

THE HOME ECONOMICS PROGRAM
IN FOUR JUNIOR COLLEGES OF KANSAS

by

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INTRODUCTION

The rapidly changing conditions in world affairs have caused institutions of learning to face new and varied problems. In this country certain tendencies have developed which have been reflected in the changes of educational trends during the last twenty years that explain the rise of the junior college movement.

The increase of the wealth of American citizens has made possible a lengthened period of free schooling for youth. The shortening of the working day has been responsible for increased leisure. The exclusion of youth from industry and the professions has moved the age for most beginning positions in these vocations to two years beyond that of high school graduation. Luxuries are more in demand by all groups of people and education is a means of obtaining and enjoying them. Scientific investments, many of which have been luxuries, have increased. As all of these have occurred, human society has become more complex and the entire population of the United States has been compelled to have a better understanding of the environment in which it lives. The common use of radios and newspapers has made the American population world-conscious. In order to understand and interpret this wide spread of news more

time in school and more education on a higher level have been needed by the masses of the people.

One of the problems which has confronted educational leaders has been the new type of students who have pushed themselves into college. They have demanded a different schooling from that of the old academic colleges. Youth from homes of the middle classes have sought an education for everyday, practical purposes rather than for scholarly reasons. They have not wished to become scholars on a strictly professional basis but rather semi-professionally skilled in industrial, governmental, and social fields. A large group of students have demanded preparation as semi-skilled technologists. The needs of this type of student have become so great that many educators have seen the junior college as a means of caring for these individuals. Thus, they would relieve the congestion in the four-year colleges.

Another of the problems which educational leaders have started to solve through the junior college is that of adult education. The majority of the adult students are young married persons wishing to improve their situation in life by advanced study along lines of semi-professional and semi-technical training. Some of the new courses being set up for defense work are of this type.

Recently, national leaders have turned to educators with the thought that if our nation is to compete successfully

against dictatorship in the future our schools must teach greater cooperation. The students must be given more active participation in self-government so that they may be able to exercise more critical, independent thinking in place of rote memory. National leaders have advocated that preparatory educational advantages be given to future citizens so that they will be capable of freely assuming responsibilities of the government when adulthood has been reached. As this will take more education on a higher level than that of high school, junior college has been looked upon with favor for this education.

The early history of the junior college of the United States dates back at least to 1852 when Henry P. Tappan, president of the University of Michigan, favored a transfer of the lower classes of the university to the high schools. Soon afterward both President Folwell from the University of Minnesota and Professor James of the University of Pennsylvania favored this idea (Seashore, 1940).

There were three sources from which the junior college originated. The first one was from the four-year college or university and operated as a part of the college. In 1896 President Harper tried the plan of dividing his own university (Chicago) into a "Junior College" and "Senior College" (Eells, 1931). Later others which followed the experiment were the Universities of Illinois, California, and Washington and Leland Stanford, Junior, University. From these

experiments the first definition of the junior college movement was developed to mean the first two years of college or university study. The early leaders of this movement urged that the small poverty stricken four-year colleges which were struggling to keep their standings become junior colleges and thus prepare students for entrance into professional four-year colleges. This idea has been in general practice in the United States for thirty years.

A second source from which the junior colleges were formed was from the early private schools. Many of these junior colleges have been in operation since 1900, however, three in Texas gave the date of 1898 as the time at which they reorganized and became junior colleges. However, the average length of time that private junior colleges have been in existence, in general, over the country is a little more than thirty years. This reorganization was made about three years prior to the establishment of the public junior college.

With the growth of these private schools, it was easier for the public to see the benefit of the two additional years beyond high school in the public school system.

In 1902, the third type of junior college was originated in Joliet, Illinois from post graduate high school students. This was the first genuine form of the public junior college, now in operation. By 1915, this movement had become popular throughout the United States and public junior colleges were found in many places. In Kansas, the public junior college became a legal part of the public school

system in 1917 when the state legislature passed a bill providing for a two-year extension of the high school course in first and second class cities. This placed the public junior college upon a more or less sound basis. The Act provided for the patrons of the district to vote upon the measure and if in favor, to support it by a tax levy to the extent of two mills on each dollar of assessed valuation in the local district. Since the passage of the Act, the State Board of Education has prescribed the course of study, inspected the institutions and their operations and approved them. The first junior colleges to be established in this state were at Fort Scott, Garden City, Holton, and Marysville, all in 1919. However, the latter two were closed soon after opening (Wellemeier and Walker, 1937).

The junior college movement in Kansas was not popular at first. The attendance was small and people were skeptical of its soundness. Four-year colleges hesitated to accept their credits. Prof. C. I. Vinsohaler, superintendent of the Garden City Schools, one of the pioneers in the junior college movement in Kansas, stated that the new junior college was not even favored at first by the State Board of Education. It was largely due to his efforts that the University of Kansas consented to act as an accrediting institution for the State Board of Education. The first committee for visiting and accrediting were Dean E. F. Engel of the German Department, Chairman and Dean U. G. Mitchell of the Mathe-

matics Department of the University of Kansas. Thus, the Kansas Junior College became a charge of the State University. Through her state office, Miss Louie Lesslie, secretary of the State Board of Education, assisted greatly with the early work. With the growth of the junior college movement, Dr. George Gemmell and Prof. M. A. Durland of Kansas State College were appointed by this college to serve as a committee of Junior College Relations. This committee did much toward establishing workable relationships between the junior colleges and the Kansas State College.

The courses offered in all of the early junior colleges were strictly academic as they were patterned after those of the liberal arts colleges. Any deviation or departure brought fear to the school heads concerning acceptance of the credits of junior college upon transfer so that the courses followed the exact pattern of these four-year colleges. Later other courses than the academic ones were introduced and students could prepare for entering such professional colleges as engineering, teachers, home economics, and agriculture.

Recently there has been an awakening to the fact that only a small percentage of the junior college students attended four-year colleges. For those who do not study further, terminal courses are being introduced. Thus, the junior college has come to be largely a terminal school. In many communities a study of the community occupational needs

is being initiated in order that the junior college may offer both adequate vocational education and employment after the junior college education is completed. Many defense industries are eager to contact young men who have received education in semi-technical terminal courses given in junior college. With the increase of interest in terminal courses for men undoubtedly appropriate ones for women will be added. These will include such courses as will be helpful in home-making, marriage, and child guidance as well as those which will aid in obtaining gainful employment. National defense workers have stressed nutrition as a safe guard for democracy. This might well be made a terminal course in junior college.

The demand for junior college study has grown to be of much importance. The trend now is to provide education for two groups of students, those desiring academic courses and preprofessional preparation and those desiring a terminal curriculum. These students of the latter group are asking for a practical education with a promise of employment upon the completion of two years of study. They have wished to be given education for "socialized personality" so that they can fit their lives successfully into business, home and community life as good citizens. They have wished to obtain a cultural background before they begin to earn a living. The junior college has been gradually meeting these demands.

The home economics programs in Junior Colleges of the United States are not old or developed fully at the present time. The majority of courses in the public junior college have been patterned after the beginning courses in the four-year college so that loss of credit would not occur when transfers were made. There have been some early terminal courses in the home economics field in private girls' schools. These were of the so-called "cultural" nature and did not apply so much to practical living. At the present time, more interest is being shown in the development of terminal courses. By terminal courses, it is understood to mean those which are completed and well rounded as a unit of study in two years. In home economics they have been practical in nature and taught with a "functional point of view".

In Kansas, home economics courses were not added until about 1927. Smith (1934) stated that in 1927 Parsons was the only junior college offering the course. Since then, there has been a steady growth in the number of courses added in the various junior colleges in the state. In 1934, there were six offering home economics subjects. The tendency has been to raise these to a college level, so that they will be accredited upon transfer by four-year colleges. Within the last few years an interest in terminal courses has been shown due to the fact that many students marry at the end of the first or second year of college work.

The purpose for this study was to obtain information

concerning the present program in home economics in four representative junior colleges in Kansas and to ascertain, if possible, to what extent home economics in the junior college is fulfilling the students' needs in their respective communities.

METHODS OF PROCEDURE

This study was made upon the Kansas Junior Colleges of Arkansas City, Parsons, Chanute, and Hutchinson. The data were obtained by means of school records and personal interviews for which data sheets were prepared (Appendix).

Summarized reports for Kansas Junior Colleges by Rees H. Hughes were also used.¹

Interviews were obtained as follows: with the eight administrators and the seven teachers of home economics of these Junior Colleges, thirty-two unmarried women who ended their schooling with Junior College graduation between the years of 1934 and 1940, thirty-two married women who had studied one or more courses of home economics during the same years, and with sixteen students from the four Junior Colleges who continued their education as majors in home economics in four-year colleges and hospitals.

Junior College records provided information regarding

¹ Records of student enrollment.

total school enrollment and that in home economics classes. The personal interviews with administrators and instructors gave firsthand information concerning the Junior College programs in relation to terminal and preprofessional students and the extent to which the four-year college program influenced their home economics courses. Evaluations of the home economics areas to be included in the Junior College program were given by the administrators. The instructors gave information regarding objectives of the course, units of work, methods and devices, the magazines, reference and textbooks used in teaching.

From the interviews with the unmarried girls, information was obtained upon the students themselves, their families, their homemaking practices, their occupations, and the values of their Junior College home economics with their recommendations for improvements.

Those students majoring in home economics work gave information concerning the transfer of credits to senior colleges, in addition. They also evaluated Junior College home economics subjects.

The married women contributed information concerning the values of Junior College home economics courses for marriage preparation; and their homemaking abilities, as well as their recommendations for improvements in the work.

The data were tabulated and analyzed, findings were

listed, a summary was made, and suggestions for Home Economics curriculums and instruction in the Junior Colleges were given.

REVIEW OF LITERATURE

The degree of emphasis placed upon the different purposes of the junior college has been changed several times since this unit of education was first established. New purposes have been added and many of the old ones have been revised and reinterpreted. Along with the changes, a diversity of opinions has also existed throughout the years concerning the purposes that should be emphasized. Wilbur (1930) explained these changes in the following manner:

Great intellectual tides are constantly moving beneath the surface of our civilization. Often they are not sensed by those busy with the operation of established machinery but in the long run they have their way.....The astounding growth and spread of the public and private Junior College of the United States is evidence of a long overdue renaissance in the stereotyped and debilitated collegiate educational attitudes.

While many purposes have been stated for the junior college, the tendency has been to divide them into two main groups. Those which refer to the function of offering two years of work acceptable for transfer to four-year colleges and those purposes which refer to preparation for occupations or "socialized citizenship", completed in terminal courses of the two years of junior college education. Koos (1925) was one of the first to state the purposes of

the junior college. They were as follows:

1. Offering two years of work acceptable to colleges and universities...
2. The provision of opportunities for "rounding out their general education".
3. Preparation for occupations...training for semi-professions, agriculture, industry, home economics and commerce.
4. Popularizing higher education.
5. Continuing home influences during immaturity.
6. Individual attention during instruction.
7. Offering better opportunities for attainment in leadership.
8. Offering better instruction.
9. Allowing for exploration.

In 1926 Thomas, according to Proctor (1927), named the four outstanding functions of the junior college in the following order:

1. Popularizing function.
2. Preparatory function.
3. Terminal function.
4. Guidance function.

Thus Koos and Thomas both emphasized the providing of two years of college work equivalent to that given in the first two years of standard four-year colleges as the most important purpose. Interesting, too, is the fact that this purpose has long been held by junior colleges everywhere. Koos and Thomas also considered home economics as a part of the fulfillment of the purpose of "preparation for occupations" and regarded the course as terminal in the sense of being a complete unit at the end of two years of junior college study.

Eells (1930) voiced another purpose of the junior college as one to provide relief for four-year institutions by

giving two years of college education to the masses of immature youth in smaller units such as junior colleges where closer contacts with instructors could be made as there would be no interference with research work.

In 1932, The Carnegie Foundation for the advancement of teaching issued a report upon the findings of the commission studying the junior college level of education (Seashore, 1940). The plan of this group formed the basis for discussion and evaluation of a junior college program in relation to curriculums to be offered. It provided that the following be offered:

1. Curricula for social intelligence.
2. Specialized vocational curricula.
3. Preprofessional curricula.
4. Pre-academic curricula.
5. Adult education.

Ricciardi (1939) spoke of the work of the junior college as purposes of service. He described such services as including two years of "post-high school education" which would prepare students for professional schools such as law, medicine, and engineering; and also for the "College of Letters and Science" in a four-year college or university. The offering of two years of "post-high-school" work in general education for students going out to obtain employment in semiprofessional occupations was another important service as was the provision of a suitable program of education for adults.

Another purpose for the establishment of the junior col-

lege was to correct inadequate housing for college students. Wood (1940) explained that this purpose originated 28 years ago when the University of Missouri had inadequate housing facilities and no provisions for social life for the many freshmen students who were crowding their way into this institution. At this time, he stated that President Hill called upon the many "so-called colleges for women each with dormitory facilities" for help.

If these can be developed into Junior Colleges that will do the work of freshmen and sophomore years of the university, they will help the university meet a situation that is becoming more serious with each passing year.

While the purposes pertaining to the preparation for occupations known as the terminal nonacademic functions of the junior college were frequently included in literature, they were not found to be in universal existence as real terminal nonacademic curriculums. Sometimes nonacademic terminal courses or vocational courses were included in junior college catalogues but the courses were often not emphasized by those in charge of student guidance at the time of enrollment. In 1928, Taylor, according to Bass (1939), stated that:

The responsibility of initiating and conducting nonacademic courses and curricula within the public junior colleges rests most heavily upon the administrators of these institutions.

From the years of 1926 to 1930, the purposes of the junior college swung away from the terminal courses. Bass

(1939) made the statement concerning this change after an examination of literature. Many writers felt that the trend was away from terminal courses because vocational and general educational courses were failing to measure up to what was expected of them.

Douglass (1928) expressed the idea that the terminal courses of the junior college had failed to satisfy the needs of the students in California and were unpopular with the student body. In regard to this he made the following statement:

In support of the assertion that terminal courses are not coming up to expectations in the junior college, attention is directed to the manner in which students have reacted to them. In California, where the public junior college has had its greatest development, comparatively little interest is shown in the vocational curricula and a great deal of interest is shown in those of a preparatory nature. More interest is aroused in the general curriculum than in curricula which train for the "semi-professions". In no small measure this is because, through the "diploma" (general) curriculum, the student may eventually land in the "certificate" (college preparatory) curriculum, which will give him standing in the four-year colleges and universities. The fundamental trend, however, seems to be away from vocational training toward a type which is academic in nature. This trend is not new; on the contrary, it has been manifest throughout the history of education.

However, there were those recognized leaders, pioneering in the junior college movement, who not only declared themselves in favor of the purpose of preparing students for four-year colleges but also stressed curriculums of nonacademic subject matter for terminal students. Lange (1915) made the assertion that it was beginning to be recognized by many

that the junior colleges were not fulfilling their original purposes if they made preparation for the university or college their main object. The vocational needs of the many students who did not continue their education farther were of much importance to him. After further years of study of the public junior college, Lange (1920) continued to write with the same viewpoint but with more conviction that the vocational education was needed by the majority of junior college students. He recommended that advanced training for homemaking and occupations radiating from the home be included in all junior college programs.

Gradually the leaders of education came to see that the junior college had a totally new field, distinct and separate, from the other educational units and if it were to meet the challenge of the masses of students who were not enrolling in four-year colleges, it would have to develop an individuality of its own.

Wellemeier and Walker (1937) said that they had changed their philosophy as to the curriculum needs of the Kansas City Junior College because the students were beginning to enroll without any specific aims as to future study or vocation. "The inclusion of courses other than those of purely preparatory character" was necessary. New courses to be added in the future were to be stenography, industrial arts, home economics and salesmanship.

The need for more experimental work, study and observa-

tions to be done upon terminal nonacademic curriculums has been expressed in urgent terms in current literature. Love (1938) said that the junior college needs to do more for the individual student's personal and social welfare as his future success in a four-year college or in every day life depends upon his mental maturity, judgment, and his ability to study by himself efficiently.

Burnham (1939) held that homemaking was in the field of semiprofessional courses which was "a major function of the public junior college".

Ostenberg (1940) stated that the largest percentage of the students in the Coffeyville Junior College do not attend a four-year college after they have completed the work in junior college; and yet when they enroll as freshmen they nearly all make the statement that they are going on to a four-year college.

Wood (1940) also advocated that the junior college become independent of the four-year institutions and have a program of general education which would deal first with making the student conscious of his personal and social problems. Later he would have information provided so that the student could solve his own problems effectively and easily. He stressed the inefficiency of preparing all for preprofessional study thus:

The junior college is protesting vigorously against concentrating upon material that is of value to only two percent of the girls and boys of this country. One hundred percent must live the lives and solve the problems of human beings.

Seashore (1940) explained this change in the trend of emphasis placed upon the terminal purposes of the junior college as the results of an experiment in which junior college presidents were realizing that their main object was to discover and serve the student who was not going to be a scholar but who desired to become a good citizen equipped for a gainful occupation.

Eells (1941) reported that the percentage of increase of terminal courses in the curriculum of the junior college over the country had more than doubled in the past 20 years and at the present time about one-third of all the courses offered were in terminal fields.

Hollinshead (1940) wrote concerning the method of facing the problems involved in offering terminal work in junior college communities which to a large degree is similar in general problems in all communities. He recommended the use of nine techniques as necessary for making an occupational terminal setup. They were:

1. Community surveys for determining employment possibilities.
2. Consultations with community groups for devising courses.
3. Organizing a well equipped testing clinic.
4. Guidance from prospective employers.
5. Community committees for advisory capacity.
6. Provision for work experience.

7. Organization of diversified occupational program.
8. Provisions for placement, follow-up and continuation training.
9. Program for evaluation for constant studies.

While in many states the junior colleges are offering to great numbers of students preparatory curriculums for employment, Kansas has proceeded very slowly and cautiously. The procedure often has been first to inform the public of the general need of the masses of junior college students. An example of this is shown in an editorial by Reed (1940) in a Kansas daily newspaper which stressed the fact that the preparatory college courses were useful only to the minority of junior college students. Because of this, he maintained that more terminal courses be developed. He endorsed the opinion of educators concerning the benefits of terminal courses thus:

Many educators, whose opinions have been reflected frequently in this newspaper, believe the junior college should adopt more terminal courses, ... which are complete in themselves and which prepare the student to earn a living... California's two-year colleges are turning out complete welders, machinists, auto mechanics, secretaries, housewives, bank clerks, salesmen, painters, furniture makers, carpenters, and workers who are in demand in various other trades.

In the occupational study made in Chanute, Kansas by Bass (1941), facts were obtained for terminal education to be offered in the Chanute Junior College. His general conclusions showed that the trend of emphasis was placed upon terminal education at the present as this is a mechanized so-

ciety and all of secondary education should include machine training in the program. One of the recent trends that he found was being increasingly shown was the emphasis of adult education in the junior college program of night schools. He recommended that a home economics department be developed and that as an occupational training, should be based upon analysis of the occupation.

There have been changes, too, in the purposes of home economics since it was first added to the list of subjects offered in the junior college. Koos (1925) was one of the first to recommend that homemaking be regarded as what he termed a "semiprofession" and that junior colleges offer education for this vocation. He did this after the completion of an "occupational distribution" study which included 550 women. In this he found that after nine years of time had elapsed after graduation, one-half to three-fifths of the total number of women graduates became homemakers whereas the first year after graduation three-fourths of the women were teachers.

Thus, homemaking for which the junior college should prepare, began slowly to be recognized as an important vocation and Home Economics came to have a place in the junior college curriculum. Koos (1925) recommended it as a semiprofessional course and Eells (1930) as a nonacademic course for the junior college. At times the purposes of home economics curriculums in the junior college have been lacking in col-

lege level standing. Proctor (1927) described this deficiency as he observed it in California which was the enrolling of women in home economics classes who had done unsatisfactory work in other curriculums, thus lowering the quality of work.

As nonacademic courses in junior colleges became the subject of many studies, home economics was included and the existing conditions were reported. The small offerings in home economics that prevailed generally in junior colleges over the country showed that there was much need for study and observation in this area.

In 1931, Hollingsworth studied the catalogues of 279 junior colleges (Eells, 1931). He reported that there were 131 junior colleges with an average of 20.8 semester hours of courses, in each college offering home economics work. The total semester hours offered in home economics subjects were only 3.9 percent of the total semester hours offered in 279 junior colleges. The courses in Home Economics were listed as: Foods, Clothing, Art, Home Management, Nursing, and Child Care.

Before long the junior college graduates who went on to a four-year college for major work in home economics began to demand accredited Home Economics courses in the junior college which would be transferable. A statement made by Klein (1930) warned the four-year colleges of these demands

for recognition in this manner:

In other words, the land-grant college home economics units will be asked with evergrowing insistence that they adjust their specializations to permit graduates of junior colleges to enter them without handicap and to complete their work in two years.

As a result, home economics curriculums in the public junior college began to take on the same objectives as those set up by the four-year colleges for their first two years of work in Home Economics. The chief concern of the administrators of these junior colleges was to meet the requirements of the four-year colleges so that Home Economics courses were accepted for credit upon transferring from the junior college to the four-year college.

Moore (1931) made a study of home economics in 96 southern junior colleges from college catalogues and letters of inquiry to home economics instructors. She found no uniformity in the graduation requirements of home economics in either credits or courses. She recommended that uniform home economics courses with definite objectives be taught in all junior colleges so that a basis for transfer of credits from junior college to senior college be definitely developed. She suggested that the following courses be offered: Home Nursing, Housework, Textiles, Clothing, Nutrition, and Foods and Cookery. A requirement of chemistry and biology was also recommended as a foundation and background for home economics courses so that they would be similar in content to those

in four-year colleges or universities.

To make courses of home economics acceptable for credit when transferred to a four-year college, it was necessary to provide at high cost laboratory equipment and building space. Because of this expense, many junior colleges added discussion types of courses in preference to home economics. Thus, the growth of home economics in junior colleges was retarded. Learnard (1934) spoke of this situation in a study made of former students of the Sacramento Junior College who went directly into the vocational field.

Blanks (1933) made a study as a basis for the improvement of home economics program of the Northeast Oklahoma Junior College at Miami, Oklahoma. A study of thirty junior college catalogues and interviews with 57 former women students was made. The results found were that the majority of these former students were engaged in homemaking and teaching in elementary grades. The home economics courses found to have been taken the most frequently were foods and clothing. Objectives based upon the needs of the students in present and future homemaking situations were stressed. Objectives including the needs of the student going on to college as well as the terminal student teaching home economics in the elementary grades or wishing semiprofessional training for occupations concerned with foods, clothing, housing and care of the sick were recommended. Objectives providing for cultural and mental development were also included. The addi-

tion of a new course in child care and development was suggested. Also, increased emphasis upon managerial phases and family relationships in all courses was recommended as improvements.

Smith (1934) investigated the status of the home economics offerings in six public junior colleges of Kansas. As a result of her study, she recommended that more advanced courses be offered for those preparing for college; that a variety of terminal courses be offered to both adults and those students not continuing their education. She also recommended that instructors should obtain their Master of Science degree and be given lighter loads. Library facilities, too, should be improved. Smith placed the most emphasis upon college preparatory functions of the junior college curriculum in home economics. Terminal courses were recommended as a secondary function.

Kennington (1936) studied the Clothing, Textiles and Related Art phase in junior colleges of Texas. This study indicated that the state junior college had a marked influence upon the curriculums and the uniformity of credits granted. The low enrollment figures showed that the purpose of terminal education in home economics had not been stressed.

Hawkins (1937) made a study for the development of a tentative course of study for home economics in the new Junior College of Meridian, Mississippi. She recommended:

The course of study be based upon problems of homemaking relating to areas of human experiences the same as those agreed upon by the Southern Regional Curriculum Committee.

This study held to the purpose of developing home economics courses which would emphasize the needs of terminal students. It also based the courses upon the community needs. The courses which she recommended were the following: Income Management, Individual and Household Buying, Selecting and Maintaining a Home, Human Development and Personal Adjustment, Clothing for the Family, Food for Family Efficiency, and Selected Home Problems.

Finley (1937) made a study of home economics in junior colleges of Tennessee. She compared the programs of the private junior colleges to determine their adequacy in regard to students who transferred to the State University. She found that the private junior colleges of Tennessee were similar to the University of Tennessee Junior College in college entrance requirements, graduation requirements and teacher qualifications. She also found that the State University provided a better location for the department of Home Economics and a "more comprehensive home economics program". There was considerable loss of credit when transfers were made to the Senior University of Tennessee from the private junior college.

In this study, as in all of the others, excepting that of Hawkins (1937), the purpose of preparing students for transfer

to senior colleges was primary. Though the needs of the terminal students were given recognition, they were considered of secondary importance.

Seashore (1940) stressed home economics as a "technological course". He referred to it as one of the "main channels" open to junior college women students and stated that it should have a "bearing on practical life". He placed five subjects in the "general field of technology" which were business, social service, agriculture, home economics and machine work.

A recent experiment, 1935-1940, in the development of junior college curriculums in the General College at the University of Minnesota has been of great importance to junior college education. It showed a change in the trend of emphasis placed upon the terminal function of the junior college. All the subject matter areas attempted to furnish something of value in various amounts to life in the home. Spafford (1940) described this experiment as one for developing orientation areas dealing with individual, home life, vocational and social civic relationships. All of these gave to some degree something toward home living education. The core courses contained subject matter pertaining to the home in present society, the sustaining factors of family life and human relationships in family life. The main purposes of the individual area dealt with helping the student understand himself, his environment and acquiring

satisfactory relationships with himself and others and making a philosophy of life. The vocational and social civic areas were related to the family and everyday life.

During the five years in which this experiment progressed, there were many changes made in regard to curriculums.

Spafford (1940) named the following fields around which the study of life problems may be organized. They were biological science, general arts, human development, literature, speech and writing, and physical science.

There has been a great need for more experimental work of this kind. Future study of the personal living and home living problems of youth has been widely demanded. A plea for education concerning satisfactory human relationships at this time has been heard all over the United States. Never before has such a lack been recognized. This need is not only for the individual student's welfare who is enrolled in a junior college but for the welfare of society in general. The need for study concerning satisfactory human relationships between employer and employee is of great importance at the moment. The securing of gainful employment after schooling is an apparent need seen by the general public. Spafford (1941) has repeatedly stressed a change in the trend of education which would strive to meet these needs. She stated:

There is need to give a different type of instruction than we are now giving in order to help young people get their total picture of life values into proper perspective.

She made the following explanation concerning this type of teaching:

These young adults need to be able to give and receive from the family without being dominated by the relationship. They also face many problems in regard to friendships with young people of their own age of both sexes, problems in regard to courtship and marriage. They would like and need the opportunity to discuss the questions which are troubling them. They need the help of understanding and sympathetic older adults in thinking through their standards of conduct, their ideas and ideals in regard to immediate personal and family relationships.

To meet this problem, Spafford (1941) suggested that junior college administrators and teachers first become interested in terminal programs; second, that they study the needs of the students for education in personal and home living; and third, that they should then provide the necessary educational opportunities which the student needs.

She made a challenge to the junior college administrators and teachers concerning terminal courses which would increase the employability of students. In doing so, she considered the vocational opportunities within home economics as those pertaining to "feeding people, distributive service occupations and home employment". This last occupation she defended thus:

If we believe in the importance of home and family life, we would do well to consider preparing intelligent, well-trained young people for well-paid and self-respecting positions within the home...

Her fourth suggestion was that study be made for vocational opportunities and needs in the junior college communities for the student's placement and employment and that adequate provisions be made for the student to acquire these positions of gainful employment.

FINDINGS

The cities in which the four junior colleges of this study were located were Arkansas City, Chanute, Hutchinson, and Parsons. In the 1940 census, Hutchinson, the largest of these cities, had a population of 29,613; Parsons 14,255; Arkansas City, 12,707, and Chanute 10,128 (Scripps-Howard Newspaper, 1941). All were located in progressive agricultural trade centers with wheat, corn, hogs, cattle, dairy products, and poultry the principal products of the farms in the surrounding territory. Three of the cities, Arkansas City, Chanute, and Parsons, were railroad centers and all four were junctions with more than one railroad line. Many railroad occupations in connection with office work, repair shops, and line upkeep were provided.

In Arkansas City, Chanute, and Hutchinson, oil production and related industries supplied livelihood to many families. Industries such as milling, oil refining, production of butter, powdered milk, lumber, salt, cement, and strawboard provided employment for many in all four of the cities. Meat packing was also an important industry giving employment to a number of families.

The Arkansas City Municipal Junior College was established in 1922, the Parsons Junior College in 1923, Hutchinson in 1928, and Chanute in 1936. All of these junior

colleges are municipal institutions, a part of the public school system.

These junior colleges have all grown since their establishment. The enrollment from 1935 to 1940 showed an increase in all four colleges as can be seen in Table 1. The Arkansas City Municipal Junior College showed the small percentage of gain of 0.9 of a percent when comparing the enrollment of the school year of 1935-1936 to the year of 1939-1940. Hutchinson Junior College showed an increase of 31 percent in comparing the enrollment of these same years (1935-1936 to 1939-1940); and Parsons Junior College showed a gain of 17 percent; Chanute Junior College showed an increase of 36 percent when comparing the enrollment figures of its first year of establishment, 1936-1937, to the year of 1939-1940. The enrollment in the home economics classes was small, compared with the number of women students enrolled in the college. The percentage figures in Table 1 showed a fluctuation in increase during the five year period of 1935 to 1940 rather than a steady growth. The highest percentage of the women enrolled in Home Economics was in Hutchinson Junior College, 66 percent during the year of 1937-1938. The lowest percentage shown was 8 at Chanute Junior College, during the years of 1936-1937. The enrollment figures of the home economics classes upon which these figures were based were obtained from the class rolls of the instructors and in many cases the same student was enrolled

Table 1. Enrollment in four Kansas junior colleges.

Name of college	Total enrollment (years)					Percentage increase:
	1939-'40	1938-'39	1937-'38	1936-'37	1935-'36	1935-1936 over 1939-1940
Arkansas City Municipal	327	305	282	275	296	0.9
Chanute Junior	312	269	256	190	-	39.0
Hutchinson Junior	520	401	318	349	357	31.0
Parsons Junior	411	397	315	333	338	17.0

Table 2. Enrollment of women.

Name of college	1940	1939	1938	1937	1936	Average
Arkansas City Municipal	135	115	108	121	141	123
Chanute Junior	128	101	100	80	-	102
Hutchinson Junior	221	190	156	175	169	182
Parsons Junior	193	186	174	178	181	182

in more than one home economics class in the same year. Thus Table 1 showed that the Arkansas City Municipal Junior College in the year 1939-1940 had a percentage of forty when comparing the total enrollment of women students to the total enrollment of students in home economics classes that year. Chanute had a percentage of 33, Hutchinson 59, and Parsons 53. According to Table 3, it was shown that during the year of 1936-1937, there was a decrease in the enrollment in the home economics classes of three of the junior colleges. Parsons was the only one showing an increase. This noticeable decrease was shown in the total enrollment of the three junior colleges as well as in the enrollment of women students. The next year, 1937-1938, showed a low enrollment of the college women but an increase in the enrollment in home economics classes in the same three junior colleges while Parsons showed a decrease. While the percentage figures of enrollment in the home economics classes of the years 1938 to 1940 never rose above those of 1937-1938, they maintained a substantial increase above the low percentage figures of 1936-1937. Only Parsons Junior College showed an increase in 1939-1940 over 1938-1939 enrollment.

Most of the colleges had fairly complete records of the students during the college attendance. None of the colleges had any provision for following up the students after leaving college. There were no records giving the number or the names of those who continued in four-year college study.

Files of transcript records were kept by two schools but many students did not attend the four-year colleges after the entrance requirements had been checked. There were no correct records of employment and no names and addresses of married students.

Evidently the preprofessional students (those who continue study in a four-year college) had been given first consideration in the junior college program as shown in Table 4. All administrators replied that their programs were planned to fit the needs of the preprofessional student.

The influence of the four-year college upon the program of the junior college was definitely shown. All eight administrators stated that they had some programs planned in relation to the senior colleges as shown in Table 4. Four administrators replied that they planned all of their programs in relation to the four-year college while four stated they planned an independent two-year setup without consideration for the four-year college.

The influence of the terminal students, those who end their formal education with junior college study, upon the programs was not so pronounced. Six replied that the terminal students were planned for adequately and two stated that their programs were not fitted to the exact needs of the terminal student; but should be. In caring for the terminal student, six administrators stated that the same program was used as for the preprofessional student. Two

Table 3. Enrollment of women in home economics classes.

Name of college	1940	1939	1938	1937	1936	Average:
	percent					
Arkansas City Municipal	40	50	55	27	46	43
Chanute Junior	33	37	43	8	-	30
Hutchinson Junior	58	62	66	43	60	58
Parsons Junior	53	45	45	50	40	46

Table 4. Administrators' statements concerning programs.

Programs planned primarily for	:Number administrators replying:	
	yes	no
Preprofessional students	8	-
In relation to four-year college programs	4	-
Terminal students	6	2
To use same program for both types	6	2
Differences made for each in same course	6	2
As an independent two-year setup without considera- tion for four-year colleges	4	4
Different program used for two types	2	6
Adults	-	8

administrators stated that they had a different setup for each type. If the students desired, they could take some of the same courses with the preprofessional students and some courses which were different. Six made differences for each in the same courses and two did not. The junior college which had a different setup for each type of student was trying it out for the first time in courses called clothing selection and personal health and applied nutrition during the past year (1939-1940).

Seven administrators recommended that the terminal and preprofessional students be cared for differently by using a separate class hour but that it was impossible due to lack of instructors and room. Two administrators stated this would be done if a certain number of persons made applications for such classes. One designated that the number should be from 10 to 15 persons while the other required from 12 to 20.

Courses of foods and nutrition, clothing and textiles, and costume and design were recommended favorably by all eight administrators as courses to be included in junior colleges as shown in Table 5. As indicated from interviews, seven would include family relationship and home decoration as courses while one was doubtful as to the advisability of using these two. One administrator thought that the family relationship course should be taught for both young men and women. Two considered it of much importance, one stat-

ing that it had proved very satisfactory in his community.

Six considered family finance and economics, consumer buying and home management as favorable. One stated that family finance should be used as a unit in foods and clothing courses and one was in doubt of this area being used at all. One thought it could be used as a lecture type class. Two stated that consumer buying could be offered successfully as units rather than a course. Two recommended it was best to offer home management as units in the foods course rather than as an area taught an entire semester. Five would include housing, two would not and one would use it as a unit. Three would offer child guidance as a course; while three stated they were doubtful of its being successfully offered. Two recommended it to be offered as a unit of study.

All eight administrators replied that in so far as they knew, all home economics courses offered at the present time were accepted for college credit in the four-year college. Hutchinson was offering one course for the first time which was planned primarily for those not majoring in home economics. It was made to appeal to women "who did not care to pursue a full college course". One administrator stated that he would offer such a non-college credit course in his school provided ten students asked for it.

The maximum number of semester hours of home economics that can be offered successfully in junior colleges of these sizes was a variable figure. Ten hours were the lowest number

Table 5. Home economics areas recommended by administrators.

Courses	:Favorable :as courses:	:Doubtful :as courses:	:Favorable: :as units :
Foods and Nutrition	8	-	-
Clothing and Textiles	8	-	-
Costume and Design	8	-	-
Family Relationships	7	1	-
Home Decoration	7	1	-
Consumer Buying	6	-	2
Home Management	6	-	2
Family Finance and Economics	6	1	1
Housing	5	2	1
Child Guidance	3	3	2

given and 20 the highest. Two administrators were doubtful of the practicability of offering more than 30 to 40 semester hours. Thirteen, 15, 16, and 20 hours were all given as being the number offered at the present time.

In general, home economics was considered to be a fundamental part of the junior college program for all types of students enrolled. It was considered to be a fundamental part of the junior college program for terminal students by all eight administrators; however, one commented that it should be but it was not at the present time as shown in Table 6. Six emphasized the fact that home economics was a funda-

mental part of the program for students studying at four-year colleges after graduation from junior colleges while one thought it was not and one stated that for certain types it was desirable but not for all. Seven stated that they considered home economics to be a fundamental part of the program for students studying home economics after graduation at four-year colleges. One thought that those going on as home economics majors should take at least 10 hours in junior college as it kept them in touch with the home economics work to follow later.

Three administrators regarded the terminal students' reaction toward home economics as being very favorable, two as accepting it indifferently and two as of little value as is shown in Table 7. One gave no answer to this question. Six thought that the students who study home economics at four-year colleges regarded the junior college home economics as being adequate while one answered he had not heard students express themselves and one gave no answer.

There were very few adults enrolled in junior colleges as shown in Table 7. Two administrators stated that those few who did enroll regarded the work highly. One said that the few who enrolled in his system were persons of superior intelligence and character.

Table 6. Administrators considering home economics to be a fundamental part of the junior college program.

For	:Favorable:	Unfavorable:	No reply:
Terminal students	8	-	-
Students studying at four-year colleges after graduation	6	2	-
Students majoring in home economics after junior college graduation	7	-	1

Table 7. Students' regard of home economics in junior college according to administrators.

	:Regarded:	Accepted with:	Considered:	
Terminal students:	highly	indifference	of little	No answer:
	value			
	3	2	2	1

	:Adequate:	Inadequate:	highly	Regarded:	No answer :
Students who study home economics at four-year colleges	6	-	-	2	
Adults enrolled in junior college home economics course	-	-	2	6	

All administrators recommended that more work for terminal students should be stressed as shown in Table 8.

Table 8. Recommendations of administrators for improvement.

	:Number
Plan more home economics courses for terminal students and do not place so much stress upon those going on to a four-year college. Make courses more practical for everyday living	8
Organize classes for adults when 10, 12, 15, and 20 persons express a wish for such	3
Better home economics guidance at the time of enrollment	2
Move vocational education up to higher classes so that it will be given nearer the time it is to be used	2
Set up new classes for terminal students when 10 to 12 express a wish for classwork	2
Add a general course in home economics for business girls	2
Use 6, 4, 4 plan of organization	1
Encourage certain types of students who go on to a four-year college to take some home economics work	1
Give training to boys, especially in Family Relationships	1
Have two different foods courses so as to meet the needs of professional and terminal students	1
Place more home economics courses as terminal work in freshman year	1

These courses should be made more practical. Two recommended the addition of a general home economics course in homemaking for business girls which would contain units of the various areas in home economics. One thought that more work for terminal students should be placed in the freshman year. There were two administrators who suggested better guidance at the time of enrollment. That two foods classes be established for each type of student, terminal and preprofessional, was recommended also. The need for giving young men students some of the home economics study, especially family relationships, was stressed by one individual.

Adult education was recommended as a phase to consider in the future by three administrators. Special classes for adults ranging in size from 10, 15, and 20 in each were recommended. The establishment of the 6, 4, 4 plan in his school system was recommended by only one administrator. One administrator was using this at the time of the interview.

Six of the seven home economics teachers interviewed held the Bachelor of Science degree and one, the Bachelor of Art. Six had either the Master of Science or the Master of Art degree. One had completed all but eight semester hours of her work for the Master of Science degree.

All the instructors had teaching experience previous to their employment in junior college. Each had a full teaching schedule and participated in numerous school activities.

The subjects taught in addition to the junior college home economics courses were in the home economics field as is shown in Table 9. One teacher taught classes in junior high school and the others in senior high school. The junior high school classes alternated every other day and the others met everyday. The subjects taught in junior high school were foods, and in the senior high school foods, clothing, home living, homemaking, cafeteria and related art. Two teachers sponsored clubs for women and one acted as a director of a cafeteria in addition to her teaching.

Table 9. Subjects taught in addition to home economics in junior college.

	: Number of teachers		
	: Junior high	: Senior high	: Sponsor : of clubs
High school clothing classes		6	
High school foods classes		3	
Junior high school foods	1		
Cafeteria I, High school		1	
Cafeteria II, High school		1	
Home living and Homemaking		4	
Sponsors of Girls' Clubs			5
Related art classes, High school		1	

A marked uniformity was found in the programs offered by all the junior colleges in that the most important courses

were foods, clothing and design as seen in Table 10. Some junior colleges had omitted design as a course and were putting units of it into clothing courses. The courses of which only one was offered in junior colleges were home furnishings, elementary and advanced design, home living and home and family. These courses, as shown in Table 10, were offered both semesters and could be carried during either the first or second year as desired with the exception of home furnishings which was offered only during the second semester. The prerequisites for the home economics courses were few. There were none for foods, home living, home and family, clothing selection, personal health and applied nutrition. Design was a prerequisite for clothing in three colleges. One was not offering this course at the time of the interview.

Fees were charged in all four of the junior colleges. Table 10 showed the highest fees charged were in foods classes and were used to purchase food supplies. The highest fee charged was \$3.00 per student per semester and the lowest was \$1.00. In clothing the fees ranged much lower being from \$1.25 to \$0.25.

Objectives referring to the development of abilities to carrying on certain activities were given the most frequently by the instructors. Those pertaining to developing desirable appreciations and evaluations were given the next frequently. The scarcity of objectives relating to wage earning occupations in home economics was noticeable.

Table 10. Junior college courses offered.

Course name	Semester hours :of credit	Semester :placement	Elective	Prerequisites	Fees : charged	Junior College
Foods I	3	1st	yes	none	\$3.00	Arkansas City
Foods II	2	2nd	yes	Foods I	-	Arkansas City
Personal Health & Applied Nutrition I	2	1st	yes	none	1.00	Hutchinson
Personal Health & Applied Nutrition II	3	2nd	yes	Personal Health & Appl. Nutr. I	1.00	Hutchinson
Foods 3a	3	1st	yes		2.00	Hutchinson
Foods 3b	2	2nd	yes	Foods 3a	2.00	Hutchinson
College Foods I	2	1st	yes			Parsons
College Foods II	3	2nd	yes	Foods I		Parsons
Foods I	3	1st	yes		2.15	Chanute
Foods II	2	2nd	yes	Foods I		Chanute
Clothing I	2	2nd	yes	El. Design		Arkansas City
Clothing Design	3	2nd	yes	Design 3		Hutchinson
Clothing Selection	2	2nd	yes	none	.50	Hutchinson
Clothing I	3	1st	yes	Design I	.25	Parsons
Clothing II (if Home Ec. major)	2	2nd	yes	Clothing I & Design I	.25	Parsons
Clothing	4	1st or 2nd	yes	Design	1.25	Chanute
Home Furnishings	3	2nd	yes	El. Design		Arkansas City
Elementary Design	2	1st	yes	none		Arkansas City
Advanced Design	2	2nd	yes	none	none	Hutchinson
Home Living	3	1st	yes	none	none	Hutchinson
Home and Family	3	2nd	yes	none	none	Chanute

The objectives for clothing courses indicated that selection of clothing was much emphasized. The objective, to recognize correctly fitted garments, was frequently given. Activities such as altering patterns, dress construction and pattern designing were the bases of objectives given by all instructors. The economic phases of budgeting and judging clothing values in relation to prices were emphasized also.

The objectives for clothing that were given by the instructors were:

1. To recognize correctly fitted garments.
2. To learn how to take accurate individual measurements and adjust commercial patterns to them, observing deviations from the normal individual.
3. To develop a certain degree of skill in clothing construction.
4. To recognize and make correct finishes.
5. To understand how to gain satisfaction for the price paid by recognizing clothing values in ready-made garments.
6. To plan and proportion clothing budgets.
7. To plan and select wardrobes for college girls.
8. To obtain an understanding of clothing for the family.
9. To apply art principles to clothing selection.
10. To learn some of the problems involved in dress designing and to develop creative interests.
11. To help girls learn to design attractive and fashionable garments in the form of outer garments.
12. To apply art principles to clothing selection.

13. To understand how personality affects choice of dress designs as it is influenced by physical and psychological characteristics.
14. To prepare the girl for senior college home economics study.
15. To help girls develop a leisure time occupation.
16. To learn correct methods of cleaning and laundering of clothing.
17. To learn the importance of good posture in relation to clothing.
18. To give the student some idea of the large fields of opportunities open to the home economist.

Objectives pertaining to developing a desire for adequate diets and creating a working knowledge of nutrition were given the most frequently for the courses in foods. Next frequently were those objectives concerned with the planning, preparing and serving of meals on different income levels. While these objectives were given by all instructors they did not always result in specific learning units that included these activities. This was due to the lack of meal serving equipment and room in two of the junior colleges. Objectives dealing with food preparation seemed to be the most followed. The objectives concerning time budgets were linked with the meal service directly. Objectives relating to the enjoyment and satisfactions gained from a well performed task were emphasized next to those of meal planning, preparing and

serving. The objectives in consumer buying were fourth in frequency. Objectives in food preservation were given only by two instructors. Only one instructor gave an objective concerning the development of correct social forms and usages for real life situations. However, all instructors gave the objective for correct social usages in relation to the serving of meals.

Objectives concerned with the development of good food habits and daily health habits as well as those concerned with the development of emotions and mental maturity were given least frequently. Those dealing with preparation for earning a living at the completion of two years of junior college study were given by one instructor. This was the only instance of objectives definitely stated for the terminal student. One instructor gave the objective pertaining to informing the students concerning the large field of opportunities open to the home economist. This was the only one definitely stated for the preprofessional student planning to continue to study at a four-year college.

The objectives for foods courses in the junior colleges were:

1. To instill the desire to feed ones family an adequate diet.
2. To plan, prepare, and serve meals on different income levels.
3. To give practical knowledge of nutrition which can be applied in the home.

4. To give nutritional information to terminal students in easily understood language.
5. To give a good working knowledge of food and its relation to the body in easily understood terms for the use of terminal students.
6. To develop the idea of a "joy of a job well done".
7. To plan correct use of time in relation to foods work.
8. To judge good qualities of foods.
9. To select and buy food intelligently.
10. To use money for foods so as to obtain full value and satisfaction.
11. To review principles of food preservation.
12. To develop an understanding of correct social forms and usages in the partaking of food.
13. To understand the correct information concerning good health.
14. To develop good food and health habits.
15. To develop emotionally and mentally, mature along good health lines.
16. To prepare the girl for earning her own living, temporarily, by catering in college.

The objectives for courses in home living and home and family courses varied widely. Only one school offered courses with objectives dealing primarily with family relationships. The home living course, in the one instance, pertained more to home management problems than those of family relationships. The objectives for the course in home furnishings were related to interior decoration with little definite tie-up to home living. The following objectives were given by in-

structors for courses in home living and home and family and home furnishings:

1. To prepare the girl for her future home.
2. To prepare the girl in case she may go on with home economics in college.
3. To help the girls prepare for a broader life.
4. To stimulate an interest in homemaking which will be used wherever they live.
5. To learn principles of art in relation to every day life in interior decoration.
6. To give practical knowledge of home furnishings selection which can be applied in the home.

The various units and topics included in the different home economics courses showed that areas and phases indicated by the objectives might not always be included in the courses. It is possible that some of these areas and phases were taught as lessons and applications in lessons in units or topics in which the title did not indicate their inclusion. Obviously, if offered in this manner, their emphasis would naturally be slight. For example, in Clothing, Table 11, it was noted that there were no units or topics given in the following phases: (1) Care of clothing, (2) Hygiene of clothing, (3) Care of sewing machines and use of attachments, and (4) Textiles. It was also noted that in foods there were no units as: (1) Care of food, (2) Food legislation, (3) Child nutrition, (4) Invalid cookery, (5) Relation of food to metabolism, (6) Etiquette, and (7) Hostess duties.

The courses in home furnishings did not include any units which would tie this course with family life such as: (1) Planning a house for better family relationship, (2) Planning a house so as to prevent illness, (3) Managing to save time, money, and energy, (4) Personal care of furniture and furnishings, and (5) Advantages and disadvantages of home ownership.

All of the junior colleges offered similar courses in clothing for two semesters known as Clothing I and II. One college offered a second course. This was for terminal students not planning to major in home economics in four-year colleges. The topics and units in these clothing courses showing the highest frequency were: (1) Buying, (2) Factors in dress design, (3) Pattern alterations. Next in frequency were: (1) Inventory and budgeting, (2) Principles of fitting, and (3) Psychology of clothes. Those units and topics lowest in frequency were: (1) Making a master pattern, (2) Principles of art and design, (3) Children's clothing, (4) Fields open to home economists, (5) Adult clothing, (6) Good posture, (7) Remodeling, (8) Style and fashion, (9) Job analysis, and (10) Judging quality of ready-made garments.

The content of the clothing course in one junior college was similar to that of the course taught at Kansas State College known as "Clothing for the Individual". The topics and units in design dealt with principles of art and design

Table 11. Topics and units taught in clothing.

Topics and units	Arkansas:				Ranking:
	City	Chanute	Hutchinson	Parsons	
Buying	yes	yes	yes	yes	first
Factors in dress design	yes	yes	yes	yes	first
Taking individual measurements for pattern alteration	yes	yes	yes	yes	first
Inventory and budgeting	yes	yes	no	yes	second
Principles of fitting	yes	no	yes	yes	second
Personality and individuality	yes	yes	yes	no	second
Creating individual dress designs	yes	yes	no	no	third
Color in dress design	yes	no	yes	no	third
Psychology of clothes	yes	no	yes	no	third
Children's clothing	yes	no	no	no	fourth
Fields open to home economists	no	no	no	yes	fourth
Adult clothing	yes	no	no	no	fourth
Good posture	no	no	yes	no	fourth
Remodeling	no	no	yes	no	fourth
Style & fashion	yes	no	no	no	fourth
Job analysis of textile & clothing	yes	no	no	no	fourth
Judging quality of ready-made garments	no	no	yes	no	fourth
Comparison of patterns	no	no	yes	no	fourth
Making master patterns	no	yes	no	no	fourth
Principles of art and design	yes	no	no	no	fourth
Use of combination of patterns	no	no	yes	no	fourth

as related to clothing and were not given by the instructors separately. All of the colleges offered a beginning course in foods called "Foods I", which was one semester in length. Three of the colleges provided a second semester called "Foods II". One school offered only one course but gave the same number of credit hours as others having the course run for two semesters. The units and topics which were emphasized were: (1) Cost of meals, (2) Food preparation, (3) Meal planning, and (4) Table service, as indicated in Table 12. The units and topics dealing with nutrition were: (1) Nutritional requirements, (2) Deficiency diets and diseases, (3) Food values and health habits, and were given frequently. Those given less frequently were: (1) Efficient kitchens, (2) Time budgets, (3) Food courses, and (4) Chemistry of digestion.

The units and topics included in the course, Home Living, were more of the nature of home management. Only one junior college offered this course. The units and topics taught were: (1) The family, (2) The house, (3) Care of the house, (4) Selection of house furnishings and equipment, (5) Family finance, (6) Family budgets, and (7) Family buying.

The units and topics in the course called "Home and Family" were somewhat similar in order and nature of those offered in the "Family" course at the four-year college, Kansas State College, in the senior year course. The following units were

given in this course by one junior college: (1) History of the family and home, (2) Friendships, (3) Courtships, (4) Engagements, (5) Marriage, (6) Honeymoon, (7) Sex and social adjustments, (8) Child birth, (10) Children in the home, (11) Financial adjustments, and (12) Divorce.

The units and topics in the course of home furnishings which was offered by only one junior college were related to interior decoration and art exclusively with no definite bearing upon home living problems. The following units and topics were included: (1) Practical problems or design in furnishing a home, (2) Application of color principles, (3) Principles of line, (4) Selection of floor plans, (5) Selection of furniture, (6) Selection of furnishings, (7) Room arrangement, (8) Application of principles of proportion, (9) Application of principles of subordination, (10) The use of rhythm, and (11) Making of original designs and plans.

The units and topics in the course called "Personal Health and Applied Nutrition I and II" were planned primarily to fit the needs of the student not continuing home economics in a four-year college. This course was offered in one junior college. The following units and topics were included: (1) The distribution of food stuffs and their use, (2) How the body uses the food groups, and (3) Under body processes were digestion, metabolism, and excretion, (4) Meal planning for the normal diet, (5) Dietary study for

Table 12. Topics and units taught in foods.

Units and topics	Junior Colleges				Ranking:
	Arkansas City:	Chanute:	Hutchinson:	Parsons:	
Cost of meals	yes	yes	yes	yes	first
Meal planning	yes	yes	yes	yes	first
Food preparation	yes	yes	yes	yes	first
Breakfast	yes	yes	yes	yes	first
Lunch	yes	yes	yes	yes	first
Dinner	yes	yes	yes	yes	first
Meal preparing breakfast	yes	yes	yes	yes	first
lunch	yes	yes	yes	yes	first
dinner	yes	yes	yes	yes	first
Meal serving breakfast	yes	yes	yes	yes	first
lunch	yes	yes	yes	yes	first
dinner	yes	yes	yes	yes	first
Deficiency diets	yes	no	yes	yes	second
Deficiency diseases	yes	no	yes	yes	second
Development of good food & health habits	yes	no	yes	yes	second
Nutritional require- ments in foods	yes	no	yes	yes	second
Food values	yes	yes	no	yes	second
Analysis of recipes proper proportions	yes	no	no	yes	third
Cookery of cakes, cookies & pastries	yes	no	no	yes	third
Cookery of vegetables and meats	yes	no	no	yes	third
Cookery of yeast breads	yes	no	no	yes	third
Food preservation	no	no	yes	yes	third
Marketing	no	no	yes	yes	third
Chemistry of digestion	no	yes	no	no	fourth
Development of good standards of food products	no	no	no	yes	fourth
Efficient kitchens	no	no	yes	no	fourth
Food sources	no	yes	no	no	fourth
Time budgets	no	no	yes	no	fourth
Time of digestion	no	yes	no	no	fourth

the day's food requirements, and (6) Diets for special conditions.

All of the junior colleges used the same texts in the foods and clothing courses. No texts were used in home furnishings and home living courses. In the design course, one school used a text and two did not. In the home and family course a text was used.

All of the junior colleges used reference books in the home economics classes. Clothing classes used the largest number, 28, as shown in Table 13. The new class, clothing selection, planned for terminal students used the least number, five. In all the junior colleges the number of reference books used and the date of publications for those in nutrition, in particular, were below the standard of a senior home economics college for similar courses. Several instructors recognized that defect and recommended that the number of reference publications be increased not only in variety but in the number of copies of a given publication to be used in the classrooms. In most cases, nearly all of the junior colleges had reference books of late publication and of authentic subject matter kept in the classroom. Many of these books, however, were personal copies of the instructors. Three junior college instructors gave no answer in regard to the amount of money allotted to their departments for books each year. It was stated that the Clothing Department of one junior college was given only \$15.00 per year. However, this

Table 13. Data regarding text books

Course name	:Schools :offering: :classes	:Classes :using :texts	:Not :using: :texts (number)	:Different :references: :used	:Different: :magazines: :used	:All of text books used:
Clothing	4	4	-	28	12	Clothing; Latzke and Quinlan
Clothing selection	1	-	1	5	12	-
Foods	4	5	-	22	12	Foods; Justin, Rust and Vail. Nutr. & Phys. Fitness, Bogart
Home furnish-ings	1	-	1	15	6	-
Design	3	1	2	6	7	Goldstein; Art in Everyday Life.
Home living	1	-	1	6	4	-
Home and family	1	1	-	14	5	Marriage Book; Groves

school had the best shelf of reference books in the classroom of all four schools visited. Another junior college kept in the classroom a good collection of reference books which were used in the "Home and Family" course. There was a tendency to have a few reliable reference books rather than a long list of doubtful ones in all of the junior colleges excepting in one. This particular school had a number of old foods and nutrition books published as late as 1908.

The reference books used in the clothing courses of the junior colleges numbered 28 different publications. Four of these were in use in more than one junior college. In the clothing selection course, five reference books were used. One of these books was on the list used in another junior college. The four reference books used in clothing courses the most frequently in the junior colleges were "Textiles and Fabrics" by Winegat; "Individuality in Clothes" by Storey; "Art in Everyday Life" by Goldstein; and "Art in Home and School" by Trilling and Williams. In "Design" courses, six different books were used. Two of these were used in more than one junior college. All colleges listed "Art in Everyday Life" by Goldstein. The first four books have been given as used in order of frequency. They were: "Art in Everyday Life" by Goldstein; "Costume and Design" by Gallemore, Morris and Harris; "Art in Home and School" by Trilling and Williams; and "Color and Line in Dress" by Hempstead.

Twenty-two reference books were used in foods courses of

which five were used in more than one junior college. The first five books have been given in order of frequency as used in foods courses. They were: "Feeding the Family" by Rose; "Chemistry of Foods and Nutrition" by Sherman; "Practical Cookery" by Kansas State College; "Foods for the Family" by Wilmot and Batzer; and "Food Products" by Sherman. The home living reference books totaled six. The four which were used the most frequently were: "The House" by Agan; "House Wivery" by Balderson; "Economics of the Household" by Andrews; and "Family Finance" by Biglow. The four books used the most frequently in the home and family course were "Personality and the Family" by Hart; "What is Right with Marriage" by Binkley and Binkley; "American Marriage and Family Relationships" by Groves, Ogburn and Burgess; and "Good Housekeeping Marriage Series Book". The complete reference list includes 14 books, bulletins and pamphlets. It was found that in the home furnishings course a reference book list was composed of 15 different books. The four which were used the most frequently were: "Better Homes Manual" by Holbert; "Decorating is Fun" by Dorothy Draper; "Home Furnishing" by Rutt; and "Increasing Home Efficiency" by Bruere and Bruere.

There was a small number of magazines used in the home economics department of these junior colleges. The tendency was for the teacher to use clippings from magazines of her

own. In a number of classes students brought magazines from home. In most of the colleges, magazines were checked from the library and taken to the classroom when needed. Both professional and popular homemaking magazines were used in classwork. In general, the articles selected from the professional magazines were nontechnical in nature. It was found that the "Forecast Magazine" was used in four of the six courses in the junior college. The four magazines listed in the order of frequency as used in clothing classes were: "Forecast", "McCalls", "Vogue", and "Journal of Home Economics".

The list of magazines given as references in foods classes numbered 13. The four used in all four junior colleges the most frequently were "Journal of Home Economics", "Forecast", "McCalls", and "What's New in Home Economics". There were only five in all being used in design classes. The first four were "Vogue", "Mademoiselle", "Better Homes and Gardens" and "McCalls". Those used in home furnishing courses numbered six. The first four used the most frequently were "Vogue", "Harper's Bazaar", "McCalls" and "Forecast". The total number of magazines used in the home living course were four; "Better Homes and Gardens", "Forecast", "Woman's Home Companion" and "Good Housekeeping". It was found that five totaled the list for the home and family course. The first four are given in order of frequency as to their use. They were: "Parent

Magazine", "Hygeia", "Ladies Home Journal", and "Good House-keeping".

When the instructors were asked to consider whether or not their students took more than one course in home economics, their replies were equally divided that the tendency was toward the majority taking all of the courses offered in home economics if they enrolled for any, as shown in Table 14, and two said no. The instructors at Arkansas City and Parsons said that the students usually took two courses in home economics. One instructor at Hutchinson stated that students usually took more than one and often three courses. When students take only one course, three instructors thought that their selection was more often clothing; two thought it was more often foods. Two answered that they did not know. None of the instructors knew the exact number of students taking all of the courses offered. However, four answered with numbers. One instructor said that the majority of girls would enroll if there were no conflicts in their schedules. One instructor thought that 15 percent of the girls enrolled would take all of the home economics courses offered. The other from this same city thought that the number was low. A teacher who had been teaching some years in the system replied that a large percentage of the girls did take home economics and the majority would take more if there was

room. Her classes were very large.

Table 14. Reaction of students toward home economics according to the instructors.

	:Arkansas City:	Parsons:	Chanute:	Hutchinson
Students taking more than one course in home economics	Usually two	Usually two	Two or more	Usually three or more
Course taken when only one is selected	Foods	Clothing	Clothing; do not know	Foods; do not know
Those taking all courses offered who enroll in home economics	Majority if no conflicts	Not many 15 per cent	Do not know	A large percentage, majority; more if room

In discussing what phases of home economics should be included in their programs the instructors recommended that nine be added in the form of units and 11 in the form of courses. Those units which had a high frequency were:

(1) Consumer buying, (2) Dress and pattern designing, (3) Meal service, and (4) Home management. Those showing the lowest were: (1) Etiquette, (2) Special diets, (3) Di-etetics, (4) Textiles, (5) Costume and design, and (6) Children's clothing. The course with the highest frequency was related art as home furnishings. It was followed by family relationships. The lowest were: (1) Child guidance, (2) Consumer buying, (3) Foods for boys, (4) Fam-

ily hygiene, (5) Advanced tailoring and dressmaking, (6) Dress designing, (7) Nutrition courses, and (8) Colored girl's mail service class. These data are given in Table 15.

In considering the advantages of a different program for the terminal and preprofessional students, six of the home economics instructors favored a separate and distinct program or curriculum for each if an ideal "set-up" were to be established. One opposed this plan. In all four of the junior colleges, more instructors would be necessary before this program could be successfully tried. At the present time, the differences were being met by trying to give each student in a given class the privilege of selecting units of work which would best fit her needs. One instructor stated that the home economics course for the terminal student "should be nontechnical and simplified" enough for the girl with no scientific education or previous home economics background to understand. She also thought that a terminal course in home economics should fit the everyday needs of daily living and not be a prerequisite for other courses. Such courses should be given optional or terminal credits. If given terminal credit, this would be transferable to other junior colleges but not to senior colleges. The four instructors who gave answers said that all students need courses of foods and clothing which included information in consumer buying,

individual selection of clothing and foods, activity in preparation and construction, pattern designing with art principles applied and textile study.

Encouragement on the part of the teacher for more original work by students was thought to be very necessary. The courses which instructors recommended for both preprofessional and terminal students in order of frequency were family relationship with five in favor, clothing and foods each with three; home management, home living and home furnishings each with two and consumer buying with one.

The most popular methods used in the class work of junior college home economics teacher were discussion, demonstration by the student and laboratory work done individually and in two's. Illustrative materials collected by the instructor ranked highest in use as visual devices.

All teachers stated that they used discussion in their classes, five often and two seldom, especially in laboratory classes. Five used the recitation method and two did not. While student demonstrations were used by all and considered most successful, those given by the teacher were used next in frequency. One never used teacher demonstration at all and four used it often. Two of the teachers had been well pleased with commercial demonstrations and one had such occasionally. Six instructors used the lecture method in their classes. However, they stated it was sel-

Table 15. Phases of home economics to be included according to instructors.

	Units recommended	: Number
Consumer buying		3
Dress and pattern designing		3
Meal service		3
Home management		2
Etiquette		1
Special diets		1
Textiles		1
Costume and design		1
Children's clothing		1
Courses recommended		
Related art as home furnishings		3
Family relationships		2
Family relationship for boys		1
Child care and guidance		1
Consumer buying		1
Food classes for boys		1
Family hygiene		1
Advanced tailoring and dressmaking		1
Dress designing		1
More nutrition classes		1
Maid service class for colored girls		1

dom. In all courses except Home and Family, laboratory work was done. Individual work was stressed as being very important and working in pairs was next in importance.

Home projects have not been established universally as yet in junior colleges chiefly because the teachers do not have time for conferences. At Hutchinson, one of the teachers reported that she had used home projects some in clothing. Two teachers had class projects at times. At Chanute, class projects were carried on in foods and at Parsons in clothing. Problem solving methods were not used as much as other methods. Only five used this method of teaching. Of these five, three used problem solving seldom and two frequently.

Field trips were used in three junior colleges extensively. The class at Hutchinson in Home Living used this method to a great extent and with success as a part of their laboratory work. Only one teacher did not use this device. The radio had not been used successfully by any.

Illustrative materials collected by the instructor was used by all teachers and ranked highest of the devices used. Motion pictures were next and slides last. The clothing department at Parsons had used motion pictures in clothing classes during the past year successfully. The teacher of the Home and Family at Chanute was planning to use some progressive Educational films next year.

It was found that adult education in home economics in

these junior colleges had not been developed. Little had been done to encourage it due to lack of faculty and funds. There were no courses exclusive for adults at the present time. However, four years ago a group of young married women at Chanute asked for a foods class especially fitted to their needs. They planned their own units of study and paid for supplies. Besides food preparation, lessons on entertaining, using their own homes as laboratories were included. Four of the instructors thought that differences should be made in courses in which adults were enrolled.

At Hutchinson one instructor had two in clothing this past year and one had in the past five years had only an occasional adult student. Five of the seven instructors had never had any experience with adults in their classes and stated they knew little concerning such a course on college levels.

The 32 married students interviewed had all completed one or more courses of home economics in the junior college. Twenty three were graduates and nine were not as shown in Table 16. Of those who did not graduate, seven quit school to marry and only two stopped to work. In all of the four communities of this study, married graduates of junior colleges who had enrolled and completed courses in home economics were in the minority to those who had never enrolled in classes of home economics in junior colleges.

Table 16. Graduates and nongraduates.

	Number
Graduates	23
Nongraduates	9
Those stopping to marry	7
Those stopping to work	2

There was little lapse of time between attendance at junior college and marriage. The time of marriage showing the highest frequency was one year after students left junior college as shown in Table 17. Eight were married one year after leaving junior college. Six were married at the end of the school term while five were married two years after leaving junior college. The greatest length of time between attendance at junior college and marriage was four years as is indicated in Table 17. Three percent married without consent of parents before enrollment in college and nine percent married thus while enrolled in junior college.

The mean age at which the junior college students married was found to be 20 years as shown in Table 18. The lowest age of marriage was 17 years and the highest age was 24 years. These two ages showed the lowest frequency as three percent of the group married at the age of 17 years and three percent married at the age of 24 years. The age which

Table 17. Time of marriage in relation to junior college enrollment.

Time of marriage	: Number
Before junior college	1
While in junior college	3
End of school term	6
Three months	2
Five months	1
Six months	1
One year	8
One and one-half years	2
Two years	5
Three years	1
Four years	2

showed the highest frequency was 21 years of the group married at this age.

The mean age of the junior college married students at the time of the interview was 23 years which showed an advance of maturity of three years as compared with the average age of marriage. Table 18 showed that 12 of the students were 22 years of age at the time of the interview. This age showed the highest frequency and the age of 23 years showed the second highest frequency. Table 18 also showed

Table 18. Data on ages.

Time of marriage		:	Time of interview	
Years	: Number	:	Years	: Number
17	1		19	2
18	2		21	2
19	5		22	12
20	7		23	6
21	9		24	4
22	7		25	4
24	1		26	1
			30	1
Mean	20		Mean	23

the youngest woman to have been 19 years of age at the time of the interview and the oldest to have been 30 years.

Fifteen occupations were found in which the married group of women were employed or had been. These ranged from positions such as instructor in high school and technician in a physician's office, requiring professional and technical education, to the position of elevator girl requiring no special preparation. Eighteen of these married women gave full time to homemaking. Three were enrolled in college as shown in Table 19. Eleven of the married junior college students were employed in gainful occupations out-

side of the home. Seven of these worked full time and four worked part time. Two of the part time positions were combinations as indicated in Table 19. One was that of a saleswoman in a ready-to-wear department of a dry goods store and bookkeeper and stenographer. The other combination was a seamstress in a shirt factory and a dress-maker in the community part of the time. Three of the women who worked full time did a combination of work also. One was that of a telephone operator and stenographer and bookkeeper; another, office girl in a doctor's office and music teacher in the evenings at home. Another combination was that of a saleswoman and buyer for the department of hosiery, gloves and handkerchiefs. All of the married women were homemakers as well as wage earners. Two of these who were wage earners were mothers. The children were cared for by the mothers of the married working women. One young married woman, also a mother, contributed a part of her earnings to her husband's education.

As shown in Table 19, six of the married women who had worked after marriage were unemployed at the time of the interview. Nineteen of this group of women had been employed in gainful occupations before marriage. Five types of educational institutions other than junior colleges had been attended for special preparation for this work before marriage. These schools included those of cosmetology, business colleges, and hospital training schools for

Table 19. Occupations of students who are now married.

	Working full time -after marriage	Working part time after marriage	Working after mar- riage but now unemployed	Working before marriage	Special prepara- tion at other col- leges & trade schools
	Number				
Cosmetologist			1	1	School of Cosmetol- ogy
Book repairer			1		
Saleswoman					
Dime store			1	1	
Gloves, hosiery & handker- chiefs & buyer for department	1			1	
Piece goods	1			1	
Ready-to-wear & bookkeeper and stenographer			1		
Toy department			1		
Dressmaker & factory shirt maker			1	1	
Elevator girl in department store			1		
Fashion model & commercial dem- onstrator-Singer Sewing Machine Co.				1	
Home employment					
House maid	1			1	
Nurse maid (colored)				1	
Office					
Bookkeeper & stenographer				1	Business College
Social welfare office				1	Business College
Doctor's (Husband's)	1			1	Nurse's training
Doctor's (No relation) & music teacher	1			1	
Party favors & novelties (Woolworth's)			1		
Proof reader		1			
Teacher					
Rural school				3	
High school	1			2	State Col.
Music (part time)	1				Private les- sons
Telephone operator & bookkeeper and stenographer	1			1	Business Col.
Waitress			1	1	
Total	7	4	6	19	5
Total number of working women	11				
Homemakers	18				
College students					
Four-year Municipal University	1				
Junior College	2				

nurses. Also private music lessons and study at state colleges completed the special preparation for work before marriage.

Thirty-one of the mothers of the married women were living at the time of the interview and three were dead. Of the living mothers, only one was engaged in a gainful occupation. The percentage of mothers occupied full time as homemakers was 41 percent greater than the percentage of their daughters giving full time to homemaking. The percentage of the daughters engaged in gainful occupations after marriage was 32 percent greater than the percent of the mothers earning a living after marriage.

One-half of the fathers of the married women were either in business for themselves or managers and foremen of the industries which employed them. The incomes gained from the fifteen occupations varied in substance from those of office executives to relief workers on city streets. There were two who had no incomes - one an invalid and one unemployed. Table 20 showed that eight of the fathers were occupied in railroad industries while four of them were farmers.

The husbands of these married women were or had been recently engaged in 18 different occupations as shown in Table 21. At the time of the interview, three were unemployed. The two engaged in occupations requiring the greatest amount of preparation were that of a physician and chemical research

Table 20. Occupations of fathers of married women.

Occupation	: Number
Railroad industries	8
Farmer	4
Physician	2
Oil industries	2
Automobile business, dealer and manager of garage	2
Abstracter, bonded	1
Contractor and bukllder	1
City street department workman	1
Editor, Manager Daily Newspaper	1
Finance comapny, manager	1
Flour miller, foreman	1
Furniture dealer	1
Office building manager	1
Plumber	1
Timekeeper W. P. A.	1
Invalid	1
Unemployed	1
Deceased	2

Table 21. Occupations of husbands.

Occupation	Location	Number
Accountant		2
International Harvester Flour Milling Co.	Chicago, Ill. Arkansas City, Kans.	
Airplane Factory Lay-out man	Wichita, Kans.	1
Bookkeeper	Hutchinson, Kans.	1
Butcher	Arkansas City, Kans.	1
College student		3
Chemistry major	Emporia, Kans.	
Education major	Winfield, Kans.	
Elec. Engr. & State work	Lawrence, Kans.	
Creamery		2
Bottle washer	Hutchinson, Kans.	
General man and delivery	Arkansas City, Kans.	
Decorator (painter, paper hanger and teacher)	Chanute, Kans.	1
Dry cleaner	Arkansas City, Kans.	1
Farmer-Dairy Mgr. (unemployed)	Arkansas City, Kans.	1
Gun and Key shop owner	Hutchinson, Kans.	1
Gasoline refineries		3
Research chemistry	Arkansas City, Kans.	
Truckman	Arkansas City, Kans.	
General work (manual labor)	Hutchinson, Kans.	
Groceryman	Blackwell, Okla.	1
Hatchery Mgr. & joint owner	Hutchinson, Kans.	1
Insurance agent	Arkansas City, Kans.	2
Mortician	Arkansas City, Kans.	1
Newspaper workman		1
Make-up man, printer	Hutchinson	
Physician, M. D.	Loma Beach, Calif.	1
Railroad work		3
Cook in lunch room	Parsons, Kans.	
Cook on dining car (unemployed)	Parsons, Kans.	
Supply house office man (unemployed)	Parsons, Kans.	
Salesman		5
Car	Parsons, Kans.	
Dry goods	Arkansas City, Kans.	
Home service for laundry	Parsons, Kans.	
Kansas Power & Light (travels over northeast state)	Peabody, Kans.	
Men's clothing	Wichita, Kans.	

man in an oil refinery. Two husbands who were accountants had been educated at four-year colleges and had studied specially for the type of work they were doing. Three of the husbands were completing their education at four-year institutions within the state. Twenty-eight percent of the husbands had migrated from the junior college community in which the wives were educated. Eighteen percent migrated to cities within the state and 10 percent migrated to other states. The two young women, who were living in college towns with their student husbands, stated that they expected to live in other locations than in their home communities after the husband's education was completed. In comparing the 72 percent of these families who had not migrated with the 54 percent in Gailbraith's study (1939) of Chase County High School graduates, the percentage was much greater for the junior college group studied.

Two of the husbands managed their parents' business and six managed their own business or professional work. Seventy-five percent worked for others. Five, as shown in Table 21, were salesman while three were railroad employees. Three also were engaged in some type of industry related to oil refinery work.

There was little similarity between the occupations of the fathers and those of the husbands. In only one case did a daughter marry a husband of a similar occupation to that of

her father. This occupation was farming. Twenty-two percent of the women married men with educational background and financial earning capacity superior to that of their fathers. Sixteen percent of the women married men whose incomes were below that of the women's fathers and who held a slightly lower social status in the community. The educational background of the men would also be considered slightly lower than that of the women's fathers. Sixty-two percent of the husbands had about equal earning capacities, and social status and equal or slightly higher educational background as that of the fathers.

Thirteen married couples had a total of 15 children as shown in Table 22. Two couples each had a family of two children and eleven couples each had one child. Of these fifteen children, six were boys and nine were girls. The ages varied from six weeks to twelve years, the mean being two and four-tenths years as indicated in Table 22.

Table 22. Children of married students.

Couples having children:		Number :	Boys :	Girls :	Ages
	1	1		1	6 weeks
	1	1		1	6 months
	1	1		1	7 months
	1	1	1		7½ months
	1	1		1	9 months
	1	1		1	13 months
	1	1	1		14 months
	1	1		1	16 months
	1	1	1		17 months
	1	2		1	1 year
				1	3 years
	1	1	1		2 years
	1	1	1		3 years
	1	2	1		8 years
				1	12 years
Total	13	15	6	9	
Mean age	2.4 years				

Eleven or 34 percent of the married women did their own housework as shown in Table 23. Of the 13 or 41 percent who hired help to do part of the housework, one hired a woman two times a week for one-half day to do general housework. Twelve of the married women hired help by the hour for certain tasks not performed regularly each day. One hired a girl to care for her child, six hired the laundry done away from the house, four hired the heavy house cleaning and laundry done at the home each week or when needed. One hired the laundry and baking done away from the home each week. One woman worked in the home of another and did her own housework also. The mothers of four

Table 23. Work activities of married women.

Activities	: Number
Doing own housework	11
Total hiring part of housework	13
Hiring help half-day, two times a week	1
Hiring help for:	
Care of children	1
Laundry	6
House cleaning and laundry	4
Baking and laundry	1
Total not hiring help	19
Working in home of others & doing own housework	1
Receiving help from mother	
Care of children	2
Food preparation	1
Housework	1
Receiving help from mother-in-law	
Care of children	1
Receiving help from husband	
Food preparation and cleaning	1
Receiving help from father	
Laundry and gardening	1

married women helped their daughters by doing special kinds of work for them. Two cared for children, one prepared and cooked food and one did general housework. One mother-in-law gave her time to care for her daughter-in-law's baby on days such as when the laundry and house cleaning were being done. The husband of one married woman helped by

doing the cleaning and preparing food at times of his unemployment. The father of another helped by caring for the garden and assisting with the laundry.

There was much variation in the division of time in the day of the married women as shown in Table 24. Twenty-four different divisions of hours were made by the group. They varied from three hours spent in doing the housework and caring for the family with 11 hours of leisure time to 12 hours spent in doing the housework and caring for the family with two hours of leisure. There were 14 women who worked eight or more hours in the home daily and 18 women who worked less than eight hours each day. In five cases, there were no explanations given as to why so much time was taken in rest or sleep. One young woman, who was a stranger in the community in which she was living, complained that she had trouble in finding something to do. Much of the time spent in watching the baby was given as rest time by the mothers. As small amount of time as three hours for housework and four hours for leisure was given by one woman who contributed to the living by working eight hours outside of the home. Poor health and pregnancy were reasons given by three married women for the long hours of rest and sleep.

Some of the leisure time of the married women was spent in informal entertaining in their own homes and in the homes of their parents as shown in Table 25. There

Table 24. Division of hours in day.

Number of women	Housework & care of family (hours)	Leisure : hours	Use of extra time
2	3	11	8
1	3	4	8 hours work
1	4	3	8 hours work
1	4+	3	8 hours work
1	4	4	8 hours work(winter)
	11	4	summer care of baby
1	4	9	care of baby
1	4	10	part time work in winter
2	5	2	8 hours work
1	5	7	4 hours work
1	5	10	
1	6	8	poor health
1	6	9	care of baby
1	7	6	
2	7	8	4 hours work student
1	7	10	
3	8	4	8 hours work
			care of baby
			4 hours work(winter)
			care pf baby summer
1	8	5	care of baby
4	8	6	care of baby
			student
			expectant mother
1	8	8	care of baby
1	9	6	poor health
1	10	4	care of baby
1	12	2	care of baby
1	12	3	care of 2 babies
1	12	4	care of baby

were three of the married women who never entertained and 29 who did. Twenty-six of these entertained in their own homes and three in the homes of their parents. Seventeen women entertained once a week or more informally with bridge

or dinners and 12 entertained less than once a week. Twelve women used some of their leisure in entertaining fellow workers on community and welfare projects while 16 gave a part of their leisure time in entertaining people affiliated with church work.

There were nine who belonged to study groups or clubs and 12 who were active members in informational, civic and welfare organizations as shown in Table 25, many of which gave lectures and literature concerning family and community problems.

Table 25. Social activities of married women.

	:Number
Those entertaining in own home	26
Those entertaining in homes of parents	3
Those not entertaining	3
Frequency of those entertaining	
Once a week	12
Twice a week	1
Three times a week	4
One time in two weeks	4
One time in three weeks	2
One time in four weeks	5
One time in eight weeks	1
Those taking active part in community projects	12
Those taking active part in church work	16

There were two who belonged to the Farm Bureau. Commercial Demonstration groups such as are sponsored by gas and electric stove companies and newspapers were found to have received the greatest attention of this group as 21 gave their time and attention to free demonstrations of this nature as indicated in Table 26. Only four belonged to adult classes which were sponsored by the public school system of the community.

Table 26. Home economics experience and education since graduation of married women.

	Number
Commercial demonstration groups	21
Practical experience in own home before marriage	19
Informational civic and welfare clubs other than Farm Bureau	12
Study clubs or groups	9
Working as paid helper in other's home	6
Adult classes	4
Farm Bureau	2

In 16 homes of the married women the church furnished a major part of the social life of the family. Both the husband and wife had a common interest in the church attended in these 16 homes. Protestant and Catholic faiths were both

represented. Different kinds of leadership were found. One young married woman and her husband, jointly, sponsored the society for the high school age of young people. One young married woman sponsored the high school girls' missionary society. Two women were Sunday School teachers. Two taught in vacation Bible Schools in the summer and four were officers of church organizations. Three sang in church choirs. The two women most active in church leadership attended some form of church meetings five times a week, three women attended two times a week and 11 attended once a week. Two of the married women never attended church and two very seldom did. The reasons given were that they were unacquainted in the community; one had a new baby; and another had worked long hours during the week and wished to rest on Sunday mornings. The following church organizations were attended. Some were attended once a week and some once a month.

Church Educational Organizations

- Bible Vacation School
- Church Study group
- Sunday School classes
- Teachers' study group

Religious Services

- Church services on Sunday
- Prayer meetings - midweek

Service organizations

- Church choir
- Missionary societies
- Sponsor of high school girls' missionary society
- Women's circles
- Women's guilds
- Women's service league

Social Organizations

Family night church dinners - midweek
 Sunday School class midweek parties
 Senior high school league - sponsorship
 Young married peoples' club

Nine of the young women who attended church once a month said that they used to attend more frequently before marriage than after.

Community and civic organizations were well sponsored by the married women. Those remaining in their home communities were in most cases more active than those who migrated to different communities. Leadership was found in this group in the nature of serving as president of the City Young Women's Christian Association, president of the Parent-Teacher Association, secretary of the Community Little Theatre and sponsor of the Girl Reserve Club in the community. A number had worked on committees for community projects also. It was found that 12 women belonged to organizations which sponsored civic and community welfare projects. Three women belonged to three different organizations of this type and two belonged to two different organizations of this type.

There were 18 different organizations which were a combination of civic, welfare, informational, professional and social projects. The following were found to be sponsored by the formal junior college students who had married:

Professional, informational, and welfare organizations

Business and Professional Women's Club

Child Clinic Association

County Teachers' Association

Farm Bureau

Federated Music Club

Federated Women's Civic Club

Girl Reserve sponsorship

Junior Welfare and Service League

Parent-Teacher Association

P. E. O. Club

Red Cross

State Teachers' Association

Young Women's Christian Association

Study and Social groups and clubs

Art Study Group of American Association of University Women

Child Study Club

Epsilon Sigma Study and Social Sorority

Geographical Study Circle

Mothers' Club

Community Little Theatre

Social Clubs and Lodges

Bridge clubs

Eastern Star Lodge

Kansas University Dames' Club

Sewing Clubs

Clothing I was found to be the subject taken by the largest number of junior college students who were married as shown in Table 27. A total of 27 women or 84 percent completed this course. Elementary Design and Foods I were both completed by 23 women or 72 percent. Only one married woman had completed a course in The Family and none had studied Home Management or Household Physics.

The information in clothing selection and garment construction was given by 31 percent to be the most helpful item received as indicated in Table 28. The fact that only one gave this item as a pressing problem in her married life

Table 27. Home economics taken in junior college by married women.

Subject	: Number	:
Clothing I	27	
Elementary Design	23	
Foods I	23	
Home Furnishings	10	
Foods II	7	
Costume and Design	6	
Clothing II	6	
Family and Home	1	
Home Management	0	
Household Physics	0	

showed that information along this phase of home economics had in all probability carried over into the lives of these students as real life situations. Helpful information concerning food study was also reported. It was found that little helpful instruction had been received for helping solve human relationship and home management problems in real life. Nothing was given directly to help solve child guidance problems. There were a number of instances in the course of an interview when the woman in the role of wife, mother and daughter asked for advice along these lines. There were 16

who were helped with consumer buying problems for sewing materials, meat cuts, ready-to-wear clothing, and furniture.

Helpful knowledge in color harmony and design in relation to clothing and furniture was received by 14 women, while information concerning the selection and arrangement of furniture and furnishings for the home was considered helpful to 13 women as seen in Table 28.

The ease with which home economics instruction was recalled when a positive need arose was large. Twenty-four women were found to have done so readily, one directly and three in part. It was found that 14 women who had received help in planning use of leisure time gave the following ways. They are given in order of their frequency.

- Hobby of sewing and fancy work
- Entertaining friends in own home
- Art appreciation
- Color harmony hobby
- Designing patterns
- Good reading material
- Good picture shows
- Room arrangement
- Judging intelligently the use of leisure time
- Collecting cook books
- Exchange of ideas in homemaking
- How to enjoy your own home by saving time and energy

This showed that more could be done if class time were available for the planning of leisure hours as there were many possibilities for the 18 women who indicated in Table 29 that they had received no information of this nature.

There were 28 married women who did not have any preparation for marriage in home economics courses through dis-

Table 28. Helpful home economics instruction.

	Number
Clothing selection and garment construction	31
Planning meals of adequate diet requirements	18
Consumer buying	16
Food preparation and meal service	15
Color harmony and design in clothing & furniture	14
Selecting and arranging of furniture & furnishings	13
Family budget	7
Hostess duties	6
Development of good taste	3
Time budget	3
Home management	2
Education for present employment	2
Canning and preserving	1
Care of sick	1
Diet for infant	1
Knitting	1
Making curtains and draperies	1
Mending	1
Saving of fuel in meal preparation	1
Understanding of husband better	1
Understanding of parents and employers	1
Understanding of a good home	1

Table 29. Preparation for marriage in home economics courses.

Discussion before marriage	Number		
	Having	Lacking	No answer
Information and some skill making and selecting family clothing	27	5	
Information concerning family finance			
Family investments	27	5	
Family budgets	26	6	
Family buying & selection	25	7	
Making home attractive	24	8	
Selecting & preparing adequate diets	23	9	
Standard of living	22	10	
Planning use of leisure time	14	18	
Social customs & etiquette	12	20	
Philosophy toward life	8	24	
Home ownership	7	24	
Family & community relations	7	24	1
Family life insurance and savings	6	25	1
Parent and child relations	6	26	
Past experiences	4	28	
Husband and wife relations	6	26	
Sex relationship	1	31	

discussions of family problems of past experiences as shown in Table 29. Four were found to have had such discussions. It was found that 31 had never studied sex relationships and the only one who had was previously enrolled in a family and home class. There were 25 who had received no information concerning life insurance and savings as indicated in Table 29; the same number had never studied problems of home ownership. It was found that 30 women had never received information giving an understanding of family and social relationships. There were 26 who had never entered into discussion concerning parent and child relations and 24 who had never entered into family and community relation discussions. Eighteen women were found to have never planned use of leisure while studying home economics courses. There were 20 women who had never practiced or studied social customs and etiquette directly when studying home economics courses.

This study showed that preparation for marriage in home economics classes was lacking. There was considerable information and skills given.

It was found that 28 women were in favor of having home economics taught as a required subject. Three were opposed; and one was undecided regarding the required subject. One woman stated that the course be given for both young women and men. The courses which were recommended as required ones are given in order of their frequency:

Family relationships including those of marriage,
 both young women and men
 Child guidance, both young women and men
 Foods
 Clothing
 Consumer buying
 Family finance, both young women and men
 Family health and Home nursing
 Social training for young women and men
 Laundry
 Home management
 Art and Design

The young woman who married the physician and who worked
 in her husband's office especially emphasized the need for
 courses in marriage relationships. It was recommended that
 men and women should study this subject together and separate-
 ly. The women who had studied family relationship in junior
 college especially recommended that the child guidance program
 be connected with the federal nursery school under vocational
 guidance. It was found that the married women wished that
 more information for homemaking be given to young men.

Besides having the above courses taught as requirements,
 the following were recommended as electives:

Designing
 General home economics for business girls
 Laundry
 Home furnishings and Art
 Home management
 General homemaking for colored girls - for employment
 for colored women
 Catering for colored women

The following recommendations for topics and phases to be
 included in foods courses in order of frequency were: meal
 service, social customs and etiquette practice, inexpensive
 desserts for different seasons, desserts for men, left-over

dishes, economic recipes for two persons, especially cake, adequate diet requirements, food preservation by freezing and frosting, food spoilage and bacteriology, consumer buying of groceries, meat cuts and vegetables. The stressing of more laboratory activities and practices and less theory reading was emphasized by many.

In addition to these recommendations, there were those given pertaining to administrative procedures for home economics phases such as: less conflicts with foods class schedules and clothing classes, i.e., arrangements so one person can take both courses in the same year; addition of more classes for married women with convenient schedules, i.e., no eight o'clock classes; longer class periods, more home economics teachers; more up-to-date reference books and magazines in the library for all home economics phases; adequate equipment for meal service, food preparation and animal feeding experimentation; and separate laboratories from senior high school.

Problems dealing with family finance were the most pressing of all to the married women as shown in Table 30. Twenty-nine were concerned with problems of family finance and making their family budget function properly. The problems of guiding children correctly were pressing to 10 mothers while eight were concerned with the learning of proper care for infants. Problems concerning the future welfare of their husbands pressed heavily upon the minds of nine

married women.

Three were concerned with the possibility of their husbands having to go into military service, two were concerned about helping to establish husbands in good positions upon the completion of their education, one was concerned over the husband's chance of promotion and one over the poor health of her husband.

Problems pertaining to home management and consumer buying were next in frequency. The planning of meals was given by seven of the women, while five had trouble planning adequate diet requirements for their families. The planning for those in chronic poor health and despondency was a problem to five women. One daughter tried to help her father who was very lonely since the death of her mother. Three women were trying to solve difficult relations with in-law relatives. A difference of religious faiths was a part of the difficulty in one situation.

The two outstanding problems given by these married women were those pertaining to finance and human relationships. Problems in relation to food and health were next in frequency. Those pertaining to management of work and time schedules for daily activities were given frequently also.

Twenty-one of the married junior college students received no information for marriage preparation from school study as shown in Table 31. One was found to have studied a course in family relations while in junior college. Nine

Table 30. Problems pertaining to homemakers.

	Number
Family budgets and finance	29
Guidance of children	10
Husband's future welfare	9
Care of infants	8
Home management	8
Consumer problems in buying furniture, groceries and clothing	8
Planning of meals	7
Adequate diet requirements for family	5
Future plans for acquiring a home and having children	5
Health and mental care problems in family	5
Time budgets	5
Food preparation more attractive	4
Adjusting personality to husband	3
Good relationships with in-laws	3
Leisure time plans	3
Returning social obligations in new homes	3
Responsibilities of executives' offices held and adequate care of family	2
Investment of savings	2
Hostess duties for large numbers	2
Home decoration at little cost	2
Care of clothing	1
House rental problems	1

had received a small amount of information along this line in other junior college courses. One student had received a small amount from a high school course in home living. From information obtained from sources outside of the junior college, 17 were given reading material from public libraries, parents, doctors, and ministers as indicated in Table 32. Fourteen received counsel and guidance personally from trained persons. Seven had received information from educational picture films. Ten were married without any information from courses in school or from other sources.

Table 31. Preparation for marriage in school.

Courses	School	Information received		
		Adequate	Little	None
Family and Home	Junior College	1		
Home Living	High School		1	
Ethics	Junior College		3	
Physiology	Junior College		1	
Psychology	Junior College		4	
Zoology	Junior College		1	
None				21

It was found that there was much need for the junior college to offer something in the way of preparation for marriage.

Table 32. Preparation for marriage out of school.

Information received	Number
Reading material	17
Counsel and guidance by trained persons	14
Lecture	10
None	10
Films	7
Study groups	6
Married girl friends	2
Mother	1

Living in homes of fathers

Only seven of the married women lived in homes which were not rented as shown in Table 33. One had been inherited and two belonged to the fathers of the young women. Four were new houses just built and the couples were paying for them or had done so on a contract basis of installment payments. The largest number of the married women, 24, lived in rented apartments which were attractive and clean in all instances excepting one. Many owned their own furniture and were saving money to buy more while several rented apartments furnished. In the majority of cases, the dwellings were in a fairly desirable part of the community. Those less favorable were in the upper story. One of these apartment houses was located in the back of the yard and was above a garage. One apartment was on the upper floor of a

funeral home. Climbing the steps was inconvenient as there were two young children in this family. Twenty-one of the married women hoped to own their own homes in the future.

Table 33. Data regarding homes.

	Number
Renting - apartments and houses	24
Hoping to own home in future	21
Owning homes	6
Buying now - contract basis	4
Not wishing to own a home	3
Living in homes of fathers	2
Inheritance	1
Purchase	1

The reactions toward homemaking and marriage were those of satisfaction in the majority of cases. Thirty said that they enjoyed homemaking and marriage and that the pleasant experiences outweighed the conflicts. There were only two women who were doubtful concerning this. However, 31 said that they had enough interests with their partners to insure happy companionship. The points over which two of the couples disagreed seriously were those of work interests, finances, and in-law relationships. There were 28 women who did not complain of too much drudgery and one of these said that she

had difficulty in finding enough to do. Four said they had too much supervisory and too much manipulative work to do in their homes.

Table 34. Reaction toward homemaking and marriage.

	Number
Having enough interests in common with partner	31
Having pleasant experiences outweigh conflicts	30
Partly outweigh	1
Not outweigh	1
Having little or no conflicts in family	30
Having correct amount of work to do	28
Having too much drudgery	4
Not having enough to do	1

Satisfaction and happiness were found to be the reactions toward homemaking and marriage given the most frequently.

The junior college students enrolled in home economics courses in four-year colleges were not all graduates of junior college. It was found that 13 were and three were not. The years of graduation for those who had been graduated from junior college ranged from 1934 to 1939. Little time had elapsed between attendance of junior college and enrollment in the four-year college. Thirteen enrolled the next year following junior college attendance. Two students

were not enrolled until two years afterward and one waited one and one-half years.

The mean age of the home economics four-year college student at the time of the interview was 22 years which showed a difference in maturity of one year when compared with the mean age of the married students which was 23.

The courses in junior college which had the highest number completing them were Clothing I and Elementary Design as shown in Table 35. Ten students had completed each course.

Table 35. Home economics taken in junior college.

Subjects	:Four-year college students : : number :
Clothing I	10
Elementary Design	10
Foods I	9
Foods II	6
Home Furnishings	5
Clothing II	3
Costume and Design	1
Home Management	1

There were no students who had studied subjects pertaining to family relationships previous to four-year college enrollment. There were four curriculums of home economics in which these students had enrolled. The teachers'

curriculum was found to be the most favored by these students as 10 had chosen this one as shown in Table 36. Four were in nursing and one each in general home economics and institutional management.

Table 36. Enrollment of four-year college students in home economics.

Curriculum	Number
Teachers	10
Nursing	4
Institutional Management	1
General Home Economics	1

Nine of the students expected to follow the profession of teaching home economics, four nursing, and one home demonstration work as indicated in Table 37.

Table 37. Work expected to follow.

	Number
Teaching	9
Nursing	4
Home Demonstration work	1
Dietitian	1
Commercial Home Economics work	1

The majority of the mothers of the women enrolled in four-year colleges were living and homemakers. One contributed to the income through employment outside of the home.

The incomes produced by the fathers of the four-year college students were procured from nine different occupations. Nine were in business for themselves while two were employed in postal service work which required Civil Service examinations. There were two bookkeepers and one banker. Five of the fathers were farmers. This was the largest number found in this occupation of all three groups of students.

There was a difference of opinion concerning the value of junior college home economics courses to the four-year college students. Seven students said that they had obtained fully accepted college credits for their junior college credits. In order to do this, they had carefully checked before enrollment the courses to take. Six said that they had lost credits through transfer and were compelled to attend a four-year college a longer period of time. This is indicated in Table 38. Three students had not studied any home economics electives. One had been advised not to take any home economics courses.

Table 38. Reaction toward junior college home economics.

	Number
Not losing credits through transfer	7
Losing credits	6
Number not enrolled in home economics subjects	3

There was also a difference of opinion concerning the values given for daily living while away from home. There were two who said they had not received any. Three had not enrolled in junior college home economics subjects as they did not consider these values of enough importance. Eleven students gave the following values received. They are listed in the order of the times they were checked.

- Spending money wisely
- Planning and caring for own wardrobe
- Making own clothing
- Buying and selecting own clothing for college
- Checking own diets for adequacy
- General food and working knowledge for work at dormitory
- Food preparation for own parties
- Making own bedroom attractive
- Cleaning and caring for own room
- Grooming
- Cooperation
- Learning to study
- Consumer buying

There was no hesitancy on the part of the four-year college students to give their ideas concerning the selection of courses to be taken by those planning to major in home economics. One student recommended that before enrolling

a student should seek well informed adult guidance and decide on options, then select more of them in junior college than the requirements. Another recommended that one should select courses in which one was minoring. There were 15 who recommended that all the required English be taken in junior college as shown in Table 39. There were 14 who recommended that chemistry be taken in junior college. This did not include organic chemistry as some junior colleges do not offer this. The statement was made by two students that they had not found the chemistry courses in junior college as advanced as the same courses in the four-year college. An equally divided opinion was found concerning the recommendations for taking foods I in junior college. Eleven recommended that clothing courses be postponed until four-year college study. Favorable comment was given by married women concerning junior college clothing courses, however.

Table 39. Recommended junior college courses.

Courses	Number	
	yes	no
English	15	1
Chemistry	14	2
Zoology	13	3
Foods	8	8
Clothing	5	11
History	3	13
Physics	2	14
Physiology	2	14
Economics	1	15
Government	1	15
Hygiene	1	15
Sociology	1	15

Many recommendations were eagerly given for the improvement of junior college home economics program. Some pertained to the preprofessional students in junior college and some to the terminal students. It was recommended that eight different courses and seven units be added to the home economics program. Three of the courses were recommended as terminal courses in different subjects. The need for well informed adult guidance at the time of enrollment was found to be stressed. The following recommendations for improvement are given in the order of their frequency:

Courses

General courses for all women students

Family relations - wisely taught

Child guidance and psychology

Home furnishings

Design - two semesters

Consumer buying

Terminal courses for business and working girls

Foods

Clothing

A general home economics course

Preprofessional courses to meet senior college requirements in the four-year college

Subject matter and experiences to be included in these courses

More practice in food preparation to acquire greater skill which would be similar to experimental cookery (impractical)

More wardrobe planning and clothing budgets

Practice of hostess duties

Time budgets

Social practices useful in four-year colleges

Personality education

Community leadership education

Administrative improvements

- Better informed adult guidance at time of enrollment to prevent loss of credits at four-year colleges to inform student concerning commercial home economics positions
- Better planned schedules with fewer conflicts
- Longer laboratory periods
- More home economics teachers
- More attractive courses so have larger enrollments
- More lectures similar to four-year colleges
- Fix clothing credits so will be accepted by Kansas State College

Equipment

- More room space and equipment for meal service and etiquette practice
- Separate laboratories from high school
- More use of present available room space for demonstration and practice in entertaining for occasions found in four-year colleges
- Individual laboratories for senior high school classes and junior college classes
- More equipment for laboratory practice in beginning scientific study
- More magazines and up-to-date reference material

The nine advantages found in studying junior college home economics courses are given in the order of frequency:

Less expensive

- Influence of home and old friends longer period
- Smaller classes thus more training for leadership
- Good start in college preparation
- More time for study - less diversions
- More individual help from teacher
- Preparation for senior college
- Adapting self to college atmosphere easier
- Better student health

The 15 disadvantages as given are in the order of frequency. The loss of credits upon transferring was a cause of much dissatisfaction. One, who had worked one year before finding employment and had waited two years before

Loss of credits when transferred
 Hinders student from becoming well established in school activities and grade standings of four-year college
 Additional period of schooling required for graduation
 Poor work habits in junior college
 Courses too elementary for good background
 Courses in chemistry, zoology, physiology, embryology and foods not as thorough for nurses as in four-year college
 Hampers student from becoming well acquainted in two short years with college professors
 Too much supervision handicaps student for leadership
 Must take more hours to meet requirements for teacher's certificate
 Poor schedules for home economics students
 Less interesting courses
 Home economics in junior college not made attractive
 Backgrounds of courses differ from those of four-year college and do not fit into them
 Hard to readjust
 Juniors in classes with freshmen

The women living in parents' homes and earning their own living who were interviewed were all graduates of the junior college. Twenty-four had completed clothing I and 21 had completed courses in foods I and elementary design as shown in Table 40. More of the single women had taken courses including family relationships than those who had married. Clothing I, foods I and design I were the courses taken by the largest number of women.

For the majority of these women, there was little lapse of time between graduation and employment as 15 had worked while going to college and continued this work on a full time basis after completing their education as indicated in Table 41. One, due to illness, waited one year before finding employment and one had waited two years before

Table 42. Office employment had the highest frequency and

Table 40. Home economics taken in junior college by single women earning their own living.

Subjects	:	Number	:
Clothing I		24	
Design I		21	
Foods I		21	
Foods II		14	
Clothing II		6	
Costume and Design		5	
Home Furnishings		5	
Family and Home		5	
Household Physics		1	
Home Management		0	

employment. There were two women who were unemployed at the time of the interview.

The average age at which the junior college students graduated and started to earn their own living was 19 years while the average age at the time of the interview was 22 years. This showed a maturity of 2.3 years and time in which earning a living had taken place. Bass (1941) found that the age of employment for Chanute youths was 21 years.

There were six kinds of occupations given by junior college graduates who were earning their own living as shown in Table 42. Office employment had the highest frequency and

Table 41. Time of employment in relation to junior college graduation.

	Number	:
Continued same work after graduation	15	
No time between	5	
Two months	1	
Three months	2	
Five months	1	
Six months	4	
One year	2	
Two years	1	
No answer	1	

distributive service as saleswomen was second. Home employment was third. Only a small amount of special preparation was obtained for these positions before employment from the public schools or private training schools. There were three kinds of schools at which special preparation was obtained which were schools of cosmetology, nurses' training and business colleges. Four rural teachers had taken the teachers' training courses in junior college previously. In the three positions pertaining to food service, the young women had obtained their own positions by chance and had no definite preparation for such work in the nature of a terminal course. However, all three had studied home eco-

Table 42. Occupations of junior college students earning own living.

	:Num-: :ber :	Special preparation :
Office employment	17	
Dentist	1	Nurse's training
Stenographer & bookkeeper	8	
Floral shop	1	
Kress store	1	
Paint shop	1	Business College
Real Estate	1	Business College
Truck lines	1	
Chicago Business office (unemployed)	1	Business College
Part time work	1	
Doctor	1	
Distributive service as clerk	15	
Grocery store - part time	1	
Department store		
Piece goods	2	
Ready-to-wear & hosiery & underwear (1 unemployed)	2	
Extra clerk	4	
Dime store		
Art goods & stationery	1	
Household & hardware	1	
Notions	1	
Toilet goods	1	
Extra-all departments - part time	2	
Home employment	7	
Care of children - part time	3	
Cooking, cleaning & grading English papers for high school teacher	1	
Housework for parents - part time	2	
Housework in home of others	1	
Teacher Rural (1 unemployed)	4	
Food distributive service	3	
Dining room hostess & cashier in hotel	1	
Food counter - dime store (in charge Saturday evenings and dishwasher)	1	
Waitress - tearoom	1	
Cosmetologist	1	School of Cosmetology

nomics at some time, either in junior or senior high school; or junior college. At the time of the interview there were three unemployed and 10 on part time work.

Thirty-one of the mothers of the married women were living. Of these, 29 were homemakers and two were engaged in gainful occupations. This was three percent more than was found for the mothers of the working women. It was found that seven of the fathers of the single women earning their own living were engaged in railroad occupations, as shown in Table 43, whereas there were no fathers of four-year college students thus employed. There were an equal number employed as salesmen and farmers.

Sixty-nine percent of the fathers worked for others as only 31 percent owned their own business.

The single women who were earning their own living were eager to recommend courses for other junior college students who were going into occupations similar to those in which they were engaged. Those which were recommended by the largest number of these women were clothing, foods, design, and family relationships as shown in the list. Under foods, they stressed nutrition and food values. It was found that these women were informed concerning courses in family relationships, child guidance, consumer buying and family finance and wished to recommend them. This infor-

Table 43. Occupations of fathers of single working women.

	Number
Accountant	1
Barber	1
Carpenter	1
Cement workman	1
Executive official (Kansas Gas & Electric)	1
Farmer	3
Grocerman (one retired)	2
Instructor - High school	1
Implement dealer	1
Laborer - common (formerly a farmer)	1
Manufacturer, ice cream	1
Oil industries	2
Painter and paper hanger	1
Policeman	1
Railroad industries	7
Salt plant worker	1
Salesman	3
Shoe repairer	1
Truckline owner	1
Deceased	1

mation is shown in the following list:

Table 44. Courses recommended by single working women to others to be similarly employed.

Clothing - stress	26
textiles	
selection	
clothing budgets	
alteration of ready-to-wear garments	
fancy work and knitting	
laundry	
Foods - stress	24
nutrition	
dietetics & foods values for health	
menu planning	
food terms	
hostess duties	
food service to the public	
table service	
bacteriology	

Design in relation to home merchandise	16
Family relationships - stress	13
human relationships	
personality development for meeting the public	
Home furnishings	8
Child Guidance	8
Costume and Design	7
Family Finance	5
Home Nursing	2
Home Management - stress household equipment and appliances	1
Etiquette and business ethics	1
Business arithmetic in the home	1

There were 31 percent of the single women who said that the junior college home economics work had prepared them satisfactorily for their present mode of living, 50 percent said that the preparation was only partly satisfactory, and 19 percent said it was unsatisfactory.

All of them took an active responsibility in the duties of the home after their working hours were over as shown in Table 44. The cooking and dishwashing were done on Sundays and vacations in most instances. The only managerial and supervisory work was of younger brothers, sisters, and fathers who assisted in work about the home. House cleaning, assisting with cooking and laundry work were most frequently participated in by these unmarried women.

The single working women, 31 of whom lived in their parents' homes and one who lived in an apartment with a sister, had good opportunities for using the home economics information obtained in junior college. It was found that

Table 44. Homemaking responsibilities.

	Number
House cleaning and care of bedroom	29
Assisting with cooking	26
Hand laundry and help with family washing	25
Making own clothing	18
Mending for self	16
Pressing for self	16
Ironing	15
Hostess to own parties; planning	12
Dishwashing	12
Buying groceries for family	11
Buying own ready-made clothing	8
Gardening	7
Selection of sewing materials and planning with dressmaker	4
Altering ready-made clothing	3
Making household articles	3
Selection of furniture	2
Budgeting salary	1
General housework while mother on vacation	1
Canning	1
Care of baby niece	1
Sewing for niece	1
Hairdressing for members of family	1

they did so in 12 different ways. Information in relation to the selection, repairing, making new garments and making the home attractive were used the most as shown in Table 45. A discrepancy was noted due to the fact that 31 reported having used clothing selection information obtained in junior college when only 24 were enrolled. Some explained that they had taken part of their clothing work in high school.

It was found that the majority of the single women wished information concerning family and marriage relationships and child guidance before they married. A demand for

Table 45. Use of home economics information.

	:Using frequently : number :
Selecting clothing	31
Making home attractive	22
Repairing clothing	21
Making clothing	19
Selecting food	19
Meal service	17
Making house sanitary	17
Cleaning clothing	16
Family budgeting	15
Saving of energy	14
Time budgeting	10
Hostess duties	10

family finance, consumer education and home furnishings was next as shown in Table 46.

Table 46. Desired information for marriage preparation.

	Number :
Family relationships	20
Child guidance	15
Family finance	10
Consumer education	8
Home furnishings	8
Practical food preparation	5
Home nursing	4
Menu planning	3
Adequate diet requirements	2
Home management	2
Laundry	2
Making and mending clothing	2
Costume and design	1
Gardening	1

Scultation and dietetics
Vegetable cookery

The single women made many recommendations for improvement for the home economics program in junior college. They included the addition of new courses, inclusion of new units in curriculums, the obtaining of needed equipment and points pertaining to administrative details as given:

Courses in home economics recommended

- Family Relationships
- Child Guidance
- Home Furnishings
- Family Finance
- Home Nursing and First Aid
- Clothing II
- Foods II
- Costume and Design II
- Business girls general course
- Design II
- Consumer Education
- Business Etiquette

The courses which were recommended for both college men and women were Family Relationship, Child Guidance, Business Etiquette, and Family Finance. Foods I and II were desired to be taught on a four-year college basis.

Recommended units to be added in home economics curriculums were the following:

Foods

- Social customs and etiquette for hostess duties
- Meal service practice in family style
- Practical buying information about vegetable and meat cuts
- Consumer buying
- Adequate diet requirements
- Meat cookery
- Meal planning
- Practical experience in foods courses
- Personal diet problems for individuals
- Family budget for two people
- Health units in foods
- Sanitation and cleanliness
- Vegetable cookery

Child guidance
 Family relationship
 Family finance
 Special occasion hostess duties

Clothing
 Dress designing
 Mending
 Laundry
 Textiles, new

Recommended equipment (up-to-date laboratory equipment)
 cooking utensils
 cooling ranges
 scales
 dishes
 silver
 linen

More room space for laboratories

Recommended administrative items
 Longer class periods
 Better schedules - no conflicts
 More home economics teachers for junior college only
 Better informed guidance at enrollment
 Better counsel and guidance for individual student problems
 Establishing grading methods for laboratory work
 Satisfactory and unsatisfactory ratings

SUMMARY

An increase in the enrollment was found in the four Kansas junior colleges of this study in the five year period between 1935 and 1940. The number of terminal students had also increased until they had far out numbered the pre-professional ones. Though the enrollment in home economics courses was comparatively small, a substantial increase in enrollment in them was noted over this period.

The influence of the four-year college upon the home economics programs was definitely shown. All were planned primarily for the preprofessional students. Interest was shown in some of the junior colleges in home economics courses for terminal students. However, there was but slight development in this direction. Only one junior college offered a special terminal course in home economics. Seven administrators said that it was impossible to care for the terminal and preprofessional students differently due to lack of room and other instructional facilities so all were cared for in the preprofessional courses. Six home economics instructors favored a separate and distinct program for each of these two types of students. None of the junior colleges had a home economics program for adults.

Home economics in junior college was held in high esteem by the school administrators, instructors, and the former students who had not gone on to college, both married and unmarried. The former preprofessional students majoring in home economics at four-year colleges did not regard their junior college work in this area as highly as did these other groups.

The offerings in home economics, most of which were in the areas of foods and nutrition and clothing and textiles, ranged from 13 to 20 semester hours. All junior colleges offered courses in foods and nutrition; and clothing and textiles; and three offered a course in design. One college had a course called Home and Family, another had one named Home Management and still another had one designated as Home Furnishings. In general, little change had been made in the home economics offerings during the five year period. Clothing I, Foods I and Design I were studied by the majority of students. Other important areas of home economics were not being given consideration in these colleges.

Additional information most desired by the women who had not gone on to four-year colleges was that concerning Family Relationships, Child Guidance, Family Finance, Consumer Education, Home Management, Home Decoration, Etiquette, Practical Food Preparation, Home Nursing, and Menu Planning. The unmarried women, especially, recommended to students planning to fill positions similar to those they occupied clothing

courses which stressed textiles, selection, clothing budgets, alteration of ready-to-wear garments, fancy work and knitting, and laundry. The foods courses were regarded as more useful if they stressed nutrition, dietetics for health, food values, menu planning, food terms, and food service to the public. The women thought that design courses, should stress the art principles as applied to home merchandise. They would have instruction in family relationships, emphasize personality development that would help them satisfactorily in meeting the public as well as fulfilling human relationship needs in the home.

Little specific education for marriage had been given by the junior colleges to the women. This is significant in that a majority of the women had married within one year after finishing junior college. Thirty-one of the women had never studied marriage and other human relationships in junior college and 24 had had no information concerning them in home economics courses. Twenty, also, said that they had had no opportunity for adequate practice of social customs and etiquette in relation to the home and business world. Ten of this group of women married with no preparation for marriage relationships from any source. Twenty-six had never participated in a discussion of parent and child relationships. A number of the married women sought advice during the interview concerning the solving of some of their problems of human relationships. The women said their most pressing problems were

those pertaining to finance and human relationships. Those relating to nutrition and health were next.

Tendencies predominated toward the renting of apartments both furnished and unfurnished though a few married women lived in rented houses. Twenty-one hoped to own their own homes at some future time. Twenty-six stated that they made family budgets and 23 followed them. Thirteen were mothers with a total of 15 children ranging from six weeks to 12 years of age. A majority of the women did most of their own work. Many of the mothers spent eight or more hours daily caring for their homes. Twenty-nine of these women entertained informally in their homes or in the homes of their parents with dinners and card games. Seventeen entertained guests one or more times a week. Thirteen entertained less than once a week. There were 12 who shared in the entertaining of fellow members in organizations of community welfare and civic work. The women sponsored 18 such organizations and many held important offices and committee memberships. Eleven married women were employed in gainful occupations outside of the home. Nineteen had been employed in gainful occupations before and after marriage. Eighteen gave full time to homemaking and three were still college students. All wage earning wives were homemakers and two were mothers.

The unmarried women who had not gone on to college assumed responsibilities for 22 different homemaking activities after working hours. They were using information

obtained in junior college in 12 of these activities. Those listed the most frequently were selecting, repairing, and making garments, and making the home attractive.

The preprofessional students differed concerning the extent to which junior college home economics fulfilled their needs. Some tended to judge this on the basis of credits lost or not lost in transferring to the four-year colleges. Some said that they had received important daily living values from their home economics work in junior college, and some stated that they had not. Included in the values received were: spending money wisely; planning, buying, making and caring for own college wardrobe; and checking diets for adequacy.

Practically no provisions were made in any of these junior colleges for following up the students after leaving college in regard to employment and location. There were no complete records of names and addresses of the former women students who had married. Neither were there definite records concerning the women students who went on to four-year colleges. Obviously this fact would limit an effective study of previous and present courses offered in junior college. It would also hinder the development of programs and courses that would fit the needs of the students.

If the home economics programs in these junior colleges are to serve all of the women students in a satisfactory manner, they need to be developed much further than they have been

so far. Information is needed by both administrators and teachers in regard to how this can best be done. Surveys should be made in which are ascertained the needs related to home economics of present and former students; as well as the vocational opportunities offered in the community. Whatever programs in home economics may finally be planned adequately, provision should be made for the terminal students as well as the professional.

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APPENDIX

HOME ECONOMICS IN CERTAIN KANSAS JUNIOR COLLEGES

Sheet I

(Administrators and school records)

1. Name of junior college _____ 2. Number of years established _____
3. Population of city _____ 4. Chief industries in community _____
-

5. Enrollment in Junior College :1935-1936 :1936-1937 :1937-1938 :1938-1939 : 1939-1940 :
:Women Men:Women Men:Women Men:Women Men:Women Men:

A. Total enrollment in junior col. _____

B. Enrollment in home economics _____

1. Number who went no further after graduation _____

2. Number who continued into 4 year college _____

3. Of those who went to a 4 year college _____

a. Number who enrolled in home economics as major _____

4. Number after graduation who continued junior college study _____

C. Of those who went no further _____

1. Number who taught school _____

2. Number employed in commercial & industrial work _____

3. Number employed in homes of others _____

4. Number at home, unemployed _____

5. Number who married & established own home _____

6. Number who married and live with parents _____

6. For whom is your program in home economics planned, primarily?
 - A. Terminal students (those who go no further than junior college)
 - B. Preprofessional (those who continue study in home economics in 4 year college.)
 - C. Adults (over 25 years old, established in own home and business, wishing more education.
7. To what extent does the four-year college program influence your home economics program?
 - A. Planned as an independent two year set-up without consideration for four-year college?
 - B. Planned in relation to four-year college program?
 - C.
 - D.
8. How do you care for the terminal and professional students in your home economics program?
 - A. Take same program.
 - B. Take different program.
 - C. Take some courses the same and some courses different.
 - D. Make differences for each in same course.
 - E.
9. Do you recommend that the terminal and professional students be cared for differently?
10. What areas of home economics should the junior college program include?
 - A. Foods and Nutrition
 - B. Clothing and Textiles
 - C. Family Relationships
 - D. Housing
 - E. Family Finance and Economics
 - F. Child Guidance
 - G. Costume & Design
 - H. Art in the Home
 - I. Consumer Buying
 - J. Home Management
 - K.
 - L.
 - M.
11. Do you offer any home economics courses that are not accepted for college credit in four-year colleges?
 - a. If so, how does the enrollment compare with that in courses accepted?
12. What are the maximum number of semester hours of home economics that can be successfully offered in a junior college of this size?
13. Do you consider home economics to be a fundamental part of the junior college program for:
 - A. Terminal students
 - B. Students studying at 4 year colleges after graduation?
 - C. Students studying home economics after graduation at 4 year colleges?
 - D.

14. How do your students regard home economics in junior college?

A. Terminal students

1. Regard highly
2. Accepted with indifference
3. Considered of little value

B. Students who study home economics at 4 year colleges

1. Adequate in junior college
2. Inadequate in junior college
3. Regarded highly

C. Adults, enrolled in junior college home economics courses?

1. Regarded highly
2. Indifference toward its value
3. Negative criticism toward it.

Name: _____ ; First: _____ Second: _____ Required: _____ ; Credits: _____

15. What are the prerequisites for your home economics junior college courses?

Courses

Jr. H. School H. H. School H. H. Jr. College H. H.

16. What are your main objectives for home economics in junior college?

17. What are the units or main topics included in your home economics courses?

18. Do you require laboratory fees? If so, how much?
 A. In foods _____ B. Clothing _____ C. Art _____
 D. Other courses _____

19. What text books, reference books and magazines do you use in home economics courses?

Course Name: _____ Text Books: _____ ; Reference Books/Magazines: _____

20. What phases of home economics do you think should be included in your program?

Sheet II

(Home Economics Teachers in Junior Colleges)

1. Name of Teacher _____
2. Name of Junior College _____
3. What other subjects besides home economics in junior college do you teach? _____
4. What courses in home economics are offered? _____
- A. What is your plan of placement?

Course	Year					
Name	First	Second	Required	Elective	Credit	

5. What are the prerequisites for your home economics junior college courses?

Courses

Jr. H. School	H. Ec.	H. School	H. Ec.	Jr. College	H. Ec.

6. What are your main objectives for home economics in junior college?
7. What are the units or main topics included in your home economics courses?
8. Do you require laboratory fees? If so, how much?
 A. In foods _____ B. Clothing _____ C. Art _____
 D. Other courses _____
9. What text books, reference books and magazines do you use in home economics courses?

Course Name:	Text Books	Reference Books:	Magazines

10. What phases of home economics do you think should be included in your program?

11. Do your students take more than one course in home economics?
Only one course?
12. If they take only one course which is the most popular?
13. How many take all the courses offered?
14. Should a different program be planned for terminal students and professional students?
15. What should be the difference in these programs?
16. What are the home economics courses which could be the same for both groups?
17. Should differences be made in courses in which adults enroll?
18. Do adults enroll and complete work for?
 - A. College credits?
 - B. Non-credit courses?
 - C. Short units of study?
19. Suggestions for improvement of the home economics program and courses in your junior college.

7. Interview

11. From interview

1. Husband's occupation

2. Are you employed outside of your home?

A. Office work

B. Teaching

C. Beauty Culture

D. Dressmaking

E. Waitress

F. Housework in homes of others

G. Clerk in store

H.

3. Did you have special preparation for this work?

A. If so, where?

4. Number of children

Age Sex Age Sex

Sheet III

Junior College Graduates Who Studied Home Economics and Are Now Married

I. School records of married graduates

1. Name (Maiden)
(Married)
2. Present address
3. Age
4. Parent's name
5. Parents' occupation(father's) (mother's)
6. Junior college home economics course completed

Course name	:Year studied:	No. of semesters	:
-------------	----------------	------------------	---

- A.
- B.
- C.
- D.
- E.
- F.
- G.

7. Graduates

II. From interviews

1. Husband's occupation
2. Are you employed outside of your home?
 - A. Office work
 - B. Teaching
 - C. Beauty Culture
 - D. Dressmaking
 - E. Waitress
 - F. Housework in homes of others
 - G. Clerk in store
 - H.
3. Did you have special preparation for this work?
 - A. If so, where?
4. Number of children

Ages	:	Boys	:	Girls	:
------	---	------	---	-------	---

5. Number of years after leaving junior college before marriage?
6. What home economics experience and education since graduation?
 - a. Practical experience in own home before marriage
 - b. Working as a paid helper in others' homes
 - c. Study groups in clubs and civic organizations
 - d. Farm Bureau
 - e. Commercial demonstration groups
 - f. Adult classes
 - g. Other experiences
 - h.
7. Do you do all of your own housework?
8. If not, what type of help do you have?
9. How much?
10. Approximate number of hours spent daily in doing housework and caring for the family?
11. Approximate number of hours spent daily in leisure time?
12. Do you make a family budget? Do you follow it?
13. Do you entertain?

In your home
Away from home
How often
14. Do you own your own home? Do you expect to do so in the future?
15. Do you take part in community and church organizations and projects?

23. List of organizations to which you belong: Approx. no. of
:times attending

- A.
- B.
- C.
- D.
- E.

16. Reactions toward homemaking and marriage.
 - a. Enjoy them
 - b. Too much conflict for enjoyment
 - c. Pleasant experiences outweigh conflicts
 - d. Too much drudgery
 - e. Too much work of
 1. Supervision & management
 2. Manipulative
 - f. Not enough interests in common with partner

17. What are your most pressing problems in life, as a homemaker?
A.
B.
C.
D.
E.
F.
G.
18. Were you given any preparation for marriage relations in college courses?
19. In which courses?
20. Were you given any preparation for marriage relations outside of college courses?
21. In what ways?
A. Reading materials
B. Counsel and guidance by trained persons
C. Study group discussions
D. Lectures
E. Films
F.
G.
22. How has your home economics training in junior college helped you to solve your homemaking problems?
A.
B.
C.
D.
E.
F.
G.
23. Did your home economics training aid you in preparation for marriage?
a. By directing discussion before marriage of
1. past experiences
2. philosophy toward life
3. standard of living
4. sex relationships
b. By giving information concerning family finances along lines of:
1. family budgets
2. family buying and selection
3. family life insurance & saving
4. family investments
5. home ownership
c. By giving an understanding of family and social relationships in
1. husband and wife relations
2. parent and child relations
3. family and community relations

- d. By giving information and some skill in
 1. making and selecting family clothing
 2. selecting and preparing adequate diets
 3. making home attractive
 4. planning the use of leisure time
 5. practicing social customs & etiquette

24. Do you think enough time was spent in the study of marriage and family relationships?
25. Do you think enough time was spent in courses concerning child guidance?
26. How did your home economics in junior college prepare you for using your leisure time?
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
27. What phases of home economics did you enjoy most?
28. Do you easily recall junior college home economics instruction when a need arises?
29. Should home economics courses be required in junior college?
30. If so, which course or courses?
31. What recommendations and suggestions for the improvement of the home economics program in junior college do you wish to make?
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
 - H.

- i. Reaction toward home economics courses studied in junior college
 - a. Did the courses adequately prepare you for advanced college study?

- b. Were your home economics courses helpful in preparing you toward graduation in the home economics department?

Sheet IV

Junior College Graduates Enrolled in Four Year Colleges

I. School Records

1. Name
2. Present address
3. Age
4. Parent's name
5. Parent's occupation (Father's)
(Mother's)
6. Junior college from which graduated
7. Junior college home economics courses completed

Course:	Year :	No. of Texts:	Reference:
Name	:Taken:	Semester	:Books : Magazines :

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.
K.
L.
M.
N.

-
8. Year of graduation

II. Graduates

1. Home economics curriculum enrolled in four year college
2. Number of years after leaving junior college before enrollment in four year college
3. Work you expect to follow after graduation
4. Reaction toward home economics courses studied in junior college
 - a. Did the courses adequately prepare you for advanced college study?
 - 1.
 - 2.
 - 3.
 - b. Were your home economics courses accepted for credit toward graduation in the four year college?
 - 1.
 - 2.

3.
4.
5. How well did junior college home economics prepare you for future four year college work?
- Entirely satisfactory
 - Partly satisfactory
 - Unsatisfactory
 -
6. What courses would you recommend junior college students to take if going on to major in home economics?

:Kinds of courses

-
- All of required chemistry
 - Zoology, embryology, physiology
 - All required English
 - All foods courses offered
 - All clothing courses offered
 -
 -
 -
 -
-

7. What advantages does home economics in junior colleges offer the girl who is going on to a four year college?
- -
 -
 -
 -
 -
 -
 -
 -
8. For the girl studying home economics in a four year college, what are the disadvantages in junior college home economics courses?
- -
 -
 -
 -
9. What improvements do you recommend for home economics in your junior college?
- -
 -
 -
 -
 -
 -
 -

Sheet V

Junior College Graduates Living in Parents' Homes or Earning Own Living

I. School Records

1. Name
2. Present address
3. Age
4. Parent's name
5. Parent's occupation (Father's)
(Mother's)
6. Junior college from which graduated
7. Junior college home economics courses completed

Course: Name	Year :Taken:	No. of Semesters:	Reference:		
			Texts	Books	Magazines
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					

8. Year of graduation

II. Graduates

1. Your occupation
 - a. Office work
 - b. Teaching
 - c. Beauty Culture
 - d. Waitress
 - e. Housework at home
 - f. Housework in homes of others
 - g. Dressmaking
 - h. Clerk in store
 - i.
 - j.
 - k.
 - l.
 - m.
 - n.
 - o.
 - p.
2. Did you have special preparation for this work?
 - a. If so, where?
3. Number of years after graduation before obtaining a position or work?
4. How well did junior college home economics prepare you for your present living?
 - a. Entirely satisfactory
 - b. Partly satisfactory
 - c. Unsatisfactory

5. What courses in home economics would you recommend junior college students to take if going into the work you are now engaged?

Course Name

- a.
- b.
- c.
- d.
- e.

6. What kind of homemaking responsibilities do you have now?

a. Manipulative labor : b. Managerial & supervision

- | | |
|----|----|
| a. | a. |
| b. | b. |
| c. | c. |
| d. | d. |
| e. | e. |
| f. | f. |
-

7. Do you

- a. room and board
- b. live in apartment with others
- c. live in apartment alone
- d. live at home

8. How much do you use your home economics training received in junior college?

-
- | | |
|----|---------------------------|
| In | :Frequently:Infrequently: |
|----|---------------------------|
-
- A. Foods
 - a. selection
 - b. preparation
 - c. meal serving
 - d. hostess duties
 - B. Management
 - a. time budget
 - b. saving of energy
 - C. Clothing
 - a. selection
 - b. making
 - c. cleaning
 - d. repairing
 - D. Housing
 - a. selection of living quarters
 - b. making attractive
 - c. making sanitary
 - E. Finance
 - a. budget use
 - F. Human relationships
 - a. understanding others
 - b. cooperating with others
 - c. making good social contacts

9. Do you feel prepared for marriage and homemaking if undertaken later?
10. If not, what information do you feel the need of before marriage?
 - a.
 - b.
 - c.
 - d.
 - e.
11. What recommendations and suggestions for the improvement of the home economics program in your junior college do you wish to make?