

ABSTRACT OF THESIS

INFLUENCE OF ELEMENTARY HOMEMAKING EDUCATION
UPON NINTH-GRADE ENROLLMENT
IN ARIZONA

Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Education
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of
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ABSTRACT

Many school administrators think that it is important for ninth-grade girls to take homemaking because some girls leave school at the end of the first or second year of high school, and also because of the small percentage of girls enrolled in ninth-grade homemaking. The present study is designed to determine some of the factors associated with the elementary homemaking classes which influence ninth-grade enrollment in homemaking in Arizona.

The problem

What factors associated with elementary homemaking influence the election of homemaking by girls in the ninth grades in Arizona?

Problem analysis.--The problem is divided into two parts, as follows:

1. What proportion of Arizona ninth-grade girls who have had elementary homemaking enter high school and enroll in the ninth-grade homemaking classes?
2. What factors relating to amount of class time, content of course, training and experience of homemaking teachers, and type of equipment in the elementary schools influence the election of homemaking in the ninth grade?

Delimitation.--The study will be limited to ninth grade girls in 13 Arizona high schools who have attended the eighth grade in Arizona during the school year of 1941-42.

Methods and materials

The data included in this study were obtained from the office of the Supervisor of Homemaking Education of Arizona, from the 806 questionnaires answered by the ninth-grade girls in 13 high schools, from interviews with the elementary homemaking teachers and visits to the elementary homemaking departments made by the writer and the Supervisor of Homemaking Education of Arizona. Additional data were secured from the records of state, county, and city superintendents of education. An analysis was made of the elementary homemaking program regarding the content of the course, and the amount of class time given to elementary homemaking education. An association test was made of the two groups for influences of the elementary homemaking program: the training and experience of the homemaking teachers, and the equipment of the elementary homemaking department.

Summary of findings

Enrollment.--Forty-six percent of the ninth-grade girls in the 13 schools were enrolled in the

homemaking classes. The general tendency was a higher percentage of homemaking enrollment in the smaller schools than in the larger high schools. Sixty-five percent of the eighth-grade graduates of 1941-42 entered their respective high schools the following fall. From four small schools 100 percent of the eighth-grade graduates enrolled in ninth-grade homemaking. No girls elected ninth-grade homemaking from two of the elementary schools where homemaking had been offered in the eighth grade.

The largest percentage of the girls electing homemaking in the ninth-grade was in the group from schools in which the eighth- and ninth-grade classes were taught by the same teacher in the same department. From the elementary schools separated from the high schools, the percentage of girls electing ninth-grade homemaking was larger from those which offered no elementary homemaking.

Influences affecting election of homemaking.--

Very significant differences between the homemaking and non-homemaking groups were found in regard to the persons advising the election of homemaking as follows:

A member of the family

A friend who had taken homemaking

A teacher

A significant difference between the homemaking and non-homemaking groups was found in advice received from "a friend in the class".

Opinions toward opportunities homemaking offers.--The opinions of the girls in the two groups differed very significantly regarding the opportunities offered in homemaking education, as follows:

Learn how to take your responsibility in the home.

Improve conditions in your home.

Plan, prepare, and serve meals.

Improve your health.

Make some new clothes.

Learn to select clothes becoming to yourself.

Learn to use money more wisely.

Improve your personality so you would be more popular.

Significant differences, in opinions regarding the opportunities believed to be offered in homemaking education were found between the two groups in the following:

Learn to select food at the cafeterias and restaurants.

Learn to understand and help small children.

Attitudes of ninth-grade girls toward homemaking.--Very significant differences between the homemaking and non-homemaking groups were found in their

attitudes toward homemaking as follows:

Homemaking would be fun.

Homemaking would help get a job.

Homemaking was important for girls who go to college.

Family would expect more help at home.

Homemaking would be an easy course.

*Homemaking was only for girls who marry soon.

*Classes with boys more interesting.

*Mother could teach all homemaking needed.

A significant difference between the two groups was found in thinking homemaking classes would require too much time.

Attitudes toward elementary homemaking.---The attitudes of the two groups of girls (limited to the girls who had received elementary homemaking training) differed very significantly regarding certain aspects of their elementary homemaking training, as follows:

Found elementary homemaking useful.

Homemaking provided opportunities to learn to work with others.

Liked clothing classes in elementary homemaking.

Liked related units: grooming and child care.

Enjoyed elementary homemaking.

*Helped serve banquets or meals for others.

*Items checked by a larger percentage of the non-homemaking group than of the homemaking group.

*Had sufficient textbook and reference material.

Significant differences in attitudes between the two groups were found in the following:

Obtained new ideas from bulletin boards.

Found class discussions helpful.

Had attractive elementary homemaking department.

Liked food classes.

*Had enough time for elementary homemaking classes.

*Had opportunities for class activities as well as study in books.

*Gave programs, exhibits, and teas for parents.

Content of the elementary homemaking program.---

The 11 units taught most frequently in the elementary homemaking classes included only areas of clothing and foods. More than half of the elementary schools taught three fourths of the units listed in the Arizona Elementary Homemaking Course of Study, and additional units were also taught in 13 schools.

Time allotment in elementary homemaking classes.---Homemaking was offered in schools from one to four years, and two 90-minute periods per week was the amount of time allotted to the elementary homemaking classes most frequently for the seventh and eighth-grade

*Items checked by a larger percentage of the non-homemaking group than of the homemaking group.

classes. Fourteen of the elementary schools offered homemaking in the sixth grade, while only eight of the schools offered fifth-grade homemaking with approximately the same amount of time for each grade. The most frequent schedule for these grades was approximately 60 minutes per week.

Relation of ninth-grade enrollment to the elementary homemaking department.--No relationship was found between the type of the department and the number of girls electing ninth-grade homemaking for the enrollment of girls from all the elementary schools. When these schools were classified into three types, small town schools, Phoenix elementary schools, and urban elementary schools, a slight relationship was found between the rating of the elementary homemaking department as to type and equipment and the enrollment in ninth-grade homemaking classes, except for the group of Phoenix elementary schools.

Relation of ninth-grade enrollment to the elementary homemaking teachers.--The elementary homemaking teachers were classified as to training and experience, and the chi-square test was used on the aggregate, which disproved any relationship between the classification of the teachers and the election of ninth-grade homemaking of her pupils.

The same test was used on the groups separately; the results indicated that the training and experience of the elementary homemaking teacher influence the election of homemaking in the ninth grade, from small-town schools and the Phoenix elementary schools.

In the urban elementary schools there was a slight tendency for the training and experience of the homemaking teachers to influence the election of the ninth-grade homemaking.

Recommendations

From the analysis of data and the above discussion the following recommendations seem advisable.

1. That homeroom teachers, administrators, or other persons in the guidance capacity be informed of the contributions that homemaking can make to prepare pupils for better living.
2. That the teachers of elementary homemaking enrich their teaching techniques.
3. That more pupil-parent-teacher planning be done in building the elementary homemaking program.

Suggestions for further study

1. How do fifth- and sixth-grade homemaking education influence homemaking enrollment in high schools?
2. What happens to girls graduating from eighth grade who fail to enter high school?

3. What teaching materials are provided for elementary homemaking programs in Arizona?
4. What are the comparative costs of conducting elementary homemaking programs in Arizona?
5. How may parents and pupils participate in building the elementary homemaking curriculum?
6. What modifications should be made in the present homemaking program which would provide a program of maximum value for boys?
7. What homemaking education in elementary school should be required?

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T H E S I S

INFLUENCE OF ELEMENTARY HOME MAKING EDUCATION
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AGRICULTURE AND MECHANIC ARTS

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY BYRD BURTON
ENTITLED INFLUENCE OF ELEMENTARY HOMEMAKING EDUCATION
UPON NINTH-GRADE ENROLLMENT IN ARIZONA
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION
MAJORING IN HOME ECONOMICS EDUCATION
CREDITS 3

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

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INFLUENCE OF ELEMENTARY HOMEMAKING EDUCATION
UPON NINTH-GRADE ENROLLMENT IN ARIZONA

Chapter I

INTRODUCTION

Many modern educators believe that homemaking education has a great contribution to make to an educational program, that it has a part to play in helping every child to equip herself to live more graciously and usefully with herself and her family. However, a study by Lola Wright (26) indicated that only 34 percent of the high school girls in Arizona were receiving homemaking training in the spring of 1934. Many high school administrators have expressed the hope that this enrollment in high school homemaking will be increased. They think that it is important for the ninth-grade girls to take homemaking because some girls leave school at the end of the first or second year of high school.

What might be done in the elementary school to interest a larger percentage of girls in taking ninth-grade homemaking? Does homemaking in the elementary school enhance the chances of a girl's electing

it in the ninth grade? These, and other problems, present themselves for consideration. The present study is designed to determine some of the factors of the elementary homemaking classes which influence ninth-grade enrollment in homemaking courses in Arizona.

The problem

What factors associated with elementary homemaking influence the election of homemaking by girls in the ninth grades in Arizona?

Problem analysis.--The problem is divided into two parts, as follows:

1. What proportion of Arizona ninth-grade girls who have had elementary homemaking enter high school and enroll in the ninth-grade homemaking classes?
2. What factors relating to amount of class time, content of course, training and experience of homemaking teachers, and type of equipment in the elementary schools influence election of homemaking in the ninth grade?

Delimitation.--The study will be limited to those ninth-grade girls in 13 Arizona high schools from which adequate and usable returns were received, who attended eighth grade in Arizona during the school year of this study, in 1941-42.

Factors to be considered will be limited to amount of class time, content of course, training and experience of elementary homemaking teachers, and

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homemaking equipment of the elementary schools.

Background of the problem

Arizona, gaining statehood in 1912, proudly boasts of being the youngest state in the Union. She has established a well organized school system, and homemaking has been taught in the elementary grades since 1913.

The majority of communities in Arizona are very small; however the few areas are thickly populated. The small communities have small district schools staffed with few teachers although the few large towns have established sufficient schools for the population. Legislation for elementary home economics education was passed in Arizona in 1913, but it has been observed by school administrators (23) that home economics in elementary schools was retarded probably because of the untrained teachers in the field of homemaking and because of a lack of supervision in the elementary grades and an inadequate course of study until 1940. It has been believed that the high school homemaking has felt this influence of elementary homemaking in the state.

In 1942, there were 86 elementary homemaking teachers in the state, some of whom, however, taught homemaking only part of the time. Of that number 43 were employed at the time of this study in Maricopa County. Homemaking teachers have expressed the belief

that girls do not generally enroll in high school home-making classes in Arizona where it is elective, if there are other courses offered.

Phoenix, the capital of Arizona, and the largest city in the state, is located in Maricopa County where 37.3 percent of the total population of Arizona live, according to the 1940 census. Since 1907, Phoenix has employed a city supervisor of elementary homemaking.

Late in 1942, the Arizona State Board of Education asked the State Supervisor of Homemaking to assume the responsibility of directing the homemaking education in the grades. This extension of supervision made it necessary to appoint an Assistant State Supervisor of Homemaking who began work July 1, 1943. The growing importance of homemaking education in the schools of Arizona made it pertinent to undertake this study of factors of elementary homemaking which influence the enrollment in ninth-grade homemaking.

Chapter II
REVIEW OF LITERATURE

A considerable amount of material has been written on factors affecting home economics enrollment. The various literature related to the present study will be presented under the following headings: studies of enrollment in high-school homemaking classes, recent trends in elementary homemaking, and the philosophy related to homemaking in the elementary grades.

Studies of enrollment in high-school homemaking classes

In 1930, Dr. Frederick S. Bosner (2) concluded, from data collected by the Office of Education, United States Department of the Interior, that more than 70 percent of all high-school girls in the United States were taking no homemaking and that only one girl in five was taking any other subject directly related to wholesome personal and home life. Homemaking courses were being offered in 58 percent of the high schools; but, since only 28 percent of the girls had registered for any homemaking course, it was clear that they were not taking advantage of the opportunities which existed. Dr. Bosner said that the reasons for this condition were

conflict of schedule, lack of time after college requirements were met, unattractive departments, advice against election of homemaking courses by school administrators, poorly prepared homemaking teachers, and adverse attitudes of parents to home economics.

Drollinger (4), in 1931, made a survey of a limited group of girls in Wyoming and found that 43 percent of the girls were not enrolled in any homemaking course and that, of those girls enrolled, 66 percent had never been enrolled in any homemaking course. The girls gave, as reasons for not electing homemaking, the complaint that it would not fit into their programs and that they could learn at home all they needed to know about homemaking.

In 1933, in the public schools of Wisconsin, Julia Nofsker (20) consulted a heterogeneous group of girls and studied their reactions to home economics in high school. The group included girls from small and large towns, rural communities, and towns in which the schools did not offer homemaking in the grades. Nofsker found that the percentage of girls electing homemaking in high school was greater in small towns than in large ones. She attributed this fact to the more limited variety of courses offered in the smaller schools. She found that 74 percent of the girls without homemaking training in the elementary school elected it in

high school, while only 54 percent of those who had taken homemaking in the seventh and eighth grades elected it in high school.

Nofsker said that some girls did not elect homemaking courses because they thought that they already knew enough about it and that it was not generally useful. She found that pupils of superior ability did not elect it. Unfavorable attitudes were held by girls who were not satisfied with what they had studied in homemaking classes. Most of the criticisms were against homemaking in smaller schools, responses pointing to dissatisfaction with the way in which the work was organized and presented. The girls who were satisfied with the training which they had received and those who were not satisfied were asked to submit suggestions for improving the courses which they had taken. Their reactions suggested more opportunities for student initiative, more provision for individual differences, work of more advanced nature, more field trips, and more outside speakers.

Lory (14), in 1933, studied the development of the status of home economics in the Colorado schools, her purpose being to determine the results of the general depression upon home economics during the years of 1931 and 1932. She tried to determine the reasons for the elimination of the subject from the curriculum

and the outlook for the future. Lory concluded that the home economics teacher has a definite responsibility toward increase, decrease, or static condition of the work in that she is responsible for the types of work offered. The teacher was cited by the majority of teachers in the study as one of the major influences affecting home economics enrollment. Lory said also that the teacher is responsible for the publicity within the school, for the attitude towards the course, and for the quality of instruction given.

A statistical survey of home economics reported in 1933 for 1931-32, by the Metropolitan Life Insurance Company (22) revealed that 38.6 percent of the high school girls were enrolled in home economics in the public schools and that 15 percent of the fifth-, sixth-, seventh-, and eighth-grade girls were taking some form of home economics. The schools represented all 48 states, and the study included 39 percent of all the girls enrolled in elementary schools and 61.5 percent of those in high school. The editor pointed out the tendency of the newer projects to extend gradually from the larger to the smaller centers. States whose cities ranked well as to home economics education did not always hold the corresponding rank for county high schools or elementary schools.

Enrollment in elective homemaking courses in

small high schools in Arizona was studied by Wright (26) in 1934. Her findings disclosed that the enrollment varied from 20 to 75 percent of the total number of girls in each high school. The small schools had a larger relative enrollment than the large ones, the difference probably being due to the fact that the larger schools had richer curricula from which to choose. About 50 percent of the girls in the study had an interest in home economics as a reason for electing it. Another interesting fact brought out by this study was that 80 percent of the girls who took home economics in high school showed increased interest in it, while 20 percent indicated a loss of interest.

Annis (1), in 1937, reported a decrease in home economics enrollment after the school was made vocational. The decrease was attributed to the changing of interest to other electives and to a dislike for home projects. The study involved interviews with mothers, 55 percent of whom expressed little interest in having their girls take the course. The fact that 48 percent of the girls not enrolled in home economics classes expressed a desire to enroll revealed the lack of influence of the mother over the daughter.

Dyer (5), in 1937, studied specific factors that influence girls to elect homemaking courses in high school. The girls expressed an interest in home

activities, but their mothers, according to the girls, had failed to provide opportunities for them to put their learning experience into use at home to any great extent. The girls expressed the belief that they would need the information obtained in the homemaking classes.

Ewing (6), in 1938, gathered in conference a group of brilliant high-school students who were almost ready for graduation, but who had not elected homemaking since junior high school. These students gave many factors that had influenced them against home economics. Ewing then cited as follows, the three major points suggested by this group of girls for improvement in the homemaking courses so that the eminent girls might become interested in homemaking to the extent of electing it.

1. The techniques used for enriching the home economics curriculum.
2. Principles that should be followed in teaching unusually able students.
3. The instructor. (7:303)

Mitchan (17), in 1941, studied factors influencing girls for or against home economics and found that a limited understanding of the scope of the program and of the vocational possibilities in the field were the most significant negative influences. She thought that, in the home economics program, plans for

the future of both groups should be considered.

Malicke (14), in 1941, investigated the attitudes and interests of ninth-grade girls in western Montana. She found that 80 percent of the girls electing homemaking did so because they thought it would be of value to them at that time or in the future. The girls who did not elect homemaking thought it was of greatest value to those who would not attend college and who would marry soon. Of the girls not taking homemaking, 83 percent stated that they had received no advice concerning their choice. The reasons given for electing home economics were not in keeping with the larger objectives set up by teachers of the subject.

In 1941, (3) the Eight-Year Study of Denver Schools reported that the cooperative studies of young people had brought to the teachers of elementary, junior high, and senior high schools a better understanding of the special contributions of each school level to the development of boys and girls. In the core program of junior high schools, opportunities were given for children to explore their special interests. Units developed in the core program included friends, safety, recreation, and life in the home. In the last named unit, children found associated interest activities in making hooked rugs and in building simple furniture and other objects. It was found that the

teachers at each school level had added interest in the problems of other levels and desired to see the whole 12 years of the school life for every pupil.

In 1941, the Home Economics Education Service of the United States Office of Education (24) reported a study of the status of home economics in the public schools, conducted in 1938-39, in the 48 States and Alaska, the District of Columbia, Hawaii, and Puerto, through the cooperation of the State departments of education, principals, and teachers. This study included the number of pupils who took this subject, the grade levels at which it was scheduled, and the scope of the program offered.

Data were collected and tabulated for the above study from 72 percent of the 14,121 public junior and senior high schools from which usable returns were received. Home economics courses of one kind or another were offered in 83 percent of the junior and senior high schools in the country in 1938-39. The study was made to collect information about home economics in junior and senior high schools. All other schools were omitted from the study and therefore it did not give complete information concerning elementary home economics.

It was established from this study that home economics was more frequently required than elective in

seventh and eighth grades when both the junior and senior high schools were taken into consideration. Seventy-six percent of the seventh and eighth grade pupils were enrolled in home economics, in schools where homemaking was offered in these grades, but the enrollment gradually decreased to 23 percent in the twelfth grade.

The findings from this study indicated that the size of the school and the size of the community are among the factors which determine whether or not home economics was made available. The highest proportion of schools that offered home economics in the seventh and eighth grades and also in the later grades was in the cities, as was the largest proportion of schools that limited their offerings to the seventh and eighth grades. Three-fourths of the home economics classes reported in the seventh and eighth grades were scheduled for single periods. Of these classes approximately one-third were scheduled for periods less than 50 minutes in length.

Philosophy of homemaking
related to elementary grades

Hendrix, State Superintendent of Public Instruction, and Director of State Department of Vocational Education in Arizona (12), in 1940, presented the view of the administrator regarding possibilities of

home economics in preparing for the American way of living. This he did by considering the real function and purpose of home economics in the public schools and the need of reaching more girls and boys than had previously been reached and by comparing the cost of home economics education with that of other work offered. He showed the need for more of the so-called better students to elect homemaking in the higher institutions.

Hendrix pointed to the fact that, in the home economics program, certain changes had enlarged and enriched the field. He showed that, in increasing numbers, more groups (elementary, junior high, senior high, out-of-school, and adult) were receiving some training in the field of home economics and that boys, as potential fathers, were becoming more interested.

Gleitz (8), in 1940, reviewing the past and predicting the future of elementary home economics, stated that, through home economics, a practical form of learning beyond traditional areas was introduced into the upper grades of the elementary schools. The advance was commendable, but that home economics had assumed the proud title of "special subject". The social studies were reported to have gained importance as the core area of the elementary curriculum. There was found to be a positive relationship between the material of home economics and the social studies.

Gleitz recommended that a home economics representative function through a director of elementary education in cooperation with the art supervisor, the industrial arts supervisor, the music supervisor, or others, and that she work directly with the classroom teacher to become more functional in the life of the child and the home.

Miller (16), in 1941, presented what she considered to be an adequate program for elementary education in family life. The program required that the school administrator and the teachers be conscious of the importance of home living, of the educational possibilities in the subjects themselves, and of the experiences which children have in working with one another. The program required also that the administrators make contacts between the home and the school. In addition, the program provided for both boys and girls a series of activities specifically designed to develop homemaking skills, to awaken an interest in the home, and, above all, to develop an awareness of the importance of the family and of "happy and socially constructive" family relationships. The school, according to Miller, is a part of the community working with other agencies to discover family needs and to cooperate in finding ways of meeting them.

Goodykoontz (10), in 1941, discussed the

responsibilities of the educational system in considering home living problems at each age and pointed to the seriousness of providing opportunities to meet these needs.

At the 1940 meeting of the American Home Economics Association, Miller (15), in discussing the persistent problems in family life at the elementary level, made the following statement:

The persistent problems common to the school-age child, that is, the problems common to most children between the ages of six to twelve, arise chiefly from two sources. The first is the child's own growth and development; and the second is his adjustment to his environment. (17:14)

Miller said that the young child is an idealist as well as a democrat and that he has amazing energy and a tremendous need to experience and explore life.

Williamson and Lyle (25), in 1941, discussed the contribution of home economics to the core curriculum as follows:

In a number of schools the entire curriculum of the school is being reorganized in that the resulting education may function more directly in the lives of the pupils. Some schools aim to achieve this by retaining the usual courses but attempting to make each course internally more suited to the life needs of the students. Still other schools have chosen to use a core-curriculum plan. As its name implies the core is composed of those learnings and experiences thought to be needed by all students at a particular educational level, either elementary, junior high, or senior high. ... Home economics teachers, whose major concern should be to aid pupils in meeting effectively the personal and home problems of everyday life, can make a real contribution to such

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curriculum. . . . Home economics teachers should be able to point out such needs and to provide guidance in experiences designed to meet them. Whether the theme of the core be living successfully in home or living better in our town, or some other equally vital real-life problem, the home-economics teacher should be ready to make a valuable contribution. Her place is here as well as in the special-interest courses that may be elected in addition to the core course in such schools. (25:95)

Recent trends in elementary
homemaking education

Munhall (18), in 1938, wrote that home economics education in the Pittsburgh, Pennsylvania, schools was introduced in the seventh grade and was compulsory for two years in 23 elementary and 9 junior high schools. The course provided foundation work in foods, clothing, and related work. However, the four years of home economics offered in high school was elective.

In the Philadelphia schools (9), home economics was reorganized in 1938. The work was introduced in the fifth grade with a unit on family life and with the expressed aim of developing intelligent interest for personal happiness and home life. The work formerly called "clothing" was replaced by the term "family life". The art department cooperated with the home economics teacher in the establishment of a natural relationship between the two subjects. Equipment facilities were added to the diversified activity room so that all phases of the activity might be carried on at the same

time. In the junior high school, exchange classes were provided for boys and girls. The low section of the eighth-grade girls was given household mechanics, while the boys received work in foods and homemaking.

Spafford (21:116-30), in 1940, said that the present trend away from subject matter and towards activities was to be commended, but that the lack of a well thought out philosophy as to what these activities should accomplish was a handicap. She cited the multiplication of various types of core programs designed to meet everyday needs.

Spafford referred to the planning of home-making courses for the fifth and sixth grades in the Arizona schools as another type of homemaking program in the lower grades. These classes met once a week, for an hour period, and the material dealt with the responsibilities and privileges of the individual in the community. The objectives of the course were the development of some habits of satisfactory and healthful living and the development of some ability to perform tasks as a home helper.

Munyan (19), in 1942, reported in a study that she had thoroughly examined her homemaking course and had found that her greatest difficulty was overcoming the definite attitudes of the parents toward sewing and cooking classes. A questionnaire was sent to the parents

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to determine the material to be presented in a course which the children and their parents would accept gladly, not resentfully. The teacher collected the questionnaires at the home to assure 100 percent returns. Other data collected at the same time were the financial status of the family and the responsibility given to the girls in caring for small children in the homes studied.

The above study was used as a basis for the selection of material used in planning a new course. Munyan reported that the plan had not proved practical in every respect, but had proved that a program could be flexible and that abundant material from which to draw should be planned. The greatest value of the study was the material provided for planning the course to meet the needs and the interests of the pupils.

Haddow (11), in 1943, reported that in 1937 seven homemaking centers for boys and girls were organized under the leadership of the home economics in Youngstown, Ohio. Records revealed that many boys and girls did not go to high school, but assumed adult responsibilities in the care and feeding of children. Results of the six-year program were observed, and it was found that students had acquired an appreciation of home activities and that they had become more interested in the home and had learned to cooperate with others and

to improve social habits through experiences. The report indicated the present need of the program as follows:

Those who planned the program believe that it is more important now as mothers and fathers are leaving the welfare of the younger members of the families to older brother or sister while they themselves are responding to the nation's call in defense of home and country. (11:18)

Summary

Studies dealing with the influences affecting the election of home economics by high-school girls gave as the chief factors: lack of supervision of the home economics department, poor courses of study, lack of interest in homemaking, heavy schedules of college requirements, unfavorable attitudes of parents toward homemaking courses, dislike of home projects, and negative influence of the teacher. Most of these factors indicate that teachers in the field have failed to organize and to present work designed especially for the purpose of increasing the interest of the students and building favorable attitudes in parents, as well as in administrators, toward the homemaking department.

Writers have agreed that a functioning home-making program planned directly in the lives of the pupils has been accomplished in various types of schools and that a home economics teacher should be able to point out and to provide guidance in planning programs

to aid pupils in meeting effectively the personal and home problems of everyday life.

Reports dealing with trends in elementary homemaking programs gave as the principal changes: the introducing of homemaking to fifth-grade students, the providing of homemaking for boys and girls, the exchanging of homemaking classes with the industrial arts instructor, the combining of the efforts of special teachers in related subjects, and the changing of the name and the content of the homemaking course.

Chapter III

PROCEDURE

Before examining the factors of elementary homemaking which influence the ninth-grade homemaking enrollment in the Arizona schools, a study was made of both the high school and the elementary school curricula of the state for the purpose of selecting the high schools in which homemaking was elective and the high schools which received pupils from the elementary schools both with and without homemaking classes. This information was secured from the Arizona State Office of Education.

The schools selected represented three types as follows:

1. Schools offering elementary homemaking from which pupils leave to enter separate high schools: Adams, Alhambra, Balsz, Boullion Plaza, Creighton, Emerson, Glendale, George Washington, Inspiration, Isaac, Kenilworth, Longview, Lowell, Lower Miami, Madison, Murphy, Scottsdale, Tempe Grammar, Tempe Rural, Tempe Training, Tolleson, Scottsdale, Washington, and Whittier.
2. Schools offering homemaking in both the eighth and the ninth grades with the same teacher and department: Flagstaff, Gilbert, Peoria, and Willcox.
3. Schools offering no elementary homemaking: Roosevelt and Springerville.

The girls graduating from the above elementary schools normally entered one of the following high schools: Buckeye, Flagstaff, Gilbert, Glendale, Miami, Peoria, Phoenix Union High, Phoenix North High, Scottsdale, Springerville, Tempe, Tolleson, and Willcox.

The next step in providing data for the solution of the problem under investigation was the determination of reasons for electing or not electing home economics by ninth-grade girls. This was done by means of a questionnaire designed to determine reasons for the election, or non-election, of ninth-grade homemaking. Section I of the questionnaire 1/ was for the girls who had studied no homemaking before entering the ninth grade, as well as for the girls who had received elementary school homemaking. Section II of the questionnaire 2/ was for only those girls who had studied homemaking in the elementary school and was designed to determine the influence of the elementary homemaking course on the election, or non-election, of homemaking in the ninth grade.

The questionnaire was presented to the Seminar in Educational Research at Colorado State College before corrections and revisions were made. After approval, the questionnaire was given to two groups of

1/ See Appendix for copy of form.
2/ See Appendix for copy of form.

eighth-grade girls who checked it for clearness and simplicity. The time required for filling out the questionnaire was determined and was furnished to the principals as an estimate of the amount of time to be allowed for the administering of the questionnaire. A few minor changes were made before the questionnaire was submitted to the Supervisor of Homemaking Education for Arizona for final approval before it was mimeographed for use by the schools.

The questionnaires were mimeographed, white paper being used for girls enrolled in ninth-grade homemaking and pink paper for girls who were not enrolled. This was simply a device to help in the sorting and the grouping of the papers as they were received.

In October, 1942, letters 3/ were sent to the superintendents or principals of the 13 selected high schools, in which their cooperation was requested and their responsibility in securing the information needed for the study was stated. The purpose of the study was also outlined, and the superintendents and principals were asked to indicate, on the enclosed cards 4/, their willingness to cooperate and their desire to receive the results of the study.

3/ See Appendix for copy of form.
4/ See Appendix for copy of form.

All correspondence with the superintendents and principals was sent from the state office of the Supervisor of Homemaking Education with signatures of both the homemaking supervisor and the writer. After replies were received indicating a willingness to participate in the study, the superintendents and principals were sent the following materials:

1. Questionnaires for all ninth-grade girls.
2. A letter 5/ giving instructions for using the questionnaires.
 - a. An explanation that white sheets were to be used by girls who were taking home-making and that pink sheets were to be used by girls who were not taking home-making.
 - b. A discussion of a brief introduction that might be used when passing out the questionnaires. The introduction made clear the purpose of the questionnaires to secure the cooperation of the girls.
 - c. A request that the girls be asked to read the questionnaires carefully and to answer each question.

All together 1400 questionnaires were given to the ninth-grade girls in the 13 high schools selected for the study. Of the above number 806 questionnaires were completely filled out and usable for this study.

In order to secure additional data concerning the training and the experience of teachers, the equipment in the elementary school departments, the content

5/ See Appendix for copy of form.

of the elementary courses offered, and the length of class time, the writer, together with the Supervisor of Homemaking Education for Arizona, interviewed the teachers of the elementary schools and visited the departments of the schools in the study. A check list 6/ was prepared on which information could be recorded when the schools were visited and the teachers interviewed.

Additional information regarding the number of eighth-grade girls graduating from the schools in 1941-42 was obtained from the county office of education and the Phoenix grade school office. Information regarding the training and the experience of the teachers who had left the school system was obtained from the records of the county office of education.

6/ See Appendix for copy of form.

Chapter IV

ANALYSIS OF DATA

The data for this study were obtained from the office of the Supervisor of Homemaking Education of Arizona, from the 806 questionnaires answered by ninth-grade girls in 13 high schools, from interviews with elementary homemaking teachers and visits to elementary homemaking departments made by the writer and the Supervisor of Homemaking Education of Arizona. Additional data were secured from the records of state, county, and city superintendents of education.

An analysis of the enrollment of the ninth-grade girls is presented in a comparison of the number and the percentage of the girls electing homemaking, hereafter referred to as the "homemaking group", with those not electing homemaking, hereafter referred to as the "non-homemaking group", and of the age distribution of the girls electing and not electing homemaking. The questionnaires checked by the ninth-grade girls are analyzed under the four headings as follows:

1. Influences affecting election of homemaking.
2. Opinions toward opportunities which homemaking offers.

- 3. Attitudes of the ninth-grade girls toward election of homemaking.
- 4. Attitudes of girls toward elementary home-making.

An analysis was made of the content of work offered and the amount of time given to elementary home-making education. An association test was made of the ninth-grade girls electing homemaking and those not electing homemaking for influences of the elementary homemaking education as follows: the training and the experience of the teacher, and the equipment of the elementary homemaking department.

Statistical methods and techniques

Two methods were used in making the comparisons that were necessary in solving the problem. The percentage of each group of girls who responded "yes" and "no" was determined for each item on the questionnaire, and the results were compared. The critical ratio, t , was used to determine if the differences in percentages of the two groups were true differences for the populations represented by the samples. (7:228) This ratio is the ratio of any statistic to its standard error. A minus sign in this study indicates a higher percentage in the non-homemaking group than in the homemaking group. Throughout this study, the value of t will be interpreted as follows:

t greater than 3 is very significant.

t between 2 and 3 is significant.

t less than 2 is not significant.

The second procedure consisted in applying the chi-square test (7:387) to discover whether the frequency distribution departed significantly from the expected form. This statistical technique was used in this study to provide a measure of probability that the two sets of data were dependent (definitely associated) or were independent (significantly different).

Enrollment

A comparison of the enrollment reported by the 13 high schools in the study indicated that about one half of the ninth-grade girls were enrolled in the homemaking classes (Table 1). The percentages of enrollment in the various high schools varied greatly, but it was interesting to note that, in the largest school, the number of girls electing homemaking was only slightly less than the average of the girls from all the high schools; and that the school next to the highest in enrollment was the lowest in the percentage of girls electing ninth-grade homemaking.

In only three of the high schools was the percent of the ninth-grade girls not enrolled in homemaking less than 50. (Table 1) The general tendency was toward a higher percentage of enrollment for the

Table 1.--PERCENTAGES OF NINTH-GRADE GIRLS IN HOMEMAKING AND NON-HOMEMAKING GROUPS IN 13 ARIZONA HIGH SCHOOLS IN 1942-43.

High school	Ninth-grade girls	Homemaking group		Non-homemaking group	
		Number	Percent	Number	Percent
Phoenix Union	651	294	45.2	357	54.8
Phoenix North					
High - - - -	294	57	19.1	237	80.9
Miami - - - -	90	59	65.6	31	34.4
Flagstaff - -	65	48	73.9	17	26.1
Tempe - - - -	49	16	32.7	33	67.3
Glendale - - -	43	30	69.2	13	30.8
Buckeye - - -	40	31	77.5	9	22.5
Tolleson - - -	30	17	56.7	13	43.3
Scottsdale - -	30	18	60.0	12	40.0
Peoria - - - -	23	15	65.2	8	34.8
Gilbert - - -	18	16	88.9	2	11.1
Springerville	16	16	100.0	0	0.0
Willcox - - -	14	12	85.7	2	14.3
Total - - -	1363	629	46.2	734	53.8

departments in the smaller schools than in the larger schools.

In studying the percentages of eighth-grade girl graduates in the high schools included in this study those pupils who left school, those who entered other high schools in the state or in another state are listed as "girls unaccounted for" in this study. No girl was included who had not attended one of the elementary schools included in this study during 1941-42, as the figures are based on the complete and

Table 2.--PERCENTAGES OF EIGHTH-GRADE GIRL GRADUATES FROM 33 ELEMENTARY SCHOOLS ENROLLED IN HIGH SCHOOL, FALL OF 1942.

Elementary school	Eighth grade girl grad's No.	Girls unaccounted for in the study		Ninth-grade girls	
		Number	Percent	Number	Percent
Monroe - - - -	122	59	48.4	63	51.6
Adams - - - -	101	32	31.7	69	68.3
Emerson - - - -	77	17	22.1	60	77.9
Wilson - - - -	68	36	52.9	32	47.1
Kenilworth - -	68	16	23.5	52	76.5
Glendale - - -	67	33	49.3	34	50.7
Creighton - - -	65	14	21.5	51	78.5
Lowell - - - -	64	50	78.1	14	21.9
Longview - - -	63	16	25.4	47	74.6
Osborn ^{1/} - - -					
Roosevelt - - -	58	24	41.3	34	58.7
Flagstaff - - -	52	24	46.2	28	53.8
Madison - - - -	36	6	16.7	30	83.3
Boullion Plaza	34	11	32.4	23	67.6
Alhambra - - -	29	14	48.3	15	51.7
Balsz - - - - -	29	15	51.8	14	48.2
Inspiration - -	25	5	20.0	20	80.0
Scottsdale - - -	25	9	36.0	16	64.0
Buckeye - - - -	24	10	41.7	14	58.3
Washington - -	22	4	18.2	18	81.8
Gilbert - - - -	21	8	38.1	13	61.9
Tempe Training	20	4	20.0	16	80.0
Whittier - - - -	20	2	10.0	18	90.0
Tolleson - - - -	20	7	35.0	13	65.0
Isaac - - - - -	19	4	21.1	15	78.9
Murphy - - - - -	18	5	27.8	13	72.2
Tempe - - - - -	18	2	11.1	16	88.9
Peoria - - - - -	16	2	12.5	14	87.5
Geo.Washington	15	4	26.7	11	73.3
Springerville	14	2	14.3	12	85.7
Willcox - - - -	14	4	28.6	10	71.4
Tempe Rural - -	12	2	16.7	10	83.3
Lower Miami - -	12	1	8.3	11	91.7
Total - - - -	1248	442	35.4	806	64.6

^{1/} Osborn included with Longview records.

usable returns from the high schools.

A comparison of the number of girls graduating from the 33 elementary schools with the number of those girls entering high school indicated that about two thirds of the number graduating in 1941-42 had entered the local high school included in this study. (Table 2) The percentage of the girls continuing from the eighth to the ninth grade varied greatly among the schools, the range being 22 to 92 percent. In more than one half of the schools about three fourths of the eighth grade continued in the local high school the following year.

From four small schools, Gilbert, Springerville, George Washington, and Willcox (Table 3), 100 percent of the girls graduating from the eighth grade enrolled in homemaking in high school. Seventy percent or more of the girls graduating from Glendale, Flagstaff, Boullion Plaza, Buckeye, Tolleson, and Lower Miami elected homemaking in the ninth grade. Fewer than 50 percent of girls graduating from 23 of these elementary schools elected homemaking in the ninth grade.

From two schools, Lowell and Tempe Rural, where elementary homemaking had been offered, no girls elected ninth-grade homemaking.

Table 3.--PERCENTAGES OF NINTH-GRADE GIRLS IN HOMEMAKING AND NON-HOMEMAKING GROUPS, CLASSIFIED ACCORDING TO EIGHTH-GRADE HOMEMAKING IN 33 ARIZONA ELEMENTARY SCHOOLS, 1942.

Elementary school	Pupils	Ninth-grade homemaking group				Ninth-grade non-homemaking group			
		Rec'd 8th grade homemak'g		Rec'd no 8th grade homemak'g		Rec'd 8th grade homemak'g		Rec'd no 8th grade homemak'g	
		No.	%	No.	%	No.	%	No.	%
Roosevelt	34	0	0.0	15	44.1	0	0.0	19	55.9
Springerville - -	12	0	0.0	12	100.0	0	0.0	0	0.0
Gilbert - -	13	13	100.0	0	0.0	0	0.0	0	0.0
Geo.Washington -	11	11	100.0	0	0.0	0	0.0	0	0.0
Willcox - -	10	10	100.0	0	0.0	0	0.0	0	0.0
Lower Miami	11	10	90.9	0	0.0	1	9.1	0	0.0
Washington	18	13	72.2	0	0.0	5	27.8	0	0.0
Glendale - -	34	24	70.6	0	0.0	10	29.4	0	0.0
Buckeye - -	14	9	64.3	0	0.0	5	35.7	0	0.0
Flagstaff	28	18	64.3	0	0.0	10	35.7	0	0.0
Tolleson - -	13	8	61.5	0	0.0	5	38.5	0	0.0
Peoria - -	14	8	57.1	0	0.0	6	42.9	0	0.0
Boullion Plaza - -	23	12	52.2	0	0.0	11	47.8	0	0.0
Inspiration	20	8	40.0	0	0.0	12	60.0	0	0.0
Tempe Training	16	6	37.5	0	0.0	10	62.5	0	0.0
Alhambra - -	15	5	33.3	0	0.0	10	66.7	0	0.0
Tempe Grammar -	16	5	31.3	0	0.0	11	68.7	0	0.0
Kenilworth	52	14	27.3	0	0.0	38	72.7	0	0.0
Madison - -	30	8	26.7	0	0.0	22	73.3	0	0.0
Balsz - -	14	3	21.4	0	0.0	11	78.6	0	0.0
Monroe - -	63	11	17.5	0	0.0	52	82.5	0	0.0
Murphy - -	13	2	15.3	0	0.0	11	84.7	0	0.0
Longview - -	14	2	14.3	0	0.0	12	85.7	0	0.0
Wilson - -	32	4	12.5	0	0.0	28	87.5	0	0.0
Osborn - -	33	4	12.1	0	0.0	29	87.9	0	0.0
Adams - -	69	7	11.5	0	0.0	62	88.5	0	0.0
Whittier - -	18	2	11.1	0	0.0	16	88.9	0	0.0
Emerson - -	60	6	10.0	0	0.0	54	90.0	0	0.0
Creighton	51	5	9.8	0	0.0	46	91.2	0	0.0
Isaac - -	15	1	6.6	0	0.0	14	93.4	0	0.0

Table 3.--PERCENTAGES OF NINTH-GRADE GIRLS IN HOME MAKING AND NON-HOME MAKING GROUPS, CLASSIFIED ACCORDING TO EIGHTH-GRADE HOME MAKING IN 33 ARIZONA ELEMENTARY SCHOOLS, 1942. (continued)

Elementary school	Pupils	Ninth-grade homemaking group				Ninth-grade non-homemaking group			
		Rec'd 8th grade homemak'g		Rec'd no 8th grade homemak'g		Rec'd 8th grade homemak'g		Rec'd no 8th grade homemak'g	
		No.	%	No.	%	No.	%	No.	%
Scottsdale	16	1	6.3	0	0.0	15	93.7	0	0.0
Lowell - -	14	0	0.0	0	0.0	14	100.0	0	0.0
Tempe Rural	10	0	0.0	0	0.0	10	100.0	0	0.0
Total -	806	230	28.5	27	3.3	530	65.8	19	2.4

The percentage of the girls electing homemaking in the ninth grade was larger (76 percent) for the group of schools in which both the eighth- and ninth-grade classes were taught in the same department by the same teacher, than it was for either of the other two groups (Table 4). More than one half of the girls who graduated from an elementary school which did not offer homemaking close to elect it in high school, while only about one out of four girls who had taken homemaking in the elementary school elected that course when they entered a separate high school.

Table 4.--ENROLLMENT IN HOME MAKING OF NINTH-GRADE GIRLS FROM 33 ELEMENTARY SCHOOLS, CLASSIFIED ACCORDING TO CONTINUITY OF EIGHTH- AND NINTH-GRADE HOME MAKING, 1942.

Elementary school offering:	No. entering high school	Homemaking group		Non-homemaking group	
		Number	Percent	Number	Percent
No elementary homemaking -	46	27	58.7	19	41.3
Homemaking with same teacher and department for 8th and 9th grades -	65	49	75.6	16	24.4
Homemaking, but not connected with high school -	695	181	26.2	514	73.8
Total - - -	806	257	31.9	549	68.1

Enrollment according to age.--The mean age of all the ninth-grade girls in this study was about 15 years (Table 5), the range being from 12 to 18 years. Since the mean age was 14.9 for the homemaking group and 14.8 for the non-homemaking group, only a slight difference (.1 year) existed between the ages of the two groups.

Table 5.--AGE DISTRIBUTION OF NINTH-GRADE GIRLS ENROLLED
IN 13 ARIZONA HIGH SCHOOLS, 1942

Age of girls	Number of 9th-grade girls	Homemaking group	Non-homemaking group
18 - - - -	1	0	1
17 - - - -	6	3	3
16 - - - -	50	20	30
15 - - - -	210	81	129
14 - - - -	481	136	345
13 - - - -	57	16	41
12 - - - -	1	1	0
Total - - -	806	257	549
Average (mean) -	14.8	14.9	14.8

Influences affecting
election of homemaking

Six types of persons were listed (Table 6) to determine where the influence of advice toward the election of ninth-grade homemaking was the greatest. In both groups, more of the girls indicated that some member of the family advised more often the election of homemaking than any other person. More than one half of the girls in the homemaking group responded that they had been advised by some member of the family to elect homemaking, while only one of six in the non-homemaking group responded in this manner.

In the homemaking group, the friend who had taken homemaking ranked second (20 percent) of the

persons advising the election of homemaking. More of the girls electing homemaking claimed to have received advice about the election of homemaking than did the girls in the non-homemaking group, with the exception of the homemaking teacher whose influence was very slight according to responses by both groups of girls. Only 17 of the 257 girls electing homemaking indicated that the homemaking teacher had advised them toward the election of homemaking.

Table 6.--PERSONS ADVISING HOMEMAKING AND NON-HOMEMAKING GROUPS REGARDING ELECTION OF HOMEMAKING IN NINTH GRADE IN 35 ARIZONA HIGH SCHOOLS IN 1942-43.

Persons advising election of homemaking	Number re-sponding N = 257	Homemaking group				Number re-sponding N = 549	Non-homemaking group			
		Yes		No.			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
A member of the family - -	235	135	57.4	100	42.6	522	93	17.8	429	82.2
A friend who had taken homemaking - - - - -	222	45	20.3	177	79.7	491	44	8.6	447	91.4
A teacher - - - - -	233	39	16.7	194	83.3	482	29	6.0	453	94.0
A friend in the class - -	221	30	13.6	191	86.4	484	35	7.2	449	92.8
The homemaking teacher - -	223	17	7.6	206	92.4	448	49	10.0	439	90.0
Principal or superintendent	234	16	6.8	218	93.2	482	18	3.7	464	96.3

When the percentages presented in the previous table were compared statistically (Table 7), the percentages for the homemaking group were found to be very significantly higher than those for the non-homemaking group in regard to advice received concerning election of homemaking from "A member of the family", "A friend who had taken homemaking", and "A teacher". A significant difference between the two groups was found for "A friend in the class". It is interesting to find that not only was the difference not significant for "The homemaking teacher", but the difference was in favor of the non-homemaking group.

Table 7.--SIGNIFICANCE OF DIFFERENCES BETWEEN ADVICE RECEIVED TOWARD ELECTING HOME MAKING BY HOME MAKING AND NON-HOME MAKING GROUPS, 13 ARIZONA HIGH SCHOOLS, 1942-43.

Persons advising election of homemaking	Differences between homemaking and non-homemaking groups			
	% <u>1/</u>	S.E.	t	Interpretation
A member of the family - - - - -	39.6	.0370	10.7	Very significant
A friend who had taken homemaking	11.7	.0298	3.9	Very significant
A teacher - - - - -	10.7	.0275	3.9	Very significant
A friend in the class - - - - -	6.4	.0259	2.5	Significant
Principal or superintendent -	3.1	.0224	1.1	Not significant
The homemaking teacher - - - - -	-2.4	.0186	-1.7	Not significant

1/ Minus sign indicates a higher percentage in non-homemaking group than in the homemaking group.

Opinions toward opportunities
homemaking offers

More than four out of five girls in the homemaking group responded that they expected ninth-grade homemaking to teach them to "Learn how to take your share of responsibility in the home", "Make some new clothes", and "Plan, prepare, and serve meals", while from 55 to 65 percent of the non-homemaking group thought the ninth-grade homemaking course would teach them these things. (Table 8)

Between 60 and 70 percent of the homemaking group checked affirmatively the following opportunities expected of ninth-grade homemaking:

To improve conditions in your home

To learn to select clothes becoming to yourself

To learn to use money wisely

To improve your health

To learn to select food in cafeterias and restaurants

To learn to understand and help small children

To improve your personality

The above items were checked in the affirmative by 45 to 53 percent of the non-homemaking group.

The opportunity "to join the Homemaking Club" ranked lowest with both groups.

Table 8.--ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD OPPORTUNITIES OFFERED BY HOMEMAKING IN 13 ARIZONA HIGH SCHOOLS, 1942-43.

Did you think ninth-grade homemaking would give you an opportunity to do any of the following:	Number re- sponding	Homemaking group				Number re- sponding	Non-homemaking group			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Learn how to take your share of responsibility in the home? - - - - -	248	207	83.5	41	16.5	549	303	55.2	246	44.8
Make some new clothes? - -	244	200	82.0	44	18.0	488	313	64.1	175	35.9
Plan, prepare, and serve meals? - - - - -	225	181	80.4	44	19.6	422	243	57.6	179	42.4
Improve conditions in your home? - - - - -	239	179	74.9	60	25.1	468	224	47.9	244	52.1
Learn to select clothes becoming to yourself? - -	234	166	70.9	68	29.1	508	261	51.4	247	48.6
Learn to use money more wisely? - - - - -	241	166	68.9	75	31.1	505	268	53.1	237	46.9
Improve your health? - - -	233	158	67.8	75	32.2	482	217	45.0	265	55.0
Learn to select food at cafeterias and restaurants? - - - - -	246	151	61.3	95	38.7	473	244	51.6	229	48.4
Learn to understand and help small children? - -	235	143	60.9	92	39.1	484	258	53.3	226	46.7

Table 8.--ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD OPPORTUNITIES OFFERED BY HOMEMAKING IN 13 ARIZONA HIGH SCHOOLS, 1942-43.--(continued)

Did you think ninth-grade homemaking would give you an opportunity to do any of the following:	Number re- sponding	Homemaking group				Number re- sponding	Non-homemaking group			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Improve your personality so you would be more popular? - - - - -	232	138	59.5	94	40.5	468	218	47.6	250	53.4
Join the homemaking club? - - - - -	230	84	36.5	146	63.5	476	156	32.8	320	67.2

When the differences in the percentages were compared with their standard errors, it was found that the affirmative responses of the homemaking group regarding the opportunities that ninth-grade homemaking would provide were significantly higher than those, of the non-homemaking group for the following opportunities:

- To learn how to share your responsibility in the home.
- To improve conditions in your home.
- To plan, prepare, and serve meals.
- To improve your health.
- To make some new clothes.
- To learn to select clothes becoming to yourself.
- To learn to use money more wisely.
- To improve your personality so you would be more popular.

Differences in percentages favoring the same group which were found to be significant were for the opportunities, "To learn to select food at cafeterias and restaurants" and "To learn to understand and help small children". (Table 9)

Table 9.--SIGNIFICANCE OF DIFFERENCES BETWEEN ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD OPPORTUNITIES OFFERED BY HOMEMAKING IN 13 ARIZONA HIGH SCHOOLS, 1942-43.

Did you think 9th-grade homemaking would give you an opportunity to do any of the following:	Differences between homemaking and non-homemaking groups			
	% <u>1/</u>	S.E.	t	Interpretation
Learn how to take your responsibility? - - - - -	28.3	.0317	8.9	Very significant
Improve conditions in your home? - -	27.0	.0363	7.4	Very significant
Plan, prepare, and serve meals? - -	22.8	.0358	6.4	Very significant
Improve your health? - - - - -	27.8	.0381	6.0	Very significant
Make some new clothes? - - - -	17.9	.0342	5.2	Very significant
Learn to select clothes becoming to yourself? - -	19.5	.0371	5.3	Very significant
Learn to use money more wisely? - -	15.8	.0372	4.3	Very significant
Improve your personality so you would be more popular? - - - -	11.9	.0398	3.0	Very significant
Learn to select food at cafeterias and restaurants?	9.7	.0386	2.5	Significant
Learn to understand and help small children? -	7.8	.0391	2.0	Significant
Join the Homemaking Club? - - - - -	3.7	.0384	1.0	Not significant

1/ Minus sign indicates a higher percentage in the non-homemaking group than in the homemaking group.

Attitudes of the ninth-grade girls toward election of homemaking

It was found that nearly three fourths of the homemaking group responded favorably (Table 10) to "Homemaking would be fun", with less than one half of the non-homemaking group making this response. More than one half of the homemaking group responded affirmatively to "Homemaking training would help you get a job", "Homemaking is important for girls who attend college", and "Homemaking would be an easy course", while the affirmative responses of the non-homemaking group were slightly lower regarding these items.

Although one out of every three girls in the homemaking group indicated that they would be expected to help more at home if they took homemaking, yet these girls had elected homemaking.

Twenty percent of the homemaking group responded to "Mothers could teach all the homemaking needed", while the non-homemaking group (60 percent) made a higher affirmative response.

Both groups nearly agreed in regard to the attitude, "Homemaking was only for girls who expect to marry soon". The responses were negative, 98 and 94 percent for the homemaking and non-homemaking groups respectively.

Table 10.--COMPARISON OF ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS IN 13 ARIZONA HIGH SCHOOLS, 1942-43.

Attitudes	Number re- sponding	Homemaking group N = 257				Number re- sponding	Non-homemaking group N = 509			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Homemaking would be fun	253	198	78.2	55	21.8	505	233	43.6	302	56.4
Homemaking training would help you get a job - - - - -	255	170	66.7	85	33.3	525	204	38.9	321	61.1
Homemaking was important for girls who attend college - - - - -	250	162	64.8	88	35.2	529	214	40.5	315	59.5
Homemaking would be an easy course - - - - -	255	143	56.1	112	43.9	536	235	43.5	301	56.2
You would be expected to help more at home if you took homemaking - -	244	89	36.5	155	63.5	533	101	18.9	432	81.1
Mother could teach all the homemaking you need	254	56	22.0	198	78.0	508	306	60.2	202	39.8
Homemaking would be ex- pensive - - - - -	191	36	18.8	155	81.2	509	103	20.2	406	79.8
Classes with boys would be more interesting - -	251	42	16.7	209	83.3	522	194	37.2	328	62.8
Homemaking required too much time for credit -	251	33	13.1	218	86.9	523	103	19.7	420	80.3
Homemaking was only for girls who expect to marry soon - - - - -	251	5	2.0	246	98.0	526	33	6.3	493	93.7

When statistical comparisons of percentages were made, a very significant difference was found (Table 11) in favor of the homemaking group concerning the following attitudes toward ninth-grade homemaking:

Homemaking would be fun.

Homemaking would help you get a job.

Homemaking was important for girls who go to college.

You would be expected to help more at home if you elected homemaking.

Homemaking would be an easy course.

Attitudes in which very significant differences favor the non-homemaking group were discovered are:

Homemaking was for girls who would marry soon.

Homemaking would require too much time.

Classes with boys would be more interesting.

Mother could teach all the homemaking needed.

Table 11.--SIGNIFICANCE OF DIFFERENCES OF ATTITUDES OF
HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD HOMEMAKING
IN 13 ARIZONA HIGH SCHOOLS, 1942-43.

Attitudes	Differences between homemaking and non-homemaking groups			
	% <u>1/</u>	S.E.	t	Interpretation
Homemaking would be fun? - - - - -	34.6	.0341	10.1	Very significant
Homemaking would help get a job?	28.0	.0364	7.7	Very significant
Important for girls who go to college?	24.3	.0370	6.6	Very significant
Would be expected to help more at home if you took homemaking? - -	18.4	.0352	5.0	Very significant
Homemaking would be easy? - - - -	12.3	.0378	3.3	Very significant
Homemaking would be expensive? -	0.7	.0330	.2	Not significant
Homemaking would require too much time? - - -	-6.6	.0275	-2.4	Significant
Homemaking was for girls who would marry soon? - -	-4.3	.0138	-3.1	Very significant
Classes with boys would be more interesting? - -	-20.5	.0316	-6.5	Very significant
Mother could teach all homemaking needed? - - - -	-38.2	.0339	-11.3	Very significant

1/ Minus sign indicates a higher percentage in
the non-homemaking groups than in the homemaking group.

Attitudes toward
elementary homemaking

In an analysis of the data (Table 12) on at-
titudes of girls toward their elementary homemaking, it
was discovered that better than three fourths of both

the homemaking and non-homemaking groups responded that their homemaking training had proved useful. Slightly better than one half of the non-homemaking group signified that they had received enough homemaking training in the elementary school, as compared with only one sixth of the homemaking group.

Elementary homemaking was enjoyed by the two groups of girls as indicated by the high percentages of both groups responding to the statement, "Did you enjoy elementary homemaking?" "Did you like the eighth-grade homemaking teacher?" received a 20 percent greater affirmative response from the homemaking group than from the non-homemaking group. The responses of both groups regarding the seventh-grade teacher revealed only a slight difference. Four fifths of the non-homemaking group have indicated that sufficient reference material was available, whereas only 65 percent of the homemaking group made this concession.

Preference for food classes was indicated by both groups as compared with clothing classes; however the homemaking group led with a higher percentage in favor of both phases of homemaking. Units from other areas of homemaking as personal grooming and child care found credible recognition by a larger percent of responses from the homemaking group. The items which were reported affirmatively by small percentages of both

Table 12.--COMPARISON OF ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43.

Attitudes	Number re- sponding	Homemaking group N = 230				Number re- sponding	Non-homemaking group N = 530			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Did you find your home- making training useful?	221	200	90.5	21	9.5	515	394	76.5	121	23.5
Did you like to work in groups or on committees?	217	188	86.6	29	13.4	508	424	83.5	84	16.5
Did you make good grades in elementary homemak- ing classes? - - - - -	217	188	86.6	29	13.4	514	463	90.1	51	9.9
Did your homemaking acti- vities provide opportu- nities for you to learn how to work with other people? - - - - -	210	180	85.7	30	14.3	504	357	70.8	147	29.2
Did you like food classes in elementary school? -	211	174	82.5	37	17.5	511	311	75.7	100	24.3
Did you enjoy homemaking in elementary school? -	226	181	81.9	40	18.1	530	383	72.3	147	27.7
Did you like the eighth- grade homemaking teacher?	219	170	77.6	49	22.4	513	345	67.3	168	32.7
Did you have an opportu- nity to take part in acti- vities in the classes as well as time for study- ing in books? - - - - -	213	165	77.5	48	22.5	499	425	85.2	74	14.8

Table 12.--COMPARISON OF ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43 (continued)

Attitudes	Number re- sponding	Homemaking group N = 230				Number re- sponding	Non-homemaking group N = 530			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Did you think the class discussions were helpful? - - - - -	219	169	77.2	50	22.8	513	356	69.4	157	30.6
Did you have programs for your parents as exhibits, style shows, food programs, or teas? - - - -	213	157	73.7	56	26.3	512	421	82.2	91	17.8
Did you like other work in homemaking such as personal grooming, use of money, and care of children? - - - - -	213	157	73.4	57	26.6	497	302	60.8	195	39.2
Did you like the seventh-grade homemaking teacher?	208	152	73.1	56	26.9	491	345	70.3	146	29.7
Did you like clothing classes in elementary school? - - - - -	218	158	72.5	60	27.5	504	284	56.3	220	43.7
Did you have sufficient books and reference material in the home-making department? - -	220	144	65.5	76	34.5	505	423	83.8	82	16.2
Did you think the home-making dept. in elementary school was attractive?	221	133	60.2	88	39.8	516	267	51.7	249	48.3

Table 12.--COMPARISON OF ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43 (continued)

Attitudes	Number re- sponding	Homemaking group N = 230				Number re- sponding	Non-homemaking group N = 530			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
Did you have enough time in your elementary homemaking classes to finish your work satisfactorily?	219	130	59.4	89	40.6	505	344	68.1	161	31.9
Did you get new ideas from the Bulletin Boards? - -	218	114	52.3	104	47.7	515	210	40.8	305	59.2
Did you help serve a banquet or other meals for guests when in elementary school? - - - - -	210	107	51.0	103	49.0	509	342	67.2	167	32.8
Did you help plan your homemaking work in elementary homemaking classes?	215	102	47.4	113	52.6	516	242	46.9	274	53.1
Did you take part in assembly programs given by homemaking classes? - - -	209	86	41.1	123	58.9	508	203	40.0	305	60.0
Did you have slides or pictures in connection with class? - - - - -	213	82	38.5	131	61.5	507	208	41.0	299	59.0
Did you visit places of interest such as bakeries, meat markets, grocery stores, or department stores? - - - - -	210	51	24.3	159	75.7	508	111	21.9	397	78.1

Table 12.--COMPARISON OF ATTITUDES OF HOMEMAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43 (continued)

Attitudes	Number re- sponding	Homemaking group N = 230				Number re- sponding	Non-homemaking group N = 530			
		Yes		No			Yes		No	
		No.	Percent	No.	Percent		No.	Percent	No.	Percent
		Did you have any club work that included some homemaking training? - - - -	226	47	21.3		174	78.7	517	143
Did you think you had enough homemaking training in elementary school?	226	40	17.7	186	86.3	507	261	51.5	246	48.5

groups were concerning methods, techniques, and activities related to the teaching of elementary homemaking.

An analysis of the data in the previous table revealed that the responses of the two groups of girls differed (Table 13) very significantly in favor of the homemaking group on the following aspects of elementary homemaking:

1. Found elementary homemaking useful
2. Had opportunities to work with others
3. Liked clothing classes
4. Liked related units
5. Found elementary homemaking department attractive
6. Liked eighth-grade teacher
7. Enjoyed elementary homemaking classes

The comparison of attitudes of the girls in the two groups revealed a significant difference in favor of the homemaking group in getting ideas from bulletin boards, thinking class discussions were helpful, and liking food classes. Many more of the homemaking girls responded favorably to these influences of elementary homemaking than did the non-homemaking girls.

Those differences in percentages found to be significant regarding attitudes toward certain of these aspects of elementary homemaking in favor of the non-homemaking group are "Opportunity for class activities was provided as well as time for studying in books",

Table 13.--SIGNIFICANCE OF DIFFERENCES OF ATTITUDES OF HOME-MAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43.

Attitudes	Differences between homemaking and non-homemaking groups			
	% <u>1/</u>	S.E.	t	Interpretation
Found homemaking training useful -	14.0	.0272	5.1	Very significant
Provide opportunities for you to learn to work with others - - -	14.9	.0315	4.7	Very significant
Like clothing classes in elementary - - - - -	16.2	.0375	4.3	Very significant
Like related units: grooming and child care, etc.	12.6	.0376	3.4	Very significant
Like the eighth-grade teacher - -	10.3	.0350	3.0	Very significant
Enjoy elementary homemaking - - -	9.6	.0323	3.0	Very significant
Get new ideas from bulletin boards -	11.5	.0404	2.8	Significant
Think class discussions were helpful - - - - -	7.8	.0349	2.2	Significant
Have attractive elementary home-making department	8.5	.0396	2.1	Significant
Like foods classes	6.8	.0323	2.1	Significant
Have field trips -	4.1	.0353	1.2	Not significant
Like to work in groups or committees - - - - -	3.1	.0284	1.1	Not significant
Like the seventh-grade teacher - -	2.8	.0371	.8	Not significant
Take part in assembly programs -	1.1	.0404	.3	Not significant
Help plan your homemaking classes	.5	.0405	.1	Not significant
Have visual aid with class discussions - - - - -	-2.5	.0399	-.6	Not significant

Table 13.--SIGNIFICANCE OF DIFFERENCES OF ATTITUDES OF HOME-MAKING AND NON-HOMEMAKING GROUPS TOWARD ELEMENTARY HOMEMAKING IN 31 ARIZONA ELEMENTARY SCHOOLS, 1942-43 (continued)

Attitudes	Differences between homemaking and non-homemaking groups			
	% <u>1/</u>	S.E.	t	Interpretation
Have enough home-making training in elementary school - - - - -	-33.8	.3370	-1.0	Not significant
Make good grades in elementary - -	-3.5	.0270	-1.3	Not significant
Have club work that included homemaking - - -	-6.4	.0338	-1.9	Not significant
Have enough time in classes - - -	-8.7	.0391	-2.2	Significant
Have opportunity for class activities as well as study books - - -	-7.7	.0327	-2.4	Significant
Have programs for parents as exhibits, teas, etc.	-8.5	.0391	-2.5	Significant
Help serve banquets or other meals -	-16.2	.0386	-4.2	Very significant
Have sufficient textbook and reference material	-18.3	.0360	-5.1	Very significant

1/ Minus sign indicates higher percentage in favor of the non-homemaking group than in the homemaking group.

"Had programs, exhibits, and teas for parents", and "Had enough time in elementary homemaking classes to complete work satisfactorily". Items for which very significant differences in favor of this group are

"Helped serve banquets", "Had sufficient textbooks and reference material", and "Had enough homemaking training in elementary school".

Content of the elementary
homemaking program

The Arizona Elementary Homemaking Course of Study was elected as the criterion for checking the content of the elementary homemaking program. The 11 units, among the 25 included in this study (Table 14) which were taught in 23 or more schools, were all in areas of clothing and foods. However, three fourths of all the units were taught in more than half of the schools. The units offered in the smallest number of schools were found to be "Remaking old clothes" and two units planned for fifth-grade homemaking. All of the other units were taught in more than half of the schools. Additional units were taught in some of the schools. "Home care of the sick" was taught by homemaking teachers from 13 of the schools and the other additional units taught were "food preservation", "gardening", and "ettiquette".

The number of years in which homemaking was offered in the 31 elementary schools varied from one to four. Homemaking was offered in 11 of the schools for two years, in 10 of the schools for three years, and in eight of the schools for four years. The majority of

Table 14.--GRADE PLACEMENT OF HOMEMAKING UNITS OFFERED
IN 31 ARIZONA ELEMENTARY SCHOOLS, 1941-42.

Unit of homemaking offered	No. of schools N=31	Years of homemaking offered			
		4 yr N=8	3 yr N=10	2 yr N=11	1 yr N=2
<u>I. Course of study</u>					
Constructing a simple garment -	30	8	10	11	1
Preparing and serving fruits - - -	28	7	10	9	0
Preparing and serving vegetables -	28	7	10	10	1
Preparing and serving salads - - -	28	7	10	10	1
Preparing and serving desserts - -	28	7	10	10	1
Planning meals for the day - - - - -	26	7	9	9	1
Preparing quick breads - - - - -	25	7	9	8	1
Making an attractive apron - - -	25	7	8	10	0
Selecting clothing	24	7	9	8	0
Caring for clothing	24	7	9	8	0
Learning to use the sewing machine -	23	8	7	7	1
Grooming essentials for girls - - - -	23	8	7	7	1
Improving personality - - - - -	23	8	7	8	0
Getting acquainted with kitchen - -	22	8	6	8	0
Providing the body's daily needs	22	8	8	6	0
Preparing and serving family meals for day - - - - -	21	7	7	7	0
Beautifying the girl's room - - -	21	8	7	6	0
Doing your part in making the home -	20	8	5	7	0
Getting ready to sew - - - - -	18	8	7	3	0
Helping with small children -	17	8	7	2	0

Table 14.--GRADE PLACEMENT OF HOME MAKING UNITS OFFERED
IN 31 ARIZONA ELEMENTARY SCHOOLS, 1941-42 (continued)

Unit of homemaking offered	No. of schools N=31	Years of homemaking offered			
		4 yr N=8	3 yr N=10	2 yr N=11	1 yr N=2
<u>I. Course of study</u> (continued)					
Helping mother in the home - - - - -	17	8	5	4	0
Looking your best -	17	8-	5	4	0
Carrying the Christmas Spirit in home	15	8	4	3	0
Making meal hour more attractive - -	15	8	5	2	0
Remaking old clothes	12	6	3	3	0
<u>II. Additional units</u>					
Home care of the sick - - - - -	13	7	4	2	0
Food preservation -	0	3	1	0	0
Etiquette - - - - -	0	0	1	0	0
Gardening - - - - -	0	0	1	0	0

the schools offered three or four years of homemaking.

The number of units from the Arizona Elementary Homemaking Course of Study taught in 31 elementary schools was found to range from 3 to 25; 18 or more of these units were taught in 52 percent of the schools. The units in this course of study were suggested for the homemaking teachers and schools offering homemaking in the grades from the fifth through the eighth. Since only 16 of these schools offered sixth-grade homemaking and fewer than this number offered fifth-grade homemaking,

it appears significant that so many of the units were taught in more than one half of the schools.

Table 15.--NUMBER OF UNITS INCLUDED IN ARIZONA ELEMENTARY HOMEMAKING COURSE OF STUDY WHICH WERE TAUGHT IN 31 ELEMENTARY HOMEMAKING CLASSES IN ARIZONA, 1942-43.

Number of units	Schools		
	Number	Percent	Cumulative percent
25-26 - - - - -	7	22.5	100.0
23-24 - - - - -	5	16.1	77.5
21-22 - - - - -	1	3.2	61.4
19-20 - - - - -	2	6.5	58.2
17-18 - - - - -	3	9.7	51.7
15-16 - - - - -	3	9.7	42.0
13-14 - - - - -	2	6.5	32.3
11-12 - - - - -	1	3.2	25.8
9-10 - - - - -	2	6.5	22.6
7-8 - - - - -	3	9.7	16.1
5-6 - - - - -	1	3.2	6.4
3-4 - - - - -	1	3.2	3.2
Total - - -	31		

Time allotment in elementary homemaking classes

Two 90-minute periods per week was the amount of time allotted to homemaking classes most frequently (40 percent) by schools teaching seventh- and eighth-grade classes. However, six schools indicated that they were giving more than this amount of time for homemaking classes in these grades (Table 16).

Fourteen of the schools teaching sixth-grade homemaking had scheduled one 60-minute period per week or more, and seven of the eight schools teaching home-making in the fifth grade indicated that approximately the same amount of time was allotted for it in their schedule.

Table 16.--TIME ALLOTMENT IN MINUTES PER WEEK PER YEAR IN 31 ARIZONA ELEMENTARY SCHOOLS, 1941-42

Time Minutes per week per year	Grades			
	Fifth	Sixth	Seventh	Eighth
280-299 - - - - -	0	0	1	2
260-279 - - - - -	0	0	0	0
240-259 - - - - -	0	0	2	0
220-239 - - - - -	0	0	1	1
200-219 - - - - -	0	0	2	3
180-199 - - - - -	0	0	12	13
160-179 - - - - -	0	0	0	2
140-159 - - - - -	0	0	1	4
120-139 - - - - -	0	1	4	3
100-119 - - - - -	0	0	4	1
80-99 - - - - -	2	6	0	3
60-79 - - - - -	5	7	2	0
40-59 - - - - -	1	2	0	0

Relation of ninth-grade
homemaking enrollment to the
elementary homemaking department

It would have been inconclusive not to incorporate an analysis of the possible influences of the teachers and departments on the enrollment of ninth-grade homemaking. Consequently the departments were

grouped into three classifications: attractive and adequate, adequate without attractiveness, and inadequate; and a chi-square value of 11.0 was found (Table 17). This result for chi-square is not significant, which proved that the equipment of the elementary homemaking department had no effect upon the ninth-grade enrollment in homemaking.

Table 17.--RELATION OF TYPE OF HOMEMAKING DEPARTMENT IN ELEMENTARY SCHOOL AND ELECTION OF NINTH-GRADE HOMEMAKING, 31 ARIZONA ELEMENTARY SCHOOLS, 1941-42.

Homemaking department	Girls		
	Homemaking	Non-homemaking	Total
Adequate and attractive - - - - -	92	263	355
Adequate - - - - -	79	184	263
Inadequate - - - - -	59	83	142
Total - - - - -	230	530	760

$X^2 = 11.0$
 D.F. = 2
 $.05 = 5.991$
 Very significant difference
 No relationship

Relation of ninth-grade
homemaking enrollment to the
elementary homemaking teacher

The elementary homemaking teachers were also grouped into three classifications: highly qualified, acceptable, and deficient; and a chi-square value of 55.7 was obtained (Table 18). This value of chi-square

is not significant, which disproved any causal relation between the training and experience of the elementary homemaking teacher and the ninth-grade enrollment in homemaking.

Table 18.--RELATION OF TRAINING AND EXPERIENCE OF ELEMENTARY HOME-MAKING TEACHERS AND ELECTION OF NINTH-GRADE HOMEMAKING 31 ARIZONA ELEMENTARY SCHOOLS, 1941-42.

Elementary homemaking teachers	Girls		
	Homemaking	Non-homemaking	Total
Highly qualified - -	94	100	194
Acceptable - - - - -	97	373	70
Deficient - - - - -	39	57	96
Total - - - - -	230	530	760

$X^2 = 55.76$
 D.F. = 2
 $.05 = 5.991$
 Very significant difference
 No relationship

Division of schools.--A further analysis was believed essential to minimize the influences of the Phoenix schools which represented more than one half of the girls included in this study. The elementary schools were divided into three groups: Group A, all small town schools; Group B, the elementary schools in the Phoenix city school system; Group C, separate elementary schools in Maricopa County.

Table 19.--RELATION OF TYPE OF ELEMENTARY HOMEMAKING DEPARTMENT AND ELECTION OF NINTH-GRADE ENROLLMENT FROM SCHOOLS WITH LESS THAN 100 ENROLLMENT IN THESE ARIZONA SCHOOLS, 1941-42.

Homemaking department	Girls		
	Homemaking	Non-homemaking	Total
Attractive and adequate - - - - -	17	60	77
Adequate - - - - -	12	86	98
Inadequate - - - - -	18	42	60
Total - - - - -	47	188	235

$X^2 = 4.991$

D.F. = 2

.05 = 5.991

Approaching significant difference

Slight relationship

Small town schools.--To make the proposed analysis, a similar classification was made of the departments (Table 19) for Group A schools; and chi-square value of 4.9 was obtained, which proved a slight tendency of the department to influence the ninth-grade enrollment in homemaking. Chi-square of 3.9 was obtained (Table 20). This value of chi-square was significant, which proved there was a tendency for the training and experience of the elementary homemaking teachers--the teachers of Group A schools--to influence the ninth-grade enrollment in homemaking in this group of schools.

Table 20.--RELATION OF EXPERIENCE AND TRAINING OF ELEMENTARY HOMEMAKING TEACHERS AND ELECTION OF NINTH-GRADE HOMEMAKING GIRLS, FROM SCHOOL WITH LESS THAN 100 GIRLS ENROLLED IN NINTH GRADE.

Homemaking teachers	Girls		
	Homemaking	Non-homemaking	Total
Highly qualified - - -	16	43	59
Acceptable - - - - -	28	120	148
Deficient - - - - -	3	25	28
Total - - - - -	47	188	235

$X^2 = 3.9359$
 D.F. = 2
 $.05 = 5.991$
 Not significant difference
 Relationship

Phoenix elementary schools.--The same method was used for determining the tendency toward any relation in the type of the elementary homemaking department and ninth-grade homemaking enrollment of girls from the Phoenix elementary schools. Chi-square value of 4.0 was found. This value of chi-square is not significant (Table 21), which proved that there was no tendency in the type of the elementary homemaking departments of the Phoenix elementary schools to influence the ninth-grade homemaking enrollment of the girls from schools of Group B.

Table 21.--RELATION OF TYPE OF DEPARTMENT IN ELEMENTARY SCHOOL AND ELECTION OF NINTH-GRADE HOMEMAKING, PHOENIX ELEMENTARY SCHOOLS, 1941-42.

Homemaking department	Girls		
	Homemaking	Non-homemaking	Total
Adequate and attractive - - - - -	32	166	198
Adequate - - - - -	8	70	78
Total - - - - -	40	236	276

$X^2 = 4.026$
 D.F. = 1
 $.05 = 3.841$
 Significant difference
 No relationship

However, it was found that the training and experience of the teachers of these schools tended to influence the election of ninth-grade homemaking by their pupils. (Table 22)

Table 22.--RELATION OF TRAINING AND EXPERIENCE OF
ELEMENTARY HOMEMAKING TEACHERS AND ELECTION OF NINTH-
GRADE HOMEMAKING, PHOENIX ELEMENTARY SCHOOLS, 1941-42

Homemaking teachers	Girls		
	Homemaking	Non- homemaking	Total
Highly qualified - -	2	16	18
Acceptable - - - - -	38	220	258
Total - - - - -	40	236	276

$$X^2 = .2528$$

$$D.F. = 1$$

$$.05 = 3.841$$

No significant difference
Relationship

Separate elementary schools in Maricopa

County.--The same statistical procedure was used on the departments of the separate elementary schools in Maricopa County to test any tendency of the type of the elementary homemaking department to influence the ninth-grade enrollment of girls from schools in Group C. A chi-square value of 2.45 was found. (Table 23) This value of chi-square is significant; it proved a tendency of the elementary homemaking department to affect the ninth-grade homemaking enrollment of girls from these schools.

Table 23.--RELATION OF TYPE OF ELEMENTARY HOME MAKING DEPARTMENT AND ELECTION OF NINTH-GRADE HOME MAKING, URBAN ELEMENTARY SCHOOLS IN MARICOPA COUNTY, 1941-42.

Homemaking department	Girls		
	Homemaking	Non-homemaking	Total
Adequate and attractive - - - - -	43	37	80
Adequate - - - - -	49	28	77
Inadequate - - - - -	51	41	92
Total - - - - -	143	106	249

$X^2 = 2.451$
 D.F. = 2
 $.05 = 5.991$
 No significant difference
 Relationship

For the training and experience of the elementary homemaking teachers of this group a chi-square value of 5.07 was found. This value of chi-square approached 5.991, which revealed a slight tendency of the training and experience of the teacher of the pupils from this group of schools to influence the ninth-grade homemaking enrollment.

Table 24.--RELATION OF TRAINING AND EXPERIENCE OF
ELEMENTARY HOMEMAKING TEACHERS AND ELECTION OF NINTH-
GRADE HOMEMAKING, URBAN ELEMENTARY SCHOOLS IN MARTI-
COPA COUNTY, 1941-42.

Homemaking teacher	Girls		
	Homemaking	Non- homemaking	Total
Highly qualified - -	76	41	117
Acceptable - - - - -	31	33	64
Deficient - - - - -	36	32	68
Total - - - - -	143	106	249

$$\chi^2 = 5.078$$

$$D.F. = 2$$

$$.05 = 5.991$$

Approaching significant difference

Slight relationship

Chapter V
DISCUSSION

In order to determine "What factors associated with elementary homemaking influence the election of homemaking by the girls in the ninth grade in Arizona?" the problem was analyzed according to the following questions:

What proportion of Arizona ninth-grade girls who have had elementary homemaking enroll in the ninth-grade homemaking classes?

What factors relating to content of course, amount of class time, type of equipment in the elementary homemaking department, and training and experience of homemaking teachers influence the election of the homemaking in the ninth grade?

Enrollment

The percentage of girls enrolled in ninth-grade homemaking varied in the high schools, with a general tendency for the higher percentage of enrollment for homemaking classes to be in the smaller schools. The same tendency has been reported by a number of writers (5) (14), including Wright (26), who studied the enrollment in 14 small high schools in Arizona.

The fact that one out of three of the girls graduating from the elementary schools failed to enroll in the various high schools included in the study the following fall may be attributed to the presence of Spanish-American pupils in the Arizona schools, for these pupils frequently drop out of school in the elementary grades and the majority do not enter high school. Also, the present tendency of many families throughout the country toward following work in defense areas, and other war conditions, would seem to account for part of the loss between the eighth- and ninth-grade enrollment; however, the total enrollment of the ninth-grade girls indicates a slight increase over the number graduating from the local elementary schools during the previous school year.

More girls continue from the eighth to ninth-grade homemaking classes in the schools where these classes are in the same department and taught by the same teacher, than do the girls entering separate high schools for ninth-grade work. However, from the latter type of schools, more of the girls who have received no elementary homemaking training enroll in ninth-grade homemaking than do those girls from schools where elementary homemaking was available. Nofsker (20) found the same condition to be true in her study. The break in the school system seems to make an unfavorable

condition for continuity in the homemaking program.

Influences affecting elections of homemaking

The family seems to have the greatest influence on girls regarding the election of homemaking, when the persons advising the election of it are considered; therefore, there seems to be a need for an interpretation of the possibilities of homemaking to the parents. The apparent lack of guidance on the part of the homemaking teacher need not indicate poor interest in the girls continuing in high school homemaking, because many school systems have homeroom teachers whose duty in part is to advise their pupils concerning the selection of their program of studies. The homemaking teacher should inform the homeroom teachers regarding the contributions of homemaking education to various areas of citizenship education.

Opinions toward opportunities homemaking offers

The girls electing homemaking indicated that they had a better understanding of the opportunities of homemaking than those girls not electing homemaking, which can probably be attributed to differences in their home and family life experiences, interests, and their philosophies of life. Therefore, the elementary homemaking curriculum should be built upon the activities

of the present needs of pupils, which may be possible with more pupil-parent-teacher participation planning the elementary homemaking curriculum cooperatively.

Attitudes of ninth-grade girls toward homemaking

The girls indicated that satisfactions attained through experiences in elementary homemaking education or family life have conditioned them toward certain aspects of higher homemaking education.

Attitudes toward elementary homemaking

The findings of the study seem to indicate that attitudes of the two groups toward elementary homemaking education are very different. Some of these differences are easy to understand and some are rather difficult. Clothing construction probably requires more skill than the other work attempted in elementary homemaking classes, so it is quite easy to understand why the homemaking group more frequently were found to like clothing classes. They also enjoyed elementary homemaking and reported that they found their homemaking training useful. This group probably received satisfaction and enjoyment in their work.

Also those girls who continued from the eighth- to ninth-grade homemaking classes liked their eighth-grade homemaking teacher, so it is believed from

this that the personality of the homemaking teacher is important from the standpoint of girls continuing their homemaking in the ninth grade.

A larger percentage of girls continuing in ninth-grade homemaking found the department more attractive, and it seems that probably those girls had a greater interest in the department, and a greater appreciation for the attractiveness of the department, for this group also indicated that they obtained more ideas from the bulletin boards. The same group of girls found class discussions helpful, which may indicate that they found the discussion method of attacking material in which they were interested stimulating.

The participation of the non-homemaking group in the activities of the elementary homemaking program seemed not to increase their interest in the subject; therefore it seems necessary that homemaking teachers realize that interest is the key to success in all learning, and that the interest of this group might be gained by using the experiences of these pupils as a basis on which to build the homemaking program.

Content of elementary homemaking program

The units taught most frequently (checked from those listed in the Arizona Elementary Homemaking Course of Study) in the majority of the elementary schools were

in areas of foods and clothing, and a considerable amount of time was given to related units. Teachers had included additional units in their homemaking classes, which seems to indicate that some effort was made to meet the needs of the pupils.

The organization or content of the elementary homemaking program has not favorably influenced election of ninth-grade homemaking, if the present enrollment in ninth-grade homemaking is considered an indication. It seems that the majority of the girls lose interest before entering high school, in homemaking when it is required for three or four years in the elementary schools. However, if the greatest number of girls are being reached in the elementary schools, it seems advisable to strengthen the homemaking curriculum of seventh and eighth grades. Also, the elementary homemaking teachers need to interpret the high-school courses of homemaking in order to show girls that the field of homemaking has not been covered in the elementary grades.

Time allotment in elementary
homemaking classes

The time allotted to seventh and eighth-grade homemaking classes was two 90-minute periods per week, while in a recent study (24) including three fourths of the schools throughout the country, it was

indicated that the most frequent arrangement for these grades was in single periods. The data collected on the time allotted to elementary homemaking classes is insufficient to make comparisons of influences of time upon the enrollment of ninth-grade homemaking. Practically all of the schools offering fifth and sixth-grade homemaking indicated that these classes were held one 60-minute period per week. The length and infrequency of the class period may prevent any continuity in thought or interest.

Recommendations

From the analysis of data and the above discussion the following recommendations seem advisable:

1. That homeroom teachers, administrators, or other persons in the guidance capacity be informed of the contributions that homemaking can make to prepare pupils for better living.
2. That the teachers of elementary homemaking enrich their teaching techniques.
3. That more pupil-parent-teacher planning be done in building the elementary homemaking program.

Suggestions for further study

1. How do fifth and sixth-grade homemaking education influence homemaking enrollment in high school?

2. What happens to girls graduating from eighth grade who fail to enter high school?
3. What teaching materials are provided for elementary homemaking programs in Arizona?
4. What are the comparative costs of conducting elementary homemaking programs in Arizona?
5. How may parents and pupils participate in building the elementary homemaking curriculum?
6. What modifications should be made in the present homemaking program which would provide a program of maximum value for boys?
7. What homemaking education in elementary school should be required?

Chapter VI

SUMMARY OF FINDINGS

The data included in this study were obtained from the office of the Supervisor of Homemaking Education of Arizona, from the 806 questionnaires answered by the ninth-grade girls in 13 high schools, from interviews with elementary homemaking teachers and visits to elementary homemaking departments made by the writer and the Supervisor of Homemaking Education of Arizona. Additional data were secured from the records of state, county, and city superintendents of education. An analysis was made of the elementary homemaking program regarding the content of the course, and the amount of class time given to elementary homemaking education. An association test was made of the two groups for influences of the elementary homemaking program: the training and experience of the homemaking teachers, and the equipment of the elementary homemaking department.

Enrollment

Forty-six percent of the ninth-grade girls in the 13 schools were enrolled in the homemaking classes. The general tendency was toward higher percentage of homemaking enrollment in the smaller schools than in

the larger high schools. Sixty-five percent of the eighth-grade graduates of 1941-42 entered their respective high schools the following fall. From four small schools, 100 percent of the eighth-grade graduates enrolled in ninth-grade homemaking. No girls elected ninth-grade homemaking from two of the elementary schools where homemaking had been offered in the eighth grade.

The largest percentage of the girls electing homemaking in the ninth-grade was in the group from schools in which the eighth- and ninth-grade classes were taught by the same teacher in the same department. From the elementary schools separated from the high schools, the percentage of girls electing ninth-grade homemaking was larger from those which offered no elementary homemaking.

Influences affecting
election of homemaking

Very significant differences between the homemaking and non-homemaking groups were found in regard to the persons advising the election of homemaking, as follows:

A member of the family

A friend who had taken homemaking

A teacher

A significant difference between the homemaking

and non-homemaking groups was found in advice received from "a friend in the class".

Opinions toward opportunities
homemaking offers

The opinions of the girls in the two groups differed very significantly regarding the opportunities offered in homemaking education, as follows:

- To learn how to take your responsibility in the home.
- To improve conditions in your home.
- To plan, prepare, and serve meals.
- To improve your health.
- To make some new clothes.
- To learn to select clothes becoming to yourself.
- To learn to use money more wisely.
- To improve your personality so you would be more popular.

Significant differences in opinions regarding the opportunities believed to be offered in homemaking education were found between the two groups in the following:

- To learn to select food at the cafeterias and restaurants.
- To learn to understand and help small children.

Attitudes of ninth-grade
girls toward homemaking

Very significant differences between the homemaking and non-homemaking groups were found in

their attitudes toward homemaking as follows:

- Homemaking would be fun
- Homemaking would help get a job
- Homemaking was important for girls who go to college
- Family would expect more help at home
- Homemaking would be an easy course
- *Homemaking was only for girls who marry soon
- *Classes with boys more interesting
- *Mother could teach all homemaking needed.

A significant difference between the two groups was found in thinking homemaking classes would require too much time.

Attitudes toward elementary homemaking

The attitudes of the two groups of girls (limited to the girls who had received elementary home-making training) differed very significantly regarding certain aspects of their elementary homemaking training, as follows:

- Found elementary homemaking useful.
- Homemaking provided opportunities to learn to work with others.
- Liked clothing classes in elementary homemaking.
- Liked related units: grooming and child care.

*Items checked by a larger percentage of the non-homemaking group than of the homemaking group.

Liked the eighth-grade teacher.

Enjoyed elementary homemaking.

*Helped serve banquets or meals for others.

*Had sufficient textbook and reference material.

Significant differences in attitudes between the two groups were found in the following:

Obtained new ideas from bulletin boards.

Found class discussions helpful.

Had attractive elementary homemaking department.

Liked food classes.

*Had enough time for elementary homemaking classes.

*Had opportunities for class activities as well as study in books.

*Gave programs, exhibits, and teas for parents.

Content of the elementary
homemaking program

The 11 units taught most frequently in the elementary homemaking classes included only areas of clothing and foods. More than half of the elementary schools taught three fourths of the units listed in the Arizona Elementary Homemaking Course of Study, and additional units were also taught in 13 schools.

*Items checked by a larger percentage of the non-homemaking group than of the homemaking group.

Time allotment in elementary
homemaking classes

Homemaking was offered in schools from one to four years, and two 90-minute periods per week was the amount of time allotted to the elementary homemaking classes most frequently for the seventh and eighth-grade classes. Fourteen of the elementary schools offered homemaking in the sixth grade, while only eight of the schools offered fifth-grade homemaking, with approximately the same amount of time for each grade. The most frequent schedule for these grades was approximately 80 minutes per week.

Relation of ninth-grade
enrollment to the elementary
homemaking department

No relationship was found between the type of the department and the number of girls electing ninth-grade homemaking for the enrollment of girls from all the elementary schools. When these schools were classified into three types, small town schools, Phoenix elementary schools, and urban elementary schools, a slight relationship was found between the rating of the elementary homemaking department as to type and equipment and the enrollment in ninth-grade homemaking classes, except for the group of Phoenix elementary schools.

Relation of ninth-grade enrollment to the elementary homemaking teachers

The elementary homemaking teachers were classified as to training and experience, and the above test was used on the aggregate, which disproved any relationship between the classification of the teachers and the election of ninth-grade homemaking of her pupils.

The same test was used on the groups separately. The results indicated that the training and experience of the elementary homemaking teacher influence the election of homemaking in the ninth grade, from small-town schools and the Phoenix elementary schools.

In the urban elementary schools there was only a slight tendency for the training and experience of the homemaking teachers to influence the election of ninth-grade homemaking.

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SECTION I

QUESTIONNAIRE TO BE FILLED OUT BY ALL NINTH GRADE GIRLS

(White sheets are to be given to girls who are taking homemaking and pink sheets to girls not taking homemaking this semester.)

DIRECTIONS: Please read carefully and check ALL questions yes or no in the space before each question.

Age _____ Date _____

Name of school now attending _____ Town _____

School attended in Eighth grade _____ Town _____

Yes No

- () () 1. Did you attend the eighth grade in Arizona?
- () () 2. Are you taking a class in homemaking now?
3. Were you advised by some one to take homemaking?
(Check yes or no before each question)
- () () a. The principal or superintendent?
- () () b. A teacher?
- () () c. The homemaking teacher?
- () () d. A friend in your class?
- () () e. A friend who has taken homemaking?
- () () f. Some member of your family?
4. Did you think ninth grade homemaking would give you an opportunity to do any of the following:
(Check yes or no before each question.)
- () () a. Learn how to take your share of responsibility in the home?
- () () b. Improve conditions in your home?
- () () c. Make some new clothes?
- () () d. Learn to select clothes becoming to yourself?
- () () e. Plan, prepare and serve meals?
- () () f. Improve your health?
- () () g. Learn to use money more wisely?
- () () h. Improve your personality so you would be more popular?
- () () i. Learn to understand and help small children?
- () () j. Learn to select food at cafeterias and restaurants?
- () () k. Join the Homemaking Club?
- () () 5. Did you think homemaking classes would be fun to take?
- () () 6. Did you think homemaking would be an easy course?
- () () 7. Did you think homemaking was only for girls who would marry soon?
- () () 8. Did you think homemaking was important for girls who plan to attend college?

- () () 9. Did you think classes with boys would be more interesting than homemaking classes?
- () () 10. Did you think homemaking would be an expensive course?
- () () 11. Did you think your mother could teach you all the homemaking you will need?
- () () 12. Did you think that homemaking training would help you in getting a job?
- () () 13. Are your friends taking homemaking this semester?
- () () 14. Were there other elective courses you wanted to take but chose homemaking this semester?
- () () 15. Did you think homemaking classes would require too much time for credit received?
- () () 16. Did you think you would be expected to help more at home if you took homemaking?
- 17. Write a short paragraph on, "What I think about Homemaking Classes in the elementary school".

Note: If you have had homemaking in fifth, sixth, seventh, or eighth grades answer questions in Section II. If not, do not answer questions in Section II.

SECTION II

NOTE: Elementary in this questionnaire refers to all grade work completed through the eighth grade.

Name of your seventh grade homemaking teacher _____

Name of your eighth grade homemaking teacher _____

Yes No

- () () 1. Did you enjoy homemaking in elementary school?
- () () 2. Did you think the homemaking department in elementary school was attractive?
- () () 3. Did you like clothing classes in elementary school?
- () () 4. Did you like food classes in elementary school?
- () () 5. Did you like other work in homemaking such as personal grooming, use of money, and care of children?
- () () 6. Did you find your homemaking training useful?
- () () 7. Did you think you had enough homemaking training in elementary school?
- () () 8. Did you have any club work that included some homemaking training?
- () () 9. Did you have enough time in your elementary homemaking classes to finish your work satisfactorily?
- () () 10. Did you make good grades in elementary homemaking classes?
- () () 11. Did you like the seventh grade homemaking teacher?
- () () 12. Did you like the eighth grade homemaking teacher?
- () () 13. Did you help plan your homemaking work in elementary homemaking classes?
- () () 14. Did you have sufficient books and reference material in the homemaking department?
- () () 15. Did you get new ideas from the Bulletin Boards?
- () () 16. Did you think the class discussions were helpful?
- () () 17. Did you like to work in groups or on committees?
- () () 18. Did you have an opportunity to take part in activities in the classes as well as time for studying in books?

Yes No

19. Did you visit places of interest such as bakeries, meat markets, grocery stores or department stores?
20. Did you take part in assembly programs given by homemaking classes?
21. Did you have programs for your parents as exhibits, style shows, food programs or teas?
22. Did you help serve a banquet or other meals for guests when in elementary school.
23. Did you have slides or pictures in connection with class discussion in homemaking?
24. Did your homemaking activities provide opportunities for you to learn how to work with other people?

COPY

September 22, 1942

Mr. H.E. Stevenson
Globe Union High School
Globe, Arizona

Dear Mr. Stevenson:

The State Supervisor of Homemaking Education has been given the responsibility of directing the Homemaking program in the elementary schools as well as the high schools of Arizona. In order to determine the effect of elementary homemaking training on ninth-grade enrollment in homemaking classes, a three-page questionnaire has been prepared by Byrd Burton.

Sixteen other superintendents in Arizona have been asked to help in this study, and we should like to have your school included. If you are willing to have the questionnaires checked by the girls in your school, will you please fill out the enclosed card and return it to this office.

The questionnaires are ready and will be sent to you immediately on receipt of your card, with directions for their administration. It is necessary to have them checked soon after school begins to eliminate any influence from high school. If you are interested in receiving the results of the study when it is completed, please indicate on the enclosed card.

Postage for the return of the questionnaires will be sent with them. We shall appreciate your cooperation in this study.

Sincerely yours,

State Supervisor of Homemaking

Elementary Homemaking Instructor

Copy of Postal Card Enclosed with Letter
Sent to High School Superintendents

Please may I have the following information:

Are you willing to cooperate in a study of
"Factors of elementary homemaking influencing
ninth-grade homemaking enrollment in Arizona?"

Yes _____ No _____

Are you interested in receiving the results
of the study when it is completed?

Yes _____ No _____

Signed _____

COPY

November 20, 1942

Mr. E.W. Montgomery, Superintendent
Phoenix Union High School
Phoenix, Arizona

Dear Mr. Montgomery:

Your willingness to assist in the study of elementary homemaking programs is greatly appreciated. The questionnaires and postage for their return are being mailed to you. These have been delayed because of the war emergency "Share-the-Meat" Program, the responsibility of which fell upon this office.

The purpose is to determine some of the factors of elementary homemaking that seem to influence girls for or against the election of homemaking in the ninth grade in Arizona.

Will you give the questionnaire to all ninth-grade girls in your school? These questionnaires are on white and pink paper, but the form is the same. White sheets are to be given to girls taking homemaking, and pink sheets to girls who are not taking homemaking this semester. Ninth-grade girls who have had no elementary training will not fill out section II.

The directions for the girls are included on the questionnaire. Will you ask teachers administering them to read the directions to the girls and stress the importance of answering all questions as accurately as possible. The questionnaire can be answered in 15 or 20 minutes.

The need for obtaining this information soon after school begins was mentioned in the previous letter. Will you explain to the girls that this test will not affect their grades and that their accurate answers will be helpful in future planning of homemaking programs in the State?

Yours sincerely,

State Supervisor of Homemaking Education

Elementary Homemaking Instructor

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FORT COLLINS, COLORADO

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Directions for Teachers Administering Questionnaires:

Will you give the questionnaires to all of your ninth grade girls?

White and pink paper have been used, but the form is the same on both. White sheets are to be given to girls in the ninth grade who are taking homemaking this semester, and pink sheets for ninth grade girls not enrolling in homemaking.

PLEASE READ WITH THE GIRLS:

Directions: Please read carefully and check all questions Yes or No in the space before each question.

Bottom of page 2 -

Note: If you have had homemaking in fifth, sixth, seventh, or eighth grades, answer questions on the next pages. If not, you should not fill out section II.

On pages 3 and 4, elementary refers to all grade work completed through the eighth grade.

Honest answers are essential and we would like to have you explain to the girls that their answers to this questionnaire will not affect their grades, but will be helpful in future planning of homemaking programs in the State.

Name of School _____

Location _____

Homemaking Teacher _____

Write in blank before each number the letter of the word that best describes condition of the department at present.

1. Foods laboratory arrangement: (a) unit kitchens, (b) hollow square or traditional type, (c) _____.
2. Department consist of (a) one room, (b) two rooms, (c) cottage, (d) cottage and rooms, (e) rooms in school building not equipped for homemaking.

FOODS LABORATORY

What was the largest number of girls in food classes in 1941-42? _____

Equipment for Preparation of Food:

1. About how much working table space did each girl have
Check only one of the following.
- a. Considerably more than eighteen square inches
 - b. Approximately eighteen square inches
 - c. Considerably less than eighteen square inches
2. Types of stoves _____ How Many? _____
- a. Electric plates
 - b. Gas plates
 - c. Electric stoves with ovens
 - d. Electric stoves with broilers
 - e. Gas stoves with ovens
 - f. Gas stoves with broilers
 - g. Wooden stoves
3. How much stove space was available to each girl?
- a. How many girls were assigned to one oven? _____
 - b. How were burners apportioned? _____
4. List cooking utensils ordinarily supplied for each two girls: _____
5. What utensils were supplied in the department, but in more limited quantities? _____
6. What were the facilities for storing and keeping foods:
- a. What means of storing perishable foods? _____
 - b. How were staple foods stored? _____
7. How was the department equipped to provide training in food serving?
- a. Separate dining room? _____
 - b. Dining space in foods laboratory? _____
 - c. What serving arrangement? Desks and stools or table and chairs? _____
 - d. Were dishes and trays, etc., ample for serving of entire class? _____

CLOTHING LABORATORY

- 1. What was the largest number of girls accommodated at one time in your department in 1941-42? _____
What number can be most conveniently accommodated? _____
- 2. What kind or kinds of sewing machines were used? _____
How many? _____
- 3. Was work-table space adequate for the number of girls accommodated? _____
- 4. What arrangements were made for storing unfinished garments?
 - a. Drawers? _____
 - b. Boxes? _____
 - c. Lockers? _____
- 5. List any additional features which added to the effectiveness of the department.
 - a. Wash basin? _____
 - b. Mirrors? _____ What kind? _____
 - c. Fitting room? _____
 - d. Others _____

GENERAL FEATURES (Comment on each of the following features in such a way as to indicate the attractiveness or adequacy of the department.)

- 1. Bulletin boards _____
- 2. Blackboards _____
- 3. Chairs 6 _____
- 4. Cheerfulness _____
- 5. Ventilation _____
- 6. Lighting _____
- 7. Color scheme _____
- 8. Storage space for illustrative material _____
- 9. Book cases and cupboards _____
- 10. Magazine display facilities _____
- 11. Facilities for display of garments _____
- 12. Laundry facilities _____

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TRAINING AND EXPERIENCE OF ELEMENTARY
AND HOMEMAKING TEACHERS

Name of School _____ Town _____

Name of Elem. Homemaking teacher during 1941-42 _____

I. What type of certificate do you hold? Elementary _____
Special _____

II. What teaching experience have you had?

- _____ 1. Number of years holding same position.
- _____ 2. Did you have same position last year.
- _____ 3. Number of years you have taught school.
- _____ 4. Number of years you have taught all homemaking.
- _____ 5. Number of years you have taught part-time homemaking.

III. Professional training you have:

- _____ 1. Hold a Bachelor's Degree. Year received _____.
- _____ 2. Completed major in Home Economics for Bachelor's Degree.
- _____ 3. Completed minor in Home Economics for Bachelor's Degree.
- _____ 4. Hold Master's Degree. Year received _____.
- _____ 5. Hold Master's Degree in Home Economics.
- _____ 6. Have completed six semester hours or more of Graduate work.
- _____ 7. If you do not have major or minor in Home Economics fill in number of semester hours in Home Economics that you have.

IV. Position for 1941-42 included:

- _____ 1. All homemaking.
- _____ 2. One-half day of homemaking.
- _____ 3. Less than one-half day of homemaking.

Give complete statement of your school work during 1941-42.

This should include:

- 1. Homemaking classes
- 2. Other classes
- 3. Supervisory work
- 4. Extra-curricular duties

ARIZONA ELEMENTARY HOMEMAKING COURSE OF STUDY

School _____ Date _____

Please enter figures for homemaking taught in each grade in the following chart:

Grades	Minutes per Period	Periods per week	Half or all year
8			
7			
6			
5			

Number of 8th grade girls graduated in 1941-42 _____.

Check all units listed that were taught in year of 1941-42. (List is copied from the Arizona Elementary Homemaking Course of Study.)

- _____ 1. Getting ready to sew.
- _____ 2. Carrying the spirit of Christmas into the home.
- _____ 3. Helping mother in the home.
- _____ 4. Making the meal hour more attractive.
- _____ 5. Looking our best.
- _____ 6. Learning to use the sewing machine.
- _____ 7. Making a useful and attractive apron.
- _____ 8. Getting acquainted with the kitchen and its equipment.
- _____ 9. Providing the body's daily needs.
- _____ 10. Planning meals for the day.
- _____ 11. Preparing and serving fruits.
- _____ 12. Preparing and serving vegetables.
- _____ 13. Preparing and serving salads.
- _____ 14. Preparing and serving desserts.
- _____ 15. Preparing quick breads.
- _____ 16. Preparing and serving meals for a family group for a day.
- _____ 17. Improving personality.
- _____ 18. Grooming essentials for girls.
- _____ 19. Doing your part in making the home.
- _____ 20. Helping with small children.
- _____ 21. Caring for clothing.
- _____ 22. Selecting clothing.
- _____ 23. Constructing a simple garment.
- _____ 24. Beautifying the girl's room.
- _____ 25. Remaking old clothes.

List other work taught:

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