

1954

The Effectiveness of College Home Economics for Family Living

Imogene Van Overschelde

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

Van Overschelde, Imogene, "The Effectiveness of College Home Economics for Family Living" (1954). *Theses and Dissertations*. 2282.
<https://openprairie.sdstate.edu/etd/2282>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

THE EFFECTIVENESS OF COLLEGE HOME ECONOMICS
FOR FAMILY LIVING

A Problem

Presented to

the Faculty of the Graduate School
South Dakota State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education in Home Economics

**THIS BOOK
NOT CIRCULATING**

by

Imogene Van Overschelde

July 22, 1954.

TABLE OF CONTENTS

CHAPTER	PAGE
I THE PROBLEM	
Statement of the problem.....	1
II REVIEW OF THE LITERATURE	
Literature on values of a college education.....	4
III MATERIAL USED AND GROUPS STUDIED	
How data was obtained.....	12
Limitations of the study.....	13
IV VALUES REVEALED FOR FAMILY LIVING	
From college life and curriculum experiences.	15
In the home.....	26
V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Summary.....	45
Conclusions.....	47
Recommendation of further study.....	50
BIBLIOGRAPHY.....	51
APPENDIX.....	54

LIST OF TABLES

TABLE	PAGE
I. Number and Percent of Homemakers and Type of College Attended.....	18
II. Number and Percent of Homemakers as to Number of Years Since Completing Their Education.....	19
III. Number and Percent of Homemakers with Basic Satisfaction Derived from Their Education.	20
IV. Number and Percent of Homemakers as to Areas of Curriculum Found Helpful and/or Lacking in Help.....	23
V. Number and Percent of Employed and Non-Employed Homemakers According to Period of Time Married.....	26
VI. Number and Percent of Homemakers with Children by Age Intervals.....	26
VII. Number and Percent of Homemakers with Means Used to Enrich Their Lives.....	29
VIII. Number and Percent of Homemakers and Types of Magazines Subscribed to/or Purchases Made.....	30
IX. Number and Percent of Homemakers with Interests Outside the Home.....	32
X. Number and Percent of Husbands and Wives that Share Pleasures.....	34

XI.	Number and Percent of Husbands and Wives that Share Responsibilities.....	35
XII.	Number and Percent of Homemakers in Relation to Responsibilities Husband and Wife Share to Homemakers Employment.....	37
XIII.	Number and Percent of Homemakers with Helps Needed for Expressed Problems.....	38
XIV.	Number and Percent of Homemakers with Problems Observed in the Home.....	40

CHAPTER I

THE PROBLEM

STATEMENT OF THE PROBLEM

Education in general purposes to widen one's horizon and to give a deeper understanding and enrichment of what has already been experienced and to provide new experiences. College education should be so organized that it can be used later. Curriculum planning and evaluation has been an important part of the education program. Many colleges and universities have launched self-evaluation studies in an effort to appraise and improve their home economics program, that it may be a very real preparation for home and family living. Spafford states:

The achieving of a satisfying and functioning philosophy of life with emphasis of personal and family living should be set as the primary purpose of home economics - - provide the foundation for all the teaching

The developing of a wholesome personality and the working out of satisfactory human relationships is the second broad objective which concerns home economics

The broadening and enriching of life is the third large objective of interest to home economics

The acquiring of techniques and skills needed in immediate personal and home living, learning to use one's resources to attain the value set up as most worth while in life, is the fourth major objective which concerns home economics.

The findings of one's relation to and place in the vocational world and preparing for it is the fifth major purpose of importance to home economics.

. . . .

These are not separate purposes to be achieved one by one, nor will home economics be the only field to contribute to their attainment. Rather they are purposes which should run through all education and through all home economic teaching. Nor should they be seen as purposes of the student out of relationship to the family group or the larger society in which he lives.¹

Lehman, in describing plans for the evaluation of the goal effectiveness in homemaking, suggests some of the grouping of qualities that an effective homemaker would have:

The effective homemaker has a rich store of information on which to draw in going about her work, and in making decisions.

She knows where to go for reliable information.

She has certain basic skills.

She has reasonable standards to guide her in choice making.

She has sound values.

She can think effectively on problems of the home.²

This study purposes to determine to what extent the needs of the homemaker have been met by her college education. The particular factors considered by this problem are:

1. Evidence if any of satisfactory family living due to application of subject matter learned.
2. Similarities or differences in interest of home economics trained homemakers and those of

¹ Ivol Spafford, Fundamentals in Teaching Home Economics, John Wiley and Sons, Inc., New York, 1951, pp. 2-4.

² Ruth T. Lehman, Appraising the College Program in Home Economics, American Home Economics Association, Washington, D.C., 1950, p. 87.

homemakers with a general education.

3. The more realistic approach to family living - that of the home economics program or that of the general education program.
4. Evidence indicative of needed curriculum changes in the home economics program in light of the homemaker's opinion.

CHAPTER II

REVIEW OF LITERATURE

LITERATURE ON VALUES OF COLLEGE EDUCATION

Leaders in all fields were recognizing the need for an emphasis in education toward the solution of family problems. The President's Commission on Higher Education included education for family living as one of the important areas in general education for all students:

As a minimum, psychological preparation for the emotional adjustments commonly called for in marriage: child care and training, the planning of the home, the physical environment of the family, consumer education in budgeting the family income, in wise buying and spending, and the principles of nutrition for the proper feeding of the family.³

Other leaders who are not home economists have expressed a concern for a need to re-examine their purposes:

Home economists are aware, where they have given thought to their purposes of this problem (specialization). Specialization within the field has gone forward at such a pace that its initial interest - family living - is now but a speciality among specialities.⁴

³ Higher Education for Democracy, A report of the Presidents' Commission on Higher Education, Washington: Government Printing Office, 1947, p. 56.

⁴ H. Gordon Hullfish, "The Job Ahead in Central Education", Journal of Home Economics XXXVIII (November, 1946), 573.

The thought of every college is its graduate. The nature of the graduate's performance in his job or life situation may serve as means of evaluating the curriculum. Komarovsky purposes to bring to light the problems of higher education:

Any girl graduates future is uncertain and may follow not only different but contradictory patterns which will require conflicting skills and attitudes of mind. No one can be sure during her college years of just what a girl's life path will be, whether she will marry or remain single: whether it is worth while to invest time and money for her professional training. A college girl hell-bent on a career may find herself spending the years after college in a round of cleaning, cooking, washing and mending. Another who announced in college that all she wanted was "lots and lots of children" may later be forced to help support her family. And there is still the more complicated problem of the woman who must be prepared for the transition from a vocation to full-time family life, and perhaps later for a return to a career. What should the philosophy of women's education be in the face of all these uncertain roles?

White's comment on family living in our curriculum is:

. One may prophesy with confidence that as women begin to make their distinctive wishes felt in curricular terms, not merely will every women's college and coeducational institution offer a firm nuclear course in the Family but from it will radiate curricular series dealing with food and nutrition, textiles and clothing, health and nursing, house planning and interior decoration, garden design and applied botany, and child development. Each of these series will begin at the non-professional level and continue into professional training for specialized advanced students.

⁵ Mirva Komarovsky, "What Should Colleges Teach Women", Harper Magazine, CXCIX, (November, 1949), 36.

These fields are not only relatively undeveloped at present but they seem often to be conceived and taught without imagination. I have asked many women graduates whether they took any work in home economics at college and, if not, whether they regretted it. The almost universal answer is "No! When I got married I bought Fanny Farmer, and now I can cook. In college I read Hegel, and I never would have got around to that since graduation". The verdict, I fear, is just, at least in terms of home economics as it has generally been taught. But would it be impossible to present a beginning course in foods as exciting, and as difficult to work up after college, as a course in post-Kantian philosophy would be? Let's scrap the two weeks spent baking bread, followed by a week on beaten biscuits. Now for the first time, thanks to rapid transport, canning and deep-freezing, all the food materials and seasonings of the world are available to us, and all methods of preparation are known. Let's abandon talk of proteins, carbohydrates and the like save incidentally, as for example when we point out that a British hyper-boiled Brussels sprout is inferior to a Chinese vegetable not merely in flavor and texture but in vitamin content! Why not study the theory and preparation of Basque paille, of a well-marinated shish kebab, lamb kidneys sauteed in sherry and authoritative curry, the use of herbs, even such simple sophistication as serving cold artichokes with fresh milk. A girl majoring in history or chemistry could well find time for one such course which, we may be sure, would do much to enliven her life and that of her family and friends in later years. It is rumored that the divorce rate of home economics majors is greatly below that of college women as a whole. °

A review of the literature on follow-up studies of school and college graduates shows that the underlying purpose, in many cases, is the improvement of educational experiences. Many of the studies place emphasis upon the vocational or occupational adaptation of graduates. Also a few of the studies reveal a minor concern for the

° Lynn White Jr., Educating Our Daughter, Harper and Brothers Publishers, New York, 1950, pp. 77-78.

graduate's success in personal and social living. There are other studies that show an interest in discovering both the vocational and the personal and social adjustments.

A recent study of a large number of college women graduates was conducted by the Education Committee of the American Association of University Women. This survey was directed and conducted by Doctor Patricia Woodward Cautly, with Mrs. Rhoda Metraux and Doctor Margaret Mead acting as consultants. In the 1948 fall issue of the Journal of the American Association of University Women a questionnaire form was enclosed. There was an article in this issue asking for the cooperation of all the members of the association in filling and returning the blanks to the Education Committee. The form asked for factual information and the members were asked to write on the question: "As you think over your college education in what ways do you feel it is of value in your life today. In the light of your later experiences, what kinds of improvement or changes would you suggest?"

The response to this survey was 30,000 individual replies from 120,000 members and reports of discussions in more than 200 branches.

It is of interest to note the reaction of the home economics majors from this survey:

Fewer of them than any other group say their college training has been of value in a

general cultural way, or socially or intellectually. And along with the majors in physical and biological sciences, fewer of them mention the personal value of their college training. But they are outstandingly higher than any of these groups* in their mention of the value of their college training in marriage and home-making, particularly in "managing a home". A few more of them than in other groups say their training was too specialized, and that they would now like to add training in the liberal arts to their college background.⁷

The value of this group study revealed that two needs were emphasized: (1) "that a college education should give more specific skills, more practice in doing things and (2) that a college education should be broad enough to cover every aspect of each woman's life". The report showed that the group felt that college education should prepare women for making a living, for the role of homemaker, and for leadership and participation in community affairs.

Hillier⁸ made a study that dealt with three types of behavior of the homemaker: recognizing problems, recognizing satisfactions, and establishing goals. The basic problems designated by the homemakers were

* Groups are humanities, education, social science, physical and biological sciences, home economics and pre-professional fields.

⁷ Patricia Woodward Caultey, AAUW Members Look at College Education an Interim Report, Washington: American Association of University Women, (October, 1949), 36.

⁸ Elizabeth Charlotte Hillier, "The Homemaking Problems, Satisfactions, and Goals of Recent Home Economics Graduates and Their Implications for the College Curriculum," Unpublished Doctor's dissertation, Department of Education, Ohio State College, 1952.

relationships and management. These 83 homemakers (home economics majors) found their greatest satisfactions through the ability to manage time and energy, making improvements in their homes, their children, the success of their husbands and their relationship in the community. The homemakers also made an evaluation of their curriculum. They mentioned areas that gave special help. Suggestions were given that courses should be made more practical or based on everyday problems. There was a relationship that existed between the values of their home economics training and the listed satisfactions.

Foster and Wilson⁹ made a study of women after college as to the effectiveness of their education. This study was done through the Advisory Service for College Women at the Merrill-Palmer School at Detroit. The 100 women in the survey were holders of the bachelor's degree, granted since 1920. The purpose of this study was to: present an over-all view of the problems of the women, to classify problems according to relative degrees of importance, consider individual problems, and to apply the findings of the study to the education of women.

From this study they found that the parents of the women had not prepared them for certain inevitabilities

⁹ Robert G. Foster and Pauling Park Wilson, Women After College, Merrill-Palmer School, Columbia University Press, New York, 1942, pp. 186-275.

of their lives. Some of the suggestions for women's education were relative to: better selection and training of the teachers, counseling service, a curriculum designed to meet more adequately the needs of the women students, less rigidity in the course of study, and guidance in making the transition from high school to college. Other suggestions pertained to the organization of student life in relation to the academic life and other adjustments, education for parents of students, post college education, and education of men that would take into account their need to understand and live in a world with women and children. There was little relationship between social, cultural and recreational life opportunities after college and the kind of education and social training received in college. The courses designed to understand the personal and social economic problems of life were not adequate. The courses which were supposed to ready women for a vocation were often impractical and a handicap to her when she began to work at her vocation. Most of the women had little skill or experience in handling the housekeeping in a home before college and had no opportunity to acquire this in college. The fields of knowledge which could have helped seems to have done little to help the student achieve an orientation about religion or an adequate philosophy of life. The art and science courses did not improve human

relationships or contribute to personality development.

The Rockwood¹⁰ study dealt with the differences that occurred between the alumnae, seniors and freshmen at Skidmore College which is a private woman's college. The differences noted were in the kinds of problems the women recognized, the areas in which they expected problems in the future, the extent of recognition of problems and to get information and the kind of information wanted concerning personal and family life.

It was found in the fore-mentioned study that the problems of the alumnae were much greater than the future concerns of the seniors and freshmen. The single alumnae were more like the seniors and freshmen than like the married alumnae. Most of the concerns of the alumnae were with marriage and family problems as wife and mother. The problems of home management, religion, education, community, leisure and health had the larger concerns checked than the problems involving marriage and family relationships. The alumnae and the undergraduates who had problems wanted information about them.

¹⁰ Catherine Rockwood, "The Personal and Family Life Needs of College Women, with Implications for Education," Unpublished Doctor's dissertation, Department of Education, University of Chicago, 1952.

CHAPTER III

MATERIAL USED AND GROUPS STUDIED

HOW DATA WAS OBTAINED

The area around Madison and Brookings, South Dakota was chosen as the location of the homemakers to be studied. Two bases for eligibility were used: first, the homemaker must hold a college degree, and the second, the homemaker must have a family. Family is known as a group of related persons including wife, husband if living and children or foster children. Widows were not excluded from the study.

The plan was to interview 25 homemakers with a home economics major and 25 homemakers with a general education major. These could be chosen at random from the membership lists of American Association of University Women and from known college graduates in the selected area. Members of the AAUW organization must be graduates of approved colleges and universities. These homemakers must have, at least, a bachelor of science or arts degree.

The check sheet was used in trial interviews of both home economics and general education college graduate homemakers. It was found that all information desired could be ascertained during the interview.

Results of the first eight trial interviews were tabulated and certain changes were made that simplified the operation. Appointments for interviews were made by telephone, at the convenience of the homemakers.

The approach in opening the interview was to introduce one's self as the homemaking teacher of Central High School who is interested in visiting with college homemakers about values received from their college education that had been of use to family living.

Each interview was from one to two hours in length. A schedule of recording findings was filled out by the interviewer in the presence of the homemaker.

LIMITATIONS OF THE STUDY

There are certain limitations that exist as the homemakers contacted had a technical or professional education. The teachers were heavily represented in the study as nineteen of the home economics majors had taught and twenty-three of the other majors were or had been teachers.

The interview check list contained information which these homemakers were asked to give with little time to recall their college days and their family living. It is possible that some of the group did not give clear definite answers.

The total group of 50 is not large enough to justify broad generalizations. The conclusions drawn

109363

from the data concerning the groups of homemakers who were employed and non-employed, those with grown children and those with young children must be considered in light of the small number contacted in each group.

Even though different types of majors were represented in both groups, the large proportion of education majors, 84 per cent tends to influence the total picture.

CHAPTER IV

VALUES REVEALED FOR FAMILY LIVING

FROM COLLEGE LIFE and CURRICULUM EXPERIENCES.

Classification of group according to husband's occupation.

It is often said that individuals will do well to look within their own educational and intellectual levels when in search of a mate. Twenty-four of the Home Economics majors married men who were college graduates, and the non-Home Economics majors had twenty who married college graduates. Nearly two-thirds of the Home Economics group married teachers, doctors or ministers, while thirty-six per cent of the other group married professional persons. Indicative of the area surveyed, none of the homemakers married farmers, semi-skilled or unskilled workers. One of the young women was teaching to help send her husband to college.

The following qualities have a bearing on happiness for family living:

Women who marry men superior in mental ability, or at least equal, seem to be happier than those with husbands who are inferior to them in mental ability. One study shows that the happiness scores of wives with husbands of superior or equal ability averaged 70 or above. Wives with inferior husbands had a happiness score of only a little more than 60. This study finds that husbands are happiest when they have wives of equal ability. Husbands with the lowest happiness scores have wives much their inferior.

The wives of some college professors are unhappy because they have not had college education. Because of their lack of training, they cannot help their husbands professionally as they might if they felt at home with college people. In many cases these women are charming people and would fit in well if they did not feel inferior and ill at ease because of their lack of college education. 11

Whether or not couples need to have similar educational experience is a question with which research has had an active part. Fourteen of the Home Economics majors met their husbands at college, while twelve of the non-majors married their college friends.

The relationship of age at marriage to happiness in marriage has been made the subject of several important studies. It is a proved fact that age of marriage does affect happiness in marriage. Girls who marry under twenty have lower happiness scores than those who marry later. The findings of one study are especially striking. Almost half of the wives who married between the ages of sixteen and eighteen made poor adjustments in marriage, and only about fifteen per cent made good adjustments. Good adjustments were more frequently found when couples married at a later age. About 40 per cent of the young who married under twenty-two years of age made poor adjustments in marriage, and only about 27 per cent made good adjustments. Those over twenty-two were able to make good adjustments in a greater proportion of cases. Those marrying after thirty had a high percentage of poor or only fair adjustments, although not as high a percentage as those marrying under twenty-two.

Another study of 200 married men and 200 married women showed that those marrying later were happier. 12

This study shows eighteen of the Home Economics

11 Paul H. Landis, Your Marriage and Family Living, McGraw-Hill Book Company, Inc., New York, 1946, p. 125.

12 Ibid., pp. 127-129.

majors married at the ages of twenty to twenty-five. Of the other group nineteen married at this age interval. Five of the non-majors married before they received a degree. Four of the Home Economics women married before they completed their college education. The remaining homemakers were older when they married and three married widowers. This is due to the fact that they married at the end of their college education and more than half worked before they married.

The four homemakers whose husbands are deceased are working to send their children to college. One homemaker is a librarian and the other two are teachers.

Summary of the findings of (Table A in Appendix) indicates similarity of educational experience of husband and wife of both groups, which is one of the factors that leads to marital success. Aside from a few comments made the author is not in a position to express an opinion regarding the relationship between age of marriage and marital happiness.

Type of college attended. No doubt most of these homemakers selected their college because of some connection with it through family or friend. Many of them attended these colleges because they were near home.

TABLE I. Number and Percent of Homemakers and Type of Colleges Attended.

College	Home Economics		Non-Majors	
	N.	Pct.	N.	Pct.
State supported School	21	84	16	64
Church	3	12	8	32
Private	1	4	1	4
Women's				

Of the Home Economics majors over four-fifths of them attended state schools. This is due to the fact that eleven of these women graduated from a state in which the state schools are the only ones that were offering home economics. Of the other majors over half graduated from state schools. Five of these graduated from state teachers colleges. The church schools were highly recommended by the 44 per cent who attended. They believe that the spiritual value has added a great deal to their family living. Three of these homemakers stressed the idea that they wanted to send their children to a church school. Fewer Home Economics majors graduating from church schools might imply that better offerings are given at state institutions.

From this table it is concluded that the majority of homemakers received their education at a state school, as over three-fourths of the Home Economics and over half of the non-majors graduated from a state college or university. Coeducation was the usual pattern for higher education for these homemakers.

Number of years since completing education. For this survey the homemakers had families which accounted for the small per cent of homemakers that graduated from each group less than five years ago. Of the Home Economics majors about three-fourths of them graduated between ten and thirty years ago.

TABLE II. Number and Percent of Homemakers as to Number of Years Since Completing Their Education.

Years	Home Economics		Non-Majors		Total	
	N.	Pct.	N.	Pct.	N.	Pct.
Under 5	2	8	2	8	4	8
5 - 9	4	16	8	32	12	24
10 - 19	9	36	3	12	12	24
20 - 29	6	24	6	24	12	24
30 or more	4	16	6	24	10	20

Twice as many homemakers of the other major were contacted who graduated from 5 to 9 years ago than were in the Home Economics group. There were interruptions in the college education of seven of the non-majors and two of the Home Economics majors. The other majors had two homemakers that continued their education to receive a Masters degree and the Home Economics majors had three that continued their education.

A fairly satisfactory sampling from each year interval of graduation shows that a varied range in years since graduation is represented in the group of homemakers contacted.

Basic satisfactions of homemaker derived from education. The satisfactions from social contacts were rated high by both groups. Four of the non-major homemakers commented that they did not experience much social life as their working schedules were heavy. All homemakers attended coeducational colleges. Their social contact satisfactions were high, therefore fourteen of the Home Economics and twelve of the other majors married college friends.

According to Table III an equal number from each group valued the feeling of independence while attending college. Over four-fifths of the Home Economics and over half of the non-majors valued the learnings that would be of use in their homes. Competing with men had little satisfaction for either group.

TABLE III. Number and Percent of Homemakers with Basic Satisfactions Derived From Their Education.

Basic satisfactions	Home Economics		Non-Majors	
	N.	Pct.	N.	Pct.
Social Contacts	24	96	22	88
Feeling of independence	22	88	22	88
Learnings of use in own home	22	88	14	56
Competing with men	6	24	2	8
Learning to get along with others	18	72	20	80
Coeducation	12	48	5	20
Working toward a degree	14	56	14	56
New interests	17	68	14	56

About three-fourths of the Home Economics women and over three-fourths of the others valued the satisfactions derived from learnings to get along with others. Working toward a degree was of value to over half of the homemakers of each group.

The Home Economics majors derived satisfactions from new interests as: interior decorating, appreciation of music and art, crafts, planning department fashion shows, modern architecture, and oil painting. One of the homemakers sang in a chorus for the first time. Two of the women had not taken physical education in high school and received satisfaction in learning to play tennis and golf. Three of the other group enjoyed debate and public speaking as they were not participants during high school. The non-major group had homemakers who became interested in art, poetry, the philosophy of literature and oil painting. One in this group acquired an interest in Spanish as her parents spent much of their time in the south and when she visited them she was able to use her knowledge.

Findings from this table show mutual satisfactions of the groups as to the feeling of independence and working toward a degree. The satisfactions from social contacts, learnings of use in own home, learning to get along with others and new interests did not vary too much between the two groups. The Home Economics majors showed a greater satisfaction from competing with men, and yet many of their classes do not include men. The Home Economics majors also received the greater satisfaction from co-education.

Areas of curriculum found helpful and/or lacking in help to homemaker. It was difficult for a traditional scholar - one who attended college thirty years ago - to evaluate subject material in the light of its value to family living. Those who majored in Home Economics differ from the others in mention of the value of the courses in child development, clothing, textiles, home furnishing, home management, nutrition and food for their family living. According to Table IV seven of the non-majors took these courses. One other major who majored in Latin thirty-seven years ago was required to take a year of sewing in the church college which she attended. Also the dormitory life was such that the girls were taught to be good hostesses and assume responsibility in entertaining. Another non-major who graduated in 1918 took courses such as household chemistry and cooking which were of value. Other majors took dress appreciation, child care and guidance which to them were of value to their homemaking. One of the non-majors who changed to an English major had taken foods, nutrition, textiles and clothing and is still very interested in the home economics program. Eleven of the other majors value English and literature, while only one of the Home Economics majors considered this course of value. These homemakers stated its value was broadening, gave one a better speaking knowledge, and contributed to the ability to express

TABLE IV. Numbers and Percent of Homemakers as to Areas of Curriculum Found Helpful and/or Lacking in Help.

Areas	Helpful to homemaker				Lacking in Help			
	Home Ec.		Non-Majors		Home Ec.		Non-Majors	
	N.	Pct.	N.	Pct.	N.	Pct.	N.	Pct.
Art	4	16	7	28				
Biology	1	4	1	4	1	4	2	8
Botany			2	8	1	4	1	4
Chemistry	1	4	3	12	7	28	1	4
Child Development	15	60	1	4				
Clothing	19	76	2	8	1	4		
Costume Design	1	4	1	4				
Dramatics								
Education			4	16	11	44	3	12
Economics			1	4	1	4	1	4
Experimental Foods					3	12		
Family Relationships (Marriage-Family)	4	16	4	16				
Foreign Language					5	20	9	36
Geology							4	16
History			2	8			5	20
Home Furnishing	5	20	1	4				
Home Management	5	20			5	20		
Home Nursing	1	4	2	8	1	4		
Household Equipment								
House Planning								
Literature-English	1	4	11	44			1	4
Mathematics			3	12	2	8	5	20
Music			5	20				
Nutrition-Foods	15	60	2	8	2	8		
Physics			1	4	1	4		
Psychology	5	20	10	40				
Political Science								
Religion	2	8	3	12				
Sociology	1	4	2	8			1	4
Speech							1	4
Textiles	4	16	1	4				
Zoology			1	4	2	8	1	4

develop more reasoning. Another stated that the courses were not realistic and set levels beyond reach. Education courses were mentioned as not being helpful because of too much theory. The purpose of these courses are to prepare for a profession and are not directly related to family living. One Home Economics graduate of 1924 had to take millinery and dairying, which she considered of no value. Chemistry, to one-fourth of the Home Economics majors was rated as not too helpful in the home. Experimental foods was listed by a few as not being of value to their family living.

Two of the non-majors and one of the Home Economics majors stated that all of the courses that they took were directly or indirectly valuable to their homemaking. It was the homemakers who graduated after 1946 that began to evidence family living in the curriculum of home economics. This comprised approximately one-fourth of the Home Economics group.

All of the women felt a definite contribution of their majors to family living, but over one-third of the non-majors would like to have taken home economics. While only 8 per cent of the Home Economics majors expressed a desire for another field, if the opportunity was offered now.

IN THE HOME

Employed and non-employed homemakers according to period of time married. According to Duval and Hill ¹³ with modern conveniences the working wives of today are doing the same things their great-grandmothers did, except they are doing the jobs outside the homes. Earning power is low and expenses high the first years of marriage, and wives desire to carry their share of the economic load.

TABLE V. Number and Percent of Employed and Non-Employed Homemakers According to Period of Time Married.

Years Married	Home Economics				Non-Majors			
	Empl.		Non Empl.		Empl.		Non Empl.	
	N.	Pct.	N.	Pct.	N.	Pct.	N.	Pct.
1 - 2-years								
2 - 3 years								
3 - 4 years			1	4			1	4
4 - 5 years	1	4	1	4			2	8
6 - 9 years			7	28			3	12
10 - 19 years	3	12	5	20	1	4	6	24
Over 20 years	1	4	5	20	3	12	4	16
Over 30 years	1	4			2	8	3	12

Of those women who have been married less than ten years, the table shows only one employed. This employed homemaker (a Home Economics major) is a teacher, and has one daughter who is being cared for by the grandmother during the school days. The homemakers of the other group who are employed are those who have been married more than

¹³ Evelyn Millis Duvall, and Rueben Hill, When You Marry, D. C. Heath and Company, New York, 1953, pp. 225-226.

ten years. Less than one-fourth of the homemakers interviewed are employed. An interesting fact noted from Table V is that the number of employed and non-employed of both groups are exactly the same.

Of the six Home Economics majors who are employed, five are teachers and one works in an insurance office. Of the other group four are teachers, one working in a library and one doing secretarial work. Teaching seems to be a job that homemakers consider combining with their homemaking. Also of the group employed we have four widows of the older married interval.

From this table findings show that few of the homemakers are employed in the area surveyed. Those that are employed have older children who attend school.

Children of homemakers of age intervals. Table VI shows a significant difference exists between the age intervals. There are almost twice as many children in the age interval from 7 to 12 years for the Home Economics majors in comparison to the others. The largest per cent of children are between the ages of one and six in both groups.

The mean for family size of the Home Economics group was 2.2 and the mean for the non-majors was 2.1. The largest size families for the groups were four. The study shows that 8 per cent of the Home Economics majors had the large families and 12 per cent of the other majors. From the age interval of 20 years or more,

all the children are attending or have attended college. These children are having equal opportunities in getting their education.

TABLE VI. Number of and Percent of Homemakers with Children by Age Intervals.

Age Intervals	Home Economics		Non-majors		Total	
	N.	Pct.	N.	Pct.	N.	Pct.
0 - 1 year	5	20	3	12	8	16
1 - 6 years	20	80	19	76	39	78
7 - 12 years	11	44	6	24	17	34
13 - 19 years	6	24	8	32	14	28
20 years and over	13	52	18	72	31	62

A family of two to three children is regarded as ideal by these homemakers.

Means used by homemaker to enrich her life. Few women from either group attended adult classes. The classes these homemakers attended are those sponsored by the Extension Department. Art and typing were classes that two of the non-major homemakers were teaching to adults. At least half of the Home Economics group make use of the available bulletins issued by the Extension. According to Table VII less than one-fifth of the other majors make use of this material.

TABLE VII. Number and Percent of Homemakers with Means to Enrich Their Lives.

Means used	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Attending adult classes	7	28	2	8
Using extension bulletins	13	52	4	16
Belong to child study group	4	16	3	12
Belong to art group			1	4
Belong to professional group	14	56	17	68
Listening or watching home-making programs on TV or radio	2	8	9	36
Study clubs	11	44	8	32
Church groups	21	84	21	84
Bridge clubs	3	12	7	28

A few from each group belong to a child study group, and this group is sponsored by American Association of University Women. One of the non-majors attends an art group which is also a part of this organization. Over half of each group belong to a professional organization which happens to be American Association of University Women as the lists from the local American Association of University Women were used to obtain names of college graduates. The teachers belong to the South Dakota Education Association and the National Education Association. Few homemakers listen to homemaking programs on the radio and the television homemaking programs from the local channel are mostly advertising. A few of the homemakers from each group belong to study clubs and bridge clubs. A common comment made by the homemakers of both groups was that of being involved in too many organizations and groups. Almost all of the

About one-fifth of the families of each group read hobby magazines and a larger per cent of the non-majors read sport magazines than did those within the Home Economics major group. Religious magazines were found in over half of the homes of each group contacted. Common religious magazines found in the homes were: Lutheran Herald, Presbyterian Life, Catholic Digest, and Christian Advocate.

There can be no doubt that the homemakers from both groups are interested in world events and newest trends of homemaking, as they have a wide selection of magazines available for their families. Religious magazines were read by over half of the homemakers contacted.

Homemakers interests outside the home. These women have developed interests outside the home or have a continuous interest from home to the husband's occupation. These interests can enrich the family living or monopolize the homemaker's time. The homemakers are receiving a social satisfaction by leading or taking part in these outside interests. From Table IX, the church and school (including college) are the main interests of the homemakers. Three of the homemakers have married ministers, therefore a great deal of time is spent by these homemakers with the church. Four of the Home Economics and three of the other teach Sunday school. The homemakers interested in church are also members of church groups. One of the non-homemakers is so involved in church life that she feels she is losing

contact with the living of other people.

TABLE III. Number and Percent of Homemakers with Interests Outside the Home.

Outside Interests	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Art			2	8
Bridge-playing	1	4	5	20
Cabin at lake			1	4
Church	13	52	14	56
Civic Affairs	3	12	3	12
Gardening	9	36	4	16
Golfing	5	20	9	36
Husband's job	3	12	3	12
Library work			1	4
Music	4	16	1	4
Organizations	5	20	4	16
Education	14	56	10	40
Traveling			1	4

The education interest of over half of the Home Economics majors and a little less than half of the non-majors is accounted for by the nine homemakers who are teachers and the eleven Home Economics and seven non-majors husbands who are affiliated with education. Also because their children are attending school they have acquired an interest.

A scattered interest is shown by the homemakers for art, music, bridge playing, traveling and politics. Art is a related subject of Home Economics and none of these majors considered it as an outside interest. The organizations that the group is interested in are I. E. C., Campfire Girls, Girl Scouts, Red Cross and American Association of University Women. Over one fourth of the Home Economics and about one-sixth of the non-majors

are interested in gardening. About one-fourth of the homemakers are interested in golf.

The findings indicate that the main outside interests of the homemakers are church and school. Though interests are varied the total number of interests are the same for each group.

Pleasures husband and wife share. While many husbands and wives have different pleasure interests, each tending to go his own way, it is evident in these groups that husbands and wives have common interests. Table X indicates that over four-fifths of both groups are interested in sports. Many of these are spectator sports, such as basket ball, football and races. Twice as many non-majors participate in golf with their husbands. One homemaker stated it was definitely a family sport. Each week end and on holidays, the family goes golfing. She spends many of her afternoons golfing with her high school son. About half of the homemakers and their husbands enjoy fishing. Again this is a sport that all the family can enjoy. A few from each group engage in the sports of horse back riding, dancing and swimming.

TABLE X. Number and Percent of Husbands and Wives That Share Pleasures.

Pleasures	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Sports	22	88	23	92
Picnics	24	96	19	76
Hobbies	15	60	12	48
Car riding	20	80	23	92
Movies	9	36	14	56
Television	7	28	12	48
Radio	17	68	20	80
Traveling	19	76	14	56
Reading aloud	6	24	4	16
Music	12	48	11	44

About half from each group share hobbies as photography, gardening, refinishing furniture and stamp collecting. Around three-fourths of each group shared the pleasures of traveling and listening to the radio. Over four-fifths of the husbands and wives enjoy car riding, which is also a pleasure for the children. About half of them enjoy some type of music with their husbands and children. One homemaker stated, "the only time they sang was when they went car riding which was a definite part of enjoying the ride." The area surveyed had good television reception but only about one-fourth of the Home Economics and less than one-half of the non-majors had sets. The comments were that the programs did not meet their standards. It appears from this survey that couples of the Home Economics group participate to a greater extent in picnics, hobbies, and travel than do those of the non-majors.

These homemakers have a great deal in common with their husbands and families. Not only do they enjoy sharing spectator sports but actually participate in many sports. It may be inferred that pleasures shared now are the result of common college experiences.

Responsibilities husband and wife share. Three-fourths of the husbands and wives share the responsibility of raising their children. As one Home Economics homemaker stated, "the children bothered me so much when they were babies that it was really my husband who cared for them" This homemaker had been married for 25 years. Other fathers assume the duties of helping in the evenings and on week ends.

TABLE XI. Number and Percent of Husbands and Wives Who Share Responsibilities.

Responsibility	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Care of children	23	92	22	88
Meal preparation	13	52	9	36
Dish preparation	14	56	12	48
Upkeep of the house	13	52	9	36
Upkeep of the yard	17	68	15	60
Control of spending income	24	96	24	96
Shopping	17	68	14	56
Making home improvements	23	92	24	96

Findings show most of the homemakers preparing the meals. A few of the husbands help if the wife works, and some enjoy the camp style of cooking. According to Table V, six of the homemakers from each group are employed. One non-major had to learn from her husband how to prepare simple dishes. About half of the husbands of both groups help with the dishes. A non-major housewife

stated "that husband wanted to help but didn't do it well enough, so she would rather do it herself." Over half of the wives and husbands share the upkeep of the yard. Many of these couples care for the flowers jointly. Almost all of the homemakers share control of the income. One wife deposits her husband's check, pays all bills and does the buying as her husband is too busy.

Husbands shop with their wives as over half from each group share this responsibility. One non-major's husband buys all the food on the week end for the weeks meals. The wife plans her menus from the supply he brings home. This husband acquired this habit for his mother and then continued the practice after he was married.

Almost all of the husbands from both groups share in making home improvements. The three husbands that do not are not interested, haven't a knack for fixing and it causes a state of frustration. One non-major homemaker stated their home was too small for their family and they would have to secure another house. Helping to build a house once was enough for her. Her husband was not interested so they would buy a house already built, so there wouldn't be any problems or decisions to make.

According to this table, in three-fourths of the cases the family responsibilities are shared jointly. It appears the husbands of home economics share the responsibility to a greater extent in meal preparation, upkeep of house and shopping, than do husbands of non-majors.

Whether this is due to interest instilled by the wife or due to necessity cannot be determined from this data.

Relation of responsibilities husband and wife share to homemaker's employment. According to Table V there are six homemakers from each group employed. The husbands of the wives of both groups who are employed do assume greater responsibility, as shown by Table XII. Over three-fourths of the husbands of the employed wives help with meal preparation. In comparison to the unemployed, less than half of the Home Economics majors and less than one-fourth of the non-majors have husbands that share this responsibility.

TABLE XII. Number and Percent of Homemakers in Relation to Responsibilities Husband and Wife Share to Homemaker's Employment.

Help Shared	Home Economics				Non-majors			
	Employed*		Non-emp.		Employed*		Non-emp.	
	N.	Pct.	N.	Pct.	N.	Pct.	N.	Pct.
Meal preparation	5	83	8	42	5	83	4	21
Dish washing	6	100	8	42	2	33	10	53
Upkeep of house	5	83	8	42	3	50	6	32
Shopping	5	83	12	63	2	33	12	63

*Number of homemakers employed from each group are six

Though the number is small, husbands of Home Economics homemakers help with dishes three times as much as husbands of non-majors. Over three-fourths of the employed Home Economics and half of the non-majors husbands share the upkeep of the house, while less than half of the non-employed of both groups share this responsibility. Again over three-fourths of the employed Home

Economics and less than a third of the non-majors share shopping. Over half of the non-employed wives are assisted with the shopping.

In conclusion, the findings show that the husbands of the employed Home Economics majors help more with these responsibilities than do the husbands of the non-major group. Also, more husbands of the employed wives share the responsibilities of the home in comparison to husbands of wives that are not employed in both groups.

Help needed by homemakers for expressed problems.

These homemakers have expressed the problem helps needed socially as skills and interests that have not been fulfilled.

TABLE XIII. Number and Percent of Homemakers with Helps Needed.

Problems	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Art			2	8
Cooking-foods	3	12	6	24
Child care	2	8	3	12
Humanities			2	8
Interior decoration	2	8	3	12
Management of home	1	4		
Money			1	4
Patience	1	4		
Married children			1	4
Sewing	1	4	10	40
Social			1	4
Time Management	11	44	4	16

Time management was the main need of these homemakers. As almost half of the Home Economics majors were concerned with the amount of work and not enough time. Nine of the Home Economics majors wanting help with time

management were young mothers. The remaining ones were older women who were involved in many activities outside the home.

One of the women who wanted help in art was interested in antiques. According to Table VII only one non-major took advantage of belonging to an art group. Two of the non-majors who wanted extra help in child care were members of a child study group.

Some of the Home Economics majors desired extra help in child care, foods, interior decoration and sewing. A few homemakers felt they needed help socially, in money management, and in management of the home and patience. The mother who was concerned with her married children has two children who have three children each. The mothers are young and the children are spaced close. Grandmother is playing a definite role in rearing these children.

According to the findings from Table XIII the Home Economics majors were able to recognize such problems as time management and realized the need for extra help in some of the related subjects. Help in sewing was the greatest need for the non-majors. It is difficult to know to what extent situations encountered by non-major homemakers are recognized by them as problems.

Problems observed in the home. Few problems were noticed in the homes visited. No doubt this was true because the homemakers were college graduates and had

been exposed to various subject material and experiences. Also we can say that there were no noticeable differences in problems of the Home Economics and the non-majors. Observation leads one to question the child guidance in the homes of three of the non-majors as will be noticed by Table XIV. One child insisted on being the center of interest and assumed that she was the one being interviewed.

There were twice as many Home Economic majors who lacked skill in home arrangements. The homes of these homemakers were not cozy or homelike. Also the homes that were disorderly were those with Home Economic majors. As one homemaker stated, "My husband came from an orderly home, but he has become accustomed to my house-keeping." Only one home gave the impression of poor money management.

TABLE XIV. Number and Percent of Homemakers with Selected Problems Observed in the Home.

Problems Observed	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Poor adjustment to health	1	4		
Overcrowding in home				
Poor adjustment to new situations				
Poor relationship between husband and wife			2	8
Lack of skill in home arrangement	4	16	2	8
Low standard of personal cleanliness				
Question the money management	1	4		
Question the child guidance			3	12
Inefficiency in getting jobs done			1	4
House disorderly	3	12		

The one non-major who was having trouble in getting jobs done, seemed to be involved in too many activities. During the interview it was a continuous ringing of the telephone for some event or some position that she held. The poor relationship between husband and wife of the eight per cent of the non-majors was expressed as lack of interest of the husband in the family. The husbands were too busy with sports that excluded the family.

We can say from Table XIV that few of the homemakers had problems that interfered with their family living. The problems observed in the homes of Home Economics majors as lack of skill in home management, question the money management and house disorderly indicates either a lack of adequate training or the acquiring of the ability to apply learnings to home situations.

Value of college education in present living.

Considering the group as a whole, college education is believed to be of value in almost every aspect of life. Many specific comments were made about the training which the homemaker received. The factors of age, type of college attended, kind of major or if employed or not, did not seem to cause large differences in the attitudes held regarding the value of their college education.

Over half of the homemakers from each group say it has helped them in their social relations. Some emphasize the ability to get along with other people and to meet new people easily and enjoy them. As one homemaker states, "It is a sense of social satisfaction instead of dollars and cents. It is valuable in a college town as most of your friends are college graduates. The ones without have a feeling of insecurity. My daughter says, 'It is hard to realize that some people do not go to college'." Friendships were mentioned by many of the homemakers. One homemaker has carried on a round robin with college friends for ten years and this summer they are having a reunion. Some feel that they are more tolerant of others through their college experience--- partly through knowing people of different races and areas and partly from the courses that they took. One homemaker values the idea that she can belong to American Association of University Women and by moving to a different locality it is a means of meeting women with college backgrounds.

A few of the homemakers value the personal satisfactions of their college education to their present living. They have a more rounded personality. Some feel that with their education they are able to be leaders in their church groups and take an active part in community and civic affairs. One homemaker states that

there isn't a day that you don't have direct benefits-- as you pick up a newspaper your viewpoints are influenced by your college education.

Some of the homemakers believe that intellectually their education has influenced them in making decisions, to reason and think clearly and it has stimulated them to further their education and to do a vast amount of reading.

Over half of the homemakers from each group realized the cultural value of their education. Some live a fuller and richer life, and are more appreciative of their home and surroundings. One homemaker states, "You get more out of living as it helps you find goals and you know what is important to you. It enables you to keep interested in changing times and to continue good reading habits." For some it has developed an appreciation of literature, art, music and a respect for others' viewpoints. Another homemaker states that it has given her a desire for better things in life--a drive. It effects discrimination in every choice.

Over half of the Home Economics and less than half of the non-majors mention the value of their education to their marriage and homemaking. The home economics majors feel they are better able to understand and train their children because of the child development courses that they took. The non-majors also mention they value the home but they do not mention the aspects of homemaking.

One homemaker with a Home Economics major states, "Homemaking comes much easier for those with a major in Home Economics as for meal planning and weighing values."

Another Home Economics major states that a Home Economics major does more planning which makes the task easier.

As all of the homemakers have a professional education they value the economic security of their education. Three of the non-majors mentioned that they kept their certificates in force so if they had to teach they could. Many of the Home Economic majors value the ability to sew, therefore being able to reduce cost of the clothes for their children. Also because of their training they thought they could save because they were better buyers.

The homemakers that valued the religion to their present living believe that a Christian education stabilizes your faith and character. Also if you are religious you feel more secure in your being.

The attitudes expressed by the homemakers were fairly homogenous. All of the homemakers valued their education for their family living.

CHAPTER V

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

SUMMARY

Higher education of women does present a complex problem in preparing her for living and making a living. The outcome of this study shows homogeneous results and expressed attitudes in relation to family living.

The facts from this study can be reiterated as being similar in many areas. Mates selected had similar educational experience, which is one of the factors that leads to marital success. The homemakers were definitely interested in their majors while attending college. Coeducation and attending a state school was the usual pattern for higher education. The basic satisfactions the homemakers derived from their education were, social, a feeling of independence, learnings of use in the home, learning to get along with others, and the many new interests that they acquired. Less than one-fourth of the homemakers from each group were employed. Religion with its emphasis on non-material values and its contributions to full and effective living has a definite part in the lives of these home-

makers. These women are interested in world events and trends of homemaking, according to the types of magazines found in the homes. Three-fourths of the cases show family responsibilities as being shared by wife and husband. Husbands of employed wives share greater responsibilities than those that are unemployed. The homemakers have a great deal in common with their husbands and families. Not only do they share spectator sports but actually participate in many sports. Lack of skill in home arrangement, house disorderly, and need of child guidance were problems noticed in the homes. Professional organizations, and church groups take up much of the homemakers leisure time. All of the homemakers value their college education for their present family living. The main interests outside the home are church and school.

There were differences that came to light from this study. The other majors realized the value of certain courses when one-third would like to take home economics. The home economics women only wanted additional liberal art courses. Home economics majors attended adult classes and make use of the material available from the Extension Department. Home economics women recognized problems in which they needed extra help. Time management was a definite problem for these homemakers. Non-majors needed help in sewing.

CONCLUSION

This study of Home Economics majors and Home Economics non-majors has added information to that already known about the effectiveness of education for family living. One emphasis of this study was the evidence, if any, of satisfactory family living due to application of subject matter learned. The Home Economics majors were critical to the extent of taking required courses that were too specialized, not practical and did not develop reasoning. The homemakers who attended college from twenty to thirty years ago were handicapped by not being able to take subjects in family living or have a choice of varied majors in the field. In evaluating their education to present living the Home Economics and Home Economics non-majors were equal in realizing the social, personal and cultural values of their education. Twice as many non-majors mentioned the intellectual value gained from their college education. In the American Association of University Women study made of college women, it was found that fewer Home Economics majors recognized the social, cultural and intellectual values than did the other majors. The author found that in this study the Home Economics majors valued their related subjects for family living. In the Hillier study there was a relationship that existed between values of Home Economics and the listed satisfactions. The Foster-Wilson study

concluded that courses designed to understand the personal, social and economic problems of life were not adequate. Often the courses were impractical. In contrast, the author found that the homemakers considered their education as priceless and indirectly used every day.

As to similarities or differences in interests of Home Economics trained homemakers and those with a general education, the groups were homogeneous. There were similarities as to size of family, education of their children, employment outside the home and types of magazines in the home. The responsibilities and pleasures husband and wife share were much the same. The Home Economics majors seem to take a greater interest in adult classes and using extension bulletins. Both groups have definite interests in religion and education. According to the study by Foster and Wilson, education did not achieve religious orientation. The present study implies that training in Home Economics seemed to make family living adjustments easier than that of general education. Husbands of Home Economics majors share the responsibility to a greater extent in meal preparation, upkeep of the house and shopping, than do husbands of non-majors.

This study cannot conclude that the Home Economics major has the more realistic approach to family living.

Many of the Home Economic majors choose their majors because of a preparation for marriage as well as for a career. Also the Home Economics majors were able to recognize problems in their homes, and realized the need for extra help in some of the related subjects.

As to the need of curriculum changes in the home economics program the non-majors expressed a desire to take some of the related home economic courses. The Home Economic majors desire additional liberal art courses. The lack of skill in home arrangement, house disorderly and need of help in money management could imply that the courses should be more practical, in Home Economics.

The interview check list provided data necessary in setting up the tables. This study has pointed up some of the problems in the home and has revealed to the homemaker an appreciation of the degree to which she in her home has attained a satisfying family life.

RECOMMENDATION OF FURTHER STUDY

A study like this, in addition to answering definite questions and adding emphasis to facts already known, has brought to light the fact that Home Economics majors are not superior to other majors in all aspects of family living. It is the opinion of the author that this may be due to the fact that general education is paying more attention to family living.

In relation to other areas of the country it would be interesting to do the same investigation to see if results would be consistent for other sections. Also a study of a larger sampling, and of women who graduated from college at a more closely related year interval (such as 1942-1952) could be made, to note if results would be consistent. The importance of family living education is on the increase and additional research is needed in order to determine means to encourage other majors to take these subjects as electives. Research is also directed to men taking courses in family relationships, so that men and women have the opportunity to explore problems together, come to common understandings and respect other's viewpoints. Another point is to help men to see that they have more responsibilities to their family than just the economic aspect.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Duvall, Evelyn M., and Reuben Hill, When You Marry. New York: Association Press, 1953. 454 pp.
- Foster, Robert G., and Pauline Park Wilson, Women After College. New York: Columbia University Press, 1942. 295 pp.
- Johnson, Roy Ivan, Explorations in General Education. New York: Harper and Brothers Publishers, 1947. 257 pp.
- Landis, Paul H., Your Marriage and Family Living. New York: McGraw-Hill Book Company, Inc., 1946. 348 pp.
- Spafford, Ivol, Fundamentals in Teaching Home Economics. New York: John Wiley and Sons, Inc., 1951. 409 pp.
- Spafford, Ivol, Editor and Collaborator, Home Economics in Higher Education. Washington, D. C.: American Home Economics Association, 1949. 136 pp.
- White, Lynn Jr., Educating Our Daughters. New York: Harper and Brothers Publishers, 1950. 155 pp.

B. PERIODICAL ARTICLES

- Hullfish, H. Gordon, "The Job Ahead in Central Education", Journal of Home Economics, XXXVIII (November, 1946), 573.
- Komarovsky, Mirva, "What Should Colleges Teach Women", Harpers Magazine, CXCIX (November, 1949), 36.
- Mead, Margaret, "The Higher Education Survey", Journal of the American Association of University Women, XLIII, No. 1, Fall 1949, 8-12.
- Renne, R. R., "Economic Trends and Family Life", Journal of Home Economics, XLI (September, 1949), 363.
- Smith, William M. Jr., "Home Economics in Education for a Living", Journal of Home Economics, XLVI (April 1954), 225-227.

C. PUBLICATIONS OF LEARNED ORGANIZATIONS

AAUW Branches Look at College Education. A Second Report of Discussions Based on, and Supplementing the Interim Report, AAUW Members Look at College Education. Washington, D.C.: American Association of University Women, February, 1953, 54 pp.

Cautley, Patricia Woodward, AAUW Members Look at College Education. An Interim Report, Washington, D.C.: American Association of University Women, 1949. 43 pp.

Higher Education for American Democracy. A Report of the Presidents' Commission on Higher Education, Washington, D.C.: Government Printing Office, 1947. 56 pp.

Lehman, Ruth T., Appraising the College Program in Home Economics. A Study of Some Procedures, Washington, D.C.: American Home Economics Association, 1950. 229 pp.

D. UNPUBLISHED MATERIALS

Hillier, Elizabeth Charlotte, "The Homemaking Problems, Satisfactions, and Goals of Recent Home Economic Graduates and Their Implications for the College Curriculum." Unpublished Doctor's dissertation, Department of Education, Ohio State College, 1952. 184 pp.

Rockwood, Catherine, "The Personal and Family Life Needs of College Women, with Implications for Education." Unpublished Doctor's dissertation, Department of Education, University of Chicago. 1952. 172 pp.

APPENDIX

APPENDIX

A. TABLES

TABLE A. CLASSIFICATION OF GROUP ACCORDING
TO OCCUPATION OF HUSBAND

Grouping of	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Professional persons	16	64	9	36
Proprietor, manager, official	8	32	12	48
Clerks				
Skilled worker--foreman				
Farmer				
Semi-skilled worker				
Unskilled worker				
Member of Armed Forces				
Student	1	4		
Unemployed				
Retired				
Deceased*			4	16
Total	25	100	25	100

*Two husbands were professional men and the other two were proprietors.

TABLE B. VALUE OF COLLEGE EDUCATION TO PRESENT LIVING

Values	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Social Relations				
Social standing	5	20	2	8
Friendship--college	3	12	1	4
Other friendships	5	20	5	20
Understanding	1	4	1	4
Social skills	1	4	2	8
Personal Values				
Self-confidence, poise	3	12	3	12
Sense of values	6	24	6	24
Intellectually	3	12	6	24
Cultural value				
Enriching, broadening life	10	40	12	48
Art appreciation	4	16	1	4
Marriage--Homemaking				
Better mother	7	28	6	24
Happy Marriage	3	12	1	4
Better homemaker	7	28	5	20
Economic Security	10	40	18	72
Religious Security	5	20	2	8

TABLE C. MEANS USED FOR FINANCING COLLEGE EDUCATION

Means used	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Parents or relatives	20	80	22	88
Part time work	10	40	9	36
Full time work	2	8	3	12
Education fund	2	8		
Loan	4	16	3	12
G. I. Bill			1	4

TABLE D. BASIC REASON FOR HOMEMAKER SELECTING MAJOR

Basic reasons revealed	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Choice of parents	1	4	1	4
Influenced by friends or relatives	8	32	3	12
Interested in that type of course	20	80	24	96
Had a job after graduation	1	4	4	16
College offering near home	10	40	4	16
Preparation for marriage as well as a career	9	36		
Didn't know what else to take	1	4	3	12
Good field as positions are open	2	8	1	4

TABLE E. HOME OWNERSHIP OF THE HOMEMAKER

Home tenure	Home Economics		Non-majors	
	N.	Pct.	N.	Pct.
Home owned	9	36	13	52
Home being bought	6	24	5	20
Home rented	7	28	4	16
Rent furnished	3	12	3	12
Total	25	100	25	100

TABLE F. YEARS OF MARRIAGE IN RELATION TO HOME OWNERSHIP AND BUYING

Years married	Home ownership				Buying home			
	Home		Ec. Non-majors		Home		Ec. Non-majors	
	N.	Pct.	N.	Pct.	N.	Pct.	N.	Pct.
0 - 4 years			2	8	1	4		
5 - 9 years	2	8	1	4	1	4	1	4
10 - 19	4	16	3	12	3	12	3	12
20 - 29	3	12	2	8	1	4	1	4
30 or more	1	4	5	20				

TABLE G. OCCUPATION OF HUSBAND IN RELATION TO HOME OWNERSHIP OR BUYING

Grouping of occupation	Home ownership				Buying Home			
	Home		Ec. Non-majors		Home		Ec. Non-majors	
	N.	Pct.	N.	Pct.	N.	Pct.	N.	Pct.
Professional	6	24	2	8	5	20	4	16
Proprietor, manager, official	4	16	9	36	1	4	1	4
Students								
Deceased			2	8				

- B. Education fund
 C. Part time work
 D. Full time work
 E. Loan
17. What practices did you learn at college that were a carry over to your home? _____

18. What responsibilities do husband and wife share?
 A. Care of children
 B. Meal preparation
 C. Dish washing
 D. Upkeep of house
 E. Upkeep of yard
 F. Control of spending family income
 G. Shopping
 H. Making home improvements
19. Which of these pleasures do husband and wife share?
 A. Sports
 B. Hobbies
 C. Picnics
 D. Car riding
 E. Movies
 F. Television
 G. Radio
 H. Traveling
 I. Reading aloud
20. Are leisure activities consciously planned by all family members? Yes _____ No _____
21. Types of magazines subscribed to or purchases made
 A. History
 B. Sports
 C. Hobbies
 D. Farm
 E. Animals
 F. Fiction
22. How is homemaker enriching her life?
 A. Attending adult classes
 B. Using extension bulletins
 C. Belong to child study groups
 D. Belong to art groups
 E. Belonging to professional organizations
 F. Listening or watching homemaking programs on radio or television
 G. Study Clubs
 H. Church groups
23. What are your main interests outside the home? _____

24. Problems I noticed that were not mentioned in the interview
- A. Poor adjustment to health (teeth--general appearance)
 - B. Poor adjustments to new situations
 - C. Lack physical necessities as over crowding in housing.
 - D. Poor relationship between husband and wife.
 - E. Lack of needed skill including skill in home arrangement.
 - F. Low standard of personal cleanliness
 - G. Question the money management
 - H. Question the child guidance
 - I. Inefficiency in getting jobs done
 - J. House disorderly
25. Of what value is your education to your present living?

-