

**A STUDY OF FAMILY LIFE PRACTICES OF GRADUATES,
SCHOOL OF HOME ECONOMICS, OREGON STATE COLLEGE,
1918-1922 AND 1930-1934**

by

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TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION AND STATEMENT OF THE PROBLEM . .	1
Introduction	1
Statement of the Problem	2
II REVIEW OF THE LITERATURE.	4
III METHODS OF PROCEDURE.	6
Selection of a Method of Study.	6
Collecting Data Preparatory to Con- struction of Questionnaire.	6
Construction of Questionnaire	6
Revision of the Questionnaire	7
Subjects Included in the Study.	8
Number of Questionnaires Distributed and Returned.	9
IV RESULTS OF THE STUDY.	10
General Information.	10
Year of Graduation and Curricula.	10
Marital Status of Graduates	11
Marital Status of Oregon State College Home Economics Women in Comparison with the Total Number of Women College Graduates and of All Women in the United States.	15
Length of Period Between Graduation and Marriage.	16
Children.	19
Distribution of Children Among Home Economics Graduates	19
Percentages of Children Among Married Oregon State College Home Economics Graduates	22
Sex and Age of Children.	23
Number of Years Married in Rela- tion to Number of Children	24
Number of Children in Relationship to Annual Income of Parents.	25
Residence	28
Place of Residence	28

TABLE OF CONTENTS

(Cont'd)

Chapter	Page
Advanced Degrees Received by Graduates	29
Motives for Attending Classes in Adult Education	31
Economic Information	33
Income Distribution of Oregon State College Home Economics Graduates. . .	33
Incomes When Classified by Place of Residence	37
Income in Relationship to Foods Pro- duced for Home Use.	41
Estimated Amount of Various Foods Produced for Home Use	43
Occupations of Husbands and Wives . . .	45
Occupations of Unmarried Graduates. . .	47
Present Status of Gainful Employment Among Graduates Who Have Married. . .	49
Areas of Work in Which Graduates Were Engaged Before Marriage	52
Motives for Working Outside the Home. .	57
Married Graduates' Contribution to the Family Income	60
Money Management.	61
Relationship Between Money Manage- ment and Income.	61
Graduates' Reactions to Money Manage- ment Activities When Classified According to Those Always, Sometimes, and Never Done by Them.	63
Methods of Reducing Expenses Within the Home.	69
Dwellings - Arrangement, Equipment and Facilities	71
Relationship Between the Number of Years Married and Home Ownership. . .	71
Relationship Between Children and Home Ownership	74
Relationship Between Income and Home Ownership	74

TABLE OF CONTENTS

(Cont'd)

Chapter	Page
Estimated Evaluation of Dwellings When Classified According to Those Owning, Buying, and Renting	77
Age of Dwellings	80
Dwelling Arrangement and Facilities . .	81
Relationship Between Income and Labor- Saving Equipment	83
Dishes and Silverware Used by Graduates	86
Household Activities	87
Food Preparation Activities	87
Laundering and Dry Cleaning	92
Sewing Activities	94
Time Schedule for Housework	96
Periods of Illness in the Homes of Graduates	96
Relatives or Other People Living with Graduates	98
Employed Help in the Home	99
Unit of Time for Which Outside Help is Employed	101
Leisure Period Planned by Homemakers . .	102
Recreation and Community Activities	104
Community Activities in Which Graduates Participate	104
Recreation and Vacation Activities Planned by Homemakers	106
Reaction to Value of College Courses	109
Graduates' Reaction to Home Economics Courses	109
Graduates' Recommendation for the Organi- zation of Home Management Houses	114
Graduates' Reaction to Operation of Home Management Houses	114

TABLE OF CONTENTS

(Cont'd)

Chapter		Page
	Graduates' Reaction as to Whether or not the Home Management House Should Represent in Planning, Construction, and Furnishing, the Scale of Living of a Particular Income Group	117
	Graduates' Opinion as to the Basis on which the Home Management Houses Should be Operated	118
V	SUMMARY	121
VI	RECOMMENDATIONS	133
	Recommendations for Further Study. . .	133
	REFERENCES.	135
	APPENDIX	
	A. Questionnaire	1
	B. Supplementary Comments by Home Economics Graduates	viii

LIST OF TABLES

Table		Page
1	Home Economics Curricula From Which the 180 Subjects Were Graduated	11
2	Marital Status of Graduates	14
3	Marital Status of Oregon State College Home Economics Women as Compared with Women in Related Studies	16
4	Length of Period Between Graduation and Marriage.	18
5	A. Distribution of Children According to Sex, for the Two Groups of Graduates.	21
	B. Graduates With Children.	21
6	Number of Children in the Families of Oregon State College Home Economics Graduates as Shown by Related Studies.	22
7	Sex and Age of Children	23
8	Number of Years Married in Relationship to Number of Children.	25
9	Number of Children in Relation to Annual Income of Parents	27
10	Place of Residence.	28
11	Advanced Degrees Received by Graduates.	30
12	Graduates' Motives for Attending Classes in Adult Education	32
13	Income Distribution of Oregon State College Home Economics Graduates.	36
14	Incomes When Classified by Place of Residence	40
15	Income in Relationship to Food Produced For Home Consumption.	42

LIST OF TABLES

(Cont'd)

Table		Page
16	The Varieties and Amounts of Foods Produced for Home Use	44
17	Occupations of Husbands and Gainfully Employed Wives Represented in This Study.	46
18	Occupations of Unmarried Graduates	48
19	Status of Gainful Employment Among Graduates Who Have Married	51
20	Areas of Work Before Marriage.	54
21	Motives Listed by Homemakers for Combining Homemaking and Gainful Employment.	59
22	Contributions to Family Income Made by Gainfully Employed Homemakers.	60
23	Relationship Between Money Management and Income	62
24	Graduates' Reaction to Money Management Activities When Classified According to Those Always, Sometimes, and Never Done by Them. . .	66
25	Methods by Which Graduates Would Cut Expenses in the Home.	70
26	Years Married in Relationship to Home Ownership	73
27	Relationship Between Income and Home Ownership	76
28	Estimated Value of the Dwellings in which Graduates Live:	79
	A. Owning.	79
	B. Buying.	79
	C. Renting	80
29	Housing Arrangements and Facilities.	82

LIST OF TABLES

(Cont'd)

Table		Page
30	Relationship Between Income and Labor-Saving Equipment.	85
31	Dishes and Silverware.	87
32	Food Preparation Activities Classified According to Those Always, Sometimes, and Never Done by Graduates.	90
	A. Baking.	90
	B. Food Preservation	90
	C. Use of Cold Storage Lockers	91
	D. Meal Preparation.	91
33	Laundering and Cleaning Activities Classified According to Those Always, Sometimes, and Never Done by Graduates.	93
	A. Dry Cleaning.	93
	B. Laundry	93
	C. Family Washing and Ironing.	94
34	Sewing Activities Done in the Homes of Graduates.	95
	A. Children's Sewing	95
	B. Graduates Sewing for Themselves	95
	C. General Household Sewing.	96
35	Periods of Illness in the Homes of Graduates	97
36	Relatives or Other People Living with Graduates.	98
37	Employed Help in the Home.	100
38	Unit of Time Outside Help is Employed.	102
39	Leisure Period Planned by Homemakers	103
40	Types of Community Activities in Which Graduates Take an Active Part.	105
41	Recreation and Vacation Activities Planned by Homemakers.	108

LIST OF TABLES

(Cont'd)

Table		Page
42	Graduates' Reaction to College Courses . . .	110
43	Graduates' Reaction to Operation of Home Management Houses.	116
44	Graduates' Reaction as to Whether or Not the Home Management Houses Should Represent in Planning, Construction, and Furnishing, the Scale of Living of a Particular Income Group	118
45	Graduates' Opinion as to the Basis on Which the Home Management Houses Should be Operated	120

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

Louise Stanley of the Bureau of Home Economics (8:200) once remarked, "It is of great importance that home economics research should continue to function along lines closely related to the well-being of the nation's families." Because of past research in chemistry, bacteriology and other sciences our nation is now safer than 20 years ago in safeguarding the nutrition and general good health of the nation. It is therefore hoped that research applied to family living may in a measure be of benefit to the nation's family life. The writer has therefore gathered data which are concerned with home economics graduates. These data include sources of income, proportions of income earned by family members from outside employment, income from home production, occupations, management of time and income, as well as household activities. All of these should give us a picture of family life. From these sources the writer has undertaken to evaluate the training of the home economist in hopes that this study may be of

value in determining future trends in home economics training for personal development, professional betterment and harmonious family living. Research should be an aid in keeping home economics training abreast with social and economic trends.

It is hoped the results of this study will also contribute to other studies in determining the level upon which Home Management Houses at Oregon State College should be constructed and operated.

STATEMENT OF THE PROBLEM

In a broad sense the purpose of this study is to gather data which will aid in evaluating the training received in home economics courses at Oregon State College. This evaluation, it is hoped, will be an aid in future home economics work.

In order to obtain this broad objective the study has been broken down into small specific objectives as follows: (1) To obtain general information regarding graduates' background through the curriculum followed, advanced degrees obtained, and attendance of adult education classes; (2) To determine the standard of living as shown by the income, home ownership, housing evaluation, labor-saving equipment and facilities within the homes;

(3) To determine the marital status of graduates and the number of children; (4) To determine household practices and attitudes toward these activities; (5) To determine the extent of leadership in community and civic life; (6) To determine the extent of recreational activities within the home; (7) To determine the occupation of graduates; (8) To determine money management practices in homes; (9) To obtain an evaluation of college courses and their use personally, professionally, and in homemaking.

CHAPTER II

REVIEW OF THE LITERATURE

1. Bentley (1) made a study in 1931 of incomes and expenditures of home economics graduates of Oregon State College. This study was made of 169 graduates and covered a period of 37 years, from 1893 to 1930. It included both married and unmarried graduates.

2. A study was made by Carter (2) in 1942 of the household management practices of married Oregon State College home economics graduates. This study was made to determine the extent to which the curricula fulfill the needs of these women. It included income, place of residence, occupations, management of the household and of income, community participation and leadership, recreation enjoyed by the homemakers and families, and an evaluation of college home economics courses. Carter's 200 co-operators were selected from two five-year groups, 1925 to 1929 and 1935 to 1939.

3. Sinnard (7) completed a study in June, 1942, on the factors in designing a home management house for the Oregon State College campus. Her co-operators were research specialists in housing, members of the home economics faculty, and graduates of the School of Home Economics at Oregon State College. The objectives of this study were:

the policies to be followed in planning, construction, and operation of a new home management house. Special emphasis has been placed on the economic factors.

4. Wilson (11) completed a study in 1940 on the status of alumnae of the school of home economics at Oregon State College. This study covered the period of years from 1892 to 1939 and included 2011 cooperators. The following data were collected and classified: the year of graduation, marital status, number and ages of children, place of residence, occupation, employment, amount of meal preparation and laundry done in the homes, and the use of power washers and ironers in the home.

5. In 1932 Woodhouse (12) made an extensive study of land-grant college women graduates. Included in this study were four periods of three years each, 1889-92, 1899-02, 1909-12, and 1919-22. A total of 6665 women participated in the study. Among the topics covered were: occupations, earnings, marriage and children.

6. Woodhouse (13) also made a study in 1929 of 336 college women over the United States. This was not a selected group. This study includes occupations, reasons for working, earnings, marriage and children.

CHAPTER III

METHOD OF PROCEDURE

Selection of a Method of Study

Because Oregon State College graduates are so widely scattered the questionnaire method of collecting data seemed the only feasible means of obtaining sufficient data with which to make this study.

Collecting Data Preparatory to Construction of Questionnaire

Before constructing a questionnaire, the writer made a survey of other studies in which questionnaires were used. Conferences were held with seven home economists, six of whom (14,15,16,18,19,20) were from the School of Home Economics at Oregon State College and one (17) from Cornell University. Valuable suggestions were given by each. Graduate students in home economics also were interviewed for suggestions concerning material to be used in the questionnaire.

Construction of Questionnaire

A preliminary questionnaire was constructed which included the following topics: (1) General information such as year of graduation, marital status, the number of children, place of residence, advanced degrees obtained,

and advanced educational classes attended; (2) Economic information which included incomes, foods produced for home consumption, occupations before and after marriage, present employment with motives for working, and money management activities; (3) Dwellings, including size, age, value, equipment, facilities, and ownership status; (4) Household activities such as food preparation, home sewing, laundering and dry cleaning, time work schedules, periods of illness, and employed help in the home; (5) Community activity participation and leadership, recreational activities and leisure time; (6) Reaction to college courses; (7) Home management house suggestions.

Revision of the Questionnaire

The preliminary questionnaire was submitted to four home economics faculty members and twelve graduate home economics students who were attending summer session. These graduate students were selected to approximately correspond with subjects to whom the final questionnaire was to be sent. The questionnaire was answered in the absence of the writer and all suggestions, criticisms and questions regarding the form itself were written on an attached paper and returned with the questionnaire. From these suggestions the writer revised her questionnaire and made the final casting (Appendix A) which was used in gathering data for this study.

Subjects Included in the Study

About the same time the writer began the construction of her questionnaire Carter (2) also began a similar study of Oregon State College home economics graduates covering two five-year periods 1924 to 1929 and 1934 to 1939. It was decided to make this a parallel study with Carter's except that the writer's study would cover a different period of years. As a result of Carter's selection of graduates, it seemed best to select for this study the five years intervening her two groups and also an earlier group. The earlier group was chosen because it represented those graduates who were in college immediately following World War One. Therefore this study is of graduates completing their work in June, 1918, up to and including June, 1922, and June, 1930, up to and including June, 1934. The latter period was also one of economic unrest. A random samples of names from each of the ten years was selected. This sample was obtained by selecting every second, third, or fourth name (depending upon the total number) in order to obtain approximately 40 names from each class. Mailing lists were obtained from the home economics office and addresses were rechecked for more recent changes with the alumni office.

Number of Questionnaires Distributed and Returned

Four hundred questionnaires were mailed, 200 to each of the five-year groups. An attempt was made to select 40 names from each of the ten years, but in the earlier groups the classes were smaller and the addresses more incomplete. For this reason fewer names were selected from the two earliest years. The numbers selected from each class are as follows: 35 from the 1918 class, 37 from the 1919, 40 from the 1920, and 44 from each of the 1921 and 1922 classes. In the younger group 40 names were selected from each of the five years.

From the 400 questionnaires mailed out 26, or 6.5 per cent, were returned unclaimed. One hundred eighty-three were filled in and returned by the cooperators. Three of the 183 were discarded because they were incompletely answered. This left 180, or 45 per cent, of the original group, and from these this study has been made. In the 1918-22 classes 75, or 37.5 per cent, of the questionnaires were returned. In the 1930-34 group 105, or 52.5 per cent, were returned. No attempt was made to record the names of those to whom the questionnaires were sent or the areas to which they were mailed or from which they were returned.

CHAPTER IV
RESULTS OF THE STUDY

GENERAL INFORMATION

Year of Graduation and Curricula

In segregating the 180 home economics graduates according to the curriculum followed by each, it was found that 136, or 75 per cent, followed the professional and 39, or 22 per cent, the general course. Five of them, or three per cent, did not respond. Carter (2:9) found that 58 per cent had followed the professional and 42 per cent the general course. The number not responding may partially account for this difference. In the 1918-1922 group there are 75 graduates, 74 per cent of whom followed the professional and 20 per cent the general course. In the 1930-1934 group of 105 graduates 80, or 77 per cent, pursued the professional and 24, or 23 per cent, the general course. The complete figures are shown in Table 1.

Table 1

**Home Economics Curricula From Which the
180 Subjects Were Graduated**

Home Economics Curricula	Years Graduated					
	N=75		N=105		N=180	
	1918-1922		1930-1934		Total Group	
	No.	%	No.	%	No.	%
Professional	56	74	80	77	136	75
General	15	20	24	23	39	22
No Response	<u>4</u>	<u>6</u>	<u>1</u>	<u>—</u>	<u>5</u>	<u>3</u>
Totals	75	100	105	100	180	100

Marital Status of Graduates

In the writer's study of 180 Oregon State College home economics women who graduated during the years 1918-1922 and 1930-1934 it was found that a total of 85.5 per cent have been married. This figure includes those living with their husbands and also those that are widowed and divorced. One case did not respond, and there is no indication as to her married status. Woodhouse (12:8) in her study of land-grant college graduates covering a period of years from 1889 to 1922 found from 62.4 to 67 per cent of them married. Wilson (11:4) in a study of 1214 Oregon

State College home economics graduates from the years 1892 to 1934 found that 76.3 per cent of them had been married. Carter's (2) study was made of married women only and therefore is not comparable.

The graduates included in the 1918-22 married group have been married for an average of 17 years with the length of time ranging from 2 to 27 years. The 1930-34 group have been married for an average of 6.5 years with the range of time extending from 2 months to 20 years. One graduate now married 20 years had been married for sometime previous to her graduation. She had a seven year old son at the time of her graduation.

In the group remaining unmarried there are 26 graduates, or 14.5 per cent. In the 1918-22 group 6.6 per cent and of the 1930-34 group, 20 per cent are unmarried. Five (2.5 per cent) of the cases are widowed with two per cent having children. Three of the earlier group are widowed as contrasted with two of the later group. Seven (3.5 per cent) of the entire group are divorced with two per cent having children. In the older group are five divorcees and only two in the younger group.

Of the 154 graduates in this study that are married 61 per cent have children. Woodhouse (12:8) also found that 61 per cent of the married graduates in her study have children.

In a study made of all college graduates throughout the United States and published in 1941 (9:12) the following were presented. (See Table 3.)

Table 2
Marital Status of Graduates

Marital Status	1918-1922			1930-1934			Totals	
	No.	Per Cent	Average Years Married	No.	Per Cent	Average Years Married	Per Cent	No.
Single	5	6.6	0.0	21	20.0	0.0	14.5	26
Married with children	46	61.2	17.0	59	56.0	7.2	59.0	105
Married without children	15	20.0	12.7	21	20.0	4.3	20.0	36
Widowed with children	3	4.0	20.0*	1	1.0	5.0	2.0	4
Widowed without children	0			1	1.0	No response	0.5	1
Divorced with children	2	3.0	17.5	2	2.0	11.0***	2.0	4
Divorced without children	3	4.0	**	0	0.0	0.0	1.5	3
Not responding	1	1.2					0.5	1
Totals	75	100.0	17.0	105	100.0	6.5	100.0	180
Total number who have married	70	45.0		84	55.0		85.5	154

1918-22 group married from 2 to 27 years.

1930-34 group married from 2 months to 20 years.

* One widow with children did not state how long she had been married.

** None of the divorced women without children stated how long they had been married.

*** One divorcee with children did not state how long she had been married; the other had been married 11 years.

Marital Status of Oregon State College Home Economics
Women in Comparison with the Total Number of Women College
Graduates and of All Women in the United States

Table 3 shows an interesting comparison of the marital status of Oregon State College home economics graduates with the total number of women college graduates throughout the United States and of all women 15 years of age and older. Time Newsmagazine Company (9:12) made an interesting study of the college women in the United States and compared them with the non-college women. Nearly 20 per cent more in the writer's study are married than are women generally in the United States, and one-third more are married than are other college women throughout the nation. Fourteen and five-tenths of the graduates in this study are unmarried, 48.9 per cent among all graduate women and 26.4 per cent among all women in the United States. The divorced group is large among Oregon State College women, as shown by 3.6 per cent, other graduates 1.8 per cent, and women generally 1.3 per cent. Comparing college women generally with other women it is apparent that the college women are less likely to marry. However, there is a smaller percentage unmarried in this group than among women generally. Woodhouse (12:8) found more land-grant college women married than other college women.

Table 3

**Marital Status of Oregon State College Home Economics
Women as Compared with Women in Related Studies**

	Oregon State College	All Women Graduates in the United States	*All United States Women Residents 15 Years Old and Over (1930 Census)
Unmarried	14.5%	48.9%	26.4%
Married	79.0	45.7	61.2
Divorced	3.5	1.8	1.3
Widowed	2.5	3.6	11.1
Not indicated	0.5		
Totals	100.0	100.0	100.0

*(7:12)

Length of Period Between Graduation and Marriage

The average length of time between graduation and marriage is 4.2 years with a median of 2.9. This average is somewhat higher than Carter's (2:10) average of 2.74 years. Part of this difference is no doubt due to the wider range which extends from less than one year up to 18 years in this study as compared with Carter's of from less than one year and extending to 14 years. Wilson (11:4) concluded that two out of three Oregon State College

home economics graduates marry within three years of graduation. The largest number were married within two years in this group. Carter (2:10) found that 4.5 per cent married before graduation, and in this study there are 5.9 per cent. One case was married 20 years before graduation and another for some time before she entered college.

Table 4

Length of Period Between Graduation and Marriage

N=154

Length of Time Between Graduation and Marriage	Number of Cases	Per Cent
Before graduation	9	5.9
Less than 1 year	13	8.4
1 year	18	11.7
2 years	32	21.0
3 "	25	16.3
4 "	11	7.1
5 "	8	5.1
6 "	9	5.8
7 "	11	7.1
8 "	3	1.9
9 "	3	1.9
10 "	2	1.2
12 "	1	0.7
13 "	2	1.2
14 "	1	0.7
15 "	1	0.7
16 "	1	0.7
17 "	1	0.7
18 "	1	0.7
No response	<u>2</u>	<u>1.2</u>
Totals	154	100.0
Median 2.9	Mode 2	Mean 4.2
Range 0 to 18		

Children

Distribution of Children Among Home Economics Graduates.

In this study of 180 graduates 154 are or have been married. This number includes those married, divorced and widowed. Among those married graduates 113, or 73.5 per cent, have children. In other studies of Oregon State College home economics graduates the per cent of married women having children is as follows: Bentley (1:1) 69 per cent, Carter (2:11) 68 per cent, and Wilson (11:5) 68 per cent. In the Woodhouse (12:8) study of land-grant college graduates 61 per cent have children.

In the 1918-22 group two graduates have four children each. This is the largest number for any one family. In the 1930-34 group the largest number in any family is three children. There are 203 children in the total group, with an average of 1.32 children for each family. One graduate has two adopted children, a boy and a girl. Another has an adopted boy. Although one pregnancy is reported, this child was not included in this study. See Table 7 for a distribution of children according to age.

In the 1918-22 group there are 70 married graduates. Fifty-one of them have 98 children, 47 boys and 51 girls, or an average of 1.4 children for the 70 women. Seventy-three per cent of the married group have children. Wilson

(11:5) found in a group of graduates falling in the years from 1915 to 1924 that 84 per cent of them have children. Woodhouse (12:8) found that homemakers with children had 1.9 each and those with jobs 1.7 each.

In the 1930-34 group 84 graduates have been married. Sixty-two of these families have 105 children, 50 boys and 55 girls, with an average of 1.25 for each of the 84 graduates. Seventy-four per cent of this group have children. Wilson's (11:5) study gives 68.2 per cent for this same period. Carter's (2:11) study of a group falling in the 1935-39 period indicates that 52 per cent have children. This decreasing difference may be because the above studies were made two and one years previous to this study and many of these women are still within a child-bearing age. A summary of the distribution of children is shown in Table 5-B.

Table 5

Part A

Distribution of Children According to Sex
for the Two Groups of Graduates

	Number of Children					
	N=98		N=105		N=203	
	1918-1922		1930-1934		Total Group	
	No.	%	No.	%	No.	%
Boys	47	48	50	48	97	48
Girls	51	52	55	52	106	52
Total	98	100	105	100	203	100

Part B

Graduates With Children

N=154	Periods					
	1918-1922		1930-1934		Total Group	
	No.	%	No.	%	No.	%
Married graduates with children	51	73	62	74	113	73.5
Married graduates without children	19	27	22	26	41	26.5
Total number of graduates who have married	70	45	84	55	154	85.5
Average number of children among all gradu- ates who have married	1.4		1.25		1.32	

Percentages of Children Among Married Oregon State College Home Economics Graduates. The percentage of children found among married Oregon State College home economics graduates is shown in Table 6. The table also shows the percentage of graduates having different numbers of children. This table is combined with Carter's (2:14) and Wilson's (11:5) and represents a total of 1280 graduates that are or have been married. In Carter's group only 3.2 per cent have no children, whereas 25.2 per cent of Wilson's and 26 per cent of this study have no children. The largest families are shown in the Wilson study with 3.3 per cent having four children and 0.9 per cent having 5 children.

Table 6

**Number of Children in the Families
of Oregon State College Home Economics Graduates
as Shown by Related Studies**

Name of Study	*Number of Children in the Family						Total Cases
	0	1	2	3	4	5	
This Study	26.0%	29.2%	33.8%	9.0%	2.0%	0.0%	154
Wilson (11:5)	25.2%	26.3%	29.9%	13.8%	3.3%	0.9%	**926
Carter (2:14)	3.2%	25.5%	31.5%	8.5%	2.0%	0.0%	<u>200</u>
Total							1280

*This table should be read as follows for column 1, "Twenty six per cent of the graduates have no children." etc.

**In this total there are three families of six children each and one family of eight children which are not included in these percentages.

Sex and Age of Children. The ages of the children whose mothers are included in this study range from 2 months to 26 years. In the 1918-22 group ages range from 7 months to 26 years. In this group there is one seven months' old child, and one each of the following, one year, two years, three years, and four years old. The greatest number are between the ages of 5 and 20 years. The ages of children whose mothers graduated from 1930 to 1934 range from a few months to 20 years of age. This 20-year old boy's mother is the one referred to in Table 4 in which she had been married several years previous to her graduation. There is also a sixteen-year old boy whose mother was married before entering college. Excluding these two exceptions, the oldest of the 1930-34 group of children is nine years of age.

Table 7

Sex and Age of Children

N-203 Sex	Age in Years						Total
	Less than 1 year	1-5	5-10	10-15	15-20	20-26	
Girls	5	36	24	16	20	5	106
Boys	6	28	22	19	18	4	97
Total	11	64	46	35	38	9	203

Number of Years Married in Relation to Number of Children. A distribution of the number of children among the married graduates in relation to the number of years married is shown in Table 8. The largest number of children is found in families where the parents have been married from five to eight years, or a total of 64 children in 48 families. In Carter's study (2:14) she found the largest number of children among graduates married four years. Four children is the largest number in any one family in this study. Carter had one graduate with five children and four families with four each. Wilson (11:5) had eight families with five children, three with six, and one with eight. There is a total of 203 children among 154 graduates with an average of 1.32 for all graduates who have married.

Table 8

**Number of Years Married
in Relationship to Number of Children**

Length of Time Married in Years	Number of Children					Total Number	
	0	1	2	3	4	Cases	Children
21-27	1	2	4	3	1	11	23
17-20	7	10	14	4	2	37	58
13-16	1	3	3	1	0	8	12
9-12	7	6	11	3	0	27	37
5-8	10	15	20	3	0	48	64
1-4	14	9	0	0	0	23	9
Totals	40	45	52	14	3	154	203

Number of Children In Relationship To Annual Income Of Parents. Table 9 shows a distribution of data, which gives the number of children in relation to the annual income of their parents. Five of the graduates with children did not state their income. There is a one-child family whose income is within the \$250-500 yearly bracket. This income may be somewhat misleading because the father is a minister living in a rural community. The family income is supplemented with butter, milk, vegetables, etc. which they produce. Six and four-tenths per cent of the

children are from families earning between \$2000 and \$1250 yearly. From this amount the salary range extends up to \$15,000. The latter income represents one family with two children.

Nearly one-half of the children are from families within the \$2500 to \$5000 income range. About 65 per cent are within the \$2000 to \$5000 range. The families having three and four children each earn from \$3000 to \$7500 yearly. The two-child families, which is about the average number of children for the married graduates in this study, have an income range from \$1000 to \$15,000. (See Table 13 for income distributions.)

Table 9

Number of Children in Relation to Annual Income of Parents

Income Range	Number of Families With Children (number of children in each family)					Totals	
	0	1	2	3	4	Children	Percentage
\$ 250-500		1				1	0.5
500-750	1						
750-1000							
1000-1250			5	1		13	6.4
1250-1500	2	1	1			3	1.5
1500-1750	4	2	1	2		10	5.0
1750-2000	3	4	2	3		17	8.5
2000-2250	4	4	8			20	10.0
2250-2500	4	6	5			16	8.0
2500-3000	6	10	7	1		27	13.0
3000-3500	7	9	9	1	1	34	16.8
3500-5000	8	4	9	3	1	35	17.0
5000-7500	2		1	2	1	12	5.9
7500-10000		1	1	1		6	3.0
10000-15000			1			2	1.0
No Response		3	2			7	3.4
Total	41	45	104	42	12	203	100.0

Residence

Place of Residence. It is interesting to note that only six per cent of the graduates live on a farm in which the land is the chief source of income. Carter (2:14) also found six per cent of her cases were farmers. Nine per cent live in rural areas or on small acre tracts in which little or no income is derived from the land. Forty per cent live in small cities of 10,000 or less and 44 per cent in cities over 10,000 population. These figures indicate that 84 per cent live in urban communities. Carter (2:14) found that 75.5 per cent lived within the city limits.

Table 10

Place of Residence

Place of Residence	Number of Graduates	
	Number	Per Cent
Farm	12	6.0
Rural {no income} {from land}	16	9.0
Small City (under 10,000)	71	40.0
City (over 10,000)	79	44.0
No Response	<u>2</u>	<u>1.0</u>
Total	180	100.0

Advanced Degrees Received by Graduates

Seventeen graduates included in this study indicated they have earned advanced degrees. Eight of them are in the 1918-1922 and ten in the 1930-1934 group. One graduate has both a Master of Arts in guidance and a Master of Science degree in institutional economics. Only 9.4 per cent of the entire group hold advanced degrees. The time lapsing between the granting of Bachelor's and Master's Degrees varies from two to nineteen years. In Bentley's study (1:30) made in 1931 of 169 Oregon State College home economics graduates 23 had done graduate work but only one held a Master of Science and another a Ph.D. degree. A comparison of Bentley's study with this one indicates that degrees beyond the Bachelor's are becoming more numerous. Eight degrees reported in this study were received from Oregon State College, one from the University of Hawaii, four from Columbia University, one from Kansas State College, one from Ohio University, one from Wisconsin, one from Iowa State College, and one from the University of Washington. (Refer to Table 11 for a tabulation of this study.)

Table 11

Advanced Degrees Received by Graduates

Major Course of Study	Degree						Years After College Graduation Advanced Degree Was Received	
	Master of Arts		Master of Education		Master of Science			
	1918- 1922	1930- 1934	1918- 1922	1930- 1934	1918- 1922	1930- 1934	1918- 1922	1930- 1934
Clothing and Textiles	2				1		10,10,17	
Education			1			1	15	2
Guidance		1						3
Home Economics Education						2		7,2
Home Management					1		10	
Household Administration		1			1	2	19	6,7,8
Institutional Economics					1	2	7	2,5
Nutrition	1					1	12	3
Total	3	2	1		4	8		

Graduates having advanced degrees	17	9.4%
Graduates having no advanced degrees	<u>163</u>	<u>90.6</u>
	180	100.0%

*One graduate has two advanced degrees, one in guidance and the other in institutional economics.

Motives for Attending Classes in Adult Education

Replies received regarding class attendance in adult education indicate that graduates are eager to continue mental growth and development. One hundred nineteen (66 per cent) have attended classes or have done work in adult education. Less than one-fourth have taken no work. More than three-fourths have given "personal development" as their motive, 23 per cent "improved homemaking" and 34 per cent for "professional improvement." Many of them have given additional motives as "missionary work", "interested", "to keep busy", "as an aid in educating girls", "enjoyment", relaxation purposes", and "to assist in family relationship". Table 12 shows the distribution of motives for the graduates attending classes.

Table 12

**Graduates' Motives for Attending Classes
in Adult Education**

Motive	Number Attending Adult Classes	Per Cent of Responses in a Given Group
Improve homemaking	42	23.0
Personal development	79	43.0
Professional improvement	62	34.0
Total	*183	100.0
<hr/>		
Total number attending classes	119	66.0%
Number not attending classes	42	23.0
Number not responding	<u>19</u>	<u>11.0</u>
	180	100.0%

*There is an overlapping of motives; consequently the total number exceeds 119, the number attending classes.

ECONOMIC INFORMATION

Income Distribution of Oregon State College Home Economics Graduates

The income status of both married and unmarried graduates in this study is shown in Table 13. The cooperators indicated the amount of their incomes by checking the range in which their incomes fall; therefore in calculating the mean, the amounts used were those falling at the mid-point of each range for the various income groups, as in the \$2000-2249 group \$2125 was used, etc. This method is used throughout this study in determining the mean and median of the income.

The incomes for the entire group range from \$250 to \$15,000. Although the two lowest incomes seemed very low, they were included in calculating the mean and median. One, a rural minister's family, has a low money income but the real income is higher. The other is the wife of a graduate student and therefore has a very low income temporarily. The mean yearly income is \$2901 for the entire group which is lower than Carter's (2:34) mean income of \$3338.

The median income for married graduates falls in the \$2500-2999 group and the mean is \$3049. This figure is

more comparable with Carter's study which included married graduates. The National Income Study of 1934-36 (3:19) shows a national median family income of \$1160. The family income in this study is more than twice this amount which might be expected because all of the subjects are college graduates. In a study made by the Time News magazine (9:27) in 1939 and published in 1941 it was found that for all the college graduates in the United States the median family income was \$3,200. This is a little higher than the median income of the cases in this study.

The income range used in this study for securing the graduates' income was adapted from the "Consumer Incomes in the United States" compiled by the National Resources Committee (3:122).

The income for unmarried women in this study ranges from \$750 to \$3500 with a mean of \$2007, the median falling in the \$1750-1999 group. The median income for all land-grant college women employed (12:6) is \$1655. Only 5.1 per cent of these women earned more than \$3000. In this study 7.7 per cent are earning between \$3000 and \$3500. Time magazine (9:27) found that all college graduates living alone had a median income of \$1720. The Oregon State College home economics graduate's median salary of approximately \$1875 is above that for the average college

graduate and is over twice the median income of \$830 for individuals living alone as shown by the National Resources Committee for 1935-36.

Table 13

**Income Distribution of Oregon State College
Home Economics Graduates**

N=180

Yearly Income Range	Marital Status				No Re- sponse		Total Group	
	Unmarried		Married					
	No.	%	No.	%	No.	%	No.	%
Not indicated			8	5.23			8	4.4
\$ 250-499			1	0.65			1	0.6
500-749			1	0.65			1	0.6
750-999	1	3.9					1	0.6
1000-1249	1	3.9	6	3.92			7	3.9
1250-1499	1	3.9	3	1.96			4	2.2
1500-1749	5	19.0	8	5.23			13	7.2
1750-1999	6	23.1	11	7.19			17	9.4
2000-2249	6	23.1	18	11.56			24	13.3
2250-2499	2	7.7	14	9.15			16	8.8
2500-2999	2	7.7	24	15.69			26	14.4
3000-3499	2	7.7	24	15.69	1	0.21	27	15.0
3500-4999			25	16.34			25	14.0
5000-7499			6	3.92			6	3.3
7500-9999			3	1.96			3	1.7
\$10000-14999			1	0.65			1	0.6
	26	100.0	153	99.79	1	0.21	180	100.0
	Unmarried		Married				Entire Group	
Mean	\$2007		\$3049				\$2901	
Median	\$1750-1999		\$2500-2999				\$2500-2999	

Incomes When Classified by Place of Residence

The place of residence for graduates was divided into four groups, cities of over 10,000 population, cities under 10,000, farm or rural with no income from the land, and farm in which the land was the chief source of income. More than 80 per cent live in cities. The 43.9 per cent living in cities of over 10,000 population have a median income which falls within the \$2500-2999 range. The mean for this group is \$3001. Carter's (2:36) urban group had a mean of \$2951 for larger cities, and the median is within the same range as shown in this study. Table 14 gives the complete distribution. Both Carter's and this group are somewhat lower than the Time Newsmagazine study (9:49) which found an approximate median of \$3300 for all college graduates living in cities of 2500 population and over. While all three studies have divided the population differently, the results make an interesting comparison. The total United States family income median is approximately \$1426 for families living in cities of 2500 and over.

The group in cities under 10,000 have a median income which falls in the range of \$2500-2999. The mean for this same group is \$2903. The Time magazine study found a median income of \$2770 in the cities under 2500 and the national family median for the cities of this size is \$1070.

This would indicate that the graduates represented in this study living in smaller cities have a slightly higher income than the average college graduate and nearly three times that of the average family income.

The rural group which receives no income from land has an income mean of \$2843 with a median which falls in the range of \$2250-2499. The families living on farms with incomes from the land have a mean of \$2299 per year with a median which falls in the \$2000-2249 group. Six and seven-tenths per cent live on farms which produce. From all indications very few graduates live on farms.

It is interesting that the median income in this study increased. It falls within the range of \$2000-2249 for farm families and within the range of \$2500-2999 for large city families. Time magazine found a similar increase in income. The same is true of the National Resources Committee for families throughout the United States. However, the college group incomes did not increase as much as did the incomes of United States families. Time magazine concludes: (9:49)

So although median U.S. families earn about 60 per cent more in the large cities than they do in the country, college graduate families in urban places only earn about 25 per cent more than they do in rural and village communities, where they achieve a relatively high competence. In fact making allowances for differences in the cost of

living, it would seem that alumni are economically as well off in one kind of community as in another. The urbanization of the College Bloc must therefore spring from some of the intangibles that city life affords rather than from a desire for mere money gain.

Table 14

Income When Classified by Place of Residence

N = 180 Income	Place of Residence									
	Rural					Urban				Other
	Farm (income from land)		Farm (no income from land)		City (under 10,000)		City (over 10,000)		Residence not Indicated	
	No.	%	No.	%	No.	%	No.	%	No.	%
\$ 250-499			1	6.2						
500-749					1	1.4				
750-999					1	1.4				
1000-1249	2	16.7	1	6.2	3	4.3	2	2.5		
1250-1499	1	8.3			2	2.1	1	1.3		
1500-1749	3	25.0	1	6.2	7	10.0	2	2.5		
1750-1999			4	25.0	3	4.3	10	12.7		
2000-2249	2	16.7			8	11.3	13	16.5		
2250-2499			3	18.8	6	8.5	7	8.9		
2500-2999			2	12.6	11	15.5	12	15.0	1	50.0
3000-3499	3	25.0	3	18.8	7	10.0	13	16.5	1	50.0
3500-4999	1	8.3			13	18.5	11	14.0		
5000-7499					3	4.3	3	3.8		
7500-9999					1	1.4	2	2.5		
10000-14999			1	6.2						
Income not stated					5	7.0	3	3.8		
Total	12	100.0	16	100.0	71	100.0	79	100.0	2	100.0
Median	\$2000-2249		\$2250-2499		\$2500-2999		\$2500-2999			
Mean	\$2229		\$2843		\$2903		\$3001			

Income in Relationship to Foods Produced for Home Use

The various foods produced for home use was compared with the incomes of cooperators. The results are shown in Table 15. The largest number in any one income group to produce at least some of their own food is 22, or 16 per cent, of the graduates. These fall in the \$2250-2499 income group. The next largest number 20, or 14.8 per cent producing to supplement the income, falls in the income range from \$2500 to \$2900. Forty-two per cent of those who produce have incomes ranging from \$2000 to \$3000. Thirty-five and eight-tenths per cent of those whose incomes range from \$1000 to \$2000 produce some of their food. It is interesting that the one family whose income is in the \$7500-9999 group produces some vegetables for home use.

Table 15

Income in Relationship to Food Produced for Home Consumption

N-138

Money Income Range	Number Producing Specific Foods						Totals	
	Butter	Eggs	Fruit	Meat	Milk	Vegetables	No.	%
\$ 249 or less								
250-499	1				1	1	3	2.1
500-749			1			1	2	1.5
750-999		1	1	1		1	4	3.0
1000-1249	2	3	5	2	2	5	19	13.0
1250-1499		1	1	1	1	1	5	3.7
1500-1749	2	1	3	3	3	4	16	11.6
1750-1999	1		3		2	4	10	7.5
2000-2249	2	3	3	2	3	3	16	11.6
2250-2499	3	4	4	3	3	5	22	16.0
2500-2999	2	2	5	2	2	7	20	14.8
3000-3499			1	1	3	4	9	6.5
3500-4999	1	1	2	2	1	4	11	8.0
5000-7499								
7500-9999						1	1	0.7
Total	14	16	29	17	21	41	*138	100.0
Per Cent	10	12	21	12	15	30	100	

*Produced by 65 families with an average of 2.1 food products per family.
No food was produced by 125 families.

Estimated Amount of Various Foods Produced for Home Use

The amount of food produced by families for home use varies from none up to 100 per cent of certain items consumed. A total of 65 families produce an average of 2.1 food products each. It may be assumed that the other 115 produce no food products. There are 41 families (30%) producing all or part of their own vegetables with 32 per cent producing at least 10 per cent of them. It is not surprising that vegetables are produced more frequently than other foods because 84 per cent (Table 10) of the graduates live in cities. Fruit is the next most frequently home produced food with 21 per cent growing at least part of their own fruit. It is interesting that the number producing at least part of their meat (12%) exceeds the amount for both eggs (11.5%) and butter (10.5%). Table 16 shows the distribution of the various amounts of foods produced.

Table 16

The Varieties and Amounts of Foods Produced for Home Use

N = 65* Food Produced	The Amount Produced When Based on Per Cent of the Total Family Need					Total %
	10% No.	25-49% No.	50-74% No.	75-100% No.	No.	
Butter	3	2		9	14	10.5
Eggs	4	1		11	16	11.5
Fruit	12	6	6	5	29	21.0
Meat	5	5	1	6	17	12.0
Milk	3	2	1	15	21	15.0
Vegetables	17	7	10	7	41	30.0
Total	44	23	18	53	138	100.0
Per Cent	32.0	16.5	13.0	38.5	100.0	

*Produced by 65 families with an average of 2.1 food products per family.

Occupations of Husbands and Wives

Table 17 shows the occupational distribution for the husbands of home economics graduates included in this study. It is indicated also for the married graduates who are gainfully employed. Those widowed and divorced are excluded. The United States 1940 Census (10:2) classification was used as a basis for making the above classification. The professional group in this study includes 41.4 per cent of the men and 77.7 per cent of the women. Teaching leads for both men and women. Woodhouse (12:8) found in her study that 20 per cent of the married women were engaged in some paid occupation. The employed married women in this group represent 25.5 per cent of the entire married group. In Carter's group 25 per cent were gainfully employed.

Table 17

**Occupations of Husbands and Gainfully Employed Wives
Represented in This Study**

Occupations*	Men N=141		Women N=36	
	No.	%	No.	%
Professional	58	41.1	28	77.7
Proprietors, Managers and Officials, except Farm	29	20.6	1	2.8
Clerical, Sales and Kindred Workers	25	17.8	5	13.9
Craftsmen, Foremen and Kindred Workers	5	3.5		
Operatives and Kindred Workers	5	3.5		
Protective Service	4	2.1	1	2.8
Farmers and Farm Managers	14	10.0		
Service Workers, other than Domestic	1	1.4	1	2.8
Total	141	100.0	36	100.0

*The United States Census Classification of 1940 was used (5:2).

Occupations of Unmarried Graduates

The occupations of unmarried graduates are shown in Table 18. Teaching leads for all other occupations among graduates included in this study with 42.4 per cent in this work. Home demonstration work ranks second with 15.3 per cent engaged in this profession. Woodhouse (12:5) found that 31.9 per cent of all gainfully employed women graduates were in the teaching field in spite of the fact that their median earning is \$1640 as contrasted with \$1677 for other professions. The writer also found in her study that women in professions other than teaching receive higher salaries than do those who were teaching. The Time magazine study (9:26) found that 60 per cent of the employed alumnae in the United States choose some form of teaching for their occupation. The authors of the Time magazine study believe many women choose the teaching profession because it may represent the line of least resistance. It is a career that has the security of steady work and pay in a competitive working world.

It is also interesting to note that the greatest number (7 or 27 per cent) earned for a period of six years.

Table 18
Occupations of Unmarried Graduates

N = 26 Occupation	Years Spent in Occupation														Total No.	%
	-1	1	3	4	5	6	8	10	11	13	14	15	17			
Dietitian								2							2	7.6
Director of Dormitories				1						1					2	7.6
Extension Nutritionist											1				1	3.9
Home Demonstration Agent	1		1			2									4	15.3
Home Service Director					1										1	3.9
Interior Designer				1											1	3.9
Librarian							1		1						2	7.6
Nursery School Teacher							1								1	3.9
Supervisor Teacher		1													1	3.9
Teacher				2	1	5	1					1	1	11	42.4	
Total	1	1	1	4	2	7	3	2	1	1	1	1	1	26	100.0	

Present Status of Gainful Employment Among Graduates
Who Have Married

Table 19 shows the distribution of present occupations of the graduates who are now employed and who have been married. They represent 31 per cent of the married group. Here again teaching leads with 51.4 per cent in the public schools and 6.7 per cent in college teaching. Occupations outside the teaching field are rather evenly distributed over a broad area. There are five (11.1 per cent) engaged in some form of business work. Twenty-eight, or 62.2 per cent, of those employed are working full time and 14, or 31.1 per cent, part time. Three cooperators did not indicate whether they are working full or part time. The number of years employed ranges from 1 to 22 years. Five graduates have worked 1 year, 4 for 2 years, 3 for 10 years, 4 for 15 years, and 12 did not answer this part of the question. In Carter's (2:43) study there were 50.5 per cent of the cases who had been gainfully employed after marriage, but at the time of the study there were 25 per cent.

J. O. Dahl (4:759) of the Hotel and Restaurant Management Magazines, believes: "It is a handicap to home economists who go into business, especially executive positions, feeling it is only a stop-gap before marriage.

This will cause employers to limit their opportunities. Husbands should be broad minded enough to permit them to continue working." He further believes it unfair and economically unsound to encourage home economics students to remain at home and keep house because they are so well trained and qualified they should let the world know about it. The commercial field demands trained women and men, and there is a real place for home economists.

Table 19
Status of Gainful Employment Among Graduates Who Have Married

N = 45 Type of Work	Time		No Re- sponse	Years Employed															No Re- sponse	Totals	
	Full	Part		1	2	4	5	6	7	8	9	10	12	13	15	20	22	No.		%	
Administrative Assistant	1														1				1	2.2	
Boards Children	1											1							1	2.2	
Business Office	2	3		1	1								1					2	5	11.1	
Buyer - Children's Hospital			1															1	1	2.2	
County Supt. of Schools	1								1										1	2.2	
Deputy Constable		1																1	1	2.2	
Dietitian	1							1											1	2.2	
Director Radio Programs	1										1								1	2.2	
Home Demonstration Agent	1							1											1	2.2	
Journalist		1				1													1	2.2	
Manager - School Cafeteria	1				1														1	2.2	
Nutritionist		1																1	1	2.2	
Religious Education Director		1		1															1	2.2	
Supervisor - Foods, Textiles		1								1									1	2.2	
Supervisor - W.P.A. Sewing	1													1					1	2.2	
Teacher - Public Schools	15	6	2	3	2		1	1	1	1		2			3	1	2	6	23	51.4	
Teacher - College	3					1	1											1	3	6.7	
Totals	28	14	3	5	4	2	2	3	2	2	1	3	1	1	4	1		12	45	100.0	
Per Cent	62.2	31.1	6.7	11.2	8.9	4.4	4.4	6.7	4.4	4.4	2.2	6.7	2.2	2.2	8.9	2.2	4.4	26.8			

Areas of Work in Which Graduates Were Engaged Before Marriage

Table 20 shows the broadness of home economics training. This is evidenced by the numerous occupations followed by graduates. For those included in this study there are 46 different occupations represented. Many of the women remained in the same occupation throughout their period of earning while many were engaged in two or more occupations. All of those teaching or combining teaching with other occupations are grouped together and represent 68.3 per cent of the entire group. Dietitians (6.2 per cent) are the next largest group with stenographers (3.1 per cent) next, followed by home demonstration agents (2.4 per cent).

Woodhouse (12:6) also comments on the variety of occupations in her study:

The land-grant college women were less conservative in their choice of occupation than were a comparable group of members of the American Association of University Women. Their lesser degree of occupational conservatism may be due to their general social background, or, more likely, to the specialized and vocationalized curricula offered by the land-grant institutions.

The fact that 28, or 18.2 per cent, of the graduates who have married did not answer this question it is assumed that probably they were not employed at all between college and marriage.

One graduate indicated that she did nutrition work in the slums of New York City, another was a home demonstration agent in Canada and another graduate conducted cooking schools on the Pacific Coast and in the Hawaiian Islands.

Twenty-six of the graduates were employed three years, 23 for two years, and 22 for one year. Refer to Table 4 for interesting comparison of this table and the length of period between graduation and marriage.

Table 20

Areas of Work Before Marriage

N = 126 Occupation	Number of Years Employed																		Total	
	1	2	3	4	5	6	7	8	9	10	12	13	15	16	17	18	No.	%		
Bookkeeper, Clerk		1															1	0.8		
Bookkeeper, Sten- ographer						1											1	0.8		
Clerk, Cook, Waitress					1												1	0.8		
Clerk, Home Service										1							1	0.8		
Commercial Foods		1															1	0.8		
Costume Adviser			1														1	0.8		
Dietitian	3		2	1			1				1						8	6.2		
Dietitian, Dining Room Manager				1													1	0.8		
Restaurant Manager		1															1	0.8		
Florist						1											1	0.8		
Florist, Dressmaker			1														1	0.8		
Foods, Advertising, Federal Housing		1															1	0.8		
Governess		1															1	0.8		
Home Demonstration Agent		1			1		1										3	2.4		
Home Management Sup. Welfare Worker					1												1	0.8		
Institutional Manager	1	2															3	2.4		
Institutional Mgr. Dietitian								1									1	0.8		
Journalist		1															1	0.8		
Librarian						1											1	0.8		
Nursery School	2																2	1.6		

Table 20
(Cont'd)

N = 126 Occupation	Number of Years Employed																		Total	
	1	2	3	4	5	6	7	8	9	10	12	13	15	16	17	18	No.	%		
Nutrition, Home Demonstration Agent			1														1	0.8		
Secretary, Journa- list				1													1	0.8		
Stenographer	1		1				1		1								4	3.1		
Telephone Operator, Demonstrator					1												1	0.8		
Waitress		1															1	0.8		
Teacher	15	10	13	3	4	3	6	2	1	1	1	1	1			1	63	50.0		
Teacher, Buyer				1													1	0.8		
Teacher, Cafeteria Director		2	1														3	2.4		
Teacher, Cooking Schools								1									1	0.8		
Teacher, Dietitian									1								1	0.8		
Teacher, Home Demonstration Agent							2	1									3	2.4		
Teacher, Institu- tional Manager												1					1	0.8		
Teacher, Journalist				1													1	0.8		
Teacher, Nursery School		1	1														2	1.6		
Teacher, Nursery School, Dietitian				1													1	0.8		

Table 20
(Cont'd)

N = 126 Occupation	Number of Years Employed																		Total	
	1	2	3	4	5	6	7	8	9	10	12	13	15	16	17	18	No.	%		
Teacher, Playground Supervisor			1															1	0.8	
Teacher, Public Nutrition				1														1	0.8	
Teacher, Radio Sales				1														1	0.8	
Teacher, Secretary			3	1														4	3.1	
Teacher, Stylist															1			1	0.8	
Teacher, Telephone Operator				1														1	0.8	
	22	23	26	12	8	6	11	5	3	2	2	2	1	1	1	1		126	100.0	

Motives for Working Outside the Home

Because of the widespread tendency for married women to work outside the home and because this practice has been a controversial question it is enlightening to analyze the reasons for earning which are given by graduates. All motives can be grouped into three large classes: economic (includes family responsibility), personal development, and enjoyment. A few homemakers gave but one reason and many of them gave several. Working for the enjoyment of outside work is mentioned by 61 per cent. Carter (2:45) found 55.5 per cent of her group giving the same motive. While this motive is reasonable, and they do enjoy the outside contacts, it seems logical that most probably they also enjoy the additional income received. This additional income permits them to attain more of the so-called luxuries of life. If the economic reasons are grouped, they represent the greatest number of motives for working.

The next most commonly given motive is because of special training for work other than homemaking. This motive would be applicable to the professional home economist at Oregon State College of whom 75 per cent of those included in this study represent. There seems to be a

tendency for home economics trained women to return to their professional interests after their families are grown. Family situations motives are next in order of importance to the purely economic motives. Woodhouse (13:2) in a study of 336 unselected college women over the United States found the following motives given for working: economic, 58.8 per cent; desire for work, 33.9 per cent; and family situation reasons, 7.4 per cent. Perhaps the following quotation from Woodhouse (13:5) sums up the reasons why most women work: "The indications are that the day of the old style feminist is passing and that that of the trained woman who works as a matter of course is arriving." Table 21 shows the motives for working.

Table 21

**Motives Listed by Homemakers
for Combining Homemaking and Gainful Employment**

N = 36 Motives	*Responses	
	No.	%
Assist other members (family)	1	2.8
College education for girls	2	5.6
Contribute to the family income for necessities	16	44.4
Enjoy this outside work	22	61.0
Expect to get a Master's Degree	1	2.8
Help parents	2	5.6
Keep books in husband's shop	1	2.8
Need of Christian education	1	2.8
Raise the standard of living	13	36.0
Rather work than keep house	1	2.8
Saves hiring someone	1	2.8
Special training for work other than homemaking	20	55.5
Not Responding	4	11.0

*There is an overlapping of motives; consequently the total number exceeds 36, the number of cases gainfully employed.

Married Graduates' Contribution to the Family Income

Table 22 represents an attempt to determine the extent to which graduates are contributing to the family income. The only cases contributing 100 per cent of the family income include three widowed and two divorced graduates. Nine of the married graduates contribute between 50 and 75 per cent of the income. Ten cases did not indicate their contribution, and three are working but report they are not contributing anything to the family income.

Table 22

Contributions to Family Income Made by Gainfully Employed Homemakers

N=48 Marital Status	Contribution to Family Income						Total
	100%	50-75%	25-49%	10%	None	No Response	
Married		9	12	7	3	5	36
Widowed	3					2	5
Divorced	2		2			3	7
Total	5	9	14	7	3	10	48
Per Cent	10.4	18.8	29.1	14.6	6.1	21.0	100.0

Money Management

Relationship Between Money Management and Income. In an attempt to determine whether or not a relationship exists between money management practices and income these factors were plotted against each other and the median found for each money management group. The management groups are divided into those always, those sometimes, and those never keeping household accounts and budgets. A complete comparison is shown on Table 23. The largest group, 66 per cent, keeping accounts have incomes from \$2000 to \$5000. In this same income group is found 66.6 per cent of those keeping budgets. The graduates always and sometimes keeping accounts and using budgets have a median income of \$2750 and those never doing so have a median income of \$2375. These data would indicate there is a relationship between income and money management. Carter (2:53) found a similar comparison. It is interesting to note the lowest income in the study never keeps accounts or uses a budget, whereas the highest income always keeps accounts and sometimes uses a budget.

Table 23
Relationship Between Money Management and Income

	Number of Cases															
	Keeping Household Accounts								Making and Using Budgets							
Income Range	Always No.	%	Sometimes No.	%	Never No.	%	No Response No.	%	Always No.	%	Sometimes No.	%	Never No.	%	No Response No.	%
\$ 250-499					1	5.3							1	2.5		
500-749	1	1.2							1	2.0						
750-999			1	2.0							1	1.9				
1000-1249	3	3.7	2	4.0	2	10.4	1	3.2			5	9.4	2	5.0	1	2.8
1250-1499	1	1.2	1	2.0	1	5.3	1	3.2	1	2.0			2	5.0	1	2.8
1500-1749	5	6.3	4	8.0	2	10.5	2	6.4	3	5.9	5	9.4	4	10.0	1	2.8
1750-1999	7	8.8	4	8.0	1	5.3	5	16.2	4	7.8	5	9.4	4	10.0	4	11.1
2000-2249	12	15.0	4	8.0	1	5.3	7	22.6	8	15.7	4	7.5	4	10.0	8	22.2
2250-2499	8	10.0	5	10.0	2	10.5	1	3.2	5	9.8	5	9.4	5	12.5	1	2.8
2500-2999	9	11.3	8	16.0	4	21.0	5	16.2	9	17.6	4	7.5	9	22.5	4	11.1
3000-3499	11	13.8	9	18.0	2	10.5	4	12.9	9	17.6	9	17.00	4	10.0	5	13.8
3500-4999	13	16.3	6	12.0	1	5.3	4	12.9	10	19.6	6	11.4	2	5.0	6	16.7
5000-7499	3	3.7	2	4.0	1	5.3	1	3.2			3	5.7	2	5.0	2	5.6
7500-9999	2	2.5	1	2.0							3	5.7				
10000-14999	1	1.2									1	1.9				
Income not stated	4	5.0	3	6.0	1	5.3			1	2.0	2	3.8	1	2.5	3	8.3
Totals	80	100.0	50	100.0	19	100.0	31	100.0	51	100.0	53	100.0	40	100.0	36	100.0
Per Cent	44		28		11		17		28		30		22		20	
Median	\$2750		\$2750		\$2375		\$2125		\$2750		\$2750		\$2375		\$2750	

Graduates' Reactions to Money Management Activities When Classified According to Those Always, Sometimes, and Never Done by Them. In Table 24 the attitude toward money management activities was plotted against those always, sometimes, and never doing such activities. The key used for determining attitudes was also used by Carter and by others in similar studies, and is as follows:

- (a) I like very much doing this
- (b) I like doing this
- (c) I neither like nor dislike doing this
- (d) I dislike doing this
- (e) I dislike very much doing this

The entire group are included in Tables 24 A, B, and C. Married graduates only are in 24-D and only those with children in 24-E.

It is interesting to compare Table 23 with Table 24 A and B and to note the relationship between keeping accounts and using budgets and the attitudes expressed by graduates. Fifty-seven per cent always or sometimes use budgets, 32.7 per cent of them like doing so, and 7.3 per cent dislike the practice. Over six per cent always or sometimes keep budgets but did not express their attitude toward this activity. Twenty-two and eight-tenths never use budgets. Five per cent dislike using them, while 2.8 per cent like but never use them.

The graduates always and sometimes keeping household accounts represent 70 per cent of the entire group. More than half of them like this practice, 7.6 per cent dislike it, and 7.6 per cent did not respond.

It seems quite evident that the women who prefer as well as practice keeping accounts and using budgets outnumber those that do not.

The group always operating their homes on an allowance plan like very much doing so as shown in Table 24-C. One graduate dislikes very much operating her home on the allowance plan but sometimes does it, apparently realizing it is worthwhile regardless of whether or not she likes doing the task. In the group never operating on an allowance plan 6.1 per cent dislike the plan very much.

Among the married graduates 66.3 per cent always have a joint bank account with their husbands. Nearly two-thirds report liking this means of managing money. One graduate indicated she would like doing this very much, but her husband felt he should do the entire managing as he earned the money. Another reported she, her daughter, and husband have a joint account. Nearly 15 per cent do not have joint accounts, nearly half of them disliking this arrangement. Some graduates report it inconvenient to have such an arrangement.

Among the graduates with children 47 per cent always do and 16.7 per cent sometimes give their children an allowance. Aside from these, many commented they would do so when their children are old enough. Sixteen and seven-tenths per cent sometimes give their children an allowance; 9.7 per cent of these indicated they like doing so. Fourteen per cent never give children an allowance, one of them stating she disliked this practice.

Table 24

**Graduates' Reaction to Money Management Activities
When Classified According to Those Always,
Sometimes, and Never Done by Them**

Key: (a) I like very much doing this
 (b) I like doing this
 (c) I neither like nor dislike doing this
 (d) I dislike doing this
 (e) I dislike very much doing this

Part A

Keep Household Accounts

N-180	Always		Sometimes		Never		No Response	
Reaction	No.	%	No.	%	No.	%	No.	%
a	32	17.8	2	1.1				
b	24	13.3	16	8.9	1	0.6	2	1.1
c	9	5.0	17	9.4	4	2.2	3	1.7
d	5	2.8	7	3.7	1	0.6	2	1.1
e	2	1.1			3	1.7		
No Response	6	3.3	8	4.3	10	6.1	26	14.2

Part B

Make and Use Budgets

(Key Above)

N-180 Reaction	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
a	22	12.2	4	2.2	1	0.6	1	0.6
b	16	8.9	17	9.4	4	2.2	4	2.2
c	5	2.8	15	8.3	7	3.9	3	1.7
d	1	0.6	9	5.0	4	2.2	1	0.6
e	2	1.1	1	0.6	5	2.8	1	0.6
No Response	4	2.2	7	3.9	20	11.1	26	14.3

Part C

Operate Home on Allowance Plan

N-180 Reaction	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
a	28	15.6	4	2.2	1	0.6	1	0.6
b	16	8.9	10	5.6	2	1.1	4	2.2
c	8	4.4	10	5.6	8	4.4	2	1.1
d					2	1.1		
e			1	0.6	9	5.0		
No Response	5	2.8	3	1.7	22	12.2	44	24.3

Part D

(Key Above) Joint Bank Account With Husband

N-154 Reaction	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
a	69	44.9	4	2.6	1	0.6	3	1.9
b	17	11.0	2	1.3	1	0.6	1	0.6
c	4	2.6			4	2.6		
d					4	2.6		
e			2	1.3	1	0.6	1	0.6
No Response	12	7.8	2	1.3	12	7.8	14	9.3

Part E

Children Given an Allowance

N-113 Reaction	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
a	41	36.3	4	3.5	3	2.7	1	0.9
b	3	2.7	7	6.2	3	2.7	3	2.7
c			4	3.5	3	2.7		
d	1	0.9			1	0.9	1	0.9
e								
No Response	8	7.1	4	3.5	6	5.3	20	17.5

Methods of Reducing Expenses Within the Home. Graduates have indicated how they would cut expenses in their homes, if it should become necessary, and the order of reducing these expenses. The results have been grouped into 18 methods and are listed in Table 25 in the sequence of cutting. Thirty-three have indicated they would begin cutting recreation. This includes outside amusements, hobbies, hunting, shows, etc. The largest group in the second method of cutting is represented by 33 who would reduce clothing. Many specified they would buy fewer clothes. In grouping those economizing on development many stated they would use libraries more and buy fewer newspapers and magazines. In saving on food many stated they would eliminate food luxuries and use simpler, less expensive foods. Thirty-three did not respond to the question.

Table 25

**Methods by Which Graduates Would Cut
Expenses in the Home**

N=147

Methods of Reducing Expenses by Cutting the Following	*Number Responding					
	Sequence of Choice in Cutting Expenses					
	1st	2nd	3rd	4th	5th	6th
Car	9	10	13	12	1	1
Charity		1		2	2	
Clothing	18	33	25	16	12	3
Development (music, maga- zines, etc.)	2	6	4	3	4	3
Education	1			2	2	
Entertainment	16	13	3	6		1
Foods	11	12	19	19	15	14
Gifts	1	5	1	4	3	1
Housing (including repairs and improvements)	17	9	7	4	5	1
Luxuries	10	2	1			
New equipment and house furnishings	8	10	7	5	1	1
Operation (including outside labor)	14	18	23	8	8	2
Organizations (clubs, lodges, etc.)	2	3	1	1	2	1
Personal Needs	1		2	1	1	1
Recreation (hobbies, etc.)	33	19	13	11	2	1
Savings (including insurance)	1	2		2	4	3
Travel	3	2	3			
Vacation		2		3		1

Thirty-three did not respond.

*Chart should be read as follows: Nine cases would cut first on car if it should be necessary to reduce expenses in the home; ten would put car expense as a second choice in reducing costs; etc.

DWELLINGS - ARRANGEMENT, EQUIPMENT AND FACILITIES**Relationship Between the Number of Years Married and Home Ownership**

As shown in Table 26, 31 per cent of the families own their own homes and 27 per cent are buying theirs, making a total of 58 per cent that can be classified as home owners. It is interesting to note the trend for a slightly increasing number of Oregon State College home economics graduates to own their homes. Bentley (1:38) made her study in 1931 at which time 52 per cent of the married graduates owned their homes. Carter's (2:16) data were collected about one year previous to this study. She found 56.5 per cent owning homes. While this increasing per cent may be coincidental, it may be caused by the national home ownership movement and the availability of federal funds for building homes.

The greatest number owning their homes have been married from 15 to 20 years. The largest number buying have been married from five to ten years. The largest number renting have been married from five to ten years. There are 11 families whose housing status is not classified. One of these is living in her father-in-law's home, and another owns a half interest in an estate which she has

presumably inherited. One graduate reports her family living in a home furnished by the plantation (presumed to be a sugar or pineapple plantation as the return came from Hawaii). This arrangement is classed as renting. Another graduate lives in a parsonage which is also classed as renting because rent is considered a part of the income.

Table 26

Years Married in Relationship to Home Ownership

N = 154					
Length of Time in Years the Graduate Has Been Married	Status of Ownership				Total No.
	Owning Homes	Buying Homes	Renting Homes	Information Lacking	
1		1	2		3
2	2		1		3
3	1	2	3	2	8
4	1	1	5	1	8
5		3	4	2	9
6	4	2	5		11
7	2	8	4		14
8	5	1	5		11
9	2	2	4		8
10	2	3	4		9
11	1	2	3		6
12	1		1		2
13	1	1	1		3
15	1	1			2
16	2			1	3
17	8	4			12
18	4	3	2		9
19	2	2	2		6
20	3	3	4	1	11
21	2	1			3
22	2	1	1	1	5
27	1	1	1		3
No Response	1		3	3	7
Total	48	41	54	11	154
Per Cent	31	27	35	7	100

Relationship Between Children and Home Ownership

To determine whether or not children have an influence on home ownership these two factors were plotted against each other. Seventy-two (63.8 per cent) of the 113 graduates with children own or are buying their homes, while 36 (31.9 per cent) are renting. Five do not indicate their home ownership status. Carter (2:20) also found 63 per cent of those with children owning or buying homes. It would seem conclusive that children have a stabilizing effect upon home ownership at least among Oregon State College home economics graduates.

Relationship Between Income and Home Ownership

Table 27 shows a comparison of the annual income with the status of home ownership. The median annual income for the entire group included in this study lies between \$2500 and \$2999 or approximately \$2750. Table 13 gives the complete income distribution. Carter's (2:19) income median is the same as for this study.

In a comparison of income and home ownership the largest number (25 per cent) owning their homes is found in the \$3000-3499 yearly income group with a few less (23 per cent) in the \$1000-1999 group. The \$2000-3499 income group includes 57 per cent.

For the group buying their homes, 58 per cent have an income ranging from \$2000 to \$3499. In the \$3500-4999 group 18.5 per cent are buying homes. The largest number buying homes is in the \$2000-2499 income group. It is interesting to note that this is the largest single group in this study of home ownership and is represented by 29 per cent of those buying homes. In the \$1000-1999 income group 16 per cent are buying homes. About one-fourth of the renting group have incomes from \$1000 to \$1999. In this same group 52 per cent have incomes from \$2000 to \$3499.

In determining the relationship between housing and income (Table 27) the following were omitted for reasons given. Eight cooperators failed to state their income, 19 their housing conditions, and two did not respond to either. Three incomes fell below the \$1000 level and as all of them seemed unusual, they were omitted in this table. One of these is a nursery school teacher living with her family and gave her income as below \$750.00. Another is the wife of a rural minister whose money income is about \$21.00 a month. The third lists her income as \$500 per year. She is the wife of a graduate student. As none of these seem to be typical cases, and as they do not fall within the average bracket, they are omitted.

Thirty-two could not be classified because of insufficient information for this phase of the study.

Table 27

Relationship Between Income and Home Ownership

Yearly Income Range	Status of Home Ownership***												
	No. of Cases	Own				Buying				Renting			
		*U	**M	Total No.	%	U	M	Total No.	%	U	M	Total No.	%
\$ 1000-1999	33	1	10	11	23.0	0	6	6	16.0	6	10	16	26.0
2000-2499	33	1	7	8	17.0	0	11	11	29.0	3	11	14	23.0
2500-2999	24	1	6	7	15.0	0	4	4	10.5	2	11	13	21.0
3000-3499	24	1	11	12	25.0	0	7	7	18.5	1	4	5	8.0
3500-4999	24	0	5	5	10.0	0	7	7	18.5	0	12	12	19.0
5000-7499	6	0	3	3	6.0	0	2	2	5.0	0	1	1	1.5
7500-9999	3	0	2	2	4.0	0	0	0		0	1	1	1.5
10000-14999	1	0	0	0	0.0	0	1	1	2.5	0	0	0	0.0
Total	148	4	44	48	100.0	0	38	38	100.0	12	50	62	100.0
Mode		\$3000-3499				\$2000-2499				\$2500-2999			
Median		\$2500-2999				\$2500-2999				\$2500-2999			

* U - Unmarried

** M - Married

*** Measure of Central Tendency

Estimated Evaluation of Dwellings When Classified According to Those Owning, Buying, and Renting

The estimated value of the dwellings in which graduates live ranges from \$350 to \$20,000. The home valued at \$350 is a rural home being constructed from an old building. They plan to enlarge it. The money income of the family is about \$20.00 a month. The \$20,000 home is situated in a large city, and the family is in the yearly \$7500-9999 income group. As it is generally conceded by housing authorities the cost of the home should not exceed two and one-half times the annual income, it is interesting to note these two homes which fall at either extreme are within this limit. Bentley (1:38) found homes ranging in value from \$2000 to \$18000, and Carter (2:21) from \$200 to \$20,000.

The average value of the entire group of homes is \$4977. This average cost does not exceed twice the average income of \$2901.

In comparing the mean values of those owning, buying, and renting, it is interesting to find that those owning apparently have better homes. The mean value of homes owned is \$5329, those being purchased \$4909, and those renting \$4554.

There are 54 graduates (30 per cent) who own their homes. Carter (2:22) found 29 per cent in her group. In this study 23 per cent are buying and 28 per cent in Carter's. In the group renting, Carter found 43 per cent and this study 37 per cent. See Table 28 for further data regarding this study.

Table 28

Estimated Value of the Dwellings
in which Graduates Live

A. N = 54 or 30% of the entire group

Number of Home Owners Classified According to Years	Value in Thousands of Dollars														Not Stated	Total Owning No.	%		
	-1	1	2	3	4	5	6	7	8	9	10	15	20						
1918-22 N = 34				3	5	4	5	6	3	1		4	1	1	1	34	63		
1930-34 N = 20				1	1	3	2	3	3	1	2	1	1		2	20	37		
Total				1	1	6	7	7	8	7	5	2	1	4	1	1	3	54	100

Mean = \$5329. Median = \$5000. Mode = \$5500

B. N = 41 or 23% of the entire group

Number Buying Homes	Value in Thousands of Dollars															Total Buying No. %	
	-1	1	2	3	4	5	6	7	8	9	10	15	20	No Response			
1918-22 N = 17					1	4	5	1	1		2	1	1	1		17	41
1930-34 N = 24					1	4	7	3	4	2	1				2	24	59
Total					2	8	12	4	5	2	3	1	1	1	2	41	100

Mean = \$4909. Median = \$3000. Mode = \$3500.

Table 28
(Cont'd)

C. N = 66 or 37% of the entire group

Number Renting Homes	Value in Thousands of Dollars															No Response	Total Renting	
	-	1	1	2	3	4	5	6	7	8	9	10	15	20	No.		%	
1918-22 N = 17		1			1	2	2		1			2				8	17	25.8
1930-34 N = 49					2	7	9	4	2	1	3					21	49	74.2
Total		1		2	8	11	6	2	2	3		2				29	66	100

Mean = \$4554. Median = \$4000. Mode = \$4000.

*Nineteen of the cases were omitted because ownership status or value was not indicated.

Age of Dwellings

The average age of all the dwellings occupied by graduates is 15.02 years with a range of from one to 55 years. There are five houses in this study that are unclassified as to ownership status. Their ages are 14, 20, 30, 50, and 55 years. The average dwelling is somewhat older in this study than the 13.23 years in Carter's (2:23) study. The houses owned by graduates are a little older than those buying or renting, with an average of 15.44 years. These houses have an average of 6.23 rooms. The average age of houses being purchased by graduates is 14

years, and there is an average of 6.3 rooms. The rented houses have 5.85 rooms and are an average age of 13.48 years. Table 29 shows a comparison of the age, value and the number of rooms contained in graduates' dwellings.

Dwelling Arrangements and Facilities

In an attempt to ascertain a picture of the homes of graduates and their living conditions, data which show the extent of these facilities have been assembled in Table 29. Three of the graduates have cold water only in their homes. One of these indicates she has a pump in the kitchen but is in the process of modernizing her home and intends adding hot water soon. Oil is the most commonly used source of heating fuel with wood and gas the next most popular. Because many report the use of both wood and some other fuel, this may indicate that wood is being used in fireplaces and also in combination stoves. There are 22 who use sawdust. While only six use electricity for heating, it is used for cooking by 51.1 per cent. The use of wood for cooking is indicated by 10.55 per cent.

The following articles in the homes are not included in Table 29. Among the graduates there are 204 radios. Ninety-one (51 per cent) are the console type and 113 (63 per cent) are the table type radio. One hundred forty-three, or 80 per cent, have telephones. Nearly half of the graduates have pianos, or a total of 81 (45 per cent).

Table 29
Housing Arrangements and Facilities

Cases N = 180	Total No.	Ave. Age of House	Ave. No. Rooms	Ave. Value of House	Water		Source of Heat Used										
					Cold Only	Hot and Cold	For Heating Homes						For Cooking				
							Elect.	Gas	Oil	Wood	Coal	Sawdust	Elect.	Gas	Oil	Wood	Coal
Owning Homes	54	15.44	6.23	\$5428	1	51	2	14	21	11	5	8	32	17	2	7	
Buying Homes	41	14.00	6.30	4909		40	1	7	13	11	5	9	29	8	0	7	1
Renting Homes	66	13.48	5.85	4645	2	61	3	18	19	18	6	5	31	27	2	5	
Information Lacking	19						12*						12*				
Total or Average	180	15.02		4977	3	152	6	39	53	40	16	22	92	52	4	19	1
Percentages					1.66	84.41	3.33	21.66	29.43	22.22	8.88	12.22	51.1	28.88	2.22	10.55	0.55
*Not included in totals.																	

Relationship Between Income and Labor-Saving Equipment

As a means of further depicting the standard of living of Oregon State College graduates with majors in home economics, the income was plotted against labor-saving equipment as shown in Table 30. As might be expected, the largest amount of equipment is found in groups where the income reaches \$1500 and diminishes as the income increases over \$5000. It may be assumed that the homemakers of higher incomes have many tasks such as laundering and ironing done outside the home.

There are more electric irons, 172, or 95.5 per cent, than any other one piece of equipment. One gas iron is reported. The next most commonly owned piece of equipment is the mechanical refrigerator, 147, or 81.6 per cent, being owned among the 180 cooperators. The use of ice refrigeration is reported by 6.1 per cent. Carter (2:30) found 7.7 per cent using ice and 90 per cent the mechanical refrigerator.

There are 140 (77.7 per cent) power washing machines and 34 (18.8 per cent) power ironers. No power ironers were reported in incomes below the \$1750 income with the greatest number in families whose income ranges from \$3000 to \$5000. Carter (2:30) reported 85 per cent having power washing machines and Wilson (11:18) approximately 80 per

cent. For power ironers Wilson found 24.1 per cent and Carter 22 per cent.

Electric food mixers are owned by 55.5 per cent of the cooperators with the largest number in the income group from \$2000 to \$5000. It is rather surprising to note that 36.1 per cent have carpet sweepers; however all but six of them have vacuum cleaners also. There is a total of 138 (76.6 per cent) vacuum cleaners. Three-fourths of the graduates have sewing machines.

Table 30
Relationship Between Income and Labor-saving Equipment

Yearly Income Range	No. Cases	Electric Iron		Power Ironer		Power Washing Machine		Electric Food Mixer		Carpet Sweeper		Vacuum Cleaner		Sewing Machine		Refrigerators Mechanical		Ice	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not stated	8	8	4.6	3	8.8	7	5.0	5	5.0	6	9.2	8	5.8	6	4.4	7	4.8	1	9.1
\$ 250-499	1	1	0.6			1	0.7							1	1.7				
500-749	1	1	0.6			1	0.7					1	0.7			1	0.7		
750-999	1	1	0.6			1	0.7					1	0.7	1	0.7				
1000-1249	7	7	4.0			5	3.7	2	2.0	2	3.1	4	2.8	5	3.6	2	1.4	2	18.1
1250-1499	4	4	2.3			3	2.1	2	2.0			1	0.7	2	1.5	3	2.0		
1500-1749	13	13	7.6	2	5.9	9	6.4	6	6.0	4	6.1	10	7.2	10	7.4	12	8.2		
1750-1999	17	13	7.6	1	3.0	13	9.3	5	5.0	5	7.7	11	8.0	12	8.8	11	7.5	2	18.2
2000-2249	24	21	12.2	5	14.7	17	12.1	11	11.0	6	9.2	14	10.0	12	8.8	15	10.0	1	9.1
2250-2499	16	16	9.4	3	8.8	13	9.3	10	10.0	4	6.2	15	10.8	15	11.0	17	11.6		
2500-2999	26	25	14.5	4	11.8	20	14.3	15	15.0	9	13.9	19	13.8	21	15.5	23	15.6	2	18.2
3000-3499	27	27	15.7	7	20.6	21	15.0	19	19.0	15	28.1	23	16.7	22	16.2	25	17.0	1	9.1
3500-4999	25	25	14.5	6	17.5	22	15.7	20	20.0	10	15.4	21	15.6	20	14.8	22	15.0	1	9.1
5000-7499	6	6	3.5	2	5.7	4	2.9	2	2.0	3	4.6	6	4.3	6	4.4	5	3.5	1	9.1
7500-9999	3	3	1.7	1	3.0	2	1.4	3	3.0	1	1.5	3	2.2	3	2.2	3	2.0		
10000-14999	1	1	0.6			1	0.7		0.0			1	0.7			1	0.7		
Totals	180	172	100.0	34	100.0	140	100.0	100	100.0	65	100.0	138	100.0	136	100.0	147	100.0	11	100.0
Percentage		95.5		18.8		77.7		55.5		36.1		76.7		75.5		81.6		6.1	

Dishes and Silverware Used by Graduates

Pottery dishes are used by the greatest number of graduates with porcelain and semi-porcelain next in number. Porcelain is used by 24.8 per cent, semi-porcelain by 22.5 and pottery by 32.5 per cent. Twenty-seven graduates have glass dishes also and most of them indicate Fosteria. Ten cases indicate that the specific kind of china used includes Spode, Wedgewood, Rosenthal, English Bone China, and Haviland.

The silverware owned by graduates has been classified in two groups. Thirteen do not indicate which kind they own. Plated silverware is most commonly used and is found in the homes of 60.8 per cent of the cases. While 34 per cent of the graduates have sterling silver, there is no indication of the quantity owned. Presumably many of these do not have complete sets. Table 31 shows the distribution of dishes and silverware.

Table 31
Dishes and Silverware

Kind of Dishes	*Cases		Kind of Silverware	*Cases	
	No.	%		No.	%
Pottery	114	32.5	Sterling	85	34.0
Semi-porcelain	79	22.5	Plated	152	60.8
Porcelain	87	24.8	Not stated	13	5.2
Glass	27	7.7			
Other**	34	9.7			
Not stated	10	2.8			
Total	351	100.0		250	100.0

*Many women listed more than one kind.

**Included in this are China, Spode, Wedgewood, Rosenthal, Haviland, and English Bone China.

HOUSEHOLD ACTIVITIES

Food Preparation Activities

The writer has been interested in knowing how extensively food preparation activities appear in the homes of graduates. The data collected on this phase of the study are shown in Tables 32-A, B, C, and D. Nearly 90 per cent of the graduates prepare meals, and while the responses are not shown in Table 32, it is interesting to note that most of them indicate they like doing this. This would

seem to indicate that women of the School of Home Economics at Oregon State College are practicing homemaking and their interest in this activity should insure nutritious and well balanced meals.

In spite of the fact that most commercial bakeries do a thriving business apparently home baked breads and pastries are still preferred by this group of women and their families. Of those always and sometimes doing their own baking, 83.9 per cent bake cakes and pies, 74.5 per cent cookies and doughnuts, 74.5 per cent quick breads, and 58.9 per cent their own yeast breads. These figures become more interesting when we know that 84.4 per cent (Table 10) live in cities.

Answering the question regarding food preservation, the following figures represent those always and sometimes preserving the indicated food articles. Fruits 76.6 per cent, vegetables 50 per cent, jellies and jams 72.9 per cent, and meats 28.9 per cent. Some graduates wrote in fish with the meats and this is included in the 28.9 per cent. The graduates never preserving specific foods are: fruits 6.7 per cent, vegetables 22.2 per cent, jellies and jams 4.4 per cent, and meats 34.4 per cent. The large number preserving foods is especially interesting as these data were collected before the United States declared war.

These figures undoubtedly would be much larger at present due to the home food preservation movement.

The use of preserving foods by freezing is still new and many graduates replied by stating they would like to use this method if facilities were available. Meats are the most popular food preserved in cold storage lockers. Twelve and two-tenths per cent always freeze their meats, 9.4 per cent sometimes do and 34.4 per cent never do.

Table 32

**Food Preparation Activities Classified
According to those Always, Sometimes, and Never
Done by Graduates**

Part A

Baking

N - 180 Food Article	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Cakes and Pies	96	53.3	55	30.6	2	1.1	27	15.0
Cookies and Doughnuts	61	33.9	73	40.6	2	1.1	44	24.4
Quick Breads	48	26.7	86	47.8	2	1.1	44	24.4
Yeast Breads	20	11.1	86	47.8	24	13.3	50	27.8

Part B

Food Preservation

N - 180 Food Preserved	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Fruits	97	53.9	41	22.7	12	6.7	30	16.7
Vegetables	47	26.1	43	23.9	40	22.2	50	27.8
Jellies and Jams	95	52.9	36	20.0	8	4.4	41	22.7
Meats	19	10.6	33	18.3	62	34.4	66	36.7

Table 32
(Cont'd)

Part C

Use of Cold Storage Lockers

N - 180 Food Stored	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Fruits	17	9.4	18	10.0	81	45.0	64	35.6
Vegetables	15	8.3	8	4.4	70	38.9	87	48.4
Meats	22	12.2	17	9.4	62	34.4	79	44.0
Other Foods	4	2.2	4	2.2	61	33.9	111	61.7

Part D

Meal Preparation

N - 180	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Cases	136	75.5	23	12.8	0		21	11.7

Laundrying and Dry Cleaning

An attempt was made to ascertain how extensively dry cleaning is being done at home. A summary of this activity is shown in Table 33-A. The percentage always performing this task in the home is very small, 1.1 per cent always dry cleaning men's suits, while 62.2 per cent never do. Women's garments 5.6 per cent always and 27.2 per cent never do. Children's garments 6.7 per cent always do and 24.4 per cent never do. The attitude of the "never" group is expressed as "disliking this activity very much," most probably because it is hazardous and they are poorly equipped to carry on the activity.

Table 33-B and 33-C indicate that most laundrying is done in the home. Those always sending laundry out are: 11.7 per cent household linens, 10 per cent men's shirts and 7.8 per cent send all laundry out. Nearly half the cases never send laundrying out of the home to be done. Nearly three-fourths the graduates do their family washing and ironing and less than one-tenth never do. It is evident from the outside activities in which graduates participate (Table 40) they do not find these tasks too laborious and time consuming. It also indicates they are using their labor-saving equipment (Table 30) to the fullest extent as 71.7 per cent have power washing machines and 18.8 per cent power ironers.

Table 33

**Laundering and Cleaning Activities
Classified According to Those Always, Sometimes,
and Never Done by Graduates**

Part A

Dry Cleaning Done at Home

N - 180 Article	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Men's Suits	2	1.1	28	15.5	112	62.2	38	21.2
Women's Garments	10	5.6	74	41.1	49	27.2	47	26.1
Children's Garments	12	6.7	49	27.2	44	24.4	75	41.7

Part B

Laundry Sent Out

N - 180 Article	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Household Linens	21	11.7	34	18.9	82	45.6	43	23.8
Men's Shirts	18	10.0	21	11.7	68	37.8	73	40.5
Everything	14	7.8	13	7.2	77	42.8	76	42.2

Table 33

(Cont'd)

Part C

Family Washing and Ironing

N = 180 Activity	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Washing	115	63.8	18	10.0	15	8.4	32	17.8
Ironing	113	62.7	24	13.3	12	6.7	31	17.3

Sewing Activities

The extensive use of training received in college clothing courses is shown in Tables 34-A, B and C. This table includes only graduates with children. Nearly one-fifth of the graduates always make their children's coats, one-third their clothes in general, and one-fourth make over clothes. Approximately another 50 per cent sometimes sew for their children and less than one-fifth never make coats and fewer than 5 per cent never make over or sew for them generally.

Among the graduates sewing for themselves nearly half always or sometimes make their coats, more than two-thirds their dresses and about the same number make over their own clothes. The more difficult problem of coat making is not undertaken by 32.8 per cent of the graduates. Nearly

80 per cent do their own general household sewing, and only 5.6 per cent never sew.

Table 34

Sewing Activities Done in the
Homes of Graduates

Part A

Children's Sewing (Done by Mothers)

N = 113 Article	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Children's Coats	22	19.5	50	44.2	21	18.6	20	17.7
Children's Clothes (General)	37	32.8	45	39.8	3	2.7	28	24.7
Children's Clothes (Make over)	30	26.5	48	42.6	5	4.4	30	26.5

Part B

Graduates Sewing for Themselves

N = 180 Article	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Coats	22	12.2	62	34.5	59	32.8	37	20.5
Dresses	30	16.7	95	52.8	18	10.0	37	20.5
Make Over Clothes	28	15.5	85	47.2	23	12.8	44	24.5

Table 34
(Cont'd)

General Household Sewing

N = 180	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
	88	48.9	53	29.4	10	5.6	29	16.1

Time Schedule for Housework

Of the total number of graduates 100 (55.5 per cent) always use a time schedule for doing their housework. Five per cent of these use a written and 50.5 per cent a mental schedule. One graduate said she always uses a written schedule when employing someone to work for her if she is not present when the work is being done. This would be a very definite plan and both the housewife and the person doing the work would know just what was expected to be done. Those never using a mental schedule include 3.3 per cent, and those never using a written schedule 18.3 per cent.

Periods of Illness in the Homes of Graduates

To determine the extent of illness graduates were asked if there had been short or long periods of illness in their homes, also to indicate if there has been none.

No attempt was made to define long or short periods of illness, as the question was asked as a means of determining what activities are carried on within the home. One hundred, or 55.5 per cent, report only short periods of illness. Many of them added comments such as "the usual children's diseases", "colds", etc. Thirteen, or 7.2 per cent, report long period illnesses. Those reporting none include 57, or 31.8 per cent. Oddly enough both the short and long period illnesses are about equally divided among the 1918-1922 and 1930-1934 groups. Table 35 shows the number of illness periods in each group.

Table 35

Periods of Illness in the Homes of Graduates

N = 180 Period of Illness	1918-1922 Group		1930-1934 Group		Total Group	
	No.	%	No.	%	No.	%
Short Period	51	28.3	49	27.2	100	55.5
Long Period	6	3.3	7	3.9	13	7.2
None	14	7.9	43	23.9	57	31.8
No Response	4	2.2	6	3.3	10	5.5
Total					180	100.0

Relatives or Other People Living With Graduates

Of the total group of graduates 36 or 20.1 per cent of them have non-family members living in their homes with them. Seventeen of these graduates are in the 1918-1922 and 19 in the 1930-1934 group. Two-thirds of the graduates do not have other people residing with them. Several graduates indicated their parents are living with them. Table 36 shows the distribution of families having others living with them. This question was asked as a means of determining activities and management within the home.

Table 36

Relatives or Other People Living with Graduates

N = 180 Homes with Persons other than Family Members	1918-1922		1930-1934		Total Group	
	Cases	%	Cases	%	Cases	%
Homes with non-family members	17	9.5	19	10.6	36	20.1
None	49	27.2	71	39.4	120	66.6
No Response	9	5.0	15	8.3	24	13.3
Total					180	100.0

Employed Help in the Home

With as many activities carried on in the homes as indicated by the preceding tables, it is enlightening to know how many of the graduates employ outside help and what work is done by this help. Fifty and eight-tenths per cent employed help, 43 per cent part time and 7.8 per cent full time. Seventy-four, or 41 per cent, employ no help at all and 15, or 8.2 per cent, did not respond. Carter (2:59) found that 40 per cent employ outside help. More than one-fourth of the group employ help to take care of children. The three who employed full-time help use this help in caring for children also in doing general housework. Two of these mothers are full-time teachers and one a part-time bookkeeper. More than half the part-time help is employed to do the heavier work as cleaning, washing and ironing.

Table 37

Employed Help in the Home

Type of Work Done by Help	Time			
	Part Time		Full Time	
	No.	%	No.	%
Care of Children and General Housework	22	28.6	3	21.4
General Housework	13	16.9	11	78.6
Cleaning and Heavy Work	42	54.5	0	0.0
Total	77	100.0	14	100.0
Number part-time employers			77	43.0
Number full-time employers			14	7.8
Number employing no outside help			74	41.0
Number not responding			<u>15</u>	<u>8.2</u>
Total			180	100.0

Unit of Time for Which Outside Help is Employed

In order to obtain more information regarding outside help the graduates were asked if they employed help by the hour, day, week, or month, and to indicate the wage paid. Thirty-one per cent of the help is employed by the hour, eight per cent by the day, 3.4 per cent by the week, and 8.4 per cent by the month.

The wage paid is difficult to classify due to the wide range and varied arrangements. Hourly wages range from 15 to 50 cents. Many women employ school girls to stay with children and pay as little as 15 cents an hour, while women doing heavy work are paid up to 50 cents per hour. The average is approximately 35 cents an hour. Day labor ranges from 50 cents to \$7, again depending on the type of work done. The greatest number employing day labor pay \$1 per day. Fewer employ help by the week, the wages ranging from \$2 to \$6.50. School girls working in homes receive a monthly wage as low as \$6. The highest monthly wage is \$45 with the greatest number receiving \$30.

Table 38

N = 180 Unit of Time Outside Help is Employed

Unit of Time Help is Employed	Number of Graduates Employing Help	
	Number	Per Cent
Hour	56	31.0
Day	14	8.0
Week	6	3.4
Month	15	8.4
No Response	89	49.2
Total	180	100.0

Leisure Period Planned by Homemakers

Table 39 shows the distribution of the graduates who plan leisure periods. Only married graduates are included in this table. In this group of married graduates 27.3 per cent always plan a daily leisure period. Those who sometimes plan a period of relaxation include 36.3 per cent. A few of these remarked that while they usually planned a daily leisure period, often their plans went awry. Thirty-two, or 20.8 per cent, never plan a daily leisure period and five per cent never even plan an occasional period of leisure.

Table 39

Leisure Period Planned by Homemakers

N - 154	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Plan Daily Leisure Period	42	27.3	56	36.3	32	20.8	24	15.6
Plan Occasional Leisure Period	25	16.0	69	44.7	7	5.0	53	34.3

RECREATION AND COMMUNITY ACTIVITIES

Community Activities in Which Graduates Participate

Because a part of college training is devoted to the development of leadership qualities, the writer has been interested to know how many graduates have used this training in an active way for community work as well as participate in a less active manner. It is found that 90 per cent of all graduates participate in one or more activity in one capacity or another. Fifty-four and two-tenths per cent are members only, and 45.8 per cent are leaders and officers in community groups. Altogether the 162 women participate in 544 activities. The Red Cross has enrolled 34.4 per cent of the graduates as members with only 5.6 per cent serving as leaders. Sixty-two and seven-tenths per cent belong to religious orders and are about equally divided insofar as passive membership and leadership are concerned. The Parent-Teacher Association has the next largest representation or 43.9 per cent of the graduates. This large representation is probably due to the number of teachers and younger mothers in this study. It can probably be assumed that the 10 per cent not responding are not participating in community life.

Table 40

**Types of Community Activities
in Which Graduates Take an Active Part**

N=180

Types of Activities in Which the Graduates Engage	Membership (Other than leadership)		Leadership and Offices	
	No.	%	No.	%
A.A.U.W.	45	25.0	18	10.0
Charitable	2	1.1	1	0.6
Educational	8	4.4	15	8.3
Fraternal	15	8.3	22	12.2
4-H Club Leader			27	15.0
Parent-Teacher Ass'n.	49	27.2	30	16.7
Professional	11	6.1	6	3.3
Red Cross	62	34.4	10	5.6
Religious	57	31.7	56	31.0
Scout Leadership			20	11.1
Social	1	0.6	5	2.8
Women's Clubs	45	25.0	39	21.7
Total Number Graduates Participating				162 90.0
Total Number Not Responding				<u>18</u> <u>10.0</u>
Total				180 100.0
Total Number Activity Membership (only)				295 54.2
Total Number Activity Leaders				<u>249</u> <u>45.8</u>
				544 100.0

Recreation and Vacation Activities Planned by Homemakers

The information gathered and assembled in Table 41 is an attempt to depict some of the family relationship practices of the mothers in this study. Family relationships have been emphasized in recent home economics training as well as in most women's magazines and other publications. These factors should develop a consciousness of the value of satisfactory and happy relationships within the home. In analyzing the responses of the group in this study one realizes that families of Oregon State College home economics graduates participate in many activities together. There are 101 (89.3 per cent) mothers that plan recreational activities and only three (2.6 per cent) that never do. Nine (8.1 per cent) did not respond.

Thirty (26.5 per cent) mothers always plan parties for their children, 56 (49.6 per cent) sometimes do and seven (6.3 per cent) never do. A larger number play games than plan parties. Only three (2.6 per cent) never play games with their children.

It is interesting to analyze the responses concerning the number that plan vacations for their families. Of those taking vacations with husbands and children, about as many "sometimes" do as "always" do and only one graduate "never" does. Seventeen (15.1 per cent) did not respond.

Answering the question about taking vacations with husbands, only 11.6 per cent always do, 39.8 per cent sometimes do, and 21.2 per cent never do. One graduate, a mother of two young children, stated she hadn't yet taken a vacation with her husband only but planned to soon. Another does so when she can leave her children in good care. A third commented, "We believe it is important and plan to do so next year." There are fewer graduates taking their vacations without their families than taking them with their children. Only one always does and 27 (23.9 per cent) sometimes do, whereas 60 (53 per cent) never do. One commented, "This is good for everyone."

Table 41

**Recreation and Vacation Activities
Planned by Homemakers**

N = 113									
Activity Planned by the Homemaker	Always		Sometimes		Never		No Response		
	No.	%	No.	%	No.	%	No.	%	
Plan Family Recreational Activities	38	33.6	63	55.7	3	2.6	9	8.1	
Plan Parties for Children	30	26.5	56	49.6	7	6.3	20	17.6	
Play Games with Children	37	32.8	58	51.3	3	2.6	15	13.3	
Vacation Taken with Husband and Children	50	44.2	45	39.8	1	0.9	17	15.1	
Vacation Taken with Husband Only	13	11.6	45	39.8	24	21.2	31	27.4	
Vacation Taken without Family	1	0.9	27	23.9	60	53.0	25	22.2	

REACTION TO VALUE OF COLLEGE COURSES

Graduates' Reaction to Home Economics Courses

One of the objectives of this study was the evaluation by graduates of home economics courses offered at Oregon State College. The writer has been especially interested in this evaluation which has been made from the graduates' personal, professional, and homemaking point of view. Cooperators were asked to indicate whether or not they had taken the course in college and to evaluate it as it is used by them personally, professionally, and in their homemaking. In compiling these data the attitudes toward the courses were omitted unless the course had been taken by them, the reason being that they could not fairly evaluate a course they had not studied. Table 42 shows the compilation of this study. The same attitude key was used as in the household activities study (Table 24).

Among the courses "of great importance" personally and the highest percentages rating these as such are as follows: Nutrition or Dietetics 77.4, Clothing Selection 77.0, Food Preparation 72.1, Family Relationships 69.3, Food Purchasing 65.6, Clothing Construction 64.6, and Child Care 63.2 per cent. Some courses rated as "of some

Table 42
Reaction To College Courses

Key used in evaluating courses: (A) of great importance
(B) of some importance
(C) of little importance
(D) of no importance

		Evaluation																													
		Personally										Professionally										In Homemaking									
Courses Taken	Number Having Had Courses	A		B		C		D		N.S.		A		B		C		D		N.S.		A		B		C		D		N.S.	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Chemistry	173	32	18.5	67	38.7	38	22.0	12	6.9	24	13.9	51	29.5	67	38.7	38	22.0	10	5.8	7	4.0	31	17.9	20	11.6	80	46.2	31	17.9	11	6.4
Child Care	166	105	63.2	26	15.7	11	6.6	1	0.6	23	13.9	57	34.3	69	41.6	22	13.3	8	4.8	10	6.0	37	22.3	107	64.3	11	6.6	4	2.4	7	4.2
Clothing Construction	178	115	64.6	39	21.9	6	3.4	2	1.1	16	9.0	61	34.3	88	49.5	12	6.7	5	2.8	12	6.7	32	18.0	111	62.3	28	15.9	4	2.2	3	1.6
Clothing Selection	156	120	77.0	20	12.8	3	1.9	0		13	8.3	47	30.2	86	55.1	15	9.6	3	1.9	5	3.2	38	24.4	98	62.8	16	10.3	3	1.9	1	0.6
Family Relationships	114	79	69.3	17	14.9	4	3.5	2	1.8	12	10.5	33	28.9	49	42.9	23	20.3	2	1.8	7	6.1	22	19.2	75	65.8	14	12.3	2	1.8	1	0.9
Food Preparation	179	129	72.1	26	14.5	3	1.7	1	0.6	20	11.1	56	31.2	96	53.7	19	10.6	1	0.6	7	3.9	29	16.2	133	74.3	14	7.8	2	1.1	1	0.6
Food Purchasing	142	93	65.6	21	14.6	8	5.7	3	2.2	17	11.9	47	33.2	68	47.9	19	13.3	2	1.4	6	4.2	29	20.5	93	65.4	15	10.5	2	1.4	3	2.2
Home Management House	160	88	55.1	36	22.5	16	10.0	2	1.2	18	11.2	51	31.8	52	32.5	28	17.5	17	10.6	12	7.6	31	19.5	84	52.5	31	19.3	10	6.2	4	2.5
Household Equipment	120	37	30.9	42	35.0	15	12.5	5	4.1	21	17.5	39	32.5	31	25.8	30	25.0	11	9.2	9	7.5	26	21.7	48	40.0	26	21.7	18	15.0	2	1.6
House Planning	105	38	36.0	30	28.5	10	9.5	7	6.6	20	19.4	38	36.0	28	26.5	17	16.8	9	8.5	13	12.2	23	21.9	43	41.0	23	22.0	13	12.3	3	2.8
House Furnishings	157	77	49.2	46	29.3	7	4.4	2	1.2	25	15.9	57	36.4	56	35.7	25	15.9	11	7.0	8	5.0	32	20.4	82	52.4	35	22.2	7	4.4	1	0.6
Nutrition or Dietetics	167	129	77.4	21	12.5	0		0		17	10.1	49	29.5	105	62.8	7	4.2	2	1.2	4	2.3	29	17.4	122	73.0	16	9.6	0		0	
Selection and Buying of Commodities	70	41	58.7	18	25.7	3	4.2	0		8	11.4	23	32.8	32	45.7	12	17.3	1	1.4	2	2.8	13	18.6	42	60.0	11	15.8	3	4.2	1	1.4

importance" personally are: Chemistry 38.7 per cent and Household Equipment 35 per cent. Relatively few of the courses are evaluated as "of no importance". It is interesting to note that Clothing Selection is considered of great importance by 77 per cent and Clothing Construction by 64.6 per cent. Selection is given a higher evaluation than construction by a greater number in spite of the fact that nearly half of the graduates make their own coats and more than two-thirds their dresses, as shown in Table 34-B.

Only three courses received the highest percentage of responses as being "of great importance" when classified professionally. These are: Household Equipment 32.5 per cent, House Planning 36 per cent, and House Furnishings 36.4 per cent. All other courses are evaluated "of some importance" professionally by the largest number. Among these are Nutrition 62.8 per cent, Clothing Selection 55.1 per cent, Food Preparation 53.7 per cent, Clothing Construction 49.5 per cent, Food Purchasing 47.9 per cent, Selection and Buying of Commodities 45.7 per cent, and Family Relationships 42.9 per cent.

Oddly enough none of the courses are evaluated "of great importance" in homemaking by the majority of those making responses. The greatest number responding have evaluated them "of some importance" as: Food Preparation

74.3 per cent, Nutrition 73 per cent, Family Relationships 65.8 per cent, Food Purchasing 65.4 per cent, Child Care 64.3 per cent, Clothing Selection 62.8 per cent, and Clothing Construction 62.3 per cent.

Many of the graduates have added other courses to this list and have evaluated them. Four graduates list Household Physics (or Physics) as being "of great importance" or "some importance" to them personally, professionally and in homemaking. Seven give Home Nursing the same evaluation as Physics. The art and Related Art courses are added by 11 cooperators and evaluated "of great importance" personally and "of some importance" professionally and in homemaking. The next most frequent addition is Bacteriology listed by five as being "of great importance" personally and in homemaking and "of some importance" professionally. Other courses added are Physiology, Landscape Architecture, Sociology, Household Accounts, Home Economics Education, Nursery School, and Textiles. One graduate added this interesting comment: "From somewhat extensive experience in industry, charitable organizations- adult and child, community work, and homemaking, I consider Psychology and Sociology my two best background subjects. They have been invaluable to me and I've found many others engaged in these fields who felt

the same." She further adds a comment about Food Purchasing: "Did not have this course in college but asquired similar information through study and professional experience. I consider this an important course in the light of decreasing standard of living which we will have to face under the Defense and War economy and later."

In summarizing the reactions to college courses, it seems from the relatively small numbers considering courses of little or no importance to them personally, professionally, and in their homemaking all the courses are worthy of continuance. Frank L. McVey (6:227) said in speaking of the role of home economics in higher education, "If Home Economics is to fulfill its purpose, it must be based soundly on fundamentals of economics, sociology, psychology, chemistry, physics, and the biological sciences." Another graduate adds this comment: "I've appreciated the opportunities that were mine at school for it has helped me to meet the many problems of married life with a level head and happy attitude. I would advise each girl to take all the home economics work possible."

GRADUATES' RECOMMENDATION FOR THE ORGANIZATION OF HOME MANAGEMENT HOUSES

Graduates' Reaction to Operation of Home Management Houses

In the event a new home management house should be built, the Home Economics faculty and others have been interested in determining at which income level it should be built, furnished and maintained. The writer has therefore been interested in knowing the reactions of the group represented in this study. Cooperators were asked to check which of the following should be applied to the operating of the home management houses: operate on a higher or a lower income level than when they were in college, provide a close approach to a home situation, or provide a situation in which girls may combine technical information and other training. The results are tabulated in Table 43.

Only 12.8 per cent are in favor of operating upon a higher and 15 per cent on a lower income level, while 85 per cent favor approaching a home situation and 81 per cent the combination of technical information and other home economics training. Ninety-eight graduates (54.4 per cent) are not in favor of operating on a higher income level and 82 (45.5 per cent) are against a lower income

operation. Comparing those in favor and those against, the majority favor a moderate income group operation plan. Refer to Table 45 for a more definite suggestion as to income range.

Table 43

**Graduates' Reaction to Operation of
Home Management Houses**

N = 180 Reaction to Operation Suggestions	Higher Income Level		Lower Income Level		Approaching a Home Situation		Combining Technical Information and Other Training	
	No.	%	No.	%	No.	%	No.	%
In favor of	23	12.8	27	15.0	153	85.0	146	81.0
Not in favor of	98	54.5	82	45.5	3	1.7	5	2.8
Not Responding	59	32.7	71	39.5	24	13.3	29	16.2
Total	180	100.0	180	100.0	180	100.0	180	100.0

Graduates' Reaction as to Whether or not the Home Management House Should Represent in Planning, Construction and Furnishing, the Scale of Living of a Particular Income Group

The question was asked, "Do you think that the home management house should represent in planning, construction and furnishing, the scale of living which is typical of a particular income group?" Results are tabulated in Table 44. One hundred twenty-one (67.2 per cent) answered "yes". Not favoring any particular income group are 28 (15.6 per cent), while 31 (17.2 per cent) did not respond. The same question was used in Sinnard's (7:35) study and was responded to favorably by 75.6 per cent of the co-operators. In Carter's (2:83) study 68 per cent answered favorably to a similar question. Those responding "no" are as follows: Carter 17 per cent, Sinnard 22.2 per cent and this study 15.6 per cent. Those not responding represent 17.2 per cent.

Table 44

**Graduates' Reactions as to Whether or not the
Home Management House Should Represent in
Planning, Construction, and Furnishing,
The Scale of Living of a Particular
Income Group**

Opinion Concerning a Plan for Representing in the Home Management House a Scale of Living for a Particular Income Group	Responses	
	Number	Per Cent
Favorable	121	67.2
Unfavorable	28	15.6
Not Responding	31	17.2
Total	180	100.0

**Graduates' Opinion as to the Basis on Which the Home
Management Houses Should be Operated**

If the graduates felt the home management houses should represent the scale of living of a particular income group, they were asked to indicate which specific group. Their opinions are shown in Table 45. In classifying, all those suggesting "middle", "average", and "medium" are grouped together under medium or average. Some graduates stipulate a definite income, while others suggest figures containing a range of four or five hundred dollars. These latter opinions are listed as actual amounts in Table 45.

It is interesting that only two cases suggest a higher income in answering this question. Another suggests a medium to higher income, and another suggests from \$2500 to \$4000, while in Table 43 there are 23 in favor of a higher income level. Apparently they were not consistent in answering this question. Nearly half (42.2 per cent) prefer a medium or average income group. One can consider those preferring the income range from \$1500 to \$3000 also in the medium group, as the median income of the graduates in this study falls in the \$2500 to \$2999 range.

In Carter's (2:83) study 47.5 per cent preferred the average, 13 per cent the low, and five per cent the high income.

Six (3.3 per cent) are of the opinion that students should have experience in operating on different income levels. Some of these suggestions are: "should have weeks for different groups", "variety of incomes", "examples of high and low", and "different groups". One cooperator suggests "make a survey of the community and determine the average". The last suggestion seems impracticable as students come from many communities. See Appendix for further comments.

Table 45

**Graduates' Opinion as to the Basis on Which
The Home Management Houses Should be Operated**

N = 180 Suggested Incomes and Income Groups for Operation of Home Management House	Cases Suggesting Income Groups	
	Number	Per Cent
Low	8	4.4
Low to Medium	8	4.4
Medium or Average	76	42.2
Medium to Higher	1	0.6
\$1000-\$1500	3	1.7
\$1500-\$2500	11	6.1
\$1800-\$3000	7	3.9
\$2500-\$4000	1	0.6
Operate on Several Income Levels	6	3.3
Not Responding	59	32.8
Total	180	100.0

CHAPTER V

SUMMARY

This study was undertaken for the purpose of analyzing and evaluating the training received in the School of Home Economics at Oregon State College and as a means of indicating future trends in building home economics curricula. The writer has attempted to parallel her study with Carter's (2) in substantiating or differing with her findings. This analysis has been undertaken by determining the use of training as applied personally, professionally, and in the homemaking practices of graduates. The more specific objectives were to determine and appraise the standard of living of the graduates as shown by income, money management practices, home ownership, household activity practices, labor-saving equipment in the home, and occupation; to determine the marital status and place of residence; to determine the extent of participation in community and civic life; to obtain an evaluation of college home economics courses; to obtain the graduates' opinions on the operation of home management houses.

The study is based on data furnished by 180 graduates of the School of Home Economics at Oregon State College covering the years 1918 to 1922 and 1930 to 1934 inclusive. Of the 180 graduates participating, 75 per cent completed

the professional course in home economics and 22 per cent the general course. Three per cent did not indicate the course they followed.

Of the total group 9.4 per cent have advanced degrees, all of which are Masters. Six per cent have attended classes in adult education since leaving college.

The average period between graduation and marriage is 4.2 years. Graduates who have been married represent 85.5 per cent of the group. Two and five-tenths per cent of these are widowed and 3.5 per cent divorced. The unmarried graduates represent 14.5 per cent of the total number participating.

These graduates have a total of 203 children, 97 boys and 106 girls. Among the graduates having married, 73.5 per cent have an average of 1.32 children. The largest family in this study is composed of four children. A little more than one-third of the families have two children each. The largest number of children is found among graduates that have been married from five to eight years and the next largest number among those married between seventeen and twenty years.

Nearly half the children are found in families having an income falling within the \$2500 to \$5000 range. Sixty-five per cent are within the \$2000 to \$5000 income range. The largest single group of children is found in the \$3500 to \$5000 income range.

Eighty-four per cent of the graduates live in urban communities and six per cent on income-producing farms.

The income range extends from \$250 per year up to \$15,000. The median income for unmarried graduates is found in the \$1750-1999 income group. The married graduates' median is in the \$2500-2999 income group. The entire group have a median income which falls in the \$2500-2999 income group. The mean income for the entire group is \$2901.

In classifying the incomes according to place of residence, they increase from farm up to large cities. The mean income for graduates whose income is from the land is \$2229, from farm or rural with no income from the land the mean income is \$2843, for graduates in cities under 10,000 population the mean income is \$2903, and for graduates in cities over 10,000 the mean income is \$3001. This increase compares with other studies (9:49) although graduates throughout the United States increased at a higher rate than did this study.

There are 65 families which produce some of the foods consumed for home use. These families produce an average of 2.1 per cent of the food products per family. Sixteen per cent of these producing foods are in the income range of \$2250-2499, 14.8 per cent in the \$2500-2999 range, and 13 per cent in the \$1000-1249 income range. Of the families

producing foods for home use, 38.5 per cent produce between 70 and 100 per cent of their produce. Nearly one-third of them produce at least some of their own vegetables, and 21 per cent produce some of their fruits.

The field of teaching leads all other occupations for both the graduates in this study and for their husbands. Those who are following the teaching profession include nearly half, or 41.1 per cent, of the husbands of home economics graduates, 58.1 per cent of the employed homemakers, and 50.2 per cent of the unmarried graduates. Only 10 per cent of the husbands are farmers or farm managers. Twenty and six-tenths of them are classed as proprietors, managers, and officials. The second choice of occupation among unmarried graduates is that of home demonstration agent with 15.3 per cent in this field.

Married graduates who are working at present include 31 per cent of the married group. Occupations outside the teaching field are rather evenly distributed. There seems to be a tendency for home economists to return to their interests in the working world when their families are grown.

The area in which graduates were engaged before marriage is represented by 46 different occupations. This is an indication of the broadness of home economics training.

Those teaching or combining teaching with some other occupation are represented by 68.3 per cent of the entire group. As 28, or 18.2 per cent, did not respond to this particular part of the questionnaire, it may be assumed they did not work between graduation and marriage. Between graduation and marriage twenty-six worked for three years, 23 for two years, and 22 for one year.

Homemakers have given many interesting motives for employment outside the home. Sixty-one per cent stated they work because they enjoy this outside work. Nearly the same number stated they are working because of special training for work other than homemaking. Many of them are working for some definite objective such as college education for their children, etc. Only five graduates are contributing 100 per cent of the family income and these are widowed or divorced. Nine are contributing between 50 and 75 per cent of the family income, and 14 are contributing from 25 to 49 per cent of the family income.

From this study one would conclude there is a relationship between money management and income. The graduates always and sometimes keeping accounts and using budgets have a median income of \$2750 and those never doing so have a median income of \$2375. The graduate with the lowest income in the study never keeps household accounts or uses a budget, whereas the graduate with the highest

income always keeps accounts and sometimes uses a budget. It seems quite evident that the women who prefer, as well as practice keeping accounts and using budgets, outnumber those that do not, as 32.7 per cent of them like doing so and only 7.3 per cent dislike the practice. Nearly half of the women operate their homes on an allowance plan. About two-thirds of the married graduates have a joint bank account with their husbands.

Nearly one-half of the graduates with children give their children an allowance and an additional fifth of them sometimes do. Only 13 per cent never give their children an allowance.

The greatest number would start paring expenses in the home by reducing the amount of money spent on recreation. The second and third preference given for this reduction is in clothing. The fourth, fifth, and sixth cuts preferred by most is in foods. Only nine would cut car expense first.

The greatest number owning their homes have been married from 15 to 20 years. The largest number buying and renting have been married from five to ten years. Of the 113 graduates with children, 31.9 per cent either own or are buying their own homes. Fifty-seven per cent of these owning their own homes and 58 per cent of those buying their homes have incomes from \$2000 to \$3499. The

largest group renting homes have incomes ranging from \$2000 to \$2999 and represent 27 per cent of those renting.

The median value of dwellings owned by graduates is \$5000, those being purchased \$3000, and those being rented \$4000. The mean value of dwellings owned is \$5329, of those being purchased \$4909, and of those rented \$4554. The average value of all dwellings in the entire group is \$4977. Values of dwellings range from \$350 to \$20,000. The average age of dwellings is 15.02 years with a range from a few months up to 55 years. The average number of rooms is a little over six per dwelling.

Both hot and cold water are found in over 90 per cent of the houses; three have cold water only.

For heating purposes oil and gas are the most commonly used fuels. Electricity for cooking is used by 51.1 per cent.

Among the 180 graduates are found 204 radios, 143 telephones and 81 pianos.

The largest amount of labor-saving equipment is found in groups whose income is above \$1500.

More electric irons are found in the group than any other type of equipment. There are 172 of them.

For refrigeration 147, or 81.6 per cent, have mechanical and 6.1 per cent ice refrigerators.

Power washing machines are owned by 140, or 77.7 per cent, of the graduates.

There are 34, or 18.8 per cent, who have power ironers. These are found in the income groups from \$3000 to \$5000.

Electric food mixers are owned by 100, 55.5 per cent, and are found among graduates whose income is from \$2000 to \$5000.

Vacuum cleaners are owned by 138, or 76.6 per cent, and carpet sweepers by 65, or 36.1 per cent.

There are 136 sewing machines among the graduates.

Pottery and porcelain dishes are used by the greatest number of the graduates; 32.5 per cent own pottery, 24.8 per cent porcelain, and 22.5 per cent semi-porcelain.

Nearly 90 per cent of the graduates prepare meals and most of them indicate they like doing this.

Of those always and sometimes doing their own baking, 83.9 per cent bake cakes and pies, 74.5 per cent cookies and doughnuts, 74.5 per cent quick breads, and 58.9 per cent their own yeast breads.

A large amount of food is preserved by the graduates for home use. Fruits are preserved by 76.6 per cent, vegetables by 50 per cent, jellies and jams by 72.9 per cent, and meats by 28.9 per cent.

The percentage always doing their own dry cleaning at home is very small, as only 1.1 per cent always dry clean men's suits, 5.6 per cent women's garments, and 6.7 per cent children's garments.

Nearly three-fourths of the graduates do their family washing and ironing in their homes.

Of the mothers who sew for their children, those always and sometimes doing these tasks are as follows: 63.7 per cent make coats, 72.6 per cent make clothes in general, and 69.1 per cent make over clothes.

Among the graduates sewing for themselves, nearly half always or sometimes make their coats, more than two-thirds their dresses, and about the same number make over their own clothes.

Nearly 80 per cent do their general household sewing.

One hundred (55.5 per cent) always use a time schedule for doing their housework. Five per cent use a written and 50.5 per cent a mental schedule.

Of the graduates, 50.8 per cent employ help within their homes, 43 per cent part time and 7.8 per cent full time. Forty-one per cent employ no help at all. Thirty-one per cent of the help is employed by the hour, eight per cent by the day, 3.4 per cent by the week, and 8.4 per cent by the month.

There are 162 graduates participating in community and civic life. Of those participating, 45.8 per cent are leaders or officers and 54.2 per cent are members only of these organizations.

There are 101 (89.3 per cent) mothers that plan family recreational activities.

Thirty (26.5 per cent) mothers always do and 56 (49.6 per cent) sometimes plan parties for their children.

Of the mothers taking vacations, about 30 per cent more take them with husband and children than take them with husband only. Nearly 25 per cent take vacations without their families.

In classifying the attitudes and evaluation of home economics courses, only those indicating they have taken the courses are included. In all courses the majority of responses indicate the classes have been of great importance to them personally. Among the larger percentages are: Nutrition or Dietetics 77.4, Clothing Construction 77, Food Preparation 72.1, Family Relationships 69.3, Food Purchasing 65.6, Clothing Construction 64.6, and Child Care 63.2 per cent.

Only three courses, House Furnishings, House Planning, and Household Equipment, were evaluated as "of great importance" professionally by the largest number making responses.

None of the courses are evaluated "of great importance" in homemaking by the majority of those making responses. The largest percentages of those evaluating the courses as "of some importance" are: Clothing Selection 24.4, Child Care 22.3, House Planning 21.9, and Household Equipment 21.7 per cent.

Many graduates added other courses to those listed in the questionnaire. These include Household Physics, Home Nursing, Related Art, Bacteriology, Landscape Architecture, Sociology, Household Accounts, Home Economics Education, Nursery School, and Textiles.

Relatively few of the courses are evaluated as "of no importance".

The reactions to these home economics courses would be too lengthy to summarize in any form other than a table. The reader is therefore referred to Table 42 which shows the classification of data.

Nearly one-half (42.2 per cent) of the graduates would prefer the operation of a home management house on a medium or average income level. An additional 10.6 per cent suggested operation on an income level ranging from \$1500 to \$4000. Those preferring a low-income operation included 8.8 per cent, and only one graduate suggested a higher income than at present. Several graduates suggested

giving training on different income levels. Those preferring the medium income commented that if students were trained to manage on this level, they could very easily adjust to a higher income level.

CHAPTER VI

RECOMMENDATIONS

Recommendations for Further Study

1. An analysis of household employment covering the wage paid, period of employment, kind of work done, and the background of home economics graduates for management of household employment.
2. An analysis of the background training given home economics graduates for professions other than teaching.
3. A study of the evaluation and use of all home economics courses as applied by graduates personally, professionally, and in homemaking.
4. An analysis of the adult classes attended by home economics graduates after leaving college to determine desirable reinforcements for college courses.
5. A study of the problems of those gainfully employed among the graduates who have married.
6. A study of the relationship between money management and income.
7. A study of the living practices of the unmarried graduates.
8. A study of the occupations and incomes of unmarried home economics graduates as related to other college women.

9. A study of relatives and other people living with graduates and the effect they have upon family relationships and management practices.

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APPENDIX A
QUESTIONNAIRE

Indicate the answer that makes the statement most nearly correct for you by filling in the following blank spaces. If the conditions do not apply to you, please leave the space blank. For your convenience an asterisk (*) will be used before questions applying only to married women. Use margins if you care to add comments.

1. What year were you graduated? _____ What curriculum?
Professional _____ General _____
2. What is your marital status? (Place a check in the appropriate space)
a. Single-----
b. Married-----
c. Widow (with children)-----
d. Widow (without children)-----
e. Divorced (with children)-----
f. Divorced (without children)-----
3. How soon after graduation from college did you marry?
4. Are you a homemaker? Yes _____ No _____
b. If so for how long? _____
5. How many children have you? a. Boys _____ b. Ages _____
c. Girls _____ d. Ages _____
6. Where do you live?
a. Farm (farm is chief source of income) _____
b. Farm or rural (little or no income from land) _____
c. Small city (under 10,000) _____
d. City (over 10,000) _____
7. What advanced degrees, if any, do you have?
a. _____ b. Major _____
c. Where received? _____ d. When? _____
8. Since leaving college, have you attended classes or done special work in adult education? Yes _____ No _____
9. Why are you interested in doing this special work?
a. Professional improvement _____ c. Personal development _____
b. Improved homemaking _____ d. (Other) _____

10. Approximately what is your total annual money income? (If married, include both husband and wife if both are working). (Do Not include the value of produce used for family consumption, including money income only). Place a check in the parenthesis at the left opposite the figure which most nearly fits your income.

Yearly Income Range

	From \$249	or less		499	per year	or from
a	250	to	and including	749		
b	500	"	"	999	"	"
c	750	"	"	1249	"	"
d	1000	"	"	1499	"	"
e	1250	"	"	1749	"	"
f	1500	"	"	1999	"	"
g	1750	"	"	2249	"	"
h	2000	"	"	2499	"	"
i	2250	"	"	2999	"	"
j	2500	"	"	3499	"	"
k	3000	"	"	4999	"	"
l	3500	"	"	7499	"	"
m	5000	"	"	9999	"	"
n	7500	"	"	14999	"	"
o	10000	"	"	19999	"	"
p	15000	"	"			
q	20000	or more				

11. Check below the approximate per cent of total consumed foods you produce for family use:

None	10%	25-49%	50-74%	75-100%
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1
7	1	1	1	1
8	1	1	1	1
9	1	1	1	1
10	1	1	1	1
11	1	1	1	1
12	1	1	1	1
13	1	1	1	1
14	1	1	1	1
15	1	1	1	1
16	1	1	1	1
17	1	1	1	1
18	1	1	1	1
19	1	1	1	1
20	1	1	1	1
21	1	1	1	1
22	1	1	1	1
23	1	1	1	1
24	1	1	1	1
25	1	1	1	1
26	1	1	1	1
27	1	1	1	1
28	1	1	1	1
29	1	1	1	1
30	1	1	1	1
31	1	1	1	1
32	1	1	1	1
33	1	1	1	1
34	1	1	1	1
35	1	1	1	1
36	1	1	1	1
37	1	1	1	1
38	1	1	1	1
39	1	1	1	1
40	1	1	1	1
41	1	1	1	1
42	1	1	1	1
43	1	1	1	1
44	1	1	1	1
45	1	1	1	1
46	1	1	1	1
47	1	1	1	1
48	1	1	1	1
49	1	1	1	1
50	1	1	1	1
51	1	1	1	1
52	1	1	1	1
53	1	1	1	1
54	1	1	1	1
55	1	1	1	1
56	1	1	1	1
57	1	1	1	1
58	1	1	1	1
59	1	1	1	1
60	1	1	1	1
61	1	1	1	1
62	1	1	1	1
63	1	1	1	1
64	1	1	1	1
65	1	1	1	1
66	1	1	1	1
67	1	1	1	1
68	1	1	1	1
69	1	1	1	1
70	1	1	1	1
71	1	1	1	1
72	1	1	1	1
73	1	1	1	1
74	1	1	1	1
75	1	1	1	1
76	1	1	1	1
77	1	1	1	1
78	1	1	1	1
79	1	1	1	1
80	1	1	1	1
81	1	1	1	1
82	1	1	1	1
83	1	1	1	1
84	1	1	1	1
85	1	1	1	1
86	1	1	1	1
87	1	1	1	1
88	1	1	1	1
89	1	1	1	1
90	1	1	1	1
91	1	1	1	1
92	1	1	1	1
93	1	1	1	1
94	1	1	1	

- a. Butter
- b. Eggs
- c. Fruit
- d. Meat
- e. Milk
- f. Vegetables
- g. Other

12. What is your present occupation (other than home-making) a. _____ b. For how long? _____
c. Full time _____ d. Part time _____

13. What is your husband's occupation? _____
14. If you worked between graduation and marriage, indicate the number of years spent in each occupation:
- a. Occupation _____ b. Years spent _____
c. Occupation _____ d. Years spent _____
15. Have you worked since marriage for money income? (Check all items which apply to you).
- a. ___ To contribute to the family income for necessities.
b. ___ To raise the standard of living.
c. ___ Because you enjoy this outside work.
d. ___ Because of special training for work other than homemaking.
e. ___ Other reasons _____
16. Approximately what proportion of the family income do you earn?
- a. 100% ___ b. 50-74% ___ c. 25-49% ___ d. 10% ___ e. None ___
17. If it should be necessary to cut down on expenses in the home, where would you cut? List in the order of sequence:
- a. _____ c. _____ e. _____
b. _____ d. _____ f. _____
18. If you live in a house a. How many rooms? (omit halls and entrance porches) _____ b. Age of the house _____
c. What is the estimate value? _____
19. Do you own or rent your home? a. Own ___ b. Rent ___
c. Buying ___ d. Others _____
20. Please check the following items contained in your home:
- a. Electric or gas iron _____
b. Electric ironer _____
c. Power washing machine _____
d. Electric food mixer _____
e. Radio:
(1) Console (2) Table _____
f. Running water:
(1) Hot (2) Cold (3) Both _____

21. Fuel used a. b. c. d. e. f.
for Electricity Gas Oil Wood Coal Other

Cooking

22. Heating

23. (1) Place a check in the columns to the left if conditions apply to you.

(2) Encircle the letter in the column to the right which applies to you as you do this task. Use following key:

- a. I like very much doing this
- b. I like doing this
- c. I neither like nor dislike doing this
- d. I dislike doing this
- e. I dislike very much doing this

Work or activities
done by you

Always Some- Never
do times do
do do do

Activities

_____	A. Operate your home on an allowance plan	a b c d e
_____	B. Give your children an allowance	a b c d e
_____	C. Keep household accounts	a b c d e
_____	D. Make and use budgets	a b c d e
_____	E. Joint bank account with husband	a b c d e
_____	F. Bake	
_____	(1) Cakes and pies	a b c d e
_____	(2) Cookies and doughnuts	a b c d e
_____	(3) Quick breads	a b c d e
_____	(4) Yeast breads	a b c d e
_____	G. Food preservation	
_____	(1) Fruits	a b c d e
_____	(2) Vegetables	a b c d e
_____	(3) Jellies and Jams	a b c d e
_____	(4) Meats	a b c d e
_____	H. Cold storage locker used for:	
_____	(1) Fruits	a b c d e
_____	(2) Vegetables	a b c d e
_____	(3) Meats	a b c d e
_____	(4) Other	a b c d e

Always do	Some- times do	Never do	Activities	
			I. Prepare meals	a b c d e
			J. Dry clean at home:	
			(1) Men's suits	a b c d e
			(2) Women's garments	a b c d e
			(3) Children's garments	a b c d e
			K. Laundry sent out:	
			(1) Household linens	a b c d e
			(2) Men's shirts	a b c d e
			(3) Everything	a b c d e
			L. Washing (family)	a b c d e
			M. Ironing (family)	a b c d e
			N. Sew for children:	
			(1) Coats	a b c d e
			(2) Clothes (general)	a b c d e
			(3) Make over clothes	a b c d e
			O. Sew for yourself	
			(1) Coats	a b c d e
			(2) Dresses	a b c d e
			(3) Make over clothes	a b c d e
			P. General household sewing	a b c d e
			Q. Housework time schedule	
			(1) Mental	a b c d e
			(2) Written	a b c d e
			R. Plan daily leisure period	a b c d e
			S. Plan occasional leisure period	a b c d e
			T. Plan family recrea- tional activities	a b c d e
			U. Plan parties for children	a b c d e
			V. Play games with children	a b c d e
			W. Vacation taken with children and husband	a b c d e
			X. Vacation taken with husband only	a b c d e
			Y. Vacation taken without family	a b c d e

24. Do you employ paid help within your home? a. None _____
b. Part time _____ c. Full time _____

25. If so, how employed? a. Hour__ b. Day__ c. Week__
d. Month__ e. Wages paid__
26. What type of work does the paid help do?__
27. Has there been illness in your home? a. None__
b. Short period__ c. Long period__
28. What relatives or other people live in your home?
a. None__ b. Others__
29. In what community work have you engaged? Place an L if you have been an officer or leader and an M if you have been a participating member:
a. Church work__ e. A.A.U.W__
b. Women's Club__ f. Red Cross__
c. 4H Club leader__ g._____
d. P.T.A.____ h._____
30. Please aid us in giving your evaluation of the following courses from a personal, professional, and homemaker's view point, by (1) placing a check in the space to the left if you have had this course; (2) encircling a letter in each group to the right to indicate your feeling. Use the following key:
a. Of great importance c. Of little importance
b. Of some importance d. Of no importance

	Person- ally	Profes- sionally	Home- making
a. Chemistry-----	a b c d	a b c d	a b c d
b. Child care-----	a b c d	a b c d	a b c d
c. Clothing construction-----	a b c d	a b c d	a b c d
d. Clothing selection-----	a b c d	a b c d	a b c d
e. Family relationships-----	a b c d	a b c d	a b c d
f. Food preparation-----	a b c d	a b c d	a b c d
g. Food purchasing-----	a b c d	a b c d	a b c d
h. Home management house-----	a b c d	a b c d	a b c d
i. Household equipment-----	a b c d	a b c d	a b c d
j. House planning-----	a b c d	a b c d	a b c d
k. House furnishings-----	a b c d	a b c d	a b c d
l. Nutrition or dietetics-----	a b c d	a b c d	a b c d
m. Selection and buying of commodities-----	a b c d	a b c d	a b c d
n. (Others)-----	a b c d	a b c d	a b c d
o. -----	a b c d	a b c d	a b c d

31. Check any of the following you think should apply to the operating of the home management houses:
- a. Operate on a higher income level than when you were in college? Yes ___ No ___
 - b. Operate on a lower income level than when you were in college? Yes ___ No ___
 - c. Provide a close approach to a home situation? Yes ___ No ___
 - d. Provide a situation in which girls may apply the technical information and training that they have received in other courses? Yes ___ No ___
32. Do you think that the home management house should represent in planning, construction and furnishing, the scale of living of a particular income group?
- a. Yes ___ No ___
 - b. If so, what group? _____

I would appreciate receiving comments of any kind which you wish to make regarding your work in home economics while in college. Any suggestions with their reasons will be a great aid in this study. You may use the back of this page if you care to.

APPENDIX B

SUPPLEMENTARY COMMENTS BY HOME ECONOMICS GRADUATES

Comments by Graduates Regarding the Home Management Houses

"Group girls according to their income. I think the home management house is without a doubt one of if not the best course I had."

"Let girls spend time at low and high income levels."

"Train for average income; with basic training they should be able to adjust to a higher or lower income."

"Training was on a higher income level than most newly-weds have and that is when they need the help and training, not later when they are on higher incomes."

"Low - for it is easy enough for us to raise our standards."

"Valuable to test minimum and low income for perhaps a period of a week."

"Low income as the struggling newly-weds are educated, but most often very poor."

"Home management house was the most worthwhile of all subjects."

"Home management house, household management, child care, and foods have been most beneficial to me."

"High enough to create standards and desires, but not so high as to be unattainable by most."

"Run on the income equal to that of a young professional man, considering expenses of a young family."

"Should point out adjustments to be made for different groups."

Suggestions and Remarks Made by Graduates Concerning
Home Economics Courses at Oregon State College

"Art classes should have a definite, practical value with help given in terms of cost and serviceability in the average home. Courses in home planning and home decoration should be based on incomes of average means."

"There was little constructive criticism of our work and personal problems until a few months before graduation. Guidance is needed all through college."

"I have always been particularly grateful to the college and its staff for having given me training which has at all times been practical, useful and enjoyable. I not only have made a better living than my friends but home economics has made my own personal life fuller. I have been equipped to change from a professional to a domestic life more easily than any girl I know."

"Consider all courses very important."

"More training in preparation of low cost meals would have been practical and helpful."

"I am very grateful for the fine training I received at Oregon State College. Because of practical training before I entered college I think I might have had a chance to take some tests in order to eliminate some of the more elementary courses, especially in sewing."

"I only wish more housewives had the training I received at Oregon State College in home economics. Every course I took has been a help, but I appreciate especially having had child care and family relationships."

"Desirable to have more courses in selection and buying of commodities." (Several made similar comments.)

"More pure home economics courses given the first year would prevent girls from changing to other courses thinking they had made a mistake."

"I consider a course in heredity and eugenics would be valuable."

"Be thoroughly trained in chemistry."

"Courses in salesmanship should be helpful in selling yourself when applying for work."

"Public speaking and lots of it."

"More psychology than just general psychology."

"There are constant demands in all fields of home economics and I feel that I could always be working if I wanted to. Oregon State has a grand home economics school and I have found that being a graduate of that school has meant a great deal to me."

"It would be impossible to get too much practical experience in all subjects."

"Teachers need a greater understanding of young people. More time should be given to the study of the human mind."

"The courses I had at Oregon State College have been of value to me in everyday living."

A graduate who is an interior designer comments, "I find that my home economics gave me a substantial background in the realm of art. The courses in food purchasing, planning and nutrition I have found very useful."

"I feel that as a whole my home economics training was very satisfactory. However, in the professional course there weren't enough electives to offer a well rounded education."

"My training has enabled me to help neighbors and friends with many problems." (Three graduates made similar comments.)

"Our college education has enabled us to keep up our standard of living in spite of decreasing salary."

"Wish I had finished in the professional course and majored in child development."

"I have experienced a feeling of insufficient general information in the liberal arts field."

"In spite of theorists, housekeeping is important in a smooth running home. Courses should be practical and not too specific. Let the few who want to do research or advanced scientific study take special work - for the rank and file teach them to live, be healthy and happy!"

"All graduates should be taught a good course in money and banking, elementary bookkeeping, and given some business training. More husbands would be glad to have their wives handle the monthly pay check if they could keep their bank balance accounted for."

"I'm still convinced that professionally or as a home-maker, a course in home economics yields more pleasure and profit than any other course for girls."

"Should have had more meal planning, more food budget work for use with families of small income."

"While family relationship and child care were not given when I did my work, I consider these very important and I'm glad they are being stressed."

"I feel that definite, practical help should be given in preparation for marriage and child care, as well as family relationships."