

T H E S I S

A STUDY OF FACTORS INFLUENCING ENROLLMENT
IN ELECTIVE HOMEMAKING COURSES IN
SMALL HIGH SCHOOLS IN ARIZONA

Submitted by
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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
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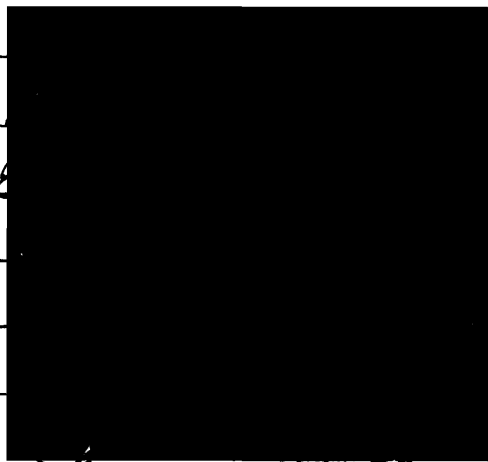
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III

INTRODUCTION

Girls who are now enrolled in the high schools of Arizona have some homemaking responsibilities. Judging from the past as indicated by the 1930 census of Arizona, many of these girls will enter the profession of homemaking at an early age. Since homemaking education is generally believed to be of definite value in promoting better homes, it does not seem illogical to assume that some homemaking training might be beneficial to all high school girls. That such training is not reaching even a majority of the girls is evident.

A study in Arizona made in 1932 showed that only thirty-six percent of the girls enrolled in high schools were receiving homemaking training in schools at that time. An unofficial check seemed to show that the enrollment in homemaking courses varied greatly in different schools of the state. It was felt that the variation might be influenced among other things by economic conditions, type of population, and the size of the town. The present study represents an attempt to determine the situation more accurately, both as to actual and comparative enrollment in homemaking for the different schools of the state but also to discover some of the factors influencing the enrollment. For purposes

of adequate comparison the study has been limited to those vocational schools of relatively small size scattered over the state that offer elective homemaking courses. It is felt that this limitation makes possible a more scientific attack upon the factors influencing homemaking enrollment.

THE PROBLEM.- The present study has set up its problem:

To determine certain factors which seem to influence enrollment in elective homemaking courses in the vocational high schools in Arizona which have an enrollment of less than four hundred.

This study is based on the reports of 381 junior and senior girls from fourteen small vocational high schools in Arizona which offered a first and second year homemaking program and in which the course was elective.

Background of the Problem.- Arizona has, as a state, certain peculiarities that need to be kept in mind in order to interpret the results of the present study. The state has a resident population of only 453,000 according to the census of 1930. In addition to these there are many tourists. Some come to the valleys in the southern part of the state to enjoy the winter climate. Many others come in search of health, either for themselves or for some member of their family. These two groups are transient and the children usually do not remain long in school. Those that do remain are

usually excellent in school work. The native inhabitants of the state include a large number of Indians and Mexicans. There are separate high schools for the Indians and comparatively few Mexicans enter high school and therefore they do not exert any influence upon conditions in the schools studied. The principal group whose children are represented in the high school of the state are not those that have been referred to but the Americans who are residents of the state.

Much of the area of Arizona is desert and mountain country. There are several large irrigation projects, and, in the districts affected by irrigation, agriculture is an important occupation. Here the production of citrus plants, truck garden products, and cotton form the principal occupations. In the northern and western part of the state, cattle and sheep raising are very important. Mining is of greater importance in the eastern part of the state, though there are mines in nearly all sections of the state and mining is in normal times the outstanding industry in Arizona. The fourteen schools represented by the present study all have an enrollment less than four hundred. The towns in which they are located are scattered over the larger part of the state and the territory surrounding the towns are representative of the general economic conditions of the state outside of the larger urban districts.

Ft. Thomas, Clifton and Pima are very small towns. Ft. Thomas is a cattle supply town. In Duncan and Pima the principal business is agriculture. In Clifton the outstanding business is mining and the children of the miners form a large percent of the student body.

Florence has some farming, but the principal business is cattle raising. The state penitentiary is located at this point and frequently the families of the prisoners move their residence to Florence for the term of imprisonment.

Round Valley, St. John and Snowflake are somewhat larger altho each has a population of less than 1,000. Cattle raising or sheep raising is the most important occupation in each.

Glendale, Peoria, and Tolleson are all towns with a population from 1,000 to 3,000 and are located in irrigated districts. All of them have some tourist trade. While farming and dairying is the principal occupation in all three places, Glendale has a large ice plant. An enormous amount of ice is produced to provide for the refrigerating of cars as a large percent of the produce from that general district is shipped from this town. Buckeye, altho of the same size class as the other three, is a territory in which sheep raising is the dominant industry.

Yuma is the largest town in the study with about 5,000 inhabitants. It is a railroad division point and the center of a farming district.

Litchfield, like these other towns, is quite small but contains the cotton fabric factory of the Goodyear Tire company and is surrounded by the cotton growing area belonging to the company. The families of officials of the company spend a part of each year in Litchfield.

In some of these schools, the number of girls enrolled in high school compared to the total school enrollment is quite high, while in other similar schools this proportion is low. Economic and social factors evidently influence this situation.

Homemaking Courses in the Vocational High School.-

The homemaking program is a state plan and is in use in all of the schools of the present study as elective work.

The following courses are represented in that program:

Homemaking Program¹

Home Economics I

First Semester

Nutrition	4 weeks
Food Preparation	6 weeks
Meal Planning and Preparation	6 weeks
Social Customs	2 weeks

Second Semester

Personal Care	2 weeks
Clothing Construc- tion	10 weeks
Clothing Selection	3 weeks
Clothing Management	3 weeks

Home Economics II

First Semester

Nutrition of the family	4 weeks
Home Management	4 weeks
Social and Family Relationship	2 weeks
Child Development	6 weeks
Home Nursing	2 weeks

Second Semester

Home Furnishing and Equipment	4 weeks
Clothing Design	2 weeks
Clothing Construc- tion	10 weeks
Fabric Study	2 weeks

1. Arizona State Course of Study for Voc. Home Economics.

Limitations of the Study.- The particular fourteen schools were selected for the present study because they were the only small schools where home economics was not required. No school having an enrollment of over 400 has been included because the same conditions do not exist in the large high schools that exist in the small ones, because the larger schools are able to offer a much broader curriculum. Therefore, since this study purports to discover factors influencing home economic enrollment in the smaller type of school, data secured from the larger schools would be valueless.

It was thought best to limit the study to those girls in high school who were of junior and senior standing because:

- a. Home economics can be elected by either freshman, sophomore, junior or senior girls.
- b. Many girls do not elect home economics until their junior or senior year in high school. This may be due to the policy of many schools to have the students complete the subjects required for graduation before taking elective subjects.
- c. All junior and senior girls in high school have had an opportunity to have elected home economics. It was thought, therefore, that this group of girls would be fairly representative of each school.

In developing the study an attempt has been made to answer the following questions:

- a. What is the percent enrollment of home economics in these schools?
- b. What reasons were given by junior and senior high school girls for electing or not electing home economics?
- c. What reasons were given by junior and senior high school girls for increased or decreased interest in home economics after taking the course?
- d. What vocations were the junior and senior girls interested in following after leaving high school?
- e. Were the various reasons given and vocations selected related to school-enrollment size?

IV

REVIEW OF LITERATURE

Very few studies have been made to determine the factors influencing enrollment in home economics, and no study has been made thus far concerning factors influencing enrollment in home economics in the vocational high schools in Arizona. Investigations, however, have been made elsewhere concerning the interests or factors influencing enrollment of home economics in high schools.

An investigation was made by Lucille Magruder,¹ which studied some of the factors which seemed to influence high school girls for or against the election of home economics. Her study indicated that the factors which influenced 504 girls attending 11 high schools of eight states in the United States for the election of home economics were: they realized the need of the course, their interests were in the field of home economics, or they thought it would be easy. In the same study it was indicated that the factors which influenced 144 girls against the election of home economics were: they were not able to get it in with the other courses they desired, their interests were not in the field of home economics, or they did not realize the value of the course to them.

1. Magruder, Lucille, "Factors which Seem to Influence High School Girls for or Against the Election of Home Economic Courses." Thesis, Iowa State College, Ames, Iowa.

In an article written by Dr. Frederick G. Bonser in 1930,¹ it was stated that more than 70 percent of all girls in high school in the United States were taking no home economics, according to the statistics collected by the Office of Education, United States Department of Interior, and not more than one girl in five was taking any subject directly related to wholesome personal and home life. A need for homemaking training was indicated. Several reasons were given explaining why home economics was not taken. In occasional high schools it is practically impossible to carry all the courses required in the college preparatory or commercial curriculum for graduation and have time left for home economics. In other schools schedules are so made that home economics courses, if elected, must be chosen at a sacrifice of some other course which girls desire or are required to have. In certain schools the principal, the dean of girls, or other faculty members advise the girls not to take home economics. Teachers are sometimes inadequately trained. Parents often develop in their girls an attitude that is unfavorable toward home economics work. In some cases girls feel that they learned all they need to know in junior high school.

1. Bonser, Dr. Frederick S. "Outstanding Problems Confronting Home Economics in the High School," School Life, February 1930.

More recently an investigation for the purpose of studying factors influencing enrollment in home economics in Colorado high schools has been made by a committee with Maude Williamson, Associate Professor of Home Economics Education of the Colorado Agricultural College as chairman. The survey showed that:¹ The increase in the number of girls in Colorado taking home economics had advanced in the period studied considerably more than the increase in the number of girls in high schools, and this increase had come largely in the senior high schools where home economics was usually elective; there was a tendency to require home economics in the lower grades and to make it elective in the upper grades or in senior high school; it was indicated that home economics work could not be elected without difficulty and the difficulty was greater in the higher grades. Since, in this report, all home economics subjects were touched upon in every grade, certain factors were indicated as having an influence in lessening interest in home economics. It was also pointed out that many school superintendents seemed to think the personality of the home economics teacher was an important factor in influencing girls to elect home economics.

1. Committee Report, Colorado Educational Association, Eastern Division, Bulletin V.5375.64, C 71R

Julia Frank Nofsker¹ gave a summary of a study made in home economics education in the public high schools in Wisconsin in 1931 and 1932. The purpose of the study was to determine the reaction of high school girls to home economics education. A few of the findings were as follows: It was indicated that when girls study home economics in the seventh and eighth grades they tend to elect other subjects in the grades beyond; a larger percent of girls were studying home economics in the small high schools than in the large schools; 40 percent of the girls who did not elect home economics stated that they were prevented from doing so because of the necessity of filling college entrance requirements; one-third of the girls reported conflicts in class schedules; almost one-third indicated a great dislike for the subject matter; 27 percent of the girls stated that members of their families had influenced them against the election of home economics. Other influences operating against the election of the home economics course were the belief on the part of the girls that they already knew enough about it, that home economics was not generally considered useful, that students of superior ability do not usually elect it.

1. Nofsker, Julia Frank. "Reactions of High School Girls to Home Economic Education," Journal of Home Economics, Vol. 26, No. 5, May 1934.

In the same study reasons why girls liked or disliked their home economics work in high school were found to be caused by the subject matter content and method of teaching rather than the personality of the teacher; however, the home economic teacher in the smaller high school influenced high school girls through her own personality more than did the home economic teacher in the larger school.

V

METHOD OF PROCEDURE

The present study has investigated in the fourteen small high schools of Arizona giving vocational home-making work relative to the factors influencing enrollment in such work. Since the towns represented were scattered widely over the state it was found necessary to gather the information needed by questionnaires directed to the girls in these schools.

To carry out this plan it was necessary to secure the interest and cooperation of the homemaking teachers in the schools which were to be included. This was done at a meeting of the Arizona Vocational Home Economics Association, which met in Phoenix, in October, 1933, where the writer had the opportunity of making personal contacts with these teachers, and where she explained fully the problem and its purpose.

In February, 1934, a letter was written to each vocational home economics teacher in Arizona, calling attention to the problem and its purpose. This letter asked her cooperation in making this study in which all the junior and senior girls in the high school would be asked to check the checking sheets. As a part of her cooperation she would assume the responsibility of collecting the material and returning it to the writer.

A copy of the two checking lists was inclosed, with a statement as to the length of time required by students to check each list. A self-addressed postal card was also enclosed on which the teacher was asked to supply the following information:

1. The teacher's willingness to aid in making the study.
2. The total number of girls in the junior class; and the total number of girls in the senior class.
3. The information as to whether home economics was required or elective.
4. Number of checking lists needed.

Letters were also written by the State Supervisor of Home Economics to the vocational home economic teachers, stressing the importance of the study and requesting their cooperation.

The checking lists already referred to included in one list factors that would seem to cause high school girls to elect home economics. The other list covered the factors that would seem to cause girls not to elect home economics in high school. These lists were checked for clearness and revised. Following the revision they were rechecked for clearness and for length of time required, by one group of girls who had elected home economics in

high school and by a similar group who had not elected it. Final changes were then made and the necessary number of checking lists sent to each home economics teacher.

A letter accompanied the lists giving full instructions as to how to present the checking lists to the students, including

1. The necessity of securing the interest of the student.
2. The need of a brief introductory explanation of lists making clear that the purpose was to improve the home economics program in Arizona.
3. The necessity of reading the lists carefully with the girls so they would understand the purpose of the test and know how to proceed.
4. The necessity for accuracy.

In addition to information gathered in this way by the questionnaires other data for the study were obtained from official records in the office of the State Supervisor of Home Economics. This data included: Enrollment in first and second year home economics in each school; total enrollment of girls in each high school.

The data secured from both sources were then analyzed to show:

1. The percentage of enrollment in home economics in these fourteen vocational high schools in comparison with the total enrollment of girls.
2. Reasons which junior and senior girls gave for electing or not electing home economics.
3. Reasons which junior and senior girls gave for their increased or decreased interest in home economics after taking the subject.
4. Vocations which junior and senior girls are interested in following after leaving high school.

An analysis was also made of these data to bring out the relation of certain of these factors to school-enrollment size.

VI

ANALYSIS OF DATA

In this study tables showing specific characteristics of the schools are presented. In the discussion of the tables the characteristics are analyzed, comparisons are made and conclusions drawn.

The present section will give, in an analyzed form, the data obtained both from the office of the State Supervisor of Home Economics Education and from the questionnaires filled out by the junior and senior girls of the fourteen high schools represented in the present study, or from the homemaking teachers of these same schools. The number of questionnaires returned were 381 and all were found to be complete. The data from Litchfield, however, were not sufficiently comparable with that of the other schools in connection with one phase of the study because the homemaking program presented at that school was an alternating one with the second year's work given in 1933-34.

Enrollment in Vocational Home Economics, 1933-34.-

Table I gives the enrollment of all girls in the schools and also the number enrolled in both Home Economics I and Home Economics II. It further shows the percentage of those taking home economics as compared to the total enrolled. Of 1222 girls enrolled in these schools 425

Table I.- Enrollment of High School Girls in Elective Classes of Vocational Home Economics, 1933-34.

School	Total number of girls in high school	Number of girls enrolled in home economics			Percentage of girls enrolled in home economics
		H.E. I	H.E. II	Total	
Fort Thomas	20	7	8	15	75.0
St. Johns	73	22	27	49	67.1
Snowflake	100	36	21	57	57.0
Tolleson	54	18	12	30	55.5
Peoria	50	13	12	25	50.0
Pima	70	19	14	33	47.1
Round Valley	74	15	17	32	43.3
Clifton	55	11	9	20	36.3
Buckeye	95	23	9	32	33.6
Glendale	169	34	16	50	29.5
Florence	112	23	10	33	29.4
Duncan	76	15	7	22	28.9
Yuma	274	33	13	46	20.4
*Litchfield	19	-	-	-	-
Total	1,222	269	175	425	34.7 Ave.

*Litchfield had an alternating program and was not included in the above table.

Thirty-four and seven tenths percent of the girls enrolled in the above schools were receiving home economics training in the spring of 1934.

girls, or 34.7 percent, were receiving home economics training at the time when these data were collected.

The range in enrollment for the individual schools was from 20.4 percent to 75 percent, with an average for the fourteen schools of 44 percent. The table also shows that the smallest schools have, in general, the highest percent enrollment in home economics. That this correlation, however, is not perfect is shown graphically in Figure 1.

The difference in enrollment in home economics in these schools may or may not be influenced by the size of the school, because the smaller schools have a limited choice of courses. It may be due to the type of jobs available for the girls in or near the community in which they live which would influence their choice of courses. The three schools having the highest percent enrollment in home economics (Fort Thomas, St. Johns and Snowflake) are located in northwest and southeast Arizona, where it appears that the chances for office work are few since there are no large towns near and the population is supported chiefly by cattle raising. Such schools might not offer a commercial course.

Those schools which have the lowest percent enrollment in home economics were, in general, the larger schools. This may have been due, partly, to the fact that there was a larger number of courses offered from

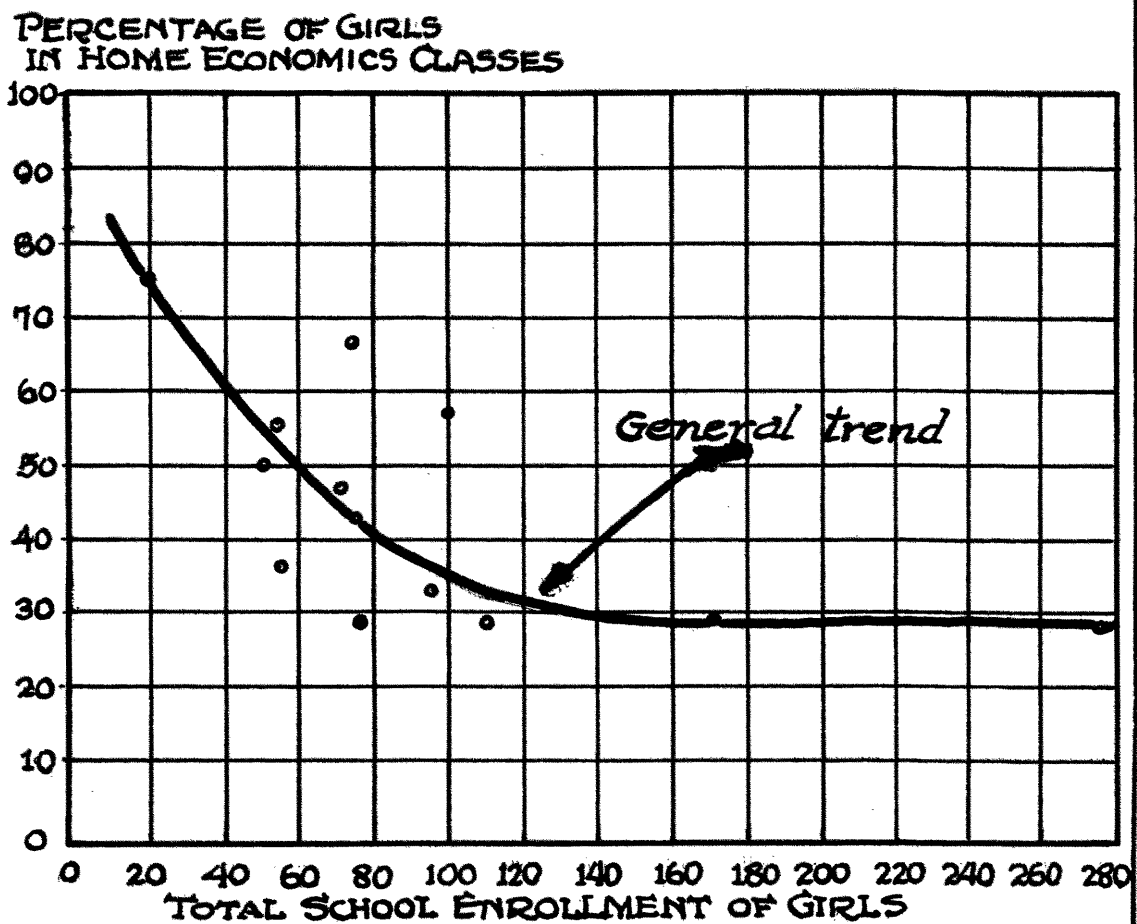


Figure 1.- Relation of Enrollment in Home Economics to Total High School Enrollment of Girls, for Each of the Fourteen Arizona High Schools.

which to select and to greater opportunities that existed in the community for office or commercial employment. The taking of commercial courses makes difficult the electing of home economics.

Table I also shows the comparative enrollment in Home Economics I and Home Economics II. For the seven smaller schools whose total school enrollment of girls does not exceed 74 the number of girls taking Home Economics II is but 6 percent less than the number taking Home Economics I. This small difference may be due, in part, to chance, as three of the schools have larger enrollments in the more advanced work.

In the six larger schools there is a marked decrease in the enrollment in Home Economics II over that in Home Economics I. The total enrollment for these schools are 76 for Home Economics II and 164 for Home Economics I, a difference of 88 or nearly 54 percent. This difference in enrollment in the larger schools may be due to the fact that Home Economics I is available to more girls than is Home Economics II, since Home Economics I is a prerequisite to Home Economics II, and since the course may be elected at any time during the time the girls are in school. Some girls complete the high school curriculum in three years and this leaves no time for the second year homemaking program. The loss in enrollment may also be due to the fact that usually the commercial

course is not available until after the freshman year and girls could elect home economics in the freshman year and later take commercial work; or it may be due to a loss of interest in home economics after the students take the first year's work, or to the number of girls who drop out of school before completing the high school course.

Enrollment of Junior and Senior Girls in Relation to Election of High School Home Economics.- As has been previously stated a major part of the present study was based on information in reference to the junior and senior girls enrolled in the fourteen vocational high schools, which offered a two year vocational homemaking program. Table II shows the number and percentage of such junior and senior girls who had taken, or were at that time taking, home economics. It also shows the corresponding number of the junior and senior girls who had not taken, or were not at that time taking, this course.

It was found that 279 girls, or 73.2 percent of all junior and senior girls in these schools, had taken or were taking home economics and 102, or 26.8 percent of these girls, had received no high school training in the course. Those schools, in general, which had the lowest number of junior and senior girls enrolled in school had the largest number of girls who had received or were

Table II.- Enrollment of Junior and Senior High School Girls in the Spring of 1934, in Relation to Those Who Had or Had Not Elected Home Economics.

(14 schools represented)

Schools	Total	Girls electing home economics		Girls not electing home economics	
		Number	Percent	Number	Percent
Pima	11	11	100.0	-	-
Snowflake	31	31	100.0	-	-
St. Johns	20	20	100.0	-	-
Round Valley	17	14	87.5	3	12.5
Peoria	26	22	84.6	4	15.4
Duncan	17	14	82.3	3	17.7
Tolleson	17	14	82.3	3	17.7
Litchfield	5	4	80.0	1	20.0
Buckeye	33	26	78.7	7	21.3
Florence	31	23	74.2	7	25.8
Ft. Thomas	19	13	68.4	6	31.6
Glendale	64	42	65.8	22	34.4
Clifton	22	12	54.5	10	45.5
Yuma	70	33	47.1	37	52.9
Total	381	279	73.2	102	26.8 Ave.

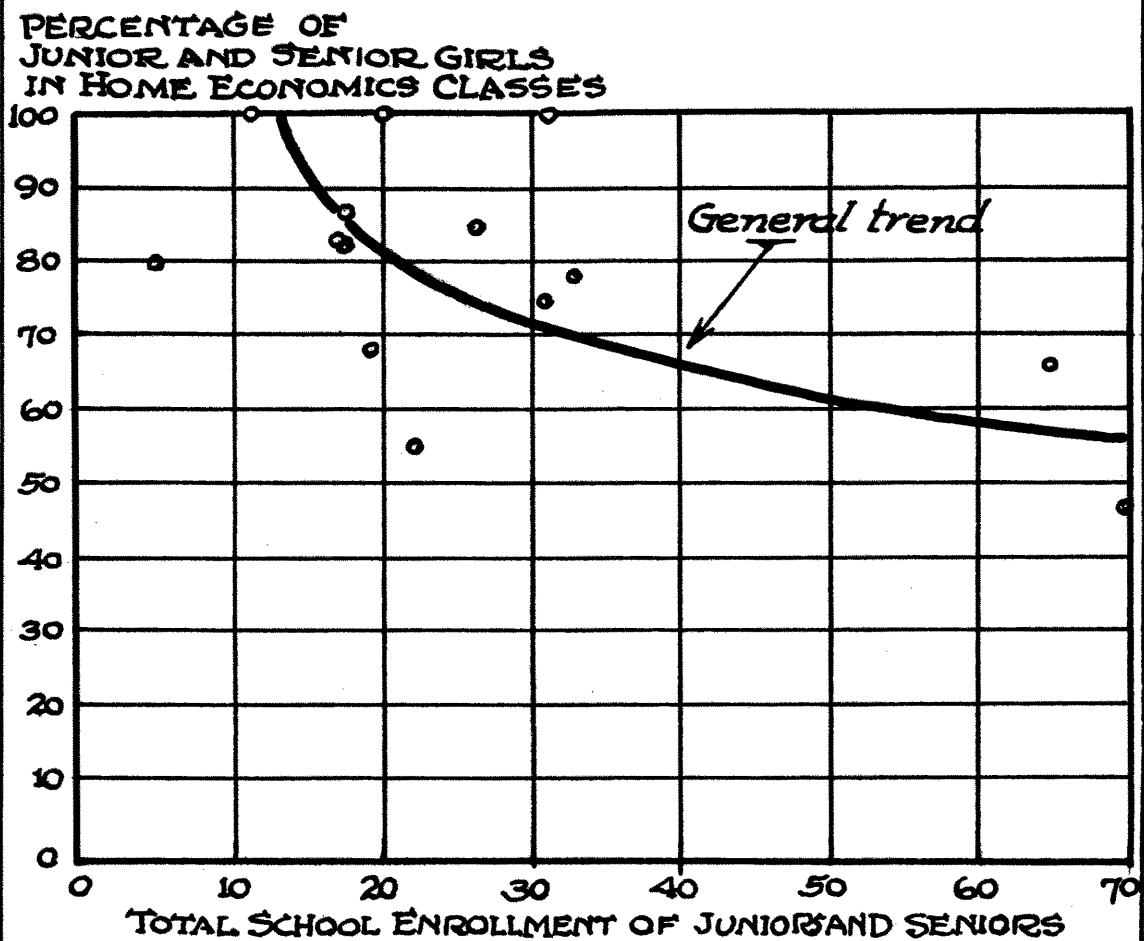


Figure 2.- Percentage of Junior and Senior Girls Who Had Elected Home Economics in High School, for Each of the Fourteen Arizona Schools.

receiving home economics training, and those schools, in general, which had the largest number of these girls enrolled in school had the lowest number receiving home economics training. However, the effect of school size is not very marked as two of the smaller schools and two of the larger schools had a percentage of home economics election below 70 percent. The situation is shown graphically by Figure 2.

Reasons for Electing Home Economics in High School.-

Table III gives the reasons that were checked by the junior and senior girls for their having elected high school home economics work.

It appears that these girls realized the value to themselves of home economics training as 201, or 72 percent of the entire number, gave as a reason for taking the course that they felt a need for it; and 60.9 percent stated that they felt it would help them in their future work. Over two-thirds of the girls gave very practical reasons for taking the course; 70.9 percent expressed the desire to take the training so they could learn to make their own clothes. It is, perhaps, rather significant of the new ideals that home economics is trying to develop that an almost equal number, 68.8 percent, of these girls wished to take the work so that they might learn to select more becoming clothes. It is only comparatively recently that home economics teachers

Table III.- Reasons Given by Junior and Senior Girls for Electing Home Economics in High School. Total number of girls checking list 279.

Main Reasons	Number checking	Percent checking
Felt they needed the course	201	72.0
To learn to make own clothes	197	70.9
To learn to select becoming clothes	191	68.8
To learn how to cook	186	66.5
To help them in their future work	170	60.9
To learn to plan and prepare economical meals	162	58.0
To improve their personality	147	52.3
To learn to make the home more attractive	142	51.7
To learn to manage a home	140	50.8
Family or friend advised it	113	40.5
To learn to use money more wisely	112	40.5
Liked the work given in class before	111	40.3
To learn to take care of children	96	34.4
To learn to care for the sick in the home	79	24.7
Especially liked the teacher	58	20.7
Principal or teacher advised them to take it	51	18.3
Liked it in grammar school	48	17.2
Needed credit and couldn't get another subject	28	9.1
Thought it would be easy	25	8.9
Wanted to make their graduation clothes	23	8.2
All the other members of the class took it	19	6.8
Friend talked them into taking it	10	3.5
Additional Reasons		
Liked to cook	2	.6
Learned new things they hadn't found out before	2	.6
To decide preference for teaching home economics in grammar or high school	1	.3
Persuaded by sewing teacher	1	.3
Most interesting subject available the second year	1	.3
Expect to major in home economics in college	1	.3
To fill hope chest	1	.3
Nothing else available	1	.3
To save embarrassment talking to good housekeepers	1	.3
To prepare new and attractive dishes	1	.3
To learn to become a seamstress	1	.3
To learn social customs	1	.3

have stressed the selection of clothes.

From this table it is found that these girls were almost as much interested in learning how to plan and prepare economical meals as learning how to cook; 66.5 percent wanted to learn how to cook and 58.5 percent wanted to learn how to plan and prepare economical meals.

Over one-half of the girls, 50.8 percent to 52.3 percent wanted to improve their personality, to learn how to make the home more attractive, and to learn how to manage a home. A smaller number, 40.5 percent, were interested in learning how to use money wisely. Approximately from one-fourth to one-third, 24.7 percent to 34.4 percent, wanted to learn how to care for children and how to care for the sick in the home.

With the exception of the reason of caring for the sick in the home, which was given by girls from twelve of the schools, all other reasons were checked by a representative group from each school, and the effect of the school size was not very marked.

It should be noted from the above reasons given for taking home economics and from the large percent of girls giving these reasons that the girls were interested in a broad homemaking program, rather than being limited to those particular units where only manipulative skill is required.

It has been thought by many that the personality of the

teacher largely influences girls to take home economics. This does not seem such an important reason from the data of the present study, on the assumption that this factor does not appear elsewhere in the list associated with other factors. Only 20.7 percent of the group stated that they elected the course because of a special liking for the teacher.

A small number of girls, 17.2 percent to 18.3 percent, elected the course because they were advised by the principal or a teacher and because they had liked the work in grammar school. The effect of school size was not very marked in these cases.

Table III lists five reasons checked by less than 10 percent of the girls and also certain scattered reasons written into the questionnaires by a few of the girls. These are too few in nature to have significant value.

Reasons for Not Electing Home Economics in High School.-- The junior and senior girls in the above high schools who had received no high school training in home economics were requested to state reasons why they had not elected the course. Only eight reasons for not electing home economics were given by more than ten percent of the girls. The four with the greatest frequency all related to conflict with subjects which they were required, or wished to take, under the curriculum

Table IV.- Reasons Given by Junior and Senior Girls for Not Electing Home Economics in High School. Total number of girls checking list 102.

Main Reasons	Number checking	Percent checking
Conflicted with courses they desired to take	55	53.9
Took college preparatory and could not get it in	31	30.3
Took commercial course and could not get it in	32	31.3
Conflicted with required subjects	28	27.4
Mother could teach them at home	23	22.5
Did not like home economics	22	21.5
Did not like to sew	16	15.6
Did not like it in grammar school	11	10.7
Other members of the class were not taking it	8	7.4
Too much outside work required	8	7.4
Learned all they wanted to know in grammar school	8	7.4
Did not think they needed the training	7	6.8
Was advised by a member of the family not to take it	6	5.9
Home projects were required	6	5.9
Disliked the teacher	5	4.9
Did not think the course was practical	5	4.9
Thought it would be hard	4	3.9
Friends advised them not to take it	3	2.9
Were afraid they would fail	2	2.4
Did not make good grades in grammar school, afraid to try	1	1.2
Principal or teacher advised them not to take it	0	0.0
Additional Reasons		
Did not think the course was practical	1	.9
Not offered first 2 years, had to drop later large class	1	.9
Girl friends did not take it	1	.9
Could not take it until senior year, then lacked time ...	1	.9
Did not like cooking in grammar school	1	.9
Could not take until last 2 years then couldn't because of conflicts	1	.9
Could not get two periods together	1	.9
Intend to take course in senior year	12	11.7

they were following. This shows a rather close point of agreement in general among the students as to the reasons for not taking home economics.

It may be that these students did not reject home economics through any lack of interest in the subject but because the arrangement of the curriculum made it impossible for them to include the subject in their course, since 53.9 percent of the girls stated that home economics conflicted with courses they desired to take, 32.3 stated they took the college preparatory course and could not get it in, 31.3 percent took the commercial course and 27.4 percent stated that it conflicted with required subjects. The first two reasons were checked uniformly by girls from practically all schools.

It is interesting to note that of the 31 girls who were taking the college preparatory course, 23 of this number were from Yuma and Clifton, which seems odd since these schools are not located near college towns, and the probability is that only a few of the number will have an opportunity to attend college. In several schools a number of girls were taking both college preparatory and commercial work and in this case it would be entirely impossible to get another laboratory course in their schedule.

The reason that home economics conflicted with required subjects, was given by girls from seven of the

schools; only three schools did not give this reason.

Almost one-fourth, or 22.5 percent, of the girls felt ~~that~~ their mothers could teach them at home. This response was entirely limited to seven out of the eleven schools. This seems to indicate that there is further need on the part of the home economics teachers and administrators to sell home economics to the community.

Of the 102 girls who did not elect home economics, only 22, or 21.5 percent, expressed a dislike for the subject because they did not like to sew or that they did not like the work in grammar school.

Increase or Decrease of Interest After Taking High School Home Economics.- It was the writer's opinion that if girls gained or lost interest in home economics after taking the course it would be indicative of whether the home economics curriculum, as being followed in the vocational high schools of Arizona, was meeting the needs or desires of the girls enrolled in the course. With this in view the girls in this study were asked if their interest had increased or decreased in home economics after taking the course. They were also asked to check the reasons for their increased or decreased interest. A discussion of the reasons given will be found in the following pages.

Table V shows that of the 279 junior and senior girls who had at some time elected home economics, 223,

Table V.- Percentage of Junior and Senior Girls
Whose Interest Increased or Decreased After Taking the
Home Economics Course. Fourteen Schools Represented.

Schools	Number of girls electing home economics	Girls whose interest increased		Girls whose interest decreased	
		Number	Percentage	Number	Percentage
Clifton	12	12	100.0	-	-
Ft. Thomas	13	13	100.0	-	-
Litchfield	4	4	100.0	-	-
Yuma	33	33	100.0	-	-
Peoria	22	19	86.3	3	13.7
Tolleson	14	12	85.7	2	14.3
Round Valley	14	12	85.8	2	14.3
St. Johns	20	17	85.0	3	15.0
Snowflake	31	26	83.8	5	16.2
Duncan	14	11	78.6	3	21.4
Buckeye	26	19	73.0	7	27.0
Glendale	42	26	61.9	16	38.1
Florence	23	13	56.5	10	43.5
Pima	11	6	54.5	5	45.9
Total	279	223	79.9	56	20.1

or 79.9 percent, stated that they became more interested in home economics after taking the course, while only 20.1 percent reported a loss of interest.

The percent of girls who reported that they became more interested after taking the course ranged in the different schools from 54.5 percent to 100 percent. The reported loss of interest in the work was chiefly in the larger schools. All girls from four schools stated that they had become more interested in home economics since taking it. It should be noted that three of these were schools having practically the lowest enrollment of girls, while one had the highest enrollment of girls of any of the 14 schools in the study. The latter school (as shown in Table I) had the lowest percent of enrollment of girls in home economics.

The large percent of girls who became more interested in the homemaking program after taking it seems to indicate that these girls are receiving the training they needed or desired. The fact that the 79.9 percent is not 100 percent, however, indicates that some of the teachers of home economics need to make an analysis of their own situations to detect why this percent of gain in interest is not greater.

Reasons for Increased Interest in Home Economics.--

Table VI gives the reasons checked by the junior and senior girls for their increased interest in home econo-

Table VI.- Reasons Given by Junior and Senior Girls for Increased Interest in Home Economics. Fourteen Schools Represented.

Total number of girls taking home economics	279
Total number checking list	223
Percentage checking list	79.9

Reasons for increased interest	Number checking	Percent checking
Learned to cook	202	90.5
Learned to sew	184	82.5
Course was practical	159	71.3
No outside preparation required .	134	60.3
They wore clothes that were more becoming	122	54.1
Liked home projects	99	44.4
They know how to make home more attractive	94	42.1
Older and understand work better	70	31.4
Get along better with family and friends	53	23.8
Have better disposition and can make friends easier	39	17.5
Can have better clothes since they can make them	27	12.1
Have better health	13	5.8

mics after taking the work. Of those girls electing high school home economics 90.5 percent, 82.5 percent and 54 percent, respectively, stated that they became more interested in home economics because they had learned to sew, to cook, and to wear more becoming clothes. Over two-fifths, 42.1 percent, had learned how to make home more attractive. Over two-thirds of the group, 71.3 percent, thought the course was practical, which may indicate that these girls felt that the work was applicable to the average home situation.

Almost two-thirds, 60.3 percent, liked the work because no outside preparation was required of them.

Personality items are reflected as reasons in the case of almost one-fourth of the girls. These reasons related to getting along better with family and friends and having a better disposition and making friends easier. The work in home economics emphasizing points of personality is given in Home Economics II. The relatively small number of girls checking these reasons for becoming more interested after taking home economics may be due to the fact that a smaller number of girls had this training. This situation would apply particularly to the larger schools where the enrollment in Home Economics II was markedly less than in Home Economics I.

The fact that 44.4 percent of girls stated they became more interested in the course because they liked home projects seems to indicate that some worthwhile work is being done in this type of training. This seems to be more indicative since girls from each school made this statement, although the larger percent of girls checking were from the smaller schools.

Less than one-third, 31.4 percent, of the group stated that they had taken it when they were older and understood the work better, and a negligible number of them, only 5.8 percent were more interested because they had better health since taking the course.

Reasons for Decreased Interest in Home Economics.--

Table VII shows that of 279 girls who elected home economics only 56 girls, or 20.1 percent of the number, lost some interest after taking the course. While this number was comparatively small it seems to be too great to be ignored, especially since 60.6 percent of those who lost some interest in the course did so because of a dislike for home projects. For all schools where there was a loss of interest, this reason was given by girls from each school with one exception.

Although it has been previously indicated by the number of girls whose interest increased because of home projects that some worthwhile work had been done in home projects, it still remains that this large loss from one

Table VII.- Reasons Given by Junior and Senior Girls for Decreased Interest in Home Economics.

Total number of girls taking home economics	279	
Total number checking list	56	
Percentage checking list	20.1	
Reasons for decreased interest	Number checking	Percent checking
Disliked home projects	34	60.6
Too much time given to discussion, too little practice	16	28.6
Were not interested in this type of work	15	26.8
Did not learn how to sew	9	16.1
Did not learn how to cook	9	16.1
Required too much money the way they were taught	9	16.1
Did not have the money to buy needed materials	7	12.5
Did not think the course was practical	6	10.7
Required too much outside preparation	6	10.7
Had no opportunity to practice at home things they learned	6	10.7
Failed the course	2	3.6
Received no encouragement at home	1	1.8

reason very clearly indicates that something is wrong with the home project program. It is to be recommended that an analysis be made of this situation in each of those schools where the need occurs and if possible make necessary changes to prevent this loss of interest.

Table VII also shows that 28.6 percent of those girls losing interest in home economics felt that too much time was given to discussion and not enough to practice. This reason was limited to only six of the eleven schools reporting a loss of interest. Those girls checking this reason were from three of the larger and two of the smaller schools; with the largest number, 68.8 percent and the smallest number of 14.3 percent being checked from two of the larger schools. It is indicated that in these schools either the girls are more interested in the skills or that the teacher is devoting too much time to the discussion of problems and not enough to the practical side of doing. If this be true, however, it may be due partly to a lack of funds with which to purchase supplies. As a whole it would seem that the percent giving this criticism is sufficiently small that no great concern should be felt except in those schools where there was a large percent checking this reason.

About one-fourth, 26.8 percent, of the girls were not interested in home economics. This percent losing

interest in the course might be expected since 40.5 percent were advised to take the course by a member of the family or a friend (as shown by Table III) and 18.3 percent were advised by the principal or a teacher. This might indicate that they took the course because of the influence of others, rather than because of any interest in the course.

About one-sixth, or 16.1 percent, of those losing interest did so because they did not learn to sew, or to cook, or it required too much money the way they were taught, while 12.5 percent stated they did not have money to buy the needed materials. These reasons were given by girls from six schools.

About one-tenth, or 10.7 percent, of the girls did not think the course was practical. This reason was limited to girls from two of the larger schools. The same number of girls, 10.7 percent, from three of the larger schools thought too much outside preparation was required or that they had no opportunity to practice at home the things they learned at school. The remaining two reasons for loss of interest, which are insignificant since checked by only two girls from one school, were that they failed in the course or received no encouragement at home.

Choice of Vocations as Related to Election of Home Economics.- It seems essential that high school

students be guided in electing those courses that will aid them in preparing for the vocation they wish to follow when leaving school. The writer wished to determine, first, if junior and senior girls in high school had made a definite decision as to the vocation in which they were interested; and, second, if homemaking training had any marked effect upon their choice of a vocation.

Table VIII-A shows the ten most frequently chosen vocations listed by the junior and senior girls who had taken home economics in high school. Table VIII-B shows such choices for those who had not taken such work. The table as a whole shows a striking similarity between the choices of vocations on the part of the two groups except for the marked displacement in the ranking of homemaking and a smaller displacement in the ranking of dressmaking and cosmetology. Homemaking was a major interest of the girls who elected home economics, while it ranked fifth with the group who did not elect home economics. Office work was listed as the major interest of those girls not electing home economics and ranked second with those who did elect home economics. Teaching and nursing ranked third and fourth with the home economics group and ranked second and third with the other group.

Dressmaking, given a higher rating by those girls who elected home economics, and cosmetology given a higher rating by the group of girls who did not elect

Table VIII.- Choice of Vocations of Junior and Senior High School Girls. Girls involved 381.

A. Vocations selected by girls electing home economics

Vocations*	Rank	Number checking	Percent checking
Homemaking	1	97	34.7
Office work	2	75	26.8
Teaching	3	63	22.5
Nursing	4	58	20.7
Dressmaking	5	48	17.2
Musician	6	48	17.2
Cosmetology	7	46	16.4
Dress designing ..	8	46	16.4
Missionary	9	31	11.1
Artist ...	10	24	8.1

B. Vocations selected by girls not electing home economics

Vocations	Rank	Number checking	Percent checking
Office work	1	37	36.2
Teaching	2	27	26.4
Nursing	3	25	24.3
Cosmetology	4	23	22.5
Homemaking	5	21	20.5
Musician	6	16	15.6
Dress designing	7	12	11.7
Artist	8	11	10.7
Dressmaking	9	10	9.8
Saleslady	10	8	7.8

*Only those ten vocations are listed here which have the highest frequency ranking.

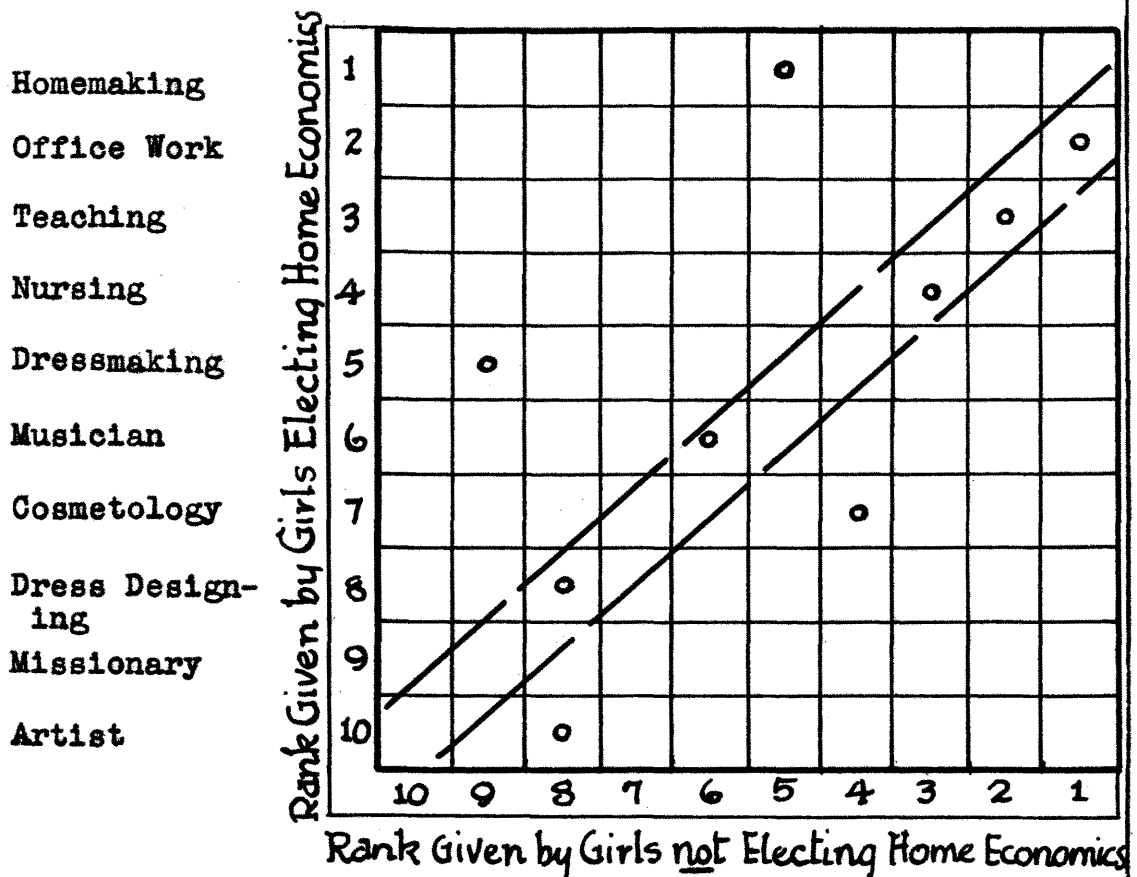


Figure 3.- Correlative Relationship Between the Ranking of Vocations as Chosen by Girls Who Had Elected Home Economics in High School and Those Chosen by Girls Who Had Not Elected Home Economics.

The narrow band shown on the figure indicates the very close correlative relation between half of the vocational choices.

home economics, were the only vocations other than homemaking that did not receive the same general placement for the two groups . Figure 3 represents in a graphic way the relation between the choices of the two groups. The majority of choices are contained in a relatively narrow band that shows a high general correlation. Whether the taking of home economics was responsible for the high ranking of homemaking, by bringing out the importance of homemaking as a vocation, is not entirely clear from the table. Perhaps the interest was there in the first place as shown by their selection of the home economics work. They were permitted to check more than one vocation if they had not decidedly made a vocation decision previously.

Table IX and Table X give a complete list of the choices of the two groups. Many of these are represented by such a small number of individual choices as to have little or no statistical significance. Because these high school girls have indicated these various vocations as possible choices must not be interpreted to mean that they will enter such occupations. Economic factors would effectively prevent many of these girls from going to college or entering professional schools, if such were indicated by their choices.

Table IX.- Vocations Selected by Girls Electing Home Economics as Their Future Work. Number of Girls Checking 279.

Vocations	Number checking	Percent checking
Homemaking	97	34.7
Office work	75	26.8
Teaching	63	22.5
Nursing	58	20.7
Dressmaking	48	17.2
Musician	46	16.4
Cosmetology	46	16.4
Dress designing	31	11.1
Missionary	24	8.1
Artist	18	5.0
Kindergarten	15	4.4
Home demonstration	12	3.4
Nursery school	12	3.4
Settlement work	6	1.8
Dietitian	6	1.8
Dramatics	3	.9
Health education	2	.6
Lawyer	1	.3
Journalism	1	.3
Waitress	1	.3
Traveling companion	1	.3
Interior decorator	1	.3
Dancing	1	.3
Pharmacy	1	.3
Airship stewardess	1	.3

Table X.- Vocations Selected by Girls Not Electing Home Economics as Their Future Work. Number of Girls Checking 102.

Vocations	Number checking	Percent checking
Office work	37	36.2
Teaching	27	26.4
Nursing	25	24.5
Cosmetology	23	22.5
Homemaking	21	20.5
Musician	16	15.6
Designing	12	11.7
Artist	11	10.7
Dressmaking	10	9.8
Saleslady	8	7.8
Missionary work	7	6.8
Actress	6	5.8
Nursery school	5	4.8
Kindergarten	5	4.8
Home demonstration	3	2.8
Dancing	3	2.8
Journalism	3	2.8
Settlement work	3	2.8
Dietition	2	1.8
Dramatics	2	1.8
Air hostess	1	.8
Lawyer	1	.8

Comparison of Factors Affecting Home Economics
Enrollment With Those of Previous Studies.

It seems desirable to compare the findings of the present study with some of those which were reviewed in the first part of this work, especially with that of Dr. Bonser.

In the article written by Dr. Bonser, published in School Life in 1930, and based upon statistics collected by the Office of Education, United States Department of Interior, he states that 70 percent of the girls in high school in the United States were receiving no home economics. This would leave 30 percent who were receiving such training. In the present study it was found by the writer that 34.7 percent of the girls were enrolled in home economics at that particular time and that 73.2 percent of the junior and senior girls were either taking home economics or had taken the course. This would seem to indicate either that a much larger percent of girls are receiving the training at the present time than were receiving the training in 1930 or else that a larger percent enrolled for this work in the Arizona schools than for the country as a whole. The latter is the more probably explanation. Of course it is to be understood that the present study has been limited to fourteen schools giving elective home economics and may

not present a true picture of the state as a whole. On the other hand home economics is required in many high schools which should make the average percentage of enrollment even larger than that given.

Some of the major reasons given by Dr. Bonser for high school girls not electing home economics courses were: the difficulty of carrying courses required for graduation in the college preparatory or commercial curricula and still have time left for home economics; the conflict of home economics courses with courses desired or required; unfavorable advice on the part of the principal, dean of girls, or other faculty members; inadequately trained teachers; unfavorable attitude on the part of parents; a feeling on the part of girls that they had learned all they needed to know in grammar school.

The first two reasons were also the major ones given by the Arizona girls in the present study. The third and fourth reasons given by Dr. Bonser were not found by the writer. The last reason was represented only as a relatively minor one.

In the investigation made by the Committee of the Colorado Home Economics Association, many principals seemed to think the personality of the home economics teacher was an important factor. The writer found that only about one-fifth of those electing home economics did so because of any special liking for the teacher.

The results of the present study were in agreement with certain findings of the study made in Wisconsin in 1931-32 reported by Julia Frank Nofsker. In both studies it was found that a larger percentage of girls studied home economics in the small high school than in the large school. In the two studies almost an equal percentage of girls stated they did not take home economics because of conflicts in class schedules. In the former study it was stated that 27 percent of the girls who did not elect home economics were influenced by members of their families not to elect it, while 50 percent of those girls who elected it were encouraged by members of their families to take the course. In the present study only 7.4 percent were advised by members of their families not to take home economics, while 40.5 percent of those girls electing the course were influenced to do so by members of the family.

In Miss Nofsker's report it was stated that a larger percent of girls in the smaller schools were less satisfied with the home economics course after studying it than those girls in the larger schools. The writer found that in general the girls in the smaller schools were more interested in home economics after taking the course than was the case in the larger schools.

It was also found in Miss Nofsker's report that many

of the units of study much needed in the every day life of the modern girl seemed to be only half-heartedly liked and enjoyed by her, while it was found in the present study that the reasons given by girls for their interest in homemaking courses show that they were more interested in a broad homemaking program.

VII
SUMMARY

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The following statements summarize the results of the present study.

Of the 1222 girls enrolled in the fourteen high schools 425, or 34.7 percent, were receiving home economics training in the spring of 1934. While the average for all the schools was 34.7 percent the fourteen schools differed greatly among themselves. Their enrollment ranged from 20.4 percent to 75 percent with an average among the schools of 44 percent. The smallest schools, in general, had the highest percent and the largest schools the lowest percent of enrollment. Much of the difference seemed to be due to the wider curriculum opportunities of the larger school leading to college entrance and commercial work.

As was to be expected the enrollment in Home Economics I was greater than that in Home Economics II. In the seven smaller schools, however, the difference in favor of Home Economics I was but 6 percent and could be accounted for by the natural decrease of enrollment in the upper years of high school. In the six larger schools the enrollment of the more advanced subject was 54 percent less than that in Home Economics I and could not be accounted for in the same way. It may have been due to conflicts in program, to the fact that a loss of interest

occurred, or to the failure to elect two years of the subject.

As has been previously stated a major part of the present study was based on the junior and senior girls enrolled in these high schools. It was found that 279 girls, or 73.2 percent of all junior and senior girls in these schools had taken or were taking homemaking, and 102 girls, or 26.8 percent of these girls, had received no high school training in the course. Those schools, in general, which had the lowest number of junior and senior girls enrolled in school had the largest number of girls who had received or were receiving homemaking training. However, the effect of school size was not very marked as two of the smaller schools and two of the larger schools had less than 70 percent who had received such training. Over one-half of the girls, 50.8 percent to 72 percent, gave the following reasons for electing homemaking: they felt a need for it, they thought it would help them in their future work, they wanted to learn to make their own clothes, they wanted to learn how to select becoming clothes, to learn how to cook, to learn how to plan and prepare economical meals, to improve their personality, to learn how to make the home more attractive and to learn how to manage a home. The nature of the reasons given indicated that the girls were interested in a broad homemaking program

rather than in the purely manipulative skills of cooking and sewing.

Certain other reasons were given by a sufficiently large number of girls to need comment. Some reasons given by from one-fourth to two-fifths of the girls were: they wanted to use money more wisely, and to learn to take care of children and of sick in the home. Such course topics are presented only in Home Economics II and such work had not been taken by all of the girls.

About one-fifth of the girls gave the reason for taking the subject that they liked the teacher. Almost as many were advised by the principals or teachers to take the work. A similar number took the subject because they had liked home economics work in grammar school. Only eight reasons for not electing homemaking were given by more than ten percent of the girls. The four with the greatest frequency all related to conflicts with subjects which they were required, or wished to take, under the curriculum they were following. No girl gave as a reason that they were advised by a principal or teacher not to take it. Of the 279 juniors and seniors who had at some time elected homemaking, 223, or 79.9 percent, stated that they became more interested in homemaking after taking the course, while only 20.1 percent reported a loss of interest. The loss of interest was chiefly in the larger schools. All girls from four

schools stated that they had become more interested in homemaking after taking it. Three of these were schools which had practically the lowest enrollment of girls, while one had the highest enrollment of girls of any of the fourteen schools in the study. This situation would suggest that school enrollment size was not a major in loss of interest.

Reasons given for increased interest by more than 50 percent of girls who had taken the homemaking course were: they had learned to sew, to cook, and to wear more becoming clothes, they thought the course was practical, and no outside preparation was required.

Of the 279 girls who elected home economics only 56, or 20.1 percent, of the number lost some interest. Only one reason for loss of interest was given by more than one-half of the girls; 60.6 percent of those who lost some interest did so because of a dislike for home projects. This reason was given by girls from all of the schools.

The other reasons for decreased interest given by about one-fourth of the girls were: too much time was given to discussion and not enough to practice, and they were not interested in home economics. Both of these reasons were given largely by girls in the larger schools.

The five vocations most frequently chosen by girls

who elected home economics were ranked as follows:
homemaking, office work, teaching, nursing, dressmaking.

The five vocations most frequently chosen by girls who did not elect home economics ranked in the following order: office work, teaching, nursing, cosmetology, homemaking.

There is a striking similarity between the choices of vocations on the part of the two groups except for the marked displacement in the ranking of homemaking and a smaller displacement in the ranking of dressmaking and cosmetology. The girls who had elected home economics work in high school gave the highest ranking to homemaking as a future vocation. Whether this was due to the effect of the course in bringing out the importance of this vocation as a life work or whether the girls elected home economics because they were primarily interested in homemaking was not indicated. The size of the school, however, did not appreciably affect the situation.

When the results of the present study were compared with that of previous studies made in the home economics field it was found that the proportion of girls enrolling in home economics was somewhat greater in Arizona than in the country as a whole in 1930. As for the reasons given for not electing home economics work the present study showed that the difficulties presented by conflicting curriculum programs was a major factor for both

Arizona and the nation as a whole. The unfavorable influence of teacher personality or lack of preparation were not present in Arizona although both reasons had been considered major ones by Dr. Bonser in his report. Nor was the unfavorable advice of a principal or teacher given by a single Arizona girl as a reason for not taking home economics although Dr. Bonser's report had shown such a reason to be an important one for the country as a whole.

The study made by Miss Nofsker in Wisconsin gave results that were similar to those of the present study so far as the effect of school size upon the reasons for electing or not electing home economics work. However, she found, unlike the present study, that the loss of interest after taking the subject was greater in the small high school than in the larger school.

VIII

RECOMMENDATIONS

As an outcome of the present study it is recommended that a further study be made of the situation shown by the loss of interest in home economics work due to the dislike for home projects reported by girls in practically all high schools.

The decrease in enrollment in the larger schools in Home Economics II over that in Home Economics I would seemingly justify some attempt to determine the causes and, if possible, to remove them.

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APPENDIX

1. Check Sheets
2. Copy of Letters to Teachers
3. Copy of Postal Card
4. Tables
 - A. Reasons Given by Junior and Senior Girls for Electing Home Economics in High School.
Tables 1 to 14.
 - B. Reasons Given by Junior and Senior Girls for Not Electing Home Economics in High School.
Tables 1 to 14.
 - C. Reasons Given by Junior and Senior Girls for Increased Interest in Home Economics.
Tables 1 to 14.
 - D. Reasons Given by Junior and Senior Girls for Decreased Interest in Home Economics.
Tables 1 to 14.
 - E. Choice of Vocations Given by Junior and Senior Girls Who Elected Home Economics. Tables 1 to 14.
 - F. Choice of Vocations Given by Junior and Senior Girls Who Did Not Elect Home Economics.
Tables 1 to 14.

Form A

TO BE CHECKED BY GIRLS WHO HAVE TAKEN
OR ARE NOW TAKING HOME ECONOMICS IN HIGH SCHOOL

GRADE _____ AGE _____ SCHOOL _____

(Directions) Please check () your answer in space provided.

I. Was Home Economics a required subject () or was it an elective () ?

II.. What interested you in taking Home Economics?

- _____ 1. Liked the work given in class before.
- _____ 2. Felt that I needed it.
- _____ 3. Especially liked the teacher.
- _____ 4. Thought it would be easy.
- _____ 5. Friend talked you into taking it with her.
- _____ 6. All the other members of the class were taking it.
- _____ 7. Mother, father, brother, sister, or friend advised it.
- _____ 8. Principal or teacher advised you to take it.
- _____ 9. Wanted to learn to make your clothes.
- _____ 10. Liked it in Grammar School.
- _____ 11. Wanted to make your graduation clothes.
- _____ 12. Wanted to learn how to manage a home.
- _____ 13. Wanted to learn how to select becoming clothes.
- _____ 14. Wanted to learn how to make your home more attractive.
- _____ 15. Thought it would help you in your future work.
- _____ 16. Wanted to learn how to cook.
- _____ 17. Wanted to learn how to take care of children better.
- _____ 18. Wanted to learn how to care for the sick in the home.
- _____ 19. Wanted to learn how to use money wisely.
- _____ 20. Needed the credit and couldn't get another subject.
- _____ 21. You wanted to improve your personality.
- _____ 22. Wanted to learn how to plan and prepare economical meals for a family.

OTHER INTERESTS WERE:

III. Has your interest increased () or decreased (), in Home Economics since you took it?

A. If your interest has increased, was it because:

- _____ 1. The course was practical?
- _____ 2. No outside preparation was required?
- _____ 3. You liked home projects?
- _____ 4. You are older and understand the work better?
- _____ 5. You have better health?
- _____ 6. You have a better disposition and can make friends more easily?
- _____ 7. You know how to make your home more convenient?
- _____ 8. You can have better clothes since you can make them?
- _____ 9. You wear clothes that are more becoming?
- _____ 10. You learned how to cook?
- _____ 11. You learned how to sew?
- _____ 12. You can get along better with your family and friends?

PLEASE STATE OTHER REASONS:

B. If your interest has decreased, was it because:

- _____ 1. The course was not practical?
- _____ 2. Required too much outside preparation?
- _____ 3. You disliked home projects?
- _____ 4. You didn't learn how to sew?
- _____ 5. You didn't learn how to cook?
- _____ 6. Takes too much money the way you were taught?
- _____ 7. Had no opportunity to practice at home the things you learned at school?
- _____ 8. Received no encouragement at home?
- _____ 9. You failed the course?
- _____ 10. Too much time given to discussion and not enough to practice?
- _____ 11. Not interested in this type of work?
- _____ 12. Didn't have the money to buy the necessary materials?

PLEASE STATE OTHER REASONS:

VI. What things are you interested in doing after you finish school?

<input type="checkbox"/> Nursing	<input type="checkbox"/> Teaching
<input type="checkbox"/> Homemaking	<input type="checkbox"/> Dressmaking
<input type="checkbox"/> Musician	<input type="checkbox"/> Artist
<input type="checkbox"/> Designing dresses	<input type="checkbox"/> Office work
<input type="checkbox"/> Missionary work	<input type="checkbox"/> Settlement work
<input type="checkbox"/> Being a lawyer	<input type="checkbox"/> Being a dietitian
<input type="checkbox"/> Nursery school work	<input type="checkbox"/> Kindergarten work
<input type="checkbox"/> Cosmetology	<input type="checkbox"/> Home demonstration work

PLEASE STATE ANY OTHER INTERESTS:

Form B

TO BE CHECKED BY GIRLS WHO HAVE
NOT HAD HOME ECONOMICS IN HIGH SCHOOL

GRADE _____ AGE _____ SCHOOL _____

(Directions) Please check () your answers in space provided.

I. If you did not elect Home Economics in high school was it because:

- _____ 1. You did not like home economics?
- _____ 2. You felt that you didn't need the training?
- _____ 3. You disliked the teacher?
- _____ 4. You thought it would be hard?
- _____ 5. Friends advised you not to take it?
- _____ 6. Other members of the class were not taking it?
- _____ 7. Your mother, father, brother, or sister advised you not to take it?
- _____ 8. The principal or a teacher advised you not to take it?
- _____ 9. You didn't like to sew?
- _____ 10. You didn't like it in grammar school?
- _____ 11. You were afraid that you would fail?
- _____ 12. Too much outside work required?
- _____ 13. Didn't make good grades in grammar school and your parents were afraid that you would fail?
- _____ 14. Mother could teach you at home?
- _____ 15. You learned all that you wanted to learn in grammar school?
- _____ 16. Took college preparatory course and couldn't get it in your schedule?
- _____ 17. You didn't learn to cook?
- _____ 18. Conflicted with other courses that you desired to take?
- _____ 19. Conflicted with required subjects?
- _____ 20. Home projects were required?
- _____ 21. You are taking the commercial course and couldn't get it in your schedule?
- _____ 22. You did not think the course was practical?

PLEASE STATE OTHER REASONS:

II. What things are you interested in doing after you finish school?

<input type="checkbox"/> Nursing	<input type="checkbox"/> Teaching
<input type="checkbox"/> Homemaking	<input type="checkbox"/> Dressmaking
<input type="checkbox"/> Musician	<input type="checkbox"/> Artist
<input type="checkbox"/> Designing dresses	<input type="checkbox"/> Office work
<input type="checkbox"/> Missionary work	<input type="checkbox"/> Settlement work
<input type="checkbox"/> Being a lawyer	<input type="checkbox"/> Being a dietitian
<input type="checkbox"/> Being a saleslady	<input type="checkbox"/> Being an actress
<input type="checkbox"/> Nursery school work	<input type="checkbox"/> Kindergarten work
<input type="checkbox"/> Cosmetology	<input type="checkbox"/> Home demonstration work

PLEASE STATE ANY OTHER INTERESTS:

Glendale, Arizona
February 14, 1934

Dear Miss _____

I have the problem this winter of writing a thesis. I have chosen the following subject: "A study of factors influencing enrollment in elective Homemaking Courses in small high schools in Arizona, offering the vocational program." The reason I have chosen this subject, is because it is of interest to the homemaking teachers in Arizona and especially to those of us who are teaching in the smaller high schools. I am hoping that the information gained may be of use to us in reorganizing the course of study.

Of course it will be impossible for me to make this study without your help. I realize too, that it is an imposition to ask your help since you have a very heavy schedule; however, I shall be more than grateful for any help that you may give me.

I have made check sheets to be checked by all of the junior and senior girls in the high school. The average time required for checking these sheets is from four to six minutes. Will you be willing to have the girls in your school check them and collect and return the sheets to me? I shall send money for the return postage.

I am enclosing a postal card asking for other information. Will you please fill in the desired information and return the card by return mail?

Thanking you in advance for this extra trouble,

Sincerely yours,

Lola E. Wright

Glendale, Arizona
February 26, 1934

Dear Miss _____

I want to thank you for your prompt reply to my letter and for your willingness to assist me in this problem. I am enclosing eight checking lists. One copy of each form is for your use. I am sending this number because I don't know how many to send of each. Will you please return any of those unused with those checked?

The purpose of the checking lists is to find out some of the factors which seem to influence girls for or against the election of home economics in high school. From this we hope to arrange a course that will meet their needs.

Will you please give the checking lists to ALL of your junior and senior girls? Form A is to be given to those who are now taking or have taken home economics in high school and Form B is to be checked by those who have not had home economics in high school.

In giving the checking lists it is necessary that the students interest be gained before the work is started. If you will give an introductory explanation of this work making it clear that the purpose of the study is to improve home economics courses in high schools it might help to gain their interest. Please impress upon the girls the importance of answering the questions as accurately as possible and to add any other reasons or interests which they may have had and assure them that their names will not be used in this study.

In giving the checking lists they should be gone over carefully with the students so they will understand the purpose of the test and the way they are supposed to proceed.

I am enclosing a stamped and self-addressed envelop. Will you please have the sheets checked and return to me at your earliest convenience?

Thanking you and your students for your kindness and assistance in this work, I am

Sincerely yours,

C O P Y

March 9, 1934

Miss Helen Theille
Yuma Union High School
Yuma, Arizona

Dear Miss Theille:

Miss Lola Wright is making a study of factors influencing enrollment in homemaking classes in Arizona.

I feel that this study will be very helpful for the entire program in the state, and if she calls on you to assist her, I know you will render any service that she calls on you for,

I think the results of this study will be very helpful to all of us.

Sincerely yours,

Eva M. Waller
State Supervisor of
Homemaking Education

EMW:MS

Copy of Postal Card Enclosed with Letter

Sent to Home Economics Teachers

- 1. Will you assist in the survey? _____
- 2. Please state total number of girls in the
- junior class. _____
- 3. Please state total number of girls in the
- senior class. _____
- 4. Is home economics required in the Benson
- High School? _____
- 5. How many of Form A checking lists will you
- need? _____
- 6. Form B? _____

Table III.- Buckeye

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 26)

Reasons	Total number checked	Total percent checked
How to plan and prepare economical meals for family	17	66.1
To learn to select becoming clothes ..	16	61.4
Felt the need of it	13	50.0
Thought it would be easy	13	50.0
Thought it would help in their future work	13	50.0
To learn to cook	13	50.0
To develop their personality	13	50.0
To learn how to manage a home	12	46.1
To learn to make the home more attrac- tive	12	46.1
To learn to make their own clothes ...	11	42.3
To learn to use money more wisely	10	38.4
Especially liked the teacher	9	34.6
Advised by member of the family or friends	9	34.6
Liked it in grammar school	8	30.7
Liked the work given in class before .	7	36.9
To learn how to care for the sick in the home	6	23.0
To learn how to care for children	5	19.2
Advised by principal or teacher to take it	4	15.3
Friend talked them into taking it	1	3.8
Other members of the class were taking it	1	3.8

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 7)

Mother could teach them at home	5	71.4
Conflicted with other desired courses	4	57.1
Conflicted with required subjects	3	42.8
Disliked teacher	3	42.8
Home projects required	2	28.4
Did not think course practical	2	28.4
Did not like home economics	1	14.2
Members of family advised against it	1	14.2
Did not like to sew	1	14.2

Table IV.- Buckeye
Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list		19
Total number of girls taking home economics		26
Percentage whose interest increased		73

A.	Reasons for increased interest	Total number checked	Total percent checked
	Learned to cook	16	84.0
	Learned to sew	16	84.0
	Course was practical	13	68.4
	No outside preparation required	12	63.1
	Wore clothes that were more becoming	11	57.8
	Liked home projects	7	36.8
	Know how to make home more con- venient	6	31.6
	Older and understand the work better	4	21.0
	Can get along better with family and friends	4	21.0
	Have a better disposition and can make friends easier	3	15.8
	Have better clothes since they can make them	3	15.8
	Have better health	1	5.2

B.		Reasons for decreased interest	
Total number of girls checking list		7	
Total number of girls taking home economics		26	
Percentage whose interest decreased		27	

Disliked home projects	5	71.5
Had no opportunity to practice at home what they learned	2	28.6
Too much to discuss and not enough practice	1	14.3
Not interested in this type of work	1	14.3
Did not learn how to sew	1	14.3
Did not learn how to cook	1	14.3
Required too much money the way they were taught	1	14.3
Did not have money to buy mater- ials	1	14.3
Did not think course practical	1	14.3
Required too much preparation	1	14.3

Buckeye

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 26)

Vocations	Total number checked	Total percent checked
Nursing	7	26.9
Homemaking	15	57.6
Musician	5	19.2
Designing dresses	2	6.1
Nursery school	1	3.0
Cosmetology	5	19.0
Teaching	5	19.0
Dressmaking	3	11.1
Artist	1	3.0
Office work	7	26.9
Settlement work	1	3.0

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 7)

Vocations	Total number checked	Total percent checked
Nursing	2	28.5
Nursery school	1	14.2
Cosmetology	2	28.5
Teaching	1	14.2
Artist	1	14.2
Office work	4	57.0
Kindergarten	1	14.2
Home demonstration	1	14.2

Table III.- Clifton

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 12)

Reasons	Total number checked	Total percent checked
Felt they needed it	12	100
Thought it would help them in their future work	12	100
Wanted to learn to cook	11	91.6
Liked work given in class before	10	83.3
Wanted to learn to manage a home	10	83.3
Wanted to learn to select becoming clothes	10	83.3
Wanted to learn to make home more attractive	10	83.3
Wanted to take care of children better	10	83.3
Wanted to learn to use money wisely ..	10	83.3
To learn to prepare economical meals for the family	10	83.3
To learn to make their own clothes ...	9	75.0
To improve their personality	8	66.6
Liked it in grammar school	7	58.3
To learn to care for the sick in the home	4	33.0
Especially liked the teacher	3	25.0
Principal or teacher advised them to take it	3	25.0
Wanted to make graduation clothes	3	25.0
Thought it would be easy	2	12.5

Table III.- Clifton

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School

(Total Number of Girls Checking List 10)

Reasons	Total number checked	Total percent checked
Took college preparatory and could not get it in	7	70.0
Conflicted with other desired courses	6	60.0
Took commercial course and could not get it in	5	50.0
Conflicted with required subjects ...	4	40.0
Other members of the class were not taking it	4	40.0
They had learned all they wanted to learn in grammar school	3	30.00
Thought mother could teach them at home	2	20.0
Did not like to sew	2	20.0
Did not like it in grammar school ...	2	20.0
Too much outside work required	1	10.0
Did not make good grades before and parents were afraid would fail ...	1	10.0

Table IV.- Clifton

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	12
Total number of girls taking home economics	12
Percentage whose interest increased	100

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	11	91.5
Learned to sew	11	91.5
Course is practical	10	83.3
No outside preparation required	9	75.0
Wore clothes that were more becoming	9	75.0
Liked home projects	8	66.6
Know how to make the home more attractive	8	66.6
Older and understand the work better	7	65.2
Can get along better with family and friends	4	33.3
Have a better disposition and can make friends easier	4	33.3
Can have better clothes since can make them	4	33.3
Have better health	3	25.0

B. Reasons for decreased interest		
Total number of girls checking list	0	
Total number of girls taking home economics	0	
Percentage whose interest decreased	0	
---	-	-

Clifton

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 12)

Vocations	Total number checked	Total percent checked
Nursing	2	16.6
Homemaking	2	16.6
Designing dresses	1	8.3
Nursery school	1	8.3
Cosmetology	1	8.3
Teaching	1	8.3
Dressmaking	4	33.2
Artist	2	16.6
Office work	1	8.3
Settlement work	1	8.3
Dietitian	1	8.3
Artist	2	16.6
Office work	1	8.3
Settlement work	1	8.3
Dietitian	1	8.3
Home demonstration	2	16.2

B. Choice of Vocations Given by Junior and Senior
Girls Who Did Not Elect Home Economics
(Total Number of Girls Checking List 3)

Vocations	Total number checked	Total percent checked
Nursing	1	33.3
Homemaking	2	66.6
Musician	2	66.6
Designing dresses	2	66.6
Cosmetology	1	33.3
Office work	2	66.6

Table III.- Duncan

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 14)

Reasons	Total number checked	Total percent checked
Felt their need of the course	14	100
To learn to select becoming clothes ..	14	100
Thought it would help in their future work	14	100
To learn how to cook	14	100
To learn to plan and prepare econom- ical meals	14	100
To learn to make the home more attrac- tive	12	85.7
To learn to use money wisely	11	78.5
To learn to manage the home	11	78.5
To improve their personality	10	71.4
Liked the work given in class before	10	71.4
To learn how to care for children	9	63.5
To learn to care for the sick in the home	5	35.7
Especially liked the teacher	5	35.7
Advised by member of the family or friend	5	35.7
To learn to make their own clothes ...	5	35.7
Thought it would be easy	3	21.5
Principal or teacher advised it	2	14.2

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 3)

Did not offer home economics first two years, class too large and had to drop out	2	66.6
Conflicted with other courses that they desired to take	1	33.3

Table IV.- Duncan
Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list			11
Total number of girls taking home economics			14
Percentage whose interest increased			92.8
A. Reasons for increased interest	Total number checked	Total percent checked	
Learned to cook	11	100	
Learned to sew	11	100	
Course was practical	10	90.9	
No outside preparation required ..	10	90.9	
They wore clothes that were more becoming	10	90.9	
They liked home projects	9	81.8	
They know how to make the home more convenient	9	81.8	
Older and understand the work better	4	36.3	
Can get along better with family and friends	3	27.2	
Had a better disposition and can make friends easier	2	18.1	
B. Reasons for decreased interest			
Total number of girls checking list			3
Total number of girls taking home economics			4
Percentage whose interest decreased			7.2
Disliked home projects	3	100	

Duncan

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 14)

Vocations	Total number checked	Total percent checked
Nursing	3	21.4
Homemaking	8	57.1
Musician	2	13.1
Designing dresses	2	13.1
Missionary work	2	13.1
Teaching	1	6.5
Dressmaking	6	42.8
Office work	4	26.2
Kindergarten work	2	26.2

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 3)

Vocations	Total number checked	Total percent checked
Nursing	1	33.3
Artist	1	33.3
Additional		
Dramatics	1	33.3
Newspaper	1	33.3

Table III.- Florence

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 23)

Reasons	Total number checked	Total percent checked
Wanted to learn to make their own clothes	18	78.2
Felt they needed the course	15	65.1
Wanted to select becoming clothes ...	15	65.1
Thought it would help in their future work	14	60.8
To learn to make the home more attrac- tive	10	42.4
Member of the family or friends advised it	8	34.6
Liked it in grammar school	8	34.6
To improve their personality	8	34.6
To learn how to manage a home	7	30.4
To learn to cook	7	30.4
To learn to plan and prepare econom- ical meals	6	25.8
To learn to care for the sick in the home	5	21.7
To learn to care for children	4	17.3
Liked the work given in class before	4	17.3
Especially liked the teacher	3	12.9
Advised by principal or teacher to take it	3	12.9
To learn to use money more wisely ...	3	12.9
Thought it would be easy	2	8.6
All the other members of the class were taking it	1	4.3
Wanted to make graduation clothes ...	1	4.3
To improve their personality	1	4.3

Table III.- Florence

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 7)

Reasons	Total number checked	Total percent checked
Felt did not need it	3	42.8
Did not like home economics	2	28.5
Did not like to sew	2	28.5
Mother could teach them at home	2	28.5
Conflicted with other courses desired	2	28.5
Disliked teacher	1	14.2
Did not like it in grammar school ...	1	14.2
Learned all they wanted to learn in grammar school	1	14.2
Took college preparatory and could not get it in	1	14.2
Conflicted with required subjects ...	1	14.2
Took commercial course and it con- flicted	1	14.2
Additional reasons given		
Had no opportunity until senior year then had no time	1	14.2

Table IV.- Florence
Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list			13
Total number of girls taking home economics			23
Percentage whose interest increased			56.5
A.	Reasons for increased interest	Total number checked	Total percent checked
	Learned to cook	9	61.5
	Learned to sew	9	61.5
	Course was practical	7	53.8
	No outside preparation required	6	46.1
	They wore clothes that were more becoming	5	38.4
	Liked home projects	5	38.4
	Know how to make the home more convenient	5	38.4
	Older and understand the work better	5	38.4
	Can get along better with family and friends	5	38.4
	Have a better disposition and can make friends easier	4	30.8
	Can have better clothes since they can make them	2	15.4
	Have better health	1	7.7
B.	Reasons for decreased interest		
Total number of girls checking list			10
Total number of girls taking home economics			23
Percentage whose interest decreased			43.5
	Disliked home projects	4	40.0
	Required too much outside preparation	3	30.0
	Failed the course	2	20.0
	Did not learn to sew	1	10.0
	Did not learn to cook	1	10.0
	Required too much money the way they were taught	1	10.0
	Had no chance to practice at home what they learned	1	10.0
	Received no encouragement at home	1	10.0

Florence

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 22)

Vocations	Total number checked	Total percent checked
Nursing	4	17.3
Homemaking	5	21.5
Musician	4	17.3
Dress designing	6	25.8
Nursery school	1	4.3
Cosmetology	2	8.6
Dressmaking	2	8.6
Artist	2	8.6
Office work	3	12.9
Dietitian	1	4.3
Kindergarten	1	4.3
Home demonstration	4	17.3
Dramatics	1	4.3

B. Choice of Vocations Given by Junior and Senior Girls Who Did Not Elect Home Economics
(Total Number of Girls Checking List 7)

Vocations	Total number checked	Total percent checked
Nursing	1	14.2
Homemaking	1	14.2
Musician	4	53.0
Dress designer	3	42.6
Nursery school	1	14.2
Teaching	2	28.5
Artist	1	14.2
Office work	3	42.6
Settlement work	1	14.2
Dietitian	1	14.2
Kindergarten	1	14.2
Home demonstration	2	28.5

Table III.- Ft. Thomas

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 13)

Reasons	Total number checked	Total percent checked
Felt the need of it	11	84.6
Wanted to learn to make their own clothes	11	84.6
To learn to cook	11	84.6
To learn to manage the home	10	76.9
Liked the work given in class before	8	61.5
To learn to select becoming clothes	9	61.2
To learn to plan and prepare econom- ical meals	8	61.5
To learn to make the home more attrac- tive	7	53.8
To learn to use money more wisely ...	7	53.8
Liked it in grammar school	6	46.2
Thought it would help them in their future work	6	46.2
Wanted to improve their personality	6	46.2
Advised by member of family or friend	5	37.5
Especially liked the teacher	4	30.2
Wanted to learn to care for the sick in the home	4	30.2
Principal or teacher advised it	3	23.1
To learn to care for children better	2	15.1
Needed credit and couldn't get another subject	1	7.5
Friend talked them into taking it ...	1	7.5
Wanted to make their graduation clothes	1	7.5

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 6)

Conflicted with other desired courses	4	66.6
Took commercial course and could not get it in	4	66.6
Conflicted with required subjects ...	3	50.0
Did not like it	2	33.3
Felt did not need it	1	16.6

Table IV.- Ft. Thomas
Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	13	
Total number of girls taking home economics	13	
Percentage whose interest increased	100	
A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	7	53.8
Learned to sew	6	46.1
Course was practical	5	38.4
No outside preparation required ..	3	23.0
Wore clothes that were more becoming	2	15.4
Liked home projects	2	15.4
Know how to make the home more convenient	1	7.7
B. Reasons for decreased interest		
Total number of girls checking list		0
Total number of girls taking home economics		0
Percentage whose interest decreased		0
- - -	-	-

Ft. Thomas

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 13)

Vocations	Total number checked	Total percent checked
Nursing	1	7.6
Homemaking	6	45.6
Musician	3	22.8
Dressmaking	1	7.6
Artist	1	7.6
Office work	2	15.2
Dietitian	1	7.6

B. Choice of Vocations Given by Junior and Senior
Girls Who Did Not Elect Home Economics
(Total Number of Girls Checking List 6)

Nursing	2	33.4
Homemaking	1	16.6
Cosmetology	1	16.6
Dressmaking	1	16.6
Artist	3	50.0
Office worker	3	50.0
Dietitian	3	50.0

Table III.- Glendale

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 42)

Reasons	Total number checked	Total percent checked
Wanted to learn to cook	28	66.6
Felt the need of the course	26	61.9
Wanted to learn to make own clothes ..	26	61.9
Liked it in grammar school	25	59.5
To learn to select becoming clothes ..	25	59.5
Thought it would help in her future work	20	47.6
To improve their personality	18	42.8
Liked the work did in class before	17	40.4
Member of family or friend advised it	16	38.
Principal or teacher advised it	16	38.
To learn how to manage a home	16	38.
To learn to plan and prepare econo- mical meals	15	35.7
To learn to make the home more attractive	14	33.3
To learn to care for children better	12	28.5
To learn to use money more wisely	12	28.5
Specially liked the teacher	8	19.
To learn to care for the sick in the home	6	14.2
Friend talked them into taking it	3	7.1
Thought it would be easy	2	4.7
Needed the credit and could not get another subject	2	4.7
Wanted to make graduation clothes	2	4.7
All the other members of the class were taking it	1	2.3
Additional Reasons Given		
To decide preference for teaching Home Economics in grammar school or high school	1	2.3
Liked to cook	1	2.3
Learned new things had not found out before	1	2.3

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 22)

Reasons	Total number checked	Total percent checked
Conflicted with desired courses	13	59
Took commercial and could not get it in	9	39.8
Did not like home economics	6	27.2
Conflicted with required subjects	6	27.2
Too much outside work required	5	22.2
Thought mother could teach them at home	5	22.2
Took college preparatory course and could not get it in	4	18
Thought it would be hard	3	13.6
Did not like it in grammar school	3	13.6
Did not think the course was practical..	3	13.6
Friends advised them not to take it ...	2	9
Member of family advised them not to take it	2	9
Did not like to sew	2	9
Afraid they would fail	2	9
Home projects were required	2	9
Felt they did not need it	1	4.5
Disliked the teacher	1	4.5
Learned all they wanted to know in grammar school	1	4.5

Table IV.- Glendale

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list		26
Total number of girls taking home economics		42
Percentage whose interest increased		61.9
A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	22	84.6
Learned to sew	19	73
Course was practical	14	53.4
No outside preparation required	13	50
Wore clothes that were more becoming.	12	46.1
Liked home projects	11	42.3
Know how to make the home more convenient	9	34.6
Older and understood the work better.	5	19.2
Could get along better with family and friends	3	11.5
Have a better disposition and can make friends easier	2	7.7
Can have better clothes since they can make them	2	7.7
Have better health	2	7.7
B. Reasons for decreased interest		
Total number of girls checking list		16
Total number of girls taking home economics		42
Percentage whose interest decreased		38.1
Disliked home projects	11	68.8
Too much time to discussion too little to practice	10	62.5
Did not learn to cook	6	37.4
Did not learn to sew	5	31.2
Did not think the course practical ...	5	31.2
Required too much money the way they were taught	4	25
Not interested in this type of work ..	3	18.7
Did not have the money to buy the necessary materials	3	18.7
Required too much outside preparation.	2	12.5
Had no chance to practice at home the things they learned	2	12.5
Failed the course	2	12.5
Received no encouragement at home	1	6.2

Glendale

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics

(Total Number of Girls Checking List 42)

Vocations	Total number checked	Total percent checked
Nursing	8	19.6
Homemaking	9	21.4
Musician	4	9.1
Designing Dresses	3	7.1
Missionary Work	4	9.1
Lawyer	2	4.5
Nursery School Work	1	2.2
Cosmetology	9	21.4
Teaching	12	28.4
Dressmaking	4	9.1
Artist	1	2.2
Office Work	15	35.7
Settlement Work	2	4.5
Dietitian	2	4.5
Kindergarten Work	2	4.5
Home Demonstration	1	2.2

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics

(Total Number of Girls Checking List 22)

Nursing	5	22.2
Homemaking	5	22.2
Musician	2	9.1
Missionary Work	1	4.5
Saleslady	1	4.5
Nursery School	1	4.5
Cosmetology	5	22.5
Teaching	8	36.3
Artist	2	9.1
Office Work	8	36.3
Settlement Work	1	4.5
Actress	2	9.1
Kindergarten Work	2	9.1
Stage Dancing	2	9.1
Journalist	2	9.1
Air Hostess	1	4.5

Table III.- Litchfield

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 4)

Reasons	Total number checked	Total percent checked
To learn to make own clothes	4	100
To learn to select becoming clothes ..	4	100
Thought it would help in future work .	4	100
To improve their personality	4	100
Liked the work given in class before .	3	75
Felt they needed it	3	75
To learn to cook	3	75
To learn to care for children	3	75
To learn to care for the sick in the home	3	75
To learn to use money wisely	3	75
To learn to plan and prepare econo- mical meals for the family	3	75
To learn to make the home more attractive	3	75
To make graduation clothes	2	50
Liked it in grammar school	2	50
Member of family or friend advised it.	1	25
Especially liked the teacher	1	25
Thought it would be easy	1	25

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 1)

Did not like home economics	1	100
Thought mother could teach them at home	1	100
Learned all she wanted to learn in grammar school	1	100
Conflicted with desired courses	1	100
Taking commercial course and could not get it in	1	100

Table IV.- Litchfield

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	4
Total number of girls taking home economics	
Percentage whose interest increased	100

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	4	100
Learned to sew	3	75
Course was practical	3	75
No outside preparations required	3	75
Wore clothes that were more becoming .	3	75
Liked home projects	3	75
Knew how to make the home more convenient	2	50
Older and understood the work better .	2	50
Could get along better with their family and friends	2	50
Had a better disposition and could make friends easier	2	50
Can have better clothes since they can make them	1	25

B. Reasons for decreased interest

Total number of girls checking list	0
Total number of girls taking home economics	4
Percentage whose interest decreased	0
-----	0
	0

Litchfield

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total number of Girls Checking List 4)

Vocations	Total number checked	Total percent checked
Nursing	3	75
Homemaking	3	75
Designing dresses	3	75
Nursery School	1	25
Cosmetology	1	25
Teaching	1	25
Dressmaking	3	75
Artist	1	25
Office work	1	25
Settlement work	2	50
Kindergarten work	1	25
Home Demonstration	1	25

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 1)

Nursing	1	100
Cosmetology	1	100
Office work	1	100

Table III.- Peoria

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High Schools
(Total Number of Girls Checking List 22)

Reasons	Total number checked	Total percent checked
To learn to select becoming clothes ..	19	86.3
To learn to make own clothes	18	81
Felt they needed it	14	63.6
Thought it would help them in their future work	13	59
Like the work given in class before ..	12	54.5
Liked it in grammar school	12	54.5
Wanted to learn to manage a home	12	54.5
To learn to make home more attractive.	11	50
To improve their personality	11	50
To learn to plan and prepare econo- mical meals	10	44
To learn to cook	10	44
To learn to use money wisely	6	27
Member of family or friend advised it.	5	22
Wanted to learn to take care of children	4	18
Needed credit and could get no other subject	4	18
Especially liked the teacher	3	13.8
Thought it would be easy	2	9
Principal or teacher advised them to take it	2	9
Wanted to learn to use money more wisely	1	4.5
Wanted to learn to care for sick in home	1	4.5
Additional Reasons Given		
To fill a hope chest	1	4.5
Expects to specialize in home economics	1	4.5

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 4)

Reasons	Total number checked	Total percent checked
Conflicted with desired courses.....	3	75
Took commercial course and could not get it in	2	50
Conflicted with required subjects	1	25
Took college preparatory course and could not get it in	1	25
Did not like to sew	1	25

Table IV.- Peoria

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	19
Total number of girls taking home economics	22
Percentage whose interest increased	86.3

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	19	100
Learned to sew	17	89.4
Course was practical	16	84
No outside preparation required	9	47.3
Wore clothes that were more becoming .	9	47.3
Liked home projects	8	42.1
Knew how to make home more convenient.	8	42.1
Older and understood the work better .	3	15.8
Could get along better with their family and friends	2	10.5
Had a better disposition and can make friends easier	2	10.5
Could have better clothes since they could make them	1	5.2

B. Reasons for decreased interest	
Total number of girls checking list	3
Total number of girls taking home economics	22
Percentage whose interest decreased	13.7

Not interested in this type of work...	3	100
Disliked home projects	2	66.6
Too much time to discussion not enough to practice	1	33.3
Did not learn to sew	1	33.3
Required too much money the way they were taught	1	33.3

Peoria

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 22)

Vocations	Total number checked	Total percent checked
Nursing	6	27.2
Homemaking	4	18.2
Musician	3	13.6
Designing Dresses	2	9.1
Missionary work	5	22.2
Nursery school	1	4.5
Cosmetology	2	9.1
Teaching	6	27.2
Dressmaking	3	13.6
Artist	1	4.5
Office work	5	22.2
Dietitian	1	4.5
Home Demonstration	2	9.1
Dramatics	1	4.5

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 4)

Teaching	1	25
Office work	3	75
Actress	1	25
Dramatics	1	25

Table III.- Pima

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 11)

Reasons	Total number checked	Total percent checked
To learn to cook	7	63.6
To learn to make own clothes	6	50.8
Thought it would aid them in future work	6	50.8
Member of family or friend advised them to take it	5	45.4
To learn to select becoming clothes .	5	45.4
Felt they needed it	4	36.3
Liked the work they did in class before	3	25.4
Wanted to learn to manage home	3	25.4
Wanted to learn to make the home more attractive	3	25.4
To learn to plan and prepare econo- mical meals	3	25.4
To improve their personality	2	18.2

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 0)

- - - - -	0	0
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Table IV.- Pima

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	6
Total number of girls taking home economics	11
Percentage whose interest increased	54.4

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	6	100
Learned to sew	6	100
Course was practical	6	100
No outside preparation required	6	100
Wore clothes that were more becoming..	5	83.3
Liked home projects	5	83.3
Know how to make the home more convenient	4	86.4
Older and understood the work better..	3	50.0
Could get along better with their family and friends	2	33.3
Have better disposition and could make friends easier	1	16.6
Have better clothes since they could make them	1	16.6
Have better health	1	16.6

B. Reasons for decreased interest

Total number of girls checking list	5
Total number of girls taking home economics	11
Percentage whose interest decreased	45.5

Disliked home projects	4	80
Not interested in this type of work...	2	40
Did not have the money to buy the needed materials	1	20

Pima

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics

(Total Number of Girls Checking List 11)

Vocations	Total number checked	Total percent checked
Nursing	3	27.4
Homemaking	5	45.4
Missionary	2	18.1
Nursery School	1	9.0
Cosmetology	4	36.2
Teaching	2	18
Dressmaking	3	27
Artist	1	9
Office work	3	27
Kindergarten	1	9
Home demonstrators	1	9
Waitress	1	9
Traveling companion	1	9

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics

(Total Number of Girls Checking List 0)

- - - -	0	0
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Table III.- Round Valley

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 14)

Reasons	Total number checked	Total percent checked
Felt they needed it	12	85.6
To learn to make home more attractive	11	78.5
To learn to cook	11	78.5
To learn to plan and prepare econo- mical meals	11	78.5
To learn to make own clothes	10	71
To learn to make home more attractive	9	64.2
Member of family or friend advised it	8	57
To learn to select becoming clothes .	7	50
To improve their personality	6	42.8
Liked the work given in class before.	6	42.8
Wanted to learn to use money wisely..	5	35.7
To learn to manage the home	5	35.7
Thought it would be easy	3	21.4
To learn to care for children	3	21.4
Needed the credit and could not get another subject	3	21.4
Liked it in grammar school	2	14.2
All the other members of the class were taking it	2	14.2
Especially liked the teacher	1	7.1
Principal or teacher advised it	1	7.1

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 2)

Reasons	Total number checked	Total percent checked
Mother could teach them at home	2	100
Did not like home economics	1	50
Thought did not need training	1	50
Other members of the class were not taking it	1	50
Too much outside work required	1	50
Took college preparatory course and could not get it in	1	50
Conflicted with other desired courses	1	50
Home projects were required	1	50
Took commercial course and could not get it in	1	50
Did not think the course practical ..	1	50

Table IV.- Round Valley

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	12
Total number of girls taking home economics	14
Percentage whose interest increased	92.8

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	12	100
Learned to sew	11	91.6
Course was practical	9	75
No outside preparation required	6	50
Wore clothes that were more becoming..	5	41.6
Liked home projects	5	41.6
Knew how to make the home more convenient	4	33.3
Older and understood the work better.	3	25.1
Could get along better with their families and friends	3	25.1
Had a better disposition and made friends easier	2	16.4

B. Reasons for decreased interest	
Total number of girls checking list	2
Total number of girls taking home economics	14
Percentage whose interest decreased	7.2

Disliked home projects	2	100
Did not have the money to buy needed materials	2	100
Too much time to discussion not enough to practice	1	50
Not interested in this type of work..	1	50
Did not learn to sew	1	50
Required too much money the way the were taught	1	50

Round Valley

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 14)

Vocations	Total number checked	Total percent checked
Nursing	5	35.8
Homemaking	1	7.1
Designing Dresses	2	14.2
Music	3	21.3
Cosmetology	4	27.5
Teaching	4	27.5
Dressmaking	2	14.2
Office work	3	21.3
Dietitian	1	7.1
Missionary	4	27.5
Kindergarten	3	21.3

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 3)

Nursing	1	33.3
Homemaking	1	33.3
Musician	1	33.3
Cosmetology	1	33.3
Artist	1	33.3

Table III.- Snowflake

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School

(Total Number of Girls Checking List 31)

Reasons	Total number checked	Total percent checked
Felt they needed it	27	87
Wanted to learn to cook	24	76.8
To improve their personality	24	76.8
To learn to plan and prepare economic meals	22	70.9
To learn to select becoming clothes..	21	67.7
Thought it would help them in their future work	21	67.7
Wanted to learn to make the home more attractive	20	64.5
Needed the credit and could not get another subject	19	61.2
Member of the family or friend advised it	17	51.2
To learn to make own clothes	17	51.2
To learn to manage a home	15	48.3
To learn to care for children	14	45.1
Liked work given in class before	13	41.9
To learn to care for sick in home....	11	35.5
Especially liked the teacher	10	32.2
Principal or teacher advised them to take it	9	29
Liked it in grammar school	8	25.6
All the other members of the class were taking it	5	16.1
Thought it would be easy	3	9.6
To learn to use money more wisely....	3	9.6
Friend talked them into taking it ...	2	6.4
Additional Reasons Given		
To save embarrassment when talking to experienced housekeepers	1	3.2
To learn new and attractive dishes...	1	3.2

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School

(Total Number of Girls Checking List 0)

Reasons	Total number checked	Total percent checked
- - - - -	0	0

Table IV.- Snowflake

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	26
Total number of girls taking home economics	31
Percentage whose interest increased	83.8

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	24	92.3
Learned to sew	20	77
Course was practical	18	69.2
No outside preparation required	18	69.2
They wore clothes that were more becoming	16	61.5
Liked home projects	15	57.7
Knew how to make the home more convenient	12	46.2
Older and understood the work better..	10	38.4
Could get along better with family and friends	8	30.8
Had a better disposition and could make friends easier	6	23.1
Could have better clothes since they could make them	5	19.3
Have better health	3	11.5

B. Reasons for decreased interest

Total number of girls checking list	5
Total number of girls taking home economics	31
Percentage whose interest decreased	16.2

Not interested in that type of work...	3	60
Disliked home projects	2	40
Too much time to discussion not enough to practice	2	40
Did not learn to cook	1	20

Snowflake

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 31)

Vocations	Total number checked	Total percent checked
Nursing	5	6.1
Homemaking	16	51.2
Musician	9	28
Designing Dresses	3	9.6
Missionary work	6	19.2
Nursery school	2	6.4
Cosmetology	2	6.4
Teaching	9	28
Dressmaking	7	22.4
Artist	4	12.8
Office work	10	32.2
Dietitian	1	3.2
Home demonstration	2	6.4

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 0)

- - - -	0	0
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Table III.- St. Johns

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 20)

Reasons	Total number checked	Total percent checked
Felt they needed it	17	85
Wanted to learn to make own clothes..	16	80
Wanted to learn to select becoming clothes	15	75
To learn to prepare economical meals for family	14	70
Thought it would help them in their future work	13	65
Wanted to learn to cook	13	65
Wanted to improve their personality..	13	65
Wanted to learn to use money more wisely	11	55
Wanted to learn to take care of children better	10	50
To learn to make home more attractive	10	50
To learn to manage a home	10	50
Liked the work given in class before.	10	50
Liked it in grammar school	9	45
To learn to care for sick in home....	8	40
Member of the family or friend advised them to take it	3	30
Needed credit and could not get another subject	2	10
All the other members of the class were taking it	2	10
Principal or teacher advised their taking it	2	10
Wanted to make graduation clothes ...	1	5

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total number of Girls Checking List 0)

- - - -	0	0
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Table IV.- St. Johns

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	17
Total number of girls taking home economics	20
Percentage whose interest increased	85

A. Reasons for increased interest	Total number checked	Total Percent checked
Learned to cook	15	87.3
Learned to sew	15	87.3
Course was practical	12	70.6
No outside preparation required	12	70.6
Wore clothes that were more becoming..	12	70.6
Liked home projects	11	64.7
They knew how to make the home more convenient	8	47
Older and understood the work better..	6	35.4
Could get along better with their family and friends	5	29.4
Had a better disposition and could make friends easier	4	25.6
Had better clothes since they could make them	2	11.8
Had better health	1	5.9

B. Reasons for decreased interest	
Total number of girls checking list	3
Total number of girls taking home economics	20
Percentage whose interest decreased	15

Not interested in this type of work...	1	33.3
Required too much money the way they were taught	1	33.3
Had no opportunity to practice at home things learned	1	33.3

ST. Johns

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 20)

Vocations	Total number checked	Total percent checked
Nursing	3	15
Homemaking	5	25
Musician	4	20
Dress designing	3	15
Nursery school	1	5
Cosmetology	2	10
Teaching	6	30
Dressmaking	2	10
Office work.....	10	50
Kindergarten	1	5
Home demonstration	1	5
Dancing	1	5
Health education	2	10
Journalism	1	5

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 0)

- - - -	0	0
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Table III.- Tolleson

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 14)

Reasons	Total number checked	Total percent checked
To learn to make own clothes	13	92.8
To learn to select becoming clothes..	11	78.5
To learn to cook	10	71.4
To learn to plan and prepare economical meals	9	64.2
Felt they needed it	8	57
To learn to make the home more attractive	7	50
To learn to use money wisely	7	50
To improve personality	7	50
To learn to manage a home	7	50
Liked it in grammar school	5	35.7
Thought it would help them in their future work	5	35.7
Wanted to learn to care for children.	4	28.5
Liked the work given in class before.	4	28.5
Wanted to learn to care for the sick in the home	3	21.4
A member of the family or friend ad- vised them to take it	3	21.4
Principal or teacher advised them to take it	3	21.4
Especially liked the teacher	2	14.2
Thought it would be easy	2	14.2

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 3)

Did not like home economics	2	66.6
Conflicted with other desired courses	2	66.6
Felt that they did not need training.	1	33.3
Learned all they wanted to know in grammar school	1	33.3
Took college preparatory course and could not get it in	1	33.3
Took commercial course and could not get it in	1	33.3
Additional Reasons Given		
Waited until last two years and could not get it in	1	33.3

Table IV.- Tolleson

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	12
Total number of girls taking home economics	14
Percentage whose interest increased	85.7

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	9	75
Learned to sew	7	58.3
Course was practical	6	50
No outside preparation required....	5	41.6
Wore clothes that were more becom- ing	4	33.3
Liked home projects	4	33.3
Knew how to make the home more convenient	3	25.
Older and understood the work better	3	25
Could get along better with family and friends	3	25
Had a better disposition and could make friends easier	3	25
Have better clothes since they could make them	2	16.7
Have better health	1	8.3

B. Reasons for decreased interest

Total number of girls checking list	2
Total number of girls taking home economics	14
Percentage whose interest decreased	14.3

Disliked home projects	1	50
Too much time given to discussion not enough to practice	1	50
Not interested in this type of work	1	50

Tolleson

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 14)

Vocations	Total number checked	Total percent checked
Nursing	4	28.5
Homemaking	1	7.1
Musician	2	14.2
Missionary	1	7.1
Cosmetology	5	35.5
Teaching	2	14.2
Dressmaking	1	7.1
Office work	4	28.4
Journalism	1	7.1
Pharmacy	1	7.1

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 3)

Nursing	1	33.3
Homemaking	1	33.3
Dressmaking	2	66.6
Dietitian	1	33.3

Table III.- Yuma

A. Reasons Given by Junior and Senior Girls for
Electing Home Economics in High School
(Total Number of Girls Checking List 33)

Reasons	Total number checked	Total percent checked
To learn to make own clothes	26	77.8
Felt they needed it	25	75.1
To learn to cook	25	75.1
Thought it would aid them in future work	21	63.6
To learn to manage a home	20	60.6
To learn to select becoming clothes...	20	60.6
To learn to plan and prepare econo- mical meals	19	57.5
Member of family or friend advised it.	18	54.5
To learn to make the home more attractive	16	48.4
To learn to care for the sick in home.	13	38.9
To learn to use money more wisely	12	36.2
To improve their personality	10	30.3
Especially liked the teacher	9	27.2
To learn to care for children	9	27.2
Liked it in grammar school	8	24
Needed credit and could not get another subject	7	21.7
Liked the work given in class before..	6	18.1
Thought it would be easy	5	15.1
Principal or teacher advised them to take it	3	9
Wanted to make their graduation clothes	2	6
Freiend talked them into taking it ...	1	3
Additional Reasons Given		
To become a seamstress	1	3
To learn social customs	1	3

B. Reasons Given by Junior and Senior Girls for
Not Electing Home Economics in High School
(Total Number of Girls Checking List 37)

Reasons	Total number checked	Total percent checked
Conflicted with other desired courses	18	48.6
Took college preparatory and could not get it in	16	43.2
Conflicted with required subjects....	10	27.10
Did not like to sew	8	21.6
Did not like home economics	7	18.6
Took commercial course and could not get it in	6	16.2
Mother could teach them at home	6	16.2
Did not like it in grammar school ...	5	13.5
Other members of class were not taking it	3	8.1
Member of family advised them not to take it	3	8.1
Thought it would be hard	1	2.7
Friends advised them not to take it..	1	2.7
Too much outside work required	1	2.7
Learned all they wanted to learn in grammar school	1	2.7
Did not think the course was practical	1	2.7
Additional Reasons Given		
Could get all they need outside of school	2	5.4
Could learn it at home	2	5.4
Periods too long can not get enough other subjects	1	2.7

Table IV.- Yuma

Reasons Given by Junior and Senior Girls for
Increased or Decreased Interest in Home Economics

Total number of girls checking list	33
Total number of girls taking home economics	33
Percentage whose interest increased	100

A. Reasons for increased interest	Total number checked	Total percent checked
Learned to cook	30	90.9
Learned to sew	28	85
Course was practical	27	81.8
No outside preparation required ...	22	66.6
Wore clothes that were more becoming	19	57.5
Liked home projects	16	48.5
Knew how to make the home more convenient	15	45.5
Older and understand the work better	15	45.5
Could get along better with their family and friends	9	27.2
Had a better disposition and could make friends easier	4	12.1
Could have better clothes since they could make them	1	3
Have better health	1	3

B. Reasons for decreased interest

Total number of girls checking list	0
Total number of girls taking home economics	33
Percentage whose interest decreased	0

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Yuma

A. Choice of Vocations Given by Junior and Senior
Girls Who Elected Home Economics
(Total Number of Girls Checking List 33)

Vocations	Total number checked	Total percent checked
Nursing	8	24.2
Homemaking	21	66.6
Musician	6	18.1
Designing dresses	4	12
Nursery School	2	6
Cosmetology	9	27.2
Teaching	5	15
Dressmaking	8	24
Artist	3	9
Office work	6	18
Settlement work	1	3
Kindergarten	2	6
Home demonstration	1	3

B. Choice of Vocations Given by Junior and Senior
Girls Who Did not Elect Home Economics
(Total Number of Girls Checking List 37)

Nursing	11	29.9
Homemaking	11	29.9
Musician	7	19.1
Designing dresses	7	19.1
Missionary Work	5	13.5
Lawyer	1	2.7
Saleslady	5	13.5
Nursery School	2	5.4
Cosmetology	10	27
Teaching	12	32.4
Dressmaking	7	18.9
Artist	4	10.8
Office work	14	37.8
Settlement work	2	5.4
Dietitian	1	2.7
Actress	1	2.7
Kindergarten	1	2.7
Additional		
Interior decorator	1	2.7
Newspaper reporter	1	2.7
Journalism	1	2.7
Librarian	1	2.7
Surgeon	1	2.7

ABSTRACT OF THESIS

A STUDY OF FACTORS INFLUENCING ENROLLMENT
IN ELECTIVE HOME MAKING COURSES IN
SMALL HIGH SCHOOLS IN ARIZONA

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Submitted by
Lola E. Wright

INTRODUCTION

A study in Arizona made in 1932 showed that only thirty-six percent of the girls enrolled in high schools were receiving homemaking training at that time. An unofficial check seemed to show that the enrollment in homemaking courses varied greatly in different schools of the state. It was felt that the variation might be influenced among other things by economic conditions, type of population, and the size of the town. The present study represents an attempt to determine the situation more accurately, both as to actual and comparative enrollment in homemaking for the different schools of the state but also to discover some factors influencing the enrollment. For purposes of adequate comparison the study has been limited to those vocational schools of relatively small size, scattered over the state, that offer elective homemaking courses. It is felt that this limitation makes possible a more scientific attack upon the factors influencing homemaking enrollment.

THE PROBLEM.-- The present study has set up as its problem:

To determine certain factors which seem to influence enrollment in elective homemaking courses in the vocational high schools in Arizona which have an enrollment of less than four hundred.

The study is based on the reports of 381 junior and senior girls from fourteen small vocational high schools in Arizona which offer a first and second year homemaking program and in which the course is elective.

Arizona has a resident population of only 453,000 according to the census of 1930. The principal group whose children are represented in the high schools of the state are Americans. Mining, farming, dairying, cattle and sheep raising form the principal occupations of the state.

The fourteen small schools represented by the study all have an enrollment of less than four hundred. The towns in which they are located are scattered over the larger part of the state and the territory surrounding the towns are representative of the general economic conditions of the state outside of the larger urban districts.

The homemaking program is a state plan and in use in all of the schools of the present study as elective work. The particular fourteen schools were selected for the present study because they were the only small schools where home economics was not required. No school having an enrollment of less than 400 has been included because the same conditions do not exist in the large high schools that exist in the small ones, because the larger schools are able to offer a broader curriculum.

Therefore, since this study purports to discover factors influencing enrollment in the smaller type of school, data secured from the larger schools would be valueless.

It was thought best to limit the study to those girls in high school who were of junior and senior standing because:

- a. Homemaking can be elected by either freshman, sophomore, junior or senior girls.
- b. Many girls do not elect the homekaing course until their junior or senior year in high school
- c. All junior and senior girls in high school have had an opportunity to have elected homemaking.

In developing the study an attempt was made to answer the following questions:

- a. What is the percent enrollment of homemaking in these schools?
- b. What reasons were given by junior and senior high school girls for electing or not electing homemaking?
- c. What reasons were given by junior and senior high school girls for increased and decreased interest in homemaking after taking the course?
- d. What vocations were the junior and senior girls interested in following after leaving high school?
- e. Were the various reasons given and vocations selected related to school enrollment size?

A few studies have been made in the country as a whole to determine the factors influencing enrollment in home economics, and of the studies made the factors seemed to be different in the majority of cases. This was in part, due to the lack of uniform conditions in all parts of the country. For Arizona no previous study of the factors influencing enrollment had been made.

Since the towns represented in the present study were scattered widely over the state it was found necessary to gather much of the information needed by questionnaires directed to the girls in these schools.

To carry out this plan it was necessary to secure the interest and cooperation of the homemaking teachers in the schools which were to be included in the study. This was done at a meeting of the Arizona Vocational Home Economics Association, which met in Phoenix, where the writer had the opportunity of making personal contacts with these teachers, and where she explained fully the problem and its purpose.

In February, 1934, a letter was written to each vocational homemaking teacher in Arizona, calling attention to the problem and its purpose. This letter asked her cooperation in making this study in which all the junior and senior girls in the high school would be asked to check the checking sheets. As a part of her

cooperation she would assume the responsibility of collecting the material and returning it to the writer.

Letters were also written by the State Supervisor of Home Economics Education to the vocational homemaking teachers stressing the importance of the study and requesting their cooperation.

The checking lists referred to, included in one list the factors that would seem to cause girls to elect homemaking. The other list covered the factors that would seem to cause girls not to elect homemaking in high school. The necessary number of checking lists were sent to each homemaking teacher. A letter accompanied the lists giving full instructions as to how to present the checking lists to the students.

In addition to information gathered in this way by the questionnaire, other data for the study were obtained from official records in the office of the State Supervisor of Homemaking Education.

The data secured from both sources were then analyzed to show:

1. The percentage of enrollment in homemaking courses in these fourteen vocational high schools in comparison with the total enrollment of girls.
2. Reasons which junior and senior girls gave for electing or not electing homemaking.

3. Reasons which junior and senior girls gave for increased or decreased interest in homemaking after taking the subject.
4. Vocations which junior and senior girls are interested in following after leaving high school.

An analysis was also made of these data to bring out the relation of certain of these factors to school enrollment size.

SUMMARY

The following statements summarize the results of the present study.

Of the 1222 girls enrolled in the fourteen high schools 425, or 34.7 percent, were receiving home economics training in the spring of 1934. While the average for all the schools was 34.7 percent the fourteen schools differed greatly among themselves. Their enrollment ranged from 20.4 percent to 75 percent with an average among the schools of 44 percent. The smallest schools, in general, had the highest percent and the largest schools the lowest percent of enrollment. Much of the difference seemed to be due to the wider curriculum opportunities of the larger school leading to college entrance and commercial work.

As was to be expected the enrollment in Home Economics I was greater than that in Home Economics II. In the

seven smaller schools, however, the difference in favor of Home Economics I was but 6 percent and could be accounted for by the natural decrease of enrollment in the upper years of high school. In the six larger schools the enrollment of the more advanced subject was 54 percent less than that in Home Economics I and could not be accounted for in the same way. It may have been due to conflicts in program, to the fact that a loss of interest occurred, or to the failure to elect two years of the subject.

As has been previously stated a major part of the present study was based on the junior and senior girls enrolled in these high schools. It was found that 279 girls, or 73.2 percent of all junior and senior girls in these schools had taken or were taking homemaking, and 102 girls, or 26.8 percent, of these girls, had received no high school training in the course. Those schools, in general, which had the lowest number of junior and senior girls enrolled in school had the largest number of girls who had received or were receiving homemaking training. However, the effect of school size was not very marked as two of the smaller schools and two of the larger schools had less than 70 percent who had received such training. Over one-half of the girls, 50.8 percent to 72 percent, gave the following reasons for electing homemaking: They felt a need for it, they

thought it would help them in their future work, they wanted to learn to make their own clothes, they wanted to learn how to select becoming clothes, to learn how to cook, to learn how to plan and prepare economical meals, to improve their personality, to learn how to make the home more attractive and to learn how to manage a home. The nature of the reasons given indicated that the girls were interested in a broad homemaking program rather than in the purely manipulative skills of cooking and sewing.

Certain other reasons were given by a sufficiently large number of girls to need comment. Some reasons given by from one-fourth to two-fifths of the girls were: they wanted to use money more wisely, and to learn to take care of children and of sick in the home. Such course topics are presented only in Home Economics II and such work had not been taken by all of the girls.

About one-fifth of the girls gave the reason for taking the subject that they liked the teacher. Almost as many were advised by the principals or teachers to take the work. A similar number took the subject because they had liked home economics work in grammar school. Only eight reasons for not electing homemaking were given by more than ten percent of the girls. The four with the greatest frequency all related to conflicts

with subjects which they were required, or wished to take, under the curriculum they were following. No girl gave as a reason that they were advised by a principal or teacher not to take it. Of the 279 juniors and seniors who had at some time elected homemaking, 223, or 79.9 percent, stated that they became more interested in homemaking after taking the course, while only 20.1 percent reported a loss of interest. The loss of interest was chiefly in the larger schools. All girls from four schools stated that they had become more interested in homemaking after taking it. Three of these were schools which had practically the lowest enrollment of girls, while one had the highest enrollment of girls of any of the fourteen schools in the study. This situation would suggest that school enrollment size was not a major in loss of interest.

Reasons given for increased interest by more than 50 percent of girls who had taken the homemaking course were: They had learned to sew, to cook, and to wear more becoming clothes, they thought the course was practical, and no outside preparation was required.

Of the 279 girls who elected home economics only 56, or 20.1 percent, of the number lost some interest. Only one reason for loss of interest was given by more than one-half of the girls; 60.6 percent of those who lost some interest did so because of a dislike for home projects

This reason was given by girls from all of the schools.

The other reasons for decreased interest given by about one-fourth of the girls were: Too much time was given to discussion and not enough to practice, and they were not interested in home economics. Both of these reasons were given largely by girls in the larger schools.

The five vocations most frequently chosen by girls who elected home economics were ranked as follows: homemaking, office work, teaching, nursing, dressmaking.

The five vocations most frequently chosen by girls who did not elect home economics ranked in the following order: office work, teaching, nursing, cosmetology, homemaking.

There is a striking similarity between the choices of vocations on the part of the two groups except for the marked displacement in the ranking of homemaking and a smaller displacement in the ranking of dressmaking and cosmetology. The girls who had elected home economics work in high school gave the highest ranking to homemaking as a future vocation. Whether this was due to the effect of the course in bringing out the importance of this vocation as a life work or whether the girls elected home economics because they were primarily interested in homemaking was not indicated. The size of the school, however, did not appreciably affect the situation.

When the results of the present study were compared with that of previous studies made in the home economics field it was found that the proportion of girls enrolling in home economics was somewhat greater in Arizona than in the country as a whole in 1930. As for the reasons given for not electing home economics work the present study showed that the difficulties presented by conflicting curriculum programs was a major factor for both Arizona and the nation as a whole. The unfavorable influence of teacher personality or lack of preparation were not present in Arizona although both reasons had been considered major ones by Dr. Bonser in his report. Nor was the unfavorable advice of a principal or teacher given by a single Arizona girl as a reason for not taking home economics although Dr. Bonser's report had shown such a reason to be an important one for the country as a whole.

The study made by Miss Nofsker in Wisconsin gave results that were similar to those of the present study so far as the effect of school size upon the reasons for electing or not electing home economics work. However, she found, unlike the present study, that the loss of interest after taking the subject was greater in the small high school than in the larger school.

RECOMMENDATIONS

As an outcome of the present study it is recommended that a further study be made of the situation shown by the loss of interest in home economics work due to the dislike for home projects reported by girls in practically all high schools.

The decrease in enrollment in the larger schools in Home Economics II over that in Home Economics I would seemingly justify some attempt to determine the causes and, if possible, to remove them.