

S P E C I A L   R E P O R T

-----

OCCUPATIONAL INTERESTS  
OF 4-H CLUB GIRLS  
OF BAYLOR COUNTY, TEXAS

Submitted by  
Fontilla Johnson

In partial fulfillment of the requirements  
for the degree of Master of Science  
Colorado State College  
of  
Agriculture and Mechanic Arts  
Fort Collins, Colorado

July, 1941

COLORADO STATE COLLEGE  
OF  
AGRICULTURE AND MECHANIC ARTS  
=

.....August 1.....1941.....

WE HEREBY RECOMMEND THAT THE SPECIAL REPORT PREPARED UNDER  
OUR SUPERVISION BY.....FONTILLA JOHNSON.....  
ENTITLED.....OCCUPATIONAL INTERESTS OF 4-H CLUB GIRLS  
.....OF BAYLOR COUNTY, TEXAS.....  
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF.....SCIENCE.....  
MAJORING IN.....HOME ECONOMICS EDUCATION.....

*David H. Morgan*

*David Williamson*  
Major Professor

*Gilbert L. Betts*  
Supervisor of Educational Research

*W. G. Deane*  
Dean of the Graduate School

Permission to publish this special report or any part of it  
must be obtained from the Dean of the Graduate School.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	7
The problem . . . . .	9
Problem analysis . . . . .	10
Delimitation of the problem . . . . .	10
Background of the problem . . . . .	10
II. REVIEW OF LITERATURE . . . . .	12
Purposes and values of 4-H Club work . . . . .	12
Need for homemaking education for girls . . . . .	25
Contribution of homemaking education to out-of-school girls . . . . .	29
III. PROCEDURE . . . . .	32
Questionnaire . . . . .	33
IV. ANALYSIS OF DATA . . . . .	38
Description of the group . . . . .	39
Educational training of the girls . . . . .	43
Occupational interests of the girls . . . . .	48
V. DISCUSSION . . . . .	52
Description of the group . . . . .	53
Educational training of the girls . . . . .	55
Occupational interests of the girls . . . . .	59
Recommendations . . . . .	61
Problems for further study . . . . .	64

## TABLE OF CONTENTS--Continued

Chapter	Page
VI. SUMMARY . . . . .	65
The problem . . . . .	65
Problem analysis . . . . .	66
Delimitation of the problem . . . . .	66
Procedure . . . . .	66
Analysis of data . . . . .	66
Recommendations . . . . .	68
Problems for further study . . . . .	70
BIBLIOGRAPHY . . . . .	71

## LIST OF TABLES

Table	Page
1. Ages of Former 4-H Club Girls of Baylor County, Texas . . . . .	39
2. Present Residence of Former 4-H Club Girls . .	40
3. Marital Status of Former 4-H Club Girls, 1930-1940 . . . . .	42
4. Children in Homes of Former 4-H Club Girls Who Married Between 1930 and 1940 . . . . .	43
5. Educational Experience of Former 4-H Club Girls, 1930-1940 . . . . .	44
6. Homemaking Training of Former 4-H Club Girls in Relation to Number of Years in 4-H Club, 1930-1940 (100 Girls) . . . . .	45
7. Major Demonstrations Included in 4-H Club Program, 1930-1940 . . . . .	47
8. Phases of Club Work Most Helpful to Former 4-H Club Girls, 1930-1940 . . . . .	48
9. Occupations of Former 4-H Club Girls, 1930-1940 . . . . .	49
10. Occupations Preferred by Former 4-H Club Girls and Present Members . . . . .	51

## ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Miss Maude Williamson, Associate Professor of Home Economics Education, Colorado State College of Agriculture and Mechanic Arts, for her interest and assistance in this study; to Dr. David H. Morgan, Supervisor of Research in Home Economics Education, for his suggestions and guidance; to Donald M. Powell, English Instructor, for his assistance; to Miss Gladys Dawson, Reference Librarian, for her help in preparing the bibliography.

The writer is also indebted to the 4-H Club members and former members of Baylor County, Texas, who so willingly gave their assistance in this study.

## Chapter I

### INTRODUCTION

The year 1919 marked the beginning of 4-H Club work for girls in Baylor County, Texas. One of the main objectives of this type of training is to prepare the girls for present as well as future living. This work is carried on by the Texas Extension Service in cooperation with the United States Department of Agriculture. The Cooperative Extension Service was made possible throughout the nation in 1914 when the Smith-Lever Act was passed by Congress providing funds that brought to the agriculturist and the homemaker on the farm and ranch and in the home, information and expert advice about how their problems might be solved.

Miss Bess Edwards was employed by the Texas Extension Service and the Baylor County commissioners' court in 1919 as the first home demonstration agent in that county with headquarters at Seymour, Texas. Miss Edwards assisted in organizing nine 4-H Clubs for girls in 1919 in which there were 85 girls enrolled. This first work included clothing construction, gardening, food preparation, canning, and poultry production. The club meetings which were held in the homes of the members or at schools were from one to three hours in

length. The agent met with the girls once or twice each month and gave demonstrations on the various problems with which they needed assistance. Most of the parents were glad for their daughters to have this opportunity for training and development, but a few of them believed that the materials might cost too much.

Very soon after the organization of the clubs for girls, the rural women decided that they would like to take advantage of the same type of training. During that first year there were four home demonstration clubs organized for women. Most of these first members were mothers of girls in the 4-H Clubs.

One of the most effective methods of extension teaching is by individual demonstrations. A demonstration as defined by Dr. Seaman A. Knapp, founder of the Extension Service, is a practical, progressive example of improved farming or homemaking by a farmer or a member of his family, which shows an increase of profit, comfort, culture, influence, and power. When this method was introduced, a demonstrator was selected in each club for each of the major subjects being studied during the club year. For example, if bedroom improvement and gardening were the major subjects, a bedroom demonstrator and a garden demonstrator were selected in each club to serve as leaders in helping to teach the other members of their club and their neighbors better farm and home practices. Dr. Knapp

once said, (10:4), "What a man hears, he may doubt, what he sees he may doubt, but what he does himself, he can not doubt." When a 4-H Club girl becomes a demonstrator, she cooperates with her family and with the home demonstration agent in carrying out a definite piece of work. When the work is completed, she invites her club and friends and neighbors to visit her and see the accomplishments that she has made. This of course results in many others making similar improvements in their own homes, and, thus, the demonstrator serves as a teacher of better homemaking practices.

The writer has been home demonstration agent in Baylor County since 1938. During the past two years she has received from the club girls numerous requests for training in lines of work that were not at that time included in the club program. They wanted help on problems that would be of greater benefit to them now and in the future. This report is an outcome of an effort on the part of the writer to determine the interests of the girls and the type of club training that would be of the greatest value to them.

#### The problem

How may the value of 4-H Club work be increased for the girls of Baylor County, Texas, in helping to prepare them for the occupations in which they may engage?

Problem analysis.--The following questions will be considered:

1. To what type of girls has the 4-H Club appealed?
2. What training was received by the club girls during the period of 1930 to 1940?
3. What are the occupational interests of the 4-H Club girls in Baylor County, Texas?

Delimitation of the problem.--This study included all of the Baylor County girls who completed three or more years of 4-H Club work between 1930 and 1940 and the girls who were enrolled at the time of this study.

#### Background of the problem

Baylor County, Texas, is an agricultural area with 19 rural communities. There are three high schools in the county two of which are in rural communities. The other one is a consolidated high school in Seymour, the county seat. There are only four other schools that have enrollments large enough to justify organizing 4-H Clubs. There have been 16 different 4-H Clubs for girls in the county during the past ten years. The average enrollment has been approximately 100 per year, and the total for the ten years is more than 1000 members. Because of the fact that most of the schools are consolidated with the three high schools, many of

the club girls complete only one or two years of club work before they leave their small rural grade schools for high school in the larger communities. There is no 4-H Club for girls in Seymour. Because there is a home-making department in the Seymour high school and because the town has a population of more than 2500, a 4-H Club for girls has not been organized there.

## Chapter II

### REVIEW OF LITERATURE

The review of literature which the writer has made includes reports of studies dealing with subjects which are very closely related to the present investigation. Some of them pertain to occupations of girls who had homemaking in high school, training similar to 4-H Club work. This chapter is divided into three sections which are as follows: purposes and values of 4-H Club work, need for homemaking education for girls, and contributions of homemaking education to out-of-school girls.

#### Purposes and values of 4-H Club work

Smith (27:65-6), 1931, stated that the purposes of 4-H Club training were as follows:

1. The primary purpose is to aid in diffusing useful and practical information in subjects relating to agriculture and home economics and to encourage the application of same; and its primary result is to make young people intelligent about a major basic industry and the possibilities of rural life.

2. To so organize the work that it may serve as a demonstration of the better way of agriculture and homemaking and so that the boys and girls who take part in it grow mentally and in knowledge and skill, with vision expanded and ambition to accomplish stirred.

3. To train rural youth in better ways of carrying on agriculture and home economics and to be constantly on the lookout for new and better methods.

4. To acquaint rural boys and girls more thoroughly with the beauty and significance of the things of nature that surround them in the country.

5. To help them to earn money, acquire property, establish a bank account, accomplish.

6. To bring them in contact with accomplishing men and women, bankers, merchants, educators, technically trained men and women.

7. To give them group training through clubs in parliamentary practice, recreation, social intercourse, program building, committee work, discussion, demonstration, cooperation, community activities. (27:65-6)

8. To acquaint them in their youth with the sources of agricultural and home economics information, institutions of research and education, and to enable those who leave the farm for work in town to carry with them a sympathetic understanding of rural life.

9. To teach the dignity of labor, to play the game fairly, to cherish clean living and right thinking, to serve.

10. All to the end that there may develop in the country high minded, competent, efficient men and women, a satisfactory country life, and a wholesome leaven in the Nation.

Reports as summarized by Warren (31:686-8), 1932, revealed that many farm girls through their 4-H Club work in homemaking helped their parents to discover additional sources of income. She said:

Products from a garden, home canned products, breads and cakes, together with abundant energy on the part of the rural girls often brought these products direct to consumers through road side markets. Not only did club girls help to increase the farm income, but 4-H Club

work also brought girls into sympathy with their parents in meeting the agricultural depression and into a happy state of mind because of what the girls were able to contribute toward the economic relief of the farm and especially because of their willingness to get along with less goods and conveniences during this time of minimum farm income or actual loss. It is also evident that although 4-H Club young people had little money to spend on recreation, most of them had good times. They learned to sing, to stage community plays and pageants, and to take part in other home and community recreation. Many girls made play equipment for home use and interested their families in playing at home. (31:688)

The aim of club work according to Fitzsimmons (11:776), 1933, is to meet individual needs, to aid in meeting the family needs of club members, and, indirectly, to deal with community needs. He said further that the problems faced by the club member are those faced every day by people of rural communities, and that the 4-H Club work teaches by doing. Club boys and girls learn by working at tasks that are waiting to be done in every home and on every farm.

Warren said in (32:21), 1934:

The majority of those who have observed the steady, vigorous growth of 4-H Club work, particularly during the last 20 years, are now convinced that this type of work is fundamental to a democratic government, for thereby are made available in every community successful farm men and women who have the capacity and the training for both intelligent leadership and fellowship and who have met the tests of real community builders.

French of New Hampshire said in (13:122), 1934:

I shall encourage my three children in club work for I have found that the success and happiness of a club member depend to a

great extent upon the cooperation of the parents. One of the greatest aims of club work is to better conditions on the farm and in the home. The closer the bond between dad and son and mother and daughter, the nearer we will come to reaching our goal.

According to Foster (12:339), 1934, there is a definite place for education for marriage and family life in 4-H Club programs. He said that an extension service that attempts merely to increase the efficiency of household practices is not going far enough in improving rural family life. Some of the contributions which Foster said 4-H Club work had already made to the scope of education for family life include: training for greater efficiency in housekeeping, better use of leisure time, character building, closer home cooperation, stimulation of members to greater achievement, greater solidarity of the family, and development of personality. Foster said further:

4-H Clubs are the community working through its youth to rebuild itself. It is important to provide opportunities for joint participation of boys and girls in many phases of the club program. Working together in club activities and joint planning on committees are important factors in preparation for successful joint planning and partnership in marriage. I wonder sometimes if we have quite seen the possibilities of our educational responsibility to rural youth. As educators we need to recognize the fact that the family is a central part of life and that education should maintain an active interest in the training and preparation of the joint founders of a home. (12:342)

Smith (26:II), 1935, said that club work was a part of the great agricultural extension system

promoted by the state agricultural colleges, with the United States Department of Agriculture, county governments, and rural people cooperating. Every member who took part demonstrated some better farm, home, or community practice. He also said that club work offered one more chance for reaching the boys and girls who had dropped out of school and giving them instruction and helpful guidance; it was a very helpful supplement also to school work in retaining the interest of children in school. Smith said further:

Club work teaches by doing; it teaches boys and girls to work together. 4-H'ers learn and teach the better way on the farm, in the home, and in the community. They build up their bodies and their health through right living. They train their hands to be useful, their minds to think clearly, and their hearts to be kind. (26:15)

Warren gave the results of club work in (33:21), 1935:

The results of 4-H Club work should lead to a happy and responsible home life -- the first essential of a sound citizenship. The development of leadership qualities in rural boys and girls is another outcome that can be very important. One can easily find other high values such as the development of health consciousness and standards. And there are also the worthwhile friendships that are made possible with outstanding men and women in the community and state. But ranking perhaps above all this is the foundation of good character that is laid through 4-H Club work. This training is certainly a great stabilizing force in these times of stress and uncertainty. It develops the individual, improves the community, and strengthens national life.

According to Sands (24:93), 1936:

It is generally agreed that boys and girls of 16 and upward are facing the most serious problems of adjustment during their entire lifetime. Yet very little effort has been made to work out a suggestive vocational program which includes a variety of choices. Our young people probably succeed or fail, not altogether on the basis of their intelligence but on how well their personal problems can be adjusted. Club work provides opportunity for considerable self-analysis and self-exploration by members in order to discover abilities and disabilities, their likes and dislikes. Through participation in projects, club meetings, camps, demonstrations, older group conferences, the social good sportsmanship and the cooperative phases of life are stimulated. This educational service, though voluntary in nature, aids members in developing attitudes of life consistent with the 4-H Club motto, "Making the best better". If the needs of this older group of boys and girls are met through the 4-H Club program, there will be very little difficulty in keeping their interest. Guidance work will be one of the most effective phases of this program.

Noble said in (23:11), 1936:

How shall our young people be trained? Our schools wield a tremendous influence in educational procedure. Thousands of young people look upon schooling as something set apart from life. Much of the curricula is not closely associated with home problems and the perplexities of living. 4-H Clubs have the prestige of being the largest organization for youth in the world; it enrolls both boys and girls, thus maintaining the advantage of co-educational methods; its program is based on sound and practical educational principles, the keystone of which is "learning by doing"; it is already the center of social life in rural communities. Each 4-H Club is a tiny democracy which largely shapes its program beyond the required project. The training it gives apparently inspires youth to tackle other problems and solve them. Acute and vital problems lie before these rural boys and girls. The 4-H Clubs are assisting them to become familiar with these problems in early life and to solve them.

Warren in (34:414), 1937, said:

Perhaps the most outstanding results of 4-H Club work are those concerned with attitude building, which in turn leads to constructive effort. Some of the other results include the development of an enriched outlook and more far-reaching vision on the part of farm youth; increasingly recognized ability of 4-H Club people to organize as well as to cooperate in home and community undertakings; development of a health consciousness and standards not only on the part of rural boys and girls, but also on the part of many rural communities as a whole; economic independence for many rural boys and girls, and their families; advantages of further education and travel made possible through 4-H Club work; acquaintance with the sources of accurate information in agriculture and home economics; and worthwhile friendships with outstanding men and women of the community and state.

Intelligence tests given by Duthie (9:21), 1938, showed that 4-H Club members were essentially a representative cross section of rural boys and girls and not an unusual group. The study showed that sons of farm owners joined clubs in larger numbers than sons of tenants, but as large a proportion of the daughters of tenants joined 4-H Clubs as did the daughters of owners. The extension agents in that state were urged to put more emphasis on the low cost agricultural and home projects such as gardening, home beautification, and poultry so that club members from low income families could participate and carry out their desired projects.

Jacks, State Girls' Club Agent in Texas, (16:3-6), 1938, said that there were 60,000 4-H Club boys and girls enrolled and marching on the upward trail

toward better country living in Texas that year. In Texas, 4-H Clubs for girls were organized on the sharing basis according to Jacks and sharing meant passing on to others what we already know and enjoying the satisfaction of knowing that we have helped someone to do something. She said further that if we do not share with others what we know, we do not develop our own minds, or enrich our lives and therefore our knowledge declines. Jacks gave an example of sharing when she said:

In each community where club work is carried on, one girl is chosen to be a demonstrator in each phase of work. The home demonstration agent helps the girl and her family to develop the demonstration. Then this home is an example or pattern for other 4-H members and neighbors to follow. (16:6)

According to Jacks, an outstanding Texas 4-H Club girl said in (16:8), 1938:

Boys and girls, if you wish to make a success in life you should be alert to grasp every possible opportunity for the development of your personality and character. This is very easily done in 4-H Club. Just do the small tasks planned, and after that you will be inspired to do more and more and soon whether you know it or not you are developing a personality and character and more than that good citizenship. I think that is what the aim is in having extension work carried on.

Jacks told of another outstanding person in Texas who had done several years of 4-H Club work, (16:11-14), 1938. That person said that 4-H Club girls had tasted of the better things of life and that they could not be satisfied with uncomfortable and incon-

venient homes, inadequate gardens, orchards, and yards. She said that extension work had been carried on in her county for 20 years and that one could tell the homes that had come in contact with club work by passing along the road. She said further that she had received many compliments on her home but the one that meant most to her was when her little daughter of three said, "Mother, we have the sweetest home". In living the four H's, that person said that she had found a fifth H which was Happiness.

According to Bryan (4:14), 1938, 4-H Club work for girls has broadened from the first tomato canning clubs to many phases of work including vegetable and fruit canning, poultry work, clothing selection and construction, interior and exterior home improvement, training in everyday manners, and careful serving of meals. In addition many girls have been inspired to attend college and some have received tangible aid for higher education. In this way they become capable, contented leaders for the next generation of rural folk.

Edwards quoted the late O. B. Martin who said in (10:4), 1938:

Demonstration work is a doing rather than a telling activity. The doing is more important than the telling. The demonstration is an individual matter, then it is followed by mass instruction.

Knapp, the founder of extension work, once said (10:1), 1938:

A country home, be it ever so plain, with a father and mother of sense and gentle culture, is nature's university, and it is more richly endowed for the training of youth than Yale or Harvard.

According to Edwards, (10:2), 1938, a home demonstration agent in Virginia once said that girls' club work meant to get a girl to do something worthwhile, to have it approved by those she loves and then to lead on to greater things.

Barry said in (10:5), 1938:

The ultimate purpose of the instruction in club work, the knowledge and the demonstration is to bring to the family in the homestead a fullness of living as individuals, homemakers, and citizens.

Jacks said in a Texas Extension Service bulletin, (17:1), 1938:

Thousands of Texas 4-H Club girls are paying their way at home by providing for the family table vegetables, fruits, poultry, and eggs. They have improved themselves, their homes and their communities by providing well filled pantries, improving bedrooms, learning good grooming and clothing, and recreation. In these and other ways over 30,000 Texas 4-H Club girls in more than 1,700 clubs are adding to the measure of health, security, and happiness of their families. While the purpose of girls' club work is to help people learn and use practical information related to agriculture and home economics, the ultimate result of successful 4-H Club work is the development of girls who are happy individuals, sympathetic and capable home members, and worthy citizens.

According to Smith, (28:81), 1938:

The place of rural youth in the economy of the nation is receiving increased attention. Not only will rural youth inherit the farms of the nation, but their surplus members will

go to maintain populations in urban centers and act as a leaven in urban life in keeping it sane and wholesome. Rural youth early learn the necessity of work. They know the value of self-reliance. They are adaptable. With their ultimate control of agriculture and their influence in urban centers, they will increasingly affect the thinking of the whole nation. This fact gives significance to 4-H Club work; it is a new and powerful force in rural education. Club work, like other forms of education, benefits the whole nation. In the best interests of the nation, therefore, the public may well plan to give at least 80 per cent of its rural youth the benefits of 4-H Club training -- the kind of education that trains the whole man and fits him for life either in the country or in town.

Schmidt said in May 1939, (25:74):

We like to think of our 4-H Club members as using this work to contribute to their total growth, to help them find themselves and to become useful members of the larger community in which they live. Fortunate indeed is the child who has the opportunity to grow up in a Christian home where homemaking is of first consideration. I think being a successful homemaker is the noblest ambition my daughter can attain. I want her to live among people who realize the importance of home life.

I want her to become a 4-H Club member because:

(1) I want her to appreciate the beautiful and worthwhile things.

(2) She may select the projects that she needs and that interest her. In this way she may have the joy and satisfaction of finding she can do well, and completing it, therefore, she will not be a failure.

(3) I want her to know that life begins before graduation from high school. I want her to learn how to think, not what to think.

(4) I want her to know that farm people are usually better fed, that they withstand depressions better, live longer, die wealthier, enjoy work more, and are more likely to rear a family and promote the welfare of the race.

(5) 4-H Club members learn to share responsibility and to develop a spirit that will put the public good ahead of personal gain.

(6) I want her to learn to judge people not by what they own, but by what they are and do.

(7) I want her to attend 4-H Club camps and learn some craft and enjoy the recreational activities.

4-H Club work has the support of State legislatures everywhere and of Federal Congress, because these agencies of government have come to believe that they are pillars of great strength for the future of democracy.

It was found in a study by Lindstrom and Dawson (19:340), 1939, of 2,301 Illinois club members and non members 10 to 20 years of age, that 4-H Clubs had brought about improvement in the capability of their members in the fields represented by their work. They have also been instrumental in improving to some extent the personal quality of members, particularly in connection with participation in organized activities. This study also showed that 4-H Club members had in general a more appreciative attitude toward farm life than non members. The members gave indications of having greater social mindedness and more leadership ability than non members. The test showed a definite effect of 4-H Club work on capability of both boys and girls.

Chapman said in (6:26), 1939:

There are two farm youth organizations so important that they must be considered as a part of any training program for farming and rural life. These are the F. F. A. and 4-H Clubs. They are personality-developing and character-

forming organizations.

It was found in a study by Ashford, (2:301), 1938, that students in the 4-H Clubs were superior in their school work to non-members of 4-H Clubs.

The above surveys may be summarized briefly as follows: first, 4-H Club work has for its chief purpose the training of boys and girls to live better in their homes, their communities, and in the nation. It is reaching rural youth in all parts of the country. Second, club work is teaching them to live up to their motto, "To make the best better", and it is increasing their capabilities. Third, the place of rural youth in the affairs of the nation is ever increasing, and, therefore, boys and girls should be trained to meet their responsibilities with well rounded personalities, strong characters, and a desire to share with others the information which they have gained through learning the skills in agriculture and homemaking. They need to be prepared for a full and satisfying home life. Older youth who are out of school are not receiving as much benefit from 4-H Clubs as they should because they are not being reached in sufficient numbers.

Fourth, each 4-H Club is a tiny democracy and the members learn to solve their problems by actual practice. Fifth, working together in club activities and joint planning on committees are important factors in preparation for joint planning and successful

partnership in marriage. Sixth, this training often inspires youth to higher education.

The 4-H Clubs are the largest youth organization in America, and as a result of their training, right attitudes are formed which help boys and girls to broaden their thinking, accomplish greater achievements, and live more successfully in their parental homes and in the homes which they build after marriage. They aid in preparing young people for the vocations of their choice in that they increase abilities, develop a broader outlook on life, and a greater responsibility and desire to do the tasks that lie before them. Therefore, 4-H Club training develops the individual, improves the community, and strengthens national life.

Need for homemaking education  
for girls

According to Kauffman (18:947), 1930, women must be trained for not one vocation but for at least two, of these homemaking is the permanent vocation, the other in the overwhelming majority of cases must be considered temporary. She said further that, "The modern home is ceasing to be the place in which a girl may learn the art and science of homemaking." (18:947)

It was stated in an editorial (14:646-7), 1931, that there were two general ways in which home economics can help a girl to earn a living: one is by training her specifically for some gainful occupation or

profession whose interests are allied to those of home-making; the other is by developing in her certain traits and characteristics generally desired by employers.

Cloonan found in her study (8:32), 1931, that the qualifications necessary for holding a job are as follows:

Good health, neat appearance, pleasing personality, ability to stick to a job until it is mastered, an honest appreciation of the need for using the company's time for the company, serious mindedness in regard to work at hand, ability to use the hands, alertness, readiness to step into another job in an emergency, ability to work in peace with others, respect for the property of the company, evidence of real interest in the work undertaken, and tractability.

Anderson said in (1:773), 1933:

Home economics can make a real difference in the lives of its young people; it can render real service in the development of the American home; and best of all it can be practically applied in almost any walk of life.

Warner in (30:69), 1933, said that the vocational home economics courses should be organized to meet the needs of three groups of pupils in the high school, namely: (1) those who enter wage-earning occupations, (2) those who enter college, (3) those who become homemakers or assist with homemaking.

A study was made by Yeager (37:78-9), 1935, in which she found that most of the 350 girls stated in questionnaires that the most valuable courses in high school were English and home economics. It was also found that the homemakers in this group were almost

unanimous in advocating that the high schools should prepare girls to earn a living as well as prepare them for homemaking. These girls stressed the need for study of family and community relationships, health, and desirable personality traits.

Since the majority of the girls who are out of school marry at an early age, homemaking training for girls is not only desirable but it also becomes almost a necessity. Mason (21:69), 1935, from her study of the girls who attended Garland High School, Texas, 1927-1932, found that more than half of them were married in 1930, and that two-fifths of this group, many of whom had children, had had little or no training in homemaking. She found further through analysis of the jobs held by the girls who had not married that in most cases a knowledge of homemaking could have made a contribution to their success and efficiency.

White (35:150), 1936, in her study of the responsibilities of the general household employee found that there was a definite need for homemaking training to develop skills, personality, and a professional attitude in the girls who planned or prepared for employment in household service.

An investigation by Cameron (5:43), 1937, of the girls who dropped out of school in Fort Collins, Colorado, at the end of their ninth year, indicated that two-thirds of the group were married within five

years and that one third were engaged in wage-earning occupations. She found that homemaking education could be of great value in all cases whether the girls were actually homemakers or engaged in a wage-earning occupation.

Chase said in (7:24), 1937:

Inspite of the many rumors that opportunities for youth are restricted, that for the properly trained person -- trained in imagination and resourcefulness as well as technical skill -- there is a tremendous advantage today in all fields of opportunity that are attractive. New frontiers are being overlooked; some of the needs today are more efficient people to operate cafes and restaurants -- people who can prepare better foods; more efficient people in cleaning and dyeing establishments; and many trained social service workers. In casting our balance sheet of opportunity we must not forget that the growth of this country has been due to the private initiative and energy of our people. Educators should chart the newest lanes of opportunity and devise a better system of vocational guidance which will enable young people to weigh their own interests and capacities in terms of modern occupations and opportunities that never before existed for the majority of mankind.

Luddington made a study (20:52-3), 1940, in which she found:

The reasons given by the girls in this study in Golden, Colorado, for dropping out of school were: lack of money, finding a job, lack of interest, and marriage. Lack of interest shows that the school curriculum should be revised to allow a program broad enough to offer some work that will hold the interest of the student. The fourth reason, marriage, indicates that there is a need on the part of the school for a program that will encourage these girls to remain in school until graduation and also a homemaking course that will be available to those girls who plan to marry immediately after graduation or even before.

The reviews concerning the need for homemaking education for girls may be briefly summarized by stating that girls should be trained for a vocation whether it is homemaking or a wage-earning vocation, and homemaking classes offer this kind of training. The qualifications for holding a job are often attained through homemaking education. Girls who enter college need a good background of homemaking knowledge. Since a large per cent of girls marry soon after their high school days are over and perhaps before they get out of high school, they definitely need training in the necessary skills for homemaking and in family life in order to make a success of marriage and homemaking.

Contribution of homemaking education  
to out-of-school girls

It was stated in a study of 121 girls who left their homes in Knoxville, Tennessee, (36:20), 1932, that 29 left poverty stricken homes and well-nigh hopeless homes in order to earn money to help support their families; 14 left because of ill treatment given them by step-parents; 18 left because of stern discipline, or because their foreign-born parents could not adjust their customs to American ways. Only 9 of the group left for light and foolish adventure.

Miller made a study (22:463-7), 1933, of 79 rural Pender County, North Carolina, out-of-school girls. She pointed out that the organization and direction of

educational activities for out-of-school girls in rural regions offered an opportunity for a valuable piece of social work. She said that the girls wanted something they did not have and were willing to try something different; they wanted a social outlet and welcomed an adult to give them advice; the family religion often did not satisfy them and they needed help in formulating a religious philosophy of their own; they had vocational ambitions which needed direction; and they realized that the home was not sufficient to meet their own needs and the needs of their families. Miller said further:

If a girl is to establish a home on a higher level than the one she is leaving, she must be given a vision of a better family pattern and must receive some social guidance while she is looking for the life partner to share that home. (22:467)

Hughes said in (15:551-2), 1936:

It is encouraging to note the decided trend toward the development of programs which will challenge the interests of young women between the ages of 16 and 25. However, there is still much need for research as to the types of programs most successful for solving their problems -- a need now beginning to be met through the work of a recently appointed committee of the Land Grant College Association and by the cooperative extension service. One recommendation by this committee was that the needs of the group be the determining factor in developing such programs. These will vary with each community and will change and grow as the members develop, but they must be interesting and challenging.

It was found in an investigation made by Bemis (3:65), 1939, that more than half of the out-of-school girls of Yuma, Colorado, were employed as housekeepers;

30 per cent of them had never had a job of any kind; and the rest were engaged as stenographers, clerks, waitresses, and teachers. She stated that,

It certainly would be an economic asset to some of these girls if they could become proficient in some means of increasing their income. Since half of them were employed as housekeepers a knowledge of homemaking would certainly be an asset to them. (3:65)

These surveys on the contributions of home-making training to out-of-school girls pointed out that there is a very definite need for this type of education for girls whether they become homemakers or go into wage-earning occupations. They welcome the advice and guidance of adults in their efforts to find and solve their present problems and those which will be inevitable in the future.

### Chapter III

#### PROCEDURE

It was necessary to prepare a questionnaire to be answered by the former 4-H Club girls of Baylor County, Texas, in order to determine the occupations in which they have engaged, the phases of club work that had been of most value to them, and other miscellaneous information. This questionnaire was first checked for clarity and adequacy by a group of home economics teachers in a research seminar class at Colorado State College. It was later checked by two former club girls to determine whether or not all of the questions were stated clearly. The questionnaire asked for information concerning the location of homes, educational training, marital status, occupations, and the phases of 4-H Club work that had been most valuable to the girls in the study. It also contained questions for gathering information not bearing directly upon the problem but which would be of great value to the writer in making future plans for club programs. A copy of the questionnaire follows:

## QUESTIONNAIRE

Date \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

Age \_\_\_\_\_ Do you live in town or country? \_\_\_\_\_

With parents? \_\_\_\_\_ With relatives? \_\_\_\_\_

Are you boarding? \_\_\_\_\_ Are you light housekeeping?

\_\_\_\_\_ Are you married? \_\_\_\_\_ If so, give date  
of marriage? \_\_\_\_\_ Are you widowed? \_\_\_\_\_

Divorced? \_\_\_\_\_ Do you have any children? \_\_\_\_\_

If so, give their ages \_\_\_\_\_

Do you own your home? \_\_\_\_\_ Do you rent? \_\_\_\_\_

How many years of 4-H Club work did you complete? \_\_\_\_\_

Did you graduate from high school? \_\_\_\_\_ If so,  
what year? \_\_\_\_\_ If not, what year did you leave

high school? \_\_\_\_\_ How were you classified when you  
left high school? (check) Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_

Junior \_\_\_\_\_ Senior \_\_\_\_\_ Did you take home economics?

\_\_\_\_\_ If so, how many years? \_\_\_\_\_ If still in  
high school, check year: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_

\_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Do you  
plan to go to college? \_\_\_\_\_ If so, where?

\_\_\_\_\_ Have you  
ever attended college? \_\_\_\_\_ If so, where?

Number years in college? \_\_\_\_\_

Did you attend business school? \_\_\_\_\_

Nursing school? \_\_\_\_\_ Are you working for  
money now? \_\_\_\_\_ Have you ever worked for money?

\_\_\_\_\_ List below your occupations since 1933:

1933 \_\_\_\_\_ 1934 \_\_\_\_\_

1935 \_\_\_\_\_ 1936 \_\_\_\_\_

1937 \_\_\_\_\_ 1938 \_\_\_\_\_

1939 \_\_\_\_\_ 1940 \_\_\_\_\_

1941 \_\_\_\_\_

What occupation do you prefer? \_\_\_\_\_

Did any of your employers ask if you had done 4-H Club  
work? \_\_\_\_\_ If so, in what job was this asked?

Has 4-H Club work been of value to you in your occupa-  
tions? \_\_\_\_\_

Please check the phases that have been most helpful:

Table service \_\_\_\_\_ Clothing construction \_\_\_\_\_

Clothing selection \_\_\_\_\_ Meal planning \_\_\_\_\_

Canning \_\_\_\_\_ Gardening \_\_\_\_\_

Poultry work \_\_\_\_\_ Bedroom improvement \_\_\_\_\_

Yard work \_\_\_\_\_ Recreation \_\_\_\_\_ Holding

club offices \_\_\_\_\_ Cooking \_\_\_\_\_ 4-H camps and

trips \_\_\_\_\_ Association with other club girls \_\_\_\_\_

This questionnaire was sent to 128 girls and women who had completed three or more years of 4-H Club training in Baylor County, Texas, during the ten year period of 1930 to 1940. The list of names was obtained by the writer from records and club rolls in the office of the home demonstration agent. There were 131 girls who had completed this amount of work; however, two of this number had moved from the county years ago and could not be located, and one was deceased. A letter of explanation was sent with the questionnaire to each of the 128 girls, and from this first request came 78 replies all of which were very complete.

A second copy of the questionnaire with a letter stating that the writer did not want to omit anyone from the study, was sent to each of the 50 who failed to respond the first time. There were 30 replies from the second request making a total of 108 answers from 128 questionnaires. Eight girls stated in their replies that they had not completed their third year of club work, and for that reason they were not included in the study.

The questions were answered in full in almost every case, and in addition to the information requested, many girls offered suggestions for improving the 4-H Club program so that it would be of greater value to the girls in the future. Ten girls wrote letters or notes of appreciation and praise on the reverse side of

the questionnaire for the training which they had received from 4-H Club work. In every case the girl seemed glad to have a part in this type of study. The mothers of some of the girls who were still at home were eager that their daughters do their part in returning the correctly answered questionnaires.

These former club girls were located in several different ways. Those who were still enrolled as club members were located by checking the 1941 club rolls. Others were located by asking members of home demonstration clubs for addresses of the girls and records were also checked at the office of the county school superintendent. Names and addresses of those girls who were most difficult to locate were secured by talking with persons in local stores, on the streets, and at community meetings. Several letters and cards were written to persons in the county to get the present names and addresses of girls who had moved from the county years ago. When the final list was completed, it was found that the girls were scattered over five different states.

The data concerning the 4-H Club programs during the ten year period were collected from annual reports, plans of work, and year books. Data on occupations preferred by girls who were enrolled in Baylor County 4-H Clubs were collected by the writer at club meetings, when slips of paper were given to all members

and they were asked to write the occupations which they preferred. This information was obtained from 75 girls who are not otherwise included in this study.

## Chapter IV

### ANALYSIS OF DATA

Data for this study were collected by the writer with the assistance of all the former 4-H Club girls of Baylor County, Texas, who had completed three or more years of club work, and also girls who were enrolled at the time this study was made. The names of these girls were secured from the records in the office of the county home demonstration agent. After the names had been checked carefully, it was found that there were 128 girls to be included in the study. Questionnaires were sent to all of these and 108 were returned. Since eight of this number had not completed their third year of club training the number of cases included in this study is 100.

These data will be presented in three divisions: a description of the group of girls included in the study; an analysis of the 4-H Club training, homemaking, and other educational experiences of the group; and, an analysis of the occupational interests of the former 4-H Club girls and of those who were enrolled at the time of this study.

### Description of the group

The girls were divided into three groups; there were 39 married, 30 out of school but unmarried, and 31 who were still in school. The ages of the groups ranged from 13 to 30 years with one-fourth of them between 17 and 18, Table 1.

The married group ranged from 15 to 30 years in age with six of the 39 18 or younger. Ages of the out-of-school group ranged from 15 to 28 with 16 of the 30 less than 18 years of age. The group in school ranged from 13 to 21 years of age, more than two thirds of whom were less than 16.

Table 1.--AGES OF FORMER 4-H CLUB GIRLS OF BAYLOR COUNTY, TEXAS (100 GIRLS)

AGES	MARRIED N-39	OUT-OF-SCHOOL N-30	IN SCHOOL N-31	TOTAL AND PERCENT N-100
13-14	0	0	12	12
15-16	1	2	11	14
17-18	5	14	6	25
19-20	4	6	1	11
21-22	3	3	1	7
23-24	9	2	0	11
25-26	8	2	0	10
27-28	6	1	0	7
29-30	3	0	0	3
Totals	39	30	31	100

It was found by checking individual records and club rolls that approximately 85 per cent of the girls did their club work between the ages of 10 and 14 years.

Of the 100 girls in the study, 66 lived in rural communities on farms or ranches, and 34 lived in town, Table 2. The majority of the girls, 54 per cent, were living with their parents at the time of this study; 30 of this number were in school, 22 were out-of-school girls, and two were married. Personal records

Table 2.--PRESENT RESIDENCE OF FORMER 4-H CLUB GIRLS OF BAYLOR COUNTY, TEXAS (100 GIRLS)

RESIDENCE	MARRIED N-39	OUT-OF- SCHOOL N-30	IN SCHOOL N-31	TOTAL AND PER CENT N-100
In town	19	12	3	34
In the country	20	18	28	66
In rented house	26	5	23	54
In own home	10	19	8	37
With parents	2	22	30	54
With relatives	2	3	1	6
In boarding house	1	5	0	6
In light housekeeping quarters	3	2	0	5

of the girls showed that 95 per cent of all the group

lived in rural communities during the time that they did their 4-H Club work.

Only 37 per cent of the girls lived in homes owned by themselves or their parents, while 54 per cent lived in rented homes. Ten of the 39 married girls owned their homes and 26 lived in rented homes. Approximately two thirds of the out-of-school group were living in homes owned by their parents while less than one fourth of the girls in school were living in homes owned by their parents.

More than half of the 39 married girls were married by the time they had reached the age of 18; however, the ages at the time of marriage ranged from 15 to 24. About 82 per cent of these girls were married before they were 21. Of the 39, there were no divorces, Table 3.

There were 30 children in the homes of 22 of the married girls. These children ranged in age from less than one year to eight. Of the 39 married girls, 17 had no children, 16 had one child each, five had two each, and one had four children, Table 4.

Table 3.--MARITAL STATUS OF FORMER 4-H CLUB GIRLS, 1930-1940 (100 GIRLS)

STATUS	N-100
Single	61
Widowed	0
Divorced	0
Married	39
Age at Marriage	N-39
15	1
16	3
17	5
18	11
19	3
20	6
21	3
22	2
23	2
24	3

Table 4.--CHILDREN IN HOMES OF FORMER 4-H CLUB GIRLS WHO  
MARRIED BETWEEN 1930 AND 1940 (39 GIRLS)

AGE OF CHILDREN	NO. CHILDREN	NO. CHILDREN IN HOME	NO. MARRIED GIRLS N-39
1 year or under	10	0	17
2	3	1	16
3	6		
4	5	2	5
5	1	3	0
6	4		
7	0	4	1
8	1		
Total	30	Total	39

#### Educational training of the girls

Forty girls or two fifths of the entire group were high-school graduates, Table 5; 28 were still in high school and three were in grade school. One third of the 39 married girls had graduated from high school, and only one of them failed to attend high school. Two of the married girls had attended college. Two thirds or 26 of the 39 had practically no training for homemaking or other vocations other than 4-H Club work,

Table 5.--EDUCATIONAL EXPERIENCE OF FORMER 4-H CLUB  
GIRLS, 1930-1940 (100 GIRLS)

EDUCATIONAL EXPERIENCE	MARRIED N-39	OUT-OF- SCHOOL N-30	IN SCHOOL N-31	TOTAL AND PER CENT N-100
Attending grade school	0	0	3	3
Did not attend high school	1	0	0	1
Classified as freshman	0	0	12	12
Dropped out as freshman	4	1	0	4
Classified as sophomore	0	0	1	1
Dropped out as sopho- more	9	1	0	10
Classified as junior	0	0	9	9
Dropped out as junior	9	1	0	11
Classified as senior	0	0	6	6
Dropped out as senior	3	0	0	3
Graduated from high school	13	27	0	40
Attended college 1-2 years	1	10	0	11
Attended college 3-4 years	1	1	0	2
Plan to attend college	0	9	15	24
Attended business college	0	6	0	6
Plan to attend business college	0	1	1	2
Attended nursing school	0	2	0	2
Plan to attend nursing school	0	0	1	1

because most of them dropped out of high school during their first three years.

Of the 30 out-of-school girls who were single, 27 were high-school graduates, 11 had attended college, and 9 others had planned to go to college. Approximately two thirds of them had training above the high school level. More than half of the girls who were still in school were planning to attend college.

According to Table 6, 59 of the 100 girls had completed only three years of club work, 31 had done four years of work, and the other 10 had done more than four years of club work. Thirty of the 100 had not

Table 6.--HOMEMAKING TRAINING OF FORMER 4-H CLUB GIRLS  
IN RELATION TO NUMBER OF YEARS IN 4-H CLUB, 1930-1940  
(100 GIRLS)

YEARS IN 4-H CLUB	YEARS IN HOMEMAKING								Total
	0		1		2		3		
	N	%	N	%	N	%	N	%	
3	13	22.1	17	28.8	19	32.2	10	16.9	59
4	14	45.2	9	29.0	5	16.1	3	9.7	31
5	3	37.5	3	37.5	1	12.5	1	12.5	8
6	0	0.0	0	0.0	0	0.0	1	100.0	1
7	0	0.0	1	100.0	0	0.0	0	0.0	1

taken any homemaking in high school, and the other 70

had done from one to three years of homemaking in high school. Of the 70 who had homemaking training, 30 had one year, 25 had two years, and 15 had three years of homemaking. Seventy-eight per cent of the girls who completed three years of club work continued homemaking in high school, 55 per cent of those who did four years of club work took homemaking, and 70 per cent of those who did more than four years of club work took homemaking in high school.

Data in Table 7 show that during the 10 year period the subjects were included in the club program as follows: clothing seven years, poultry six years, bedroom improvement and gardening five years, and yard improvement and canning two years.

The girls were asked to check on the questionnaire the phases of club work that had been of most value to them during the ten year period. Three fourths of the entire group checked clothing construction as being most helpful, 63 per cent checked clothing selection, and 62 checked association with other girls, Table 8. A majority of the entire group stated that meal planning and canning were valuable phases of their club training. Of the 39 married girls, 28 said that clothing construction and canning were most helpful to them, and 22 said that meal planning was of great value.

Table 7.--MAJOR DEMONSTRATIONS INCLUDED IN 4-H CLUB PROGRAM, 1930-1940

SUBJECTS	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Clothing	X	X	X				X	X	X	X	
Yard improvement	X	X									
Gardening		X				X	X	X	X		
Poultry	X		X	X	X					X	X
Canning			X	X							
Bedroom improvement				X	X	X					X

Table 8.--PHASES OF CLUB WORK MOST HELPFUL TO FORMER 4-H GIRLS, 1930-1940 (100 GIRLS)

PHASES OF CLUB WORK	MARRIED N-39	OUT-OF- SCHOOL N-30	IN SCHOOL N-31	TOTAL AND PER CENT N-100
Clothing construction	28	23	24	75
Clothing selection	20	22	21	63
Association with other girls	21	23	18	62
Meal planning	22	18	14	54
Canning	28	11	12	51
Table service	19	13	15	47
Camps and trips	14	13	19	46
Cooking	17	17	11	45
Bedroom improvement	13	15	15	43
Gardening	16	7	18	41
Poultry	19	6	16	41
Club offices	10	10	11	31
Recreation	7	10	7	24
Yard improvement	7	5	5	17

Occupational interests of the girls

As shown in Table 9, almost half of the girls, 49 per cent, had never been engaged in wage-earning occupations. Homemaking was listed by 47 girls as the occu-

pation in which they had been engaged, and the next most frequent occupation was farm work. Others in the order of frequency were housekeeping, clerking in retail stores, N. Y. A. work, waitress, stenographer, seamstress, bookkeeper, and teacher. More than one-third of the girls in each group had never worked for wages.

Table 9.--OCCUPATIONS OF FORMER 4-H CLUB GIRLS, 1930-1940  
(100 GIRLS)

OCCUPATIONS	MARRIED N-39	OUT-OF- SCHOOL N-30	IN SCHOOL N-31	TOTAL AND PER CENT N-100
Never employed	14	12	23	49
Homemaking	39	6	2	47
Farm work for wages	10	13	7	30
Housekeeper and companion	6	7	3	16
Store clerk	9	3	0	12
N. Y. A.	4	6	0	10
Miscellaneous	4	3	2	9
Waitress	5	2	0	7
Stenographer	0	5	0	5
Seamstress	2	2	1	5
Bookkeeper	0	2	0	2
Teacher	2	0	0	2

A total of 144 girls including 69 former club members and 75 who were still enrolled as members stated the occupations which they preferred. Twenty-four per cent of the group listed homemaking as their preference, 20 per cent checked stenography, and 18 per cent preferred teaching as their occupation, Table 10. One fifth of the group stated that they preferred home economics positions or home demonstration work. Twenty-four of the girls said that they had no preference or had not yet decided upon a vocation. Stenography was the choice of one half of the out-of-school group and teaching was preferred by one third of those who were still in school.

Table 10.--OCCUPATIONS PREFERRED BY FORMER 4-H CLUB GIRLS  
AND PRESENT MEMBERS (144 GIRLS)

OCCUPATIONS	MARRIED N-39	OUT-OF- SCHOOL N-30	PRESENT MEMBERS N-75	TOTAL N-144
Homemaking	15	6	14	35
Stenographer	1	14	14	29
Teaching	0	1	25	26
No preference	10	5	9	24
Nursing	2	2	18	22
Miscellaneous	6	2	7	15
Home economics teacher	1	6	6	13
Home demonstration agent	0	6	7	13
Store clerk	3	1	4	8
Seamstress	4	1	1	6
Art work	0	1	3	4
Bookkeeping	0	1	2	3
Beauty operator	0	0	3	3
Aviation	0	0	2	2
News reporter	0	0	2	2
Waitress	2	0	0	2

## Chapter V

### DISCUSSION

The problem undertaken in this study was to determine the answer to the question: How may the value of 4-H Club work be increased for the girls of Baylor County, Texas, in helping to prepare them for the occupations in which they may engage? In order to do this, it will be necessary to consider the following questions:

1. To what type of girls has the 4-H Club appealed?
2. What training was received by the club girls during the period of 1930 to 1940?
3. What are the vocational interests of the 4-H Club girls of Baylor County, Texas?

The data will be discussed in the light of these questions in three sections: first, a description of the group of girls included in the study; second, an analysis of the 4-H Club training, homemaking, and other educational training of the group; third, an analysis of the occupational interests of the former 4-H Club girls and of those who were enrolled at the time this study was made.

Information concerning 144 girls was used in this investigation. This number included all of the girls who had completed three or more years of 4-H Club work in Baylor County, Texas, between the years 1930 and 1940 with the exception of two who could not be located. It also included the girls who were enrolled in the club at the time of the study. The group was composed of 39 married girls, 30 out-of-school girls, and 75 school girls.

#### Description of the group

The ages of the former club girls ranged from 13 to 30 years. This seemed to indicate that they were a representative cross section of the rural girls and young women of the county as far as age is concerned. As one fourth of the entire group was between 17 and 18 years of age and as the majority were older they should have been capable of evaluating correctly the training that they had received through 4-H Club work. Since 85 per cent of the girls did most of their club work between the ages of 10 and 14, the club program should be planned to meet the needs and interests of this age level. Since some of the girls continued their work beyond the age of 14 it is also important that their needs and interests be considered.

At the time of the study 66 of the 100 girls lived in the country; however, individual records and

club rolls showed that 95 per cent of the entire group lived in rural communities during the time they did their club work. It was found in the review of literature that 4-H Club work was begun primarily for rural girls. Therefore, the program should emphasize the value and the importance of a satisfying home life in the country for the present as well as for the future. Perhaps it would be well for the girls to know that according to Schmidt (25:74), rural people are usually better fed, withstand depression better, live longer, enjoy work more, and die wealthier.

It was found that 54 per cent of the 100 girls lived in rented homes and that 37 per cent lived in homes owned by themselves or their parents. Since such a large number of the club members were daughters of tenants, the club demonstrations should be such that those who live in rented homes could carry them out without too much expense. Those who live in their own homes could perhaps afford to make more permanent improvements than those who live in rented homes.

The ages at which the 39 girls were married ranged from 15 to 24 and more than half of this group were married by the time they were 18. More than four fifths of them were married before they reached the age of 21. Since rural girls usually marry at an early age, their training in the 4-H Club is of value in the near future. Thirty per cent of the 100 girls

in the study had no homemaking training except in 4-H Club. Foster stated in (12:339) that there was a definite place for education for marriage and family life in the 4-H Club programs.

There were 30 children in the homes of 22 of the 39 married girls. These children ranged in age from less than one to eight years which indicates that most of the girls had this added responsibility at a very early age. Thirty eight per cent of this married group did not have an opportunity for any training in home-making except through 4-H Clubs according to the analysis of their personal records; therefore, the club program should render some very valuable help to the girls in the future by offering some training in child care and development.

#### Educational training of the girls

Only one-third of the married girls were high school graduates. Assuming that high school graduation is desirable for everyone, it might have been possible for the 4-H Club program to have so influenced the girls that they would have remained in club and also in school for further homemaking and vocational preparation.

More than half of the out-of-school girls had planned to attend college. Half of the girls who were still in school expressed their desire to go to college. Mrs. Bryan (4:14), said that many girls have

been inspired through 4-H Club to attend college and some have received tangible aid for higher education. Since so many of the girls in the study want to attend college, the club program could help them by encouraging them to continue their education and by providing club demonstrations that would increase their income so that they would be financially able to go to college.

About three-fifths of the entire group did not have an opportunity to complete more than three years of club work on account of being transferred to a high school where there was no club or perhaps for other reasons. The 4-H Clubs should offer a well-rounded program during the first three years since so many girls do not have a chance to take more than three years of work. Thirty per cent of the group did not have home-making training in high school; therefore, the club program should include activities that will meet the needs and interests of those who may never receive any other homemaking training.

Most of the 41 girls who had completed four or more years of club work were leaders in their respective clubs and in many cases they have been known by the writer to encourage the younger members in their clubs. Since the older members seemed eager to be of assistance to the younger girls, there could be worked out throughout the county a plan in which the older girls might "adopt" the new members as their club

sisters. Both groups would be greatly benefitted by this kind of arrangement.

It might be possible to organize a county-wide 4-H Club for the girls who want to continue their club training after they have finished school in their own communities and have been transferred to schools where there are no clubs. This type of club would also reach many of the out-of-school girls who desire homemaking training.

Thirty girls in the entire group had not taken homemaking in high school; reasons for this were that some of this number were in schools that did not offer homemaking, some were still in grade school, and others did not elect homemaking. The 70 girls who did from one to three years of homemaking work in high school showed considerable interest in this subject to continue it after their three or more years of club work.

Personal notes written on some of the questionnaires which were returned by former club girls revealed that these girls found homemaking in high school easier for them because they had had club training.

Clothing construction was checked by three fourths of the girls as the most helpful phase of their club training. This choice might have been due to the fact that this phase was included in the club program seven years out of ten, or it could have been due to the fact that most rural girls like to select and make

their own clothes or at least to assist their mothers in making them. It is known that a great amount of home sewing is done in this particular county. Clothing selection was checked by 63 girls as being very valuable training.

More than two thirds of the married girls checked clothing construction and canning as the phases of club work that had been of most value to them. Since it is known that most of these girls do the sewing for their families and the canning of their home grown fruits, vegetables, and meats, club training along these lines has been very practical for them.

Meal planning was checked by 54 per cent of the group as a valuable phase of club training. Since all of the married girls do their own planning and preparation of meals, and many of the single girls assist their mothers with this work, it seems that there is a definite need for continuing this type of training in the club program.

Although gardening and poultry have been greatly emphasized by productive demonstrations during the last ten years only 41 girls checked these as being helpful. The ultimate value of this kind of training could be pointed out to the girls so that they would realize the need of these activities.

Getting along well with people is essential to successful homemaking and other vocations. In view

of this fact, it was gratifying to find that 62 per cent of the girls checked association with other girls as a valuable part of their club training.

### Occupational interests of the girls

Of the 100 girls 49 had never been engaged in a wage-earning occupation, and 47 of the others listed homemaking as their main occupation. Since this was the vocation in which most of them had been engaged, the club program should train the girls in the future to be efficient homemakers. As poultry and gardening were offered frequently, the 30 who listed farm work as one of their occupations had received practical experience through these phases of work that helped them with this kind of occupation.

Other occupations listed by the girls were housekeeping, clerking in retail stores, N. Y. A. work, waitress, stenographer, seamstress, bookkeeping, and teaching.

Occupations preferred by the 144 girls were many and varied. Homemaking was the first choice of one fourth of the entire group. By analyzing the individual questionnaires, it seemed that some of the girls might not have thought of homemaking as one of the vocations to be considered in checking their preference. The girls should be taught to realize that homemaking is just as much a vocation as any other thing that was

listed. Not only should the girls be taught the mechanics of housekeeping, but they should also be trained in the field of family relationships so that they may become happier family members while they are still with their parents and so that they may be better prepared for their own homes and families in the future.

Stenography, teaching, and nursing were the next occupations listed in the order of their frequency. Stenography was the choice of about one half of the out-of-school girls and one-third of the girls who were still in school preferred teaching as their vocation. One fifth of the entire group stated that they preferred home economics or home demonstration work indicating perhaps that their club training might have influenced their choice of vocations. Some of the girls had not definitely decided what vocation they preferred. Some stated that they wanted to work for a few years before beginning their homemaking careers. Approximately one sixth of the group expressed no preference in vocations; the club program might help the girls in the future to select suitable and desirable vocations.

Since so many of the girls indicated a vocational interest in the field of business, the 4-H Club program should be planned to help this group as well as those who prefer homemaking as their vocation. The 4-H Club can assist this group as well as the homemaking group by helping the individual to build

character, develop leadership ability, form lasting friendships, develop self-confidence and strengthen ambitions. The 4-H Club motto is to "make the best better", and its program should be so planned that the needs and interests of all individuals will be considered.

### Recommendations

It was evident from these findings that there is a need for a larger 4-H Club program for girls in Baylor County, Texas, which will help to prepare the girls for both wage-earning and homemaking occupations. It can be seen that the interests of the married girls were in homemaking while most of the single girls were more interested in other vocations. It was also evident that the club program should be planned to meet the needs of each of the two groups. The following suggestions for improving the 4-H Club program for girls are the results of these data and their analysis:

1. The 4-H Club program of Baylor County, Texas, should be planned to meet the needs and interests of the older girls as well as the younger ones, and the girls should be permitted to plan their own work with the guidance of the home demonstration agent and the local sponsors.

2. The program should place more emphasis on making living in the country more satisfying to the

girls.

3. Demonstrations which the girls carry out should be planned so that the daughters of tenants as well as the daughters of home owners can do them without too much expense.

4. There should be more training in home and family life. Child care and development should also be included in the program.

5. Club girls should be encouraged to complete their high school education and as much training for homemaking and other vocations as possible.

6. College education should be stressed for those who desire it and club demonstrations planned for them so that they may increase their incomes and begin saving funds for attending college.

7. There should be a well rounded program offered during the first three years.

8. A county-wide club might be organized to reach the large number of girls who go to a high school where there is no 4-H Club.

9. A system by which each of the older club girls might "adopt" a younger member as her club sister might prove very beneficial.

10. Club girls should be encouraged to take homemaking in high school.

11. Clothing construction and selection should be emphasized.

12. The future value of the productive demonstrations should be stressed.

13. Girls should be taught not only the mechanics of keeping house, but also the more important things in family relationships which are so essential to successful family life.

14. The girls should be taught to realize that homemaking is one of the most important of all vocations.

15. The 4-H Club program should train girls for better family living for the present as well as for the future.

16. The club program might help the girls by providing information regarding various vocations.

17. A conference or guidance period immediately before or after club meetings could be provided by the home demonstration agent for the benefit of those girls who want conferences.

18. Training in personality development would help the girls at the present time and in the future whether they become homemakers or choose other vocations. Some methods that might be used in this particular phase of 4-H Club work are: joint meetings of club girls and boys occasionally, more social and recreational activities, more responsibilities given to individuals and committees, and more stress upon democratic procedure in carrying on club meetings and other

activities. Personality training should be a part of all other phases of the club program.

According to school enrollments, there should be at least twice as many girls enrolled in 4-H Clubs in Baylor County as there are. If the club program could be planned to meet the needs and interests of the girls, there would no doubt be a larger number of girls participating in this work. An effort should be made to increase the enrollment so that all of the rural girls may have this opportunity for training to the end that there may be greater individual development and growth, more satisfying family living, a better community spirit, and more efficient young women to take part in the affairs of the nation.

#### Problems for further study

During this survey several problems arose which seemed worthy of further investigation. These problems were:

1. What factors influence the enrollment of girls in the 4-H Clubs of Texas?
2. How may local sponsors be of greater assistance in Texas 4-H Clubs for girls?
3. How may 4-H Club programs for girls and boys be correlated for mutual benefit?

## Chapter VI

### SUMMARY

One of the main objectives of 4-H Clubs is to prepare rural girls for present as well as future living. The 4-H Clubs for girls began in Baylor County, Texas, in 1919 and they have continued from that year to the present time. Club meetings are held in the schools and in the homes of the members.

There have been more than 1000 girls enrolled in the 16 different clubs during the ten year period from 1930 to 1940. Many girls do not have an opportunity to complete more than one or two years of club work; 131 girls out of the 1000 completed three or more years.

The purpose of this study is to determine the needs and occupational interests of the 4-H Club girls, and the kind of club program that would be of greatest value to the girls of Baylor County in the future.

#### The problem

How may the value of 4-H Club work be increased for the girls of Baylor County, Texas, in helping to prepare them for the occupations in which they may engage?

Problem analysis.--In order to answer the problem question the following analysis has been made:

1. To what type of girls has the 4-H Club appealed?
2. What training was received by the club girls during the period 1930 to 1940?
3. What are the vocational interests of the 4-H Club girls in Baylor County, Texas?

Delimitation of the problem.--This study included all of the Baylor County girls who completed three or more years of 4-H Club work between 1930 and 1940 and the girls who were enrolled at the time of this study.

### Procedure

A questionnaire was sent to 128 girls who had completed three or more years of club work. There were 108 replies and from this number, 100 were used in the study. The girls who were club members when the study was made were asked to tell the occupations which they preferred. Other data were collected from club records and reports in the office of the county home demonstration agent.

### Analysis of data

The data were presented in three divisions: first, a description of the group of girls included in the study; second, an analysis of the 4-H Club training,

homemaking, and other educational experiences of the group; third, an analysis of the occupational interests of the former 4-H Club members and of those who were enrolled at the time of this study.

There were 39 married girls, 30 out-of-school girls, and 31 who were still in school. It was found that 85 per cent of the 100 girls did their club work between the ages of 10 and 14 years. Sixty-six of the girls lived in rural communities and 34 in town, but 95 per cent of them lived in the country when they were doing their club work.

More than one half of the 39 married girls were homemakers by the time they reached the age of 18. There were 30 children in the homes of 22 of these married girls.

Forty of the 100 girls were high-school graduates and 31 of the others were still in school. Fifty-nine had completed only three years of club work and the other 41 had completed from four to seven years of club work. Thirty of the group had no homemaking in high school and the other 70 had from one to three years of homemaking training in high school.

Clothing was included in the club program seven out of ten years and three-fourths of the entire group checked clothing construction as the most helpful phase of their club training; 63 checked clothing selection.

Almost one half of the group had never been engaged in any kind of wage-earning occupation. Home-making was listed by 47 girls as their major occupation. Other occupations checked by ten per cent or more of the girls were farm work, housekeeping, clerking in stores, and N. Y. A.

Of the total 144 girls, in regard to the occupations which they preferred, 24 per cent indicated a preference for homemaking, 20 per cent for stenography, 20 per cent for home economics and home demonstration work, and 18 per cent for teaching. Twenty-four girls said that they had no preference.

#### Recommendations

1. The 4-H Club program of Baylor County, Texas, should be planned to meet the needs and interests of the older girls as well as the younger ones, and the girls should be permitted to plan their own work with the guidance of the home demonstration agent and the local sponsors.

2. The program should place more emphasis on making living in the country more satisfying to the girls.

3. Demonstrations which the girls carry out should be planned so that the daughters of renters as well as the daughters of home owners can do them without too much expense.

4. There should be more training in home and family life. Child care and development should also be included in the program.

5. Club girls should be encouraged to complete their high school education and as much training for homemaking and other vocations as possible.

6. College education should be stressed for those who desire it and club demonstrations planned for them so that they may increase their incomes and begin to save funds for attending college.

7. There should be a well rounded program offered during the first three years.

8. A county-wide club might be organized to reach the large number of the girls who go to a high school where there is no 4-H Club.

9. A system by which each of the older club girls might "adopt" a younger member as her club sister might prove very beneficial.

10. Club girls should be encouraged to take homemaking in high school.

11. Clothing construction and selection should be emphasized.

12. The future value of the productive demonstrations should be stressed.

13. Girls should be taught not only the mechanics of keeping house, but also the more important things in family relationships which are so essential to

successful family life.

14. The girls should be taught to realize that homemaking is one of the most important of all vocations.

15. The 4-H Club program should train girls for better family living for the present as well as for the future.

16. The club program might help girls in choosing a vocation.

17. A conference or guidance period immediately before or after club meetings could be provided by the home demonstration agent for the benefit of those girls who want conferences.

18. Training in personality development should be included in all phases of the club program.

#### Problems for further study

Three problems arose during this study which seem worthy of further investigation.

1. What factors influence the enrollment of girls in the 4-H Clubs of Texas?

2. How may local sponsors be of greater assistance in the 4-H Clubs of Texas?

3. How may 4-H Club programs for girls and boys be correlated for mutual benefit?

## BIBLIOGRAPHY

1. Anderson, Beatrice. Home economics and the occupations of high school graduates. Journal of home economics, 25:772-73, November 1933.
2. Ashford, Chester. 4-H and non 4-H Club members in Pottawatomie County high school. Master's thesis, 1938. Oklahoma Agricultural and Mechanical College. (Abstract in: U. S. office of education. Bibliography of research studies, 1937-1938. Bulletin no. 5, 1939. p. 301)
3. Bemis, Jane S. Vocational needs and interests of out-of-school girls in the Union school district of Yuma, Colorado. Master's thesis, 1939. Colorado State College. 101 p. ms.
4. Bryan, Mrs. Lilla Graham. The story of the demonstration work in Texas. College Station. Agricultural and Mechanical College of Texas. 1938. 14 p. (Agricultural and Mechanical College, Extension service bulletin no. 93)
5. Cameron, Hazel R. Occupations of girls who discontinued school upon completion of junior high school in Fort Collins. Master's thesis, 1937. Colorado State College. 75 p. ms.
6. Chapman, Paul W. Opportunities in farming. Chicago, Science Research Associates, 1939. 16 p. (Science Research Associates. American job series. Occupational monograph no. 18.)
7. Chase, Harry W. New frontiers for youth. Readers' digest, 30:24-8, June 1937.
8. Cloonan, Mary. Occupational opportunities and guidance for girls in Rochester. Journal of home economics, 23:627-30, July 1931.
9. Duthie, Dr. M. E. Who joins 4-H Clubs? Extension service review, 9:21, February 1938.

## BIBLIOGRAPHY--Continued

10. Edwards, Bess. Selected quotations. College Station. Agricultural and Mechanical College of Texas. 5 p. mimeographed leaflet. September 1938. (Agricultural and Mechanical College. Extension service unnumbered publication.)
11. Fitzsimmons, C. 4-H Clubs face forward. Journal of home economics, 25:776-7, November 1933.
12. Foster, Robert G. Education for marriage and family life in the 4-H Club program. Journal of home economics, 26:338-42, June 1934.
13. French, Mrs. Harold. Club members and parents help each other. Extension service review, 5:122+, August 1934.
14. Home economics and gainful occupations. Journal of home economics, 23:646-7, July 1931.
15. Hughes, H. L. Work with older 4-H Club girls. Journal of home economics, 28:551-2, October 1936.
16. Jacks, Onah. Upward trail. College Station. Agricultural and Mechanical College of Texas. 1938. 15 p. (Agricultural and Mechanical College. Extension service bulletin no. 109.)
17. Jacks, Onah. Girls' 4-H Club work in Texas. College Station. Agricultural and Mechanical College of Texas. 1938. 14 p. (Agricultural and Mechanical College. Extension service bulletin no. 103.)
18. Kauffman, Treva. What home economics is doing for the employed girl. National Education Association proceedings, 68:947, 1930.
19. Lindstrom, D. E. and Dawson, W. M. 4-H Club work: effect on capability and personal quality. Urbana, Illinois. University of Illinois. 1939. p. 274-343. (University of Illinois. Agricultural experiment station bulletin no.

## BIBLIOGRAPHY--Continued

451.)

20. Luddington, Helen B. Contributions of vocational homemaking to needs of out-of-school girls in Golden, Colorado. Master's thesis, 1940. Colorado State College. 72 p. ms.
21. Mason, Louise. Occupations of girls who attended Garland high school. Master's thesis, 1937. Colorado State College. 69 p. ms.
22. Miller, Nora. Out of school girls in a rural county. Journal of home economics, 25:463-7, June 1933.
23. Noble, Guy L. Training for life. Nation's agriculture, 11:11+, March 1936.
24. Sands, O. D. Keeping senior members interested, an important 4-H problem. Extension service review, 7:93, June 1936.
25. Schmidt, George H. Why I want my daughter to become a 4-H Club member. Extension service review, 10:74, May 1939.
26. Smith, Clarence B. Boys' and girls' 4-H Clubs. Washington, U. S. govt. printing office. 1935. p. II. (United States Department of Agriculture. Misc. circular no. 77 revised.)
27. Smith, Clarence B. Purposes of 4-H Club work. Extension service review, 2:65-6, May 1931.
28. Smith, Clarence B. The significance of rural youth and 4-H Club work. Extension service review, 8:81, June 1938.
29. Texas. Agricultural and Mechanical College. Select quotations from Dr. Seaman A. Knapp. College Station, Agricultural and Mechanical College. 1940. n. p. (Extension service circular no. 100.)

BIBLIOGRAPHY--Continued

30. Warner, Ida M. Comparison of scholastic averages, school activities, and subsequent vocations of girls electing and those not electing home economics in Cape, Girardeau high school. Master's thesis, 1933. Iowa State College. (Abstract in: U. S. office of education. Abstract of theses in home economics education, 1931-1934, misc. 1680. p. 43+.
31. Warren, Gertrude L. 4-H Club work with rural girls. Journal of home economics, 24:686-8, August 1932.
32. Warren, Gertrude L. Youth moves on. Country gentleman, 104:21+, June 1934.
33. Warren, Gertrude L. Building character. Country gentleman, 105:21+, June 1935.
34. Warren, Gertrude L. 4-H Club work. Journal of social hygiene, 23:411-14, November 1937.
35. White, Marie. The duties and responsibilities of the general household employee. Washington. U. S. government printing office, 1938. 32 p. (U. S. Office of education. Vocational division bulletin 194. Home economics series no. 21.)
36. Why the girls of today leave home. Literary digest, 114:20, August 27, 1932.
37. Yeager, Emily J. The effect of high school training on the lives of girls after graduation. Master's thesis, 1935. University of Colorado. (Abstract in: University of Colorado studies, 23:78+, November 1935.)