

ADAPTATION OF CLASS ACTIVITIES IN NINTH GRADE
JUNIOR HIGH SCHOOL HOME ECONOMICS COURSES TO THE
NEEDS OF PUPILS IN LOW-INCOME FAMILIES

by

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INTRODUCTION AND REVIEW OF LITERATURE

Educators are becoming increasingly aware of the educational needs of children from low-income families. These families live differently and their children grow up with different ideas, attitudes and standards of behavior than do the children from the families who possess or have the ability to earn enough of the world's goods to supply their needs. Studies made in recent years have shown that teaching often falls short of its goals because the backgrounds of the pupils are neither sufficiently understood nor correctly interpreted.

Warner and Lunt (1941) in their study of Yankee City raised the question of how knowledge about social class is affecting educative procedures. In that community the youth from the lower social classes were enrolled in the commercial and general courses, while those in the upper social classes chose the Latin and scientific courses. They found that children could rise in social class position by "proper education purchased from the father's business success."

Warner et al. (1944) recognized the existence of social classes and the fact that children are not created equal socially. Even though this condition will continue to exist, they pointed out that education must give all boys and girls their chance. The school does not change the social position of a majority of children, but it does have a considerable effect on a significant minority of children. The American school is the greatest agency we have for equalizing opportunity and for promoting the rise of

able young people. However the admonishment was made that it is not necessary for everyone to aim for the top of the social classes. They stated it should be stressed that there are other worthwhile goals and that society respects persons who do well at varying levels.

Hollingshead (1949) studied the relationship of membership in social class to the behavior of high school pupils in "Elm-town." The conclusion was reached that there was definite relationship between the class position of an adolescent's family and his social behavior.

Warner et al. (1949) formulated a means of classifying by social class, known as the Index of Status Characteristics (hereafter referred to as ISC). The ISC weighted totals are based on four characteristics: (1) father's occupation, (2) source of income, (3) house type, and (4) dwelling area.

Since lower income groups contain many ethnic and racial families, the literature was explored for materials concerning Mexicans and Negroes as well as whites.

Mexican, Negro and Lower-Income Family Life

Mexican Family Life. Hayner (1942) stated that in Mexico women are still regarded as inferior beings who are unfit to manage their own lives or assume responsibility, but there is a respect for women as mothers, and it is woman's place to make the home.

Leonard and Loomis (1941) found the same viewpoint regarding Mexican women living in El Cerrito, New Mexico. There the women

are expected to be faithful to the practices and teachings of the church. Their function is to produce children, and their interests are to be centered in the home. In El Cerrito a woman would be ostracized from the social life of the other women if she chose to follow any other pattern, but the man enjoys more freedom. He is expected to attend church, but if he fails to do so, the criticism is not nearly so severe as it would be in the case of a woman. He is expected to be loyal to his wife and family, and he is expected to support them, but he is soon forgiven for a clandestine affair with another woman. He is seldom criticized for intoxication.

The girls of Mexican ancestry like to be called Spanish-American. In the report given by the Committee of the Family of the Group for the Advancement of Psychiatry (1954) it was stated that "Spanish-Americans lived characteristically in small village units." Economic and other pressures have tended to push many into the cities as laborers. There they still tend to live in some kind of inter-related group.

The committee reported that a true Spanish-American would feel impoverished if the only relatives living near were his wife and children. His nieces and nephews are almost regarded as his own children. His cousins, to him, are little different than are his brothers and sisters. Everyone disciplines, feeds, and cares for nieces and nephews as well as his own children.

The families are large. Four to ten children are preferred. In villages the Spanish-American wife had only the career of wife and mother, but in larger cities the women do take jobs.

The Spanish-American women expect their marriages to be permanent and they usually are.

To the Spanish-Americans, the present is good enough, and most are little concerned for the future. The last 15 years has made considerable change in the family relationships. Delinquency has increased rapidly, divorce is more common, and an attitude of bewilderment and hopelessness is noted among the middle-aged or older people.

Cavan (1953) described the difficulties that the Mexicans encounter when living in the Northern industrial cities. The family organization and system of controls that worked well in Mexico are no longer applicable. The father is an unskilled laborer who often has periods of unemployment. He feels he loses status in the eyes of his family and in his conception of himself. To escape the family's censure he may desert the family to seek work elsewhere.

When the Mexican wife chooses the ways of the American woman instead of seclusion in the home, quarrels between husband and wife often occur. The sons may voice objections to putting their earnings into a family fund, and the daughter may wish to follow the American custom of social parties and dating. Cultural change in the Mexican family is slow and is attended by conflicts.

Humphrey (1944) described the Detroit Mexican family. The men generally want their wives to behave as is the custom in Mexico. Some immigrants return to Mexico in order to obtain wives who will conform to the traditional ways. In Detroit most of the Mexican women have remained home-centered and subordinate. Their

main occupation is being a housewife. The man is often the intermittent provider. The oldest child tends to assume some of the parental duties; and, because he is wiser concerning the American ways, he may direct the younger children.

The Spanish-American school age pupil of Detroit plans to complete the twelfth grade and then train for a trade. For recreation the children attend the Mexican club dances and summer picnics. The girls complain that they are not allowed to date; occasionally they disobey. The boys disregard parental restraint. The family is somewhat irregular in attending the Catholic Church.

The children may live at home for a time after marriage; but after they leave, they stop speaking Spanish in their homes and cease to observe the holiday celebrations. The recreational outlet for the younger couples is the movies. Their main goal is the husband's regular employment in the "shop."

Negro Family Life. Among important studies of Negro families are those of Davis and Dollard (1940), Sutherland (1942), Smith (1953), Warner et al. (1944), and Frazier (1948) and (1957).

According to Davis and Dollard a much larger proportion of Negroes are lower class than is the case with whites. Caste puts the majority of Negroes in the lowest class and keeps them there.

Sutherland stated that Negro youths generally begin life surrounded by the physical and social conditions conducive to the kind of behavior which in the past has made them objects of criticism.

Davis and Dollard reported that lower-income Negroes in their

studies do not belong to any clubs or organizations because there is neither time nor money for them. The beer parlor is their gathering place. The lower-class Negro woman, when asked her name, responds by giving her first name. The middle-class Negro would give her full name and might insist upon being called "Mrs." Lower-class parents usually do not know the parents of their children's playmates. Middle-class parents are careful to identify the class of the parents of their children's playmates. The Negro child is sometimes unable to give information concerning his relatives. A child in the lower class usually knows the relatives on the mother's side of the family but knows little of the father or his people, even though the home is unbroken.

Davis and Dollard stated that the "mother works for the 'white folks'" and that the children work for the mother. At home the children do the "maid work," the dirty tedious work. According to Smith, it has been found by researchers that Negroes have the highest rate for broken homes. Frazier (1957) stated that the Negro mother has the responsibility for the support of the family because of the economic insecurity of the men and because of illegitimacy. According to Smith, Negroes tend to accept illegitimate children more readily than do the white populace.

Ernest Burgess in Frazier (1948) stated that "The relationship between mother and child appears to be the primary and essential bond around which the family develops." Frazier (1957) estimated that a fourth to a third of the Negro families in the

cities are without a male head. Negro mothers have the responsibility of supporting the family; and, since they are away from home during working hours, the children are without supervision. Consequently, the children pick up all forms of socially disapproved behavior in the disorganized areas where the families live.

There is in the lower class a "church centered" core of families, according to Frazier (1957), which endeavors to maintain stable family relations despite economic insecurity and other situations which make life unstable.

According to Davis and Dollard, there is a good deal of fighting among the youth of the Negro race. The lower-class Negro families consider it necessary to train their children for self-defense. To them it is essential that the children rely on themselves and not on their absent parents or policemen for defense. Lower-class Negro boys will retaliate with a blow or a gleam of a knife. The upper-class Negro children may not retaliate at all. In the lower-lower class violence is not confined to the men alone. The lower-class Negro boys and girls form the habit early of using their fists; therefore they are more likely to resist aggression by whites than are upper-class and middle-class Negro adolescents. It is the lower-class whites with whom they fight. The parents of these white children do not object to their fighting; they consider it a test of manhood for white and colored children to fight each other at this age. By the time the white boys are grown, they have been taught they are superior, and the Negroes have been taught they are

inferior. Negroes are hated more by white men than by white boys. Negro men hate white people, but they know the consequences of showing this emotion.

According to Frazier (1957) large numbers of Negro children grow up without aims and ambitions because they lack the direction provided by family traditions and the discipline of parents. Much of the lack of interest in education is attributable to the experiences of the family. The scarcity of employment opportunities for Negro youth helps to encourage aimlessness and lack of ambition.

Davis and Dollard stated that the different class levels of Negroes do not have the same ideas of what is meant by going "through school." It may mean the nearest convenient unit, such as eighth grade. Because of their educational backgrounds, their native ability cannot be measured by the various IQ tests.

The Negro's income is insufficient to maintain a sufficient standard of living, according to Sutherland, and the Negro youth is denied social training. He is permitted only limited social participation in the community.

Sutherland believed that the white critic who blames the Negro for dropping out of school early must be willing to help support an educational program that is worthy. He states that the teacher may be the only representative of a better way of living with whom many children have intimate contact during their early years.

Sutherland noted that the general preference of teachers to work with the more cooperative pupils and associate with the

better class of parents is reflected in their frequent requests to be transferred out of a "poor school." A poor school means a district of lower-class children. He believes that the teacher has a great opportunity and a responsibility to provide the needed social training. The teacher's attitude will make him a great influence in the lives of many children who are vacillating between two cultures.

Warner et al. stated that the school should teach white children about the mental equality of all races, and that the present social inferiority of the Negro is the result of long continued systematic subordination. The Negro child must be given the same opportunity as the white child to acquire an education and fit himself for life. Federal funds, if necessary, should be used to provide this opportunity for education of the Negro.

Family Life in Low-Income Groups. In the lower group, which includes a vast number of the white population, Cavan (1953) found that "The mother and minor children are in some respects the stable and continuing family unit..." When the marriage bond weakens, the father withdraws and the mother keeps the children. In the event a second husband is acquired by the mother, his role becomes a peculiar and unstable one. He becomes a husband to his wife but not a father to her children. He does not attempt to discipline the children, but he may be friendly and he may contribute to their support.

Smith (1953) stated that the death rate of men among the unskilled is more than three times that of males from white collar,

managerial, or professional jobs. This means more remarriages in this sector of the population. Since widows usually have one or more children and own no property, they are not sought out by potential husbands and they marry whomever they can get. Since the death rate is high for the women in the lower-income group, the men often must find substitute mothers for their children. In a home where the income barely covers the necessities, a step-child is just another burden and makes one more cause for dissension. When several sets of children are brought together in one home, the situation is favorable for the development of bitter conflicts.

Smith believed that children need parents that they feel love them. Children do not need wealth but they do need security. A person to achieve a well integrated and balanced personality must have a stable group on which he may depend. The parents from the lower-lower income groups, according to Smith, tend to be more indulgent in the training of their children than do the parents of children from the middle class.

Pierce and Langford (1958) found some evidence that children who grow up outside the parental home do not develop as well as do children who live with one or both parents. Girls, in their study, were less affected by the broken home situation than were boys.

Punishment, according to McGuire (1952), in the lower class home tends to be inconsistent. The lower-class child may be whipped for something that at another time was thought to be funny. Children lose the fear of physical punishment because

they are whipped so much they expect a whipping for almost anything. Davis and Havighurst (1947) stated that working class parents believe that whippings are the normal way of controlling a child. The child gets thrashings regularly and he learns not to fear them. The fears of the working class child are fears of eviction, homelessness, and starvation.

According to the same authors, the working-class child is allowed to fight when he is angry, to laugh when he is triumphant. Physical aggression is considered normal; fighting is common both in the family and in the neighborhood. Cavan (1953) stated that lower-class children are taught to be aggressive; they also are taught to employ small trickery when shopping and when entering the movies. Such a child will withdraw if he is faced with overwhelming odds; he will be a truant if the school work is difficult or unpleasant.

Government aid, according to Cavan, is accepted as a possibility or even a probability. It is believed to be normal and necessary that all members of the family who can work should do so, either regularly or intermittently. The family may have a history for two or three generations in the records of social agencies. The youth of the lower-class families tend to marry at an earlier age than do the youth in the other social classes. The lower-class parents expect their children to leave school after fulfilling the legal requirements. They do not cater to their children nor do they tend to sacrifice for their education and cultural development.

Education in Home Economics for the Lower Class Child.

Almost no research has been done in education in home economics for the lower class child. Snowberger (1959) urged that education for the most important career in the world--that of homemaker--be begun in the junior high school. The pupil needs to see the importance of being an efficient manager of time, energy, and money. A poll of the class to determine how many of their mothers work will give these teachings meaning.

Prescott (1957) made detailed case studies of children. He states that the teacher making similar studies should be interested in the child about whom she is to gather data. She should include in her studies some children who are successful with their schoolwork, others who have difficulty, some who are models of behavior, others who cause trouble, some who are liked, others that are rejected, some who are healthy, and others who are handicapped.

Ewing (1957) described a lower-class girl, Flora, and her reactions to class activities in Home Economics. Flora refused to "sit and poke a needle through a cloth. We did that last semester." Ewing, who wrote of her experiences while teaching in a blighted section of a city gives two rules: (1) Adapt the lesson material to the needs of the girls. This is interpreted as meaning the sloughing off of preconceived ideas of the girls' needs, and developing, instead, a perception which enables one to determine the girls' real needs from their classroom behavior and remarks. (2) Adapt the methods to the group. Learning by doing is the method preferred.

Morley (1959) said that skills are not enough, that significant emphasis should be placed on training in creative thinking, creative problem solving, and human relations. He stated that the vocational shop has opportunities to teach the craftsman how to interpret other people's actions, attitudes, and words directed toward an individual. Students can learn to control their own actions, attitudes, and words spoken to others; and, as a consequence, they learn to control part of the conflict that often exists where men must work together.

Teachers in home economics, according to Fultz (1959), should present practices at varied cultural levels rather than at the middle class level only. Pupils could then select practices appropriate to certain conditions, varying from simple and casual to formal occasions.

Hurt (1953) studied the "effects on attitude toward and home carryover of home making education when teaching was keyed to lower and middle class values and practices." From an experimental study of three groups of ninth grade girls, Hurt concluded that homemaking teachers need (1) to know the social class status of their pupils, (2) to understand the values and practices in the homes of the pupils, (3) to combine both lower-and middle-class values and practices in their teaching. Pupils could then use practices familiar to them but also become acquainted with other and different methods suitable for different situations. She stated, "People of all classes are facing many conflicts in deciding what is 'good' in family living with the very rapid changes taking place in the American culture. Home economics

educators would seem to be logical persons to work with others in helping people to clarify their values in family living."

OBJECTIVES

Since so little research has been done on adaptation of teaching in home economics to lower-income pupils, it was believed that a study of ninth-grade pupils would be valuable. The objectives of the study, therefore, were (1) to compare the socioeconomic and family backgrounds of ninth-grade junior high school girls from low-income Mexican, Negro, and white families, (2) to gather, for a selected number of pupils from the group studied, detailed information on reactions to their own families, on personal needs, and on their aspirations, (3) to describe the ways in which certain specific class instruction and related activities in home economics courses assist in meeting the personal needs of these pupils from low-income families.

PROCEDURE

The investigator was a teacher of eighth and ninth grade home economics in an urban junior high school. A majority of the pupils were from low-income Mexican, Negro, and white families. Forty-five girls, 15 Mexican, 15 Negro, and 15 who were white served as subjects for the study.

An information blank (Appendix) regularly used in home economics classes was filled out by all subjects. By this means, preliminary information was obtained concerning family backgrounds of the pupils, their attitudes toward home economics,

and their vocational plans.

The information blank together with the Kell-Hoeflin Incomplete Sentence Blank (Appendix) were administered during regular class periods. The latter blank is designed to show an individual's feelings about his family.

In order to classify the subjects as to social class, the Warner Index of Social Characteristics (Warner, Meeker, Bells, 1949) was used. Ratings were obtained from the information blank given to the pupils at the beginning of the year. This information was checked with the school records and with the material from the personal interviews. Source of income in all families was wages or county aid, not salaries or profits and fees. Ratings of types of dwelling and dwelling area were obtained through personal observation of each family's house on trips through the city.

Scores on the Otis Mental Ability Tests were obtained from the school records.

Tape-recorded interviews were conducted with the 45 girls. In order to conduct the interviews, a semistructured blank was prepared. Subjects were interviewed during the hour before school, at the noon hour, during the hour after school, and during a planning period which occurred weekly. Each girl individually was asked to go to the clothing laboratory. On the way upstairs the writer explained carefully that she needed some help with a report she was writing, that she would ask questions about the girl's family, and that her name would not be used. A tape recorder was set up in a corner obscured from

view from the glass door, which was then locked. After the recording was made, the student was allowed to listen to her own voice.—

The tapes were then transcribed by a typist. The average number of pages per transcript was 18.

Since detailed case-study material was desired, it was decided to select twelve tapes for thorough analysis, four each of Mexican, Negro, and white girls. The tapes selected were those of twelve girls who were available for interviews and who were willing to talk freely.

DATA AND DISCUSSION

Setting for the Study

The school used for this study is located east of the railroad tracks in a capital city of a midwestern state. The population is about 100,000.

A well known psychiatric clinic is located in the city. A large Veteran's hospital and a United States Air Force Base are located nearby. There is a growing municipal university in the city. More than half of its student body hold part time jobs.

A state mental hospital, the state-operated Boy's Industrial School, and a training school for the blind are within the city limits. The largest single railway office building in the United States is located in the city. Extensive railway shops employ many laborers.

Located in the city or within commuting distance are several

industries, including a large tire manufacturing plant, a plastic industry, a meat packing plant, a shoe factory, an egg drying plant, and a shirt factory.

In the original planning, large residential areas were laid out beyond the business district. Smaller and poorer homes were built around the edge of the city. As the city grew, other residential areas were planned and built beyond the existing city limits and more fringe homes were built, in turn, around the edge of the city. This process has been repeated through the years and it is said that in any area of the city it is only two to four blocks to homes of persons in the lower socioeconomic level.

Integration took place as the city grew. The junior high schools have been integrated since 1941; however the elementary schools were not integrated until 1957.

The school used in this study drew its pupils from homes built near the railroad tracks, close to the river, and near business districts. A movement is in progress to initiate an urban renewal project which would require the abandonment of many homes in the area in which students of this school were housed. A highway is to be constructed which will necessitate relocation of many additional families whose children attend this school.

The number of Mexican and Negro children in this area was higher than for the remainder of the city.

Socioeconomic and Family Backgrounds

All 45 pupils, according to Warner's Index of Status Characteristics, were in the lower class (Table 1). The Warner ISC normally bases its classifications on the four rating scales: (1) occupation of wage earner, (2) source of income, (3) house type, (4) dwelling area. Each of its four status characteristics is rated on a seven point scale which ranges from a rating of "1", very high status value, to "7", very low status value. The ratings on the separate status characteristics are combined into a single numerical index by assigning to each one a weight and securing a weighted total of the separate ratings. Occupation is given a weight of 4, source of income 3, house type 3, and dwelling area 2.

The total ratings on the Warner scale for this group fell into the lower-lower and upper-lower classes. The range of weighted totals was from 84 to 54. Large weighted totals indicate low ratings. Table 1 shows that some families in Mexican and Negro groups reached the lower limit, 84, while the lowest weighted total for the white group was 77. No family reached the upper limit of 54.

According to Table 1, 26 of the 45 families received upper-lower ratings on the Warner ISC and 19 received lower-lower ratings. On the scale for rating occupations, all of the ratings were in the lower part of the scale from four to seven. These ratings included workers in jobs ranging from skilled to unskilled. On the scale for rating source of

Table 1. Summary of weighted totals on Warner ISC and class placement for 45 ninth-grade girls.

	Mexican N = 15	:	Negro N = 15	:	White N = 15	:	Total N = 45
Range	60-84		57-84		58-77		57-84
Mean	68.1		68.5		64.7		67.1
Number in upper-lower class	7		9		10		26
Number in lower-lower class	8		6		5		19

income, a rating of one being the highest, thirty-seven families were rated five (on wages), one was rated six (on private relief) and the remaining seven were on county aid or non-respectable income. On the house type scale, (ratings one to seven) houses were rated five (fair or below). Sixteen rated five, twenty rated six (poor houses), and nine rated the lowest, seven (very poor houses). Of those living in very poor houses, three were Mexican, six were Negroes, none were white. On the dwelling area scale all areas were rated four or below. Only eight of these families lived in average areas rated four, while the remainder lived close to the railroad or business section, in semi-slum areas, and in slums or shacks. One Mexican and two Negro, but no white families, lived in slums or shacks.

Tables 2, 3, 4 and 5 show the distribution of numbers of families in each group on each level of the Warner scale. No family rated higher than the fourth level on any item. Ratings of occupations were scattered rather evenly through the last three steps, five to seven. Sources of income for all but eight

Table 2. Number of Mexican, Negro and white families receiving ratings as to occupation on the Warner ISC.

	<u>Skilled</u> 4	: <u>Medium Skilled</u> 5 : 6	: <u>Unskilled</u> 7
Mexican	0	5 5	5
Negro	2	5 3	5
White	—	<u>7</u> <u>4</u>	<u>4</u>
Total	2	17 12	14

Table 3. Number of Mexican, Negro and white families receiving ratings on sources of income on the Warner ISC.

	<u>Salary</u> 4	: <u>Wages</u> 5	: <u>Private Relief</u> 6	: <u>Public Relief</u> 7
Mexican	11		1	3
Negro	13		0	2
White	—	<u>13</u>	<u>0</u>	<u>2</u>
Total	0	37	1	7

Table 4. Number of Mexican, Negro and white families receiving ratings on house types on the Warner ISC.

	<u>Average</u> 4	: <u>Fair</u> 5	: <u>Poor</u> 6	: <u>Very Poor</u> 7
Mexican		5	7	3
Negro		2	7	6
White	—	<u>9</u>	<u>6</u>	<u>0</u>
Total	0	16	20	9

Table 5. Number of Mexican, Negro and white families receiving ratings of dwelling area on the Warner ISC.

	<u>Average</u> 4	: <u>Below Average</u> 5	: <u>Low</u> 6	: <u>Very Low</u> 7
Mexican	1	6	7	1
Negro	4	3	6	2
White	<u>3</u>	<u>10</u>	<u>2</u>	<u>0</u>
Total	8	19	15	3

Table 6. Occupations of fathers and mothers
of 45 ninth-grade girls.

Pupil: No. :	Father	:	Mother
1	Construction worker		Dying of cancer (Aid)
2	Construction worker in summer (Aid)		Housewife (Aid)
3	Laborer, but deserted family- #3 lives with sister and brother-in-law		Deceased (Sister works as Nurse's aid) (Aid)
4	Carman in railway shops		Janitress
5	Meat Packer		Housewife and baby sitter
6	Meat Packer		Janitress
7	Helper to carman in railway shops		Housewife
8	Carman in railway shops		Housewife
9	Railway shop work		Laundry worker
10	Meat packer		Nurse's aid
11	Pigment mixer in tire plant		Housewife
12	Kitchen manager in eating establishment		Janitress
13	Carman in railway shops		Laborer in printing shop
14	Janitor		Saleswoman
15	Railroad laborer		Unable to find work (Aid)
16	Laborer in hospital		Poultry picker
17	Railway shop laborer		Maid
18	Janitor		Housewife
19	Deceased		Housewife (Aid)
20	Cook in hospital		Nurse's aid
21	Baggage man		Cook
22	(Patient in mental hospital)		Housewife (Aid)
23	Construction worker (seasonal)		Housework
24	Retired		Beauty parlor operator
25	Has been in jail		Clerk typist
26	Laborer		Housewife
27	Postal railway clerk		Cook
28	Electric repairman		Housewife
29	Packing house laborer		Housewife
30	Tire inspector		Housewife
31	Machinist in railway shops		Housewife
32	(Patient in County Hospital)		Lost job in shoe factory (Aid)
33	Whereabouts not known		Lives with grandmother
34	Carpenter		Egg breaker
35	Checker at wholesale grocery		Housewife
36	Laundry man		Clerk at hospital
37	Deceased		Telephone operator
38	Laborer at water plant		Practical nurse
39	Warehouse man		Housewife
40	Laborer at air base		Housewife
41	Sheet metal worker		Nurse's aid
42	Painter		Worker in garment factory

Table 6. (Concl.)

Pupil: No. :	Father	:	Mother
43	Formerly construction worker (now sick)		Cook and waitress
44	Unable to find work		Waitress
45	Warehouse man		Housewife

families were rated five (wages). One family was supported by relatives (rating of six), and seven families received county aid.

House types were chiefly rated five and six (fair to poor). Nine were very poor. Negroes had the poorest houses. Dwelling area ratings were slightly lower for Negroes than for Mexican families, and white families were highest.

According to Table 6, seven of the 45 families received county aid. Two fathers were deceased, three were ill, two were not working, and the residences of two were unknown. One father worked only in summer and received aid in the winter. With the exception of one skilled worker, all of the fathers did medium skilled or unskilled labor. Typical jobs were working in the railway shop, the packing house, on construction, or as janitors. Of the mothers in the 45 families, one was deceased, one was ill, two could not find work. Only 16 were housewives at home. Of the remainder, one was doing skilled work and the others unskilled.

As shown in Table 7, almost half (22) of the 45 homes were broken at the time of the study by divorce, separation, desertion or death. This number was increased by the end of the study. Since many were second and third marriages, it was impossible to

obtain an exact count of the total number of times families were broken. Of the 45 homes only three were broken by death. It might be noted that the occupations of these fathers were not in the more hazardous areas such as mining and heavy industries.

Table 7. Characteristics of families of 45 ninth-grade girls.

	Mexican N = 15	Negro N = 15	White N = 15
No. of broken homes	5	10	7
Mean no. of children in family including those married	6.8	4.4	4.5
Mean no. of persons living in home	7.1	4.7	4.0
Mean no. of half- or step-siblings per family	1.0	0.9	1.6

The 45 girls ranged in age from 13 years to 16 years, (Table 8). The mean IQ (Table 9) of 97.7 for the 45 girls was slightly lower than the mean for the entire junior high school (98.3), much lower than the mean for all the junior high schools in the city (112), and somewhat lower than the mean for ninth grades in the United States (100).

Table 8. Ages in years¹ of 45 ninth-grade girls.

Age in years	Mexican	Negro	White
13	0	0	1
14	9	10	9
15	3	3	3
16	2	2	1
Mean Age	14.4	14.6	14.3

¹As of January 1, 1959.

Table 9. Otis Mental Ability scores
for 45 ninth-grade girls.

	Mexican N = 15	Negro ¹ N = 13	White N = 15	Total N = 43
Range	74-105	70-115	85-102	70-115
Mean	100.3	94.4	98.3	97.7

¹Two tests were too low to be scored.

Characteristics of the 15 Mexican Families

The 15 girls serving as subjects in this study were only one generation, or two at the most, removed from Mexico. Some had made trips to Mexico to visit relatives. They preferred to be called Spanish-Americans. Their homes were in a settlement near the railroad track, together with Negro homes. The one-story or story-and-one-half houses were built close together. Many of the yards were fenced. Some of the houses were painted and well kept, others were in need of repair and showed signs of poverty. Some families owned their homes or were buying them. The girls were satisfied to live in this settlement and had no desire to move. Usually in front of the house was a two or three-year-old car, and on top of the house a TV antenna. The rooms were clean, the floors bare or covered with linoleum and usually waxed. The few pieces of furniture were simple.

All the families belonged to the Catholic Church, and attended regularly. The girls enjoyed going to the church-sponsored hall parties. They also went to the "Friday Fun Nite" at the Y.W.C.A. and often to movies on Sunday afternoons.

The girls were well protected by their parents, who took

them to and from parties. They were not allowed to date in junior high because of family opposition to early marriage. They all expected to attend high school and many wanted to take business courses in order to get jobs in offices. The mothers had taught their daughters to do some hand work and have encouraged them to cook and sew. Their dresses were neat and simple, usually clean. Some of the skirt lengths were longer than the current styles.

Often the Spanish language was used at home, and many of the words used in school were not understood by the girls. In the beginning of the school year they would answer, "I don't know" when asked a question; however, as the year progressed and they felt better acquainted with the teacher, they would say, "I don't know what you mean by that." They worked hard at practical activities and would work extra time before and after school in order to get assignments finished on time. They were not fast workers.

The fathers of many of the girls worked in the railway shops. Half of the mothers also worked, usually as nurse's aids, or as janitresses, but the girls said they believed it better for the mother to remain at home to take care of the children unless she was needed to help out with the finances. The oldest child was given authority over the younger children and felt responsible for their care.

At school the girls were quiet and said little. However, if they were alone with other Mexican girls, they would talk and laugh freely. By contrast, the Negro girls would talk and laugh

loudly. If there were several Negroes present, the Mexicans would become quiet. They were sensitive to being laughed at or ridiculed. The Mexicans in this school this year came in at noon instead of at night to do extra work so that they could visit among themselves.

The Mexican girls responded to suggestions and were grateful for help. However, they could be stubborn if they felt they had been unjustly treated or if they felt they were being pushed too fast.

Characteristics of the 15 Negro Families

The 15 Negro girls serving as subjects in this study came for the most part from broken homes and mixed-up parentage. Some of the mothers worked as maids, and the fathers worked as janitors, baggagemen, and at other labor. The girls had babysitting jobs when they could get them. Some of the taller girls who could pass as 16 years old had worked as waitresses at the hotels for special dinners. Many prepared the evening meal for the family, since both parents worked.

Some girls had relatives who had been in legal difficulties. They tried to cover this up during the interview. The size of some families varied from time to time because step- or half-siblings would divide their time with each parent and also with grandparents.

The Negro girls wished to be considered competent as cooks and would tell in class discussion what they had cooked at home. Most of the girls enjoyed sewing but were not careful workers.

They were highly enthusiastic at the beginning of a project and would come in extra times to work. They tried to choose elaborate styles on which to work but they became discouraged and cross when things did not work out right. Sometimes they decided to take short cuts and did not follow instructions. However, before the end of the year, they acquired considerable skill and made attractive garments.

If allowed freedom, the girls were noisy and talked and laughed frequently and loudly. The chairs and equipment were moved with vigor. The girls reacted quickly to the enthusiasm of the teacher or to a group leader. However, if a task lasted too long, they became tired.

All the girls loved to dance and at school parties had a lively time. They went to the city sponsored recreation centers and to the Carver Y.M.C.A. parties. Nearly all belonged to a Protestant Church. New clothes to wear at Easter and at special services were important to them. Often they waited until pay day to get their materials for sewing. This in many cases was cheap and flimsy but could be expensive, depending upon the amount of available money.

Many of the girls dated, and their parents allowed them a great deal of freedom as to hours.

The homes of most of the girls were small, unpainted, and in poor repair. Many of the homes were near railroad tracks and in partly commercialized areas. Nearly all families had cars, some new or recent models. All homes had television.

Few of the Negro girls in the group studied were outstanding

students because they would not work long enough at a designated task. They ridiculed and laughed loudly at each other's mistakes, but they were sensitive as a race and defended each other when in trouble. However, they tattled on their best friends if the friends got by with something that they themselves did not.

Characteristics of the 15 White Families

Two-thirds of the 15 white girls serving as subjects in this study came from homes where both the father and mother worked. The mothers worked as waitresses, nurse's aids, telephone operators, and clerks. The fathers had semi-skilled jobs such as warehouse-men, sheet-metal workers, machinists, and painters. All of the girls except two lived with their own mothers. Seven of the fifteen homes were fatherless. The girls were expected to help their mothers with cleaning the house and washing dishes.

Their homes were small, working type homes. Two families lived in apartments. The surrounding areas were respectable but only a short distance from semi-commercialized districts. In general, the housing for the white families was superior to that of either the Mexicans or Negroes. Many families had Negro neighbors; the girls were quick to explain that these were the higher type of Negroes.

In appearance the girls were neat and clean. All but one brought their materials and supplies to class when needed.

Most did not date. Their recreation was limited. They visited with girl friends, could swim in the summer, and could

watch TV if they had it. A few went to the "Friday Fun Nite" at the Y.W.C.A. They did not go to the city recreation centers because the Negroes and Mexicans went. About half indicated an interest in going to some special school after high school graduation.

They were courteous to the Negroes and Mexicans, but in laboratory classes they were careful to choose as partners girls from the white race. Some asked not to be placed near the Negroes.

The white girls were passive, a little depressed, and were dissatisfied with their environment. They were not leaders and did not show much initiative or enthusiasm.

CASE STUDIES

The investigator seeking ways to teach the girls from the lower-class families found it important to study carefully a few individuals. Arny (1952), reporting on a five-year study of pupils in 20 Minnesota schools, stated that individual differences are so great and so prevalent that they cannot be ignored in class instruction.

Accordingly, data from the tape recorded interviews and other sources mentioned, including the Kell-Hoefflin ISB (Appendix), were summarized individually for 12 of the 45 pupils.

When selecting the 12 to be used for case studies, names were discarded of those so irregular in attendance that they could not be easily interviewed and of those reluctant to express themselves. Thus the 12 girls studied in detail represent those

who were readily available and who talked freely during the interview. The girls selected were Cleopatra (1), Maria (2), Bernadette (3), Ruth (4), Georgianna (16), Cassie (17), Evalina (18), Velma (19), Katherine (31), Nancy (32), Judy (33), and Barbara (34). The cases speak for themselves as pictures of low-income adolescent girls living in the poorest sections of the city where the study was conducted.

A Delinquent Girl (Case 1)

Cleopatra was a Spanish-American. She was a short, stocky 14-year-old girl with dark complexion, black eyes, and short straight black hair. Sometimes she was discourteous and disturbing to the class.

She understood instructions and took part in class discussions. Her Otis score was 103. She made F, D, and C grades. Sometimes she just sat apparently day dreaming. Often she did not know what the assignment was. Her intentions seemed to be to work as little as possible; however her comprehension was excellent and she gave the impression of being capable of doing good ninth grade work.

She was quite frequently on seventh hour (punishment). This was because she was tardy to home room, or perhaps for chewing gum, or for loitering in the hall. Sometimes she skipped school. Her best friend was a good-looking Negro girl. (Many Mexicans will not permit their children to be friendly with the Negroes). She has been under the supervision of the detention home at least twice. In the seventh grade she left home for several

days with some older Mexican boys. This year she did not return home one night. Her mother called the police authorities to help find her. She was found with a Negro boy.

Cleopatra's father has not lived with the family since she was small. She said he "does not speak to us girls." He worked as a laborer and gave money to Cleopatra's mother to supplement aid received from the county. The family lived on an unpaved street in a very poor section of town next to the railroad tracks and close to the highway viaduct. Cleopatra's mother who had cancer, and recently a broken arm, was at home with the family. Cleopatra remarked, "The next funeral I go to will probably be my mother's." One brother was in the service; a married sister (who was pregnant) was at home to help care for the mother and family. One sister was in high school, and three younger brothers were in grade school. Cleopatra's mother clung to the Mexican ways of cooking. For example, she prepared cactus. When preparing menus, Cleopatra said to the writer: "You do eat cactus, don't you?"

The mother prepared one-dish meals and kept them hot in the oven for the children when they returned from school. Cleopatra said they almost never sat down at the table and ate a meal together. Of her mother Cleopatra said: "I don't know why she does half the things she does, she just does them. If you ask her for an explanation, she won't give us any...she hollers, screams, and curses and everything...she doesn't like nothing I do." Cleopatra's grandmother lived with them for a time. Cleopatra believed that her grandmother loved her (in fact, she

called her "mother"), but she doesn't ever remember her mother showing her any love. She stated that her father "drinks all the time and he's not allowed in our house when he's drunk... He teaches my little brother how to cheat when they're playing cards and cheat when they're doing this, and cheat when they're doing that. I don't think he should do that." In the ISB Cleopatra said: "Being at home--is not very much fun cause there is to much fussing. When I was younger, I disliked--hearing my parents argue all the time. Our family--has seven children. My mother and father don't ever say anything without fussing at each other. Being a girl--is a lot of fun, and also very hard." Cleopatra helped very little with home chores.

Cleopatra used to like to go to church when her grandmother took her but didn't like to be made to go by her mother. She enjoyed going to the recreation center, and on week-nights she might stay out until 10:30, but on week ends as late as one o'clock. She expected to go to high school and when she has finished her schooling, she wants to be a beautician.

Cleopatra's written statement about home economics was: "I didn't learn nothing. It didn't make no kind of difference at home."

Her three wishes: "I wish my Daddy wouldn't come over and my mother had what she needed, I mean, didn't have to work all the time." When questioned further, she wished for a car. When asked if she wished for boy friends, she said "No." "You have boy friends?" "Yeah, I have some but I don't want them."

During the last week of school Cleopatra was assigned to

seventh hour for tardiness and misbehavior but she skipped out. It developed later that the reason she left was that she had an appointment to fight with another girl.

These conditions as described by Cleopatra represent the poorest environment among the twelve cases. It is not surprising that Cleopatra is delinquent.

Too Many Babies (Case 2)

Maria was a short, stocky, 16-year-old Spanish-American. She had thick black hair, wore glasses, was unusually quiet, but had a jolly little laugh. She often peered closely at her work and had difficulty in seeing the blackboard. She took part in class discussion and tried hard to do the class assignments. Sometimes she sat and did nothing. When asked why, she would say she did not understand what she was to do. Her Otis score was 94, her grades C's, with a few B's.

Recently she entered a college-sponsored contest in piano and received favorable comment. She had taken piano lessons for six years and liked to play, but she had never played for any of the programs in the school, because, she said, "No one ever asks me to play." The reason no one asked her was that she was so quiet that no one knew that she was around, much less that she could play.

Maria, with her own father and mother, three married sisters, and their five babies, two younger sisters, and one little brother live upstairs in an old brick business building. There were also two other apartments in this building located in a poor neighbor-

hood. The grandmother and a married brother lived in small houses near by. The three brothers-in-law and one brother were in the service. Maria's father did excavation construction labor in summer, but in winter, except for occasional barbering, he was out of work. The past winter he has been sick and the family has been receiving county aid.

At home Maria watched television more than her father liked for her to do. Once a month she went to "Friday Fun Nite" at the Y. Maria said: "We usually go with the girls and one of the girl's fathers or sisters will come after us in the car and bring us home." She explained that her mother was strict with her and did not want her to "go haywire" like one of her sisters did. "One of my sisters, she was 15 when she got married you know, ran away, and she doesn't want me to come out like her. That's why she's being more careful with the rest of us." Maria's older sister tells Maria what to do around home. In these Mexican families it is typical that the oldest girl is given the responsibility of directing the younger children. Maria sometimes gets "mad" at her mother because "it seems like she pays too much attention to the neices and nephews." In the ISB she said: "I wish my parents--had only a few grandchildren." Also, "If my mother--didn't have to diaper the babies all the time." Of her Daddy she reported, "He used to get drunk an awful lot."

Her father quit school in the sixth grade, and her mother in the third. She thinks parents should help children with their school work and regretted that her parents were unable to

do so. When she has a family of her own, she wants them to have breakfast regularly, "have a breakfast in the early morning instead of going to school right away."

Maria writes: "In Home Ec. I've learn to sew, cook, know a few things in medicine. Also to be clean, have good manners. How to prepare the home. Useful things may be turn into something pretty. Take care of yourself, mostly the body, the face, which sometimes gets pimples, blackheads."

Her three wishes are: "I wish I could go to college. I wish I could win some more medals for piano. I wish that my parents are all right." Maria has no specific vocation in mind. She would like to go to college. One of her sisters attended the local university for a while.

An Orphan on Relief (Case 3)

Bernadette was a slender, attractive 15-year-old Spanish-American. She was quiet, serious, courteous, and soft spoken. A tonsilectomy in January added to her many frequent absences from school. After she recuperated, she often stayed home to help her sister who was expecting another baby before school was out. However Bernadette willingly came in after school to do extra work and was grateful for help given her. Her Otis score was 88. Her grades were D's and C's, but she made B's in Spanish and on the practical parts of the lessons in home economics.

Her father and mother were born in Mexico. Bernadette says the mother had one daughter before their marriage. The father

worked as a laborer in this city. When Bernadette was five years old, her mother died. Her father was soon remarried to a woman with two children who had recently come from Mexico. This woman's son was ordered back to Mexico because of an infraction of the law. The step-mother was insistent on going with him, and Bernadette's father returned with her. Bernadette and her three brothers and two sisters were left behind. Bernadette says, "My father--shouldn't have left us children like he did." Two sisters and one brother have married, one brother lived with the grandfather and attended high school. The grandfather became angry with the children if they did not speak Spanish when he was around.

Bernadette with her younger brother lived for a time in an orphanage. The past year they lived with their 22-year-old married sister and brother-in-law who had two babies. Two of their babies died at birth. The sister, Bernadette said, got "nervous and hollers; my sister, she does a lot of it." The sister, even though pregnant, had been working as a nurse's aid. The brother-in-law worked in a government warehouse. The county paid aid for Bernadette and her brother. The brother-in-law, along with other workers, had been transferred to Alabama and the family was to move in the spring. This would again tear the family apart. Bernadette was being forced to move with them, the younger brother was to move in with the grandfather and his other brother. Bernadette said "I hate to leave here." This city was home to her; her friends and relatives lived here.

Bernadette worked hard, keeping the house clean, helping to

cook, and assisting in the care of the babies. She said "mostly I mop and wax." She asked the writer, "you never mop and wax, do you?" She also stated, "Since I learned to cook in school, I've been doing a lot of cooking at home." In the ISB she says, "If my father--had not moved away we would still be living in the old house and I would be taking care of it." Of her mother she says, "If my mother--had lived we would have been brought up properly by her." Of her home life now she says: "Being at home--with my sister is wonderful because we can enjoy holidays together and are very happy." Bernadette was religious, attended church regularly, and the only recreation she had was the parties sponsored by the church.

When she has a family of her own, she "wants a house with three bedrooms, two for the kids, one for us, and a good-sized kitchen, and a bathroom, and a porch." She believes "children should obey the father, also the youngest obey the older ones." She asked the writer, "How do school teachers keep from having babies?" When told that most of the teachers were mothers and even grandmothers, she remarked that two of the younger ones had taught as long as five years, and had had no babies.

Bernadette's statement about home economics was: "I have learned to sew blouses and skirts and have also learned how to cook deviled eggs, salads, meats, and have made doilies, hot pads, apron."

After she finished high school she intended to get a job. Her three wishes: that she "had more money--so could finish paying up the bills; my father to come back and we could live

with him; and get me a job so I could buy clothes, finish high school so I could hold down a good job."

The Oldest Girl in the Family (Case 4)

Ruth was a 15-year-old, slender, Spanish-American who was quiet, polite, industrious, and well liked by her Mexican friends. Her Otis score was 105, and her grades were C's and B's. This year she was seriously ill several times and returned to school looking tired.

The family consisted of her own father and mother, an older brother in high school, one younger brother, and four younger sisters. Ruth felt the responsibility of helping her mother take care of the family. Each day she helped cook, washed dishes, and swept two rooms, (her sister also swept two). Each Saturday she mopped and waxed the floor. Concerning her home duties she wrote: "This summer my mother had an operation and I am the biggest girl so I had to make the dinner and supper. I didn't know what to make but then I remembered some of the things we had cooked in home economics. I made some of the meals we made in home economics for dinner and supper. And they weren't too hard to make but they were good...I have learned how to make a gathered skirt by myself." Her father, who was born in Mexico, worked as a car-man at the railroad shops. Her mother had never worked away from home but recently when the baby was four months old, she took a job from five to nine p.m. cleaning the county courthouse. Ruth liked to sew. Frequently she stayed after school to put in a few extra stitches, but since her mother

began working Ruth came in during the lunch hour because she had to "get home in time to put the supper out for the family, that mamma has got ready."

The family lived in their own patched-together poorly constructed house located in a poor neighborhood. The back yard was trashy looking. Ruth was satisfied with her parents. However, she wished her father would let her go places more often. Of her father she said, "Sometimes he doesn't let me go someplace where I want to and then that makes me mad." The rules seemed to be a little less strict for the brother in high school. She said: "My brother, he gets to go more places than the girl."

She didn't want to get married and said "It doesn't seem like fun enough, once you get married, seems like you just have to stay home and everything, and have bills and everything." In her opinion an ideal family would not differ much from her own family. She thought mothers should cook the dinner, wash, iron, and sweep, and do all the house duties, and fathers should go to work.

After finishing high school Ruth wants to take some kind of art course and "have a job with art, advertising or working with fashions." In the ISB she made these statements: "When I was in grade-school--I liked school and my grades were much better than what they are now. Being a girl--is fun but sometimes I wish I were a boy because boys can go more places than girls." Children should not--pester their older brothers and sisters and should be kept out of the way when some of their friends are over. Being at home--can be boring if you have nothing to do."

For recreation Ruth went to shows on Sundays. Sometimes she didn't go because "she (mother) doesn't have enough money to let me go but I understand that so I don't get mad." She stated: "Our family--enjoys taking trips together." Ruth has visited such places as "Pikes Peak, Royal Gorge, Garden of the Gods, and some caves, as well as places in Ohio."

Her three wishes were: a new house, "trips any place I wanted to go," and a new car.

She Likes to Sew (Case 16)

Georgianna was a medium-large Negro girl, fourteen years of age. Usually she was neat in appearance, polite, and pleasant. Her Otis score was low, 82, her grades were D's, but B's when graded on practical skills. Book work was distasteful to her. She enjoyed cooking and sewing. She and her sister who was in high school cooked the evening meal and Georgianna was anxious to get new recipes. When the preparation of recipes or meals had been demonstrated before the class, Georgianna frequently tried out the recipes in the evening meal at home before the next day's class work. Her sewing was neat, and the material chosen was appropriate, although inexpensive. For recreation Georgianna went to the skating rink, the "Y", and the city sponsored recreation center located near by.

Georgianna's family was one of the few unbroken ones and consisted of a father who worked as a housekeeper in a hospital, a mother who worked in a "poultry place," an older sister who "worked," one sister in high school, and one younger sister in

junior high school. There were a married sister and a married brother living in town, who sometimes brought their families home to live for a time. Georgianna lived in a small, well-built one-story house similar to the others in the block. The yard was neat and clean. A visiting teacher reported that the family was very cooperative and that the interior of the home was well kept.

The family life at home suited Georgianna. She said: "myself, I'd like to have my life just like it is. I wouldn't like it no different." When Georgianna was little, she liked her mother the most when: "She'd make me doll clothes and show me how to cut them out and sew them." She wants a husband to be "just the same as her father." From the ISB: "Our family--is a good family. My mother--is very nice. Being at home--is very nice. And I wish my parents--had a lot of cloth." (This was because she wanted material with which to sew, and the money was not always available. Once the completion of a dress was delayed for several days because she had no money to buy a zipper.) "If--my father was me, I wouldn't say 'no' so much."

When Georgianna was small, her parents would whip her with a stick if she was naughty. In the ninth grade they would not let her go to places of amusement unless she came home at a definite time, but of her brother she said: "he just went, he got to do anything he wanted to...they didn't have no special time for him to come home cause he was a boy and momma said it didn't make no difference."

Georgianna's statement concerning home economics was: "I

learned to put a button on. It (Home Ec) made a difference to me because I made all of my clothes. I used to put the knife and fork in the wrong place, and I learn that."

If Georgianna could spend a whole day as she pleased, she said she would sew. When she has finished high school, she wants to "sew and be a nurse." Her three wishes: "that mamma would get me some nice clothes, that mamma would get me a dishwasher, that we could get the things we need in the house and get it fixed up real nice."

Otis Score - 79 (Case 17)

Cassie, age 15, was a tall, slender, medium-dark Negro girl. At times she wore a new becoming dress and looked attractive; again she was unkempt in appearance. Her moods varied. Sometimes she sat silently, unsmiling; again she was mischievous. She might pinch other girls as she passed them and her eyes shone if she got away with it. She was often absent from school. Her excuses stated illness, and she sometimes appeared too ill to remain in school. Her Otis score was 79 (one of the lowest). Her grades were mostly D's. When reading material was assigned, she usually sat and looked into space.

Cassie lived with her mother, stepfather, and a younger half-sister. Her mother worked as a maid, her stepfather as a laborer for the railroad. The relationships of the family were complicated, and Cassie's comprehension of them was too foggy to be accepted as fact. Cassie's mother had been married three times. Cassie was the child of the first marriage. The half-sister,

age nine, who lived with them was of the second marriage. The mother has three children, ages one to four, by the third marriage. Cassie wrote that the grandmother "keeps these children because she wants too." The present stepfather had two children ages four and five by a former marriage who lived with them in summer. The real father of Cassie had one daughter, two years older than Cassie. In summer this daughter lived with her own mother in another city, but in winter she divided her time between her father, (who is also Cassie's father) and Cassie's mother; Cassie's mother was no relation to her, but she was at one time her step-mother. Cassie's father was married for the third time, and Cassie said they were expecting. Cassie spent every other weekend with her father and step-mother. Cassie was three years old when her parents separated, she lived with her mother until she was six years old, then she lived with her grandmother in Arkansas for six years, except for a time when she was in the fourth grade, when she lived with her father. The last three years she has lived with her mother.

In the ISB Cassie wrote:

"Being at home--is very dull if its not a holiday if don't have anything to do. My mother--is a very understanding woman. If my mother--were sick and I knew she is I would do her house work for her. My father (real father)...is a very nice man and you can get along with him easy. If my father--ask me to do something I get up and do it right away."

Cassie thinks that her mother has given her all the love that she should, but she would like more love from her father, although, "he spoiled me a lot, when I wanted a lot of things

my mother couldn't get me, well he got them for me." He gave gifts to both Cassie and her half-sister. They have worn dresses exactly alike to school and have stated that "Daddy gave it to me." Cassie had a special boy friend, and could date whenever she chose, but she was expected to be home by midnight. Cassie stated she used to be naughty. If she didn't want to do what she was told, she said "I'd put on like I was sick,...I'd take other kid's papers and copy."

Of home economics Cassie wrote "I learn How to cook and make small things for babyies children 2-3-4 years of age. Since I learn those things my mother don't have that to do and her and Daddy can spend more time together and that help a lot to the Hold (whole) family."

When asked her plans after finishing school, Cassie said "I would like to marry." Her three wishes were "that if I finish school I'd like to be an office girl, I would like to get married and have kids, and I'd like to be a good housewife and a good mother." When asked if she wanted other things, she stated: "I'd like for me and my husband to go out and see parades and parties and things."

Large and Cheerful (Case 18)

Evaline was a large, good-natured Negro girl who laughed a great deal, as readily at herself as at or with anyone else. Her skin was shiny black, her hair was kinky and unruly. Although her Otis score was 99, her grades were D's and C's. She didn't try too hard. She avoided any job that looked like work.

However she talked a great deal about what she cooked and was anxious to get new recipes. She enjoyed sewing and tried to choose elaborate styles for dresses she made at school. Her stitches were not neat and fine, but she made a satisfactory garment. For recreation, she was allowed by her mother to go once a week to the "Y" or to the city recreation center. But both she and her brother, who was one year older, must be in by 12 o'clock.

Evaline, one older brother, one younger brother, and two younger sisters lived with their mother, who was pregnant again. Their home was a one-and-one-half story house located among beer parlors and old business buildings in a substandard commercial area. The back yard was filled with junk. The average citizen did not consider it wise to walk on this street at night. The house was located in the area which was scheduled to be cleared for urban renewal, hence the family expected to move during the next year.

Her father and mother were recently divorced. Evaline said her father had two other sons, but "I don't think he was married when he had them." He worked as a night janitor. He gave Evaline an allowance and money to buy her materials needed in school. Her mother had been injured in a car wreck four years before the interview and she used a cane and a crutch to aid her in walking. "On Saturdays," Evaline said, "I've got the washing to do, and take care of the babies and everything."

Of her father she said, "I didn't like him too well at all ...He was rather a nice man you know, but through the years he

would just get mean." In the ISB Evaline wrote: "If my father-- was a policeman, he would drive a white car. I wish my parents-- had a better house. Our family--is to large. My mother--is very large. If my mother--was smaller she would look better." The emphasis on size was again noted when Evaline asked, "Why don't they take fat girls in the fashion show, I want to be in it." Only the slender girls were chosen since the garments to be modeled had been made by a well-known pattern company and certain sizes were designated to be modeled.

Of home economics Evaline wrote: "I have learned a lot of things in Home Ec. How to thread a electric machine. Iron different types of material. How to can food, and make jelly. And cook different types of food. It has helped me a lot because now I can cook something without a recipe."

When speaking of her younger sisters, Evaline said, "The babies...they're just pretty well under control except for Diane. She's a mean girl, she's always throwing her knife, she watches those pictures on television about these people throwing knives and things and she decided she'd try it and oh well - we got her under control about throwing knives..." "How old is she?" "Four."

Evaline stated, "When I get out of high school, I want to get a job, and...travel, and maybe when I'm 25 or something, maybe I'll get married." When asked if she wanted to go to school after high school, she said, "Yes, study nursing."

Her three wishes: "I wish I was older, had a little bit of money, that we had a bigger house, and I had more clothes."

Happy With Her Parents (Case 19)

Velma was a 14-year-old black Negro girl. She had black kinky hair but her features were regular. Her posture was somewhat stooped. Her voice was deep and guttural and was heard often as she talked to herself or to those around her.

Her Otis score was 95. Her grades were D's and C's with B's in physical education. The family, which received aid from the county, lived in a three-room shack, across from the railroad tracks close to the baggage rooms of the railroad station. The outside of the house and the yard appeared neat. The houses in the block were close together and an air of poverty prevailed.

The father died when Velma was eleven years old. Velma and two sisters, four and 19 years old lived with the mother. The 19-year-old sister did house work. A brother and a married sister lived in the city. This married sister with her three children lived at home until recently. Velma's father was a preacher and drove a car from church to church. He would ask the children to go along but did not make them do so.

Velma did not enter into class discussion but she struggled to do well in written work. In sewing she had trouble understanding the pattern guide sheet. If she had sewed something wrong, she usually said, "Thas what you tole me to do, and I did it." In the summer she worked full time as a baby sitter. She was expected to do certain specific jobs around the house.

When she was small, she liked best to play in the mud. She remembered that she would spread the mud on the house and

car windows and that her father and mother would whip her for doing this. For recreation she went to the skating rink, attended shows, and sometimes went to parties.

Velma said she had happy relationships with her parents. She said of her mother: "She would tell me kind things...let me go places...buy me a new dress...cook some cookies...and kiss me and talk nice to me." Her father let her sit on his lap and bought things for her. When asked if she wanted more love from her mother, she said "I don't think so; from her father - "Oh, no." These statements from the interview were borne out by the ISB sentence completions: "Our family--is one big happy family. My mother--is a nice person. If my mother--was to leave I don't know what I would do. Being at home--is a lot of fun."

Velma wanted a husband who would go to church like her father. She planned to treat her children as her parents treated her. "Being a child--you spend many happy days at home." She wanted two children rather than five as in her own family.

Velma's written statement about home economics was: "I learned how to cook neater. Care for my own clothes, to care for my health. Well I was neater around home and like to cook more often. I like to sew better than I did when I first took home ec."

In the ISB she said: "I wish my parents--had more spending money," but her three wishes were: "higher grades in school" and couldn't think of any other wish; when questioned further, she said she did not want a better house or clothes but wanted to go to K.U. or be a secretary or beautician.

A Resentful Teenager (Case 31)

Katherine, a large, tall, well developed fifteen-year-old white girl, has been described as a "real lady" by the office secretary for whom Katherine works as a proctor.

Katherine was pretty but had some skin troubles that worried her. She had a sweet smile. She cooperated in class projects. The writer sensed a feeling of insecurity when she asked, "What did I do wrong this time?", or as she apologized, "It isn't very good." Her Otis score was 107, and she did B work in school. Some of the teachers stated at the end of the year that she was not working as well as she did in the beginning of the year.

Katherine felt that her family loved her. She said of her mother: "She thought of us before she did of herself, and Dad usually did too." However she was very resentful because her parents supervised her social life so strictly. This is shown by these quotations from the Kell-Hoeflin ISB.

"Being a child--is a problem because I don't like strict ruling.

If my father--would stop and let me talk before he gets mad we would get along much better.

I wish my parents--had tried to understand why I did it, when I made a bad mistake last summer.

My father thinks--I'm a juvenile delinquent because I ack like a normal teenage girl.

Being at home--is a tragic, boring, nerve wracking accident, in my opinion, I hate sitting around looking at my parents all evening when I could be out having fun."

She desired independence and more freedom in dating. She stated "I seldom have a date." Her size kept her from fitting in with others of her own age and she was not allowed to date

older boys. She stated "I feel inferior when I'm with high school kids."

Until about a year ago, the family lived on a farm and the father drove to town to work each day. There Katherine belonged to a 4-H club. In town her social activities were mainly going to the Y.W.C.A. once a month, to "Friday Fun Nite," and staying all night occasionally with a girl friend. Katherine and her girl friends were out with boys until 1:30 one evening last summer. Katherine's date was an older boy. As a punishment, Katherine's father restricted her dating for three months but relented sooner because of good behavior.

Her mother's first marriage ended in divorce because of the husband's drinking. There was one daughter by this marriage, five years older than Katherine, who lived with the family until her recent marriage. A sister two years older than Katherine was in high school. Her mother was ill and pregnant. Katherine went home immediately after school to help with the work. Katherine had been told by the doctor not to excite her mother; she explained this as meaning "not to talk back to her." However, later in the year she said with pride, "We have a sweet little baby girl," and that she and her sister "are really busy," and that they try to do "everything right," and "mamma is just fine now."

Her father worked as a machinist. They lived in a neat small bungalow. The houses around were similar, but only one block away there were junky homes. The yard was clean and fairly neat with some shrubbery. Katherine stated she wanted

to get a job of car hopping or dime store clerking this summer. She said she has considered going to college a year or two after high school but she would not get married before she was 19 or 20 years old.

In rearing a family of her own, Katherine would not be "quite so harsh, not spanking them unless they really need it."

Katherine wrote: "In Home Economics this year, I have learned a great deal more about making my way around in a kitchen. Before I took this course I hardly knew a thing about cooking and planning meal courses. I was an absolute failure when my mother asked me to help her out whenever a mealtime came. After I took this Home Ec course I have been a lot more helpful around the kitchen and I've been able to relieve my mother a great deal."

Her three wishes: "Having my parents be just a little more understanding and having a car of my own, and being able to be just a little more independent."

Her Father Was Mean (Case 32)

Nancy, a small 16-year-old white girl, was pale and nervous. Sometimes she was neat in appearance and looked almost pretty; at other times she was tousled and looked both queer and sick. She was frequently absent because of illness; often she complained of a headache and said she did not feel well. She wore glasses, had a speech defect, and was difficult to understand. She was scheduled for speech lessons from the special speech teacher once a week, but Nancy often forgot to go to her lesson.

Her Otis score was 95, her grades D's with an occasional B

in art and home economics. The teachers did not regard her capable of making good grades, but they said she tried.

Nancy worked many hours overtime in the clothing laboratory. She completed a becoming dress for herself out of material that her mother bought "at a bargain." Sewing tired her and made her eyes jump, so she rested by doing errands for the teacher. About home economics she says, "I have made a lot of new recipes. Some of them help at home with. I learned how to canned fruit. I learned how correctly to make tarts."

The mother, a brother in high school, and two sisters in junior high school lived in the home. A married sister lived in town. Their mother separated from the father five years ago. Nancy said, "If my father was better and wasn't so mean maybe mother wouldn't have divorced him." The father was kept by the county in the hospital because of a physical breakdown and Nancy said, "It is all his own fault." He tried to get the children to drink, and his men friends would visit him at home and drink with him.

The mother was remarried to a Salvation Army truck driver who had one son by a former marriage. Nancy said he was "good to them." He died a year ago.

Nancy's mother has worked in a laundry, but she had to quit because she could not be on her feet all day. In the ISB Nancy wrote, "If my mother--had more education she could get a setting-down job." The family received aid from the county. They rent a small white house that needs repair; the yard is not well kept but the street and surroundings are respectable.

Nancy struggled to have a social life. She was always at the school parties but there were only three a year. Sometimes she went to the city recreation center. She stated she would have gone more often but couldn't find anyone to go with her. The life at home was filled with unhappiness and constant quarreling. She said "Most of the time we're all unhappy." Of her father she said, "He never liked nothin'." The father didn't want them to talk at the table and said, "When you're little you're supposed to be quiet." "He spanked us real hard and shook us." But she said she liked her father, "When he was sober or nice." Of her mother she said, "Mother is a nice mother but she is strict on some things like going to church and school." She wanted them to act their age, have manners when company comes, and have the housework done on time. "Mother says, you're never too old to get a spanking," was another statement. Nancy thought the best way to get children to be good was "By not being grouchy to them or just show them that you're happy." She would like to go to school and become a secretary. Because of her speech handicap, her health, and lack of educational accomplishment, she will probably never attain this goal. Her three wishes were "To live in the country (because it's peaceful and quiet), to have a modern home, and to live where everyone is nice."

The strain of a broken, quarrelsome family was evident in Nancy who longed for a peaceful pleasant home.

She Feels Cheated (Case 33)

Judy was an attractive 15-year-old girl who carried a subdued, injured air and habitually spoke in a low whiny voice. She had lived with her grandmother since the divorce of her parents when she was five. She said she has no memories of her father. She, her mother, and a half-brother, six years older, lived with her grandmother. Later her mother remarried and Judy and her half-brother continued to live with her grandmother. Three boys and one girl (4 months to 6 years in age) have been born since the marriage to the present husband. Judy said she visits sometimes in the home of her mother and family. The half-brother married and is in the service. His wife and seven-months-old baby have lived much of the time with the grandmother. Judy's father has since remarried and has one little girl, but Judy never sees them and does not know where they live. Judy wished her parents had not separated and feels her father was not a good man because he "left mother and I."

Judy's Otis test score was 102, her grades were C's and B's. She usually tried to do her school work but complained as she worked. She lacked confidence in herself, stayed close to the teacher, and often asked for help. It was said that the grandmother had done everything for her and that Judy was not expected to help at home.

The grandmother's three-room house in the outskirts of the town was small, patched together, but clean looking and comfortable. Plastic window screen was used for storm windows. Considerable space surrounded the house. The neighboring houses were

small and poorly constructed.

Judy was supported by her grandmother who received a monthly sum from government insurance of a son who died in service; she also received county aid. Judy was given fifteen dollars a month by her mother, and she often had "almost new" things which had been given her; however she often asked the writer "Does my dress look all right?"

The lack of a normal family background seems to have resulted in Judy's "martyred" attitude. Her sentence completions (ISB) include the following:

"Our family--was broken up when I was five years old. If my father--was a good man, he wouldn't have left Mother and I. I wish--my parents had not separated. If my mother--worked I would probably live with her. Being at home-- I do most of the work because Grandmother is too old so I help her."

Judy's statement about home economics was: "I learned about styles, material, foods, to measure accurately, and how to cook. And I learned about designs and baby sitting." She wants to work after she finishes high school, but says she has not thought about the kind of work.

Her three wishes were that: "My father and mother were back together again, that my grandmother would live longer," (she is 64 and most of her relatives died at 70) "and my brother were back from the service, so he and my sister-in-law could move back together."

She Disapproves of Her Mother (Case 34)

Barbara, 15 years of age, was a tall, well-built, attractive

girl. Her skin coloring was pretty and her brown hair neatly combed. Her clothes were inexpensive but clean and well chosen. Her Otis score was 97 and her grades were D's and C's, some F's but in physical education all A's. She gave the impression that she understood what she was to do and that she was capable of doing it. However quite frequently she made almost stupid mistakes and would say: "I don't see why I can't do anything right." She seemed to expect to have to stand up for her rights and carried a chip on her shoulder. When trying to tell something, she often became bothered and sometimes stuttered. When she couldn't find words to express her ideas, she used terms as "this deal-ly." "Shall I put this zipper on this side?" was expressed "Shall I put this deal-ly on this deal-ly?" She laughed at her own confusion and loss of words, but frequently her temper flared.

The relationships in her large family of brothers and sisters were confusing. Her father was married before he married her mother, and had twin sons by this marriage. These Barbara has never seen. Her mother had a first marriage and had one daughter by this marriage. This daughter lived with her mother until her marriage and now lives in the same city. There were four sons and one daughter besides Barbara born to this second marriage. This marriage ended in divorce when Barbara was five years old. The mother and father each remarried; her mother was again divorced last summer.

Barbara said on her ISB, "When I was in grade school--I went to nine different schools." In the interview, "Being at home--

is boring." When asked what she remembered when her father and mother were living together, she answered "arguing." Of her mother she says, "I can't even remember her picking us up." Of her stepfather she says, "Oh, he hollered and swore, and do this and do that, he just holler mostly."

Last winter she and her youngest brother lived four months with her father and step-mother, because "I couldn't get along with my step-father, and uh, well, me and mom didn't get along too well." Then after her mother's divorce from Barbara's step-father, Barbara came back to live with her mother again because "My step-mother and I disagreed on a lot, and my dad and her was gonna be separated if us kids stuck around very long so me and my brother decided to come back home because we didn't want them to break up." Her brother then joined the Air Force. Concerning her father and herself during these four months, she says, "He'd sit down with me and we'd have a discussion about the things we did and we generally agreed to do it better next time, and sometimes he'd get mad and start hollering at me."

She and her mother were living alone (her mother worked as an egg breaker). She intended to "try and stick it out" until the end of the year and then go back to her father and step-mother and go to high school. Her father was a carpenter and lived in Illinois. She was very unhappy with her mother because "she has men stay all night with her and that's my main problem." They lived in a small one-story neat white house. Their home had storm windows, and the yard was clean. Their home was only two or three houses from poorly built junky homes.

Barbara wrote concerning home economics: "I learned to cook better and it is easier for my mother, and to make close (clothes) which helps our budget."

Her three wishes were, "That my folks were back together and my mother wasn't like she is...that my folks would get along better than they ever have." When questioned further, she said she had no other wishes. Barbara said she did not want to go to college but wanted to be a secretary.

Wishes

The last question in the tape-recorded interview was: "If you could have three wishes what would they be?" For the twelve pupils whose case studies are included, the wishes for each are recorded in Tables 10, 11, and 12. Considering the handicapping environment of the girls, their wishes were modest. Concern with family relations was emphasized by the white group. For the four white girls, nine of their 12 wishes were concerned with harmony in family relations. Two wishes were for material things and one for more independence. Among the four Negroes, six of the 12 wishes were for material betterment, but no one was concerned with family relationships. Six wishes out of 12 among the Mexicans were for clothes, car, house, and money. Four wishes were for better family relationships. It might be supposed that these low-income girls would wish primarily for this world's goods. Fourteen of the entire number of wishes were of this character, but 13 had to do with good relationships in the family.

Table 10. Three wishes as expressed by four Mexican girls.

Pupils: Unity and Welfare :		: School Attainment: Material Things: Independence: Marriage	
No.:	of Family		
1	(1)Daddy wouldn't come over. (3)Mother didn't have to work all the time.	(1)I could go to college. (2)Win more piano medals.	(2)That mother had what she needed.
2	(3)That my parents are all right.	(1)I could go to college. (2)Win more piano medals.	
3	(2)That my father come back so we could live with him.	(1)That I had more money so could pay bills. (3)That I could get me a job so I could buy clothes; finish H.S. so I could hold down a job.	
4			(1)For a new house. (2)For trips any places I wanted to go. (3)For a new car.

Table 11. Three wishes as expressed by four Negro girls.

Pupil: Unity and Welfare :	
No. : of Family :	School Attainment : Material Things : Independence: Marriage :

16

- (1) That Momma would get me some nice clothes.
- (2) That I could get me a dishwasher.
- (3) That I could get the things we need in the house to get it fixed up.

17

- (1) That if I finish school-I'd like to be an office girl.
- (2) I would get married and have kids.
- (3) Be a good housewife and mother.

18

- (2) That I had a lot of money.
- (3) That I had a bigger house (and more clothes)
- (1) That I was older.

19

- (2) For higher grades in school.
- (3) That I could go to K.U. or be a secretary.
- (1) That my parents had more spending money.

Table 12. Three wishes as expressed by four white girls.

Pupil: No.:	Unity and Welfare of Family	School Attainment:	Material Things	Independence	Marriage
31	(1) To have my parents be more understanding.		(2) To have a car of my own.	(3) To be able to be more independent.	
32	(1) To live in the country (where it's peaceful and quiet). (3) To live where everyone is nice.		(2) To have a modern house.		
33	(1) That my father and mother be back together. (2) That my grandmother would live longer. (3) That her brother-in-law were back from the service so he and the sister-in-law could be together.				
34	(1) That my folks were back together. (2) That my mother wasn't like she is (brings men home). (3) That my folks would get along better than they ever have.				

CONCLUSIONS

1. All of the 45 families in the study were found to have low ratings on their socioeconomic backgrounds as indicated by Warner's Index of Status Characteristics. Only seven of the 45 families seemed to have no serious difficulties. In the remaining 38 families difficulties appeared, such as poverty, loss of jobs, strained relations between family members, serious illness, illegitimacy, and evidences of law breaking. Twenty-two of the 45 families were broken by divorce, separation, or (in three cases) death.

2. All of the 45 houses were lower than average in type, although eight families lived in fairly neat residential areas. Nine houses were found to have the lowest possible rating.

3. In one-half of the families the mother worked away from home; therefore the girls were given home duties.

4. Only one father and one mother could be called skilled workers. The remaining who were working ranged from semi-skilled to unskilled. Source of income in all 45 cases was wages or county aid.

5. Comparisons of the three groups showed the white families in slightly better dwelling areas with slightly better houses. Mexicans had fewer broken homes, larger families, and more persons living under one roof. Negroes had the poorest housing and the largest number of broken homes.

6. Characteristics of family life in the three groups closely resembled those described in the available literature.

7. The case studies revealed the girls' feelings and attitudes toward their socioeconomic background and toward their families. Based on the assumption that the 12 cases studied in detail were representative of the larger group of 45, some differences could be said to exist among the three groups. The wishes of the white girls were concerned with family relationships, chiefly between parents. The Negro girls wished for material goods, such as better houses, cars, and clothes, but did not express spontaneously any wishes concerning family relationships. The wishes of the Mexicans were about equally divided between material goods and better family relationships.

8. Case studies, such as these, can be helpful to any teacher working with low income girls as well as with any other level.

9. Since the girls had many home duties, it is obvious that courses in home economics can be of much practical use to them. When the mothers worked or were ill, the girls planned meals, shopped, cooked, cleaned, did baby-sitting, and made some of their own clothes.

10. In order that home economics teaching may be effective with pupils from low-income levels, practices from their own level should be taught together with an appropriate selection from upper levels.

11. A list of suggestions is presented for adapting home economics courses to the needs of low-income pupils.

PRACTICAL APPLICATIONS

Suggestions for Adapting Home Economics Teaching to Meet the Needs of Low Income Girls

The ninth-grade girls from the low-income group who were subjects of this study were 14 to 15 years old. They had to take some course and considered home economics as good as anything. They wanted to make clothes for themselves. Their parents, especially in the Mexican group, wanted them to learn to cook and sew in order to become good wives and mothers. A few girls in the Negro group wanted to be good cooks. Those who aspired to be career home economists were few, as were the ones who realized that other units beside cooking and sewing would be taught.

As previously stated the mean IQ (97.7) for the 45 girls was slightly lower than the mean for the school (98.3), much lower than the mean for this city (112) and somewhat lower than the mean for the ninth-grades in the United States (100).

For similar groups, the first week or two of home economics classes can well be given over to orientation. This is the time for the teacher to become acquainted with the girls and their ways. Also, it is the time for the pupils to get a feeling of confidence in her and to feel that she is their friend and is interested in them. They have a feeling of insecurity as to the ways that their families do things. The rules of the class should be definitely defined. The girls may be allowed to suggest rules which are written on the board, so that each rule can be fully

discussed. If necessary, two periods or parts of periods can be devoted to the discussion of class rules. If a list of rules is given the girls, they may not even read them; but if they can make their own rules and see them written on the board and then write them in their own notebooks, they will know exactly what is expected of them. Some girls are interested in good grades and this is the time to explain what is considered in determining the grade a student receives, for example: (1) quality of work done, (2) cooperation in class projects, (3) good behavior, (4) being on time.

The students at this age level have a short interest span. It seems better to divide the sixty-minute period into two or three portions of activity such as studying, discussion, and special reports, or related activity. At the beginning of the year the students offered almost nothing in a class discussion, especially if it dealt with how things should be or were done in their own homes. As they were made to feel that there were many different ways of doing things, and that people of every group, race, or nationality have ways of their own that others might like to try, the girls began to talk more freely.

In studying "Living With My Friends," the girls discussed "Qualities We Look for in Our Friends," then "What Are Our Responsibilities to Our Friends?" and "Our Responsibilities to Our Parents." At the end of the two week unit each wrote a personal evaluation of what she herself had gained. One girl wrote, "I try not to be sassy and get mad so easy at my friends, because now I see I wouldn't want someone who does, as my friend."

Since there is difficulty in keeping small supplies such as tracing wheels and good scissors from disappearing, stress is laid on sharing and the importance of returning property to its owner.

Whatever effort a student makes should be recognized. It is well to tell the students about other schools and other places that do things such as they are doing. When asked to get pictures of table decorations and table settings, one girl explained that in her home there are so many persons that they always clear everything off the table; there could not be room for a centerpiece. Another stated, "We don't set our table. We just set the food out and everyone helps themselves." A third girl whose family did not eat at a table or eat together, added, "My mother puts a dish in the oven and we take what we want and she leaves it there so it will stay warm." But last year's newspaper clipping telling about another school like theirs accompanied by a picture showing the girls grouped around an attractive table setting and a pretty centerpiece aroused a spirit of "We can do that too; after all, we beat them in football."

The projects in clothing construction need to be discussed at least two weeks before the time set for beginning the work. This two-week period should include the parents' payday, also the day of receiving county aid. Interest can be aroused by showing pictures on the bulletin board of clothing similar to what they may make and by having magazines available for them to see when they have finished the day's assignment. Experience has shown that the patterns to be used must be chosen by the teacher

and the numbers posted. The kind and quality of material that they should buy should be shown to them. Weave, color, and grain should be carefully studied. Even then there will appear a few big plaids which must be matched, and some loosely woven material. When the material is brought to school, it is accepted as bought by them because most of them could not afford another piece. Whatever is worthy of praise in the material, such as attractive color, pretty prints, etc., should be praised. The girls feel extremely insecure about their choices and their work.

It is important to teach nutrition when teaching the foods unit. In the seventh and eighth grade the pupils have learned the daily food requirements, popularly known as the "basic seven" but they know little about food nutrients. In the ninth grade they learn to prepare buffet lunches and simple dinners. These are best prepared and eaten in family groups of 4 or 8 girls. As each menu is planned, time may be taken to list the nutrients included in each food used. The nutrients are again reviewed on the day following the meals. For extra activity the girls were asked to list the foods they had eaten since the same time yesterday then analyze to see what nutrients were included and what were left out. The writer was not successful in getting the class to keep a record of their meals for longer periods than one day.

For the lower income pupils it is especially important that the teaching be family-centered. Family-centered teaching is based on knowledge of specific family custom and patterns of living in the home. The lessons were planned with the knowledge

that both parents were working. Many girls stated that they were expected to assist in getting the evening meals and some were to have it ready when the parents came home from work.

For class preparation it seemed best to choose simple inexpensive foods which can be found in almost every grocery store. These the girls could afford to cook in their own homes. The meals need to be those that can be prepared quickly. As the recipe was given, variations were suggested. The evaluation lesson seemed a good time for the girls to tell how they used the recipe, and what substitutions they made. Evaline used "Bake and Serve" rolls instead of biscuits for chicken pie. Georgianna used muffins because her mamma does not like biscuits, and her mamma ate all of it; therefore Georgianna did not get any.

Some lessons on desserts were taught apart from the meals. The girls enjoyed making desserts. In making pies, small pie tins which take $1/4$ of a recipe, were used so all could participate. It seemed better if all were busy; they liked activity. They never failed to come in after school and get their half of the little pie. As a variation, the chiffon pie mix with a graham cracker crust was used. It was highly popular. They used Dover egg beaters and thoroughly enjoyed the process.

For the Christmas lessons on sweets, it is the custom in many schools to ask the pupils to bring money to pay for supplies. The girls are allowed to make enough candy so they can pack a box and take it home. It was found that the girls could more easily bring sugar and other common supplies from home rather than money. They were happy with this arrangement. Since their

ability and skills varied to such a degree, several recipes were demonstrated ranging from the simplest and most inexpensive to those more difficult to prepare. From these they could choose the ones they wished to make.

Processes should be demonstrated carefully before the class does them. If the process is new, then have the pupils repeat it several times in different ways. They need to have a recipe in front of them as well as on the board giving proportions and mixing directions.

When serving a meal as many families do, by letting each person help himself as the food is passed, the girls found it hard to pass the serving dishes in one direction. They were likely to help themselves to what was near them, to begin eating before all were at the table, and leave their napkin untouched. They enjoyed going into the dining room to eat on a table with a tablecloth and they knew whose turn it was to use the dining room. In this situation they responded easily to suggestions on etiquette and table manners. Since so many do not go on in school or take home economics again, emphasis should be placed on simple family meals served without a maid, correct table settings, and on courtesies such as sitting at a table to eat, saying please and thank you.

The unit on Living With Others, when placed at the beginning of the year, provides an opportunity for the class to learn what behavior is expected of them. Consideration of others is stressed in such matters as being on time, respecting property rights, orderliness, taking turns, and being friendly in order to have

friends. Each class is helped to express its own rules in its own way, and agreement is reached so that each knows what is expected of him and why. The group thus has a good start for the year's work.

The pupils responded better when the units were planned to come at specific times during the year. The unit on table decorations, table service, and etiquette at meal time was used before Christmas because this is the time of year when the girls want to do special things in an attractive way concerning food at home.

The required cotton dress was made in the spring because many wanted to wear the dresses for Easter. Seven girls saved the dresses and wore them at the ninth grade party just before promotion to high school. A new colorful dress is important to them on both occasions.

The time just before graduation is a time when girls are interested in good grooming. This made an excellent opportunity to use the unit on "Making Ourselves Attractive."

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APPENDIX

Interview Schedule*

Give your name.

1. What things did you like to do best when you were little?

What were the things you didn't like to do?

Ex. (games, household tasks, visiting).

2. How did you get along with your brothers and sisters? Why?

(Find out which ones - especially liked or disliked?)

3. Whom do you live with? (Get complete list of siblings, relatives, parents and find out degree of relationship - step, half, etc.)

Try to get last names to see if man and woman are married.

father father he
Is your mother your real mother? If not, who is she?

father
Where is your real mother?

brothers(s) brother(s)
Are your sister(s) your real sister(s)? If not, who are they?

Were your parents born in the United States?

4. Have friends or relatives come to live with your family?

Who were they?

What happened that they came to live with your family?

5. Have you ever lived with anyone other than the family you are now living with? Who? What happened that you went to live with them?

6. Where did you live when you first started to school? Where did you live when you were in the 4th grade? the 7th grade?

*Since this interview schedule was designed as a part of a larger departmental study, the following areas were not analyzed as a part of the thesis: Parents' rules, amount of parental supervision, parental punishment, affection, and kind of family life desired for the future.

- rules father
7. What were the things your mother tried to get you to do when you were younger? Such as helping around the house, getting in at night, etc.

What are the things your mother gets after you about doing?

- father
- What rules does mother have about things that you can't do?
8. Who saw to it when you were growing up that you did these things?

- rules father
9. What are the things your mother tries to get you to do now?

Do you go out with boys?

Are there any rules your father and mother have when you go out with boys?

Do the rules of your parents differ from your friends parents? (If about time to come in at night - How late is too late?)

10. Who sees to it that you do these things now?
11. Who kept after you the most while you were growing up about doing these things?

Who keeps after you the most now?

- father
12. Did you know why your mother would not let you do these things?

- father
13. What did your mother tell you to do if you got in a fight when you were little?

Did they tell you to fight your best, or tell you to get away?

14. What were the things you did when you were younger that made

father
your mother mad? What are the things you do now that make

father
your mother mad?

- father
15. What did your mother do when you did something she did not like, when you were younger?

father
What does your mother do now when you do something she does not like?

16. When you were little did you feel that you were bossed too much?

If so, why? By whom? Do you feel you are bossed too much now?

If so, why do you feel that you are bossed too much? By whom?

17. Who punished you the most? How were you punished by your

father father
mother? What were you punished for by your mother?

Were you spanked? If so, how?

18. What does your mother do that makes you mad?

father
What did your mother do that made you mad when you were younger?

19. What are the things you do now, that your mother like?

father
How can you tell? When you were growing up, what were the

father
things you did that your mother liked? How could you tell?

20. When do you like your mother the most? Why?

father
When you were growing up what did your mother do that you liked the most? Why?

21. Did your mother show you that she loved you? How?

father
Would you like more love than your mother showed you?

Have you ever felt neglected?

What is your father's occupation? Or what does he do?

Now I'd like to ask you some questions about when you have children of your own.

22. Do you want to get married?

23. What kind of a husband would you like to have? If like your father - what is he like?

What are the jobs a father should do?

How is this like what it is at your home?

24. What kind of children would you like to have?

What do you mean by real nice?

25. Tell me about the kind of family life you would like to have. Tell me about the house you would like.

26. Is this kind of family life you described like what your family does now?

How does it differ?

27. When you have children of your own what things will you try to get them to do?

father

Will these be like the things your mother tried to get you to do? In what ways? How will they be different?

What things will you keep them from doing?

father

Will these be like the things your mother tried to keep you from doing? In What ways? How will they be different?

Does your father have the same rules for the boys as he does for the girls?

28. What should you do when they are naughty?

father

Is this like what your mother does when you are naughty?

What will you do when they do things you like?

Will you show them you love them or would that spoil them?

Why?

29. What are the best ways to get children to be good?
30. What are some of the things a good father does? Good mother?
Good child? What are some of the jobs a good father does?
Good mother? Good child? How does it differ from your home?
31. What other things do you remember about your ^{mother} father and you?
32. If you had three wishes, what would they be?

No. _____

Kell-Hoeftlin Incomplete
Sentence Blank*

Complete these sentences to express your real feelings.
Try to do every one. Be sure to make a complete sentence.

1. Our family
2. When I was younger I enjoyed
3. My mother
4. Being a child
5. Children should not
6. If my father
7. When I was in grade school
8. I wish my parents had
9. Being a girl
10. My father
11. Punishment
12. When I was younger I disliked
13. If my mother
14. Being at home
15. Junior High is

*Adapted from original to be suitable for ninth grade girls.

Written Questions Given
In Class

1. Do you have to be in at a certain time at night? _____
2. Do you belong to a church? _____
Which one? _____
3. How often do you attend church? Less than once a month _____
Oftener than once a month _____ Never _____

Home Economics Information Sheet

In order that we can better understand each other, and discuss and do and learn what you want to, we need to know each other better. Through the use of the following information, I will become better acquainted with you. No one will see this sheet but you and me. This information is strictly confidential.

1. Name _____ Telephone _____
Address _____

2. Date and year of birth _____

3. Parents Name (or that of the person you live with)
Father _____ Occupation _____
Mother _____ Occupation _____

4. Names and ages of brothers and sisters and what they do -
work, school, college, married.

Names	Age	Occupation
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Name anyone else who lives in your home--grandparents, aunts, uncles.

6. What three things do you enjoy doing most?

1. _____
2. _____
3. _____

7. What classes do you like best in school? (Do not include home ec.)

8. Do you want to go to college or some special school after high school? _____

9. What do you want to do when you have finished all of your schooling? _____

10. If you could spend a whole day as you pleased, what would you do? _____

11. Where have you lived? Name towns, farms, etc.

12. What schools have you attended? _____
13. What do you do in the summertime? _____

14. Where have you traveled and what places have you visited?

15. Do you get an allowance? Get money as you need it, no regular amount, at a regular time?
16. Do you have a job? _____ At what? _____
How many hours a week do you usually work?
17. What are your duties at home?
18. Have you ever prepared a complete meal by yourself?
What foods can you prepare?
19. Name all the different types of clothes you have made.
20. What would you like to learn in this class this year?
21. Did you have 7th grade Home Ec? _____ Where? _____
If so, name the garments made in class.

What did you learn to prepare in foods class?

Name other units studied besides foods and clothing.
22. Did you have 8th grade Home Ec? _____ Where? _____
If so, name the garments made in class.

What did you learn to prepare in foods class?

Name other units studied besides foods and clothing.
23. Write a paragraph, telling what you have learned in Home Economics before this year. Tell any difference this has made to you or your family.

Table 13. Scores on Warner ISC, class groupings, and Otis Mental Ability scores of 45 ninth-grade girls.

		Social Class	
Pupil :		Warner scores :	Class grouping : Otis scores
Mexican	1	84	LL 103
	2	72	LL 84
	3	71	LL 88
	4	68	LL 105
	5	67	UL 91
	6	69	UL 93
	7	62	UL 102
	8	67	LL 96
	9	67	LL 91
	10	60	UL 99
	11	63	UL 90
	12	65	UL 92
	13	60	UL 96
	14	68	LL 100
	15	79	LL 74
Negro	16	65	UL 82
	17	76	LL 79
	18	78	LL 99
	19	84	LL 95
	20	63	UL 105
	21	69	UL 108
	22	72	LL 83
	23	84	LL Below scale
	24	60	UL 84
	25	59	UL 100
	26	76	LL Below scale
	27	57	UL 115
	28	61	UL 85
	29	65	UL 89
	30	58	UL 104
White	31	58	UL 107
	32	77	LL 95
	33	77	LL 102
	34	68	LL 97
	35	60	UL 97
	36	65	UL 110
	37	58	UL 102
	38	60	UL 94
	39	64	UL 92
	40	65	UL 105
	41	60	UL 90
	42	62	UL 85
	43	62	UL 112
	44	71	LL 87
	45	67	LL 98

Table 14. Family backgrounds of 15 Mexican girls.

:Number of: Home broken :		: Number of :Lives with	
: persons : by divorce :Home broken:half and/or: one			
Pupil:living in: desertion : by : step- : parent			
No. :	home :or separation: death : siblings : (own)		
1	7 yes	0	yes
2	15 no	0	
3	6 yes (father) yes (mother)	5	no
4	9 no	0	
5	8 no	0	
6	7 no	1	
7	7 no	0	
8	6 no	3	
9	5 yes	0	yes
10	5 no	0	
11	8 no	0	
12	10 no	0	
13	7 yes	6	yes
14	3 no	0	
15	2 yes	0	

M = 7.13

Total = 15

Table 15. Family backgrounds of 15 Negro girls.

Pupil: No.	: Number of: persons : living in: home ¹	: Home broken : by divorce : desertion : or separation:	: Home broken: by : death	: Number of : half and/or: step- : siblings :	: Lives with one parent (own)
16	10 ²	no		0	
17	3	yes		7	yes
18	6	yes		2	yes
19	4		yes	0	yes
20	3	yes		0	yes
21	4	yes		0	yes
22	8	Father in mental hospital		0	yes
23	5	yes		1 ³	yes
24	3	yes		1 ⁴	no
25	4	yes		0	yes
26	12	no		0	
27	3	yes		2	yes
28	4	no		0	
29	8	no		1	
30	4	no		0	

M = 4.7

Total = 14

¹Including self and parents if there.²Included sister's family, so mother can help take care of baby.³Adopted.⁴Foster brother.

Table 16. Family backgrounds of 15 white girls.

:Number of: Home broken : : Number of :Lives with				
: persons : by divorce :Home broken:half and/or: one				
Pupil:living in: desertion : by : step- : parent				
No. :	home :	or separation:	death :	siblings : (own)
31	4	no		1
32	5	yes		1 yes
33	2	yes		6 no
34	2	yes		3 yes
35	5	no		0
36	5	yes(recent)	yes	1 yes
37	2	yes		4 ² no ¹
38	3	no		3
39	4	no		0
40	3	no		3
41	4	no		0
42	3	yes		0 yes
43	3	no		0
44	2	yes		3 yes
45	13	no		0
M = 4			Total = 25	

¹Adopted.²Foster-brothers.

ADAPTATION OF CLASS ACTIVITIES IN NINTH GRADE
JUNIOR HIGH SCHOOL HOME ECONOMICS COURSES TO THE
NEEDS OF PUPILS IN LOW-INCOME FAMILIES

by

ESTHER GENEVA HERB

B. S., Kansas State University, 1926

ABSTRACT OF THESIS

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Educators studying the educational needs of children from low income families found that teaching often falls short of its goals because the backgrounds of the pupils are not sufficiently understood. Almost no research has been done in education in home economics for the lower-class child.

The objectives of the study were to compare the socioeconomic and family backgrounds of the ninth grade junior high school girls from low-income Mexican, Negro, and white families; to gather detailed information on their reactions to their families on their personal needs and on their aspirations; to describe ways in which class instruction and related activities in home economics courses can assist in meeting the personal needs of these pupils from low-income families.

The investigator was a teacher of eighth and ninth grade girls in an urban junior high school in which a majority of the pupils were from low-income Mexican, Negro, and white families. In conducting the investigation the teacher used tape-recorded interviews, an information blank, the Kell-Hoefflin Incomplete Sentence Blank, information from the school records, personal interviews, and observation tours.

All of the 45 families rated in lower class according to Warner's Index of Status Characteristics, which is an index including ratings on occupation, source of income, house type, and dwelling area. Information from 12 of the 45 girls interviewed was compiled into case studies.

Only seven of the 45 families presented no serious difficulties. Thirty-eight of the families had difficulties such as

poverty, loss of jobs, strained relations between family members, serious illness, illegitimacy, and evidences of law breaking. Twenty-two of the 45 families were broken by divorce, separation, desertion, and in three cases death. In one-half of the families the mother worked away from home. The white families lived in slightly better homes in slightly better dwelling areas. The Mexicans had fewer broken homes and larger families. The Negroes had the poorest houses and the largest number of broken homes. The white girls wished for better family relationships; the Negro girls desired material goods, such as houses, cars, and clothes; the Mexican girls' wishes were equally divided between material goods and better family relationships.

The girls had many home duties and consequently needed courses in home economics. Practices from their own socioeconomic level together with appropriate selection from higher socioeconomic levels should be included in their courses. Certain teaching methods were found to be effective with these low-income pupils.