

AN EVALUATION OF THE HOME-MAKING PRACTICES OF A SELECTED  
GROUP OF FORMER PUPILS  
IN  
OLASCO, KANSAS, RURAL HIGH SCHOOL

by

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## INTRODUCTION

Glasco is a typical small Kansas town located in the heart of the Solomon River Valley which loyal residents of the community claim is the widest, richest, and best part of all this valley. Situated in the southwestern part of Cloud County, the town serves a large rural area as an economic, social, and educational center.

The Glasco Rural High School district which comprises ninety square miles of fertile farming and grazing land was organized in the school year of 1920 and 1921. Prior to this time a township high school, located in Glasco, served the community. The new high school district was formed in order to provide for better educational facilities and a larger school program for the people of the community. From the first, emphasis has been placed upon excellence in scholarship and leadership and upon participation in various extra-curricular activities such as band, dramatics and athletics. The program of studies includes commerce, music, English, social and physical sciences, mathematics, vocational agriculture, and vocational home economics, commonly known as vocational homemaking.

Classes in home economics were first offered in Glasco High School in the fall of 1917. These consisted of one semester each of foods and clothing meeting daily in double periods, 80 minutes in length. Later, a third year was added which included 18 weeks of cafeteria service, nine weeks of clothing, and nine weeks of home living. In the summer of 1936 approval was granted by the

State Board of Vocational Education and a vocational home economics department was established. Under this plan, in the first two years of the program the class periods were 120 minutes in length and the instruction included both home economics and related subjects. The third year consisted only of home economics subjects with class periods of 60 minutes. After five years this third year class was replaced by one for boys which included instruction in all areas of home economics. Since the establishment of the vocational homemaking department, an extensive program in home economics has been carried on in which great interest has been shown by the pupils and the community. Though elective, a high percentage of the girls who have been enrolled in high school have taken one or more years of home economics.

A dynamic and functioning program in home economics for Glasco Rural High School has long been the goal of those responsible for organizing, administering, and teaching the work. The trend in education to broaden the high school program of studies and each subject matter field therein represented has been reflected in the home economics curriculum and many changes have been made from time to time. However, throughout the years emphasis has been placed upon helping pupils with the problems of their everyday living and providing worthwhile experiences that would assist them in meeting real life situations both present and future. The extent to which the home economics program was actually reaching its goal has recently been given serious consideration. As a result, an evaluation of the effectiveness of the home economics program in Glasco Rural High School seemed a desirable procedure.

Since the home economics teacher had been in the system for eight years, an investigation covering this period would be most helpful. This study was undertaken to determine the contribution that home economics may have made to former pupils of the Glasco Rural High School and to ascertain needed changes in the home economics curriculum.

#### METHOD OF PROCEDURE

The data were obtained by means of interviews, check lists, letters, school records, and observations. Seventy girls who attended Glasco Rural High School during the years of 1933 and 1938 and who were enrolled in home economics at some time while in school participated in the study. They represented 69 per cent of all the girls who had been thus enrolled. Interviews were used whenever possible and the information recorded on the check list during the interview. Otherwise the check list and a letter of request and explanation were mailed to the person. The school records provided facts relating to the girls' school activities and the observations gave further information concerning their past and present home and family life.

The data obtained were tabulated, analyzed, and evaluated, and the findings listed and summarized. Recommended changes for the improvement of the home economics curriculum of Glasco Rural High School were made as indicated by the findings.

## REVIEW OF LITERATURE

Interest in the field of home economics education has for some time been directed toward improving instruction. Important in this procedure is ascertaining the extent to which the teaching of home economics is effective. A review of literature reveals that a number of studies have been reported in which some type of evaluation of home economics has been undertaken. Those which bear a definite relationship to this study have been briefly reviewed.

Ferris (1931) studied the experiences and opinions of 350 married women graduates of the University of Kansas in regard to how well the university curriculum prepared them for homemaking and what preparation it should have given them for this responsibility. Suggestions for the improvement of the university curriculum in this regard were made under the following topics in order of the frequency of listing: (1) practical establishment, financing, and management of the home; (2) domestic relations of the family such as marriage, prenatal care and ethical culture; (3) child care and training; (4) health of the family including feeding, sanitation, and illness; and (5) scientific knowledge of reproduction and heredity. She also stated that the women thought men had a need for training for parenthood.

Gardner (1933) compared certain clothing practices of 27 homemakers having had home economics instruction in high school with 11 homemakers without such education. All of the homemakers

had been graduated from the small high school in Prioria, Texas. Personal interviews were used to obtain the data. It was found that the home economics trained group tended to be more aware of problems in the purchase, selection, and construction of clothing, to use more reliable buying guides, and to be more independent in solving clothing problems.

A study in which the food practices in the homes of a selected group of homemakers of Waverly, Illinois, with and without home economics training in high school was compiled by Miner (1935). The data were gathered from personal interviews with 45 women who had had home economics in high school and 50 who had not. She found that the home economics trained women were following better food practices than the other group.

Yeager (1935) studied the effect of high school training on the lives of 350 girls after graduation. According to these girls, high school should prepare for earning a living, continuing a college education, and for everyday living and homemaking. Home economics was rated high in all these respects by the girls. She thought that the high rating accorded home economics by the girls justified giving it an important place in the high school curriculum. She also said that home economics should aim to help the girls, who do not marry to develop a philosophy of life that will make for more happiness as well as answer the needs of the group who marry.

The homemaking experiences of girls enrolled in home economics in 19 Kansas high schools were studied and reported by Wilmore (1937). Four hundred and fifty-eight lists from 19 Kansas towns

were checked and returned. She found that the girls experienced many homemaking activities and recommended that the curriculum be broad in scope and based on developing desirable standards and improving practices as well as presenting new ideas.

Meek (1938) in a study of the value of high school home economics to homemakers obtained the desired information through high school records and personal interviews. She found that most of the women said that their high school home economics instruction had been helpful in meeting their needs in homemaking. She recommended that the future and immediate needs of these girls be considered in planning the curriculum and that it be planned to meet the needs of the low income groups as well as others.

The activities of certain homemakers in central Kansas with reference to goods was investigated by Lehman (1939). The data were obtained from interviews with 78 homemakers. From the study she recommended that home economics should have an important place in the school curriculum and should be given increased emphasis because most of the girls will have little opportunity for instruction beyond this level. She also thought that adult classes in foods should be made available to homemakers.

Galbraith (1930) made an evaluation of home economics instruction in Chase County Community High School during 1928 to 1930. One hundred thirteen girls who had taken home economics in this school during this time provided the data. She found that the home economics instruction had been significant in the lives of the girls since leaving school and that it could have been made more so by broadening the content of the program and

planning the instruction on a lower income level. She found that few girls received additional education in home economics after they left high school.

The effect of home economics instruction in foods upon the food habits of a selected group of high school girls was investigated by Whitten (1939), by using check lists, food intake and menu records, and score cards. She found that the food habits of girls as a whole showed some improvement; however, it seemed that the instruction in foods had not been as effective as it should have been. She recommended that more time and emphasis be given in the classroom and in home project work to the planning, preparing and serving well balanced family meals.

Nichols (1942) in comparing the foods curriculum with the food practices of a selected group of girls from McCune, Kansas, High School found that the girls' knowledge of foods was far above the food habits of the girls and the practices in the home. She recommended that more emphasis be placed on home equipment and conveniences, school lunches, food preservation in the home, simple family meal service, variety in the methods of cooking the protective foods, the use of the low cost foods and those produced at home. More provision should be made for practice in planning and preparing family meals at home and at school.

This review of pertinent literature indicates that home economics had been of value to the girls involved in the various studies; however, there was evidence in each study that the home economics programs could have been more effective and were lacking in some respects.

## PINKEROS

Seventy girls who were enrolled in home economics in Glasco Rural High School during 1933 to 1939 participated in this study. None of the group was any longer enrolled in high school and all but ten had been graduated. During this period of years, there was a marked decrease in the number of girls in this group leaving school before graduation.

Fifty-one per cent of the girls had completed two years of home economics, 27 per cent three years, and 22 per cent one year or less. A few less than half of the girls had been enrolled in the non-vocational program in which most of the instruction was in the areas of foods and clothing. The girls who were enrolled in the vocational home economics program had instruction of a broad type which included many areas and phases of home economics. Home project records of this latter group showed that the girls most often chose from the areas and phases of related art, foods, clothing, home management, child care, and related social science for their home experiences. Projects having personal and immediate results and financial returns were also frequently selected.

A majority of the girls in this study came from homes in which the family pattern was unbroken. Eighty-seven per cent of the girls came from homes in which the parents lived together and 13 per cent came from homes that had been broken by the death of one or both of the parents or by divorce. The girls of the latter group lived with step-parents or other relatives while in

school. The family size varied from three to 10. Sixty-seven per cent of the girls came from families of five members or less. The mean number of brothers and sisters for each girl was 2.3, making the mean for the size of family 5.3. This is slightly higher than the mean size of rural families in the United States, which according to the Sixteenth Census (1940) was only 4.0.

Farming was the chief source of income for the families of 67 per cent of the girls. Twenty per cent were from homes where the father was a day laborer. The fathers of 20 per cent of the girls were business or professional men. For the families of the remaining girls, county aid, mothers' work, and life insurance were the sources of income. The income of none of the families would be considered high so there was no wide range of economic status.

Leadership was vested in a relatively low percentage of the families of the girls. Thirty-six per cent of the families were both leaders and followers, 36 per cent were non-participants, and seven per cent were leaders in the community. School and church activities ranked highest among the interests of family members. Other community activities in which family members participated were social, political and commercial clubs, Young Women's Christian Association, Para Bureau, study clubs, Red Cross, and lodges.

A grouping was made of the girls on the basis of their being married or single. Forty-five of the girls or 64 per cent were married and 25 of them or 36 per cent were single (Table 1). Of

the married group, 73 per cent lived in town as compared with 38 per cent of the same group before marriage. The girls who were not married were about evenly located in town and country while in school, but after leaving school 56 per cent lived in town and 44 per cent in the country. Both groups showed a marked tendency to leave the farm and find occupations or homes in towns or cities. A few more than half or 54 per cent of the girls in the study remained in Cloud County. This is exactly the same as was reported by Galbraith (1939) for the girls from Chase County Community High School. Only 31 per cent of the girls from Glasco Rural High School reported that they had settled in states other than Kansas.

Table 1. Where the girls lived

Location	When in school		Out of school	
	Number	Per cent	Number	Per cent
Married				
In country	17	62	12	27
In town	28	38	33	73
Total	45	100	45	100
Single girls				
In country	12	48	11	44
In town	13	52	14	56
Total	25	100	25	100
Total	70	100	70	100

The largest percentage of girls who had married did so the same year that they left school. The mean number of years between the time of leaving school and that of marriage was 2.24 (Table 2). This was similar to the findings of Galbraith's study of girls in Chase County Community High School, in which the

median length of time between leaving school and marriage was two years. Twenty-one per cent of the girls from Glasco High School had married since 1940. This was probably due to the large number of young men being inducted into the armed forces.

Table 2. Interval between leaving school and marriage

Time in years	Per cent
Same year	27
Three years	24
One year	18
Two years	16
Four years	7
Five years	7
Six years	<u>1</u>
Total	100

Only 33 per cent of the married group had children and 77 per cent of them were two years of age or under. The major care of the children was shared with the father; however, the girls whose husbands were in the armed services had most of the responsibility for the care of the children. The present emergency, without doubt, has influenced definitely this phase of family life and in many cases, placed more responsibility upon the mother for the care of the children.

Homemaking was the main vocation of a large percentage of the married girls. None of the single girls said that they were homemakers and only a small percentage of them were employed as paid housekeepers. Girls who did not marry, most often obtained work in an office or became teachers. Table 3 shows that 33 per

cent of the single girls worked in offices, 19 per cent were teachers, 15 per cent were students in college or business college, and 12 per cent were housekeepers. One girl was a nurse, one was in defense work, and one was in the telephone service. One stated that she was unemployed although she indicated that she helped with the housework at home. Next to homemaking, which claimed 69 per cent of the married girls, office work was most often listed with 20 per cent so employed. Two girls were teachers, one was in college, one was a cosmetologist, and one a nurse. That married girls considered homemaking a vocation and single girls did not was significant.

Table 3. Vocations of the girls

Vocations	Per cent		
	Married	: Single	: Total
Homemaker	69	12	47
Office worker	20	38	27
Teacher	4	19	10
Student	2	15	7
Nurse	2	4	3
Defense worker	0	4	1
Cosmetologist	2	0	1
Telephone operator	0	4	1
Unemployed	0	4	1

The occupations of the husbands of the girls varied a great deal. The armed forces of the United States claimed 56 per cent and farming 20 per cent. The remaining occupations represented only a small percentage of the total. Those who were not in the armed forces and in farming were employed as defense workers, filling station attendants, section hands, truck drivers, mechanics, merchants, barbers, bakers, timekeepers, cafe managers,

warehouse attendants, and students. Most of these are occupations that require little or no education beyond high school and generally yield a relatively small financial return.

A picture of the housing conditions of the entire group as is shown in Tables 4 and 5 indicates that many of the girls live in limited quarters with limited equipment and other facilities. A majority of the girls who had married began housekeeping in rented houses or apartments of five rooms or less as is shown in Table 4. Most of the single girls lived in houses of seven rooms or less, that were owned by their parents. The mean number of rooms in each of these houses was 2.24. Thirty-six per cent of the married girls and only eight per cent of the single girls lived in houses of three rooms or less.

Table 4. Size of dwellings of the girls

Number of rooms	Per cent		
	Married	Single	Total
Five rooms	20	27	22
Four rooms	24	8	19
Three rooms	27	15	19
Seven rooms	9	23	13
Six rooms	4	15	9
Ten rooms	2	8	4
Two rooms	7	0	4
Eight rooms	2	8	4
One room	2	4	3
Nine rooms	2	0	1

Sixty-five per cent of the married girls and 63 per cent of the single girls stated that the houses in which they lived were in good or excellent repair. Forty-four per cent of the married girls began housekeeping in furnished apartments. Twenty-five

per cent of this group indicated that they owned or were buying a home as compared with 80 per cent of the single girls who were living in homes that their parents owned or were buying. Eighty-six per cent of the married girls and 76 per cent of the single girls indicated that the furnishings were in good or excellent repair. Most of the homes were heated by stoves.

Sixty-two per cent of the married girls indicated that their houses were heated by stoves, 22 per cent by furnaces, and seven per cent by fireplaces. One girl indicated that there was no heating device in the house in which she lived as heat was not needed the year around. Fifty-six per cent of the single girls indicated that the houses in which they lived were heated by stoves, 36 per cent by furnaces, and only four per cent by fireplaces.

The fuel used most often for heating was wood. Thirty-three per cent of the married group used wood; 29 per cent, coal; 27 per cent, gas; 18 per cent, oil; four per cent, kerosene, and four per cent used other fuels. Sixty per cent of the single girls indicated that the fuel used for heating the houses in which they lived was wood, 44 per cent, coal; 36 per cent, gas; eight per cent, kerosene; four per cent, oil; and four per cent used other fuel. One listed sawdust as the fuel used.

Gas was the fuel most often used in cooking by the girls who were married. Forty-seven per cent of them said that they used gas, 18 per cent each used electricity and kerosene, 16 per cent, wood; and four per cent, coal. Only one girl indicated

that she used gasoline. The single girls most frequently listed kerosene as the fuel used for cooking. Sixty per cent of them listed kerosene, 56 per cent, wood; 48 per cent, gas; eight per cent, electricity; and four per cent each used coal, gasoline and other fuels. Many of the girls indicated that they used more than one kind of fuel for cooking.

The houses were most often supplied with water from a city system or from a well. Seventy-one per cent of the girls who had married said that their water supply came from a city system as compared with 36 per cent of the single group. Fifty-two per cent of the single girls said that they received their water supply from a well as compared with 29 per cent of those in the married group. The percentage of those having privately owned water systems was twice as great for the single as for the married group. Sixteen per cent of the single girls also said that they had cisterns which furnished all or part of the water, and only two per cent of the married girls so indicated. A spring was the chief source of water for one girl in the single group. More than half of the girls lived in houses that were equipped with flush toilets, 11 per cent government approved outside toilets. Thirty-three per cent listed other types. The single girls indicated that 40 per cent had flush toilets in their houses, 24 per cent had government approved outside toilets. Thirty-six per cent listed other types.

Table 5. Housing conditions

Housing	Per Cent		
	Married	Single	Total
Ownership of houses			
Rented	67	20	50
Owned	18	72	36
Buying	9	8	9
State of repairs of houses			
Good	47	60	61
Fair	29	24	27
Excellent	18	16	17
Poor	1	0	1
Condition of furnishings			
Good	62	68	64
Excellent	24	8	19
Fair	13	20	16
Poor	0	0	0
Central heating system			
Stove	62	58	61
Furnace	22	36	27
Other	9	12	10
Fireplace	7	4	6
None	2	0	1
Fuel used for heating			
Wood	33	60	43
Coal	29	44	34
Gas	27	36	30
Oil	18	4	15
Kerosene	4	8	6
Other	4	4	4
Fuel used for cooking			
Gas	47	43	47
Kerosene	18	60	33
Wood	16	50	30
Electricity	18	8	13
Coal	4	4	4
Gasoline	2	4	3
Other	0	4	1
Water supply			
City system	71	36	59
Well	29	36	37
Cistern	2	16	7
Private system	4	8	6

Table 5. (concl.)

Housing	Per cent		
	Married	Single	Total
Toilet facilities			
Flush	50	40	51
Other	33	36	34
Government approved	11	24	16

The equipment which the girls of this study have in their houses is varied. Table 6 shows that the girls who were single and still in their parents' homes had more equipment with which to work than the married girls. Twenty-eight per cent of the single girls had pressure cookers as compared with four per cent of the married girls. Twenty per cent of the married girls and 24 per cent of the single girls had commercial water bath canners, and 16 per cent of each group had home made water bath canners. Sixteen per cent of the single girls said that they had electric mixers while only two per cent of the married girls had such equipment. Seventy-three per cent of the married group and 76 per cent of the single group stated that they had kitchen sinks, and although 60 per cent of the single group said that they had lavatories in their houses, only 49 per cent of the married group so indicated. A large percentage of both groups had electric irons. The girls in the married group indicated that 73 per cent of them had electric irons as compared with 60 per cent of the single girls. Table 6 also shows that 28 per cent of the single girls and 18 per cent of the married girls had flat irons; 16 per cent of the single girls and 13 per cent of the married girls had gasoline irons. One of the single girls indicated that

she used another kind of iron not included in the list.

Forty-four per cent of the married girls and 36 per cent of the single girls indicated that they had electric refrigerators. The next most frequently listed refrigerators were the ice ones which 40 per cent of the single girls and 23 per cent of the married girls had. Twelve per cent of the single group and seven per cent of the married group stated that they had gas refrigerators while 15 per cent of the married group and 16 per cent of the single group stated that they had no refrigerators. Only two per cent of the married group as compared with 20 per cent of the single group had electric sewing machines. Fifty-six per cent of the married group and 73 per cent of the single group indicated that they had treadle machines and 42 per cent of the married group and eight per cent of the single group had no sewing machine. The largest percentage of all girls in the study had no sweeper of any kind. Thirty-two per cent of the single girls and 16 per cent of the married girls had electric sweepers; 24 per cent of single girls and 18 per cent of the married girls had hand sweepers while 67 per cent of the married group and 44 per cent of the single group indicated that they had no sweepers. Fifty-one per cent of the married girls indicated that they had electric toasters, four per cent had some other kind and 42 per cent had none. Thirty-two per cent of the single girls said that they had electric toasters, eight per cent had other kinds and 56 per cent had no toasters. Twenty-eight per cent of the single girls and 33 per cent of the married girls had electric waffle irons. Twenty-four per cent of the single girls had waffle irons of another

kind as compared with four per cent of the married group. No waffle irons were listed by 62 per cent of the married girls and 43 per cent of the single girls. Twenty-two per cent of the married girls and eight per cent of the single girls indicated that they had no washing machine. Fifty-three per cent of the married girls had electric washers, 18 per cent had gasoline motor washers, and seven per cent had hand power machines. In the group of single girls, 32 per cent listed electric washers, 36 per cent had gasoline motor washers, and only one girl said she had a hand power machine. Almost all of the girls indicated that they had radios in their houses. Ninety-six per cent of the married girls and 92 per cent of the single girls said that they had radios, and 72 per cent of the single girls and 13 per cent of the married girls had pianos. The percentage of single girls who had other musical instruments was twice as great as for the married girls. Seven per cent of the married girls said that they had no musical instruments; all of the single girls said that they had some kind of musical instrument in their houses.

Table 6. Household equipment and musical instruments

Equipment	Per cent		
	Married	Single	Total
Cannera			
Commercial water bath	20	24	21
Home made water bath	16	16	16
Pressure cooker	4	23	13
Other	9	8	9
Electric Mixer	2	16	7
Kitchen sink	75	76	74
Laboratory	49	60	53

Table 6. (concl.)

Equipment	Per cent		
	Married	Single	Total
<b>Iron</b>			
Electric	73	60	69
Flat iron	19	28	21
Gasoline	15	16	14
Other	0	1	1
<b>Refrigerator</b>			
Electric	44	56	42
Ice	22	40	28
None	15	16	16
Gas	7	12	8
Kerosene	0	0	0
Other	0	0	0
<b>Sewing machine</b>			
Treadle	56	72	61
None	42	8	30
Electric	2	20	9
Other	0	0	0
<b>Sweeper</b>			
None	67	44	59
Electric	16	32	21
Hand	18	24	20
Other	0	0	0
<b>Toaster</b>			
None	42	56	47
Electric	51	32	44
Other	4	8	6
<b>Waffle iron</b>			
None	62	48	57
Electric	33	28	31
Other	4	24	11
<b>Washing machine</b>			
Electric	53	62	53
Gasoline	18	36	24
None	22	8	17
Hand	7	4	6
<b>Musical instruments</b>			
Radio	96	92	94
Piano	13	72	35
Other	18	36	25
None	7	0	4

Very few of the girls in the study indicated that they had help with their household duties other than that provided by other members of the family. Only two per cent of the married girls and eight per cent of the single girls said that they had paid help and that only a part of the time (Table 7). Fifty-eight per cent of the married girls and 84 per cent of the single girls said that they had help from family members. Seven per cent of the married girls and 12 per cent of the single girls listed part-time help.

Table 7. Help with household duties

Household help	Per cent		
	Married	Single	Total
Family members	58	84	69
Part time	7	12	9
Paid	2	8	4
Full time	0	0	0

A relatively large percentage of all girls who reported had done a great deal of canning although about half of the married girls had done little or none. This was probably due to the short span of housekeeping experiences and limited living quarters. Table 8 reveals that 68 per cent of the single girls and 44 per cent of the married girls reported a great deal of food preserved in the homes. Twenty per cent of the single girls and 33 per cent of the married girls stated that very little food was preserved in their homes and 16 per cent of the married girls as compared with eight per cent of the single girls stated that no food was preserved at home. Four per cent of each group made no

statement in regard to the amount of food preserved in the home.

Table 8. Food preserved in the home

Amount of preserved food	Per cent		
	Married	Single	Total
A great deal	44	68	53
Very little	33	20	29
None	18	8	14
No answer	4	4	4

The method most often listed for preserving food in both groups was canning and the least often listed was cold storage lockers. Table 9 shows that in the married group 71 per cent of the girls indicated that they did canning, 56 per cent made jams and jellies, 38 per cent made pickles, 27 per cent cured meats, four per cent used cold storage lockers and four per cent listed other methods. Of the girls in the single group 68 per cent did canning, 64 per cent made pickles, 64 per cent made jams and jellies, 28 per cent indicated that they used cold storage lockers and 24 per cent cured meats.

Table 9. Methods of preserving food

Food preservation	Per cent		
	Married	Single	Total
Canning	71	68	77
Making jams and jellies	56	64	60
Pickling	38	68	49
Curing meats	27	24	26
Freezing in cold storage lockers	4	28	15
Others	4	0	3

Many factors influenced the girls in their choice of food in meal planning. Apparently no relation existed between the nutri-

tional needs of the family members and the rules of meal planning learned at school. Seventy-three per cent of the married group and 88 per cent of the single group stated that the nutritional needs of the families influenced their choice of foods in meal planning (Table 10). Twenty-nine per cent of the married girls and 32 per cent of the single girls said that the rules of meal planning learned at school was their guide. Sixty per cent of the married girls said that their choice of food in meal planning depended upon the likes and dislikes of their husbands, 27 per cent the likes and dislikes of themselves, seven per cent the likes and dislikes of their children, nine per cent the likes and dislikes of family members other than those. Thirty-six per cent were influenced by the supply of commodities on hand, 11 per cent by the ease of preparation and 20 per cent by the time required for preparation. One girl said that the limits of the foods budget governed her choice of food. The girls who were not married stated that 88 per cent of them were guided by the nutritional needs of the family members, 32 per cent by rules of meal planning learned at school, 12 per cent by the likes and dislikes of the husbands in the families, 12 per cent by the likes and dislikes of themselves and others. Fifty-two per cent of this group gave the supply of commodities on hand as an important consideration in meal planning, 24 per cent the ease of preparation and 36 per cent the time required for preparation.

Table 10. Influences in planning meals

Factors in meal planning	Per cent		
	Married :	Single :	Total
Nutritional needs of family members	75	88	80
Likes and dislikes of husband	60	12	43
Supply of commodities on hand	36	62	41
Rules of meal planning learned at school	29	32	30
Time required for preparation	20	36	26
Likes and dislikes of self	27	16	22
Ease of preparation	11	24	16
Likes and dislikes of others in family	9	16	11
Likes and dislikes of children	7	12	9
Other	2	0	1

The table service for both family and company meals was generally very simple and as a rule the family ate all or part of their meals together. According to Table 11 more girls indicated that the type of table service used for family meals was family style. Ninety-six per cent of all the girls listed this style as the type used and four per cent each listed cafeteria or buffet. One of the married girls listed compromise and one of them said that they used another type but did not state what this was. None of the single group indicated that they used English, buffet or other styles of table service. Forty-four per cent of the married girls and 32 per cent of the single girls stated that their families ate all of their meals together. Thirty-three per cent of the married girls and 24 per cent of the single girls indicated that their families ate breakfast together; nine per cent of the married group and 20 per cent of the single group said that they ate lunch with their families, and 42 per cent of the married girls and 24 per cent of the

single girls stated that their families ate dinner together. Eleven per cent of the married group and eight per cent of the single group stated that they seldom ate together. Only one of the married girls stated that she ate no meals with her family. For guest meals the girls in both groups indicated that they used family style meal service the most frequently and that the cafeteria was the next most often listed. In the married group 67 per cent of the girls listed family style, 27 per cent cafeteria or buffet, 11 per cent compromise, and two per cent English. In the single group 84 per cent said that family style was used, 28 per cent cafeteria or buffet, and 16 per cent compromise.

Table 11. Types of meal service

Meal service	Married	Single	Total
<b>Types of meal service for family meals</b>			
Family style	96	96	96
Cafeteria or buffet	4	4	4
Compromise	2	0	1
Other	2	0	1
English	0	0	0
<b>Meals the family eat together</b>			
All meals	44	52	47
Dinner	42	24	36
Breakfast	33	24	30
Lunch	9	20	13
Seldom	11	8	10
Never	2	0	1
<b>Types of meal service for company meals</b>			
Family	67	84	86
Cafeteria or buffet	27	28	27
Compromise	11	16	13
English	2	0	1

The major responsibility in regard to clothing was choosing clothes. Twenty-four per cent of the girls who were married indicated that they made most of their own clothes (Table 12). Eighteen per cent made clothing for other family members and only seven per cent made clothing for persons outside the family; however, 87 per cent of this group selected clothes for themselves and 44 per cent helped choose clothes for others. Forty per cent of the single girls made most of their own clothes and 12 per cent each made clothes for family members and for others outside the family. Ninety-two per cent said that they selected clothes for themselves and 44 per cent helped choose clothes for others.

Table 12. Clothing practices

Practices	Per cent		
	Married	Single	Total
Choose clothes for self	87	92	89
Help choose clothes for others	44	44	44
Make most of own clothes	24	40	30
Make clothes for family members	18	12	16
Make clothes for others outside of family	7	12	9

Many more of the married girls indicated that some financial plan was made in their families than did the single girls. Table 13 shows that a plan for spending the family income was made by 76 per cent of the married girls and that one was made in the families of 40 per cent of the single girls. That the plan was made by the husband and wife together was indicated by 49 per cent of the married girls. Eighteen per cent of these girls

stated that they made the plan, seven per cent said that their husbands made the plan, and two per cent stated that the plans were made in some other way. Twenty-four per cent of this group made no financial plans. Twelve per cent of the single girls said that they made their own plan for spending, 12 per cent said that they were made by their parents and 16 per cent in some other way. Sixty per cent of this group made no financial plans. The same number of girls in each group who said that they had a plan for spending, said that they also kept household accounts. In regard to arrangements for handling money in the family, 42 per cent of the married girls indicated that they used joint accounts, seven per cent separate accounts, 20 per cent said that they had allowances for household expenses, 18 per cent had allowances for personal expenses, 13 per cent used their husband's account, four per cent the wife's account and 31 per cent paid all bills with cash. In the group of single girls 40 per cent indicated that the family's money was handled in joint accounts of their parents, 20 per cent by separate accounts, eight per cent by allowances for household expenses, four per cent by allowances for personal expenses, 12 per cent in the father's account and 20 per cent with cash.

Government bonds were listed as the means of saving by the largest number of girls in both groups. This was due, undoubtedly, to the present war emergency. In the married group, 73 per cent of the girls stated that their plan for saving included government bonds, 64 per cent insurance, 53 per cent social security, and 20 per cent time deposits. Three of these girls listed

savings accounts, two check-master accounts, and one payments on indebtedness. It was noted that none of this group had invested in real estate or participated in a retirement plan. In the single group 53 per cent listed government bonds as a means of saving, 48 per cent insurance, 32 per cent each social security, and time deposits, 20 per cent real estate, 16 per cent retirement, and eight per cent savings accounts.

Table 13. Family finance

Plans for the families' money	Per cent		
	Married	Single	Total
Girls who had a plan for spending	76	40	63
Persons who make the plan			
Wife and husband together	49	12	36
Wife	18	12	16
Other	2	16	7
Husband	7	0	4
Girls who kept household accounts	76	40	63
Arrangements for handling family money			
Joint accounts	42	40	41
Cash	31	20	27
Allowance for household expenses	20	8	16
Allowance for personal expense	18	4	13
Husband's account	13	12	13
Separate accounts	7	20	11
Wife's account	4	0	3
Plan for saving			
Government bonds	73	52	66
Insurance	64	48	59
Social security	53	32	48
Time deposit	20	32	24
Real estate	0	20	7
Savings account	7	8	7
Retirement plan	0	16	6
Check master account	4	0	3
Payments on indebtedness	2	0	1

Only a small percentage of the girls said that they planned a schedule for their household duties for more than a day at a time. Sixty per cent of the married girls made some plan or schedule for doing their housework as compared to 40 per cent of the single girls; however, 44 per cent of the single girls and 58 per cent of the married girls indicated that the plan was made for a day at a time. Only 20 per cent of the married girls indicated that they planned for weekly duties as compared with 44 per cent of the single girls.

Evidence that the girls in this study took part in many leisure activities is presented in Table 14. The girls who were married indicated more interest in activities at home and with their families than did the single group. Ninety-two per cent of the single and 82 per cent of the married girls attended movies, 48 per cent of the single and only 20 per cent of the married girls take part in community activities while 69 per cent of the married group and 72 per cent of the single group listed reading daily papers as leisure activity. Eighty-nine per cent of the married girls as compared with 84 per cent of the single girls said that they listened to the radio, and 53 per cent of the married group read books as compared to 64 per cent of the single group. Each group indicated that they read magazines. Other leisure activities listed by the married girls varying from 69 per cent to 16 per cent were in order of frequency, sewing, embroidering, entertaining, visiting, playing cards, attending parties, and giving parties. Only two of the married girls gave dancing as an activity of this type. The other

leisure activities listed by the single girls in order of frequency and varying from 44 to 12 per cent were entertaining, picnicing, sewing, attending parties, visiting, giving parties, playing cards, and swimming. One girl listed dancing, one bowling, one skating, one bicycling, and one horseback riding.

Table 14. Leisure activities

Activities	Per cent		
	Married	Single	Total
Listen to radio	89	84	87
Attend movies	82	92	86
Read daily paper	69	72	70
Read magazines	60	60	60
Sew	69	40	59
Read books	53	64	57
Embroider	56	36	49
Entertain	49	44	47
Conversation (visit)	53	32	46
Attend parties	44	36	41
Attend picnics	42	40	41
Play cards	44	27	37
Attend community activities	20	43	30
Give parties	16	28	20
Dance	4	4	4
Swim	0	12	4
Bowl	0	4	1
Bicycle	0	4	1
Skate	0	4	1
Horseback riding	0	4	1

The trend in regard to entertaining seemed to be toward having guests at meals and giving picnics or card parties. According to Table 15 the major type of entertaining done as indicated by 90 per cent of the girls was having guests for meals. Seventy-six per cent of the single girls and 56 per cent of the married girls said that they entertained frequently and 44 per cent of the married girls and 20 per cent of the single girls stated that

they seldom entertained. Only one of the single girls indicated that she never entertained. A very small percentage said that they entertained guests for a week or longer. Forty per cent of the unmarried girls and 22 per cent of the married girls entertained week end house guests, while 92 per cent of the single girls and 89 per cent of the married girls entertained guests at meals. Forty-seven per cent of the married girls said that they entertained at card parties, 38 per cent at picnics, 11 per cent at theater parties, two per cent at teas, and 22 per cent with other functions. Of the girls who were not married 44 per cent entertained at picnics, 32 per cent at card parties, 20 per cent at theater parties, and four per cent at teas. Sixteen per cent of this group said they had other types of parties.

Table 15. Entertainment of guests

Practices	Per cent		
	Married	Single	Total
How often			
Frequently	56	78	63
Seldom	44	20	36
Never	0	4	1
Forms of hospitality used			
Entertain at meals	89	92	90
Week end house guests	22	40	29
House guests for week or longer	9	4	7
Kinds of parties given			
Card	47	32	41
Picnics	38	44	40
Other	22	16	20
Theater	11	20	14
Teas	2	4	3

A listing of the organizations to which the girls belonged showed, according to Table 16 that 47 per cent of the married girls belonged to church, 11 per cent each to Sunday School and lodges, seven per cent each to card clubs, Parent Teacher Associations, farm bureau clubs, and social clubs, and two per cent to the Young Women's Christian Association. None of these girls was a member of a study club. The girls who were not married indicated organization membership as follows: 64 per cent in church, 43 per cent in Sunday School, 24 per cent in Parent Teacher Associations, 12 per cent in lodges, eight per cent each in social clubs and study clubs, and four per cent in a nurses club. Forty-eight per cent indicated that they served as hostesses of church organizations, 24 per cent of social clubs, 16 per cent of lodges, 12 per cent of study clubs and eight per cent of other organizations. Although the girls belonged to a variety of organizations, only a few were leaders or very active participants. A comparison of the general leadership activities of these girls shows that twice as many were leaders in school as were leaders out of school. The girls belonged to and took part in more than twice as many organizations when in school than they did after leaving school. A rating of the leadership status of the families of the girls showed that school and its related activities claimed the interest of many of the families. The girls who were leaders and active participants after leaving school came from homes in which the family members tended to be leaders and active participants. No close relationship existed between the leadership status of girls in school

and after leaving school. It would seem that the home had more lasting influence upon the girls' leadership activities after leaving school than did school.

Table 16. Membership in organizations

Organizations	Per cent		
	Married	Single	Total
Organizations to which girls belonged			
Church	47	64	53
Sunday School organizations	11	43	24
Parent Teacher Associations	7	24	13
Lodges	11	12	11
Social	7	8	7
Farm Bureau	7	0	4
Card clubs	7	0	4
Study clubs	0	8	3
Nurses club	2	4	3
Young Women's Christian Association	2	0	1
Hostess at organization meetings			
Church	9	43	22
Social clubs	16	24	19
Study clubs	2	12	6
Lodge	4	16	4
Other	4	8	3

The illnesses listed varied widely. Cancer and infection were given most often as the cause of illnesses of family members. Very limited experiences in the caring for patients seriously ill was revealed by the fact that 61 per cent of all girls reporting had had no responsibility for such care. Only 22 per cent of the married girls and 12 per cent of the single girls had had the major care of a patient seriously ill. The common cold was the illness listed by the majority of the girls as occurring most frequently in their families. Ninety-six per cent of the married girls and 92 per cent of the single group listed this

illness (Table 17). Sixty-four per cent of the married girls checked headaches, 42 per cent tonsil and throat infections, 51 per cent tooth difficulties, 22 per cent digestive disturbances, and 16 per cent ear trouble, sinus trouble, and quarantined illnesses. Eleven per cent mentioned skin trouble, two per cent gland trouble and seven per cent other illnesses. Of the girls who were single, 76 per cent checked headaches, 64 per cent tonsil or throat infections, 60 per cent quarantined illnesses, 52 per cent tooth difficulties, 40 per cent digestive disturbances, and 24 per cent ear trouble, sinus trouble, and other illnesses. Sixteen per cent listed gland trouble, and eight per cent skin trouble.

Table 17. Illnesses in the home

Illnesses	Per cent		
	Married	: Single	: Total
Colds	96	92	94
Headaches	64	76	69
Tonsil and throat	42	64	50
Tooth difficulties	51	52	59
Quarantined illness	16	60	31
Digestive disturbances	22	40	30
Ear trouble	16	24	19
Sinus trouble	16	24	19
Other	7	24	15
Skin	11	8	11
Gland disturbance	2	16	7

The experiences of many of the girls in home nursing and first aid were very limited. The majority of the girls in both groups listed preparing food for the sick and taking body temperature as the services most often given. The girls who were married tended to have had more experiences in first aid and

home care of the sick. Of this group, 64 per cent had prepared food for the sick, 58 per cent had taken body temperature, 40 per cent had given enemas, 29 per cent had counted pulse, 38 per cent had given a bed bath, 36 per cent had changed an occupied bed, 22 per cent had planned diets for the sick, 20 per cent had revived a person who had fainted, 11 per cent had applied a roller bandage, and nine per cent had made an arm sling. The single girls indicated that 56 per cent had prepared food for the sick, 52 per cent had taken body temperature, 40 per cent had counted pulse, 24 per cent had planned diets for the sick, 20 per cent had made an arm sling, 16 per cent had given a bed bath, applied a roller bandage, and changed an occupied bed, 12 per cent had given an enema, and eight per cent had revived a person who had fainted.

Table 18. First aid and home nursing experiences

Experiences	Per cent		Total
	Married :	Single :	
Prepare food for sick	64	56	61
Taken body temperature	58	52	56
Count pulse	29	40	33
Give bed bath	38	16	30
Give an enema	40	12	30
Change an occupied bed	36	16	29
Plan diet for the sick	22	24	22
Revive person who has fainted	20	8	16
Make an arm sling	9	20	13
apply roller bandage	11	16	13

The married girls who were mothers listed discipline problems as bothering them most frequently in child care and training. Table 19 shows that 20 per cent of the mothers listed discipline problems, 13 per cent feeding problems, and 11 per

cent elimination problems. Guiding the play activities of children and caring for them in illness was checked by nine per cent as presenting problems. One mother said that she had difficulty with the sleeping habits of her children. Forty-four per cent of the girls who were not mothers shared in the care of children. These were the children of employers, friends, or close relatives.

Table 19. Problems in child care and training

Problems	Per Cent	
	Married	Total
Discipline	20	13
Feeding	13	9
Elimination	11	7
Guiding play	9	6
Caring for them in illness	9	6
Sleeping habits	2	1

That many home repairs were done by both the married and single girls is shown in Table 20; however, the married girls tended to have more responsibility in this than did the single girls. Girls from both groups listed painting most frequently. Seventy-three per cent of the married girls said that they had done painting as compared to 88 per cent of the single girls, 53 per cent of the married girls and 60 per cent of the single girls had oiled household equipment, 40 per cent of the married group and 54 per cent of the single group had done papering and 40 per cent of the married group and 44 per cent of the single group had refinished furniture, 42 per cent of the married group and 38 per cent of the single group had repaired window blinds,

31 per cent of the married group and 48 per cent of the single girls had refinished woodwork, 31 per cent of the married group and 20 per cent of the single group had repaired furniture, 33 per cent of the married girls and only eight per cent of the single girls had replaced a fuse, 29 per cent of the married group and 12 per cent of the single group had repaired light cords. Twenty-two per cent of the married girls as compared with four per cent of the single girls had repaired machine belts, nine per cent of the married group as compared with eight per cent of the single girls had reupholstered furniture, 11 per cent of the married group and eight per cent of the single group had repaired faucets while only four per cent of each group had repaired a flush tank.

Table 20. Home repairs done by girls

Repairs	Per cent		
	Married	Single	Total
Painting	73	88	79
Oil household equipment	58	60	59
Papering	40	64	49
Refinish furniture	40	44	41
Repair window blinds	42	32	39
Refinish woodwork	31	48	37
Repair furniture	31	20	27
Replace fuse	33	8	27
Repair light cord	29	12	22
Mend machine belt	22	4	16
Repair faucet	11	8	10
Reupholster furniture	9	8	9
Repair flush tank	4	4	4

The most general practice in buying food and clothing was by paying cash. Although many indicated that they paid cash for household furnishings, many still used the installment plan of

purchase. The buying practices of the girls in the study are shown in Table 21. In buying foods, 84 per cent of the married girls stated that they paid cash as compared with 72 per cent of the single girls. Only 13 per cent of the married girls bought food on charge accounts as compared to 40 per cent of the single girls. Seventy-six per cent of the married girls and 80 per cent of the single girls did their own shopping in person. Only one girl who was married and two girls who were not indicated that they shopped by telephone. Fifty-six per cent of the married girls and 52 per cent of the single said that they bought in large quantities, while 36 per cent of the married group and 32 per cent of the single group said that they bought just as was needed. Fifty-one per cent of the married group and 52 per cent of the single group said that they bought at special sales. Only three married girls and one single girl said that they purchased food in other ways than those listed.

All of the married girls said that they paid cash for clothing as compared to 92 per cent of the single girls. Only one married girl indicated that she used a charge account as did three of the single girls. None of the married girls said they ordered clothing on approval as compared with eight per cent of the single girls. Thirty-one per cent of the married girls and 32 per cent of the single girls stated that they bought clothing by mail order, 36 per cent of the married girls and 44 per cent of the single girls bought at special sales and 36 per cent of the married girls and 44 per cent of the single girls said that they bought just as was needed. When buying furniture, 71 per

cent of the married girls said that they paid cash, four per cent used open credit plan, 33 per cent the installment plan, 67 per cent shopped in person, one per cent used mail order, and 11 per cent bought at special sales. The single girls indicated that 84 per cent of them paid cash, eight per cent used the open credit plan and 20 per cent the installment plan. Sixty per cent shopped in person and eight per cent by mail order.

Table 21. Buying practices

Practices	Per cent		
	Married	Single	Total
<b>Food</b>			
Pay cash	84	72	80
Personal shopping	76	80	77
Buy in large quantities	56	52	54
Buy specials	51	60	54
Buy as needed	36	32	34
Charge accounts	15	40	22
Other	7	4	6
Shop by telephone	2	8	4
<b>Clothing</b>			
Pay cash	100	92	97
Buy as needed	38	44	40
Buy at special sales	36	44	39
Mail order	31	32	31
Charge account	2	12	6
Order on approval	0	8	3
<b>Furniture</b>			
Pay cash	71	84	76
Shop in person	67	60	64
Installment	33	20	29
Buy specials frequently	11	0	7
Use open credit	4	8	6
Mail order	1	8	4

The reasons most frequently given for electing home economics in high school were the desire to become a good homemaker and the idea that home economics was the most practical course. The

married girls gave ten different reasons. Seventy-three per cent said that they desired to become good homemakers, 67 per cent thought home economics the most practical course, 58 per cent expected to marry, 18 per cent liked to do things with their hands, 18 per cent were influenced by the superintendent, 13 per cent were influenced by other girls, and 11 per cent expected to become nurses. One girl said that she wanted to learn to cook and sew, and another one said she wanted to learn to mix with other people socially. The girls who were not married gave as many reasons for electing home economics in high school. Sixty-four per cent said that they desired to become good homemakers, 60 per cent thought home economics the most practical, 24 per cent expected to marry, 28 per cent liked to do things with their hands, 24 per cent were influenced by their parents, and 16 per cent each were influenced by the superintendent and by other girls. Twenty per cent expected to become nurses. One girl elected home economics because she thought it would be easier, one thought she would like the teacher, one thought it would be a good basis for a college course in home economics, and one gave no particular influence.

Table 22. Influences in choosing home economics in high school

Influences	Per cent		
	Married	Single	Total
Desire to become a good homemaker	73	64	70
Thought home economics the most practical	67	60	64
Expected to marry	58	24	53
Liked to do things with my hands	18	28	21
Advice of superintendent	18	16	17
Influence of parents	13	24	17

Table 22. (concl.)

Influences	Per cent		
	Married	Single	Total
Expected to become a nurse	11	20	14
Influence of other girls	7	16	10
Thought home economics would be easy	0	4	1
Thought I would like the teacher	0	4	1
Wanted to learn to sew and cook	2	0	1
Wanted to learn to mix with people socially	2	0	1
Good basis for college course in home economics	0	4	1
No particular influence	0	4	1

In listing the chief advantages of their high school home economics the married girls most frequently gave learning to prepare and serve better meals, learning to construct and care for clothing, and learning to appreciate homemaking as a career. The unmarried girls too, listed these advantages frequently. According to Table 23, 73 per cent of the married girls said that they learned to plan and serve better meals, 69 per cent said they learned to construct and care for clothes, 62 per cent said they learned to appreciate homemaking as a career, 47 per cent learned to achieve better family relations, and 49 per cent learned to make house and grounds more attractive. Forty-four per cent each said they learned to care for family health, to dress becomingly and to select and care for household tools, and 47 per cent learned to entertain friends, 36 per cent had learned to manage personal finance and 33 per cent each had learned to conserve time and energy and to make better use of leisure. Forty-seven per cent said that they had gained valuable knowledge of child care, and 42 per cent had gained valuable knowledge of first aid.

Sixty-seven per cent of the single girls indicated that they had learned to plan and serve better meals, 72 per cent learned to construct and care for clothing, 52 per cent learned to appreciate homemaking as a career, 52 per cent had learned to achieve better family relations, 40 per cent learned to make house and grounds more attractive, 43 per cent learned to care for health of family, 44 per cent learned to dress becomingly, 36 per cent learned to entertain friends, 20 per cent learned to select and care for household tools, 32 per cent learned to manage personal finance, 36 per cent learned to conserve time and energy, and 24 per cent learned to make better use of leisure. Twenty-eight per cent had gained valuable knowledge of child care and 32 per cent had gained valuable knowledge of first aid.

Table 23. Results of high school home economics

Results	Per cent		
	Married	Single	Total
Learned to plan and serve better meals	73	76	77
Learned to construct and care for clothes	69	72	70
Learned to appreciate homemaking as a career	62	52	59
Learned to achieve better family relations	47	52	49
Learned to make house and grounds attractive	49	40	46
Learned to care for family health	44	43	46
Learned to dress becomingly	44	44	44
Learned to entertain friends	47	36	43
Gained valuable knowledge of child care	47	28	40
Gained valuable knowledge of first aid	42	32	39
Learned to select and care for household tools	44	20	36
Learned to manage personal finance	36	32	34
Learned to conserve time and energy	33	36	34
Learned to make better use of leisure	33	24	30

According to the findings in Table 24, a larger percentage of the married girls indicated that they needed additional instruction in more different phases of home economics than did the single girls. In only five phases did a larger percentage of the single than married girls indicate that they needed more instruction. This differs decidedly from Galbraith's study (1939) who found that as a rule larger percentages of the single girls desired more instruction in more phases of home economics than did the married girls. Thirty-three per cent of the married group and 16 per cent of the single group stated that they needed more instruction in planning the use of time, 27 per cent of the married group and 24 per cent of the single group needed instruction in planning the use of money, 33 per cent of the married girls and only eight per cent of the single said that they needed instruction in the care and guidance of children, and 13 per cent of the married ones and 16 per cent of the single ones said that they needed more knowledge of the care of the house.

The need of more knowledge of first aid was expressed by 53 per cent of the married group and 56 per cent of the single group; 49 per cent of the married girls and only 16 per cent of the single girls indicated that they needed to know better practices in home care of the sick. Forty-nine per cent of the married girls and 40 per cent of the single girls needed additional instruction in dress fitting. Twenty-seven per cent of the married girls and 32 per cent of the single girls stated that they were not satisfied with the instruction they received in knowing buying guides, 11 per cent of married girls and four per cent of the single

girls in marital adjustment, 11 per cent of the married girls and none of the single girls in personal and family adjustment, 40 per cent of the married girls and 32 per cent of the single girls in pattern alteration, 18 per cent of the married girls and 24 per cent of the single girls in planning diets for the sick, 20 per cent of the married girls and 16 per cent of the single group in planning diets for children, nine per cent of the married group and 16 per cent of the single group in personal grooming, seven per cent of the married and 12 per cent of the single in planning the use of leisure, 36 per cent of the married girls and 28 per cent of the single girls in recognizing balanced diets, 20 per cent of each group in meal service, 22 per cent of the married girls and 12 per cent of the single girls in planning meals, 62 per cent of the married girls and 64 per cent of the single in techniques of sewing, 38 per cent of the married girls and 28 per cent of the single girls in techniques of cooking, and 13 per cent of the married girls and 12 per cent of the single girls in social relationships. One of the married girls indicated that she wanted to know more about preparing unusual dishes. The girls who were married indicated a need for additional education in more phases of home economics than did the single girls. This was understandable due to the immediate use that the married girls could make of the instruction.

Table 24. Phases of home economics in which more instruction was desired

Phases	Per cent		
	Married	Single	Total
Techniques of sewing	62	64	63
First aid	56	56	57
Dress fitting	49	40	46
Home care of sick	49	40	46
Pattern alteration	40	32	37
Techniques of cooking	38	28	34
Recognizing balanced diets	36	23	33
Knowledge of buying guides	27	32	30
Planning use of time	35	16	27
Planning use of money	27	24	26
Care and guidance of children	33	8	24
Planning diets for sick	18	24	20
Serving meals	20	20	20
Planning meals	22	12	19
Planning diets for children	20	16	19
Care of house	15	16	14
Social relationships	13	12	13
Personal grooming	9	16	11
Planning for leisure	7	12	9
Marital adjustment	11	4	8
Personal and family relations	11	0	7
Preparing unusual dishes	2	0	1

The phases of home economics that the married girls found most difficult differed markedly from those listed by the single girls. Forty per cent of the married girls found that meeting the food needs of their families was the most difficult, 33 per cent time management, 31 per cent caring for illness in their families, 18 per cent money management, 16 per cent each marital and personal adjustment, 15 per cent caring for children, seven per cent in caring for the house, and four per cent the clothing needs of their families. One girl stated that packing attractive lunches was most difficult and one girl buying and cooking meats. Of the girls who were single, 28 per cent listed time management

as being the most difficult phase of homemaking, 24 per cent money management, 12 per cent each the food needs of their families and caring for illnesses, and eight per cent caring for house and sewing. One girl listed personal adjustment and one cooking as being the most difficult.

Table 25. Phases of homemaking found most difficult

Phases	Percent		
	Married	Single	Total
Time management	33	20	31
Food needs of family	40	12	30
Caring for illness in family	31	12	24
Money management	18	24	20
Personal adjustment	16	4	11
Marriage adjustment	16	0	10
Caring for children	13	0	9
House care	7	8	7
Clothing needs of family	4	8	6
Sewing	0	8	3
Cooking	0	4	1
Packing attractive lunches	2	0	1
Buying and cooking meats	2	0	1

All except one of these girls who were married said that their high school home economics had helped them solve these problems as compared to all except five of the single girls. Eighty-two per cent of the married girls and 56 per cent of the single girls indicated that it could have helped more. The married girls had more suggestions to offer in this regard. The following list includes some suggestions for making the high school home economics course more helpful as indicated by the married girls. They said it could have been more helpful if:

1. It had been a broader, more intensive course, with a better balance of subject matter.

2. I had taken more home economics, especially in the junior and senior years.
3. I had paid more attention and studied harder.
4. The periods had been longer for class discussion and included more child psychology.
5. I had realized the need at the time.

The single girls listed the following ways in which their high school home economics could have been more helpful. They said it would have helped if:

1. They had taken more years of work.
2. It had included more study of money management.
3. It had included more practical experience and more intensive study.

Table 26 shows that the most frequent means of furthering home economics education as listed by both groups of girls was homemaking magazines. Sixty-nine per cent of the married girls listed homemaking magazines as a means of continuing their education, 11 per cent farm bureau membership, nine per cent in fairs, seven per cent college, four per cent Parent Teacher Associations, and two per cent study clubs. Sixteen per cent indicated that they used other means and seven per cent had had no other home economics education. Of the single girls 68 per cent listed homemaking magazines, 20 per cent fairs, eight per cent each in college, Parent Teacher Associations, and study clubs and 23 per cent by other means. Twelve per cent had listed none. This was comparable to the findings of Galbraith's study (1939) which revealed that little further training in home economics had been obtained by the girls from Chase County Community High School.

Table 26. Sources of home economics education after leaving school

Sources	Per cent		
	Married	Single	Total
Homemaking magazines	69	69	69
Others	16	28	20
Participation in fairs	9	20	13
None	7	12	9
Farm bureau	11	0	7
College	7	8	6
Parent Teacher Associations	4	8	6
Study clubs	2	8	4

In Table 27 the findings show that 22 per cent of the married girls stated that they thought that home economics should be elective as compared to 44 per cent of the single girls who did. Seventy-eight per cent of the married girls said that home economics should be required as compared with 52 per cent of the single girls. Of those married girls who thought that home economics should be required, seven per cent said one year, 40 per cent said two years, and 51 per cent said three years. Of the single girls, 26 per cent said that one year should be required, 12 per cent two years, and 12 per cent three years.

Table 27. Recommended status of home economics in the school curriculum

Status	Per cent		
	Married	Single	Total
Home economics course, required	78	52	69
Home economics course, elective	22	44	30
Number of years required			
2 years	40	12	30
3 years	51	12	24
1 year	7	28	14

When asked to evaluate their high school home economics, the girls on the whole said that they valued it highly and that it had been helpful and beneficial in many ways. Several said that it had been the most valuable and worthwhile of any subject studied. One girl said it was a distinct aid to daily living, and one said that it had contributed to successful married life. One girl who valued it highly said that she had found through the instruction received there that she could continue successfully in that line in college. Several girls said that it had made them more appreciative of homemaking, and others said that it had been a good beginning but was not complete.

Interviews with girls in their own homes and letters that accompanied the returned check lists also showed that the girls were using their high school home economics. The girls who were interviewed showed that they had used their instruction by their desire to display the results of their various homemaking activities such as the gardens raised, food preserved for future use and the choice and arrangement of household furnishings and equipment. One of the married girls who was a mother invited a home economics class to visit her home and to observe the bathing of her baby because a similar lesson had been so helpful to her. One girl said that she used her homemaking notebooks and text books as references when perplexing problems arose, and another said that the clothing instruction in home economics had made it possible for her to make most of the clothing for her children. In many of the letters the girls mentioned the helpfulness of home economics. One girl wrote that she was definitely a strong

advocate of home economics and had learned to appreciate all that had been included in the course in high school. Three out of five of the girls who continued their education in college elected home economics as the major subject. None of the girls said that it had been of no value.

#### SUMMARY

This study was undertaken to determine the contribution that home economics may have made to the homemaking practices of a group of former pupils of Glasco Rural High School and to recommend any needed changes in the home economics curriculum as indicated by the findings. The 70 girls who took part in this study had completed one or more years of home economics in this high school some time during the years 1933 and 1938. They represented 69 per cent of the total number of girls who had been enrolled in home economics within this period. At the time the data were obtained, 45 of the girls were married and 25 were still single.

Most of the girls were active participants in homemaking. All of the married girls had many and varied homemaking responsibilities and although only a few of the single girls were employed in homes, they too carried on numerous homemaking activities. For the most part the girls lived in homes in or near Glasco and only a small number had moved from Kansas. Many of them lived in furnished apartments and maintained their homes on comparatively low incomes. Electric equipment was not generally used; however, laundry equipment and refrigerators were the most frequently listed. The home practices in meal service were simple and family

members ate the most of their meals together. Although only a few girls made clothing for themselves and family members, the most of them had some responsibility in choosing clothes for themselves and others. Slightly more than half of the girls said that they kept household accounts and made budgets for their spending. All of them had some plan for saving and many said that they paid cash when buying food, clothing, and household furnishings.

Leisure activities consisted largely of attending movies, listening to the radio, sewing, reading, and attending and giving parties and picnics. More girls belonged to church than to any other organized group and only 12 held offices in the groups to which they belonged. The most common illness listed in the homes was the common cold and many responsibilities related to first aid and home nursing were frequently assumed. All of the girls had had some experience in making home repairs of various kinds and of these, painting was the most often listed. A majority of the girls had responsibilities connected with child care and training. Discipline problems with children bothered the girls who were mothers most. Problems in child feeding and elimination, in guiding the play of children, and in caring for them in illness also presented difficulties to the mothers. About half of the girls who were not mothers shared in the care and training of children of employers, friends, or relatives. In general, the homemaking responsibilities of these girls were typical of homemakers in Kansas small towns and villages and did not differ widely from those of the homemakers in the homes from which they came.

An analysis of the home economics program as offered during the years 1933 to 1938 indicated that home economics had in all probability been of help to the girls in their homemaking. The program was broad in scope and included all areas of home economics and many phases of each area. All of the homemaking responsibilities and practices listed by the girls had been presented and considered to some extent in the various home economics courses taught.

The homemaking practices of the girls gave some evidence of the possible influence of the home economics instruction. Phases that had been especially emphasized in the home economics courses frequently were reflected in the practices. For example, although household accounts were not generally kept and budgets were not made by a majority of the families from which the girls came, more than half of the girls had kept such records since leaving school. Also a majority of the girls indicated that their food practices were influenced by the nutritional needs of the family members and rules of meal planning learned at school.

In evaluating their high school home economics, the girls said that the courses had helped them to plan and serve better meals, to construct and care for clothing, and to appreciate homemaking as a career. Approximately half of them said that home economics had helped them in learning to achieve good home and family health, making home and grounds more attractive, entertaining friends, selecting and caring for household tools, managing family and personal finance, conserving time and energy,

and making better use of leisure. They were agreed that valuable knowledge in child care and training and first aid had been obtained. Most of the girls said that home economics had helped them to solve their problems in homemaking.

Interviews with girls in their own homes and letters that accompanied the returned check lists also showed that the girls were making use of their high school home economics. Most of them were eager to display the results of their efforts in homemaking such as the gardens raised, the food preserved for future use, and the choice and arrangement of their household furnishings and equipment. Frequently mention would be made of how much their high school home economics had helped them in these activities. Again and again in the letters the girls mentioned how much they had used their home economics. Not one of the girls said that home economics had been of no value. Most of them would have a certain amount required for all high school girls.

Although the girls had found their high school home economics of great value in solving their many homemaking problems, more than half of them said that it could have been of greater help to them. Included on the phases in which they said that they needed more instruction were: sewing techniques, giving first aid, caring for the sick in the home, planning, preparing and serving better meals, knowing buying guides, planning the use of time and money, caring for and guiding children, caring for the home, and making personal and social adjustments. The married girls found more phases of homemaking more difficult than did the single girls. Among these were time and money

management, food and clothing needs of the family, home care of the sick, personal and marital adjustment, and child and house care. Other evidences that the home economics program was not entirely adequate in meeting the homemaking needs of the girls were apparent. The actual housing facilities of the married girls were on a much lower level than were those considered in the home economics in high school courses. Likewise the equipment with which the girls carried on their homemaking was much more limited and simple than that studied about at school. The girls did many home repairs themselves and only a very little consideration had been given to these in the high school home economics program. The service in both family and guest meals was practically always family style and much less formal than was practiced in class. That further education in home economics was not continued by these girls after they left high school seemed to indicate that little interest in continuing learning had been developed or a way to do it had not been shown. In general, the education in leadership received in high school failed to carry over into the girls' lives as it more or less ended with their leaving school. As adults, the girls tended to follow the leadership pattern of their families rather than that set by the school.

Recommendations concerning the home economics program of the Glasco Rural High School as indicated by the findings of this study are:

1. That the vocational home economics program which includes all areas of home economics and many phases of each area,

be continued.

2. That some home economics be required of all girls.
3. That the entire program be made so helpful, challenging, and attractive that more girls will elect courses in home economics.
4. That the program be based upon the homemaking and home living practices and conditions which the girls are now experiencing and are apt to experience after leaving high school.
5. That special consideration in the home economics program be given to the following:
  - (a) Planning the instruction in relation to the lower income levels where fewer conveniences and less equipment are available.
  - (b) Placing emphasis on improving the simple and less elaborate rituals of family living.
  - (c) Providing more opportunity for experience in home mechanics and home repair work.
  - (d) Teaching more thoroughly how to prevent and care for common illnesses.
  - (e) Interesting the girls in continuing their learning in home economics after leaving high school and acquainting them with ways by which this may be done.

## ACKNOWLEDGMENT

Appreciation is expressed to Mrs. Lucile Osborn Rust, Professor of Home Economics Education, for her interest and guidance in the preparation of this thesis and to the former pupils of the Glasco Rural High School who cooperated in this study.

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## APPENDIX

Glasco, Kansas  
August , 1942

I am making an evaluation of the home economics courses in Glasco Rural High School. In doing this, I need the assistance of you who have studied home economics in our high school.

I am, therefore, asking a number of former pupils of Glasco Rural High School to give me some much needed information. A checking list is being enclosed. Will you please check it and return it to me at your earliest convenience? This information will be held in strictest confidence and used only in a general and impersonal way.

You may be interested in knowing that this study is a part of my work for my Master's degree and that your help will be of personal help to me.

Sincerely yours,

Data Sheet No. 1  
Information from School Records

1. Name \_\_\_\_\_  
2. Date birth \_\_\_\_\_ Year entered high school \_\_\_\_\_

3. Mother's name \_\_\_\_\_

4. Father's name \_\_\_\_\_

5. Parent's occupation:

Mother's \_\_\_\_\_

Father's \_\_\_\_\_

6. Location of home:

Town \_\_\_\_\_

Country: \_\_\_\_\_

7. Telephone number \_\_\_\_\_

8. Home Economics Work Completed:

A. Non-vocational:

	Year or years	Amt. in Semesters	Grade or mark
Foods	_____	_____	_____
Clothing and Related Art	_____	_____	_____
Home Living	_____	_____	_____
Cafeteria	_____	_____	_____

B. Vocational

Year	Semesters	Home Projects (Area) (Number)
1	_____	Foods _____ Clothing _____
2	_____	Related Art _____ Related Social Sc. _____
3	_____	Child Care _____ Home Nursing _____ Home Management _____

9. Graduated from high school. Yes \_\_\_\_\_ No \_\_\_\_\_

Year \_\_\_\_\_

10. Dropped from high school. Year \_\_\_\_\_

Reason \_\_\_\_\_

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## Data Sheet No. 2

## Information From Investigator's Knowledge

1. Name: Maiden \_\_\_\_\_  
 Married \_\_\_\_\_
2. Present address \_\_\_\_\_
3. Family pattern of parental home during school attendance:
- (1) Parents living together \_\_\_\_\_  
 (2) Parents divorced \_\_\_\_\_  
 (3) Mother deceased \_\_\_\_\_  
 (4) Father deceased \_\_\_\_\_  
 (5) Number of brothers and sisters \_\_\_\_\_  
 (6) Living with mother and step-father \_\_\_\_\_  
 (7) Living with father and step-mother \_\_\_\_\_  
 (8) Living with other relatives \_\_\_\_\_
4. What were the principal sources of income?
- |                   |                  |
|-------------------|------------------|
| _____ Farming     | _____ County Aid |
| _____ Profession  | _____ Other      |
| _____ Daily labor | _____            |
| _____ Business    | _____            |
5. Outside activities of family members:
- |                        |                    |
|------------------------|--------------------|
| _____ Church           | _____ Social clubs |
| _____ School           | _____ Farm Bureau  |
| _____ Political clubs  | _____ Red Cross    |
| _____ Study clubs      | _____              |
| _____ Commercial clubs | _____              |
| _____ Y.W.C.A.         | _____              |
6. Leadership status of family members in the community:
- |               |                                  |
|---------------|----------------------------------|
| _____ Leaders | _____ Both leaders and followers |
| _____         | _____ Non participants           |

## 7. Extracurricular activities of girls when in school:

_____ Church	_____
_____ Band	_____
_____ Plays	_____
_____ Girl Reserve	_____
_____ 4-H Club	_____
_____ Social	_____

## 8. General leadership status in school:

\_\_\_\_\_ Leader  
\_\_\_\_\_ Follower  
\_\_\_\_\_ Both leader and follower  
\_\_\_\_\_ Non-participant

## 9. General leadership status in community:

\_\_\_\_\_ Leader  
\_\_\_\_\_ Follower  
\_\_\_\_\_ Both leader and follower  
\_\_\_\_\_ Non-participant

## Data Sheet No. 3

## Check List

(To be used both for recording information from interviews and for checking by persons not interviewed).

Directions: Please answer the following questions in the blanks provided by a check (x) mark or by supplying the correct number or phrase. If you are not married, answer these questions in regard to your parental home. When you have checked it, please place it in the enclosed self addressed stamped envelope, and mail it to Miss Margaret Harper, Glasco, Kansas.

1. Name \_\_\_\_\_
2. Residence: Town \_\_\_\_\_ Country \_\_\_\_\_
3. Married \_\_\_\_\_ Single \_\_\_\_\_
4. Date of marriage \_\_\_\_\_
5. Own occupation \_\_\_\_\_
6. Husband's occupation \_\_\_\_\_
7. Number of children \_\_\_\_\_ Ages \_\_\_\_\_
8. Number of persons living in the home \_\_\_\_\_
9. With whom do you live?
 

_____ Husband	_____ Other relatives
_____ Husband's parents	_____ Alone
_____ Own parents	_____ Other
10. Do you own your home? \_\_\_\_\_ Rent \_\_\_\_\_ Buying a house \_\_\_\_\_
11. How many rooms in your house besides bath and halls \_\_\_\_\_
12. What is the state of repair of the house in which you live?
 

_____ Excellent	_____ Fair
_____ Good	_____ Poor
13. With what kind of furnishings did you begin housekeeping?
 

_____ New	_____ Mostly old
_____ Used	_____ In a furnished apartment
_____ Mostly new	

14. What is the approximate amount spent each year for furnishings: 66

15. In what state of repair are the furnishings?

\_\_\_\_\_ Excellent                      \_\_\_\_\_ Good  
 \_\_\_\_\_ Fair                              \_\_\_\_\_ Poor

16. Which of the following do you have?

Car \_\_\_\_\_ Model \_\_\_\_\_ Make \_\_\_\_\_ Purchased new \_\_\_\_\_  
 Used \_\_\_\_\_

Canner

\_\_\_\_\_ Commercial water bath                      \_\_\_\_\_ Pressure cooker  
 \_\_\_\_\_ Home-made water bath                      \_\_\_\_\_ Other

Central heating system

\_\_\_\_\_ Stove                                              \_\_\_\_\_ Furnace  
 \_\_\_\_\_ Fireplace                                      \_\_\_\_\_ Other

Electric mixer \_\_\_\_\_

Iron

\_\_\_\_\_ Flat iron                                              \_\_\_\_\_ Electric  
 \_\_\_\_\_ Gasoline                                              \_\_\_\_\_ Other

Kitchen sink \_\_\_\_\_

Lavatory \_\_\_\_\_

Music instruments:

\_\_\_\_\_ Piano                                              \_\_\_\_\_ Other  
 \_\_\_\_\_ Radio                                              \_\_\_\_\_ None

Refrigerator

\_\_\_\_\_ Gas                                              \_\_\_\_\_ Ice  
 \_\_\_\_\_ Kerosene                                              \_\_\_\_\_ Other  
 \_\_\_\_\_ Electric                                              \_\_\_\_\_ None

Sewing machine

\_\_\_\_\_ Electric                                              \_\_\_\_\_ Other  
 \_\_\_\_\_ Treadle                                              \_\_\_\_\_ None

## Sweeper

<input type="checkbox"/> Electric	<input type="checkbox"/> Other
<input type="checkbox"/> Hand	<input type="checkbox"/> None

## Bath

<input type="checkbox"/> Shower	<input type="checkbox"/> Stationary tub
---------------------------------	-----------------------------------------

## Toilet

<input type="checkbox"/> Flush	<input type="checkbox"/> Other
<input type="checkbox"/> Chemical	<input type="checkbox"/> Government approved outside toilet

## Toaster

<input type="checkbox"/> Electric	<input type="checkbox"/> None
<input type="checkbox"/> Other	

## Waffle Iron

<input type="checkbox"/> Electric	<input type="checkbox"/> None
<input type="checkbox"/> Other	

## Washing machine

<input type="checkbox"/> Gasoline motor	<input type="checkbox"/> Other
<input type="checkbox"/> Hand	<input type="checkbox"/> None
<input type="checkbox"/> Electric	

## Water supply

<input type="checkbox"/> City system	<input type="checkbox"/> Cistern
<input type="checkbox"/> Privately owned system	<input type="checkbox"/> Other
<input type="checkbox"/> Well	

## 17. What do you use for heating:

<input type="checkbox"/> Gas	<input type="checkbox"/> Kerosene
<input type="checkbox"/> Wood	<input type="checkbox"/> Oil
<input type="checkbox"/> Coal	<input type="checkbox"/> Other

## 18. What do you use for cooking?

<input type="checkbox"/> Gas	<input type="checkbox"/> Coal	<input type="checkbox"/> Gasoline
<input type="checkbox"/> Wood	<input type="checkbox"/> Kerosene	<input type="checkbox"/> Other
<input type="checkbox"/> Electricity		



25. What type of meal service do you use for company meals?

Family                       Compromise                       Other  
 English                       Cafeteria or buffet

26. Which of these clothing practices do you follow?

Make most of your own clothing  
 Make clothing for other family members  
 Make clothes for others outside of family  
 Choose clothes for self  
 Help choose clothes for others in family

27. Do you work to supplement money income of family?

Full time                       Part time  
 None

28. If so, what kind of work? \_\_\_\_\_

29. Do you have a plan for spending the family income? \_\_\_\_\_

30. Who makes the plan?

You                       Both together  
 Your husband                       Other

31. Do you keep household accounts or a record of your spending? \_\_\_\_\_

32. What arrangements do you and your husband have for handling money in your family?

Joint accounts                       Allowance for personal expenses  
 Separate accounts                       Husband's account  
 Allowance for household expense                       Wife's account  
 \_\_\_\_\_                       Cash

33. What plan do you have for saving?

Insurance                       Government bonds  
 Real estate                       Social security  
 Time deposits                      \_\_\_\_\_  
 \_\_\_\_\_                      \_\_\_\_\_

34. Do you make a schedule for your housework? \_\_\_\_\_

35. How far ahead do you plan your housework? \_\_\_\_\_

\_\_\_\_\_ Daily

\_\_\_\_\_ Other

\_\_\_\_\_ Weekly

\_\_\_\_\_ Plan for weekly duties

36. What do you do in your leisure?

\_\_\_\_\_ Attend movies

\_\_\_\_\_ Attend parties

\_\_\_\_\_ Community activities

\_\_\_\_\_ Conversation

\_\_\_\_\_ Embroider

\_\_\_\_\_ Entertain

\_\_\_\_\_ Listen to radio

\_\_\_\_\_ Give parties

\_\_\_\_\_ Read books

\_\_\_\_\_ Picnics

\_\_\_\_\_ Read daily paper

\_\_\_\_\_ Read magazines

\_\_\_\_\_ Cards

\_\_\_\_\_ Sew

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

37. How often do you entertain in your home?

\_\_\_\_\_ Frequently

\_\_\_\_\_ Seldom

\_\_\_\_\_ Never

38. Which of these forms of hospitality do you use?

\_\_\_\_\_ Have week end house guests

\_\_\_\_\_ House guests for a week or longer

\_\_\_\_\_ Entertain guests at meals

Give parties:

\_\_\_\_\_ Theater

\_\_\_\_\_ Card

\_\_\_\_\_ Others

\_\_\_\_\_ Teas

\_\_\_\_\_ Give picnics

Hostess at meetings of organizations:

\_\_\_\_\_ Study clubs

\_\_\_\_\_ Social clubs

\_\_\_\_\_ Others

\_\_\_\_\_ Church organizations

\_\_\_\_\_ Lodges

39. To what organizations do you belong at present? (Star those in which you held office?)

<u>      </u> Card club	<u>      </u> Study club	<u>      </u>
<u>      </u> Church	<u>      </u> Farm Bureau	<u>      </u>
<u>      </u> Lodge	<u>      </u> Sunday School organization	<u>      </u>
<u>      </u> Parent-teacher association	<u>      </u>	<u>      </u>

40. Have you been responsible for caring for a patient seriously ill?

<u>      </u> Partial care	<u>      </u> None
<u>      </u> Major care	<u>      </u>

41. If so, what was the illness? \_\_\_\_\_

42. What illnesses have you had in your home?

<u>      </u> Colds	<u>      </u> Sinus trouble	<u>      </u> Other
<u>      </u> Digestive disturbances	<u>      </u> Skin trouble	<u>      </u>
<u>      </u> Ear trouble	<u>      </u> Tonsil or throat	<u>      </u>
<u>      </u> Gland trouble	<u>      </u> Tooth difficulties	<u>      </u>
<u>      </u> Headaches	<u>      </u> Quarantined illnesses	<u>      </u>

43. Which of the following experiences have you had other than in class?

<u>      </u> Applied roller bandage	<u>      </u> Made arm sling	<u>      </u>
<u>      </u> Count pulse	<u>      </u> Prepare food for sick person	<u>      </u>
<u>      </u> Change occupied bed	<u>      </u> Plan diet for sick person	<u>      </u>
<u>      </u> Give bed bath	<u>      </u> Revive a person who has fainted	<u>      </u>
<u>      </u> Give enema	<u>      </u> Taken body temperature	<u>      </u>

44. (For mothers). Do you share the responsibility for the care and training of your children with:

<u>      </u> Your husband	<u>      </u> Your mother-in-law	<u>      </u> Others
<u>      </u> Your mother	<u>      </u> Hired help	



49. Which of the following practices do you follow in buying furnishings?

- |                                           |                                                  |
|-------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Pay cash         | <input type="checkbox"/> Mail order              |
| <input type="checkbox"/> Open credit plan | <input type="checkbox"/> Buy specials frequently |
| <input type="checkbox"/> Installment plan | <input type="checkbox"/>                         |
| <input type="checkbox"/> Shop in person   | <input type="checkbox"/>                         |
| <input type="checkbox"/>                  | <input type="checkbox"/>                         |

50. What influenced you in choosing home economics in high school?

- No particular influence
- Advice of superintendent
- Desire to become a good homemaker
- Expected to marry
- Expected to become a nurse
- Influence of parents
- Influence of other girls
- Lack of interest in academic subjects
- Liked to do things with my hands
- Thought home economics the most practical course
- Thought home economics would be easier
- 
- 
- 
- 

51. What do you consider the chief advantage of the home economics you received in high school?

- None
- Learned how to achieve better family relations
- Learned how to construct and care for clothing
- Learned how to dress becomingly
- Learned how to entertain friends
- Gained valuable information regarding child care

## 51. (Continued)

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- \_\_\_\_\_ Gained more knowledge of first aid measures
- \_\_\_\_\_ Learned how to conserve time and energy
- \_\_\_\_\_ Learned how to make house and grounds more attractive
- \_\_\_\_\_ Learned to make better use of leisure
- \_\_\_\_\_ Learned to manage personal finance more efficiently
- \_\_\_\_\_ Learned how to select and care for household tools
- \_\_\_\_\_ Learned to plan and serve better meals
- \_\_\_\_\_ Learned to care for health of self and family
- \_\_\_\_\_ Learned to appreciate homemaking as a career

## 52. In what phases of homemaking have you found you needed more instruction?

- \_\_\_\_\_ Planning use of time
- \_\_\_\_\_ Planning use of money
- \_\_\_\_\_ Care and guidance of children
- \_\_\_\_\_ Care of house
- \_\_\_\_\_ Dress fitting
- \_\_\_\_\_ First aid
- \_\_\_\_\_ Home care of the sick
- \_\_\_\_\_ Knowing reliable buying guides
- \_\_\_\_\_ Marital adjustment
- \_\_\_\_\_ Personal and family relationships
- \_\_\_\_\_ Pattern alteration
- \_\_\_\_\_ Planning diets for the sick
- \_\_\_\_\_ Planning diets for children
- \_\_\_\_\_ Personal grooming
- \_\_\_\_\_ Planning for leisure
- \_\_\_\_\_ Recognizing balanced diets
- \_\_\_\_\_ Social relationships
- \_\_\_\_\_ Serving meals

- Planning meals  
 Techniques of sewing  
 Techniques of cooking

53. What have you found most difficult in homemaking?

- Marital adjustment  
 Personal adjustment  
 Money management  
 Time management  
 Clothing needs of family  
 Food needs of family  
 Caring for illness in family  
 Caring for children in family  
 House care

54. Has home economics helped you solve these problems? \_\_\_\_\_

55. Could it have helped more? \_\_\_\_\_ How? \_\_\_\_\_

56. How have you continued your education in home economics?

- |                                               |                                                     |
|-----------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Collogo              | <input type="checkbox"/> Parent-Teacher Association |
| <input type="checkbox"/> Farm Bureau          | <input type="checkbox"/> Participated in fairs      |
| <input type="checkbox"/> Homemaking magazines | <input type="checkbox"/> Others                     |
| <input type="checkbox"/> Study clubs          | <input type="checkbox"/> None                       |

57. How do you evaluate your high school home economics?

58. Do you think home economics should be required in high school? \_\_\_\_\_  
 Elective? \_\_\_\_\_

59. If so, how many years? 1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_