehensive course in foods open to girls who have completed the ninth grade general home economics course.
 - (c) A one-year comprehensive course in clothing open to girls who have completed the ninth grade general home economics course.
 - (d) A one-year comprehensive course in home living open to senior girls only, with no prerequisites and the emphasis on preparation for marriage.
 - (e) Related art included in all four home economics courses.
2. The home economics curriculum should be planned to avoid needless repetition of subject matter and activities in the various high school home economics courses and of work covered in the junior high school.

3. Home economics courses should be based on the present and the future needs of the students, and should be planned so as to encourage and attract more girls to enroll in these.

4. Effort should be made to make the home economics courses more challenging to the students by better choice and use of reading materials, activities and experiences, audio-visual teaching aids, and other available resources.

5. Home economics courses should be scheduled so that those girls who desire to take work in this field should find it possible to do so.

6. More use of the Future Homemakers of America should be made in extending the teaching and learning opportunities of the home economics curriculum. Effort should be made to increase the interest and active participation of the members and others eligible for membership.

7. More attention should be given to acquainting high school girls with career opportunities in home economics.