

THE CONTEMPORARY IMAGE OF THE HOME
ECONOMICS ENROLLEES, OF
SELECTED OKLAHOMA
SCHOOLS

By

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TABLE OF CONTENTS

Chapter	Page
I. THE IMPORTANCE OF KNOWING STUDENTS.	1
II. A DESCRIPTION OF THE STUDY.	8
III. AN IMAGE OF SELECTED HOME ECONOMICS STUDENTS.	12
IV. CONCLUSIONS REGARDING THE IMAGE OBTAINED.	36
BIBLIOGRAPHY	42
APPENDIX	44
THE QUESTIONNAIRE	45

LIST OF TABLES

Table	Page
I. Number of Different Units Offered in the Schools Studied.	15
II. Parents Occupations as Reported by 200 Students	17
III. Percentages of the Fathers and Mothers Achieving Respective Educational Levels	19
IV. Family Size as Reported by Students	20
V. Intelligence Ratings of 147 Students.	22
VI. Grade Point Distribution of 200 Students.	23
VII. Percentages of Students Taking Mathematics Courses	24
VIII. Percentages of Students Taking Science Courses	25
IX. Percentages of Students Taking English Courses	26
X. Percentages of Students Taking Business Courses.	27
XI. Percentages of Students Taking Social Studies.	28
XII. Percentages of Students Taking Languages	29
XIII. Percentages of Students Taking Other Courses	30
XIV. Percentage Distribution of Students Taking Home Economics	31
XV. Percentages of Students Engaged in Extra-Class Activities	32
XVI. Reactions of Students to Home Economics	34

Table	Page
XVII. Other Reasons Given Concerning Home Economics.	35
XVIII. Percentages of Students Reporting Plans After Graduation.	37

CHAPTER I

THE IMPORTANCE OF KNOWING STUDENTS

Today is a time of many significant and rapid social, economic and technological changes, which in turn create a definite need for correlating all aspects of education. No longer is the mere accumulation of knowledge and the development of skills considered sufficient. Present day technological advances and social upheavals necessitate an education that will provide an understanding of the social processes involved; that is, an understanding of the real nature of what is happening as well as the ability to cope with life realistically. Educators in the United States seem to agree in the belief that this kind of education comes about only in a democratic society where freedom of thought, choice, and participation exists. Since the school is the only agency in society which has as its sole responsibility the education of its members, then it must assume specific responsibility for the kind of society developed. If it is agreed that a democratic form of social order provides the best opportunity for the development of man, then the school must plan learning experiences that promote the development of those human characteristics which determine democratic behavior. Basically then...the task of the school is to develop the character of the individual for effective democratic social participation and at the same

time habituate the behavior of that person to the facts of the world about him. Or stated differently, to develop in the individual an understanding and an adjustment to his environment.¹ For the individual to effectively participate in a democratic society, he needs first to understand himself, to think clearly and constructively, to be creative, to be socially sensitive (respecting the rights of others), to be self-directive, to appreciate aesthetic values and to contribute to the welfare of the group.

The development of the individual with the specific abilities referred to would seem to place all emphases on the individual and his development, but such is not necessarily true. For individuality itself is a functioning process that cannot be realized except as it is constructed out of ever widening social relationships and values, which are an asset as well as an essential to the self. Therefore the concern for the individual is not competitive to the concern for the whole of society, but rather, a complement to the needs of society. One educator described this relationship as:

The task of the democratic school is to develop individual capacity with a specific reference. This reference is to the issue of democracy as a whole way of life. This reference to democracy is of a two fold kind.

¹Sayers, E. V. and W. Madden, Education and The Democratic Faith, Appleton Croft, Inc. (N. Y. 1959) pp. 7-9

A democratic school may be expected both to give actual experience in democratic living and to foster intellectual insight, or understanding of the principle on which democracy is based and which gives it a distinctive character...all this is but another way of saying that it is the task of the schools to develop individual capacity in a context that makes for progressive clarification of social outlook.²

Others expressed the same ideas as follows:

In these last lines we would state what we believe to be the hallmark of a school appropriate to a society which aspires to be democratic. First, the school is creative and deals with ideas which are utilized or tested or thrown into fresh combinations, rather than merely received into the mind. Second, the spirit of inquiry is central in its method, third, it tries to help each person learn to respond to other persons with sensitivity from the depth of his experience and to build in the course of such responding a distinct individuality of his own. Finally, the school endeavors to establish conditions in which the struggle to realize democracy is the daily experience of all who participate in the life of the school. It endeavors to help the participants to formulate an explicit rationale of democracy and to symbolize and celebrate its meaning, knowing that such abstraction is meaningless unless it is rooted in actual experience. Yet it knows also that an appropriate rationale and liturgy are indispensable to the continued clarification of the meanings of democracy and hence to the strengthening of the democratic faith.³

It is believed that to maintain a democratic society the individual must have experiences that make life real and meaningful to him. Education then has the responsibility of providing the experiences that are conducive to actual living. Psychologists as well as educators recognize the importance of creating such an environment.

²Bode, Boyd H., How We Learn, D. C. Heath and Company (Boston 1940) pp. 272-276.

³Sayers, E. V. and W. Madden, Education and The Democratic Faith, Appleton Croft, Inc., (New York 1959) pp. 444.

James Mursell states:

An environment can be set up to train either for stability of response, obedience, narrowness and rigidity of attitude, or for versatility of response, the exercise of judgment, self reliance, and a broad attack on life's problems. Such directional tendencies seem not to be given by experiences with any single skill, they are rather life patterns which become set from the general context on which the educational venture is carried forward. They depend in part at least upon the range of stimulation, the attitudes common to experience, the context in which the experience is had and the capacity to tie together the elements of a life into an integral whole.⁴

If the school is to provide a democratic environment, educators must have a thorough understanding of and a sincere belief in the principles of democracy which they have developed through their many experiences. They must understand and know how and why they have come to believe in democracy, and in turn be able and willing to provide similar experiences for students. The teacher must also have a knowledge of the needs and capabilities of students to be able to provide desirable learning experiences. With this knowledge comes concern for the individual. 'To know is to care.' The feelings and emotions that accompany learning experiences cannot be ignored. Laura Lane in addressing the 1960 annual meeting of the American Home Economics Association made the following statement to educators:

⁴Mursell, James L., Psychology For Modern Education, W. W. Norton and Co., (New York 1952) pp. 548.

You have to care about people, you must first feel deeply yourself before you can awaken a responsive spirit.⁵

It is imperative then that home economics teachers have a knowledge of the individual student, his basic needs and the circumstances coupled with a genuine concern for, and an earnest desire to help that person develop to his maximum potential. In the recent pamphlet entitled *New Directions in Home Economics*, home economics is referred to as...the only field concerned with helping families shape both the parts and the whole of the pattern of daily living. The emphasis that it gives to various aspects of living are determined by the needs of individuals and families in the social environment of their time...it can be effective only as it alleviates the stresses and promotes the satisfaction brought about by new situations. Home economists must be among the first to anticipate and recognize change, to weigh the capabilities of the individual to meet new demands and to set new directions for professional programs of benefit to families. People will always find satisfaction in living to the extent that they can deal with their needs and with the circumstances of their times. Before we as a profession can coordinate knowledge and effort for the benefit of today's families we must understand the times and

⁵Lane, Laura, "You and Your Public Image," Journal of Home Economics, Volume L11 No. 7, (1960) pp. 514-517.

the circumstances of their lives.⁶ Home economics is so vitally affected by technological change, advancement and automation that awareness to these advances is pertinent, along with a continuous careful study of the individual. It is agreed that knowledge of students serves as a tool for creating learning experiences that satisfy their needs and interests.

Interest in knowing more about students became stimulated when a high school counselor was heard to make the statement, "Of course you know the best students do not take home economics". Concern was emphasized when certain home economics teachers stated that they agreed with this statement. Then came questions such as: Who then takes home economics? Do teachers really know their students? How much can be learned about students? The recognition of the need to answer these questions became so important to the writer that a study was planned to determine what was known concerning the high school home economics enrollees in the public schools of Oklahoma which are used as teacher training centers for Oklahoma State University. It is believed that such a study would provide a descriptive image of the home economics enrollees and the differentiation between these students and the non-enrollees.

The study is based on a firm belief that adequate curriculum planning or creation of desirable learning

⁶New Directions in Home Economics, Prepared by the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association, (1959) pp. 5-9.

experiences cannot be consummated without a knowledge of the most important personal data concerning the individual student.

CHAPTER II

A DESCRIPTION OF THE STUDY

The problem considered in this study was to determine what was known concerning the high school home economics enrollees in the public schools of Oklahoma which are used as teacher training centers by Oklahoma State University. It was hoped that the image of the high school enrollees obtained would be of help in planning curricula for college students.

The study was planned on the major hypothesis that educational characteristics will differentiate home economics students who have had several years of home economics from those who have little or no home economics. A second hypothesis was that these differentiating characteristics could be located in the official records and in the answers made by students to a questionnaire. To achieve this purpose plans were made to make two kinds of analyses and comparisons. One, a comparison of the students taking some home economics with those who took no home economics; the other a comparison of those who took only the one year home economics requirement with those who added one or more years of home economics elective to that required.

After having conferences with teacher educators and reviewing numerous research studies on high school students, seven characteristics were selected as those which might provide educationally significant comparisons. These were;

Family Background, Measures of Individual Capacity, Reported Achievement, The Program of Studies Followed, The Extra-Curricular Activities, The Reactions to Home Economics and The Plans for After Graduation. It was thought that sufficient information regarding these characteristics could be obtained through a careful review of official school records and through the use of a questionnaire designed to obtain detailed information from the students concerned. A copy of the questionnaire may be found in the appendix, page 45. Before completing plans for the study contacts were made with selected high school superintendents to obtain their opinions regarding the possibilities and difficulties in making such a study. At these initial visits it was found that several of the schools require one year of home economics for graduation.

The data collected from the official records for all senior high school girls were the intelligence quotients, and the grade point averages. The grade point averages are based on four points for the letter grade A, three points for the B, and two points for the C, with one point for the D. The questionnaire planned sought information regarding personal and family data, curricular and extra-curricular activities, reactions to home economics and plans for after graduation.

To aid the reader in clarifying the principal concepts used in the study the following terms are defined:

Contemporary Image, refers to the existing mental representation of the high school enrollee.

Family Background, includes the occupational and educational status of both parents, the number of siblings in the family and the location of the family home.

Measures of Individual Capacity refers to the individual intelligence scores as reported in the individual records of the students.

Reported Achievement is the distribution of the grade point averages as reported in the individual records.

The Program of Studies Followed includes the total number of years of English, science, social studies, mathematics, foreign language, business education, home economics and other courses taken by students in the four years of high school.

The Extra-Curricular Activities refers to the number and kind of extra-class activities which the students engaged in.

Reactions to Home Economics include the reasons given by students for choosing, or not choosing, to take home economics as a part of their high school study program.

Plans After Graduation include the plans for going to college, marriage, part or full time employment, or a combination of these.

Enrollees are those senior girls who had taken one year or more of home economics in high school.

Non-enrollees are those girls who had no home economics during their four years of high school.

Plans were made to study all senior girls in six selected schools of Oklahoma. All were used by Oklahoma

State University as teacher training centers and had state approved vocational home economics departments. The schools range in size from two with a graduating class of 100 or more, two with from 50 to 75 graduating seniors and two that have 25 or less in their senior class. The study includes 200 girls from the six schools, 19 of which were non-enrollees, 36 who were one year enrollees and 145 who had two years or more of home economics. The findings of this study pertain only to the six schools studied.

CHAPTER III

AN IMAGE OF SELECTED HOME ECONOMICS STUDENTS

The study here reported was planned on the major hypothesis that certain educational characteristics differentiated the home economics students who have had several years of home economics from those who have had little or no home economics. It was believed that these differences would include such characteristics as general intelligence, the selection and reactions to academic programs and the general environment of the student. It was further believed that the data regarding these general characteristics would, when summarized, describe the high school seniors contacted and thus provide specific information of interest to colleges which they might attend later. The second hypothesis was that these differentiating characteristics could be found in official school records and in answers made by students to a questionnaire. Answers to the questionnaire along with the intelligence ratings and the grade point averages make up the data that the study is based upon. Since specific items of data seldom appear singly, but tend to fall into related groups it was believed that a more accurate presentation could be made when the information obtained was presented in categories indicated by the type of characteristic studied. The seven categories selected were: Family Background, Measures of Individual Capacity, Reported

Achievement, The Program of Studies Followed, The Extra-Curricular Activities, The Reactions to Home Economics, and The Plans for After Graduation.

The subjects of the study were two hundred senior girls from six selected high schools of Oklahoma. The schools all have state approved vocational home economics programs and serve as teacher training centers for Oklahoma State University. They are located in north central Oklahoma; one in Pawnee County, one in Creek County, three in Payne County, and one in Logan County. The communities are representative of agricultural, oil production and university towns. The 1960 Census Reports list the population ranges of the six towns from 263 to 293 for the smallest towns, 2,000 to 4,000 for the next largest towns and 9,000 to 23,000 for the largest. The largest town is a university town and includes the students and personnel of the university.

The six schools are of three sizes, representative of the total population; two with a yearly graduating class of 100 or more, two with 50 to 75 graduates, and two with 25 or less. Five of the schools require all female students to take one year of home economics. The remaining school offers two types of educational programs. One, referred to as preparation for general education and issuing a general diploma; the other called preparation for college, issuing a college entrance diploma. To earn the college entrance diploma each girl is required to take one year of home economics; however, this is not true of the general diploma. It was the students in this program which accounted for the

majority of the non-enrollees referred to throughout the study. The writer visited each of the six schools studied and obtained what information was available in the schools records directly. This, together with the information obtained through the answers made by students to a questionnaire was carefully studied, and organized according to the categories referred to earlier. Since there was no duplication in the two sources the summarized data is presented as if it were one source, some of the information as part of the general discourse and some in tabular form.

Those girls who had or are taking home economics and are referred to as enrollees included 90.5 per cent of the entire number of girls contacted. Over 60 per cent of the enrollees attended the largest high schools, 29 per cent attended the middle sized schools and nine per cent attended the smallest high schools. The non-enrollees, or those who did not take home economics, represented nine and five tenths per cent of the total group studied, or 19 girls. Of these non-enrollees 90 per cent attended the largest schools, five per cent attended the middle sized schools and another five per cent attended the smallest schools. The non-enrollees attending schools where the one year of home economics was required were special cases, largely transfers from other schools where home economics had not been required.

Reference to Table I, page 15 will enable the reader to learn that the largest school with 100 or more graduates offers a greater variety of subjects than do the smaller schools. This may be due in part to the fact that this

TABLE I
 NUMBER OF DISTRICT UNITS OFFERED IN THE SCHOOLS STUDIED

Schools	Math	Science	Eng	Bus	Social Studies	Lang	Home Econ	Driv Ed	Art	Music
<u>Large</u>										
A	6	4	11	7	6	6	4	1	2	2
B	6	3	9	6	4	3	4	1	3	2
<u>Middle Sized</u>										
A	6	3	5	4	4	1	3	1	0	2
B	5	3	5	5	4	1	3	1	0	2
<u>Small</u>										
A	3	2	4	3	2	0	3	1	0	2
B	3	3	4	3	3	0	3	0	0	2

school is located in a university town. The second largest school with 100 or more graduates has offerings more nearly comparable to those of the middle sized schools. In these programs, Home Economics III and IV are alternated. Home Economics III is offered to both the juniors and seniors one year, while Home Economics IV is offered the next year.

The first item on which the students contacted were compared was that of their Family Background. The family background information collected included the occupational and educational status of both parents, the number of siblings in the family and the location of the family home. When the answers of the enrollees were compared with those of the non-enrollees, significant differences in the facts relating to the family were found, with the one exception of the mothers' occupational status. Differences were found in the fathers' occupational status, the education of the parents, the home location and the sizes of the families represented. As seen in Table II, page 17 the fathers of the girls who had two or more years of home economics were largely those who were engaged in unskilled labor. This was not true of the fathers of the girls who had not had home economics (non-enrollees). More of the fathers of these girls were engaged in the professions and skilled labor. Few of the fathers of home economics girls (enrollees) were professional people, the majority were laborers or agricultural workers. The Table referred to will also enable the reader to learn the number of fathers engaged in each type of occupation. The mothers' occupational status showed less differentiation

TABLE II
PARENTS OCCUPATIONS AS REPORTED BY 200 STUDENTS

Student Group Reporting	Fathers' Occupation	Number Fathers Engaged	Mothers' Occupation	Number Mothers Engaged
Non- Enrollees (19)	Professional	6	Homemaking	13
	Skilled labor	4	Sales work	3
	Sales work	4	Clerical work	2
	Management	2	Unskilled labor	1
	Unskilled labor	1		
	No response	2		
1 Year Enrollees (36)	Unskilled labor	7	Homemaking	25
	Skilled labor	6	Clerical work	2
	Management	4	Sales work	2
	Agricultural	3	Unskilled labor	2
	Professional	2	No response	6
	No response	14		
2 Years or More En- rollees (145)	Unskilled labor	52	Homemaking	87
	Skilled labor	27	Unskilled labor	27
	Agricultural	25	Clerical work	10
	Professional	9	Sales work	7
	Sales work	6	Skilled labor	5
	Management	1	Professional	3
	No response	17	No response	7

than did that of the fathers, for over 60 per cent of all mothers were full time homemakers. The mothers, of the girls who were enrolled in home economics for two years or more who did work outside the home were reported as being engaged in unskilled labor, clerical work, sales work, skilled labor, and the professions in the order mentioned; while the working mothers of non-enrollees were engaged in sales work, clerical work, and unskilled labor, in the order mentioned. The professional mothers (one per cent), were mothers of enrollees and came from a university town. The schools other than the one located in the university town, were located in towns where opportunities for women to work outside the home are limited. There are no businesses or large industries where skilled or unskilled labor would be in demand.

The amount of education completed by the parents showed differentiation between the two groups of students also. The parents of those students who had home economics graduated from high school, attended college and graduated from college in lesser percentages than did the parents of the non-enrollees. The results in percentages are found in the tabulations in Table III, page 19. Reference to this table will show that less than 10 per cent of the fathers of the enrollees were college graduates, while 47 per cent of the fathers of the non-enrollees were college graduates. The education of the mothers showed like differences, with less than 6 per cent of the mothers of the enrollees graduating from college, while 21 per cent of the mothers of

TABLE III

PERCENTAGE OF THE FATHERS AND MOTHERS ACHIEVING RESPECTIVE EDUCATIONAL LEVELS

Group Reported	Some Grade School	8th Grade	Some High School	12th Grade	Some College	College Graduate	Graduate Work	Trade School Others
<u>Fathers of Enrollees</u>								
1 year	6.0	8.3	8.3	30.7	11.0	8.3	3.0	0.0
2 years or more	9.5	13.0	13.8	31.0	15.0	6.5	4.0	3.8
Non-Enrollees	0.0	0.0	10.5	15.7	21.0	47.0	37.0	0.0
<u>Mothers of Enrollees</u>								
1 year	2.7	2.7	13.8	55.0	5.5	2.7	0.0	8.3
2 years or more	4.1	10.3	14.5	40.0	15.0	6.2	2.0	0.0
Non-Enrollees	0.0	0.0	5.0	36.0	42.0	21.0	0.0	10.0

the non-enrollees had graduated from college. Also, as the number of years of enrollment in home economics increased on the part of the students contacted, a lesser amount of education was achieved by the fathers and mothers.

The size of the family also showed differentiation between the enrollees and non-enrollees. Of the enrollees, 80 per cent came from families with three or more children in the family, with 18 per cent coming from families with six or more children. The families of the non-enrollees were smaller, with over 50 per cent having two or less children. As noted in Table IV, page 20, 21 per cent of the non-enrollees were from families with only one child. Another fact learned was that as the size of the family increased, the number of years of home economics taken by the students was increased.

For the most part the families represented by the students contacted are urban in their home location. Of the enrollees, 61 per cent live in town while 95 per cent of the non-enrollees are town dwellers.

TABLE IV
FAMILY SIZE AS REPORTED BY STUDENTS

Student Group Reporting	Per cent reporting number of children					
	1	2	3	4	5	6 or more
1 year enrollees	5.5	27.0	19.0	25.0	8.3	13.0
2 years or more enrollees	8.2	18.0	28.0	16.2	11.0	18.0
Non-enrollees	21.0	31.0	26.3	5.2	10.0	5.2

The distribution of the intelligence quotients was the basis for determining the Measures of Individual Capacity of the students included in the study. When their records were compared significant differences were found. Comparisons were made of the one year enrollees, the two years or more enrollees, and the non-enrollees with respect to four intelligence quotient categories. These categories are, according to the ratings made, a 115 or above, 111 to 114, 100 to 110 and 99 or below. Reference to Table V, page 22 will enable the reader to learn that more than 50 per cent of the students taking one year of home economics and also more than 50 per cent of the non-enrollees had intelligence ratings above 110. In fact 58.3 per cent of the students taking one year of home economics and 52.8 per cent of the students who had no home economics made intelligence scores above 110. This was not true for the students taking two or more years of home economics. More of them had intelligence ratings of 110 or below; to be exact 57.2 per cent of this group had intelligence scores of 110 or below. Actually this group had the largest number of students making a score of 99 or below (29 per cent). If the answers made by these students are typical, there may be some justification in the teachers remark that the more brilliant students did not take home economics. True, the differences are not great but there is evidence that as the numbers of years of home economics taken increased, the greater one found the per cent of persons with low intelligence ratings. Also, a larger number of non-enrollees had high intelligence

ratings than did those taking home economics.

TABLE V
INTELLIGENCE RATINGS OF 147 STUDENTS

Student Group	Per cent of Students Scoring			
	115 or Above	111-114	100-110	99 or Below
<u>Enrollees</u>				
1 year	33.3	25.0	13.9	13.9
2 years or more	13.1	11.0	28.2	29.0
<u>Non-enrollees</u>	37.1	15.7	21.0	5.2

The Reported Achievement of the 200 students responding to the questionnaire showed differentiation between the home economics enrollees and the non-enrollees. The grade point averages are the bases for determining the Reported Achievement comparisons and are based on four points for the letter grade A, three points for the B, and two for the letter grade C, with one point for the D. The percentage tabulations are found in Table VI, page 23. It will be noted that the girls who had no home economics had higher grade point averages than did either the one year enrollees or those who had two years or more of home economics. As the number of years of home economics enrollment increased the number who had grade point averages below two point increased, with more than half of the two or more year enrollees falling in this group. The reverse was true for the non-enrollees, since over half of them made a three

point or above grade point average.

TABLE VI
GRADE POINT DISTRIBUTION OF 200 STUDENTS

Student Group	Per cent Earning Grade Point of			
	3.- Above	2.- 2.9	1.- 1.9	Below 1.
<u>Enrollees</u>				
1 year	44.0	53.0	3.0	0.0
2 years or more	31.0	50.0	16.0	0.7
Non-enrollees	53.0	42.0	5.0	0.0

The Program of Studies Followed reported by the students showed some differentiation between the students who took no home economics and those who were enrolled in home economics. The comparisons in this part of the study are based on both the academic and non-academic courses taken by the students. The tabulations of the number of students taking the mathematics courses are found in Table VII, page 24. The girls who took no home economics enrolled in higher percentages in geometry, Algebra II, advanced mathematics and other courses in mathematics than did either the one year enrollees or those girls who took two or more years of home economics. One year of mathematics is a state requirement and some schools may require additional mathematics courses. The larger the enrollment in home economics courses, the lesser the number taking mathematics and the fewer courses taken.

TABLE VII
PERCENTAGES OF STUDENTS TAKING MATHEMATICS COURSES

Student Group	General Math	Algebra I	Algebra II	Geometry	Advanced Math	Others
<u>Enrollees</u>						
1 year	47.0	99.1	30.0	63.1	8.0	16.1
2 years or more	58.0	84.0	11.0	33.0	2.0	12.0
<u>Non-enrollees</u>	36.1	100.0	36.0	78.2	22.0	26.2

One year of science is required by the State Department of Education. General science and biology are the two sciences most frequently offered, so it was not surprising to find that more of these senior girls had one or both of these courses. By referring to Table VIII, page 25 the reader will note that the girls who did not have home economics enrolled in higher percentages in physics and chemistry than did the girls who were enrolled in home economics. Since students cannot take all of the different subjects offered by a high school, this likely means that a number of students selected advanced home economics courses in preference to more science. In some schools home economics could be substituted for some of the science courses, and consequently some of the students may have chosen home economics in preference to science. This may account for the fact that general science, an almost universal requirement was not taken by 100 per cent of the senior girls contacted.

TABLE VIII
PERCENTAGES OF STUDENTS TAKING SCIENCE COURSES

Student Group	General Science	Biology	Physics	Chemistry	Others
<u>Enrollees</u>					
1 year	91.0	100.0	11.0	14.0	3.0
2 years or more	72.0	86.0	2.0	17.0	0.0
<u>Non-enrollees</u>	68.0	100.0	15.0	47.0	0.0

The percentage distribution of senior girls taking the various English courses can be found by referring to Table IX, page 26. Four years of English is a state requirement. It will be noted that the home economics enrollees took fewer added English courses than did those who took no home economics. For example, 31 per cent of the non-enrollees took Speech I, while only 17 per cent of the two or more year home economics enrollees had taken Speech I. Here too, it was found that as the amount of home economics enrollment increased the number taking elective English courses became less. This leads one to believe that some girls selected home economics rather than English electives. On the other hand, these differences in English courses taken may be due to the fact that in the smaller high schools the offerings in English were much more limited than in the larger schools. It will also be remembered that the majority of the non-enrollees attended the larger schools.

TABLE IX
PERCENTAGES OF STUDENTS TAKING ENGLISH COURSES

Student Group	4 years English	Journalism	Speech		Others
			I	II	
<u>Enrollees</u> 1 year	100.0	5.0	10.0	3.0	5.0
2 years or more	100.0	5.0	17.0	2.7	1.0
<u>Non-enrollees</u>	100.0	26.0	31.0	0.0	10.0

There was less differentiation between the enrollees and the non-enrollees in the business courses taken than in any of the courses presented thus far. The percentage tabulations for the business courses are found in Table X, page 27 and the data included reveals the fact that a high percentage of all students take Typing I, bookkeeping and shorthand. Attention is also called to the fact that the girls who had home economics took shorthand and bookkeeping in greater percentages than did the non-enrollees; however, none of the information obtained indicated the reasons for these choices. This is probably due to the fact that skills learned in business courses such as typing and bookkeeping serve as preparation for full time employment without further study. Should the student plan further study with part time

employment the business courses would be of value.

TABLE X
PERCENTAGES OF STUDENTS TAKING BUSINESS COURSES

Student Group	Bus. Ed.	Bus. Arith.	Typing I	Typing II	Short-hand	Book-keeping	Others
<u>Enrollees</u> 1 year	8.0	13.0	94.0	58.0	72.0	55.0	2.0
2 years or more	11.0	17.0	98.0	45.0	60.0	49.0	4.0
<u>Non-enrollees</u>	0.0	1.0	94.0	42.0	58.0	47.0	5.0

Another area of study which showed little differentiation between the girls who enrolled in home economics and those who did not was that of the social studies. The state requires that all high school students take Oklahoma History and American History. According to the data in the Table XI, page 28 the reader will note that 21 per cent of the non-enrollees took sociology as compared to 12 per cent or less of the girls who had taken one or more years of home economics. It also will be noted that the percentages taking World History were not as great as one might expect with the present day interest in world conditions. More than 50 per cent of the girls who had one year of home economics took World History. The decrease in the enrollment in history

may indicate that students chose home economics instead of social studies.

TABLE XI
PERCENTAGES OF STUDENTS TAKING SOCIAL STUDIES

Student Group	Okla. Hist.	American Hist.	World Hist.	Sociology	World Geo.	Others
<u>Enrollees</u>						
1 year	39.0	100.0	58.0	8.0	5.0	28.0
2 years or more	91.0	100.0	30.0	12.0	14.0	1.0
<u>Non-enrollees</u>	95.0	100.0	42.0	21.0	10.0	15.0

In the study of the languages some differentiation between the enrollees and those who did not take any home economics can be observed. The tabulations in percentages are found in the Table XII, page 29. From the data presented it will be noted that the girls who did not take home economics and the girls who had only the one required year were enrolled in greater numbers in Foreign Languages than those who took two or more years of home economics. This is probably another one of the subjects eliminated by those who take more than one year of home economics. As the number of years of enrollment in home economics increased, the less the number taking Foreign Language became.

TABLE XII
PERCENTAGES OF STUDENTS TAKING LANGUAGES

Student Group	Spanish		French		Latin		Others
	I	II	I	II	I	II	
<u>Enrollees</u>							
1 year	41.0	25.0	2.0	2.0	15.0	5.0	0.0
2 years or more	12.0	5.0	1.3	1.3	6.0	4.0	0.0
<u>Non-Enrollees</u>	26.0	16.0	26.0	5.0	26.0	16.0	5.0

In the other subjects offered, some differentiation exists between the enrollees and the non-enrollees. As noted in Table XIII, page 30 fewer of the girls with two or more years of home economics took distributive education, driver education, art, library science, and music than did those of the non-enrollees. A comparison of the percentages of students enrolled shows that music and driver education were two areas which a large number of home economics enrollees did include in their program; however, these courses decreased in the numbers taken as the amount of home economics taken increased. More non-enrollees indicated interest in art and library science than did the enrollees. In considering any one of the subject matter courses or the whole program it must be remembered that students must meet certain

requirements to graduate from high school. The requirements are four years of English, two years of social science, and one year each of mathematics and physical science. The remainder of the 16 - 18 units required for graduation may be made up of electives. Students are guided to select those areas which seem to best meet their needs at the time. A choice of home economics will inevitably result in the eliminating of what might be a very valuable area, or the reverse election might eliminate advanced home economics which is urgently needed. Unless one knows why home economics was selected or rejected there is little information in the enrollments reported which will help in planning a college curriculum.

TABLE XIII
PERCENTAGES OF STUDENTS TAKING OTHER COURSES

Student Group	Distributive Ed.	Driver Ed.	Art	Library Science	Music
<u>Enrollees</u>					
1 year	5.0	75.0	17.0	13.0	75.0
2 years or more	14.0	14.0	17.0	18.0	46.0
<u>Non-enrollees</u>	20.0	73.0	57.0	36.0	73.0

In the amount of home economics taken the group was compared on the six individual school bases, five of which require one year of home economics. The results of this comparison are tabulated in Table XIV, page 31. Reference to the tabulated data will enable the reader to visualize that the highest percentage of girls who took four years of home economics (40 per cent) attended one of the smallest schools, while the next highest percentage of students (32 per cent) attended the largest school. The size of the school seems to have little if any effect upon the number of students taking home economics. The smallest percentage (6 per cent) who were enrolled in home economics for four years attended the second largest school studied. It will be noted that a steady decline in the enrollment in home economics begins after the first year and continues to the fourth year. The greatest drop comes between the third and fourth year.

TABLE XIV

PERCENTAGE DISTRIBUTION OF STUDENTS TAKING HOME ECONOMICS

Schools Studied	Number of years of Home Economics taken				
	0	1	2	3	4
<u>Largest</u>					
A	19.0	81.0	69.0	50.0	32.0
B	6.0	94.0	56.0	17.0	6.0
<u>Middle Sized</u>					
A	0.0	100.0	79.0	48.0	24.0
B	3.0	97.0	86.0	60.0	13.0
<u>Smallest</u>					
A	8.0	91.0	91.0	48.0	8.0
B	0.0	100.0	80.0	60.0	40.0

The Extra-Curricular Activities Engaged In as reported by the students pointed up some differentiation between those who had home economics and those who did not take home economics. As seen in Table XV, page 32, the girls in home economics held membership in Four-H and Future Homemakers of America in greater percentages than did the girls who had no home economics. The non-enrollees held memberships in the Honor Society, Student Council and other clubs (social) in greater percentages than did the enrollees of home economics. As the number of years of home economics enrollment increases the lesser the percentage of students involved in extra-curricular activities becomes. The Four-H Club and the Future Homemakers Organization are very active groups, which provide broad educational programs and a wide range of activities. Membership in either of these organizations entails much work and time. This may account for the fact that fewer of the home economics enrollees took part in other school organizations.

TABLE XV
PERCENTAGES OF STUDENTS ENGAGED IN EXTRA-CLASS ACTIVITIES

Student Group	4-H	Pep Club	FHA	Hon. Soc.	Class Org.	Stu. Coun.	Others
<u>Enrollees</u>							
1 year	27.0	86.0	55.0	37.0	37.0	22.0	44.0
2 years or more	31.0	65.0	62.0	21.0	30.0	13.0	12.0
<u>Non-enrollees</u>	10.0	73.0	47.0	58.0	48.0	73.0	63.0

The Reactions to Home Economics are shown in Table XVI, page 34. The reason given for taking home economics by most of the enrollees was that they were interested, while the reason for not taking home economics given by 84 per cent of the non-enrollees was that they liked other courses better. This reason was given by more than 80 per cent of both the one year enrollees and the non-enrollees. The non-enrollees also felt that they could learn homemaking at home (40 per cent) while some were not interested in home economics (15 per cent). Of the enrollees (16 per cent) who had two years or more of home economics gave as their main reason for not choosing more home economics the fact that the counselor or teacher advised them not to take more home economics, while 11 per cent of them gave as the reason for not taking more home economics the fact that they liked other courses better. It is possible that some of these items were used as a cover-up for other reasons which the students did not wish to reveal. For example, 41 per cent of the one year enrollees gave as their reason for selecting home economics the fact that they were interested in it, while 82 per cent of the one year enrollees gave as their reason for not taking home economics the fact that they liked other courses better.

Answers given by students to an open-end question on reasons for taking or not taking home economics are given in Table XVII, page 35. It will be noted from this table that the only areas of home economics mentioned were those of clothing and foods.

TABLE XVI
REACTIONS OF STUDENTS TO HOME ECONOMICS

Reasons Given	Non-enrollees	Percentage Checking	
		1 year	Enrollees 2 years or more
<u>I DID NOT TAKE HOME ECONOMICS BECAUSE:</u>			
I was not interested	15.0	14.0	4.0
I could learn homemaking at home	40.0	19.0	11.0
On advice of counselor or teacher	5.0	3.0	16.0
On advice of my parents	10.0	3.0	2.0
I liked other courses better	84.0	82.0	11.0
Other reasons	10.0	11.0	3.0
<u>I SELECTED HOME ECONOMICS BECAUSE:</u>			
I was interested in it		41.0	85.0
On advice of counselor or teacher		8.0	7.0
On advice of my parents		13.0	32.0
My friends were enrolled		0.0	7.0
I liked and admired the teacher		0.0	10.0
Classwork appeared to be easy		0.0	3.0
No other courses were available		0.0	7.0
Other reasons		19.0	8.0

TABLE XVII
OTHER REASONS GIVEN CONCERNING HOME ECONOMICS

Reasons Given	Number of times given
<u>I TOOK HOME ECONOMICS BECAUSE:</u>	
Preparation for homemaking	9
Because I liked to cook and sew	9
It was required	9
It was a substitute for science	7
I wanted to learn to sew	6
I wanted to learn to cook	6
I plan to major in Home Economics in college	4
I liked FHA	3
I found it helpful (married students)	3
<u>I DID NOT TAKE HOME ECONOMICS OR HOME ECONOMICS ELECTIVES BECAUSE:</u>	
I could not work it into my schedule	11
I did not like the sewing courses	8
I did not like the cooking courses	7
I needed other courses more	7
I did not care for the teacher	4
I did not learn anything new the second year	1

In the Plans After Graduation there was a decided differentiation between the enrollees and the non-enrollees. As seen in Table XVIII, page 37, all of the girls who had no home economics were planning to attend college, with 72 per cent of the one year enrollees planning to attend college. Certainly the number planning on going on to college is higher than the national average of those who do so. This may be due to the fact that the schools represented are teacher education laboratories for Oklahoma State University and that the students answering the questionnaire have many contacts with college students and college teachers. In fact in each of these schools there are several teachers who assist the college as teachers educators and although they are not on the regular college pay roll they are recognized as college staff associates. Students reporting plans for going to college did not indicate what they intended to study there. Since home economics is a versatile profession it seems logical to assume that a number of those taking home economics in high school will continue to study home economics in college and that some of those who did not take home economics in high school might do so in college. Only a study of later programs selected would reveal this information. Of the enrollees several were planning marriage, employment or a combination of the two. Other plans included taking short term study programs such as a beauty course, art and drama, or working for awhile then going to college later.

TABLE XVIII
 PERCENTAGES OF STUDENTS REPORTING PLANS AFTER GRADUATION

Plans Reported	Non- Enrollees	Enrollees	
		1 year	2 or more years
Go to college	100.0	72.0	48.0
Get employment near home	0.0	0.0	11.0
Be a full time homemaker	0.0	8.0	15.0
Get married and work part or full time	0.0	16.0	16.0
Undecided	0.0	0.0	7.0
Other plans	0.0	3.0	13.0

From the review of the seven categories studied the image of the home economics enrollee emerges. It is the belief of the writer that adequate curriculum planning and the creation of desirable learning experiences cannot be consummated without a knowledge of the individual student.

CHAPTER IV

CONCLUSIONS REGARDING THE IMAGE OBTAINED

The purpose of the investigation was to determine what could be learned concerning the high school home economics enrollees in six of the public schools of Oklahoma which are used as teacher training centers for Oklahoma State University. The study was based on a firm belief that adequate curriculum planning or creation of desirable learning experiences cannot be consummated without a knowledge of important personal data concerning the individual student. To obtain this information certain data were collected from the school records of 200 senior girls and from their answers to a questionnaire. Information was obtained regarding their family background, measures of individual capacity, reported achievement, the program of studies followed, the extra-curricular activities, the reaction to home economics and their plans after graduation. Three groups of students were compared in these seven categories; the non-enrollees or those girls who had no home economics during their four years of high school, the one year enrollees or those girls who had taken one year of home economics at some time during their stay in high school, and those who had elected to take more than one year of home economics.

The reader will remember that the major hypothesis was that students who took home economics would differ from those who did not take home economics and that from the study of

their records and activities these differences could be found. When the hypothesis was tested by comparisons of the characteristics previously mentioned it was found that there were differences between the three groups of students studied, and that the data did identify them. From this comparative study of students the contemporary image of the high school graduate emerges. The description or the image of the senior home economics enrollee likewise portrays the prospective college entrant.

From the findings of the study the contemporary college home economics enrollee comes from a family with several children, and is seldom an only child. Her father is likely to be engaged in unskilled labor, her mother a full time homemaker. The education of her parents may not exceed high school graduation, and there is only a very slight possibility that either parent graduated from college. The intelligence score of the enrollee is that of an average student or slightly below average, and if she has had two or more years of high school home economics she will be more likely to have a below average intelligence score. Her grade point average is apt to be between two point and two point nine. She will have a limited background in general education courses, because she took fewer courses in mathematics, English, science and foreign language than did the girls who had no home economics. In all probability she will have had as many courses in social studies and business education as did the non-enrollee. She has held membership in the pep club, Four-H club and in the Future Homemakers of America,

but has had few or no memberships in the social clubs, honorary organizations, or student council. She gave as her main reason for choosing home economics in high school the fact that she was interested in it, while the non-enrollee said her main reason for not choosing home economics was that she liked other courses better.

From this study many questions relative to guidance, curriculum planning and recruitment are raised. Why do girls with high or above average intelligence not take more home economics? Why do they leave home economics after the one year of required work is completed? Do they select other course work which would be equally valuable to them if they should decide to major in home economics in college? Since the many students who took three or four years of home economics do not plan to go to college, what is their feeling about the value of the work taken as preparation for homemaking? What do the non-enrollees choose instead of home economics in high school? Is this choice made on the basis of personal preference, personal need, peer approval or advice of the counselor or teacher? How many of the non-enrollees select home economics in college? How well prepared are they in their general education background? Is a strong general education background a better preparation for a home economics major in college or is a home economics background preferred? What differences should there be between the college home economics programs for those who had home economics in high school from those who did not have home economics in high school? Would not a more

comprehensive study reveal a clearer image of the senior enrollee? Would it not be valuable to know more concerning girls from other types of high school programs?

Since the findings of the study point up the fact that the only areas of home economics mentioned were those of foods and clothing, effort to find ways of communicating and interpreting home economics to the lay public as well as to the high school students and teachers is needed. Home economics is not only the development of skills in foods and clothing, but a versatile preparation for home and family living in a rapidly changing social and economic world.

This study was based on a comparatively small group of high school senior girls, but the findings were similar to those reported in other such studies that have been made. It would seem that an extension of this study and/or a more comprehensive similar investigation would provide additional data that would prove of value in the planning of educational programs.

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APPENDIX

Social Studies Courses

Languages

Oklahoma History, Civics	_____	Spanish I	_____
American History	_____	Spanish II	_____
World History	_____	French I	_____
Sociology and Economics	_____	French II	_____
Problems of Democracy	_____	Latin I	_____
World Geography	_____	Latin II	_____
Others (tell what)	_____	Others	_____
		(tell what)	_____

Home Economics

Others

Home Economics I	_____	Distributive	_____
Home Economics II	_____	Education	_____
Home Economics III	_____	Driver	_____
Home Economics IV	_____	Education	_____
		Physical	_____
		Education	_____
		Art	_____
		Library	_____
		Science	_____
		Music	_____
		Band	_____
		Others	_____
		(tell what)	_____

8. Check the clubs you have participated in:

LH Club _____ Pep Club _____ F.H.A. _____
 Honor Society or similar organization _____
 Home room or class organizations _____
 Student Council _____
 Others (tell what) _____

9. Opinions about Home Economics:

I selected Home Economics because, check reason why:

- a. I was interested in it _____
 b. My Counselor or teacher advised _____
 it _____
 c. My parents advised it _____
 d. My friends were enrolled in it _____
 e. I liked and admired the teacher _____
 f. Classwork appeared to be easy _____
 g. No other courses were available _____
 h. Other reasons _____

I did not take home economics because:

- a. I was not interested _____
 b. I could learn homemaking at home _____
 c. On the advice of my Counselor _____
 or teacher _____

- d. On the advice of my parents _____
- e. I liked other courses better _____
- f. Other reasons _____

10. What do you plan to do after graduation?

- a. Go to college _____
- b. Get employment in home or nearby community _____
- c. Be a full time homemaker (married) _____
- d. Get married and work part or full time _____
- e. Undecided _____
- f. Other plans (tell what) _____

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Master of Science

Thesis: THE CONTEMPORARY IMAGE OF THE HOME ECONOMICS
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