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SPECIAL REPORT

OCCUPATION OF INDIAN GIRLS
AFTER GRADUATION
AT
SEQUOYAH ORPHAN TRAINING SCHOOL,
TAHLEQUAH, OKLAHOMA

Submitted by

Mary E. Lawson

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In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
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WE HEREBY RECOMMEND THAT THE SPECIAL REPORT PREPARED UNDER
OUR SUPERVISION BY MARY E. LAWSON
ENTITLED OCCUPATION OF INDIAN GIRLS AFTER GRADUATION AT
SEQUOYAH ORPHAN TRAINING SCHOOL, TAHLEQUAH, OKLAHOMA
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE
MAJORING IN HOME ECONOMICS EDUCATION

Head of Department

Supervisor of Research

Recommendation concurred in by-

Director of Summer Session

This report, or any part of it, may not be published without
the consent of the Committee on Graduate Work of the
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of
Agriculture and Mechanic Arts

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Chapter I

INTRODUCTION

The unique part that the American Indian has played in the history of the United States has made the history of his education most interesting. Until early in the nineteenth century the American Indian was responsible for his own system of education; since that time the United States Government has recognized that between some 30,000 or 40,000 Indian children of school age need some special educational advantages. Today the question that confronts the Indian service is what type of education will best fit the Indians to cope with their own environment and to adjust their changing culture to a dominant white culture?

The Indian schools need to offer courses that will train boys and girls in making a living, especially from their own resources. Willard E. Beatty (5), Director of Education for the Indian Service, has said that the schools must assume the task for providing development of skills and also of providing the experiences by which the Indians may become self-supporting. Mr. Ben Dwight (16), principal chief of the Choctaw Nation says:

The competition that the Indian now has to meet is keener than ever, and more intensified effort must be put forth in order that he may receive his just rights and privileges, and thereby be in a better position to assume his responsibility.

Today the challenge is being met, by building curricula based on the needs of the local Indian communities and enabling the student to become a constructive self-supporting citizen. As a result his training will help him to cope with his present home environment in this progressive twentieth century, and he will not drift into a life of shiftlessness. A study of the pupil should begin where he is at present; should determine his needs and abilities; and should be concerned with improving an environment in which he can fulfill his potentialities, with guiding and stimulating him in the use of this environment, with helping him to set standards which are personally satisfying and socially desirable, and with developing methods of aiding him in acquiring the habits, knowledge, skills, interests, and attitudes of mind which he needs.

The schools will need to give the Indian girl a cultural background of civic, economic, and social life that will equip her to be a good homemaker and a substantial citizen wherever she may be found. The home economics curriculum is based on the fact that home economics teachers in the Indian Service are developing programs that will give to the girls skills and

experiences that they will need in establishing homes or in participating in a vocation where a knowledge of home economics is essential. It has become recognized in the Indian Service that the Indian girls in the past have not received adequate training to satisfy their interests, to shoulder their responsibilities, and to make a constructive contribution to the community life of which they are a part. This problem can best be analyzed when graduate Indian girls are studied in the relationships they bear to the communities in which they are living. Reports given by social workers (23) in the Indian Service reveal that there is much to be done in the field of nutrition, child care, mental hygiene, sanitation, and health, clothing selection, home improvement, as well as in the problems dealing with the economic and cultural side of life.

An analysis of the above picture presents to the home economics teacher a real opportunity to study the needs of her girls through the relationship they will have with their communities, and to determine whether or not the courses they are now teaching are meeting their needs.

Sequoyah Orphan Training school, located in eastern Oklahoma, five miles from the town of Tahlequah, is an outgrowth of an early educational movement near Tahlequah, Oklahoma. The town of Tahlequah has from its

earliest days been in a small way an educational center. As early as 1839, Tahlequah became the seat of the Cherokee Nation, and in 1847, the Tribal Council passed a bill to establish two seminaries there -- one a high school for Indian boys, the other a high school for Indian girls.

In 1914 the Cherokee National Government authorized Chief Rogers to sell and convey the property owned by the Cherokees to the United States for the sum of \$5,000. Forty acres of this land and all the buildings thereon were designated by the United States Congress to be used as the Cherokee Orphan Training School. The institution was then placed under the supervision of the Secretary of the Interior, to be conducted as an Industrial school for the orphan Indians of Oklahoma belonging to the "restricted class". Congress appropriated \$50,000 for the support, continuance, and maintenance of the school.

In 1925 by an act of Congress the name of the institution was changed to Sequoyah Orphan Training School in honor of Sequoyah, a half-blood Cherokee who invented the Cherokee Alphabet. This school, with one building and forty acres of land, has now grown to an institution of four dormitories, an administration building, a hospital, a home economics building, a practice college, a gymnasium, an ice plant, a central

heating plant and 720 acres of land with an evaluation placed at half a million dollars. The homemaking department is housed in a building completed eight years ago at a cost of \$15,000. This building serves not only as a laboratory, but also as a home for the senior girls where they may learn the practical functions of homemaking.

The majority of the girls are engaged in some type of work where courses in homemaking are essential. This study was made for the purpose of learning whether the homemaking courses were meeting their needs, and to what extent the homemaking department might help in training the girls (3) for the various occupations they were entering.

The Problem

Are the homemaking courses for Indian girls at Sequoyah Orphan Training School, Tahlequah, Oklahoma, meeting their needs after graduation?

Problem analysis

The solution of the problem will necessitate answering the following questions:

1. What is the occupational status of the Indian girls who have graduated during the past five years?
2. What are the occupational needs of the girls?
3. In what ways can the homemaking courses contribute to the preparation for occupations in

which a number of the girls have been
employed?

Delimitation

The sample will be limited to the sixty-nine girls who graduated from Sequoyah Orphan Training School between 1934 and 1938.

Chapter II

REVIEW OF LITERATURE

In the century and four decades that have elapsed since organized assistance has been given the Indian, various views have been held in regard to his educational needs.

The first is that of Mr. Ward Shephard (36), specialist in Land Policies, in 1934, who held the early view that education for the Indian child was to be the same as that for the white child. Ultimately the only way an Indian could be differentiated from a white would be by his color. In other words, the Indian would be assimilated into the white population and ultimately disappear.

The second view is that formulated by Dr. Meriam (23) and his committee in 1926. The Department of the Interior asked the Institute of Government Research to make a complete survey of Indian Service and its problems in order to formulate a more economical and efficient policy for Indian education and administration. Dr. Meriam and his committee pointed out that the child should be studied as a human being and that his education should be related as closely as possible to his home life. They stated further that, since tribes as

well as people differ in their capacities to learn and since their needs and interests are not the same, it would be futile to prescribe a standard textbook or course of study to follow, but that all courses should relate as closely as possible to life situations.

The third view is that advanced in 1931 by Mr. Charles J. Rhodes, Commissioner of Indian Affairs. Mr. Rhodes held that the primary purpose of Indian education was to help Indian people to adjust to modern society and yet preserve as much of their own cultural background as possible.

The fourth and contemporary view is that of our present Commissioner of Indian Affairs, John Collier (46:24-29). He states:

It should be the aim of Indian education at least for the next generation, to deliver Indian adolescents fully and practically prepared to make the most of their available resources, adolescents in whom the tie that binds them to their home-land has been strengthened rather than broken, Indian youth with wide horizons; bilingual, literate, yet proud of their racial heritage, to become completely self-supporting. ...at the same time, Indian education must reckon with the fact that there will be Indian children for types of employment removed from Indian reservations, also that there will be Indian children of more than ordinary ability and talents who must be given an opportunity to develop this ability and these talents to the highest point for use either in the white competitive world, in the Indian life on the reservation, or in the Federal Indian Service.

Collier's school of thought places its emphasis on practical education rather than on

theoretical. Four contemporary home economists have set forth the principles upon which this modern conception of the problem rests. It is in the light of this fourth and contemporary school of thought that the present study is being made. The following articles reviewed allow direct comparison with the present study, although they deal with white girls, not Indians.

An article published by Margaret Ellis (18) in the Journal of Home Economics, August, 1929, gives the qualities most desired by employers who employ household help. Miss Ellis states that these same qualities were needed for success in home as well as school. If girls are taught in school to be orderly, clean, courteous, patient, honest, and responsible, they will usually demonstrate these qualities of character in their work. Since orderliness stands out among the essentials in any business, Miss Ellis advises that we insist upon this in our home economics teaching, for it is a trait that if properly developed carries over into both home and school. Cleanliness is next to orderliness, and Miss Ellis suggests that if we insist always on orderliness and cleanliness, our pupils will be better prepared for jobs that are available for them. Furthermore she believes that home economics should lay emphasis upon developing desirable personality traits in order to get along with people, and to maintain good health habits and a good personal appearance.

Hazel Cameron (12) in 1936 made a study of the occupations of the girls who have discontinued school in Fort Collins, Colorado, and found that the type of work which the majority of the girls were engaged in was very closely related to the type of work which may be offered in home economics courses. She found that house cleaning is the one activity that girls very often are expected to do independently. From this unit of work she could learn high standards of workmanship and cleanliness, and of respect for the property of others. Care of equipment, cleaning processes, and arrangement of furniture would be advantageous in a unit offered to these girls.

Meal preparation is another activity in which a great number of the girls either assume full responsibility or supervised responsibility. Training in selection and handling of the food as well as in preparing it for the table will be useful in their own homes or in the employment of others. The simple yet attractive ways of serving food and suitable combinations to add variety to the day's menu and yet give each member of the family an adequate diet, are units which should be included.

The homemakers expect the girls to be able to assume responsibility for both laundry work and the mending and caring for clothing. To meet the general need of both the married and employed girls, a knowledge of general mending, repairing and caring for clothing

would be essential. The employer expects the girl to assist in the care of children; therefore, child care is another useful unit. She should be responsible for the child's physical activities as well as for his mental development.

Mrs. Cameron suggested that units of work should be taught in life situations. The ideal situation would be to have a home where the girls could participate in these activities two or three hours daily and where the real job of homemaking could be stimulated.

Miss Helen C. Allison (1) made a study in 1932 of the duties and responsibilities of girl graduates from the commercial department of Central High School, Oklahoma City, Oklahoma, to find out if the girls needed more home economics training. It was found that the girls experienced more difficulty in problems of living, such as selection of food, purchase of clothing, housing, finances, health, personal grooming, business, and social contacts than they did in their clerical jobs. Miss Allison's study revealed that the girls expressed the need for more training in food selection and food preparation. About one-third of the group expressed a need for more training in the choice and use of good color combination and in the selection of suitable clothing for different occasions; while the remaining group expressed a need for more training in clothing construction. The girls felt that they needed very

little help with problems concerning health, but expressed a desire for extensive courses to be given in personal appearance. Many of the group felt the need for more training in poise, accuracy, self-control, and various other traits. If these girls are asking for help in the problems of home living, it can be concluded that home economics training can be of some value.

Louise Mason (27), during the years 1927-1932, made a study of occupations of girls who have attended the Garland High School in a consolidated district in Northern Texas. The occupations in which the girls had been engaged since leaving high school were summarized under eight general headings -- namely, homemaking, general office work, out-door farm work, salesmanship in retail stores, work done in the home for pay, commercial handling of food, factory work, teaching, and assistant teaching. She found that twice as many of the total number of girls were engaged in homemaking as in any other occupation.

Miss Mason said that home economics work should train the girl as an assistant homemaker in her present home, and as the chief homemaker in her own home after her marriage. The training that is given to develop certain desirable personality traits, such as training in good etiquette for various occasions, training in how to maintain a pleasing personal appearance, and training

in certain abilities and skills could be most helpful in the occupations in which the girls will engage later.

The review of literature reveals beside these attitudes toward the function of education in the lives of working girls a definite picture of the status quo in the working field. Specialists in the United States Employment Service (39) show that in July, 1937, there were 1,380,890 young persons seeking employment. From this group 720,000 were from the domestic and personal service trades. It was found that these young people were not properly trained for the work that was available and in many instances were on jobs that did not utilize their full capacities.

The Monthly Labor Review (31) for February, 1938, says that through the employment offices of the Indian Service some 6,570 Indians were placed in employment (2,654 within the Service and 3,916 in private employment) in the year ending June 30, 1937. Two-thirds of those placed in private employment obtained permanent positions according to the annual report of the Secretary of the Interior. The types of jobs obtained ranged from household work to highly technical positions. The follow-up work for Indian placements outside the Indian Service indicates that most of these job holders were able to adjust themselves to city industrial life.

In the state of Oklahoma (30) where 28 per cent of the Indian population live, the Oklahoma City

office has placed during the year of 1938, 41 Indians in the Indian Service, 26 in other government offices, 124 in P W A construction, 114 in industrial and commercial positions. The Assistant Placement officer in Oklahoma City is concerned primarily with securing employment for household workers. Approximately 65 girls have been placed in Oklahoma City, 50 in Tulsa, and approximately 20 in other towns in Oklahoma. Approximately 30 have been placed in Wichita and Topeka, Kansas.

Dr. Carson Ryan (35) in an article, "Unemployment and American Indian Education", makes a plea for the Superintendents not to overlook the following obligations:

1. To make surer than ever that young Indian men and women are given training that will really fit them for their future needs as workers.
2. To accomplish this, regardless of any pre-conceived notions about the sacredness of the old school program and organization.
3. To connect up the idea of labor and education, trying by every means possible to have students work for their education, and to encourage vigorously every experience in developing responsibilities for earning and spending wisely.

The Education Division of the Indian Service has requested that a survey be made of the vocational high schools. This work was assigned to Mr. Armin H. Sterner, Social Economist, and Dr. Gordon Macgregor, Anthropologist (40). The survey was begun in the spring of 1938 on the Pine Ridge and Roeslind Sioux reservation by Mr. Sterner, and at a later date Dr. Macgregor contributed a historical interpretation of the Sioux people which completes the report. There have been only two reports in which the following facts were revealed.

Of the 111 girls in the survey at the Pine Ridge School, 84 per cent (or 93) have not left the reservation area since leaving school. Four who left temporarily have returned, two are in schools away from the Pine Ridge Reservation, and twelve are married and living off the reservation, only one of these is seeking gainful employment, 19 of the unmarried girls are working. Three are seeking work. Thirty-three are waiting for the inevitable marriage which occurs with the vast majority of Indian girls in the Dakota area before they are twenty. Of approximately one-third of the unmarried girls who were employed, the majority were working in connection with the maintenance of schools, hospitals, or agencies. A few were receiving N. Y. A. employment. Most of group not seeking work stated that

they were needed at home assisting or substituting for their mothers in taking care of sick family members, infants, or small children.

The study throws little light on the effectiveness with which the training in home economics and other educational experiences offered by the schools prepares girls for a more effective and satisfying life as homemakers. It does reveal, however, that the life pattern of the Pine Ridge Indian Girl is a homemaking pattern resembling more nearly that of her white sisters a generation ago than that of the modern girl who has undertaken to make her own living, independent of family support.

In the Sherman California Service (41) of the 88 girls studied, 80 majored in home economics and six in cosmetology. Of the cosmetology graduates, one was employed as a beauty parlor operator, one as a domestic, the other four were seeking work. Twenty-three girls were gainfully employed, all but one of whom were doing housework. Twenty-one were married, and 14 of these had returned to live on the reservation. Almost without exception the employed single girls stated that they would not continue to work as domestics indefinitely. Most of them planned to remain on their jobs a year or two, and then return to their homes, most of which were in rural areas. More than half of the unemployed girls

expressed a desire to get a job in the city, but were kept at home through family obligations. The personal interviews revealed that the vast majority of girl graduates whether gainfully employed or not, looked upon their Sherman training more as a means to a job in the city than as a preparation for homemaking either before or after marriage.

The corroboration of this survey made by the Federal Bureau is found in the survey made by Miss Beatrice Anderson (2) of the Barnesville, Minnesota, High School during the years 1922-1930. Her findings showed that girls were engaged in occupations in which a working knowledge of home economics would be helpful. Miss Anderson found that of the 136 girls from whom the information was available, 52 were married and making homes of their own; 20 were attending college; 19 were helping at home; 17 were teaching; seven were in commercial work; seven were in nursing; five were clerking; five were doing odd jobs including those of cook, maid, and waitress; four had no occupation listed. Thus 52 per cent of these young women (38 per cent of whom were helping at home) were actually employed in homemaking and could be applying the knowledge and skills gained through home economics courses.

This review of literature indicates that girls after graduation are seeking types of employment in

which a knowledge of homemaking would be most useful. The contemporaries in Indian education stress the fact that education must meet the needs of the individuals and prepare them for jobs in the future. It is not known what occupations the graduate girls from Sequoyah Orphan Training School have followed. However, Indian girls in other sections of the country are seeking employment where a knowledge of homemaking is essential. It would seem that similar courses should be given to Sequoyah Indian girls to prepare them for a job after graduation.

The purpose of the study is to supply information concerning the types of jobs the girls from Sequoyah Orphan Training School were entering, and to design programs to better meet their needs.

Chapter III

PROCEDURE

The plan used in the present study was to obtain information by questionnaire-interview concerning the activities and needs of the girls who graduated from Sequoyah Orphan Training School during the years 1934-1938, and to determine the standards and requirements of women who employed these girls by interview. This information will serve as a basis for developing a new training program or the revision of the one now in use.

To obtain this information the girls who had graduated from Sequoyah Orphan Training School for the past five-year period, 1934-1938 inclusive, were interviewed. A list of the names and addresses of these girls was obtained from the school records. In cases where the girls had changed their addresses since leaving high school, the present address was secured from close friends, relatives, school social workers, or the Education Field Agents. From the school records it was found that 69 girls had graduated since 1934-1938.

All 69 girls were sent a personal letter in which the nature of the study and the purpose of the

enclosed questionnaire were explained. A questionnaire was formulated by the investigator upon the basis of her experiences in placing high-school graduates in service positions. The questionnaire was checked by 12 students on the campus at Sequoyah Orphan Training School before it was sent to the 69 girls. The questionnaire was checked for clarity, form, and content by the graduate advisers under whose supervision the investigator worked.

QUESTIONNAIRE SENT TO EACH GRADUATE

Name _____

Address _____

Single _____ Married _____ Children _____

<u>Occupations</u>	<u>Months Employed</u>	<u>Date</u>
--------------------	------------------------	-------------

1. Employed in homes
2. Employed in cafe
3. Living at home
4. Attending business college
5. Attending college
6. Taking nurses' training
7. Employed as "nurse aid"
8. Assisting in Indian school
9. Teaching
10. Nursing
11. Typing

12. Other possible occupations engaged in since graduation, with months of employment and date of employment

Do You Do These Things?

Yes No

I. Daily Cleaning and Care

1. Making beds
2. Dusting furniture
3. Cleaning bathroom
4. Washing dishes
5. Hanging up clothes
6. Disposing of garbage

II. Extra Cleaning

1. Cleaning floor
2. Cleaning silver
3. Cleaning rugs
4. Cleaning refrigerator
5. Washing windows
6. Washing woodwork

III. Preparing Foods

1. Planning meals for the family
2. Setting the table
3. Serving meals (in courses)
4. Preparing meats
5. Preparing vegetables and fruits
6. Preparing salads
7. Making bread or rolls
8. Preparing beverages or drinks
9. Making pastry
10. Canning vegetables, fruits and meats
11. Making jelly, jam, and pickles

IV. Laundry

1. Removing stains
2. Washing
 - a. By machine
 - b. By hand
3. Ironing
 - a. With flat iron
 - b. With electric iron
 - c. With gasoline iron

Yes No

V. Care of Children

1. Preparing meals
2. Feeding the child
3. Bathing the child
4. Helping to dress
5. Entertaining young children

VI. Clothing Construction

1. Making infant garments
2. Making children's garments
3. Making household linens
4. Making kitchen aprons
5. Making simple house dress
6. Mending children's clothing
7. Making underwear
8. Making quilts

VII. Buying

1. Foods
2. Clothing
3. Household linens
4. Curtains
5. Kitchen equipment
6. Furniture

VIII. Miscellaneous

1. Caring for sick
2. Answering telephone
3. Checking grocery and laundry lists
4. Arranging flowers
5. Making pottery
6. Redecorating furniture
7. Weaving
8. Caring for garden
9. Caring for poultry
10. Caring for milk
11. Making butter

The names and addresses of employers with whom students had been placed were in the files of the writer. From this group she selected 20 employers who had employed in the past or were employing at the

present time, girls from Sequoyah Orphan Training School. This list was also checked by five employees on the campus to make sure the following questionnaire was understood.

EMPLOYER CHECK LIST

Check "yes" or "no" if you expect the girl to do the following things in your home.

Yes No

I. Daily Cleaning and Care

1. Making beds
2. Dusting furniture
3. Cleaning bathroom
4. Hanging up clothes
5. Washing dishes
6. Caring for garbage

II. Extra Cleaning

1. Cleaning floors
2. Cleaning silver
3. Cleaning rugs
4. Cleaning refrigerator
5. Washing windows
6. Washing woodwork

III. Foods

1. Planning meals for the family
2. Setting the table
3. Serving meals (in courses)
4. Preparing meats
5. Preparing vegetables
6. Preparing salads
7. Baking bread or rolls
8. Preparing beverages or drinks
9. Making pastry
10. Canning vegetables, fruit and meats
11. Making jelly, jam, and pickles

IV. Laundry

1. Removing stains

Yes No

2. Washing
3. Ironing
4. Folding of clothes
5. Care of laundry equipment

V. Care of Children

1. Preparing meals
2. Feeding the child
3. Bathing the child
4. Helping to dress
5. Entertaining young children

VI. Clothing Construction

1. Infant garments
2. Children's garments
3. Household linens
4. Kitchen aprons
5. Simple house dress
6. Mending children's clothing

VII. Buying Foods

VIII. Miscellaneous

1. Caring for sick
2. Answering telephone
3. Checking laundry lists
4. Arranging flowers
5. Putting groceries away
6. Serving refreshments at parties

IX. Personal Grooming

1. Wear uniform
2. Wear cap
3. Wear low heel shoes
4. Use moderate amount of make-up

Any suggestions on the above list or any duties or responsibilities which you expect that are not mentioned above, will be greatly appreciated.

Check the following personal habits you consider the most important when you employ girls.

I. Cleanliness of

1. Body
2. Mind
3. Clothing

II. Personal Grooming

1. Appropriate dress
2. Clothing clean, pressed, and mended
3. Shoes clean, polished, heels straight
4. Hair clean and combed
5. Nails well kept

III. Personal Characteristics

1. Control of voice
2. Social consideration
3. Use of good English
4. Sensibility about smoking

Check the personality traits that you consider the most important when you employ girls.

1. Self control
2. Cooperation
3. Industry
4. Responsibility
5. Interest in job
6. Honesty
7. Refinement
8. Sympathy
9. Truth
10. Friendliness
11. Courtesy
12. Orderliness
13. Economy
14. Consideration
15. Willingness to follow directions
16. Ability to go ahead
17. Graciousness

18. Independence in work
19. Punctuality
20. Good judgment
21. Cheerfulness
22. Willingness to do extra things
23. Self-confidence

Do you have this equipment?

Yes No

Stove - Electric

Gas

Wood

Gasoline

Kerosene

Electric - Toaster

Percolator

Waffle iron

Grill

Sweeper

Mixer

Washing machine

Mangle

Sewing machine

Refrigerator

Fan

Later a personal interview was obtained with each of 25 employers who had had girls for permanent or temporary employment for the summer months. At the same time a personal interview was held with 72 per cent of the girls, 49, who were employed or had been employed in the past. The remaining 29 per cent of the girls were scattered over nine states. The results of the questionnaire and personal interviews were analyzed to determine if the homemaking program at

Sequoyah Orphan Training School is meeting the needs of the girls that have graduated during the years included in this study, 1934-1938.

Chapter IV

ANALYSIS OF DATA

The analysis of the data for this study will be presented in two parts: first, an analysis of the information concerning the girls derived from a study of school records and check sheets, and the responses of girls given in personal interviews; second, an analysis of their needs based upon the information mentioned above and the information given by their employers.

Description of the Sample

The 69 girl graduates from Sequoyah Orphan Training School came from a wide section of eastern Oklahoma, where, in about 50 per cent of the homes, broken English was spoken. Their parents for the most part were, at the time this study was made, living in rural areas eking out an existence through unearned income derived from leases on land, sale of lands, per capita payments from tribal fund, or, in exceptional cases, through rations given them from government relief. They have worked spasmodically at various agricultural pursuits and have allowed their children to grow up in shiftlessness and idleness. Through

neglect the practice has resulted in bad work and health habits that must be broken in the boarding school.

An analysis of the background of the girls considered in this study is given in four tables. These tables reveal the degree of Indian blood, the age range at the time of high-school graduation, the marital status of the group during the five-year period from 1934-1938, and the number of children born to homes made by the girls.

Six tribes (Table 1), the Cherokee, Cado, Choctaw, Seminole, Creek, and Delaware, were represented in this study. All the girls were at least half-bloods while the majority (48), were full-bloods.

Table 1.--DEGREE OF INDIAN BLOOD OF THE 69 GIRL GRADUATES FROM THE SEQUOYAH ORPHAN TRAINING SCHOOL (1934-1938)

TRIBE	DEGREE OF INDIAN BLOOD	
	Full	One-half or more
Cherokee	30	11
Cado		2
Choctaw	10	4
Seminole		1
Creek	6	
Delaware	2	3

Total	48	21

The highest age on graduation, 24, was reached in the first three years of the study, namely, 1934, 1935, 1936 (Table 2). In 1937 and 1938, the highest age was 20, while the lowest age was 16 in 1937, and 17 years in 1938. A more normal age level was reached during the last two years of the study because of better educational facilities provided by the administrative leaders in Indian education.

Table 2.--AGES OF 69 GIRLS ON GRADUATION FROM SEQUOYAH ORPHAN TRAINING SCHOOL (1934-1938)

Year	No. of Girls	Average Age	Lowest Age	Highest Age
1934	19	20	16	24
1935	13	19	16	24
1936	13	19	16	24
1937	9	18	16	20
1938	15	19	17	20

Average		19	16.4	22.4

The fact that the group averages more than the usual age is illustrated in Figure 1. The majority of the girls were above 18 years of age when they were graduated from high school.

The marital status in the five classes

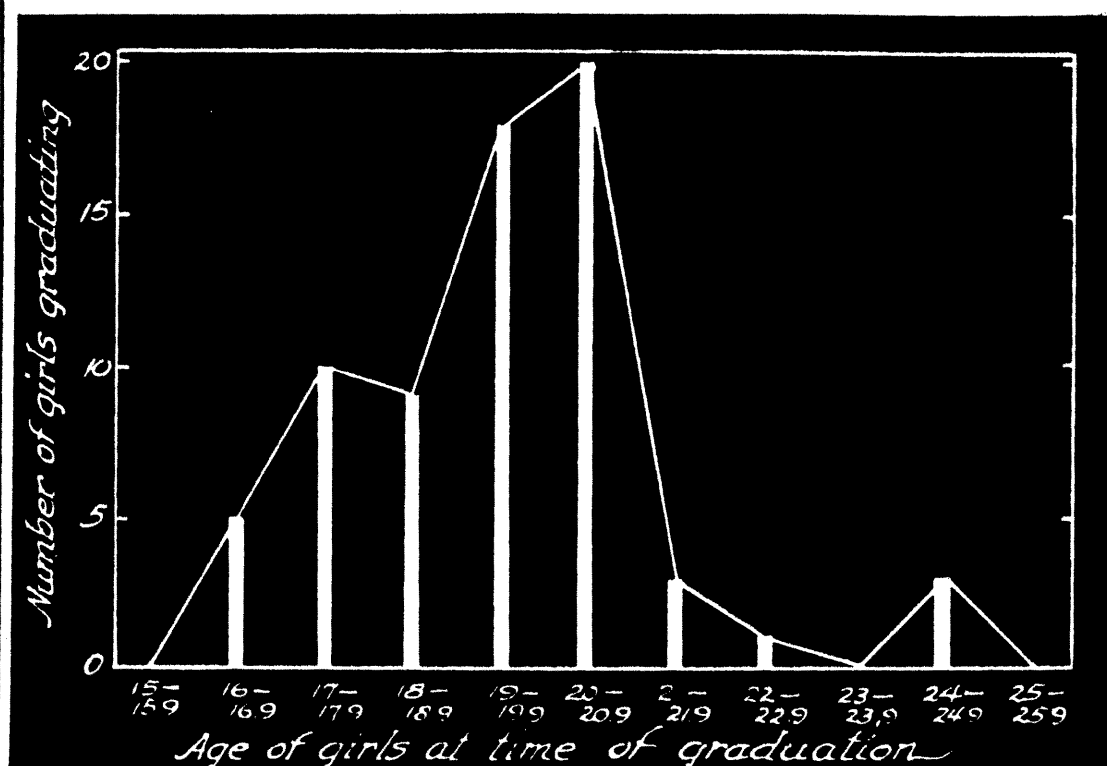


Fig. 1.--Ages of girls upon graduation from the Sequoyah Orphan Training School (1934-1938)

graduating from 1934-1938 inclusive is given in Table 3. Of the 69 girls 18, or 26 per cent, married and 12, or 26 per cent, of this group have one or more children. The fact that 26 per cent of the girls were married and that approximately 18 had children shows a need for family life education. This need is even more evident in the fact that only a relatively short period of time, one to five years, had elapsed since these girls graduated from school.

The occupations followed by the girls who had graduated from Sequoyah Orphan Training School between 1934-1938 inclusive are listed in Table 4. The two

Table 3.--MARITAL STATUS OF THE 69 GIRLS GRADUATING FROM
SEQUOYAH ORPHAN TRAINING SCHOOL (1934-1938)

Year	Graduates Number	Number Married	Per Cent Married	Number with Children	Per Cent with Children
1934	19	9	12.0	5	7.3
1935	13	6	8.7	6	8.7
1936	13	1	1.5	0	0.0
1937	9	1	1.5	1	1.5
1938	15	1	1.5	0	0.0
Total	69	18	26.2	12	17.5

Table 4.--OCCUPATIONAL STATUS OF 68 GIRL GRADUATES OF
SEQUOYAH ORPHAN TRAINING SCHOOL (1934-1938)

Occupation	Number	Per Cent
1. Housewifery	18	26.5
2. Household help	15	22.1
3. College attendance	8	11.8
4. Nurses' training	8	11.8
5. Secretarial work	7	10.3
6. Living with relatives	6	8.8
7. Assisting in Indian Schools	4	5.9
8. Teaching in Indian Schools	2	2.9

occupations most commonly followed were jobs as household helpers and housewifery. A total of 48 per cent of the girls followed these professions which offer opportunities for participation in home practices and for providing creative experiences which are satisfying to the Indian girl. Training to be a nurse and living with relatives, mentioned by 11.6 per cent of the group, require an excellent understanding of home and family life. Eight of the girls were still in college, and the remaining six girls had entered fields of educational work, two as teachers, and four as assistants in Indian schools.

Homemaking Activities Performed by the Girls

Since one of the girls had died, the following analysis is in terms of 68 girls.

Of the 25 duties performed by the girls, only bedmaking was performed by every girl (Table 5). Four additional duties were performed by 90 per cent of the girls: hanging up clothes, washing dishes, cleaning bathrooms, and buying their own clothing. Dusting furniture, preparing beverages and answering telephone were performed by at least 75 per cent of the girls.

The activities performed by 50 per cent of the girls (Table 6) were varied in nature. Between 68 and 73 per cent of the girls were setting tables, making salads, cooking vegetables, and 60 per cent were

Table 5.--HOMEMAKING ACTIVITIES PERFORMED BY 75 PER CENT OF THE 62 GIRLS

Activity	Number	Per Cent
1. Making beds	62	100
2. Hanging up clothes	60	96
3. Washing dishes	56	91
4. Cleaning bathroom	55	90
5. Buying own clothes	55	90
6. Dusting furniture	51	83
7. Preparing beverage	48	77
8. Answering telephone	56	75

making pastry. Seventy-three per cent were cleaning the refrigerators and doing the ironing while only 54 per cent of the girls were doing the family washing. In 54 per cent of the cases the girls were assisting with care of children, feeding, entertaining, or bathing the child. The other two duties listed by the girls were washing windows, and arranging flowers in the home. All but the last two duties require sufficient skill that they can well become part of a homemaking course.

The duties performed by less than 50 per cent of the girls (Table 7) could probably be learned in the home or the community in which they are employed.

Table 6.--HOMEMAKING ACTIVITIES PERFORMED BY 50 TO 75
PER CENT OF THE 62 GIRLS

Activity	Number	Per Cent
1. Cleaning refrigerator	45	73
2. Ironing -- electric	45	73
3. Setting the table	44	70
4. Preparing salads	42	68
5. Preparing vegetables	42	68
6. Washing windows	42	68
7. Making pastry	37	60
8. Arranging flowers	37	60
9. Feeding the child	34	55
10. Washing	33	54
11. Bathing the child	33	54
12. Entertaining the child	33	54
13. Caring for sick	31	50

These duties were required by so few employees that little time should be devoted to them in a homemaking course.

Summary

The significant point brought out in Tables five and seven is the fact that 26 out of 32 duties listed would require some training such as is offered in

Table 7.--HOMEMAKING ACTIVITIES PERFORMED BY LESS THAN
50 PER CENT OF THE 62 GIRL GRADUATES FROM SEQUOYAH
ORPHAN TRAINING SCHOOL (1934-1938)

Activity	Number	Per Cent
1. Checking grocery and laundry lists	29	47
2. Mending children's clothing	23	37
3. Making kitchen aprons	22	36
4. Canning vegetables and meats	20	33
5. Making quilts	19	32
6. Caring for a garden	16	25
7. Caring for poultry	11	18
8. Caring for milk	8	14
9. Caring for butter	7	12
10. Weaving	1	2
11. Making pottery	1	2

home economics. The care of milk and butter, making a garden, weaving, making pottery, and making quilts are activities performed by the girls, but it seems inadvisable, in light of the fact that so few are participating in these activities, to lay much stress on these in a homemaking course.

Duties and Responsibilities Expected of Girls Employed in Homes

In order to learn the duties and responsibilities expected of girls employed in homes as a means of earning a living, the responses by employers of these girls to the questionnaires were analyzed.

As previously stated 15, or 22 per cent, of the girls interviewed in this study were employed in wage-earning occupations that centered around homemaking. It would seem, then, necessary to make a study of the duties and responsibilities of these girls in homemaking in order to determine whether the present course in homemaking at Sequoyah Orphan Training School should be changed in order to meet their needs.

Every homemaker in this group (Table 8) who employed help in the home expected the girls to assist with the daily cleaning and care of the house. Twenty-five, or 100 per cent, expected the girls to be able to wash the dishes, clean bathrooms, and dust the furniture, prepare the vegetables, set the table, prepare beverages, and answer the telephone. Six duties listed by 88 per cent of the women were putting the groceries away, making beds, cleaning the refrigerator, making salads, and cooking meats. Twenty-one, or 84 per cent, of the women expected the girls to help with the washing and ironing, and 76 per cent expected the girls to mend the children's clothes. In circumstances

where laundering is done away from the home, the women expected the girls to check the laundry in and out.

Table 8.--HOMEMAKING ACTIVITIES EXPECTED BY 75 TO 100
PER CENT OF THE 25 EMPLOYERS

Activity	Number	Per Cent
1. Daily cleaning and care	25	100.0
2. Washing dishes	25	100.0
3. Cleaning bathroom	25	100.0
4. Dusting furniture	25	100.0
5. Preparing vegetables	25	100.0
6. Setting the table	25	100.0
7. Preparing beverages	25	100.0
8. Answering the telephone	25	100.0
9. Putting away groceries	22	88.0
10. Making beds	22	88.0
11. Cleaning refrigerators	22	88.0
12. Preparing salads	22	88.0
13. Washing	21	84.0
14. Ironing	21	84.0
15. Washing woodwork	20	80.0
16. Cleaning floors	19	76.0
17. Folding clothing	19	76.0
18. Mending children's clothing	19	76.0
19. Checking laundry lists	19	76.0

The tasks done by 75 to 100 per cent of the girls (Table 8) are routine work found in every home. These tasks can be reduced to the minimum through the study of the house and learning to work methodically so as to save time and steps thereby getting the most done with the least effort. Girls trained in home economics have had experiences in learning how to save steps, to relieve monotony by applying new ideas and inventions, and to make routine tasks systematic so that advantage may be received through habits done unconsciously.

The six activities (Table 9) expected by 50 to 75 per cent of the women were serving at parties, cleaning silver, washing windows, helping to dress children, entertaining the child, and making pastry. A course in table service, pastry baking, general household cleaning, and child care, would assist the girl in performing these tasks in a more efficient manner.

Table 9.--HOMEMAKING ACTIVITIES EXPECTED BY 50 TO 75 PER CENT OF THE 25 EMPLOYERS

Activity	Number	Per Cent
1. Serving at parties	16	64
2. Cleaning silver	15	60
3. Washing windows	15	60
4. Helping to dress children	14	56
5. Entertaining the child	13	52
6. Making pastry	12	48

The activities expected by 50 per cent or less of the employers (Table 10) are varied in nature. It was found that 48 per cent of the women wanted their girls to be able to prepare meals for the children and bathe the child in their absence. In 40 per cent of the homes the women would like the girls to assist in plain sewing for the home, such as house aprons, simple dresses for themselves or the children, and household linens, such as kitchen tea towels, dresses, scarfs, and curtains.

Table 10.--HOMEMAKING ACTIVITIES EXPECTED BY LESS THAN 50 PER CENT OF THE 25 EMPLOYERS

Activity	Number	Per Cent
1. Preparing meals for children	12	48
2. Bathing the child	12	48
3. Making kitchen aprons	10	40
4. Making simple dresses	10	40
5. Making household linens	10	40

Personality Traits Expected by Women in the Home

The employers felt that certain personality traits were needed for success in home employment (Table 11). Of the 23 in the list, responsibility, honesty, and willingness to follow directions, were

Table 11.--DESIRABLE PERSONALITY TRAITS EXPECTED BY
WOMEN OF GIRLS STATIONED IN THEIR HOMES

Desirable Trait	Homemaker Number	Checking Per Cent
1. Responsibility	25	100
2. Honesty	25	100
3. Willingness to follow directions	25	100
4. Cheerfulness	19	76
5. Truthfulness	19	76
6. Economy	17	68
7. Ability to go ahead	17	68
8. Good judgment	17	68
9. Courtesy	16	64
10. Orderliness	16	64
11. Graciousness	16	64
12. Interest in job	15	60
13. Industry	14	56
14. Cooperation	14	56
15. Self-control	14	56
16. Patience	14	56

considered desirable by everyone of the women employing help in the home. In 76 per cent of the cases the women felt that truthfulness and cheerfulness were desirable

qualities in girls, while 68 per cent of the women wanted girls who had the ability to go ahead, use good judgment and economy of time. Sixteen, or 64 per cent, of the women thought that orderliness, graciousness, and courtesy were essential qualities. Fourteen, or 56 per cent, of the women wanted girls who had patience and could be cooperative and show self-control.

Very closely associated with personality traits are desirable personal habits for the successful girl. As shown in Table 12, 100 per cent of the women wanted the girls to be clean and well groomed. The use of good English and a well modulated voice were insisted on by 96 per cent of those who employed girls. In 64 per cent of the cases the women felt that the girl should keep her place and should not smoke while on the job.

Between 75 and 100 per cent of the women use modern electric equipment such as refrigerators, toaster, fans, and sweepers (Table 13). Because of the prevalence of gas, 80 per cent of the women used gas stoves rather than electric, although 20 per cent did have electric stoves. It is important that the girls know how to use such pieces with utmost care as well as safety. To become familiar with this equipment the girls must have some training.

Table 12.--DESIRABLE PERSONAL HABITS EXPECTED BY WOMEN
OF GIRLS WORKING IN THEIR HOMES

Personal Habits	Number	Per Cent
Cleanliness of		
Body	25	100
Mind	24	96
Clothing	19	76
Personal Grooming		
Appropriate dress	25	100
Hair clean and combed	25	100
Low heeled shoes	25	100
Nails well kept	25	100
Personal Characteristics		
Is not loud	24	96
Uses good English	24	96
Does not smoke	16	64
Keeps her place	16	64

Table 13.--EQUIPMENT USED OR FOUND IN EMPLOYERS'
HOMES

Equipment	Number	Per Cent
1. Electric refrigerator	23	92
2. Electric toaster	22	88
3. Electric fan	22	88
4. Electric sweeper	22	88
5. Gas stove	20	80
6. Electric percolator	15	60
7. Electric washing machine	14	56
8. Electric stove	5	20

Summary

The homemakers expected the girls to be able to perform the general household duties that are necessary to maintain a satisfactory standard of living. These duties are: to prepare and serve a well-balanced meal, to clean the house, to do the laundry work, and to care for the children in the absence of the housewife, to use and care for modern home equipment.

The employer felt that desirable personality traits, right attitudes about work, and being well groomed were essential attributes for each girl to have.

The employers realized that each family pattern is different, but if the girls had been trained in good work habits, had job intelligence, and were ambitious and willing to learn, they would be successful in these homes.

Chapter V

DISCUSSION

In order to understand properly a discussion of the findings in this study, it is necessary to have a background of the homemaking experiences which are being offered to the girls at the Sequoyah Orphan Training School. The homemaking work that has been given has included the following courses: three years of food cookery, nutrition, food marketing, and three years of sewing and child care. These courses were developed in units and no provisions were made for the new student who entered, since she was classified according to the academic grade, and in many instances she was placed in advance homemaking courses without any previous training for the work. For the most part all of the work at the institution is carried on by institutional methods and no provision is made for actual home practices.

The survey indicated that 69 girls have graduated from Sequoyah Orphan Training School since 1934-1938 inclusive, and that 48 out of the 69 girl graduates were full Indian blood, and the remaining 21 were half or more Indian blood.

It was found that the girls had entered into many different types of work -- namely, helping in the household, housekeeping, nurses' training, secretarial work, assisting in Indian schools, teaching, and living at home.

The survey showed that the majority of girls have entered homes as maids or were married a few years after graduation. Since this is true it should become the major objective of the homemaking courses to equip these girls to do better jobs of homemaking, whether it be in their own home or in the home of their employers.

There is a feeling that in the past the homemaking courses have not met their needs. This is best analyzed in the light of the questionnaires answered by both girls and employers.

In analyzing these duties that were performed daily it was found that every girl employed was making beds. Not only does each girl make her bed at school, but she cleans her own room, arranges the furniture, and cares for her personal clothing. The dishes are washed at the school with the aid of a dish washing machine, but the survey indicates that 91 per cent of the girls who have graduated are washing dishes by hand. The use of large labor saving devices at school does not allow for good home practice in the care and handling of dishes in normal homes.

The average home would provide for these experiences in early life, but in a large boarding school these experiences are delayed until the girl enters the home economics classes, where it becomes a major objective to teach girls the proper steps in dish washing and caring for a home kitchen systematically.

The care of the bathroom, which is an activity performed daily by 90 per cent of the employed girls, is also an example of duty in which the institution does not afford opportunities for all the group to participate in, and the methods employed are not the same as found in the average home of today.

In 75 per cent of the cases girls were answering the telephone. This is a point of great importance, since our girls have no available opportunities to use a telephone at the school. The importance of this cannot be over estimated because in many cases girls are left in the home with children for the evening when the family is away, and they need to become familiar with telephone procedure in order to answer and receive messages without making mistakes. These experiences should be provided daily at the school.

The next largest group of activities performed by employed girls was cleaning refrigerators of which 92 per cent were electric. The same methods could be used in cleaning an ice refrigerator as in cleaning a

mechanical one, but the difference in operation should be accounted for. To be able to save electricity and to secure the maximum efficiency from a mechanical refrigerator, are points worthy of consideration. This type of refrigeration is not accessible for use by the girls in the school.

The other activities of major importance performed by 50 to 75 per cent of the girls in employment have to do with food cookery, table setting, and table service. The girls are expected to be able to set tables for many occasions. It would seem that more time in school should be devoted to this phase of homemaking and that it should be centered around meal planning and table service to meet the needs of the family groups.

In order to make this course more effective the girls should be familiar with equipment that they will use on the job. It was found that 100 per cent of the girls employed in homes were using either natural gas or electricity. The girls should have training in the use of this type of heat for cooking in order to know how to operate the stoves with the least possible cost. In many instances the employers have stated that the girls were wasteful with heating units found in the home. The present school plant operates using only wood and coal stoves and, therefore, girls are limited as to the types of cooking that can be done on these stoves.

In 14, or 56 per cent, of the homes electric washers were used, and 21, or 85 per cent, of the homes used electric irons. This would indicate a need for a course to be given not only in the laundry work, but in proper care of home equipment. To meet the needs of the girls emphasis must be placed upon this phase of the work in the future.

In 50 per cent of the cases the girls were caring for the physical needs of children found in the home. A course in family life and child development would help the girls to understand better the physical, social, and emotional needs of the children, and what they should do to help the children in the development of these needs. The writer would recommend a nursery school if pupils could be secured and the child care unit could be separated from the home management unit. The problem of how to care for the toddler and the child of three or four years of age requires some knowledge in child training and development.

Other personal traits insisted upon by all the women who employed girls were: being well dressed, having hair neatly combed, being gracious in manner, and respecting the rights of other members of the family.

It is a recognized fact that the majority of our girls come from rural areas where such activities as caring for milk and butter, making a garden, and raising

poultry are carried on. But the survey shows that the girls are going into the cities where these activities are not carried on. These courses have had in the past meager emphasis in the homemaking department. The writer would like to recommend that gardening, caring for milk and butter, and poultry raising be placed in the academic agriculture program as one of the units to be taught in the junior high school, and given to both boys and girls.

To provide outdoor experiences for the Indian girl, the writer would suggest that a course in home improvement, planting and caring for shrubs and flowers be given. This knowledge will not only be valuable but will help her to use her creative ability in any situation to make a home more beautiful and attractive.

Since it has been shown that homemaking is important for the girls of today, more emphasis should be given to it in the Sequoyah Orphan Training School. A revision of the curriculum should allot more time to the various units in a homemaking course which should be developed and practiced under conditions as real as the girls find on the job. This would increase the time spent in home management, in child development, in normal home activities, and in personality problems.

Summary

The survey indicates a real need for the

revision of the homemaking courses to provide:

1. That more time be allotted for general home-making activities since the program has been confined almost exclusively to foods and clothing courses.
2. That equipment be used similar to that found on the job since the present equipment is either of an institutional nature or is out of date.
3. That some courses formerly taught in homemaking be transferred to the academic department because this survey has indicated that these courses are not used by the graduates.
4. That crafts be elective courses for those who have natural ability but not required for a major in home economics.
5. That a nursery school or play school be set up in connection with the homemaking department to give the girls the actual experiences in child care of which they have found a need.
6. That opportunities be provided for the girls to do the buying of the food used in the practice cottage because this ability is needed by them after they graduate.
7. That new courses be added, such as family education and child development, personality adjustment, consumer buying, and home improvement; all of which have been shown by this study to be of fundamental importance to the graduates of Sequoyah Orphan Training School.

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