

ABSTRACT OF THESIS

CONTRIBUTIONS OF VOCATIONAL HOME MAKING
TO NEEDS OF OUT-OF-SCHOOL GIRLS
IN GOLDEN, COLORADO

Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
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ABSTRACT

The setting for this study of the contributions of homemaking to the needs of out-of-school girls was in Golden, Colorado, which is a small town on the outskirts of Denver, more urban than rural in character. It has been observed that during the past five years many girls have dropped out of school at the conclusion of the eighth grade and that others have dropped out during their high school years. It has also been noticed that girls who are not able to go on to college after graduation often are left with nothing to do because they have not fitted themselves for any vocation.

Statement of problem

How can vocational homemaking contribute to the needs of the out-of-school girls in Golden, Colorado?

Problem analysis. -- In this study answers to the following questions were sought:

1. How many girls in Golden between the ages of 14 and 21 years are not attending school?
2. What are the reasons that these girls are out of school?
3. What are these out-of-school girls doing?
 - a. In what occupations are the girls engaged?
 - b. How are these girls taking advantage of educational opportunities that are offered?
4. How can vocational homemaking help with the needs and

interests of the out-of-school girls?

- a. In what classes or program would these girls be interested?
- b. How many girls think that they would attend classes if they were offered?

5. What opportunities for educational advancement are available for these girls?

Delimitation of the problem. -- The girls considered in this study were only those girls between the ages of 14 and 21 years who were not attending school during the year 1939-40.

The needs considered are those in the field of homemaking which were indicated by the interests of the girls.

Procedure

The names of the out-of-school girls were secured from the files of the Golden Public Schools. This list was checked with the high school enrollment books to eliminate all girls enrolled in high school in 1939-40. After the names of the girls who were enrolled in college, who had moved away, or who had died were removed from the list there were 92 girls in Golden between the ages of 14 and 21 who were out of school.

After all possible information had been secured from the school files, personal interviews were made at the homes of 88 girls; four girls were inaccessible for personal visits. A check sheet was used during the interviews to secure the information needed concerning occupations, wages, and vocational and homemaking interests of the girls.

In order to discover the opportunities that existed for vocational advancement in Golden under the auspices of other agencies

interviews were held with the high school superintendent, the county home demonstration agent, the director of public welfare, and the director of child welfare.

The information derived from these interviews was used in formulating a possible program for vocational homemaking for the out-of school girls in Golden, Colorado.

Findings and implications

In analyzing the information secured from the interviews with 88 of the 92 girls considered, and from the check sheets filled out by the entire group, it was found that there were not any girls in Golden who were out of school under the age of 16 years; it was also found that nearly 95 per cent of these girls were 18 years of age or older. It was interesting to notice that only one-fourth of the girls had not completed four years of high school work. From these data it was concluded that the classes needed in Golden are for older girls, most of whom have a background of high school work.

The reasons given by the girls for dropping out of school were: lack of money, finding a job, lack of interest, and marriage. Since the first two reasons indicated financial difficulties on the part of the girls, it is the responsibility of the school or community to investigate these, and similar cases, for the purpose of providing any assistance within their power through scholarships, loans, etc. for those girls who might profit by additional education. The third reason, lack of interest, shows that the school curriculum should be revised to allow a program broad enough to offer some work that will hold the interest of the student. The fourth reason,

marriage, indicates that there is a need on the part of the school for a program that will encourage these girls to remain in school until graduation and also a homemaking course that will be available to those girls who plan to marry immediately after graduation or even before.

In considering the occupations in which these girls were engaged it was found that approximately one-third of them had never been employed in any wage-earning occupation. ~~The~~ others had held positions as secretaries, store clerks, pottery factory workers, domestic servants, laundry workers, cashiers, telephone operators, waitresses, billing clerks, and beauty operators. Two-thirds of these positions were full-time. The wage-rate for the majority of these full-time jobs was between \$5.00 and \$20.00 a week; there were a few jobs that paid less than \$5.00 per week and no jobs that paid as high as \$25.00 per week. The three reasons given for leaving a job were: advancement, marriage, and unpreparedness. In analyzing the reasons for their unemployment given by the girls who had never held a job it was found that marriage was given by nearly half of the girls and that reasons indicating unpreparedness were given by the majority of the others. From these findings it was concluded that there is a clearly defined need for a wider school program of homemaking and vocational education which will fit the girl for both wage-earning and homemaking.

Nearly all of the girls indicated a vocational interest in the field of business; since many of these girls are not qualified either through training or personality to become efficient in this field, it is also necessary that a guidance program be established to

help them in selecting the type of work and courses that will contribute the most to their vocational success.

The homemaking classes selected by 20 per cent, or more, of the married girls were meal planning and preparation, managing the family income, child care and training, and beautification of the home. The interests of 20 per cent, or more, of the single girls were in classes in selection and care of clothing, meal planning and preparation, personality development, and clothing construction. It can be seen that the interest of the married girls was in homemaking, while the single girls were interested in personal development. From this it was concluded that a program is needed that will fit the needs of each of the two groups.

Recommendations

From these data the following program was suggested to meet the needs and interests of the out-of-school girls in Golden.

Units recommended for single girls, supplementary to business training

1. Selection and care of clothing
2. Meal planning and preparation
3. Personality development
4. Clothing construction

Units recommended for married girls for homemaking

1. Meal planning and preparation
2. Managing the family income
3. Child care and training
4. Beautification of the home.

Units recommended for wage-earning activities

1. Sewing and dressmaking
2. Child care and training

In view of the fact that the vocational interests of the majority of the single girls were in the commercial field, and that the homemaking interests of these same girls were in personal development courses, it is suggested that a course in personal development be added to the commercial course offered in the Golden High School. This class would reach a great many more girls than can be reached by the homemaking department until some kind of homemaking program can be established for out-of-school girls.

After studying the interests and educational background of the girls in Golden, and after considering the programs offered in other communities, the following means of carrying out the suggested program are offered for consideration.

1. The homemaking teacher in the Golden High School could carry some units during the school year after school or in the evening; and she could hold classes during the summer in connection with her supervision of home projects. It is possible that an assistant homemaking teacher could be employed so that with the combined effort of the two teachers they could carry on a part-time program throughout the year.

2. A residence program might be adopted under the National Youth Administration in which a house might be obtained and girls brought in for intensive training for a period of six weeks or more.

It was found that there are no organized programs for education under any agency functioning in Golden; this means that there is a need for some opportunity for educational advancement for these girls.

From the study it was demonstrated that there is a need in

Golden for education in homemaking which can contribute to both the vocational and homemaking needs and interests of these girls. It was also found that any such program as the one outlined would meet with the approval of the majority of the girls under consideration in this study; only one girl of the 92 considered indicated that she would not be interested in enrolling in one class or more if such classes were to be established.

The director of public welfare was very much interested to hear of the survey, since he plans to start classes in Golden for out-of-school youth under the National Youth Administration. He asked that he be informed of the interests indicated by the girls, as the results will undoubtedly be of value to him in obtaining just such a program as is suggested in this study for the girls in Golden, Colorado.

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY Helen B. Luddington

ENTITLED CONTRIBUTIONS OF VOCATIONAL HOMEMAKING TO NEEDS OF
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TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	7
	Statement of Problem	9
	Problem Analysis	9
	Delimitation of the Problem	9
II	REVIEW OF LITERATURE	11
	Need for Education of Out-of-School Youth in General	11
	Need for Homemaking Education for Girls . .	13
	Contributions of Homemaking Education to Out-of-School Girls	14
	Work Being Done	16
	Suggested Programs	18
III	PROCEDURE	22
IV	ANALYSIS OF DATA	28
	Description of the Group	29
	Occupations and Wages of Girls	31
	Vocational Interests	35
	Homemaking Interests	38
	Opportunities for Educational Advancement .	39
V	DISCUSSION	41
	Description of the Group	41
	Occupational Status	43
	Vocational Interests	44
	Homemaking Interests	45
	Opportunities for Educational Advancement .	46
	Recommended Program	46
	Program for Education of Out-of-school Girls in Golden, Colorado	47
	Problems for Further Study	48

TABLE OF CONTENTS

Chapter	Page
VI SUMMARY	50
Statement of Problem	50
Problem Analysis	50
Delimitation of the Problem	51
Procedure	51
Findings and Implications	52
Recommendations	54
APPENDIX	57
BIBLIOGRAPHY	68

LIST OF TABLES

Table	Page
1. AGES OF OUT-OF-SCHOOL GIRLS	29
2. EDUCATIONAL EXPERIENCE OF OUT-OF-SCHOOL GIRLS . . .	30
3. REASONS GIVEN BY GIRLS FOR WITHDRAWAL FROM SCHOOL .	30
4. MARITAL STATUS OF OUT OF SCHOOL GIRLS.	31
5. NUMBER OF MARRIED OUT OF SCHOOL GIRLS WHO HAVE CHILDREN	31
6. OCCUPATIONS OF OUT-OF-SCHOOL GIRLS	32
7. AMOUNT OF TIME GIVEN TO WAGE-EARNING OCCUPATIONS. .	33
8. WAGES PER WEEK FOR FULL-TIME JOBS.	33
9. WAGES PER HOUR FOR PART-TIME JOBS.	34
10. REASONS FOR LEAVING JOBS AS GIVEN BY GIRLS	35
11. REASONS FOR UNEMPLOYMENT AS GIVEN BY GIRLS WHO HAD NEVER BEEN ENGAGED IN WAGE-EARNING OCCUPATIONS . .	35
12. INTERESTS GIVEN BY GIRLS IN MONEY-MAKING OCCUPATIONS	36
13. INTERESTS IN CLASSES OF VOCATIONAL VALUE GIVEN BY GIRLS	38
14. INTERESTS IN HOMEMAKING CLASSES INDICATED BY GIRLS.	40

CHAPTER I

INTRODUCTION

In a recent publication of the American Youth Commission, entitled A Program of Action for American Youth, (4:1) it is stated that "the survival of the nation . . . demands that conditions be established under which the young may have confidence in our institutions and our form of government. This means in particular that our deficiencies in the fields of employment, education, and health must of necessity be corrected . . . Opportunities for adequate education must be made available for all."

Several agencies such as the extension service, the N. Y. A. and the W. P. A. have sponsored part-time classes in communities where there are girls in sufficient numbers who are interested in such work. These classes have been established so that girls of 14 years of age and older will have an opportunity to continue, or perhaps start, work in the field of homemaking. In a number of states young people are required to attend school a few hours weekly until they are 16 or 18 years of age. These classes may take the form of evening classes, which are organized in shorter units to meet the needs of girls who may be working during the day.

The girls enrolled in part-time schools are those who have dropped from school for a number of reasons among which lack of interest, failure to pass school work, and economic necessity are the

major ones. It is often true that girls drop out of school from lack of opportunity rather than from inability, and thus the girls in the part-time schools differ very little from other girls of adolescent age in matters of likes, dislikes, interests, and desires.

Golden, Colorado, is a small town, but because of its proximity to Denver, it is much more urban than rural in character. The chief industries are beer and pottery factories, clay pits, brick factory, and some truck gardening. The School of Mines and the Boys' Industrial School are situated in Golden, and the town is the place of residence for many who work in Denver.

There is a wide range in the types of people, from college professors to unskilled day laborers, with all types of homes represented in the town.

Many girls in the community drop out of school upon completion of the eighth grade or after a year or two in high school. These girls are chiefly from the lower-income families. They find employment chiefly in the pottery factory, but others of them work as domestic servants in private homes, as clerks in stores, telephone operators, etc. A few with some commercial training are able to secure work as stenographers in the business offices. However, a majority of the girls are working only part-time if at all, and they are receiving very small wages.

It is the purpose of this study to investigate the causes of girls' withdrawals from school and the place of those girls in the community. The probable value of this study lies in the resulting knowledge of the reasons for the girls' withdrawals. With definite

causes established it will be easier to bring the problem before the townspeople and to start a definite program of part-time training in vocational homemaking to aid the girls who are now out of school. It is possible that with the discovery of the underlying causes for girls' withdrawals from school will come some plan of action through which it will be possible to keep in school many girls who otherwise would be forced to withdraw.

Statement of the problem

How can vocational homemaking contribute to the needs of the out-of-school girls in Golden, Colorado?

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Delimitation of the problem. -- The girls considered in this study are only those girls between the ages of 14 and 21 years

who were not attending school during 1939-1940.

The needs considered are those in the field of homemaking which were indicated by the interests of the girls.

CHAPTER II

REVIEW OF LITERATURE

NEED FOR EDUCATION OF OUT-OF-SCHOOL YOUTH

Need for education of out-of-school youth in general

Many thousands of young girls and boys leave school annually totally unprepared for any vocation and equally unprepared to face the problems that are theirs. During the past few years there has developed an increasing consciousness of a need for the education of these young people.

Phyllis and Omar Goslin (23:29s-32s), in 1938, said that there were 20,000,000 youth between the ages of 14 and 21 years and that only 19 per cent of these were in school. In many cases young boys and girls had left home.

Arthur Brandon (10:326-27), 1938, found that the chief handicaps facing unemployed youth were immaturity and inadequate training and ignorance of where to look for vocational advice and placement counseling.

In its study of youth education the American Association of School Administrators (3:509), 1938, found that many who had jobs were being over-worked and underpaid or were working under conditions demoralizing to their personality.

In 1938, J. J. Metz (39:331) studied the population of our

institutions; the results showed that the criminals are made up largely of the young. This is chiefly due to the fact that many young people leave school without training or much hope for a job. To quote George P. Hambrecht, Director of Wisconsin State Board of Vocational and Adult Education (24:12), 1938, "On the theory 'an idle brain is the devil's workshop' unemployment and lack of schooling have resulted in a crime wave unparalleled in any other country in the world." He also stated that crime is primarily a problem of youth as there are more criminals at 19 years of age than at any other age.

Harl R. Douglass (19:66), 1939, stated:

Of the 21,000,000 young men and women, boys and girls between the ages of 16 and 24, several million were born with the assurance that their parents would be able to buy a place in the social and economic world for them.

8,500,000 of these young people are employed at some kind of work. It may be poorly paid and lead nowhere, but it is a job. . . . Another 4,500,000 are in some kind of school or college. Approximately 3,000,000 are unemployed, married women, theoretically not seeking employment. ✓

Another million fall in one of the following: C. C. C. camps, reform schools or penitentiaries, in hospitals or other institutions for the unfortunate, or are not physically capable for employment. . . . At least another million are employed on P. W. A. or W. P. A. with no immediate assurance of a real place in the normal activities of the work-a-day world.

In addition, Douglass said (19:65-66), 1939, that the maladjustment existing today between the possibilities for youth and their normal expectations and desires constitutes a far more serious and destructive problem than the average person is able to appreciate.

Need for homemaking education for girls

David Snedden (48:628-32), 1928, said:

Girls of less than medium intelligence today who for that reason and for economic reasons will probably never enter the ninth grade will probably be rearing fully two-thirds of the children of 1940-1970. These girls usually come from the poorer homes and spend most of the years prior to marriage in wage earning occupations.

Kauffman (32:946-7), in 1930, believed that a girl must be prepared for two vocations — homemaking and earning a living. Of the two, homemaking is the permanent one in the vast majority of cases. She stated, too, that homemaking is not being taught in the home to the extent that it has been in the past. According to Dr. Rachel Stutsman (50), 1935, the youth of today face many more serious problems than present-day adults had to face in their youth, and that the situation for girls is just as serious as it is for boys.

This same study made by Stutsman (50:278), 1935, showed that girls in families who are "on the welfare" are at home, shut off from natural outlets for recreation and becoming embittered and emotionally starved and distorted.

Since the majority of the girls who are out of school marry at an early age homemaking training for out-of-school girls is not only desirable but it also becomes almost necessary. Louise Mason (38:69), 1935, from her study of the girls who attended Garland High School, Kansas, 1927-1932, found that more than half of them were married in 1930, and that two-fifths of this group, many of whom had children, had had little or no training in homemaking. She found further through analysis of the jobs held by the girls who had not married that in most cases a knowledge of homemaking could make a

contribution to the success and efficiency of the girls.

Contributions of homemaking training to out-of-school girls

While many of the problems of out-of-school girls are general in character, many more such problems are directly related to the communities where the girls live. Many authors have studied to find to what extent homemaking training can aid in the solution of these problems.

Helen Allison (2:48), 1932, conducted a study of the girls in the Commercial Department of Central High School in Oklahoma; she found that a related course in home economics would be of great value to these girls.

Marie White (56:150), 1936, in her study of the responsibilities of the general household employee found that there was a definite need for homemaking training to develop skills, personality, and a professional attitude in the girls who plan or prepare for employment in household service.

An investigation by Hazel Cameron (15), 1937, of girls in Fort Collins, Colorado, who dropped out of school at the end of their ninth year, found that the majority of the girls were below average in intelligence and that two-thirds of the group were married within five years; one-third were engaged in wage earning occupations. She found that homemaking education could be of great value in all cases, whether the girls were actually homemakers or engaged in a wage earning occupation.

Agnes Benedict (8:20-1), 1938, found that many girls of high school age were employed as domestic servants or in factories;

the wages of these girls ranged from \$15.00 to less than \$5.00 per week.

Jane Bemis (7:65), 1939, in her survey of the vocational needs and interests of the out-of-school girls of Yuma, Colorado, found that over half of these girls were employed as housekeepers; 30 per cent of them had never had a job of any kind; and the rest were engaged as stenographers, clerks, waitresses and teachers. She stated that "it certainly would be an economic asset to some of these girls if they could become proficient in some means of increasing their income." Since 50 per cent of them were employed as housekeepers a knowledge of homemaking would certainly be an asset to them.

In summarizing the above surveys the following conclusions can be drawn: first, that there is a real problem facing American youth today, due to unemployment and lack of something to keep them busy during the period of enforced idleness; second, that the problems facing American youth are quite as serious for girls as for boys; third, that the out-of-school girls are usually those of low intelligence who marry very young and who probably will be mothers of two-thirds of the children in the coming generation; and fourth, that in many phases of work in which the girls between the ages of 14 and 21 are employed, whether it be homemaking or otherwise, a knowledge of homemaking is desirable.

WORK BEING DONE

With the realization of the problems created by the young people who leave school has come the growth of evening classes, adult classes, etc. It is of interest to notice what Butler (9:393) said of adult education in other countries in 1930:

. . .adult education is one of the present day problems that knows no single language. Everywhere in Italy, in Germany, in Poland, in Scandinavia, in Holland, in Great Britain, as well as in the United States -- men are discussing this question of continuing this instruction, training, and education of the adult.

The London County Council Evening Institutes began their seasons (37), 1938, at the beginning of October. They were held for young people who had passed the compulsory school age and who wished to continue their education. There were 250 of these institutes with an enrollment of 250,000 women. The most popular classes were first aid, dress making, and cooking. Enrollees varied in age from 14 to housewives of all ages.

According to Grace Gordon Hood (27:219), 1940, conditions in Canada are similar to those in the United States and home economics classes have played an active part in these programs of adult education, the character and aims of the courses varying, of course, with the community. She further stated (27:220-1) that the University of Manitoba has a course for 25 girls selected from rural areas; to enroll in the course a girl must be from 18 to 24 years of age, have an eighth grade education and give assurance that she will return to her home. The course included art, clothing and textiles, home management, foods, English, physical education, workshop, horticulture, entomology, poultry, and dairying.

Several surveys have been conducted in the United States to determine the extent of the work being done in the field of adult education, and the extent to which secondary schools have adapted their programs to the needs and interests of the girls.

Mary Bryan Brucher (11), 1931, found from her study of girls in Oklahoma City that 27 of 74 girls enrolled in part-time home economics work were employed in housekeeping jobs. She also found that 60 per cent of the girls helped in the construction of their own clothing, and that all of them had had problems in furniture arrangement, care of health, and clothing selection. Half of them frequently had complete responsibility of planning and preparing meals.

Mary Frances Inman (30), 1932, in her study of homemaking activities of high school girls in Colorado, found that 75 per cent had considerable experience in selection of clothing, care and management of a home, care of children, social customs, and personal grooming.

In her study, Agnes Barry (5:252-3), 1936, found that the home economics department of San Jose Continuation School offered classes in sewing, artcraft, child care, etc. as desired by the enrollees. The large majority of those attending were between the ages of 16 and 18. Many who went from the school were able to do dress-making, millinery, nursing, etc.

By means of a survey Clifford L. Herness (25), 1936, found that there are 29 high schools in the United States giving part-time cooperative vocational training. Dr. Charles E. Howell (28), 1937, found through reviews of federal policies that the amount of adult education in the United States is increasing. Sophie W. Downs (20),

1938, in her study of continuation schools found, too, an increasing interest and activity in the field of adult education.

K. H. Clark (16:1), 1938, stated that public schools were being opened for regular adult evening school programs for personal improvement and recreational programs which stress needs for creative activity. Thus it can be seen that men and women are awakening to the fact that if the home is to preserve our ideals it is necessary to study continually to improve the American home.

SUGGESTED PROGRAMS

It was Dr. Rachel Stutsman's (50:278) opinion, 1935, that many girls slump into stagnancy and disheartening dullness because they do not know how to find ways to continue their mental development. It is the place of the school to offer means by which the out-of-school youth can keep ever mentally alert and progressive. Dr. Stutsman also stated that great responsibilities rest on the home economics teachers for helping the young people live adequate lives in this time of great shift and stress. Young people need help in personality adjustment, in the development of character, and in habits of self-reliant search for their own future growth.

A recent canvass made by Belle L. Pollard (43), 1936, indicated that people are interested in homemaking classes: (1) to learn to be better homemakers, (2) to have companionship of people experiencing the same problems, (3) to escape from undesirable home situations, and (4) to better themselves in certain vocations such as teaching, dressmaking, restaurant work, etc. However, 90 per cent of

them indicated their interest to be chiefly in being better homemakers.

According to the report of the American Association of School Administrators in their 16th yearbook, Youth Education Today (3:509), 1938:

The problem of school and society is not merely to get young people jobs. It is to get for those young people jobs of the kind which contribute most to personal and social living.

An active interest in the problems of youth on the part of the community should result in provision for adult education, vocational education in evening schools, clinical and counseling service for the more serious problems of social and occupational maladjustments.

It was further stated in that report that if the public schools were to assume these new responsibilities as the agent of society for the adjustment and guidance of out-of-school youth, the first duty of the schools is to investigate the causes of withdrawal from regular school. Some causes of withdrawal and the means by which they can be alleviated were given as follows: financial needs, lack of interest in school work, a school program that is out of harmony with the interests and abilities of the pupil, and lack of educational interest and background in the family. The following is a list of suggestions presented as to what the schools can do:

- (1) Establish an organized guidance service.
- (2) Make adjustments to further interests.
- (3) Meet the economic handicaps which force the children to withdraw by granting scholarships, giving loans, etc.
- (4) Offer a greater variety of courses.

Since it is impossible for the home to carry the full responsibility of training prospective homemakers, the school must recognize its obligations and its opportunities. It is the place of the school to take the lead in this work by opening its doors to evening

and part-time classes in vocational work.

A. J. Cross (18:542), 1939, stated that first there must be a replanning of the junior and senior high schools to meet better the vocational needs of the boys and girls; and second, that there should be an extension of the services of the public school to meet the maximum needs of youth who will not have available college or professional training of any kind. Cross said further:

We have discovered in modern youth a new natural resource, but we have not learned how to use it. In our ignorance we have always wasted our great natural resources. We will conserve this greatest of all natural resources; we will learn to recognize and make good use of these young minds. We can't help ourselves -- they will teach us.

Obviously, the surveys considered in this study point to a very real need for adult and part-time programs of education for the out-of-school youth, millions of whom are now unemployed or employed only part of the time in very unstable positions. While the problem is one that is national and even international in scope, the solution rests in the establishment of educational programs in the countless numbers of towns and communities where the unemployed youth are found.

From study of the work that has been done in the past years in an effort to alleviate somewhat the problems of out-of-school youth, it is evident that the trend in America today is definitely toward the establishment of a program of education to meet the needs and interests of youth. At the present time there is a wide-spread program of establishing homemaking education centers for out-of-school girls under the National Youth Administration.

So far, nothing along this line has been done in Golden; but the fact that there is no education for the boys and girls who are

now unemployed and out of school does not indicate that there is not a need for the establishment of some type of adult or part-time program of education in Golden, Colorado.

CHAPTER III

PROCEDURE

In the spring of 1939 an interview was obtained with the principal of the Golden High School and with the State Supervisor of Vocational Homemaking Education to explain to them the nature and purpose of the present investigation; both of them evinced keen interest and offered any assistance possible from the school and state office in securing information concerning the needs and interests of out-of-school girls in Golden, Colorado, and the possible contributions of homemaking education to these needs and interests.

Preliminary to the actual survey an inventory sheet (see end of chapter) was planned which was to be used during interviews with the girls considered in this study. The sheet was sent to Miss Williamson, Teacher Trainer at Colorado State College, and after two revisions it was approved. Permission was granted by the principal to use the school files while the inventory sheets were being prepared.

The information taken from the files was: name, address, date of birth, and the year, age and grade of withdrawal from school for each girl who had been enrolled in the high school during the last seven years. These names were checked with enrollment records for the year 1939-1940 to eliminate all girls who were in school, or who were inaccessible, or who were over-age; an additional check was made

by the principal and a long time resident. Plans were then made to visit those girls remaining on the list after the names of those enrolled in high school and colleges were checked off. Since two of the girls had died and ~~others had~~ left Golden the number of girls to be visited was further decreased.

In organizing the material collected from the school files small cards were prepared on which to note the following information about each of the girls considered:

NAM _____

ADDRESS _____

DATE OF BIRTH _____

YEAR LEFT HIGH SCHOOL _____

AGE LEFT HIGH SCHOOL _____

GRADE LEFT HIGH SCHOOL _____

Because the information desired was too complicated to be gained merely through interview, the inventory sheet was used to assist in obtaining information as to reasons for leaving school, occupations engaged in since withdrawal from school, wages received during employment, reasons for leaving a job, and vocational and homemaking interests. The information was organized for checking during the interview.

In a few cases when the girl was temporarily out of town,

the inventory sheet was explained to the mother and left with a stamped, self-addressed envelope to be filled out later and mailed. In four cases the girls could not be reached in person, so the inventory sheets with an explanatory letter and the accompanying self-addressed envelopes were mailed to them. Whenever possible, the mothers of the 92 girls considered in the survey were included in the interviews, and the enthusiastic response of both mothers and girls to a proposed program of homemaking education for out-of-school girls was gratifying. In only one case did a girl and her mother indicate any lack of interest in such a program.

The interviews were easily obtained; in several cases the homes had been visited before in connection with the supervision of home projects during the past five years. The addresses were organized into districts to eliminate all possible waste of time in going from place to place. Often the girl had moved to another address or had married and moved. The janitor at the high school proved of invaluable assistance in locating these girls who had changed their addresses as he has lived all his life in Golden and has taken a particular interest in all the students who have attended the high school.

In every instance the problem and information desired were explained carefully and the reason for making the survey was also given. In every case the girl and her mother, if she was present at the interview, gave whole-hearted cooperation in the collecting of the data for this study.

In order to discover the amount of work already being done by other agencies in the field of vocational and homemaking education,

interviews were obtained with the high school superintendent, the county home demonstration agent, the director of public welfare, and the director of child welfare.

The information collected from the girls through interviews with the help of check sheets was analyzed, and a program of home-making education which should contribute to the solution of many problems and needs of the out-of-school girls in Golden, Colorado, was recommended.

INVENTORY ~~SECRET~~
Out-of-school Girls

Golden, Colorado

Date:

1. Name _____
2. Age _____ 3. Birthday _____
4. Address _____ 5. Telephone _____
6. Married _____ 7. Single _____ 8. Widow _____
9. Number of children _____

1. Number of years you have been out of school? _____
2. Did you attend college? _____ How many years? _____
3. Reasons for dropping out before graduation
 - (a) _____ Not interested in school.
 - (b) _____ Failure in school work.
 - (1) Subjects failed:

- (c) _____ Lack of money in the home.
(d) _____ Found a job.
(e) _____ Married.
(f) Other reasons: _____

- (1) _____
- (2) _____
- (3) _____
- (4) _____

1. In what occupations have you been employed since you left school?

[illegible]

2. If not employed, reasons why:

- (a) _____ Unprepared for an occupation
 (b) _____ No work available in town
 (c) _____ Unskilled in finding a job
 (d) _____ Health
 (e) Other reasons: (1) _____
 (2) _____
 (3) _____

3. In what kind of money making occupation would you be most interested? (check 2)

- | | |
|---|----------------------------|
| (a) _____ Gardening | (k) _____ C n ing |
| (b) _____ Poultry raising | (l) _____ Child care |
| (c) _____ Dressmaking | (m) _____ Waiting tables |
| (d) _____ Handcrafts (knitting, rug making, etc.) | (n) _____ Clerking |
| (e) _____ Furniture refinishing | (o) _____ Secretarial work |
| (f) _____ Laundry work | (p) Others: (1) _____ |
| (g) _____ House cleaning | (2) _____ |
| (h) _____ Catering | (3) _____ |
| (i) _____ Cooking | (4) _____ |
| (j) _____ Baking | |

4. If there should be an opportunity to organize classes for money making in which phases would you be interested in attending? (check 2)

- | | |
|------------------------|----------------------------|
| (a) _____ House work | (i) _____ Office work |
| (b) _____ Laundry work | (j) _____ Dressmaking |
| (c) _____ Child care | (k) _____ Waiting tables |
| (d) _____ Cooking | (l) _____ Secretarial work |
| (e) _____ Catering | (m) Others: (1) _____ |
| (f) _____ Baking | (2) _____ |
| (g) _____ Sales work | (3) _____ |
| (h) _____ Beauty work | |

5. If there should be an opportunity to organize homemaking classes in which phases would you be interested in attending? (check 2)

- (a) _____ Management of time to provide more leisure
 (b) _____ Management of family income
 (c) _____ Planning, preparation, and serving of economical and healthful meals
 (d) _____ Preservation of fruit, vegetables, and meats
 (e) _____ Beautifying the home inside and outside
 (f) _____ Selection and care of clothing
 (g) _____ Construction of clothing
 (h) _____ Living happily together
 (i) _____ Personality development
 (j) _____ Home entertaining and recreation
 (k) _____ First aid and home care of the sick
 (l) _____ Child care and training
 (m) _____ Personal grooming and health

CHAPTER IV

ANALYSIS OF DATA

Data for this study were collected through the cooperation of all the out-of-school girls between the ages of 14 and 21 years of age in Golden, Colorado. The names of these girls were secured from the school records of the Golden Public Schools, and after the names of those who were enrolled in school or who had died or moved away had been taken off the list, there were 92 girls to be interviewed. Of these 92 girls 88 were interviewed; the other four girls could not be located; in one case there were two girls in the same family. The number of homes represented, finally, was 91.

The treatment of data will be presented in five parts: first an analysis of the group of girls (the data for this analysis having been collected from the school records and from personal interviews); second, an analysis of the occupations and wages earned in these occupations; third, an analysis of the interests in training for wage-earning occupations as indicated by the girls; fourth, an analysis of the homemaking interests of the out-of-school girls; and fifth, a consideration of the opportunities for educational advancement available for these girls.

Description of the group

The ages of the girls in this study ranged from 16 to 21 years. As can be seen from Table 1, there were no girls under 16 years of age who were out of school in Golden, Colorado. There was 93.5 per cent of the out-of-school girls who were 18 years of age or older, and only 6.5 per cent of the girls were 16 or 17 years old.

Table 1. -- AGES OF OUT-OF-SCHOOL GIRLS

Ages	Number of girls	Per cent
14 - 15 years	0	0
16 - 17 years	6	6.5
18 - 19 years	34	37.0
20 - 21 years	52	56.5
Total	92	100.0

Approximately nine per cent of the 92 girls represented in this study, as shown in Table 2, had not more than two years of high school work. The per cent of the girls who had finished high school was about 60, and 16.5 per cent of them had taken some college work.

As shown in Table 3, one-fourth of the girls withdrew from school because of lack of sufficient funds to continue their education. About 23 per cent of the girls found jobs and withdrew to work; 17.4 per cent withdrew from school to be married; and approximately 36 per cent of the girls withdrew either through lack of interest in further education or for minor reasons 1/ usually based upon family relations.

1/ Appendix, p.63

Table 2. -- EDUCATIONAL EXPERIENCE OF OUT-OF-SCHOOL GIRLS

Educational Experience	Number of girls	Per cent
Dropped out of high school during freshman year	11	12.0
Dropped out of high school during sophomore year	9	9.0
Dropped out of high school during junior year	4	4.0
Left school upon graduation	53	58.5
Attended college 1 - 3 years	15	16.5
Total	92	100.0

Table 3. -- REASONS GIVEN BY GIRLS FOR WITHDRAWAL FROM SCHOOL

Reasons	Number of girls	Per cent
Lack of money in the home	23	25.0
Opportunity for employment	21	22.8
Lack of interest in school	17	18.5
Marriage	16	17.4
Other reasons	15	16.3
Total	92	100.0

Of the 92 girls between the ages of 16 and 21 who were not in school, 68.3 per cent were single, as shown in Table 4. The study showed that 30 per cent of the girls were married, and that one of them was widowed. Of the 28 girls who were married, 14 of them, or one-half, had children, as can be seen in Table 5.

Table 4. -- MARITAL STATUS OF OUT-OF-SCHOOL GIRLS

Status	Number of girls	Per cent
Single	63	68.3
Married	28	30.0
Widowed	1	1.7
Total	92	100.0

Table 5. -- NUMBER OF MARRIED OUT OF SCHOOL GIRLS
WHO HAVE CHILDREN

Status	Number of girls	Per cent
With children	14	50.0
Without children	14	50.0
Total	28	100.0

Occupations and wages of girls

In establishing educational needs of out-of-school girls it was necessary to find the occupations in which the girls were employed, the wages received, and the reasons girls had left former positions. With the above mentioned data a program could be devised which would more nearly meet the educational needs of the girls in Golden.

When the girls were asked in what wage-earning occupations they had been engaged the 11 occupations listed in Table 6 were reported. About one-fifth of the girls had never been engaged in any

wage-earning occupation; others had been employed in several different lines of work, so that there was considerable overlapping of figures. They were employed in a wide variety of occupations in order of frequency as follows: secretarial worker, store clerk, pottery factory worker, domestic servant, laundry worker, cashier, telephone operator, waitress, billing clerk, and beauty operator.

Table 6. -- OCCUPATIONS OF OUT-OF-SCHOOL GIRLS (92 girls)

Occupations	Number of girls	Per cent
No wage-earning occupation	29	21.5
Secretarial worker	28	21.4
Store clerk	16	12.3
Pottery factory worker	12	8.9
Domestic servant	11	8.4
Laundry worker	11	8.4
Cashier	6	4.4
Telephone operator	6	4.4
Waitress	4	3.0
Billing clerk	4	3.0
Beauty operator	2	1.5
Miscellaneous	4	4.4
Total	133	100.0

In studying the percentages of positions which were full time and those which were only part-time, it was found that nearly three-fourths of the jobs were full-time, as shown in Table 7.

Table 7. -- AMOUNT OF TIME GIVEN TO WAGE-EARNING OCCUPATIONS

Amount of time	Number of jobs	Per cent
Full-time	74	71.1
Part-time	30	28.9
Total	104	100.0

Upon analyzing the wage-rate of the full-time jobs, it was found, as shown in Table 8, that nearly half of the jobs paid between \$10.00 and \$15.00 per week; over a fourth of the girls received less than \$5.00 to \$10.00 per week; and the other fourth of the girls worked for wages that ranged from \$15.00 to \$25.00; however, no girl received as high as \$25.00 a week.

Table 8. -- WAGES PER WEEK FOR FULL-TIME JOBS

Weekly wage	Number of girls	Per cent
\$25.00 and over	0	0
From \$20.00 to \$24.99	7	9.5
From \$15.00 to \$19.99	12	16.5
From \$10.00 to \$14.99	35	47.5
From \$5.00 to \$9.99	15	20.0
Less than \$5.00	5	6.5
Total	74	100.0

From analysis of Table 9, it can be seen that 60 per cent of the girls working for part-time hourly wages received from 20¢ to

40¢ per hour; about 13 per cent received more than this; and over one-fourth of the girls worked for less than 20¢ per hour.

Table 9. -- WAGES PER HOUR FOR PART-TIME JOBS

Hourly wage	Number of girls	Per cent
50¢ and over	3	10.0
From 40¢ to 49¢	1	3.3
From 30¢ to 39¢	11	36.7
From 20¢ to 29¢	7	23.3
Less than 20¢	8	26.7
Total	55	100.0

Assuming that marriage is advancement, and that further education leads to advancement, it was found that 47 per cent of the girls left positions to better themselves, as shown in Table 10. Lack of sufficient work, which in most cases indicated lack of preparedness, was the reason given by 21.8 per cent of the girls, and nine per cent of the girls stated that unpreparedness to do the work attempted was the reason for leaving former positions. About one-fifth of the girls gave other reasons, 2/ many of which had to do with family relations.

In considering the reasons for unemployment of the 29 girls who had never been engaged in wage-earning occupations, it was found, as shown in Table 11, that nearly half gave marriage as the reason; about one-fourth of the girls gave reasons indicating lack of ability

to fill a position satisfactorily. The others gave minor reasons 3/.

Table 10. --REASONS FOR LEAVING JOBS AS GIVEN BY 55 GIRLS

Reasons	Number of girls	Per cent
Better positions	12	21.8
Lack of sufficient work	12	21.8
Marriage	10	18.2
Unpreparedness for job	5	9.2
Further education	4	7.2
Other reasons	12	21.8
Total	55	100.0

Table 11. -- REASONS FOR UNEMPLOYMENT AS GIVEN BY GIRLS WHO HAD NEVER BEEN ENGAGED IN WAGE-EARNING OCCUPATIONS

Reasons	Number of girls	Per cent
Marriage	28	48.3
Unpreparedness for occupation	7	12.0
Work not available in the town	6	10.3
Inability to find a job	1	1.7
Other reasons	16	27.7
Total	58	100.0

Vocational interests

In analyzing the vocational interests of the out-of-school girls in Golden, the study was divided into the vocations in which

the girls were interested and the classes which the girls felt would be of value to them in securing a job or in increasing their efficiency in any field. Each girl selected two occupations in which she was interested.

It was found that about 96 per cent of the girls were interested in secretarial and office work; approximately 40 per cent of the girls were interested in store clerking; and about 15 per cent were interested in dressmaking. Other vocational interests were indicated but no one included over 10 per cent of the group, as shown in Table 12. The others listed in order of their frequency were: caring for children, cooking, handcrafts, house cleaning, beauty parlor work, gardening, poultry raising, waiting on tables, canning food, catering, baking, and furniture refinishing.

Table 12. -- INTERESTS GIVEN BY 92 GIRLS IN MONEY MAKING OCCUPATIONS

Occupations	Number of girls	Per cent
Secretarial and office work	89	96.7
Clerking	39	41.3
Dressmaking	14	15.2
Caring for children	8	8.7
Handcrafts (knitting, rug making, etc.)	7	7.6
Cooking	7	7.6
House cleaning	5	5.4
Beauty parlor work	4	4.3
Gardening	3	3.3
Poultry raising	3	3.3
Waiting on tables	3	3.3
Preservation of food	1	1.1
Catering	1	1.1
Baking	1	1.1
Furniture refinishing	1	1.1

To determine the courses which might prove of vocational value to the girls a list of possible classes was presented during the interview. Each girl was asked to check the two classes from which she felt that she would derive the most benefit and in which she would care to enroll should they be offered.

It was found, as shown in Table 13, that about 64 per cent of the single girls and 45 per cent of those who were married were interested in classes in secretarial and office work. An interest in clerking and sales work was indicated by over one-fifth of both groups. Approximately 14 per cent of the single girls and 17 per cent of the married ones indicated interest in beauty parlor work. About the same percentage of each group showed an interest in dress-making classes; the same number of single and married girls desired classes in child care and training and in house work. Five girls were interested in cooking classes and only two in waitress work. There were 18 girls, 11 of whom were married, who indicated that they were not interested in any classes for vocational training; these figures showed that nearly 38 per cent of the married girls and only about 11 per cent of the single girls had no vocational interest.

Table 13. -- INTERESTS IN CLASSES OF VOCATIONAL VALUE
GIVEN BY 92 GIRLS

Classes	Single (63)		Married (29)		Total (92)	
	No.	Per cent	No.	Per cent	No.	Per cent
Office work	40	63.4	13	44.8	53	57.7
Secretarial work	29	46.1	8	27.8	37	39.9
Clerking and sales work	14	22.2	7	24.6	21	23.9
Beauty work	9	14.2	5	17.1	14	15.2
Dressmaking	8	12.6	3	10.3	11	11.9
Child care and training	5	7.9	5	17.1	10	10.8
House work	3	4.7	3	10.3	6	6.5
Cooking	3	4.7	2	6.8	5	5.4
Waitress training	2	3.1	0	0.0	2	2.1
Miscellaneous	6	9.5	1	3.4	7	7.6
Not interested	7	11.1	11	37.9	18	19.5

Homemaking interests

In selecting classes in homemaking the girls were again asked to indicate an interest in any two classes from which they felt they would derive the greatest benefit. Many of the girls commented that they would like to take all the classes, and others said that it was difficult to limit their interest to two. The only girl who failed to check the two classes was not interested in a program of education in homemaking for out-of-school girls.

As shown in Table 14, an interest in meal planning and preparation was indicated by approximately 36 per cent of the single girls and 64 per cent of the married girls. About 40 per cent of the unmarried girls were interested in a class in selection and care of

clothing while only about 18 per cent of the married girls were interested in the same class. Over 60 per cent of the married girls desired a class in managing the family income, and less than 10 per cent of the single girls were interested in that class. No married girls were interested in classes in personality development and in clothing construction while approximately 27 and 26 per cent, respectively, of the single girls indicated interest in these classes.

Approximately one-fifth of each group showed an interest in beautification of the home. About 29 per cent of the married girls indicated an interest in child care and training while less than five per cent of the single girls were interested in the class. The other interests indicated in order of their frequency were as follows: personal grooming and health, home entertainment and recreation, living happily together, preservation of food, time management to provide more leisure, and first aid and home care of the sick.

Opportunities for educational advancement

In order to discover the amount of work already being done by other agencies in the field of vocational and homemaking education, interviews were obtained with the high school superintendent, the county home demonstration agent, the director of public welfare, and the director of child welfare. It was found that no Golden girls were enrolled in either 4-H or extension clubs. There were no other organized programs of adult or part-time education.

Table 14. -- INTERESTS IN HOMEMAKING CLASSES INDICATED BY 92 GIRLS

Classes	Single (63)		Married (28)		Total (92)	
	No.	Per cent	No.	Per cent	No.	Per cent
Meal planning & preparation	22	35.5	18	64.3	40	42.4
Managing the family income	6	9.7	17	60.7	23	24.8
Selection & care of clothing	25	40.3	5	17.9	30	32.6
Beautification of the home	12	19.4	6	21.4	18	19.4
Personality development	17	27.4	0	0.0	17	18.4
Clothing construction	16	25.8	0	0.0	16	17.4
Child care and training	3	4.8	8	28.6	11	11.8
Personal grooming and health	8	12.9	2	7.1	10	10.8
Home entertainment & recreation	2	3.2	3	10.7	5	5.4
Living happily together	2	3.2	3	10.7	5	5.4
Food preservation	1	1.6	3	10.7	4	4.2
Time management to provide more leisure	3	4.8	1	3.6	4	4.2
First aid and home care of the sick	1	1.6	2	7.1	3	3.2
Not interested	1	1.6	0	0.0	1	1.1

CHAPTER V

DISCUSSION

In order that a feasible program for the education of out-of-school girls in Golden may be suggested, it is first advisable to gather the facts presented in Chapter IV into a more concise form. Therefore, a brief summary of the data collected will be given with the subsequent discussion.

Description of the group

In accordance with the delimitation of the problem, only those girls who were between the ages of 14 and 21, and out of school during the year 1939-1940 were considered. It was found that there were 92 such girls in Golden, Colorado. In this group there were no girls under 16 years of age who were not in school, and the majority of these girls were between the ages of 18 and 21 years. The 92 girls between the ages of 16 and 21 years were less than three per cent of the population, yet the number is large enough to deserve from the community consideration of their further education. From these data it can be seen that any classes to be organized in Golden should be fitted to the needs and interests of girls between the ages of 18 and 21.

Over half of the girls who were out of school had completed their high school education; some of them had had further work, either in college or in business or beauty schools. About one-fourth of the

girls had dropped out of high school before they had been graduated.

The reasons given by these girls for leaving school were: lack of money to continue in school, finding a job, lack of interest in further education, and marriage. Since the first two were reasons which indicate financial inadequacy on the part of the girls and their families, it seems that there is a need on the part of the school and community to find some means whereby these girls can earn money or be granted scholarships in order to continue their education. The third reason, lack of interest, was explained by some girls as being a result of not being able to dress and go places as the other girls did. Another explanation offered was that the girl was unable to do the high school work, and after repeated failure dropped out of school. This indicated that the curriculum of the school should be better suited to the needs of the pupils so that they will find fields of sufficient interest to keep them in school until graduation.

Since there has been a constant call upon the homemaking department in the Golden High School during the past five years for girls capable of doing house work and since the demand has always been larger than could be met, it is probable that there is an opening in Golden for girls who are trained to do housework. If part of the girls who are enrolled in commercial and college preparatory work and who drop out of school because they find the work uninteresting or too difficult were guided into homemaking classes it is possible that they would finish high school equipped to earn a living. In this way a vocational homemaking course would be filling a definite need in Golden.

About one-third of the girls considered in this study were

married, and half of these married girls had children. These findings were similar to those of Louise Mason who made a study of the girls who attended Garland High School, Kansas, during 1927-32 (38). These data indicate that there is a definite need for a wider school program of homemaking education to prepare girls more adequately for married life.

Occupational status

It was found that approximately three-fourths of the 92 girls who were out of school were employed in some type of wage-earning activity. The majority of these girls held positions as stenographers, store clerks, factory workers, and domestic servants. Three of the girls who were married were also engaged in wage-earning occupations. These findings correspond very closely with those made by Jane Bemis in her study of out-of-school girls in the Union School District, Yuma, Colorado (7).

Most of the positions were full-time employment. The majority of the girls were earning between \$10.00 and \$15.00 a week; however, there was a range in wages from less than \$5.00 to over \$20.00 per week. In no case did a girl receive as high as \$25.00 a week.

In considering those girls who had never been employed it was found that unpreparedness ranked second to marriage as the reason why the girls had secured no position. More than 25 per cent of the girls who had left jobs gave reasons which indicated that they had been incapable of filling the position satisfactorily. From the foregoing data it can be seen that vocational training is needed by the out-of-school girls in Golden.

Vocational interests

From an analysis of the data it was found that nearly half of the girls were interested in further education in the commercial field. Some of these girls had already had some training in this field and wished to become more proficient so that they could secure positions in Denver. Some of these had had no training in this phase of work and were not qualified by training or personality to become efficient secretaries or office workers. All of these girls who professed an interest in the commercial field would find value in classes in personality development, clothing selection and care, personal grooming, and any other course that might contribute to the personal development needed for success in business. From these data it can be seen that a guidance program is needed in aiding the girls to select the type of work in which they will be most likely to succeed, and to select the courses which will contribute the most to their vocational advancement.

Over one-fourth of the girls were interested in vocations directly connected with homemaking education. The major vocational interest in the field of homemaking was dressmaking; there is a greater demand for dressmakers in Golden than can be filled, and any girl who became even fairly proficient in this job could make a very satisfactory living in the town. The second interest in the field of homemaking was child care and training; several women have expressed a desire for a nursery school in Golden, so that this field could also prove a profitable one.

Homemaking interests

One-third of the girls considered in this study were married while the other two-thirds were still single. This difference in marital status made a marked change in the choice of interests indicated by the two groups. The keenest interest in homemaking classes was shown by the girls who were married and who had children. Moreover, the majority of the girls had married young, and they realized the need for homemaking training. However, only one of the single girls interviewed indicated lack of interest in homemaking classes; this same girl was the only one who signified that she was not interested in attending classes in homemaking should they be offered.

The homemaking interests indicated by more than 20 per cent of the married girls were meal planning and preparation, managing the family income, child care and training, and beautification of the home. Not one of these girls indicated an interest in clothing construction or personality development classes.

The homemaking interests of more than 20 per cent of the single girls were, in order of greatest frequency, as follows: selection and care of clothing, meal planning and preparation, personality development and clothing construction.

From the above data it can be seen that the interest of the married girls lies primarily in becoming better homemakers, while the interest of the single girls is in personal development. However, both groups were interested in meal planning and preparation.

It would seem that a broad field to include both homemaking and personal development needs of the girls should be offered in the

Golden High School; and that a program for out-of-school girls in Golden should be suited to the needs of two distinct groups, the girls who are married and those who are single, for the needs of the two groups are different, those of the married girls being in home-making and those of the single girls being in personal development.

Opportunities for educational advancement

It was revealed through interviews with the high school superintendent, the county home demonstration agent, the director of public welfare, and the director of child welfare that there is no organized program of adult or part-time education under any agency in Golden, Colorado. From these findings, it would seem that the girls have very little opportunity to advance themselves other than by attending college, business school, taking home study courses, or the like.

From the interest shown in a suggested program it may be concluded that a program has not been organized simply because no one has started a movement for adult or part-time education, for seemingly any program that might be established would be gladly received and would fill a real need in the community. Although the girls who indicated an interest would not attend classes 100 per cent as they stated, if only 25 per cent (23 girls) actually enrolled in the initial class it would be worthwhile.

Recommended program

From the foregoing summary of the data and its discussion it can be concluded that there is a need in Golden for an educational program for out-of-school girls that will enable them to improve their

homes and their wage-earning abilities. In consideration of the interest and enthusiasm shown in a suggested program of homemaking and wage-earning courses the establishment of classes to meet the needs indicated would be justified.

Since it is not practical, according to the policy of the State Board for Vocational Education, to hold classes for less than 10 girls, the program suggested should not include classes in which fewer than 10 girls had indicated an interest. It is possible that as the girls progress in their study the other classes would be in demand and so might be added to the course. Although these classes would be designed primarily for the girls considered in this study, it is logical to assume that the enrollment would be increased by women older than the out-of-school girls considered in this investigation.

Program for education of out-of-school girls in Golden

Units recommended for single girls supplementary to business training

1. Selection and care of clothing
2. Meal planning and preparation
3. Personality development
4. Clothing construction

Units recommended for married girls for homemaking

1. Meal planning and preparation
2. Managing the family income
3. Child care and training
4. Beautification of the home

Units recommended for wage-earning activities

1. Sewing and dressmaking
2. Child care and training.

In view of the fact that the vocational interests of the majority of the single girls were in the commercial field, and that the homemaking interests of these same girls were in personal development courses, it is suggested that a course in personal development be added to the commercial course offered in the Golden High School. This class would reach a great many more girls than can be reached by the homemaking department until some kind of homemaking program can be established for out-of-school girls.

After studying the interests and educational background of the girls in Golden, and after considering the programs offered in other communities, the following means of carrying out the suggested program are offered for consideration:

1. The homemaking teacher in Golden could carry some units during the year after school or in the evening, and she could hold classes during the summer at the same time that she is supervising home projects. It is possible that an assistant homemaking teacher could be employed so that between them, the two teachers could carry a part-time program throughout the school year.

2. A residence program might be adopted under the National Youth Administration in which a house might be obtained and the girls brought in for intensive training for a period of six weeks or more if possible.

Problems for further study

During the survey several problems arose which seemed worthy of further investigation. These problems were:

1. What possibilities are there for vocational advancement

in Golden, Colorado, and how much training is justified for these positions?

2. Would a class in maid-service be practical and justifiable in Golden, Colorado?

CHAPTER VI

SUMMARY

The setting for this study of the contributions of homemaking to the needs of out-of-school girls was in Golden, Colorado, which is a small town on the outskirts of Denver, more urban than rural in character. It has been observed that during the past five years many girls have dropped out of school at the conclusion of the eighth grade and that others have dropped out during their high school years. It has also been noticed that girls who are not able to go on to college after graduation often are left with nothing to do because they have not fitted themselves for any vocation.

Statement of problem

How can vocational homemaking contribute to the needs of the out-of-school girls in Golden, Colorado?

Problem analysis. -- In this study answers to the following questions were sought:

1. How many girls in Golden between the ages of 14 and 21 years are not attending school?
2. What are the reasons that these girls are out of school?
3. What are these out-of-school girls doing?
 - a. In what occupations are the girls engaged?
 - b. How are these girls taking advantage of educational opportunities that are offered?
4. How can vocational homemaking help with the needs and

interests of the out-of-school girls?

- a. In what classes or program would these girls be interested?
- b. How many girls think that they would attend classes if they were offered?

5. What opportunities for educational advancement are available for these girls?

Delimitation of the problem. -- The girls considered in this study were only those girls between the ages of 14 and 21 years who were not attending school during the year 1939-40.

The needs considered are those in the field of homemaking which were indicated by the interests of the girls.

Procedure

The names of the out-of-school girls were secured from the files of the Golden Public Schools. This list was checked with the high school enrollment books to eliminate all girls enrolled in high school in 1939-40. After the names of the girls who were enrolled in college, who had moved away, or who had died were removed from the list there were 92 girls in Golden between the ages of 14 and 21 who were out of school.

After all possible information had been secured from the school files, personal interviews were made at the homes of 88 girls; four girls were inaccessible for personal contact. A check sheet was used during the interviews to secure the information needed concerning occupations, wages, and vocational and homemaking interests of the girls.

In order to discover the opportunities that existed for vocational advancement in Golden under the auspices of other agencies

interviews were held with the high school superintendent, the county home demonstration agent, the director of public welfare, and the director of child welfare.

The information derived from these interviews was used in formulating a possible program for vocational homemaking for the out-of-school girls in Golden, Colorado.

Findings and implications

In analyzing the information secured from the interviews with 88 of the 92 girls considered, and from the check sheets filled out by the entire group, it was found that there were not any girls in Golden who were out of school under the age of 16 years; it was also found that nearly 95 per cent of these girls were 18 years of age or older. It was interesting to notice that only one-fourth of the girls had not completed four years of high school work. From these data it was concluded that the classes needed in Golden are for older girls, most of whom have a background of high school work.

The reasons given by the girls for dropping out of school were: lack of money, finding a job, lack of interest, and marriage. Since the first two reasons indicated financial difficulties on the part of the girls, it is the responsibility of the school or community to investigate these, and similar cases, for the purpose of providing any assistance within their power through scholarships, loans, etc. for those girls who might profit by additional education. The third reason, lack of interest, shows that the school curriculum should be revised to allow a program broad enough to offer some work that will hold the interest of the student. The fourth reason,

marriage, indicates that there is a need on the part of the school for a program that will encourage these girls to remain in school until graduation and also a homemaking course that will be available to those girls who plan to marry immediately after graduation or even before.

In considering the occupations in which these girls were engaged it was found that approximately one-third of them had never been employed in any wage-earning occupation. The others had held positions as secretaries, store clerks, pottery factory workers, domestic servants, laundry workers, cashiers, telephone operators, waitresses, billing clerks, and beauty operators. Two-thirds of these positions were full-time. The wage-rate for the majority of these full-time jobs was between \$5.00 and \$20.00 a week; there were a few jobs that paid less than \$5.00 per week and no jobs that paid as high as \$25.00 per week. The three reasons given for leaving a job were: advancement, marriage, and unpreparedness. In analyzing the reasons for their unemployment given by the girls who had never held a job it was found that marriage was given by nearly half of the girls and that reasons indicating unpreparedness were given by the majority of the others. From these findings it was concluded that there is a clearly defined need for a wider school program of homemaking and vocational education which will fit the girl for both wage-earning and homemaking.

Nearly all of the girls indicated a vocational interest in the field of business; since many of these girls are not qualified either through training or personality to become efficient in this field, it is also necessary that a guidance program be established to

help them in selecting the type of work and courses that will contribute the most to their vocational success.

The homemaking classes selected by 20 per cent, or more, of the married girls were meal planning and preparation, managing the family income, child care and training, and beautification of the home. The interests of 20 per cent, or more, of the single girls were in classes in selection and care of clothing, meal planning and preparation, personality development, and clothing construction. It can be seen that the interest of the married girls was in homemaking, while the single girls were interested in personal development. From this it was concluded that a program is needed that will fit the needs of each of the two groups.

Recommendations

From these data the following program was suggested to meet the needs and interests of the out-to-school girls in Golden.

Units recommended for single girls, supplementary to business training

1. Selection and care of clothing
2. Meal planning and preparation
3. Personality development
4. Clothing construction

Units recommended for married girls for homemaking

1. Meal planning and preparation
2. Managing the family income
3. Child care and training
4. Beautification of the home

Units recommended for wage-earning activities

1. Sewing and dressmaking
2. Child care and training

In view of the fact that the vocational interests of the majority of the single girls were in the commercial field, and that the homemaking interests of these same girls were in personal development courses, it is suggested that a course in personal development be added to the commercial course offered in the Golden High School. This class would reach a great many more girls than can be reached by the homemaking department until some kind of homemaking program can be established for out-of-school girls.

After studying the interests and educational background of the girls in Golden, and after considering the programs offered in other communities, the following means of carrying out the suggested program are offered for consideration.

1. The homemaking teacher in the Golden High School could carry some units during the school year after school or in the evening; and she could hold classes during the summer in connection with her supervision of home projects. It is possible that an assistant homemaking teacher could be employed so that with the combined effort of the two teachers they could carry on a part-time program throughout the year.

2. A residence program might be adopted under the National Youth Administration in which a house might be obtained and girls brought in for intensive training for a period of six weeks or more.

It was found that there are no organized programs for education under any agency functioning in Golden; this means that there is a need for some opportunity for educational advancement for these girls.

From the study it was demonstrated that there is a need in

Golden for education in homemaking which can contribute to both the vocational and homemaking needs and interests of these girls. It was also found that any such program as the one outlined would meet with the approval of the majority of the girls under consideration in this study; only one girl of the 92 studied indicated that she would not be interested in enrolling in one class or more if such classes were to be established.

The director of public welfare was very much interested to hear of the survey, since he plans to start classes in Golden for out-of-school youth under the National Youth Administration. He asked that he be informed of the interests indicated by the girls, as the results will undoubtedly be of value to him in obtaining just such a program as is suggested in this study for the girls in Golden, Colorado.

APPENDIX

Appendix	Page
A SECTION (A) OF THE INTERVIEW SHEET, DESCRIPTION OF GIRLS	58
B SECTION (B) OF THE INTERVIEW SHEET, DESCRIPTION OF WAGE-EARNING OCCUPATIONS	59
C SECTION (C) OF THE INTERVIEW SHEET, INTERESTS IN WAGE-EARNING OCCUPATIONS	60
D SECTION (D) OF THE INTERVIEW SHEET, INTERESTS IN WAGE-EARNING CLASSES	61
E SECTION (E) OF THE INTERVIEW SHEET, INTERESTS IN HOMEMAKING CLASSES.	62
F SECTION (A) OF THE INTERVIEW SHEET OTHER REASONS LISTED BY GIRLS FOR DROPPING OUT OF SCHOOL	63
G SECTION (B) OF THE INTERVIEW SHEET, OTHER REASONS FOR NOT BEING EMPLOYED	64
H SECTION (B) OF THE INTERVIEW SHEET, OTHER REASONS FOR LEAVING POSITION	65
I SECTION (C) OF THE INTERVIEW SHEET, OTHER INTERESTS IN WAGE-EARNING OCCUPATIONS	66
J SECTION (D) OF THE INTERVIEW SHEET, OTHER INTERESTS IN WAGE-EARNING CLASSES.	67

Appendix A. -- SECTION (A) OF THE INTERVIEW SHEET
DESCRIPTION OF THE GIRLS

Golden, Colorado

Date _____

1. Name _____
2. Age _____ 3. Birthday _____
4. Address _____ 5. Telephone _____
6. Married _____ 7. Single _____ 8. Widow _____
9. Number of children _____

1. Number of years you have been out of school? _____

2. Did you attend college? _____ How many years? _____

3. Reasons for dropping out before graduation

(a) _____ Not interested in school

(b) _____ Failure in school work

(1) Subjects failed:

(c) _____ Lack of money in the home

(d) _____ Found a job

(e) _____ Married

(f) Other reasons

(1) _____

(2) _____

(3) _____

(4) _____

Appendix B. -- SECTION (B) OF THE INTERVIEW SHEET
DESCRIPTION OF WAGE EARNING OCCUPATIONS

1. In what occupations have you been employed since you left school?

Kind of work	Part time	Full time	Number of weeks	Wage rate	Reasons why you left the job

2. If not employed, reasons why:

(a) _____ Unprepared for an occupation

(b) _____ No work available in town

(c) _____ Unskilled in finding a job

(d) _____ Health

(e) _____ Other reasons: (1) _____

(2) _____

(3) _____

Appendix C. -- SECTION (C) OF THE INTERVIEW SHEET,
INTERESTS IN WAGE-EARNING OCCUPATIONS

3. In what kind of money making occupation would you be most interested? (check 2)

- (a) _____ Gardening
- (b) _____ poultry raising
- (c) _____ Dressmaking
- (d) _____ Handcrafts (knitting, crocheting, rug making, etc.)
- (e) _____ Furniture refinishing
- (f) _____ Laundry work
- (g) _____ House cleaning
- (h) _____ Catering
- (i) _____ Cooking
- (j) _____ Baking
- (k) _____ Canning
- (l) _____ Child care
- (m) _____ Waiting tables
- (n) _____ Clerking
- (o) _____ Secretarial work
- (p) Others:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Appendix D. -- SECTION (D) OF THE INTERVIEW SHEET,
INTEREST IN WAGE EARNING CLASSES

4. If there should be an opportunity to organize classes for money making in which phases would you be interested in attending?
(check 2)

- (a) _____ House work
(b) _____ Laundry work
(c) _____ Child care
(d) _____ Cooking
(e) _____ Catering
(f) _____ Baking
(g) _____ Sales work
(h) _____ Beauty work
(i) _____ Office work
(j) _____ Dressmaking
(k) _____ Waiting tables
(l) _____ Secretarial work
(m) Others:

- (1) _____
(2) _____
(3) _____

Appendix E. -- SECTION (E) OF THE INTERVIEW SHEET,
INTEREST IN HOMEMAKING CLASSES

5. If there should be an opportunity to organize homemaking classes in which phases would you be interested in attending? (check 2)

- (a) _____ Management of time to provide more leisure
- (b) _____ Management of family income
- (c) _____ Planning, preparation, and serving of economical and healthful meals
- (d) _____ Preservation of fruit, vegetables, and meats
- (e) _____ Beautifying the home inside and outside
- (f) _____ Selection and care of clothing
- (g) _____ Construction of clothing
- (h) _____ Living happily together
- (i) _____ Personality development
- (j) _____ Home entertaining and recreation
- (k) _____ First aid and home care of the sick
- (l) _____ Child care and training
- (m) _____ Personal grooming and health

Appendix F. -- SECTION (A) OF THE INTERVIEW SHEET,
OTHER REASONS LISTED BY THE GIRLS FOR
DROPPING OUT OF SCHOOL

1. Care of her child
2. Could not get the course desired
3. Ill health
4. Illness in the home
5. Needed to help at home

Appendix G. -- SECTION (B) OF THE INTERVIEW SHEET,
OTHER REASONS FOR NOT BEING
EMPLOYED

1. Ill health
2. Illness in the home
3. Marriage
4. Needed to help at home
5. No desire for employment

Appendix H. -- SECTION (B) OF THE INTERVIEW SHEET,
OTHER REASONS FOR LEAVING
POSITION

1. Expecting a child
2. Did not like night work
3. Illness
4. Office manager hired wife
5. Seasonal work
6. Needed to help at home
7. Travel
8. Undesirable wages

Appendix I. -- SECTION (C) OF THE INTERVIEW SHEET,
OTHER INTERESTS IN WAGE EARNING
OCCUPATIONS

1. Art work
2. Beauty work
3. Assisting in a biological laboratory
4. Commerical designing
5. Assisting in a dental office
6. Directing music
7. Dress designing
8. Nursing
9. Operating a comptometer
10. Partnership in a business
11. Teaching
12. Telegraphy

Appendix J. -- SECTION (D) OF THE INTERVIEW SHEET,
OTHER INTERESTS IN WAGE EARNING
CLASSES

1. Art
2. Business education
3. Training in becoming an assistant in a dental office

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