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HAWKINS, BARBARA JEAN. Factors Related to the Election or Non-Election of Home Economics at Page High School, Greensboro, North Carolina. (1967) Directed by: Dr. Mildred Johnson

73 pp.

The purposes of this study were as follows: (1) to identify some of the factors that related to the election or non-election of home economics by tenth and eleventh grade girls at Page High School, Greensboro, North Carolina, and (2) to compare the factors that influence tenth and eleventh grade students in the election and non-election of home economics. The study was designed to obtain general background information and identify the degree of influence specific factors had on the students in their election or non-election of home economics.

A questionnaire was developed to obtain the desired information. It was administered by the homeroom teachers to all of the tenth and eleventh grade girls who were present at Page High School on March 16, 1967. It was assumed that students at Page High School, Greensboro, North Carolina had some choice in the election of the subjects in which they enrolled.

Major findings are summarized in relation to background information and factors which influenced the students to elect or not to elect home economics.

1. The majority of the tenth and eleventh grade girls were not enrolled in home economics at the time of this study. However, the majority of the girls had previously enrolled in home economics at the eighth and ninth grade levels.

2. The majority of non-home economics students planned to attend college in the future and indicated that enrollment in the college preparatory program limited their electives. The majority of students enrolled in home economics planned to seek employment after high school graduation.

3. The persons indicated most frequently as having influenced students to elect home economics were the home economics teacher, the guidance counselor, and their mothers.

4. Previous home economics classes were indicated frequently as having influenced students to elect home economics. However, an equal number of students indicated that previous home economics classes had influenced them not to elect home economics.

5. "Prepares one for marriage," was the general factor most frequently indicated as influencing eleventh grade home economics students to elect home economics.

6. Clothing, and foods and nutrition were the two units taught as a part of home economics that had influenced girls most frequently to elect home economics at one time or another.

Implications resulting from this study may provide a frame of reference for the high school home economics program and further research.

FACTORS RELATED TO THE ELECTION OR NON-ELECTION OF  
HOME ECONOMICS AT PAGE HIGH SCHOOL,  
GREENSBORO, NORTH CAROLINA

by

Barbara Jean Hawkins

A Thesis Submitted to  
the Faculty of the Graduate School at  
the University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

Greensboro  
May, 1967

Approved by

Mildred B. Johnson  
Director

ACKNOWLEDGMENTS

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Walter Johnson  
Thesis Director

Nancy White

Louise Lowe

Anna Joyce Redden

May 1, 1967  
Date of Examination

## ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. Mildred Johnson for her encouragement and guidance throughout this study.

She wishes to thank the members of her advisory committee, Miss Louise Lowe, Dr. Anna J. Reardon, and Dr. Nancy White for their cooperation and valuable suggestions.

She is also grateful to Mr. Philip Weaver, Superintendent of Greensboro Public Schools, and Mr. Luther Medlin, Principal of Page High School, for granting permission to conduct this study at Page High School, Greensboro, North Carolina.

The writer also wishes to thank Miss Barbara Wise, chairman of the home economics department, at Page High School, for her assistance during this study.

Finally she wishes to thank the tenth and eleventh grade girls at Page High School for their cooperation in responding to the questionnaire.

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## CHAPTER I

### OVERVIEW OF THE STUDY

#### Importance of the Study

Home Economics at all levels of education is undergoing careful scrutiny. The increased number of pressures exerted by the general public and by the profession demand that effort be exercised in appraising the various aspects of the home economics program. Hall stated that, "Changes in the needs of students, the nature of the homemaking program and attitudes toward it demand that continual evaluation be made of the program."<sup>1</sup>

Trump stated:

Home economics in the school of the future will occupy a much more prominent place that it does today. Life holds much more for each of us than earning a living. Making a home more artistic, more cultural, more friendly, and a place where all of the persons in it are more respectful of each other constitutes a foundation for the full life. Home economics education in the future will be able to meet the challenge better as it changes its curriculum, its methods, its staff utilization, its facilities, its evaluation techniques and its fiscal policies.<sup>2</sup>

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<sup>1</sup>Olive Hall, "Attitudes Toward Homemaking Education in the Secondary Schools of California," *Journal of Home Economics*, XLVII (March, 1955), p. 166.

<sup>2</sup>J. Lloyd Trump, "Home Economics, A Look into the Future," *National Association of Secondary School Principals Bulletin*, XLVIII (December, 1964), p. 88.

If home economics is to occupy a more prominent place in the future than it does today, the concern that home economics teachers, school administrators, state supervisors, and teacher educators have in relation to enrollment is pertinent. Home economics teachers, school administrators, state supervisors, and teacher educators continue to express a need for identifying factors that influence students to elect or not to elect home economics in high school.

In a national study concerning home economics in public secondary schools conducted in 1959, Coon reported that 49 per cent of all girls in the schools represented in the study were enrolled in home economics.<sup>3</sup> Of the girls enrolled in home economics 63 per cent were in the seventh, eighth, and ninth grades; while only 37 per cent of the students enrolled in home economics were in the tenth, eleventh, and twelfth grades. From the findings of this study many questions were raised and if answered would be worthwhile as one basis for curriculum development. One of the questions investigated in this study was, "What are reasons why fewer girls were enrolled in home economics during the later years in high school?"<sup>4</sup>

Student enrollment is also a concern because of the high cost of construction and equipment that is needed to provide

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<sup>3</sup>Beulah I. Coon, Home Economics in the Public Secondary Schools. A report of a National Study (Washington: U. S. Government Printing Office, 1962), p. 50.

<sup>4</sup>Ibid.

adequate educational facilities for the teaching of home economics. Taylor and Christian have made the following statement in relation to this factor:

The high cost of construction and equipment, the rapidly growing school population, the technological changes affecting both building construction and equipment, and the ever-changing curriculum--all these present formidable problems to those who plan educational facilities for home economics education. But no matter how formidable the task, ample space, good equipment, and up-to-date teaching materials must be provided. They are, as both the general public and the profession recognize important factors in updating teaching as well as learning, in prompting a carryover of education into life, and in increasing the pleasure and satisfaction which teachers and pupils find in their work.<sup>5</sup>

When consideration is given to space and equipment, it is also important to recognize the influence these factors have in initially attracting students to the home economics program.

#### Purpose of the Study

The purposes of this study were as follows: (1) to identify some of the factors that relate to the election or non-election of home economics by tenth and eleventh grade girls at Page High School, Greensboro, North Carolina; and (2) to compare the factors that influence tenth and eleventh grade students in the election and non-election of home economics. An analysis of the findings of the study could have implications for curriculum development and revision to meet the needs of high school students.

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<sup>5</sup>Johnie Christian and James L. Taylor, "Home Economics Facilities," School Life, XLVII (December, 1964), p. 13.

The findings could be of value to those persons - home economics teachers, school principals, guidance counselors, and other staff members - who have the responsibility of guiding and directing students. A comparison of factors that influence tenth and eleventh grade girls to elect or not to elect home economics could be meaningful in establishing the sequence of courses and the number of classes needed to meet students' needs. This comparison could have implications for the choice of methods and materials to be used at the various levels of home economics within the high school program.

#### Study Design

In order to identify factors that influence students to elect or not to elect home economics the following procedure was followed.

The first step was to develop a questionnaire that would identify factors influencing students to elect or not to elect home economics. (Appendix A) This was based on literature reviewed and on other research. Two types of information were desired: general background information and specific information related to factors that would influence them to elect or not to elect home economics.

The questionnaire was administered to all tenth and eleventh grade girls who were present on March 16, 1967, at Page High School, Greensboro, North Carolina.

In the analysis of the findings descriptive statistics were used.

#### Assumption

A basic assumption made in relation to this study was: Students have some choice in the election of the subjects in which they enroll at Page High School, Greensboro, North Carolina.

#### Limitations

This study was limited in that it was conducted in only one of the four high schools in Greensboro, North Carolina. It was limited to girls in the tenth and eleventh grades. Therefore, the findings are applicable only to the girls who were enrolled in the tenth and eleventh grades at Page High School during the spring semester of the 1966-1967 school year.

## CHAPTER II

### REVIEW OF LITERATURE

Many studies have been conducted in relation to the factors which influence students at the high school level to elect home economics. Among these studies one can identify many similar findings; yet each study points out unique factors influencing the students in the locale in which the study was conducted. In this chapter some findings of several studies will be reviewed.

As early as 1931, educators in Wisconsin were interested in the factors which influenced students to elect or not to elect home economics.<sup>6</sup> Approximately one half of the public high schools in Wisconsin that offered home economics in 1931 and 1932 participated in a study. A questionnaire was administered to 1,064 senior high school girls who had elected home economics and 662 girls who had not elected home economics. Of the girls in this study who had not elected home economics, forty per cent indicated that the need to fulfill college entrance requirements was one of the major reasons they had not elected it.<sup>7</sup> Subject

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<sup>6</sup>Julia Frank Nofsker, "Reactions of High School Girls to Home Economics Education," Journal of Home Economics XXVI (May, 1934), p. 274.

<sup>7</sup>Ibid., p. 255.

matter content and the method of teaching had more influence on the students in Wisconsin than the personality of the teacher.<sup>8</sup>

In a five year study conducted in twenty schools in Minnesota, the major purposes were to locate strong and weak points in the home economics program in a representative group of schools; to identify some factors that appeared to influence its effectiveness and make improvements; and to evaluate at intervals to determine to what extent the improvements had been made.<sup>9</sup> In the report of this study Arny stated that high school girls, especially the highly intelligent, from schools which had superior teachers, and schools that spent an above average amount of money for supplies were most likely to express a favorable attitude toward home economics. Questionnaires were also administered to some graduates of three of the twenty schools. In their suggestions of ways to increase the enrollment in home economics, they stressed: well-equipped, homelike rooms, an enthusiastic and skillful teacher, and the chance to work with real problems.<sup>10</sup>

Lum Chow Ho, while a student at Cornell University, administered a check-list concerning factors affecting the

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<sup>8</sup>Ibid., p. 279.

<sup>9</sup>Clara Brown Arny, The Effectiveness of the High School Program in Home Economics (Minneapolis, Minnesota: University of Minnesota Press, 1952), p. 3.

<sup>10</sup>Ibid., p. 237.

election of homemaking courses to 272 senior boys and girls in Ithaca High School, Ithaca, New York. Of the ninety-five (34.95 per cent) seniors who elected home economics, 51.58 per cent checked the following reason: "Homemaking courses will help me in later years," and 37.89 per cent checked, "I want to help establish a happy home and become a good husband or wife."<sup>11</sup> However, few of the students indicated that homemaking courses were stimulating and interesting to them.<sup>12</sup> Some of the reasons for not electing home economics checked most frequently by these students were as follows: "There are other subjects that would better prepare me for getting a job;" "I am not interested in homemaking courses;" and "I am not interested in homemaking."<sup>13</sup>

Milton conducted a similar study in Gadsden and Washington Counties in Florida in which she compared reasons for girls' electing and not electing home economics and compared reasons given by students outside a two-mile radius and inside a two-mile radius from the school. Also, she determined the relationship between the election of courses and the future plans of the students.<sup>14</sup> The second semester senior girls in six high schools in the two

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<sup>11</sup>Lum Chew Ho, "Some Factors Affecting the Election of Homemaking Courses as Interpreted from Check Lists of 272 Seniors in Ithaca High School" (Unpublished Master's Thesis, College of Home Economics, Cornell University, 1955), p. 27.

<sup>12</sup>Ibid.

<sup>13</sup>Ibid., p. 28.

<sup>14</sup>Ruth Milton, "Factors Affecting the Election of Homemaking in the Secondary Schools of Gadsden and Washington Counties" (Unpublished Master's Thesis, School of Home Economics, Florida State University, 1956), p. 1.

counties were the 130 subjects in the study.<sup>15</sup> The three reasons most frequently given for electing home economics were as follows: (1) "liked homemaking and desired to take it," (2) "planned to marry and felt the need of it," and (3) "enjoyed taking the first course in homemaking and wanted to take another course."<sup>16</sup> The greatest difference between the urban and rural groups in the reasons given for electing home economics was the degree of the mothers' influence on their enrollment in home economics. Twenty-four per cent of the urban students indicated they were influenced by their mothers while 14 per cent of the rural students checked this reason.<sup>17</sup> The reason most frequently given for not electing home economics by both rural and urban students was: "Required subjects for future career did not permit homemaking electives."<sup>18</sup> Students who planned to marry or work after high school did elect home economics more often than did students planning to continue their education.<sup>19</sup>

To identify factors that influenced girls to elect or not elect home economics, Reeves administered a questionnaire to all girls in grades nine through twelve in the five schools in

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<sup>15</sup>Ibid., p. 8.

<sup>16</sup>Ibid., p. 20.

<sup>17</sup>Ibid., p. 24.

<sup>18</sup>Ibid., p. 28.

<sup>19</sup>Ibid., p. 32.

Montgomery County, Virginia.<sup>20</sup> In the schools which offered a large variety of electives, a smaller percentage of girls was enrolled in home economics than in the schools which offered fewer electives.<sup>21</sup> Of the girls who did not take home economics, the largest percentage planned to continue their education instead of seeking employment.<sup>22</sup> Over half of all the girls, both those who were and those who were not enrolled in home economics, indicated that home economics was not considered by other students as important as other courses.<sup>23</sup> The girls indicated that parents and other students were the persons they consulted most often about enrolling in home economics.<sup>24</sup> The reason indicated most often by those students for electing home economics was the need to prepare for marriage, parenthood, and family life. The second reason most frequently indicated was that parents advised their daughters to elect home economics.<sup>25</sup> Interest in other subjects was the reason most frequently indicated for not electing home economics. Also mentioned were the

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<sup>20</sup>Martha Wood Reeves, "Some Factors That Influence the Election of Homemaking in Secondary Schools in Montgomery County, Virginia" (Unpublished Master's Thesis, College of Home Economics, Virginia Polytechnic Institute, 1964), p. 18.

<sup>21</sup>Ibid., p. 21.

<sup>22</sup>Ibid., p. 30.

<sup>23</sup>Ibid., p. 34.

<sup>24</sup>Ibid., p. 31.

<sup>25</sup>Ibid., p. 37.

factors that there was no place in the schedule for electives and that girls could learn homemaking at home.<sup>26</sup>

Garrett conducted a study concerning the factors that influenced girls in three high schools in Washington, District of Columbia, to elect home economics. Nearly four-fifths of the girls in the three selected schools liked home economics, however, less than half elected it.<sup>27</sup> When asked if schedules allowed time for electives, 603 girls out of the 1,135 girls who answered said schedules did allow time.<sup>28</sup> Eighty per cent of the girls indicated that laboratory work was the most enjoyable part of home economics. Twenty and five-tenths per cent of those girls who did not elect home economics indicated they did not know what was being taught in the home economics courses. No relationship was established between the socio-economic status of the student and her election of home economics. In relation to the intelligence quotient, it was found that the average for girls who elected home economics (102.66) was about three points lower than that of girls who did not elect home economics (105.69).<sup>29</sup>

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<sup>26</sup>Ibid., p. 40.

<sup>27</sup>Lula Dennison Garrett, "Factors Influencing the Election of Home Economics by Girls in Three Selected Senior High Schools of Washington, D. C." (Unpublished Master's Thesis, University of Maryland, 1957), p. 35.

<sup>28</sup>Ibid., p. 37.

<sup>29</sup>Ibid., p. 77.

Fifty girls who had and fifty girls who had not enrolled in home economics were randomly chosen from the Bedford County Training School in Virginia, to participate in a study of factors affecting the election or non-election of home economics. The largest number of girls gave interest in things studied in home economics as a reason for electing home economics. It was apparent that reasons most frequently cited for electing home economics related to needs and interests.<sup>30</sup> On the basis of her findings the author suggested that a significant proportion of girls could be influenced to enroll in home economics if inviting facilities were provided and the department were kept attractive. The reasons for not electing home economics fell into the following general categories: a lack of personal interest, a lack of ability, and the opinion that the information was not needed and other courses were more useful.<sup>31</sup>

Another study concerning factors which influenced students to enroll in home economics was conducted by Johnston in the senior high schools of Sioux City, Iowa in 1939. Individual and group interviews were used with four segments of the population: (1) ninth grade girls, (2) twelfth grade girls, (3) teachers concerned with guidance, and (4) forty mothers of twelfth grade

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<sup>30</sup>Hazel Taylor Otey, "Factors Influencing Girls for or Against the Selection of Home Economics" (Unpublished Master's Thesis, School of Home Economics, The Virginia State College, 1953), p. 19.

<sup>31</sup>Ibid., p. 40.

girls.<sup>32</sup> Many comments made by the ninth grade girls suggested that teaching methods used may have influenced students against electing home economics.<sup>33</sup> The twelfth grade girls most frequently gave lack of interest as their reason for not enrolling in home economics. All of the mothers (forty mothers of girls who did not elect home economics) expressed the opinion that girls should have some homemaking training before they marry.<sup>34</sup> In this study more non-home economics students were found to be members of a higher socio-economic group than were those who were enrolled in home economics. In addition the mean grade for non-home economics students was found to be higher than that of the home economics students.<sup>35</sup> Thus, as the author stated, if grades are an indication of scholastic ability, it would seem that girls with high scholastic ability tended not to elect home economics in the high schools of Sioux City in 1939.<sup>36</sup>

Senior girls from nine selected high schools in Virginia were the subjects for another study concerning the election of home economics courses in high school. In this study it was not apparent that students received grades in home economics which

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<sup>32</sup>Nina Beryl Johnston, "Factors Which Influence Girls in the Election of Home Economics in the Senior High Schools of Sioux City, Iowa" (Unpublished Master's Thesis, Iowa State College, 1939), p. 14.

<sup>33</sup>Ibid., p. 24.

<sup>34</sup>Ibid., p. 53.

<sup>35</sup>Ibid., p. 61.

<sup>36</sup>Ibid., p. 64.

were high in comparison with grades received in other courses. When the home economics grade was omitted from the average of grades, the home economics students' average went up three-tenths of a point (from ninety and five-tenths to ninety and eight-tenths).<sup>37</sup> The factors which were most influential in the election of home economics were marriage, parents' wishes, and the fact that home economics was a challenging course.<sup>38</sup> Parents influenced students to elect home economics more often than did other persons.<sup>39</sup> Eight married senior girls had had at least one year of home economics. The reasons most frequently given by girls who had not had any home economics were preparation for college and the opinion that they could learn more at home.<sup>40</sup> One-half of all the girls in the study thought additional equipment would be beneficial to the home economics program.<sup>41</sup>

A study concerning factors which affected enrollment in the vocational home economics program in Maine was conducted by Law. One purpose of this study was to determine which units had been most helpful to the students. It was found that the most helpful units had been as follows: "Constructing clothing, using

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<sup>37</sup>Vila Evelyn Mayberry Harmon, "Factors Influencing the Election of Homemaking Education in Certain High Schools in Virginia" (Unpublished Master's Thesis, College of Home Economics, Virginia Polytechnic Institute, 1957), p. 21.

<sup>38</sup>Ibid., p. 36.

<sup>39</sup>Ibid., p. 37.

<sup>40</sup>Ibid., p. 39.

<sup>41</sup>Ibid., p. 44.

money wisely, improving my personal appearance, and choosing becoming clothing.<sup>42</sup> Of the students who had not been able to enroll in all the home economics courses they had wanted to take, 72 per cent gave the reason that they did not have time because of other required subjects.<sup>43</sup>

At Washington and Lee High School in Arlington, Virginia, a study was made that included all the senior girls.<sup>44</sup> Of the girls who had taken home economics, 47.7 per cent indicated plans for marriage in their future, while only 16.3 per cent of those who had not taken home economics reported plans for marriage in the future. A comparison was made between girls who were planning to attend college and those who were not, and it was found that a larger percentage of the girls who were planning to attend college had elected home economics.<sup>45</sup> The highest percentage of girls reported that their mother had been the person who had had the greatest influence on their electing home economics. The three reasons most frequently mentioned for enrolling in home economics were: (1) it would be of help, (2) a desire to learn to

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<sup>42</sup>Eloise Jeannette Law, "Some Factors Affecting Enrollment in the Vocational Home Economics Program in the State of Maine" (Unpublished Master's Thesis, College of Home Economics, The Ohio State University, 1956), p. 46.

<sup>43</sup>Ibid., p. 49.

<sup>44</sup>Myrtle Oakley Hall, "A Study of Factors Which Had Influenced The Election of Home Economics by Senior Girls in the Washington and Lee High School, Arlington, Virginia" (Unpublished Master's Thesis, College of Home Economics, University of Tennessee, 1955), p. 20.

<sup>45</sup>Ibid., p. 42.

sew, and (3) a desire to cook and plan meals.<sup>46</sup> The main reason given for not enrolling in home economics was an interest in other fields. Among the other reasons given were the need to meet college entrance requirements and to choose electives in the field in which they planned to concentrate in college.<sup>47</sup>

Students from certain schools in Texas were surveyed to determine the factors which influenced girls to take or not to take Homemaking III. In relation to the factors which influenced the students to enroll, "homemaking can be valuable to me now and in the future," was indicated most frequently.<sup>48</sup> The next four most frequently marked items were as follows: "I enjoy the types of things we do in homemaking; there is always something new to learn in homemaking; I liked homemaking I and II; and homemaking is planned to fit the interests of girls."<sup>49</sup> Sixty-eight per cent of the girls indicated they did not take Homemaking III because they could not work it into their schedules. The second most frequently given reason was that they wanted to take other subjects, although they did like home economics.<sup>50</sup>

Krinke identified some factors associated with enrollment in home economics by senior girls in fifteen schools in

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<sup>46</sup>Ibid., p. 63.

<sup>47</sup>Ibid., p. 67.

<sup>48</sup>Elizabeth Faulkner Smith, "Factors Influencing Girls in Certain Texas High Schools to Take or Not to Take Homemaking III" (Unpublished Master's Thesis, School of Home Economics, Texas Technological College, 1955), p. 40.

<sup>49</sup>Ibid., p. 42.

<sup>50</sup>Ibid., p. 48.

Jefferson County, Ohio. It was found that three-fourths of the students not electing home economics were following a college preparatory course of study.<sup>51</sup> Students indicated that they themselves were the most important people in making the decision to enroll. The primary reasons for girls electing home economics were the desire to learn more about cooking and sewing and to prepare for marriage and careers.<sup>52</sup> Four major reasons given for not electing home economics were: (1) schedule conflicts, (2) no interest, (3) homemaking could be learned at home, and (4) a preference for other subjects.<sup>53</sup> A larger percentage of the students who were above average according to intelligence quotients did not elect home economics than did. Of the girls who were categorized as below average, over 80 per cent were enrolled in home economics.<sup>54</sup> Findings indicated that influence exerted by school superintendents, principals, and guidance counselors was centered on the above average students, and was against the election of home economics. Although only one person in the below average intelligence group mentioned influence from this source, she was encouraged to enroll in home economics.<sup>55</sup>

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<sup>51</sup>Rachel Katherine Krinke, "Some Factors Associated with Enrollment in Home Economics of Students in Jefferson County, Ohio, Schools" (Unpublished Master's Thesis, College of Home Economics, The Ohio State University, 1958), p. 22.

<sup>52</sup>Ibid., p. 33.

<sup>53</sup>Ibid., p. 34.

<sup>54</sup>Ibid., p. 41.

<sup>55</sup>Ibid., p. 46.

In a co-operative research project carried out in California, forty-nine randomly selected public secondary high schools that offered homemaking education in grades nine through twelve were included. A questionnaire was administered to all boys and girls in each school, a separate one being used for those who were enrolled in home economics.<sup>56</sup> Questionnaires were also mailed to some former graduates of the schools. All the groups of subjects agreed that the students' own interest was the most influential factor in their selecting home economics.<sup>57</sup> It was also found that the parents' influence was strong. A large percentage (82 per cent) of the homemaking teachers, and two-thirds of the non-homemaking students and administrators thought that students were not electing home economics because their programs were too full. The students enrolled in home economics and the former homemaking students regarded this as a less important reason.<sup>58</sup>

Among the more recent studies is one conducted in the senior high schools of Milwaukee, Wisconsin, in 1963. The purposes of this study were to discover (1) why girls elect or do not elect home economics and (2) how the girls felt about guidance with reference to the election of home economics.<sup>59</sup> Some of the findings of this study were as follows:

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<sup>56</sup>Olive Hall, "Attitudes Toward Homemaking Education in the Secondary Schools of California," Journal of Home Economics, XLVII (March, 1955), pp. 165-166.

<sup>57</sup>Ibid., p. 166.

<sup>58</sup>Ibid., p. 167.

<sup>59</sup>Florence E. Lauscher, "Where Are the Students?" Journal of Home Economics, LIX (February, 1967), p. 109.

1. Home economics draws a vast majority of its enrollment from the average and below groups of students.
2. When girls plan to go to college they do not elect a home economics curriculum.
3. A large majority of girls who plan some kind of technical training or who plan to go directly to work do elect home economics.<sup>60</sup>
4. Only 5 per cent of the respondents recognized guidance from the homeroom teacher and 4 per cent from the counselor into subjects in the field of home economics. Of these the majority were average or below.<sup>61</sup>

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<sup>60</sup>Ibid., p. 110.

<sup>61</sup>Ibid., p. 111.

## CHAPTER III

### PROCEDURE

This study was designed to identify some factors that influenced students in Page High School, Greensboro, North Carolina, to elect or not to elect home economics. Greensboro is the second largest city in North Carolina having a population of approximately 132,000. It is located in the central part of the state in what is known as the Piedmont area. The textile industry and the furniture market are outstanding in this locality. Page High School is one of five public high schools located in Greensboro. Page has an enrollment of approximately 1650 students. The school was constructed eight years ago. There are three teachers in the home economics program at Page High School.

Based upon questionnaires used in previous research studies, a questionnaire was developed for use in collecting the desired information from the high school students. Two types of information were desired, general background information, and specific information related to factors that would influence them to elect or not to elect home economics.

The first part of the questionnaire asked for general background information: (a) name, (b) age, (c) grade level,

(d) current enrollment in home economics, (e) number of years of home economics completed, (f) grade levels at which completed years of home economics were taken, (g) future plans for enrolling in home economics, (h) plans upon completion of high school, and (i) present marital status. The second part requested specific information related to factors that might influence a student either to elect or not to elect home economics. Five degrees of influence relating to election or non-election of home economics were stated as: (1) strongly influenced to elect, (2) slightly influenced to elect, (3) no influence, (4) slightly influenced not to elect, (5) strongly influenced not to elect. The factors were in relation to: (a) the degree of influence members of the school system had on the students' electing or not electing home economics, (b) the degree of influence persons outside the school system had on the students' electing or not electing home economics, (c) the degree of influence certain factors in relation to the total program, the department and the teacher had on the students' decisions, and (d) the units of home economics which influenced the students in their decisions.

The questionnaire was pretested by nine high school students who were enrolled in home economics to determine the clarity of questions and the length of time required to administer it. The students were encouraged to indicate parts of the questionnaire that were difficult to understand, and to make suggestions. These students indicated that the directions were not explicit. The suggestions given by them in relation

to the directions were used in rephrasing the directions.

(Appendix A)

Permission to administer the questionnaires to the tenth and eleventh grade girls at Page High School was obtained from the Superintendent of Greensboro Public Schools and the Principal of Page High School. Each was given a copy of the questionnaire to be used and asked to make suggestions concerning improvement of form and content. Three minor changes were suggested by the superintendent's assistant. In question six which read, "Grade levels at which the completed years of home economics were taken," it was suggested that it be changed to "Grade levels at which the completed years of home economics were taken--including this year." In item seven students were given a list of levels at which home economics might be elected. In this item it was suggested that instead of asking students to indicate at what level they planned to elect home economics in the future, they be asked to indicate which levels. In number eight, "What are your plans upon completion of high school," was changed to read, "What are your immediate plans upon completion of high school?" These changes were incorporated in the final copy of the questionnaire.

The questionnaires were administered to the tenth and eleventh grade girls who were present at Page High School on March 16, 1967. The questionnaires were administered by homeroom teachers during the homeroom period. Each homeroom teacher

stressed the importance of answering every item on the questionnaire. The students were given an opportunity to ask for further information.

Letters of appreciation were sent to the Superintendent of Greensboro Public Schools, the Principal of Page High School, and the chairman of the home economics department at Page High School for their co-operation and assistance in conducting this study. Copies of these letters are presented in the Appendices B, C, and D.

Data were tabulated, and descriptive statistics were used in analyzing the findings of this study. The analysis of data is presented in the following chapter.

## CHAPTER IV

### ANALYSIS OF DATA

The major purposes of this study were: (1) to identify some factors which influence tenth and eleventh grade girls at Page High School, Greensboro, North Carolina to elect or not to elect home economics; and (2) to compare the factors that influence tenth and eleventh grade students in the election and non-election of home economics. This chapter presents an analysis of the data obtained from the questionnaire which was administered to these girls.

A total of 386 responses to the questionnaire were obtained. The analysis of data is based on the responses given by 385 students since one student indicated both tenth and eleventh grades as her grade level and did not complete any of the questions. Of these 385 girls, 191 were tenth grade students and 194 were eleventh grade girls. Forty-six of the eleventh grade girls indicated that they were presently enrolled in home economics, while only twenty-three of the tenth grade girls indicated that they were presently enrolled in home economics. One hundred sixty-eight tenth grade girls indicated that they were not enrolled in home economics; and 148 of the eleventh grade girls were not enrolled in home economics. (Table 1)

TABLE 1

NUMBER OF TENTH AND ELEVENTH GRADE GIRLS PRESENTLY ENROLLED  
OR NOT ENROLLED IN HOME ECONOMICS

Grade Level	Number Responding	Enrolled		Not Enrolled	
		Num-ber	Per-centage	Num-ber	Per-centage
Tenth	191	23	12.04	168	87.96
Eleventh	194	46	23.71	148	76.29

The girls were requested to indicate the number of years of home economics they had completed prior to and including the present school year. The majority of tenth and eleventh grade girls, presently enrolled and not presently enrolled, have had prior home economics courses. (Table 2)

It was found that 70.9 per cent of all respondents had enrolled in home economics at the eighth grade level and 52.07 per cent had enrolled in home economics at the ninth grade level. Fewer students enrolled at either the seventh or tenth grade levels, 5.18 per cent and 12.6 per cent respectively. The grade level or levels at which home economics was elected is shown in Table 3.

In order to identify the respondents' plans for future enrollment in home economics the following alternatives were provided: (a) eleventh grade, (b) twelfth grade, (c) college elective, (d) college major, (e) adult class, and (f) undecided. Several respondents replied, "No."

TABLE 2

NUMBER OF YEARS OF HOME ECONOMICS COMPLETED INCLUDING PRESENT SCHOOL YEAR BY  
TENTH AND ELEVENTH GRADE GIRLS

Grade Level	Total Number With Prior Home Economics	0 Years		1 Year		2 Years		3 years		4 Years	
		Num-ber	Per centage								
Tenth enrolled	23	0	-	2	8.70	8	34.78	11	47.83	2	8.70
Tenth not enrolled	164	20	11.90	81	48.21	62	36.90	1	.60	0	-
Eleventh enrolled	44	0	-	5	10.87	14	30.43	18	39.13	7	15.22
Eleventh not enrolled	143	27	18.24	52	35.14	56	37.84	8	5.40	0	-

TABLE 3

NUMBER OF TENTH AND ELEVENTH GRADE GIRLS WHO ENROLLED IN HOME ECONOMICS AT VARIOUS GRADE LEVELS

Students	Grade Levels				
	7	8	9	10	11
Tenth grade girls presently enrolled	4	12	20	23	
Tenth grade girls not presently enrolled	5	126	82		
Eleventh grade girls presently enrolled	2	32	26	15	46
Eleventh grade girls not presently enrolled	9	104	73	11	

Slightly over half of the tenth grade students who were enrolled in home economics at the time of this study planned to elect home economics in the eleventh grade. None of the students planned to elect home economics as an adult class. Five girls planned to enroll in home economics as a college major. (Table 4)

One item in the questionnaire attempted to identify the girls' plans after completion of high school. The following alternatives were included: (a) marriage, (b) work, (c) work and marriage, (d) college, (e) technical training, and (f) other.

It is evident that the greatest number of both tenth and eleventh grade girls who were enrolled in home economics planned

TABLE 4

## PLANS FOR FUTURE ENROLLMENT IN HOME ECONOMICS

Students	Number Responding	Level at Which Students Plan to Elect						
		Eleventh Grade	Twelfth Grade	College Elective	College Major	Adult Class	Undecided	No
Tenth grade girls enrolled in home economics	18	12	9	1	1	0	6	0
Tenth grade girls not enrolled in home economics	110	20	16	5	1	0	62	16
Eleventh grade girls enrolled in home economics	35		20	2	1	0	16	1
Eleventh grade girls not enrolled in home economics	96	1	17	13	2	0	52	22

to work after completion of high school. (Table 5) The greatest numbers of both the tenth and eleventh grade girls who were not enrolled in home economics planned to attend college. Small numbers of all four groups of students indicated plans for marriage alone or plans for technical training.

The students were asked to indicate their marital status at the time of the study. One eleventh grader who was not enrolled in home economics indicated that she was married. Two tenth graders who were not enrolled in home economics indicated that they were married. All of these girls had had home economics previously. The two tenth graders had had home economics in both the eighth and ninth grades. The eleventh grader, who was married, had had home economics in the eighth grade.

The second section of the questionnaire was designed to identify the degree of influence specific persons and factors related to home economics had on the tenth and eleventh grade girls' decisions to elect or not to elect home economics. In each question students were asked to indicate the degree of influence each item had on their decision: strongly influenced to elect (1), slightly influenced to elect (2), no influence (3), slightly influenced not to elect (4), strongly influenced not to elect (5). These assigned numbers for the degree of influence are used in the tables that follow.

The first question in this section was related to the degree of influence members of the school system had on the girls'

TABLE 5  
FUTURE PLANS OF THE GIRLS

Students	Number Responding	Future Plans				
		Marriage	Work	Work and Marriage	College	Technical Training
Tenth grade girls enrolled in home economics	22		11	5	5	1
Tenth grade girls not enrolled in home economics	164	2	20	22	115	6
Eleventh grade girls enrolled in home economics	46	1	17	12	16	4
Eleventh grade girls not enrolled in home economics	147	3	17	12	110	10

electing or not elect home economics: (a) state supervisor of home economics, (b) superintendent of schools, (c) principal, (d) counselor, (e) home economics teacher, (f) homeroom teacher, (g) teacher other than the home economics or homeroom teacher, and (h) other.

Two students indicated that the state supervisor had strongly influenced them to elect home economics, and two students indicated that the state supervisor had strongly influenced them not to elect home economics. Five students were slightly influenced to elect home economics by the state supervisor.

It appeared that the superintendent of schools had little influence on students in relation to course selection. Two students were slightly influenced, and one student strongly influenced to elect home economics. One student indicated that the superintendent of schools had strongly influenced her not to elect home economics.

The principal was indicated as having strongly influenced two girls and slightly influenced ten girls to elect home economics. No one indicated that the principal had influenced them not to elect home economics.

Members of the school system that apparently had the greatest influence on the students were the home economics teacher and the guidance counselor. (Table 6) Even though these two members of the school system were the ones most frequently indicated as influencing the students, it was evident that they did not influence a great number of students.

TABLE 6

INFLUENCE OF COUNSELOR AND HOME ECONOMICS TEACHER ON ELECTION OR  
NON-ELECTION OF HOME ECONOMICS

Students	Home Economics Teacher					Counselor				
	Degree of Influence					Degree of Influence				
	1	2	3	4	5	1	2	3	4	5
Tenth grade girls enrolled in home economics	3	4	5	0	1	3	1	8	0	0
Tenth grade girls not enrolled in home economics	7	4	101	2	2	3	10	108	4	2
Eleventh grade girls enrolled in home economics	2	5	24	0	0	2	7	23	0	0
Eleventh grade girls not enrolled in home economics	3	8	108	1	0	0	4	115	1	0

Only eight students were influenced by homeroom teachers in their election of home economics. Six were influenced to elect home economics, and two were influenced by the homeroom teacher not to elect home economics. Twelve students indicated that they were influenced by a teacher other than the home economics or homeroom teachers. Seven girls were influenced by other teachers to elect home economics, and five were influenced not to elect home economics.

Another question attempted to identify what influence persons outside the school system had on the students. The items included were: (a) mother, (b) father, (c) aunt, (d) uncle, (e) grandfather, (f) grandmother, (g) sister, (h) brother, (i) boy friend, (j) girl friend, (k) neighbor, (l) I, myself, and (m) other.

Mothers were indicated most frequently as having influenced these girls to elect home economics. (Table 7) Several girls indicated that their mother had attempted to influence them to elect home economics, even though they did not elect it. Relatively few girls indicated that their mothers influenced them not to elect home economics.

The second most frequently indicated source of influence by persons outside the school system was, "I, myself." The tenth grade girls who were not enrolled in home economics indicated they influenced themselves not to elect home economics more frequently than did any of the other students.

Of the other women - aunt, grandmother, sister, and girl friend - who were included in the question concerning persons

TABLE 7

PERSONS OUTSIDE THE SCHOOL SYSTEM INFLUENCING  
STUDENTS TO ELECT OR NOT TO  
ELECT HOME ECONOMICS

Persons	Degree of Influence				
	1	2	3	4	5
Mother	39	78	178	21	5
Father	4	19	246	6	1
Aunt	4	13	253	4	0
Uncle	1	2	269	1	1
Grandfather	3	0	266	2	0
Grandmother	6	29	241	2	0
Sister	8	20	237	5	3
Brother	3	2	264	1	1
Boy friend	7	13	255	0	3
Girl friend	9	30	228	9	1
Neighbor	5	13	250	1	0
I, myself	44	32	138	27	55

outside of the school system, "Girl friend," was mentioned most frequently as a source of female influence. Few of the girls mentioned aunt, grandmother, or sister as sources of influence.

Eighteen girls indicated that a neighbor influenced them to enroll in home economics. Only one girl, an eleventh grade non-home economics student, indicated that a neighbor influenced her not to elect home economics.

Father, uncle, grandfather, brother, and boy friend were the men included in the question concerning persons outside of the school system. Fathers had the most influence of any of the men. Twenty-three of all the girls indicated that father influenced them to elect home economics, and seven indicated that he influenced them not to elect home economics. Twenty girls indicated that their boy friends influenced them to elect home economics. Uncles, grandfathers, and brothers influenced few girls to elect or not to elect home economics.

On the basis of the literature and other research studies which were reviewed, a question was developed in relation to the home economics program, department, and teacher which might have influenced students to elect or not to elect home economics:

(a) size of the room in which classes are held, (b) equipment in the department, (c) appearance of the classroom, (d) number of students in each class, (e) attitude of the home economics teacher, (f) appearance of the home economics teacher, (g) time (period) at which home economics is offered, (h) previous home economics classes,

(i) amount of reading and writing required, (j) easy to make high grades, and (k) number of electives offered at my school.

The size of the classroom did not influence a great number of students to elect or not to elect home economics. Ten of all the girls surveyed indicated that the classroom size influenced them to elect home economics; and ten, not to elect home economics. The equipment in the department did influence thirty-seven students to elect home economics. Only two girls indicated that equipment in the department influenced them not to elect home economics; both of these students were tenth graders.

The appearance of the classroom strongly influenced five students and slightly influenced nineteen students to elect home economics. This factor slightly influenced four students all of whom were tenth grade students, not to elect home economics. Two students were strongly influenced not to elect home economics by the appearance of the classroom.

"The number of students in each class," was not indicated frequently as having an influence on the election of home economics. However, four tenth grade girls who were not enrolled in home economics indicated that this factor slightly influenced them not to elect home economics; and five, that this factor strongly influenced them not to elect home economics.

The attitude of the home economics teacher strongly influenced four tenth grade girls and slightly influenced one tenth grade girl to elect home economics. Six of the eleventh grade home economics students were strongly influenced to elect home

economics because of the attitude of the home economics teacher. Four of the eleventh grade home economics students were slightly influenced by this factor.

The appearance of the home economics teacher influenced twenty-six girls to elect home economics. This factor influenced four girls not to elect home economics.

The period at which home economics was offered influenced fifteen students to elect home economics. Eleven of the students indicated that this factor influenced them not to elect home economics. Nine of these were tenth grade non-home economics girls, and two were eleventh grade non-home economics girls.

Of the 385 girls, 133 (34.46 per cent) indicated that they were influenced one way or the other by previous home economics classes. This factor influenced sixty-five students to elect and sixty-eight not to elect home economics (Table 8)

"Amount of reading and writing required," influenced seventeen students to elect home economics. Nineteen students were influenced not to elect home economics by this factor. Of these nineteen, twelve were tenth grade students who were not enrolled in home economics.

No girls indicated that, "Easy to make high grades," influenced them not to elect home economics. Twenty-four of all of the students indicated that this factor influenced them to elect home economics. Interestingly, none of the tenth grade students who were enrolled in home economics indicated that this factor

TABLE 8

GENERAL FACTORS INFLUENCING GIRLS TO ELECT OR  
NOT TO ELECT HOME ECONOMICS

Factors	Degree of Influence				
	1	2	3	4	5
Size of the rooms in which classes are held	3	7	288	6	4
Equipment in the department	8	29	244	2	0
Appearance of the classroom	5	19	256	4	2
Number of students in each class	4	10	259	10	5
Attitude of the home economics teacher	17	21	239	11	6
Appearance of the home economics teacher	5	21	254	3	1
Time (period) at which home economics is offered	4	11	259	11	0
Previous home economics classes	26	39	173	46	22
Amount of reading and writing required	3	14	247	12	7
Easy to make high grades	6	18	256	1	0
Number of electives offered at my school	14	28	215	36	25

influenced them. Some students in each of the other groups had been influenced by this factor.

"The number of electives offered at my school," was indicated as a source of influence by 103 students. In comparison with the other groups of students, more of the tenth grade students who were not enrolled in home economics indicated that this factor influence them not to elect home economics.

Included in the questionnaire was one question for only those girls who were enrolled in home economics. The following items were included in the question: (a) helps solve problems in daily living, (b) gain prestige, (c) desired to be a member of FHA, (d) personal enjoyment, (e) prepares one for marriage, (f) challenging course work, and (g) other. The three items which both the tenth and eleventh grade students indicated most frequently as having influenced them to elect home economics were: helps solve problems in daily living, personal enjoyment, and prepares one for marriage. (Table 9) For the tenth grade girls these three items seemed to influence approximately equal numbers of girls. However, the eleventh grade girls indicated that, "prepares one for marriage," influenced them more than did, "helps solve problems of daily living," and "personal enjoyment."

Only the girls who were not enrolled in home economics at the time of the study were asked to indicate the degree of influence certain factors had on them. Included in this question were

TABLE 9

## FACTORS INFLUENCING GIRLS TO ELECT HOME ECONOMICS

Factors	Degree of Influence					
	1		2		3	
	Grade Levels		Grade Levels		Grade Levels	
	10	11	10	11	10	11
Helps solve problems in daily living	6	11	6	8	2	10
Gain prestige	1	1	0	3	9	20
Desired to be a member of FHA	1	0	2	1	7	23
Personal enjoyment	7	10	5	8	2	10
Prepares one for marriage	7	19	4	4	1	6
Challenging course work	3	5	2	3	4	17

such items as: (a) amount of the fees charged, (b) cost of supplies needed, (c) laboratory period too short, (d) know nothing about home economics, (e) no interest, (f) enrolled in college preparatory program--limited electives, (g) enrolled in commercial program--limited electives, (h) can learn enough homemaking at home, (i) course too difficult, (j) friends and/or relatives attitude toward program, and (k) other.

"Enrolled in college preparatory program--limited electives," was the factor most frequently indicated by both tenth and eleventh grade girls who were not enrolled in home economics as having influenced them not to elect home economics. (Table 10) A slightly greater number of eleventh grade girls than tenth grade girls indicated that they were influenced not to elect home economics by this factor. "No interest," and "can learn enough homemaking at home," were the next most frequently indicated factors.

The final question on the questionnaire was included to identify which units taught as a part of home economics had the most influence on the girls' decisions to elect or not to elect home economics. Clothing and foods and nutrition were the two units most frequently mentioned as having influenced the girls to elect home economics by all the students except the eleventh grade students who were enrolled in home economics. (Tables 11 and 12) These students indicated that clothing and child care influenced them to elect home economics. Few girls indicated that the units of home economics influenced them not to elect home economics.

TABLE 10

## FACTORS INFLUENCING GIRLS NOT TO ELECT HOME ECONOMICS

Factors	Degree of Influence					
	5		4		3	
	Grade Levels		Grade Levels		Grade Levels	
	10	11	10	11	10	11
Amount of the fee charged	1	0	3	4	119	108
Cost of supplies needed	0	0	3	3	120	106
Laboratory period too short	7	0	10	7	107	102
Know nothing about home economics	4	1	9	7	110	102
No interest	19	28	15	25	94	71
Enrolled in college preparatory program-limited electives	52	56	12	19	64	45
Enrolled in commercial program-limited electives	5	3	9	2	127	97
Can learn enough homemaking at home	18	10	29	25	75	78
Course too difficult	0	0	3	0	117	109
Friends and/or relatives attitude toward program	1	0	8	6	112	99

TABLE II

INFLUENCE OF THE UNITS OF HOME ECONOMICS ON THOSE GIRLS ENROLLED IN HOME ECONOMICS

Units	Degree of Influence									
	1		2		3		4		5	
	Grade Levels	Grade Levels	Grade Levels	Grade Levels	Grade Levels	Grade Levels	Grade Levels	Grade Levels	Grade Levels	
	10	11	10	11	10	11	10	11	10	11
Grooming	4	5	6	6	4	20	1	0	1	0
Clothing	9	14	2	3	1	14	0	0	0	0
Foods and Nutrition	10	8	0	10	1	13	1	0	1	1
Housing and Home Management	6	6	2	12	3	13	1	0	1	0
Child Care	3	12	3	9	3	10	1	0	1	1
Family Relations	1	10	3	9	5	11	0	0	1	3
Family Economics	2	5	4	9	2	13	1	1	0	1
Home Nursing	0	1	5	5	4	21	0	1	1	0
Guidance in Careers	2	0	3	6	5	21	1	1	1	0

TABLE 12  
 INFLUENCE OF THE UNITS OF HOME ECONOMICS ON THOSE GIRLS NOT ENROLLED IN HOME ECONOMICS

Units	Degree of Influence									
	1		2		3		4		5	
	Grade Levels 10	Grade Levels 11	Grade Levels 10	Grade Levels 11	Grade Levels 10	Grade Levels 11	Grade Levels 10	Grade Levels 11	Grade Levels 10	Grade Levels 11
Grooming	8	2	14	16	99	98	5	3	1	1
Clothing	15	8	26	22	75	77	2	3	4	1
Foods and Nutrition	13	10	17	21	82	85	7	1	3	1
Housing and Home Management	8	5	19	12	83	94	6	2	3	0
Child Care	11	8	23	15	80	88	5	3	2	2
Family Relations	10	5	19	18	88	93	4	1	2	0
Family Economics	6	2	8	11	96	100	7	1	0	0
Home Nursing	11	4	16	9	87	100	2	1	3	0
Guidance in Careers	10	4	11	10	93	99	1	1	2	0

The tenth grade students were the ones who indicated most frequently that the units of home economics influenced them not to elect home economics.

INFLUENCE OF THE DUTIES OF HOME ECONOMICS ON CHOICE CHILD'S NOT ELECTED IN HOME ECONOMICS

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

From a study of all levels of education it was found that the influence of home economics on the choice of electing or not electing home economics was significant. The influence was found to be significant in the general public and in the schools. The influence was found to be significant in the schools in the areas of the home economics program.

It was found that a study of the influence of home economics on the choice of electing or not electing home economics was significant. The influence was found to be significant in the schools in the areas of the home economics program. The influence was found to be significant in the schools in the areas of the home economics program.

The Study

The purpose of this study was to identify the factors which influenced the choice of electing or not electing home economics. The study was conducted in the schools in the areas of the home economics program. The study was conducted in the schools in the areas of the home economics program.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

Home economics at all levels of education is undergoing careful scrutiny. The increased number of pressures exerted by the general public and by the profession demands that effort be exercised in appraising the various aspects of home economics program.

If home economics is to occupy a more prominent place in the future than it does today, the concern that home economics teachers, school administrators, state supervisors, and teacher educators have in relation to enrollment is pertinent. A need exists to identify factors which influence students to elect or not to elect home economics in high school.

#### The Problem

The purposes of this study were as follows: (1) to identify some of the factors that relate to election or non-election of home economics by tenth and eleventh grade girls at Page High School, Greensboro, North Carolina; and (2) to compare the factors that influence tenth and eleventh grade students in the election and non-election of home economics. An analysis of the findings of the study could have implications for curriculum development

and revision to meet the needs of high school students. The findings could be of value to those persons, home economics teachers, school principals, guidance counselors, and other staff members, who have the responsibility of guiding and directing students. A comparison of factors that influence tenth and eleventh grade girls to elect or not to elect home economics could be meaningful in establishing the sequence of courses and the number of classes needed to meet students' needs. This comparison could have implications for the choice of methods and materials to be used at the various levels of home economics within the high school program.

#### Study Design

Based on literature reviewed and on other research, a questionnaire was developed for use in this investigation to identify factors influencing girls to elect or not to elect home economics. Two types of information were desired, general background information and specific information related to factors that would influence them to elect or not to elect home economics. To indicate the influence particular factors had on their electing or not electing home economics, students were asked to circle a degree of influence for each factor: strongly influenced to elect (1), slightly influenced to elect (2), no influence (3), slightly influenced not to elect (4), or strongly influenced not to elect (5).

Permission to administer the questionnaires was obtained from the superintendent of Greensboro Public Schools and the principal of Page High School. The questionnaire was administered to the tenth and eleventh grade girls who were present at Page High School on March 16, 1967.

#### Assumptions

A basic assumption made in relation to this study was: Students have some choice in the election of the subjects in which they enroll at Page High School, Greensboro, North Carolina.

#### Limitations

This study was limited in that it was conducted in only one of the four high schools in Greensboro, North Carolina. It was limited to girls in the tenth and eleventh grades. Therefore, the findings are applicable only to the girls who were enrolled in the tenth and eleventh grades at Page High School during the spring semester of the 1966-1967 school year.

#### Major Findings

Some major findings of this study of factors which influence students to elect or not to elect home economics are:

1. The majority of the tenth and eleventh grade girls were not enrolled in home economics at the time of this study.

Of the 385 girls upon whose responses the analysis of data is based, 191 were tenth graders and 194 were eleventh graders. Twenty-three (12.04 per cent) of the tenth grade girls were enrolled in home economics at the time of the study, and forty-six (23.71 per cent) of the eleventh graders were enrolled in home economics at the time of the study.

2. The majority of tenth and eleventh grade girls, presently enrolled and not presently enrolled in home economics, have had prior home economics courses.

It was found that 87.5 per cent of the tenth grade students not enrolled in home economics at the time of the study had had home economics previously. Of the eleventh grade non-home economics students 79.73 per cent had previously had home economics.

3. The majority of the girls had enrolled in home economics at the eighth and ninth grade levels.

Of all the girls included in this study, 71.17 per cent had home economics at the eighth grade level, and 52.21 per cent had had home economics at the ninth grade level.

4. Plans to attend college in the future were indicated by the majority of those students who were not enrolled in home economics while the majority of students enrolled in home economics planned to work after high school.

One hundred ten (74.32 per cent) of the eleventh grade non-home economics students indicated plans to attend college. One hundred fifteen (68.45 per cent) of the tenth grade non-home

economics students indicated plans to attend college. Of the tenth grade home economics girls, 47.83 per cent planned to work after completion of high school, and 36.96 per cent of the eleventh grade home economics girls planned to work after completion of high school.

5. Members of the school system who apparently had the greatest influence on the students were the home economics teacher and the guidance counselor.

The home economics teacher influenced thirty-six girls to elect home economics and six girls not to elect home economics. The counselor influenced thirty girls to elect home economics and ten girls not to elect home economics.

6. Mother was the person outside of the school system who was indicated most frequently as having influenced the students to elect or not to elect home economics.

One hundred seventeen students indicated that their mothers had influenced them to elect home economics. Twenty-six girls were influenced not to elect home economics by their mothers.

7. Previous home economics classes were indicated frequently as having influenced the students to elect or not to elect home economics.

Sixty-five students were influenced to elect home economics by this factor, and sixty-eight were influenced not to elect home economics by this factor.

8. "Prepares one for marriage," was the general factor most frequently indicated as influencing eleventh grade home economics students to elect home economics.

This factor strongly influenced nineteen (41.30 per cent) of the eleventh grade home economics girls to elect home economics and slightly influenced four (8.7 per cent) to elect home economics.

9. "Enrolled in college preparatory program--limited electives," was the factor indicated most frequently as influencing both the tenth and eleventh grade non-home economics students not to elect home economics.

This factor influenced 50.67 per cent of the eleventh grade students not to elect home economics and 38.09 per cent of the tenth grade students not to enroll in home economics.

10. Clothing, and foods and nutrition were the two units taught as a part of home economics that had influenced girls most frequently to elect home economics at one time or another.

Ninety-nine girls indicated the clothing unit influenced them to elect home economics. Eighty-nine girls indicated the foods and nutrition unit influenced them to elect home economics.

#### Implications

Implications resulting from this study may provide a frame of reference for the changes in the homemaking program at Page High School. Implications drawn from the findings of this study are grouped into two categories: (1) high school program, and (2) further research.

#### High school program

1. An awareness of the grade levels at which students are

most likely to enroll in home economics could be of value in planning the curriculum and beneficial learning experience for the students.

The tenth and eleventh grade students at Page High School indicated that the majority of them had home economics at the eighth and ninth grade levels. Of the girls, 71.17 per cent had home economics at the eighth grade level, and 52.21 per cent had home economics at the ninth grade level.

If teachers are aware of characteristics and needs of eighth and ninth grade students as they plan their approach, more students might have a more favorable attitude concerning future enrollment in home economics. It was evident in this study that previous home economics classes had influenced students to elect or not to elect home economics. Sixty-five students were influenced to elect home economics by previous home economics classes, and a slightly larger number, sixty-eight, were influenced not to elect home economics.

2. In order to encourage prospective home economics students to elect home economics, it may be necessary for guidance counselors and home economics teachers to extend their services further and inform students of opportunities in the field.

Current information on developments in the field of home economics should be readily available to guidance personnel and teachers. One student indicated that an assembly on vocational guidance which involved the principal, counselor, and students strongly influenced her to elect home economics. Such

opportunities for interpretation of the home economics program could be most helpful in building up student enrollment over a period of several years.

3. Encourage mothers to participate in home economics related activities.

The students most frequently indicated their mothers as the person outside of the school system who had influenced them in one way or the other concerning their enrollment in home economics. Planning occasions especially to include both mothers of home economics and non-home economics students could be beneficial in increasing student enrollment.

4. An analysis of various curricula which have been outlined for students might be beneficial in providing a time for students to elect home economics.

Approximately 50 per cent of the eleventh grade girls and 38 per cent of the tenth grade girls indicated they were limited in electives because of being enrolled in a college preparatory program.

Further study

1. Further research is needed to obtain information concerning some questions raised from this study.

Why do more students elect home economics at the eighth and ninth grade levels than at higher grade levels?

What can be done to give students a favorable opinion of home economics classes at the eighth and ninth grade levels?

2. A longitudinal study which follows one group of students from junior high through graduation from high school in relation to the election of and attitudes concerning home economics could be valuable in planning a home economics program.

Through such a study pertinent attitudes and preferences of students in relation to home economics could be evaluated in terms of changes in the student over a very impressionable period of her life. Thus, the findings could be beneficial to curriculum planning.

3. There is apparently a need to identify reasons why boys do or do not elect home economics.

Because more and more boys are enrolling in home economics, it would be beneficial to the total program to identify their needs and attitudes toward the election of home economics.

Increasing student enrollment in home economics is a concern of all members of the school system and many members of the general public. Identifying factors which influence students to elect home economics is a dynamic not a static concern. Continuous effort must be made to be aware of the needs of students and their concepts of home economics since both students and home economics are ever-changing.

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APPENDICES

QUESTIONNAIRE

APPENDIX A

QUESTIONNAIRE

1. Name \_\_\_\_\_

2. Age \_\_\_\_\_

3. Grade Level \_\_\_\_\_

\_\_\_\_\_ 1954 \_\_\_\_\_ 1955

4. Are you currently enrolled in high school?

\_\_\_\_\_ yes \_\_\_\_\_ no

5. Number of years of high school completed, including this year

\_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4

APPENDIX A

QUESTIONNAIRE

6. Grade levels at which the completed years of high school were taken. Indicate \_\_\_\_\_

\_\_\_\_\_ 7th \_\_\_\_\_ 8th \_\_\_\_\_ 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th

7. Do you plan to attend some school in the future? If so, please indicate at which levels

\_\_\_\_\_ high school \_\_\_\_\_ college \_\_\_\_\_

\_\_\_\_\_ college major \_\_\_\_\_ college minor \_\_\_\_\_

8. What are your reasons for wanting to attend high school?

\_\_\_\_\_ marriage \_\_\_\_\_ work \_\_\_\_\_ other \_\_\_\_\_

\_\_\_\_\_ college \_\_\_\_\_ technical training \_\_\_\_\_ other \_\_\_\_\_

9. Are you presently married?

\_\_\_\_\_ yes \_\_\_\_\_ no

10. Are you presently employed?

\_\_\_\_\_ yes \_\_\_\_\_ no

DIRECTIONS: Please answer each item by placing a circle around the number that shows the degree of influence that each item has on you in relation to electing to attend high school this year. If you were not influenced one way or the other, be sure to circle number 5.

APPENDIX A

QUESTIONNAIRE

1. Name \_\_\_\_\_
2. Age \_\_\_\_\_
3. Grade Level  
\_\_\_\_ 10th \_\_\_\_ 11th
4. Are you currently enrolled in home economics?  
\_\_\_\_ yes \_\_\_\_ no
5. Number of years of home economics completed--including this year  
\_\_\_\_ 0 \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4
6. Grade levels at which the completed years of home economics were taken--including this year  
\_\_\_\_ 7th \_\_\_\_ 8th \_\_\_\_ 9th \_\_\_\_ 10th \_\_\_\_ 11th
7. Do you plan to elect home economics in the future? If so, please indicate at which levels  
\_\_\_\_ 11th \_\_\_\_ 12th \_\_\_\_ college elective  
\_\_\_\_ college major \_\_\_\_ adult class \_\_\_\_ undecided
8. What are your immediate plans upon completion of high schools?  
\_\_\_\_ marriage \_\_\_\_ work \_\_\_\_ work and marriage  
\_\_\_\_ college \_\_\_\_ technical training \_\_\_\_ other
9. Are you presently married?  
\_\_\_\_ yes \_\_\_\_ no

DIRECTIONS: Please answer every item by placing a circle around the number that stands for the degree of influence that each item had on you in relation to electing or not electing home economics this year. If you were not influenced one way or the other, be sure to circle number 3.

## EXAMPLE:

					Strongly influences me to elect
					Slightly influenced me to elect
					No influence
					Slightly influenced me not to elect
					Strongly influenced me not to elect
					Governor of North Carolina
1	2	3	4	5	

10. What degree of influence did members of the school system have on your electing or not electing home economics this year?

					Strongly influenced me to elect
					Slightly influenced me to elect
					No influence
					Slightly influenced me not to elect
					Strongly influenced me not to elect
1	2	3	4	5	State supervisor of home economics
1	2	3	4	5	Superintendent of schools
1	2	3	4	5	Principal
1	2	3	4	5	Counselor
1	2	3	4	5	Home economics teacher
1	2	3	4	5	Home room teacher
1	2	3	4	5	Teacher other than the home economics or home room teacher
1	2	3	4	5	Other
					(Please list and circle degree of influence.)

11. What degree of influence did persons outside the school system have on your electing or not electing home economics this year?

Strongly influenced me to elect					
Slightly influenced me to elect					
No influence					
Slightly influenced me not to elect					
Strongly influenced me not to elect					
1	2	3	4	5	Mother
1	2	3	4	5	Father
1	2	3	4	5	Aunt
1	2	3	4	5	Uncle
1	2	3	4	5	Grandfather
1	2	3	4	5	Grandmother
1	2	3	4	5	Sister
1	2	3	4	5	Brother
1	2	3	4	5	Boyfriend
1	2	3	4	5	Girlfriend
1	2	3	4	5	Neighbor
1	2	3	4	5	I, myself
1	2	3	4	5	Other

(please list and circle degree of influence.)

12. What degree of influence did the following factors have on your election or non-election of home economics?

Strongly influenced me to elect						
Slightly influenced me to elect						
No influence						
Slightly influenced me not to elect						
Strongly influenced me not to elect						
1	2	3	4	5		Size of the room(s) in which classes are held
1	2	3	4	5		Equipment in the department
1	2	3	4	5		Appearance of the classroom
1	2	3	4	5		Number of students in each class
1	2	3	4	5		Attitude of the home economics teacher
1	2	3	4	5		Appearance of the home economics teacher
1	2	3	4	5		Time (period) at which home economics is offered
1	2	3	4	5		Previous home economics classes
1	2	3	4	5		Amount of reading and writing required
1	2	3	4	5		Easy to make high grades
1	2	3	4	5		Number of electives offered at my school
1	2	3	4	5		Other _____
						(Please list and circle degree of influence.)

13. If you are enrolled in home economics at this time, circle the degree of influence the following factors had on your enrolling in home economics in this year.

Strongly influenced me to elect

Slightly influenced me to elect

No influence

- |   |   |   |  |
|---|---|---|--|
| 1 | 2 | 3 | Helps solve problems in daily living                         |
| 1 | 2 | 3 | Gain prestige  |
| 1 | 2 | 3 | Desired to be a member of FHA                                |
| 1 | 2 | 3 | Personal enjoyment   |
| 1 | 2 | 3 | Prepares one for marriage                                    |
| 1 | 2 | 3 | Challenging course work                                      |
| 1 | 2 | 3 | Other _____<br>(Please list and circle degree of influence.) |

14. If you are not enrolled in home economics at this time, circle the degree of influence the following factors had on your not enrolling in home economics.

Strongly influenced me not to elect

Slightly influenced me not to elect

No influence

5	4	3	Amount of the fees charged
5	4	3	Cost of supplies needed
5	4	3	Laboratory period too short
5	4	3	Know nothing about home economics
5	4	3	No interest
5	4	3	Enrolled in college preparatory program--limited electives
5	4	3	Enrolled in commercial program--limited electives
5	4	3	Can learn enough homemaking at home
5	4	3	Course too difficult
5	4	3	Friends and/or relatives attitude toward program
5	4	3	Other

(Please list and circle degree of influence.)

15. Did any of the units of home economics influence you to elect or not elect home economics?

Strongly influenced me to elect					
Slightly influenced me to elect					
No influence					
Slightly influenced me not to elect					
Strongly influenced me not to elect					
1	2	3	4	5	Grooming
1	2	3	4	5	Clothing
1	2	3	4	5	Foods and Nutrition
1	2	3	4	5	Housing and Home Management
1	2	3	4	5	Child Care
1	2	3	4	5	Family Relations
1	2	3	4	5	Family Economics
1	2	3	4	5	Home Nursing
1	2	3	4	5	Guidance in Careers
1	2	3	4	5	Other
(Please list and circle degree of influence.)					

School of Home Economics  
University of North Carolina  
at Greensboro  
Greensboro, North Carolina  
April 24, 1967

Mr. Phil Weaver  
Superintendent  
Greensboro Public Schools  
710 North Regent Street  
Greensboro, North Carolina

APPENDIX B

Letter to Superintendent of Greensboro Public Schools

I would like to thank you for your permission to conduct a study concerning factors that influence students to abstain from substance use at Page High School. The suggestions made in relation to the questionnaire were most helpful and were incorporated.

It is hoped that the findings from this study will be of value to those concerned with student enrollment and program planning.

Sincerely,

Barbara J. Perkins

School of Home Economics  
University of North Carolina  
at Greensboro  
Greensboro, North Carolina  
April 24, 1967

Mr. Phil Weaver  
Superintendent  
Greensboro Public Schools  
712 North Eugene Street  
Greensboro, North Carolina

Dear Mr. Weaver:

I would like to thank you for your permission to conduct a study concerning factors that influence students to elect home economics at Page High School. The suggestions made in relation to the questionnaire were most helpful and were incorporated.

It is hoped that the findings from this study will be of value to those concerned with student enrollment and program planning.

Sincerely,

Barbara J. Hawkins

School of Non-Science  
University of North Carolina  
at Greensboro  
Greensboro, North Carolina  
April 24, 1967

Mr. Milton  
Principal  
Page High School  
Greensboro, North Carolina

APPENDIX C

Letter to Principal of Page High School

Signature  
Milton J. Malone

School of Home Economics  
University of North Carolina  
at Greensboro  
Greensboro, North Carolina  
April 24, 1967

Mr. Luther Medlin  
Principal  
Page High School  
Page Street  
Greensboro, North Carolina

Dear Mr. Medlin:

I would like to thank you for your permission to conduct a study concerning factors that influenced students to elect home economics at Page High School. The suggestions made in relation to the questionnaire were most helpful and were incorporated. Your cooperation, time, and interest in conducting this study were greatly appreciated.

It is hoped that the findings of the study will be of value to you and others concerned with increasing the enrollment in home economics courses.

Sincerely,

Barbara J. Hawkins

Department of Home Economics  
University of North Carolina  
at Chapel Hill  
Chapel Hill, North Carolina  
April 14, 1957

Mr. J. H. ...  
Principal  
Page High School  
Page, North Carolina

APPENDIX D

Letter to Home Economics Teacher at Page High School

Dear Mr. ...:

Sincerely,  
[Signature]

[Name]

13-11

School of Home Economics  
University of North Carolina  
at Greensboro  
Greensboro, North Carolina  
April 24, 1967

Miss Barbara Wise  
Home Economics Department  
Page High School  
Page Street  
Greensboro, North Carolina

Dear Miss Wise:

I would like to thank you for your cooperation and assistance during the time my study concerning factors that influence students to enroll in home economics was being conducted at Page High School. Your interest was most encouraging.

It is hoped that the findings from this study will be of value to you and others concerned with increasing enrollment in home economics.

Sincerely,

Barbara J. Hawkins

BJH:mjk