

FACTORS INFLUENCING THE ELECTION OF HOME MAKING
EDUCATION IN CERTAIN HIGH SCHOOLS OF VIRGINIA

by

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TABLE OF CONTENTS

	Page
LIST OF TABLES	3
ACKNOWLEDGEMENTS	4
Chapter	
I. INTRODUCTION	5
PURPOSES OF STUDY	8
LIMITATIONS OF THE STUDY	9
II. REVIEW OF LITERATURE	10
III. METHOD OF PROCEDURE	18
IV. DISCUSSION OF RESULTS	20
V. SUMMARY AND IMPLICATIONS OF FINDINGS	50
BIBLIOGRAPHY	57
VITA	60
APPENDICES	61

LIST OF TABLES

Table	Page
1. NUMERICAL VALUES ASSIGNED TO ALPHABETICAL GRADES TO OBTAIN SCHOLASTIC AVERAGES	22
2. A COMPARATIVE ANALYSIS OF THE EFFECT OF 8th GRADE INTRODUCTORY HOMEMAKING EDUCATION ON FUTURE ELECTION OF THE THREE YEAR HOMEMAKING EDUCATION PROGRAM	24
3. AN ANALYSIS OF HOW THE VARIETY OF REQUIRED AND ELECTIVE COURSES PROVIDED BY A SCHOOL WAS RELATED TO THE ENROLLMENT OF HOMEMAKING EDUCATION	27
4. THE EXTENT TO WHICH ELECTIVES OTHER THAN HOMEMAKING EDUCATION WERE CHOSEN BY STUDENTS IN HIGH SCHOOL	31
5. POST HIGH SCHOOL PLANS OF 310 SENIOR GIRLS INCLUDED IN THE STUDY	33
6. THE EXTENT TO WHICH STUDENTS ELECTED HOMEMAKING EDUCATION BY GRADES	34
7. THE EXTENT TO WHICH GIRLS ELECTED HOMEMAKING EDUCATION IN RELATION TO OCCUPATION OF MOTHERS	36
8. SUMMARY OF THE FACTORS THAT INFLUENCED 225 STUDENTS TO ELECT COURSES IN THE HOMEMAKING EDUCATION PROGRAM	38
9. SUMMARY OF THE FACTORS THAT INFLUENCED 85 STUDENTS NOT TO ELECT COURSES IN THE HOMEMAKING EDUCATION PROGRAM	41
10. STUDENTS' OPINION AS TO WHETHER HOMEMAKING EDUCATION SHOULD BE TAKEN BEYOND THE EIGHTH GRADE	44
11. HOW 310 STUDENTS THINK HOMEMAKING EDUCATION CLASSES COULD BE MADE MORE INTERESTING . . .	47
12. THE EXTENT TO WHICH 310 GIRLS FELT MORE TIME SHOULD BE SPENT ON CERTAIN AREAS OF HOMEMAKING EDUCATION	49

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CHAPTER I

INTRODUCTION

Most girls now enrolled in high school will ultimately have some responsibility for establishing and maintaining a home and the majority will devote a major part of their lives to a career of homemaking. Even those who devote a greater portion of their time to some other career, will nevertheless devote many hours daily to homemaking activities. Therefore, since homemaking is one responsibility that all girls will assume to some degree during their lifetime, every girl should have some preparation for carrying out this responsibility.

The program of instruction in homemaking education recommended by the State Department of Education in Virginia¹ provides many opportunities for girls to acquire training in homemaking and to become proficient in using the knowledge and skills they will need in assuming the responsibilities of a homemaker. This recommended state program includes the following areas of study in homemaking: selection, purchase, preparation, serving, conservation and storage of food for the family, care and guidance of children, selection and care of

¹Virginia State Department of Education, Tentative Curriculum Materials, Homemaking Education, June, 1955.

the house and of its furnishings; choosing, using and caring for home equipment; maintenance of health and home safety; home care of the sick and first aid; management of the home, the conservation and wise use of energy, time and money by family members; and selection and provision of educational and recreational experiences by family members. The content of such courses without doubt, would be valuable for all girls.

According to the 1956-57 preliminary reports from Auburn, Christiansburg, Alleghany District, Rural Retreat, George Wythe, Jackson Memorial, Hillsville, Woodlawn and Radford City high schools on enrollment in homemaking education, exclusive of the eighth grade introductory course, the average number of girls enrolled in these schools who took advantage of the course being offered represented forty-four per cent. The failure of more girls to elect the homemaking education course has been a matter of concern to all persons responsible for the administration and development of homemaking education programs as well as to this investigator.

This study was made to obtain information regarding factors which influenced high school girls in the four school divisions, mentioned above, to elect or not to elect homemaking education classes.

The author believed that the factors affecting the election of homemaking education might be determined from what girls said were their reasons for election or non-election of homemaking education and that these findings could be used as

a basis for determining where modifications in the course are needed for improving and strengthening the homemaking education program in these divisions.

Several other studies have been made in other states and one in Arlington, Virginia in relation to this problem. However, the author believed that the situations in the schools selected for this particular study may differ from those in the other studies and therefore a study of the southwest Virginia section might be of value to those concerned with education for home and family life in this part of the state.

The people of the area chosen for this study, which includes Radford City and Carroll, Wythe and Montgomery Counties, are predominately white native Americans. Although these counties are primarily rural, about half of Wythe's and Carrolls' farms are operated on a part-time basis by people employed elsewhere. Though Montgomery County is well adapted to farming and some farming is engaged in, manufacturing plants are scattered over the area, especially in Radford and in Christiansburg which are situated in Montgomery County and many of the people of this location are employed in these plants.

The average annual income of the residents of the counties, included in this study was found to be \$589².

²Virginia Department of Conservation and Development, Economic Data, Carroll County, No. 18, 1951, Economic Data, Montgomery County and Radford City, No. 61, 1951, Economic Data, Wythe County, No. 99, 1954.

which is below the state average annual income of \$959³. The families of Radford City however were found to have an average income of \$1,167⁴.

Arlington County on the other hand is a highly urbanized area to which many educated people from all over the United States have migrated to take government jobs and has an average annual income of \$1,527⁵. Due to the differences in income, urbanization and occupations of the people in these two areas there might be some differences in reasons for the election or the non-election of homemaking education by girls in these high schools.

The purposes of this study were therefore:

To determine why some girls elected homemaking education.

To determine why other girls did not elect homemaking education.

To determine the effect of the academic requirements, in the schools studied, on the election or non-election of homemaking education.

To determine what recommendations could be made in light of the findings which if followed might result in a larger proportion of students electing homemaking education.

³Ibid.

⁴Virginia Department of Conservation and Development, Economic Data, Montgomery County and Radford City, No. 61, 1951.

⁵U. S. Bureau of Census, Characteristics of Population, 1952 Census of Population, No. 46, 1952.

Limitations of the Study

This study was limited to the senior girls of the Radford City, Hillsville, Christiansburg, Alleghany District, Auburn, Woodlawn, Jackson Memorial, Rural Retreat, and George Wythe high schools.

CHAPTER II

REVIEW OF LITERATURE

Several investigations throughout the country have been made of reasons why girls do and do not elect homemaking education courses. One of these, already mentioned, was made in the Washington and Lee High School, Arlington, Virginia, a school situated in a highly urbanized area, quite different in economic and sociological nature from the area chosen for this study. To avoid confusion and monotony in repetition of the names of investigators who have made similar studies, all findings from the eleven studies reviewed will be identified only by number in the discussion with the sources of authority given at the end of the chapter.

Four of the eleven investigators (1), who made similar studies, found students were taking homemaking education primarily because of their own interest in the subject. Three others (2) also found personal interest to have had a favorable influence on the election of homemaking education.

The influence of parents was found to be the second most important factor causing the students of California (3) to elect homemaking education. Two other investigators (4) also found parental influence to be a contributing factor to the election of the course while still another (5) found that

mothers influenced more girls to take homemaking education than did any other group. On the other-hand one study (6) indicated that friends of the girls in this study had more influence upon their election of homemaking education than did parents while in contrast another (7) found only a small per cent taking homemaking education because their friends were doing so. One (8) investigator found that the advice and influence of boy and girl friends both encouraged and discouraged the election of homemaking education.

Homemaking teachers, one investigator (9) said, both aided and hindered in the election of homemaking education. She also found that dislike of the homemaking education teacher had caused some students not to elect the course.

Other teachers, counselors, principals and superintendents were found to influence both favorably and unfavorably the election of homemaking education. One investigator (10) found counselors both encouraged and discouraged the election of homemaking education while another (11) found almost no students had been influenced by counselors. Two investigators (12) indicated only a very small percentage of those included in their studies had been encouraged by other teachers to elect homemaking education. Other students, parents and school personnel, one investigator (13) found, had only slightly influenced students included in her study, to elect homemaking education.

General requirements and college preparatory requirements together with class scheduling were found by most of

these studies to have had an influence upon the election of homemaking education. One researcher (14) wrote that school requirements both favorably and unfavorably affected the election but that students' programs were sometimes too full to permit taking homemaking education courses. Five of the eleven (15) found it to be difficult for students to include homemaking education in programs because of the necessity of meeting college entrance requirements. Two of the eleven investigators (16) found some girls enrolled in homemaking education because of a need for the credit, while still other students felt it was a "snap" course. One study (17) made of college freshmen, found 72 per cent had not elected any homemaking education when in high school. Of this number, 25 per cent said they could not because of conflicts in the schedule, 25 per cent said they chose their electives in the field in which they planned to major in college and another 20 per cent indicated that their parents thought they could receive adequate homemaking education training at home. Interest in fields other than homemaking education seemed to influence more girls in one study (18) against taking homemaking education than any other single factor. The same study also revealed that a large number elected subjects in the field in which they planned to major in college.

The investigation made in Arlington County (19) showed that only 28.7 per cent of the girls who elected homemaking

education in the Washington and Lee High School did so because they enjoyed the homemaking education they had taken previously. The same study revealed that those who had last taken homemaking education in the 10th, 11th or 12th grades were more apt to say they enjoyed homemaking education than those who last elected it in the 7th and 8th grades. Findings of two of the eleven investigators (20) indicated that student satisfaction with past homemaking education courses caused its election or non-election in the senior high school.

One investigator (21) found some girls not electing homemaking education because of an actual dislike for it. She also said the fact that students found homemaking education useful and interesting or fun were reasons for their liking it. Another study (22) indicated some students who did not elect homemaking education failed to do so because they felt the course was not practical. Students, two researchers (23) found, felt subjects other than homemaking education would prepare them better for getting jobs. One study (24) also revealed that students whose mothers were full-time homemakers indicated more frequently that they saw no relation between homemaking education and their chosen vocation than did those whose mothers were working for pay.

Three investigators (25) found girls did not elect homemaking education because they thought they had learned much or all that a homemaking course could give. Four others (26) also found they felt they could acquire the information

elsewhere.

One researcher (27) found that apparently homemaking education had more appeal to students with low I. Q.s'. The I. Q. of senior girls she studied who were taking homemaking education was significantly lower than the I. Q. of those not enrolled in the homemaking education course.

A desire to share more responsibilities in the home, two investigators (28) found, prompted girls to enroll in homemaking education. They also found others enrolling because they felt a need for homemaking training to share their present home responsibilities. Another investigator (29) found 64 per cent of the girls in her study checked as a reason for election, "I thought it would be of help to me".

In some of the studies thoughts of the future were found to have favorably influenced the election of homemaking education. Two studies (3) found girls electing homemaking education because they felt a need for it as preparation for marriage. Another investigator (31) found those girls who elected homemaking education courses in her study did so because they thought it would help in later years, help in personal and family living and because of their desire to establish a happy home and to become a good wife. Probably girls in Arlington felt homemaking education would be useful in making a home as the investigator (32) found that 47.7 per cent of girls who had taken homemaking education reported plans to marry, while only 42 per cent of those who had

taken no homemaking education were planning marriage as a part of their future.

Thus it may be seen from the number of recent studies and the findings of these studies that there is concern about the non-election of so vital a field of learning as homemaking education. This investigator hoped that the study herein undertaken might throw light on any problems peculiar to the Virginia Program of Homemaking Education.

Citation of Studies referred to in Chapter II

¹Myrtle Oakley Hall, "A Study of Factors Which Had Influenced the Election of Home Economics by Senior Girls in the Washington and Lee High School, Arlington, Virginia" (unpublished Master's thesis, Library, University of Tennessee, 1955)

¹Jo Moses Covey, "Factors Influencing the Election of Homemaking in Five Bowie County Schools" (unpublished Master's thesis, Library, Texas State College for Women, 1949)

¹Barbara Ferester, "Why Girls Do Not Elect Home Economics in Senior High School" (issued in completion of Education 503, Library, Pennsylvania State University, 1956)

¹Olive A. Hall, "What's the Next Move in Homemaking Education? (California State Department of Education, 1955)

²Susan Hammer, "Reasons Why Girls Elect Homemaking in Martinsburg High School" (unpublished Master's thesis, West Virginia University, 1949)

²Elizabeth Morgan, "An Analysis of Reasons Why Students Do Not Elect Home Economics in Morgantown High School with Implications for the Home Economics Curriculum" (unpublished Master's thesis, West Virginia University, 1949)

²Doris E. Dean, "The Factors Influencing the Election of Homemaking by Students in the Neward High School, with Implications for Curriculum Development" (unpublished Master's thesis, University of Delaware, 1949)

³O. Hall, op. cit.

⁴Hammer, op. cit.

⁴Morgan, op. cit.

⁵M. Hall, op. cit.

⁶Covey, op. cit.

⁷M. Hall, op. cit.

⁸O. Hall, op. cit.

⁹Ibid.

¹⁰Ibid.

¹¹M. Hall, op. cit.

¹²Covey, op. cit.

¹³Ferester, op. cit.

¹⁴O. Hall, op. cit.

¹⁵Ferester, op. cit.

¹⁵Covey, op. cit.

¹⁵Hammer, op. cit.

¹⁵Lum Chew Ho, "Some Factors Affecting the Election of Homemaking Courses as Interpreted from Check-Lists of 272 Seniors in Ithaca High School" (unpublished Master's thesis, Cornell University, 1955)

¹⁵Morgan, op. cit.

¹⁶Hammer, op. cit.

¹⁶Morgan, op. cit.

¹⁷Doris Davis, "A Study of Homemaking Units Presented by 420 Freshmen for Entrance to the University of Texas and Reasons Given by Others for Not Electing Homemaking in High School, (unpublished Master's thesis, University of Texas, 1949)

¹⁸M. Hall, op. cit.

¹⁹Ibid.

²⁰Dean, op. cit.

²⁰Morgan, op. cit.

²¹Clara Brown Arny, The Effectiveness of the High School Program in Home Economics (Minneapolis: University of Minnesota Press, 1952).

²²Covey, op. cit.

²³Ho, op. cit.

²³Camille Graves Bell, "A Survey of the Enrollment in the Vocational Homemaking Program in Texas High Schools in Areas I and II with a Study of Reasons for the Enrollment and Recommendations to be Made" (unpublished Master's thesis, Texas Technological College, 1949)

²⁴Ferester, op. cit.

²⁵Morgan, op. cit.

²⁵Ho, op. cit.

²⁵O. Hall, op. cit.

²⁶Ferester, op. cit.

²⁶M. Hall, op. cit.

²⁶Hammer, op. cit.

²⁶Ho, op. cit.

²⁷Arny, op. cit.

²⁸Morgan, op. cit.

²⁸Hammer, op. cit.

²⁹M. Hall, op. cit.

³⁰Morgan, op. cit.

³⁰Hammer, op. cit.

³¹Ho, op. cit.

³²M. Hall, op. cit.

CHAPTER III

METHOD OF PROCEDURE

Through the cooperation of Mrs. Rosa H. Loving, State Supervisor of Home Economics Education, permission to conduct a study of factors influencing the election of homemaking education was secured from the division superintendents and principals of the schools selected for the purpose.

As a basis for planning the questionnaire to be used in securing the needed information, similar studies were read and suggestions from homemaking education teachers, principals and the superintendent of Floyd County were used. The girls of Check High School in Floyd County were selected for the purpose of trying out the first draft of the questionnaire since they were close enough for easy contact by the author. After this try out of the questionnaire the necessary revisions were made.

The revised questionnaire was then administered to a total of 310 senior girls in the schools selected for the study. In each instance the principal of the school involved, called all senior girls together at which time the investigator explained to them the purposes of the study and asked for their cooperation in giving frank answers. While the students recorded their answers the investigator was present

to answer any questions which seemed not to be clear to them and to encourage them to answer in full all parts of the questionnaire. On a second trip to each school information was secured from the school records on the I. Q. and the scholastic average of each girl included in the study. The specific course requirements for graduation, the schedules and certain policies of the school were obtained by a personal interview with each principal.

The returns secured were then tabulated, the data analyzed and implications drawn as to the factors affecting the election or non-election of homemaking education and suggestions were made as to what might be done to stimulate the enrollment of a larger proportion of students in homemaking education.

CHAPTER IV

DISCUSSION OF RESULTS

Of the total of 310 senior girls who answered the questionnaire, eight were married, 38 were engaged to be married and the remaining 264 were single. In several instances in presenting the data, the replies of the three groups are shown separately so that they might be compared as to agreement and disagreement. Sixty eight per cent of the students' mothers were full-time homemakers, 30 per cent were working for pay, and two per cent were not living.

This study seemed to indicate as did Arny's⁶ that homemaking education had more appeal to students with a low intelligence quotient than to those with a higher one. The median I. Q. of girls in the study who had not elected homemaking education was 100.45 while that of the girls who had been enrolled in homemaking education was 95.08.

It has been indicated by some school personnel that girls take homemaking education because of the higher grades received in the course. An attempt, therefore, was made to determine whether there was a difference in the scholastic average of the girls in this study who had been and who had

⁶Clara Brown Arny, The Effectiveness of the High School Program in Home Economics (Minneapolis: University of Minnesota Press, 1952)

not been enrolled in homemaking education. Most of the grades recorded were found to be alphabetized rather than indicated by numerical values. In order to arrive at an average grade for the students in this study each alphabetical grade was arbitrarily assigned (see Table 1) the mid-point of the numerical grade which it represented. An average of the grades of the two groups was then obtained. However, the belief that students tend to receive higher grades in homemaking education did not seem to be true of the students included in this study. The average scholastic standing of the students taking homemaking education was 90.5 as compared with an average of 87.1 for students pursuing courses other than homemaking education. However, when the homemaking education grade was eliminated, the homemaking education student's average scholastic standing went up three tenths of a point to 90.8.

TABLE 1

NUMERICAL VALUES ASSIGNED TO ALPHABETICAL GRADES TO OBTAIN SCHOLASTIC AVERAGES

Alphabetical Grade	Numerical Value	Numerical Value Used to Obtain Average
A	94 - 100	97.0
B	93 - 88	90.5
C	87 - 80	83.5
D	75 - 79	77.0
E	94 - 100	97.0
F	86 - 93	89.5
G	78 - 85	81.5
H	70 - 77	73.5

Some indication of the success of a homemaking education program may be determined by the percentage of the student body which is enrolled in the homemaking education courses or by the number who elect the courses offered.

At the time of this study all the schools visited provided an introductory course in homemaking education at the eighth grade level for periods running six to eighteen weeks. This course is now required of all eighth grade students, but when the students who responded to the questionnaire used in this study were in the eighth grade the eighth grade homemaking course was not being required in four of the nine schools. Otherwise all of the students in this study would

have had at least six weeks of instruction in homemaking education. Seventy three per cent of these graduating students were found to have had some homemaking education training above the eighth grade, ten per cent had had only the eighth grade introductory course and the remaining 17 per cent had received no training whatsoever in homemaking.

Above the eighth grade introductory course homemaking education is elective for three years of study in the schools surveyed. The question of whether or not the introductory course in homemaking education affects later election of the three year course has been of concern to school administrators, teachers and supervisors of homemaking education. Since this study included 210 girls who did not have the introductory course and 100 who did have it, it seemed an excellent opportunity to compare the choices made by the two groups of girls.

Reference to data in Table 2 will show that more girls, 28 per cent, who had the introductory course failed to elect homemaking education in later years than those who did not have it, 24.8 per cent. Once girls did elect the course, its holding power was somewhat greater for the group which had the introductory course than for those who did not, as 32 per cent of those who had this course continued to elect homemaking education for the three years it was offered in high school while only 27 per cent of the other group did so. However the evidence was not conclusive enough to determine the

effect of eighth grade work on later election.

TABLE 2

A COMPARATIVE ANALYSIS OF THE EFFECT OF 8th GRADE
INTRODUCTORY HOMEMAKING EDUCATION ON FUTURE ELECTION OF
THE THREE YEAR HOMEMAKING EDUCATION PROGRAM

	Number years homemaking elected			
	Not any	1 only	2 only	3
	Per Cent			
100 students who had introductory homemaking	28.0	19.0	21.0	32.0
210 students who did not have introductory home- making	24.8	29.1	19.1	27.0

Much thought and effort, on the part of leaders in education in Virginia, have gone into ways of providing a broad and rich educational program for high school youth to meet a great variety of needs, interests, and levels of ability. The State Board of Education in its Manual of Administration for High Schools⁷ recommends certain types of offerings which should be included in a comprehensive high school:

A broad and varied program of general education
Preparation to enter the liberal arts college courses
Preparation to enter the technical college courses
Preparation in commercial subjects and business methods that will adequately prepare students for this field of work
General shop work that is largely exploratory in character and serves to acquaint the pupil with the elementary processes and manipulations of those trades and industries which are outstanding and important in daily experiences

⁷State Board of Education, Manual of Administration for the High Schools of Virginia, 1945, Richmond, Virginia.

Vocational training in the trades parallel to real trade practices
 Vocational work in agriculture for advance high school students and adults in evening and part-time classes
 Vocational work in homemaking and home management including part-time and evening classes with adults
 Study and training in music, including vocal, instrumental, choral, orchestral and band
 Training and study in the fine arts

In carrying out these recommendations it is clear that schools must provide a large variety of courses and students must make choices within a framework of general requirements for all students. Sixteen units constitute the minimum State requirements for graduation from high school and of these sixteen, eight are prescribed. Students must take four units in English, one unit in science, one unit in math, one unit in Virginia and United States History and one unit in Virginia and United States Government⁸. Thus time is left for eight electives. It should be possible, therefore, for students to find time in their programs of study to elect courses in homemaking education.

For the past five years, according to the Annual Report of the State Superintendent of Public Instruction⁹, the percentage of girls enrolled in the high schools who are

⁸State Board of Education, Standards for the Accrediting of Secondary Schools, 1950, Richmond, Virginia.

⁹Commonwealth of Virginia, Superintendent of Public Instruction Report, 1952, 1953, 1954, 1955 and 1956, Richmond, Virginia.

also enrolled in homemaking education were as follows:

1951 - 1952	43 per cent
1952 - 1953	43 per cent
1953 - 1954	41 per cent
1954 - 1955	44 per cent
1955 - 1956	41 per cent

Reference to data included in Table 3 shows school 4 and 5 required more than eight courses. This requirement of prescribed courses might have accounted for a lower percentage of enrollees in homemaking education at these schools. However, school 9 in which only eight courses were required had next to the lowest percentage of enrollment in homemaking education. Evidently some other factor entered into the election of homemaking education at school 9 than the number of required courses, perhaps it was the 51 electives offered. With the exception of schools 5 and 9 it appears that academic requirements did not seriously affect the election of homemaking education. Further examination of Table 3 indicates that the percentage of girls in the high schools of this study, enrolled in homemaking education, compared very favorably with the State's overall average of 42 per cent for the five years cited above.

If a student is planning to enter certain colleges the requirements for entrance to that college may take up a large part of the 16 units required for graduation. This is discussed further later and it may be seen from data in Table 9, page 41 that 45 per cent of the single participants of the study and 40 per cent of the engaged gave college preparation as a reason for their non-election of homemaking education

in high school.

TABLE 3

AN ANALYSIS OF HOW THE VARIETY OF REQUIRED AND ELECTIVE COURSES PROVIDED BY A SCHOOL WAS RELATED TO THE ENROLLMENT IN HOME MAKING EDUCATION

School	Number of Electives Offered by Schools	Number of Required Courses by Schools	Credits Required for Graduation	Per Cent of Girls Enrolled in High School Enrolled in Homemaking
1	21	8	16	53.6
2	21	8	16	48.5
3	22	8	16	56.4
4	23	9	16	42.5
5	23	11*	16	34.7
		12*		
		14*		
6	28	8	16	53.7
7	38	8	16	49.6
8	45	8	16	44.6
9	51	8	16	36.4

*This school offers three diplomas, General, Academic and Commercial, requiring 11, 12 and 14 credits for graduation.

There has been a belief on the part of some homemaking education teachers and supervisors that the school schedule does not permit the free election of homemaking education. However, upon examination of the schedules of the schools included in this study it seemed that they were so arranged that any girl who wished to take homemaking education could

have done so. (See school schedules, Appendix B, page 66). Those who failed to elect homemaking education either must have preferred taking another elective or were trying to meet some special college entrance requirements.

The opinion is also held by some teachers that limit in the amount of work a student is permitted to take inhibits enrollment in homemaking education classes. The State Department bulletin on Standards for the Accrediting of Secondary Schools¹⁰ contains this statement in regard to the amount of work which may be carried by a student.

Four unit courses each semester, in addition to health and physical education shall be considered a normal amount of work carried for credit toward graduation by the average pupil. The school may permit those exceptional pupils who rank in the upper 25.0 per cent to carry for credit as many as five units or the equivalent. Seniors who need a fifth unit to meet graduation requirements may be permitted to attempt an extra subject provided other demands upon the pupil's time are not too heavy. No pupil shall take more than five unit courses. No credit is to be allowed for less than one-half unit.

On interviewing the principals, of the schools included in the study, the investigator found that their opinions varied widely about the matter of permitting students to elect a fifth subject and they acted accordingly. Two of the school principals said they allowed the free election of a fifth subject if the student so desired. Two others said they allowed anyone to do so if he had a B average. One

¹⁰ State Board of Education, op. cit.

principal stated that about one-half of his students carried five subjects and that he had no definite rule but encouraged the strong students and discouraged the weak students in doing so. Another principal said he allowed only twelfth graders, who needed the credit for graduation to elect the fifth subject, while still another said he permitted a free election if they were not all academic subjects. One principal started all of his students with five subjects and permitted them to drop one only if they found it necessary. Another said he had found that carrying five subjects was a bad practice and allowed very few of his students to do so. He further pointed out that students could scarcely expect to pass five courses if they had failed one or more when carrying only four, hence he felt they should attend summer school instead if they needed extra courses for graduation. Thus it may be seen that only three principals interviewed placed no restrictions on the election of the fifth subject.

Since the schools included in the study offered a variety of electives numbering from 21 to 51, an analysis of the subjects chosen by the participants was made.

A study of data in Table 4 showed that commercial subjects which included, typing, shorthand, bookkeeping, general business and commercial mathematics, were the subjects chosen most often by students not enrolled in homemaking education. This tendency to elect commercial subjects was especially noted in the last two years of high school. One of

the factors influencing students to make this choice was it's promise of possible future employment.

Foreign Languages were elected 98 times by students in the study, the Sciences 74 times and mathematics 13 times. These electives were probably chosen by students planning college attendance. According to discussions heard by the investigator, parents, teachers, and sometimes students themselves feel they should take more mathematics, science and foreign languages if they plan to attend college. However, according to the principals, of these schools, the students were planning to attend only those colleges for which the entrance requirements were approximately those required by the State for graduation. One of the colleges mentioned by a principal did require two units of mathematics, one of which should be algebra. Another college mentioned, required two years of foreign language for entrance to certain curriculula. One of these two colleges did, however, state that if other factors were favorable the requirement could be made up after entering the college.

Practical Arts, other than Homemaking Education, which include Distributive Education, Diversified Occupations and Clerical Practice were choosen 97 times. Students who select these courses are usually training for a particular occupation and often spend as much as one half a day away from school actually working, therefore, have little time left for other selections.

Relatively few courses were chosen in the Fine Arts which include: chorus, band, art, and music; or in the elective English courses which include: dramatics, speech and journalism. This may have been due to the limited offerings in these courses in the schools included in the study.

Social Studies, which include economics, World History, geography, sociology and civics were elected 29 times.

TABLE 4

THE EXTENT TO WHICH ELECTIVES OTHER THAN HOME MAKING EDUCATION WERE CHOSEN BY STUDENTS IN HIGH SCHOOL

Electives	Extent to Which Electives Were Chosen by Students				Total Times Elected
	9th	10th	11th	12th	
Commercial	-	17	70	88	175
Foreign Language	32	28	28	10	98
Practical Arts, other than homemaking	26	25	27	21	97
Science	33	20	15	6	74
Social Studies	8	14	4	3	29
Mathematics	6	1	4	2	13
Elective English	-	7	-	6	13
Fine Arts	-	-	3	9	12
Total of students electing courses other than homemaking education	105	112	151	145	

Without doubt plans for the future enter into a student's decision when selecting his high school courses.

Though students may be planning a homemaking career as a part of their future, their immediate plans for college attendance or preparation for a job may influence them to elect courses other than homemaking education.

It may be seen from data recorded in Table 5 that the post high school plans most frequently mentioned by the 310 girls participating in this study were to get a job, 30.0 per cent; attend college, 26.7 per cent; attend technical school, 24.5 per cent and to get married 16.1 per cent.

Further investigation, not shown in Table 5 revealed that over 13.0 per cent reported plans to attend business college and 8.4 per cent planned to go into nurses' training. The questionnaire used in this study permitted students to check only one item indicating their more immediate plans for the future. Therefore, the students who checked that they planned to marry were probably planning to do so immediately after graduation while others were probably planning to get a job or go to college first. None of the 310 girls planned to work in a home for another person such as domestic service.

Of the eight married students included in the study only four stated they planned to remain at home as full time homemakers and one of the four had a child. The other four married students stated they planned a dual role of homemaker combined with some other field of activity. One planned to attend college, two to attend business college and one to work outside the home for pay.

TABLE 5

POST HIGH SCHOOL PLANS OF 310 SENIOR GIRLS INCLUDED IN THE STUDY

Plans Following High School Graduation	Per Cent of Respondents
Secure a Job	30.0
Attend College	26.8
Attend Technical School	24.5
Get Married	16.1
Remain at Home	1.3
Undecided	1.3
Work for someone in home	-

Many things enter into the decisions made by high school girls in deciding to elect or not to elect homemaking education. It has already been mentioned that future plans and the number of electives offered by the school may have had some influence upon their election or non-election of the course.

An analysis of when students of this study elected the various courses in homemaking education was made. Data in Table 6, indicating when these courses were elected, show 132 girls elected Homemaking I in the tenth grade while only 65 elected it in the ninth grade. Failure of some girls to take homemaking education in the ninth grade was due to the fact that Homemaking I was not offered to the ninth grade girls in four of the nine schools studied. The greater

numbers, 83, elected Homemaking II in the eleventh grade and Homemaking III, 68, in the twelfth grade. Only 11 girls elected Homemaking II in the eleventh grade while 19 elected it in the twelfth grade.

It may be seen from these data that Homemaking I was elected a total of 227 times, Homemaking II was elected 156 times and Homemaking III 89 times.

TABLE 6

THE EXTENT TO WHICH STUDENTS ELECTED HOMEMAKING EDUCATION BY GRADES

Subject Areas	Number of Respondents				Total
	9th	10th	11th	12th	
Homemaking I	65	132	11	19	227
Homemaking II	-	48	83	25	156
Homemaking III	-	-	21	68	89
Total electing homemaking education	65	180	115	112	

It was believed that whether or not the mothers worked outside the home might have some influence on whether girls elected homemaking education and how much they elected, therefore a question was presented to the students to determine whether their mothers were full time homemakers, employed full time or deceased.

Table 7 includes data which indicates that only 25.5 per cent of the girls whose mothers were full time homemakers failed to elect any homemaking education while

32.1 per cent took the three year course. More of this group was prone to elect three years of homemaking education than the other two groups. This may possibly be due to the fact that these full time homemakers had made the art of homemaking appealing and interesting to their daughters. Although there was not too great a difference between the election of homemaking education, why girls whose mothers were employed failed to do so as often as those whose mothers devoted full time to homemaking poses the following question- does it mean the girls may have had little desire for education in homemaking because of their already heavy responsibility for carrying on the necessary homemaking activities?

Girls whose mothers were deceased elected homemaking with a consistent frequency, 28.6 per cent, for one, two or three years. This may have been due to the fact that they had to carry on most of the home responsibilities and felt a more urgent need for the course. Only 14.2 per cent of this group failed to elect any work in homemaking education while in high school.

TABLE 7

THE EXTENT TO WHICH GIRLS ELECTED HOME MAKING EDUCATION IN
RELATION TO OCCUPATION OF MOTHERS

Occupation of Mothers	Years Homemaking Education Elected			
	None	1 year only	2 years only	3 years
	Per Cent			
Full time home- makers	25.5	27.8	14.6	32.1
Employed full time	28.6	19.8	32.9	18.7
Deceased	14.2	28.6	28.6	28.6

Teachers of homemaking education, other teachers and school administrators have suggested various factors as causes of students electing or not electing homemaking education. Since it was believed by the author that only the girls themselves could reveal why they did or did not elect the course, they were asked to check a list of reasons as indicative of their reasons for having taken the course. More than one reason was checked by all the students. Responses were classified as to whether the student was single, engaged to be married or married.

A study of the data in Table 8 shows that marriage, parents' wishes and the fact that homemaking education was a challenging course influenced more students to elect it than did any of the other factors.

Only the homemaking education teacher, of all the school personnel, seemed to have had any appreciable influence on their choice of the course. Boy or girl friends had little

influence on its election. This investigator suspected that a liking for the eighth grade homemaking course could have influenced students to take the course but only for the married students did it seem to have a strong influence. Few gave as their reasons that it was a snap course, that it was the only course that fitted into their schedule or that it was taken because of future plans for study in the field.

Findings of the eleven similar studies reviewed agreed with some findings of this study and disagreed with other findings. The major findings of this study which were in agreement with most of the other eleven studies were that:

The students' own interest in homemaking education caused them to elect homemaking education course.

Parents influenced students to elect homemaking education more than did any other persons.

Marriage or plans for marriage influenced students to elect homemaking education.

The findings of this study did not agree with those of Covey¹⁰ who said the influence of friends upon students to elect homemaking was greater than that of parents.

¹⁰Jo Moses Covey, "Factors Influencing the Election of Homemaking in Five Bowie County Schools," Unpublished M. S. thesis, Texas State College, Denton, 1949.

Table 8

SUMMARY OF THE FACTORS THAT INFLUENCED 225 STUDENTS TO
ELECT COURSES IN THE HOMEMAKING EDUCATION PROGRAM

Factors Influencing Students to Enroll in Homemaking Education	Respondents		
	Single	Engaged	Married
	Per Cent		
Felt course challenging and interesting	70.1	72.7	75.0
Planned to marry	54.3	87.9	87.5
Parents' wish	45.1	33.3	75.0
Liked homemaking teacher	25.5	24.2	37.5
Needed to complete graduation requirements	13.6	-	-
Homemaking teacher's encouragement	12.5	3.3	12.5
Liked 8th grade homemaking	10.3	39.4	50.0
Influence of girl friend	7.6	15.2	-
Only course which fitted schedule	7.1	6.1	-
Felt it was a snap course	7.1	3.3	12.5
Had heard it was required for nurses' training	6.5	3.3	-
Planned to major in homemaking in college	4.9	-	-
Influence of other teachers	4.9	6.1	-
Influence of guidance counselor	4.3	9.1	-
Influence of boy friend	2.2	-	-
Influence of principal	1.6	-	-

Since it seemed just as important to determine those factors causing the non-election of homemaking education as those which caused its election, the 85 girls included in the

study who had not elected the course were asked to check the factors which had entered into their decisions. Fifty of the 85 had not had the eighth grade introductory course.

Reference to data in Table 9 shows that the more frequent responses as to what influenced students engaged to be married not to elect the courses in homemaking education were that other courses were more interesting, college preparatory work prevented their doing so, or they felt they could learn more at home. The problem of preparation for college and the feeling they could learn more at home seemed to have the greatest influence against taking the course on the part of the single girls. It may be interesting to note from this table that the married girls did not respond to any of these questions, because they had all elected at least one year of homemaking education.

Less frequently mentioned reasons for non-election of the course were the dislike of the homemaking education teacher, homemaking education was uninteresting and boring, classes were too crowded, dislike for home projects, and dislike of the eighth grade introductory course.

It has been charged by some homemaking educators that other teachers or the guidance counselors frequently influenced girls not to elect homemaking education, but reference to data in Tables 8 and 9 reveals that in these schools counselors exerted little influence, either for or against the election of homemaking education. However, if the guidance

counselors who influenced 20 per cent of the girls engaged to be married not to elect homemaking education knew of marriage plans at the time they gave advice to these girls in planning courses it does seem that they may have erred in their judgment. Why their influence on the single students against taking homemaking education was so slight in comparison with influence on the engaged ones is difficult to understand. Further study of this point might be interesting.

The three major findings of this study regarding non-election of homemaking education that were in agreement with most of the other eleven studies reviewed were:

Students themselves felt other courses to be more interesting.

Students were busy taking college preparatory work and did not have sufficient time for homemaking education.

The feeling that homemaking education could be obtained at home or elsewhere.

Evidence from this study does not strongly support other findings of the studies reviewed that:

Disappointments in earlier courses had influenced students not to elect homemaking education in later years.

The influence of counselors against the election of homemaking education.

Table 9

SUMMARY OF THE FACTORS THAT INFLUENCED 85 STUDENTS NOT TO
ELECT COURSES IN THE HOMEMAKING EDUCATION PROGRAM

Factors Influencing Students Not to Enroll in Homemaking Education	Respondents		
	Single	Engaged	Married
	Per Cent		
Other courses more interesting	48.8	-	-
Taking college preparatory work and did not have time	45.0	40.0	-
Felt they could learn all they needed at home or elsewhere	40.0	40.0	-
Disliked homemaking teacher	13.8	-	-
Thought homemaking uninteresting and boring	12.5	-	-
Homemaking classes too crowded	11.3	-	-
Disliked home projects	10.0	-	-
Did not like 8th grade homemaking	8.8	-	-
Guidance teacher influenced me not to take it	5.0	20.0	-
Thought it was too difficult	3.8	-	-
Girl friend influenced me not to take it	2.5	-	-
Parents influenced me not to take it	1.3	-	-
Other teachers influenced me not to take it	1.3	20.0	-
Felt there was nothing to learn beyond the 8th grade homemaking	1.3	-	-
Boyfriend influenced me not to take it	-	-	-
Homemaking teacher influenced me not to take it	-	-	-
Principal influenced me not to take it	-	-	-

The 85 students who had not elected homemaking education in high school were asked if they regretted their decisions for non-election, to which 21 replied they did.

A study of data in Table 10 revealed that a majority of all the students, included in this study, whether they elected homemaking education or not felt homemaking education would be of value to them and to others, when taken beyond the eighth grade. Participants in this study were asked to check the one view listed which most nearly expressed their opinion as to whether homemaking education should or should not be taken beyond the eighth grade.

Thirty four and eight tenths per cent of the single, 52.6 per cent of the engaged and 62.5 per cent of the married agreed that the most important value of homemaking education to them was its help in the appreciation of and the understanding of good family living. With the exception of the married students the next largest per cent of girls said that homemaking education should be taken beyond the eighth grade because everyone should learn how to share home responsibilities. It is understandable, of course, why the next largest per cent of married students would have recognized the contributions homemaking education would make to marriage while the other two groups might not yet recognize this important contribution.

In summarizing the reasons why girls should not elect homemaking education beyond the eighth grade, married

girls again felt there were no reasons why they should not elect it. The engaged girls gave only one reason for not electing it, and that was their feeling that other classes were more important and interesting than homemaking education. The reasons given by the single girls for their non-election of homemaking education were, first, the feeling that some girls can learn enough homemaking in their own homes and second, other classes were more important and interesting and third, only persons who are interested in careers related to homemaking should elect it.

O. Hall's¹¹ study, as did this investigation, found that a majority of the students who participated in her study considered homemaking education to be of value to everyone.

¹¹Olive A. Hall, "What's the Next Move in Homemaking Education?", a report sponsored co-operatively by the Bureau of Homemaking Education and the Department of Home Economics, University of California, Sacramento, 1955.

TABLE 10

STUDENTS' OPINION AS TO WHETHER HOMEMAKING EDUCATION SHOULD BE TAKEN BEYOND THE EIGHTH GRADE

Views Considered	Respondents		
	Single	Engaged	Married
	Per Cent		
Homemaking education helps one appreciate and understand good family living	34.8	52.6	62.5
Everyone should learn how to share home responsibilities	23.5	26.3	12.5
Homemaking education will help them when they marry	12.9	10.5	25.0
Homemaking education provides new learnings and practices	9.1	5.3	-
Some girls can learn enough homemaking in their homes, therefore should not enroll	9.5	-	-
Other classes are more important and interesting than homemaking education	5.3	5.3	-
Only persons who are interested in careers related to homemaking should enroll	4.9	-	-

Though 17.0 per cent of the 310 girls included in this study had not had a day of homemaking education, all indicated how they felt the homemaking education classes could be made more interesting in one or more ways by checking a list of suggestions for improving the classes.

Almost fifty per cent of the girls, as may be seen from a study of Table 11, thought homemaking education would be made more interesting if more equipment were supplied

while 41.0 per cent suggested that the classroom be made more homelike. Longer class periods and the provision of projects for class and home of a more practical value were considered almost equally important improvements by the girls, 33.5 and 33.9 per cent respectively. Over thirty per cent of the girls felt a need for more time to plan with their homemaking education teacher and 17.1 per cent mentioned a desire for a more understanding teacher. Over 14.1 per cent of the girls suggested better use of class time and 12.3 per cent wished less repetition in the homemaking education courses presented. Only a little over ten per cent of the girls checked the suggestion that classes would be more interesting to them if both boys and girls were enrolled in the same class.

Less than ten per cent of the girls felt the homemaking courses, as offered in their school were satisfactory as they are at the present time. By contrast, O. Hall's¹² study revealed that 23.0 per cent of the homemaking education students and 11.0 per cent of the non-homemaking education students expressed satisfaction with their present homemaking education programs.

¹²Ibid.

Bell¹³ and M. Hall¹⁴, as did this investigator, found some girls felt there was too much repetition in the homemaking education classes.

Unlike girls of this study, who checked the need for more equipment most frequently, O. Hall¹⁵ found only 19 per cent of the girls in her study checked this reason. She found the major improvement suggested by them to be that of providing more practical projects. A third of the girls in this study agreed with this point.

¹³Camille Graves Bell, "A Survey of the Enrollment in Vocational Homemaking Program in Texas High School in Areas I and II with a Study of Reasons for the Enrollment and Recommendations to be Made", Unpublished M. S. thesis, Texas Technological College, Lubback, 1949.

¹⁴Myrtle Oakley Hall, "A Study of Factors Which Had Influenced the Election of Home Economics by Senior Girls in the Washington and Lee High School, Arlington, Virginia", Unpublished M. S. thesis, University of Tennessee, Knoxville, 1955.

¹⁵O. Hall, op. cit.

TABLE 11

HOW 310 STUDENTS THINK HOMEMAKING EDUCATION CLASSES COULD
BE MADE MORE INTERESTING

Factors Which Might Contribute to Greater Interest	Extent to Which Students Felt Classes Could be Improved Per Cent
Supply more equipment	49.4
Make classrooms more homelike	41.0
Provide projects for class and home of more practical value	33.9
Longer class periods	33.5
More opportunity to plan with teacher	30.6
More understanding teachers	17.1
Better use of class time	14.2
Less repetition	12.3
Provide classes enrolling both boys and girls	10.3
Fine as they are	9.7

When these senior girls, of the schools studied, were asked to indicate on which areas of homemaking education they felt more time should be spent, 50.0 per cent of the single students put personal grooming at the top of their list. Forty seven and four tenths per cent of the engaged students checked the wise use of money as an area where they felt more time should be spent. Fifty per cent of the married students felt the three areas, the wise use of money, home care of the sick and the guidance and care of children to be equally important. The wise use of money was evidently considered

important by all groups, single, engaged and married as they checked it 44.3, 47.4 and 50.0 per cent, respectively. Only 12.1 per cent of the married students felt more time should be spent on clothing construction while 43.9 per cent of the single students and 39.5 per cent of the engaged ones felt more emphasis should be placed on clothing construction.

It is noteworthy that only 12.5 per cent of the married students felt more time should be spent on clothing construction while 43.9 per cent of the single students and 39.5 per cent of the engaged ones felt more emphasis should be placed on clothing construction.

It is noteworthy that only 12.5 per cent of the married students checked personal and family relations while 37.9 per cent of the single students and 28.8 per cent of the engaged girls checked it. It is possible the married students were not yet encountering difficulties in their new family, whereas the single students were at the stage of development where they were struggling for adult status and were running into problems in family relations. On the other hand the single girls anticipation of marriage, may have given them concern about factors which affect success in marriage and happiness in family living.

From the responses of the married students it appeared that they were less concerned with the adequacy of the instruction in clothing construction than were the unmarried students, but on the otherhand were more concerned about

remodeling and repairing clothing, which is understandable. It is possible that they were still using their wedding wardrobes, not yet needing new clothing or felt they could not buy new ones, but were feeling the need at this time for rejuvenating their wardrobes. The investigator is led to wonder, however, why they felt the care of clothing had been adequately taken care of since they showed concern for further emphasis on remodeling and repairing clothing.

TABLE 12

THE EXTENT TO WHICH 310 GIRLS FELT MORE TIME SHOULD BE SPENT ON CERTAIN AREAS OF HOMEMAKING EDUCATION

Areas Considered	Respondents		
	Single	Engaged	Married
	Per Cent		
Personal grooming	50.0	34.2	25.0
Wise use of money	44.3	47.4	50.0
Clothing construction	43.9	39.5	12.1
Meal planning and preparation	40.2	44.7	37.5
Care of clothing	37.5	28.8	-
Remodeling and repairing clothing	35.2	15.8	37.5
Personal and family relations	37.9	28.8	12.5
Home care of the sick	32.6	23.7	50.0
Management of time and energy	31.8	26.3	37.5
Guidance and care of children	30.3	31.6	50.0
House care	29.5	31.2	25.0
Food preservation	25.4	26.3	37.5
Selection of educational and recreational experiences	19.3	26.3	25.0
Selection of home furnishings and equipment	19.3	21.1	37.5

CHAPTER V

SUMMARY OF FINDINGS AND IMPLICATIONS OF THESE FINDINGS

Through the teaching of homemaking education for the past four years the investigator became interested in reasons, especially those reasons given by the girls themselves, as to why some girls elect homemaking education in high school and why others do not.

Apparently this question has been of interest to others as a number of studies have been made dealing with this subject. However, no such study has been made in this area of Virginia.

The purposes of this study were to determine why girls elected homemaking education and why they did not, the effect of academic requirements on the election or non-election of the course and to determine recommendations which might result in a larger proportion of students electing homemaking education courses.

The questionnaire used in collecting information was prepared, tested and revised. It was then administered by the author to all senior girls of Hillsville, Woodlawn, Jackson Memorial, Rural Retreat, George Wythe, Christiansburg, Alleghany District, Auburn and Radford City High Schools.

Previous to the preparation of the questionnaire and through the help of the State Supervisor of Home Economics Education, the cooperation of the administrators of the nine

schools, mentioned above, were secured. Prior to proceeding with the administration of the questionnaire in these schools conferences were held with the principals to determine policies relating to graduation requirements, to scheduling and to course loads permitted students. In addition, with the principals' consent the I. Q. and scholastic average of each of the 310 senior girls to be included in the study was obtained. The questionnaires were then administered and the data tabulated and analyzed.

It was found that graduation requirements and scheduling of classes were not inhibiting factors in electing homemaking education in most of the schools included in the study. However, there was a wide variance as to policies relating to allowing students to elect a fifth course which would be necessary in some schools if students were to complete the college preparatory courses and at the same time elect homemaking education courses. Only three schools placed no restrictions upon the election of a fifth subject.

The average I. Q. of girls electing homemaking education was 5.4 points lower than that of students not electing the course. However, in studying scholastic averages it was found that when the homemaking education grade was omitted the scholastic average of the homemaking education students was 3.7 higher than those not electing homemaking education. This fact might, to some degree, dissipate the opinion of many that homemaking education is an easy course and

contributes to higher scholastic standing.

All of the schools included in the study required an introductory course of six to eighteen weeks in the eighth grade and in addition offered three years on an elective basis. However at the time the girls who responded to this study were in the eighth grade only five of the nine schools were offering the introductory course. Thus, of the 310 girls studied, 17 per cent had received no homemaking education, ten per cent had taken only the introductory course which left 73 per cent who had taken some homemaking education above the eighth grade. A larger per cent of the 100 students who had taken the introductory course failed to elect the later courses than did the 210 girls who did not have the introductory course.

The four major factors which seemed to have influenced students to elect homemaking education were plans to marry, the fact that homemaking education was found to be challenging and interesting, parents wishes and a liking for the homemaking teacher. On the otherhand the three major factors which tended to influence the non-election of homemaking education were a feeling that other courses were more interesting, lack of time because of preparation for college and a feeling that the home could provide the learning needed. It was found that students were more likely to elect homemaking education courses when the mother was not employed but was a full time homemaker. It was also found that other

teachers and the guidance counselor exerted little influence either for or against the election of the course.

Since an average of 44 per cent of the girls enrolled in the schools included in this study were being reached by the elective courses of homemaking education, exclusive of the eighth grade course, this investigator believes homemaking education was doing a very creditable job of reaching girls in these schools. This average is higher than the average in Virginia High Schools, 42.0 per cent.

The majority of students included in this study, whether they were single, engaged to be married or married, or whether they themselves had elected the subject, felt homemaking education beyond the eighth grade to be of value to them and to others. The three most important values as seen by these students were, its help in appreciation and understanding of good family living, its help in learning how to share home responsibilities and its help after marriage.

Both the students who had elected homemaking education and those who had not elected it made suggestions for improvements in the course. The major improvements they suggested were, the provision of more equipment, making the classrooms more homelike, provision of projects for class and home practical, provision of longer class periods and more opportunity to plan with the teacher. Only 9.7 per cent of the total group felt the classes as now offered were satisfactory.

The major areas on which the single girls felt more time should be spent in homemaking education classes were, personal grooming, the wise use of money, clothing construction and meal planning and preparation. The engaged girls mentioned the wise use of money and meal planning and preparation while the wise use of money, home care of the sick and the care and guidance of children were mentioned most often by the married students.

In view of these findings the following recommendations were made:

1. Since the introductory homemaking course is offered primarily for the purpose of acquainting students with the nature and value of further study in homemaking education it may be necessary that more attention be given to making this course more challenging and convincing of the value of further study than perhaps it has been in these schools.
2. It might be well for these schools, particularly those which have a large number of students who do not have time for the full three year homemaking education course to offer a one year course of a more comprehensive nature to meet the needs of these students.
3. It might be well if a survey were made of opportunities for graduates to use their homemaking education training in their careers and students were informed of these career possibilities.

4. A greater effort should be made to acquaint other school personnel with the importance of homemaking education to every girl in the school.
5. Homemaking education teachers should evaluate emphasis and time placed upon certain areas of homemaking education.
6. An advisory committee should be set up in each school consisting of former homemaking education students to aid in evaluating the homemaking education curriculum and in helping to make plans for meeting the particular needs of students in the school concerned.
7. Since educators recognize that the level of maturity of students determines to a large extent their readiness to learn and that readiness springs from the problems they are at present encountering, high school girls not engaged or already facing the responsibilities of marriage may not be ready to give serious thought and study to the responsibilities of marriage and homemaking. Yet at a later time when they do face these responsibilities they may feel that the homemaking education course has failed them in some way. Instead of offering them things they are not ready for a more effective plan might be to offer these students after graduation a follow-up course in homemaking education, designed especially to help them solve problems in homemaking which they are then encountering.

8. Since all students probably would not have an opportunity to take advantage of these follow-up classes they should be taught, while in high school homemaking education classes where to find information and help they may need after high school graduation.

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APPENDICES

- A. Questionnaire Form
- B. Class Schedules of Schools

APPENDIX A

Questionnaire Form

QUESTIONNAIRE

1. Name _____ Age _____
2. Name of School _____ Location _____
3. Marital status: (check one)
 - _____ single
 - _____ engaged
 - _____ married
4. Is your mother: (check one)
 - _____ a full time homemaker
 - _____ working outside the home for pay
 - _____ not living
5. What do you plan to do when you graduate? (check one)
 - _____ go to college
 - _____ train to be a nurse
 - _____ go to business college
 - _____ get a job
 - _____ get married
 - _____ train to be a beautician
 - _____ stay home
 - _____ work for someone in a home
 - _____ other, (write it in) _____

Yes No
6. ___ ___ Did you take homemaking education in the 8th grade?
7. If you did take homemaking education above the 8th grade, check the grades in which you took it. 9 ___ 10 ___ 11 ___ 12 ___
8. If you did take homemaking education beyond the 8th grade, why did you do so? (check as many answers as apply to you)
 - _____ parents wanted me to take it
 - _____ girl friend wanted me to take it
 - _____ boy friend wanted me to take it
 - _____ homemaking teacher wanted me to take it
 - _____ other teachers influenced me to take it
 - _____ guidance counselor influenced me to take it
 - _____ principal influenced me to take it
 - _____ liked homemaking education teacher
 - _____ liked 8th grade homemaking education and wanted to take it

_____ planned to attend college and major in home-
 making education
 _____ felt it was a snap course
 _____ homemaking was challenging and interesting to me
 _____ needed it to complete requirements for graduation
 _____ plan to marry and felt a need for homemaking ed-
 ucation
 _____ had heard it was required in nurses training
 _____ only course that would fit into schedule
 _____ others, (please write in) _____

9. If you did not take homemaking education beyond the 8th grade, why didn't you? (check as many answers as apply to your situation)

_____ parents influenced me not to take it
 _____ girl friend influenced me not to take it
 _____ boy friend influenced me not to take it
 _____ homemaking teacher influenced me not to take it
 _____ other teachers influenced me not to take it
 _____ guidance counselor influenced me not to take it
 _____ principal influenced me not to take it
 _____ disliked homemaking education teacher
 _____ did not like 8th grade homemaking education and
 did not want more
 _____ homemaking education classes too crowded
 _____ felt there was nothing to be learned beyond 8th
 grade homemaking
 _____ thought it was too difficult
 _____ I was taking college preparatory courses and
 did not have time
 _____ felt I could learn all the homemaking I needed
 at home or elsewhere
 _____ other courses more interesting
 _____ dislike home projects
 _____ think homemaking uninteresting and boring
 _____ others, (please write in) _____

Yes No

10. ___ ___ If you did not take homemaking education beyond the 8th grade do you regret it?

11. What elective courses did you take instead of homemaking education?

in the 9th grade _____ in the 11th grade _____
 in the 10th grade _____ in the 12th grade _____

12. Do you think all high school girls should take homemaking education beyond the 8th grade? (read all the answers first, then decide which one most nearly expresses your opinion and check).

- _____ Yes, homemaking education will help them when they marry
- _____ Yes, everyone should learn how to share home responsibilities
- _____ Yes, homemaking education helps one appreciate and understand good family living
- _____ Yes, homemaking education provides new learnings and practices
- _____ No, only persons who are interested in careers related to homemaking
- _____ No, other classes are more important and interesting
- _____ No, some girls can learn enough homemaking in their homes

13. What do you think the homemaking education department could do to make it's courses more interesting to girls?

- _____ They are fine as they are
- _____ Have an understanding and impartial teacher
- _____ Work on projects that would be of practical value in the home
- _____ Plan better use of class time
- _____ Have both boys and girls in the same class
- _____ Have an attractive and homelike room
- _____ Supply more equipment so girls could have more experience and time for work
- _____ Have more opportunity to plan with the teacher what we feel we need
- _____ Less repetition
- _____ More time for class periods
- _____ Spend more time at home and school on the following:
- _____ Personal grooming
- _____ Food preservation
- _____ Meal planning and preparation
- _____ Clothing construction
- _____ Remodeling and repairing clothing
- _____ Care of clothing
- _____ Guidance and care of children
- _____ Wise use of money
- _____ Personal and family relations
- _____ House care
- _____ Selection of home furnishings and equipment
- _____ Home care of the sick
- _____ Selection of educational and recreational experiences
- _____ Management of time and energy

APPENDIX B

Class Schedules of Schools

ALLEGHANY DISTRICT HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Kilgore	Study Hall	World Hist.	U.S. Hist.	Library	Soc. S. 8	Soc. S. 8
Francis	Exp. 8	Ag. I	Ag. I	Ag. II	Ag. III	
Dobbys	Gen. Sci.	Chemistry	Sci. 8	Biology		Gen. Sci.
M. King	Pl. Geo.	Guidance	Algebra I	Gen. Math	Algebra II	Guidance
Lawrence	Bookkeeping	Bookkeeping	Typing I	Shorthand II	Typing II	Typing I
D. King	Exp. 8	H. Ec. I	H. Ec. I	H. Ec. III	H. Ec. II	
Pearman	Eng. IV	Eng. I	Eng. III	Eng. III	Library	Eng. I
Coates	Library	Sci. 8	Math 8	Gym 8	Gym I, II	Gym III, IV
Maslich	U. S. Hist.	Library	U. S. Gov.	Gym 8	Gym II	Gym III, IV
Russell	Music 8	Music	Music	Music	Music	Library
Masters	Exp. 8	Eng. 8	Library	Eng. II	Eng. 8	Eng. II
Chandler	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall
Owen	Office	Super.	Office		Super.	Math 8

AUBURN HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Ash	Sci. I	Chemistry	History III	Sci. 8	Sci. 8	Sci. I
Board	Math II	Math I	Math 8	Math 8	Algebra II	Math I
Guilliams	Ag. IV	Ag. III, IV	Ag. I	Ag. II	Ag. III	Visitation
Prillaman	History II	Guidance	Government	English IV	Guidance	Soc. St. 9
Akers	H. E. III	H. E. II, III	H. E. I	H. E. II	H. E. 8	H. E. 8
Leighton	P. Ed.	English II	P. Ed.	Soc. St. 9	P. Ed. III	P. Ed. IV
Dobbins	P. Ed.	P. Ed.	Biology	P. Ed.	P. Ed. III	P. Ed. IV
Nelson	Band	Soc. St. 8	Soc. St. 8	Music	Music	Music.App.
Brooks	Typing II	Bookkeeping	Typing I	Bus. Math	Typing I	Shorthand I
Smith	English I	Library	Library	Library	Library	English 8
Dueno	English III	English 8	English I	Spanish I	Plan	English II
McDowell	Agric.	Agric.	Agric.	Agric.	Agric.	Shop

CHRISTIANSBURG HIGH SCHOOL
 Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Payne	English II	English I	English I	Guidance	English II	English II
Weaver	English III	Study	English III	English III	Paper	English I
Hart	English 8	English 8	English 8	Soc. Studies	English I	Guidance
Price	Spanish I	Spanish II	English 8	English 8	Spanish I	Study
Zirkle	English IV	Latin I	Annual	English IV	Latin I	Latin II
Brightwell	Civics	Government	Guidance	Government	Guidance	Guidance
Silvers	H.E. Conf.	Soc. St. 8	Soc. St. 8	H. E. I	Soc. St. 8	Home E. I
Wallace	History III	History III	Soc. St. 8	History III	History III	Guidance
McKee	Algebra II	Study	Math	S. Geo.	Math 8	Algebra II
Scott	Algebra I	P. Geo.	Algebra I	Study	Math 8	Algebra I
Saltz	Math	Math 8	Guidance	Math 8	Math 8	Math 8
Burleigh	Science	Gen. Sci.	Study	Gen. Sci.	Science 8	Gen. Sci.
Peregoy	Sci. 8	Biology	Biology	Sci. 8	Study	Art. Exp.
Davis	Chemistry	Guidance	Sci. 8	Sci. 8	Physics	Biology
Hoskins	Study			Glee Club	Band	Exp. Mus.
Smith	Ag. II	Ag. II	Ag. III	Ag. I	Ag. I	Ag. Exp.
Stanger	Ag. II	Ag. II	Ag. IV	Ag. I	Ag. I	Ag. Exp.
Simmons	H. E. I	H. E. II	H. E. II	H. E. Conf.	H. E. III	H. E. Exp.
Carter	Typ. I	Gen. Bus.	S. Hd. I	Typ. I	Typ. I	Bus. Exp.
Smith	C. Practice	Typ. II	S. Hd. II	Typ. I	Gen. Bus.	Bookkeeping
Forrestel		D. O.	D. E.			D. E. Exp.
Semones	P. Ed. 8	P. Ed. 8	P. Ed. 9-10	P. Ed. 9-10	P. Ed. 11-12	P. Ed. 11-12
Earp	Office	Dr. Tng.	Dr. Tng.	Dr. Tng.	Dr. Tng.	Dr. Tng.
Williams	P. Ed. 8	P. Ed. 8	P. Ed. 9-10	P. Ed. 9-10	P. Ed. 11-12	P. Ed. 11-12

GEORGE WYTHE HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Alexander	Study Hall	Sci. 9	Math 9	Math 9	Math 8	Sci. 8
Armbrister	Math 8	Math 8	Study Hall	Math 8	Math 8	Math 8
Arthur	Bookkeeping	Study Hall	Typing I	Gen. Bus.	Typing I	Gen. Bus.
Bowman	English 9	Dramatics	Dramatics 8	Study Hall	English 8	English 8
Carrice	English 10	Math 9	Study Hall	English 9	Math 9	Math 9
Cassell	Guidance	Guidance	Guidance	Soc. S. 8	Soc. S. 8	Soc. S. 8
Crockett	Bus. Arith.	Study Hall	Bus. 8	Bus. Arith.	Math 9	Math 9
Damron	Algebra I	Physics	Algebra II	Algebra II	Algebra I	Study Hall
Epperly	Chemistry	Biology	Av. Educ.	Study Hall	Biology	Sci. 9
Feaganes	Library	Library	Library	Library	Library	Library
Felts	H. Ec. II	H. Ec. II	H. Ec. 8	H. Ec. III	Study Hall	H. Ec. I
Ferguson	B. P. Ed. 9	B. P. Ed. 9	Coaching	B. P. Ed. 8	B. P. Ed. 10	B. P. Ed. 10
Flannagan	G. P. Ed. 8	G. P. Ed. 8	G. P. Ed. 9	Study Hall	G. P. Ed. 12	G. P. Ed. 12
Gentry	English III	English IV	English II	English II	Study Hall	English III
Greever	Guidance	Geography	Geography	Guidance	Guidance	Guidance
Holcomb	G. P. Ed. 9	G. P. Ed. 9	Study Hall	G. P. Ed. 8	G. P. Ed. 10	G. P. Ed. 8
Huddle	Geography	Study Hall	World Hist.	Geography	Soc. St. 8	Soc. St. 8
Irvin	Government	Government	Government	Government	Government	Study Hall
Jennings	English 8	English 8	Study Hall	English 8	English 8	English 8
Kaylor	Superv.	D. Ed. I	D. Ed.	D. Ed. I	Superv.	Superv.
Kegley	Sci. 8	Sci. 8	Study Hall	Sci. 8	Sci. 8	Sci. 8
Kelly	Sci. 9	Study Hall	Sci. 9	Sci. 9	Sci. 9	Sci. 9
Parson	Appl. Math	Sen. Class	Appl. Math	Sol. Geo.	Pl. Geo.	Algebra I
Parson	Attendance	Civics	Civics	Civics	Coaching	Coaching
Marriman	B. P. Ed. 8	B. P. Ed. 8	B. P. Ed. 9	P. Ed.	B. P. Ed. 12	B. P. Ed. 12
Poole	H. E. I	Reports	H. E. 8	H. E. I	H. E. I	H. E. I
Reeves	Study Hall	English 9	English 9	English 8	English 8	English 9
Roberts	Typing II	Shorthand I	Shorthand II	Typing II	Study Hall	Typing I

GEORGE WYTHE HIGH SCHOOL - CONTINUED

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Simmerman	Soc. S. 8	Shorthand I	Shorthand II	Typing II	Study Hall	Typing I
Smith	English 8	Art I	Art 8	Annual	Art II	Art I
Stroup	Soc. S. 8	Soc. S. 8	Study Hall	Soc. S. 8	Soc. S. 8	Soc. S. 8
Sutherland	Journalism	Spanish II	Latin I	Spanish I	Latin II	Study Hall
Tucker	Ind. Art 8	Equipment	Ind. Art 8	Ind. Art II	Ind. Art I	Ind. Art I
Umberger	Math 8	Math 8	Study Hall	Math 8	Math 8	Math 8
White	Choral	Band	Music	Individual	Beg. Band	Elem. Band
Whitt	Admin.	Biology	Guidance	Biology	Guidance	Admin.
Williams	English 10	Study Hall	English 9	English 9	English 12	English 10
Wilson	Science 8	Science 8	Study Hall	Science 8	Science 8	Science 8
Wilson	Cannery	Shop I	Ag. 8	Shop I	Ag. I	Shop I
Young	English 12	Study Hall	English 12	English 9	English 9	English 8

HILLSVILLE HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Huff	English 8	Math 8	Study Hall	English 8	Math 8	GPE 8
Jackson	GPE 8	English 8	Guidance	Civics	English 8	Civics 8
Melton	Civics 8	Civics 8	Latin I	Civics	Latin II	Study Hall
Mitchell	English 8	GPE 8	Math 8	Study Hall	English 8	Math 8
Shupe	Guidance	Chemistry	GPE IV	Science 8	Science 8	Science 8
Smythers	Economics	Civics 8	BPE 8	Civics 8	BPE I	BPE I
Turner	English 8	Study Hall	Science 8	English 8	Science 8	GPE 8
Weddle	Science 8	Study Hall	Guidance	Civics 8	Science 8	Science 8
Gardner	Biology	W. History	W. History	Biology	GPE I	Biology
Moore	Algebra	Math 8	Math 8	Study Hall	Algebra I	Math 8
Newman	Science I	Science I	Science I	Science I	Science I	Study Hall
Noell	Civics I	Gen. Bus.	Civics I	Gen. Bus.	Study Hall	Civics I
Swain	Math I	Math I	GPE 8	Math I	Math I	Study Hall
Query	BPE 8	History III	History III	History III	History III	BPE 8
Kirby	P. Geom.	Algebra I	Math IV	Algebra I	GPE II	Algebra I
Quesinberry	Guidance	English II	GPE II	English I	English I	English II
Jackson	English I	GPE 8	English I	English I	Study Hall	English II
Alderman	Typing I	Shorthand I	Typing I	Shorthand I	Typing I	GPE I
Bolt	English III	Guidance	GPE III	English II	English II	English III
Reynolds	Chorus	Chorus	Chorus	Chorus	Chorus	Chorus
Sisson	Bookkeeping	Bookkeeping	Bookkeeping	Typing II	Gen. Bus.	Typing II
Gaines	Algebra II	Government	Study Hall	Government	Government	Algebra II
Guynn	English IV	English III	English IV	English III	Guidance	English IV
Gardner	Library	Library	Library	Library	Library	Library
Noell	Shop I	Agric. I	Cannery	Adults	Agric. III, IV	Shop
Huff	Agric. I	Shop I	Adults	Agric. II	Shop II	Adults
Jordan	Office	BPE 8	BPE II, III	BPE II, III	BPE III, IV	Athletics

HILLSVILLE HIGH SCHOOL - CONTINUED

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Calabrese	Band	Band	Band			
Rea	Study Hall	Civics I	Civics I	Civics I	GPE III, IV	Math 8
McGrady	H. Ec. I	H. Ec. II	H. E. III	H. Eco. I	Guidance	H. Eco. I

JACKSON MEMORIAL HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Groseclose	Civics	Government	World Hist.	S. St. 8A	Guidance	
Sanders	Library	Science 8A	Library	Library	Expl.	
Huddle	Chemistry	Science 9B	Science 9A	Biology	Drama	
McKenney	Science	English II	Study Hall	English III	Fine Arts	
Blair	English 9	English 9	Study Hall	English 8	French	
Fisher	Math 9	Algebra I	Algebra I	Adv. Math	Pl. Geom.	Math 9
Gibbs	S. St. 8	S. St. 8	World Hist.	Guidance	Science 8	Study Hall
Umberger	Phy. Ed. 10	English 8	English 8	Phy. Ed. 8	Phy. Ed. 9	Phy. Ed. 10
Nucholls	Math 8	Math 8	Math 8	Phy. Ed. 8	Phy. Ed. 9	Phy. Ed. 10
McKenney	Agri. II	Agri. I	Shop I	Shop I	Spec. Shop	Expl.
Dunford	H. Ec. II	H. Ec. I	Supv.	H. Ec. I	H. Ec. III	Expl.
Hall	Shorthand II	Gen. Bus.	Typing I	Typing II	Typing I	Expl.

RADFORD HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Baker	Typing I	Gen. Bus.	Shorthand I	Shorthand I	Typing I	
Clement	P.Ed. 11, 12	P.Ed. 8	P.Ed. 11, 12	P.Ed. 11, 12	P.Ed. 9, 10	P.Ed. 9, 10
Crockett	P.Ed. 8	P.Ed. 8	P.Ed. 9, 10	P.Ed. 9, 10	Dr. Train.	Dr. Train.
Dobyns	Guidance	Pl. Geom.	Study	S. Geo. Trig.	P. Geom.	Algebra II
Giles		Math 9	Math 8	Math 8	Math 8	Math 8
Graybeal	Rem. Read	Rem. Read	English 8	Study	English I	Guidance
Haislip	Typ. II, O. Pr.	Expl. Bus.	S. St. 8		Bus. Law	Bookkeep.
Hatcher		D. O.				
Hatcher	Am. Gover.	Am. Gover.	Am. Hist.	Am. Hist.	Am. Gover.	Soc. Prob.
Heinline	English III	English II	Journalism		English III	English III
Howard	P.Ed. 11, 12	P.Ed. 11, 12	P.Ed. 11, 12	P.Ed. 11, 12	P.Ed. 9, 10	P.Ed. 9, 10
Jennings	Biology	Biology	Science 8	Science 8	Science 8	Science 8
Kent	Math 9	Algebra I	Math 8	Math 8	English 9	
Luzenski	Ind. Arts I	Ind. Arts II	Ind. Arts I	Ind. Arts II	Ind. Arts I	Ind. Arts I
Luzenski	Exp. Arts	Ind. Arts III	Art	Art	Art	Art
McGahey	W. History	English I	English I	English I	W. History	S. St. 8
McKay	Study	Sp. & Dram.	Guidance	S. St. 8	S. St. 8	S. St. 8
Meade	Geography		S. St. 8	English 8	Geography	English 8
Meador	Algebra I		Latin I	Latin I	Latin I	Latin II
Morton	Science 9	Study	Science 9	Science 8	Guidance	Physics
Painter	Office	Science 9	Office	Science 9	Science 9	Office
Phillips	Library	Library	Library	Library	Library	Library
Reynolds	Mix. Ch. Beg.	Exp. Music	Mix. Ch. Adv.	Elementary	Elementary	Elementary
Roberson	Guid. Expl.	Driver Tr.	Science 8	Math 9	Science 8	Office
Rogers	P. Ed. 8	P. Ed. 8	P. Ed. 9, 10	P. Ed. 9, 10	English 8	
Rust	Exp. H. Ec.	H. Ec. I	H. Ec. II	H. Ec. II	H. Ec. II	H. Ec. I
Wade	English IV	English IV	English III	Guidance	English IV	Study
Wall	Chemistry	Chemistry	Algebra I	Guidance	Study	Algebra I

RADFORD HIGH SCHOOL - CONTINUED

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Wilson	English II	English I	English II	English II	English I	
Wright	Exp. H. Ec.	Boy's H. Ec.	Boy's H. Ec.	H. Ec. I	H. Ec. III	
Sullivan	Amer. Hist.	Amer. Hist.	Amer. Hist.		Amer. Hist.	English 8
Nance		French I				Spanish II

RURAL RETREAT HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Biser	Chorus (G)	Chorus (M)	Music 8	B. Band	Elem. Band	Band
Blair	Office	Gen. Math	Business 8	Math 8	Math 8	Gen. Math
Copenhaver	Ag. II	Shop II	Agric. 8	Conf.	Agric. I	Shop I
Vaughan	Conf.	Conf.	Agric. II	Agric. I	Shop I	Agric.
Donaldson	English IV	Government	Conf.	Government	English IV	Gen. Bus.
Etter	Library	Library	Library	Library	English 8	Latin
Killinger	Physics	Gen. Sci.	Conf.	Biology	Biology	Sci. 8
Litz	Soc. St. 8	Soc. St. 8	World Hist.	Soc. St. 8	Conf.	Soc. St. 8
Dodge	P. Ed. I	Ph. Ed. II	Ph. Ed. II	Ph. Ed. 8	Ph. Ed. 8	Ph. Ed. IV
Wiliard	Ph. Ed. I	Ph. Ed. II	Ph. Ed. II	Ph. Ed. 8	Ph. Ed. 8	Ph. Ed. IV
Neff	English II	English II	Conf.	English II	Spanish I	Spanish I
Phillippi	Conf.	English I	English I	Civics	W. Geo.	English I
Roberts	P. Geo.	Conf.	Applied Math	Alg. II	Bus. Math	Alg. I
Six	Math 8	Math 8	Art 8	Guidance	Guidance	Guidance
Kinder	Shorthand I	Typing I	Typing I	Bookkeeping	Typing II	Conf.
Neate	H. Ec. I	H. Ec. II	H. Ec. 8	H. Ec. III	H. Ec. I	H. Ec. IV
Cornett	Science 8	Science 8	Gen. Sci.	Gen. Sci.	Conf.	Science 8
Griffitts	English 8	English 8	English 8	W. Geography	Conf.	English 8

WOODLAWN HIGH SCHOOL

Schedule of Classes - 1956-1957

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Robinson	English IV	Guidance	French I	English IV	Guidance	French II
Camper	English 9	English 9	Library	Library	English 9	English 9
Spraker	Typing I	Gen. Bus.	Typing I	Bookkeeping	Typing II	Shorthand
Vass	English II	English II	Phy. Ed.	English II	Phy. Ed.	Guidance
Williams	Algebra I	Study Hall	Math I	Gen. Sci.	Study Hall	Gen. Sci.
Webb	H. Ec. I	H. Ec. I	Math I	H. Ec. II	Study Hall	H. Ec. I
Marshall		AG. 9		AG. 9		AG. 10
Gardner	AG. 10		AG. III		AG. 12	
Shaw	English II	English II	Music	Music	Music	Music
Hillman	Math 9	Algebra II	Geometry	Algebra I	Study Hall	Algebra I
Lyons	Study Hall	P. Ed.	Biology	Biology	P. Ed.	Economics
Robinson	Study Hall	Biology	Civics 9	Civics 9	Civics 9	Chemistry
Cox	Gov. I	Gov. II	History III	History II	History III	Study Hall
Hanks	Civics	Math 9	P. Ed.	Study Hall	P. Ed.	Math 9
Pauly	Science		Science	Study Hall	Science	Science
Remon	English	English	Study Hall	Study Hall	English	English
Willington	Math		Math	Study Hall	Math	Math
Robinson	Civics		Civics	Study Hall	Civics	Civics

ABSTRACT

FACTORS INFLUENCING THE ELECTION OF HOME MAKING
EDUCATION IN CERTAIN HIGH SCHOOLS OF VIRGINIA

by

Vila Evelyn Mayberry Harmon

ABSTRACT

This study was undertaken in nine high schools in southwest Virginia to determine why some girls elected homemaking education; why other girls did not make this selection; to determine the effect of academic requirements on the election of homemaking education; and to determine what recommendations could be made in light of the findings which if followed might result in a larger proportion of students electing homemaking education.

A combination of survey with students, interview with high school principals, and tabulation of data from cumulative records of high school girls were used. The questionnaires were taken from 310 high school senior girls. In addition, the cumulative records of the same girls were studied and pertinent data tabulated. Nine high school principals, representative of three school divisions, were interviewed and the data tabulated.

Three factors which mainly influenced girls to elect homemaking education courses were: (1) plans for marriage, (2) the course was considered to be challenging and interesting, and (3) parents encouraged enrollment. The three main reasons for non-election were: (1) students considered other courses more interesting, (2) they needed other courses for college preparation, and (3) they felt that the home would provide the needed training.

Academic requirements for graduation and the scheduling of classes were found to have little or no effect on the election of homemaking courses in the high schools. It was indicated that greater interest could be stimulated in homemaking education by: (1) providing more equipment in the homemaking department, (2) making classrooms and facilities more home-like, (3) emphasizing more practical projects for class and home, (4) providing longer class periods and (5) providing for more opportunities to plan with the homemaking education teachers.

In the opinion of students (1) wise use of money (2) home care of the sick (3) guidance and care of children and (4) personal grooming were the areas of homemaking education most frequently mentioned as needing greater emphasis.