

AN ABSTRACT OF THE THESIS OF

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Realizing that the effectiveness of high school training can best be measured in terms of results in the lives of those who use it, the author made a study of Eugene High School alumnae to evaluate the general high school program and the home economics program of studies.

The alumnae of classes 1934, 1937, and 1939 were chosen to assist in this evaluation. Since it was desired to study only those who had completed their education and were married or employed, alumnae were eliminated who were attending schools of higher education at the time the study was made.

Two thirds of the alumnae were employed, the greatest percentage of them in clerical and domestic jobs. Of the married group 37.8 per cent were employed away from their homes.

Forty-five per cent of the 160 studied had not continued their education beyond the secondary level. Twenty five per cent had attended the University of Oregon and 22.5 per cent business colleges. For short periods of training the remainder of the group attended Oregon State College, normal schools, "beauty" schools or the Eugene Vocational School.

A larger proportion of the single group were affiliated with church organizations than of the married group. Of the married group an equal number were affiliated with social and church organizations.

As a group the alumnae regretted not having taken a variety of subjects. In the main, however, the high school program is satisfactory, since 46 per cent reported being satisfied with the subjects taken. Of the single group 46.6 per cent regretted not having had more commercial subjects and 20.2 per cent regretted not having had more home economics.

As would be expected, a larger percentage (34.8) of the married group regretted not having had home economics. In giving suggestions for improvements of the high school units the alumnae were of the opinion that emphasis should be placed on spelling, oral English and business English. In Social Science the emphasis should be placed on current events and modern history. During the last few years more emphasis has been placed on the use of current events in Eugene High School.

The alumnae felt that in home economics subjects, emphasis should be placed on money management, marriage and its problems, and on the marketing of foods.

The study revealed that of the courses taken and found most useful in marriage, home economics rated first. Special mention was made several times that Senior Counseling and Social Problems had been helpful because the discussions of everyday problems carried over into the solving of family problems.

Of the alumnae who responded to the questionnaire and agreed to an interview, 19 married cooperators and 18 single cooperators were interviewed concerning their financial, food, and clothing practices and asked for advice concerning the content of home economics subjects as taught in the Eugene High School.

The median income for the married cooperators was found to be \$120 and for the single cooperators \$70 per month.

The living rooms of married cooperators were found to be attractive in a positive way, possessing a feeling of being "homey" and comfortable. The majority of the homes visited were clean and the furnishings were in good repair. Most of the homes had their furniture grouped in activity areas harmonious with the structural lines of the room.

In expressing their reactions to Home Economics courses, the cooperators were of the opinion that home economics courses in general should be more practical and less scientific. The cooperators expressed a need for additional help in the buying of clothing, in meal planning and marketing, in the use of left-overs, and in money management.

A STUDY OF 160 EUGENE HIGH SCHOOL ALUMNAE
OF CLASSES 1934, 1937, AND 1939:
AN EVALUATION OF THEIR HOME ECONOMICS TRAINING

by

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A STUDY OF 160 EUGENE
HIGH SCHOOL ALUMNAE OF
CLASSES 1934, 1937, AND 1939

CHAPTER I

INTRODUCTION

Our American school system offers opportunity for originality and experimentation. A great deal of time and thought has been spent attempting to educate our young people to be good citizens and to be able to solve problems when they meet them in life. The schools have urged them to take part in community life as citizens in a democracy.

PURPOSE OF THE STUDY

The writer, a teacher in Eugene High School, became interested in the practical value of the high school courses in the lives of the alumnae, who marry or who enter the occupational world. Many of the things that have been done in our schools have been justified on the grounds of the necessity of training boys and girls to take their places in the community. The effectiveness of high school training can best be measured in terms of results in the lives of those who use it. Who knows better than the alumni who daily are facing real problems?

In the spring of 1940 the writer talked with the principal concerning the value of studying the post graduate experiences of the alumnae of the Eugene High School. As a result of his interest and encouragement, the writer felt confident that a follow-up study of alumnae, both single and married, would produce results that would be helpful to the field of education. From the personal reactions of alumnae to previous instruction the writer hoped to get much valuable information that might give a keener insight into what should be taught in the high school and what can be learned through self teaching based on school learning.

The writer, being a teacher of home economics, was also interested in securing information that would aid home economics teachers in planning and teaching more effective courses in home economics to high school girls who will be our homemakers of tomorrow. With this in mind it was decided the study should include specific application to home economics.

Description of Eugene and its Senior High School

Eugene is the county seat of Lane County, a county in the western central portion of the State of Oregon. The city is situated near the geographical center of the

county, being approximately fifty miles on an airline inland from the Pacific Ocean. Lane County reaches from the sea coast on the west to the summit of the Cascade mountains on the east. Both the eastern and western sections are mountainous and are or have been heavily forested. Considerable areas of the original forest have been cut off but there still exist many acres of virgin timber. The central portion of the county is made up of the valleys of the Willamette River. Much of this valley land is very fertile. As would be expected from these natural characteristics, the county is predominantly an agricultural and lumbering section.

The city of Eugene is situated on the Willamette River, near the confluence of that river and the scenic McKenzie River. It is a city with a population 20,838 (1940 census). Its industries serve the farmers and lumber workers of the surrounding country.

A notable characteristic of the territory near Eugene is the presence of several thickly settled areas that surround the city. These communities are made up in the main of groups of people living on small acreages of exceedingly fertile river bottom land. Many of the small acreages are the residences of workers and business men of Eugene. Although their families tend to remain separate

from the social and elementary educational activities of Eugene, one school district outside of Eugene sends its pupils to the city schools, and several small high schools are maintained within a radius of a few miles.

Illiteracy is very low, being only 00.2% of the total Eugene population (1930 census). A condition contributing to this is that 94% of Eugene residents are native white, and less than one person in a hundred is a member of some other race.

The public schools in Eugene include six elementary schools with 1468 pupils, two junior high schools with an enrollment of 1017 and two senior high schools with a total of 1215 students for the school year 1940-41. The University of Oregon, a state institution with an enrollment of 3995 during 1940-41, is located in Eugene. The Northwest Christian College with 216 students for 1940-41 is also situated there. A vocational school which was established in January, 1938, had an enrollment of 461 for 1940-41.

Eugene High School is a senior high school. The enrollment according to number of pupils in school at the end of the year was 986. The school employs 40 teachers, two of whom are half time, teaching one half day at the vocational school.

The tenth, eleventh and twelfth grades are at the Eugene High School. Graduation requirements may be computed by two methods: by semester hours or by credits. At the end of his senior year a student must have completed a minimum of 155 semester hours or 15 1/2 credits. It is recommended that at least one of the five subjects included in the student's schedule be of the activity type, that is, music, typing, or shop. In the tenth grade 20 semester hours of Social Living (a combination of English, Guidance, and Social Studies) Biology and Physical Education, are required of all students. The student must elect two or more subjects to complete his daily program. In the eleventh grade, English, Problems of Democracy, and Physical Education are required. Two subjects of the student's own choice will complete his program. In the twelfth, English, Social Problems, and five hours of Senior Counseling are required, and the student must elect three additional subjects.

Previous to 1938 the home economics offerings consisted of Foods, Beginning Clothing, Home Management, Cafeteria, Advanced Foods and Clothing, Home Furnishing, Tailoring, and Nutrition.

Homemaking 10 was introduced in the fall of 1938. This course was designed to replace Foods I and beginning

clothing. It includes topics such as food preservation, planning, preparing and serving satisfactory meals, child guidance, human relationships, and selection and construction of clothing for the high school girl.

In the fall of 1939 Homemaking 11, planned for Juniors and Seniors who had completed Homemaking 10, was introduced, and Advanced Foods and Advanced Clothing were discontinued as such. The Homemaking 11 course contains the following units: the study of personal relationships, meal planning at various cost levels, conducting a play school, selecting and construction of garments, and guides to better buymanship in clothing. Meal planning stresses problems of the person who purchases food, particularly the preparation of a series of meals, the class being divided into family sized groups.

Because of student request, it was found advisable to replace Advanced Clothing and Advanced Foods in our home economics program. This necessitated discontinuing Home Management as a course and changing Homemaking 11. It was decided that the student should have a voice in the planning of the units. As revised, the course includes the study of a livable home, money management, meal planning, play school, and emphasis upon new fabric finishes and consumer education rather than the construction of garments. Time is allowed for field trips.

The Eugene High School as a whole might be classed as a constructive type of school. By considering all who will be affected in decisions of common concern, the school hopes to create a democratic situation in all school classes and activities. It stresses the sharing of responsibility and the student's freedom of choice in school program and activities.

REVIEW OF LITERATURE

Two types of research contribute to the present study: those dealing with home economics students and an evaluation of their homemaking education and those concerned with a follow-up of boys' and girls' general high school programs.

Studies of Home Economics Students

Four studies of home economics students were found dealing with the effectiveness of their home economics training.

In 1938 Mary Enid Meek made a study of the value of home economics training to homemakers (5). She made her study with homemakers who had taken home economics between the years of 1926 and 1937 in the high schools of Manhattan, Emporia, Wamego, and Williamsburg, Kansas. The

majority of the women said they remembered and used their home economics instruction frequently and that it had been helpful in meeting their needs in homemaking. The women offered the criticism that more value would be gained in applying general principles in home economics than developing tool skills. The women were of the opinion that most work in high school home economics should be presented in such a way that a girl could make use of it not only at the time it is learned but also when she needs it in her own home.

In 1939, Emma Thompson Galbraith studied the value of Home Economics to pupils in Chase County Community High School from 1928 to 1938 (2). One hundred and thirteen girls were queried, three fourths of whom were graduates. Personal interviews were held with 32 who had married and were living in the community. She found that most of the 113 girls in this study were active participants in home-making. Nearly half of them had established homes of their own; more than a third were still in the parental home; and a number of the others were employed for housework in homes of non-relatives. The study indicated that the program of home economics could be made to meet the needs of the girls of this community in a still better way than it had in the past.

In 1935 Josephine Yeager studied the effect of high school training on the lives of girls after graduation (13). Questionnaires were sent girls who had graduated from one of three schools in Colorado. She found that the girls rated their home economics high. She recommended as a result of this study that education should strive to arouse interest in the handling of income in a business-like manner, that interests in community relationships should be one of the goals of high school education, and that high schools should prepare for (a) earning a living, (b) continuing college education, and (c) everyday living and home-making.

In 1936 Nell Kantner made a study of the effectiveness of Home Economics instruction among the high school graduates of Everett, Washington (3). Questionnaires were sent to graduates from 1925 to 1930 and 50 young women were interviewed who graduated between 1930 and 1935. The study indicated that clothing, textiles and costume design had been the most beneficial of the home economics courses. More emphasis on consumer education, food preparation, and child care was suggested. She found that the homes of the girls with home economics training were neater and cleaner than the homes of those who had not had home economics.

The four studies previously mentioned deal with the effectiveness of home economics training. The writer found a fifth, by Florence May Lehman, who made a study of the activities of homemakers in Central Kansas with reference to foods (4). The study was made to ascertain what activities related to food are carried on in Kansas homes; to determine the attitudes related to food; and to learn what additional help in regard to foods and nutrition is needed by homemakers and in what form they desire help. The study indicated that home economics should have an important place in the school curriculum. It should be given much emphasis as most girls will have little opportunity for training beyond this level. Instruction in foods should be included in the home economics program.

Follow-up Studies of High School Boys and Girls

The number of studies reported which consider the use which high school students have made of their school training gives evidence of the great interest in making school programs functional.

In 1935, Norman Ellsworth Young made a study of the evaluation of Ketchikan High School by its graduates (14). The purpose of the study was to evaluate the curricular,

activity and guidance programs of the school, and questionnaires were sent to all students who had graduated. The study indicated that the schedule of classes should be more flexible; subjects required for graduation should be more closely correlated with life activities; all subjects offered should be of a practical nature; the extra-curricular program needs to be more closely articulated with the curricular program, and its objectives made more specific.

In 1940 Andrew E. Street made a study of the evaluation of the Malin High School by its graduates (9). The purpose of the study was to ascertain whether the school is performing the functions of secondary education; whether the training it offers is equipping pupils for life; and how many pupils remain in the community and how many move to other communities and states. The study indicated that the school program should be based on the needs of the local community, but in the main the program of the school was satisfactory. The program of the school was not satisfactory in respect to the training offered in mathematics, vocational commercial work, music, and the guidance program.

In 1936 Dorsey Edward Dent made a follow-up study of Gresham high school graduates (1). Questionnaires were sent to 603 students graduating between 1927 and 1934.

The purpose of the study was to learn what the students had been doing since graduation, reasons for change of position, and evaluation of high school subjects. The study revealed that additional data should be obtained regarding various parts of the curriculum. The worth of a more detailed investigation into the commercial work was particularly indicated. The low rank of both journalism and printing in the "primary" and "secondary" usefulness classification and high rank in subject least useful indicated that the desirability of these two courses should be investigated at greater length.

In 1923 C. M. Whitlow made a follow-up study of graduates of the smaller high schools (11). Questionnaires were sent to 1,070 of the graduates of 50 different small high schools scattered over the states of Colorado, Idaho, Kansas, Nebraska, Nevada, and Wyoming. This study as a whole suggests the need for more complete information concerning the ultimate destination of the graduates of small high schools. Comparative information of this character from various regions of the United States would be invaluable in formulating a policy for the administration of the smaller high schools.

In 1937 Ann Pavan reported a follow-up study of Philadelphia public school graduates (7). The information concerning employment was secured from the Junior Employ-

ment Service, The Pennsylvania State Employment Service, and the United States Employment Service. This was to be a two-year follow-up study, and questionnaires were sent to 5,898 Philadelphia high school and vocational-school graduates two years after graduation. This study has shown how the majority of these recent high school and vocational school graduates have been able to make satisfactory adjustments and to secure employment by utilizing their training. The study also brought out the need for post graduate training in public schools for the purpose of maintaining or increasing the skills of those graduating who cannot pay for further schooling.

In 1937 John Mitchell made a follow-up study of the 1936 graduates of Newton High School, Newton, New Jersey (6). The purpose of the study was to find out to what extent commercial education is vocational in the town of Newton and in the surrounding business community. The majority of students were interviewed personally at their offices and blanks filled out at that time. The study showed that 58 per cent of the 1936 graduates of the commercial courses had been or were employed at office work for which they were formerly trained.

In 1936 Barbara Wright reported a follow-up study of Minneapolis high school graduates of June, 1934 classes (12). The study was carried on in 1935 by school counselors with the assistance of teachers and pupils in

their schools. This investigation was part of a five-year follow-up started in 1932 by the Department of Education and includes all high school graduates. An effort was made in this study to discover whether or not high school marks have any relationship to the type of adjustment made after leaving school. They found a direct relationship between high school scholarship and the tendency to go on to college. The study indicated that a year after graduation 33.37 per cent of the entire group were attending school and 33.97 per cent were at work.

E. L. Lindman, Research Assistant of the Seattle Public Schools, made a survey of the high school graduates of 1937, 1938 and 1939 (8). The purpose was to sum up post high school experiences in order to make possible a better understanding of conditions as future graduates will find them. Questionnaires were mailed to graduates 10 months after graduation and 72% of them replied. In the 1939 survey those high school subjects with direct vocational training possibilities were studied in relation to post graduate experiences.

The study revealed that about half of the 1939 graduates were engaged in some type of advanced study 10 months after graduation and that about two thirds of those found unemployed had been employed part of the time since graduation.

Summary

Upon reviewing the studies that have been made of high school graduates one realizes that more and more schools are becoming aware of the value of studying the graduates of a school in order to learn how well the school program fits the needs of the community.

STATEMENT OF THE PROBLEM

The review of literature, furnishing as it did a rich background of follow-up studies, enabled the writer to formulate the problem under several questions:

1. What becomes of our alumnae one, three and six years after graduation?
2. What is the financial status of the group studied according to:
 - Income
 - Amount of money spent for food
 - Amount of money spent for rent
3. What is the reaction of our alumnae to high school subjects studied?
4. What common practices in homemaking are prevalent among our alumnae that might make homemaking courses more functional in the lives of the girls?

CHAPTER II

PROCEDURE

The purpose of this chapter of the study is to state the sources of information and explain the procedures used for the collection of the data.

The information for this study was obtained (1) by a general follow-up questionnaire sent to alumnae, (2) by interviewing selected alumnae. The procedures used and data collected from each source will be described in detail.

SELECTION OF THE ALUMNAE

The alumnae of the classes of 1934, 1937, and 1939 were selected. The class of 1934 was chosen because the students had been out of high school six years. This allows time for completing a college course and obtaining employment. The class of 1937 was chosen because the alumnae had been out of high school three years and had had time to take a short training course in business or beauty school before being employed. The class of 1939 was chosen because the writer had had them as students and was interested in checking upon their training. The names and addresses were obtained from the permanent records in the principal's office. A total of 419 girls had graduated from those three classes, of whom 417 were

living in 1940. (Since it was desired to study only those who had completed their education and were married or employed,) alumnae were eliminated who were attending schools of higher learning at the time the study was made. This elimination of 101 alumnae left 316 who were available for this study.

THE QUESTIONNAIRE

Construction of the Questionnaire

The questionnaire method was selected to secure the desired information. Forms which had been used in connection with surveys were studied. Information desired from alumnae was listed, then grouped according to subject matter. That information which could better be obtained by the interview method was segregated. Topics were formulated into questions.

The questions asked were selected as a result of previous experience in home visitation in connection with the supervision of home projects being carried on by girls as partial fulfillment of requirements for home economics courses. A tentative questionnaire was then devised.

The questionnaires were checked by a sampling of alumnae to see whether they understood the questions and whether they would object to answering any of the questions

as stated in the questionnaire. As a result of this advice the final form of the questionnaire was formulated. (See Appendix p. 1).

Distribution of the Questionnaire

Questionnaires were sent to 316 alumnae on July 6, 1940. Thirty three were returned "address unknown", leaving 283 which reached their destination. By August 23, 1940, 134 questionnaires were returned. A follow-up card was sent August 23, 1940, to those who had not responded. This card brought in an additional 21 by October 26, 1940; a few kept coming in until on February 8, 1940, a second follow-up card was sent which brought in an additional five, making a total of 167 questionnaires that were returned.

TABLE I

Number of Alumnae Responding to Questionnaire

Class	Number selected*	Number unable to locate	Number sent	Alumnae responding to questionnaires	
				Number	Per Cent
1934	89	18	72	43	59.5
1937	118	10	108	56	50.9
1939	109	5	103	68	54.4
Total	316	33	283	167	59.0

*The number selected refers to all alumnae excluding those 103 alumnae who were eliminated because of attendance at institutions of higher learning.

This table indicates that approximately the same percentage of each class responded to the questionnaire. Since half of the selected alumnae answered the questionnaire, it is believed that the responses give a fairly representative picture of the classes.

Compilation of Data

The questionnaires were completely and legibly filled out. Few spaces were left blank, indicating that the questions were probably clearly stated and the graduates were cooperating wholeheartedly in the study.

The first step after receiving the questionnaires was to divide the single alumnae from the married alumnae and mark each questionnaire so it could be easily identified as to class. Before the data could be compiled, it was necessary to make forms for the tables and make trial tabulations.

The information was then tabulated into tables. These data and their interpretation are discussed in Chapter III.

THE INTERVIEW

The questionnaires contained the request, "Miss Notvedt would appreciate the opportunity to have a personal interview with you in your home. She would like your advice concerning the content of Home Economics courses in the Eugene High School. Would you be willing to have her call at your convenience?" After the return of the questionnaire, those agreeing to an interview were classified as to locality. Of those living in or near Eugene the alumnae were grouped according to high school class, marital status, and occupation, in order to choose representative alumnae from each group.

Tables II and III indicate the distribution of these young women who were interviewed. For convenience these alumnae will be referred to hereafter as cooperators.

TABLE II

Distribution of Married Cooperators

Class	Employed		Unemployed			Total
	No children	Two children	No children	One child	Two children	
1934	2		4	2	2	10
1937	3	1		1	1	6
1939	1		2			3
Totals	6	1	6	3	3	19

TABLE III

Distribution of Single Cooperators

Positions	Number of Class Representatives			
	1934	1937	1939	Total
Bank Clerk		1		1
Cashier		1	1	2
Clerk		1	3	4
Dental Assistant		1		1
Stenographer	2	1	2	5
Telephone Operator			2	2
Usherette		1	2	3
Totals	2	6	10	18

It is obvious that for neither the married nor single groups are the distributions exactly as one would desire. However, the difficulties of arranging interviews made a better distribution impossible.

A form was prepared to be used when interviewing the cooperators. (See Appendix p. 3). Four cooperators were chosen as a sampling to interview and to ask whether they thought anyone would object to answering any of the questions appearing on the form. The advice of these young women was useful in formulating the plan of the interview.

Of course no two interviews followed the same procedure. The opening question "What advice have you to give concerning the content of Home Economics courses in Eugene High", was used. This information was referred to when the alumnae were asked whether they would agree to having the writer interview them.

All of the questions on the form were asked the cooperators, with the interviewer checking the answers.

In order to get into the kitchens of the married cooperators the questions were asked, "Do you buy most of your staples in bulk?" and "How do you store such staples as flour?"

As would be expected, many cooperators furnished additional information which proved useful. Immediately

following the interview such information was recorded.

In order to keep a distinct picture of each home, the writer sketched the arrangement of the living room and the kitchen. Under the sketch of the rooms personal remarks were recorded. The living rooms of the married alumnae were then evaluated by a rating scale¹.

A total of 37 were interviewed personally in the homes of the alumnae.

The data were tabulated, analyzed, and evaluated. Findings were listed and a summary was made and recommendations for the improvement of future instruction were given.

¹

Adapted and modified from article, Living Rooms of Low-income Farm Families in Mississippi, Dorothy Dicken, J. Home Econ., Dec. 1937, Vol. 10, p. 703.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA FROM QUESTIONNAIRES

The intensive study of 160 alumnae as revealed by the questionnaires furnishes an interesting cross-section of the lives of Eugene young people. The findings can be divided into two divisions, (1) the description of the alumnae and (2) their reactions to the high school subjects which they studied in the Eugene High School. Each of these will be considered at some length.

DESCRIPTION OF ALUMNAE

In order to understand these young women one must know their marital status, the occupations of themselves and of their husbands, living arrangements, additional educational advantages, and use of leisure time. As each of these is discussed it will throw light on the picture of these 160 young women.

Marital Status

One might ask the question, "What difference does it make to the high school whether a large percentage of its graduates marry soon after graduation?" Table IV furnishes the factual material needed to answer this question concerning certain alumnae of 1934, 1937, and 1939.

TABLE IV
Marital Status of Alumnae

Marital Status	1934		1937		1939		Total	
	N = 42	%	N = 54	%	N = 64	%	N = 160*	%
No. married	33	78.5	20	37.0	13**	19.4	66	41.2
No. unmarried	9	21.4	34	62.9	51	74.4	94	58.7
No. with children	11	26.1	9	18.5			20	12.5

* Seven questionnaires of the original 167 were discarded because the alumnae were found to be students of higher educational institutions at the time they answered the questionnaire.

** One alumna divorced and remarried.

Table IV reveals that the 1934 group furnishes the largest number of married alumnae. The total percentage of married alumnae is small as compared with the study of Whitlow (11:109), who found 66 per cent of high school girls were married after seven years.

In studying the three groups of alumnae it is interesting to observe that the 1937 group of married alumnae is about half the size of the 1934 list and the 1939 number of marriages is about half that of 1937. Since a large percentage of the girls do marry soon after graduation, should the school not attempt to prepare them for family living?

Employment of Alumnae and their Husbands

One important function of our schools today is to guide students into occupations best suited to them. In order to do this we must have a picture of the occupations our alumnae go into after graduation. Tables V, VI, and VII furnish us the data concerning the employment of alumnae and their husbands in this study.

TABLE V
Occupations of Single Alumnae

Classifications	1934	1937	1939	Totals	
				N	%
Clerical	7	10 (3)*	5 (7)	32	34.0
Domestic and Personal		5	2 (6)	13	13.8
Professional	1	2		3	3.2
Public Service		(1)	(1)	2	2.1
Trade		2 (1)	3 (5)	11	11.7
Transportation		2	2	4	4.3
Unemployed	1	8	20	29	30.9
Total	9	34	51	94	99.8

*All numbers enclosed in brackets in this table are alumnae in that group who are employed part time.

Table V indicates that approximately two thirds are employed and one third are unemployed. The latter group may be helping parents at home. Of the 65 employed, 24 were employed for part time only.

It is interesting to observe that the majority of single alumnae are employed in clerical and domestic services.

TABLE VI
Occupations of Married Alumnae

Classifications	1934	1937	1939	Totals	
				N	%
Clerical	4	1	(1)*	6	24.0
Domestic and Personal	3 (2)	1 (4)	2 (1)	13	52.0
Professional	1			1	4.0
Trade	1	2 (1)	1	5	20.0
Total	11	9	5	25	100.0

*All numbers enclosed in brackets in this table are alumnae who are employed part time.

Of the married alumnae 37.8 per cent were employed away from their homes. This seems a little large when the Fifteenth Census of the United States (1930) showed that 11.7 per cent of the homemakers were gainfully employed (The census used all women, not a selected group of young women).

TABLE VII
Occupations of Husbands

Classifications	1934	1937	1939	Totals	
				N	%
Agriculture	1	1	1 (1)*	4	6.3
Clerical	2			2	3.1
Domestic and Personal			1	1	1.6
Forestry	2		(1)	3	4.7
Manufacturing and Merchandising	6 (1)	7	5	19	29.6
Professional	2			2	3.1
Public Service	1	1		2	3.1
Trade	12 (1)	10	2	25	39.1
Transportation	4		2	6	9.4
Total	32	19	13	64	100.0

*One man in this group employed part time.

There were no data concerning the occupation of one husband; a second was a student.

After studying Table VII we find that all but 6.25 per cent of husbands of the alumnae were permanently employed, and the 6.25 per cent were employed part time.

Of the entire group 39.1 per cent are employed in the trades, and 29.6 per cent are employed in manufacturing and merchandising, leaving 31.3 per cent employed in seven other occupations. Within the limits of this study few would have had an opportunity to prepare and enter a profession.

Residence of Alumnae

We cannot get a true picture of these alumnae unless we know where they live, the type of dwelling they live in, and whether it is furnished or unfurnished.

Of the single alumnae 78.7 per cent lived with their parents. It is of interest to note that of the remaining group 7.4 per cent boarded and roomed, 8.5 per cent kept house in an apartment, and 5.3 per cent lived with relatives. One was a patient in a sanitarium at the time this study was made.

Of the married alumnae 65 per cent lived in a house; 32.3 per cent lived in apartments. Of the remaining number studied, 3.07 per cent lived in duplex houses and one lived in a trailer.

It is interesting to note that of those living in houses 10.79 per cent owned their homes, and several more were building when this study was made. The percentages

of those alumnae renting furnished, partly furnished and unfurnished dwellings were approximately the same.

The size of the house occupied by the married alumnae varied from one to seven rooms, not including the halls, bath, toilet, and storage. The study revealed 61.5 per cent of this group living in three and four room houses.

Use of Leisure Time

The activities in which graduates spend most of their leisure time are divided into two groups, (1) affiliation with organizations, and (2) hobbies and other leisure-time activities. Tables VIII, IX, X, and XI show us how the alumnae and their husbands use their leisure time.

TABLE VIII

Organizations to which Alumnae and Husbands Belong

Classification of Organization	Single		Married		Husbands of Alumnae	
	No.	%	No.	%	No.	%
Character building*	7	7.4	2	3.0		
Choral	2	2.1			1	1.5
Church	27	28.7	11	16.6	8	12.1
Fraternal	3	3.2	4	6.1	3	4.5
Labor					3	4.5
Lodges	5	5.3	4	6.1	14	21.2
Political			2	3.0	2	3.0
Recreational	6	6.4	1	1.5	6	9.1
Scholastic			2	3.0	2	3.0
Service	1	1.1	3	4.5	3	4.5
Social	15	15.9	11	16.6	2	3.0

* Organizations were classified by Miss Marian Lowery, Society Editor of the Eugene Guard.

It is interesting to note in Table VIII that more single girls are affiliated with church organizations than are the married girls. Of the married group the percentage belonging to church organizations is only 16.6, which is equal to the percentage affiliated with social organizations.

TABLE IX

Percentage of Alumnae Belonging to
Specified Number of Organizations

No. of Organi- zations	1934			1937			1939			Totals		
	Alumnae		Husbands of Alumnae	Alumnae		Husbands of Alumnae	Alumnae		Husbands of Alumnae	Alumnae		Husbands of Alumnae
	*S	M		S	M		S	M		S	M	
None	44.4	51.5	51.5		65.0	50.0	56.5	76.9	53.8	45.7	60.6	51.5
One	44.4	27.2	36.3		20.0	25.0	31.3	23.0	38.4	32.9	24.2	33.3
Two	11.1	12.1	3.0		5.0	20.0	3.9		7.6	10.6	7.5	9.0
Three		6.1	6.1		5.0	5.0	5.9			5.3	4.5	4.5
Four or more		3.0	3.0	11.7	5.0		2.0			5.3	3.0	1.5

* S - Single
M - Married

Table IX shows that 51.8 per cent of the graduates do not affiliate with any organization, and the larger percentage of those remaining belong to only one organization.

TABLE X

Hobbies and Other Leisure Time Activities of Alumnae

Activities	Single		Married	
	No.	%	No.	%
Art	3	3.1	6	9.1
Collections	7	7.8	6	9.1
Gardening	6	7.1	8	12.1
Music	10	10.7	5	7.5
Needlework	20	21.2	26	39.3
Photography	5	5.3	4	6.1
Reading	38	40.4	27	40.9
Social Activities	22	23.4	12	18.1
Sports	61	64.8	32	48.4
Writing	3	3.1	3	4.5
Theatre	5	5.3	4	6.1
Welfare			3	4.5

Table X reveals that participation in sports is the favorite pastime for 64.8 per cent of single alumnae and reading ranks second, having 40.4 per cent participating.

Of the married alumnae approximately the same percentage have needlework as a leisure time activity as have reading.

TABLE XI

Percentage of Alumnae Belonging to
Specified Number of Organizations

No. of Activities	1934		1937		1939		Totals	
	Alumnae		Alumnae		Alumnae		Alumnae	
	Single	Married	Single	Married	Single	Married	Single	Married
None		6.1	32.4	5.0	11.8	23.0	18.1	9.1
One	44.4	14.8	23.5	30.0	13.7	30.7	20.2	24.2
Two	11.1	33.3	23.5	45.0	31.3		26.5	30.3
Three	33.3	30.3	17.6	20.0	29.4	30.7	25.5	27.3
Four	11.1	3.0	2.9		11.8	15.3	8.5	4.5
Five					2.0		1.1	1.5
Seven		6.1						3.0

Table XI shows the percentage of married alumnae not having any leisure time activities is less than one half of the single alumnae not reporting any leisure time activities.

It is interesting to note that the larger percentage of alumnae have two and three leisure time activities.

Education Beyond Secondary Level

All alumnae were eliminated who were attending schools of higher learning at the time the study was made. This group of 103 constituted 24.5 per cent of the alumnae who graduated in 1934, 1937, and 1939. In this section when education beyond high school is discussed, it should be kept in mind that only the group which had a comparable short training period is being considered.

The number of schools attended is shown in Table XII.

TABLE XII

Educational Institutions Attended by Alumnae

No. of Educ. Inst. Attended	1934				1937				1939				Totals			
	Single		Married		Single		Married		Single		Married		Single		Married	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None			12	36.3	12	35.2	12	60.0	25	49.0	12	92.3	37	39.3	36	54.5
One	5	55.5	12	36.3	15	44.1	7	35.0	23	45.1	1	7.7	43	45.7	20	30.3
Two	4	44.4	9	27.3	7	20.5	1	5.0	3	5.9			14	14.9	10	15.1

Table XII shows that 45.6 per cent of the 160 studied had not continued education beyond the secondary level. This compares favorably with Whitlow's results, (11:110) who found that 45.74 per cent did not continue their education beyond high school.

Twenty five per cent of the group studied had attended the University of Oregon, and 22.5 per cent attended business colleges, as one might expect since the University of Oregon and two business colleges are located in Eugene. For short periods of training the remainder of the group attended Oregon State College, normal schools, "beauty" schools, or the Eugene Vocational School.

It is interesting to contrast the married and the single alumnae in Table XII as to the amount of schooling beyond high school. Since a girl who plans to marry very soon may not go on for additional training, it is not surprising that 54.5 per cent of the married alumnae have not studied since high school, whereas only 39.3 per cent of the single alumnae have had no additional training.

Summary

Six years after graduating from high school 41.2 per cent were married, 37.8 per cent of the group being employed away from their homes.

Of the single group two thirds are employed and one third unemployed. The larger proportion of girls are employed in clerical and domestic service jobs.

It is of interest to note that of the 54.2 per cent who reported belonging to organizations in the single group 28.7 per cent were members of church organizations. The married group reported fewer affiliated with church organizations but more affiliated with social organizations. Other leisure time activities consisted mainly of reading, sports and needlework.

Of the single alumnae approximately two thirds attended some educational institution after graduating from high school. Among the married group less than half of the group studied had attended some educational institution.

REACTIONS OF ALUMNAE TO HIGH SCHOOL SUBJECTS STUDIED

Personal reactions and evaluations of adults in regard to previous instruction give much valuable information for future planning. How can one better observe the effects of the work of the school than by a study of its graduates?

Subjects Found most Useful by Alumnae

The alumnae were asked, "What subjects taken in high school have been most useful to you?" The information secured is presented in Table XIII.

TABLE XIII

Classification of Subjects Taken in High School
and Found Useful by Alumnae

Subjects:	1934				1937				1939				Totals			
	Single		Married		Single		Married		Single		Married		Single		Married	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts and Crafts	1	11.1	1	3.0	2	5.8	3	15.0	1	2.0	1	7.6	4	4.3	5	7.5
Agriculture									1	2.0			1	1.1		
Commerce	8	88.8	15	45.4	26	76.5	14	70.0	37	72.5	8	61.5	71	76.1	37	56.1
Dramatics	1	11.1	1	3.0					2	3.9	1	7.6	3	3.1	2	3.0
English	4	44.4	14	42.4	18	52.9	11	55.0	27	52.9	6	46.1	49	52.1	31	46.9
Foreign Language			2	6.1	2	5.8	1	5.0	2	3.9	1	7.6	4	4.3	4	6.1
Guidance					1	2.9	2	10.0					1	1.1	2	3.0
Home Economics	5	55.5	17	51.5	9	26.4	15	75.0	29	56.5	7	53.8	43	45.7	39	59.1
Library Training			3	9.1	2	5.8							2	2.1	3	4.5
Mathematics			2	6.1	1	2.9	2	10.0	4	7.8			5	5.3	4	6.1
Music	1	11.1	1	3.0	1	2.9			3	5.9	1	7.6	5	5.3	2	3.0
Social Sci.	1	11.1	6	18.1	10	29.4	4	20.0	10	2.0	1	7.6	21	22.3	11	16.6
Science	1	11.1	2	6.1	5	14.8	2	10.0	3	5.9	1	7.6	9	9.6	5	7.5
Health					1	2.9			1	2.0			2	2.1		

After examining Table XIII we find that commercial subjects were rated high among the most useful. It is interesting to compare the two groups as to the subjects thought most useful. Commercial, English, and home economics subjects rank highest in the order given by the single group. The married group rate home economics as most useful, then commercial and English subjects.

Home Economics Subjects Studied
and Found Useful

All of the units that had been taught in Home Economics in the Eugene High School were listed, and the alumnae were asked to check those units which they had studied with one check and those they had studied and found particularly useful with two checks. Table XIV presents the material showing what units were found useful.

TABLE XIV

Home Economics Units Studied and Found Useful by Alumnae

Units	1934		1937		1939		Totals	
	*S	M	S	M	S	M	S	M
Food Buying								
Studied and found useful	1	3	2	5	10	3	13	11
Studied	1	4	5	3	10	2	16	9
Did not study	7	26	27	12	31	9	65	47
Food Preparation								
Studied and found useful		5	2	4	14	2	16	11
Studied	3	7	11	7	8	4	22	18
Did not study	6	21	21	9	29	8	56	38
Meal Planning								
Studied and found useful		6	5	5	11	4	16	16
Studied	3	5	7	3	12	1	22	9
Did not study	6	22	22	12	28	9	56	43
Child Guidance								
Studied and found useful		1	1	1	3		4	2
Studied	1	6	5	2	14	1	20	9
Did not study	8	26	28	17	34	12	70	55
Money Management								
Studied and found useful		2	2	4	9	1	11	7
Studied	2	5	6	2	7	2	15	9
Did not study	7	26	26	14	35	10	68	50

*S - Single
M = Married

TABLE XIV (CONT'D)

Units	1934		1937		1939		Totals	
	S	M	S	M	S	M	S	M
Care of the House								
Studied and found useful		2	1	3	5		6	5
Studied	1	2	3	2	10	3	14	7
Did not study	8	29	30	15	36	10	74	54
House Furnishing								
Studied and found useful	2	6	5	5	11	5	18	16
Studied	2	4	7	3	9	1	18	8
Did not study	5	23	22	12	31	7	58	42
Clothing Selection								
Studied and found useful	2	5	7	6	9		18	11
Studied	1	7	8	5	13	7	22	19
Did not study	6	21	19	9	29	6	54	36
Clothing construction								
Studied and found useful	6	14	6	8	20	5	32	27
Studied	2	7	12	3	7	6	21	16
Did not study	1	12	16	9	24	2	41	23
Personal problems								
Studied and found useful	1	1	4	2	4	1	8	4
Studied		2	8	5	8	2	16	9
Did not study	9	30	22	13	39	10	70	53

Table XIV reveals that both groups of alumnae found clothing construction, clothing selection, home furnishing, food preparation, food buying, and meal planning as the most useful of those studied.

A few alumnae reported having studied and found useful the unit in personal problems. This unit was misinterpreted since it was not included in the home economics program of studies in Eugene High School until 1938.

Subjects Found Least Useful

The alumnae were asked to state what subjects studied in high school had been found least useful. Table XV presents the opinions of graduates regarding the subjects which have proven to be of least value to them.

TABLE XV

Classification of Subjects Taken in High School
and Found Least Useful by Alumnae

Subjects	1934				1937				1939				Totals			
	Single		Married		Single		Married		Single		Married		Single		Married	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Commerce			4	12.1	6	17.6	2	10.0	12	23.5	5	38.4	18	19.1	11	16.6
Dramatics	1	11.1											1	1.1		
English			3	9.1	1	2.9			5	9.8			6	6.4	3	4.5
Foreign Language	1	11.1	10	30.3	6	17.6	4	20.0	7	13.7	2	15.3	14	14.9	16	24.2
Guidance			1	3.0	1	2.9	1	5.0					1	1.1	2	3.0
Home Economics			2	6.1	4	11.7	2	10.0	3	5.9			7	7.8	4	6.1
Mathematics	1	11.1	6	18.1	7	20.5	1	5.0	7	37.4	2	15.3	15	15.9	9	13.6
Music appr.					1	2.9							1	1.1		
*Social Sci.	1	11.1	7	21.2	15	44.1	11	55.0	15	29.4	4	30.7	31	32.9	22	33.3
Science			4	12.1	4	11.7	6	30.0	14	27.5	4	30.7	18	19.1	14	21.2
Health					2	5.8			2	3.9	1	7.6	4	4.3	1	1.5
None	5	55.5	5	15.1	7	20.5	3	15.0	13	25.5	1	7.6	25	26.5	9	13.6

* Of the social science courses, history was mentioned least frequently.

Table XV indicates that social science was considered by the alumnae to be the subject of least value to them. Foreign language ranks second among the married group. Science and commercial subjects tie for second in the single group.

Whitlow (11:113) in his study of graduates of smaller high schools found "Foreign language was declared by both men and women to have been least valuable. The social studies, despite their assumed values on the part of educators, generally, received a relatively low rating."

Suggestions for Improvement of High School Courses

If we wish to adjust the program of the public schools to meet the needs of the pupils, we must know what those needs are.

Table XVI gives the subjects alumnae regret not having had in high school.

TABLE XVI
Subjects Alumnae Regret not Having Had
in High School

Subjects	1934				1937				1939				Totals			
	Single		Married		Single		Married		Single		Married		Single		Married	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Art			4	12.1							1	7.6			5	7.5
Commerce	5	55.5	11	33.3	10	29.4	7	35.0	25	49.0	2	15.3	40	42.6	20	30.3
Dramatics							1	5.0	1	2.0			1	1.1	1	1.5
English (review)			4	12.1	1	2.9	1	5.0	2	3.9			3	3.1	5	7.5
Foreign Language	2	22.2	2	6.1	4	11.7	1	5.0	5	9.8	3	23.0	11	12.8	6	9.1
Mathematics	2	22.2	1	3.0	2	5.8			2	3.9	1	7.6	6	6.4	2	3.0
Music									2	3.9	1	7.6	2	2.1	1	1.5
Manual Training			1	3.0											1	1.5
Home Economics	1	11.1	7	21.2	7	20.5	9	45.0	11	11.7	7	53.8	19	20.2	23	34.8
Social Science			2	6.1											2	3.3
Science	4	44.4	4	12.1	5	14.7			2	3.9	1	7.6	11	12.8	5	7.6

After studying Table XVI we are aware that the alumnae of the classes of 1934, 1937, and 1939 regret not having taken many subjects. Of the single group 42.6 per cent wished they had taken more commercial subjects and 20.2 per cent regretted not having had home economics. As would be expected, a larger percentage of the married group regretted not having had home economics.

In response to the request, "Have you any suggestions for topics, units or courses that might be emphasized," 46.2 per cent of the young women were either satisfied with their high school program or couldn't think of any suggestions of topics or units to be emphasized.

The larger group (58.7 per cent) listed specific units in courses which they valued and wished could be given more emphasis. These courses and the number of times mentioned are listed:

Units in Courses

English	24 times
Composition, literature, oral English, spelling, business English	
Social Science	24 times
Problems based on current events, modern history, economic geography, guidance	

Home Economics	46 times
----------------	----------

Care of children, marketing,
planning simple, inexpensive
meals, money management,
marriage and its problems,
home furnishing, planning a
wardrobe on a budget, personality

Miscellaneous	13 times
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Among the miscellaneous suggestions were commercial subjects, vocational training subjects, hygiene and more everyday experiences. Several times the suggestion was made to correlate more courses, for example: botany with landscaping, mathematics with physics; and to combine courses pertaining to the home.

The young women studied who reported being married were asked whether any course or unit studied in college, high school, or vocational school helped them in any way prepare for marriage and which ones in particular. Forty eight of the 66 young married alumnae answered "yes". The courses and the number of times mentioned by the 48 married alumnae reporting are listed:

Courses

Home Economics	33 times
Social Science	13 times
Hygiene	6 times
Miscellaneous	15 times

The frequent mention of Home Economics may be due to the fact that the questionnaire was sent by a Home Economics teacher.

It was interesting to observe the number of times senior counseling and social problem courses were mentioned as having been helpful in marriage. One girl wrote, "Social Problems course gives a broader understanding of problems of the day " "I can cope with and solve a number of the problems which arise in married life better than I possibly could have otherwise"; another stated that "discussion of problems of how to get along with people" in Senior Counseling was helpful.

SUMMARY

The single alumnae ranked their most useful subjects as Commercial, English and Home Economics. The married alumnae ranked Home Economics first, Commercial subjects second, and English third. Social Science was rated as the least valuable by all alumnae, with foreign language second. The writer believes the evaluations are fair because the graduates had nothing to gain by making a response of one kind or another, and graduates should have every reason to believe that courses offered in high school should be of practical value to them.

Fifty seven per cent of the group studied reported a need for emphasis in the high school of units such as oral English, spelling, social problems based on current events, modern history, marriage and its problems, and money management.

CHAPTER IV

ANALYSIS OF DATA FROM INTERVIEWS

Introduction

This chapter gives the information secured by interviewing the 37 cooperators, and an analysis of the data secured. The selection of these cooperators and the procedures followed in securing the information were described in Chapter II (See p. 16).

The chapter will be divided into two parts: first, a narrative report of two case studies and second, a general description of the 37 cooperators together with a description of their homes, their financial, food and clothing practices.

The two case studies are of a married and a single alumna, each representing her group. Each case study includes a general picture of the girl, her education, working experiences, present status in life along with the advice she had to offer concerning home economics courses at Eugene High School.

CASE STUDY I

Jean Smith entered Eugene High School in September, 1931.¹ Her program was planned to include mostly English,

¹ Only the name is fictitious.

home economics, and commercial subjects. While in high school, Jean was primarily interested in scholastic achievement and ranked 29th in her class of 193. Her main extra-curricular activity was library service. During her three years in Eugene High School her home economics consisted of Foods, Nutrition, Cafeteria and Home Management.

After graduating from high school in June, 1934, Jean began to work for the Eugene Fruit Growers Association, continuing for three seasons, after which she was employed for a short period of time as a waitress.

In the year 1938 Jean married Alvin Jones, who worked for a wholesale house for a salary of \$14 a week. They decided to take a small furnished apartment over a store building in the district near Alvin's work. It rented for \$20 per month. Jean realized this was too large a sum to spend for housing on Alvin's salary, but knowing how high apartments are in Eugene, this was the very best they could do. Now a plan had to be made for the spending of their meager salary. Jean suggested the envelope method. They also ruled off a notebook in which they could keep an accurate record of the money spent so if Alvin got a raise they would know where the additional money should go.

After one year of marriage Tommy was born. It was then necessary to move into a larger place, preferably a house. Because of a shortage in housing facilities in Eugene, this was a problem. Even though Alvin had received a raise, they couldn't afford to spend the amount being asked for most of the houses in Eugene. Some time was spent in house hunting before they finally decided on a house within walking distance from town. The house, a small unfurnished bungalow, consisted of five rooms plus a bath (two bedrooms, living room, dining room, and kitchen) and rented for \$20 per month. The inside was in good repair, but the outside was badly in need of paint.

The next problem was furniture. After some thought and shopping around, Jean and Alvin decided to buy the necessary pieces on the installment plan. Alvin was now getting \$20 per week, but since theirs was still a limited budget, they felt the installment paying plan was the only way they could get ahead. Realizing the wear and tear children give furniture, they decided on Early American maple furniture since it was durable as well as attractive and could be refinished.

About one year after Tommy's arrival, Jack arrived. At first this added to the work, but Alvin's mother helped a great deal. Later the boys could entertain each

other. The fact that Alvin didn't come home to lunch lessened the work.

In planning the meals as the children became old enough to eat vegetables, she planned to have left-overs that could be used for the children's lunch.

Jean doesn't have a sewing machine, but she uses her mother-in-law's and makes her own clothes with the exception of coats, pajamas, slips. She also makes all of the children's garments, many of which are made over from Jean's skirts and Alvin's suits. Having a limited budget, Jean buys very few clothes and pays less than five dollars for her better dresses. She plans before purchasing any clothing. If her shoes are in good condition, she buys a dress of a type that can be worn with the shoes on hand. Her biggest problem in buying clothing is to find clothes of becoming color and satisfactory style for the amount of money she has to spend.

Jean and Alvin plan recreation and leisure time activities of a type in which the cost is not a factor. Such activities consist of camping, reading, and sewing for Jean.

When asked what advice she might have concerning the home economics courses in Eugene High School, Jean remarked without hesitation, "More budget planning" and "How to make more economical and still tasty dishes and meals".

Upon being asked what clothes she considered an economy to make, she stated, "house dresses; you get better material for the price paid".

Thus we have a picture of a girl who is doing a fine job of managing a home on a limited income.

CASE II

In the fall of 1937 an attractive but bewildered girl named June Brown entered Eugene High School to register. Since her vocational preference was clerical work, she planned her course so as to include all commercial subjects possible, some English, history, art, and music. Having a limited budget but longing to be well dressed, she decided to continue her clothing work, which she had started in Junior High School, by enrolling in advanced clothing. After completing the advanced clothing course, she planned to take tailoring. This made it possible for June to clothe herself on a limited amount of money, and being skillful as well as artistic, she felt well dressed as well as well groomed.

After graduation in August, 1937, June entered the University Business College in Eugene and continued for six months, after which a secretarial position was offered her. Realizing she needed more training, she undertook a

correspondence course and continued for several additional months.

The following August June accepted a better offer as secretary at \$90 per month with a chance of advancement.

June made a plan for the spending of her money but keeps an account of the money she spends by her check stubs. She lives at home, which is within walking distance of her work and pays twenty five dollars per month for board and room.

Community activities, consisting of church, service organizations and two social clubs, keep June so busy she has little time to do her own sewing now but she does find time to make some of her dresses and her play clothes. When she buys a better dress, she pays approximately \$15 for it.

June is a business type of girl but is interested in participating in sport activities such as horseback riding, bowling, swimming, tennis, fishing, and hiking.

When asked what subjects taken in high school have proven to be the most useful, June replied, "Commercial subjects, English, and social problems, but I have often wished I had taken Spanish and cooking". When asked what subjects taken in high school had proven least useful, she listed Latin and history.

June had no advice to offer concerning the content of home economics courses as she felt they had been most satisfactory.

This describes a girl who knew what she wanted from her education and so planned it to meet her needs.

DESCRIPTION OF THE 37 COOPERATORS

As one visits the homes of these young women who were willing to be interviewed, one cannot help but wonder: Why were they so willing? Could it be they were the young women who had the more comfortable or superior homes; were they the ones who had more free time? Maybe these women were more socially inclined and therefore would enjoy having someone come in to interview them.

The information regarding those married and those single and how the selection of the cooperators was made is discussed in Chapter II (See p. 16). Of the married cooperators the time between high school and marriage ranged from four months to five years. Three of the 19 married cooperators had two children each, and four of them had only one child each.

DESCRIPTION OF THE HOMES OF MARRIED COOPERATORS

In order to obtain an objective rating of the care and furnishing of the homes, including selection, arrangement, and artistic qualities, the interviewer used a scale to evaluate the living rooms in the 19 selected homes of married cooperators. The rooms were measured as to 18 items with three levels of evaluation under each, as indicated in Table XVII.

The tabulations of this rating scale of the individual homes are not included but the number of cases rated on each point and the total score on each are included in Table XVII.

TABLE XVII
 *RATING SCALE FOR LIVING ROOMS

	No. Cases Rated	Total Score
1. General appearance of good taste		***
a. attractive in a positive way	13	61
b. drab, monotonous, neutral	5	15
c. bizarre, clashing, inharmonious or offensive	1	1
2. Cleanliness of room and furnishings		
a. well kept, cleaned, spotless, dustless	14	70
b. surface only, dusty, furniture gummy	3	9
c. spotted or stained, generally unkept	2	2
3. Orderliness of room and furnishings		
a. articles in place in usable order	16	75
b. articles strewn about in dis- order		
c. no apparent order or system, meaningless array of articles	3	3
4. Condition of repair of articles and furnishings		
a. articles or furnishings in good repair and well kept	17	84
b. articles or furnishing patched up, davenport good except springs	1	3
c. articles broken, scratched, frayed or torn	1	1

* Adapted from article, Living Room of Low-income Farm Families in Mississippi, Dorothy Dicken, J. Home Econ., Dec., 1937, V. 10, p. 703.

** Under each item the maximum score for a was five points, for b, three points, and for c, one point.

*** Table should read: 13 cases were rated "attractive in a positive way", with a total of 61 points for these 13 living rooms so rated out of a possible 65 points.

TABLE XVII (CONT'D)

	No. Cases Rated	Total Score
5. Room arrangements		
a. articles grouped in activity area, harmonious with structure lines of room well balanced	8	34
b. some grouping of articles and furniture	8	23
c. meaningless array of furniture and articles	3	3
6. Walls and woodwork		
a. successful use as background for furnishings inconspicuous and harmonious	12	57
b. drab or high in color, moderately successful as background	5	15
c. inharmonious, garish, poor in condition	1	1
7. Floor coverings		
a. successful use of floor coverings as decoration of room	6	29
b. drab, neutral, fair in design size or number moderately suitable	12	36
c. garish, badly worn, improper size		
8. Furniture selection		
a. harmonious in design, attractive, suitable in a scale	14	67
b. inharmonious in design and scale, poor lines, articles not related in feeling	5	14
c. over-decorated, poor proportion, garish, badly worn		
9. Window treatments		
a. successful painstaking use of window treatment as decoration of room	1	5
b. selection and arrangement moderately successful as decoration for room	15	45
c. considering amount of money invested, could do better in selection and use	3	3

TABLE XVII (CONT'D)

	No. Cases Rated	Total Score
10. Picture selection, (including hangings)		
a. evidences of appreciation throughout, use of good copies	8	37
b. pictures garish, cheap oil paintings or prints, crayon portraits	4	12
c. calendars, magazine clippings, unmounted photos	5	5
11. Hanging of pictures, (including hangings)		
a. hung with inconspicuous fasteners or two wires in relation to furniture groupings	6	27
b. hung in relation to furniture in most cases using one wire	5	12
c. haphazard effect, no grouping	6	6
12. Use of flowers and house plants		
a. well chosen, attractively arranged in suitable container, adding charm to the room	6	27
b. attempt at arrangement, selection and container poor	2	6
c. container not suitable, little or no attempt at arrangement, flowers dead or withered		
13. Natural lighting, general impressions		
a. adequate day light illumination, freedom from glare, pleasant	12	56
b. glare, strong contrasts of light	4	12
c. dark, gloomy	3	3
14. Lighting of areas in room		
a. reading, writing, sewing (day)	10	40
music centers well lighted (night)	2	6
b. one or more centers (day)	5	14
poorly lighted (night)	6	14
c. centers poorly lighted (day)	7	7
(night)	8	8

TABLE XVII (CONT'D)

	No. Cases Rated	Total Score
15. Selection of lighting fixtures		
a. harmonious in design, suitable for use, shades light	3	13
b. design good, but size and shape inadequate for use	6	17
c. shades dark, or bulbs exposed	10	10
16. Characteristics of the room		
a. evident use of room by entire family	7	31
b. evident domination by one age group or one person	12	36
c. evident over-protection of rooms to exclusion of use		
17. Condition of air in rooms		
a. fresh, pleasant, circulating	17	85
b. unpleasant state	2	6
c. state musty and strong		
18. Other decorative accessories		
a. well chosen, attractively arranged	7	32
b. attempt at arrangement selection poor	9	26
c. no accessories or selection garish or over decorated	3	6

The writer believes that the living rooms rated are representative of the larger group from which they were selected and therefore give a picture of the living rooms of those Eugene High School alumnae who are married.

Table XVII indicates that approximately two thirds of the living rooms are attractive in a positive way,

the room giving a comfortable or homelike feeling when one entered. Fourteen were rated well kept and clean, while five showed evidence of poor housekeeping.

The condition of repair of articles and furnishings scored 84 out of a possible 85. This high rating may be due to the fact that several of the young married women had new furniture.

The furniture was grouped in activity areas harmonious with the structural lines of the room and well balanced in only eight homes.

In eight of the homes visited there was some grouping of furniture, but three gave no evidence of any arrangement.

The writer was interested in whether the homes had certain pieces of equipment. Table XVIII gives the list of equipment owned by each home.

TABLE XVIII

Equipment Present in the Home

Equipment	Owned by Married Alumnae				
	1934	1937	1939	No.	Per Cent
Electric iron	10	6	3	19	100.0
Electric ironer		2		2	10.5
Sewing machine	foot	3	1	5	26.3
	electric	3	1	4	21.0
Washing machine	6	4	1	11	57.9
Vacuum cleaner	1	2		3	15.8
Pressure cooker	1			1	5.3
Refrigerator	ice	1		1	5.3
	*mechanical	7	5	13	68.4
Piano	2			2	10.5
Radio	10	6	3	19	100.0

*Three of mechanical refrigerators present in apartments

It is of interest to note from Table XVIII that all of the married cooperators had an electric iron and a radio.

Upon interviewing the young women the writer observed that one half of them had electric stoves. The writer was able to get into 14 out of the 19 kitchens of the married cooperators visited.

FINANCIAL PRACTICES

In this study the financial practices include whether or not the cooperators had a plan for spending, whether they believed in installment buying, and what they paid for shelter. Table XIX gives the salary range of the cooperators.

TABLE XIX
Monthly Salaries of Cooperators

Salaries	Husbands of cooperators		Unmarried cooperators	
	No.	%	No.	%
Below \$50			2	11.1
50 - 69	1	5.3	7	38.8
70 - 89	2	10.5	5	27.7
90 - 109	6	31.5	4	22.2
110 - 129	2	10.5		
130 - 159	4	21.1		
Over 160	4	21.1		

The median incomes are not indicated in Table XIX but were for the married group \$120 per month and for the single group \$70 per month. The salaries revealed in Table XIX reveal the fact that these young people had very limited incomes. Careful planning was essential if they were to get ahead.

Twenty four of the 37 cooperators had a plan for spending, an equal number in each group married and single. Of the married cooperators 11 kept a record of money spent, while only six of the single cooperators kept a record of money spent. One third of the young women interviewed kept a record of money spent through check stubs. The writer believes the check stub plan of recording money spent is the most generally used by people who have incomes large enough to maintain a checking account.

The question, "Would you object to buying on the installment plan?" was asked the young women during the interview. Twenty eight out of the 33 answered "No" to the question. One said, "No, but I approve of the lay away plan." Another said, "No, but my husband does." Several of the married cooperators reporting said "No, but one has to patronize the installment plan on a small income."

In order to understand the amount paid for shelter by the cooperators one must realize that there is a shortage of housing facilities in Eugene, and if one lives out of Eugene far enough where rent is lower, bus fare to and from work or car mileage must be added to the cost of shelter. There were just as many of the married cooperators spending less than \$19 a month rent as were spending \$19 and over. Most of the cooperators who were living in

furnished apartments were paying \$25 per month rent and over. Two of the married cooperators owned their own home, three were buying their homes, and three had houses furnished with the husband's job.

The amount of money spent for food might properly be discussed here but for convenience is included in the section on food practices.

FOOD PRACTICES

In order to be an efficient homemaker a girl must know how to manage her home. One important phase of this management comes in her food practices. Where does the homemaker purchase her food and how? Does she plan her meals? What types of foods does she prepare frequently? All of these questions were asked the married cooperators. Table XX indicates the amount the married cooperators spent for food.

TABLE XX
Monthly Food Expenditures

Expenditures		Size of Family			
		Two	Three	Four	Five
Under	\$20	2			
	20 - 29	6	2	2	
	30 - 39	3			1
Over	40		1*		

*The amount spent for this family is high because they lived in an isolated lumbering community.

It is of interest to note in Table XX that one cooperator feeds a family of five on what three cooperators, having families of two, spend for food.

In fact Table XX indicates that the size of the family did not affect the amount spent for food. This was due in part to the age of the children and to the fact that the mothers were at home for longer hours and prepared food more economically.

The writer found upon interviewing the single cooperators that all of the girls living at home paid board and room or helped with the family expenses.

The cooperators were asked which of the following foods they prepared frequently: one-dish meals, oven

meals, roast meat, fried meat, canned vegetables, and cooked fresh vegetables in season.

One-dish meals were defined as those consisting of a protein casserole dish and served with a salad or a dessert. Oven meals were defined as those consisting of a combination of dishes all of which can be cooked in the oven at one time and make a balanced meal. Sixteen of the cooperators reported preparing oven meals and one-dish meals frequently.

Of those reporting using canned vegetables one said she used canned vegetables only in the winter, another used only canned peas and corn. Regarding the use of fresh vegetables, one cooperator said she used fresh vegetables only in salads. Another used fresh vegetables only when available from the garden. The fact that the interviewer was a home economics teacher may account for only nine stating that they fried meat. Fourteen of the cooperators reported they roasted meat frequently, and 12 cooperators reported preparing meat in the form of meat loaf or casserole dishes frequently.

In asking the question concerning foods they prepared frequently, the interviewer was careful not to give the impression it was the thing to do or not to do. However, the writer is of the impression that all people fry meat some time in meal preparation.

All of the married cooperators reported eating the majority of their meals at home. Three of the young women who are employed away from the home stated a third of their meals were eaten in restaurants.

When the young women were asked, "What type of stores do you patronize?" ten of the 19 interviewed answered "Cash and Carry" and 13 answered "Independent" stores. Sixteen of the cooperators reported ordering their groceries personally, four used the telephone, and one of the women used both methods in obtaining her groceries.

The planning of meals in advance is considered by home economists to be a wise procedure if one is to be an efficient homemaker. The number of young women interviewed who plan in advance and how far in advance they plan is as follows:

Plan in advance

sometimes	reported by 8 cooperators
always	reported by 9 cooperators
never	reported by 2 cooperators

Approximate length of time in advance

one to three hours	reported by 7 cooperators
one day	reported by 8 cooperators
two days	reported by 1 cooperator
one week	reported by 1 cooperator

It is interesting to observe that only two out of the 19 interviewed never planned meals ahead of the preparation of meals, and only two planned meals longer in advance than one day.

Only four of the 19 married cooperators mentioned that they definitely planned for left-overs.

The form used for interviewing the cooperators (See Appendix p. 3) had a list of types of foods. The married cooperators were asked whether they canned any of these. The foods these young women canned are listed as follows:

Fruits	reported by 14 cooperators
Vegetables	reported by 7 cooperators
Jellies	reported by 14 cooperators
Fish	reported by 1 cooperator

From this list it will be observed that all but two of the 19 interviewed did some canning. A large proportion of the young women canned fruits and jellies than preserved other types of food.

The writer believes this to indicate the importance of teaching a unit in canning in the high school home-making courses in Eugene.

CLOTHING PRACTICES

In order to make the unit taught in clothing more useful to the modern high school girl, it is necessary to learn more about the clothing practices of girls who have married or who have entered the occupational fields.

As would be expected of such a low income group, over 80 per cent of the entire group did their own laundry. Again one might anticipate that fewer of the single coop-

erators (77.7 per cent) performed this service than of the married cooperators (84.21 per cent) because of their employment.

Tables XXI, XXII, XXIII, and XXIV indicate the clothing practices of the cooperators.

TABLE XXI

Reasons for Purchasing Ready-made Clothing

Reasons	Single		Married		Total	
	N	%	N	%	N	%
Better appearance	6	33.3	10	52.6	16	43.2
Less trouble	1	5.5	5	26.3	6	16.2
Because they don't sew	2	11.1	4	21.0	6	16.2
Economy of time	12	66.6	9	47.4	21	56.7
Do not have a machine	2	11.1	4	21.0	6	16.2
Other reasons	4	22.2	1	5.3	5	13.5

After studying Table XXI, we find that of the reasons given by the cooperators, economy of time and better appearance, were mentioned the largest number of times as reasons for buying ready-made clothing.

Included in the "other reasons" referred to in Table XXI are such reasons as difficulty in finding a becoming pattern, enjoyment of buying clothing, dislike of sewing, greater appeal of a ready-made garment.

All of the cooperators purchased clothing in Eugene.¹ None of them purchased clothing from mail order houses or out of town as would be expected from such a low income group.

TABLE XXII
Difficulties in Purchasing Clothing

Difficulties	Single		Married		Total	
	N	%	N	%	N	%
Becoming color	1	5.5	1	5.3	2	5.4
Pleasing style			2	10.5	2	5.4
Satisfactory style	3	16.6	6	31.6	9	24.3
Matching other garments	2	11.1	1	5.3	3	8.1
Proper fit	7	38.8	11	57.9	18	48.6
None	8	44.4	3	15.8	11	29.7

It is interesting to observe in Table XXII that 26 of the cooperators reported having at least one difficulty when purchasing clothing.

Several of the married cooperators reporting, mentioned it was difficult to find a satisfactory style for the money one had to spend.

¹ These data have been compiled and are on file in the office of Home Economics Education, Oregon State College.

Of the single cooperators reporting difficulties in finding a satisfactory style, two mentioned the difficulty lay in finding a style suitable for work and street.

TABLE XXIII

Average Price Cooperators Pay for Better Dresses

Price	Single		Married		Total	
	N	%	N	%	N	%
Under \$4.99	3	16.6	4	21.1	7	18.9
5.00 - 9.99	5	27.7	8	42.1	13	35.1
10.00 -14.99	5	27.7	3	15.8	8	21.6
Over 15.00	4	22.2	3	15.8	7	18.9
No report	1	5.5	1	5.3	2	5.7

Table XXIII indicates that slightly higher prices were paid by the single cooperators than by the married cooperators.

The two who didn't report either got their better dresses as gifts or had not had any for so long they were unable to state the price paid.

The garments made at home are listed in Table 1 (See Appendix p. 6).

After studying this table, one observes that the married cooperators listed 27 types of garments as being

economical to make, of which 14 were dresses of various types. The single cooperators listed 30 garments (17 were dresses) which they found economical to make

TABLE XXIV
Difficulties in Constructing Garments

Difficulties	Single		Married		Total	
	N	%	N	%	N	%
Cutting the garment	2	11.1	3	15.8	5	13.5
Planning the garment			2	10.5	2	5.7
Finishing the garment	7	38.8	8	42.1	15	40.5
Does not sew			2	10.5	2	5.7
Fitting	2	11.1	3	15.8	5	13.5
Speeding			1	5.3	1	2.7
Making over garments	2	11.1			2	5.7
None	6	33.3	2	10.5	8	21.6

Table XXIV shows that 29 of the cooperators had difficulties when sewing. It is of interest to note that approximately one half of the cooperators reporting difficulties listed "finishing the garment".

All but one out of the seven cooperators who had children could sew. One mother didn't sew because she preferred ready-made clothing for her boys. Four of the

five mothers who sewed made cotton dresses, and three made blouses and sleeping garments.

In the questionnaire sent to alumnae, articles of clothing were listed, and the girls were asked to indicate how they secured each of those articles.

Of the 66 married alumnae reporting, 41 made some of their own clothing, and two thirds of the single alumnae made some of their own clothing.

We observe that the 41 girls who are married made 109 articles and purchased 349 articles ready made, while the 64 single alumnae made 163 articles and purchased 454 articles ready made.

Using this as a basis, the writer is of the opinion that high school work in clothing construction is functioning through home use. More emphasis should be placed on guides to better buymanship in clothing.

REACTIONS OF COOPERATORS TO HOME ECONOMICS COURSES

When interviewed, all of the cooperators were asked, "What advice have you to give concerning the content of Home Economics courses in Eugene High?" Table XXV gives the criticisms of home economics courses as offered by the cooperators.

TABLE XXV

Criticism of Home Economics Courses

Criticisms offered by cooperators	Married		Single		Totals	
	N	%	N	%	N	%
Satisfied with the course	4	21.0	5	27.7	9	24.3
Should be more practical	4	21.0	1	5.5	6	16.2
Need additional help on						
Buying of clothing	4	21.0	11	61.1	15	40.5
Meal planning and marketing	6	31.6	4	22.2	10	27.0
Planning low cost meals	4	21.0			4	10.8
Clothing construction	3	15.8	4	22.2	7	18.9
Buying of furniture	2	10.5	1	5.5	3	8.1
Management of home	2	10.5	1	5.5	3	8.1
Child care	1	5.3	2	11.1	3	8.1
Miscellaneous (mentioned by one or two only).	8	42.1	7	38.8	15	40.5

It is interesting to observe from Table XXV that 75 criticisms were offered.

The miscellaneous criticisms consisted of needing help in coordinating wardrobes, budget planning, ironing, mending, refinishing of furniture, and use of left-overs. Only one homemaker interviewed reported that additional help should be given in home economics courses on use of

left-overs, but when married cooperators were asked whether they made a plan for using left-overs, only 5 of 19 answered "yes". The writer is of the impression that more emphasis should be placed on the use of left-overs in high school foods courses.

Several of the married cooperators expressed the view that more emphasis in high school foods courses should be placed on learning to prepare meals for two in place of groups of four, realizing that experience will have taught them how to cook for larger numbers when their families increase.

SUMMARY

After having interviewed the 37 cooperators and analyzed the findings, the writer feels much is to be gained by visiting alumnae who are in occupational fields or who have developed homes of their own, if our high school home economics training is to be made functional. The findings suggest: (1) that emphasis in general be placed on money management; (2) that emphasis in foods units be placed on the planning and preparing of consecutive, inexpensive meals and use of left-overs; (3) that emphasis in clothing units be placed on buying of "ready-to-wear" clothing; and (4) that emphasis in planning a livable home unit be placed on selection and

arrangement of inexpensive accessories for the home and
the effect of improper lighting in the home.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Realizing that the effectiveness of high school training can best be measured in terms of results in the lives of those who use it, the author made a study of Eugene High School alumnae to evaluate the general high school program and the home economics program of studies.

The alumnae of classes 1934, 1937, and 1939 were chosen to assist in this evaluation. Since it was desired to study only those who had completed their education and were married or employed, alumnae were eliminated who were attending schools of higher education at the time the study was made.

Questionnaires were sent to 316 graduates. Of the 283 who were located, 167 or 59 per cent returned the questionnaire.

The single alumnae were separated from the married alumnae and all were segregated into classes. Separate tabulations were made to show the differences in responses given by single and married alumnae in each of the three classes.

The main industries of Eugene and surrounding area are agriculture and lumbering. Eugene High School, a

three-year high school with 40 teachers, had an enrollment of 986 the year this study was made.

Forty-one per cent of the cooperators were married six years after graduation. At the time the study was made 12.5 per cent had children.

Two thirds of the alumnae were employed, the greatest percentage of them in clerical and domestic jobs. Of the married group, 37.8 per cent were employed away from their homes.

Forty five per cent of the 160 studied had not continued their education beyond the secondary level. Twenty five per cent had attended the University of Oregon and 22.5 per cent business colleges. For short periods of training the remainder of the group attended Oregon State College, normal schools, "beauty" schools or the Eugene Vocational School.

A larger proportion of the single group were affiliated with church organizations than of the married group. Of the married group an equal number were affiliated with social and church organizations.

The greatest percentage of alumnae had two and three leisure time activities. Sports ranked first as the favorite leisure time activity among the single group and second with the married group.

Commercial, English, and home economics subjects were rated, in the order given, by the single group as the most useful subjects in the high school program. The married group rated home economics as the most useful and commercial subjects second. The units in home economics studied and found useful by alumnae were clothing construction, clothing selection, home furnishings, food preparation, food buying, and meal planning. Both the married and single groups rated history as of least value. The married alumnae considered foreign languages second in lack of value. Science and commercial subjects tied for second place with the single group.

As a group, the alumnae regretted not having taken a variety of subjects. In the main, however, the high school program is satisfactory, since 46 per cent reported being satisfied with the subjects taken. Of the single group 46.6 per cent regretted not having had more commercial subjects and 20.2 per cent regretted not having had more home economics. As would be expected, a larger percentage (34.8) of the married group regretted not having had home economics. In giving suggestions for improvements of the high school units the alumnae were of the opinion that emphasis should be placed on spelling, oral English and business English. In Social Science the emphasis should be placed on current events and modern

history. During the last few years more emphasis has been placed on the use of current events in Eugene High School.

The alumnae felt that in home economics subjects, emphasis should be placed on money management, marriage and its problems, and on the marketing of foods.

The study revealed that of the courses taken and found most useful in marriage, home economics rated first. Special mention was made several times that Senior Counseling and Social Problems had been helpful because the discussions of everyday problems carried over into the solving of family problems.

Of the alumnae who responded to the questionnaire and agreed to an interview, 19 married cooperators and 18 single cooperators were interviewed concerning their financial, food, and clothing practices and asked for advice concerning the content of home economics subjects as taught in the Eugene High School.

The median income for the married cooperators was found to be \$120 and for the single cooperators \$70 per month.

The living rooms of married cooperators were found to be attractive in a positive way, possessing a feeling of being "homey" and comfortable. The majority of the homes visited were clean and the furnishings were in good repair. Most of the homes had their furniture grouped in

activity areas harmonious with the structural lines of the room.

All cooperators had an electric iron and a radio, 11 of the 19 visited had electric washing machines, and 13 had mechanical refrigerators.

It was found that the majority of married cooperators spent \$20 to \$29 per month for food. The size of the family didn't affect the amount spent for food. This was due in part to the age of the children and to the fact that the mothers were home longer hours and prepared food more economically.

"Cash and Carry" stores were patronized by 10 of the 19 cooperators, and the "Independent" stores were patronized by 13 of the 19 married cooperators.

More emphasis in clothing construction units should be placed on fitting, satisfactory style and finishes to improve the appearance of garments. Better appearance rated first as the main reason for purchasing clothing ready-made, and economy of time rated second. Of the married cooperators, 57.9 per cent and of the single group 38.8 per cent have difficulty fitting the garment when sewing. Finding a satisfactory style was found to be a difficulty in sewing by 31.6 per cent of the married cooperators and 16.6 per cent of the single cooperators.

The single alumnae paid slightly higher prices for their better dresses than the married cooperators. Thirteen of the cooperators paid \$5.00 - \$9.99, eight paid \$10.00 to \$14.99, seven paid over \$15.00, while seven paid under \$4.99 for their better dresses.

In expressing their reactions to Home Economics courses, the cooperators were of the opinion that home economics courses in general should be more practical and less scientific. The cooperators expressed a need for additional help in the buying of clothing, in meal planning and marketing, in the use of left-overs, and in money management.

In order to get a composite picture of the girls considered in this study, the writer will describe a typical graduate of each of the classes included in this study.

A graduate of the class of 1934 attended one term at the University of Oregon, then married a man employed in the merchandising field. Her family consists of one child. She is affiliated with one social organization and enjoys one hobby. Upon being asked what subjects in high school she found most useful, she answered, "All were useful but sewing has been the most practical". She considers foreign language and history the least useful. In giving advice as to units to be emphasized

in high school, she suggests placing emphasis on meal planning with an eye to economy and on giving the girls actual buying experience. This girl makes some of her clothing but purchases coats, underwear, and some of her dresses.

The typical graduate of 1937 is single and has taken a short course in a business college. She is employed as a stenographer in a Eugene business office. She participates in several sport activities in her leisure time and is affiliated with a church organization. She suggests that practical knowledge of problems of the world be emphasized in school. "What we get in school is too much what the book gives and not enough of business and its immediate problems." Because of the lack of time for sewing she purchases most of her clothing ready-made.

The girl who graduated in 1939 did not continue her education beyond the secondary level. She is employed as an usherette in a Eugene theater. She lives at home with her parents and pays board and room. In her leisure time she participates in sports or sews. She is affiliated with one church organization. She has found useful the units in clothing selection and money management in home economics. Because of little free time she purchases most of her clothing ready-made.

Recommendations

1. More emphasis should be placed on the use of current events in high school subjects.
2. The course in Senior Counseling should emphasize more vocational guidance and the problems of meeting the public in vocations.
3. A unit on marriage and its problems should be taught in the home economics department to high school seniors.
4. There should be a unit taught in Home Economics on the selection of ready-to-wear clothing.
5. Emphasis in food units should be placed on planning and preparing consecutive inexpensive meals, on the use of left-overs, and on more real life experiences for the girls.
6. The course in planning a livable home should stress, first, selection and arrangement of inexpensive furnishings for the home, and second, the importance of good lighting in the home, particularly how to secure good lighting in all areas of a room.
7. More emphasis should be placed on money management in foods, clothing, and home furnishing units.

8. Alumnae and parents of high school girls should be consulted from time to time for their opinions on the content of home economics courses so that the courses will become more functional in the lives of the high school girls after graduation.

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APPENDIX

(1)

July 6, 1940

TO EUGENE HIGH SCHOOL ALUMNI:

Miss Marian Notvedt, Home Economics instructor at Eugene High School, is making a survey of some of our graduates. Would you be kind enough to help in this important study? She would appreciate an immediate reply using the enclosed stamped envelope. This is a confidential report, and we trust that you will be frank in your answers.

H. B. JOHNSON.

FOLLOW UP STUDY OF EUGENE HIGH SCHOOL GIRLS

Name..... Phone.....

Present address

Married..... yes..... no..... Divorced..... yes..... no..... No. of children.....

1. School or college attended since graduation

Name	Location	Years attended

2. Working experience since graduation

[illegible]

3. Is your present position permanent? Part time?

4. If unmarried, do you live with your parents? _____

Board and room?

Keep house in apartment?

Other arrangements?

5. To what organizations do you belong? (clubs, choral groups, etc.)

6. In what hobbies or leisure time activities do you participate?

7. What subjects taken in high school have been most useful to you?

8. What subjects that you studied in high school have been least useful?

9. Are there other subjects you wish you had taken in high school?

10. Have you any suggestions for topics, units or courses that might be emphasized?

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11. Indicate how you secure the following articles of clothing.

	Made by self	Purchased ready-made
Coats
Skirts
"Dress up" dresses
Wash dresses
Pajamas
Slips
Children's clothing
List others
.....
.....

12. The following units have been taught in Home Economics courses in your high school. Check those units which you studied (+). Place a second check before those which you found particularly useful.

..... Food buying Care of the house
..... Food preparation House furnishing
..... Meal planning Clothing selection
..... Child guidance Clothing construction
..... Money management Personal problems

Miss Notvedt would appreciate the opportunity to have a personal interview with you in your home. She would like your advice concerning the content of Home Economics courses in the Eugene High School. Would you be willing to have her call at your convenience?

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY MARRIED GRADUATES ONLY

13. Occupation of husband..... Name of employer.....
14. Is his employment permanent? Part time?
15. To what social organizations does your husband belong? (clubs, choral groups, etc.)
.....
16. Do you own the home in which you live?yesno.
17. Check the type of dwelling in which you live:
.....houseduplex
.....apartmentother type
18. How many rooms do you have in your house other than halls, bath, toilet, and storage?
19. If rented, is it furnished?
unfurnished?
partly furnished?
20. Did any course or unit studied in college, high school, or vocational school help you in any way prepare for marriage?yesno
Which ones?
.....
.....

INTERVIEW

Number____Date____Single____Married____Year of Marriage____

1. What advice have you to give concerning the content of Home Economics courses in Eugene High?_____

2. Where do you usually buy your clothing? _____

3. Do you buy ready-made clothing because of (a) better appearance (b) less trouble (c) because you do not sew (d) economy of time (e) do not have a machine (f) other reasons. _____

4. Check any of the following with which you have difficulty when purchasing ready-made garments:

____becoming color	____matching other garments
____pleasing style	____proper fit
____satisfactory style	____list others

5. What is the average price that you pay for a "dress-up" dress? \$_____

6. What clothing do you consider an economy to make? _____

7. Check the following with which you have difficulty when sewing.

____cutting the garment	____finishing the garment
____planning the garment	____list others

8. Where do you usually buy your materials when you sew?

9. Check garments you usually make for children:

<input type="checkbox"/> coats	<input type="checkbox"/> skirts
<input type="checkbox"/> blouses (boys)	<input type="checkbox"/> underwear
<input type="checkbox"/> sleeping garments	<input type="checkbox"/> cotton suits
<input type="checkbox"/> woolen garments	<input type="checkbox"/> cotton dresses
<input type="checkbox"/> woolen suits	

10. Do you do your laundry? _____

11. Check equipment present in the home.

<input type="checkbox"/> Electric iron	<input type="checkbox"/> Vacuum cleaner
<input type="checkbox"/> Electric ironer	<input type="checkbox"/> Pressure Cooker
<input type="checkbox"/> Sewing machine	<input type="checkbox"/> Refrigerator
<input type="checkbox"/> foot	<input type="checkbox"/> ice
<input type="checkbox"/> electric	<input type="checkbox"/> mechanical
<input type="checkbox"/> Washing machine	<input type="checkbox"/> Piano
<input type="checkbox"/> hand	<input type="checkbox"/> Radio
<input type="checkbox"/> power	

12. Would you object to buying on the installment plan?

13. Of the following check those you prepare frequently:

<input type="checkbox"/> One dish meals	<input type="checkbox"/> Use canned vege-
<input type="checkbox"/> Oven meals	<input type="checkbox"/> tables
<input type="checkbox"/> Prepare meat: fry, roast	<input type="checkbox"/> Cook fresh vege-
	<input type="checkbox"/> tables in season

14. Do you can any foods such as fruits _____ vegetables _____
jellies _____ meat _____ fish _____?

15. Are most of your meals eaten at home? _____ restaurants?

16. Do you plan your meals ahead of time? _____ sometimes?
_____ always? _____

17. How do you order your groceries? telephone _____
personally _____

18. What type of stores do you patronize?

<input type="checkbox"/> Cash and Carry	<input type="checkbox"/> Independent
<input type="checkbox"/> Delicatessen	<input type="checkbox"/> Public Market

(5)

19. What amount do you usually spend for food per month
\$_____?
20. Do you make a plan for spending your money? Yes_____
No_____
21. Do you keep a record of the money spent? Yes_____
No_____
22. What is your salary or your husband's per month
\$_____? per week \$_____?
23. What rent do you have to pay per month \$_____What does
this include?_____
-

TABLE 1

Clothing Regarded Economical to Make

Clothing	Single	Married	Total
Alterations	1		1
All types		1	1
Blouses	1	1	2
Children's clothing		3	3
Dresses	5	1	6
house	1	6	7
print	6	4	10
light weight wool	2	1	3
washable silks, rayons	3	2	5
Jackets	1		1
Pajamas		3	3
Skirts	6	3	9
Sport clothes	1	2	3
Slips			
Suits	2	1	3
None	1	4	5