

ABSTRACT OF THESIS

TERMINAL HOME ECONOMICS
COURSES IN JUNIOR
COLLEGES OF COLORADO

Submitted by
Reva Belle Neely

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado
Agricultural and Mechanical College
Fort Collins, Colorado

August, 1946



U18400 9073709

S-A-6A-9-4-15

LIBRARY
COLORADO A. & M. COLLEGE
FORT COLLINS, COLORADO

378.788
A O
1946
2a

ABSTRACT

In Colorado, in 1945, there were six publicly controlled junior colleges, one endowed institution not connected with a four-year college, and Fort Lewis Branch of Colorado Agricultural and Mechanical College. This study was centered around home economics in the six public colleges and the one private college.

The problem

What program might the junior colleges in Colorado advisably offer for preparing women for future occupations through terminal courses in home economics?

Problem analysis.--The problem has been further divided into the following questions:

1. What are the purposes of the courses in home economics in the junior colleges of Colorado?

2. What terminal courses in home economics are now being offered in the junior colleges of Colorado?

3. To what extent are women in the junior colleges of Colorado terminal students?

4. What are the occupational aims of the women enrolled who expect to be terminal students in Colorado?

5. What future occupations are possible for the home economics students of the junior colleges?

6. What do educational authorities in the state believe should be the program of home economics in junior colleges of Colorado?

7. What program of home economics might be recommended?

Methods

In order to determine what program for home economics in the junior colleges in Colorado might be recommended, the following techniques were used:

1. Analysis of college catalogs and official publications.

2. Personal visits to each of the junior colleges in Colorado.

3. Interviews with junior college administrators, home economics teachers, and other educational authorities.

4. Questionnaires to girls enrolled in junior colleges in Colorado during the winter quarter of 1945-46.

5. Questionnaires to women who have had some home economics and have graduated from the junior colleges in Colorado during the years 1943-45.

6. Questionnaires to home economics teachers in leading junior colleges of the United States.

Data

The data were analyzed in terms of purposes of courses offered, terminal status of women (enrollees and

graduates), occupational aims of terminal women enrolled (1945-46), occupational experiences of terminal women graduates (1943-45) in Colorado and 20 leading junior colleges of the country, and opinions of educational authorities concerning the program of home economics for the junior colleges of Colorado.

In the junior colleges of Colorado most of the home economics work offered was dual in purpose; namely, for homemaking and college transfer, and consisted largely of clothing and foods and nutrition.

Sterling Junior College offered the only program that was entirely terminal in nature for homemaking and personal development. The junior colleges at Trinidad and La Junta emphasized the college transfer function, and all the other colleges offered dual-purpose courses for homemaking and for college transfer. None of the junior colleges offered courses for wage-earning in home economics.

Of the 67 courses offered, only 14 were entirely terminal in nature. Except for some courses at Mesa College and Colorado Woman's College in areas of art, child development, family relationships, home improvement, home nursing, and orientation, most of the courses offered were in the areas of clothing and foods and nutrition. According to titles of the courses the program offered in most of the colleges was traditional in nature.

A large group of women students enrolled (four out of 10) in the junior colleges of Colorado expected the junior college to be the end of their formal education. Among the graduates from these junior colleges there were also a considerable portion of terminal students; in fact, a somewhat larger percentage than those enrollees who expected to be terminal.

Of the enrollees a considerable number expected to be homemakers soon after completing their college work. Of the 67 terminal students from the public colleges, one out of four expected to be homemakers; from the private college nearly four out of 10 expected to be homemakers. Some of the terminal graduates had already married when this study was made. Others without doubt would marry in the course of a few years.

All the terminal enrollees who were not married or planned to marry soon, expected to be wage-earners, most of them as stenographers, air line service workers, models, doctors' helpers, and sales girls. Of the terminal graduates with home economics who were studied, more than four out of 10 actually worked for wages, most of them as secretaries and clerks, many of them as both wage-earners and homemakers.

However, the number of women graduates with home economics from the junior colleges of Colorado for the years 1943-45 was small; therefore, the figures secured can be merely indicative, certainly not conclusive, from both public and private junior colleges.

A study of 20 leading junior colleges showed that the occupations, other than homemaking, in which some graduates with two years of home economics entered, in the years 1943-45, were commercial demonstrators, air line hostesses or stewardesses, cooks, counter service workers, hostesses in cafes, waitresses, assistant dietitians, doctors' assistants, technicians, dietitians, and sales girls. These occupations are largely in the areas of food services and sales work.

This study is supported by Brown (Clara) and Arnesen (12), as a result of an investigation concerning the jobs in which one or two years of college work in home economics were regarded as an asset and could be capitalized on by young women seeking employment in types of work which offered reasonable pay and opportunities for advancement. They found that the most frequent opportunities were in foods and sales services.

Of all the occupational areas suggested, home economics can probably make a significant contribution to seven; namely, homemaking, food services, sales services, art work, institutional work, interior decoration, and modeling. The women who work at other occupations must live in homes of some kind, and to the preparation for that home life the junior colleges can contribute. These women must also live and work as persons and to that preparation for general living and employability home economics can make a significant contribution.

Many women students do transfer to four-year colleges for further work, but what courses of study these women pursue was not determined. Some of them no doubt do elect home economics majors. However, work in the first two years of a four-year college is largely general in nature, and little technical work is offered. Therefore, it seems doubtful if the college transfer purpose should have much weight in planning a home economics program in junior colleges. However, any work in home economics given in the junior college should be of such quality that it might be accepted as transfer credit.

All the 37 educational authorities interviewed agreed unanimously that the local situation should be studied and a plan for home economics developed to meet the needs of the local situation and women enrolled. They also agreed that homemaking or planning for marriage should be included; 35 believed that preparation for wage-earning occupations should be a part of the program, and 31 believed that college transfer functions should be considered.

The opinions of these 37 educational authorities agreed with that of a committee of the American Home Economics Association (2), under the chairmanship of Ivol Spafford, which studied home economics in junior colleges and recommended that a thoughtful study be made of the most effective ways of achieving goals and potential values

in home economics in each college, along with studying what other institutions do, before attempting to organize a program. It was suggested by the Committee that in some colleges the programs might begin with offerings in general education, or homemaking, and others in preparation for gainful employment, keeping in mind purposes and possibilities within home economics.

Recommendations

On the basis of the above, the following program of home economics is recommended for the junior colleges of Colorado.

1. Administrators of each junior college should study the local situation and plan a program of home economics to meet the needs of the local situation and of the women enrolled.

2. In each junior college terminal courses in home economics should be offered which would include one or more of the following:

- a. Home economics for personal-social development which would be available to all women who are enrolled in the college.
- b. Home economics which would prepare for marriage and for homemaking.
- c. Home economics which would aid in the general employability of women seeking employment.

3. If the opportunities for employment warrant, a program of home economics should include preparation for wage-earning in the areas to which home economics makes a direct contribution.

T H E S I S

TERMINAL HOME ECONOMICS
COURSES IN JUNIOR
COLLEGES OF COLORADO

Submitted by
Reva Belle Neely

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado
Agricultural and Mechanical College
Fort Collins, Colorado

August, 1946

378.788

A O

1946

2

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Maude Williamson, Professor of Home Economics Education, Colorado Agricultural and Mechanical College, for her interest and guidance in the development and writing of this study; and to Dr. James G. Hodgson, Librarian; Irene Coons, Reference Librarian; and Gladys Eddy, English Adviser and Typist for their cooperation and help.

The writer is extremely grateful to Nellie Troeltzsch, Head, Home Economics Department, Colorado Woman's College, for her helpful suggestions concerning forms used in the study for collecting data.

Appreciation is also extended to all educational authorities interviewed for their interest shown in the study, and especially to all junior college administrators, presidents, deans, home economics teachers, and office staffs who cooperated in collecting the data.

COLORADO AGRICULTURAL AND MECHANICAL COLLEGE

JULY 15 1946

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY REVA BELLE NEELY
ENTITLED TERMINAL HOME ECONOMICS COURSES IN JUNIOR
COLLEGES OF COLORADO

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 3

Wanda Williamson
In Charge of Thesis

APPROVED Herb Heilig
Head of Department

Examination Satisfactory

Committee on Final Examination

Andrew F. Kozak Wanda Williamson
David H. Morgan Kate W. Kinsman
Herb Heilig

W. B. Newson
Dean of the Graduate School

Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	INTRODUCTION	9
	The problem	10
	Problem analysis	10
	Delimitation of the problem	11
	Junior colleges of Colorado	11
	Definition of terms	20
II	HOME ECONOMICS IN JUNIOR COLLEGES REVIEW OF STUDIES.	22
III	METHODS AND PROCEDURE.	37
IV	ANALYSIS OF DATA	41
	Purposes of courses offered in home economics.	43
	Terminal courses offered in home economics.	46
	Extent to which women were terminal students.	47
	Occupational aims of termi- nal women students	51
	Future occupations possible for home economics stu- dents in junior colleges	56
	Opinions of educational authorities concerning the program of home economics in junior colleges	57

TABLE OF CONTENTS.--Continued

<u>Chapter</u>		<u>Page</u>
V	DISCUSSION AND RECOMMENDATIONS	65
	Recommendations	70
	Future studies.	71
VI	SUMMARY.	73
	APPENDIX	75
	BIBLIOGRAPHY	111

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	THE STATUS OF THE JUNIOR COLLEGE IN 1939 AS RE- VEALED BY ANALYSIS OF CATALOGS.	27
2	NUMBER OF CONTACTS MADE WITH EACH TYPE OF BUSINESS AND OPPORTUNITIES EACH ONE OFFERED FOR WOMEN WITH A LIMITED AMOUNT OF HOME ECONOMICS TRAINING.	34
3	JUNIOR COLLEGES OF COLORADO: ENROLLMENT 1945-46, AND GRADUATES, 1943-45.	42
4	PURPOSES OF COURSES IN HOME ECONOMICS OFFERED IN JUNIOR COLLEGES OF COLO- RADO, 1945-46	44
5	TERMINAL STATUS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES OF COLORADO, 1945-46	49
6	TERMINAL STATUS OF WOMEN GRADUATES IN HOME ECONOMICS: JUNIOR COLLEGES OF COLORADO, 1943-45	51
7	OCCUPATIONAL INTERESTS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES OF COLORADO, 1945-46.	53
8	OCCUPATIONAL ACTIVITIES OF TERMINAL WOMEN GRADUATES WITH HOME ECONOMICS IN THE JUNIOR COLLEGES OF COLORADO, 1943-45	55

7

LIST OF TABLES.--Continued

<u>Table</u>		<u>Page</u>
9	OCCUPATIONS FOLLOWED BY SOME WOMEN GRADUATES WITH HOME ECONOMICS TRAINING FROM JUNIOR COLLEGES IN THE UNITED STATES, 1943-45.	56
10	OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING THE PURPOSE OF PROGRAMS OF HOME ECONOMICS IN THE JUNIOR COLLEGES OF COLORADO.	60
11	OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING WAGE EARNING OCCUPATIONS FOR WHICH HOME ECONOMICS IN THE JUNIOR COLLEGES OF COLORADO SHOULD PREPARE.	62
12	OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING TERMINAL COURSES FOR WAGE EARNING FOR JUNIOR COLLEGES IN COLORADO.	63

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	JUNIOR COLLEGES OF COLORADO.	12
2	TRINIDAD STATE JUNIOR COLLEGE	13
3	MESA COLLEGE	14
4	PUEBLO JUNIOR COLLEGE.	15
5	THE JUNIOR COLLEGE OF SOUTHEASTERN COLORADO	16
6	LA JUNTA JUNIOR COLLEGE.	17
7	STERLING JUNIOR COLLEGE.	18
8	COLORADO WOMAN'S COLLEGE	19

Chapter I

INTRODUCTION

Junior colleges have increased in number at a rapid rate during the past four decades, but home economics in these institutions has developed very slowly, and its purposes have not been clarified. Therefore, it has created a problem to junior college administrators and to home economics teachers in these colleges.

According to Eells (1941)

As the place of junior colleges in the educational scheme is studied in its larger aspects, it seems important that attention be given also to problems within the various fields. No concerted effort has ever been made to study home economics in relation to the unique purposes of the junior college, to find out the needs of those students which can be met most effectively by home economics, to find out the types of educational experiences, plant and equipment, text and source books which would be most effective, or to learn the kind of teacher-education program which best would prepare home economics teachers for the junior college. Nor has any special effort been made to find out the practices in those institutions that have been most successful in building a functioning program in order that others may profit by their experiences. It is within these areas that the problems of special concern to those interested in a more effective program of home economics lie. (33:203)

In 1945 there were in Colorado six publicly controlled junior colleges, one endowed institution not connected with a four-year college, and Fort Lewis

Branch of Colorado Agricultural and Mechanical College.

This study was centered around home economics in these junior colleges of Colorado.

The problem ,

What program might the junior colleges in Colorado advisably offer for preparing women for future occupations through terminal courses in home economics?

Problem analysis.--The problem has been further divided into the following questions:

1. What are the purposes of the course in home economics in the junior colleges of Colorado?
2. What terminal courses in home economics are now being offered in the junior colleges of Colorado?
3. To what extent are women in the junior colleges of Colorado terminal students?
4. What are the occupational aims of the women enrolled who expect to be terminal students in Colorado?
5. What future occupations are possible for the home economics students of junior colleges?
6. What do educational authorities in the state believe should be the program of home economics in junior colleges of Colorado?
7. What program of home economics might be recommended?

Delimitation of the problem.--This study was confined to seven junior colleges of Colorado, and the data were based on information for the school year 1945-46. The Fort Lewis Branch was omitted because it is a branch of a four-year college. Only regular day classes in home economics were included.

Junior colleges of Colorado

At the time this study was made, 1945-46, the junior colleges of Colorado were well distributed throughout the state. The southern part of the state had four junior colleges; namely, Trinidad State Junior College, Trinidad, and Pueblo Junior College, Pueblo, and in the southeastern part, La Junta Junior College, La Junta, and The Junior College of Southeastern Colorado, Lamar. In the extreme northeastern part of the state was located the Sterling Junior College, Sterling, and across the Rocky Mountains on the west border of Colorado was Mesa College, Grand Junction. The only junior college in the central part of the state was Colorado Woman's College in Denver. (See Figure No. 1)

The first public junior college of Colorado was the Trinidad State Junior College established at Trinidad in 1925. The home economics department was organized in 1937. In 1945-46 this college had an en-

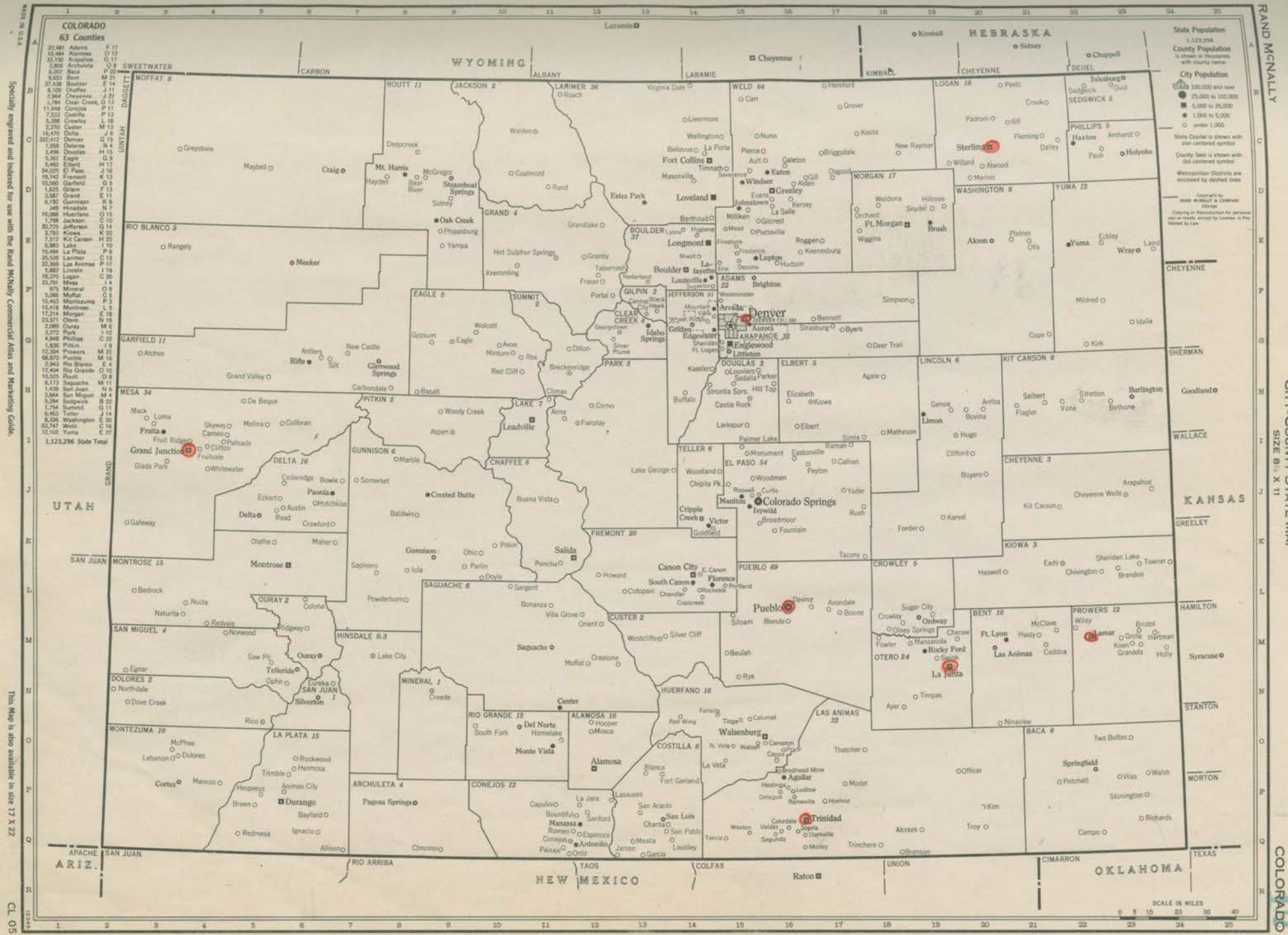


Figure 1.--JUNIOR COLLEGES OF COLORADO

rollment of 157 students with certain fundamental considerations relative to regular college work, terminal education, and adult education, as proposed objectives.

In the catalog, 1944-45, the aims of Trinidad State Junior College were stated as follows:

First, it aims to develop in its students those skills of co-operation, group action and planning, and leadership which are basic to good citizenship in a democratic society. Second, the college aims to inculcate in its students an appreciation of those fields of learning which make for richer and fuller living. (90:9)



Figure 2.--Trinidad State Junior College

Mesa College, Grand Junction, has offered junior college work since 1925, with the organization of the home economics department beginning in 1942. The enrollment of this college in 1945-46 was 262 students. The purposes stated in the catalog, 1945-46, were:

1. To provide a two-year course leading to entrance into the junior class for those who are to continue toward their specialization in a senior college or university; and in addition

2. To furnish those for whom the junior college will complete their formal education, a degree of personal, social, civic, and vocational competence that will enable them to enter effectively into adult living.

3. To stimulate and lead the intellectual and cultural life of the community; to furnish programs for information and entertainment; and to provide a center for participation in recreational activities.

4. To foster activities leading to civic, social, moral and educational improvement of the community. (59:2)



Figure 3.--Mesa College

The Pueblo Junior College, organized as a private institution in 1933, became a public institution in 1937. The home economics department was organized at the time the college became a public institution. The students enrolled at this college numbered 286 in

1945-46. The catalog of the college, 1943-45, gave the following purposes:

The purpose of Pueblo Junior College is to offer two years of college training in the arts, sciences and humanities to students interested in a program of general education; to offer two years of professional and pre-professional training to students interested in engineering, medicine, law, home economics, teaching, art, music, science, and business administration; and to offer vocational instruction in business, agriculture and home economics.

An additional purpose arising from the national emergency is to cooperate with government agencies in the offering of defense courses which are in demand. (76:4)



Figure 4.--Pueblo Junior College

The Junior College of Southeastern Colorado at Lamar was organized in 1937. When this study was made in 1945-46, the college did not offer a program of home economics, and the enrollment was very small, totaling only 21 students.

According to the dean, the purposes of this college were to offer the first two years of regular college work for transfer to four-year colleges and courses of a terminal nature for students who will complete their schooling after attending the junior college for one or two years.



Figure 5.--The Junior College
of Southeastern Colorado

As the movement for the organization of junior colleges in Colorado progressed, another public junior college was organized at La Junta in 1941, known as the La Junta Junior College. The home economics department was organized the same year. La Junta Junior College is a small school, having enrolled 73 students in 1945-46. The purposes of this college as stated in the college catalog, 1945-46, were:

1. A guidance program is offered the youth of the area who, after the completion of their high school course, have not decided definitely upon their educational or professional plans for the future. Qualified instructors are assigned as advisors to each student, to help, guide, and direct him.

2. La Junta Junior College provides a background of general cultural development in the Fine Arts Field.

3. La Junta Junior College provides the first two years of college in a variety of professional fields for those students who will continue in a senior college or university.

4. La Junta Junior College provides terminal education courses for students who plan to enter business or industry. Training is provided for vocational and semi-professional positions.

5. An important function of the La Junta Junior College is the development of personality in students, achieved through a well-rounded program of activities intended to develop leadership, initiative, poise, and self-control. Students are encouraged to take part in the many social functions sponsored by the junior college.

6. La Junta Junior College provides general information courses, "refresher" courses, cultural courses, skill courses for the adult citizens of southeastern Colorado. (52:5)



Figure 6.--La Junta Junior College

Sterling Junior College was organized in 1941, with the home economics department introduced during the school year, 1945-46. At the present time, 1946, this college is being re-organized with plans to move into a new building, and the administration expects to expand the program. There were 56 students enrolled in 1945-46. According to the catalog, 1945-46, the purposes of this junior college were as follows:

Purpose--The Sterling Junior College is organized with a three-fold purpose in mind. First, two years of standard college training in the arts and sciences for those students who wish to continue their education in senior colleges or universities. The basic courses usually found in the first two years of college will be offered such students. Second, to offer business and vocational training for those who wish specific training to enable them to fill important positions as stenographers, secretaries, and bookkeepers, or to enter careers in vocational work. Third, to serve as a source of inspiration and culture for adults in the community who may not desire a complete collegiate education or training for a specific vocation. Cultural and skilled courses will be offered such individuals. (87:6)



Figure 7.--Sterling Junior College

The only private junior college in Colorado in 1945-46 was the Colorado Woman's College of Denver, a college for women only. A first attempt was made to organize the school in 1888 when a group of pioneers met to discuss a woman's college, the "Vassar of the West," but it was not until 1909 that the college officially opened its doors for students. The home economics department was organized at the time the college opened. In 1945-46 it was the largest of all junior colleges in the state, and was the only non-coeducational junior college. The enrollment was 424 girls in 1945-46. According to its publication in 1945-46, Colorado Woman's College relies upon highly individualized and highly personalized instruction, and the four phases of the program as offered were educational, cultural, physical, and spiritual.



Figure 8.--Colorado Woman's College

Definition of terms

Some terms related to junior colleges are used with various meanings. For the purpose of this study, they have been defined as follows:

Junior college: An educational institution requiring for admission as a regular student 4 years of standard high school education or its equivalent; offers 2 years of work in courses terminal in character and of collegiate grade and quality, or both such standard and terminal courses; does not confer the baccalaureate degree. (40:230)

Junior college private:

A junior college of which the control is vested in a board of control (commonly known as a board of trustees), a single person, or a number of persons not selected by public vote or appointed by public officials. (40:230)

Junior college public:

A junior college of which the control is vested in a board of control (variously known as a board of regents, board of trustees, board of education, school board, etc.) elected by the voting public or appointed by the governor or other public official usually includes the state type of junior college. (40:231)

Semiprofession: An occupation ordinarily requiring as preparation a course of training approximately 2 years in length, with a high school education or its equivalent as a prerequisite; a middle-level occupation, intermediate between a trade and a profession. (40:367)

Terminal
education:

Education which will complete the formal schooling of the student. It may be vocational or non-vocational in character. Applied to junior colleges it means that education which is beyond the high school but which will complete the individual's schooling.

Homemaking
education:

A program of study concerned with those problems which are the primary responsibility of the homemaker. (40:205)

In this study the term is used to designate terminal home economics as contrasted to the home economics which is planned for transfer credit to a degree-granting institution.

Chapter II
HOME ECONOMICS IN JUNIOR COLLEGES
REVIEW OF STUDIES

Several studies have been made concerning the place of home economics in junior colleges, the majority of them having been completed since 1920.

A study of home economics in southern junior colleges was made by Moore (67), in 1931, through a study of the 1930-31 catalogs of 96 junior colleges and by personal correspondence with the home economics instructors. She found that the number of courses in home economics in 60 junior colleges varied from one to 27, and were listed under 188 different titles. In most cases three semester hours' credit was given for each course, with variations from one-half semester hour to nine semester hours per course. She suggested greater uniformity in the teaching of home economics so that home economics work may have a definite purpose wherever taken.

In 1933, Banks (6) studied 57 former students of Northeast Oklahoma Junior College. The chief occupations of these former students were found to be home-making and teaching, with the teaching experience principally in the elementary grades. Banks reported the

needs as follows:

The outstanding felt needs of these students as judged by the items checked were for: (1) help with the guidance and care of children; (2) the planning rather than the preparation of foods for both the family and children; (3) first aid; (4) the selection and furnishings rather than the arrangement; (5) construction of garments and how to wear clothing rather than planning a wardrobe or selection of dress materials; (6) etiquette and manners; (7) overcoming undesirable traits and habits rather than the cultivation of desirable traits and habits; and (8) keeping expense accounts and planning the use of money. (6:29)

It was the opinion of the writer that many of the junior colleges had departed from the real purpose of the home economics curriculum; that is, to equip the individual for the best type of home and family life as an integrated and vital force in social welfare. Because of this opinion it is gratifying to find the three primary objectives of highest frequency are concerned with homemaking and home living. (6:31-33)

The fact that the secondary objectives (Table VIII) are chiefly pre-vocation or pre-professional in nature rather than for general education seems to indicate that though the literature on the subject emphasizes the latter as a function of the junior college, the home economics teachers in these junior colleges do not consider it of as much importance as the pre-vocational. (6:33)

Banks concluded on the basis of student needs confirmed by practices in other junior colleges that the objectives of home economics in junior colleges should be as follows:

Primary: To help the student meet present and future home living and homemaking needs as a member of a family group. To prepare the student for the profession of homemaking as a wife, a mother, or both. To give a general appreciation of the home and its responsibilities. To enable the student to enter a four year college with advanced standing. Secondary: To prepare for teaching phases of home economics in the elementary grades.

To provide general cultural education and mental development. To give pre-vocational training for occupations concerned with foods, clothing, housing, and care of the sick. To enable the student to enter a four year college with advanced standing in home economic courses. To recommend changes in the basic courses by adding one new course, Child Care and Development, and increasing the emphasis on the managerial phases, and on family and social relationships in all courses. (6:56-57)

An investigation relating to home economics in the public junior colleges of Kansas was made by Smith (84) in 1934. She secured information from college bulletins and catalogs, personal interviews, and information sheets filled out by the home economics instructors in six junior colleges in Kansas. As a result of the findings the following recommendations were made to the home economics teachers in junior colleges in the state.

1. The preparatory function should be met to a greater degree by offering courses to more nearly meet those given in the first two years of a senior college rather than those of the first year only. In other words it is urged that more advanced courses be offered.

2. More terminal courses should be offered to meet the interests and needs of those students not planning to go to a senior college who may be taking the work for any one or more of several reasons, such as general culture, enjoyment of the work, a need for the knowledge for personal use or for gainful employment. This could be presented to advantage for adults as well as for college girls. A variety of terminal courses might be possible such as would be offered in a progressive adult homemaking program.

3. It is highly desirable that home economics departments of the junior colleges establish relationships with the home economics departments of the senior colleges in order to work out a co-operative program which will coordinate the work of the two types of schools.

4. Inasmuch as it is desirable for instructors of academic subjects to hold the Master's degree it would be well for the instructors of home economics subjects to obtain such a degree in order to help her raise professional standards and place her field of work on the same level with that of the academic work.

5. It is urged that the home economics instructor take steps to improve library facilities in the way of books for reference that are up-to-date and of college level. If administrators are interested in the growth of the junior college due consideration would be given to these requests, but the responsibility would rest to a large degree on the home economics instructor in seeing that these books are obtained.

6. The teaching load of the instructor will need to be lightened in the majority of colleges if the teaching of college subjects is to be better done by the home economics instructor.
(84:71-72)

A recommended course of study in home economics on the junior college level was made by Hawkins (45) in 1937, as a result of a study conducted in Meridian, Mississippi. She made a survey of Meridian, Mississippi, by obtaining answers to 360 questionnaires from homemakers; analyzing home projects and home practices of a selected group of home economics students; studying literature concerning junior colleges; and studying reports of the Curriculum Committee of The Southern Regional Conference for Vocational Education.

Hawkins developed her course of study with the idea of leading to increased, or new, and enduring appreciations, abilities, attitudes, and ideals for enriching home and family life. The courses were to be open to both boys and girls with no segregation of classes except in one course, "Clothing for the Family."

She suggested the following major objectives for home economics instruction in the Meridian Junior College of Mississippi.

1. To develop critical attitudes in regard to home and community problems.

2. To develop appreciation in regard to those factors which will contribute to a more satisfactory family and community life.

3. To furnish a scientific basis for the solution of home problems through acquainting homemakers with existing scientific knowledge and to acquaint them with sources of reliable information which will assist in solving these problems. (45:46)

The courses which were recommended by Hawkins to achieve these objectives were 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.

A study dealing with non-academic curricula for the public junior college was made by Bass (7) in 1939. Catalogs and bulletins were examined from 200 junior colleges, and 153 schools showed offerings other than academic, or terminal or semiprofessional courses. According to the catalogs, the largest number of courses offered in these junior colleges was in business and commerce, followed by music, engineering, home economics, trades and industries, education, nurses' training, agriculture, and library training. Bass concluded that:

Home economics has shown very little growth. Educational opinions assign this department a very important place in the non-academic field. In spite of this fact the unpopularity of home-making as a vocation or some other effective factor has prevented almost all growth in this field. (7:9)

Brown (Dorph) (13), in a doctorate thesis (1939), concerning recent curricula trends in junior colleges studied the opinions of 93 junior college administrators, and catalogs from 334 junior colleges. Following is a table revealing the status of the junior college.

Table 1.--THE STATUS OF THE JUNIOR COLLEGE IN 1939
AS REVEALED BY ANALYSIS OF CATALOGS.
(TABLE LXXIII)

Major classifications of Semi-Professional Curricula offered in 233 of the 334 Junior Colleges

Type of School	No. of schools	Teacher Training	Commercial	Engineering	Agriculture	Home Economics	Mechanical	Miscellaneous	Total
Public	121	46	270	92	54	65	65	34	636
Private	44	9	87	16	0	18	14	8	152
Denom- national	68	47	64	13	3	23	4	12	166
	233	102	421	121	57	106	83	54	944
Per cent		10.81	44.62	12.82	6.03	11.22	8.79	5.71	100

(13:192)

This table gives a summary of the total number of semi-professional curricula offered in 233 of the 334 junior colleges. These schools included 117 different fields and give a total of 944 curricula which have been condensed into seven major classifications, including the miscellaneous group. (13:191)

Blair (9), in 1941, in a study of the home economics program in four junior colleges of Kansas, gave suggestions for terminal education in home economics

in junior colleges. The data for this study were collected from junior college administrators, home economics teachers, graduates and non-graduates, and catalogs of certain Kansas junior colleges during the period 1935 to 1940. Her data showed an increase in enrollment of all students attending the colleges, but terminal students in 1940 outnumbered the pre-professional ones. The enrollment in home economics was small but showed a marked increase during the period. According to Blair the four-year colleges influenced the programs of home economics in these junior colleges as most of their programs were planned for pre-professional students or college transfer. Some interest in home economics courses for terminal students was shown, but terminal courses were offered in only one junior college. Seven administrators felt that it was impossible to care for terminal and pre-professional students differently because of lack of room and other instructional facilities. Separate and distinct programs for each type of students were favored by six home economics instructors. Home economics programs for adults were not offered in any of the junior colleges. Blair summarized her findings in the following statements:

The preprofessional students differ 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 wardrobe; and checking diets of 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. (9:122)

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. (9:123)

Eells (33), Executive Secretary of the American Association of Junior Colleges, in "Present Status of Junior Colleges Terminal Education," 1941, reported a study of 272 junior colleges. A special information blank sent to junior colleges in 1940 was arranged in three sections: Part A., "For the Total Terminal Curriculum," sent to all schools; Part B., "For the General Cultural Curriculum," and Part C., "For Each Vocational Terminal Curriculum," sent only to those institutions reporting that they offered specific terminal curricula.

The curricula in home economics were received

from 37 institutions, and all but one required two years to complete. The courses offered in connection with home economics curricula were summarized according to the number of institutions offering each as follows:

Foods and cooking...33	Child psychology.....5
Clothing and tex- tiles.....29	Consumer problems.....5
Household management.25	Family finance.....5
Home furnishings and decoration.....17	Household equipment....5
Nutrition and dietetics.....14	Introduction to home economics.....4
Family relationships.13	Marketing.....3
Child care.....11	Children's literature..2
Costume design.....11	Household science.....2
Home nursing.....10	Handicrafts.....1
Sewing.....9	Institutional management.....1
Home planning.....7	Social recreation.....1
	(33:82)

The three basic purposes of home economics in junior colleges as summarized by Eells were: first, education in home and family living, personal growth and development, vocational orientation and guidance, or social-civic understanding; second, providing vocational preparation; and third, increasing the general employability or job satisfaction of the individual.

Included in this same book by Eells (33) is a report of a study by Byron S. Hollinshead, President, Scranton-Keystone Junior College, La Plume, Pennsylvania, and a consultant for the General Education Board of New York in the spring of 1940. Hollinshead visited 58 junior colleges and other institutions. In general the visits were made to outstanding junior colleges. As a result of these visits Hollinshead reported the follow-

ing concerning homemaking:

Some of the best work in homemaking is offered in the New England Junior colleges, most of which offer programs exclusively for young women. Programs offered by these institutions are not very much influenced by the requirements of the first two years of the standard home economics course, and therefore, are quite good for the purpose they are designed to serve. An interesting program is offered by the Garland School in Boston. Following is a list of the offering of Garland in this work:

Junior Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Hygiene.....	2	Psychology.....	2
Household science...	4	Household science.....	4
Household technology	2	Household technology..	2
Income management...	2	Child guidance and	
Appreciation of		observation.....	2
design.....	2	Appreciation of design	2
Modern novel.....	1	Modern novel.....	1
Oral English.....	1	Current events.....	1
Chorus and music		Chorus and music	
appreciation.....	1	appreciation.....	1
Cookery.....	4	Cookery.....	4
Clothing.....	4	Clothing.....	4
Special literature..	3	Special literature....	3
Dramatic art		Dramatic art	
(elective).....	1	(elective).....	1
Typing (elective)...	1	Typing (elective).....	1
French conversation		French conversation	
(elective).....	1	(elective).....	1

Senior Year

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Family relation-		Family relation-	
ships.....	1	ships.....	1
Public questions and		Public questions and	
parliamentary pro-		parliamentary pro-	
cedure.....	1	cedure.....	1
Interior decoration..	2	Interior decoration...	2
Cookery or clothing..	4	Cookery or clothing...	2
Quantity cookery.....	2	Quantity cookery.....	2
Nutrition.....	2	Nutrition.....	1
Marketing.....	2	Meal planning, table	
Income management....	1	service or advanced	
(family finance....	1	cookery.....	2

Senior Year.--Continued

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
Modern drama.....	2	Costume design.....	2
Textiles.....	2	Textiles.....	2
Child guidance and observation.....	4	Home nursing.....	2
French conversation (elective).....	1	Problems in home decoration.....	1
		French conversation (elective).....	1
		Senior field work	

The work at Garland, I found, was exceedingly practical and was designed solely to train the students to be good homemakers in the kind of homes they probably would run later. Curiously enough, the work offered to daughters of the quite wealthy and to daughters of the quite poor seems to be pretty good from the homemaking point of view. At Garland, the tuition is \$1,800 a year without extras, yet Garland offers a more practical program for its girls than schools catering to a less well-to-do group.

Many of the public junior colleges also offer good work in homemaking and are relatively uninfluenced by the requirements of a four year home economics course. The poorest courses in homemaking seem to be offered in institutions catering to what I would think of as the socially middle class. In these institutions, the young women get only courses designed to train them as teachers of home economics not as homemakers. (33:176-177)

In an unpublished paper prepared at Leland Stanford University (99), in 1941, Williamson suggested that:

Any program of family life education in a public junior college should take as its major objective understanding of home or family life for all young people.

The program should be organized into unit courses so that students may take one, two, or more as they may be interested in doing, or so that they may work out such an organized intensive study of family living that it could be judged as a vocational homemaking program under Federal Aid standards.

One or two courses should be organized for better living and these should be made easily available for all, both men and women. Life problems of home living should form the content of all such courses; the solution of these problems should draw upon any area of subject matter needed, and cooperative contributions of all instructors should be available.

Skill courses should be available when and where needed but should not form the major part of the program (99:21-22)

In 1944, a committee of the American Home Economics Association (2), under the chairmanship of Ivol Spafford, studied home economics in junior colleges. According to the committee:

Home economics has much to offer in increasing the general employability of young people. The ability to work happily with other people, to select suitable and becoming clothes, to wear them well, to be well groomed, to make a pleasing appearance, to have good manners, to be at ease in the ordinary relationships of life contributes to personal happiness, but it also contributes to success on the job. Learning such as this has money value, more than most educators have ever admitted. (2:5)

Many junior colleges today offer no home economics work. A thoughtful study of the most effective ways of achieving their goals and a thoughtful study of the potential values in home economics would without doubt lead most if not all coeducational and women's colleges to offer some home economics. In certain respects the college offering home economics for the first time will begin as the one that is rebuilding its program. The first essential is that it use criteria for its program. Such an institution need not rebuild however. It will not be handicapped by a department already located in the basement or a library of out-of-date books or courses that are copies of those offered in the professional school of the state university. Such an institution should study what others are doing, not to copy but for ideas. It should find out what other institutions feel are their strengths and weaknesses, but it should also make its own appraisal of their work. An institution should neither fear to pioneer nor fear to

copy. To be different just to be different has nothing to commend it. Some colleges in terms of their particular clientele will find it best to begin their programs with offerings in general education; others in homemaking; and still others in preparation for gainful employment. Only the institution keeping clearly in mind its purposes and the broad possibilities within home economics can determine what is best for it to do. (2:13)

A recent investigation, 1944, was made by Brown (Clara) and Arnesen (12) concerning the jobs in which one or two years of college work in home economics were regarded as an asset and could be capitalized on by young women seeking employment in types of work which offered reasonable pay and opportunities for advancement. The technique used was a survey of business firms in Minneapolis and St. Paul, Minnesota.

Table 2.--Number of Contacts Made with Each Type of Business and Opportunities Each One Offered for Women with a Limited Amount of Home Economics Training. (Table 1)

Type of Business	Number Visited	Having Opportunities for Women with Limited Home Economics Training	
		Number	Percent
Department Stores and			
Retail Mail Order Stores..	11	11	100
Air Lines.....	1	1	100
Child Care Organization....	1	1	100
Cafeterias and Restaurants.	20	16	80
Retail Food Stores.....	8	6	75
Advertising Agencies.....	3	2	67
Clothing Manufacturers.....	5	3	60
Hotels and Clubs.....	13	7	54
Hospitals.....	2	1	50
Creameries.....	3	1	33
Tea Rooms.....	5	1	20
Food Manufacturers and			
Distributors.....	17	2	12
Laundries.....	3	0	0

Table 2.--Number of Contacts Made with Each Type of Business and Opportunities Each one Offered for Women with a Limited Amount of Home Economics Training.--Continued. (Table 1)

Type of Business	Number Visited	Having Opportunities for Women with Limited Home Economics Training	
		Number	Percent
Newspapers.....	2	0	0
Bakeries.....	2	0	0
Radio Stations.....	1	0	0
Railroads.....	1	0	0
Total		98	52 (12:8)

Ninety-eight firms were visited. Approximately half the number were found to offer employment opportunities for women with a limited amount of home economics training. The most frequent opportunities were found in foods and sales service as may be seen in the above table.

In 1946, Neely (70), studied the occupational opportunities for women with home economics training in junior colleges of the country. Questionnaires were sent to 50 leading junior colleges whose catalogs indicated that a home economics program was offered during the years 1944-46. Home economics teachers in these junior colleges were asked to indicate the occupations for which the home economics courses prepared students and those occupations which students, during the years 1943-45, had entered after completing two years of home economics.

The 20 home economics teachers replying indicated that women with two years of home economics training in the junior colleges had entered various occupational areas. Teachers from 16 colleges reported that girls had entered commercial work. Girls from 14 colleges had entered food service occupations, from 13 they had entered institutional work, and from six they had entered nursery school work. Two other occupations entered by a few students were medical technician work and rural school teaching.

Chapter III

METHODS AND PROCEDURE

In order to determine what program for home economics in the junior colleges in Colorado might be recommended, the following techniques were used:

1. Analysis of college catalogs and official publications.

2. Personal visits to each of the junior colleges in Colorado.

3. Interviews with junior college administrators, home economics teachers, and other educational authorities.

4. Questionnaires to girls enrolled in junior colleges in Colorado during the winter quarter of 1945-46.

5. Questionnaires to women who have had some home economics, and have graduated from the junior colleges in Colorado during the years, 1943-45.

6. Questionnaires to home economics teachers in leading junior colleges of the United States.

In order to find the purposes and the terminal character of the courses now being offered in home economics in the junior colleges of Colorado, catalogs of these colleges for the year 1945-46 were studied. Courses offered in home economics were grouped under the main headings: art, child development, clothing, consumer education, family relationships, foods and nutrition, home improvement, home management, home nursing, orientation, and miscellaneous. The purpose of each course was taken from the description of that course as given in the college catalogs and was checked during a personal interview with the home economics teacher at the time a visit was made to the college.

The occupational aims of women who expected to be terminal students were obtained through a questionnaire given to girls enrolled in junior colleges of the state during the winter quarter, 1945-46. On this questionnaire the girls were asked to indicate whether they planned to work, to enter a four-year college, or to marry, and if they planned to work to check three occupations in which they were interested 1/. The questionnaires were collected when the author made a visit to each college later in the year.

1/ See Appendix A.

It was assumed that those students would be terminal students who indicated on the questionnaire that they did not plan to continue their formal education in a four-year college.

Occupations possible for students completing home economics in junior colleges were found by means of correspondence with, and questionnaires filled out by, home economics teachers in junior colleges throughout the United States. The teachers were asked to check those occupations which girls with two years of home economics training in their college had entered during the years, 1943-45. This was part of a larger study made for another purpose, the report of which is on file in the library of Colorado Agricultural and Mechanical College.

To determine occupations which home economics students in Colorado had entered after leaving junior college, a questionnaire was sent to the graduates of the years 1943-45 who had studied home economics. This questionnaire provided the information concerning the occupations which these girls had followed 2/.

Thirty-seven authorities in education were

2/ See Appendix B.

consulted through interview to determine what they thought should be the program of home economics in junior colleges of Colorado 3/. The authorities interviewed included one member of the United States Office of Education, six administrators in vocational education, four members of college education staffs, two members of the United States Employment Service, five superintendents of schools, nine home economics administrators, and 11 junior college administrators 4/.

The analysis of the data gathered provided the basis for the recommended program of home economics that might be used in the junior colleges of Colorado.

3/ See Appendix C and Appendix D.

4/ See Appendix E.

Chapter IV

ANALYSIS OF DATA

In order to answer the questions raised in the statement of the problem, the data will be presented under the following headings:

1. Purposes of courses offered in home economics in the junior colleges of Colorado.
2. Terminal courses offered in home economics in the junior colleges of Colorado.
3. Extent to which women in the junior colleges in Colorado are terminal students.
4. Occupational aims of terminal women students in the junior colleges of Colorado.
5. Future occupations possible for home economics students in junior colleges.
6. Opinions of educational authorities concerning the program of home economics in the junior colleges of Colorado.

In order to aid in interpreting later tables a summary table of the enrollment of the junior colleges in Colorado in 1945-46 and of girls graduating during the three years, 1943-45, has been included, Table 3.

Table 3.--JUNIOR COLLEGES OF COLORADO: ENROLLMENT
1945-46, AND GRADUATES, 1943-45.

Junior Colleges	Enrollment 1945-46			Graduates 1943-45	
	Students		Home Econ.	Total	Home Econ.
	Men	Women	Women	Women	Women
Public					
La Junta Junior College	46	17	7	16	8
Mesa College	134	128	12	77	27
Pueblo Junior College	193	93	12	84	14
Sterling Junior College	30	26	5	13	0
The Junior Col- lege of South- eastern Colo- rado, Lamar	3	18	0	12	0
Trinidad State Junior College	94	63	2	38	7
TOTAL, Public Colleges	510	345	38	240	56
Private					
Colorado Woman's College	0	424	215	398	49

Since Colorado Woman's College was the only private school, and the enrollment much larger than in the public schools, the data for the private school were separated from those for the public schools in all the tables which follow.

Purposes of courses offered
in home economics

The catalog of The Junior College of Southeastern Colorado, Lamar, showed no courses offered in the field of home economics. This lack of home economics courses was confirmed by a visit to the college.

All the colleges except the one at Lamar, Table 4, offered home economics, 67 courses in all. Colorado Woman's College offered 18 different courses in the areas of art, child development, clothing, consumer education, family relationships, foods and nutrition, home improvement, and home management. Mesa College offered 17 courses covering the same areas except consumer education and home management, and in addition, home nursing and an orientation course. Sterling Junior College offered 10 courses in three areas, clothing, family relationships, and foods and nutrition; Pueblo Junior College and La Junta Junior College offered eight courses each, all in clothing and foods and nutrition, except one course in art at La Junta Junior College; Trinidad State Junior College offered six courses in clothing only. Every college except The Junior College of Southeastern Colorado, Lamar, offered most of its courses in the areas of clothing and foods and nutrition. In other words, except for Mesa College and Colorado Woman's College, the work in home economics offered was mainly clothing and foods.

Table 4.--PURPOSES OF COURSES IN HOME ECONOMICS OFFERED
IN JUNIOR COLLEGES OF COLORADO, 1945-46.

Courses	Public Colleges					Private College
	La Junta	Mesa	Pueblo	Sterling	Trinidad	C.W.C.
Art						
Color and design	C	C-H				
Color and theory						C-H
Drawing and painting		C-H				
Interior design						C-H
Individual projects		C-H				
Child Development						
Child care and training		C-H				C-H
Clothing						
Care of clothing	C	C-H	C-H	P-H	C	
Costume design	C		C-H		C	C-H
Pattern study		C-H	C-H	P-H	C	C-H
Selection and Construction	C-H	C-H	C-H	P-H	C	C-H
Textiles	C	C-H	C-H	P-H	C	C-H
Consumer Education						
Consumer Buying						C-H
Clothing					C	
Legend:						
C-Transfer to four-year colleges			W-Wage earning			
H-Homemaking or terminal in nature			P-Personal development			

Table 4.--PURPOSES OF COURSES IN HOME ECONOMICS OFFERED
IN JUNIOR COLLEGES OF COLORADO, 1945-46.--Continued

Courses	Public Colleges					Private College
	La Junta	Mesa	Pueblo	Sterling	Trinidad	C.W.C.
Family Relationships						
Marriage				P-H		C-H
Philosophy of Living		C-H		P-H		P-H
Foods and Nutrition						
Dietetics	C	C-H		P-H		C-H
Marketing		C-H				C-H
Planning and serving		C-H	C-H	P-H		C-H
Preservation		C-H	C-H	P-H		C-H
Selection and preparation	C	C-H	C-H	P-H		C-H
Introductory foods	H					
Home Improvement						
Interior decoration		C-H				C-H
Home Management						
Budgeting						C-H
Selection of a home						C-H
Home Nursing		H				
Orientation		P				
TOTAL	8	17	8	10	6	18=67

With the exception of the courses at Sterling Junior College, one course in foods at La Junta Junior College, one in home nursing and one in orientation at Mesa College, and a course in philosophy of living at Colorado Woman's College, all courses, 53 in number, were offered for college transfer purposes. All the courses except the six at Trinidad State Junior College six at La Junta Junior College, and one at Mesa College were also offered for the purpose of homemaking. In other words, except for the colleges at Trinidad and Sterling, the work in all colleges was dual in purpose, college transfer and homemaking. At Trinidad State Junior College the work was for college transfer only, while at Sterling it was for personal development and homemaking only.

None of the junior colleges offered courses for wage-earning in home economics.

Terminal courses offered
in home economics

Sterling Junior College offered the only program of home economics that was entirely terminal for homemaking and personal development, Table 4. La Junta Junior College offered one course, introductory foods, for homemaking; Mesa College, two courses, one in home nursing and one in orientation for terminal purposes only; and Colorado Woman's College, one course in philosophy of living. Trinidad State Junior College offered

a college transfer program only.

Dual-purpose courses, which had a terminal as well as college transfer purpose, were offered by the other junior colleges. These courses were in clothing selection and construction (four colleges), pattern study (three), textiles (three), planning and serving meals (three), selection and preparation of foods (three), food preservation (three), care of clothing (two), costume design (two), dietetics (two), marketing (two), interior decoration (two), child care and training (two), marriage (one), philosophy of living (one), color and design (one), color and theory (one), drawing and painting (one), interior design (one), individual projects (one), consumer buying (one), budgeting (one), and selection of a home (one). Twenty-seven of these 41 courses were in the areas of food and clothing.

Extent to which women
were terminal students

In order to determine the extent to which women were terminal students, two questionnaires were given, one to women students enrolled in junior colleges of Colorado during the winter quarter of 1945-46, and one to women graduates with home economics, for the three years, 1943-45.

During the winter quarter, 1945-46, the public junior colleges had an enrollment of 345 women students, 146, or 42.3 per cent, of whom returned the questionnaire.

At the same time, the private junior college had an enrollment of 424 women students, 355, or 83.7 per cent, of whom returned the questionnaire.

The number of women graduates with home economics in the public junior colleges of Colorado was 56, and 32, or 57.1 per cent, returned the questionnaire given to this group. Colorado Woman's College had 49 graduates with home economics, 36, or 73.4 per cent, of whom returned the questionnaire.

Since the home economics department at Sterling Junior College was organized for the first time in 1945-46, and The Junior College of Southeastern Colorado, Lamar, had never had a department of home economics, there were no women graduates with home economics from these two schools.

In all cases terminal students in college were classified as those not indicating on the questionnaire that they planned to transfer to a four-year college. The terminal group, Table 5, included those married, to be married, and those planning to work. Of the graduates, Table 6, the terminal group included all those who did not attend another college.

An analysis of Table 5 showed that of the number of women students enrolled in the public junior colleges in 1945-46, who returned the questionnaire, 146, or 45.8 per cent expected to be terminal students; of those in the private junior college, 355, or 39.4 per cent

expected to be terminal students.

Table 5.--TERMINAL STATUS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES OF COLORADO, 1945-46.

Colleges	Cases	Number	College	Married	Terminal			Per Cent
			Transfer		To be	To	Total	
			Per Cent		Married	Work	terminal	of total
Public								
La Junta Junior College	14	6	42.9	3	1	4	8	57.1
Mesa College	47	25	53.2	0	7	15	22	46.8
Pueblo Junior College	21	12	57.1	1	2	6	9	42.9
Sterling Junior College	22	11	50.0	1	1	9	11	50.0
The Junior College of South- Eastern Colorado, Lamar	15	11	73.4	0	0	4	4	26.6
Trinidad State Junior College	27	14	51.9	1	0	12	13	48.1
TOTAL, Public Colleges								
	146	79	54.2	6	11	50	67	45.8
Private								
Colorado Woman's College	355	215	60.6	1	67	72	140	39.4

At La Junta Junior College, 57.1 per cent of the women enrollees expected to be terminal students; at Sterling Junior College, 50.0 per cent; at Trinidad State Junior College, 48.1 per cent; at Mesa College, 46.8 per cent; at Pueblo Junior College, 42.9 per cent; and at The Junior College of Southeastern Colorado, Lamar, 26.6 per cent. With the exception of the college at Lamar, half, or slightly less than half, of the women students of the public colleges expected their junior college work to be terminal education for them; more than a third of the students in the private college expected their education to be terminal.

Of the 32 women graduates with home economics, Table 6, from the public junior colleges for the year, 1943-45, from whom returns were received, 12, or 37.5 per cent were terminal students, since they had not continued college work. Of the private junior college graduates with home economics who were heard from, 52.8 per cent were actually terminal students. Of the eight graduates from La Junta Junior College who were heard from, five were terminal students; of 27 from Mesa College, three were terminal; of 14 from Pueblo Junior College, four were terminal. Of the seven from Trinidad State Junior College, only two graduated returned the questionnaire, and they had both attended another college.

Of the 49 women graduates from the private junior college, 19 were terminal students.

Table 6.--TERMINAL STATUS OF WOMEN GRADUATES IN HOME ECONOMICS: JUNIOR COLLEGES OF COLORADO, 1943-45.

College	Home Economics Graduates	Number of Returns	Attended Another College	Terminal
Public				
La Junta Junior College	8	7	2	5
Mesa College	27	13	10	3
Pueblo Junior College	14	10	6	4
Sterling Junior College	0	0	0	0
The Junior College of Southeastern Colorado, Lamar	0	0	0	0
Trinidad State Junior College	7	2	2	0
TOTAL, Public Schools				
	56	32	20	12
Private				
Colorado Woman's College	49	36	17	19

Occupational aims of
terminal women students

The terminal women enrolled in both the public and the private colleges indicated interest in 13 different occupational areas, Table 7, each of which was checked eight or more times; namely, air lines, art work, commercial work (bookkeeper, stenographer), doctor's

office helper, full-time homemaking, homemaking and wage-earning, institutional work (dormitory, hotel, club, tearoom), interior decoration, modeling, music, photography, retail sales work, and teaching. The terminal women enrolled at Mesa College indicated interest in 11 occupational areas; La Junta Junior College, nine; Pueblo Junior College, eight; Sterling Junior College, eight; The Junior College of Southeastern Colorado, Lamar, six; and Trinidad State Junior College, five.

Colorado Woman's College was the only school in which the terminal women enrolled indicated interest in all 13 occupational areas.

To seven of these occupational areas, home economics can probably make a significant contribution; namely, homemaking (full or part-time), homemaking and wage-earning, art work, institutional work; interior decoration, modeling, and sales work. The other six occupations have no close relationship to home economics; namely, commercial work, air line service, service in a doctor's office, teaching, music, and photography.

The number of women graduates with home economics in the junior colleges of Colorado for the years, 1943-45, was small, as may be seen in Table 3. Due to difficulty in contacting these graduates the returns were small also; therefore, the figures secured can be merely indicative, certainly not conclusive, from both public and private junior colleges.

Table 7.--OCCUPATIONAL INTERESTS OF TERMINAL WOMEN
STUDENTS ENROLLED IN JUNIOR COLLEGES OF COLORADO,
1945-46.

Occupational interests	Colleges							
	Public La Junta Junior College	Mesa College	Pueblo Junior College	Sterling Junior College	The Junior College of Southeastern Colorado Lamar	Trinidad State Junior College	TOTAL PUBLIC	Private Colorado Woman's College
	(N=8)	(N=22)	(N=9)	(N=11)	(N=4)	(N=13)	(N=67)	(N=140)
Air Lines	2	6	1	1	1	5	16	45
Art Work	2	3	0	0	0	0	5	12
Commercial Work (Book- keeper, Steno.)	1	13	4	5	2	8	33	55
Doctor's Office Helper	0	5	3	4	1	2	15	16
Full-time Homemaking	2	2	1	1	0	0	6	55
Homemaking & Wage-Earning	2	1	2	1	0	0	6	27
Institutional (Dormitory, Hotel, Club, Tearoom)	1	0	0	0	0	0	1	9
Interior Decoration	0	1	0	0	0	0	1	12
Modeling	0	3	1	0	1	0	5	32
Music	1	4	2	0	1	0	8	18
Photography	0	0	0	3	0	0	3	9
Retail Sales	1	4	0	2	0	1	8	23
Teaching	2	5	1	1	1	1	11	13

The terminal women graduates with home economics from the colleges, 31 in number, indicated that they had worked in one or more of all the 13 occupations since graduating, Table 8. The occupations followed by the greatest number were secretarial work, 12; homemaking, seven; and clerking, five.

The records of five terminal women graduates from La Junta Junior College indicated that they had worked in five different occupations, secretarial work (three), clerking (two), student nursing (one), waitress work (one), and homemaking (one). The four graduates from the Pueblo Junior College had become secretaries (two), cashiers (one), and homemakers (one); and the three from Mesa College had become clerks (two), draftsmen (one), and teachers (one). Since there were no women graduates with home economics from the colleges at Sterling and at Lamar, there were no occupations reported.

The 19 graduates with home economics from Colorado Woman's College had worked as secretaries (seven), homemakers (five), clerks (one), chemists (one), dental assistants (one), farmers (one), seamstresses (one), student nurses (one), teachers (one), and one had joined the Women's Auxiliary Corps of the United States Army.

It is indicated from the above that the occupations of these women graduates varied greatly in type, but those occurring most frequently were secretarial

work, sales work, and homemaking.

Table 8.--OCCUPATIONAL ACTIVITIES OF TERMINAL WOMEN GRADUATES WITH HOME ECONOMICS IN THE JUNIOR COLLEGES OF COLORADO, 1943-45.

Occupations since graduation	Colleges							
	Public La Junta Junior College	Mesa College	Pueblo Junior College	Sterling Junior College	The Junior College of Southeastern Colorado Lamar	Trinidad State Junior College	TOTAL PUBLIC	Private Colorado Woman's College
	N=5	N=3	N=4	N=0	N=0	N=0	N=12	N=19
Cashier	0	0	1	0	0	0	1	0
Chemist	0	0	0	0	0	0	0	1
Clerk	2	2	0	0	0	0	4	1
Dental Assistant	0	0	0	0	0	0	0	1
Draftsman	0	1	0	0	0	0	1	0
Farmer	0	0	0	0	0	0	0	1
Homemaker	1	0	1	0	0	0	2	5
Seamstress	0	0	0	0	0	0	0	1
Secretarial Work	3	0	2	0	0	0	5	7
Student Nurse	1	0	0	0	0	0	1	1
Teacher	0	1	0	0	0	0	1	1
WACS	0	0	0	0	0	0	0	1
Waitress	1	0	0	0	0	0	1	0

Future occupations possible
for home economics students
in junior colleges

In order to determine the occupations, other than homemaking, for which junior colleges might prepare home economics students, results were used from a larger study made by the author (Chapter 2). In this study (70) home economics teachers in 20 junior colleges in the country answered questions concerning occupations followed by women with two years of home economics training in those junior colleges, Table 9. These home economics teachers were asked to indicate the occupations which graduates of the junior college with which they were connected had entered after graduating. Statements received from these teachers indicated, Table 9, that some women from three or more colleges, in the years 1943-45, after having two years of home economics training in terminal courses in junior colleges, had become commercial demonstrators, air line hostesses or stewardesses, cooks, counter service workers, hostesses in cafes, waitresses, assistant dietitians, doctors' assistants, technicians, dietitians, and sales girls.

Table 9.--OCCUPATIONS FOLLOWED BY SOME WOMEN GRADUATES WITH HOME ECONOMICS TRAINING FROM JUNIOR COLLEGES IN THE UNITED STATES, 1943-45.

Occupations	Number of junior colleges (n=20)
Commercial Area Demonstrating Commercial	3

Table 9.--OCCUPATIONS FOLLOWED BY SOME WOMEN GRADUATES
WITH HOME ECONOMICS TRAINING FROM JUNIOR COLLEGES IN
THE UNITED STATES, 1943-45.--Continued

Occupations	Number of junior colleges (N=20)
Foods Area	
Air Lines	
Hostess or Stewardess	3
Food Service	
Cook	3
Counter service	3
Head Waitress	4
Hostess	4
Waitress	5
Hospital Area	
Assistant Dietitian	4
Doctor's Assistant	3
Technician	4
Institutional Area	
Dietitian	4
Retail Area	
Sales girl	5

Summarized from study, "Occupational Opportunities
for Women with Home Economics Training in Junior
Colleges," Reva Belle Neely (70).

Opinions of educational authori-
ties concerning the program of
home economics in junior colleges

The opinions were obtained by personal inter-
view with 37 educational authorities regarding what the
program of home economics should be in the junior

colleges of Colorado. Of those educational authorities interviewed, one was from the United States Office of Education, Home Economics Education Service; five were administrators in vocational education, including a state director, a state supervisor of homemaking education, a state supervisor of occupational information and guidance, a head of teacher training in vocational education, and a city director of vocational education.

The group also included four college professors of education, including one dean of education and one vice-president of a college of education; 11 junior college administrators, including five presidents; five superintendents of schools; seven home economics teachers in junior colleges; one director of home economics in a city; one executive secretary of a state education association; and two members of the United States Employment Service.

Each educational authority was asked to give his opinion concerning the following questions in regard to the program of home economics in the junior colleges of Colorado:

1. Do you think that the home economics program in junior colleges should have organized terminal courses that prepare for special occupations on completion of the course?

2. Should the home economics program include terminal courses in homemaking or planning for

marriage?

3. Should the home economics program include general courses that prepare for transfer to four-year colleges in addition to the terminal courses?

4. What occupations are available to women in the geographical area served by the Colorado junior colleges that might be prepared for on the completion of a terminal course in home economics?

5. What terminal courses might be organized in the junior colleges of Colorado?

The first three of these questions can be combined into the one larger question, Should the home economics courses in junior colleges prepare for wage-earning occupations, for homemaking or pre-marriage, or for college transfer?

According to the opinions of all the 37 educational authorities concerning the purposes of the programs of home economics in the junior colleges of Colorado, summarized in Table 10, homemaking or planning for marriage should be included in the program. With the exception of two college educators, all believed that wage-earning occupations should be included; 21 of the 37 believed that college transfer work should be included. Those who did not believe in the college transfer function were administrators in vocational education (two), members of college educational staffs (one), and superintendents of schools (two). The two who did not

believe in the wage-earning function were members of college educational staffs.

Table 10.--OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING THE PURPOSE OF PROGRAMS OF HOME ECONOMICS IN THE JUNIOR COLLEGES OF COLORADO.

Authorities	Num- ber	Purpose		
		Wage- Earning Occupations	Homemaking or Pre- Marriage	College Transfer
United States Office of Education	1	1	1	0
Vocational Education	5	5	5	3
College Educational Staffs	4	2	4	3
Junior College Administrators	11	11	11	11
Superintendents of Schools	5	5	5	3
Home Economics Teachers in Junior Colleges	7	7	7	7
City director of Home Economics	1	1	1	1
Executive Secretary of a State Educa- tion Association	1	1	1	1
United States Em- ployment Service	2	2	2	2

TOTAL	37	35	37	31
Per cent of Total		94.5	100.0	83.7

In answer to the question relative to the occupational areas for which junior colleges should prepare, the various authorities recommended as possible, Table 11, clothing, foods, hospital service, institutional service, teaching in nursery schools, and retail sales work, but they agreed unanimously that each college should study its own situation. Food service was recommended by 32 of the 37 authorities; retail sales work, by 31; institutional work, by 27; hospital service, by 17; clothing, by 16; and teaching in nursery school, by nine.

The educational authority from the United States Office of Education stated that she did not have sufficient information concerning the junior colleges of Colorado to make suggestions for occupational areas or areas of terminal courses for wage-earning in home economics. However, she placed strong emphasis on the need for each junior college to study its own situation and plan programs of home economics to meet the needs of the women enrolled.

The educational authorities also agreed unanimously, Table 12, that local situations should be studied before terminal courses for wage-earning occupations are planned in home economics in the junior colleges.

Table 11.--OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING
WAGE-EARNING OCCUPATIONS FOR WHICH HOME ECONOMICS IN
THE JUNIOR COLLEGES OF COLORADO SHOULD PREPARE.

Occupational areas sug- gested	Authorities									TOTAL
	United States Office of Education (N=1)	Vocational Education (N=5)	College Educational Staffs (N=4)	Junior College Administrators (N=11)	Superintendents of Schools (N=5)	Home Economics Teachers in Junior Colleges (N=7)	City Director of Home Economics (N=1)	Executive Secretary of a State Education Association (N=1)	United States Employment Service (N=2)	
Clothing	0	4	1	2	2	5	1	0	1	16
Food Service	0	5	4	10	4	5	1	1	2	32
Hospital Service	0	4	0	4	2	4	1	0	2	17
Institutional Service	0	4	3	8	2	6	1	1	2	27
Nursery School	0	2	0	2	0	4	1	0	0	9
Retail Sales	0	5	3	9	3	7	1	1	2	31
Did not Know	1	0	0	0	0	0	0	0	0	1
College Should Study Its Own Situation	1	5	4	11	5	7	1	1	2	37

Table 12.--OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING
TERMINAL COURSES FOR WAGE-EARNING FOR JUNIOR COLLEGES
IN COLORADO

Terminal courses for wage-earning	Authorities									
	United States Office of Education	Vocational Education	College Educational Staffs	Junior College Administrators	Superintendents of Schools	Home Economics Teachers in Junior Colleges	City Director of Home Economics	Executive Secretary of a State Education Association	United States Employment Service	TOTAL
	(N=1)	(N=5)	(N=4)	(N=11)	(N=5)	(N=7)	(N=1)	(N=1)	(N=2)	(N=37)
Clothing	0	4	1	2	2	5	1	0	1	16
Food Service	0	5	4	10	4	5	1	1	2	32
Hospital Service	0	4	0	4	2	4	1	0	2	17
Institutional Service	0	4	3	8	2	6	1	1	2	27
Nursery School	0	2	0	2	0	4	1	0	0	9
Retail Sales	0	5	3	9	3	7	1	2	2	31
Air Line Hos- tess Service	0	2	1	2	1	2	0	0	0	8
Beauty Culture	0	1	0	1	0	0	0	0	0	2
Business Education	0	1	1	0	1	3	0	0	0	6
Elementary Teaching	0	1	0	0	0	0	0	0	0	1
Home Management	0	0	0	0	1	1	0	0	0	2

Table 12.--OPINIONS OF EDUCATIONAL AUTHORITIES CONCERNING
 TERMINAL COURSES FOR WAGE-EARNING FOR JUNIOR COLLEGES
 IN COLORADO.--Continued

Terminal courses for wage-earning	Authorities United States Office of Education	Vocational Education	College Educational Staffs	Junior College Administrators	Superintendents of Schools	Home Economics Teachers in Junior Colleges	City Directors of Home Economics	Executive Secretary of a State Education Association	United States Employment Service	TOTAL
Home Mechanics	0	0	0	1	0	0	0	0	0	1
Interior Decoration	0	0	0	1	0	0	0	0	0	1
Did not know	1	0	0	0	0	0	0	0	0	1
College should study its own situation	1	5	4	11	5	7	1	1	2	37

In every case where an authority recommended a wage-earning occupation as a goal for the college, he also recommended terminal courses to prepare for that occupation. In addition, eight authorities suggested courses in air line hostess service; six suggested business education; two each, beauty culture and home management; one each, elementary teaching, home mechanics, and interior decoration.

Chapter V

DISCUSSION AND RECOMMENDATIONS

Emphasis in this study was placed on the programs of home economics in the junior colleges of Colorado for the year 1945-46, on occupational aims of women enrolled, occupational experiences of women graduates with home economics in the years 1943-45, and opinions of educational authorities concerning junior colleges.

In the junior colleges of Colorado most of the home economics work offered was dual in purpose; namely, homemaking and college transfer. Sterling Junior College offered the only program that was entirely terminal in nature for homemaking and personal development. The junior colleges at Trinidad and La Junta emphasized the college transfer function, and all other colleges offered dual-purpose courses for homemaking and for college transfer. None of the junior colleges offered courses for wage earning in home economics.

Of the 67 courses offered, only 14 were entirely terminal in nature. Except for some courses at Mesa College and Colorado Woman's College in areas of art, child development, family relationships, home improvement, home nursing, and orientation, most of the

courses offered were in the areas of clothing and foods and nutrition. According to titles of the courses, the program offered in most of the colleges was traditional in nature.

A large group of women students enrolled (four out of 10) in the junior colleges of Colorado expected the junior college to be the end of their formal education. Among the graduates from these junior colleges a considerable portion were also terminal students; in fact, a somewhat larger percentage than those enrollees who expected to be terminal.

It would seem, therefore, that terminal courses should be a part of a junior college program in Colorado.

Of the terminal enrollees a considerable number expected to be homemakers soon after completing their college work. Of the 67 terminal students from the public colleges, one out of four expected to be homemakers; from the private college nearly four out of 10 expected to be homemakers. Some of the terminal graduates had already married when this study was made. Others without doubt would marry in the course of a few years.

Therefore, the terminal program should probably include some work in preparation for marriage and homemaking.

All the terminal enrollees who were not married

or planned to marry soon expected to be wage-earners, most of them as stenographers, air line service workers, models, doctors' helpers, and sales girls. Of the terminal graduates with home economics training who were studied, more than four out of 10 actually were wage-earners, most of them as secretaries and clerks, many of them as both wage-earners and homemakers.

The number of women graduates with home economics from the junior colleges of Colorado for the years 1943-45 was small; therefore, the figures secured can be merely indicative, certainly not conclusive, from both public and private junior colleges. However, the figures would seem to suggest that because a sufficient number of students enter wage-earning pursuits, the junior colleges should consider preparation for these occupations. In some junior colleges courses in home economics which prepare for wage-earning occupations might be possible, planned only for those colleges where there is a definite need and only after a thorough study had been made of the local situation.

A majority of the 37 authorities suggested preparation for wage-earning through home economics. They suggested occupations in clothing, food service, hospital service, institutional service, nursery schools, and retail sales work, keeping in mind that each college should study its own local situation.

A study of 20 leading junior colleges showed

that some graduates with two years of home economics in the years 1943-45 had become homemakers. Others were commercial demonstrators, air line hostesses or stewardesses, cooks, counter service workers, hostesses in cafes, waitresses, assistant dietitians, doctors' assistants, technicians, dietitians, and sales girls. These occupations are largely in the areas of food services and sales work. Brown (Clara) and Arnesen (12), in their investigation of the jobs in which one or two years of college work in home economics were regarded as an asset and could be capitalized on by young women seeking employment, found that the most frequent opportunities were in foods and sales services.

Of all the occupational areas suggested, home economics can probably make a significant contribution to six; namely, homemaking, food services, sales services, art work, institutional work, interior decoration. These areas should be studied wherever a program of wage-earning is being considered for a junior college in Colorado.

Women who work at a wage-earning also live in homes of some kind, and to the preparation for that home life, the junior colleges can contribute. These women must also live and work as persons, and to preparation for general living and employability home economics can make a significant contribution. Therefore, a program for homemaking supplementary to wage-earning and for

general employability should be considered in planning home economics in the junior colleges.

The majority of women enrollees and graduates indicated that they were interested in or had attended another college. This group, along with the terminal women, all have the responsibility of living in home and in society. Therefore, work in home economics for personal-social development might be organized in the junior colleges which would serve the social needs of all women enrolled.

Many women students do transfer to four-year colleges for further work, but what courses of study these women pursue was not determined. Some of them no doubt do elect home economics majors. However, work in the first two years of a four-year college is largely general in nature, and little technical work is offered. Therefore, it seems doubtful if the college transfer purpose should have much weight in planning home economics programs in junior colleges. However, any work in home economics given in the junior college should be of such quality that it might be accepted as transfer credit.

Educational authorities, committees, and results of studies all agree unanimously that the local situation should always be studied before a plan for home economics is developed. In each situation the decision must be made whether home economics in that

college is to be for college transfer purposes or terminal in nature. If it is to be terminal in nature, should it be for homemaking, for personal-social living, for wage-earning, or supplementary to wage earning?

It would seem that the junior college administrators and home economics teachers of each junior college of Colorado would need to develop for themselves a working philosophy of home economics in these colleges before attempting to organize a program. Administrators in each junior college should study their own problems, know their own students and communities, determine purposes, and develop a program to the end that the women it serves may be better able to meet their own personal problems, live successfully with their families, and be effective on their jobs as homemakers and wage-earners.

Recommendations

On the basis of the above, the following recommendations may be made for home economics in the junior colleges of Colorado:

1. Administrators of each junior college should study the local situation and plan a program of home economics to meet the needs of the local situation and of the women enrolled.

2. In each junior college terminal courses in home economics should be offered which would include the following:

- a. Home economics for personal-social development which would be available to all women enrolled in the college.
- b. Home economics which would prepare for marriage and for homemaking.
- c. Home economics which would aid in the general employability of women seeking employment.

3. If the opportunities for employment warrant, the program of home economics should include preparation for wage-earning in the areas to which home economics makes a direct contribution.

Future studies

1. What is the occupational status of married women graduates with two years of home economics in junior colleges?
2. What are the opportunities for employment and advancements in occupations for women with two years of home economics in junior colleges of Colorado?
3. What are the qualifications and salaries of home economics teachers in junior colleges?
4. What personnel services might be recommended for the junior colleges of Colorado?
5. What cooperative programs of part-time education and part-time work for home economics

students might be recommended for the junior
colleges of Colorado?

Chapter VI

SUMMARY

Home economics in the junior colleges of Colorado, for the year 1945-46, including six publicly controlled junior colleges and one endowed institution, was studied in order to determine what program for home economics in these junior colleges might be recommended. College catalogs and official publications were analyzed, and personal visits were made to each of the junior colleges in Colorado. Interviews were held with junior college administrators, home economics teachers, and other educational authorities. Questionnaires were given to girls enrolled in the junior colleges during the winter quarter of 1945-46, and to women who had graduated with some home economics during the years 1943-45.

Most of the home economics work offered in the junior colleges of Colorado was dual in purpose; namely, homemaking and college transfer. It consisted largely of clothing and foods and nutrition. One college only offered a terminal program for homemaking and personal development, and none offered courses for wage-earning in home economics. A large group of the women enrolled expected to be terminal students, and a considerable

portion of the graduates actually were terminal. Homemaking and wage-earning were outstanding interests of both groups; home economics can probably make a contribution to six of the occupational interests suggested; namely, homemaking, food services, sales services, art work, institutional work, and interior decoration.

All the 37 educational authorities interviewed agreed unanimously that the local situation should be studied and a plan for home economics developed to meet the needs of the local situation and women enrolled, and that homemaking or planning for marriage should be included; 35 believed that wage-earning occupations should be included, and 31 believed that college transfer functions should be included.

The survey points to the following recommendations. The local situation should be studied in each case before a program of home economics is planned; however, enough students expected to be terminal or were actually terminal to imply a need for terminal courses. Enough married or expected to be married to make feasible a homemaking goal for some terminal work. Enough others became or would become wage-earners or college transfer students to imply a recommendation that some work in home economics be offered for personal-social development and better employability.

In certain cases a study of local conditions might indicate the advisability of offering courses in wage-earning through home economics.

A P P E N D I X

APPENDIX TABLE OF CONTENTS

<u>Appendix</u>		<u>Page</u>
A	WHAT ARE YOU PLANNING TO DO WHEN YOU GRADUATE FROM JUNIOR COLLEGE?	77
B	WHAT HAVE YOU DONE SINCE YOU COMPLETED YOUR JUNIOR COLLEGE WORK?	78
C	INTERVIEW EDUCATIONAL AUTHORITIES.	79
D	INTERVIEW HOME ECONOMICS TEACHERS AND ADMINISTRATORS.	80
E	INTERVIEWS.	81
	MASTER DATA SHEET A	84
	MASTER DATA SHEET B	95
	MASTER DATA SHEET C	97
	MASTER DATA SHEET D	109

WHAT ARE YOU PLANNING TO DO WHEN YOU GRADUATE FROM JUNIOR COLLEGE?

77

Please check:

A.	YES	NO
Are you married now?		
Do you have any children?		
Do you plan to marry soon?		
B. Do you plan to enter a four year college?		

C. Do you plan to work? if so, do you want to be in: (Check three of the following)

Retail Sales Work	_____	Broadcasting on Radio	_____
Nursery School Work	_____	Clothing Manufacturing	_____
Mail Order Store	_____	Creamery	_____
Laundry	_____	Demonstration Work	_____
Journalism	_____	Teaching	_____
Commercial Work(Stenographer, Bookkeeper)	_____	Telephone Service	_____
Nurses Training	_____	Western Union Service	_____
Institution (Dormitory, Hotel Club, Tearoom)	_____	Red Cross Work	_____
Doctor's Office, as Helper	_____	Missionary Work	_____
Food manufacturing	_____	Full Time Homemaking	_____
Food Service; (Restaurant, Cafeteria)	_____	Homemaking and Wage Earning	_____
Private Home	_____	Dietetics	_____
Hospital	_____	Modeling	_____
Air Line	_____	Interior Decoration	_____
Art Work	_____	Photography	_____
Bakery	_____	Dramatics	_____
		Music	_____
		Others	_____

WHAT HAVE YOU DONE SINCE YOU COMPLETED YOUR JUNIOR
COLLEGE WORK?

78

Please fill in the blanks:

Name _____ Junior college attended _____ Year graduated _____

Did you attend another college? _____ If so, what college? _____

Years _____ Have you married? _____, If so, have you worked outside the
home since marriage? _____

Do you have children? _____

Do you plan to marry soon? _____

What work have you done since graduating?

First year: _____

Second year: _____

Third year: _____

INTERVIEW

79

EDUCATIONAL AUTHORITIES

Name _____ position _____
address _____

What should be the program of home economics in junior colleges of Colorado.

1. Do you think the home economics program should have organized terminal courses that prepare for special occupations on completion of the course? _____ yes _____ no.

Comment: _____

2. If so, what terminal courses might be organized in the junior colleges of Colorado?

3. What occupations are available to women in the geographical area of the junior colleges that might be prepared for on the completion of a terminal course in home economics?

4. Should the home economics program include a terminal course in home-making or planning for marriage? _____ yes _____ no.

Comment: _____

5. Should the home economics program include general courses that prepare for transfer to 4-year colleges in addition to the terminal courses? _____ yes _____ no.

Comment: _____

6. Should the home economics program include terminal courses for adults? _____ yes _____ no.

Comment: _____

HOME ECONOMICS TEACHERS AND ADMINISTRATORS

80

Name of College _____ Address _____

Name of person interviewed _____ position _____

History _____

Purpose _____

Year founded _____. Year home economics department was organized _____.

Number of girls who have graduated in the past three years. _____.

Number of graduates in past three years who have had home economics. _____.

Number of girls now enrolled in home economics classes. _____.

1. regular _____

2. adult _____

Number of students enrolled in college at the present time. _____.

1. girls _____

2. boys _____

What should be the program of home economics in junior colleges of Colorado?

1. Do you think the home economics program should have organized terminal courses that prepare for specific occupations on completion of the course? _____ yes _____ no.

2. If so, what terminal courses might be organized in your college?

3. What occupations are available to women in the geographical area of your college that might be prepared for, on the completion of a terminal course in home economics?

4. Should the home economics program include a terminal course in homemaking or planning for marriage? _____ yes _____ no

5. Should the home economics program include general courses that prepare for transfer to 4-year colleges in addition to the terminal courses? _____.

6. Should the home economics program include terminal courses for adults? _____ yes _____ no.

Appendix E.--INTERVIEWS

United States Office of Education

Edna P. Amidon, Chief
Home Economics Education Service
United States Office of Education

Vocational Education

Herb Heilig, Director
Vocational Education Department
Colorado Agricultural and Mechanical College

E. C. Comstock, Executive Director
Colorado State Department of Vocational Education

Lucile C. Fee, State Supervisor
Homemaking Education, Colorado

Dwight C. Baird, State Supervisor
Occupational Information and Guidance Service,
Colorado

Craig P. Minear, Executive Secretary
Colorado Education Association

Russell K. Britton, Director
Vocational Education
Denver Public Schools

College Educational Staff

Dr. Harl R. Douglass, Director
College of Education
University of Colorado

Dr. A. C. Cross, Head
Department of University Extension, University of
Colorado, and Chairman, State Committee on
Secondary Education for North Central Association
of Colleges and Secondary Schools

Dr. Winfield Dockery Armentrout, Vice-President
Colorado State College of Education

Dr. Harold Nelson, Dean of Education
University of Denver

Appendix E.--INTERVIEWS--Continued

United States Employment Service

C. M. Dunsworth, Supervisor
Labor Supply Division
United States Employment Service, Denver

R. M. Stallard, Manager
United States Employment Service, Pueblo

Junior College Administrators

Neal Burch, Dean
Junior College of Southeastern Colorado, Lamar

Charles F. Poole, Dean of Administration
Sterling Junior College

Dr. James E. Huchingson, President
Colorado Woman's College

Dr. Paul B. Baum, Dean
Colorado woman's College

Charles M. Evans, Dean
La Junta Junior College

G. Kent McCauley, Superintendent of Schools and
President
La Junta Junior College

Dr. Peter F. Michelson, President
Trinidad State Junior College

C. O. Banta, Dean
Vocational School
Trinidad State Junior College

Dr. Marvin Knudson, President
Pueblo Junior College

Horace J. Wubben, President
Mesa College, Grand Junction

A. W. Hinds, Director
Vocational Division, Pueblo Junior College

Superintendents of Schools

Alfred R. Young, Superintendent of Schools
Lamar, Colorado

Appendix E.--INTERVIEWS--Continued

Superintendents of Schools--Continued

R. R. Brourink, Superintendent of Schools
Fort Morgan, Colorado

M. R. Kneale, Superintendent of Schools
Johnstown, Colorado

J. K. Boltz, Superintendent of Schools
Grand Junction, Colorado

J. L. Bottleman, Superintendent of Schools
Trinidad, Colorado

Home Economics Administrators

Kate W. Kinyon, Director
Home Economics
Denver, Colorado

Opal Wolfe, Home Economics Instructor
Sterling Junior College

Nellie Troeltzesch, Head
Home Economics Department
Colorado Woman's College

Virginia Miner Blackford, Home Economics
Instructor and Dean of Women
La Junta Junior College

Anne Catchpole, Home Economics Instructor
Trinidad State Junior College

Emma B. Sorensen, Home Economics Instructor
Pueblo Junior College

Mrs. Bert Hitt, Clothing Instructor
Mesa College, Grand Junction

Isabel Feldman, Foods Instructor
Mesa College, Grand Junction

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
Pueblo									
1		x			x		x		
2		x			x			x	
3		x			x			x	
4		x			x		x		
5		x			x		x		
6		x			x			x	
7		x			x		x		
8		x			x			x	
9		x			x			x	
10		x			x			x	
11			x			x	x		
12		x			x			x	
13		x			x		x		
14		x			x		x		
15	x					x	x		
16		x			x		x		
17		x		x				x	
18		x			x		x		
19		x		x			x		
20		x			x		x		
21		x			x			x	
Total									
	1	19	1	2	17	2	12	9	0
Mesa									
1		x			x			x	
2		x			x		x		
3			x			x			x
4		x			x			x	
5		x		x				x	
6		x		x				x	
7		x			x		x		
8		x			x			x	
9		x			x		x		
10		x			x			x	
11		x			x			x	
12		x		x			x		
13		x			x			x	
14		x			x		x		
15		x			x			x	
16		x			x		x		
17		x			x			x	
18		x			x		x		
19		x			x			x	
20		x		x			x		
21		x			x		x		
22		x			x		x		

MASTER DATA SHEET A

85

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
Case No.									
23		X			X		X		
24		X			X			X	
25		X			X		X		
26		X			X		X		
27		X			X		X		
28		X			X		X		
29		X			X		X		
30		X			X			X	
31		X			X		X		
32		X			X			X	
33		X		X				X	
34		X			X		X		
35		X			X		X		
36		X			X		X		
37		X			X		X		
38		X			X			X	
39		X			X			X	
40		X			X			X	
41		X			X			X	
42		X		X				X	
43		X				X			X
44		X			X		X		
45		X			X		X		
46		X		X			X		
47		X			X		X		
Total	0	46	1	7	38	2	25	20	2
Trinidad									
1		X			X			X	
2	X					X	X		
3		X			X		X		
4		X			X		X		
5			X			X		X	
6		X			X		X		
7		X			X		X		
8		X			X		X		
9		X			X			X	
10		X			X			X	
11		X			X			X	
12		X			X			X	
13		X			X			X	
14		X			X		X		
15		X			X			X	
16		X			X			X	
17		X			X			X	
18		X			X			X	
19		X			X			X	

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
Case No.									
20		x			x			x	
21		x			x		x		
22		x			x		x		
23		x			x		x		
24		x			x		x		
25		x			x		x		
26		x			x		x		
27		x				x	x		
Total	1	25	1	0	24	3	14	13	0
Sterling									
1		x			x			x	
2		x			x		x		
3		x			x			x	
4		x			x			x	
5		x			x		x		
6		x			x		x		
7		x			x		x		
8	x					x		x	
9		x			x		x		
10		x			x			x	
11		x			x			x	
12		x			x			x	
13		x			x		x		
14		x		x				x	
15		x			x			x	
16		x			x		x		
17		x			x		x		
18		x			x			x	
19		x			x		x		
20		x			x		x		
21		x			x			x	
22		x			x		x		
Total	1	21	0	1	20	1	11	11	0
Lamar									
1		x			x			x	
2		x			x		x		
3		x			x		x		
4		x			x			x	
5		x			x		x		
6		x			x		x		
7		x			x		x		
8		x			x		x		
9		x			x			x	
10		x			x			x	

MASTER DATA SHEET A

87

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
Case No.									
11		X			X		X		
12		X			X		X		
13		X				X	X		
14		X			X		X		
15		X			X		X		
Total	0	15	0	0	14	1	11	4	0
La Junta									
1		X			X			X	
2	X					X		X	
3		X			X			X	
4	X					X		X	
5		X			X			X	
6		X			X		X		
7		X		X				X	
8		X			X			X	
9		X			X		X		
10		X			X		X		
11	X					X		X	
12		X			X		X		
13		X			X		X		
14		X			X		X		
Total	3	11	0	1	10	3	6	8	0
Colorado Woman's College									
1		X			X		X		
2		X			X		X		
3		X			X		X		
4		X			X			X	
5		X			X		X		
6		X		X			X		
7		X			X		X		
8		X			X		X		
9		X		X				X	
10		X				X	X		
11		X		X			X		
12		X			X			X	
13		X		X			X		
14		X			X		X		
15		X				X		X	
16		X		X				X	
17		X			X			X	
18		X			X			X	
19		X		X				X	

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
20		X			X		X		
21		X			X		X		
22		X			X		X		
23		X			X		X		
24		X			X		X		
25		X			X			X	
26		X		X				X	
27		X			X			X	
28		X			X		X		
29		X			X		X		
30		X			X			X	
31		X			X		X		
32		X			X		X		
33		X			X		X		
34		X		X			X		
35		X			X		X		
36		X			X		X		
37		X			X			X	
38		X			X			X	
39		X			X		X		
40		X			X			X	
41		X			X		X		
42		X			X		X		
43		X			X			X	
44		X			X		X		
45		X			X		X		
46		X			X			X	
47		X		X				X	
48		X			X		X		
49		X			X		X		
50		X			X			X	
51		X			X		X		
52		X			X		X		
53		X			X			X	
54		X			X		X		
55		X			X			X	
56		X			X			X	
57		X			X			X	
58		X			X			X	
59		X			X			X	
60		X			X		X	X	
61		X			X		X		
62		X			X		X		
63		X			X		X		
64		X			X			X	
65		X			X			X	
66		X			X		X		
67		X			X		X		

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
68		X			X		X		
69		X			X			X	
70		X			X			X	
71		X			X		X		
72		X		X	X		X		
73		X			X			X	
74		X			X			X	
75		X			X		X		
76		X			X		X		
77		X			X			X	
78		X			X			X	
79		X			X		X		
80		X			X			X	
81	X				X			X	
82		X			X		X		
83		X		X				X	
84		X		X				X	
85		X			X			X	
86		X			X		X		
87		X			X		X		
88		X			X		X		
89		X			X			X	
90		X			X		X		
91		X			X		X		
92		X			X		X		
93		X			X		X		
94		X			X		X		
95		X		X				X	
96		X			X			X	
97		X			X		X		
98		X				X	X		
99		X			X		X		
100		X		X				X	
101		X			X			X	
102		X			X			X	
103			X			X	X		
104			X			X	X		
105			X			X	X		
106		X			X		X		
107		X		X				X	
108		X			X			X	
109		X			X			X	
110		X			X			X	
111		X			X		X		
112		X			X		X		
113		X		X				X	
114		X			X		X		
115		X			X		X		

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
116		X			X			X	
117		X			X		X		
118		X		X				X	
119		X				X		X	
120		X				X		X	
121		X			X			X	
122		X			X		X		
123		X			X		X		
124		X		X				X	
125		X			X		X		
126		X		X				X	
127		X			X		X		
128			X			X	X		
129		X			X		X		
130		X			X		X		
131		X			X		X		
132		X			X		X		
133		X			X		X		
134		X			X			X	
135		X			X		X		
136		X			X		X		
137		X			X		X		
138		X			X		X		
139		X			X			X	
140		X			X		X		
141		X			X		X		
142		X			X			X	
143			X		X		X		
144		X		X				X	
145		X		X				X	
146		X			X			X	
147		X			X		X		
148		X		X				X	
149		X			X			X	
150		X			X			X	
151		X			X		X		
152		X			X		X		
153		X			X		X		
154		X		X			X		
155		X			X		X		
156		X			X			X	
157		X		X			X		
158		X			X		X		
159		X			X			X	
160		X			X		X		
161		X			X		X		
162		X			X			X	
163		X			X		X		

MASTER DATA SHEET A

91

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
164		x			x		x		
165		x			x		x		
166		x			x		x		
167		x			x			x	
168		x			x			x	
169		x			x		x		
170		x			x		x		
171		x			x			x	
172		x		x				x	
173		x			x		x		
174		x		x			x		
175		x			x		x		
176		x		x				x	
177		x			x		x		
178			x			x	x		
179		x			x			x	
180		x			x		x		
181		x			x		x		
182		x			x			x	
183		x			x			x	
184		x			x		x		
185		x			x		x		
186		x			x		x		
187		x			x			x	
188		x			x		x		
189		x			x		x		
190		x		x				x	
191		x			x			x	
192		x			x		x		
193		x			x			x	
194		x			x		x		
195		x		x				x	
196		x		x				x	
197		x		x			x		
198		x			x		x		
199		x			x		x		
200		x			x			x	
201		x			x		x		
202		x		x				x	
203		x		x				x	
204		x			x		x		
205		x			x		x		
206		x		x				x	
207		x		x				x	
208		x		x				x	
209		x			x			x	
210		x			x		x		
211		x			x		x		

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
212		X			X		X		
213		X		X				X	
214		X			X		X		
215		X			X		X		
216		X			X			X	
217		X			X			X	
218		X		X			X		
219		X			X		X		
220		X			X			X	
221		X			X			X	
222		X			X			X	
223		X			X		X		
224		X			X		X		
225		X			X		X		
226		X			X			X	
227		X			X			X	
228		X			X		X		
229		X			X			X	
230		X		X				X	
231		X			X			X	
232		X			X		X		
233		X			X		X		
234		X			X			X	
235		X		X			X		
236		X			X		X		
237		X			X		X		
238		X		X			X		
239		X		X				X	
240		X		X				X	
241		X		X			X		
242		X			X			X	
243		X			X		X		
244		X			X		X		
245		X			X		X		
246		X			X		X		
247		X			X		X		
248		X			X		X		
249		X			X		X		
250		X			X		X		
251		X			X		X		
252		X			X		X		
253		X			X		X		
254		X			X		X		
255		X		X				X	
256		X		X				X	
257		X		X				X	
258		X		X				X	
259		X			X		X		

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
260		X			X		X		
261		X			X		X		
262		X			X			X	
263		X			X		X		
264		X			X		X		
265		X		X			X		
266		X			X		X		
267		X			X			X	
268		X			X			X	
269		X			X		X		
270		X			X		X		
271		X			X		X		
272		X			X		X		
273		X			X		X		
274		X		X				X	
275		X		X				X	
276		X			X			X	
277		X			X		X		
278		X			X		X		
279		X		X				X	
280		X			X		X		
281		X			X		X		
282		X			X		X		
283		X			X		X		
284		X		X				X	
285		X			X			X	
286		X		X			X		
287		X			X			X	
288		X		X				X	
289		X		X				X	
290		X			X			X	
291		X			X			X	
292		X			X		X		
293		X			X		X		
294		X		X				X	
295		X			X		X		
296		X			X		X		
297		X		X				X	
298		X			X		X		
299		X			X			X	
300		X			X		X		
301		X			X		X		
302		X			X		X		
303		X			X		X		
304		X			X		X		
305		X			X		X		
306		X			X		X		
307		X			X		X		

AIMS OF WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO, 1945-1946

College Case No.	Married Now			Plan to marry soon			Plan to enter a four year college		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
308		x		x			x		
309		x			x		x		
310		x			x		x		
311		x			x		x		
312		x			x		x		
313		x			x		x		
314		x			x		x		
315		x			x		x		
316		x			x		x		
317		x			x		x		
318		x			x		x		
319		x			x		x		
320		x			x		x		
321		x			x		x		
322		x		x				x	
323		x		x				x	
324		x			x		x		
325		x		x			x	x	
326		x		x				x	
327		x		x				x	
328		x		x				x	
329		x			x		x		
330		x			x		x		
331		x			x		x		
332			x			x	x		
333			x			x	x		
334		x			x		x		
335		x				x	x		
336		x		x				x	
337		x		x				x	
338		x			x		x		
339			x			x	x		
340			x			x	x		
341		x				x	x		
342			x			x		x	
343			x			x	x		
344		x			x		x		
345		x			x			x	
346		x			x			x	
347			x			x		x	
348			x			x	x		
349			x			x		x	
350			x			x	x		
351			x			x	x		
352			x			x		x	
353			x			x	x		
354		x			x			x	
355		x			x		x		
Total	1	334	20	67	263	25	215	140	0

ACTIVITIES OF WOMEN GRADUATES WITH HOME ECONOMICS IN
THE JUNIOR COLLEGES OF COLORADO
1943-1945

College	Attended Another College			Married			Plan to Marry		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
Pueblo									
g1	x			x					x
g2	x				x				x
g3	x					x			x
g4		x			x				x
g5		x			x			x	
g6	x			x					x
g7	x					x		x	
g8	x				x			x	
g9		x			x		x		
g10		x		x					x
Total	6	4	0	3	5	2	1	3	6
Mesa									
g1	x				x			x	
g2	x				x			x	
g3	x				x		x		
g4		x			x			x	
g5	x				x		x		
g6		x		x					x
g7	x				x			x	
g8	x				x			x	
g9		x			x		x		
g10	x				x			x	
g11	x				x			x	
g12	x				x			x	
g13	x				x			x	
Total	10	3	0	1	12	0	3	9	1
Trinidad									
g1	x			x					x
g2	x				x			x	
Total	2	0	0	1	1	0	0	1	1
La Junta									
g1		x		x					x
g2		x			x		x		
g3		x			x			x	
g4	x				x			x	
g5		x			x		x		
g6		x			x				x
g7	x				x			x	
Total	2	5	0	1	6	0	2	3	2

ACTIVITIES OF WOMEN GRADUATES WITH HOME ECONOMICS IN
THE JUNIOR COLLEGES OF COLORADO
1943-1945

College	Attended Another College			Married			Plan to Marry		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
C.W.C.									
g1	x			x					x
g2		x			x		x		
g3	x				x		x		
g4		x		x					x
g5	x				x			x	
g6	x				x			x	
g7		x		x					x
g8		x			x		x		
g9		x		x					x
g10	x				x			x	
g11		x		x					x
g12		x		x					x
g13		x		x					x
g14		x		x					x
g15		x		x					x
g16		x		x					x
g17	x					x			x
g18		x			x		x		
g19	x				x		x		
g20		x			x		x		
g21	x				x				x
g22	x				x			x	
g23	x				x			x	
g24		x			x		x		
g25		x			x				x
g26		x			x				x
g27	x				x			x	
g28		x			x			x	
g29	x				x				x
g30			x			x			x
g31	x				x			x	
g32	x					x			x
g33		x			x			x	
g34	x				x				x
g35	x				x			x	
g36	x				x			x	
Total	17	18	1	10	23	3	7	11	18

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

26

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

86

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES

1945-1946

66

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

100

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

101

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

102

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

203

MASTER DATA SHEET C

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

College	Case No.	Retail Sales Work	Nursery School Work	Mail Order Store	Laundry	Journalism	Commercial Work (Book-keeper) (Stenographer)	Nurses Training	Institution (Dormitory, Hotel, Club, Tearoom	Doctor's Office, Helper	Food Manufacturing	Food Service(Restaurant Cafeteria)	Private Home	Hospital	Air Lines	Art Work	Bakery	Broadcasting on Radio	Clothing manufacturing	Creamery	Demonstration Work	Teaching	Telephone Service	Western Union Service	Red Cross Work	Missionary Work	Full Time Homemaking	Homemaking & Wage Earning	Dietetics	Modeling	Interior Decoration	Photography	Music	Dramatics	Personnel Management	Chemical Engineer	Library	Dress Design	Phys. Ed. Instructor	Advertising	Buyer	Psychology	Farming	Receptionist			
124																																															
126																																															
134							X							X																																	
139		X							X																																						
142															X																																
144																																															
145																																															
146																																															
148																																															
149		X																																													
150																																															
156		X		X																																											
159																																															
162							X						X																																		
167							X			X																																					
168							X																																								
171							X																																								
172																					X																										
176																																															
179																																															
182		X																																													

MASTER DATA SHEET C

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

College	Case No.	Retail Sales Work	Nursery School Work	Mail Order Store	Laundry	Journalism	Commercial Work (Book-keeper) (Stenographer)	Nurses Training	Institution (Dormitory, Hotel, Club, Tearoom	Doctor's Office, Helper	Food Manufacturing	Food Service(Restaurant Cafeteria)	Private Home	Hospital	Air Lines	Art Work	Bakery	Broadcasting on Radio	Clothing manufacturing	Creamery	Demonstration Work	Teaching	Telephone Service	Western Union Service	Red Cross Work	Missionary Work	Full Time Homemaking	Homemaking & Wage	Earning	Dietetics	Modeling	Interior Decoration	Photography	Music	Dramatics	Personnel Management	Chemical Engineer	Library	Dress Design	Phys. Ed. Instructor	Advertising	Buyer	Psychology	Farming	Receptionist		
183							X																			X																					
187		X														X																															
190																																															
191		X																																													
193																																															
195															X	X																															
200		X							X																																						
202									X																																						
203		X																																													
206							X																																								
207																																															
208																																															
209		X																																													
213																																															
216							X																																								
217																																															
220							X																																								
221							X																																								
222							X																																								
226							X																																								
227		X																																													

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

901

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

204

MASTER DATA SHEET C

OCCUPATIONAL AIMS OF TERMINAL WOMEN STUDENTS ENROLLED IN JUNIOR COLLEGES
OF COLORADO
1945-1946

College	Case No.	
		Retail Sales Work
		Nursery School Work
		Mail Order Store
		Laundry
		Journalism
	X	Commercial Work (Book-keeper) (Stenographer)
	3	Nurses Training
	9	Institution (Dormitory, Hotel, Club, Tearoom
	16	Doctor's Office, Helper
	0	Food Manufacturing
	1	Food Service (Restaurant Cafeteria)
	2	Private Home
	24	Hospital
	X	Air Lines
	12	Art Work
	1	Bakery
	6	Broadcasting on Radio
	5	Clothing manufacturing
	0	Creamery
	3	Demonstration Work
	13	Teaching
	4	Telephone Service
	5	Western Union Service
	4	Red Cross Work
	4	Missionary Work
	45	Full Time Homemaking
	27	Homemaking & Wage Earning
	4	Dietetics
	X	Modeling
	32	Interior Decoration
	12	Photography
	9	Music
	1	Dramatics
	1	Personnel Management
	0	Chemical Engineer
	0	Library
	2	Dress Design
	1	Phys. Ed. Instructor
	1	Advertising
	2	Buyer
	2	Psychology
	1	Farming
	1	Receptionist
Total	354	

College	Worked out- side the home since marriage	Work engaged in since graduating													
		Secretarial work	Cashier	Homemaker	Clerk	Draftsman	Teaching	WACS	Chemist	Dental Assistant	Seamstress	Student Nurse	Farming	Waitress	
Case No.	Yes	No	No Ans.												
20		X		X											
24			X	X											
25			X	X							X				
26			X	X			X								
28			X									X			
30			X									X			
33			X										X		
Total	4	6	9	7	0	5	1	0	1	1	1	1	1	1	0

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Adams, Henry Albert. Criteria for the establishment of public junior colleges in Kentucky. Lexington, Kh., The University of Kentucky, 1940. 156 p. (Bulletin of the Bureau of school service, College of education, University of Kentucky, Vol. XII, no. 4, June, 1940.)
2. American home economics association. Department of colleges and universities. A tentative statement concerning home economics in junior colleges. Minneapolis, Minn., Burgess publishing co., 1944. 84 p. proc.
3. Anderson college reorganized. Junior college journal, 1:41, October 1930.
4. Association of land-grant colleges and universities. Survey of land-grant institutions in their curricula relations with junior colleges. (Its Proceedings, 1932, pp. 455-80.)
5. Association of land-grant colleges and universities. Committee on instruction in agriculture, home economics and mechanic arts. Report: A case study of junior colleges in a selected group of institutions of higher learning. (Its Proceedings, 1933, pp. 259-77.)
6. Banks, Marie. A suggested home economics curricula for Northeast Oklahoma junior college. Master's thesis, 1933. University of Oklahoma, Norman, Okla. 70 p. ms.
7. Bass, William Woodford. Non-academic courses and curricula for the public junior college. Doctor's thesis, 1939. Colorado State College of Education. 236 p. ms. (Field study number 2.)
8. Bennett junior college, Millbrook, New York. Catalogue, spring 1945. Millbrook, N.Y., The College, 1945?

9. Blair, Helen Ann. The home economics program in four junior colleges of Kansas. Master's thesis, 1941. Kansas State College of Agriculture and Applied Science. 142 p. ms.
10. Boise junior college, Boise, Idaho. Catalogue, 1945-46. Boise, Ida., The college, April 1945. 75 p. (Vol. 14, no. 1.)
11. Briarcliff Manor. Junior college journal, 2:394, April 1932.
12. Brown, Clara M. and Arnesen, Ruth V. Employment opportunities for women with limited home economics training. Minneapolis, Minn., Burgess publishing co., 1944. 44 p.
13. Brown, Dorph Harrison. Recent curricular trends in the junior college with emphasis upon theory and practice. Doctor's thesis, 1939. University of Colorado. 377 p. ms.
14. Burgess, Theodore C. Technical and vocational education in junior colleges. (In U. S. Bureau of Education. National conference of junior colleges, 1920. Washington, Govt. print. off., 1922. pp. 52-56. U. S. Bureau of education. Bulletin, 1922. no. 19.)
15. Cammack, J. W. Junior college objectives. Junior college journal, 3:117-9, December 1932.
16. Carmichael, O. C. Home economics in higher education. Journal of home economics, 24:851-56, October 1932.
17. Carpenter, W. W. Curricular offerings in Missouri. Junior college journal, 2:16-23, October 1931.
18. Casper junior college, Casper, Wyoming. Catalogue, 1945-46. Casper, Wyo., The College, 1945? 52 p.
19. Changes in Colorado. Junior college journal, 7:334, March 1937.
20. Chevy Chase expansion. Junior college journal, 4:93-94, November 1933.
21. Clark, Amelia E. Family relationships at Colby. Junior college journal, 9:480-81, May 1939.

22. Colorado agricultural & mechanical college. Fort Lewis branch. Annual catalog, 1945-1946. Fort Collins, Colo., The college, 1945. 70 p. Series 33, no. 8.)
23. Colorado state agricultural college. Fort Lewis school. Catalogue, September 27, 1915 to March 25, 1916. Fort Collins, Colo., (The college.) 1914. 16 p. (Series 15, no. 6.)
24. Colorado woman's college, Denver, Colorado. Catalog, 1945-46. Denver, Colo., The college, October 1944. 107 p. (Vol. 37, no. 4.)
25. Cooke, R. L. Industrial training of junior college women. Junior college journal, 4:116-20, December 1933.
26. Cortright, E. Everett. Curricula in New England. Junior college journal, 2:556, June 1932. Excerpts from Christian science monitor, February 6, 1932.
27. Duluth junior college, Duluth, Minnesota. Bulletin, 1945-1946. Duluth, Minnesota, The college, April 1945. 46 p.
28. East central junior college and agricultural high school, Decatur, Mississippi. Catalogue, 1945-1946. Decatur, Mississippi, The college, 1945? 65 p.
29. Eby, Frederick. The philosophy of the junior college. Junior college journal, 7:414-424, May 1937.
30. Eells, Walter Crosby. Associate degrees and graduation practices in junior colleges. Washington, D. C., American association of junior colleges, 1942. 126 p. (Terminal education monography no. 4.)
31. ---- Bibliography on junior colleges. Washington, U. S. Govt. print. off., 1930. 167 p. (U. S. Office of education. Bulletin, 1930, no. 2.)
32. ---- Good references on the junior college. Washington, U. S. Govt. print. off., 1935. 11 p. (U. S. Office of education. Bibliography no. 31.)

33. ---- Present status of junior college terminal education. Washington, American association of junior colleges, 1941. 340 p. (Terminal education monography, no. 2.)
34. ---- Why junior college terminal education. Washington, American association of junior colleges, 1941. 365 p. (Terminal education monograph, no. 3.)
35. ----, and Engleman, L. E. The literature of junior college terminal education. Washington, American association of junior colleges, 1941. 322 p. (Terminal education monograph, no. 1.)
36. Endicott junior college. Junior college journal, 10:105-6, October 1939.
37. Fine, Benjamin. Junior colleges face check-up. The New York times, January 7, 1940.
38. Finch junior college, New York. Catalogue, 1945-1946. New York, The college, 1945? 61 p.
39. Gibson, O. H. Courses at Eveleth. Junior college journal, 10:98, October 1939.
40. Good, Carter V., editor. Dictionary of education. New York, McGraw-Hill Book Company, Inc., 1945. 495 p.
41. Graham, Ruth Marie. A course on food in relation to health. Junior college journal, 6:234-7, February 1936.
42. Griffith, Coleman Roberts, and Blackstone, Hortense. The junior college of Illinois. A joint publication of the superintendent of public instruction of the state of Illinois and the University of Illinois press... Urbana, Ill., 1945.
43. Hardy, John Bryan. The junior college. Master's thesis, 1940. Southern Methodist university. (Abstract in: Southern Methodist university. Abstracts of theses: Master's degree in the graduate school. 7:19-20.)
44. Harris, Jessie W. The over-crowding of the undergraduate curriculum with the resulting elimination of elective work. Is the junior college the answer? Association of land-grant colleges and universities. Proceedings, 43:358-62, 1930.

45. Hawkins, Helen Lowry. A study of Meridian, Mississippi, together with recommendation for a course of study in home economics on the junior college level. Master's thesis, 1937. The University of Tennessee. 105 p. ms.
46. Hiatt, L. R. Curricular changes in junior colleges. Junior college journal, 1:6-11, October 1930.
47. Hill, Merton E. Vocationalizing the junior college. (In U. S. Bureau of education. National conference of junior colleges, 1920. Washington, Govt. print. off., 1922, pp. 18-21. U. S. Bureau of education. Bulletin, 1922, no. 19.)
48. Jones, Margaret C. Vocational home economics at the university of California. Practical home economics, 9:180, June 1931.
49. Junior college of southeastern Colorado, Lamar, Colorado. Bulletin, 1943-1944-1945-1946. Lamar, Colo., The college, 1934? 20 p.
50. Kansas City, Missouri, junior college. Catalogue, 1945-46. Kansas City, Mo., The college, 1945? 48 p.
51. Koos, Leonard, Vincent. The junior college movement. Boston, Ginn and company, ©1925. 436 p.
52. La Junta junior college, La Junta, Colorado. Catalog of information, 1945-1946. La Junta, Colo., The college, May 1945. 40 p. (Vol. 4, no. 1.)
53. Lang, Alexis Frederick. The junior college. National education association of the United States. Journal of proceedings and addresses, 1915: 119-24.
54. Learnard, Mary. A study of Sacramento junior college students who went directly into the vocational field. Master's thesis, 1934. Leland Stanford, junior, university. 79 p. ms.
55. Long, Hazel. Southern California. Junior college journal, 5:44-46, October 1934.
56. Long, Winifred R. and Sanders, Shirley. Junior college directory, 1946. Junior college journal, 16:213-235, January 1946.

57. Los Angeles city college, Los Angeles, California. General catalogue, 1944-46. Los Angeles, Calif., Los Angeles city schools, 1944. 133 p. (Bulletin, Vol. XVI, no. 1. School publication, no. 399.)
58. Love, Malcom, Andrews. The Iowa public junior college: its academic, social, and vocational effectiveness. Iowa City, Ia., The university, 1938. 127 p. (Iowa. University. University of Iowa studies in education. Vol. 10, no. 3.)
59. Mesa college, Grand Junction, Colorado, Catalogue, 1945-46. Grand Junction, Colo., The college, 1945? 20 p.
60. McClure, Ethel. Individual buying problems of certain junior college girls in clothing. Master's thesis, 1940. George Peabody College for Teachers. 216 p. ms. (Abstract in: U. S. Office of education. Bibliography of research studies in education, 1939-1940:167.)
61. McDowell, Floyd M. The junior college. Washington, Govt. print. off., 1919. 139 p. (U. S. Bureau of education. Bulletin, 1919, no. 35.)
62. Middle Georgia college, Cochran, Georgia. Bulletin, June 1945. Cochran, Ga., The college, June 1945. 61 p. (Bulletin no. 18.)
63. Minnesota. University. The general college. Bulletin, 1945-1947. Minneapolis, Minn., The college, 1945. 31 p. (Bulletin, vol. XLVIII, no. 23.)
64. Missouri. University. Committee on accredited schools. Circular of information to accredited junior colleges. Rev. ed. Columbia, Mo. The university, 1926. 134 p. (The University of Missouri bulletin. V. 27, no. 37. Education ser. no. 21.)
65. Modesto junior college, Modesto, California. Catalogue, 1945-46. Modesto, Calif., 1945? 104 p.
66. Monroe, W. S., ed. American educational research associatbn. Encyclopedia of educational research. New York, Macmillan, 1941. 1344 p.
67. Moore, Cora. A study of home economics in southern junior colleges. Master's thesis,

1931. George Peabody college for teachers. ms. (Abstract in: U. S. Office of education. Bibliography of research studies in education, 1930-31. Bulletin 1932, no. 16. p. 348.)
68. Morgan, Walter E. Junior college developments in California. Junior college journal, 1:64-73, November 1930.
 69. Murray, Walter. Interior decoration in junior colleges. Junior college journal, 9:135-8. December 1938.
 70. Neely, Reva Belle. Occupational opportunities for women with home economics training in junior colleges. Fort Collins, Colorado, 1946. ___ p. Unpublished manuscript in the Colorado A & M College library.
 71. Pasadena junior college, Pasadena, California. Student handbook to vocational preparation, 1945-1946. Pasadena, Calif., 1945? 124 p.
 72. Pettit, Louise Octavia, and Gibbs, Andrew H. Home economics offerings in institutions of higher education, 1932-33. Washington, 1934. 12 p. processed. (U. S. Office of education. Circular no. 134.)
 73. Placer college growth. Junior college journal, 8:145, December 1937.
 74. Proctor, William Martin. Student interest in junior colleges. Junior college journal, 1:84-88, November 1930.
 75. Proctor, William Martin, ed., and others. The junior college, its organization and administration. Stanford university, Calif., Stanford university press, 1927. 226 p.
 76. Pueblo junior college, Pueblo, Colorado. Catalogue, 1943/44-1944/45. Pueblo, Colo., The college, 1943? 80 p.
 77. Reed, Robert B. Is the junior college cast in the proper role? (Editorial reprint by permission of author, Robert B. Reed, Editor, Garden City Daily Telegram, Garden City, Kans.) Washington, D. C., American association of junior colleges, n.d. 3 p.

78. Russell, John Dale, ed. Terminal education in higher institutions; with special reference to the readjustment of higher education to meet current national needs. Chicago, Ill., The University of Chicago press, 1942. 198 p. (Proceedings of the Institute for administrative officers of higher institutions, 1942, Vol. XIV.)
79. San Antonio junior college, San Antonio, Texas. Its bulletin and announcements for 1945-1946. San Antonio, Texas, The college, June 1945. 47 p. (Vol. 17, no. 1.)
80. San Bernadino Valley junior college, San Bernardino, California. Bulletin of information and announcement of courses, 1945-1946. San Bernardino, Calif., The college, 1945? 86 p.
81. San Francisco junior college, San Francisco, California. Circular of information and announcement of courses, 1945-1946. San Francisco, Calif., Division of publications, San Francisco public schools, 1945? 88 p.
82. Semi-professional curricula. Junior college journal, 7:95-96, November 1936.
83. Siskiyou county, Calif. Board of supervisors. Junior college survey of Siskiyou county, California. Yreka, Calif., 1929. 87 p.
84. Smith, Vesta. The status of home economics in public junior colleges in Kansas. Master's thesis, 1934. Colorado agricultural college. 82 p. ms.
85. Spafford, Ivol. Home economics in junior colleges. Journal of home economics, 36:499-502, October 1944.
86. Stephens college, Columbia, Missouri. Catalogue, 1945-46. Columbia, Mo., The college, December 1944. 270 p. (Vol. XXIV, no. 6. New series.)
87. Sterling junior college, Sterling, Colorado. Catalog and announcements, 1945-46. Sterling, Colo., The college, May 1945. 21 p.
88. Sutherland, Elisabeth. Home economics at Ward-Belmont school. Junior college journal, 1:494-8, May 1931.

89. Tracy, H. H. Junior college course in family relations. Junior college journal, 10:127-35, November 1939.
90. Trinidad state junior college, Trinidad, Colorado. Catalogue and announcements, 1944-1945. Trinidad, Colo., The college, 1944? 58 p. Vol. 18, no. 2.)
91. U. S. Office of education. Statistics of higher education, 1937-38. Washington, U. S. Govt. print. off., 1940. 377 p. (Bulletin 1940. no. 2. Chapter IV)
92. U. S. Office of education. Statistics of higher education, 1939-40 and 1941-42. Washington, U. S. Govt. print. off., 1944. 295 p. (Biennial survey of education in the United States, 1938-40 and 1940-42, Volume II, chapter IV.)
93. U. S. Office of education. Survey of land-grant colleges and universities. Washington, U. S. Govt. print. off., 1930. 2 v. (Bulletin 1930, no. 9.)
94. Ward, Aline. A course on education for marriage. Junior college journal, 10:387-9, 418, March 1940.
95. Wahlquist, John Thomas. Status of the junior college instructor. Washington, U. S. Govt. print. off., 1931. 29 p. (U. S. Office of education. Pamphlet no. 20. 1931.)
96. Walker, L. E. The curriculum of the public junior college; a survey. Topeka, Kans., Kansas state printing plant, 1926. 40 p. (Kansas state agricultural college bulletin. Vol. 10, no. 3, Nov. 1926.)
97. Wellemeyer, J. E. Junior college trends. Junior college journal, 5:374-7, April 1935.
98. Whitney, Frederick Lamson. The junior college in America. Greeley, Colo., Colorado state teachers college, 1929. 258 p. (Colorado. State teachers college, Greeley. Colorado teachers college education series, no. 5.)
99. Williamson, Maude. Family life education in the public junior college. An unpublished paper prepared at Leland Stanford University, 1940-41. Copy in Colorado A & M College Library 31 p. ms.

100. Wilson, Karl M. Vocational objections in junior college. Junior college journal, 6:358-9, April 1936.
101. Wood, James Madison. The junior college. National education association of the United States. Journal of proceedings and addresses, 1916: 151-57.
102. Zook, George F. The past twenty years-- the next twenty years. Junior college journal, 10:617-23, May 1940.