

T H E S I S

A STUDY OF HOMEMAKING ACTIVITIES AND PROBLEMS
OF GIRLS EMPLOYED WHILE ATTENDING HIGH SCHOOL
OKLAHOMA CITY, OKLAHOMA

Submitted by

MARY BRYAN BRUCHER

In partial fulfillment of the requirements
for the Degree of Master of Science

Colorado Agricultural College

Fort Collins, Colorado

June 29, 1931

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.

378.788
a.o.
1931
14

COLORADO AGRICULTURAL COLLEGE

GRADUATE WORK

July 14, 1931

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER
MY SUPERVISION BY MARY BRYAN BRUCHER
ENTITLED A STUDY OF HOMEMAKING ACTIVITIES AND PROBLEMS OF GIRLS
EMPLOYED WHILE ATTENDING HIGH SCHOOL, OKLAHOMA CITY, OKLAHOMA.
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE.

[Redacted]
In Charge of Thesis

[Redacted]
Head of Department

Recommendation concurred in

[Redacted]
[Redacted]
[Redacted]
[Redacted]
Committee on
Final Examination

Approved by

[Redacted]
[Redacted]
[Redacted]
Committee on
Advanced Degrees

ACKNOWLEDGMENTS

The writer wishes to express her sincere thanks to Miss Maude Williamson, Associate Professor of Home Economics Education, for the inspiration, constant interest, and many helpful suggestions she has given; to Miss Helen Allison, head of the Homemaking Department of Central High School, Oklahoma City, Oklahoma, for her suggestions and encouragement at all times; to Miss Helen Ferris, vice-principal of Central High School, for her assistance in getting the questionnaire to the girls included in this study, and to the Home Economics Research Methods Class of the 1930 summer session of the Colorado Agricultural College, for their criticism of the questionnaire.

- - - - -

C O N T E N T S

	Page
Introduction	1
Review of Literature	3
Procedure	10
Part I. The General Characteristics of the Girls Included in This Study	13
Ages of Girls and Their Family Situations	14
The Employment Situation of Girls	19
Recreational, Reading and Future Employment Interests of Girls	26
Financial Practices of Girls and Their Families	31
Social and Home Relations of Girls	34
Summary of Part I	37
Part II. The Homemaking Activities of the Girls Included in This Study	41
Clothing Selection Activities	42
Clothing Construction Activities	46
Care of Clothing	50
Home Furnishings	55
Activities Pertaining to Food Practices	59
Activities Pertaining to Cleaning in Home	65
Activities Pertaining to Child Care	69
Activities Pertaining to Health and Cleanliness	73
Summary of Part II	76
Conclusions	84
Recommendations	91
Cited Literature and Bibliography	94
Appendix (Letter and Questionnaire)	96

- iv -

LIST OF TABLES

Part I

Table No.		Page
I.	Age and Grade Classification of Girls Included in This Study	14
II.	Number of Children in Families of Girls Studied	15
III.	Occupations of Parents of Girls Included in Study	17
IV.	Type of Work Being Done by Girls Studied	19
V.	Number of Years Girls Have been Employed	21
VI.	Length of Time Girls are Working	22
VII.	Wages Reported by the Girls Included in This Study	23
VIII.	Hours of Sleep Reported by Girls	24
IX.	Recreations Enjoyed Most by Girls of the Study	26
X.	Magazines and Newspapers Read Most Often by the Girls of This Study	28
XI.	Type of Work Girls are Interested in Doing on Finishing High School	29
XII.	Purchasing Habits of Families of Girls Studied	31
XIII.	Financial Practices and Problems of Girls Included in Study	32
XIV.	Social and Home Relations of Girls	34

Part II

XV.	Extent to Which Girls Participate in Selection of Clothing	42
XVI.	Extent to Which Girls Practice Selection of Certain Articles of Clothing	42
XVII.	Variation in Extent of Participation in Clothing Selection With Amount of Homemaking Training	44
XVIII.	Extent to Which Girls Participate in Clothing Construction	46
XIX.	Extent to Which Girls Participate in Construction of Certain Garments	47
XX.	Variation in Extent of Participation of Clothing Construction With Amount of Homemaking Training	48
XXI.	Extent to Which Girls Participate in General Care of Clothing	50
XXII.	Extent to Which Girls Participate in Certain Practices Pertaining to Care of Clothing	51
XXIII.	Variation in Extent to Which Girls Participate in Care of Clothing with Amount of Homemaking Training.....	53

LIST OF TABLES

Part II (Continued)

Table No.	Page
XXIV. Extent to Which Girls Participate in Selection and Arrangement of Home Furnishings	55
XXV. Extent to Which Girls Participate in Certain Practices Pertaining to Selection and Arrangement of Home Furnishings	56
XXVI. Variation in Extent of Girls' Participation in Selection of Home Furnishings With Amount of Homemaking Training	58
XXVII. Extent to Which Girls Participate in Selecting, Preparing, Serving and Caring for Food	59
XXVIII. Extent to Which Girls Participate in Certain Practices Pertaining to Selecting, Preparing, Serving, and Caring for Food	60
XXIX. Variation in Participation in Certain Practices Pertaining to Food Selection, Preparation, etc., with Homemaking Training	63
XXX. Extent to Which Girls Participate in Cleaning Processes in the Home	65
XXXI. Extent to Which Girls Participate in Certain Cleaning Processes in the Home	66
XXXII. Variation in Extent to Which Girls Participate in Certain Cleaning Processes in Home with Homemaking Training	67
XXXIII. Extent to Which Girls Participate in Caring for Children	69
XXXIV. Extent to Which Girls Participate in Certain Phases of Child Care	70
XXXV. Variation in Extent to Which Girls Participate in Caring for Children with Homemaking Training	71
XXXVI. Extent to Which Girls Practice Habits of Health and Personal Cleanliness	73
XXXVII. Extent to Which Girls Practice Certain Habits of Health and Personal Cleanliness	73
XXXVIII. Variation in Extent to Which Girls Practice Certain Habits of Personal Cleanliness with Homemaking Training	75
XXXIX. Frequency Table of Activities Which Girls Practice Often Either Alone or Helping	80
XL. Frequency Table of Activities Which Girls <u>Never</u> Practice	82

INTRODUCTION

There is probably no problem in the field of secondary education receiving more attention today than that of curriculum building. Education, generally, lags behind civilization; and in this instance, the content of curriculum has not always kept pace with our changing methods of living and the ever-changing needs of students attending public high schools today.

The average homemaking teacher is only just awakening to her responsibility in determining what constitutes the proper content of homemaking courses. As a result of this curriculum consciousness among educators generally, a number of very excellent studies have been made of the activities of students as a basis for subject matter adjustment. Thus far, most of these studies relate to the average boy or girl living at home supported by his or her parents. Very little has been done to determine whether an increasingly large group of boys and girls who are supporting or helping to support themselves, have special problems to meet. Little is known as to whether the homemaking courses offered in high school place emphasis in the proper places for the girls of this group.

Oklahoma City is a rapidly growing city of nearly 200,000 population. In its three senior high schools there are 4634 boys and girls. There are 18 homemaking teachers in the junior and senior high schools. These teachers work without a supervisor.

Central High School, one of the senior high schools, is only a few blocks from the business section of the city. This makes it

possible for students employed part-time to return to their jobs with the shortest possible loss of time. Out of an enrollment of 1764 students, there are at present 358 boys and 142 girls employed part-time.

In order to better help the girls of this group to meet their problems, it was decided to make a study to determine their general characteristics and the activities which they are performing to which homemaking courses might directly contribute. No systematic study had ever been made in this school of the home activities of any of the girls enrolled.

Therefore the specific purpose of the study represented by this paper was to determine:

1. The general characteristics of the group as to age, number in family, employment of parents, length of time girls have been employed, etc.
2. The type of employment, wages, and hours of work that are typical of the group.
3. The activities pertaining to homemaking which the group are now performing.
4. The social and family relationship problems they are meeting.
5. Previous homemaking training in schools as it affects their participation in homemaking activities.

The study may make it possible to determine whether the content of the present homemaking courses offered in Central High School, Oklahoma City, is meeting the needs of this group and whether emphasis is being placed in the proper places.

The large group of girls who go to work immediately upon graduation from high school would doubtless have many of the same problems

as those girls who work while attending school.

It is hoped that the results of this study may be of some value to schools serving girls in both groups, those who are employed now and those who will be employed upon graduation from high school.

REVIEW OF LITERATURE

Educators are realizing the inadequacy of a school curriculum that does not take into account the activities and interests of children, but accepts preparation for adult life as the aim of education. Preparation for future living must be made by providing a present life of first-hand experiences. Briggs¹ gives as one of the guiding principles for curriculum construction "to teach pupils to do better the desirable things they will do anyway; to reveal higher activities, and to make them seem both desirable and to an extent possible."

A good many procedures have been used to determine what should be taught in the various departments of secondary education. Briefly, these may be summarized as:

1. The analyses of courses of study now in use in other states or cities.
2. The judgment of specialists.
3. The judgment of teachers and adult citizens.
4. Job analyses of adult occupations.
5. The interest and reaction of pupils to present curriculum content.
6. Analyses of difficulties encountered by people working in different jobs.

1 Briggs, Thomas H. The Junior High School. 157.

7. The activities and difficulties of pupils new in school.

8. The opinions of educational philosophers.

As these methods have been used and the results analyzed, it is evident that no one method is wholly satisfactory, but a combination of several methods needs to be used for the best results. Also, no one department in a school can hope to reorganize effectively and improve its program unless this reorganization takes place throughout the school.

In the field of Home Economics most curriculum revision has been done by state departments of education and by the larger cities in which there are supervisors. The method commonly used by these groups was the collecting of all the courses of study available and from these selecting the best parts. The work has been done largely by representative teachers from the territory concerned, along with university specialists in the subject. The results usually were merely a better organization and better selection of the material already being taught, yet it eventually meant the pooling of ideas, experiences, methods, and viewpoints of wide-awake teachers. This was undoubtedly a step forward, but it failed to produce a satisfactory curriculum. These people too often had no direct connection with the school for which the curriculum was planned and did not know the pupils' immediate needs. The above method as briefly outlined was used in formulating the courses of study in use in many states at the present time.

In 1922, the city of Los Angeles undertook a curriculum revision project based upon a list of human abilities and characteristics

which, in the judgment of the teachers, were advisable or desirable for the men and women of that city. The home economics field was covered by an analysis of the homemaker's job to determine the desirable abilities which she should have. This method does not consider education as a continuous growth throughout life, but merely as a preparation for adult life.

The Denver curriculum project started in 1923¹ was a definite step toward determining not only the homemaker's activities but also the activities and interests of the girls. The work was done by two committees: one concerned with junior high school pupils; and the other, with senior high school pupils. To use successfully the child's activity as a basis for the home economics curriculum, the committee decided upon these steps:

1. The selection of desirable home economics activities which girls are now performing.
2. The building up of a body of content that will enrich the experiences connected with these activities.
3. The evaluation and direction of these present home economics activities and experiences into the higher types of activities which will probably occur in the future lives of the girls.

The survey which followed was done by the use of the questionnaire and while it shows some of the inaccuracies usually found in the use of a questionnaire, it was most certainly a distinct contribution to the future of home economics curriculum building.

1 Research Monograph No. 1. L.T.Hopkins and K.W.Kinyon. Home Economics. Public Schools, Denver, Colorado. 1925

The city of Fresno, California,¹ cooperating with the State Department of Vocational Education and the University of California, started a study of vocational conditions in Fresno in 1925. The division of the study pertaining to home economics was made by sending out questionnaires to junior and senior high school girls to determine their activities and interests, and to homemakers to determine their activities and attitude toward the importance of homemaking education. By use of personal conferences, an effort was also made to determine in what industries developed from home economics these girls might find employment upon graduation.

The study is rather difficult to interpret because the results are given in numbers rather than percentages, and the total of these numbers often exceeds the total number that cooperated in the study. A valuable step forward in this study lies in the fact that it attempted to determine the attitude of the girls toward the activities which they perform.

The results of the study were used to determine what should be the content of the home economics courses offered in the Fresno schools based upon the activities of the girls, the activities of homemakers and their opinion of what should be taught, and the types of employment open to girls in the community.

In 1929, the State of Indiana Department of Public Instruction²

1 A Study of Vocational Conditions in the City of Fresno. Division of Vocational Education, University of California. General Vocational Education Series No. 2, Bulletin No. 20. 1926

2 Courses in Home Economics for High Schools. State of Indiana, Department of Public Instruction. Division of Vocational Education Bulletin No. 100 G 3. 1924

published a bulletin entitled Courses in Home Economics for High Schools, based upon results of a series of 16 studies made in that state by the home economics teachers.

" The general plan for revision of this Indiana course of study was developed in keeping with the following statement from the Twenty-sixth Yearbook of the National Society for the Study of Education (Part II, Chap. 1): 'The tasks of curriculum making require special training and experience in the scientific analysis of social needs on the one hand and in the experimental study of the learners' interests, activities, and methods of learning on the other.'"

The bulletin is divided into two parts: Part I--The Learning Needs of the Pupils, and Part II--The Suggested Units of Work and Content in Each Unit.

In order to scientifically determine Part I, a group of 16 studies was made. The purpose of these studies was to give a picture of the pupils, their homes and the communities in which these homes are located, and a knowledge of the school conditions under which homemaking must be taught.

Results of each small study are given in a manner very easily interpreted, and the bulletin as a whole represents a new era in curriculum revision.

Rust¹ reports a study made at Manhattan, Kansas, of the homemaking interests of a group of high school girls. The purpose was:

1. To secure information concerning the homemaking activities performed in the home by the girls who were in the home economics

¹ Rust, Lucile. An Interest Study with High School Girls. Department of Education. Kansas State Agricultural College, Manhattan, Kansas. (Unpublished study) 1929.

classes in the Manhattan High School. It also included the girls' interests in and attitude toward these activities.

2. To secure information which would help the home economics teachers in their efforts to make an interesting approach to their lessons.

3. To secure more objective evidence that the home economics being taught meets the girls' present needs.

The girls were asked to check a rather comprehensive list of activities as to the number of times a week they did it; whether they enjoyed doing it; whether they disliked doing it; whether they were willing to do it and whether they did it only when required.

The chief results of the study were to show trends and indications for home economics curriculum studies, and to give much valuable assistance to the specific group of teachers concerned in selecting and presenting subject matter in the Manhattan High School.

This study is typical of a type that can be done by any home economics teacher with her specific group of girls for the same purpose.

A very recent study of the effect of outside activities of high school pupils on their scholarship has been made by Miss Thelma H. Lacy¹ in the senior high school at Kirksville, Missouri. The specific purpose of the study as stated by the writer was as follows:

"1. To determine certain features of home life.

"2. To find out the nature and extent of pupil activity outside of school.

"3. To note the effect of home and outside activity on

1 Lacy, Thelma Harrison. Outside Activities of High School Pupils. School and Community. Vol. 17, No. 5. May, 1931

pupil scholarship."

The study was made by the use of a questionnaire and use of office records. The data of interest in their relation to this study are that out of 372 pupils, 36 percent reported earning while in school. The average amount earned was \$2.89. The average scholarship of pupils who are earning while in school is above average rank, but is not as high as the average scholarship of those not earning.

There are 16 percent of the pupils who come from broken homes, 7 percent who are rooming away from home while in school, and 9 percent whose fathers and mothers work away from home.

The conclusions which Miss Lacy makes from her study that are of special interest here are that pupils coming from broken homes or homes in which she assumes a great amount of responsibility is shifted to the child, show a lower average scholarship. The pupils are not using reading very extensively as a means of becoming educated. There is a tendency for boys and girls to follow the business or profession in which they are interested, rather than the business or profession of parents.

PROCEDURE

When it was decided to make this study, the writer obtained from the records of the vocational office, from the dean of girls, and teachers of Central High School, and other sources, the names of the girls who were employed part-time while attending the high school. These records were known to be incomplete, but a list of 74 names was compiled. It was decided that this would constitute a representative sample, even if the group was not complete.

A questionnaire was thought to be the most feasible method of getting the information needed. A tentative one was prepared and tested on 20 girls in the writer's homemaking classes. The results were carefully checked, and the girls interviewed concerning activities which they did not check and parts of the questionnaire which apparently were not clear to them.

The questionnaire¹ as then revised, and accompanied by a letter of explanation, was given to the 74 girls by the writer, personally.

Seventy-one questionnaires were returned, and it was found that the three girls who did not return them had dropped out of school that week.

The writer realized that there are a number of weaknesses in this method of study; one being usually the small percentage of returns, and another, inaccurate or incomplete checking. An attempt was made to

1 For a copy of questionnaire and letter, see Appendix, page 96.

avoid these by follow-up interviews until all of the 71 questionnaires returned contained usable information. This also gave the writer personal contacts with many of the girls.

The content of pages 1 and 2 of the questionnaire was used for the purpose of obtaining general information about the group and their families, the type of work they do, hours of work and wages. Something of financial, social and recreational responsibilities and interests was also included. The data and findings from these pages are set forth in Part I of the study.

From pages 3 and 4 of the questionnaire was obtained information concerning homemaking activities of the girls. These were checked under five homemaking activity headings: those which girls practice often, alone; those which girls practice often, helping; those which girls practice occasionally, alone; those which girls practice occasionally, helping; those which girls never practice.

It was also thought worth while to determine what effect, if any, school training in homemaking had upon the frequency and independence with which girls performed their various homemaking activities. For this reason the questionnaires, when returned, were divided into these groups: those girls who reported having had no homemaking in school; those who reported having had 7th, 8th or 9th grade homemaking; those who reported having had above 9th grade homemaking.

The data and findings of this part constitute Part II of this study. Reports of data and findings are grouped under the following headings: Clothing selection activities; clothing construction activities; clothing care and repair activities; home furnishing activities;

food activities; home management and cleaning activities; child care activities; personal health and cleanliness activities.

The data on these activities are reported in three tables for each group as follows:

1. The total extent to which girls participate in the specific group of activities.
2. The extent to which girls participate in each specific activity in the group.
3. The extent of variation of participation in each specific activity in the group with their school training in homemaking.

The data are reported by percent in almost every instance, both in Part I and Part II of this study. The few exceptions are specifically noted.

PART I

THE GENERAL CHARACTERISTICS OF THE GIRLS
INCLUDED IN THIS STUDY

AGES OF GIRLS AND THEIR FAMILY SITUATIONS

It would seem that a knowledge of the general characteristics of the girls who are employed while attending high school would be helpful in attempting to interpret their responsibilities and problems. It was with this in mind that the following data were collected and are here summarized.

Table I
Age and Grade Classification of Girls Included in This Study
(71 cases)

Age of Girls	Grade in School						Percent by age
	10B	10A	11B	11A	12B	12A	
16	6	3	3	0	0	0	12
17	6	0	18	3	1	0	28
18	3	1	11	3	20	4	42
19	0	0	4	1	3	1	9
20	0	0	0	1	0	1	2
21	0	0	1	0	0	1	2
22	0	0	1	0	1	0	2
Percent by Grade	15	4	38	8	25	7	

An examination of Table I shows that 42 percent of the group are 18 years of age and 28 percent are 17. It shows also that 46 percent are in their junior year and 32 percent in their senior year in school. This seems to indicate that these girls are about average in grade for age, if 18 years is considered the average age of graduation from high

school. The fact that there is a small percent (2 percent each) who are 20, 21 and 22 years of age still in high school would seem to indicate a quality of perseverance under adverse conditions for attending school. While these few girls are retarded in school, an examination of office records showed that they had been irregular in attendance or had not been able to carry the average number of high school subjects while working, because their time did not permit their doing so.

Since the group included in this study are attending a regular high school, it is impossible to compare their age and grade in school with the girls included in other studies of part-time or continuation school groups.

Table II
Number of Children in Families of Girls Studied
(71 cases)

<u>No. of Children</u>	<u>No. of Families</u>	<u>Percent of Families</u>
1	2	3
2	21	30
3	14	20
4	16	22
5	6	8
6	4	6
7	5	7
8	2	3
9	0	0
10	1	1
11	0	0
12	1	1

Table II shows the number of children in the families of these girls.

It is interesting to note that 72 percent come from families in which there are from two to four children. Of the remainder, 21 percent come from homes in which there are from five to seven children.

King¹ reports in her study of working girls in Chicago, the typical home situation for the group studied was a house or apartment of six rooms and a family of six members.

The average family of the Oklahoma City group is 5.9, approximately the same size as in the Chicago group. The average family in the United States in 1930 was 4.3, and in Oklahoma 4.6.² Therefore the average of the group studied is larger than the average for the United States and for Oklahoma.

Table III shows the occupation of parents of the group, both of the fathers and mothers, and shows also those whose parents were dead or divorced. According to the grouping used by Counts,³ the occupations of the parents given would fall largely into the division of unskilled labor. Of this group, 21 percent reported mothers working. In some instances, the mother and children seemed to have the full responsibility for making the living. In many instances the girls commented, when giving the occupation of the father, that he was not at present employed, or that he would do anything. This, no doubt, reflects the general economic depression of the times.

-
- 1 King, Mattie Grace. A Study of Home and Personal Needs of Some Chicago Working Girls (A Master's Thesis) University of Chicago. Dept. of Home Economics and Household Administration. 1929. 38
 2. Statistical Abstract of the United States Department of Commerce. Government Printing Office. Washington, D.C. 1930. 36
 3. Counts, G.S. The Selective Character of American Secondary Education. Supplementary Education Monograph No. 19. University of Chicago Press, Chicago. 1922. 22-23

Table III
Occupations of Parents of Girls Included in Study

<u>Occupation of Father</u>	<u>Number</u>
General contractor..	3
Carpenter	1
Cabinet maker	1
Plasterer	2
Plumber	1
Machinist	2
Welder	1
Driller	3
Road worker	1
Engineer	1
Conductor	2
Salesman	1
Clerk	5
Claim Agent	1
Insurance agent	2
Real estate agent ..	1
Royalty salesman ...	1
Postman	1
Linotype operator ..	1
Bank clerk	1
Doctor	1
Grocer	3
Bookkeeper	1
Hotel proprietor ...	1
Day laborer	6
Farmer	8
Father dead, or separated from family.	19

<u>Occupation of Mother</u>	<u>Number</u>
Laundry worker	1
Nurse	1
Cook	1
Cafeteria worker ...	1
Housework	1
Dressmaker	4
Stenographer	1
Clerical work (office) ..	2
Saleslady	3
Mother dead, or separated from family.	13

Table III also shows that 32 girls come from broken homes. This would be 45 percent, which seems quite high as compared with other studies. King¹ found in her study of working girls in Chicago about 27 percent coming from broken homes; and a New York study² of continuation school children reports only about 10 percent. Lacy³ reports in a Kirksville, Missouri, study that 16 percent come from broken homes.

It is of interest at this point to know that the girls indicated by their comments to the writer that they were working because it was necessary for them to support or help support themselves and, in some cases, others in the family. They also said that because of divorce or death of one or both parents, it was necessary for them to work.

While no attempt was made to determine the incomes of the families of these girls, through observations of the general appearance of the girls the writer judges that most of them come from families whose income level is average or lower than average. The general impression given by personal contact with them was that they were a very courageous group of girls and worthy of every possible consideration and help.

1 King, Mattie Grace. Op. cit. 42

2 Report on the Working Children in New York State. Division of Vocational and Industrial Education, Albany, New York. Department of Education. 1928

3 Lacy, Thelma Harrison. Outside Activities of High School Pupils. School and Community. Vol. 17, No. 5, May, 1931

THE EMPLOYMENT SITUATION OF GIRLS

Table IV
Type of Work Being Done by Girls Studied

Type of Work	Percent Doing
Housework	27
Salesgirls	13
Waitress	11
Car hops	6
Care of children	6
Clerical (office)	6
Stenographic	3
Cashier	3
Bookkeeper	1
Reporter	1
Art shop worker	1
Radio worker	1
Nursing	1
Violin teacher	1
Beauty operator	1
Not reporting	15

An examination of Table IV shows 27 percent of the girls are doing general housework, while over 50 percent of the group have positions related to various phases of work usually taught in the homemaking department. This includes positions such as waitress work, caring for children, car-hopping, beauty-shop work, and nursing.

Most of the work done by these girls that was not directly related to the homemaking department program seems to be that requiring some training given in the commercial department.

Since it is true that 70 percent of the girls employed while attending school are holding positions closely related to the work of the homemaking and the commercial departments, it would seem desirable

for these two departments to work together for the greatest interest of the girls enrolled in their classes. The fact that 78 percent of the group studied are in their junior or senior year should be a challenge to the homemaking teachers to do all they can to prepare these girls for the responsibilities which they are already meeting or will very soon be assuming.

Table V, on the following page, gives the number of years the group have been employed. Of this group, 80 percent have worked from one to three years. The fact that 35 percent are working for the first time is probably because of the economic depression at this time.

Table V
Number of Years Girls Have Been Employed

<u>Years Employed</u>	<u>Percent of Girls</u>
1 year or less..	35
2 years	27
3 years	18
4 years	3
5 years	3
8 years	4
Not reporting ..	8

Reference to Table I, page 14, shows the greatest number of girls are working in their junior and senior years. This might be interpreted to indicate that a larger number of girls would drop out during their ninth and tenth years if they were not able to obtain employment and partially or wholly support themselves. While this was not definitely determined, it would be worth investigating to help fix the grade in school at which the most fundamental work in homemaking should be given, and also training which would help prepare the girl for her advent into the business world.

Table VI shows the approximate number of hours of work for the group studied. Of this group, 16 percent did not report or reported so indefinitely that their figures were not usable. This was largely because they did not have a regular job at this time. The group divided itself into three almost equal parts: Those working from two to four hours per day; those from five to six hours per day; and those from seven to nine hours per day. It would seem that since 51 percent

of the entire group reported working from five to nine hours, the hours spent in school would need to be reduced to the minimum. Undoubtedly those reporting seven to nine hours work per day are not working every day of the week.

Table VI
Length of Time Girls are Working

<u>Hours of Work Per Day</u>	<u>Percent of Girls</u>
2-4 hours ...	32
5-6 hours ...	28
7-9 hours ...	23
Not reporting	16

While no attempt was made to check the grades of this group, the report of the Pupil Load Committee of Central High School¹ shows that many of the employed boys and girls make lower than average grades or do wholly unsatisfactory work. For this reason, they recommend that the number of subjects taken in high school be reduced by one for every three hours the pupil works, and that $4\frac{1}{2}$ credits be considered an average pupil load for all pupils in high school.

Lacy² reports in a study of 372 senior high school pupils in Kirksville, Missouri, that the scholarship was poorer when the pupil earns while in school than when he does not earn. She also found lower average scholarship in the groups who come from broken homes

1 Report of Pupil-Load Committee of Central High School. Oklahoma City. January 17, 1931. (An unpublished report of a study by a faculty committee.)

2 Lacy, Thelma H. Outside Activities of High School Pupils. School and Community. Vol. 17, No. 5. May, 1931. 227

and from homes in which both parents work than in the group from homes in which both parents are living and the mother stays at home.

Table VII shows the wages which this group are receiving. It was necessary to report wages in several different ways because many girls receive room and board, or board alone, as part payment for work done; and some of the group worked only on certain days, therefore reported wages by the day only.

The table shows that 23 percent reported receiving room and board, or board, as part payment for wages. There are others doing waitress work who failed to report the fact that their meals are given them in addition to money, although the writer knows this is usually done.

Table VII
Wages Reported by the Girls Included in This Study

<u>Wages as Reported</u>	<u>Percent of Girls</u>	<u>Wages as Reported</u>	<u>Percent of Girls</u>
<u>Daily</u>			
85¢-\$1.00 ...	6	<u>Room-Board(only)</u>	8
\$1.50-\$2.50..	13		
<u>Weekly</u>		<u>Room-Board</u>	
\$2.50-\$5.00..	24	Carfare, lunch	
\$6.00-\$9.00..	8	and \$1.00-\$5.00	15
\$10.00-\$16.00	13	Not reporting ..	13

King¹ reports in the Chicago study, that girls from the continuation school averaged \$10.68 per week for wages.

From the data contained in Table VII, the median wage for the Central High School girls was less than \$10.00; however, if a money value were placed upon room and board, it would doubtless be as much

1 King, Mattie Grace. Op. cit. 68

as \$10.00 per week. It would seem that most of the girls working for room and board earn in addition from \$1.00 to \$5.00 per week. Their financial responsibilities and problems will be discussed more fully later in this study, but it is evident that this group needs all the knowledge and skill homemaking courses can give in the best management of money. Later tables will show that they have most of the responsibility for spending the money they earn.

Table VIII shows the average amount of sleep which girls report they get each day. While 53 percent get eight hours, and 18 percent get nine hours of sleep per day, 16 percent get only seven hours or less per day. Seventy-eight percent get eight or more hours of sleep per day, and it would seem from these figures that working while attending school does not deprive them of a normal amount of sleep.

Table VIII
Hours of Sleep Reported by Girls

<u>Hours of Sleep</u>	<u>Percent of Girls</u>
6	3
7	13
8	53
9	18
10	7
Not Reporting ..	6

While only 16 percent of the girls are getting very inadequate sleep, the number is sufficiently large to be given thought. Inadequate sleep undoubtedly will be reflected in the girl's physical health and mental ability. Since in many cases she must depend upon

her own wages for all or part of her living, it is imperative that she realize the importance of good health. She is also still growing and laying the foundation for future health, hence her requirements for adequate sleep should be met. The majority of students are working too many hours to be carrying a full load of school work, and in all probability will need to be in school at least one year longer than the average.

RECREATIONAL, READING AND FUTURE EMPLOYMENT INTERESTS OF GIRLS

Table IX shows the recreational interests of the girls included in this study. The amusements which were mentioned most frequently are the ones the average girl of today probably does most often. They are quite wholesome in character. While attending shows heads the list in the number of times mentioned, reading is not far down the line, being mentioned 14 times. Amusements which would take the girl out of doors were mentioned a total of 58 times. Swimming and athletic games were the most popular of the out-of-door recreations.

Table IX
Recreations Enjoyed Most by Girls of the Study

<u>Recreations</u> <u>Reported</u>	<u>No. times</u> <u>Mentioned</u>
Shows	21
Dancing	14
Reading	14
Athletic games..	14
Swimming	13
Hiking	8
Tennis	7
Music	4
Picnics	4
Plays	3
Horseback	3
Roller-skating .	2
Baseball	2
Sewing	2
Hunting	1
Church work	1
Art	1
Not reporting ..	4

King¹ reports in the study of some Chicago working girls that movies, picnics, dancing, hiking, baseball, swimming, roller skating and parties are the most popular amusements enjoyed. Reading comes further down the list and was mentioned by only one girl.

In comparing this study with the one mentioned above, it is assumed that "shows" and "movies" both refer chiefly to picture shows. In both studies they head the list and are typical of the amusements sought by the average American girl.

An examination of Table X shows the type of magazines which the girls frequently read. The total number of magazines mentioned was 30, and the total number of times mentioned was 150. This would average slightly more than two magazines being read regularly per girl.

While the magazines mentioned are not always of the very best type, those included in the group as being read most often are fairly desirable in character, and many are quite wholesome. The six mentioned ten or more times were Ladies' Home Journal, Cosmopolitan, American, Good Housekeeping, Liberty and Collier's.

Newspapers are read regularly by 66 out of 71 girls. This seemed to be a surprisingly large number for girls who are busy so many hours of the day. The percentage is slightly higher than that reported by King². She found 57 out of 70 girls reading newspapers regularly. The Fresno³ study reports approximately 62 out of 100 read newspapers often.

The question naturally arises as to how extensive this rather frequent reading of newspapers and magazines really is. Does it mean any more than reading the funny pages and perhaps turning through magazines? The thought suggests itself here that it might be worth while to help

1 King, Mattie Grace. Op. cit. 124 and 141

2 King, Mattie Grace. Op. cit. 141

3 A Study of Vocational Conditions in Fresno. Op. cit. 80

these girls to learn how to read more selectively, and to develop some judgment in the choice of reading material.

Table X
Magazines and Newspapers
Read Most Often by the Girls of This Study

<u>Magazines Mentioned</u>	<u>No. Times Mentioned</u>
Ladies' Home Journal ..	18
Cosmopolitan	16
American	15
Good Housekeeping	13
Liberty	11
Collier's	10
Pictorial Review	8
Saturday Evening Post .	8
McCall's	6
Delineator	6
Literary Digest	5
Photoplay	5
Holland's	4
Woman's Home Companion.	4
Physical Culture	3
Golden Book	2
Time	2
Red Book	2
Bookman	1
Junior Home	1
King's Builders	1
Vogue	1
The Dance	1
Out-of-Doors Sports ...	1
Woman's World	1
Country Home	1
True Story	1
Etude	1
World's Work	1
Church paper	1
Not reporting on Magazines	13
Read newspapers	66
Do not read newspapers.	5

Table XI shows the type of work these girls are interested in pursuing when they finish high school. There is some similarity in the list of employments in which the girls are interested on finishing high school and the list of employments they now have. Stenographic and secretarial positions were mentioned 35 times in this list.

Table XI
Type of Work Girls are Interested in Doing
on Finishing High School

Employments Mentioned	No. Times Mentioned
Stenographer	32
Teacher	7
Salesgirl	4
Beauty operator	4
Secretary	3
Journalist	3
Interior decorator ...	3
Dramatics	1
Music	1
Supt. of hospital	1
Medical missionary ...	1
Radio work	1
Dancer	1
Nurse	1
Dietitian	1
Homemaker	1
Structural engineer ..	1
Not reporting	5

In view of the fact that there are a good many types of courses available in high school, an examination of these employments will show that a number of them do not imply further school training other than perhaps a few months in a highly specialized school.

It is rather surprising, though, that quite a few are at least interested in professions which will require further school preparation. Some of these are teaching, journalism, dramatics, music, nursing,

medical missionary, dietitian, structural engineering and interior decorating.

Only one girl definitely states homemaking as her future interest and perhaps this is not surprising in this particular group. The fact that 45 percent of them come from broken homes, some of which are caused by divorce or separation, is doubtless responsible for an unfavorable attitude of mind toward marriage at this age in these girls.

FINANCIAL PRACTICES OF GIRLS AND THEIR FAMILIES

In order to discover something of the way in which the families and the girls themselves handled their finances, a number of questions were included pertaining to such practices.

Table XII
Purchasing Habits of Families of Girls Studied

	Percent
Number reporting paying by cash most frequently	62
Number reporting using charge accounts most frequently	29
Number reporting using install- ment buying most frequently	9

A study of the data shows that 62 percent of the families do business on a cash payment plan. Twenty-nine percent report using charge accounts, and 9 percent report using the installment payment plan most frequently. Many of the girls reported an occasional use of the installment payment plan, and others a combination of payment by cash and by use of charge accounts. This report on family practices indicates the financial background of the girls.

Table XIII
Financial Practices and Problems
of Girls Included in Study
(71 cases)

Activity	Percent Doing	Percent not Doing	Percent not Reporting
Full control of money earned	76	13	11
Contribute to family	34	52	14
Definite spending plan	76	24	14
Definite saving plan	49	37	14
Checking account of own	10	82	8
Attend to paying of monthly bills for family	48	49	3
Allowance for school supplies ...	51	49	0
Allowance for other things	49	51	0
Keep an account of money spent ..	46	54	0

Table XIII shows that 76 percent of the girls have full control of the money which they earn, while 34 percent contribute to the support of the family from their earnings.

King¹ reports 55.71 percent of the girls included in the Chicago study gave all their wages to their parents, while 15.56 percent report contributing part of their earnings to the family all or part of the time.

Table XIII shows that 76 percent have a definite plan for spending their earnings, while 49 percent have a plan for saving. The

1 King, Mattie Grace. Op. cit. 71

writer assumes from her observation of these girls that their earnings are not large enough to supply their needs and permit of saving very much. Possibly a larger percent could be encouraged to save if they were taught to realize the value of saving regularly even though the amount is small.

These girls have considerable experience in handling money: 10 percent report having a checking account of their own; 48 percent report paying monthly bills such as gas, water, telephone, etc., and 46 percent keep some account of the money which they spend. While only 51 percent report a definite allowance for school supplies, and 49 percent a definite allowance for other things, many of the girls said they spent whatever was necessary for their real needs at school and elsewhere. They indicated that they really spent very carefully, although they had no previously worked out plan.

Since the girls are meeting rather varied financial problems, and 75 percent have full control of the money which they earn, a definite plan for giving specific training in both spending and saving of money should be provided in school. Other common business practices and procedures should be included in training given this group, since their earnings are small and in many cases are known to be all the girl has to depend upon.

SOCIAL AND HOME RELATIONS OF GIRLS

In order to determine some of the social and family relationships problems of the girls, the data included in Table XIV were compiled.

Table XIV
Social and Home Relations of Girls
(71 cases)

Activity	Percent Doing	Percent Not Doing	Percent Not Reporting
Attend school programs, plays, athletic events, etc.	77	23	0
Belong to school clubs	27	73	0
Belong to outside organizations	35	65	0
Live with parents or relatives	63	39	0
Live with family for whom work	39	63	0
Entertain friends in own home or home in which they live	79	21	0
Family go to church, shows, picnicking together	85	14	0
Share bedroom with adult or child	73	27	0
Have own bedroom	27	73	0
Care for members of family when ill	94	6	0

Thirty-nine percent of the group do not live at home or with relatives, but with the family for whom they work. Naturally they become a part of that household and establish certain relationships

with that family. Whether or not these relationships are going to be pleasant and profitable to the girl and also to her employer will depend upon her ability to adjust herself easily and completely.

While a larger group (63 percent) live with their parents or relatives, it does not minimize the importance of an understanding of their responsibilities as a member of their family group.

Ninety-four percent report helping to care for members of the family when ill, which seems to indicate that these girls recognize and meet their responsibilities to members of the family. Also a large percent (73 percent) share their bedroom either with adults or children. Because of this, there would probably arise problems in family relationship of which girls should have an appreciation and an understanding.

The social activities of 77 percent seem to consist largely of attending school programs, plays, games, etc., but only 27 percent belong to school clubs--due, no doubt, to the fact that working hours interfere with their attendance at afternoon club meetings. Attendance at school programs which take place in the evening is evidence of their interest in school activities. Only 35 percent belong to outside organizations. Church and Sunday school were mentioned oftenest.

While a large percent (85 percent) as a family group went to church, shows and picnics, they indicated by comments that they did not do so very often. Church was the one place they attended most often as a family group. The same was true of entertaining friends in their own home or the home in which they lived. The girls reported doing so in 79 percent of the cases, but indicated by other comments that they did not do so frequently.

As a group it is quite evident that these girls are making every effort to keep up some social contact through school and outside clubs and organizations. This must be an effort and a sacrifice because of the number of hours which they are employed. They would doubtless welcome and profit by some help in meeting the problems involving social practices which come up in their relations at school, at work and in social situations.

SUMMARY OF PART I

The General Characteristics of the Girls Included in This Study

Ages of Girls and Their Family Situations

1. Most of the girls included in this study are average age for grade in school, if 18 years is considered the average age for graduation from high school. An examination of office records showed that those girls who are over 18 years of age have either been irregular in attendance or have been unable to carry the usual number of subjects.

2. Out of this group 78 percent of the girls are in their junior and senior years in high school.

3. The families of these girls seem to be larger than average for the state. They consist of an average of 5.9 persons, while the average for the state in 1930 was 4.6 persons.

4. There are 45 percent of the girls who come from broken homes. This includes those broken by death of parents, divorce, separation and other causes.

5. The types of work represented by the parents of the girls fall largely into the group of unskilled labor, and are therefore in the group usually classified as average or lower than average in income.

The Employment Situation of Girls Studied

1. General housework is done by 27 percent of the girls for

employment. The remainder of the group, or 73 percent, are doing types of work for which the homemaking and commercial departments could give direct preparation.

2. Approximately one-third of the girls work from two to four hours per day; one-third work from five to six hours per day, and one-third work from seven to nine hours per day.

3. There are 80 percent of these girls who reported that they had been working from one to three years, with 35 percent working for their first year.

4. The wages were very indefinitely reported because the girls receive room and board, or board, as all or part payment for their services. As nearly as they can be averaged, those doing general housework or waitress work receive room and board, or board, and from \$1.00 to \$5.00 per week in addition. The median wage for girls doing other types of work is probably about \$10.00 or a little less per week.

5. The hours of sleep which the girls reported ranged from 6 to 10 hours per day. While 78 percent are in the group who have from 8 to 10 hours sleep per day, the rest are getting an inadequate amount.

Recreational, Reading and Future Employment Interests of the Girls

1. The six recreations reported as being enjoyed by the girls in order of the frequency with which they were mentioned are shows, dancing, reading, athletic games, swimming and hiking.

2. Six magazines reported as read by the largest number of girls are Ladies' Home Journal, Cosmopolitan, American, Good Housekeeping, Liberty, and Collier's.

3. Newspapers are read frequently by 66 out of 71 girls.

4. The six employments mentioned oftenest as being of interest to

the girls upon their graduation from high school, are stenographic work, teaching, salesgirls, beauty operators, secretarial work, and journalistic work. Stenographic work was mentioned by 32 girls.

Financial Practices of Girls and Their Families

1. Seventy-four percent of the girls who reported have full control of all the money they earn.
2. Thirty-four percent reported that they contributed some of their earnings to their families.
3. Sixty-two percent of the families pay for purchases by cash most often. Twenty-nine percent use charge accounts in paying for purchases. Nine percent reported they frequently used the installment plan in paying for purchases.
4. Fifty percent or more reported that they had these varied financial experiences: (1) a definite plan for saving; (2) kept accounts; (3) had a definite spending plan; (4) had allowances for school supplies and other expenses; (5) frequently attended to paying of monthly bills for the family.

Social and Home Relations of Girls

1. Thirty-nine percent do not live at home or with relatives, but with families for whom they work.
2. Twenty-seven percent report belonging to school clubs, and 35 percent belong to outside clubs or organizations.

3. While 85 percent reported that their families as a whole went places together, they commented that they did so only occasionally and then it was usually to church.

PART II

THE HOMEMAKING ACTIVITIES OF THE GIRLS
INCLUDED IN THIS STUDY

CLOTHING SELECTION ACTIVITIES

Table XV

Extent to Which Girls Participate in Selection of Clothing

Number of Girls : Reporting:	Girls Practice			
	Often (%)	Occasionally (%)	Never (%)	
	Alone	Help	Alone	Help
71	58	15	12	11 4

Table XV shows that this group of girls select clothes frequently and do so quite independently. The table shows that 58 percent often select clothes alone and 15 percent occasionally do it, while only 4 percent of the entire group said they never selected or helped to select clothing.

Table XVI
Extent to Which Girls Practice
Selection of Certain Articles of Clothing
(71 cases)

Activity	Girls Practice			
	Often (%)	Occasionally (%)	Never (%)	
	Alone	Help	Alone	Help
Select own dresses	52	28	10	10 0
Select own coats	45	30	6	18 1
Select own underwear	77	7	13	3 0
Select own hose	82	1	10	7 0
Select own shoes	75	10	10	6 0
Select own hats	68	14	10	8 0
Select clothing for others	6	13	27	28 27

The different articles of clothing selected are listed in Table XVI, which shows the extent to which girls selected these. Hose, underwear, shoes, and hats were the most frequently selected alone; while 52 percent often selected dresses alone, and a total of 79 percent, their coats. The girls did not participate very extensively in selecting clothing for others, although only 27 percent indicated that they had never helped in any way.

The Denver study reports: "It is very apparent that if the curriculum in home economics is to prepare girls to adapt themselves adequately to the vocation of homemaking at a later period, then the selection of ready-made garments is of equal importance with the making of garments."¹

The Fresno² study also indicates that there is considerable selection of ready-made clothing practiced. The articles most frequently purchased ready-made are hats, coats, sweaters, while about one-third select ready-made dresses of one kind or another.

The Indiana survey³ reports: "Clothing construction and selection rank about equal, therefore both seem justified in the curriculum. Cotton dresses and underwear are made at home; silk and wool dresses are more often bought ready-made. Enough of all kinds of garments were purchased ready-made to justify great emphasis on selection. With changing conditions in the home, no problem in clothing

1 Research Monograph No. 1. L.T.Hopkins and K.W.Kinyon. Home Economics. Public Schools. Denver, Colorado. 1925. 32

2 A Study of Vocational Conditions in the City of Fresno. Division of Vocational Education of University of Southern California and the State Board of Education. 1926. 74-76

3. Courses in Home Economics for High Schools. State of Indiana. 1929. 13

Table XVII
Variation in Extent of Participation in Clothing Selection
With Amount of Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)				7-9 Grades (43 cases)				Above Grade 9(19 cases)						
	Girls Practice				Girls Practice				Girls Practice						
	Often	Occ.	Never		Often	Occ.	Never		Often	Occ.	Never				
	A	H	A	H	A	H	A	H	A	H	A	H			
Select own dresses	78	11	11	0	0	49	30	14	7	0	47	32	0	21	0
Select own coats	67	11	22	0	0	44	35	5	16	0	37	26	0	32	5
Select own underwear	89	0	11	0	0	79	7	12	2	0	68	11	16	5	0
Select own hose	89	0	11	0	0	81	2	12	5	0	79	0	5	16	0
Select own shoes	78	11	11	0	0	74	9	12	5	0	74	11	5	5	0
Select own hats	78	0	22	0	0	65	14	12	9	0	68	21	0	5	0
Select clothing for others..	0	11	33	33	22	7	9	23	33	28	5	21	32	16	26

Note: The above figures indicate percent.
Occ. = Occasionally
A = Alone
H = Help

should be taught without an opportunity for the class to evaluate the conditions under which it is most practical to buy it ready-made."

King¹ reports 87.14 percent of the group studied have the problem of selecting clothing.

In Table XVII we find that the amount of school training in home-making does not appreciably affect the extent of participation in clothing selection. The small group having had no training did more independent selecting of clothing than either of the other groups.

Gehrs² reports in her study of Minnesota high school girls that school training had not affected the percentage of girls who bought ready-made garments. Almost one-half of the girls did this regardless of whether they had had training in home economics in schools or not.

From the results of the questionnaire on the subject of clothing selection, as well as from the results of similar studies elsewhere, it would seem that a very large percent of the high school girls of today are concerned with problems of clothing selection.

Ninety percent of the girls included in this study meet these problems either alone or by helping, and they do so regardless of the amount of school training they have had in homemaking.

1 King, Mattie Grace. Op. cit. 71

2. Gehrs, Lilly B. A Study of Certain Home Management Practices Carried on in the Homes of Minnesota High School Girls. Master's Thesis. University of Minnesota. 1930. 77

CLOTHING CONSTRUCTION ACTIVITIES

Table XVIII
Extent to Which Girls Participate in
Clothing Construction

Number of Girls Reporting	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
71	10	7	9	13	61

Table XVIII indicates that a very large percent of this group of girls do not construct clothing, a fact that is not surprising since most of them have a very limited amount of time outside of school and working hours. Almost two-thirds of the group report they never have any part in the construction of clothing.

King¹ reports, in her study of Chicago girls, only about one-third of the girls were doing any clothing construction. King² questions the amount of time spent in schools on clothing construction and wonders if emphasis should not be placed more on selection and care.

Table XIX shows that about two-thirds of the girls make only dresses and underwear. Coats and suits are made only rarely, and these girls have little time to construct clothing for others--only 31 percent reporting ever doing any.

1 King, Mattie Grace. Op. cit. 77

2 King, Mattie Grace. Op. cit. 83

Table XIX
Extent to Which Girls Participate in Construction
of Certain Garments
(71 cases)

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Make own coats	1	3	1	3	92
Make own suits	6	7	3	7	77
Make own dresses	17	10	10	27	37
Make clothing for others	7	6	7	11	69
Make own underwear	21	8	23	17	31

The Denver¹ study indicated 51 percent of mothers thought more clothing was being made in the home than three years ago. This study also showed that dresses and undergarments were being made in about 50 percent of the cases reported.

The Fresno² study reported that 68 percent of the mothers thought more sewing was being done in homes than three years ago, and also that the girls most frequently made dresses and undergarments.

Table IX shows that the girls previous training in homemaking has had little effect upon her participation in garment construction. By far the largest percent of all three groups do little construction of coats or suits, but about two-thirds of each group do make dresses and underwear. The group reporting as having had no homemaking in school seem to do more independent sewing than those who have had homemaking

1 Canyon-Hopkins. Op. cit. 32

2 A Study of Vocational Conditions in Fresno. Op. cit. 75-76

Table XX
Variation in Extent of Participation of Clothing Construction
With Amount of Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)				7-9 Grades (43 cases)				Above Grade 9 (19 cases)						
	Girls Practice				Girls Practice				Girls Practice						
	Often	Occ.	Never		Often	Occ.	Never		Often	Occ.	Never				
	A	H	A	H	A	H	A	H	A	H	A	H			
Make own coats	0	0	11	0	89	2	2	0	5	90	0	5	0	0	95
Make own suits	11	0	11	0	78	7	16	0	3	77	0	5	5	11	79
Make own dresses	33	0	0	33	33	16	12	9	23	39	11	11	16	32	32
Make clothes for others.	22	0	0	11	67	5	9	9	12	65	5	0	5	11	79
Make own underwear	22	0	33	22	22	19	7	23	19	33	26	16	16	11	32

Note: The above figures indicate percent.
Occ. = Occasionally
A = Alone
H = Help

in the seventh, eighth, or ninth grades, or the group who have had above the ninth grade work in school.

Gehrs¹ study of Minnesota high school girls shows that "the girls who had had seventh and eighth grade work not only did less work in garment construction, but helped less and liked to do it less than the girls who had had no training at all.

"School training in ninth grade or above resulted in greater independence of work and a better attitude toward clothing construction than was shown by girls who had no training or seventh and eighth grade work only."

The results of this study indicate that since about two-thirds of the girls make dresses and underwear, some garment construction should still be given in order to emphasize results that are satisfactory but that may be secured with the minimum of time and effort.

Thus far it would seem that homemaking training has not been particularly important in affecting the girls' participation in the activities that have to do with sewing. However, it is hoped that the work done by those who have had homemaking in school is of better quality, and that their standards for efficient work are higher than those who have had no training.

1 Gehrs, Lilly B. Op. cit. 77

CARE OF CLOTHING

Table XXI
Extent to Which Girls Participate
in General Care of Clothing

Number of Girls Reporting	Girls Practice			
	Often (%) Alone	Help	Occasionally (%) Alone	Never (%) Help
71	57	6	16	8
				13

Table XXI shows the general participation of all girls included in this study in the care and repair of clothing. It indicates that a great share of this group of activities is done by the girls; 57 percent often take the entire responsibility of caring for clothing, while a total of 87 percent are concerned all or part of the time with these activities for themselves or others in the family.

Table XXII shows in more detail the participation of the girls in the general care of clothing. All of the activities listed are done quite independently, either often or occasionally.

Seventy-five percent of the girls do or help to do dry cleaning, while 96 percent are concerned with the pressing of their own clothes.

King¹ found 81.42 percent of the girls included in her study are concerned with the problem of cleaning and pressing their own clothes.

The Denver² study reports only about 43 percent of the senior high school girls clean their own clothes.

1 King, Mattie Grace Op. cit. 73

2 Kinyon-Hopkins. Op. cit. 14

Table XXII
Extent to Which Girls Participate in Certain Practices
Pertaining to Care of Clothing

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Dry clean own clothes	25	1	28	11	35
Press own clothes	69	1	23	3	4
Hang clothes on hangers ...	97	1	1	0	0
Wash all own clothes	38	18	23	8	13
Wash part of own clothes...	76	4	10	6	4
Wash for family	13	11	7	21	48
Iron for self	73	4	18	4	0
Iron for family	28	13	27	18	14
Mend own clothes	70	7	14	7	1
Clean and polish own shoes.	79	0	13	1	7

These figures indicate that the working girl is very much concerned with the problem of keeping her clothing cleaned and pressed, and with doing the work herself.

The group of employed girls in this study report using hangers for clothing 100 percent. Those studied in Chicago¹ report using hangers for clothing 100 percent, while 85.71 percent are concerned with the upkeep of their own clothing, and 34.28 percent assume responsibility for the family mending.

1 King, Mattie Grace. Op. cit. 73-74

Table XXII shows 70 percent of the girls usually do all their own mending, while 99 percent assume responsibility for mending their own clothes all or part of the time.

Cleaning and polishing of shoes is done quite extensively by the girls. They have considerable pride in the appearance of their feet from the number who report polishing shoes; 79 percent report they do it often, while 93 percent are concerned with the cleaning and polishing of their own shoes all or part of the time.

King¹ found the Chicago girls studied also cared for their own shoes--97.14 percent report doing it.

Washing and ironing of own clothing claims considerable of the girls' attention; 83 percent are concerned with washing their own clothes either alone or helping, and 100 percent with ironing them, either alone or helping. Thirty-eight percent report they often wash their own clothes alone, while 23 percent more report they do so occasionally. Seventy-three percent report they often iron their own clothes, while 18 percent more report they do so occasionally alone.

King² reports the girls studied have most of the responsibility for laundering their own clothes.

A study of high school girls of Indiana³ showed that about one-third of the girls help with the washing and nearly one-half with the ironing; and a great many do the small personal laundry for themselves.

Table XXII shows that these girls who are working assume a considerable share of responsibility for the family washing and ironing. In

1 King, Mattie Grace. Op. cit. 73

2 King, Mattie Grace. Op. cit. 108

3 Courses in Home Economics for High Schools. Indiana. Dept. of Public Instruction. Division of Vocational Education Bul.No.100 G-3 1929

Table XXIII
Variation in Extent to Which Girls Participate in Care of Clothing
With Amount of Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)					7-9 Grades (43 cases)					Above Grade 9 (19 cases)				
	Girls Practice					Girls Practice					Girls Practice				
	Often : Occ. : Never					Often : Occ. : Never					Often : Occ. : Never				
	A	H				A	H				A	H			
Dry clean own clothes ...	22	0	11	22	44	26	0	26	12	37	26	5	37	5	26
Press own clothes	67	0	22	0	11	63	0	30	12	5	84	5	5	5	0
Hang clothes on hangers..	100	0	0	0	0	72	2	2	0	0	100	0	0	0	0
Wash all of own clothes..	56	11	22	11	0	33	14	28	12	14	42	32	11	0	11
Wash part of own clothes.	78	0	0	11	11	72	5	16	5	2	84	5	0	5	5
Wash for family	33	0	0	11	56	12	12	12	19	47	5	16	0	32	47
Iron for self	89	0	11	0	0	65	5	23	7	0	84	5	11	0	0
Iron for family	44	0	33	11	22	19	14	33	19	16	42	16	11	21	11
Mend own clothes	78	0	11	11	0	70	2	19	7	2	68	21	5	5	0
Clean and polish shoes...	56	0	22	0	22	77	0	16	2	5	95	0	0	0	5

Note: The above figures indicate percent.
Occ. = Occasionally

A = Alone
H = Help

many cases this is in the homes in which the girls are employed.

Table XXIII shows the effect of homemaking training in school upon the extent of participation in care of clothing. It seems doubtful whether training in school has affected the girls' participation in these activities, because little of it is taught, though it is hoped that their homemaking training has affected their attitude toward the importance of keeping their clothing clean and in good repair.

A study of Table XXIII shows the group who have had no homemaking training and those who have had work above the ninth grade to be apparently more independent in their work. In checking through the column which gives the percent who never do these activities, it will be found that the percentage of each group is reasonably equal for the same activity.

Gehrs¹ reports in the study of Minnesota high school girls that school training had not noticeably affected the extent of participation in laundry work in the home. In fact, the group who have had seventh and eighth grade work only, seemed to help less and to have a poorer attitude toward it than the group having had none and the group having had more than ninth grade work.

Since such a large percentage of the girls involved in this study are meeting problems pertaining to the care and repair of clothing, it would seem that this phase of clothing needs greater emphasis. Also other studies of high school girls in general indicate that this is a problem vital to all girls of high school age.

1 Gehrs, Lilly B. Op. cit. 77

HOME FURNISHINGS

Table XXIV
Extent to Which Girls Participate
in Selection and Arrangement of Home Furnishings

Number of Girls Reporting	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
71	21	13	9	24	33

Table XXIV indicates the extent to which the girls participate in activities pertaining to the selection and arrangement of home furnishings. Thirty percent of the girls participate in these activities alone either often or occasionally. Thirty-seven percent help either often or occasionally and 33 percent never do them.

Table XXV shows the extent of participation in certain activities of this group. It would seem that these girls seldom have the full responsibility for activities which involve the purchasing of new furnishings, although a good many report helping. A considerable group select towels, sheets, tablecloths, etc.; 17 percent report doing it alone often, and 17 percent report doing it alone occasionally. Most of the group arrange furniture often. Ninety-three percent are concerned with the arrangement of furniture in their own room either alone or helping, and 94 percent in other rooms in the home. In only one instance did more than 50 percent of the girls report never having any part in an activity listed under home furnishings in the questionnaire. In most cases, practically two-thirds of the girls were concerned more or less with the activities listed.

Table XXV
Extent to Which Girls Participate in Certain Practices
Pertaining to Selection and Arrangement of Home Furnishings

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Select furniture, rugs, etc..	4	23	1	27	45
Select curtains, draperies...	6	20	3	32	39
Select pictures, vases, lamps..	6	23	7	37	28
Select kitchen utensils	3	13	11	32	41
Refinish furniture, woodwork.	8	6	7	23	56
Make lampshades, pillows, etc..	31	3	13	14	39
Arrange furniture in own room	68	6	11	8	7
Arrange furniture in other rooms	49	15	14	15	6
Select towels, sheets, table- cloths	17	8	17	25	32

King¹ reports the girls she studied participated considerably in arranging furniture, and enjoyed doing it; and in one of the groups of girls studied, 58 percent planned window draperies and 50 percent selected pictures for the home.

Gehrs² reports the girls of the Minnesota high schools were not particularly concerned with the care and repair of furnishings of the home, and that only a slightly larger group made decorative objects such as lampshades, pillows, etc., although it was done in a larger

1 King, Mattie Grace. Op. cit. 103-104

2 Gehrs, Lilly B. Op. cit. 90

percent of the homes.

Table XXVI shows there is no very significant variation in the extent of the girls' participation in these home furnishing activities with their previous training in homemaking. Again it is hoped that the standards of selection and workmanship are higher where the girls have had homemaking training, but this is a difficult thing to determine. There was a slightly greater independence of work shown in the two groups having had school training, but this was too small to be significant. The interesting thing to observe is that regardless of training, girls are doing or helping to do most of these activities about 50 percent of the time. This indicates that it is worth while to include in the homemaking course for these girls a unit in home furnishing.

Table XXVI
Variation in Extent of Girls' Participation in Selection of Home Furnishings
With Amount of Homemaking Training

Activity	Amount of School Training in Homemaking								
	None (9 cases)			7-9 Grades (43 cases)			Above Grade 9 (19 cases)		
	Girls Practice			Girls Practice			Girls Practice		
	Often	Occ.	Never	Often	Occ.	Never	Often	Occ.	Never
	A H	A H		A H	A H		A H	A H	
Select furniture, rugs, etc...	0 11	0 44	44	5 23	2 30	39	5 26	0 11	58
Select curtains, draperies....	11 0	0 44	44	5 21	5 37	33	6 26	0 16	53
Select pictures, vases, lamps, etc.	0 11	11 44	33	7 26	5 39	23	5 21	11 36	37
Select kitchen utensils	0 0	11 22	67	5 19	12 37	28	0 5	11 26	58
Refinish furniture, woodwork..	11 0	11 11	67	7 9	7 21	53	5 0	5 32	58
Make lampshades, pillows, etc...	33 0	22 11	33	33 5	5 12	42	26 0	16 21	37
Arrange furniture in own room.	67 0	11 11	11	65 9	14 9	2	74 0	5 5	16
Arrange furniture in other rooms	56 0	22 11	11	42 21	14 16	7	64 11	11 16	0
Select towels, sheets, table- cloths	11 11	11 22	44	23 7	19 26	26	5 11	16 26	42

Note: The above figures indicate percent.

Occ. = Occasionally

A = Alone

H = Help

ACTIVITIES PERTAINING TO FOOD PRACTICES

Table XXVII
Extent to Which Girls Participate in Selecting,
Preparing, Serving and Caring for Food

Number of Girls Reporting	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
71	44	13	17	13	13

A study of Table XXVII will reveal that girls are vitally concerned with activities pertaining to food. All but 13 percent reported they either did or helped to do various food activities, and a total of 61 percent do so independently. When we consider the fact that many of the girls studied are employed away from home, this seems a rather high percentage.

Table XXVIII reports the specific activities relating to food which the girls are doing. A large group report they often get breakfast alone--42 percent, while 11 percent often help. In fact, all but 14 percent of the group report they get or help to get breakfast.

In reporting on preparing part of breakfast, we find a smaller percent doing so often, but the percent who do so or help do so often or occasionally is about the same (89 percent).

Studying the percentage who prepare dinner or part of dinner, we find a somewhat smaller percent as far as independence of work is concerned, but at least 85 percent are participating in preparation of this meal.

Table XXVIII
Extent to Which Girls Participate in Certain Practices
Pertaining to Selecting, Preparing, Serving, and Caring for Food

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Prepare breakfast	42	11	25	7	14
Prepare part of breakfast	34	17	20	18	11
Prepare dinner	25	20	24	15	15
Prepare part of dinner ..	28	27	15	18	11
Select meals away from home	79	3	13	1	4
Set the table	80	3	10	3	4
Wait on table	58	11	15	11	4
Plan meals	31	18	13	18	18
Wash dishes	52	17	7	17	7
Do the marketing	21	13	17	21	30
Put groceries away	51	11	14	14	10
Care for garbage	27	8	18	17	30
Serve refreshments to friends	41	8	25	15	10

Table IV, page 19, shows that 27 percent of the girls studied are employed at house work. When we consider the hours which the rest of the group are employed away from home, it seems that a larger percent than one would expect are acting as helpers or are carrying the entire responsibility for preparing meals.

The Indiana study¹ concluded that meal planning and preparation were largely matters of helping, since more than 50 percent of the girls help rather than do these activities alone.

We find 58 percent of the senior high school girls of the Denver study² help with dinner and 37 percent help with breakfast. This report also indicates that these "problems are rather low in the girls' activities for two reasons: First, the length of the process and the difficulty factors involved do not fit into the school girls' available time. Second, the girls' present experience cannot justify the assumption of these responsibilities in entirety except in very unusual cases."³

Seventy-nine percent of the girls, as shown by Table XXVIII, are often selecting meals away from home, while 13 percent more do so occasionally, and all but 4 percent either do so alone or help. Much of this selection of meals away from home doubtless consists in selecting lunch. Around almost every school building in Oklahoma City are innumerable small grocery stores, drug stores, and cafes, in most instances selling food which is very inappropriate for the school lunch. The writer observes that school cafeterias are not as well patronized as they should be, although vegetables, salads and desserts may be obtained at five cents per serving and meats at ten cents.

Thirty-one percent of the group reported often planning meals

1 State Course of Study for High School Home Economics. Op. cit. 12

2 Kinyon-Hopkins. Op. cit. 9

3 Kinyon-Hopkins. Op. cit. 56

alone, although 82 percent do so either alone or helping often or occasionally.

Setting the table, waiting on the table, and washing the dishes, are done by over 90 percent of the girls at least part of the time, and more than 50 percent do these things often alone. Evidently these are considered tasks which a girl can fit into her program because they can be done after she returns from work or after she has eaten. The extent to which these activities are done by this group does not differ very much from the extent to which they are done by the regular high school girls included in other studies.

It is interesting to note that only 21 percent do marketing often independently, but 51 percent often put away the groceries. Again it would seem the types of activities are those in which helping rather than full responsibility is taken. The same is true in caring for garbage done a part or all of the time by 70 percent of the group. This would probably be higher were it not for the fact that it usually has to be done at a time of day when the girls are not at home.

Since quite a large group reported in Table XIV, on page 34, that they entertained friends in their own homes, it is to be expected that a large percent (90 percent) serve refreshments to friends, alone or assisting. Only about 50 percent indicated that they did this thing very often.

Table XXIX records the manner in which school training affects the participation of girls in these activities. In most instances, the girls who have had no homemaking in school do these activities more independently, although the percentage of them participating by

Table XXIX
Variation in Participation in Certain Practices Pertaining to Food Selection
Preparation, etc., with Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)					7-9 Grades (43 cases)					Above Grade 9 (19 cases)				
	Girls Practice					Girls Practice					Girls Practice				
	Often	Occ.	Never			Often	Occ.	Never			Often	Occ.	Never		
	A	H	A	H		A	H	A	H		A	H	A	H	
Prepare breakfast	44	11	33	0	11	39	14	23	7	16	47	5	26	11	11
Prepare part of breakfast	67	0	11	11	11	33	16	19	19	14	21	26	26	21	5
Prepare dinner	22	33	22	11	11	23	16	28	14	19	32	21	16	21	11
Prepare part of dinner	44	22	11	11	11	28	23	19	19	12	21	37	11	21	37
Select meals away from home	89	0	0	11	0	74	2	16	0	7	84	5	11	0	0
Set the table	89	0	11	0	0	81	2	9	2	5	74	5	11	5	5
Wait on table	78	0	11	11	0	58	16	14	5	7	47	5	21	26	0
Plan meals	67	11	11	0	22	28	25	9	16	13	26	11	21	32	11
Wash dishes	89	0	0	11	0	44	19	12	12	9	42	21	0	32	5
Do the marketing	33	0	0	22	33	19	19	14	16	28	16	5	26	21	32
Put groceries away	78	11	0	11	0	49	14	16	12	9	42	5	16	21	16
Care for garbage	44	0	0	22	33	19	12	26	14	30	37	5	11	21	26
Serve refreshments to friends ..	44	11	11	11	22	44	7	23	21	5	32	11	37	5	16

Note: The above figures indicate percent.
Occ. = Occasionally
A = Girls do alone
H = Girls help to do

helping is not much larger than the percentage of those who have had homemaking. In some instances the percent working independently is two or three times as great in the group who have had no homemaking in school and the groups who have had varying amounts. This difference in extent of participation causes one to wonder as to its cause. Has homemaking training in school failed to develop a better attitude toward these problems?

"School training in home economics did not seem to be a very important factor in determining the extent of participation by the girls or their independence of work except for girls who had had only seventh or eighth grade training; they did less and worked less independently than other groups." This is the summary from Gehrs' study¹ of Minnesota high school girls in regard to food management activities.

1 Gehrs, Lilly B. Op. cit. 81

ACTIVITIES PERTAINING TO CLEANING IN HOME

Table XXX
Extent to Which Girls Participate in Clean-
ing Processes in the Home

Number of Girls Reporting	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
71	58	7	17	4	14

Table XXX records the percent of participation in various cleaning processes in the home. Of this group, 58 percent report taking some independent responsibility for cleaning often, while all but 14 percent are concerned with cleaning problems either alone or assisting.

Table XXXI shows the extent of participation in specific cleaning activities. It is interesting to note that 97 percent of the girls usually take some responsibility for making their own beds, and 93 percent for cleaning their own rooms. Table XIV, page 34, however shows that 73 percent do not have bedrooms alone, but share them with others in the family.

The cleaning of the bathroom and other rooms is often done independently by more than 50 percent of the girls. All but 14 percent of them clean or help clean the bathroom part of the time.

The cleaning of refrigerators is done regularly by 42 percent of the girls, and 28 percent clean them occasionally or help to do so.

Cupboards are cleaned regularly by 48 percent of the group, and 34 percent clean them occasionally or help with the cleaning.

Stoves are cleaned regularly by 48 percent, and 30 percent of the group report helping or cleaning them alone occasionally.

Table XXXI
Extent to Which Girls Participate in Certain
Cleaning Processes in the Home

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Make own bed	79	1	14	3	3
Clean own room ...	72	6	15	0	7
Clean bathroom ...	54	10	18	4	14
Clean other rooms.	61	11	18	3	7
Clean refrigerator	42	6	18	4	30
Clean cupboards ..	48	4	23	7	18
Clean stoves	48	4	20	6	23

These cleaning activities are certainly done sufficiently often by all this group to be an important responsibility for all. Homemaking courses should be alert to the opportunity for real service in teaching these girls quick, efficient methods in cleaning and standards of cleanliness to be maintained.

While results are not recorded on the percentage basis, King¹ reports the girls she included in her study are vitally concerned with all the cleaning activities in the home.

Table XXXII gives the variation of participation in cleaning processes with homemaking training in school.

The group with no training in homemaking seem to assume as much

1 King, Mattie Grace. Op. cit. 107-109

Table XXXII

Variation in Extent to Which Girls Participate in Certain Cleaning Processes in Home with Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)					7-9 Grades (43 cases)					Above Grade 9 (19 cases)				
	Girls Practice					Girls Practice					Girls Practice				
	Often	Occ.	Never			Often	Occ.	Never			Often	Occ.	Never		
	A	H	A	H		A	H	A	H		A	H	A	H	
Make own bed	78	0	22	0	0	79	2	12	5	2	79	0	16	0	5
Clean own room	89	0	11	0	0	72	7	16	0	5	64	5	16	0	16
Clean bathroom	78	11	11	0	0	49	12	16	5	19	53	5	26	5	11
Clean other rooms ..	89	0	11	0	0	53	16	21	0	9	64	5	16	11	5
Clean refrigerator..	78	0	11	0	11	35	7	23	7	28	42	5	11	0	42
Clean cupboards	67	0	22	0	11	39	5	26	9	21	58	5	16	5	16
Clean stoves	67	0	11	11	11	42	5	23	5	26	53	5	16	5	21

Note: The above figures indicate percent.

Occ. = Occasionally

A = Alone

H = Help

or more responsibility for their cleaning activities than the other two groups. As the amount of school training increases, the percent who do not do any of these activities increases, but the percent who do them often remains nearly constant. All of the girls seem to help more with the cleaning of bedrooms and bathrooms than with the cleaning of cupboards, stoves, and refrigerators. This may possibly be accounted for by the fact that cleaning of these rooms would fit better into their schedule of time if they were working away from home.

ACTIVITIES PERTAINING TO CHILD CARE

Table XXXIII
Extent to Which Girls Participate in Caring for Children

Number of Girls Reporting	Girls Practice				Never (%)
	Often (%)		Occasionally (%)		
	Alone	Help	Alone	Help	
71	16	4	16	10	53

Of all the activities reported as a group, the activities relating to child care are participated in less often and less independently -- 53 percent report they are not concerned in any way with child care.

Table XXXIV shows the specific activities participated in by the group. One-third of them entertain children alone often, although almost two-thirds of the group are concerned at some time with their entertaining, alone or helping.

Activities relating to the feeding of children rank next in extent to which they are done often--about 50 percent are concerned some with preparing food for, and feeding younger children.

About 50 percent have something to do with the dressing or bathing and dressing of young children, but only 17 percent with dressing young children often, and only 20 percent with bathing and dressing them often.

It is interesting to note that 63 percent report never selecting clothing for children, when Table XVI, page 42, shows that 73 percent select clothing for others to some extent, and 96 percent have clothing selection problems of one kind or another.

It is not surprising, however, to find that only 25 percent

report ever having anything to do with the construction of children's clothing because their time is so limited. Table XIX, page 47, shows that 69 percent never do any garment construction of any kind.

Table XXXIV
Extent to Which Girls Participate in Certain Phases of
Child Care

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Prepare food for children..	21	7	14	11	46
Feed young children	15	6	13	11	55
Entertain with stories, games	32	3	24	8	32
Dress young children	17	8	21	4	49
Make clothing for children.	4	0	10	11	75
Select clothing for children	7	1	13	15	63
Bathe and dress children ..	20	6	14	10	51

Table XXXV shows the difference in the extent of participation in child care activities with homemaking training in school. It is interesting to note that while the extent to which the girls of these different groups do these things is not very different--that the group with no homemaking training do these activities more often independently. The group with seventh to ninth grade training do less of these activities as a whole, and also do those that they do less independently. They do more helping, while the group with no homemaking and the group with more than ninth grade work do more independent work--either often or occasionally.

The group with more than ninth grade work in homemaking do

Table XXXV

Variation in Extent to Which Girls Participate in Caring for Children
With Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)					7-9 Grades (43 cases)					Above Grade 9 (9 cases)				
	Girls Practice					Girls Practice					Girls Practice				
	Often : Occ. : Never					Often : Occ. : Never					Often : Occ. : Never				
	A	H	A	H		A	H	A	H		A	H	A	H	
Prepare food for children...	53	0	22	0	44	14	9	14	9	53	32	5	11	21	32
Feed young children	33	0	11	0	56	9	7	14	12	58	21	5	11	16	47
Entertain with stories, games	33	0	11	0	56	26	5	28	12	30	47	0	21	5	26
Dress young children	33	0	11	0	56	9	12	19	5	56	26	5	32	5	32
Make clothes for children ..	33	0	11	0	56	0	0	7	12	81	0	0	16	16	69
Select clothes for children.	22	11	11	11	44	5	0	12	19	65	5	0	16	11	69
Bathe and dress children ...	11	11	11	0	67	12	7	16	9	56	42	0	11	16	32

Note: The above figures indicate percent.
 Occ. = Occasionally
 A = Alone
 H = Help

slightly more of these activities pertaining to children than the group with no training. The present homemaking curriculum gives a special unit of work in child care in the 11th grade homemaking course which might account for this difference.

ACTIVITIES PERTAINING TO HEALTH AND CLEANLINESS

Table XXXVI
Extent to Which Girls Practice
Habits of Health and Personal Cleanliness

Number of Girls Reporting	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
71	92	0	34	0	5

Table XXXVI indicates that most of the girls in this group practice health habits and personal cleanliness habits quite frequently. As a whole, they seem to be interested in their personal cleanliness and health.

Table XXXVII
Extent to Which Girls Practice Certain
Habits of Health and Personal Cleanliness

Activity	Girls Practice				
	Often (%)		Occasionally (%)		Never (%)
	Alone	Help	Alone	Help	
Shampoo own hair ...	91	0	8	0	0
Care for fingernails	100	0	0	0	0
Care for teeth daily	99	0	1	0	0
Use a deodorant	69	0	11	0	20
Take a bath	100	0	0	0	0
Sleep with open win- dows always	90	0	0	0	9

Table XXXVII shows the extent to which certain habits of cleanliness are practiced. Taking a bath often and caring for fingernails are done by 100 percent of the girls for themselves.

In reporting on shampooing the hair, 91 percent said they did it often alone, and 8 percent occasionally did it alone. This 8 percent indicated by the way they checked this activity that they frequently had their hair done by someone else.

In the use of a deodorant, 69 percent reported using one often, 11 percent do so occasionally, and 20 percent never do. The manner of checking this activity in some instances indicated the girls did not know the meaning of the word, and therefore reported never using one.

It is evident that those who said they never slept with open windows meant that they did not do so at all times. Since 90 percent reported doing so always, it seems some emphasis needs to be placed upon doing it so that all girls will do it at all times.

The care of teeth daily is practiced by 99 percent of the girls, but since this very important habit is not practiced 100 percent, it also needs continued stressing.

Girls included in the study by King¹ reported 94.28 percent wash their own hair; 97.01 percent care for their own nails; 56.80 percent wash their own teeth, and 84.29 percent sleep with open windows in winter.

The Oklahoma City group compare favorably in the extent to which they practice these habits.

Table XXXVIII shows that previous homemaking training has not effected the extent to which girls practice these cleanliness habits. The ones not done by 100 percent of the girls are done by about the same percent of each group.

1 King, Mattie Grace. Op. cit. 116-117

Table XXXVIII
Variation in Extent to Which Girls Practice Certain Habits
of Personal Cleanliness with Homemaking Training

Activity	Amount of School Training in Homemaking														
	None (9 cases)					7-9 Grades (43 cases)					Above Grade 9 (19 cases)				
	Girls Practice					Girls Practice					Girls Practice				
	Often : Occ. : Never					Often : Occ. : Never					Often : Occ. : Never				
	A	H				A	H				A	H			
Shampoo own hair....	100	0	0	0	0	90	0	9	0	0	89	0	11	0	0
Care for fingernails	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0
Care for teeth daily	100	0	0	0	0	100	0	0	0	0	95	0	5	0	0
Use a deodorant	78	0	0	0	22	67	0	11	0	21	68	0	16	0	16
Take a bath	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0
Sleep with open windows always....	100	0	0	0	0	87	0	0	0	13	89	0	0	0	11

Note: The above figures indicate percent.
Occ. = Occasionally
A = Alone
H = Help

SUMMARY OF PART II.

Clothing Activities

1. Clothing selection is one of the group of activities done often by the girls included in this study. They select underwear, shoes, hose, hats, dresses and coats largely for themselves. These selection problems are reported as being done often by 75 percent or more of the group.

2. About 60 percent of these girls do some garment construction, limited chiefly to underwear and dresses. Twenty-nine percent report that they often make underwear and 27 percent often make dresses.

3. Clothing care and repair problems are met by a large percent of the group. Eighty percent often wash part of their clothes; 79 percent often clean and polish shoes; 77 percent often mend and iron their own clothes, and 70 percent often press their own clothes.

4. These clothing activities are little effected by previous school training in homemaking.

Home Furnishing Activities

1. Girls seem to do less selecting of new furnishings and equipment for the home and more arrangement of furniture and helping to select or make the smaller decorative furnishings such as pictures, lamps, vases, pillows, etc.

2. School training in homemaking has not affected the extent to which girls help do these activities, but it is hoped that it has affected their standards for selecting and arranging home furnishings.

Activities Pertaining to Foods

1. Fifty percent of the group are participating often in meal preparation and 49 percent report they plan meals often.

2. Eighty-two percent often select meals for themselves away from home. This should be a problem for considerable emphasis by homemaking teachers in Central High School.

3. From 50 to 90 percent of the girls are doing such activities as setting table, washing dishes, caring for garbage, and putting away groceries.

4. Activities pertaining to foods seem to be done more independently by girls who have had no school work in homemaking, but it is hoped that the groups who have had homemaking in school have better standards for work.

Activities Pertaining to Cleaning in the Home

1. Making of beds, cleaning of bedrooms, bath room and other rooms is done often by over 60 percent of the girls studied.

2. Cleaning of refrigerator, cupboards and stoves is done by over 40 percent of the group.

3. The girls seem to do these activities regardless of previous homemaking training in school.

Activities Pertaining to Child Care

1. There were 35 percent of the girls who reported they frequently entertained children with games, stories, songs, etc., and 33 percent reported they did these things occasionally.

2. Twenty-eight percent often prepared food for children and about 20 percent often bathe and dress children.

3. Girls have little to do with selecting or making clothing for children--over 60 percent never do either of these.

4. The most significant effect of school training in homemaking upon the extent to which girls performed the child care activities, is that those who have had more than 9th grade work do these things more independently.

Cleanliness and Health Activities

1. Caring for finger nails, taking a bath often, caring for teeth daily, and shampooing hair is done by over 90 percent of the group.

2. Sleeping with open windows at all times was done by 90 percent of the group.

3. Eighty percent report using body deodorants.

The following tables, XXXIX and XL, are frequency tables inserted at this point for convenience in reviewing the data of this study.

Table XXXIX records the frequency with which the girls practiced the homemaking activities often, either alone or helping.

Table XL records the frequency with which the girls never practiced these homemaking activities.

The difference between these two percentages constitutes the group who practiced these activities only occasionally.

Table XXXIX
Frequency Table of Activities Which Girls Practice
Often Either Alone or Helping

Questionnaire*		Percent
Number	Activity	of Girls
60	Care for own finger nails	100
63	Take a bath	100
61	Care for own teeth	99
15	Hang your clothes on hangers	99
59	Shampoo own hair	93
3	Select your own underwear	84
5	Select your own shoes	84
4	Select your own hose	83
37	Set the table	83
36	Select meals for self away from home	82
6	Select your own hats	82
1	Select your own dresses	80
45	Make own bed	80
17	Wash part of your own clothes	80
22	Clean and polish own shoes	79
46	Clean own room	77
21	Mend own clothes	77
19	Iron for self	77
2	Select your own coats	75
29	Arrange furniture in own room	73
48	Clean other rooms	72
14	Press your own clothes	70
62	Use a deodorant	69
40	Wash dishes	69
38	Wait on table	69
30	Arrange furniture in other rooms	65
47	Clean bath room	63
42	Put groceries away	62
16	Wash all your own clothes	56
35	Prepare part of dinner	55
32	Prepare breakfast	53
50	Clean cupboards	52
51	Clean stoves	52
33	Prepare part of breakfast	51
39	Plan meals	49
44	Serve refreshments to friends	49
49	Clean refrigerator	48
34	Prepare dinner	45
20	Mend own clothes	41

* See copy of Questionnaire in Appendix. p. 96

Table XXXIX
Frequency Table of Activities Which Girls Practice
Often Either Alone or Helping
(Continued)

Questionnaire Number	Activity	Percent of Girls
54	Entertain younger children with stories, games, etc.	35
43	Care for garbage	35
28	Make lamp shades, pillows, table runners	34
41	Do the marketing	32
12	Make own underwear	29
25	Select or help select pictures, vases, lamps	28
52	Prepare food for younger children	28
10	Make own dresses	27
23	Select or help select furniture, rugs, etc.	27
13	Dry clean your own clothes	27
58	Bathe and dress young children..	25
55	Dress young children	25
24	Select or help select curtains or draperies	25
26	Select or help select kitchen utensils	25
31	Select towels, table cloths sheets	25
18	Wash for family	25
53	Feed younger children	21
7	Select clothing for others in family	18
27	Refinish furniture, woodwork, etc.	14
9	Make own suits	13
11	Make clothes for others in family	13
57	Select clothes for young children	8
8	Make own coats	5
56	Make clothes for young children.	4

Table XL
Frequency Table of Activities
Which Girls Never Practice

Questionnaire* Number	Activity	Percent of Girls
8	Make your own coats	92
9	Make your own suits	77
56	Make clothing for younger children ...	75
11	Make clothes for others in family	69
57	Select clothing for younger children .	63
27	Refinish furniture, woodwork, etc. ...	56
53	Feed younger children	55
58	Bathe and dress younger children	51
55	Dress younger children	49
18	Wash for your family	48
52	Prepare food for younger children	46
23	Select or help select furniture, rugs, etc.	45
26	Select or help select kitchen utensils.	41
24	Select or help select curtains or draperies	39
28	Make lamp shades, pillows, table runners	39
10	Make your own dresses	37
13	Dry clean your own clothes	35
31	Select towels, sheets, table-cloths, etc.	32
54	Entertain younger children with stories, games, etc.	32
12	Make your own underwear	31
41	Do the marketing	30
43	Care for garbage	30
49	Clean refrigerator	30
25	Select or help select pictures, vases, lamps	28
45	Make own bed	28
7	Select clothing for others in family .	27
51	Clean stoves	23
39	Plan meals	20
62	Use a deodorant	20
50	Clean cupboards	18
34	Prepare dinner	15
32	Prepare breakfast	14
47	Clean bath room	14
20	Iron for family	14

* See copy of Questionnaire in Appendix. p. 96

Table XL (Continued)
Frequency Table of Activities
Which Girls Never Practice

Questionnaire Number	Activity	Percent of Girls
16	Wash all your own clothes	13
35	Prepare part of dinner	11
33	Prepare part of breakfast	11
44	Serve refreshments to friends	10
42	Put groceries away	10
22	Clean and polish own shoes	7
29	Arrange furniture in own room	7
46	Clean own room	7
48	Clean other rooms	7
40	Wash dishes	7
30	Arrange furniture in other rooms	6
14	Press your own clothes	4
17	Wash part of your own clothes	4
36	Select meals for self away from home..	4
37	Set the table	4
38	Wait on table	4
21	Mend own clothes	1
2	Select own coats	1
1	Select your own dresses	0
3	Select your own underwear	0
4	Select your own hose	0
5	Select your own shoes	0
6	Select your own hats	0
15	Hang clothes on hangers	0
19	Iron for self	0
59	Shampoo own hair	0
60	Care for own finger nails	0
61	Care for own teeth daily	0
63	Take a bath	0

CONCLUSIONS

It is evident from a study of the foregoing data that the group of girls included in this study are just average American high school girls. They are, however, facing many adult problems of living at a very early age. Personal contact with these girls convinced the writer that they were a most courageous group of young people, struggling to surmount difficulties and solve the problems of life in a most admirable manner. That they needed and welcomed help and the interest of someone was also very evident, many of them returning to the writer for counsel because she had shown some interest in their problem when giving out the questionnaires. The conclusions herein set forth are based upon the data presented in this study as they disclose to the writer the problems and interests of these girls.

The girls studied are working chiefly because it is necessary for them to support, or help to support, themselves, and in some instances others of their family. The average size of their family, occupation of the parents, and the fact that 45 percent come from broken homes, would seem to indicate that these girls have many family and social adjustments to make. Because of this, it is urged that a well planned unit in family and social relationship, based upon the girls' problems should be offered by the homemaking department.

Many of these girls seem to be able to find employments and are interested in employments closely related to the type of work offered

by the homemaking and commercial departments. It would seem desirable and helpful to these girls to have a close correlation between the two departments. The homemaking department has much to offer that will be helpful to any girl on entering the business world.

Many of these girls have long hours of work and in order to safeguard their health and their success in school, there should be some regulation of the amount of school work they take. The recommendation of a Central High School faculty committee, who made a special study of all employed pupils, was that $4\frac{1}{2}$ credits be considered the average load for all pupils in school, and that this be reduced by one credit for every 3 hours per day the pupil works. This recommendation is being followed and, seemingly, is working to the satisfaction of the pupils and faculty.

An effective guidance program should also be planned for all employed students, that they may be helped in finding the subjects in which they are most interested, and at the same time, those from which they will be able to realize soonest in a financial way. The girls with whom the writer had contacts seemed to need the personal interest of some specific teacher, many of them having no other adult to go to for counsel.

The largest number of girls are working in their junior and senior years in high school. It might be worth while to attempt to determine at what grade in school most of the working students are forced to drop out. Very often proper guidance which begins in the first year the student enters high school, helps to encourage students to stay in school and satisfactorily combine school and work. It is sometimes possible to smooth out difficulties which seem hopeless to

these boys and girls and fire them with new courage.

The varied types of financial responsibilities which these girls are meeting are usually met by adults only. Yet this group of youthful workers are gamely struggling to make their limited earnings meet all their needs. Should this not be a challenge to the teachers in this high school to give these girls all the help and training possible in meeting financial problems?

The reading and recreational interests of this group of employed high school girls seem to be quite wholesome in type. The magazines read and the recreations enjoyed most seem to be typical of a cross section of the youth of America today. It is impossible to determine how selectively and intelligently they are reading, but it is suggested that since their leisure time is so limited, some attempt to develop good reading habits would be of interest. Also some attention to recreations and their effect upon health, and where wholesome recreations can be obtained at the smallest cost, might be of value and interest.

The extent to which the girls studied are participating in some of the commoner homemaking activities seems to be worthy of some analysis.

Clothing Activities

The problems of clothing selection are being met often by over 70 percent of these girls. They are selecting various articles of clothing quite independently and many of the 30 percent who do not do so often, are occasionally selecting clothing. These girls are doing this regardless of any previous homemaking training, and other similar studies of general high school girls seem to show the same results. Therefore, should not homemaking teachers be helping these girls to

develop judgment and standards in the selection of the most artistic, appropriate and economical clothing?

Clothing construction is done by about 60 percent of the girls to some extent, but less than 30 percent reported doing so often. Those doing the greatest amount of construction were making underwear and dresses.

Since these girls have such a limited amount of time outside of school and work hours, it would seem most important that emphasis be placed upon shorter methods of construction, upon selection of materials and sewing equipment which make for more efficient work, and the development of judgment in deciding when it is cheaper and better to buy ready-made clothing.

Care and repair of clothing is usually passed over with a lesson or two, yet the data seem to indicate that these are problems met often by over 50 percent of the girls. Some specific problems are met by over 75 percent of these girls. Since this is a field in which ample problems of interest to these girls could be found, it is suggested that such problems be included in the homemaking courses which deal, whether in home-made or ready-made garments, with the selection of materials, designs and methods of construction as they affect the ease and satisfaction with which the garment may be laundered, cleaned and kept in good repair.

Home Furnishing Activities

The girls in this group seem to be concerned more with problems that have to do with the arrangement of furniture in the home than with the selection of it. However, over 50 percent are taking some part in

these activities in the home, either alone or as helpers.

The data seem to indicate that the girls have enough experience to give them a background and interest in the selection and arrangement of furniture. It seems there is an opportunity for the homemaking department to begin early to help these girls set up better standards and develop judgment in the selection of more artistic, appropriate and economical furnishings for the home.

Activities Pertaining to Food

The preparation of meals is an activity which a great many of these girls are doing. The fact that 27 percent of the group are employed at housework probably affects this number. Meal planning is also done often by about 50 percent of the group, and 82 percent select meals away from home.

The data reported on these activities would seem to show that the problems pertaining to foods are of vital interest to the group studied. Special emphasis should be given to selecting meals away from home, and perhaps greater emphasis on the most efficient methods of doing such routine things as dish washing, putting away groceries, caring for garbage, waiting on table, setting the table, etc.

Cleaning Processes in the Home

The data on cleaning in the home seem to indicate that girls do take considerable part in these activities in the home. The homemaking course seemingly should not fail to include a unit of work in which the best methods for cleaning are studied; the selection and care of cleaning equipment, and the selection, operation and care of labor saving equipment.

These activities are being done regardless of school training, therefore an attempt should be made to set up standards of cleanliness and sanitation in the home, and the most efficient methods for maintaining these standards.

Child Care Activities

The activities pertaining to child care are reported as done less extensively by the greatest percent of the group. The work and school hours of some of the girls are such that caring for children very much would not fit into their schedules. Twenty-seven percent are doing general housework and doubtless are caring for children as a part of their work. Six percent report caring for children as their employment.

Even though only 25 or 30 percent of the girls reported that they have these responsibilities, there is a growing conviction that the effect of improper handling of children is so far-reaching that all girls should have an understanding of the essentials of child care and know how to intelligently supervise a child's play-time.

Activities Pertaining to Cleanliness and Health

The activities listed that have to do with cleanliness and health habits were checked as being done often or regularly by almost all the group. However, since all habits of health and cleanliness will have such an important bearing upon the ability of these girls to obtain and hold a position, they should be given special emphasis in the homemaking classes.

It is noticeable, from an examination of the data presented in this study, that previous homemaking training in school has not affected the girls participation in these homemaking activities. This may be interpreted in several ways. No attempt was made to determine the quality of work done by the groups with varying amounts of school training in homemaking. If this were done, it might be found that those who have had training are doing a better type of work and have better standards than those who have had no homemaking.

The groups are not comparable in size; the one with no homemaking in school numbered 9; the one with from 7th to 9th grade work in homemaking numbered 43, and the one with work above the 9th grade homemaking numbered 19. There may also have been specific factors in each group, not discovered in this study, which would have affected the extent of the girls' participation in these activities.

RECOMMENDATIONS

In a study of this type, it seems desirable to set forth some specific recommendations toward which the data seem to point. The recommendations as here made pertain to the Central High School girls who were included in this study.

A careful analysis of the general characteristics of these girls seems to indicate that they are essentially just average high school girls, but they do not have the encouragement and help given to most girls of their age. They seem to feel the need of an older person to whom they can go for help. This feeling has persisted in the writer's mind to the extent that it seemed desirable to recommend a faculty adviser for each of these girls. Such a person would be a help in guiding the girl into the courses for which she has the greatest aptitude and interest, and which would combine well with the type of employment she is able to secure. Most of these girls are working because it is necessary for them to support or help support themselves, but when they find it impossible to satisfactorily work and attend school, they become discouraged and disinterested. An older hand and head, ever ready to give help and encouragement, would doubtless be welcomed by many of these girls and enable many to remain in school longer.

Since the girl's health and ability to hold a position while

going to school are so important, she should be encouraged to realize the importance of regulating school and work hours. Girls of high school age are building a foundation for future physical and mental health, and in order to safeguard both, the writer feels that the recommendation of the special Pupil Load Committee of Central High School should be given further trial. This committee recommended that if $4\frac{1}{2}$ credits be considered the pupil load for all students in high school, then pupils working should reduce this load by 1 credit for every 3 hours per day they are employed. The short trial this recommendation had been given seemed to indicate that it was proving satisfactory to both pupils and faculty.

The study seems to show that the employed girls of Central High School are able to find employment closely related to both the home-making and commercial departments. There are many problems of vital importance to success in business to which the homemaking departments give special emphasis. A closer correlation between these two departments would be a means of guiding the choice of subjects which these girls make into those courses which will be of greatest value to the girls in becoming successful in the business world.

The participation in the general homemaking activities was a little more extensive in this group of employed girls than in the regular high school girls included in other studies, and their independence in work also seemed more extensive. Since these girls are meeting homemaking problems to such an extent, it seems that some organized plan for helping them meet these responsibilities should be in effect. It is suggested that a year of homemaking in senior

high school be required of all girls and particularly those who do not expect to go to college. It might further be recommended that the content of such a course be so carefully planned by the homemaking teacher as to include problems based upon the girls' present activities and responsibilities. Such a course should enable them to better meet these responsibilities and to adapt themselves to their environments in the business world more quickly and completely.

CITED LITERATURE AND BIBLIOGRAPHY

Cited Literature

- Gehrs, Lilly B. A Study of Certain Home Management Practices Carried on in the Homes of Minnesota High School Girls. A Master's Thesis. University of Minnesota. Home Economics Education Department. 1930.
- Home Economics State Course of Study for High School. State of Indiana. Department of Public Instruction. Indianapolis. 1929.
- Hopkins, L.T., and Kinyon, K.W. Research Monograph No. 1. Public Schools. Denver, Colorado. 1925.
- King, Mattie G. A Study of Home Activities and Personal Needs of Some Working Girls in Chicago as a Basis for the Home Economics Curriculum for Them. A Master's Thesis. University of Chicago. Home Economics Education Department. 1929.
- Lacy, Thelma H. Outside Activities of High School Pupils. School and Community. Vol. 17, No. 5. May, 1931.
- Rust, Lucile An Interest Study with High School Girls. Department of Education. Kansas State Agricultural College, Manhattan, Kansas. 1929. (An unpublished study)
- A Study of Vocational Conditions in the City of Fresno. Division of Vocational Education of the University of California, and State Board of Education. General Vocational Education Series No. 2. Division Bulletin No. 20.

Bibliography

- Bobbitt, Franklin. Curriculum Making in Los Angeles. Supplementary Educational Monographs. Chicago University Press. No. 20. June, 1922.

Bibliography (Continued)

Bobbitt, Franklin. How to Make a Curriculum. Houghton Mifflin Company. 1924.

Brown, Clara M., and Haley, Alice H. The Teaching of Home Economics. Houghton Mifflin Company. 1928.

Charters, W.W. Curriculum Construction. Macmillan Company. 1923.

Charters, W.W. Present Day Methods in Curriculum Construction. Journal of Home Economics. October. 1926.

A P P E N D I X

LETTER AND QUESTIONNAIRE

TO A SELECTED GROUP OF CENTRAL HIGH SCHOOL GIRLS

I have selected you as one of about 300 girls of Central, whom I am asking to help me in making a study of the home making activities and responsibilities of girls. The results of the study are to help us in revising our home making courses, and I hope that all Central girls coming after you will be benefited by the cooperation which I am asking of you.

Will you help me by carefully reading and filling out the attached questionnaire and returning it to Miss Ferris, or to me in Room 414, by December , 1930. These will be held strictly confidential, so I ask you to fill them out very completely. If any point is not clear I will be glad to discuss it with you at any time if you will come to the Homemaking Office, Room 414. Please check every item as directed.

Your help is very much appreciated, for without it I could not make this study.

Sincerely yours,

Homemaking Instructor

Central High School
Oklahoma City, Oklahoma

CENTRAL HIGH SCHOOL
HOMEMAKING ACTIVITY SHEET

Page 1

Name:

Address:

Year of birth:

Grade in school:

Are both parents living:

If not, which?

Occupation of father:

Occupation of mother, if
working outside of home:

Give ages of brothers and sisters (Brothers:
(Sisters:

Underscore the courses in Homemaking which you have taken, or
are taking at present: 7B 8B 9B 10B 11B 12B

7A 8A 9A 10A 11A 12A

PLEASE CAREFULLY READ AND ANSWER THE FOLLOWING QUESTIONS:

1. Are you employed outside of school hours?
2. How many years have you worked outside your own home?
3. What kind of employment do you have?
4. How many hours do you usually work per day? Per week?
5. What wages do you receive?
6. Do you have full control of all the money you earn?
7. Do you contribute part of your earnings to members of your family?
8. Do you have any definite plan for spending the money you earn?
9. Do you have any definite plan for saving part of the money you earn?
10. Do you have a checking account of your own at the bank?
11. Do you or your family pay for purchases by cash, by charge account, by installments?
12. Do you ever attend to paying of gas, light, telephone, or other monthly bills for your family?
13. Do you attend school programs, plays, athletic contests, etc.?
14. To what school clubs do you belong?

15. To what organizations and clubs outside of school do you belong?
16. What kind of work would you like to do when you leave school?
17. Do you live with parents, relatives, or family for whom you work?
18. Do you have an allowance for school supplies?
19. Do you have an allowance for other things?
20. Do you keep an account of money which you spend?
21. Do you read newspapers daily?
22. Do you entertain your friends in your own home, or in the home
in which you live?
23. What are some magazines which you read often?
24. What do you enjoy most for recreation or amusement?
25. Does your family go to shows, church, riding, picnicking, together?
26. Do you sleep with windows open all the year round?
27. What time do you usually go to bed? Get up?
28. Do you share a bedroom with an adult? Younger child?
29. Do you have your own bedroom?
30. Do you help care for members of family when sick?

DIRECTIONS: Please check the following list of activities by placing an X in the proper column according to the directions stated at the top of each column.

HOMEMAKING ACTIVITIES

Place an (x) after these activities if you do them	Often		Occasionally		Never
	Alone	Help	Alone	Help	
1. Select your own dresses	:	:	:	:	:
2. Select your own coats	:	:	:	:	:
3. Select your own underwear	:	:	:	:	:
4. Select your own hose	:	:	:	:	:
5. Select your own shoes	:	:	:	:	:
6. Select your own hats	:	:	:	:	:
7. Select clothing for others in family	:	:	:	:	:
8. Make your own coats	:	:	:	:	:
9. Make your own suits	:	:	:	:	:
10. Make your own dresses	:	:	:	:	:
11. Make clothes for others in family	:	:	:	:	:
12. Make your own underwear	:	:	:	:	:
13. Dry clean your own clothes	:	:	:	:	:
14. Press your own clothes	:	:	:	:	:
15. Hang clothes on hangers	:	:	:	:	:
16. Wash all your own clothes	:	:	:	:	:
17. Wash part of your own clothes	:	:	:	:	:
18. Wash for family	:	:	:	:	:
19. Iron for self	:	:	:	:	:
20. Iron for family	:	:	:	:	:
21. Mend own clothes	:	:	:	:	:
22. Clean and polish own shoes	:	:	:	:	:
23. Select or help select furniture, rugs	:	:	:	:	:
24. Select or help select curtains or draperies	:	:	:	:	:
25. Select or help select pictures, vases, lamps	:	:	:	:	:
26. Select or help select kitchen utensils	:	:	:	:	:
27. Refinish furniture, woodwork etc.	:	:	:	:	:
28. Make lamp shades, pillows, table runners	:	:	:	:	:
29. Arrange furniture in own room	:	:	:	:	:
30. Arrange furniture in other rooms	:	:	:	:	:
31. Select towels, sheets, tablecloths	:	:	:	:	:

Place an (x) after these activities	: Often : Occasionally:				
	: Alone:	Help:	Alone:	Help:	: Never
32. Prepare breakfast	:	:	:	:	:
33. Prepare part of breakfast	:	:	:	:	:
34. Prepare dinner	:	:	:	:	:
35. Prepare part of dinner	:	:	:	:	:
36. Select meals for self away from home:	:	:	:	:	:
37. Set the table	:	:	:	:	:
38. Wait on table	:	:	:	:	:
39. Plan meals	:	:	:	:	:
40. Wash dishes	:	:	:	:	:
41. Do the marketing	:	:	:	:	:
42. Put groceries away	:	:	:	:	:
43. Care for garbage	:	:	:	:	:
44. Serve refreshments to friends	:	:	:	:	:
45. Make own bed	:	:	:	:	:
46. Clean own room	:	:	:	:	:
47. Clean bath room	:	:	:	:	:
48. Clean other rooms	:	:	:	:	:
49. Clean refrigerator	:	:	:	:	:
50. Clean cupboards	:	:	:	:	:
51. Clean stoves	:	:	:	:	:
52. Prepare food for younger children	:	:	:	:	:
53. Feed younger children	:	:	:	:	:
54. Entertain younger children with stories, games, etc.	:	:	:	:	:
55. Dress younger children	:	:	:	:	:
56. Make clothing for younger children	:	:	:	:	:
57. Select clothing for younger children:	:	:	:	:	:
58. Bathe and dress younger children	:	:	:	:	:
59. Shampoo own hair	:	:	:	:	:
60. Care for own finger nails	:	:	:	:	:
61. Care for own teeth daily	:	:	:	:	:
62. Use a deodorant	:	:	:	:	:
63. Take a bath	:	:	:	:	:

T H E S I S

A STUDY OF HOMEMAKING ACTIVITIES AND PROBLEMS
OF GIRLS EMPLOYED WHILE ATTENDING HIGH SCHOOL
OKLAHOMA CITY, OKLAHOMA

Submitted by

MARY BRYAN BRUCHER

In partial fulfillment of the requirements
for the Degree of Master of Science

Colorado Agricultural College

Fort Collins, Colorado

June 29, 1931

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.

ABSTRACT OF THESIS

Central High School, Oklahoma City, Oklahoma, is one of three senior high schools in a city of about 200,000 population. It is only a few blocks from the business center of the city, which enables boys and girls employed part time to go from school to work with little loss of time.

There are 1764 students enrolled; of this number, 358 boys and 142 girls are employed while attending school.

The study represented by this paper was made to obtain some objective evidence as to what are the needs and interests of the girls who are employed while attending high school; whether the present homemaking curriculum is helping these girls meet their problems; whether the work of this department is as well planned and organized as possible for these girls.

In order to determine these things, the specific purpose of the study seemed to require the following data:

1. The general characteristics of the group of girls as to age, grade in school, number in the family, employment of parents, and length of time girls have worked.
2. The type of employment, wages, hours of work, financial experiences, and future employment interests of the girls.
3. The social and family relationship problems they are meeting.
4. The homemaking activities in which the girls are participating most often.

5. The effect of previous homemaking training in school upon the extent of their participation in homemaking activities.

The data were obtained by use of a questionnaire given personally by the writer to 74 girls who were employed while in school. Office and other records were not adequate to enable the writer to obtain the names of the entire group of girls in school who were working. However, those to whom the questionnaires were given seemed to represent a fair sample of the group. Seventy-one questionnaires were returned in usable form, and three girls to whom they were given dropped out of school before returning them.

After examining the data obtained from the questionnaire, they were reported in two parts. Part I includes the general characteristics of the girls studied, and Part II includes the homemaking responsibilities of the girls studied. The data of these two parts are here summarized.

Part I.

1. Eighty-two percent of the girls are 18 years old or under.

2. The groups are average age for grade in school, if 18 years is considered the average age for graduation from high school. Seventy-eight percent of the group are in their junior or senior year in high school.

3. The average family consists of 5.9 persons, while the average for the state of Oklahoma in 1930 was 4.6 persons.

4. Nearly one-half of the girls come from broken homes.(45 percent)

5. Almost one-third of the girls are doing general housework for employment, and the remainder are doing types of work for which either the homemaking or commercial departments give preparation.

6. About one-third of the girls reported that they work from 2 to 4 hours per day; one-third work 5 to 6 hours per day, and one-third work from 7 to 9 hours per day.

7. Eighty percent have worked from 1 to 3 years, and 35 percent of them are working their first year.

8. Wages are rather indefinitely reported, but seem to indicate that those who work for room and board receive from \$1.00 to \$5.00 per week in addition; those who receive money only are earning a median wage of \$10.00 or slightly less.

Financial Practices of the Girls and Their Families

1. Seventy-four percent of the girls have full control of all their earnings, and 34 percent contribute something to their families.

2. Sixty-two percent of the families pay for purchases by cash; 29 percent use charge accounts, and 9 percent frequently use the installment plan.

3. Fifty percent or more report experience in paying monthly bills for the family; having definite plans for saving and spending; having allowances for school and other needs, and keeping account of money spent.

Social and Home Relations of These Girls

1. Thirty-nine percent of the girls do not live at home or with relatives.

2. Twenty-seven percent belong to school clubs and 35 percent belong to clubs and organizations outside of school.

Recreational, Reading and Future Employment Interests

1. The six recreations most enjoyed by the girls are shows, dancing,

reading, athletic games, swimming and hiking.

2. The six magazines read frequently by the most girls are Ladies' Home Journal, Cosmopolitan, American, Good Housekeeping, Liberty and Collier's.

3. Newspapers are read frequently by 66 out of 71 girls.

4. The six employments that most girls are interested in pursuing upon graduation from high school are stenographic work, teaching, sales-girls, beauty operators, secretarial work and journalistic work. Thirty-two mentioned stenographic work.

Clothing Activities

1. The problems of clothing selection are often done by 75 percent or more of these girls. These include the selecting of coats, hats, dresses, underwear, shoes, hose, etc.

2. About 60 percent of the group do some clothing construction, limited chiefly to underwear and dresses. Only 29 percent reported that they often make underwear, and 27 percent that they often make dresses.

3. Clothing care and repair problems are met by a large percent of these girls. Washing and ironing their clothes, pressing, dry cleaning and mending are often done by two-thirds of the girls. The girls use clothes hangers and clean and polish their shoes regularly.

Home Furnishing Activities

1. Arrangement of furniture is done by over 50 percent of these girls, but fewer are concerned with the selection of new furnishings.

2. More girls helped with the selection and making of small decorative furnishings such as lamps, vases, pictures, pillows, scarves, etc.

Food Activities

At least 50 percent of the girls are often preparing food, planning meals, selecting meals away from home, marketing, putting groceries away, setting the table, waiting on the table, washing dishes and caring for garbage.

Cleaning Activities

1. The making of beds, cleaning of bedrooms, bathrooms and other rooms is often done by at least 60 percent of these girls.

2. Cleaning of refrigerators, cupboards, stoves, etc., is often done by 40 percent or more of the group.

Child Care Activities

1. Only 25 to 35 percent of the girls reported that they often had much responsibility for children. They often entertained children with games and stories, bathed and dressed them, and a few were doing activities pertaining to the feeding of young children.

Cleanliness and Health Activities

General cleanliness and health activities are done regularly by over 90 percent of the girls.

Conclusions

It is evident from a study of the foregoing data that the group of girls included in this study are just average American high school girls. Their interests, as far as reading and recreation are concerned, are about the same as those of other girls, but many of them are facing adult problems of living at a very early age. Personal contact with these girls convinced the writer that they were a most courageous group of young people, struggling to surmount difficulties and solve the

problems of life in a most admirable manner. They seemed to welcome the interest of the writer, and were apparently hungry for the type of help and counsel an interested teacher could give.

The conclusions herein set forth are based upon the data presented in this study as it discloses to the writer the problems and interests of these girls.

General Characteristics of the Girls Studied

The girls studied are working chiefly because it is necessary for them to support or help support themselves, and in some instances, others in their family. Since the size of their family is larger than average and 45 percent come from broken homes, these girls doubtless have many family and social adjustments to make.

Many of this group of girls find employment and are interested in employment closely related to the work offered in the homemaking and commercial departments. It would seem desirable, since the homemaking department has much to offer these girls that will be of help to them on entering the business world, that there be the closest correlation between these two departments.

Many of these girls have long hours of work and yet it is necessary to safeguard their health and their success in school if they are going to be satisfied to remain in school. Therefore, the writer approves for these girls the recommendation of a Central High School Committee, that $4\frac{1}{2}$ credits be considered the average load for all high school pupils, and that the load be reduced by one credit for every three hours per day a pupil works outside of school.

School time for these girls is very valuable. If they are going to get the most out of school to help them in their daily problems,

they should be guided into those subjects for which they have the greatest aptitude and interest, and from which they will realize soonest in a financial way. In order to accomplish this for these students a well organized guidance program is suggested.

Since more of these girls are working in their junior and senior years in high school, it might be of interest to attempt to determine at what grade in school most of the working students drop out. It might be possible by giving them special attention and helping to smooth out difficulties for this group, they would be enabled to remain in school longer.

An examination of the data relating to the financial problems and experiences of the group included in this study seems to show that these immature girls are meeting problems in financial management with which only adults are usually expected to cope. If girls' present needs and activities are the basis of the homemaking curriculum, then a specific unit should be offered which will help them to better understand and meet financial problems and other business practices commonly encountered in the business world.

Forty-five percent of the group studied come from broken homes, and 39 percent do not live at home. These two factors would seem to indicate that these girls have family relationship problems of importance. The girls' ability to adjust herself easily and completely to the situation in which she is living and working is a very necessary one.

The social contacts through school and other clubs are not extensive. Since this opportunity to learn to orientate themselves in various situations is lacking, a unit in social and family relationship problems should be of further interest and help to these girls.

The reading and recreational interests of a group that apparently has little leisure time, seem to show that their selection is quite wholesome, but also suggests the thought that these girls would be interested in knowing how to read selectively, and to choose those recreations of most value in helping to keep themselves physically fit.

The future employment interests again seem to emphasize the need for a close correlation of the homemaking department with the commercial department, and also the need for a good guidance program.

The Homemaking Activities of the Girls Studied

The extent to which the girls studied participate in homemaking activities seems to be worthy of some analysis in order to determine what problems the girls are meeting in this field.

The foregoing data very closely point to the fact that the problems which are of most interest to these girls are those which deal with selection and care and repair of clothing, more than with its construction.

Standards for selection of clothing, knowing when it is best to buy ready-made or to make clothing, and the effect of choice of design, materials and construction upon ease in caring for and repairing clothing, are the points which need special emphasis for these girls.

The girls' participation in activities dealing with home furnishings are sufficient to give them a background of experience and interest in developing better standards for the most artistic, appropriate and economical selection or arrangement of home furnishings.

The activities pertaining to foods are participated in often by about two-thirds of these girls. These activities sometimes constitute

a part of the girl's regular employment and at other times they are a part of her home duties, outside of her school and work hours. In either case the importance to these girls of the most efficient methods for routine tasks is evident, as is the importance of standards of achievement in food preparation, marketing, planning of meals and of cleanliness in handling food.

The data on cleaning in the home indicated that girls do take a considerable part in these activities in the home, again it is evident that attainable standards of cleanliness, efficient methods of work, and a knowledge of how to select, use and care for labor saving equipment in the home, should interest the employed girl.

Even though the activities pertaining to children are not often done by the girls, there is a growing conviction that the effect of improper handling of children is so far-reaching that all girls should have an understanding of the essentials of child care.

While the activities which have to do with cleanliness and health habits are done often by a large percent of the girls, they have such an important bearing upon the ability of these girls to obtain and hold a position that they should always be given special emphasis in the homemaking classes.

It is noticeable, from an examination of the data, that previous homemaking training in school has not materially affected the girls' participation in these homemaking activities. They may be interpreted in several ways. No attempt was made to determine the quality of work done by the groups with varying amounts of school training in homemaking. If this were done, it might be found that those who have had

training are doing a better type of work and have better standards than those who have had no training.

The groups are not comparable in size; the one with no homemaking training consisted of 9 girls; the one with 7th to 9th grade homemaking had 43, and the one with above 9th grade homemaking had 19. There may also have been specific factors in each group not discovered in this study which would affect the girls' participation in these activities.

RECOMMENDATIONS

In a study of this type, it seems desirable to set forth some specific recommendations toward which the data seem to point. The recommendations as here made pertain to the Central High School Girls who were included in this study.

A careful analysis of the general characteristics of these girls seems to indicate that they are essentially just average high school girls, but they do not have the encouragement and help given to most girls of their age. They seem to feel the need of an older person to whom they can go for help. This feeling has persisted in the writer's mind to the extent that it seemed desirable to recommend a faculty advisor for each of these girls. Such a person would be a help in guiding the girl into the courses for which she has the greatest aptitude and interest, and which would combine well with the type of employment she is able to secure. Most of these girls are working because it is necessary for them to support or help support themselves, but when they find it impossible to satisfactorily work and attend school, they become discouraged and disinterested. An older hand and head, ever ready to give help and encouragement, would doubtless be welcomed by many of

these girls and enable many to remain in school longer.

Since the girl's health and ability to hold a position while going to school are so important, she should be encouraged to realize the importance of regulating school and work hours. Girls of high school age are building a foundation for future physical and mental health, and in order to safeguard both, the writer feels that the recommendation of the special Pupil Load Committee of Central High School should be given further trial. This committee recommended that if $4\frac{1}{2}$ credits be considered the pupil load for all students in high school, then pupils working should reduce this load by 1 credit for every 3 hours per day they are employed. The short trial this recommendation has been given seemed to indicate that it was proving satisfactory to both pupils and faculty.

The study seems to show that the employed girls of Central High School are able to find employment closely related to both the homemaking and commercial departments. There are many problems of vital importance to success in business to which the homemaking departments give special emphasis. A closer correlation between these two departments would be a means of guiding the choice of subjects which these girls make into those courses which will be of greatest value to the girls in becoming successful in the business world.

The participation in the general homemaking activities was a little more extensive in this group of employed girls than in the regular high school girls included in other studies, and their independence in work also seemed more extensive. Since these girls are meeting homemaking problems, as well as personal and business problems, it seems that some organized plan for helping them with these responsibilities

should be in effect. It is suggested that a year of homemaking in senior high school be required of all girls and particularly those who do not expect to go to college. It might further be recommended that the content of such a course be so carefully planned by the homemaking teacher as to include problems based upon the girls' present activities and responsibilities. Such a course should enable them to meet the requirements of these responsibilities and to adapt themselves to their environments in the business world more quickly and completely.

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.