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To the Committee on Graduate Study:

I am submitting to you a thesis written by Emily Topper Garnar entitled "A Study of Homemaking Activities and Related Interests of a Selected Group of Girls in the South Knoxville (Tennessee) Junior High School." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Economics Education.

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Major Professor

We have read this thesis
and recommend its acceptance:

Glenn MacLeod

Annietta B. Singer

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Dean of the Graduate School

**A STUDY OF HOMEMAKING ACTIVITIES
AND RELATED INTERESTS OF A SELECTED GROUP OF
GIRLS IN THE SOUTH KNOXVILLE (TENNESSEE)
JUNIOR HIGH SCHOOL**

A THESIS

**Submitted to
the Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science**

by

Emily Topper Garner

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E. T. G.

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CHAPTER I

INTRODUCTION

One of the most important problems confronting educational leaders today is that of building a curriculum which will better meet the needs of the individual and the community in which he lives. It is hoped that such a program will make it possible to give students more intelligent guidance in adjusting themselves to the world around them in performing efficiently the persistent problems confronting them in everyday living.

The practice of democratic social planning should begin in every family, every classroom, and every school or school system. This does not exhaust our responsibility. We are obligated also to aid the forces which may extend democracy in industry and in community life. But our first duty is to set our own house in order: cooperative study of the needs of our group, cooperative quest for the solutions to our problems, cooperative achievement of better health, comradeship, recognition, freedom of action, security, and adventure. ¹

The primary concern of the school is with the present living of its pupils. "Present life" is broadly interpreted to include whatever preparation for future living probably best comes in at the current stage of development. ²

1. Goodwin Watson, Forty Stepping Stones Along the Way Toward an Integrated Biology, Psychology, Sociology, Economics, and Art of Education, presented to the Spring Conference, Teachers College, April, 1938, Step 26 (mimeographed).

2. Ibid., Step 27.

The teacher and students should share the responsibilities of setting up problems to meet their own needs in home and community life. Problems and points of emphasis should be kept within age limits and interests of the group, so that each individual may contribute and participate in planning the solution of the problem. Group activities contribute to the attainment of desirable goals. The real goal, however, is the development of the individual. His effectiveness in group life is great or little because of what he learns to do, what he understands, and what he learns to value. Curricula are not hard and fast sets of things to be taught; they are aims in terms of attitudes and appreciations as well as skill and knowledge.

One of the methods of determining problems to be included in the home economics curriculum is to study the home activities of the girls now in high school, and the extent to which they participate in these activities. Such a study was undertaken by the writer. This study deals with a selected group of 150 junior high school girls enrolled in the home economics classes in South Knoxville (Tennessee) Junior High School.

The purposes of this investigation are: to determine in so far as it is possible to do so, through questionnaire and check list:

1. The types of homemaking activity the seventh, eighth, and ninth grade home economics girls engaged in daily, weekly, monthly, and seasonally.

2. The recreational and hobby interests of the seventh, eighth, and ninth grade home economics girls.

3. The vocational interests of the seventh, eighth, and ninth grade home economics girls.

4. The attitude of the mothers toward the vocational interests of the seventh, eighth, and ninth grade home economics girls.

It is hoped that this study will reveal certain needs of a group of girls which may be used as a basis for the selection of educational experiences designed to assist them in meeting their needs. The study will not attempt to select the experiences. It should be pointed out that it would be extremely dangerous to assume that any one study would serve as a basis for long-time curriculum planning. A curriculum planned to meet home and community needs evolves through the continuous study of living-learning situations.

It is hoped, therefore, that the results of this study may be helpful to those who are responsible for developing the curriculum of South Knoxville Junior High School at the present time. Further studies should supplement this one as a basis for future planning.

Review of Literature

Ideas in regard to curriculum planning have changed considerably in recent years. In the past, courses of study were designed to prepare students for adult life. The most serious consideration given to needs of students of secondary school level was that of providing them with such instruction as was necessary to meet college entrance requirements. Changes from this viewpoint have been slow, due to lack of: (1) agreement on the part of leaders, (2) vision to anticipate the problems of the future, and (3) acceptance of new changes on the part of the public as well as school administrators.

Curriculum development is definitely and markedly on the increase, and interest in this movement is nation-wide. ³

These new curricula are placing much emphasis upon the individual - his needs in home and community living. Education, as planned today, is aimed at helping the individual to understand his needs and to work out intelligently the solution to his problems.

The standards of our day demand that our courses of study be derived from objectives which include both ideas and activities, that we should frankly accept usefulness as our aim rather than comprehensive knowledge. ⁴

3. Henry Harap, et al., The Changing Curriculum, p. 1.

4. W. W. Charters, Curriculum Construction, p. 4.

Charters, in 1921,⁴ made the first comprehensive analysis of women's activities for the purpose of constructing a curriculum which would fit their needs. The study was designed to furnish a basis for the reorganization of the curriculum in Stephens College, Columbia, Missouri.

The activities for this study were obtained in detail by analysis of what college women do and think about. Through (a) numerous diaries carried on for a week, (b) a number of more extensive diaries kept after training by a selected group of women, (c) the use of psycho-analysis by an expert on 100 cases, (d) supplementary personal interviews on widest possible range of evaluated interests, and (e) job analysis of certain vocations suitable for Stephens College, including housekeeping and secretarial work, the data were obtained.

Activities were classified under the headings of: (1) vocational, (2) social, and (3) personal. The ideals and activities which should dominate graduates of Stephens College were obtained by expert opinion of the college faculty and checked by the opinions of outstanding men and women. A number of sub-studies followed. The primary subjects were set up on the basis of the analysis; the service subjects were set up on the basis of the primary subjects.

4. Ibid., Ch. XXII, Study 53.

As a result of this study, a completely new college program, aimed at the needs and interests of the students, is now in full operation at Stephens College.⁵

Every subject matter teacher has an opportunity to make a contribution to curriculum revision. Some of the ways in which this may be done are: (1) by collecting and checking data as a basis for introducing new units, and (2) by developing a philosophy for open-mindedness in the search for better methods and use of content.

The curriculum development project of the Denver Public Schools,⁶ begun in 1924, is a good example of evolving a philosophy step by step through continuous study and evaluation of living-learning situations. The viewpoint accepted for the total curriculum program was that education is growth in the ability to meet living situations more adequately.

The Denver home economics teachers accepted wholeheartedly this viewpoint. Some of the teachers proceeded to show the contributions of home economics in terms of improvement of skills, thus helping pupils to do better those things they will have to do anyway. Other teachers questioned whether this was really living for junior and

5. George Kent, Survey Graphic, April, 1939, p. 270.

6. U. S. Office of Education, Vocational Division. Curriculum Development in Education for Home and Family Living, Part II, Series 1, Some Procedures Used in Evolving a Philosophy, Home Economics Education, Misc. 2151, March, 1939 (Mimeographed bulletin).

senior high school girls or activities of the mothers of these girls. Two surveys were made to determine what girls of this age actually do in their homes and what their mothers thought they should do. Tentative courses of study were planned, based on the findings of the surveys. Shortly after these tentative courses of study had been used, teachers felt that too many experiences were planned for the adult level rather than for pupils of secondary school level. The majority of the replies to the questionnaires had indicated that girls helped with work in the home rather than that they were responsible for the total performance of household activities. As a result, curriculum materials were organized to improve helping with activities.

In the search for ways of guiding pupils in their home activities, the philosophy of education as helping pupils live better than they otherwise would, took on a new meaning. The objectives set up in terms of improving skills no longer sufficed. More consideration was given to information, habits, attitudes, and appreciations in relation to selected activities. Moreover, some teachers realized that greater growth might result from intensive study of specific activities rather than from attempts to cover the whole field of a particular activity. An analysis of home activities, for example, pointed out that a student did not have to experience the whole range of physical care of the child in order to help with the care of the

child during certain periods of the day. Necessary adjustments were made in foods and clothing courses on junior high school level, and newly organized units of relationship problems were included.

The second step in developing a philosophy

Child psychology became more real to teachers during the second step in developing a philosophy. They forgot the printed course of study in their concern with pupils' problems and interests in daily living. On the first day of a semester, each pupil was questioned as to why the course was elected, what knowledge was desired, and what activity was liked.

The third and present stage in evolving a philosophy

The Denver high schools began in 1933 to participate in the eight-year study sponsored by the Progressive Education Association. This study was influencing curriculum practices in the direction of meeting the concerns, interests, and purposes of pupils as the basic intent of the curriculum.

Since interests and purposes at the secondary school level seemed to be both personal and universal, it was apparent that all pupils should have an opportunity to learn how to meet more adequately personal and universal concerns. Obviously, a core curriculum needed to be developed to deal with these concerns. ⁷

Recognizing that the most important personal concerns of pupils revolved around home life, the home economics

7. Ibid., p. 33.

teachers recast their program in the light of this core curriculum need. Cooperative planning by teachers increasingly centered attention on the pupil, and content became an instrument in the solution of problems.

In contrast with the Denver study, which considered the individual's interests and problems as a basis for curriculum development, the Houston study⁸ presented problems around central themes, worked out in units and presented to the teacher, who in turn developed the activities with the pupils. This type of program was typical of early attempts to transfer classroom learning from textbooks to activities.

The possibilities and limitations of the activity curriculum given here have been discovered from the use of an activity curriculum as it has been developed or applied in the Houston schools. This activity curriculum involves the integration of subject-matter content about central themes. Course-of-study units based on central themes were prepared and given to the teachers as guides in planning their teaching units. These course-of-study units included informational materials and suggested activities by means of which the pupils could acquire, develop, and extend information, skills, habits, attitudes, and appreciations. The courses of units were supplemented with bibliographies for students and teachers, visual aids, suggested songs and music, literature, pictures, art appreciation, materials, and so forth, that would aid in the integration of the so-called subjects and content. Since integration of learning is the dominant purpose of this type of

8. Houston Public Schools, The Scope of the Curriculum, Bulletin No. 1, Houston (Texas) Public Schools, 1933-34 (Mimeo-graphed).

curriculum, the activities were chosen as the chief medium of the learnings of the classroom. About 65 per cent of the learnings of the classroom was through activities. The remaining 35 per cent was devoted to drill as needed. This activity curriculum has made much more elastic the daily schedule. Teachers were permitted, however, to organize the necessary drills at appropriate periods in accordance with a time distribution fixing the aggregate allotment for the unit, although this quota was not rigidly required. For the one and one-half years during which careful and intensive evaluation was made, it is known that 65 per cent of the time of the teacher concerned was devoted to activities without fixed schedule. These activities were planned by the teacher and the pupils working together. 9

The Secretary of Labor, by direction of the President of the United States, invited seventy men and women, experts in their field, to serve on the Planning Committee for the 1940 White House Conference on Children
10
in a Democracy.

The purpose of this conference is to study the conditions under which children live in this country, the extent to which their personal needs are met, the degree to which they are being prepared for citizenship in a democracy, and the ways in which they may be assured a fuller measure of security and opportunity. The President stated that he was calling the conference

because of his conviction that a society founded upon democratic principles finds both its

9. Supt. Oberholtzen, "Comments on the Activity Movement in the Houston Curriculum Plan," National Society for the Study of Education, 33rd Yearbook, p. 136.

10. Katherine Lenroot, "The White House Conference on Children in a Democracy," from a radio address over Station WJSV, April 1, 1939.

aim and its security in the happiness and well-being of its people, and especially its children, and in recognition of the primary claim of children for those essentials of life upon which their growth and development depend. ¹¹

One of the important tasks of the White House Conference will be to assemble and interpret information from governmental and non-governmental sources concerning problems of youth in the United States.

This conference will be the fourth in a series of child-welfare conferences held under Presidential auspices at intervals of approximately ten years.

¹²
In 1931 Browder made a survey of the homemaking activities of 803 high school girls in sixteen different communities throughout the state of Tennessee. These 803 girls kept diaries for one week-end and one school day. The check list of home activities was compiled from these diaries and checked by 403 high school girls and 135 mothers of the same girls. The findings of this study revealed that high school girls were responsible for many of the homemaking activities. It was significant to note that in many cases the high school girls were responsible for the care and development of younger children. The state course of study in effect at this time did not include any work on the care and social development of young children;

11. Ibid., p. 1.

12. Margaret H. Browder, A Two-Year Course of Study in Home Economics for the County High Schools of Tennessee, Master's Thesis, University of Tennessee, August, 1931.

however, studies of foods and clothing in relation to young children were stressed. This study resulted in a two-year course of study in Home Economics for Tennessee county high schools.

13

Wilson made a study of homemaking activities of 229 home economics girls in rural Mississippi in 1931. The purpose of this study was two-fold:

1. To discover practices which would suggest needs and problems in setting up the home economics course of study.

2. To develop better methods of management of time and energy of high school girls.

Questions relating to the physical make-up of the home, the homemaking equipment used, and the homemaking activities in which they participated made up the questionnaire. The questionnaires were checked by first-year home economics classes in nineteen vocational schools which were comparable in equipment, organization, and social environment. Some interesting conclusions of this study were:

1. The physical make-up of these homes made many homemaking activities necessary.

2. The absence of running water, the lack of mechanical power, and the use of wood for cooking made many

13. Mary A. Wilson, "A Study of Homemaking Activities of Girls in Rural Mississippi," Bulletin No. 65, Mississippi State Board of Vocational Education, 1931.

activities more time-consuming and tiring than they should have been.

3. Less than 30 per cent of homes had inexpensive appliances, as spatulas, vegetable brushes, and dust pans.

4. The older girls participated in more activities pertaining to preparation and serving of meals than did the younger girls.

5. More home duties were performed by the girls who lived the greatest distances from school and nearby towns.

6. Girls had better standards for the results to be achieved in their household tasks than they had for methods which were economical of time and energy in achieving these results.

7. Suitable tools for a specific task were not always used when available.

The investigation of Gattis,¹⁴ in 1934-35, was concerned with the homemaking activities of a selected group of high school girls of Newport, Arkansas, seventy-two of whom were home economics girls and forty-nine of whom were non-home economics girls. The questionnaire method was used to secure the data for this study. It showed that

14. Gay Gattis, Home Activities of Girls with and without Home Economics Training, Master's Thesis, University of Tennessee, 1935.

1. More home economics girls participated in various types of activities carried on in the home, with the exception of personal grooming, than did the non-home economics girls.

2. Entertaining showed about the same degree of participation by each group.

3. More home economics girls liked to perform homemaking activities in all cases, with the exception of those relating to care of the house and personal grooming, than did non-home economics girls.

4. The activities which showed the lowest proportion of both participation and liking by both the home economics and non-home economics groups were those concerned with home and personal finance.

5. Rural home economics girls participated in all home activities equally or above the urban home economics girls, except in buying.

6. The rural non-home economics girls excelled the number of urban non-home economics girls taking part in food planning, preparation and serving of meals, home nursing, child care, and extra activities.

7. The activities relating to clothing and home and personal finance were liked by fewest of all girls.

8. Little difference was revealed between the participation of the same age groups of home economics and non-

home economics girls; however, more home economics girls liked the activities.

9. More of the younger girls liked the routine duties.

15

Ransom, with the cooperation of the Tennessee Department of Education, made a survey of homemaking activities of a selected group of high school girls enrolled in home economics in thirteen vocational and nine non-vocational schools. The study made on the basis of the survey revealed that:

1. A large percentage of girls of all groups actively engaged in bedroom cleaning activities.

2. The majority of girls helped with meal planning and preparation rather than assumed responsibilities for same.

3. A large proportion of the girls did various types of sewing.

4. A majority of girls participated in activities relating to the care of their own clothing.

5. A high degree of interest was shown by all girls in entertaining activities.

6. Many of the girls kept personal expense accounts, though few of them received an allowance.

7. Relatively few girls reported participation in planning family recreation and activities relating to family

15. Catherine W. Ransom, A Comparative Study of Homemaking Activities of a Selected Group of High School Girls in Vocational and Non-Vocational Schools of Tennessee, Master's Thesis, University of Tennessee, 1938.

financial problems.

Procedure

The homemaking activity list used in the present study was made up from diaries kept for one week by 160 home economics girls of South Knoxville (Tennessee) Junior High School. The list was then supplemented from those developed by Browder¹⁶ and Ransom¹⁷ in earlier studies of homemaking activities of girls in Tennessee.

These activities were first classified in accordance with the headings of units now taught in the home economics classes in the school.

The resulting classification used in this study was as follows:

1. Care of the home
2. Food planning, preparation and serving of meals
3. Entertaining
4. Clothing
5. Personal grooming
6. Child care
7. Home nursing
8. Home and personal finance

To these categories were added the ones relating to the interests and activities of students not dealt with

16. Browder, op. cit.

17. Ransom, op. cit.

directly in organized units of instruction within the area of home economics:

1. Recreation
2. Hobbies
3. Vocational interests
4. Mother's attitude toward the junior high school girl's vocational interests.

After the activity list was completed, supplemented and divided into the different headings, the completed list¹⁸ was then typed and mimeographed ready for checking by the girls.

The subjects of this investigation were the girls in the home economics classes of South Knoxville Junior High School, present on December 20, 1938.

South Knoxville Junior High School is the only junior high school of the Knoxville City Schools which serves the entire area south of the Tennessee River to the county line. The pupils attending the school are of three distinct social and economic levels: those living in exclusive suburban residential sections whose parents are employed in other parts of the city; a group whose parents are employed as day laborers in various capacities; and a less privileged group whose parents are on relief.

18. See Appendix, p. 86.

A total of 150 girls checked the questionnaire. The checking was done during the class period supervised by the home economics teachers in the school. The grade division was as follows: seventh grade, seventy-three checking; eighth grade, fifty-six checking; ninth grade, twenty-one checking.

In order to get the most reliable picture possible of the girl's home activities, an identical check sheet was sent to the mother. A letter¹⁹ accompanied this sheet, asking for the mother's cooperation in the study together with an expression of her desire concerning the future vocation of the daughter.

The cooperation of the mothers and the students was excellent. One hundred mothers checked and returned the questionnaires. The majority of these homes had been visited by the home economics teachers in this school. This may have influenced the response.

The objective of this study has been to determine what phases of homemaking the home economics girls of South Knoxville Junior High School participate in daily, weekly, monthly, and seasonally. The data were tabulated on the basis of the total number of girls (150) checking the activities which they performed daily, weekly, monthly, and seasonally. In order to determine whether there were

19. See Appendix, p. 85.

significant differences between the activities performed by girls in the seventh, eighth, and ninth grades, respectively, the data were reported by grades. Further to check any differences as to activities performed by the girls in any one grade, and to furnish a basis for comparing any one grade with the group as a whole, the numerical results were tabulated and converted into percentages, based on the total number checking and on the numbers of each grade group, respectively. Fractions amounting to one-half and over were rounded off as whole numbers; those less than one-half were dropped. All tabulations were computed on the Monroe calculating machine by the writer and have been re-checked by competent individuals.

The analysis was carried on through comparing the activities of the three grade groups.

It should be kept in mind that the activities were checked by junior high school girls during the school year. Because of this, the activities checked as seasonal may be of a seasonal nature at the time of checking, and if checked at another time of the year, they might have a higher frequency. Many duties of importance are naturally of a seasonal nature, while, on the other hand, many activities must naturally be performed daily. Hence, the frequency of the performance may not always be indicative of the importance of the task.

CHAPTER II

FINDINGS

The findings of this study are presented in the following pages in the form of tables, comparisons, and analyses.

Certain household tasks are generally considered to be daily, weekly, monthly, or seasonal activities. In examining similar studies to determine the type of activities girls engage in, it was found that the majority reported the performance of the tasks as regular or occasional. This study was organized in such a manner as to permit the girls to check whether they performed the task daily, weekly, monthly, or seasonally. It was hoped that this would verify or disprove these points.

Upon first assembling the information from the individual check sheets, it appeared that some activities had been checked irregularly. Conferences were held with these individuals to substantiate their checking. It is possible that many of the activities which would naturally belong in the categories of daily, weekly, monthly, and seasonally were not checked as such, because of the fact that the girls did not perform these tasks during the school day or school year. In no way does the writer think that this study gives a picture of

the activities of all junior high school groups, but it does present a fair picture of the activities of this particular group at the time it was made.

Participation in Certain Kitchen Activities

The data reveal (see Table I) that a certain number of kitchen activities were performed by a range of 23 per cent to 63 per cent of the girls in this study. The highest percentage of the total group, 63 per cent, reported that they helped to wash dishes daily. Cleaning the icebox was not checked by any student as a daily task. The percentage who cleaned shelves or cupboards, mopped the kitchen, and built fires was negligible. Other daily activities checked by approximately one third of the girls were: washing dishes alone, cleaning the kitchen, cleaning the stove, and getting in fuel. This was true regardless of grade grouping, with one exception. Of the seventh grade girls, 30 per cent reported getting in fuel, an activity reported with higher frequency in this grade than by the girls in the other two grades.

The activities which were checked by the largest percentage of the total group under the category of weekly tasks were: cleaning the kitchen (40 per cent), mopping the kitchen (37 per cent), cleaning the icebox (35 per cent), and cleaning the stove (31 per cent). It was also revealed that a greater number of the girls washed

TABLE I. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN KITCHEN ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal							
	Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage							
	150		Grades		150		Grades		150		Grades		150		Grades					
	Cases		7th	8th:9th	Cases		7th	8th:9th	Cases		7th	8th:9th	Cases		7th	8th:9th				
Help wash dishes	63		63	66	57	23		22	21	33	1		0	2	0	3		5	2	0
Wash dishes alone	32		33	29	38	29		29	27	33	5		10	0	0	3		4	2	5
Clean kitchen	32		38	23	33	40		42	34	48	3		3	4	5	2		3	2	0
Clean stove	29		37	21	24	31		25	30	52	5		7	2	5	3		3	4	0
Clean icebox	0		0	0	0	35		37	36	29	14		21	4	19	6		5	4	14
Clean shelves or cupboard	2		0	5	0	23		34	9	24	28		29	20	48	7		10	4	10
Mop kitchen	8		12	4	5	37		42	25	48	11		16	5	5	5		4	7	0
Get in wood and coal	23		30	14	19	17		22	14	5	8		4	14	5	5		8	0	5
Build fires	5		4	5	10	19		19	14	33	11		18	7	0	5		7	2	5

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

TABLE II. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN GENERAL CLEANING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades		
	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th		
Clean bathroom and tub	9	12 2 19	55	56 50 67	4	4 5 0	4	4 5 0								
Dust furniture	29	34 20 33	57	53 64 48	3	3 2 5	4	4 5 0								
Sweep floors	39	42 29 57	33	36 32 29	3	3 5 0	3	0 7 0								
Mop floors (dry mop)	17	15 16 24	38	36 36 52	6	10 4 0	4	4 5 0								
Mop floors (wet mop)	5	7 2 5	40	45 30 48	7	8 5 5	2	4 0 0								
Wax and polish floors	0	0 0 0	1	0 0 10	17	12 16 29	19	25 18 5								
Clean rugs or carpet	3	1 4 5	29	36 25 14	11	15 5 10	3	5 0 5								
Clean out sweeper	5	8 0 5	13	16 7 14	1	1 0 0	3	4 0 5								
Sweep porches	36	41 32 29	40	42 38 38	5	5 4 10	3	4 2 0								
Mop porches (wet mop)	5	4 7 5	35	40 29 33	8	10 4 14	6	10 4 0								

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

dishes alone (29 per cent) than helped (23 per cent) wash dishes weekly.

There seemed to be a greater increase in the percentage of ninth grade girls cleaning the stove, cleaning and mopping the kitchen, over the other groups; while the eighth grade reported performing all of these activities even less frequently than did the seventh grade, with the exception of cleaning the stove.

It was interesting to note that cleaning shelves or cupboard was checked by the largest percentage of the group under the category of monthly tasks. Here, again, the ninth grade had the greatest number performing this task; and the eighth grade, the lowest.

The performance of these activities under the category of seasonal tasks was negligible. This may be due to the nature of the activities or to the fact that a small percentage of the group engaged in household tasks only during vacation periods.

Participation in General Cleaning Activities

The data in Table II indicated that junior high school girls assumed a fairly large share of responsibility for the general cleaning in the home.

The performance of these activities which might be included under the category of daily tasks was negligible with the exception of sweeping floors. The same was true concerning these activities as monthly and

seasonal tasks, with one exception. Of those who checked waxing and polishing floors, 17 per cent reported it as a monthly house cleaning activity, while 19 per cent reported it as a seasonal activity.

The greatest percentage of the total group checked all other activities included in this check list as weekly tasks. The weekly activities checked by 38 per cent to 55 per cent of the girls were: dusting furniture, cleaning bathroom and tub, mopping floors (wet mop), sweeping porches, mopping floors (dry mop). Only 29 per cent reported cleaning rugs and carpets, and 13 per cent reported cleaning out sweeper. The type of floors, floor covering, and equipment would influence the degree of participation in these activities, as well as that of waxing and polishing floors.

There was no marked difference in grade groups performing these tasks.

It would seem that the nature of these activities placed them in the category of weekly tasks, and the fact that school girls have more free time during weekends gave them more opportunity to participate in these tasks.

Participation in Bedroom Cleaning Activity

A large number of the girls, as might be expected of girls of this age, engaged in certain activities

TABLE III. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN BEDROOM CLEANING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage			
	150Grades				150Grades				150Grades				150Grades			
	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:
Make own bed	48	45	43	71	33	37	36	14	1	1	2	0	3	3	5	0
Make beds of others	17	19	9	29	28	32	25	24	5	7	5	0	3	4	2	0
Clean own bedroom	23	30	9	33	53	47	61	52	5	8	2	0	1	0	2	0
Clean other bedrooms	7	8	4	14	33	34	32	33	11	21	2	5	0	0	0	0
Arrange dresser	26	33	13	38	41	45	41	24	3	3	2	5	2	1	4	0
Clean bureau drawers	0	0	0	0	28	34	21	24	27	27	25	33	9	10	5	14
Clean closets	0	0	0	0	15	21	11	10	32	33	25	48	10	11	7	14
Put own things in place	80	88	68	86	8	8	7	10	1	0	2	0	2	1	4	0
Put things of others in place	37	41	29	48	27	34	14	38	1	1	2	0	1	1	0	0

Note: 7th Grade - 73 cases.

8th Grade - 56 cases.

9th Grade - 21 cases.

relating to the care of the bedroom (see Table III).

As many as 80 per cent of the total group reported that they put their own things in place daily, and 37 per cent of this group put things belonging to others in place daily. Approximately one half of the girls reported making their own bed as a daily duty, but there was some variation in the degree of participation by the different groups. Three fourths more of the older girls made their own beds daily than did the younger groups. Cleaning bureau drawers and closets were not checked at all as daily activities. This would indicate that the girls did discriminate in checking the tasks in which they engaged.

Activities which were checked by the largest percentage of the total group as weekly tasks were: cleaning own bedroom, 53 per cent; cleaning other bedrooms, 33 per cent; arranging dresser, 41 per cent; and making beds of others, 28 per cent. Cleaning bureau drawers was reported by approximately the same percentage of the total group as both a weekly and monthly task, which might depend upon the individual household cleaning routine. Cleaning closets was definitely considered a monthly task by the largest percentage of all girls engaged in that task.

There were no other significant differences in the participation of the three groups.

TABLE IV. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN MISCELLANEOUS HOUSEHOLD CLEANING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal							
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage					
	150		Grades		150		Grades		150		Grades		150		Grades					
	Cases		7th:	8th:	9th:	Cases		7th:	8th:	9th:	Cases		7th:	8th:	9th:	Cases		7th:	8th:	9th:
Clean silver	0		0	0	0	13		19	0	24	35		37	39	19	11		10	14	5
Clean basement	0		0	0	0	3		1	7	0	15		21	7	14	13		16	11	10
Clean other rooms	11		12	4	24	45		58	30	43	7		11	5	0	1		3	0	0
Clean and arrange books	9		15	2	5	42		36	45	57	9		15	2	5	1		0	4	0
Wash mirrors	0		0	0	0	28		33	20	33	27		27	23	38	5		10	2	0
Wash windows	0		0	0	0	8		10	9	0	33		37	18	57	17		14	23	14
Help with family laundry	1		1	0	0	17		22	11	14	7		11	0	14	9		16	4	0
Help launder curtains	0		0	0	0	1		1	0	0	3		5	0	5	26		32	21	19

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

TABLE V. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN MISCELLANEOUS ACTIVITIES RELATING TO THE CARE OF THE HOUSE

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct. of:		Percentage		Pct. of:		Percentage		Pct. of:		Percentage		Pct. of:		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases		7th:8th:9th:		Cases		7th:8th:9th:		Cases		7th:8th:9th:		Cases		7th:8th:9th:	
Hang pictures	0		0 0 0		0		0 0 0		6		10 0 10		37		47 27 29	
Set table	75		77 73 76		20		25 16 14		0		0 0 0		0		0 0 0	
Clear the table	56		63 50 48		22		27 14 24		0		0 0 0		0		0 0 0	
Help hang curtains	0		0 0 0		1		1 0 0		7		14 0 5		31		32 29 33	
Help make curtains	0		0 0 0		0		0 0 0		0		0 0 0		10		14 7 5	
Make bed linens	0		0 0 0		0		0 0 0		1		0 0 5		6		11 2 0	
Make dresser scarfs	0		0 0 0		0		0 0 0		2		1 0 10		33		44 32 0	
Arrange flowers in the house	1		1 0 0		29		23 29 48		7		14 0 5		27		32 27 10	

Note: 7th Grade - 73 cases.

8th Grade - 56 cases.

9th Grade - 21 cases.

Participation in Certain Miscellaneous
Household Cleaning Activities

The nature of the activities reported in Table IV is such that one would not expect them to be performed daily.

About one third of the total group reported cleaning silver, washing mirrors, and washing windows monthly.

The greatest percentage of the group reporting any of these activities as seasonal was only 26 per cent; this activity was helping to launder curtains.

The grade groups were fairly consistent in the percentage of participation in these activities, with the following exception: 58 per cent of the seventh grade checked cleaning other rooms weekly; while 57 per cent of the ninth grade cleaned and arranged books weekly, and the same percentage of the latter group washed windows monthly. This frequency of washing windows might appear to be exaggerated in some localities, but, considering the soot and smoke in this section, it probably is not.

Performance of Certain Miscellaneous
Activities Relating to the Care of the House

Setting the table is a daily task performed by about 75 per cent of the girls, regardless of grade classification (see Table V). Fewer girls cleared the table after the meal; only 56 per cent of the total number

TABLE VI. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN ACTIVITIES RELATING TO THE CARE OF YARD AND GARDEN

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:
Sweep walks	19	21	20	14	37	38	32	48	7	10	2	10	3	7	0	0
Scrub walks	0	0	0	0	15	22	11	5	11	10	13	10	7	12	2	5
Mow lawn	0	0	0	0	0	0	0	0	0	0	0	0	54	59	45	62
Clean yard	0	0	0	0	19	21	21	5	23	25	16	33	29	34	21	33
Help care for flower garden	0	0	0	0	1	0	0	5	0	0	0	0	44	51	41	29
Help care for vegetable gar- den	0	0	0	0	0	0	0	0	0	0	0	0	24	29	18	24

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

reported this daily activity, and in this case more of the younger girls reported clearing the table than did the older girls. Neither setting nor clearing the table was performed monthly or seasonally by any of the group.

It was interesting to note that none of the girls reported hanging pictures, helping to make curtains, making bed linens, or making dresser scarfs daily or weekly; but a few did report performing these tasks monthly (one to 7 per cent), and from 6 per cent to 37 per cent reported performing them seasonally. None of the ninth grade group made bed linens or dresser scarfs seasonally, as did the seventh and eighth grade groups.

Arranging flowers in the house was found to be a weekly task of nearly one third of the total group, although 48 per cent of the ninth grade group performed this task weekly. Twenty-seven per cent of the total group reported arranging flowers as a seasonal task. Perhaps they are more likely to assume this responsibility in vacation time, when flowers are more plentiful.

Certain Activities Relating to the Care of the Yard and Garden

The yard and garden activities listed in Table VI, such as mowing the lawn, helping to care for flower and vegetable gardens, are of a seasonal nature. The fact that the girls in this study checked these activities as being of a seasonal nature indicated that they gave the questionnaire serious and intelligent consideration.

TABLE VII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS ASSISTING IN MEAL PREPARATION ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases		7th:	8th:	9th:	Cases		7th:	8th:	9th:	Cases		7th:	8th:	9th:	Cases
Help with meals	44		44	39	57	32		37	29	24	3		4	4	0	2
Help prepare breakfast	29		33	25	29	20		23	20	10	7		11	0	10	1
Help prepare supper	44		44	45	43	29		32	21	38	3		5	0	0	2
Help prepare lunch	0		0	0	0	39		38	34	52	5		10	0	0	1
Help with meal planning	19		18	20	24	30		37	23	24	8		12	4	5	2
Help prepare fruits to cook	21		36	11	0	27		32	21	24	7		8	5	10	3
Help prepare vegetables to cook	26		40	13	14	32		36	27	33	7		7	7	10	2
Help prepare food for guests	0		0	0	0	15		22	7	14	18		18	16	24	14
Help prepare picnic foods	0		0	0	0	0		0	0	0	2		0	4	5	56

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

Scrubbing walks and cleaning yards were not performed as daily tasks, but were performed by approximately 10 per cent and 25 per cent of all groups, respectively, as weekly, monthly, and seasonal tasks.

Sweeping walks was the only activity of this list which was performed daily, weekly, monthly, and seasonally. More than one third of the girls performed this task weekly.

Assisting in Meal Preparation Activities

The data in Table VII is of especial interest, because it furnishes evidence for the desirability of certain curricular practices. For instance, many schools devote a large proportion of the time assigned to home economics classes for girls of this age and grade groups to meal preparation. If the curriculum is to be organized on the basis of the girls' needs, the evidence in this study will not justify a large proportion of time being spent in meal preparation activities.

Preliminary work with this group of girls revealed that they designated the daily meals as breakfast, lunch, and supper; therefore, preparation of dinner was not included in the questionnaire.

Approximately one half of the girls helped to prepare supper, and less than one third of them helped to prepare breakfast daily. The fact that the school is

TABLE VIII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING INDEPENDENTLY CERTAIN MISCELLANEOUS ACTIVITIES RELATING TO THE FOOD PLANNING, PREPARATION AND SERVING OF MEALS

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150	Grades	7th:8th:9th	Cases	150	Grades	7th:8th:9th	Cases	150	Grades	7th:8th:9th	Cases	150	Grades	7th:8th:9th	Cases
	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th	Cases	7th:8th:9th
Plan meals	3	3 4 0	19	26 9 19	9	11 5 10	1	1 2 0								
Put up own school lunch	34	40 30 24	5	10 0 0	2	4 0 0	1	1 0 0								
Put up school lunches for others	18	21 11 29	9	10 7 10	1	3 0 0	1	1 0 0								
Select luncheon foods at school	49	49 52 43	8	14 0 10	3	4 0 5	1	3 0 0								
Make bread	4	4 2 10	19	23 16 14	7	10 4 10	6	10 2 5								
Wait on table	17	18 11 33	24	32 20 10	3	3 2 10	1	3 0 0								
Prepare special dishes	1	1 0 0	38	44 23 57	14	12 18 10	3	7 0 0								
Make cookies	0	0 0 0	21	19 23 19	22	21 18 38	7	11 5 0								
Prepare salads	7	5 9 10	30	29 29 38	11	16 5 5	5	10 2 0								
Prepare desserts	5	3 9 5	32	34 27 38	9	10 5 14	3	5 0 0								
Prepare beverage for family	9	7 5 29	25	30 23 14	10	18 2 5	6	5 9 0								

Note: 7th Grade - 73 cases; 8th Grade - 56 cases; 9th Grade - 21 cases.

located a considerable distance from most of their homes and that there is no public means of transportation to serve them make it necessary for these girls to leave home early in the morning in order to be at school on time; therefore, they have little opportunity to participate in breakfast preparation activities.

None of the girls helped prepare lunch daily, due to the fact that they were in school; however, one third of the group did perform this task weekly.

Other weekly tasks engaged in by approximately one third of the total group were helping with meal planning and helping to prepare fruits and vegetables to cook. About one fifth of the group performed these tasks daily.

Helping to prepare foods for guests was ranked as a weekly, monthly, and seasonal task by almost equal numbers. Helping to prepare picnic foods was the only meal preparation activity which was performed as a seasonal task by over one half of the total group.

It was interesting to note that the activities which concerned "helping with" family meals were of a daily and weekly nature, while those which concerned unusual occasions were checked as seasonal tasks.

The seventh grade exceeded the other two grade groups in the participation in activities relating to helping with meals.

Independent Participation in Meal Preparation Activities

The preliminary diaries kept by a selected group of the girls revealed that none had full responsibility for the preparation of meals; therefore, this questionnaire did not make provisions for that activity.

The junior high school girls participated independently in many activities related to meal preparation; in no one instance, however, did as many as 50 per cent of the group engage in any one activity. (See Table VIII). Here, too, it should be kept in mind that these girls were in school, and their participation was limited to the time they had at home, before and after school and on weekends.

It was interesting to note that 34 per cent of the total group put up their own school lunches as a daily activity. Of the grade groups, approximately one half of the seventh grade participated in this activity, while one third of the ninth grade reported that they put up school lunches for others daily. Selecting foods at school was reported as a daily activity by 49 per cent of the total group.

Making cookies was not checked at all as a daily task, but was checked as a weekly and monthly task by over one fifth of the total group.

The figures in Table VIII show that most of the girls reported that they engaged in many of these

TABLE IX. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN ACTIVITIES RELATING TO ENTERTAINMENT IN THE HOME

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage			
	150 : Grades				150 : Grades				150 : Grades				150 : Grades			
	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th
Entertain own	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
invited guests	7	11	0	10	49	47	50	57	13	18	7	14	9	5	14	5
Help entertain	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
family friends	2	3	0	5	35	34	32	48	17	18	13	29	13	10	18	10
Bring friends	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
home with you	10	10	11	10	46	45	38	71	20	22	23	5	8	11	7	0
Plan family re-	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
creation and	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
entertainment	1	1	0	5	13	12	9	24	11	16	4	10	13	8	20	10
Answer door and	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
welcome guests	31	26	36	33	34	45	23	24	5	4	5	5	11	12	13	5
Answer 'phone	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
calls	40	36	39	57	8	14	0	10	1	0	2	0	1	1	0	0

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

activities weekly. Thirty-eight per cent of the girls reported that they prepared special dishes weekly; this was more than for any other weekly activity. Other weekly activities in descending order of participation were: preparing desserts, preparing salads, preparing beverage, waiting on table, making cookies, making bread, and planning meals; the percentage range was from 19 per cent to 38 per cent.

There was a definite indication that the ninth grade girls assumed more responsibility for working independently in most of these meal preparation activities than did the other two grade groups, with the exception of waiting on table and preparing beverages. These two activities were reported by approximately one third of the seventh grade girls.

The information herein further supports the belief that much less time should be given to meal preparation activities in the junior high school.

Participation in Entertaining Activities

The figures of Table IX indicated that the high school girls took an active part in entertaining guests in their homes. All of these entertaining activities were reported to some extent as daily, weekly, monthly, and seasonally. However, the frequency of the checking placed all of them under the category of weekly activities, with the exception of answering the telephone. This was a daily

TABLE X. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN CLOTHING CONSTRUCTION ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades
	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:
Make own wash dresses	0	0 0 0	0	0 0 0	0	0 0 0	2	1 0 10	8	10 4 14						
Help make own dresses	0	0 0 0	0	0 0 0	0	0 0 0	2	0 4 5	13	15 9 14						
Make own aprons	0	0 0 0	0	0 0 0	0	0 0 0	6	7 4 10	19	29 13 5						
Help make clothing for others:	0	0 0 0	0	0 0 0	0	0 0 0	3	4 0 10	7	10 4 5						
Make handkerchiefs	0	0 0 0	0	0 0 0	0	0 0 0	7	7 5 14	13	19 7 5						
Do some fancy work	0	0 0 0	6	11 0 5	11	16 7 5	21	27 18 5								

Note: 7th Grade - 73 cases.

8th Grade - 56 cases.

9th Grade - 21 cases.

activity of 40 per cent of the total group.

It was significant to note that the girls in this study did not help plan family recreation to any high degree; only 13 per cent reported it as a weekly activity, while a like percentage reported it as a seasonal activity.

The ninth grade girls showed a noticeably higher degree of interest in all of these social activities, the number participating ranging from 24 per cent to 71 per cent, with the exception of answering the door. Here, again, the seventh grade, with nearly 50 per cent, led in that routine activity.

Certain Clothing Construction Activities

Considering the amount of time which has been given to clothing construction in junior high schools, the data reported here are interesting.

A very small percentage of the girls engaged in clothing construction activities (see Table X); however, all of the grade groups performed certain clothing construction activities monthly and seasonally. None of the girls performed these tasks daily or weekly, with the exception of doing some fancy work, which was performed by only 6 per cent of the total group weekly. This same activity was performed by 11 per cent of the group monthly and 21 per cent seasonally. This was checked by more of

the girls than any other clothing construction activity. Problems such as making own wash dresses and helping to make clothing for others were performed by the smallest percentages, 8 per cent and 7 per cent, respectively. Less than one fifth of the girls helped make their own dresses, aprons, and handkerchiefs.

The fact that these activities are time-consuming problems would tend to place them in the seasonal category for junior high school girls. Furthermore, during the school year, these girls participate in clothing construction problems as part of the school work. An economic problem might be an influencing factor here also.

The difficulty of the problems, the ability, and experience of the girls probably influenced the percentage engaging in these activities. These same factors seemed to influence the participation of the grade groups in these activities. Some of the less difficult problems were performed by the seventh grade more than by the eighth, and by the eighth grade more than by the ninth; whereas the contrary was true of some of the more complex problems in clothing construction.

If the degree to which girls participate in these activities is to be a factor in determining the amount of school time devoted to them, then clothing construction will not occupy a very important place in their program of work.

Care of Clothing Activities

Caring for their own clothes, rather than constructing them, would seem to be a far more important activity with this group of girls (see Table XI).

Approximately one fourth of the girls washed their own hose and underwear daily. The degree to which other activities were engaged in daily was negligible.

More than one third of the total group reported that they pressed their own clothes weekly. Other weekly activities checked by a relatively high proportion of the girls were: ironing own clothes (32 per cent), ironing for family (39 per cent), darning own hose (36 per cent), and mending and repairing own clothes (25 per cent). It was interesting to note that there was 11 per cent more of the total group who darned their own hose than either mended or repaired their own clothes.

These junior high school girls participated very little in laundering clothing for others and helping with family darning. This may be due to the fact that the family laundry was done by commercial laundries or during the hours of the day when the girls were in school. On the other hand, a large percentage helped with family ironing. This was the only activity listed, not definitely related to caring for the girls' own clothes, which was performed to any high degree.

TABLE XI. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN ACTIVITIES RELATING TO THE CARE OF CLOTHING

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct. of		Percentage		Pct. of		Percentage		Pct. of		Percentage		Pct. of		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th
Launder own clothing	0	0	0	0	12	8	11	29	5	10	0	0	7	10	2	10
Launder clothing of others	1	1	0	0	5	7	2	10	4	8	0	0	4	5	2	5
Wash own hose	31	29	20	67	35	33	41	24	5	8	4	0	3	4	2	0
Wash own under-wear	24	21	14	62	21	16	30	14	5	8	2	0	1	1	2	0
Iron own clothes	0	0	0	0	32	34	25	43	12	12	13	10	4	5	2	5
Help with family ironing	1	0	2	0	39	49	25	43	17	16	14	24	4	7	2	0
Press own clothes	2	4	0	0	40	33	34	81	13	16	13	0	4	5	4	0
Mend own clothes	1	1	2	0	25	22	23	38	15	21	5	19	2	3	2	0
Keep own clothes in repair	5	10	0	0	25	21	27	38	9	15	0	10	2	1	2	5
Darn own hose	4	5	4	0	36	27	38	62	9	19	0	0	3	4	2	5
Help with family darning	0	0	0	0	7	3	5	10	7	14	2	0	5	8	2	5

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

The ninth grade reported a very definite increase in the number of activities performed over the other grade groups. This is possibly due to the fact that they have become more skilled along these lines and at their age they have more pride in their personal appearance.

Performance of Certain Personal Grooming Activities

Girls of junior high school age are interested in their own personal appearance to the extent that they perform certain activities relating to personal grooming, as evidenced by the data in Table XII. Nearly one third of the girls curled their own hair daily, as well as weekly; it is not known to what extent these girls made a practice of getting permanent waves. None of the girls shampooed her own hair daily, but 65 per cent performed this task weekly and 19 per cent monthly. Approximately the same percentage washed their combs weekly as shampooed their hair, which is a desirable practice.

By comparing the daily and weekly participation in caring for their own nails, it was found that there was a close relationship, with 40 per cent performing this task daily and 55 per cent weekly. This might be expected, since nails generally require some daily care as well as a weekly manicure.

Nearly two thirds of the total group polished their own shoes weekly, as compared to one third daily,

TABLE XII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN PERSONAL GROOMING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct. of: Percentage				Pct. of: Percentage				Pct. of: Percentage				Pct. of: Percentage			
	150 : Grades				150 : Grades				150 : Grades				150 : Grades			
	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th
Shampoo own hair:	0	0	0	0	65	63	77	43	19	19	7	52	2	4	0	0
Curl own hair	30	27	30	38	27	25	30	29	7	5	13	0	1	3	0	0
Wash own comb	15	21	11	5	61	55	63	81	7	10	5	0	0	0	0	0
Care for own nails	40	45	36	33	55	48	59	67	0	0	0	0	1	1	0	0
Polish own shoes:	33	30	32	48	61	66	57	52	2	1	4	0	1	0	2	0

Note: 7th Grade - 73 cases.

8th Grade - 56 cases.

9th Grade - 21 cases.

which indicated a pride in wearing well-cared-for shoes. This was commendable, since many girls live long distances from school and must walk over poorly constructed roads.

It is well to remember that certain factors, as the movies, radio, magazines, newspapers, circulars, and the distribution of free samples, as well as personal grooming units in school, are constant influences for the girl to become grooming conscious.

Performance of Certain Home Nursing Activities

Home nursing is another phase of homemaking which has been given emphasis in many junior high school courses of study. This study revealed (see Table XIII) that the girls assumed relatively little responsibility in this area. As might have been anticipated, these activities were reported as seasonal; it may be assumed that the girls tended to report those activities in which they engaged irregularly as seasonal. A higher percentage (48 per cent) helped care for the sick than performed any of these other tasks. This was probably due to the general nature of the task. Approximately one third of the girls participated in all the other home nursing activities.

It might be well to explain daily participation in these activities. The irregularities were confirmed through conferences with the girls, and it was found that there was sickness in the home at the time of checking,

TABLE XIII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PERFORMING CERTAIN HOME NURSING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:	Cases	7th:	8th:	9th:
Help care for sick	2	1	2	5	2	1	0	10	1	0	0	10	48	55	48	24
Give first aid in the home	1	0	0	10	3	1	0	14	0	0	0	0	27	30	23	5
Help prepare food for sick	1	0	0	10	1	0	0	5	0	0	0	0	29	36	25	19
Help care for sick-room	0	0	0	0	3	4	0	5	1	0	0	5	37	42	34	24
Read to sick	1	0	0	10	0	0	0	0	1	0	0	5	24	33	21	5

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

and the girls actually participated in performing these tasks daily.

It was interesting to note to what extent the different grade groups engaged in these activities. Here, again, the seventh grade group exceeded the other two groups with these helping tasks, the range of participation being from 30 per cent to 55 per cent as compared to 5 per cent to 24 per cent participation in the ninth grade.

It is possible that these helping tasks were of such a nature that a seventh grade child could carry them out with very little instruction from the mother, whereas the low participation of the ninth grade in these activities might be accounted for by the fact that she is a more efficient helper to her mother in other household tasks which might require more skill and management.

Participation in Certain Child Care Activities

It may be noticed that in the group of activities pertaining to child care (Table XIV), the largest percentage of the girls, 33 per cent, had responsibility for the daily care of younger children.

Other activities performed by about one fifth of the girls daily were: feeding younger children and teaching table manners to younger children. A larger percentage bathed and dressed younger children, read, told stories, and played games with younger children weekly. This range

TABLE XIV. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PARTICIPATING IN CERTAIN CHILD CARE ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage		Pct.of:		Percentage	
	150		Grades		150		Grades		150		Grades		150		Grades	
	Cases		7th:8th:9th:		Cases		7th:8th:9th:		Cases		7th:8th:9th:		Cases		7th:8th:9th:	
Care for younger children in family	33		27 39 33:		10		14 7 5:		1		1 0 5:		1		0 2 0	
Bathe younger children	11		14 5 14:		17		19 18 10:		2		3 2 0:		2		3 2 0	
Dress younger children	15		16 13 14:		22		21 25 19:		3		1 4 5:		2		3 2 0	
Feed younger children	18		18 16 24:		7		10 5 0:		1		1 0 0:		1		0 2 0	
Teach younger children table manners	18		18 14 29:		5		8 2 5:		1		1 0 0:		2		3 2 0	
Read stories to younger children	14		5 20 29:		21		25 21 5:		3		4 2 5:		2		1 4 0	
Tell stories to younger children	9		8 11 5:		22		23 21 19:		4		7 2 0:		2		4 0 0	
Play games with younger children	23		26 21 19:		27		33 20 24:		3		5 2 0:		3		3 5 0	
Help with children's parties	0		0 0 0:		0		0 0 0:		7		8 0 19:		27		26 29 24	
Take care of neighbor's children	2		1 2 5:		13		14 13 14:		10		14 5 10:		13		15 14 0	

Note: 7th Grade - 73 cases; 8th Grade - 56 cases; 9th Grade - 21 cases.

of participation was from 17 per cent to 27 per cent. These are activities that are of a daily nature, but, since the girls were in school, they did not have time to take part in such child care responsibilities except on weekends. Thirteen per cent of the total group took care of neighbors' children weekly, as well as seasonally. This may have been due to a love for children, a desire to make some spending money, or a wish to accommodate a neighbor.

Helping with children's parties was the only activity considered of a seasonal nature. Over one fourth of the group engaged in this as such.

Participation in Certain Buying Activities

Table XV shows that these girls were responsible for making many purchases of family foods. Even though almost one third of them made these purchases weekly, about one sixth made such purchases daily, and less than one tenth made them monthly. The degree to which the total group made these food purchases was consistent throughout the table. From this it might be concluded that many of the families do not plan their food marketing and do not practice the most economical methods in purchasing.

It was not surprising that none of these girls shopped for clothes, cosmetics, or house furnishings daily, and that none shopped for the latter weekly, since they do not pass through a shopping area on their way to and from

TABLE XV. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PARTICIPATING IN CERTAIN BUYING ACTIVITIES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage				Pct.of:Percentage			
	150 : Grades				150 : Grades				150 : Grades				150 : Grades			
	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th	Cases	7th	8th	9th
Market for fruits	11	14	9	5	33	32	36	29	8	14	2	5	3	4	2	5
Market for vegetables	17	18	18	10	27	29	30	14	9	16	2	5	1	1	2	0
Market for meats	16	15	18	14	24	32	18	14	7	11	5	0	4	4	4	5
Market for canned goods	13	15	13	10	26	32	21	19	8	14	4	0	3	4	4	0
Shop for own clothes	0	0	0	0	13	16	5	24	32	36	23	43	23	14	43	5
Shop for clothes for others	0	0	0	0	3	4	2	5	13	18	9	10	9	11	5	10
Buy own cosmetics	0	0	0	0	3	3	2	10	31	29	29	48	9	5	16	5
Help select house furnishings	0	0	0	0	0	0	0	0	7	10	4	5	21	22	21	19

Note: 7th Grade - 73 cases.
8th Grade - 56 cases.
9th Grade - 21 cases.

school. The only stores in this school area are the small neighborhood groceries.

The most significant buying done by the group as a whole was that of buying their own clothes. Thirteen per cent of the girls shopped for their own clothes weekly, 32 per cent monthly, and 23 per cent seasonally. The low percentage participating in this activity might indicate that the mothers continue to buy most of the clothing for their young daughters.

Approximately one third of the girls bought cosmetics monthly. This low percentage might be justified, since few of these girls use any form of "make-up."

One fifth of the group had an opportunity to help select house furnishings seasonally.

Here, again, the girls showed discrimination in checking these activities.

It was found that more of the seventh grade girls purchased foods than did the other two grade groups.

The independence of the ninth grade girls in shopping for their own clothes and cosmetics was significant when compared with that of the other groups.

It would be interesting to check buying habits of girls who pass through shopping areas on the way to and from school.

TABLE XVI. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS PARTICIPATING IN CERTAIN ACTIVITIES
RELATING TO FAMILY FINANCES

Activities	Daily				Weekly				Monthly				Seasonal			
	Pct. of:		Percentage		Pct. of:		Percentage		Pct. of:		Percentage		Pct. of:		Percentage	
	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades	150	Grades		
	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:	Cases	7th:8th:9th:						
Pay bills	0	0 0 0	10	14 5 10	23	22 20 38	6	10 2 5								
Make use of charge accounts	3	6 0 0	8	7 9 10	9	12 7 5	5	7 5 0								
Have a personal allowance	0	0 0 0	33	22 46 38	2	4 0 0	3	4 0 5								
Earn all spending money	0	0 0 0	9	8 9 14	3	3 4 0	5	7 2 5								
Earn a part of spending money	1	0 2 5	23	37 7 14	11	14 9 5	4	5 4 0								
Write checks	0	0 0 0	0	0 0 0	1	0 2 0	1	3 0 0								

Note: 7th Grade - 73 cases.

8th Grade - 56 cases.

9th Grade - 21 cases.

Activities Relating to Family Finances

These activities concerning family finances, as shown in Table XVI, are decidedly weekly and monthly responsibilities.

It was found that 33 per cent of these junior high school girls had a weekly personal allowance; 9 per cent earned all of their spending money weekly; and 23 per cent earned a part of their spending money weekly.

It was interesting to note that, in consideration of the activities, a relatively large proportion of the girls paid bills both weekly and monthly and made use of the family charge accounts; yet an exceedingly small number of them ever wrote checks.

Recreational Activities

Table XVII presents a comparative resume of recreational activities engaged in by seventh, eighth, and ninth grade girls. The activities themselves comprise the three following divisions: active outdoor, passive outdoor, and passive indoor.

In general, a higher percentage of girls engaged in more of the passive outdoor activities than in the other two types of activities. The participation ranged from 70 per cent in window shopping to 93 per cent in going to church. This may be explained by the fact that girls of this age, although they enjoy actual

TABLE XVII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS ENGAGING IN CERTAIN RECREATIONAL ACTIVITIES

Recreational Activities	:Pct.of:Percentage			
	: 150 :		: Grades	
	:Cases	:	7th:8th:9th	
Jumping rope	58		58	54 71
Playing kickball	74		78	66 81
Playing baseball	81		78	79 100
Playing football	56		56	59 48
Playing croquet	49		41	59 52
Playing horseshoes	71		63	71 95
Playing tennis	37		25	50 48
Skating	62		58	63 76
Hiking or walking	70		73	79 86
Riding bicycle	68		64	73 67
Riding horses	28		22	30 43
Going to movies	91		85	95 100
Going for ride in car	66		59	64 95
Going to church	93		89	95 100
Going to Sunday School	93		96	88 100
Visiting friends	87		85	86 100
Playing with friends	86		85	91 76
Window shopping	70		63	73 90
Listening to radio	89		84	93 95
Reading	83		81	82 95
Playing with dolls	23		27	25 5
Playing with paper dolls	32		27	39 29
Playing Lotto	37		29	45 43
Playing card games	59		51	63 76

participation in sports and games, may be somewhat awkward because of under-development of muscular skill, and this in turn makes for self-consciousness. They are becoming interested in activities that appear more grown-up to them and are becoming aware of the various possibilities revolving around social life activities.

Serious attention should be given to the promotion of play among girls between the age of twelve and fifteen, for this is the time when society is attracting the girls away from active play into passive and idle amusements.

Girls who stop active play at this time show decided inferiority in strength, skill, and endurance in college, and if they ever resume active recreations, they meet with a great deal of difficulty. ¹

The highest percentage of seventh grade participation fell in the category of outdoor passive activities. Of these, going to Sunday School ranked highest, with 96 per cent, and going for car rides ranked lowest, with 59 per cent. By and large, more seventh grade girls played kick-ball and baseball (78 per cent) than played other games, and they rode horses least frequently (22 per cent). They showed a greater interest in listening to the radio than in any other of the passive activities. Probably this can be accounted for mainly on the basis that one can listen to a radio either actively or passively, and that the radio provides a variety of entertainment interesting to this age group.

Playing with dolls and paper-dolls rated even percentages, though the placing was comparatively low, due probably to the stage of maturity and to new and real interests in the lives of these adolescent girls.

Again, eighth grade girls were most interested in passive outdoor activities, the number participating ranging from 64 per cent to 95 per cent. Adolescent girls ²

1. Mitchell, Elmer D., and Mason, Bernard S., The Theory of Play, p. 166.

2. Arlitt, Ada Hart, Adolescent Psychology, Ch. IV.

tend to follow the crowd socially; thus, attending movies and going to church both offer the means for get-together activities. With only two exceptions, there was an appreciable increase in the percentage of eighth grade girls over seventh grade girls in the interest shown in outdoor sports and games. From the data here it appears that eighth grade girls are interested in developing individual skill in sports, and especially when it can be done with partners; further, the additional challenge³ accompanying game competition cannot be overlooked at this age level. Of the passive indoor activities, listening to the radio received the highest ranking. Although playing with paper-dolls and playing lotto both had low rankings, they showed a noticeable increase in percentage as compared to the same items for seventh grade girls. The former may be explained by the fact that girls of this age are usually becoming more discriminating about their personal appearance and would naturally find the costuming of paper-dolls a means to a personal end. The game of lotto involves the element of chance, which to an adolescent is somewhat enticing. Municipal and state fairs have popularized just such games as lotto, bingo, et cetera.

The ninth grade group tended to be more homogeneous than the other groups; four activities were checked

3. Mitchell and Mason, op. cit., Ch. VII.

by 100 per cent of the girls, while eleven other activities were checked by more than 75 per cent. This would tend to agree with those psychologists who term this the "gang" age; individuals in this age group tend to act alike rather than unlike.

Hobbies of Junior High School Girls

The junior high school years are years of exploration in hobbies, as well as in subject matter (see Table XVIII). The girls of this study showed a high degree of interest in collecting a variety of things. It was not surprising that 50 per cent of the group collected pictures of movie stars, since 91 per cent (see Table XVII) of them reported going to the movies as a recreational interest. From 2 per cent to 19 per cent reported collecting a variety of other things as hobbies. This low percentage might be indicative of individual differences in choice of hobbies. Collecting things may be considered a healthy human impulse, from which one may derive much joy and knowledge.

Two fifths of the total group expressed interest in such hobbies as playing the piano, dancing, and swimming. It is possible that this self-motivated interest in these activities is a means of satisfying their desires to excel in physical activities and to be more acceptable members of their social groups. These are

hobbies which may be considered forms of play, which at the same time furnish satisfaction, pride, and enjoyment to the individual.

"What can the school do to help the adolescent develop his creative possibilities? Primarily, it must try to understand the drives that are, at the moment, giving character to his behavior."⁴

A number of these hobbies are of a creative nature, namely, knitting, making doll clothes, designing clothes for paper-dolls, arranging hair, writing stories, cooking, and making snapshots. The range participation in these hobbies was from 13 per cent to 48 per cent of the total group. It is possible that much of the hobby interest expressed here has been an outgrowth of classroom experiences.

Creative activities may stimulate the adolescent girl's imagination, curiosity, and ingenuity in such a way that she is led to improve her skills, broaden her knowledge, and gradually bring herself into contact with many fine things of life.

One fifth to two thirds of the ninth grade girls reported hobbies of both physical and creative nature. This was noticeably larger than that reported by the other two grades. This might be due to the fact

4. Commission on Secondary School Curriculum, Science and General Education, p. 50.

TABLE XVIII. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS
REPORTING THEIR HOBBIES

Hobby Interests	:Pct.of:Percentage			
	: 150	: Grades		
		:Cases	:7th:8th:9th	
Collecting colored glass	2	1	2	5
Collecting rocks	6	5	7	5
Collecting bottles	3	1	5	0
Collecting stamps	5	7	4	5
Collecting arrowheads	3	3	4	0
Collecting postcards	9	8	2	33
Collecting pictures of movie stars	49	41	57	57
Collecting other kinds of pictures	19	16	14	38
Collecting leaves	4	4	4	5
Playing the piano	38	36	38	48
Dancing	37	27	38	67
Swimming	38	30	39	62
Drawing	1	0	2	0
Knitting	13	12	9	24
Sewing	1	3	0	0
Embroidery	27	26	32	19
Making doll clothes	25	26	25	19
Designing clothes for paper dolls	24	22	27	24
Fixing hair	45	45	39	57
Writing stories	13	5	21	19
Cooking	48	45	46	62
Visiting shut-ins	17	21	13	19
Animal pets	31	34	27	29
Making snapshots	21	16	18	48

that the ninth grade girls represented a different stage in development and perhaps they were becoming more conscious of their physical and creative achievements in their social groups.

CHAPTER III

VOCATIONAL INTERESTS OF JUNIOR HIGH SCHOOL GIRLS

Women were at work outside the home a hundred years ago. A small number have always engaged in outside work. When this century opened, however, most of them carried on the task of providing food, shelter, and clothing within the home.

Nowadays more than 10 million women in the United States leave their homes daily to work for pay. Whenever there is work to be done in our vast industrial system, the hands and brains of women aid in doing it. ¹

Mass production of goods has made mass distribution necessary. Thus the need for clerical workers and salespeople has grown. Today, as a result, about as many women as men are clerical workers. More women do clerical work than work in factories, and over 500,000 women are working in stores. Factories in the United States employ ² 1,500,000 women.

The World War proved that women could do many kinds of work. It also broke down many prejudices against their working and changed ideas as to the types of work they should do. Among the permanent war-time gains made by

1. "Women at Work," U. S. Department of Labor, Women's Bureau, 1933, p. 1.

2. Ibid., p. 4.

women workers is the Women's Bureau of the United States Department of Labor. There are 2,200,000 more women at work today than were there in 1920,³ the period immediately after the war.

The opening of educational opportunities to women was an opportunity for occupational advancement. "When Oberlin College was established in 1833 on a coeducational plan, it was the first school in the world to offer a college education to women."⁴ Today, many women's colleges of the highest academic standing have been established. State universities and law and medical schools have opened their doors to women. During the last decade, 1920 to 1930, the number of professional women increased by 48 per cent, until today they comprise more than 1,400,000, only 50,000 short of the number of professional men.⁵ Three fifths of these women are school teachers, and another fifth are trained nurses.

The number of women college presidents and professors; librarians; authors, editors and reporters; and lawyers, judges and justices, professions more recently opened to women, practically doubled during the past ten years, and represent real occupational gain for women.⁶

⁷ Pidgeon, in 1937, made a summary report of the increase in the number of women employed from 1910 to 1930.

3. Ibid., p. 14.

4. Ibid., p. 18.

5. Ibid., p. 18.

6. Ibid., p. 18.

7. Mary E. Pidgeon, "Women in the Economy of the United States," U. S. Dept. of Labor, 1937, p. 18.

Percentage Increase in Number of Women Employed, 1910-1930

(Figures from U. S. Census)

All occupations	33.1 per cent
Domestic and personal	25.7 per cent
Clerical	237.5 per cent
Manufacturing	3.6 per cent
Chief hand trades	65.3 per cent
Factory operatives	39.7 per cent
Trade	103.7 per cent
Professional service	107.7 per cent

The number of women gainfully employed has increased by one-third since 1910, and is almost six times as great as in 1870. This total advance through the past 50 years - from 152 to 220 in every 1000 employed persons - is quite sufficient to demonstrate that the economic causes that have carried them from their homes into the market for paid labor have taken them there to stay. 8

In 1936 Lacy made a study of the relation of home economics training in secondary schools to needs of wage-earning groups of girls and women in Tennessee. 9 In her conclusion she stated that a homemaking program

may offer training in homemaking, increase the efficiency of girls and women in the job of homemaking and of raising standards of living in the home. If it is necessary for women to contribute to the cash income of the family in order that a satisfactory standard of living be maintained or achieved, it may increase efficiency in wage-earning occupations. 10

8. Ibid., p. 17.

9. Mable Florence Lacy, *The Relation of Home Economics Training in Secondary Schools to Needs of Wage-earning Groups of Girls and Women in Tennessee*, Master's Thesis, University of Tennessee, 1936.

10. Ibid., p. 93.

The choice of work is typically a choice of adolescence. . . . A person who has achieved no vocational experience or preparation in early youth is likely to become a drifter, a jack-of-all trades, a vocational opportunist. 11

Guidance in choice of vocation must be considered a joint responsibility of home and school. Home economists, therefore, are doubly interested in any information relating to the interests of the girls themselves and the extent to which these interests are determined or guided by the home and the school.

Many high schools are conducting courses of vocational guidance to assist students to adjust themselves to the problems and opportunities of economic life. These courses are designed to present facts about vocations, with analysis of the characteristic advantages and disadvantages, the remuneration involved, the preparation desirable, the manner of entering, and the possible lines of promotion. Emphasis is also placed on the problem of vocational analysis of the individual.

The vocational guidance program of the Knoxville City Schools

has been tested by experience during the past eight years among several thousand high school students.

It is evolved around two fundamental objectives: (1) Vocational guidance as the "missing

11. Leta S. Hollingsworth, The Psychology of the Adolescent, p. 95.

link" in education, and (2) Vocational guidance as the gateway between the schools and the business world. 12

The girls were asked to note their vocational interests in the diaries kept by the selected group of junior high school girls of this study. These interests were listed and formulated into a check sheet, which was mimeographed¹³ and checked by the girls as a basis for securing the data in Table XIX. One vocational interest included in this check list was not obtained in the above manner; it is that of mill worker. This was included because there are mills in this section of the city, and many of the girls and women of this community work in them.

The vocational interests checked with a high degree of frequency were: stenographer, nurse, housewife, teacher, and worker in a store. This might be explained by the fact that the girls live in an area of fairly stable population of medium or below medium income level and come into contact with people of similar professions or vocations.

The last census¹⁴ reported the following facts concerning occupational employment of the women in the City of Knoxville:

12. Curtis Gentry, Supervisor, Department of Vocational Guidance, Knoxville City Schools, Annual Report, 1936, p. 6.

13. See check list in Appendix.

14. Fifteenth Census of the United States, 1930, Vol. IV, p. 1546.

Clerical occupations	1,975
Trained nurses	358
Not trained nurses	164
Teachers	709
Clerks in stores	205
Saleswomen	690
Beauty operators	108
Industries, mill and factory work	3,814

These figures, representing the occupational employment of the women in Knoxville, agree with the checking of this group in that vocations related to office work had the highest frequency of checking, 21 per cent to 32 per cent. This particular type of work may appeal to adolescent girls, since it presents a tangible and fairly immediate means of livelihood. Girls are doubtless aware of the fact, too, that preparation for office work is not so expensive as that for many other vocations.

The high checking of nursing by 29 per cent of the group may have been due to the fact that these girls were aware of the possibilities of working their way through the period of training with little cost to the family. According to the foregoing figures,¹⁵ Knoxville has many so-called practical nurses, who have little or no training. Other factors which might have influenced this checking are: (1) Girls of this age are usually sensitive in nature to the degree that they have a deep sense of human sympathy with respect to physical pain; thus it would seem that this would be an influence in choosing this vocation. (2) Some of the

15. Ibid., p. 1546.

girls might have actually experienced confinement to a hospital and from that became interested in this profession.

(3) Few may come from homes where some nursing care was lacking when needed. (4) Influence of the work done by Red Cross nurses and social workers during disasters and in times of need. (5) The place that school curricula give to health and first aid teaching, as well as the work of the school nurses.

The fact that from 6 per cent to 11 per cent of these girls were interested in various kinds of teaching seemed to indicate that they have strong likes in those particular areas of classroom activity.

Today modern youths have so many factors in their lives to make them vocation conscious. Such influences as schools, movies, radio, magazines, and newspapers have given them an opportunity to learn of the many fields of work open to women and girls. In the light of this, it is not surprising that from 8 per cent to 18 per cent of them showed an interest in becoming writers, musicians, dancers, singers, artists, actresses, and airplane hostesses.

The vocations checked by only one per cent of the group were: lawyer, civil engineer, social worker, doctor, and missionary. These are professions which require long years of college training and were checked by a very few of the eighth and ninth grade students.

TABLE XIX. PERCENTAGE OF 150 HOME ECONOMICS STUDENTS EXPRESS-
ING THEIR VOCATIONAL INTERESTS

Vocational Interests	:Pct.of:Percentage			
	: 150	: Grades		
		:Cases	:7th:8th:9th	
Music teacher	8	8	5	14
Designer	8	4	7	24
Child nurse	10	11	13	0
Beauty expert	9	4	13	19
Writer	13	11	14	14
Member of girls' basketball team	16	10	21	24
Nurse	29	30	21	48
Play in an orchestra	6	3	7	14
Tap dancer	11	8	11	24
An actress	13	8	16	24
Stenographer	32	27	38	33
Dancing teacher	10	12	2	24
Physical education teacher	6	3	5	19
Home economics teacher	11	11	11	10
Work in store	15	16	13	19
An artist	8	5	5	10
Teacher of the deaf	1	0	4	0
Mill worker	0	0	0	0
Radio entertainer	11	7	9	29
Singer	18	12	20	33
Secretary	21	14	27	33
Housewife	23	26	20	19
Teacher	11	12	13	5
Airplane hostess	15	8	21	24
Florist	5	8	2	5
Lawyer	1	0	2	0
Concert pianist	1	0	2	0
Civil engineer	1	0	2	0
Social worker	1	1	0	0
Doctor	1	0	0	5
Missionary	1	0	0	5

It was interesting to note that 23 per cent of the total group checked housewife as their vocational interest. The largest percentage of any group checking this was the seventh grade group. This may be due to the fact that they are younger and feel more dependent on home folk than do the other groups.

One of the most significant facts revealed here is that not a single girl was interested in becoming a mill worker. There are many mills located in this section of the city, and some of the parents of these girls are employed in them. A possible explanation of this might be that these girls are mindful of the hard work and low wages that this work offers, hence they hope for something better.

The data here reveal two important things. First, that the junior high school girl is definitely thinking of vocations. This is particularly true of the ninth grade girls. This may be the result of the guidance program, which in the ninth grade aims to make them conscious of vocational interests. The second thing brought out here is that these girls need information concerning these vocations, that is, what they offer the individual, and, in turn, what the individual has to offer a certain vocation.

The permanence of vocational choices is an important consideration in evaluating the vocational choices of high school students.

We can hardly expect, nor would it be desirable, that all students would abide by earlier

choices. Many students do not possess the requisite capacity to succeed in their chosen occupations, and others are not interested in earlier choices after obtaining more information about them in comparison with other occupations. The secondary-school period should be a time for exploration, guidance, and adjustment of vocational ambitions. 16

The mothers' attitudes toward the vocational interests of their young daughters (see Table XX) indicated a lack of understanding of the adolescent years on the part of many of these mothers.

Over one third of the mothers of this study expressed a specific desire for the choice of their daughter's vocation. It may have been possible that in some cases the mothers knew their daughters' ambitions and reported accordingly.

Approximately one half of the mothers of the seventh grade girls expressed specific desires for the choice of vocations for these girls, while only about one fifth wanted their seventh grade daughters to decide for themselves. On the other hand, three fifths of the mothers of ninth grade girls wanted them to make their own choice. This difference in attitude may be due to the fact that the ninth grade girls have more definite ideas concerning their vocational choice. This may be explained further by the inauguration of the vocational guidance program in the

16. Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, p. 209.

TABLE XX. PERCENTAGE OF 100 MOTHERS EXPRESSING THEIR ATTITUDES TOWARD THE VOCATIONAL INTERESTS OF THEIR JUNIOR HIGH SCHOOL DAUGHTERS

Expression of Attitude	:Pct.of	:Pct.Mothers		
	: 100	:of Girls in		
	:Mothers:	Grades		
	:	:7th:	8th:	9th
Making no statement	37	29	54	21
Daughter to make own choice	27	22	19	64
Specific desire expressed	36	49	27	14

A total of 100 mothers checked questionnaire:

Mothers of 7th Grade Girls - 49.

Mothers of 8th Grade Girls - 37.

Mothers of 9th Grade Girls - 14.

Knoxville City Schools, which begins to function in the ninth grade.

The fact that over one third of the mothers made no statement might be interpreted in various ways. (1) The mothers may thus indicate that their daughters are free to choose their own vocation; (2) they may have given the matter little or no thought and, as a result, have no statement to make; or (3) they may feel that there is no need to give consideration to this matter because their daughters are so young.

"When all is said and done, the single most important determinant of life work for the majority of adolescents, aside from the inescapable limitations of personal endowment, is the attitude of parents."¹⁷ Many parents insist upon a given course of education for their children in order that they may fulfill a long-cherished dream which they themselves had to forfeit in their youth, and this can end only in a maladjusted individual.

17. Hollingsworth, op. cit., p. 86.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine, insofar as it was possible to do so through questionnaire and check list, the types of homemaking activities and related interests of a selected group of junior high school girls. It was hoped that such a study would reveal certain needs of this group of girls which could be used as a basis for the selection of educational experiences designed to help them in meeting more successfully the problems of everyday life.

The findings of the foregoing data would indicate that:

1. The junior high school girls of this study participated in a wide variety of homemaking activities, though few of the activities showed a high degree of participation by the total group.

2. The routine tasks, though participated in by all grade groups to some extent, were performed by a greater proportion of the seventh grade group. However, the seventh grade group engaged in practically no task of a self-directed nature.

3. The eighth grade group showed a lower participation in more activities than did either the seventh or

ninth grade. This may have been due to the transition from parent-directed to self-directed activity.

4. A greater percentage of the ninth grade group engaged in those activities which were related to self-improvement and which showed a higher degree of independence and management than did the seventh or eighth grade groups.

5. More girls engaged in those activities relating to weekly cleaning than in any other cleaning activities. From this study, it seems that Saturdays or weekends were undoubtedly set aside for general household cleaning activities.

6. Full responsibility for meal preparation was not assumed by any of the group, but many engaged in helping with a variety of meal preparation activities.

7. More girls participated in the care and repair of clothing than in clothing construction activities. One might assume that much of their clothing was bought ready-made. The ninth grade showed more interest in the care of their own clothes than did the other two grade groups.

8. The groups of activities which apparently showed the lowest proportion of participation were those related to: (1) certain family laundering activities, (2) clothing construction activities, (3) certain home nursing activities, and (4) certain activities related to family buying and financial practices. The laundering activities

engaged in by most of the groups were those pertaining to their own clothes.

9. The girls in this study showed a relatively high degree of participation in those activities relating to the care of the bedroom. The ninth grade reported a higher percentage for the daily care of the bedroom, while the percentage for the weekly care was consistent in all three grade groupings.

10. The junior high school girls seemed interested in those activities of personal grooming. One third of them curled their hair daily, as well as weekly; other weekly activities engaged in by more than half of the group were: shampooing own hair, washing own comb, polishing own shoes, and caring for own nails.

11. It was significant that the girls in this study reported more interest in entertaining own friends and family friends in their homes than they did for planning family recreation.

12. Approximately a third of these girls assumed some responsibility for the care of younger children in the family daily. Other activities relating to child care engaged in by the group were: playing games, reading, bathing, dressing, and helping with children's parties. Thirteen per cent of the total group took care of neighbors' children weekly and seasonally.

13. Approximately a third of the girls had a weekly allowance, while one fourth of them earned a part of their

spending money, and a smaller number earned all of their own spending money. It was interesting to note that about the same number of girls shopped for their own clothes and cosmetics.

15. It was found that the girls of the junior high school level showed a high degree of interest in recreational activities, as well as for hobbies.

16. The vocational choices of this group showed that they are thinking in terms of making their own living in the future.

17. It was significant that about one third of the mothers of these girls wished their daughters to make their own vocational choice, while another third expressed a vocational choice for their daughters, and still another third made no statement concerning the matter.

The largest percentage of the total group checked the activities performed in the periods as listed below.

Daily	Weekly	Monthly	Seasonal
Washing dishes	Cleaning kitchen	Cleaning closets	Waxing and polishing floors
Getting in fuel	Cleaning rooms	Cleaning silver	Laundrying curtains
Making own bed	Arranging flowers	Cleaning windows	Hanging curtains
Putting own things in places	Helping with lunch	Helping to prepare food for guests	Hanging pictures
Setting and cleaning the table	Planning meals	Making cookies	Care of yard and gardens
	Cooking foods	Buying clothing	Preparing picnic foods
	Preparing fruits to cook	Buying cosmetics	Sewing
	Preparing vegetables to cook	Paying bills	Caring for the sick
Packing school lunch	Waiting on table	Using charge accounts	Helping with children's parties
Selecting school lunch	Preparing beverages	Writing checks	Caring for neighbor's children
Answering the phone	Entertaining		Helping to select house furnishings
Washing own hose	Laundrying underwear		Writing checks
Curling hair	Repairing and caring for clothes		
Caring for young children	Shampooing hair		
	Washing comb		
Care of hands	Polishing shoes		
	Caring for young children		
	Caring for neighbor's children		
	Buying foods		
	Earning money		

Conclusions

As a result of this study, the following findings seem significant:

The range of experiences in any one of the grade groups studied here would indicate the need for providing a number of simultaneous experiences for any one class. The traditional practice of having each girl in a given class work on the same problem at the same time would not serve the needs of this group.

The high degree of participation on the part of these girls in routine tasks would justify providing units of instruction concerned with helping with activities rather than those concerned with independent activities.

The large number of girls of all three grade groups who engaged in a variety of cleaning activities indicated that more attention should be given to help girls attain skill in household cleaning activities. This is especially true concerning those activities relating to the care of the bedroom. In this particular group of girls there were decided differences as to the type of responsibilities assumed. The seventh grade participated in keeping the room orderly by putting own things in place, the eighth grade cleaned the room, and the ninth grade made the beds. This would suggest that it would be well to have more house and room care in all three grades.

This study furnishes evidence which indicates the desirability of changing certain curricular practices; for example, many schools devote a large proportion of the time assigned to home economics classes for junior high school girls to meal preparation. The needs of the girls in this study do not justify the practice of devoting a large proportion of time to meal preparation activities. It seems more worthwhile to give junior high school girls experiences relating to planning and managing their work and also helping with meal preparation activities.

The fact that these girls engaged in more activities relating to the care and repair of own clothing than to clothing construction would justify the teaching of simple, basic techniques of construction with more emphasis on the problems of care and repair of own clothing.

The degree of interest shown by all the girls in entertaining activities seem to indicate that guidance along this line is very necessary for the social adjustment of the junior high school girl.

The extent of participation by these girls in activities related to personal grooming would justify providing her with such activities that will help her to take better care of her hair, hands, and complexion, as well as to know how to be well dressed.

A number of girls in this study have a weekly personal allowance, and a few earn a part or all of their spending

money. Since some of these girls do engage in tasks relating to paying family bills, it seems advisable to give the junior high school girls some guidance in money management.

Recommendations

In view of the findings in this study concerning the homemaking activities and related interests of junior high school girls in relation to meeting their needs through the homemaking program, it is recommended:

1. That similar studies be made in the future in order to keep the program up to date. It would be extremely dangerous to assume that any one study would serve as a basis for a long time curriculum planning. A curriculum planned to meet home and community needs evolves through the continuous study of living-learning situations.

2. That a similar study be made during vacation time of the year to determine the types of homemaking activities junior high school girls engage in daily, weekly, monthly, and seasonally.

3. That a study be made to determine to what extent junior high school girls have an opportunity to progress from minor tasks of helping with homemaking activities to those of a more independent nature.

4. That a study be made of the buying activities of high school girls who have more opportunities for buying due to the fact that they pass through the shopping center of the city on their way to and from school.

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APPENDIX

1. Letter to Mothers

2. Check List of Activities

December 20, 1938

My dear Mrs.

I am interested in knowing the amount and type of home work in which the home economics students in our school are engaged. Please help me to secure this information by checking in the corresponding space to the left of the work done by your daughter in the home. In the space on the last page, please make comments concerning the future training and occupation you desire for your daughter.

I shall deeply appreciate your helping me in this matter.

Very truly yours,

Emily Garner

GIRLS' HOME ACTIVITIES AND INTERESTS

South Knoxville Junior High School

Student's Name _____ Grade _____ Age _____

In the spaces below check on the left all activities you engage in at home -- daily -- weekly -- monthly -- seasonal.

Daily:	Weekly:	Monthly:	Seasonal:	Care of the house
:	:	:	:	1. Help wash dishes
:	:	:	:	2. Wash dishes alone
:	:	:	:	3. Clean kitchen
:	:	:	:	4. Clean stove
:	:	:	:	5. Mop kitchen
:	:	:	:	6. Get in wood and coal
:	:	:	:	7. Build fires
:	:	:	:	8. Clean bathroom and tub
:	:	:	:	9. Dust furniture
:	:	:	:	10. Sweep room floors
:	:	:	:	11. Mop floors (dry dust mop)
:	:	:	:	12. Mop floors (wet mop)
:	:	:	:	13. Wax and polish floors
:	:	:	:	14. Sweep porches
:	:	:	:	15. Mop porches (wet mop)
:	:	:	:	16. Sweep walks
:	:	:	:	17. Scrub walks
:	:	:	:	18. Mow lawn
:	:	:	:	19. Clean yard
:	:	:	:	20. Help care for flower garden
:	:	:	:	21. Help care for vegetable garden
:	:	:	:	

Daily:Weekly:Monthly:Seasonal:

:	:	:	:22. Clean silver
:	:	:	:
:	:	:	:23. Clean cupboard or shelves
:	:	:	:
:	:	:	:24. Clean closets
:	:	:	:
:	:	:	:25. Clean bureau drawers
:	:	:	:
:	:	:	:26. Clean icebox
:	:	:	:
:	:	:	:27. Clean rugs or carpets
:	:	:	:
:	:	:	:28. Clean out sweeper
:	:	:	:
:	:	:	:29. Clean basement
:	:	:	:
:	:	:	:30. Make own bed
:	:	:	:
:	:	:	:31. Make bed of others
:	:	:	:
:	:	:	:32. Put own things in place
:	:	:	:
:	:	:	:33. Put things of others in place
:	:	:	:
:	:	:	:34. Arrange dresses
:	:	:	:
:	:	:	:35. Clean own bedroom
:	:	:	:
:	:	:	:36. Clean other bedrooms
:	:	:	:
:	:	:	:37. Clean other rooms
:	:	:	:
:	:	:	:38. Dust and arrange books
:	:	:	:
:	:	:	:39. Hang pictures
:	:	:	:
:	:	:	:40. Wash windows
:	:	:	:
:	:	:	:41. Wash mirrors
:	:	:	:
:	:	:	:42. Arrange flowers in the house
:	:	:	:
:	:	:	:43. Set the table
:	:	:	:
:	:	:	:44. Clear the table
:	:	:	:
:	:	:	:45. Help with family laundry
:	:	:	:
:	:	:	:46. Help launder curtains
:	:	:	:
:	:	:	:47. Help hang curtains
:	:	:	:
:	:	:	:48. Help make curtains

Daily:Weekly:Monthly:Seasonal:

:	:	:	:49. Make bed linens
:	:	:	:
:	:	:	:50. Make dresser scarfs
:	:	:	:
:	:	:	: Food--planning, preparation,
:	:	:	: and serving of meals
:	:	:	:
:	:	:	: 1. Prepare special dishes
:	:	:	:
:	:	:	: 2. Help with meals
:	:	:	:
:	:	:	: 3. Help prepare breakfast
:	:	:	:
:	:	:	: 4. Help prepare supper
:	:	:	:
:	:	:	: 5. Help prepare lunch
:	:	:	:
:	:	:	: 6. Put up own school lunch
:	:	:	:
:	:	:	: 7. Put up school lunches for
:	:	:	: others
:	:	:	:
:	:	:	: 8. Select luncheon foods at
:	:	:	: school
:	:	:	:
:	:	:	: 9. Plan meals
:	:	:	:
:	:	:	:10. Help with meal planning
:	:	:	:
:	:	:	:11. Wait on table
:	:	:	:
:	:	:	:12. Make breads
:	:	:	:
:	:	:	:13. Make cookies
:	:	:	:
:	:	:	:14. Prepare fruits to cook
:	:	:	:
:	:	:	:15. Prepare vegetables to cook
:	:	:	:
:	:	:	:16. Prepare salads
:	:	:	:
:	:	:	:17. Prepare desserts
:	:	:	:
:	:	:	:18. Help prepare refreshments
:	:	:	: for guests
:	:	:	:
:	:	:	:19. Help prepare picnic foods
:	:	:	:
:	:	:	:20. Prepare beverage for family

Daily:Weekly:Monthly:Seasonal:

Clothing

- | | | | | |
|---|---|---|---|-----------------------------------|
| : | : | : | : | 1. Launder own clothing |
| : | : | : | : | 2. Launder clothing of others |
| : | : | : | : | 3. Wash own hose |
| : | : | : | : | 4. Wash own underwear |
| : | : | : | : | 5. Mend own clothes |
| : | : | : | : | 6. Keep own clothes in repair |
| : | : | : | : | 7. Darn own hose |
| : | : | : | : | 8. Help with family darning |
| : | : | : | : | 9. Press own clothes |
| : | : | : | : | 10. Iron own clothes |
| : | : | : | : | 11. Help with family ironing |
| : | : | : | : | 12. Make own wash dresses |
| : | : | : | : | 13. Help make own dresses |
| : | : | : | : | 14. Make own aprons |
| : | : | : | : | 15. Help make clothing for others |
| : | : | : | : | 16. Make handkerchiefs |
| : | : | : | : | 17. Do some fancy work |

Buying and finance

- | | | | | |
|---|---|---|---|----------------------------------|
| : | : | : | : | 1. Market for fruits |
| : | : | : | : | 2. Market for vegetables |
| : | : | : | : | 3. Market for meats |
| : | : | : | : | 4. Market for canned goods |
| : | : | : | : | 5. Shop for own clothes |
| : | : | : | : | 6. Shop for clothes for others |
| : | : | : | : | 7. Buy own cosmetics |
| : | : | : | : | 8. Help select house furnishings |

Daily:Weekly:Monthly:Seasonal:

:	:	:	:	9. Pay bills
:	:	:	:	:
:	:	:	:	:10. Make use of charge accounts
:	:	:	:	:
:	:	:	:	:11. Have a personal allowance
:	:	:	:	:
:	:	:	:	:12. Earn all your spending money
:	:	:	:	:
:	:	:	:	:13. Earn a part of your spending money
:	:	:	:	:
:	:	:	:	:14. Write checks
:	:	:	:	:
:	:	:	:	Personal grooming
:	:	:	:	:
:	:	:	:	: 1. Shampoo own hair
:	:	:	:	:
:	:	:	:	: 2. Curl own hair
:	:	:	:	:
:	:	:	:	: 3. Wash own comb
:	:	:	:	:
:	:	:	:	: 4. Care for own nails
:	:	:	:	:
:	:	:	:	: 5. Polish own shoes
:	:	:	:	:
:	:	:	:	Home nursing
:	:	:	:	:
:	:	:	:	: 1. Help care for the sick
:	:	:	:	:
:	:	:	:	: 2. Give first aid in the home
:	:	:	:	:
:	:	:	:	: 3. Help prepare food for the sick
:	:	:	:	:
:	:	:	:	: 4. Help care for the room of the sick
:	:	:	:	:
:	:	:	:	: 5. Read to the sick
:	:	:	:	:
:	:	:	:	Child care
:	:	:	:	:
:	:	:	:	: 1. Care for younger children in family
:	:	:	:	:
:	:	:	:	: 2. Bathe younger children
:	:	:	:	:
:	:	:	:	: 3. Dress younger children
:	:	:	:	:
:	:	:	:	: 4. Feed younger children
:	:	:	:	:
:	:	:	:	: 5. Teach younger children table manners
:	:	:	:	:

Daily:Weekly:Monthly:Seasonal:

- | | | | | |
|---|---|---|---|---|
| : | : | : | : | 6. Read stories to younger children |
| : | : | : | : | |
| : | : | : | : | |
| : | : | : | : | 7. Tell stories to younger children |
| : | : | : | : | |
| : | : | : | : | 8. Play games with younger children |
| : | : | : | : | |
| : | : | : | : | 9. Help with children's parties |
| : | : | : | : | |
| : | : | : | : | 10. Take care of neighbor's children |
| : | : | : | : | |
| : | : | : | : | Entertaining |
| : | : | : | : | |
| : | : | : | : | 1. Entertain own invited guests |
| : | : | : | : | |
| : | : | : | : | 2. Help entertain family friends |
| : | : | : | : | |
| : | : | : | : | 3. Bring friends home with you |
| : | : | : | : | |
| : | : | : | : | 4. Plan family entertainment and recreation |
| : | : | : | : | |
| : | : | : | : | 5. Answer door and welcome guests |
| : | : | : | : | |
| : | : | : | : | 6. Answer phone calls |

Recreation or Play

- _____ : 1. Jumps rope
- _____ : 2. Kicks ball
- _____ : 3. Baseball
- _____ : 4. Movies
- _____ : 5. Radio
- _____ : 6. Reading
- _____ : 7. Going for a ride in car to the country
- _____ : 8. Going to church
- _____ : 9. Going to Sunday School
- _____ :10. Visiting friends
- _____ :11. Window shopping
- _____ :12. Skating
- _____ :13. Playing with dolls
- _____ :14. Playing with paper dolls
- _____ :15. Play with friends
- _____ :16. Ride bicycle
- _____ :17. Play croquet
- _____ :18. Play football
- _____ :19. Play Lotto
- _____ :20. Take hikes or walks
- _____ :21. Play card games
- _____ :22. Play horseshoes
- _____ :23. Play tennis
- _____ :24. Ride horses

Hobbies

- _____ : 1. Play piano
- _____ : 2. Make doll clothes

- _____ : 3. Cooking
- _____ : 4. Fix hair
- _____ : 5. Collect colored glass
- _____ : 6. Write stories
- _____ : 7. Design clothes for paper dolls
- _____ : 8. Collect leaves and paste in book
- _____ : 9. Collect rocks
- _____ :10. Collect bottles
- _____ :11. Collect stamps
- _____ :12. Collect arrowheads
- _____ :13. Collect postcards
- _____ :14. Collect pictures of favorite movie stars
- _____ :15. Collect others
- _____ :16. Embroidery
- _____ :17. Visit shut-ins
- _____ :18. Dancing
- _____ :19. Swimming
- _____ :20. Making snapshots
- _____ :21. Animal pets
- _____ :22. Knitting
- _____ :23. Sewing

Interests: to become

- _____ : 1. Music teacher
- _____ : 2. Designer
- _____ : 3. Child nurse
- _____ : 4. Beauty expert
- _____ : 5. Writer

- _____ : 6. Member of a girls' basketball team
- _____ : 7. A nurse
- _____ : 8. Play in an orchestra
- _____ : 9. Tap dancer
- _____ :10. An actress
- _____ :11. Stenographer
- _____ :12. Dancing teacher
- _____ :13. Physical education teacher
- _____ :14. Home economics teacher
- _____ :15. Work in a store
- _____ :16. An artist
- _____ :17. Teacher of the deaf
- _____ :18. Mill worker
- _____ :19. Radio entertainer
- _____ :20. Singer
- _____ :21. Secretary
- _____ :22. Housewife
- _____ :23. Teacher
- _____ :24. Airplane hostess
- _____ :25. Florist
- _____ :26. Lawyer
- _____ :27. Concert pianist
- _____ :28. Civil engineer
- _____ :29. Social worker
- _____ :30. Doctor
- _____ :31. Missionary