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A STUDY OF PERSONAL AND HOME LIVING NEEDS  
OF RURAL HIGH SCHOOL GIRLS  
IN WESTERN NORTH CAROLINA

by

Sarah Burton Jenkins

4319

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Approved by

*Bess W. Ross*

Adviser

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Significance of the Problem . . . . .	1
Statement of the Problem . . . . .	2
Scope of the Problem . . . . .	3
Method Used . . . . .	3
II. REVIEW OF THE LITERATURE . . . . .	11
III. EXPRESSED WISHES OF GIRLS . . . . .	33
Background of Girls . . . . .	33
Questionnaire Data . . . . .	37
Spontaneous Wishes of Ninth Grade Girls . . . . .	59
Spontaneous Wishes of Tenth Grade Girls . . . . .	72
IV. EXPRESSED OPINION OF ADULTS . . . . .	84
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	93
Summary . . . . .	93
Conclusions . . . . .	97
Recommendations . . . . .	98
BIBLIOGRAPHY . . . . .	100
APPENDIXES . . . . .	104
A. Letters to Participants . . . . .	104
B. Participants Interviewed . . . . .	108
C. Questionnaire Used . . . . .	. . . . .



## LIST OF TABLES

TABLE	PAGE
I. Position of Girl in Family . . . . .	33
II. Number of Children in Family . . . . .	34
III. Father's Occupation . . . . .	35
IV. Mother's Occupation . . . . .	36
V. First Ten Personal Wishes of Ninth Grade Girls . . . . .	37
VI. First Ten Personal Wishes of Tenth Grade Girls . . . . .	38
VII. Comparative Table of Personal Wishes for Ninth and Tenth Grade Girls . . . . .	39
VIII. Comparative Graph of Personal Wishes of Ninth and Tenth Grade Girls . . . . .	40
IX. First Ten Social Wishes of Ninth Grade Girls . . . . .	41
X. First Ten Social Wishes of Tenth Grade Girls . . . . .	42
XI. Comparative Table of Social Wishes of Ninth and Tenth Grade Girls . . . . .	43
XII. Comparative Graph of Social Wishes of Ninth and Tenth Grade Girls . . . . .	44
XIII. First Ten Economic Wishes of Ninth Grade Girls . . . . .	45
XIV. First Ten Economic Wishes of Tenth Grade Girls . . . . .	46
XV. Comparative Table of Economic Wishes of Ninth and Tenth Grade Girls . . . . .	47
XVI. Comparative Graph of Economic Wishes of Ninth and Tenth Grade Girls . . . . .	48
XVII. First Ten Health Wishes of Ninth Grade Girls . . . . .	49
XVIII. First Ten Health Wishes of Tenth Grade Girls . . . . .	50

TABLE	PAGE
XIX. Comparative Table of Health Wishes of Ninth and Tenth Grade Girls . . . . .	51
XX. Comparative Graph of Health Wishes of Ninth and Tenth Grade Girls . . . . .	52
XXI. First Ten Home Living Wishes of Ninth Grade Girls . . . . .	53
XXII. First Ten Home Living Wishes of Tenth Grade Girls . . . . .	54
XXIII. Comparative Table of Home Living Wishes of Ninth and Tenth Grade Girls . . . . .	55
XXIV. Comparative Graph of Home Living Wishes of Ninth and Tenth Grade Girls . . . . .	56
XXV. Wishes in Agreement . . . . .	57
XXVI. Order of Preference of Spontaneous Personal Wishes of Ninth Grade Girls . . . . .	61
XXVII. Order of Preference of Spontaneous Social Wishes of Ninth Grade Girls . . . . .	64
XXVIII. Order of Preference of Spontaneous Economic Wishes of Ninth Grade Girls . . . . .	67
XXIX. Order of Preference of Spontaneous Health Wishes of Ninth Grade Girls . . . . .	69
XXX. Order of Preference of Spontaneous Home Living Wishes of Ninth Grade Girls . . . . .	71
XXXI. Order of Preference of Spontaneous Personal Wishes of Tenth Grade Girls . . . . .	73
XXXII. Order of Preference of Spontaneous Social Wishes of Tenth Grade Girls . . . . .	75
XXXIII. Order of Preference of Spontaneous Economic Wishes of Tenth Grade Girls . . . . .	77
XXXIV. Order of Preference of Spontaneous Health Wishes of Tenth Grade Girls . . . . .	78
XXXV. Order of Preference of Spontaneous Home Living Wishes of Tenth Grade Girls . . . . .	79
XXXVI. Tabulation of Adult's Opinions on Personal and Home Living Needs of Ninth and Tenth Grade Girls: Suggested Personal Needs . . . . .	85

TABLE	PAGE
XXXVII. Tabulation of Adult's Opinions on Personal and Home Living Needs of Ninth and Tenth Grade Girls: Suggested Social Needs . . . . .	86
XXXVIII. Tabulation of Adult's Opinion on Personal and Home Living Needs of Ninth and Tenth Grade Girls: Suggested Economic Needs . . . . .	87
XXXIX. Tabulation of Adult's Opinions on Personal and Home Living Needs of Ninth and Tenth Grade Girls: Suggested Health Needs . . . . .	88
XL. Tabulation of Adult's Opinions on Personal and Home Living Needs of Ninth and Tenth Grade Girls: Suggested Home Living Needs . . . . .	90

CHAPTER I

INTRODUCTION

Significance of the Problem

Educators are disturbed about the many unmet needs of high school youth. "Among these unmet needs, none is more urgent than the need for sound, practical education for home and family living."<sup>1</sup>

Education must come at or below the high school level if it is to reach those needing education for family living. The North Carolina Education Commission survey reveals that

. . . approximately one half of those entering high school drop out before graduation. This is especially true in the smaller high schools; 42.4 per cent of students entering 9th grade remain to graduate in 3-4 teacher high schools;  
.....  
About 13 per cent of students go to college.<sup>2</sup> .....

High school training for family living is reaching only a small proportion of the students at the present time. Folsom says in regard to education for family living: ". . . we must face the reality that probably not more than 10 per cent of youth now in high school are reached by all existing high school programs combined. . . . it is second to no institution in its importance for education in family living."<sup>3</sup>

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1. United States Office of Education, Federal Security Agency, Life Adjustment Education for Every Youth. Washington, D. C.: The Office of Education, 1948. p. 68.

2. North Carolina Education Commission, Education in North Carolina Today and Tomorrow. Raleigh, North Carolina: The Commission, 1948. pp. 9-10.

3. Joseph K. Folsom, Youth, Family and Education. Washington, D. C.: American Council on Education, 1941. p. 119.

It is essential to see the special needs of rural youth. McClusky states concerning planning for rural youth:

. . . while their basic needs are identical, their circumstances differ. Moreover, rural youth are more numerous and have more in common with one another than their city cousins; yet provision for their welfare is relatively so meager that a separate consideration of their problem is appropriate.  
 . . . . .  
 Education must plan more and more to help rural youth build happy and strong homes of their own.<sup>4</sup>

While a number of studies have been made on the personal and home living needs of young people in other areas the writer thinks that the situation might be different in the western North Carolina area. The region is mountainous, the girls are mainly from rural homes, the incomes are low. A study of their particular needs seemed desirable. There was considerable evidence in reports from both principals and teachers that students were leaving school to get married and to get jobs, and because they lacked interest in the school program. In observing homemaking classes there was evidence of material being taught which was unrelated to the everyday problems facing the girls. The student's conduct, manners, appearance and habits of work revealed very little carry-over from the classroom instruction. This convinced the writer that there was a need to make a careful study of the personal and home living needs of these girls.

#### Statement of the Problem

This study is an attempt to determine the personal and home living needs of the rural girl of western North Carolina to serve as a guide

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4. Howard Y. McClusky, "Planning for Rural Youth." Journal of Educational Sociology, 15:554-557, May, 1942.

for improving the homemaking programs in this particular area and in general for other homemaking departments.

During the development of the study helpful answers to the following questions will be sought:

1. What does professional literature contribute to the solution of the problem?
2. What do the girls themselves see as their specific needs?
3. What do adults (parents, principals, homemaking teachers, and community leaders) see as the specific needs of these girls?
4. What recommendations can be based on the findings of the study?

#### Scope of the Problem

This study was limited to a survey of ninth and tenth grade homemaking students in eight selected consolidated high schools in western North Carolina to determine the needs of these girls in the areas of personal and home living, as revealed by (1) questionnaires, (2) expression of girls' three greatest wishes, (3) selected interviews, and (4) the opinion of parents and responsible community leaders.

#### Method Used

In order to avoid duplication and to discover material which contributes information pertinent to this study the following sources were consulted:

Doctoral Dissertations Accepted by American Universities. New York: The H. W. Wilson Company, 1944.

United States Office of Education, Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1927-1940.



Gray, Ruth A., Doctors' Theses in Education. A List of 797 Theses Deposited with the Office of Education and Available for Loan, Pamphlet, 1935, No. 60. Washington, D. C.: Government Printing Office, 1935.

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books, and Pamphlets. New York: The H. W. Wilson Company, 1927-1947.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: The H. W. Wilson Company, 1938-1947.

United States Bureau of Education, Titles of Completed Research from Home Economics Departments in American Colleges and Universities, 1918-1923. Home Economics Circular, No. 18. Washington, D. C.: Bureau of Education, 1924.

United States Office of Education, Studies and Research in Home Economics Education Reported by Colleges and Universities. United States Department of the Interior, Bulletin, 1937, No. 1163. Washington, D. C.: Office of Education, 1937.

United States Department of Agriculture, Titles of Unpublished Theses in the Field of Home Economics Completed During the Years 1924-1931; Compiled by Hazel E. Munsell and Edith Evers, Washington, D. C.: Bureau of Home Economics, 1932.

United States Office of Education, Bibliography of Studies of the Home Economics Curriculum, 1926-1934. United States Department of the Interior, Vocational Education Bulletin, 1934, No. 179. Home Economics Series No. 17. Washington, D. C.: Office of Education, 1934.

United States Office of Education, Abstracts of Studies in Home Economics Education Reported by Colleges and Universities, 1931-1934, (-1934-1938), United States Department of Interior, Vocational Division, Miscellaneous 1680. Washington, D. C.: Office of Education, 1935.

Sybil L. Smith, Research in Home Economics Education at the Land Grant Institutions, 1936-1937, (-1937-1941), Washington, D. C.: Office of Experiment Stations, United States Department of Agriculture, 1936-39. (Mimeographed)

United States Department of Agriculture, Completed Theses in Home Economics and Related Fields in Colleges and Universities of the United States, 1942-1946, (-1946-1948); compiled by Bureau of Human Nutrition and Home Economics, Washington, D. C.: Agricultural Research Administration, 1946.

United States Office of Education, Notes on Graduate Studies and Research in Home Economics and Home Economics Education, 1937-1938; compiled by Beulah Y. Coon, Washington, D. C.: United States Office of Education, 1938.



United States Department of Agriculture, Notes on Graduate Studies and Research in Home Economics and Home Economics Education, 1938-1939; compiled by Sybil L. Smith, Washington, D. C.: Office of Experiment Stations, 1939.

United States Department of Agriculture, Notes on Graduate Studies and Research in Home Economics and Home Economics Education, 1939-1940; compiled by Lela E. Booker and others. Washington, D. C.: Bureau of Home Economics, United States Department of Agriculture, 1940.

United States Office of Education, Notes on Graduate Studies and Research in Home Economics and Home Economics Education, 1940-1941; compiled by Beulah I. Coon, Washington, D. C.: Vocational Division, Home Economics Education Service, 1941.

The writer, as district supervisor of Home Economics Education with the North Carolina State Department of Public Instruction contacted the state administrators to seek permission to carry on the study in the schools of the supervisory territory<sup>5</sup> in western North Carolina. Administrators granted permission and their full cooperation.

In consultation with the State Supervisor of Home Economics Education it was decided that eight representative schools,<sup>6</sup> located in western North Carolina, would be selected by the following criteria:

1. both the principal and the homemaking teacher would have been employed by the local board for at least two years;
2. the school would be a consolidated unit with rural students represented;

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5. Western North Carolina supervisory territory is composed of Avery, Buncombe, Burke, Catawba, Cherokee, Clay, Cleveland, Gaston, Graham, Haywood, Henderson, Jackson, Lincoln, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, and Yancey counties.

6. The following schools were selected: Andrews High School, Cherokee County; Barnardsville and Candler High Schools, Buncombe County; Crossnore High School, Avery County; Franklin High School, Macon County; Mars Hill High School, Madison County; Pleasant Gardens High School, McDowell County; and Webster High School, Jackson County.

3. the community would be served by a representative of the North Carolina Cooperative Extension Work in Agriculture and Home Economics, the North Carolina Public Health Department, the North Carolina Farm Security Administration;

4. there would be located within the eight selected centers representative industries of the area, and representative churches.

During conference with the county superintendents of the public school systems in the eight different selected counties of western North Carolina, permission to make the study was granted.

The construction of a schedule to use in finding the rural girls' felt and unfelt needs was the next step. After consulting numerous references on adolescences' expressed and unexpressed needs, interests, problems and desires, homemaking and family life programs of instruction, and opinions of adults' beliefs concerning the needs of youth, a tentative questionnaire was formulated. It was tested in a western North Carolina school not included in the study. The tabulating revealed information of little value. Therefore, an adaptation of the "Wishing Well Questionnaire" used by Rath and Metcalf<sup>7</sup> in studying elementary school youth, was drafted.

A revised questionnaire was submitted to several members of the Home Economics Supervisory staff of the North Carolina Department of Public Instruction; a few homemaking teachers in western North Carolina (not included in the study); a western North Carolina Family Life Coordinator; and to members of the writer's committee for review and

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7. Louis Rath and Lawrence Metcalf, "Instrument for Identifying Some Needs of Children," Education Research Bulletin, 24:169-177, October, 1945.

for suggestions as to improvements. An adaptation of the group headings given to youths' expressed and unexpressed needs of Douglas<sup>8</sup> and Symonds<sup>9</sup> was used to classify the wishes. In the final format the questionnaire<sup>10</sup> contains: personal data on the student's background; directions for checking the questionnaire in youths' terminology; Part I includes a hundred wishes, twenty each under personal, social, economic, health and home living headings; and Part II a blank space with directions offering the girl a chance to write her three greatest wishes which meant more to her than any others.

In the spring of 1946 the questionnaires were administered in each of the eight selected schools by the writer to a total of 273 girls in the ninth and tenth grades.

Letters<sup>11</sup> were sent to the principals and homemaking teachers in the eight chosen schools stating purpose of the study and seeking permission to conduct the study with students in the ninth and tenth grade homemaking classes. Full cooperation was given by all eight principals and homemaking teachers.

In the spring of 1946 the questionnaires were administered in each of the eight selected schools by the writer during regularly scheduled ninth and tenth homemaking classes; after, the girls were challenged to see their contribution as important and they were made to feel at ease.

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8. Harl R. Douglas, Secondary Education for Youth in Modern America, Washington, D. C.: American Council on Education, 1937. pp. 27-42.

9. Percival M. Symonds, "Life Problems and Interests of Adolescents." School Review, 44:506-518, September, 1936.

10. See Appendix A.

11. See Appendix A.

The method of checking the questionnaire was explicitly explained with emphasis given to the importance of correctness in checking the blanks. The girls were asked to select ten out of each heading listed. Even though emphasis was given to following directions in filling in the blanks, thirty-five questionnaires were discarded due to incorrect marking. A total of 238 questionnaires were used in tabulating the findings with 120 representing the ninth grade and 118 representing the tenth grade.

The original plans of the study limited the administering of the questionnaire to the ninth grade only, but while observing in the schools and attending teacher conferences attention was directed to the possibility of some differences in the degree of interest shown by the ninth and tenth grade girls in some areas. Therefore, it was decided to have the tenth grade girls check the questionnaire for the sake of comparison.

Personal identification was omitted from the questionnaire to encourage girls to feel free in expressing their true feeling in the section labeled "Remarks" in the hope that these expressions might indicate some of the girls' felt or unmet needs.

The girls were asked, in the event one was chosen for an interview, to place a number of their choice on the questionnaire and in their homemaking textbooks as means of identification.

Plans were made in the beginning of the study to hold interviews with twenty adults representing social agencies,<sup>12</sup> principals and homemaking teachers in the eight selected schools. Request for cooperation

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12. Social services chosen to interview were the North Carolina Extension Work in Agriculture and Home Economics, the North Carolina Health Department, the Farm Security Administration, ministers of rural churches, and personnel directors of leading industries.

and appointments for interviews were obtained by correspondence.<sup>13</sup> A hundred per cent acceptance and cooperation was received. These adults were selected because of their interest in and experience with helping to improve the quality of living of the rural western North Carolina family. Interviews with all adults were begun in the spring of 1946. During the interviews which were held informally in the school, home, or office of the interviewee, the following questions were asked and explained to get the adult's unbiased opinions: (1) What in your opinion are the personal needs of the western North Carolina girl? and (2) What in your opinion are the home living needs of the rural western North Carolina girl?

It was hoped that every fifth ninth grade girl might be interviewed to appraise the care and thoughtfulness with which she answered the questionnaire. As soon as the questionnaires were completed each fifth ninth grade girl was identified and arrangement made through the homemaking teacher for an interview.

This interview was usually held in a quiet uninterrupted nook in the school building with the interviewer making every effort possible to put the girl at ease. A total of eighteen interviews with the girls were held in seven of the eight selected schools on the day the questionnaires were checked.

A sampling interview was planned for parents of every fifth student checking the questionnaires in the eight selected schools. The teachers' assistance was solicited by correspondence<sup>14</sup> in making appointments with the girls' parents for this interview. Where it was feasible

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13. See Appendix A.

14. See Appendix A.

the teacher accompanied the writer on this visit to the homes of the girls as a rapport was more easily established. The parents were asked during informal talking what are some of the needs of your daughter in which you think homemaking education can help?

During the time the interviews were held the writer was in an automobile accident; therefore, they were discontinued until the fall of 1947, and continued through the spring of 1948. Forty-one interviews were held with adults.

Data obtained from the interviews with adults and girls' parents were recorded as soon as feasible after leaving the interviewee. Notes were taken during the conferences with principal and homemaking teachers with more detailed records made as soon as possible, usually the night after the interview.



## CHAPTER II

### REVIEW OF LITERATURE

A review of the literature reveals few studies which were closely related to this study. However, a number did provide helpful information pertaining to both rural and urban girls' interests in home activities as well as adults' opinions as to what high school girls need to learn or in what they should be interested.

A study of home economics activities of rural and urban girls in widely separated sections of Kansas was made by Carlisle<sup>1</sup> in 1926. Questionnaires were sent to 1752 girls and 1278 mothers to discover the interests of girls and what mothers thought the daughters' interests should be. The activity list was concerned primarily with problems of clothing, food, and home management. The findings of the questionnaire suggest that the rural girl's interests included the construction of more garments and articles of home furnishing for the home, the uses and preparation of uncooked foods and homemade breads; while the urban girl was more interested in the problems of selecting and buying clothing, food, and home furnishing.

Haley<sup>2</sup> in 1927, previous to the reorganization of the Minnesota state course of study for high school home economics curriculum, made a

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1. Lillybelle Lervin Carlisle, A Comparison of the Home Economics Activities of Girls and Mothers in a City and in Rural Communities. Unpublished Master's Thesis, University of Colorado, 1926. 101 pp.

2. Clara M. Brown and Alice H. Haley, The Teaching of Home Economics. Boston: Houghton, 1928. p. 84.



survey of 6,300 seventh and eighth grade pupils to determine the home activities of these pupils. She concluded, in general, that the high school courses placed more emphasis on clothing construction, with limited time given to the care and selection of clothing. The study further revealed that the high school courses gave more instruction on methods of breadmaking than on the serving of food; although 90 per cent of the pupils checked setting the table as a home activity, and 69 per cent checked serving refreshments to guests, while 60 per cent of them never baked bread.

In 1929 a study was made in regard to clothing construction as a basis for planning home economics clothing work on the high school level. Perry<sup>3</sup> through the questionnaire and interview methods studied the comparison of the activities of 254 mothers and their daughters in relation to clothing construction in eight representative sections of the United States. The study indicated that if a curriculum, in general, is to be adequate in preparing girls for adulthood, it must be based not only on types of activities in which girls engage, but must be supplemented with problems for which mothers assume major responsibilities. In the area of clothing construction it was found that girls assume little responsibility for any clothing construction except articles for themselves. It was indicated that in 67 per cent of the cases studied the girls made cotton dresses for themselves but did practically no sewing for other family members.

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Isabel A. Perry, A Comparison of the Activities of Mothers and Daughters in Relation to Clothing as a Basis for Curriculum Construction. Unpublished Master's Thesis, University of Chicago, 1929. 78 pp.

A study of the homemaking activities of high school girls in sixteen different Tennessee communities was made by Browder<sup>4</sup> in 1931. Data were collected from diaries kept by 803 girls and activity lists checked by 403 girls on the activities which they performed at home with the mothers of 135 of these girls checking the activities which they desired that their daughters perform at home. Probably the most revealing finding of the study was that Tennessee high school girls were mainly responsible for the care and social development of young children while the class instruction, as suggested by the state course of study, was on food and clothing as related to the study of young children.

Brucher,<sup>5</sup> also in 1931, studied the homemaking activities and problems of seventy-one girls who were employed while attending high school in Oklahoma City, Oklahoma. The data were collected through questionnaires listing the activities under the following headings: I. Financial Practices of the Girls and Their Families, II. Social and Home Relations of These Girls, III. Clothing Activities, IV. Cleaning Activities, V. Cleanliness and Health Activities. Findings revealed that the girls were more interested in selection, care and repair of clothing than in the construction of clothing; two thirds of the girls often participated in the preparation of food; activities pertaining to house cleaning were indicated as frequent ones performed by a considerable number of the

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4. Margaret Browder, A Two Year Course of Study in Home Economics for County Schools of Tennessee. Unpublished Master's Thesis, University of Tennessee, 1931. 160 pp.

5. Mary Bryan Brucher, A Study of Homemaking Activities and Problems of Girls Employed While Attending High School. Unpublished Master's Thesis, Colorado Agricultural College, 1932. 96 pp.

girls; a large per cent of the girls practiced cleanliness and good health habits; while the activities pertaining to children were frequently neglected by the girls studied.

A survey was made by Daniel,<sup>6</sup> during 1934, concerning the home activities and home interests of 900 white students from one third of the white schools and 400 negro students in one half of the negro schools offering home economics in the schools of South Carolina. The data were secured from questionnaires, issued the students, containing a homemaking activity list and a health habit list. Parents of the pupils being studied were asked to check the homemaking activity list. The most convincing findings were: (1) parents and daughters checked quite similar homemaking activities; (2) girls tend to participate in activities pertaining to personal interests; (3) there was evidence of need for improvement in eating habits; (4) some items not emphasized by the girls and their mothers, for example, money management, heavy household tasks, preparation of food for the market, and selection of abode are open to question from the standpoint of felt need; (5) student interest in checking activities is not the only basis for curriculum construction, "but one important factor in determining the content of a curriculum is student activities and interest."

In 1935 Nora Miller<sup>7</sup> was convinced of the importance of making a study describing the home life of out-of-school girls in families of

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6. Christine Elizabeth Daniel, Investigations of the Interests, Activities and Responsibilities of the High School Girls of South Carolina. Unpublished Master's Thesis, University of Tennessee, 1934. 60 pp.

7. Nora Miller, The Girl in the Rural Family. Chapel Hill: The University of North Carolina Press, 1935. pp. 25-26.

different rural occupations. She was influenced by teachers, ministers, home demonstration agents, social workers, and others interested in improving the quality of family life in the rural areas. There was evidence of many girls over fifteen years of age dropping out of school with little chance of employment or other outlets except marriage. She found in one rural community that seventy-eight girls over fifteen years of age were not attending school while a hundred and sixty of the same age were in school. Therefore, she made a survey of physical surroundings, outside relations, routine of living, as they affected the out-of-school girls in families classed as dependent, mountain farm, soft coal mine, cotton farm, tobacco farm, and fishing community. Her primary objective was not to compare one family against the other, but to get a picture of the home life of the out-of-school girl. She hoped the findings would reveal ways in which the educational forces of many social agencies might be of help to this girl.

In describing the mountain farm family in general, Miller says:

Life in the mountain farm house is plain, crowded, clean, and individual. The man is proud of his home but sees no necessity for modern conveniences, sanitary facilities, or sodden lawn. The woman says nothing about the improvements for she sees no way to get them. She does consider it her duty, however to keep the house clean and the family well fed.<sup>8</sup>

The mountain farm girl of fourteen to fifteen leaves school after completing the sixth or seventh grade. Her main objective is to stay at home, assisting with the housework for a year or two and then to marry one of the local boys. The mother feels it her Christian duty to train the daughter in housewifery even though her methods are crude. If the

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8. Ibid., p. 17.

daughter has opportunity to learn modern methods of homemaking, she gets little chance to practice until she has a home of her own. Usually she is ridiculed by siblings or parents for departing from her "raising."

The girl is expected, like her mother, to share in the outside work with the men in the family as well as to do the major housework.

She is given money by her father for clothes and other necessities as he feels he can spare it. Her main hobby is quilt-making and needlework which she engages in with her mother. Even though mother and daughter engage in such activities together there is very little congeniality between them. The girl usually seeks companionship with friends of her own age and confides "private affairs" to them.

The girl is likely to marry a boy with whom she has grown up. Even though she might have received more education than he did, his outside contacts and occasional trips to the county seat and near-by shopping centers will soon elevate him above her educational level. It is the mother who continues to administer to the daughter, after she leaves home, when she is sick and gives birth to a child.

Although the girl has a narrow and uninteresting life she is usually content. She looks at her years of service in the care and operation of her home with a sacrificial attitude—one of a "reward in the next world just as her mother has done."<sup>9</sup>

She accepts her fate in life and puts her best self into it. Her chances for improving her way of living over that of her mother are very unlikely, but she will try to live a life in the community above that of

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9. Ibid., p. 26



criticism and will see that her home is a credit to the community in which she lives.

Dixon<sup>10</sup> reported a study, conducted in 1936 by means of questionnaires and home visits, of 65 Bolton High School, Shelby County, Tennessee, junior and senior girls, aged twelve to twenty, to discover homemaking interests and further checking and supplementing interests with the parents. Conclusions from the study show

. . . the need of a home-making program that is modified to meet more adequately the actual home conditions and home responsibilities of the group of students it serves.<sup>11</sup>

An analysis of the homemaking activities of these 50 Bolton High School pupils provide the following conclusions:

1. The girls in this study engage in a wide variety of activities.
2. The results of this study compared with the state-wide study made of girl's home-making activities in the state of Tennessee in 1931 by Margaret Browder show that girls in a specific locality engaged in home-making activities of a different type from those engaged in by a larger, more representative group. The fact that this study was made five years ago, before accumulative effects of a major depression were felt, would also influence the home-making activities of the girls in Miss Browder's study. This would indicate that if a local adjustment of the state course of study is made to better meet the needs of specific teaching situations, local studies similar to this would have to be carried out.
3. The following activities were engaged in frequently enough to call into serious consideration the small amount of emphasis they received in the present course of study: Buy groceries, Buy small articles of house furnishings, Launder own clothes, Press or iron own clothes, Help with family wash, Help arrange furniture, Help prepare meals, Make beds, Clean house, Wash dishes and Help hang pictures.
4. The activities that were checked infrequently should be thoughtfully considered in regard to their position in the course of study.<sup>12</sup>

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10. Ora Lucille Dixon, Home Conditions and Home Duties of a Selected Group of Junior and Senior High School Girls in Shelby County. Unpublished Master's Thesis, University of Tennessee, 1936, 52 pp.

11. Ibid., p. 43.

12. Ibid., pp. 44-45.

From the study of clothing buying habits of 40 girls of Bolton High School, the following observations can be made:

1. A larger percentage of garments are bought ready made than are made at home.

2. Girls have the responsibility of selecting a large percentage of their own garments. Therefore, in the home economics course of study subject matter content dealing with consumer education and problems relating to the home should be increased, because:

a. The average price paid for garments in this study is so low that the need for greater emphasis on intelligent buying is strongly felt.

b. The home responsibility of the girls in this study are many and varied which indicates the need for a greater amount of learning in the care and management of the home.<sup>13</sup>

A survey made by Williams in 1937<sup>14</sup> discussing youth in three selected areas of rural North Carolina, states that the majority were reared in normal homes (consisting of mother, father, and children). The size of families was relatively large with an average of 5.0 members per family and in 14.4 per cent of homes in the study, families were composed of 8 or more members. Youths married at an early age; with girls marrying two years younger than boys. There was a tendency for marriages to take place between youths of similar age, educational level, and socio-economic status. After the age of twenty the majority of the girls became housewives, with the proportion increasing with age. The study indicated a tendency for girls to have a closer tie with the parental home after leaving than boys. It also pointed out that more girls were interested in advanced education than boys. There was a tendency for high school youths to be more uncertain about future plans than other educational

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13. Ibid., p. 45.

14. Robin M. Williams, Rural Youth in North Carolina A Study of Three selected Areas, Bulletin, No. 324. Raleigh: Office of Experiment Station, June, 1939. 63 pp.



groups. Girls also were more interested in belonging to organizations, with those of a higher socio-economic status joining and participating more than those of lower social and economic status. The church ranked first as a place where youths made formal social contacts, with schools ranking second.

Henderson in 1937<sup>15</sup> made a survey of elementary school pupils' needs and experiences as a basis for adapting the school instructional program to pupils in eighteen mountainous counties of Virginia. The study reveals the school attendance of boys and girls of school age enrolled in the schools as nine per cent lower than average for white children in other counties in Virginia. The reasons offered for poor attendance were: duties at home; the low economic status of parents; unadjusted curriculum offerings; the attitude of illiterate parents toward education and the lack of enforcement of compulsory school attendance laws. It was found that only five per cent of the children were enrolled in high schools.

In discussing the home conditions Henderson's statistical data revealed the standard of living as extremely low on the value of the homes, home conveniences, and the circulation of reading matter.

It was found that the major occupation of the earning members of the families visited was farming. The average size of the families as represented by 762 children attending the eighteen schools studied was nine and seven-tenths persons.

Henderson in describing the health condition notes:

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15. Helen Ruth Henderson, A Curriculum Study in a Mountain District, Contributions to Education, No. 732. New York: Bureau of Publications, Teachers College, Columbia University, 1937, 189 pp.

The records show that the majority of the children are physically defective and that a high percentage of them had many of the communicable diseases.

The records also show that the diet of the children is concentrated and composed largely of energy food. There is low protein content and a decided lack of leafy vegetables. The consumption of milk appears to be their salvation. More than eighty per cent of the children spend the lunch hour at school, yet there seems to be no effort on the part of the teachers to prepare hot lunches to supplement the food the pupils bring from home, or to furnish food for the thirty per cent who reported that they had no lunch during the time they kept records of their meals.<sup>16</sup>

In discussing the pupils the study states:

The pupils report that they perform many duties in their homes. The girls do the housework, while the boys tend to perform most of the "outside" duties. The pupils evinced no resentment toward such work. In spite of the fact that the pupils share in the work of the home, their schedules indicate that they have time to play, and that they enjoyed a variety of activities at school and at home.

Contact with people from beyond the confines of the community seem rare, since thirty-two per cent report that they have never been outside the county. . . .

The pupils . . . are isolated by their environment and the school program is missing opportunities to enrich and extend it.<sup>17</sup>

In 1939 Mifflin<sup>18</sup> made a study to determine whether changes should be made in the home economics program of a typical Pennsylvania anthracite town high school by investigating the needs of the high school pupils and the graduates in relation to family living needs and remunerative opportunities. She recommends the following considerations for the secondary homemaking program:

1. The findings obtained during this study are such as to recommend that the following phases be included in the Home Economics Program of the Shamokin High School.

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16. Ibid., pp. 101-102.

17. Ibid., pp. 102-103.

18. Elizabeth Mifflin, A Study of the Curricular Needs in Home Economics of a Typical Pennsylvania Anthracite Town. Unpublished Master's Thesis, Pennsylvania State, 1939. 4 Vols.

A. Personal appearance, with emphasis on good grooming, clothing selection, and beauty aids.

B. Personality development, with emphasis on everyday manners, cultivation of desirable traits, and boy and girl friendships.

C. Family relationships with emphasis on getting along with your family and sharing responsibility.

D. Personal and family health, with emphasis on positive health and the home care of the sick.

E. Child care, with emphasis on playing with children, helping them form good habits and preparing food for children.

F. Household management, with emphasis on saving time and money, using routine plans for doing housework and caring for household equipment.

G. Food in relation to health, with emphasis on nutritional needs of the body and food selection.

H. Food for special occasions, with emphasis on menus, the preparation of special dishes, and service suitable for parties.

I. Care of clothing, with emphasis on mending, laundering and pressing.

J. Clothing construction, with emphasis on the making of under garments, sleeping garments, and dresses, and remodeling and altering garments.

K. Consumer buying, with emphasis on foods, clothing and household equipment.

L. Leisure time activities, with emphasis on hobbies, group games and things to do alone.

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## 2. Wage earning

A. A unit of work in Vocational Interests is recommended with emphasis on vocational opportunities in the community. This unit should be interrelated with social studies.

B. It is recommended that emphasis should be placed upon Service Occupations in the Commercial Department in connection with Home Economics Department.

## 3. Guidance

A. It is recommended that a Guidance Program be introduced into the Shamokin High School to help the pupils with educational and occupational problems.

B. It is recommended that opportunities be given to parents to consult with the guidance adviser, concerning their children's educational opportunities.<sup>19</sup>

During 1939 a survey was conducted by Garnar<sup>20</sup> to find out the home activities; the recreational, hobby and vocational interests of 150

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19. Ibid., pp. 607-609.

20. Emily Topper Garnar, A Selected Group of Girls in the South Knoxville (Tennessee) Junior High School. Unpublished Master's Thesis, University of Tennessee, 1939. 94 pp.

junior high school girls, (seventh, eighth and ninth grades, inclusive) attending the South Knoxville, Tennessee, Junior High School. The mother's attitude toward the girl's vocational interest was also studied. The use of questionnaire, check lists and data from girls' diaries of one week's activities were methods used to collect the desired information. She states in the conclusions of the study:

1. The range of experiences in any one of the grade groups studied here would indicate need for providing a number of simultaneous experiences for any one class. The traditional practice of having each girl in a given class work on the same problem at the same time would not serve the need of this group.

2. The high degree of participation on the part of these girls in routine tasks would justify providing units of instruction concerned with helping with activities rather than those concerned with independent activities.

3. The large number of girls of all three grade groups who engaged in a variety of cleaning activities indicated that more attention should be given to help girls attain skill in household cleaning activities. This is especially true concerning those activities relating to the care of the bedroom. In this particular group of girls there were decided differences as to the type of responsibilities assumed. The seventh grade participated in keeping the room orderly by putting own things in place, the eighth grade cleaned the room, and the ninth grade made the beds. This would suggest that it would be well to have house and room care in all three grades.

4. This study furnishes evidence which indicates the desirability of changing certain curricular practices; for example, many schools devote a large proportion of time assigned to home economics classes for junior high school girls to meal preparation. The needs of the girls in this study do not justify the practice of devoting a large proportion of time to meal preparation activities. It seems more worthwhile to give junior high school girls experiences relating to planning and managing their work and also helping with meal preparation activities.

5. The fact that these girls engaged in more activities relating to the care and repair of own clothing than to clothing construction would justify the teaching of simple, basic techniques of construction with more emphasis on the problems of care and repair of own clothing.

6. The degree of interest shown by all the girls in entertaining activities seem to indicate that guidance along this line is very necessary for the social adjustment of the junior high school girl.

7. The extent of participation by these girls in activities related to personal grooming would justify providing her with such

activities that will help her to take better care of her hair, hands and complexion, as well as to know how to be well dressed.

8. A number of girls in this study have a weekly personal allowance, and a few earn a part or all of their spending money. Since some of these girls do engage in tasks relating to paying family bills, it seems advisable to give some guidance in money management.<sup>21</sup>

Montevallo Junior High School, Montevallo, Alabama, was selected from among thirty-two other schools to participate in an experimental program sponsored by the Southern Association of Secondary Schools in 1939, because previously no home economics had been offered to these junior high school boys and girls. The study was chosen by Thompson<sup>22</sup> because:

It was believed that home economics material could be used to contribute especially to two areas of living, namely, personal and home family life, and that a better understanding of certain interests, activities and problems of pupils, and conditions of homes and community would be helpful in planning the curriculum. The study was made to secure such data and should have implications for curriculum planning by the home economics teacher, as well as assist other teachers in the school system to make a more effective contribution to these two areas of living.<sup>23</sup>

Data were secured through (1) questionnaires given to 185 junior high school pupils; (2) interviews with 41 representative parents chosen on basis of socio-economic levels and occupations of families in the school community; (3) observations made by the writer; (4) anecdotal records kept by teachers of pupils studied; and (5) a study of certain school records.

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21. Ibid., p. 79-81.

22. Ouida Ferris Thompson, Educational Need Having Implications for the Home Economics Program of Boys and Girls of the Junior High School, Montevallo, Alabama. Unpublished Thesis, Iowa State College, 1939. 132 pp.

23. Ibid., p. 6.



After the findings were tabulated Thompson found these data indicated that

. . . the home economics departments make a contribution to the educational program by:

1. Providing a department with physical facilities which will fit the needs of pupils coming from homes on high, average, and low income levels.
2. Helping the pupils to use to the best advantage what they have in their homes.
3. Helping those pupils who might need to plan for better management of home responsibilities.
4. Stimulating an interest in improving the facilities for the different age groups and helping plan recreation for boys and girls in the smaller communities.
5. Planning for instruction in improvement of personal and social customs.
6. Helping the pupils to make better personal and social adjustments.
7. Planning school experiences which will place as little strain on the family purse as possible.<sup>24</sup>

Ramsey<sup>25</sup> in 1940 made a study of opportunities offered in a rural Oklahoma community, which might contribute toward improving the use of leisure time through the homemaking program. Data were compiled from interviews held with 40 senior high school homemaking pupils, parents, ministers, school administrators and club presidents. The following general recommendations were made as they apply to the rural homemaking curriculum:

1. That adequate units in the use of leisure be included in the rural high school homemaking curriculum, with a view to improving standards of taste and judgment in relation to leisure.
2. That instruction be directed with a view to helping pupils formulate criteria for selection and evaluation of leisure activities.
3. That pupils be given opportunity to evaluate various types of leisure.

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24. Ibid., p. 112.

25. Esta Lee Fitzgerald Ramsey, Leisure Activities of Homemaking Students in an Oklahoma Rural Community. Unpublished Master's Thesis, The University of Oklahoma, 1940.

4. That the homemaking program meet the needs of growing youth for creative activities with participation rather than entertainment forms of leisure.

5. That instructor be directed toward instilling the idea that the use of leisure determines, in large part, the development of personality.

6. That homemaking teacher enjoy adequate and desirable leisure with view to suggesting and directing activities worthy of consideration for the pupils.

7. That the homemaking activities supplement home leisure activities.

8. That the homemaking club stimulate leadership in community leisure project participation.

9. That publications which include more guides to desirable leisure activities on a level that may be developed by rural high school girls be added to libraries.

10. That the essential objectives concerning leisure be enmeshed throughout each phase of the homemaking curriculum to aid in developing an adequate philosophy of leisure.<sup>26</sup>

Strouss,<sup>27</sup> in a survey conducted in 1941 in a rural area, investigated the responsibilities of household, family and personal affairs that the pre-adolescent and adolescent girls in rural high school assume. Also the study showed interest in the age at which the majority of these girls in this area of their daily living gained the most freedom from parental authority.

The girls' reports revealed that they desired to participate in more activities centered around household, family, personal and social affairs than they had been previously allowed. These desires were in the area of food preparation for the younger and medium age group of girls while the older girls' interests were focused around the area of home improvement. In personal activities the desires of all groups centered around making clothes and improving their bedrooms. The desire of all

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26. Ibid., pp. 37-38.

27. A. E. Strouss, Responsibilities of Home, Personal, and Social Activities Reported by Rural High Girls. Unpublished Master's Thesis, New York State College, Cornell University, 1941.



groups in social activities centered around going to shows, dances and belonging to organizations. Strauss in analyzing the data says:

. . . the school was not expecting more responsibility by the girls than they were able or willing to carry. The girls expressed a desire for more responsibility than they have in all three areas of living, i.e., home activities for the family, and personal and social activities. Since the girls desired more responsibility but did not take it, there was evidently a lack of understanding on the part of parents, of the girls' interests and desires.<sup>28</sup>

Buckingham,<sup>29</sup> in 1942, made a similar study of personal living needs of ninth grade girls in Kirksville Missouri High School to determine significant information needed in planning homemaking classroom experiences. A schedule based upon a classification of developmental needs of adolescent girls was used to secure data, which was supplemented by interviews with forty girls, mothers, homeroom teachers, and observations made by the writer and other teachers. The following curriculum implications were made as a result of the findings from girls' data:

Data for the girls would indicate the following specific objectives for the ninth grade:

1. To gain a better understanding of parental viewpoints concerning dating and boy friends.
2. To learn how to build parental confidence in the dependability and judgment of the girls.
3. To improve in adjustment to adults other than parents, such as relatives, roomers, and help living in the home.
4. To learn how tactfully to decrease or increase the number of activities participated in with the family.
5. To increase the ability to solve controversial family issues in a more democratic way.
6. To realize and respect everyone's need for privacy.
7. To increase the degree of privacy in the home through improved furnishings and arrangements of the house.

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28. Ibid., p. 60.

29. Lena Peterson Buckingham, Educational Needs Having Implication for the Home Economics Program V in the Area of Personal Living of Ninth Grade Girls, Kirksville, Missouri. Unpublished Master's Thesis, Iowa State College, 1942.

8. To develop some skill in the extension of the income through gardening, canning, renovating and remodeling clothes, home serving, improvement in buying practices and through home decoration.

9. To improve technique in house work and care of children so that these skills may not only enable girls to be more effective home members but may offer opportunities for earning money.

10. To improve the management of allowances through budgeting and wise selection of purchases.

11. To understand the influence of food upon weight, posture and skin.

12. To practice good eating habits.

13. To know how to care for food so as to protect health when no refrigeration is available.

14. To accept bodily changes as a natural condition.

15. To improve skill in the care of the skin.

16. To realize the advantage of having friends of various ages.

17. To improve technique in making friends.

18. To improve conversational ability.

19. To make use of the radio as a source of topics for conversation.

20. To gain poise in social situations.

21. To do simple entertaining, including the preparation of refreshments which require no refrigeration.

Some of the data seemed to suggest the following additional objectives. However, more information concerning these items was needed before their inclusion could be definitely recommended.

22. To increase participation in activities.

23. To acquire greater efficiency in personal care and grooming.

24. To learn to darn and launder.

25. To develop greater interest in hobbies.<sup>30</sup>

A study on postwar wishes of teen-age girls was conducted by Duvall<sup>31</sup> in 1944 under the auspices of the Young Women's Christian Association. Teen-age girls ranging from fourteen years to eighteen years of age, representing twelve cities and towns in northeastern Ohio, made replies to the question, "After the war I wish . . . ."

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30. Ibid.

31. Evelyn Millis Duvall, Postwar Wishes of Teen-Age Girls. Leaflet of the National Conference on Family Relations, Reprinted from The Women's Press. Chicago: May, 1945. p. 3.

Tabulations of the girls' responses revealed that the following were the ten checked most frequently as wishes of these teen-age girls: (1) to travel; (2) to get a man and marry; (3) further education (go to college, train for a career, good education); (4) a peaceful and better world; (5) to work (get a job, have a career, be a nurse, run a business); (6) to improve social conditions (lower prices, solve race problem); (7) a new house (build a new home, move into a big house of our own); (8) my family reunited (all the family together again, my brother come home); (9) restrictions removed (no more rationing); (10) food (nice big steak, plenty of butter, get bigger ice cream cones).

In conclusion Duvall remarks:

Aside from the interest such data have for those of us interested in adolescents everywhere, is the direct application of the findings to the planning of programs to meet the needs and interests of the young people themselves.

Postwar plans are not in terms of boundaries and economic planning alone. In a democracy like ours, . . . they are in terms of flesh and blood wishes of real people.<sup>32</sup>

In summarizing the preceding studies the following general observations are made:

1. A difference in interests and activities of rural and urban girls was indicated in the study by Carlisle.<sup>33</sup> This study revealed that rural girls' interests were greater in constructing garments and articles of home furnishing, in the use and preparation of uncooked and canned foods and in the making of homemade breads, while the urban girls' interests were more in the selection and purchase of clothing, foods, and home furnishing.

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32. Ibid., p. 3.

33. Carlisle, loc. cit.

Dixon's<sup>34</sup> study indicated the need for a homemaking program to be modified to meet, more adequately, the existing home conditions and home responsibilities of the group of students it serves.

From these two studies the writer concludes that the program should differ according to the group or community for which it is planned.

2. The studies of Miller,<sup>35</sup> Henderson,<sup>36</sup> and Williams<sup>37</sup> indicate that the following factors are common in the home of the rural girl:

a. that the rural girl is one of many children living in a representative home. Williams<sup>38</sup> found the average family in three selected areas of North Carolina, exclusive of the western section, to consist of five members while Henderson's<sup>39</sup> study of the western section of Virginia averaged nine and seven-tenths (9.7) members.

b. that the home in which the rural girl lives is plain, crowded and clean; but devoid of sanitary facilities, modern conveniences, and attractiveness.

c. that the mother and the daughter generally assume full responsibility for all household tasks as well as assist the men with outdoor work.

d. that man's attitude toward the woman is one of superiority

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34. Dixon, loc. cit.

35. Miller, loc. cit.

36. Henderson, loc. cit.

37. Williams, loc. cit.

38. Ibid.

39. Henderson, op. cit.

and that the woman's chief responsibility is to be a housekeeper.

e. that man lacks an understanding of woman's desire for home conveniences.

f. that the daughter, regardless of heavy house work, finds time for play without resentment against these heavy responsibilities.

g. that the daughter usually drops out of school after the sixth or seventh grade, because of home duties, low economic status, unadjusted school curriculum, attitude of parents toward an education, and lack of enforcement of school attendance laws.

h. that the girl's chief ambition is to get married, although her housekeeping training is inadequate in modern methods. The mother feels that her proven methods of housekeeping are satisfactory; therefore, the daughter is not encouraged in practicing homemaking methods learned in school.

i. that the girl usually marries a neighborhood boy of similar education and socio-economic status.

j. that the social activities of the rural girl usually are limited to activities of the church and school.

3. There is evidence that actual interests and responsibilities of girls are different from those which the school stresses. Browder's<sup>40</sup> study revealed that the Tennessee high school girls were mainly responsible for the care and social development of young children in their homes, while in school they received more instruction on food and clothing as related to the study of young children. Haley's<sup>41</sup> study revealed that

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40. Browder, loc. cit.

41. Haley, loc. cit.

high school courses emphasize the making of bread, although more girls spent more time in entertaining and serving of food. Dixon's<sup>42</sup> study gave further emphasis to this observation.

If these studies are representative of the rural girl and her home, we are justified in assuming that the program should follow interests and actual responsibilities, rather than the teachers' preferences or the suggested courses of study.

4. Perry<sup>43</sup> and Daniels<sup>44</sup> compared interests of girls and emphasis given by mothers. Perry<sup>45</sup> reported that girls were more interested in making clothes for themselves, while the mothers felt they should assume more responsibilities for articles for other family members. Daniels<sup>46</sup> showed mothers and daughters checked similar home activities, but such activities as money management, heavy household tasks and others were checked neither by the girls nor the mothers.

The question of how best to use both the girls' and the mothers' interests in planning the curriculum was raised in these two studies.

5. There was indicated the need to recognize the age and stage of development of girls when planning programs for them. Garnar's<sup>47</sup> study of recreational, hobby and vocational activities of junior high school girls emphasized this fact.

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42. Dixon, op. cit.

43. Perry, loc. cit.

44. Daniels, loc. cit.

45. Perry, op. cit.

46. Daniels, op. cit.

47. Garnar, loc. cit.



6. There was general agreement that the following areas should be emphasized as revealed in studies conducted by Mifflin,<sup>48</sup> Garnar,<sup>49</sup> Ramsey,<sup>50</sup> Strouss,<sup>51</sup> and Buckingham:<sup>52</sup> (a) personal appearance; (b) personality development; (c) personal grooming; (d) family relationships; (e) personal and family health; (f) child care; (g) household management; (h) food in relation to health; (i) food preparation; (j) food for special occasions; (k) care and repair of clothing; (l) consumer buying; (m) leisure time activities; (n) entertaining.

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48. Mifflin, loc. cit.

49. Garnar, op. cit.

50. Ramsey, loc. cit.

51. Strouss, loc. cit.

52. Buckingham, loc. cit.

## CHAPTER III

### EXPRESSED WISHES OF GIRLS

#### Background of Girls

The tabulation of personal data of 120 ninth and 118 tenth grade girls enrolled in homemaking classes of the eight schools studied revealed that:

Age range was between thirteen and eighteen years. The average age of the ninth grade girl was fourteen and seven tenths years while the average age of the tenth grade girl was fifteen and seven tenths years.

Position in family of the ninth and tenth grade girls is shown in the following table.

TABLE I  
POSITION OF GIRL IN FAMILY

Girl's Place in Family	Number of Families	
	Grade 9	Grade 10
Only	10	4
Youngest	30	32
Middle	55	58
Oldest	25	24
Total Girls	120	118

Number of children in family was found to average 4.95 children per family of the ninth grade girls with 4.3 children per family of the tenth grade group. The average number of children for all the families of the ninth and tenth grade groups included in this study was 4.6

children per family. These data concerning the number of children in rural families is less than the number of children reported in the studies of Williams<sup>1</sup> who reported five children per family and Henderson<sup>2</sup> who reported nine and seven tenths children per family. More three children families were represented in the ninth grade group while the tenth grade group had more two children families. The ninth grade group reported four families ranging from ten to fifteen children with eight families of this range represented in the tenth grade group. One girl of the tenth grade group was reported as the oldest in a family of thirteen girls. An evaluation of this girl's questionnaire revealed no recognizable difference in her checking of wishes. The following chart gives the range in number of children per family as represented by the ninth and tenth grade groups.

TABLE II  
NUMBER OF CHILDREN IN FAMILY

Children in Family	Number of Families	
	Grade 9	Grade 10
Only	10	4
Two	14	21
Three	20	15
Four	12	18
Five	17	10
Six	12	18
Seven	14	7
Eight	9	10
Nine	8	7
Ten and over <sup>3</sup>	4	8
Total Girls	120	118

1. Williams, loc. cit.

2. Henderson, loc. cit.

3. The sizes of families listed as ten or more members were 15, 10, 14, 11 represented by the ninth grade with 12, 13, 10, 12, 12, 10, 10 and 12 found in the tenth grade group.

Adult members in the family. It was found that 86.8 per cent of the ninth grade girls lived with both mother and father, while 1.7 per cent lived with the father only and 6.6 per cent lived with the mother only. Both grandparents, grandfather, grandmother, sisters and relatives were the other adults living with the remaining 4.96 per cent of the ninth grade girls. In the tenth grade 88 per cent of the girls lived with both parents; 5.98 per cent with the mother only; 85 per cent with the father only; and the remaining 5.1 per cent with the above mentioned combinations of adult members.

Earning members were found to be chiefly the fathers. In the ninth grade group 64.5 per cent and in the tenth grade group 59.8 per cent of the fathers provided all the family income. The ninth grade girls' parents shared in the earning of the income in 12.4 per cent of the families while 11.1 per cent of the tenth grade girls' parents shared in the earning of the family income. Other members added earnings in 23.1 per cent of the ninth grade girls' families and in 29.1 per cent of the tenth grade girls' families.

Occupations represented by the ninth and tenth grade girls' parents were as follows:

TABLE III  
FATHER'S OCCUPATION

Classification	Number		Per Cent	
	Grade 9	Grade 10	Grade 9	Grade 10
Farmers	42	53	35.5	45.3
Non-farm	67	56	55.4	47
Unaccounted (dead & blank)	11	9	9.1	7.7
Total	120	118	100.0	100.0

TABLE IV  
MOTHER'S OCCUPATION

Classification	Number		Per Cent	
	Grade 9	Grade 10	Grade 9	Grade 10
Homemakers only	101	98	84.4	83.76
Holding jobs outside home	18	18	14.77	14.54
Unaccounted (dead)	1	2	.83	1.7
Total	120	118	100.00	100.00

Home location showed approximately 72 per cent of the ninth grade girls lived on the farm while 78.6 per cent of the tenth grade girls' homes were located on farms.

Home ownership. In the ninth grade 86.6 per cent of the girls' parents owned their homes, while in the tenth grade 83.4 per cent of the girls revealed parent's ownership of their homes.

These girls may be characterized as ranging in age from fourteen to eighteen years, living in most cases with both parents. Seventy-five and three tenths per cent of girls live on farms. Many fathers are engaged also in non-farm occupations. Forty-seven per cent and 55 per cent of the fathers respectively worked in jobs ranging from highly trained professions, as lawyers, to the unskilled work of a night watchman. The percentages of fathers engaged in farming only were 35.5 per cent for ninth grade and 43.3 per cent for tenth grade groups respectively. The mothers' occupations were largely that of home makers; 84 per cent and 83.6 per cent respectively of the mothers of the ninth and tenth grade groups engaged in homemaking. The remaining mothers were engaged in activities ranging from that of a school teacher to laundress. The data revealed the fathers are providing the main income for the family. The number of children found in the families of ninth grade girls

was 4.95 while the tenth grade girls' families averaged 4.3 children per family. This represents a larger family than the national average.

#### Questionnaire Data

The following is a discussion and tabulation of the wishes checked on the questionnaires of 328 ninth and tenth grade girls.

In each of the five groupings, personal, social, economic, health, and home living, the first ten wishes selected by the girls will be discussed; a table of all twenty wishes and a graph comparing the ninth and tenth grade responses will follow.

#### Personal Wishes

Wishes indicating the preferences of the ninth grade girls' checking of the first ten wishes suggests the main interest in the areas of personal appearance and emotional growing up. The first ten wishes with identifying numbers as appearing on the questionnaire and the number of times checked are:

TABLE V  
FIRST TEN PERSONAL WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
19.	To be able to overcome your bad points.	100
20.	To be well groomed.	100
8.	To be a good sport.	82
15.	To be pretty.	80
7.	To be able to "grin and bear it."	77
14.	To know how to help others who are unhappy.	77
11.	To want to "go places and do things."	75
1.	To be able to do something well.	74
16.	To have a good figure.	73
10.	To do things before others with ease.	69
Total		807



The tenth grade girls in comparison checked the following first ten wishes showing their preferences similarly in the areas of personal appearance and emotional growing up. These girls chose practically the same wishes as the ninth grade girls but did not place the same emphasis as will be revealed by differences in number of times checked for the following first ten wishes.

TABLE VI  
FIRST TEN PERSONAL WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
19.	To be able to overcome your bad points.	104
20.	To be well groomed.	93
7.	To be able to "grin and bear it" when things go wrong.	88
14.	To know how to help others how are unhappy.	86
8.	To be a good sport.	84
10.	To be able to do things before others with ease.	82
1.	To be able to do something well.	67
2.	To be willing to try again after failing.	62
6.	To be able to stick to a job until it is finished.	61
16.	To have a good figure.	62
Total		<u>789</u>

It was discovered that the wishes Number 2. "To be willing to try again after failing." and Number 6. "To be able to stick to a job until it is finished." were chosen among the first ten wishes by the tenth grade girls, but not among the first ten by the ninth grade girls; while the ninth grade girls chose Number 15. "To be pretty." and Number 11. "To want to go places and do things." which were not checked by the tenth grade girls.

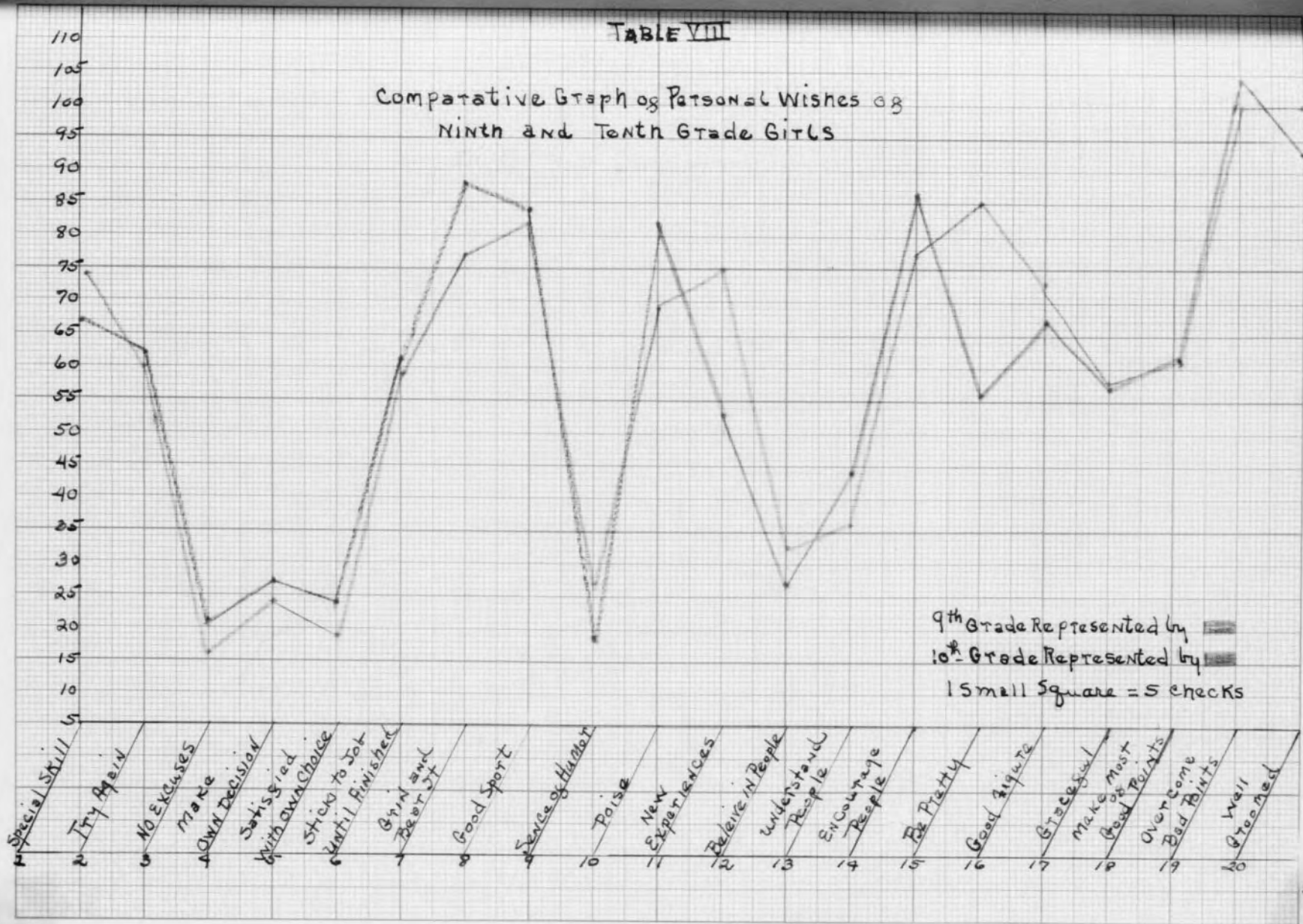
TABLE VII

## COMPARATIVE TABLE OF PERSONAL WISHES FOR NINTH AND TENTH GRADE GIRLS

Number on Questionnaire	Personal Wishes	9th Grade	10th Grade	Total
19.	To be able to overcome your bad points.	100	104	204
20.	To be well groomed.	100	93	193
8.	To be a good sport.	82	84	166
7.	To be able to "grin and bear it."	77	88	165
14.	To know how to help others who are unhappy.	77	86	163
10.	To do things before others with ease.	69	82	151
1.	To be able to do something well.	74	67	141
15.	To be pretty.	80	56	136
16.	To have a good figure.	73	62	135
11.	To want to go places and do things.	75	53	128
18.	To make best use of your good points.	61	61	122
2.	To be willing to try again after failing.	60	62	122
6.	To stick to a job until it is finished.	59	61	120
17.	To move naturally and gracefully.	58	57	115
13.	To understand why people act as they do.	36	44	80
12.	To believe in people	33	27	60
4.	To be able to make up one's own mind.	24	27	51
9.	To be able to see the funny side of things.	27	21	48
5.	To be satisfied with one's own choices.	19	24	43
3.	To be free from making excuses.	16	21	37
	Total	1200	1180	2380

TABLE VII

Comparative Graph of Personal Wishes of  
Ninth and Tenth Grade Girls



## Social Wishes

The first ten wishes preferred by the ninth grade girls suggested mainly needs for being liked, for choosing and keeping friends and the need for acquiring skills in social graces. The wishes with number times checked are:

TABLE IX  
FIRST TEN SOCIAL WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
2.	To "be liked" by teacher and older people.	96
3.	To "be liked" by girls.	90
4.	To "be liked" by boys.	87
11.	To be able to keep friends.	85
15.	To be skilled in good manners at dances, etc.	87
19.	To have acceptable kinds of clothes to wear for different occasions.	83
20.	To know how to use beauty aids to improve self.	81
13.	To be "at ease" with strangers.	71
14.	To be easy to talk to.	69
7.	To know how to act on a date.	62
Total		811

The tenth grade girls' interests were similar, with the need for social graces taking first place, followed by almost the same wishes as checked by the ninth grade but not, in all instances, receiving the same emphasis. The following wishes will indicate the emphasis placed on social needs by the tenth grade girls.

TABLE X  
FIRST TEN SOCIAL WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
15.	To be skilled in manners at parties, dances, school, home, and in public, etc.	103
2.	To "be liked" by teachers and older people.	87
3.	To "be liked" by girls.	85
19.	To have the acceptable kind of clothes to wear for different occasions.	83
11.	To be able to keep friends.	80
4.	To "be liked" by boys.	79
13.	To be "at ease" with strangers.	78
20.	To know how to use beauty aids to improve self.	76
10.	To be able to choose friends.	70
14.	To be easy to talk to.	69
Total		810

It is interesting to note that Number 15. "To be skilled in manners at parties, dances, school, home, and in public, etc." ranked first among the first ten wishes of tenth grade girls while the ninth grade girls gave first place among their first ten wishes to Number 2. "To 'be liked' by teacher and older people." The ninth grade girls chose Number 7. "To know how to act on a date." among their first ten wishes which the tenth grade girls did not check as important among their first ten wishes, while the tenth grade girls selected Number 10. "To be able to choose friends." among their first ten wishes that the ninth grade did not consider important.

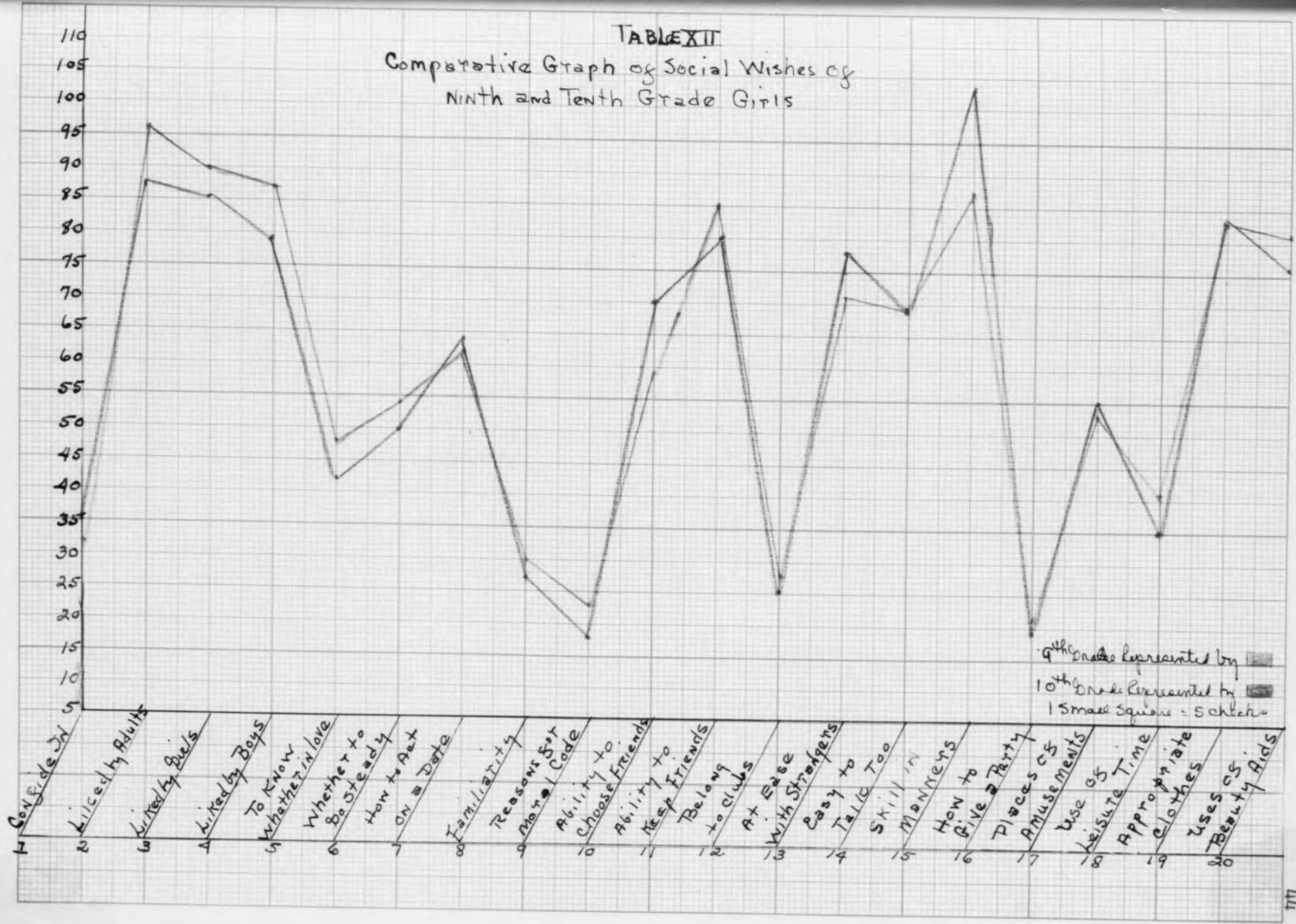
TABLE XI

## COMPARATIVE TABLE OF SOCIAL WISHES OF THE NINTH AND TENTH GRADE GIRLS

Number on Questionnaire	Social Wishes	9th Grade	10th Grade	Total
15.	To be skilled in good manners at parties, dances, school, home, and in public, etc.	87	103	190
2.	To "be liked" by teachers and older people.	96	87	183
3.	To "be liked" by girls.	90	85	175
4.	To "be liked" by boys.	87	79	166
19.	To have the acceptable kind of clothes to wear for different occasions.	83	83	166
11.	To be able to keep friends.	85	80	165
20.	To know how to use beauty aids to improve self.	81	76	157
13.	To be "at ease" with strangers.	71	78	149
14.	To be easy to talk to.	69	69	138
10.	To be able to choose friends.	59	70	129
7.	To know how to act on a date.	62	64	126
17.	To have desirable places to go for amusement.	53	55	108
6.	To know whether to go steady with one boy or girl.	54	50	104
5.	To know when you are really in love.	48	42	90
18.	To know interesting and thrilling things to do when you "don't have anything else to do."	41	35	76
1.	To have someone to confide in.	32	35	67
8.	To know how associates feel about petting and necking.	30	27	57
12.	To belong to clubs and groups.	28	25	53
9.	To understand the reasons back of your moral standards.	23	18	41
16.	To know how to give parties.	21	19	40
Total		1200	1180	2380



TABLE XII  
Comparative Graph of Social Wishes of  
Ninth and Tenth Grade Girls



## Economic Wishes

The wishes checked by ninth grade girls seemed to indicate needs in the areas of money management and vocational guidance. The following wishes and the emphasis given to each by the number of times checked point toward the above observation.

TABLE XIII  
FIRST TEN ECONOMIC WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
11.	To learn how to buy wisely.	97
19.	To know how to get a job.	92
1.	To have own money to spend.	85
18.	To get best training for chosen job or vocation.	84
20.	To know how to keep and advance on a job.	83
14.	To learn how to save for important occasion as going to college, taking a trip, etc.	82
17.	To know how to get help in deciding type of jobs or vocations best suited to one's ability and interest	75
10.	To plan so you don't spend all your earnings at once.	74
15.	To be allowed to work away from home.	72
7.	To be able to understand parent's viewpoint when it deprives you of your wants and desires.	70
Total		814

The tenth grade girls agreed with the ninth grade girls in placing among the first two of their first ten wishes "To learn how to buy wisely." and "To know how to get a job." However, all the tenth grade girls' wishes are the same as those chosen among the first ten checked by the ninth grade except in the differences of emphasis as indicated by the number of checks given to the following first ten wishes:

TABLE XIV  
FIRST TEN ECONOMIC WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
11.	To learn how to buy wisely.	99
19.	To know how to get a job. .	81
20.	To know how to keep and advance on job.	89
7.	To be able to understand parents viewpoints when it deprives of your wants and desires.	89
15.	To be allowed to work away from home.	84
18.	To get best training in job or vocation.	79
1.	To have own money to spend.	79
14.	To learn how to save for important occasions as going to college, taking trip, etc.	78
10.	To plan so you don't spend all your earnings at once.	73
17.	To know how to get help on deciding type of jobs or vocations best suited to one's ability and interests.	63
Total		<u>814</u>

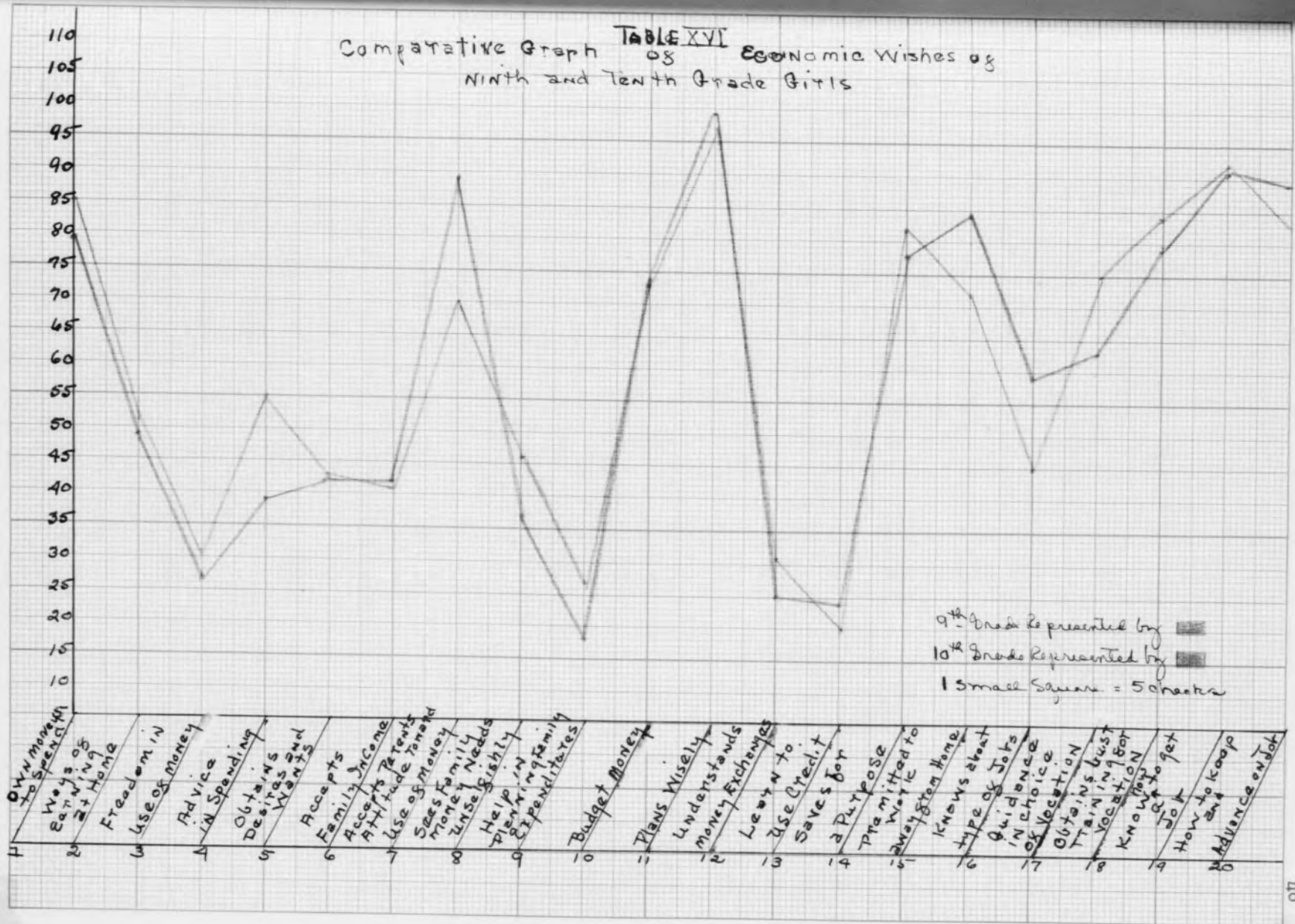
From a careful evaluation of the degree of difference in emphasis placed on the first ten wishes, the ninth grade girls were slightly more interested in having their own money to spend as it ranked third place, while the tenth grade girls ranked it seventh place among their first ten wishes. It is interesting to note that the tenth grade girls placed more emphasis on understanding parents' viewpoints in family member distribution of money, ranking it third place among their first ten wishes, with the ninth grade girls ranking it in tenth place among their selection of the first ten wishes.

TABLE XV

## COMPARATIVE TABLE OF ECONOMIC WISHES OF NINTH AND TENTH GRADE GIRLS

Number on Questionnaire	Economic Wishes	9th Grade	10th Grade	Total
11.	To learn to buy wisely.	97	99	196
19.	To know how to get a job.	92	91	183
20.	To know how to keep and advance on a job.	83	89	172
1.	To have own money to spend.	85	79	164
18.	To get best training for chosen job in vocation.	84	79	163
14.	To learn how to save for important occasions as going to college, taking a trip, etc.	82	78	160
7.	To be able to understand parent's viewpoint when it deprives you of your wants and desires.	70	89	159
15.	To be allowed to work away from home.	72	84	156
10.	To plan so you don't spend all your earnings at once.	74	73	147
17.	To know how to get help in deciding types of jobs or vocations best suited to one's ability and interest.	75	63	138
16.	To know various types of jobs and vocations, their requirements, pay, advancement possibilities, etc.	45	59	104
2.	To have ways of earning in the home.	51	49	100
4.	To get advice and help in spending money.	55	39	94
5.	To be able to get at once what you need.	43	42	85
6.	To accept one's own family income status.	41	42	83
8.	To see family's money as a whole without being selfish or self-centered.	46	36	82
3.	To be allowed freedom in use of money.	31	27	58
12.	To know when and how to handle money.	31	25	56
9.	To have a say in making family activities.	23	18	41
13.	To learn how to use credit.	20	19	39
Total		1200	1180	2380

Comparative Graph <sup>TABLE XVI</sup> of Economic Wishes of Ninth and Tenth Grade Girls



9th Grade Represented by —  
 10th Grade Represented by - - -  
 1 Small Square = 5 Characters



## Health Wishes

The emphasis in the area of health seems to fall into three groupings: looking well, feeling well, and knowledge in relation to health. The following health wishes fell among the first ten checked by the ninth grade girls.

TABLE XVII  
FIRST TEN HEALTH WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
10.	To have good complexion.	109
9.	To have good posture.	99
2.	To be full of energy and pep.	95
14.	To know enough about first aid to be of help in an emergency.	79
12.	To have all body defects corrected.	78
1.	To learn and practice good eating habits.	75
20.	To understand small children so I will be better able to care for them.	73
4.	To be free from worry.	71
15.	To know how to care for sick at home.	65
16.	To understand about own sex development.	63
Total		807

The tenth grade girls checked exactly the same wishes in the area of health. The difference noted was in the emphasis placed on these girls' first ten wishes.



TABLE XVIII  
FIRST TEN HEALTH WISHES OF TENTH GRADE GIRLS

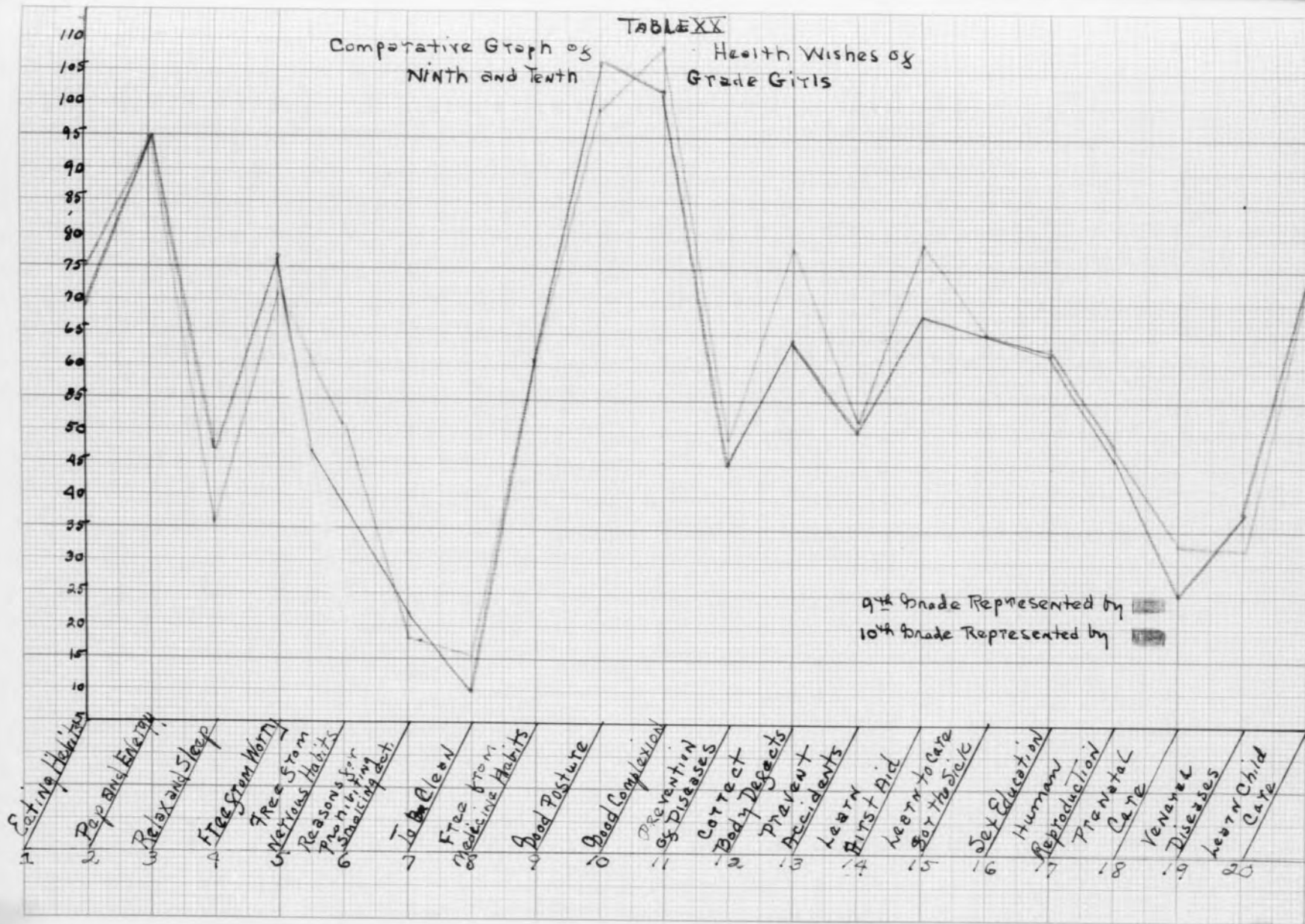
Number on Questionnaire	Wish	Times Checked
9.	To have good posture.	106
10.	To have good complexion.	103
2.	To be full of energy and pep.	95
4.	To be free from worry.	77
20.	To understand small children so I will be better able to care for them.	75
1.	To learn and practice good eating habits.	69
14.	To know enough about first aid to be of help in an emergency.	68
15.	To know how to care for sick at home.	65
12.	To have all body defects corrected.	64
16.	To understand about own sexual development.	62
Total		784

It is an interesting observation that both the ninth and tenth grade girls ranked Number 16. "To understand about own sexual development." in the tenth place among their choice of the first ten wishes selected from wishes listed under Health Wishes.

TABLE XIX

## COMPARATIVE TABLE OF HEALTH WISHES OF NINTH AND TENTH GRADE GIRLS

Number on Questionnaire	Health Wishes	9th Grade	10th Grade	Total
10.	To have good complexion.	109	103	212
9.	To have good posture.	99	106	205
2.	To be full of energy and pep.	95	95	190
4.	To be free from worry.	71	77	188
20.	To understand small children.	73	75	148
14.	To know enough about first aid for emergencies.	79	68	147
1.	To learn and practice good eating habits.	75	69	144
12.	To have all body defects corrected.	78	64	142
15.	To know how to care for sick at home.	65	65	130
16.	To understand about own sexual development.	63	62	125
8.	To be clean and neat even under handicaps.	61	61	122
13.	To know how to prevent accidents.	52	50	102
5.	To be free from nervous habits.	49	47	96
11.	To know how to prevent contagious diseases.	49	45	94
17.	To understand human reproduction.	48	46	94
3.	To be able to relax and sleep well.	36	47	83
19.	To learn about and to prevent venereal diseases.	32	38	70
18.	To understand prenatal and maternal care.	33	30	63
6.	To be free from "medicine habits."	18	22	40
7.	To understand the doctor's reasons against smoking and drinking.	15	10	25
Total		1200	1180	2380



## Home Living Wishes

The interests as indicated in the first ten wishes of the ninth grade girls point toward needs in friends; family member harmony; privacy; home improvements and home tasks. The following wishes reveal the emphasis given to the first ten wishes.

TABLE XXI  
FIRST TEN HOME LIVING WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
3.	To have family like your friends and your friends to like your family.	87
5.	To be capable of entertaining self and friends at home.	86
20.	To learn how to do better the jobs that go on in the home.	80
18.	To have a place to entertain friends.	78
4.	To have good time with family.	78
2.	To feel proud of your home and family.	74
16.	To be sure your family loves and approves of you.	74
19.	To have modern conveniences in the home.	70
8.	To be able to talk things over with parents.	64
7.	To be able to get along with brothers and sisters.	61
Total		752

From an analysis of the above wishes it will be noted that the ninth grade girls checked Number 16. "To be sure your family loves and

approves of you." and Number 7. "To be able to get along with brothers and sisters." which the tenth grade girls did not include in their first ten wishes.

The two wishes, Number 15. "To have parents agree about you." and Number 12. "To have a place for things." checked by the tenth grade girls did not appear in the first ten wishes of the ninth grade girls. The following indicates the emphasis given by the tenth grade girls to the first ten wishes.

TABLE XXII  
FIRST TEN HOME LIVING WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Wish	Times Checked
3.	To have family like your friends and your friends to like your family.	90
5.	To be capable of entertaining self and friends at home.	80
19.	To have modern conveniences in the home.	78
18.	To have a place to entertain friends.	76
4.	To have good time with family.	75
2.	To feel proud of your home and family.	74
8.	To be able to talk things over with parents.	67
20.	To learn how to do better the jobs that go on in the home.	65
15.	To have parents who agree about you.	63
12.	To have a place for own things.	58
	Total	726

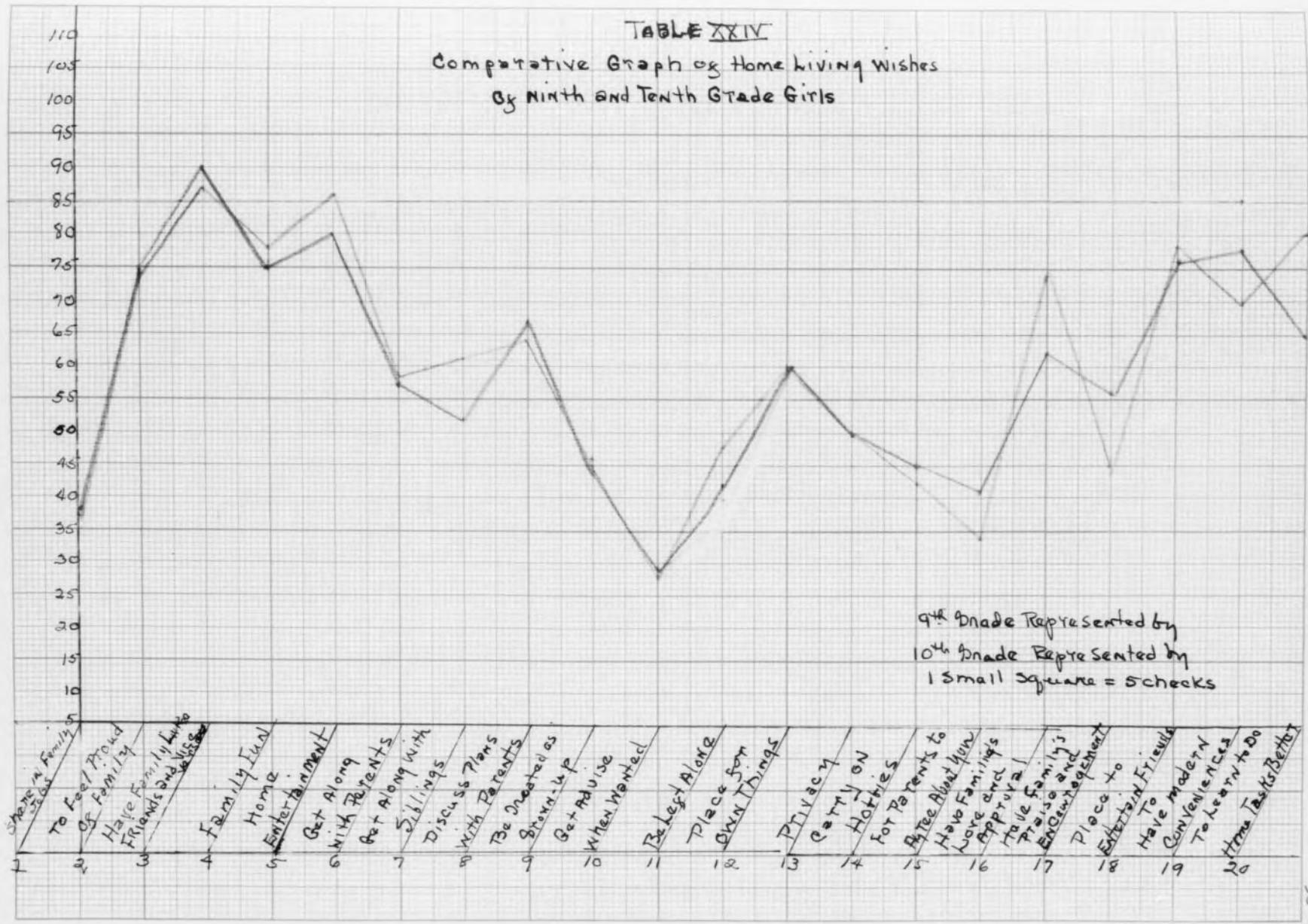
TABLE XXIII

## COMPARATIVE TABLE OF HOME LIVING WISHES OF NINTH AND TENTH GRADE GIRLS

Number on Questionnaire	Home Living Wishes	9th Grade	10th Grade	Total
1.	To have a share in family decisions and responsibilities.	37	38	75
2.	To feel proud of your home and family.	74	74	148
3.	To have family like your friends and your friends like your family.	87	90	177
4.	To have good time with family.	78	75	153
5.	To be capable of entertaining self and friends at home.	86	80	166
6.	To get along with parents.	59	57	116
7.	To be able to get along with brothers and sisters.	61	52	113
8.	To be able to talk things over with parents.	64	67	131
9.	To be treated as "being grown up" by family members.	45	44	89
10.	To get advice from family only when wanted.	28	29	57
11.	To be "left alone" to do things you like.	48	42	90
12.	To have a place for own things.	60	58	118
13.	To have things that the others leave alone.	50	50	100
14.	To have a place to carry on various interests and hobbies.	42	45	87
15.	To have parents who agree about you.	34	41	75
16.	To be sure your family loves and approves of you.	74	63	137
17.	To get praise and encouragement from family members when deserved.	45	56	101
18.	To have a place to entertain friends.	78	76	154
19.	To have modern conveniences in the home.	70	78	148
20.	To learn how to do better the jobs that go on in the home.	80	65	145
	Total	1200	1180	2380



TABLE XXIV  
 Comparative Graph of Home living Wishes  
 of Ninth and Tenth Grade Girls



Summarized Comparison of Questionnaire Wishes  
of Ninth and Tenth Grade Girls

In summarizing the emphasis placed by the ninth and tenth grade girls upon the personal and home living needs, it was found that both the ninth and the tenth grade girls ranked the following wishes among those receiving 70 checks or more.<sup>4</sup>

TABLE XXV  
WISHES IN AGREEMENT

Number on Questionnaire	Number of Checks		
	Grade 9	Grade 10	
Personal Wishes			
19.	To be able to overcome your bad points.	100	104
20.	To be well groomed.	100	93
8.	To be a good sport.	82	84
7.	To be able to "grin and bear it" when things go wrong.	77	88
14.	To know how to help others who are unhappy.	77	86
	Total	436	455
Social Wishes			
15.	To be skilled in good manners at dances, parties, school, etc.	87	103
2.	To "be liked" by teachers and older people.	96	87
3.	To "be liked" by girls.	90	85
4.	To "be liked" by boys.	87	79
11.	To be able to keep friends.	85	80
19.	To have accepted kinds of clothes to wear for different occasions.	83	83
13.	To be "at ease" with strangers.	71	78
20.	To know how to use beauty aids to improve self.	81	76
	Total	680	671

<sup>4</sup>. All wishes receiving 70 checks or more have been considered as "major interests."

TABLE XXV (continued)

Number on Questionnaire	Number of Checks		
	Grade 9	Grade 10	
Economic Wishes			
11.	To learn how to buy wisely.	97	99
19.	To know how to get a job.	92	81
18.	To get best training for chosen job or vocation.	84	79
20.	To know how to keep and advance on a job.	83	89
14.	To learn how to save for important occasions as going to college, taking trips, etc.	82	78
1.	To have own money to spend.	85	79
10.	To plan so you don't spend all your earnings at once.	74	73
15.	To be allowed to work away from home.	72	84
7.	To be able to understand parent's viewpoint when it deprives you of your wants and desires.	70	89
	Total	739	751
Health Wishes			
10.	To have good complexion.	109	103
9.	To have good posture.	99	106
2.	To be full of energy and pep.	95	95
4.	To be free from worry.	71	77
20.	To understand small children so I will be better able to care for them.	73	75
	Total	447	456
Home Living Wishes			
3.	To have your family like your friends and your friends to like your family.	87	90
5.	To be capable of entertaining self and friends at home.	86	80
4.	To have good time with the family.	78	75
18.	To have place to entertain friends.	78	76
2.	To feel proud of your home and family.	74	74
19.	To have modern conveniences in the home.	70	78
	Total	473	473

## Wishes Varying in Emphasis

The difference shown between the ninth and the tenth grade girls as to emphasis given to wishes follows.

The ninth grade girls gave emphasis to the following wishes<sup>5</sup> that the tenth grade girls did not check as important in their first ten wishes. Personal: "To be pretty." (80),<sup>6</sup> "To go places and do things." (75), "To be able to do something well." (74), and "To have a good figure." (73); Economic: "To know how to get help in deciding type of jobs or vocations best suited to one's ability and interest." (75); Health: "To know enough about first aid to be of help in an emergency." (79), "To have all body defects corrected." (78), and "To learn and practice good eating habits." (75); Home Living: "To be sure your family loves and approves of you." (74), and "To learn how to do <sup>better</sup> the jobs that go on in the home." (80).

The tenth grade girls placed major emphasis on the following wishes<sup>7</sup> that the ninth grade girls did not check as important in choosing their first ten wishes. Personal: "To be able to do things before others with ease." (82); Social: "To be able to choose friends." (70).

#### Spontaneous Wishes of Ninth Grade Girls

Girls' three greatest wishes were found to be quite varied and comprehensive as indicated by such expressed wishes as "I wish I was real pretty and had pretty hair and built up nicely.", "I want to have a happy family when I grow up and marry. I want to teach my children to eat and

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5. The ninth grade girls gave 70 or more checks to these wishes which did not rate 70 or more checks by the tenth grade girls.

6. Numbers appearing in parentheses ( ) indicate number of times the wish has been checked by girls.

7. The tenth grade girls gave 70 checks or more to these wishes which did not rate 70 or more checks by the ninth grade girls.

sleep and do things that will make them healthy.", "I wish to get a college education but I cannot decide on a vocation. Most of all I would like to make new friends wherever I am.", "Not to be fussed.", and "I wish I knew the answers to all the things I have checked." With a task of analyzing approximately seven hundred wishes of girls, a decision was made to tabulate, as far as possible, the girls' spontaneous wishes under the five major headings of the questionnaire.

During the evaluation of the three greatest wishes of these girls it was noted that the girls themselves suggested many needs which were not found on the questionnaire; therefore, a special note of these wishes was made. It was also observed that all wishes listed on the questionnaire were not chosen as a wish among the three wishes granted to them. Such omissions may or may not be indicative of lack of interest, or it might imply a lack of consciousness on the part of the girl herself in recognizing it as a need.

The results of the girls' three best wishes will be given for the ninth grade girls, followed by the results for the tenth grade girls in all five headings, personal, social, economic, health, and home living.

#### Personal Wishes

Girls in the ninth grade revealed the order of preference of their personal spontaneous wishes as follows:

TABLE XXVI

## ORDER OF PREFERENCE OF SPONTANEOUS PERSONAL WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Personal Wishes	Times Wished For
15.	To be pretty.	21
20.	To be well groomed.	11
14.	To know how to help others who are unhappy.	10
1.	To be able to do something well.	7
16.	To have a good figure.	6
8.	To be a good sport.	5
7.	To be able to "grin and bear it" when things go wrong.	4
4.	To be able to make up one's mind.	3
13.	To understand why people act as they do.	3
19.	To be able to overcome your bad points.	3
6.	To be able to stick to a job until it is finished.	2
10.	To be able to do things before others with ease.	2
12.	To believe in people.	2
18.	To be able to make the most of your good points.	2
9.	To be able to see the funny side of things.	1
17.	To move gracefully and naturally.	1
	Unclassified wishes on the questionnaire	18
	These were classified as:	
	Emotional control.	6
	Better balanced living.	3
	Religion.	5
	Understanding people.	4
	Tolerance.	1
	Total expressed wishes	102



The unclassified wishes mentioned above in the ninth grade girls' three best wishes suggest the omission on the questionnaire as indicated in the following expressed wishes of these girls.

"To be able not to say things or do things about people that I should not say or do." (1), "To control my temper." (4), and "To be able to do what others want me to do without getting my feelings hurt." (1) are wishes which point toward omission of emotional control on the questionnaire.

These wishes seem to place emphasis on the importance and need for helping girls to develop an appreciation for a balance in daily living: "If you do things that you think are right and other people disapprove, how can I show them I am right?" (1), "Not to think I am better than anyone else." (1), and "How to break the habit of reading too much." (1).

The following wishes indicate an omission on the questionnaire in regard to religion. A girl wrote "I wish I had the will power and strength to live a Christian life tho' others might make fun of me." (1), while three other girls wished "To be a Christian girl." (3), with another wishing "To be sure I believe in God."

"My best wish is to get along with everyone, make good friends, and to be a good sport; of all things not be selfish." (1) indicates the value of being a good sport which was among the first six receiving the highest number of the girls' checks. Also this cuts across the social wishes.

Three girls expressed the opposite viewpoint of wish Number 13. "To understand why people act as they do." as expressed by the wish "To be able to see myself as others do." (3).

"To be kind and help other people that are in need, when other people reject them." (1) indicates a feeling of tolerance which seems to have been omitted in the area of personal wishes. In the words of one girl, "willing to make the best of things whatever the conditions may be" expresses wish Number 7. "To be able to 'grin and bear it' when things go wrong."

"To have good posture, teeth, graceful walk, well groomed and good personality!" as expressed by one girl might suggest that girls are not always sure of the qualities constituting good looks. This wish further reveals the difficulty with which the writer has tried to estimate the total wishes of these girls.

#### Social Wishes

From the frequency of the girls' wishes, there appeared keen interest in the area of social living. With a large number of girls stating their wishes in broad general terms, it was felt necessary to add the following wishes to those appearing on the questionnaire<sup>8</sup> for the sake of classification: "To be liked by everyone.", "To want friends.",<sup>9</sup> "To have pleasing personality and to get along with others." Therefore, the following reveal the order of the girls' preferences in social wishes.

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8. These wishes explain the spread of interests of girls in this need "To be liked by everyone.", "For people to like me.", "To be loved by all.", "To be attractive and liked by everyone.", "To be more popular." and "I would like to be popular and pretty so some boys would ask me for a date. They never do."

9. Wishes applying to friendship were stated "To have a large number of friends.", "Always be friendly.", "Be friendly so I can make other people happy.", "I wish I had lots of friends that were real friends.", "I wish I had lots of friends.", "To be friends with people you do not like." and "I wish for more friends and neighbors."

TABLE XXVII

## ORDER OF PREFERENCE OF SPONTANEOUS SOCIAL WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Social Wishes	Times Wished For
*	To be liked by everyone.	30
*	To have friends.	17
*	To get along with others.	11
19.	To have acceptable kind of clothes to wear for different occasions.	11
15.	To be skilled in good manners at parties, dances, school, home and in public, etc.	8
17.	To have desirable "places to go" for amusement.	8
*	Pleasing personality.	8
1.	To have someone to confide in.	8
4.	To "be liked" by boys.	4
3.	To "be liked" by girls.	3
10.	To be able to choose friends.	3
17.	To be able to keep friends.	2
16.	To know how to give parties.	2
5.	To know when you are really in love.	1
13.	To be "at ease" with strangers.	1
20.	To know how to use beauty aids to improve self.	1
	Unclassified wishes on questionnaire	9
	These were classified as:	
	Better citizens	3
	Getting along with people	4
	Wider contacts	2
	Total expressed wishes	127

\*Wishes 1-3 were additions to the questionnaire for tabulation purposes.

The following wishes seem indicative of the unclassified wishes in the area of social wishes.

Interests in others and things larger than one's individual self seem to be indicated by these wishes "To have my fellow men to think I am a worthy citizen." (1), "To be interested in the welfare of your community." (1), and "To be a really good citizen and be liked by everyone." (1).

"One special wish is to get along especially well with others, never to be selfish or to be self-centered." (1), "Be polite and kind to each other and to be able to cooperate and get along with others." (1). Another girl stated this suggested need by wishing "To be able to get along with any kind of person." (1). Another factor of importance in getting along with others was emphasized by this girl's wish. "I want to remember to be kind and respectful of older people and not bully those younger and less fortunate than I am." (1).

The need for wider contacts appears to have been omitted by these girls' wishes "To be able to meet new people." (1), and "To have cute boys for a get together." (1).

"To be smart and popular among boys and girls" pointed toward girls' desire for approval and admiration. It was also indicated by her wish "To be attractive to all people." The statement on the questionnaire did not seem to mean the same thing to these girls.

The wish "How to write a nice letter to a boy." indicated that in wish Number 15. "To be skilled in good manners at parties, dances, school, home and in public, etc." failed to include the need for good usage in letter writing.

It was interesting to note that wish Number 17. "To have desirable

places to go." for amusement was indicated with more emphasis by the girls' wishes "To have more clubs near my home." and "I wish we could have more things in the community than we do."

In the wish Number 19. "To have accepted kind of clothes to wear for different occasions." the girls wished for pretty clothes, lots of clothes and ability to remodel clothes. One girl's wish stated very interestingly the effect of clothes upon one's poise when she wished "To be able to wear pumps and hose and not feel self-conscious." The slight emphasis placed on Number 14. "To be easy to talk to." was explained by a wish "Although I can carry on conversation with my family and friends, I find I am not gifted with the ability to talk much with strangers. This is a great handicap which I am trying to overcome."

Economic Wishes

The main emphasis from the wishes as indicated below in the area of economic wishes definitely points toward interests in getting jobs, having money and going to college or getting training in order to have financial security. The list is arranged in frequency of interest expressed.

TABLE XXVIII  
ORDER OF PREFERENCE OF SPONTANEOUS ECONOMIC  
WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Economic Wishes	Times Wished For
18.	To get best training for chosen job or vocation.	17
1.	To have own money to spend.	11
11.	To learn how to buy wisely.	2
2.	To have ways of earning in the home.	1
10.	To plan so you don't spend all your earnings at once.	1
15.	To be allowed to work away from home.	1
	Unclassified wishes on questionnaire	9
	These were classified as:	
	Earn money	3
	Get jobs	6
	Total expressed wishes	42

It was found in evaluating the wishes as chosen by the girls in relation to economic problems that the following wishes were not stated as appears on the questionnaire, but revealed a similar implication; therefore, they were added in the total times checked for wish Number 1.

Girls wished "To have own money to spend." (3) as appeared on the questionnaire in wish Number 1, but eight others stated their wishes as "I wish I had all the money I wanted." (8). All of these wishes were combined; however, the latter had a slight implication of low income status of families, whereas the former might indicate the girls' desiring independence in use of money.

Another slight variation was noted in checking of wish Number 2.



as appearing on the questionnaire "To have ways of earning in the home." three girls made the wish "I want to earn my own money." (3) without giving any idea as to how or where to earn money.

The questionnaire stated wish Number 19. as "To know how to get a job." while six girls indicated in their wishes "To get a job." (6).

Major vocational interests were shown by the following wishes: "All my desire is to teach school." (1), "To be a good stenographer." (1), "I want a good education, if I have this I might make my own dream come true, which is to own a dress shop of my own." (1), "The one desire in life is that I want to be a nurse, I want to be an army nurse." with two others expressing the same desire (3). There were the following wishes which indicated a decided interest in music: "To major in music I've taken music five years, this is my highest ambition to be an opera singer." (1), "To be a member of the Metropolitan Opera." (1), and "To sing 'Ave Maria' to a large audience." (1).

By way of explanation, fourteen girls included in the total seventeen checking wish Number 18. "To get best training for chosen job or vocation." stated their wishes as follows: "To get a high school education." (4), "To get a good education." (4), while others said that they desired "To go to college." (8).

#### Health Wishes

Girls' interest or recognition of things important to their health received less emphasis than the other four areas of personal and home living needs as revealed by the following results:

TABLE XXIX

ORDER OF PREFERENCE OF SPONTANEOUS HEALTH WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Health Wishes	Times Wished For
10.	To have good complexion.	7
9.	To have good posture.	3
4.	To be free from worry.	1
5.	To be free from nervous habits.	1
15.	To know how to care for sick at home.	1
	Unclassified wishes on questionnaire	13
	These are classified as:	
	Good health	6
	Family health	2
	Sex education	1
	Health knowledge	4
	Total expressed wishes	26

During the evaluating process of these girls' wishes in the area of health, it was found that six girls expressed wishes so general that wish Number 2. on the questionnaire had to be substituted for "Good health." (6). Therefore, with only one girl stating her wish as it appeared on the questionnaire, the totals are accounted for as stated above.

Such wishes as "For my father to have better health." (1), "To have my mother get well and strong, so she won't have to get sick any more." (1) suggests that girls realize the bad effects of ill health but may not be conscious of the needs of applying good rules in their own daily living because of the lack of actual ill health. This wish probably cuts across the area of home living as it indicates concern of parents' well being.

One girl wished "To understand sex appeal." which probably has double significance. She might desire to be attractive to boys through improving her general appearance and social graciousness, or it might be an indication that she desired to know more concerning wishes Numbers 16-19 about sex knowledge.

There was an indication by four girls wishing "To know more about health and nursing." (2) and "To know more about health." (2) that the questionnaire did not suggest health knowledge to them.

#### Home Living Wishes

In the area of home living girls seem to express their main interests in a place for home entertaining; sharing in home family decisions and home responsibilities as revealed by the following tabulation of the girls expressed wishes:

TABLE XXX  
 ORDER OF PREFERENCE OF SPONTANEOUS HOME LIVING  
 WISHES OF NINTH GRADE GIRLS

Number on Questionnaire	Home Living Wishes	Times Wished For
18.	To have a place to entertain friends.	9
19.	To have modern conveniences.	8
1.	To have a share in family decisions and responsibilities.	7
20.	To learn how to do better the jobs that go on in the home.	6
9.	To be treated as "being grown up" by family members.	6
16.	To be sure family loves and approves of you.	6
12.	To have a place for your own things.	4
6.	To get along with parents.	3
7.	To be able to get along with brothers and sisters.	3
11.	To be "left alone" to do things you like.	3
2.	To feel proud of your home and family.	2
8.	To be able to talk things over with parents.	2
4.	To have good time with family.	2
3.	To have family like your friends and your friends to like your family.	1
13.	To have things that the others leave alone.	1
	Unclassified wishes on questionnaire	17
	These are classified as:	
	More attractive home.	10
	Happy home.	1
	Own home.	4
	Fix farm.	1
	Visit home.	1
	Parent authority.	2
	Total expressed wishes	82

Even though it was possible to take many of the girls' wishes and tabulate them on the questionnaire, seventeen girls made such wishes as: "I wish I had a more attractive home." (10), "I want a happy home of my own." (1), "To own my own home." (4). "For my father to be able to fix up the farm like he wants to." (1), while another girl said "To have friends visit me in my home."

"To be allowed to have dates." (1), "To be able to go out at night." (1) might suggest an omission of parents authority on the questionnaire.

The following interesting observations were tabulated on the questionnaire but they tend to reveal the emphasis placed on the wishes as stated on the questionnaire.

"To be able to do little things without grandmother afraid I will get hurt." and "To be able to stay up after 8 o'clock." illustrate wish Number 9. "To be treated as 'being grown up' by family members."

"To be able to cook better meals." (4) and "To learn more about housecleaning." (1) were listed with the wishes related to wish Number 20. "To learn how to do better the jobs that go on in the home."

Wishes which were not related directly to the subject were: "To not have another war." (7) which might be the result of family members having served in the last war; six girls wished for "A pretty car of my own." (6), while two stated "I wish for a new car." (2)

#### Spontaneous Wishes of Tenth Grade Girls

The spontaneous wishes of the tenth grade girls will be treated as those for the ninth grade girls. It is hoped that a comparison of the two groups might reveal interesting findings which could be used as an aid in planning a homemaking program.

Personal Wishes

In the area of personal wishes, it was found that the tenth grade girls seem to place more emphasis on doing something well, in the ability to do things before others with ease, and in being well groomed as well as having a nice figure. The wishes listed below are in the order of the tenth grade girls' preferences.

TABLE XXXI

ORDER OF PREFERENCE OF SPONTANEOUS PERSONAL WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Personal Wishes	Times Wished For
1.	To be able to do something well.	15
10.	To be able to do things before others with ease.	14
20.	To be well groomed.	12
16.	To have a good figure.	12
8.	To be a good sport.	9
15.	To be pretty.	8
7.	To be able to "grin and bear it" when things go wrong.	7
13.	To understand why people act as they do.	6
19.	To be able to overcome your bad points.	5
11.	To want to go "places and do things."	5
14.	To know how to help others who are unhappy.	4
2.	To be willing to try again after failing.	3
4.	To be able to make up one's mind.	2
5.	To be satisfied with one's own choice.	1
17.	To move naturally and gracefully.	1
18.	To be able to make the most of your good points.	1
	Unclassified wishes on questionnaire	14
	These are classified as:	
	Emotional	6
	Religion	2
	Personal development	6
	Total	111

The tenth grade girls seem to reveal many of the same questionnaire omissions as the ninth grade girls, such as needs in the areas of



emotional control, religion and personal development.

One tenth grade girl presented a different emphasis in the area of emotional control: "I wish I did not have moods of depression sometimes and not be gloomy and cranky." (1). Five tenth grade girls wished to control their temper. An interesting variation of the classified wish Number 3. "To be free of making excuses for things expected of you but not done." was expressed thus: "I wish people would not always expect too much of me." (1). "I wish I wasn't so jealous over one boy in particular." suggested emotional control which cut across the area of social wishes. (1).

Religious emphasis, not classified in the questionnaire, was revealed by the following wishes: "To live a clean Christian life always." (1) and "To do better and be better in every way." (1).

Unclassified wishes, indicating desires for good dispositions and happiness, were made by four girls, while another girl's wish was stated "I want others to share my happiness." (1). An interesting variation of wish Number 14. "To know how to help others who are unhappy." is revealed by the wish "To be able to help poor orphan children." One girl made quite a comprehensive wish "To be able to meet the standards of an average American girl." which was not classified on the questionnaire. An interesting comparison might be noted concerning wish Number 1. "To be able to do something well." The tenth grade girls appeared to be more aware of this need than the ninth grade girls as it was checked fifteen times against the ninth grade girls' seven times.

#### Social Wishes

Just as the ninth grade girls, the tenth grade girls showed a greater interest in "being liked" by all as indicated by twenty-three

checks for this wish. Chosen as second major interest was to have friends. Neither of these two needs were listed on the original questionnaire, but for the sake of classification, they were added since a keen interest was revealed by the tenth grade girls during the tabulation of spontaneous wishes. The emphasis given to other wishes as found on the questionnaire will be listed in order of the tenth grade girls' preference.

TABLE XXXII

## ORDER OF PREFERENCE OF SPONTANEOUS SOCIAL WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Social Wishes	Times Wished For
*	To "be liked."	23
*	To have friends.	12
19.	To have the accepted kind of clothes to wear for different occasions.	9
10.	To be able to choose friends.	7
*	To get along with others.	5
3.	To "Be liked" by girls.	5
*	To improve my personality.	5
11.	To be able to help friends.	4
4.	To "be liked" by boys.	4
6.	To know whether or not to "go steady" with one boy or girl.	4
2.	To "be liked" by teachers and older people.	3
17.	To have desirable "places to go" for amusement.	3
13.	To be "at ease" with strangers.	3
7.	To know how to act on a date.	2
5.	To know when you are really in love.	2
1.	To have someone to confide in.	2
15.	To be skilled in good manners, at parties, etc.	2
14.	To be easy to talk to.	1
	Unclassified wishes on questionnaire	1
	Classified as:	
	Boy-girl relationship	1
Total		98

\*Wishes were additions to the questionnaire for tabulation purposes.

The tenth grade girls, in the area of social wishes, emphasized the same major omissions as were noted by the ninth grade girls. These were "To improve my personality." and "To get along with others." Since there were quite a number suggesting these areas, they were added to the original questionnaire during tabulation. An interesting variation to wish Number 7. "To know how to act on a date." was revealed by "I wish to be able to feel at ease when I'm around boys." The girls stating wishes for pretty clothes and lots of clothes were classified under wish Number 19. "To have acceptable kind of clothes to wear for different occasions." In the terms of an adolescent girl the wish having a similar emphasis to wish Number 6. "To know whether or not to 'go steady' with one boy or girl." was "To understand boys and know when they are trying 'to blow you up' or really mean what they say." Another girl expressed an uncertainty as to what to do in case of Number 6. "To know whether or not to 'go steady' with one boy or girl." I would like to know what to do and say to a boy when I think he likes me." A wish that was unclassified on the questionnaire was "I wish that I may understand boys better, to be able to talk things over with them. Also I should like for them to understand my viewpoint." (1).

#### Economic Wishes

There appeared to be more interest in gaining guidance in choosing a suitable vocation as indicated by the tenth grade girls' three greatest wishes. As stated in the wish of one girl, "I wish to be old enough to start my own life career in a way to best promote my talents and interests." Their other expressed wishes in the area of economics will be noted below in order of the girls' preferences.

TABLE XXXIII

ORDER OF PREFERENCE OF SPONTANEOUS ECONOMIC WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Economic Wishes	Times Checked
17.	To know how to get help in deciding type of job or vocation best suited to one's own ability.	5
15.	To be allowed to work away from home.	4
18.	To get best training for chosen job or vocation.	3
11.	To learn how to buy wisely.	3
1.	To have own money to spend.	2
20.	To know how to keep and advance on a job.	2
10.	To plan so you don't spend all your earnings at once.	2
14.	To learn how to save for important occasions as going to college, taking a trip, etc.	1
19.	To know how to get a job.	1
	Unclassified wishes on questionnaire	23
	These were classified as:	
	Vocations.	12
	Education.	5
	Get jobs.	6
		50
Total		50

The tenth grade girls indicated by twelve wishes a keen interest in the following vocations: sewing (1), music (2), nursing (3), physical education director (1), beautician (1), home economics teacher (1), school teacher (2) and an artist (1). In comparing the ninth and tenth grade girls expressions of types of vocations most interesting to them, there seems to be a slight indication that the tenth grade girls were more aware of a variety of vocations than the ninth. The questionnaire wish Number 19. "To know how to get a job." appearing on the questionnaire

checked by only one girl but six other girls wished "To get a job." Five girls wished to get an education which was not stated as such on the questionnaire.

#### Health Wishes

A compilation of the three greatest wishes of the ninth grade girls did not reveal a significant interest in health in any specific aspect but good health in general. A tabulation of expressed wishes in this area in order of the girls' preferences are listed below:

TABLE XXXIV

ORDER OF PREFERENCE OF SPONTANEOUS HEALTH WISHES OF TENTH GRADE GIRLS

Number of Questionnaire	Health Wishes	Times Wished For
9.	To have good posture.	3
10.	To have good complexion.	2
2.	To be full of energy and pep.	1
6.	To be free from medicine habits.	1
8.	To be clean and neat although home is not equipped to make it easy to do.	1
19.	To learn about and how to prevent venereal diseases.	1
	Unclassified wishes on questionnaire	11
	These were classified as:	
	Good health.	9
	Health of parents.	1
	Child care.	1
Total		20

The questionnaire did not have a general wish, therefore, the nine girls stating wishes of a comprehensive nature were placed among unclassified wishes. One girl wished "Mother to get well and not be sick any more." (1). Another girl checked "I wish I liked children." (1). This is an interesting note as it has been the only wish recorded either



by a ninth or tenth grade girl which gave any emphasis in child care. "To learn about and how to prevent venereal diseases." appearing on questionnaire as wish Number 18. was checked by one girl.

#### Home Living Wishes

The tenth grade girls revealed keener interest in home improvement and getting married which did not appear on the questionnaire, as indicated by the number of girls making these wishes among their three greatest wishes. The emphasis given to the questionnaire wishes in order of girls' preferences is listed below:

TABLE XXXV

#### ORDER OF PREFERENCE OF SPONTANEOUS HOME LIVING WISHES OF TENTH GRADE GIRLS

Number on Questionnaire	Home Living Wishes	Times Wished For
8.	To be able to talk things over with parents.	4
20.	To learn how to do better the jobs that go on in the home.	4
2.	To feel proud of your home and family.	3
4.	To have good time with family.	3
15.	To have parents who agree about you.	3
16.	To be sure your family loves and approves of you.	3
19.	To have modern conveniences in the home.	2
17.	To get praise and encouragement from family members when deserved.	1
18.	To have place to entertain friends.	1
3.	To have family like your friends and your friends to like your family.	1
5.	To be capable of entertaining self and friends at home.	1
6.	To get along with parents.	1
12.	To have place for own things.	1
	Unclassified wishes on questionnaire	21
	Classified as:	
	Family relationship.	2
	Own home.	11
	Marriage.	8
	Total	50



The questionnaire appeared inadequate in meeting the tenth grade girls' desires in the area of home living as indicated by such wishes as "I want to fulfill my wishes for the future, have a nice home, loving husband and couple of children, and to be able to keep house and have entertainment in my home.", "I wish when I marry that I can afford a beautiful house and put in it what I want.", "I wish that I will have a happy marriage." "I wish I had a pretty home." Two wishes made by girls which could not be classified were "That my parents could get along better instead of always fighting even though they don't mean to." (1), and "That Mother will quit working and stay home." (1). Eleven girls made wishes desiring homes while eight made definite wishes to get married.

The following wishes indicated varied interests of the girls but could not be classified.

"To own a cocker spaniel.", "To have a dog of my own.", "My main interest is to live on a ranch and have horses to ride.", "I wish I could move back to my home town." Three tenth grade girls wished for cars of their own.

One girl signified an interest in people of other lands by wishing "To know the habits, likes and dislikes of our neighbors who live 'South of the Border,' Mexico and South America, etc." It is interesting to note that this girl lived in a college community. Interviews were held with seventeen girls after the completion of the questionnaire in order to check on the clearness of the statement of the wishes included and on the care given to checking them.

The writer found that the girls seemed to understand the items and in most cases checked them thoughtfully. It will be revealed that thirty-five questionnaires were discarded as seeming unreliable.

## Summarized Comparison of Spontaneous Wishes

Given Major Emphasis<sup>9</sup> by Ninth and

Tenth Grade Girls

## Personal Wishes Listed on Questionnaire

<u>Ninth Grade</u>	<u>Times Wished For</u>	<u>Tenth Grade</u>	<u>Times Wished For</u>
To be pretty.	21	To be able to do some- thing well.	15
To be well groomed.	11	To be able to do things before others with ease.	14
To know how to help others who are unhappy.	10	To be well groomed.	12
To be able to do something well.	7	To have a good figure.	12
To have a good figure.	6	To be a good sport.	9
To be a good sport.	5	To be pretty.	8
		To be able to "grin and bear it" when things go wrong.	7
		To understand why people act as they do.	6
		To be able to overcome your bad points.	5
		To want to "go places and do things."	5
Total	<u>60</u>	Total	<u>93</u>

## Unclassified Personal Wishes

Emotional control.	6	Emotional control.	6
Better balanced living.	3	Religion.	2
Understanding people.	4	Personal development.	6
Religion.	5		
Total	<u>18</u>	Total	<u>14</u>

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9. All wishes receiving 5 or more checks have been considered as "major interests."

## Health Wishes Listed on Questionnaire

<u>Ninth Grade</u>	<u>Times Wished For</u>	<u>Tenth Grade</u>	<u>Times Wished For</u>
To have good complexion.	7		
Total	<u>7</u>	Total	<u>0</u>

## Unclassified Health Wishes

Family health.	2	Good health.	9
Health knowledge.	4	Health of parent.	1
Sex education.	1	Child care.	1
Good health.	<u>6</u>		
Total	13	Total	<u>11</u>

## Home Living Wishes Listed on Questionnaire

<u>Ninth Grade</u>	<u>Times Wished For</u>	<u>Tenth Grade</u>	<u>Times Wished For</u>
Place to entertain friends.	9		
To have modern conveniences in the home.	8		
To share in family discussions and responsibilities.	7		
To learn how to do better the jobs that go on in the home.	6		
To be treated as "being grown up" by family.	6		
To be sure your family loves and approves of you.	<u>6</u>		
Total	42	Total	<u>0</u>

## Unclassified Home Living Wishes

More attractive home.	10	Family relationships.	2
Happy home.	1	Own home.	11
Own home.	4	Marriage.	8
Fix up farm.	1		
Visitors in home.	<u>1</u>		
Total	17	Total	<u>21</u>

## Social Wishes Listed on Questionnaire

<u>Ninth Grade</u>	<u>Times Wished For</u>	<u>Tenth Grade</u>	<u>Times Wished For</u>
To be liked by everyone	30	To be liked.	23
To have friends.	17	To have friends.	12
To get along with others.	11	To have the accepted kind	
To have the accepted kind		of clothes to wear for	
of clothes to wear for		different occasions.	9
different occasions.	11	To be able to choose friends.	7
To be skilled in good man-		To get along with others.	5
ners at parties, dances.	8	To be "liked" by girls.	5
To have desirable places		To improve my personality.	5
to go for amusement.	8		
To have pleasing person-			
ality.	8		
To have someone to con-			
fide in.	8		
Total	<u>101</u>	Total	<u>66</u>

## Unclassified Social Wishes

Better citizenship.	3	Boy-girl relationship.	1
Getting along with people.	4		
Wider contacts.	2		
Total	<u>9</u>	Total	<u>1</u>

## Economic Wishes Listed on Questionnaire

<u>Ninth Grade</u>	<u>Times Wished For</u>	<u>Tenth Grade</u>	<u>Times Wished For</u>
Get best training for		To know how to get help	
chosen job or vocation.	17	in deciding type of jobs	
To have own money to spend.	11	or vocations best suited to	
		one's ability.	5
Total	<u>28</u>	Total	<u>5</u>

## Unclassified Economic Wishes

Earn own money.	3	Vocations.	12
Get jobs.	6	Educations.	5
		Get jobs.	6
Total	<u>9</u>	Total	<u>23</u>

## CHAPTER IV

## EXPRESSED OPINIONS OF ADULTS

Interviews were held with forty-one adults.<sup>1</sup> Two representatives of the North Carolina Cooperative Extension work in Agriculture and Home Economics; two representatives from the Farm Security Administration; two representatives from North Carolina Health Department; one minister; two representatives of the food industry; one director of folk school; eight principals and eight homemaking teachers of the schools included in the study and twelve mothers and three fathers of the girls included in the study. These interviews were held in most instances in the offices of the professionally trained leaders, except the ones with the parents which were carried on in their homes. In most cases the homemaking teacher or the girl herself accompanied the writer on the visit to the homes.

Since the results were expressed in such varied ways, it was felt necessary to set up schedules for tabulation. After evaluating the information obtained from interviews, the major implications suggested by the interviewee's remark were selected and used as major titles under which the suggested need was tabulated. Findings will be reported in the following tables. Notes of interest will be given after each of the five following headings personal, social, economic, health, and home living.

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1. See Appendix B.

TABLE XXXVI  
 TABULATION OF ADULTS' OPINIONS ON PERSONAL AND HOME LIVING  
 NEEDS OF NINTH AND TENTH GRADE GIRLS

Suggested Personal Needs	Times Mentioned
1. Personal appearance: personal hygiene, care of body, care of clothes and grooming.	17
2. Cultural development: music, hobbies, wider interests, beauty in surroundings, and religion.	7
3. Development of personal traits: initiative, self-confidence, ability to work with hands, thoughtfulness and consideration of others, dependability and character, neatness and orderliness.	7
4. Well-adjusted personality: good disposition, sense of humor, friendliness.	6
Total	37

The personal needs suggested by all adults seem to place emphasis on the need for helping girls improve in personal appearance, especially in body care and good grooming. The following remarks made by a health nurse and a principal stressed this point. "One of the biggest problems of young girls is poor grooming and personal hygiene." "Help girls by showing them how it is possible to stay clean even though it is difficult. Many of them have no conveniences for doing this in their homes. I have noticed that the outward appearance of the girls, in general, is quite nice but they are offenders by 'B.O.'" In the second grouping the emphasis was on cultural development, followed by development of personal traits and last, with only one less check, is the development of a well-adjusted personality.



TABLE XXXVII  
 TABULATION OF ADULTS' OPINIONS ON PERSONAL AND HOME LIVING  
 NEEDS OF NINTH AND TENTH GRADE GIRLS

Suggested Social Needs	Times Mentioned
1. Social Training: manners, overcome timidity with strangers, social experience, poise, skill in introductions and conversation, guidance in getting along with people, more wholesome contact with boys, choosing friends.	22
2. More Appropriate Clothes: correct selection of colors, style, taste in selection of materials, lack of care in dress up clothes, girls desire for lots of clothes.	13
3. More Wholesome Recreation: more facilities, variety in types, appreciation of better means of entertainment, simple self-entertainment, places for respectable entertainment.	12
4. Development of Interests Other Than Self: home and marriage, broadening experiences, get out of area and see how others live.	4
Total	51

The need for social development was given major emphasis especially in the areas of social training including manners, overcome timidity; gaining poise; ability to meet strangers; opportunities for experiences with more people; and to have wider contacts than those of their own families and neighbors. The necessity for giving aid to girls in developing better taste in clothing rated next in emphasis. The importance of appropriate clothing for good personal development of girls was explained in an interview when discussing the difficulty of parents and children understanding each other's point of view. The mother said that the daughter wanted so many clothes and was unable to understand that the family couldn't afford

to buy them. The mother, explaining to the daughter, said that she understood how the daughter felt because during her adolescence she cried many hours over not having appropriate clothes to wear, due to the family's low income. The mother indicated that the girls need to learn how to make their clothes, select clothes suitable for more than one occasion and to help girls form the habit of better clothing care.

TABLE XXXVIII

TABULATION OF ADULTS' OPINIONS ON PERSONAL AND HOME LIVING  
NEEDS OF NINTH AND TENTH GRADE GIRLS

Suggested Economic Needs	Times Mentioned
1. Low Income Status: poverty, low standard of living, ways of trying to increase family income, girls' lack of understanding of family's position.	9
2. Vocational Interests: Chance to have work experience in various type jobs, how to get job, wider range of job possibilities, guidance in choice of job, guidance in preparing for work away from home. Vocational training while in high school	8
3. Own Money to Spend: allowances, ways of earning money.	5
4. Education: ignorance of parents affects ambition of girls, girls need to get at least high school training.	4
5. Better Buymanship: responsibility for buying own clothes, wise and practical buying methods.	2
Total	28

It seemed that the adults rated the need for recognizing the results of low income status of the girls' parents and the need for helping youth with its vocational interests as the most important economic needs. They recognized also the need for experience in buying by actually having own money to spend and the need for more education so

girls' earnings could be greater. A mother indicated an economic need by stating that "It is necessary that girls have an understanding about the family money and what they could rightly expect spent upon them, especially when there are several in the family to be considered." The trained home economist suggested in the interview that many families in this area live within very limited incomes. This fact should be recognized by trained people working with families, in order that they may use their best judgment in working with the home. It is the main responsibility of these trained workers to be able to recognize what a family on low income can afford and to be able to help them to make the best possible use of their limited incomes. It was the opinion of several adult leaders that the general low educational background of the girls' parents was responsible for the girls' lack of interest in an education.

TABLE XXXIX

TABULATION OF ADULTS' OPINIONS ON PERSONAL AND HOME LIVING  
NEEDS OF NINTH AND TENTH GRADE GIRLS

Suggested Health Needs	Times Mentioned
1. Sex Education: too many children in some families, mother needs instruction in order that guidance be given girls in sex education, no modesty, girls need to learn enough to protect them.	7
2. Prenatal Care and Personal Hygiene of Mother: attitude toward the need of importance of early care.	5
3. Child Care and Training.	4
4. Better Nutrition.	3
5. Health Knowledge: home nursing and preventive medicine.	3
Total	22

The greatest need indicated in the health area was to offer instruction and guidance in sex education. Emphasis was given also to prenatal care and child care and training. Mothers showed difficulty in talking about sex, even to the writer, but they indicated in round-about terms their concern in this area.

During an interview a mother said that one important thing for girls to learn was to take care of themselves, inferring sex but never directly calling it such. She remarked that she told her daughters about such things but they paid little or no attention to her. While talking she seemed embarrassed and said that it was difficult for her to talk about such things, and that her daughter-in-law "embarrassed her to death" telling about intimate happenings in her family life. The writer noticed this same difficulty of mothers during several interviews. However, one who had gone only as far as the sixth grade in school, said that girls should be taught about sex, but thinks the best place to learn is from both parents. She remarked, in an answer to a question from the writer on whether or not to teach it in school, that it was all right, but she believed it should be taught by a qualified person.

It was interesting to note that even though better nutrition was mentioned by only three adults, two professional persons indicated the relationship of soil depletion as a possible cause of many of the problems of this area. For a number of years now the Tennessee Valley Authorities have employed specialists to do research work in this area hoping that the improvement of the soil will bring a better mode of living to the people. A need for better understanding of importance of nutrition and its relation to the soil for girls was indicated by these adults.

TABLE XL  
 TABULATION OF ADULTS' OPINIONS ON PERSONAL AND HOME LIVING  
 NEEDS OF NINTH AND TENTH GRADE GIRLS

Suggested Home Living Needs	Times Mentioned
1. Better Home Management: meal planning, use of canned goods, improved and more efficient work habits, simple down to earth food preparation, girls having experience in a homemaking cottage, improved methods of serving, cooking, housecleaning, etc., home gardening, laundering.	41
2. Home Improvement: simple home planning, home furnishing, simple inexpensive interior decoration, running water, more adequate storage space, privacy for family members, better lighting, place for girls to entertain in home, home conveniences, efficient arrangement of equipment.	38
3. Less Severity: getting little encouragement by family members, parents not inspiring girls to get further education, encouraged to stay at home, parents too bossy and domineering, complacency of parents, lack of trust by parents of girls when away from them, understanding parents, man's attitude toward woman's place in the home.	30
4. Family Good Times: meal time for family enjoyment, develop appreciation and pride in rural living, getting along better with family members, home courtesies.	13
5. Guidance for Marriage: age to marry, training for homemaking, teachers should have better understanding of girls' actual living conditions, help in choosing mate.	8
6. Home Sanitation: bathroom facilities, to get rid of flies, cleaner and neater working habits and home conditions.	7
7. Too Liberal Parents: to train girl to appreciate parents, encourage more home responsibilities of girls, blind loyalty to girls.	4
Total	141



The greatest emphasis of all the needs suggested by the adults fell in the area of home living, being mentioned 141 times. Better home management, home improvements with less parental severity lead the other classifications under home living. In the area of better home management, the need for girls to be allowed to put into practice, in their homes, more information gained through high school homemaking courses, 4H Club work and other types of training was indicated. A very active mother of several trained home economists gave a possible reason why many girls did not put their learning into practice. She stated that, due to a very small cash income in many families, the mothers couldn't allow their daughters to practice food preparation in the home. The mother felt that the food would be wasted and they had to make "every bit count." Another reason given was, in many instances the girls were slow and very messy, therefore, the mothers lacked the necessary patience to encourage home practice.

In regard to home improvement, the question was frequently raised: "Why don't these people have running water in the homes when they have a natural source of pressure in their water supply?"

Frequent observation was made on the man's lack of interest in conveniences for the home and his attitude that woman's place is in the home.

More family good times, more pride in home life, more pleasant conditions for home entertainment were recommended.

Guidance for marriage, more concern about child marriage, training for homemaking, help in choosing a mate were needs expressed by adult groups.

One comment was made which applied to the teacher's need to better understand the girls' home conditions.



Summary of Needs Expressed by Adults

Home Living Needs mentioned 141 times gave emphasis in the following order:

1. Better Home Management.
2. Home Improvement.
3. Less Parental Severity.
4. Family Good Times.
5. Guidance for Marriage.
6. Home Sanitation.
7. Too Liberal Parents.

Social Needs mentioned 51 times gave emphasis in the following order:

1. Social Training.
2. More Appropriate Clothes.
3. More Wholesome Recreation.
4. Development of Broader Interests.

Personal Needs mentioned 37 times gave emphasis in the following order:

1. Personal Appearance.
2. Cultural Development.
3. Development of Personal Traits.
4. Well Adjusted Personality.

Economic Needs mentioned 28 times gave emphasis in the following order:

1. Low Income.
2. Vocational Interests.
3. Own Money to Spend.
4. Education.
5. Better Buymanship.

Health Needs mentioned 22 times gave emphasis in the following order:

1. Sex Education.
2. Training in Prenatal Care and Child Care.
3. Nutrition.
4. Health Knowledge.

## CHAPTER V

## SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

## Background of Girls

This study was made in eight consolidated centers in Western North Carolina with ninth and tenth grade girls enrolled in homemaking classes to determine certain personal and home living needs of these girls—namely, personal, social, economic, health and home living.

The sources of data for the study were obtained through questionnaires and interviews with the girls. Interviews with community leaders, parents, principals and teachers were held to secure the opinions of these persons closely associated with these girls as to their personal and home living needs.

The girls represented in this study ranged in age from fourteen to eighteen years and lived in most cases with both parents. Most of them lived on farms, though many fathers were engaged also in non-farm occupations. Fathers provided the income in most of the homes. Eighty per cent of the mothers did not work outside the home. The family size was somewhat smaller than in other studies of rural girls, but was above the national family size average. About five per cent of the families had ten or more children in the family.

## Needs Expressed by the Girls Themselves

The questionnaire listed twenty needs in each of five areas, personal, social, economic, health and home living. The girls checked

ten in each area that were of most interest to them. Those needs which received seventy or more checks were summarized in each area. The greatest concentration of preference was indicated in the following order: economic, social, personal, health, home living. Since there were the same total number of checks in each area this would seem to indicate that in spread of interest the areas would assume the inverted order of: home living, health, personal, social, economic.

Since there were approximately the same number of girls in the ninth and tenth grades, an attempt was made to compare their emphases. The greatest concentration of checks in the two grades indicated the following sequence of areas:

<u>Ninth Grade</u>	<u>Tenth Grade</u>
Economic	Economic
Personal	Social
Social	Personal
Health	Home Living
Home Living	Health

If one assumes that this indicates a greater spread of interest in the areas where the concentration of checks was less, one would find that the widest spread of interest in the two grades fall in the inverted order of

<u>Ninth Grade</u>	<u>Tenth Grade</u>
Home Living	Health
Health	Home Living
Social	Personal
Personal	Social
Economic	Economic

The spontaneous expression of wishes would promise to give a free chance for emphasis, and as such might bring out more sharply the felt needs of the girls. A summary of the spontaneous wishes as they fell into the five areas used in the study it was found that they received the following emphasis:

<u>Ninth Grade</u>		<u>Tenth Grade</u>	
Social	110	Personal	107
Personal	78	Social	67
Home Living	76	Economic	28
Economic	37	Home Living	21
Health	20	Health	11

If one used these figures as an indication of differences of interest in the two grades, it would lead to a greater emphasis on social adjustment in the ninth grade, while in the tenth grade the greater emphasis would come in personal adjustment. The ninth grade girl would seem more concerned about home living problems than the tenth grade girls. In classifying the spontaneous wishes expressed by the girls, it was found that quite a number of them did not easily fall into the listings set up in the questionnaire. Probably this gives evidence of inadequacy in the questionnaire. For example, in the area of personal wishes, there seems to have been omitted, emotional control, religion and some other factors of personal development. In the social wishes, the girls added better citizenship, getting along with people, and wider contacts. In the economic area they added getting jobs, revealing interest in varying types of vocations, earning their own money. In the health area they added concern for health of other members of the family, and sex education.

Home living needs area was lacking in interests toward attractive homes, ownership of homes, marriage and family relationships.

In further comparison of the questionnaires of the ninth and tenth grade girls' interests in the social wishes the ninth grade girls emphasized being liked, while the tenth grade girls were more concerned with developing social graces.

In the area of economic wishes the tenth grade girls were more interested in getting and keeping a job. Both grades gave emphasis to learning to buy wisely.

In regard to health wishes both grades stressed complexion and posture. Both grades were interested in understanding small children, in wanting to be full of pep and energy and to be free from worry.

In the area of home living needs the two grades were more interested in having their families approve their friends and visa versa, and to entertain in their homes.

#### Needs Expressed by Adults

The emphasis expressed by the adults fell into the following areas: Home living, emphasizing better home management, home improvement, better parent-child relationships, guidance for marriage and home sanitation.

Social needs received next emphasis, with the items falling in the following order: social training, more appropriate clothes, more wholesome recreation, development of broader interests.

Personal needs brought out personal appearance, cultural development, development of personal traits and personality adjustment.

Economic needs expressed were: low income, vocational training,

own money to spend, more education, better training in buying.

Health needs expressed were: sex education, training in prenatal care and child care, nutrition and general health knowledge.

In the review of similar studies emphasis was placed on personal appearance, personality development, personal grooming, family relationships, personal and family health, child care, household management, food in relation to health, food preparation, food for special occasions, care and repair of clothing, consumer buying, leisure time activities, entertaining.

#### Conclusions

This study seems to justify a variation of emphasis according to grades. One planning the training program for the two grades could benefit from a careful scrutiny of the differences in interests. For example, there might be more attention to helping the ninth grade girl in making herself attractive and getting people to like her, and in helping her to adjust to her present home, while in the tenth grade an approach to plans for their own home life would be of more interest.

The total spread of subject interest does not seem so different from that indicated in the literature. Perhaps the adults give a longer range view of the particular needs of these girls when they call attention to the outstanding needs for home improvement, better parent-child relationships, guidance for marriage, sex education, better home sanitation, higher income.

If one sees the needs of these girls through the eyes of the adults the greatest emphasis would fall on home living. In actual teaching it is much easier for the teacher to reach the personal, social and household



skills, needs of the girls than it is to attack the problems of home living.

Probably the job is too large for the home economics teacher. It implies parent education, family counseling, improved economic conditions, conservation and use of resources, improved social atmosphere. It implies that the more the teacher comes into an understanding of the homes, the more she serves the homes, the greater the effect she may have on home living. Also the more closely she works with other community leaders the more successfully the job of meeting the needs of these girls and their families can be coordinated.

#### Recommendations

On the basis of the findings of this study the writer presents the following major recommendations for the improvement of the homemaking high school program in the respective areas:

Personal Area—assist students in acquiring the necessary knowledge and ability for being well groomed and for being neatly, attractively, and inexpensively clothed.

Social Area—assist students in securing and practicing accepted social knowledge adapted to their way of living, stressing the need of active participation in home, school, and community activities.

Economic Area—helping students in making themselves employable, giving them the basic information for vocational guidance and teaching them the basic principles of home management and wise buying.

Health Area—assist in developing a better appreciation of personal principles and practice good health and sanitation in the home and community.

Living Area—assist students in developing a deep appreciation

for their homes, family and community, helping them to discover and use wisely available resources.

Likewise, this study brought out the need for all rural community workers in educational, health, welfare and church work to be especially trained in rural problems and for working out these problems together.

Further, it is recommended that the colleges offer extension courses to rural community leaders that would give them the background and techniques for improving rural family living or guiding joint and cooperative projects.

The following studies are suggested as outgrowths of this study:

1. that similar studies be conducted in representative sections of North Carolina in order to obtain a total picture of the personal and home living needs of the high school girl.
2. that a study of existing homemaking programs in the high schools of the western section of the state be made of the carry-over value of the instruction offered to the students.
3. that a similar study be carried on with adults as a comparison with the needs of the high school girls.
4. that a study be made of inexpensive ways and means for improving rural housing for more successful family living.

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APPENDIXES

APPENDIX A

LETTERS TO PARTICIPANTS

STATE OF NORTH CAROLINA  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH

104

Nov '49

February 26, 1946

Dear

Miss Catherine T. Dennis, State Supervisor of Homemaking Education, approved the selection of your school as a center in which a study of the needs of the rural girl might be made.

Since I have been working very closely with teachers of homemaking in this area, who instruct girls in personal and family development, I have become more interested in the girls' actual personal and home living needs.

In order to find out these needs and the implications toward improving the homemaking program, I have constructed a questionnaire that ninth grade girls might check in one class period. For this questionnaire to be given without influencing the students' reactions I should like to give it myself. The questionnaire is not to be signed and is not intended to be a personal check upon the teacher's efficiency. It has been primarily designed to find out from students what they themselves think they need.

It would be of help to me if you and your homemaking teacher would allow me to use one ninth grade class period. I prefer selecting the section, if agreeable with the two of you.

In order to recheck against what the students feel are their needs, I would like to have at least a thirty-minute individual interview with you and your homemaking teacher. I am interested in knowing what you feel are the basic personal and home living needs of the rural girls in western North Carolina. If you would be so kind as to grant this request, I would like to have a conference with you while in the school on \_\_\_\_\_. I am enclosing a self-addressed postal card for your use in replying. A similar letter will be sent to your homemaking teacher asking her cooperation in making this study as soon as I receive the enclosed card from you.

I will greatly appreciate your cooperation because without the opinion of people with your knowledge and experience, this study will be of little value.

With kindest regards, I am

Sincerely yours,

Sarah Burton Jenkins  
Assistant State Supervisor  
Home Economics Education

STATE OF NORTH CAROLINA  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH

104

Nov '49

February 26, 1946

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I will greatly appreciate your cooperation because without the opinion of people with your knowledge and experience, this study will be of little value.

With kindest regards, I am

Sincerely yours,

Sarah Burton Jenkins  
Assistant State Supervisor  
Home Economics Education

It is agreeable with me for you to carry out the proposed study in \_\_\_\_\_ School. I will be glad to have an interview with you on \_\_\_\_\_, 1946 in my office at \_\_\_\_\_ o'clock.

\_\_\_\_\_  
Principal, \_\_\_\_\_ High School



STATE OF NORTH CAROLINA  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH

105

Nov '49

Dear

Upon permission of Mr. \_\_\_\_\_, County Superintendent, and Mr. \_\_\_\_\_, your principal, I am asking you to cooperate with me in making a study of the personal and home living needs of the rural girl.

The purpose of this study is to collect data which will be helpful in improving the homemaking program in this area.

The extent of the work will be to permit me to have the students in one ninth and tenth grade homemaking class to fill out a questionnaire; to allow me to interview three selected students from a ninth grade section; and to give me about one half an hour of your time in order that I may secure your opinion on the personal and home living needs of these girls. I trust you will be willing to take some time from your many regular duties to assist me in getting this information.

I will greatly appreciate any cooperation you may be able to render me, because without the opinion of those actually working with these girls, this study will be of very little value.

With kindest regards, I am

Sincerely,

Sarah Burton Jenkins  
Assistant State Supervisor  
Home Economics Education

Please give me the following information about your  
\_\_\_\_\_ grade homemaking classes only.

<u>Periods</u>	<u>Time Class Period Begins</u>	<u>No. Enrolled</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Mailing \_\_\_\_\_ Signature \_\_\_\_\_  
Address \_\_\_\_\_ of Teacher \_\_\_\_\_

STATE OF NORTH CAROLINA  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH

106

28 Nov '49

March 9, 1946

Dear

For the past several years I have been working very closely with the high school homemaking programs in twenty-two counties in this area. Therefore, I am most interested in becoming more familiar with the personal and home living needs of the rural high school girl of this section. In order for me to accomplish this objective I am making a survey of these needs through interviewing persons who are at present working closely with these girls or their families. These data will be used as a basis in assisting with the improvement of the homemaking instructional program of the high schools in this area.

Since you are a person very familiar with the individual and home living conditions of girls in this area, would you be so kind as to give me one-half an hour of your time to express your opinion of the basic personal and home living needs of the rural high school girl in western North Carolina? I would like to call on you \_\_\_\_\_, \_\_\_\_\_, 1946, at \_\_\_\_\_ o'clock.

If you can have a conference with me at this time, I will greatly appreciate it, because without the opinion of people with your knowledge and experience, this survey will be of little value.

I am enclosing a self-addressed postal card for your use in replying to this request.

With kindest personal regards, I am

Sincerely yours,

Sarah Burton Jenkins  
Assistant State Supervisor  
Home Economics Education

SBJ:rfg  
Enclosure

It will be convenient for me to have a conference with  
you on \_\_\_\_\_, \_\_\_\_\_, 1946, at \_\_\_\_\_  
o'clock in my office or \_\_\_\_\_.

Just at this time it will not be convenient for me to see  
you, but if you can arrange, I can have conference with  
you on \_\_\_\_\_, \_\_\_\_\_, 1946 in my  
office or \_\_\_\_\_.

Signature \_\_\_\_\_

STATE OF NORTH CAROLINA  
DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH

107

28 Nov '49

April 15, 1946

Dear

Will it be possible for you to arrange to take me to the homes of the girls with whom I had conferences on the day I administered the questionnaire in your school? Their questionnaire numbers are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. I will reimburse you for the miles traveled at our regular reimbursement rate of five cents per mile. However, if it isn't convenient for you, please do not hesitate to say so, as I will thoroughly understand. I will appreciate very much a reply from you, saying that it is agreeable for me to return to your school. You will find a self-addressed postal to use in replying.

Please accept my sincere appreciation for your fine cooperation in helping me to carry on this study.

Sincerely,

Sarah Burton Jenkins  
Assistant State Supervisor  
Home Economics Education

## APPENDIX B

## PARTICIPANTS INTERVIEWED

- A. Mrs. Bradley - - - - - Dietetian, Goode's Drug Store  
Asheville, North Carolina
- B. Miss Mary Cornwell - - - - - Home Demonstration Agent, Cherokee  
County, Murphy, North Carolina
- C. Miss Daisy Caldwell - - - - - Home Supervisor, Farm Security  
Administration, Macon County,  
Franklin, North Carolina
- D. Mr. D. F. Folger - - - - - Director, John C. Campbell Folk  
School, Brasstown, North Carolina
- E. Mrs. Hicks - - - - - Health Nurse, Swain County,  
Bryson City, North Carolina
- F. Mr. Mallory - - - - - Personnel Director, S. & W.  
Cafeteria, Asheville, North Car.
- G. Rev. Morgan - - - - - Minister, Franklin Episcopal  
Church, Franklin, North Carolina
- H. Miss Bertha Profitt - - - - - Home Supervisor, Farm Security  
Administration, Buncombe County,  
Asheville, North Carolina
- I. Miss Sneed - - - - - Health Nurse, Cherokee County,  
Murphy, North Carolina
- J. Miss Jean Steele - - - - - Home Demonstration Agent, McDowell  
County, Marion, North Carolina
- A. Mrs. Ruth Bristol - - - - - Homemaking Teacher, Andrews High  
School, Andrews, North Carolina
- B. Miss Mary Campbell - - - - - Homemaking Teacher, Crossnore  
High School, Crossnore, North  
Carolina
- C. Mrs. Lois Dempsey - - - - - Homemaking Teacher, Candler High  
School, Candler, North Carolina



- D. Mrs. Nannie Hogan - - - - - Homemaking Teacher, Barnardsville High School, Barnardsville, North Carolina
- E. Miss Vailet Navy - - - - - Homemaking Teacher, Mars Hill High School, Mars Hill, North Carolina
- F. Mrs. Katherine O'Neil - - - - - Homemaking Teacher, Franklin High School, Franklin, North Carolina
- G. Mrs. Elizabeth H. Ried - - - - - Homemaking Teacher, Webster High School, Webster, North Carolina
- H. Miss Lois Turbfill - - - - - Homemaking Teacher, Pleasant Gardens High School, Pleasant Gardens, North Carolina
- A. Mr. Fred Anderson - - - - - Principal, Barnardsville High School, Barnardsville, North Carolina
- B. Mr. Frank Crawford - - - - - Principal, Webster High School, Webster, North Carolina
- C. Mr. Fink - - - - - Principal, Crossnore High School, Crossnore, North Carolina
- D. Mr. Frank C. Hill - - - - - Principal, Candler High School, Candler, North Carolina
- E. Mr. George C. Hill - - - - - Principal, Franklin High School, Franklin, North Carolina
- F. Mr. Isham Hudson - - - - - Principal, Andrews High School, Andrews, North Carolina
- G. Mr. O. E. Roberts - - - - - Principal, Mars Hill High School, Mars Hill, North Carolina
- H. Mr. Young - - - - - Principal, Pleasant Gardens High School, Pleasant Gardens, North Carolina
- A. Mrs. Allen - - - - - Mother, Barnardsville, North Carolina

- B. Mrs. Ballard - - - - - - - - - - -Mother, Barnardsville, North  
Carolina
- C. Mrs. Breedlove - - - - - - - - - - -Mother, Andrews, North Carolina
- D. Mrs. Henson- - - - - - - - - - -Mother, Webster, North Carolina
- E. Mrs. Higdon- - - - - - - - - - -Mother, Webster, North Carolina
- F. Mrs. Ingram- - - - - - - - - - -Mother, Crossnore, North Carolina
- G. Mrs. Lemmons - - - - - - - - - - -Mother, Andrews, North Carolina
- H. Mrs. Lippe - - - - - - - - - - -Mother, Crossnore, North Carolina
- I. Mrs. Loftis- - - - - - - - - - -Mother, Webster, North Carolina
- J. Mrs. Morrison- - - - - - - - - - -Mother, Franklin, North Carolina
- K. Mrs. Nichols - - - - - - - - - - -Mother, Andrews, North Carolina
- L. Mrs. Waycaster - - - - - - - - - - -Mother, Barnardsville, North  
Carolina
- 
- A. Mr. Nichols- - - - - - - - - - -Father, Andrews, North Carolina
- B. Mr. Sisks- - - - - - - - - - -Father, Candler, North Carolina
- C. Mr. Waycaster- - - - - - - - - - -Father, Barnardsville, North  
Carolina

R28.Nov'49

APPENDIX C

QUESTIONNAIRE USED

PERSONAL AND HOME LIVING

Questionnaire

Personal Data:

Name of School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Occupation of Father \_\_\_\_\_ Occupation of Mother \_\_\_\_\_

Number of Brothers: Younger \_\_\_\_\_ Older \_\_\_\_\_  
Number of Sisters: Younger \_\_\_\_\_ Older \_\_\_\_\_

With whom do you live? Both Parents \_\_\_\_\_  
Mother \_\_\_\_\_  
Father \_\_\_\_\_  
Both Grandparents \_\_\_\_\_  
Grandparent (which) \_\_\_\_\_  
Others (list) \_\_\_\_\_  
Who contributes to family income? Father \_\_\_\_\_  
Mother \_\_\_\_\_  
Brother \_\_\_\_\_  
Sister \_\_\_\_\_  
Others (list) \_\_\_\_\_

Do you live: In town? \_\_\_\_\_ On Farm? \_\_\_\_\_

Do your parents: Own home? \_\_\_\_\_ Rent home? \_\_\_\_\_

Directions:

All young people, one time or another, have wished that they could be beautiful, rich, smart and popular, etc. If you were granted the power to "wave a magic wand" and have your wish come true, which ten items would you check under each group listed below?

Place a plus (+) in the blank space beside ten items which to you are your greatest wishes or desires.

Before checking any one item read over the entire list carefully and thoughtfully so that you will be better able to check your ten greatest wishes or desires.

PART I

Personal Wishes:

- \_\_\_ 1. To be able to do something well.
- \_\_\_ 2. To be willing to try again after failing.
- \_\_\_ 3. To be free of making excuses for things expected of you but not done.

-2-

- 4. To be able to make up one's mind.
- 5. To be satisfied with one's own choices.
- 6. To be able to stick to a job until it is finished.
- 7. To be able to "grin and bear it" when things go wrong.
- 8. To be a good sport.
- 9. To be able to see the funny side of things.
- 10. To be able to do things before others with ease.
- 11. To want to "go places and do things". (New experiences)
- 12. To believe in people.
- 13. To understand why people act as they do.
- 14. To know how to help others who are unhappy.
- 15. To be pretty.
- 16. To have a good figure.
- 17. To move naturally and gracefully.
- 18. To be able to make the most of your good points.
- 19. To be able to overcome your bad points.
- 20. To be well groomed.

Remarks:

Social Wishes:

- 1. To have someone to confide in.
- 2. To "be liked" by teachers and older people.
- 3. To "be liked" by girls.
- 4. To "be liked" by boys.
- 5. To know when you are really in love.
- 6. To know whether or not to "go steady" with one boy or girl.
- 7. To know how to act on a date.
- 8. To know how your associates feel about petting and necking.

-3-

- 9. To understand the reasons back of our "moral standards".
- 10. To be able to choose friends.
- 11. To be able to keep friends.
- 12. To belong to clubs and groups.
- 13. To be "at ease" with strangers.
- 14. To be easy to talk to.
- 15. To be skilled in good manners at parties, dances, school, home and in public, etc.
- 16. To know how to give parties.
- 17. To have desirable "places to go" for amusement.
- 18. To know interesting and thrilling things to do when you "don't have to do anything". (leisure time)
- 19. To have the accepted kind of clothes to wear for different occasions.
- 20. To know how to use beauty aids to improve self.

Remarks:

Economic Wishes:

- 1. To have own money to spend.
- 2. To have ways of earning in the home.
- 3. To be allowed freedom in use of money.
- 4. To get advice and help in spending money.
- 5. To be able to get at once what you need.
- 6. To be able to accept one's own family income without being sorry for self or unhappy.
- 7. To be able to understand parent's viewpoint when it deprives you of your wants and desires.
- 8. To see family's money need as a whole without being selfish or self-centered.
- 9. To have a say or share in making decisions regarding the use of the family's spending.
- 10. To plan so you don't spend all your earnings at once.
- 11. To learn how to buy wisely.



- 12. To know when and how to borrow, loan, deposit money.
- 13. To learn how to use credit.
- 14. To learn how to save for important occasions as going to college, taking a trip, etc.
- 15. To be allowed to work away from home.
- 16. To know about various types of jobs and vocations, their requirements, pay, advancement possibilities, etc.
- 17. To know how to get help in deciding type of jobs or vocations best suited to one's ability and interest.
- 18. To get best training for chosen job or vocation.
- 19. To know how to get a job.
- 20. To know how to keep and advance on a job.

Remarks:

Health Wishes:

- 1. To learn and practice good eating habits.
- 2. To be full of energy and pep.
- 3. To be able to relax and sleep well.
- 4. To be free from worry.
- 5. To be free from nervous habits (biting finger nails, handling beads, drumming on table, etc.).
- 6. To be free from "medicine habits" (using aspirin and laxatives).
- 7. To understand the doctor's reasons for advising young people against smoking and drinking.
- 8. To be clean and neat, although home is not equipped to make it easy to do.
- 9. To have good posture.
- 10. To have good complexion.
- 11. To know how to protect self and others from common diseases (tuberculosis, common cold, small pox, diphtheria, typhoid fever, heart trouble, cancer, etc.).
- 12. To have all body defects (teeth, eyes, tonsils, etc.) corrected.

- \_\_\_ 13. To know how to prevent accidents.
- \_\_\_ 14. To know enough about first aid to be of help in an emergency.
- \_\_\_ 15. To know how to care for sick at home.
- \_\_\_ 16. To understand about own sexual development.
- \_\_\_ 17. To understand human reproduction.
- \_\_\_ 18. To understand prenatal development and maternal care.
- \_\_\_ 19. To learn about and how to prevent venereal diseases.
- \_\_\_ 20. To understand small children so I will be better able to care for them.

Remarks:

Home Living Wishes:

- \_\_\_ 1. To have a share in family decisions and responsibilities.
- \_\_\_ 2. To feel proud of your home and family.
- \_\_\_ 3. To have family like your friends and your friends to like your family.
- \_\_\_ 4. To have good time with family.
- \_\_\_ 5. To be capable of entertaining self and friends at home.
- \_\_\_ 6. To get along with parents.
- \_\_\_ 7. To be able to get along with brothers and sisters.
- \_\_\_ 8. To be able to talk things over with parents.
- \_\_\_ 9. To be treated as "being grown up" by family members.
- \_\_\_ 10. To get advice from family only when wanted.
- \_\_\_ 11. To be "left alone" to do things you like.
- \_\_\_ 12. To have a place for own things.
- \_\_\_ 13. To have things that the others leave alone.
- \_\_\_ 14. To have a place to carry on various interests and hobbies.
- \_\_\_ 15. To have parents who agree about you.
- \_\_\_ 16. To be sure your family loves and approves of you.
- \_\_\_ 17. To get praise and encouragement from family members when deserved.

-6-

- 18. To have place to entertain friends.
- 19. To have modern conveniences in the home.
- 20. To learn how to do better the jobs that go on in the home.

Remarks:

PART II

For you to have a chance to add wishes which are your greatest personal and home living desires, please decide upon three wishes and write them in the space beneath. You may add three which haven't been mentioned or select from the groups any three wishes which mean more to you than any of the others.