

REASONS CHECKED FOR CHOOSING A HOME ECONOMICS
CURRICULUM BY A GROUP OF COLLEGE FRESHMAN
AND SENIOR WOMEN IN HOME ECONOMICS

by

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INTRODUCTION AND REVIEW OF LITERATURE

One of the major decisions made by today's college youth is that of choosing a college curriculum. Vocational counselors, as well as college deans, need increased information concerning curriculum choices made by college students.

Home economics was first introduced into colleges to give women students an education that would help them become better homemakers. Later there was a demand for professional preparation for women. A definite shortage of personnel trained in the home economics field has been and is a problem. The demand for home economics graduates has never been fully supplied by the land-grant colleges.

Since 1914 approximately half of the higher institutions admitting women have offered home economics (Coon, 1952). Home economics is an area of resident instruction in more than 500 colleges and in most high schools (Harris, 1960).

For the past decade, the enrollment of women in university home economics courses has been lagging behind enrollments in other professional fields. In many universities, the number of home economics majors has actually been declining while registration in other courses has been rising at the rate of from 5 to 15 per cent a year (McCain, 1960). However, data available from the Office of Admissions at Kansas State University indicate that the enrollment in the School of Home Economics increased 22 per cent in the fall of 1961.

To meet this shortage of trained home economics personnel, enrollments in land-grant colleges and universities in home economics must increase. With this increased demand for home economists will come the need for a better advisement program in order to interest more outstanding youth in home economics.

The present study was an attempt to identify some of the factors that influenced freshmen and senior women at Kansas State University in their choice of a home economics curriculum. It was believed that the results of the study might help certain aspects of the advisement program. The objectives of the study were: (1) to find the reasons freshmen women gave for choosing to study home economics; (2) to find the reasons senior women gave for choosing to study home economics; and (3) to find the reasons senior women gave for transferring from schools other than the School of Home Economics at Kansas State University into the School of Home Economics.

A few studies of a similar nature were reviewed in their relationship to the present study.

Coon (1952) pointed out in "Trends in Home Economics Enrollment" that in 21 years the enrollment in home economics has increased faster in degree-granting than in non-degree-granting institutions. In the degree-granting institutions, a great increase occurred in the number of degrees granted, and a rapid growth in graduate work also occurred. The number of non-major students has increased more rapidly than major students, and of men students more rapidly than women students.

Jorgensen (1954), in "A Home Economics Survey at the Junior College Level," sent a questionnaire to women students attending Santa Ana College in California. An average of 1.8 years of training in home economics was taken per student prior to college. Of this, 62 per cent was taken in junior high schools and 38 per cent in senior high schools. California requires every girl graduating from high school to have taken at least one year of homemaking.

Murphy and Bossard (1956), in their study "Profile of 1955-56 Home Economics Freshmen," obtained data for 137 freshmen in the School of Home Economics at the University of Alabama. The data revealed that some home economics work had been taken in high school by 103 of the students. Of this group, 43 had taken home economics for one year, 36 for two years, 21 for three years, 2 for four years, and 1 for five years.

The data from Winder and Gray's study (1961) of 70 women students at Morgan State College, Baltimore, Maryland, revealed that 81 per cent had taken foods courses in high school and 77 per cent had taken clothing courses. Less than 50 per cent of the women had taken courses in other areas of home economics.

Wright and Corbin (1952) pointed out in "Factors in Choice of Home Economics" that 30 per cent of the women in Nebraska colleges and universities became interested in home economics before reaching high school, slightly more became interested during the junior and senior years than during the freshman and sophomore years of high school, and nearly 10 per cent did not become interested until they had left high school. More than 50

per cent of the students made their final decision to enroll in college during their senior year, 14 per cent during their junior year, and almost 20 per cent after graduation from high school.

Baxter's study (1959) revealed that the senior year in high school was the predominant time when most of the freshmen women at Kansas State University chose their curriculums in college. However, 20.5 per cent said they decided as early as the ninth grade.

The purpose of Wright and Corbin's study (1952) was to determine the factors which influenced students to enroll in home economics departments at Nebraska schools. Sixty-five per cent of the women in their study were influenced by helping with home-making in their homes, 21 per cent by practical work experience, and 15 per cent by baby-sitting. Books and magazines influenced 29 per cent of the students. The data also showed that 4-H Club influenced 22 per cent and Future Homemakers of America influenced 9 out of 21 students who came from high schools which had a local chapter at the time this study was made. Scholarships had an influence on nearly all of the students who received them. "Hospitality Days" at colleges influenced 12 per cent of the students.

Nelson (1953) studied reasons for enrolling in home economics given by home economics students who had dropped out before graduation. Approximately a third said they had taken home economics because they thought it would be practical; nearly a third gave as their reason, preparation for professional jobs in home

economics; a sixth said preparation for homemaking; and the others said they had no real interest in the field, but had been persuaded to enroll by their parents or because they could not get into the field of their first choice.

This study also revealed that unless they had studied home economics in the senior high school, few listed high school instruction as a factor causing them to enroll for that course in college. High school counselors and other teachers had influenced few of them to take home economics.

In their study of home economics students in Nebraska colleges and universities, Wright and Corbin (1952) found that mothers ranked first among family members in influencing the students to enroll in home economics; 74 per cent of the women were influenced by their mothers, 24 per cent by their fathers, 17 per cent by their sisters, 8 per cent by their brothers, and 19 per cent by other relatives. Of the school personnel, 33 per cent of the women were influenced by the homemaking teacher, 15 per cent by their principal or superintendent, 10 per cent by the homeroom teacher, and 6 per cent by the counselor. College students also had an influence on the high school students through their enthusiasm for their work and their activities on the college campus.

Murphy and Bossard (1956) found that the home economics teacher ranked third behind the English teacher and the elementary school teacher as the teacher who had considerable influence on their lives, according to freshmen in home economics at the University of Alabama.

Hall's (1955) study, "Attitudes Toward Homemaking Education In The Secondary Schools of California," included homemaking students, non-homemaking students, home economics graduates, homemaking and non-homemaking teachers, administrators, and parents. All groups of participants agreed that the student's own interest was the greatest influence in their taking homemaking, although their parents exerted a strong influence too. Almost every participating group regarded the influence of a sister or brother as less important than that of either a girl friend or a boy friend.

Garrett (1958) concluded that the election or non-election of home economics was largely a matter of personal interest. Parents were the influential factor in 25 per cent of the cases where the girls enrolled in home economics in high school; the administration accounted for another 25 per cent of the electees; 20 per cent of the girls were influenced by friends; and the remaining 30 per cent who elected home economics did so because of personal interest.

Baxter (1959) attempted to discover the factors which influenced freshmen women to choose a home economics curriculum at Kansas State University. The study revealed that the six most frequently chosen reasons for selecting a home economics curriculum were: (1) a liking for those activities included in homemaking, (2) a desire to combine homemaking and a career, (3) interest in a particular area of home economics, (4) parental influence, (5) mother's influence, and (6) a desire to prepare for being a homemaker.

Schusky (1953) suggested that once superintendents and principals believe in home economics themselves, they can do a great deal to help increase home economics enrollments. First, they can select good home economics teachers who are capable of stimulating interest in home economics. Second, they can plan school curricula which include home economics courses and still meet college entrance requirements. Third, they can provide home economics departments which will draw students into home economics classes.

Hostetter (1961), in the article "Justin Hall Aids Recruitment," quotes Dean Hoffman as saying, "Our beautiful, functional new building, of course, helped to get that spurt in enrollment. Excellent facilities for teaching and research make a powerful magnet for attracting both a good staff and students casting about for a rewarding career."

McCain (1960) stated three recommendations for home economists to increase the enrollment in home economics. First, they should support programs for strengthening guidance services in high schools. Second, they need to help high school counselors understand home economics. Third, practicing home economists should interest girls in home economics.

METHOD OF PROCEDURE

The data for this study were obtained by means of a check list (Appendix) which was developed by the author. Baxter's (1959) check list served as a basis for the construction of the

present check list; the Baxter check list was modified, and additions were made to it. The final check list was composed of three parts. The first part was a face sheet of background information to be filled out by the freshmen and the seniors enrolled in home economics at Kansas State University. The second part consisted of a three-page check list for the freshmen and seniors enrolled in home economics. An additional three pages composed the third part; this section was answered by only the seniors enrolled in the School of Home Economics.

Two home economics students cooperated in pre-testing the check list. Their assistance was used to clear up any misunderstanding in the directions or questions. Their performance was also timed to enable the investigator to better judge how much time to request for the administration of the check list.

The check list was given to the freshmen women during the first meeting of both sections in the course, Introduction To Home Economics, on September 14 and September 19, 1961. The senior women were given a notice during enrollment requesting them to pick up a check list in the dean's office and to return it by September 27, 1961. Some check lists were available during enrollment; several of the seniors filled them out at this time.

Every freshman enrolled in the School of Home Economics at Kansas State University by September 19, 1961, answered the check list. This provided 274 check lists for the freshmen. There were 87 senior women enrolled in the School of Home Economics at Kansas State University for the first semester; nine of them did

not fill out a check list. Of these nine, seven had received a check list and had neglected to return it. This gave a final total of 78 check lists for the seniors. The data obtained from these 352 check lists were tabulated and analyzed by means of percentages. The total number of those responding with a first choice in a particular section represented 100 per cent. The second choices were also converted into percentages; the total number of students who had given a first choice for that particular question served as the basis for the conversion to percentages. In this manner, the second choices could be interpreted on the same basis as the first choices.

FINDINGS

This study was made to compare the reasons given by freshmen and senior women for choosing a home economics curriculum. Three hundred fifty-two women enrolled in home economics at Kansas State University completed and returned the check lists which provided the data for the study. Seventy-eight of the women were seniors and 274 were freshmen. Of the seniors, six were in the honors program; 11 of the freshmen were also in the honors program.

Approximately one-third of the freshmen had lived on a farm for most of the school years before enrolling in college (Table 1). Twenty per cent of the freshmen had resided in a small city before entering Kansas State, while a metropolis was the home for 40 of the women. Nearly 13 per cent of them lived in a rural area of less than 2,500 population, but not on a farm.

Table 1. The place of residence of the freshmen for most of their school years before entering college.

Place of residence	Freshmen	
	Number	Per cent
Farm	96	35.0
Small city (2,500 to 25,000 population)	55	20.0
Metropolis (Over 150,000 population)	40	14.6
Rural non-farm area (Under 2,500 population, but not on a farm)	35	12.8
Large city (100,000 to 150,000 population)	25	9.2
Middle-sized city (25,000 to 100,000 population)	23	8.4
Total	274	100.0

Large cities were the residing place for 25 freshmen; the other 8.4 per cent of the women lived in a middle-sized city.

As was true for the freshmen, the largest percentage of the seniors had lived on a farm for most of the school years before entering college; 43.6 per cent of them resided on farms (Table 2). Slightly more than one-fourth of the seniors lived in a small city. A metropolis of more than 150,000 population was named as the place of residence by 11 women. Seven of the seniors had lived in a rural area, but not on a farm. Three women had lived in a large city, and another three women had lived in a middle-sized city.

Table 2. The place of residence of the seniors for most of their school years before entering college.

Place of residence	Seniors	
	Number	Per cent
Farm	34	43.6
Small city (2,500 to 25,000 population)	20	25.7
Metropolis (Over 150,000 population)	11	14.1
Rural non-farm area (Under 2,500 population, but not on a farm)	7	9.0
Large city (100,000 to 150,000 population)	3	3.8
Middle-sized city (25,000 to 100,000 population)	3	3.8
Total	78	100.0

Forty-eight per cent of the freshmen and 52.6 per cent of the seniors had lived in a rural area of less than 2,500 population. An urban area of more than 2,500 population was the residing place for 52.2 per cent of the freshmen. Forty-seven per cent of the senior women also lived in an urban area.

The occupations of the freshmen's fathers were rated according to Warner's (1957) revised scale for rating occupation (Appendix). A rating of 1 was the highest rating, and a rating of 7 was the lowest rating on the scale. More than half of the occupations of the freshmen's fathers were rated as 2. Almost 17 per cent of the occupations rated a 3. The highest rating of

1 was given to slightly more than 12 per cent of the fathers' occupations. Approximately 10 per cent received a 4 rating, while nearly 5 per cent had a rating of 5. Almost 3.5 per cent of the occupations were rated as a 6, and one occupation received a rating of 7 (Table 3).

Table 3. Occupational ratings¹ of the freshmen's fathers.

Ratings	:	Number	:	Per cent
2		137		52.4
3		44		16.8
1		32		12.2
4		27		10.3
5		12		4.5
6		9		3.4
7		1		0.4
Total		262 ²		100.0

¹ Explanation of ratings given in Appendix.

² Nine fathers were deceased and three were retired.

Forty-nine per cent of the occupations of the seniors' fathers were rated with a 2 rating. The highest rating of 1 went to 18.6 per cent of the occupations. The next most frequently earned rating was a 3. Five of the fathers' occupations deserved a 5 rating according to Warner's revised scale. A rating of 6 was given to three occupations; two occupations received a 4 rating. The lowest rating of 7 went to only one occupation (Table 4).

Table 4. Occupational ratings¹ of the seniors' fathers.

Ratings	:	Number	:	Per cent
2		34		48.6
1		13		18.6
3		12		17.2
5		5		7.1
6		3		4.3
4		2		2.8
7		1		1.4
Total		70 ²		100.0

¹ Explanation of ratings given in Appendix.

² Seven fathers were deceased and one was retired.

The larger percentage of the mothers of the freshmen and the seniors did not have an occupation outside the home (Table 5). Thirty-four per cent of the freshmen's mothers worked outside the home, and slightly more than one-fourth of the seniors' mothers were employed outside the home.

The freshman women had a total of 286 brothers and 234 sisters in their families. The mean number of siblings per freshman was 1.9. The seniors also had 1.9 siblings as the mean number of siblings. They had 79 brothers and 72 sisters.

Forty-two per cent of the freshmen had had another member of the family attending Kansas State University. A slightly larger per cent of the seniors, 43.6, had another family member who had attended Kansas State University (Table 6).

Table 5. Mothers of freshmen and seniors who had an occupation outside the home.

Occupation outside the home	:Freshmen's mothers :		Seniors' mothers	
	: Number	:Per cent :	: Number	:Per cent
No	182	66.4	58	74.4
Yes	92	33.6	20	25.6
Total	274	100.0	78	100.0

Table 6. Freshmen and seniors who have had another member of the family attending Kansas State University.

Family member at K.S.U.	: Freshmen :		Seniors	
	: Number	:Per cent:	: Number	:Per cent
No	160	58.4	44	56.4
Yes	114	41.6	34	43.6
Total	274	100.0	78	100.0

The education of the freshmen's mothers varied from eight years of grade school to four years of post graduate study (Table 7). Thirty-five per cent of the mothers had graduated from college. The education of the fathers varied from five years of grade school to four years of post graduate work (Table 7). A high school diploma was earned by approximately 28 per cent of the fathers; an additional 21.5 per cent had graduated from college.

The eighth grade was the last grade attended by four of the seniors' mothers; one mother had done four years of post graduate

Table 7. Education of the freshmen's parents.

Education	: Mother :		: Father :	
	: Number	: Per cent	: Number	: Per cent
Grade school				
Seven years or less	0	0	3	1.1
Eight years	14	5.1	24	8.8
High school				
Three years or less	13	4.7	22	8.0
Four years	95	34.7	77	28.1
Business school				
Two years or less	27	9.9	10	3.6
Three years or more	7	2.5	3	1.1
College				
Three years or less	61	22.3	49	17.9
Four years	51	18.6	59	21.5
Post graduate study				
Three years or less	5	1.8	18	6.6
Four years	1	0.4	9	3.3
Total	274	100.0	274	100.0

work (Table 8). Almost 33 per cent of the mothers were high school graduates, and an additional 13.2 per cent had graduated from college. The range of education of the seniors' fathers varied from the fourth grade to four years of post graduate study (Table 8). Approximately 28 per cent of the fathers had graduated from high school, and another 22.4 per cent were college graduates.

Home economics courses in junior and senior high school must have appealed to the freshmen because 53.3 per cent of them had taken five or more semesters of home economics before entering college. Almost 43 per cent of the freshmen had between one and

Table 8. Education of the seniors' parents.

Education	: Mother :		: Father :	
	: Number	: Per cent	: Number	: Per cent
Grade school				
Seven years or less	0	0	2	2.6
Eight years	4	5.3	7	9.2
High school				
Three years or less	3	3.9	5	6.6
Four years	25	32.9	21	27.6
Business school				
Two years or less	10	13.2	1	1.3
Three years or more	1	1.3	1	1.3
College				
Three years or less	20	26.3	14	18.5
Four years	10	13.2	17	22.4
Post graduate study				
Three years or less	2	2.6	6	7.9
Four years	1	1.3	2	2.6
Total	76	100.0	76	100.0

four semesters in junior and senior high school (Table 9). Only 11 freshmen had not had any home economics classes before entering college. Sixty-three per cent of the freshmen had taken some home economics in junior high school while 82 per cent of them had studied home economics in high school.

The seniors were equally attracted to home economics in junior and senior high school. Fifty-four per cent of the seniors had had five or more semesters of home economics in junior and senior high school (Table 9). Between one and four semesters had been taken by approximately 42 per cent of the seniors. Three women reported that they had had no home economics in junior and

Table 9. The number of semesters of home economics taken in junior and senior high school by the freshmen and seniors.

Number of semesters	Freshmen		Seniors	
	Number	Per cent	Number	Per cent
Five semesters or more	146	53.3	42	53.8
Between one and four semesters	117	42.7	33	42.4
No semesters	11	4.0	3	3.8
Total	274	100.0	78	100.0

senior high school before enrolling in college. Exactly one-half of the seniors had taken home economics in junior high school. The per cent of girls taking home economics increased to 88.5 per cent in high school.

The freshmen were asked if they had carried out any homemaking projects as an active member of certain organizations (Table 10). Almost one-half of them indicated that they had carried out homemaking projects in 4-H. Approximately a third of the freshmen had homemaking projects as a member of Future Homemakers of America, and 31 per cent had belonged to Girl Scouts or Camp Fire Girls. Only one-fifth of the freshmen did not belong to any organization in which they carried out homemaking projects. It was not known if they did not have any homemaking projects in the organizations, or if they actually did not belong to any of the clubs. Five of the students checked membership in other organizations not listed on the questionnaire.

Table 10. Organizations in which the 274 freshmen indicated they had carried out homemaking projects.

Organizations	Freshmen	
	Number	Per cent
4-H	136	49.6
Future Homemakers of America	91	33.2
Girl Scouts, Camp Fire Girls	85	31.0
No organizations	57	20.8
Others	5	1.8

The 4-H clubs were also popular with the seniors; one-half of the students had homemaking projects as members of 4-H. Slightly more than 37 per cent of the seniors had belonged to Future Homemakers of America and had carried out homemaking projects while a member of it. The Girl Scouts and Camp Fire Girls attracted 28.2 per cent of the seniors to membership. Fifteen women were not members of any organization in which they carried out homemaking experiences. Again, it was not known if they did not have any homemaking projects in the organizations, or if they actually did not belong to any of the clubs. One student was a member of an organization not listed on the questionnaire (Table 11).

Scholarships were not a large influence in the selection of a home economics curriculum in college. Only 8 per cent of the freshmen had a scholarship in home economics. Approximately 5 per cent of the senior women were holders of a scholarship in home economics (Table 12).

Table 11. Organizations in which the 78 seniors indicated they had carried out homemaking projects.

Organizations	Seniors	
	Number	Per cent
4-H	39	50.0
Future Homemakers of America	29	37.2
Girl Scouts, Camp Fire Girls	22	28.2
No organization	15	19.2
Others	1	1.3

Table 12. Freshmen and seniors who have a scholarship in home economics.

Scholarship	Freshmen		Seniors	
	Number	Per cent	Number	Per cent
No	252	92.0	74	94.9
Yes	22	8.0	4	5.1
Total	274	100.0	78	100.0

The most frequently chosen reason for enrolling in home economics given by the freshmen was the opportunity for combining homemaking and a career after graduation (Table 13). This combination appealed to nearly 30 per cent of the 274 freshmen. Almost 23 per cent indicated that they had a specific career in mind when they enrolled in home economics. Fifty students, or 18.3 per cent, said they wanted to prepare themselves for being a homemaker. The many career opportunities in home economics

Table 13. Freshman choices of vocational reasons for choosing a home economics curriculum in college.

Reasons	:First choice :		Second choice	
	:Number :	:Per cent :	Number :	:Per cent
Combination of homemaking and an outside career	81	29.6	57	20.8
Preparation for a particular career outside the home	62	22.6	20	7.3
Preparation for being a homemaker	50	18.3	68	24.9
The many career opportunities in home economics	47	17.1	40	14.6
Provision for economic security	19	6.9	27	9.8
Other reasons	15	5.5	8	2.9
No second choice indicated			54	19.7
Total	274	100.0	274	100.0

appealed to approximately 17 per cent of the freshmen. Almost 7 per cent stated that they were interested in the economic security provided by a career in home economics, and the remaining 15 women stated that they had other reasons for choosing home economics. Almost 25 per cent of the students gave as their second choice the preparation for being a homemaker. The next most frequently chosen second choice was the opportunity for combining both homemaking and a career.

Approximately 40 per cent of the senior women gave as their reason for enrolling in home economics the opportunity to combine homemaking and a career (Table 14). The second most frequently

Table 14. Senior choices of vocational reasons for choosing a home economics curriculum in college.

Reasons	: First choice :		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Combination of homemaking and an outside career	31	40.3	14	18.2
The many career opportunities in home economics	17	22.0	8	10.5
Preparation for a particular career outside the home	10	13.0	9	11.5
Preparation for being a homemaker	7	9.1	8	10.5
Other reasons	7	9.1	1	1.3
Provision for economic security	5	6.5	12	15.5
No second choice indicated			25	32.5
Total	77	100.0	77	100.0

indicated reason was the fact that in home economics are found many different career opportunities. Thirteen per cent of the seniors stated that they wanted to prepare for a particular career outside the home. Seven students were interested in preparation for being a homemaker. Approximately 9 per cent checked that they had other reasons for choosing home economics. Only 6.5 per cent enrolled in home economics for reasons of economic security. The combination of homemaking and a career received the most second-choice checks with slightly more than 18 per cent of the seniors checking this reason. Approximately 15 per cent of the seniors chose the economic security offered by a career in home economics as their next second-choice reason.

The freshmen and seniors were both interested in the chance to combine homemaking and a career through the study of home economics as this was the most frequent reason listed by both groups. Both groups were also concerned with the preparation for a particular career and the career opportunities in home economics. According to percentages, twice as many freshmen as seniors wanted preparation for becoming a homemaker. Less than 7 per cent of each group were concerned with the economic security provided by a career in home economics.

The home economics teacher and other teachers in junior and senior high school had the greatest influence of any persons on the freshmen in their choice of home economics; slightly more than 31 per cent were influenced by a teacher. The next most influential person was their mother. Both parents together influenced 16.8 per cent of the freshmen. Other adults in the field of home economics accounted for almost 6 per cent of the influential persons. A home economics agent had an effect on the choice of 12 of the freshman women. Another family member and another adult not in the field of home economics each influenced 4.2 per cent of the students. Nine of the freshmen were swayed by friends of their own age. Their fathers influenced 2.6 per cent of the freshmen, while 46.2 per cent of the students were influenced by either their mother, father, or both parents. This was a larger percentage than for any other influence (Table 15). The home economics teacher and the other teachers also received the most second-place checks for being influential in the choice

Table 15. Freshman choices of persons who might have influenced them in their choice of home economics.

Reasons	: First choice :		: Second choice :	
	: Number	: Per cent	: Number	: Per cent
Home economics teacher and other teachers	82	31.4	40	15.3
Mother	70	26.8	30	11.5
Parents	44	16.8	24	9.2
Other adults in field of home economics	15	5.9	9	3.5
Home economics agent	12	4.6	13	4.9
Other member of family	11	4.2	14	5.4
Other adults not in field of home economics	11	4.2	8	3.1
Friends of own age	9	3.5	15	5.8
Father	7	2.6	6	2.3
No second choice indicated			102	39.0
Total	261	100.0	261	100.0

of home economics. The next most important person to the freshmen, according to the number of second-choice checks, was their mother; these were also the top two choices of the first-choice checks of influential persons. The father was also the least frequently chosen person by the second-choice checks, as well as by the first choices.

The seniors were influenced the most by their home economics teacher or another teacher; over one-fourth of the students gave

this as their first-choice response (Table 16). The influence of both parents was felt by almost 20 per cent of the women.

Table 16. Senior choices of persons who might have influenced them in their choice of home economics.

Reasons	: First choice		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Home economics teacher and other teachers	20	29.8	11	15.3
Parents	14	19.5	4	5.5
Mother	10	13.8	9	12.5
Home economics agent	9	12.5	4	5.5
Other member of family	7	9.7	2	2.8
Other adults in field of home economics	4	5.5	4	5.5
Father	3	4.2	1	1.4
Other adults not in field of home economics	3	4.2	6	8.4
Friends of own age	2	2.8	3	4.2
No second choice indicated			28	38.9
Total	72	100.0	72	100.0

The third most influential person was their mother. A home economics agent accounted for 12.5 per cent of the first-choice responses. A member of the family, other than the parents, influenced seven students to study home economics. Four seniors were influenced by adults who were in the field of home economics. The paternal influence was felt by 4.2 per cent; adults not in

the field of home economics also influenced 4.2 per cent of the seniors. Only two girls checked that they were influenced by friends of their own age. Thirty-eight per cent of the seniors were influenced by either their mother, father, or both parents; this was larger than for any other influence. The most frequently indicated second choice of influential persons was the home economics teacher or other teachers. The next most frequently chosen second-choice person was each girl's mother.

The home economics teacher and other teachers had the greatest influence on both the freshmen and the seniors to enroll in the School of Home Economics. Over one-fourth of each group gave credit to their teachers for influencing them in their study of home economics. More freshmen were influenced by their mothers than were seniors, while more seniors were influenced by both parents. When the per cent of influence of the mother, father, and both parents were added together, it proved to be the largest influence for the freshmen and the seniors. It was interesting to note that practically all of the students who did not answer the question added a note commenting that they had made their decision by themselves to enroll in home economics.

A liking for those activities included in homemaking was the most frequently indicated personal experience of the freshmen for choosing home economics. Slightly more than 40 per cent of the students indicated that these activities appealed to them (Table 16). Enjoyment of home economics in school and pleasant homemaking experiences in youth organizations accounted for another

Table 17. Freshman choices of personal experiences that might have influenced them in their choice of home economics.

Experiences	: First choice :		: Second choice :	
	: Number :	: Per cent :	: Number :	: Per cent :
Liking for those activities included in homemaking	111	40.8	68	25.0
Enjoyment of home economics in school	62	22.8	56	20.6
Pleasant homemaking experiences in youth organizations	50	18.4	30	11.0
Other reasons	25	9.2	3	1.1
Pleasant home experiences	13	4.8	26	9.6
Work experience in the field of home economics	8	2.9	5	1.8
Attendance at K.S.U. Hospitality Day	3	1.1	16	5.9
No second choice indicated			68	25.0
Total	272	100.0	272	100.0

40 per cent of the personal experiences that influenced them. Reasons other than the ones listed in the check list influenced approximately 9 per cent of the freshmen; some of these reasons were: "I know almost nothing about the management of a home and children and it is important for me to learn"; and "I like to help people and this was the field I felt I would like to help them the most with." Pleasant experiences in the home had an effect on only 13 of the freshmen. Almost 3 per cent checked that their work experience in the field of home economics had influenced them; it is not known how many of the freshmen had

actually had any work experience in the field. Although Hospitality Day is a big event for the School of Home Economics, it seems to have influenced only three of the freshmen in their choice of home economics. One-fourth of the students stated that a liking for the activities in home economics was the second factor in their decision to study home economics, and one-fifth of them indicated that the enjoyment gained from studying home economics in junior and senior high school was an influence in their choice.

As was true for the freshmen, the seniors rated their liking for the activities included in home economics as a major personal influence in their decision to take a home economics curriculum in the university (Table 18). Forty-two per cent of the seniors indicated that this was an influential factor in their choice. The next most frequently chosen reason was the pleasant homemaking experiences that they had in youth organizations. Nearly 12 per cent of the seniors had been influenced by their enjoyment of home economics in junior and senior high schools; almost as many of them, 10.2 per cent, had had pleasant home experiences. Other reasons given by five of the seniors included: "I didn't appreciate or enjoy work experience in other areas for a life time vocation"; "Because I am married"; and "Always received good grades in home ec." Working in the field of home economics had helped three girls to decide to study home economics, and no seniors thought that attending Hospitality Day had been a primary factor in their decision. Thirteen of the seniors indicated that

Table 18. Senior choices of personal experiences that might have influenced them in their choice of home economics.

Experiences	: First choice :		: Second choice :	
	: Number	: Per cent	: Number	: Per cent
Liking for those activities included in homemaking	33	42.4	12	15.3
Pleasant homemaking experiences in youth organizations	20	25.7	7	8.9
Enjoyment of home economics in school	9	11.5	13	16.6
Pleasant home experiences	8	10.2	10	12.7
Other reasons	5	6.4	3	3.8
Work experience in the field of home economics	3	3.8	1	1.2
Attendance at K.S.U. Hospitality Day	0	0	5	6.4
No second choice indicated			27	35.1
Total	78	100.0	78	100.0

their enjoyment of home economics in school had been their second-choice reason for enrolling in home economics. The next highest second-choice reason was their liking for the activities included in homemaking.

Both the freshmen and the seniors indicated that their main personal experience for choosing home economics was a liking for the activities included in homemaking. Twice as many freshmen as seniors indicated that they had enjoyed home economics in school. Both groups had enjoyed pleasant homemaking experiences in youth

organizations, and the least influential personal experience for both age levels had been their attendance at Hospitality Day.

Interest in a particular area of home economics appealed to slightly more than 30 per cent of the freshman women (Table 19).

Table 19. Freshman choices of some reasons for choosing a home economics curriculum in college.

Reasons	: First choice		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Interests in a particular area of home economics	83	30.3	29	10.6
Abilities best suited for this field	56	20.4	27	9.9
Desire to learn something practical and useful	44	16.6	53	19.7
Desire to gain more knowledge and skill in home economics	29	10.6	26	9.5
Desire to help others through home economics learnings	20	7.0	19	6.9
Home economics gives a well-rounded education	19	6.9	33	12.0
Home economics is interesting and challenging	16	5.8	20	7.0
The School of Home Economics at K.S.U. has a good reputation	3	1.0	24	8.8
Other reasons	3	1.0	3	1.0
Justin Hall is a new building with modern equipment	1	0.4	1	0.4
No second choice indicated			39	14.2
Total	274	100.0	274	100.0

The freshmen had confidence in themselves, as one-fifth of them thought that their abilities were best suited for this field. The practical viewpoint of the freshmen was shown with 16.6 per cent responding that they wanted to learn something that would be practical and useful; a curriculum in home economics met their need. Approximately 11 per cent of the students took home economics in order to gain more knowledge and skill in this field. Some of the freshmen had a desire to help others; 7 per cent of them wanted to do this with their home economics learning. The belief that a well-rounded education could be gained in home economics was an influence on nearly 7 per cent of the freshmen. Sixteen students felt it interesting and challenging to them to study home economics. The good reputation of the School of Home Economics at Kansas State University influenced only three women; another three women checked other reasons not given in the list. One freshman was impressed with the fact that Justin Hall was a new building with modern equipment. The practical aspect of home economics was again influential with almost one-fifth of the freshmen, indicating it was their second choice. The next most frequently chosen second-choice influence was the fact that home economics offered a well-rounded education.

The senior women were interested in a particular area of home economics; almost one-fourth of them chose home economics as their curriculum in order to study in their area of special interest (Table 20). The desire to help others through their home economics learnings was indicated by 21.8 per cent of the seniors.

Table 20. Senior choices of some reasons for choosing a home economics curriculum in college.

Reasons	: First choice :		: Second choice :	
	: Number :	: Per cent :	: Number :	: Per cent :
Interests in a particular area of home economics	19	24.4	8	10.2
Desire to help others through home economics learnings	17	21.8	7	9.0
Abilities best suited for this field	15	19.2	7	9.0
Desire to learn something practical and useful	8	10.2	6	7.7
Desire to gain more knowledge and skill in home economics	6	7.7	7	9.0
Home economics is interesting and challenging	6	7.7	7	9.0
Home economics gives a well-rounded education	5	6.4	4	5.1
The School of Home Economics at K.S.U. has a good reputation	1	1.3	7	9.0
Other reasons	1	1.3	2	2.5
Justin Hall is a new building with modern equipment	0	0	1	1.3
No second choice indicated			22	28.2
Total	78	100.0	78	100.0

Almost one-fifth of them felt that their abilities were best suited for this field. Some of the seniors wanted to learn something practical and useful to them; a curriculum in home economics offered this opportunity. The desire to gain more knowledge and

skill in home economics and the belief that home economics was interesting and challenging each appealed to 7.7 per cent of the students. Five women were interested in a well-rounded education that could be found in home economics. The reputation of the School of Home Economics at Kansas State University was an influence on one woman. One woman also gave another reason not found in the list, "The teachers and students are so friendly and helpful." The newness of Justin Hall and the modern equipment did not appeal to the seniors. The most frequently chosen second-choice reason for studying home economics was the fact that the seniors had an interest in a particular area of home economics; this accounted for 10.2 per cent of the second-choice reasons. The seniors were undecided as to their next second-choice reason; five reasons each appealed to 9 per cent of the students. These reasons were: desire to help others through home economics learnings, abilities are best suited for this field, desire to gain more knowledge and skill in home economics, home economics is interesting and challenging, and the School of Home Economics at Kansas State University has a good reputation.

Interest in a particular area of home economics had a great appeal for both the freshmen and the seniors. Three times as many seniors as freshmen had a desire to help others with their home economics learnings. Approximately 20 per cent of both groups stated that their abilities were best suited for home economics, and both groups indicated that the new building had very little influence on them.

When asked when they made their decision to enter the School of Home Economics, over one-third of the freshmen stated that they made their decision during their senior year in high school. Twenty-nine per cent of the freshmen decided as early as the tenth and eleventh grades. Some of the freshmen were making their decision even before this. One-fifth of them had definitely decided to enter the School of Home Economics before the tenth grade. Slightly more than 14 per cent of them waited until just before entering college to make up their minds (Table 21).

Table 21. The time at which the freshmen made their decision to enter the School of Home Economics.

Time	: Number	: Per cent
During the senior year in high school	98	35.8
During the tenth or eleventh grade	80	29.2
Before the tenth grade	57	20.8
Just before entering college	39	14.2
Total	274	100.0

Thirty-seven per cent of the seniors made their decision to enter the School of Home Economics during their senior year in high school. Many of the seniors were making this decision in junior high school; approximately one-fourth of them made their decision before the tenth grade. Another one-fourth of the students were making the decision during the tenth and eleventh grades. The smallest number of seniors, eight of them, made their decision just before entering college (Table 22).

Table 22. The time at which the seniors made their decision to enter the School of Home Economics.

Time	: Number	: Per cent
During the senior year in high school	25	36.8
Before the tenth grade	18	26.5
During the tenth or eleventh grade	17	25.0
Just before entering college	8	11.7
Total	68	100.0

Approximately 36 per cent of both the freshmen and the seniors made the decision to enter the School of Home Economics during their senior year in high school. Before the tenth grade and during the tenth and eleventh grades, half of the freshmen and seniors decided to enter home economics. Less than 15 per cent of each group waited until just before entering college to decide.

The freshmen were given a list of beliefs concerning marriage and a career, and were asked to indicate their belief, their mother's belief, and their father's belief. Forty-six per cent of the freshmen thought that a girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along (Table 23). Combining work and marriage for an indefinite length of time appealed to 29 freshmen, and 29 freshmen gave a belief not stated on the list. Nearly 12 per cent of the students were interested in combining work and marriage for a few years and then quitting work. Some of the freshmen did not

Table 23. Beliefs concerning marriage and a career as indicated by the freshmen.

Beliefs	Freshmen's choice:		Mother's choice:		Father's choice:	
	Number:	Per cent	Number:	Per cent	Number:	Per cent
A girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along	94	45.8	96	43.5	77	36.2
A girl should plan to combine work and marriage for an indefinite length of time	29	14.2	26	11.8	31	14.6
Other beliefs	29	14.2	25	11.3	22	10.3
A girl should plan to combine work and marriage for a few years and then quit her job	24	11.7	15	6.8	21	9.4
A girl should expect to get married and not plan for a career at all; but she should try to be qualified, through her college studies, for a job in case her marriage plans don't work out	19	9.3	33	14.9	37	17.4
A girl should plan to get married eventually, especially if she doesn't have to give up her professional career	6	2.9	13	5.9	10	4.8
A girl should plan to work at least five years after college, then she should be willing to quit if she gets married	2	0.9	10	4.5	8	3.9
A girl should plan to be a career woman; she should not give up a career for marriage	1	0.5	3	1.3	5	2.4
A girl should definitely not expect to work in any professional job (one that requires college training) after her college studies are completed	1	0.5	0	0	2	1.0
Total	205 ¹	100.0	221 ²	100.0	213 ³	100.0

¹ Sixty-five check lists eliminated because directions were not followed.

² Twenty-nine check lists eliminated because directions were not followed.

³ Twenty-two check lists eliminated because directions were not followed.

want to work unless they absolutely had to work. Slightly more than 9 per cent thought that a girl should expect to get married and not plan for a career at all; but she should be qualified for a job in case her marriage plans don't work out. A few of the freshmen, six, thought that a girl should plan to get married eventually, especially if she did not have to give up her professional career. Two students thought that a career and marriage should be separated; they believed that a girl should plan to work at least five years after college, and then she should be willing to quit if she gets married. One freshman said she believed a girl should plan to be a career woman, and she should not give up a career for marriage. Another freshman had the opposite belief; she thought that a girl definitely should not expect to work in any professional job after her college studies are completed.

The freshman girls perceived 43.5 per cent of their mothers as believing that a girl should expect to work for a period of time after college, but she should be willing to alter those plans if the right man came along (Table 23). The next most frequently chosen mother's belief, according to the freshmen, was that a girl should expect to get married and not plan for a career at all, but she should be qualified for a job in case her marriage plans do not work out. No mothers, according to the freshmen, thought that a girl should definitely not expect to work in any professional job after college.

Their fathers, according to approximately 36 per cent of the freshmen, also thought that a girl should expect to work for a

time after college, but she should be willing to alter those plans if the right man came along. Slightly more than 17 per cent of the freshmen stated that their fathers believed that a girl should expect to get married and not plan for a career at all, but she should try to be qualified for a job in case her marriage plans do not work out. Two students thought that their fathers believed that a girl definitely should not expect to work in any professional job after college (Table 23). The percentages for the mothers' and fathers' beliefs were similar.

The seniors were given the same list of beliefs concerning marriage and a career and were asked to indicate their belief, their mother's belief, and their father's belief. Working for a time after college, but being willing to change those plans if the right man came along appealed to 33.8 per cent of the seniors. Almost one-fourth of them thought a girl should plan to combine work and marriage for a few years and then quit her job. Combining work and marriage for an indefinite length of time was the belief of nearly 17 per cent of the seniors. Nine seniors gave reasons not given on the list. Keeping their professional career was important to some of the seniors; approximately 6 per cent of them believed that a girl should plan to get married eventually, especially if she does not have to give up her professional career. A career was not so vital to some other seniors. Slightly more than 3 per cent of them thought that a girl should expect to get married and not plan for a career at all; but she should try to be qualified for a job in case her marriage plans do not work out.

One senior believed that a girl should definitely not expect to work in any professional job after college. None of the seniors thought that a girl should work five years and then quit to get married or that she should be a career woman and not give up a career for marriage (Table 24).

The senior women thought that their mothers expected them to work after college. Almost 56 per cent of the students believed their mothers thought that a girl should expect to work for a time after college, but she should be willing to change those plans if the right man came along (Table 24). Nine seniors said their mothers had beliefs not listed on the list. Ten per cent of the mothers, according to the seniors, thought that a girl should plan to combine work and marriage for a few years and then quit her job; another 10 per cent thought a girl should expect to get married and not plan for a career at all, but she should try to be qualified for a job in case her marriage plans don't work out. Only one senior indicated her mother thought a girl should plan to be a career woman and not give up a career for marriage. Another senior stated her mother believed that a girl should definitely not expect to work in any professional job after college.

Forty-eight per cent of the seniors believed that their fathers thought a girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along. Eight seniors stated their fathers had beliefs other than those given on the list; another eight students checked

Table 24. Beliefs concerning marriage and a career as indicated by the seniors.

Beliefs	: Seniors' choice:		: Mother's choice:		: Father's choice:	
	: Number:	: Per cent	: Number:	: Per cent	: Number:	: Per cent
A girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along	22	33.8	39	55.8	31	48.4
A girl should plan to combine work and marriage for a few years and then quit her job	16	24.7	7	10.0	8	12.5
A girl should plan to combine work and marriage for an indefinite length of time	11	16.9	5	7.2	4	6.2
Other beliefs	9	13.8	9	12.8	8	12.5
A girl should plan to get married eventually, especially if she doesn't have to give up her professional career	4	6.2	0	0	1	1.6
A girl should expect to get married and not plan for a career at all; but she should try to be qualified, through her college studies, for a job in case her marriage plans don't work out	2	3.1	7	10.0	6	9.4
A girl should definitely not expect to work in any professional job (one that requires college training) after her college studies are completed	1	1.5	1	1.4	3	4.7
A girl should plan to work at least five years after college, then she should be willing to quit if she gets married	0	0	1	1.4	3	4.7
A girl should plan to be a career woman; she should not give up a career for marriage	0	0	1	1.4	0	0
Total	65 ¹	100.0	70 ²	100.0	64 ³	100.0

¹ Thirteen check lists eliminated because directions were not followed.

² Seven check lists eliminated because directions were not followed.

³ Six check lists eliminated because directions were not followed.

that their fathers thought a girl should plan to combine work and marriage for a few years and then quit her job. No father, according to the senior women, believed that a girl should plan to be a career woman and not give up a career for marriage (Table 24). Again the percentages for the mothers' and fathers' beliefs were similar.

Both the freshmen and the seniors believed that a girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along. Twice as many seniors as freshmen thought that a girl should plan to combine work and marriage for a few years and then quit her job. About the same percentage of both groups indicated that a girl should plan to combine work and marriage for an indefinite length of time. Most of the women thought that a girl should work, or at least a girl should definitely not expect to work in any professional job.

The remaining discussion pertains only to the seniors and their responses.

When asked if they had ever considered transferring into another school at Kansas State, 60.5 per cent of the seniors stated that they had not considered it; while 39.5 per cent replied that they had considered the possibility of transferring. Of the 30 women who had considered transferring at one time or another, 36.6 per cent of them did not transfer because it was too late in their college career to change (Table 25). One-fifth remained in home economics because there were more vocational

Table 25. Choices of reasons for not transferring into another school at Kansas State by seniors who had considered transferring.

Reasons	: First choice :		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Too late in college career to change	11	36.6	4	13.3
More vocational opportunities in home economics	6	20.0	5	16.7
Other reasons	5	16.7	0	0
Did not know into what other field to transfer	3	10.0	1	3.3
Parents opposed to the transfer	3	10.0	4	13.3
Friends' influence to stay in home economics	2	6.7	0	0
Liked home economics teachers	0	0	0	0
Adviser would not approve of the transfer	0	0	0	0
No second choices indicated			16	53.4
Total	30	100.0	30	100.0

opportunities in this field. Reasons not given in the list were important to nearly 17 per cent of the students. Some of these reasons were: "I felt home economics was more important for me personally"; "Home economics combined best with my future plans"; and "Home economics remained the most interesting and challenging field even if I didn't always agree with all facets of the program." Indecision about what other field to transfer into caused 10 per cent of them to remain in home economics. Another 10 per

cent of the students stated that their parents were opposed to the transfer. The friends of two seniors influenced them to stay in home economics. None of them said they remained because they liked their home economics teachers or because their adviser would not let them transfer. The most frequently mentioned second choice for remaining in home economics was the fact that there were more vocational opportunities available in home economics. The time and their parents were both influential as second-choice reasons. Thirteen per cent of the women remained in home economics because they thought it was too late in their college career to change; the same per cent of seniors continued in home economics because their parents did not want them to transfer.

It often appears to administrators that every student in college changes her curriculum at least once, but that was not found to be true in this study. Almost 49 per cent of the seniors had never changed their curriculum while in college. Approximately one-third of them had made one change, and nearly 12 per cent had made two changes. Only four girls changed three times, which was the largest number of changes made (Table 26).

The seniors who had changed their curriculums were asked to check the reason why they had changed. Changing interests caused 26.8 per cent of the seniors to change their curriculum sometime during their college career (Table 27). Another 26.8 per cent of the students changed curriculums for reasons not given on the list. Some of these were: "I found education dull and unchallenging and didn't look forward to it at all"; "I wanted to be qualified for

Table 26. The number of times the seniors had changed curriculums.

Number of times changed	:	Number	:	Per cent
No change		38		48.8
One change		27		34.6
Two changes		9		11.5
Three changes		4		5.1
Four changes		0		0
Five changes		0		0
Total		78		100.0

two home economics careers"; "I changed from general to a specific curriculum after I decided what I definitely wanted"; and "I was in teaching and extension but decided after my leg was amputated that high school students can be mean to someone who is different and extension had too many odd working hours." Better occupational opportunities available in the new curriculum appealed to slightly more than 22 per cent of the students. Nearly 15 per cent learned more about another curriculum and then changed to it. Dislike for their first curriculum caused three students to make a change. Only one student stated that the first curriculum was too difficult. Friends, parents, and advisers seemed to have little influence in the change of curriculums. Approximately 17 per cent of the students gave as their second reason for changing curriculums the fact that they had learned more about another curriculum. The next most frequently given second reason was that the student's interests had changed.

Table 27. Senior choices of reasons for changing curriculums.

Reasons	: First choice		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Interests changed	11	26.8	5	12.2
Other reasons	11	26.8	3	7.3
Better occupational opportunities available in the new curriculum	9	22.1	2	4.9
Learned more about another curriculum	6	14.6	7	17.2
Did not like the first curriculum	3	7.3	0	0
First curriculum was too difficult	1	2.4	0	0
Friends changed curriculum	0	0	0	0
Parents wanted the change	0	0	1	2.4
Adviser advised the change	0	0	0	0
First curriculum wasn't all glamour	0	0	1	2.4
No second choice indicated			22	53.6
Total	41	100.0	41	100.0

The seniors were interested in combining a career and marriage preparation into one curriculum. This combination was considered an advantage of graduating with a B. S. Degree in Home Economics by 59 per cent of the seniors (Table 28). The next most frequently given advantage of graduating with a B. S. Degree in Home Economics was the fact that good vocational opportunities are available upon graduation; this appealed to 32 per cent of the students. Five seniors gave advantages that were not on the

Table 28. Senior choices of advantages of graduating with a B. S. Degree in Home Economics.

Advantages	: First choice :		: Second choice :	
	: Number	: Per cent	: Number	: Per cent
Combine career and marriage preparation into one curriculum	46	59.0	8	10.3
Good vocational opportunities available	25	32.0	22	28.2
Other advantages	5	6.4	2	2.6
Good preparation for marriage	2	2.6	5	6.4
No second choice indicated			41	52.5
Total	78	100.0	78	100.0

list, such as "If I ever have to work, teaching will combine well with marriage and a family." Only 2.6 per cent of the students considered the good preparation for marriage by itself as an advantage. The most frequently chosen second advantage was the good vocational opportunities that are available. The next most frequently chosen second advantage was the opportunity to combine career and marriage preparation into one curriculum.

The seniors were asked if they lived in either of the two freshman dormitories, Boyd and Putnam Hall, during the fall of 1958 in order to estimate how many of them might have participated in a study by Baxter. Fifty-six per cent of the seniors lived in the freshman residence halls in the fall of 1958, while 43.6 per cent had lived elsewhere.

When asked if they had ever been enrolled in another school at Kansas State University other than the School of Home Economics, 92.3 per cent of the seniors responded that they had not. Six seniors had been in another school at Kansas State University. These six women were then asked when they had transferred into the School of Home Economics. Two seniors transferred the first semester of the sophomore year, and another two transferred the first semester of the junior year. One student made the change the second semester of the freshman year, while another student changed the second semester of the junior year (Table 29).

Table 29. The time at which the six seniors transferred into the School of Home Economics.

Time of the transfer	Number	Per cent
First semester of sophomore year	2	33.3
First semester of junior year	2	33.3
Second semester of freshman year	1	16.7
Second semester of junior year	1	16.7
First semester of freshman year	0	0
Second semester of sophomore year	0	0
First semester of senior year	0	0
Total	6	100.0

Why they had transferred into the School of Home Economics was asked of the six seniors who had made the change. Three of them stated that their interests had changed (Table 30). Better occupational opportunities available for graduates in home

Table 30. Choices of reasons for transferring into the School of Home Economics by seniors who had transferred.

Reasons	: First choice		: Second choice	
	: Number	: Per cent	: Number	: Per cent
Interests changed	3	50.0	0	0
Better occupational opportunities available for graduates in home economics	1	16.7	0	0
Did not like first school	1	16.7	0	0
Other reasons	1	16.7	0	0
First school was too difficult	0	0	0	0
Learned more about the School of Home Economics	0	0	2	33.3
Friends changed into home economics	0	0	0	0
Parents wanted the change into home economics	0	0	0	0
Adviser advised the change	0	0	0	0
Enjoyment of a home economics course	0	0	0	0
Heard School of Home Economics was easier	0	0	0	0
Modern building and equipment of School of Home Economics	0	0	0	0
No second choice indicated	0	0	0	0
Total	6	100.0	6	100.0

economics appealed to one student. Another student transferred because she did not like the first school. The other reason given by a student was "I was in elementary education only because

I didn't know what I wanted for certain." Two women listed a second choice for transferring into the School of Home Economics; in both instances, they had learned more about the School of Home Economics.

SUMMARY

In this study, the largest number of freshman women indicated that a liking for those activities included in homemaking was their most important reason for choosing a home economics curriculum. The six reasons most frequently chosen by the 274 freshmen for selecting a home economics curriculum were, in order of first-choice percentages: (1) liking for those activities included in homemaking, (2) influence of home economics teacher and other teachers, (3) interest in a particular area of home economics, (4) desire to combine homemaking and a career, (5) mother's influence, and (6) enjoyment of home economics in school.

The seniors also chose a liking for those activities included in homemaking as their main reason for choosing a curriculum in home economics. The six reasons most frequently given by the 78 seniors for choosing home economics were, according to first-choice percentages: (1) liking for those activities included in homemaking, (2) desire to combine homemaking and an outside career, (3) influence of home economics teacher and other teachers, (4) pleasant homemaking experiences in youth organizations, (5) interest in a particular area of home economics, and (6) the many career opportunities available for home economics.

The senior year in high school was the most popular time for the freshmen and seniors to make their decision to enter the School of Home Economics, although many of the women had decided earlier than this.

Both freshmen and seniors thought that a girl should expect to work for a time after college, but she should be willing to alter those plans and marry. The students also checked this statement as being the one with which their parents would agree.

Of the 30 seniors who had considered the possibility of transferring into another school at Kansas State, the reason most frequently given for not transferring was that they thought it was too late in their college career to change their curriculum.

Approximately one-half of the seniors had changed their curriculum in college; those who had changed said they did so because of changing interests.

The seniors were interested in combining career and marriage preparation into one curriculum. This was stated as the greatest advantage of graduating with a B. S. Degree in Home Economics.

Of the 78 seniors, only six had ever been enrolled in a school at Kansas State University other than the School of Home Economics. Most of these had transferred into home economics during the first semester of the sophomore year and the first semester of the junior year. Changing interests was the reason most frequently given for transferring into home economics.

The results of the study implied that the advisement program for informing girls about home economics should begin in the ninth

grade or earlier. Opportunities for pleasant experiences in homemaking, whether in the home, school, or youth organizations, should be available before the women enter college. Teachers in junior and senior high schools, and parents need to be well informed of the opportunities in home economics, as they were influential in the students' choice of a home economics curriculum. Homemaking classes in the secondary schools should be fascinating and provide enjoyable experiences for the students. A broad program of home economics should be offered in the junior and senior high schools to give the students contacts with the various areas of home economics, as some of the women were interested in studying a particular area of home economics at the time they enrolled in college.

In advising the students, the opportunity for combining preparation for homemaking and a career into one curriculum in home economics should be emphasized. There are many career opportunities available in home economics, and these should be made known to junior and senior high school students.

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Sincere appreciation is expressed to Dr. Ruth Hoeflin, Acting Head of the Department of Family and Child Development, for her valuable assistance in the preparation of this report.

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APPENDIX

Table 31. Curriculums in which the freshmen were majoring.

Curriculums	: Number	: Per cent
General home economics	49	18.0
Home economics education	49	18.0
Home economics and nursing	41	15.1
Interior decoration and crafts	26	9.6
Clothing and textiles	25	9.2
Home economics with liberal arts	22	8.1
Family and child development	17	6.2
Dietetics and institutional management	12	4.4
Costume design	12	4.4
Home economics and journalism	8	3.0
Home economics extension	3	1.1
Foods and nutrition research	3	1.1
Food demonstration	2	0.7
Teaching art in high school	2	0.7
Family economics	1	0.4
Total	272 ¹	100.0

¹ Two women gave no response.

Table 32. Curriculums the seniors were majoring in as freshmen and as seniors.

Curriculums	: As freshmen :		As seniors	
	:Number	:Per cent	:Number	:Per cent
Home economics education	17	25.8	32	42.1
General home economics	7	10.6	0	0
Dietetics and institutional management	7	10.6	9	11.9
Home economics and journalism	7	10.6	7	9.2
Clothing and textiles	6	9.1	9	11.9
Home economics extension	6	9.1	5	6.6
Family and child development	4	6.1	1	1.3
Home economics and nursing	4	6.1	1	1.3
Interior decoration and crafts	2	3.0	1	1.3
Foods and nutrition research	2	3.0	2	2.6
Costume design	1	1.5	1	1.3
Home economics with liberal arts	1	1.5	0	0
Food demonstration	1	1.5	2	2.6
Teaching art in high school	1	1.5	4	5.3
Family economics	0	0	0	0
Restaurant management	0	0	0	0
Total	66 ¹	100.0	76 ²	100.0

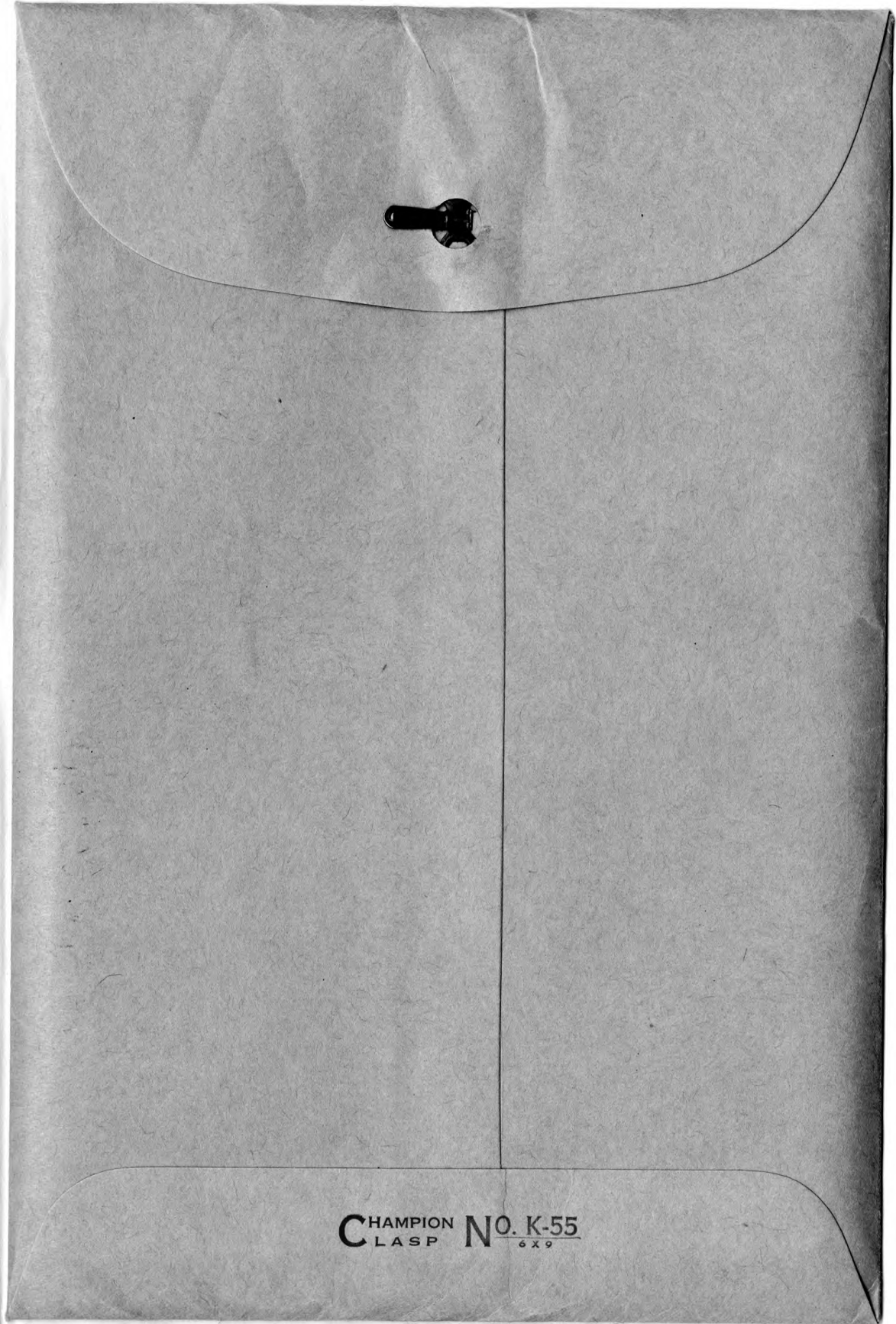
¹ Eight women enrolled in another school and four gave no response.

² Two women gave no response.

Table 33. Warner's revised scale for rating occupation.¹

Rating assigned to occupation	Professionals	Proprietors and managers	Business men	Clerks and kindred workers, etc.	Manual workers	Protective and service workers	Farmers
1	Lawyers, dentists, engineers, judges, high-school superintendents, veterinarians, ministers (graduated from divinity school), chemists, etc. with post-graduate training, architects	Businesses valued at \$75,000 and over	Regional and divisional managers of large financial industrial enterprises	Certified Public Accountants			Gentleman farmers
2	High-school teachers, trained nurses, chiropodists, chiropactors, undertakers, ministers (some training), newspaper editors, librarians (graduate)	Businesses valued at \$20,000 to \$75,000	Assistant managers and department managers of large businesses, assistants to executives, etc.	Accountants, salesmen of real estate, of insurance, postmasters			Large farm owners, farm owners
3	Social workers, grade-school teachers, optometrists, librarians (not graduate), undertaker's assistants, ministers (no training)	Businesses valued at \$5,000 to \$20,000	All minor officials of businesses	Auto salesmen, bank clerks and cashiers, postal clerks, secretaries to executives, supervisors of railroad, telephone, etc., justices of the peace	Contractors		
4		Businesses valued at \$2,000 to \$5,000		Stenographers, bookkeepers, rural mail clerks, railroad ticket agents, sales people in dry goods stores, etc.	Factory foremen, electricians, plumbers, carpenters, watchmakers	Dry cleaners, butchers, sheriffs, railroad engineers and conductors	
5		Businesses valued at \$500 to	Dime store clerks, hardware salesmen, beauty operators, telephone operators		Carpenters, plumbers, electricians (apprentice), timekeepers, linemen, telephone or telegraph, radio repairmen, medium-skill workers	Barbers, firemen, butcher's apprentices, practical nurses, policemen, seamstresses, cooks in restaurant, bartenders	Tenant farmers
6		Businesses valued at less than \$500			Moulders, semi-skilled workers, assistants to carpenter, etc.	Baggage men, night policemen and watchmen, taxi and truck drivers, gas station attendants, waitresses in restaurant	Small tenant farmers
7					Heavy labor, migrant work, odd-job men, miners	Janitors, scrub-women, newsboys	Migrant farm laborers

¹ W. Lloyd Warner, Social Class In America, pp. 140-141.



CHAMPION NO. K-55
LASP 6x9

Check Lists

We are interested in learning why students choose to take a home economics curriculum. Please complete the following questions.

Your Birthday _____
month day year

Are you in the Honors Program? _____ (yes or no).

Present Home Address _____
town county state

Where did you live most of your school years before entering college? Check one.

- _____ 1. on a farm
- _____ 2. in a rural non farm area (under 2,500 population, but not on a farm)
- _____ 3. in a small city (2,500 to 25,000 population)
- _____ 4. in a middle-sized city (25,000 to 100,000 population)
- _____ 5. in a large city (100,000 to 150,000 population)
- _____ 6. in a metropolis (over 150,000 population)

Father's present occupation _____

Mother's present occupation outside the home, if any _____

Family size: number of brothers _____, number of sisters _____

Has any of your family taken courses at K. S. U.? _____ (yes or no).
If yes, please answer the following:

Who _____	Curriculum majored in _____	Graduated _____
_____	_____	_____
(father, sister, etc.)		(yes, no)

Circle last year of education completed by your parents.

Father...Grade School 1 2 3 4 5 6 7 8
High School 1 2 3 4
Business School 1 2 3 4
College 1 2 3 4
Post Graduate 1 2 3 4

Mother...Grade School 1 2 3 4 5 6 7 8
High School 1 2 3 4
Business School, Nursing, etc. 1 2 3 4
College 1 2 3 4
Post Graduate 1 2 3 4

How many semesters of home economics did you take in junior high school? _____

How many semesters of home economics did you take in senior high school? _____

Have you carried out any homemaking projects as an active member in the following organizations? _____ (yes or no). If yes, please check.

- _____ 1. 4-H
- _____ 2. Future Homemakers of America
- _____ 3. Girl Scouts, Camp Fire Girls
- _____ 4. Others. (name organization) _____

Do you have a scholarship in home economics? _____ (yes or no)

This check list is divided into different sections. Be sure to read carefully the directions for each section before answering the questions in that section.

A. Here are some vocational reasons why you may have chosen a home economics curriculum in college.

Read through all the reasons given. Select the reason that influenced you the most and put a number 1 (1) in the blank at the left of that reason. If you have a second choice, put a number 2 (2) in the blank at the left of that reason.

1. There are many career opportunities in the field of home economics.
2. I want to combine homemaking and a career outside the home.
3. I want to prepare myself for a particular career outside the home.
4. I want to prepare myself for being a homemaker.
5. I feel that a career in home economics will provide economic security.
6. Other reasons. What? _____

B. Below is a list of persons who may have influenced you in your choice of home economics.

Read through the whole list. Select the person or persons who influenced you the most and put a number 1 (1) in the blank at the left of the person. If you have a second choice, put a number 2 (2) in the blank at the left of the person.

1. My mother.
2. My father.
3. My parents.
4. Any other member of my family. Who? _____
(relationship to you)
5. My home economics teacher or teachers in junior and senior high school.
6. A home economics agent (HDA).
7. Other adults in the field of home economics. Who? _____

(position)
8. Other adults not in the field of home economics. Who? _____

(position)
9. Friends of my own age.

C. Here are some personal experiences that may have encouraged you in your choice of home economics. Read through all the experiences given. Select the one that has been the most important to you and put a number 1 (1) in the blank at the left of the experience. If you have a second choice, put a number 2 (2) in the blank at the left of that experience.

- 1. I enjoyed home economics in junior and senior high school.
- 2. I had pleasant homemaking experiences in youth organizations such as 4-H, Girl Scouts, Camp Fire Girls, F. H. A., etc.
- 3. I have had work experience in the field of home economics.
- 4. I like to do those things included in homemaking, such as cooking, sewing, etc.
- 5. I have had pleasant home experiences.
- 6. I attended Hospitality Day at K. S. U.
- 7. Other reason. What? _____

D. Here are some reasons why a curriculum in home economics may have appealed to you. Read through all the reasons. Select the reason that best describes your beliefs and put a number 1 (1) in the blank at the left of that reason. If you have a second choice, put a number 2 (2) in the blank at the left of that reason.

- 1. I believe that my abilities are best suited for this field.
- 2. My interests are in a particular area of home economics.
What area? _____
- 3. The School of Home Economics at K. S. U. has a good reputation.
- 4. I want to learn something that will be practical and useful.
- 5. I want to gain more knowledge and skill in the field of home economics.
- 6. Home economics is interesting and challenging to me.
- 7. Justin Hall is a new building with modern equipment.
- 8. I want to help other persons through my home economics learnings.
- 9. Home economics gives you a well-rounded education.
- 10. Other reason. What? _____

E. When did you make the decision to enter the School of Home Economics?
 Read through the following answers and select the answer that best applies to your decision. Put a check (✓) in the blank at the left of that answer.

- 1. Before the 10th grade.
- 2. During the 10th or 11th grade.
- 3. During your senior year in high school.
- 4. Just before you entered college.

F. Below is a list of beliefs concerning marriage and a career.
 Read through all the beliefs given. Put a check (✓) in the one blank in the column headed by "Mother's Belief" opposite the statement that best describes your mother's belief. Put a check (✓) in the one blank in the column headed by "Father's Belief" opposite your father's belief. Put a check (✓) in the one blank in the column headed by "Your Belief" opposite your belief.

:Mother's: :Belief	:Father's: :Belief	:Your :Belief	
:	:	:	1. A girl should plan to be a career woman; she should not give up a career for marriage.
:	:	:	2. A girl should plan to get married eventually, especially if she doesn't have to give up her professional career.
:	:	:	3. A girl should plan to work at least 5 years after college, then she should be willing to quit if she gets married.
:	:	:	4. A girl should plan to combine work and marriage for an indefinite length of time.
:	:	:	5. A girl should expect to work for a time after college, but she should be willing to alter those plans if the right man came along.
:	:	:	6. A girl should plan to combine work and marriage for a few years and then quit her job.
:	:	:	7. A girl should expect to get married and not plan for a career at all; but she should try to be qualified, through her college studies, for a job in case her marriage plans don't work out.
:	:	:	8. A girl should definitely not expect to work in any professional job (one that requires college training) after her college studies are completed.
:	:	:	9. Other belief. What? _____
:	:	:	_____
:	:	:	_____

G. During your four years have you ever considered transferring into another school at Kansas State? _____ (yes or no).

If you answered yes, read the reasons given below for not transferring. Put a number 1 (1) in the blank at the left of the answer that best explains your reason for not changing. If you have a second choice, put a number 2 (2) in the blank at the left of that reason.

- ____ 1. It was too late in my college career to change.
 - ____ 2. I like my home economics teachers.
 - ____ 3. I did not know what other field to transfer into.
 - ____ 4. My parents did not want me to transfer.
 - ____ 5. My advisor would not let me transfer.
 - ____ 6. My friends influenced me to stay in home economics.
 - ____ 7. There were more vocational opportunities in home economics.
 - ____ 8. Other reason. What? _____
-

H. What curriculum or option were you majoring in when you were a freshman? Put a check (✓) in the blank to the left of the curriculum or option.

Curriculum In:

- | | |
|----------------------------------|------------------------------------|
| ____ 1. General Home Economics | ____ 4. Home Ec. with Liberal Arts |
| ____ 2. Dietetics & Inst. Manag. | ____ 5. Home Ec. & Nursing |
| ____ 3. Home Ec. & Journalism | ____ 6. Restaurant Manag. |

Option In:

- | | |
|--------------------------------|----------------------------------|
| ____ 7. Interior Dec. & Crafts | ____ 12. Food Demonstration |
| ____ 8. Clothing & Textiles | ____ 13. Foods & Nut. Research |
| ____ 9. Costume Design | ____ 14. Home Ec. Education |
| ____ 10. Family and Child Dev. | ____ 15. Home Ec. Extension |
| ____ 11. Family Economics | ____ 16. Teaching Art in H. Sch. |

What curriculum are you majoring in now? _____

(Name of curriculum or option from the above list.)

I. How many times have you changed your curriculum?
Put a check (✓) in the blank at the left of the number of times you have changed your curriculum.

- | | |
|------------------------------|--------------------------------|
| <u> </u> 1. no change | <u> </u> 4. three changes |
| <u> </u> 2. one change | <u> </u> 5. four changes |
| <u> </u> 3. two changes | <u> </u> 6. five changes |

J. If you have changed curriculums, place a number 1 (1) in the blank at the left of the reason which best describes why you changed. If you have a second reason, put a number 2 (2) in the blank at the left of that reason.

- 1. The first curriculum was too difficult.
- 2. My interests changed.
- 3. I learned more about another curriculum.
- 4. I did not like the first curriculum.
- 5. My friend or friends changed curriculum.
- 6. My parents wanted me to change.
- 7. My advisor advised me to change.
- 8. There were better occupational opportunities available in the new curriculum.
- 9. I chose the first curriculum because it sounded glamorous and I later found out that it wasn't all glamor.
- 10. Other reason. What? _____

K. What do you consider the advantages of graduating with a B. S. Degree in Home Economics?

Place a number 1 (1) in the blank at the left of what you consider to be the best advantage. If you have a second choice, put a number 2 (2) in the blank at the left of that advantage.

- 1. You can combine career and marriage preparation into one curriculum.
- 2. There are good vocational opportunities available.
- 3. It is good preparation for marriage.
- 4. Other advantages. What? _____

L. Did you live in Boyd Hall or Putnam Hall during the fall of 1958? _____ (yes, no)

M. Were you ever enrolled in another school at K. S. U. other than the School of Home Economics? _____ (yes or no).

If your answer was no, you are finished with the questionnaire. If your answer was yes, please answer the remaining two questions.

N. When did you transfer into the School of Home Economics?
Put a check (✓) in the blank at the left of the answer that applies to you.

- ____ 1. First semester of freshman year.
- ____ 2. Second semester of freshman year.
- ____ 3. First semester of sophomore year.
- ____ 4. Second semester of sophomore year.
- ____ 5. First semester of junior year.
- ____ 6. Second semester of junior year.
- ____ 7. First semester of senior year.

O. Why did you transfer into the School of Home Economics?
Place a number 1 (1) in the blank at the left of the reason that best explains why you transferred into home economics. If you have a second reason, put a number 2 (2) in the blank at the left of that reason.

- ____ 1. The first school was too difficult.
- ____ 2. My interests changed.
- ____ 3. I learned more about the School of Home Economics.
- ____ 4. I did not like the first school.
- ____ 5. My friend or friends changed into home economics.
- ____ 6. My parents wanted me to change into home economics.
- ____ 7. My advisor advised me to change.
- ____ 8. I took a home economics course and enjoyed it.
- ____ 9. There were better occupational opportunities available for graduates in home economics.
- ____ 10. I heard the School of Home Economics was easier.
- ____ 11. The School of Home Economics had a modern building and equipment.
- ____ 12. Other reason. What? _____

RETURN QUESTIONNAIRE TO DEAN'S OFFICE BY WEDNESDAY, SEPTEMBER 27

REASONS CHECKED FOR CHOOSING A HOME ECONOMICS
CURRICULUM BY A GROUP OF COLLEGE FRESHMAN
AND SENIOR WOMEN IN HOME ECONOMICS

by

MARY LOUISE SCOTT

B. S., Kansas State University, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

One of the major decisions made by today's college youth is that of choosing a college curriculum. Vocational counselors, as well as college deans, need increased information concerning curriculum choices made by college students.

The present study was an attempt to identify some of the factors that influenced freshman and senior women at Kansas State University in their choice of a home economics curriculum. The objectives of the study were: (1) to find the reasons freshman women gave for choosing to study home economics; (2) to find the reasons senior women gave for choosing to study home economics; and (3) to find the reasons senior women gave for transferring from schools other than the School of Home Economics at Kansas State University into the School of Home Economics.

The data were obtained by means of a check list administered to 274 freshmen and 78 seniors in the School of Home Economics. The check list consisted of a face sheet of background information, a three-page check list for both freshmen and seniors, and an additional three pages for seniors only. After the check list was pre-tested, it was given to the freshman women during the first meeting of both sections in the course, Introduction To Home Economics, on September 14 and September 19, 1961. The seniors were given a notice during enrollment requesting them to pick up a check list in the dean's office and to return it by September 27, 1961.

Data from the check lists indicated that the six reasons most frequently chosen by the 274 freshmen for selecting a home

economics curriculum were, in order of first-choice percentages: (1) liking for those activities included in homemaking, (2) influence of home economics teacher and other teachers, (3) interest in a particular area of home economics, (4) desire to combine homemaking and a career, (5) mother's influence, and (6) enjoyment of home economics in school.

The six reasons most frequently given by the 78 seniors for choosing home economics were, according to first-choice percentages: (1) liking for those activities included in homemaking, (2) desire to combine homemaking and an outside career, (3) influence of home economics teacher and other teachers, (4) pleasant homemaking experiences in youth organizations, (5) interest in a particular area of home economics, and (6) the many career opportunities available in home economics.

Of the 78 seniors, only six had ever been enrolled in a school at Kansas State University other than the School of Home Economics. Most of these had transferred during the first semester of the sophomore year and the first semester of the junior year. Changing interests was the reason most frequently given for transferring into home economics.

The results of the study implied that the program for informing girls about home economics should begin in the ninth grade or earlier. Teachers and parents need to be well informed of the opportunities in home economics, as they were influential in the students' choice of a home economics curriculum. Opportunities for pleasant experiences in several areas of homemaking, whether

in the home, school, or youth organizations, should be available before the girls enter college.

In advising the students, the opportunity for combining preparation for homemaking and a career into one curriculum in home economics should be emphasized. There are many career opportunities available in home economics, and these should be made known to junior and senior high school students.