

IMPLICATIONS FOR THE HOMEMAKING PROGRAM FOUND
IN THE HOME ACTIVITIES OF JUNIOR HIGH
SCHOOL GIRLS

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THESIS

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INTRODUCTION

In order to determine the implications which girls' home activities have for the homemaking curriculum it is necessary to see this program in relation to girls' needs as present and future homemakers. Since home economics is subject to changes resulting from changing social philosophies, changing economic conditions, and changing concepts of human values, a balanced school program can be maintained by recognizing several guideposts to the more or less constant problems of everyday living. These guideposts include achieving skills and abilities commensurate with developmental levels, accepting home responsibilities, and developing desirable social qualities. According to Watson (1938):

The primary concern of the school is with the present living of its pupils. The present living is broadly interpreted to include whatever preparation for future living probably best comes in at the current stage of development.¹

The word "curriculum" means the total experiences for which the school accepts responsibility and provides guidance. Williamson and Lyle (1941)² state that applied

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

²Maude Williamson and Mary Stewart Lyle, Homemaking in the High School, Revised Edition, p. 74.

to the homemaking curriculum the term refers to those experiences in personal and home living for which the school accepts responsibility and provides guidance. A functioning homemaking program based on a philosophy which grows out of home situations and interests for the immediate needs of the students, is illustrated by the quotation of Overstreet (1938):

I want my working philosophy to be like a house I can comfortably live in. It need not make a show of public importance. It has to be roomy enough to house my everyday activities, secure enough so I can move around without tripping over furniture. But I shall not be too much put out if it falls short of meticulous tidiness, and it can never be finished; as long as I am alive, I shall be adding new wings and putting in modern conveniences.³

REVIEW OF PREVIOUS STUDIES

Research dealing with the building of home economics curricula has been limited. Published articles have dealt with studies of small groups, for the most part. Insufficient effort has been made to control conditions, and conclusions have been based largely on subjective judgments. During recent decades some studies have been made in an effort to ascertain the types of home activities participated in and the attitudes developed toward these activities.⁴

³Bonaro Y. Overstreet, A Search for a Self, p. 3.

⁴Review of Educational Research in Home Economics, IV, 510.

In a study of the home activities of boys and girls in the fourth, fifth, and sixth grades, Luecke (1941)⁵ states that a basic concern of the curriculum maker is to ascertain the experiences which are most significant in children's lives. Such experiences are important because it is through them that worth-while abilities and attitudes are developed. For this reason educators as well as parents are concerned with the home activities of children, and with the attitudes developed toward these activities; but the lack of definite, reliable information regarding such activities and attitudes is an obstacle in planning effective curricula. The purposes of this study were to determine the nature of children's participation in home activities, their attitudes toward home activities, the factors related to participation in home activities, and the implications which the findings regarding home participation and factors related to it have for the home and the school. Checklists of children's home activities were developed from activities revealed through diaries kept for one week by the pupils. Checking of these home-activity checklists by parents and pupils was the method for the collection of data. This study shows the following: that children engage extensively

⁵Editha Luecke, Factors Related to Children's Participation in Certain Types of Home Activities (Doctor's Dissertation, Teachers College, Columbia University, 1941), p. 1.

in home activities; that good habits, abilities, and attitudes are valuable in achieving satisfactory and effective home and family life when developed at an early age; that emphasis should be placed on suitable home-making problems before the child is too advanced; and comparatively little has been done to develop a program for preparing children for better home living. There is a need for research to determine how the home activities of interest to girls could be made a part of the curriculum in junior high school grades. Such research will probably be more effective if it is based on girls' problems of home living as shaped by the philosophical and cultural foundations of the home environment.

Hoff (1942)⁶ studied the home interests and activities of seventy-nine junior and senior high school home-making girls in the eighth, ninth, tenth, eleventh, and twelfth grades of Gransfills Gap, Texas, for the purpose of building a more useful homemaking program. Suggestions gained from conferences with pupils and parents, and information from letters to parents not included in conferences were used to form checklists. Pertinent facts included the following items called for in the checklists: occupation of the father, the girls' age and grade placement,

⁶Hanna Pauline Hoff, "A Study of the Interest of Junior and Senior High School Girls in Various Home Activities Performed by Them" (Unpublished Master's thesis, North Texas State Teachers College, Denton, Texas, 1942).

ages of brothers and sisters, number of children, and number of adults in the home; these were used to present an accurate picture of the girls' home life and the home responsibilities required of the girls, such as the care of the home, child care, home care of the sick, preparing and serving of foods, care and construction of clothing, and miscellaneous home activities. The data were interpreted in the light of local situations and it was found that all the listed activities were performed by some of the girls, some of the activities were performed by all of the girls, and certain activities were omitted because of deficiencies in the pattern of the home life of others. Over half of the activities were liked by approximately seventy-two to ninety-three per cent of the girls while the remaining activities were liked by approximately seventeen to seventy per cent of the girls. The recommendations stated that the homemaking program should provide for more emphasis on elementary nutrition, higher standards in construction of garments, and the renovating and mending of clothes, better methods of food preservation, getting more value from the money spent on food for the family, and finding ways to prevent or to care for illness in the home. Increased information and plans for developing interest in home activities not particularly liked but performed frequently by girls would

result in fewer family relationship problems.

In studying home activities of sixty-six homemaking girls in the tenth, eleventh, and twelfth grades, Beeman (1927)⁷ constructed an outline of interest elements based on three main divisions: the girl and her own affairs, her consideration of and relations with others, and her "doings" or activities. This outline was used in a questionnaire which was filled in by the girls at regular class periods. The blanks provided the girls' statement of preferences for home activities and also examples of things done that furnished evidence of such preferences. The replies indicated that the major interests of high school girls, as regards themselves are personal appearance and self improvement; as regards their relations to others, the attentions of boys and their school crowd; and as regards their "doings," out-of-door activities. The findings of this study show that the interests of the typical high school girl are due to physical growth and tend to change from personal to social problems, from vague desires to definite wants, and include a longing for recognition, a desire to improve social conditions, a looking forward to a definite career, a desire to have activities involving some

⁷Mary Beeman, "A Brief Study in the Interests of High School Girls in Home Economics," Journal of Home Economics, XXI (1929), 900-904.

managerial ability, and a need for developing a sense of comradeship with the mother and teacher. Recommendations are made for more detailed studies of specific, concrete interests and of activities made possible by careful observations of the girls' everyday sayings and doings.

Wilson (1931)⁸ made a study of the home activities of two hundred and twenty-nine first-year homemaking girls from nineteen vocational schools in rural Mississippi. The purposes of the study were to discover practices which would suggest needs and problems in setting up the home economics course of study, and to develop better methods of the management of time and energy of high school girls. Questions related to the physical make-up of the home, the types of equipment in the homes, and the activities in which the girls participated were checked by girls from homes comparable in equipment and social environment. Some of the most significant findings of this study are that the physical make-up of the homes made many homemaking activities necessary; less than three per cent of the homes had inexpensive labor-saving appliances; the older girls participated in more activities pertaining to preparation and serving of meals than did

⁸ Mary A. Wilson, A Study of Homemaking Activities of Girls in Rural Mississippi, Bulletin No. 65, State Board of Vocational Education, Jackson, Mississippi, 1931.

the younger girls; and girls had better standards for the results achieved in their household tasks than they had for methods which were economical in time and energy in achieving these results. The writer recommends that home economics courses include experiences which develop an understanding of the value of planning work in order to save time, and which provide practical suggestions for overcoming physical handicaps of poorly equipped homes.

In order to determine what problems to include in a home economics curriculum, Garner (1939)⁹ made a study of home activities of junior high school girls of the seventh, eighth, and ninth grades. The purposes of the study were to determine the types of homemaking activities of home economics girls on daily, weekly, monthly, and seasonal bases, and the recreational and hobby interests of home economics girls.

The home activity list, made from diaries kept by 160 girls, was classified according to units taught in South Knoxville Junior High School. These included: care of home, food planning, preparation and serving of meals, entertaining, clothing, child care, home nursing, and home and personal finance. To these were added the

⁹Emily Topper Garner, "Homemaking Activities of a Group of Girls in South Knoxville Junior High School" (Unpublished Master's thesis, University of Tennessee, 1939).

interests and activities of students not dealt with directly in organized units of instruction within the area of home economics such as recreation, hobbies, vocational interests of the girls, and the mother's attitude toward the junior high school girl's vocational interests.

After the activity list was completed, supplemented, and divided into different headings, the completed list was typed, mimeographed, and then checked by the girls during regular class periods under the supervision of the home economics teacher. In order to get a more reliable picture of the girls' home activities, an identical activity list was sent to the mother for checking. The data were tabulated according to grades and frequency of performance.

From this investigation it was found that the range of experiences in any one of the grade groups studied indicated the need for providing a number of simultaneous experiences for any one class. There seemed to be a need for providing help-with activities in addition to independent activities. More attention needed to be given to the development of skills in household cleaning tasks, especially cleaning the bedroom. Junior high girls need more experience in planning their work and helping with meal preparation. Emphasis should be placed upon repair

and care of clothing. Guidance is necessary in social adjustments of junior high school girls. Better units are necessary on personal grooming; such as care of the hands, hair, complexion, and choice of clothes.

A study of the home interests of sixty-five junior and senior high school home economics girls was used by Dixon (1936)¹⁰ to determine homemaking curriculum needs. This study was divided into three parts: to determine economic factors which condition the needs of the homes of the girls of that area; to determine significant problems relating to home economics which girls meet in their homes and to aid in determining a basis to help solve them; and to discover information of value to home economics teachers and girls to better meet the needs of high school girls.

The questionnaire, based upon home interests of the girls, was modified from the Report of the Committee on Surveys and Investigations of the Southern Regional Conference of 1936. The interests checked by the girls during regular class periods under the supervision of the homemaking teacher included care of house, food planning, preparation and serving of food, construction and care of clothing, buying, child care, and extra activities.

¹⁰Ora Lucille Dixon, "Home Conditions and Home Duties of a Selected Group of Junior and Senior High School Girls in Shelby County" (Unpublished Master's Thesis, University of Tennessee, 1936).

The data were tabulated, analyzed, and summarized as follows: girls engage in a wide variety of activities listed, due possibly to the depression when much had to be done in the homes. The results of this study as well as the state-wide study by Browder (1931)¹¹ made of girls' home activities in the state of Tennessee show that girls in a specific locality engage in home activities of a different type from those engaged in by a larger, more representative group. Activities engaged in frequently enough to call into serious consideration the small amount of emphasis they received in the present course of study are buying groceries, buying small articles of house furnishings, laundering own clothes, helping with family wash, helping arrange furniture, helping prepare meals, making beds, cleaning house, and helping hang pictures. Activities that were checked infrequently should be thoughtfully considered in regard to their position in the course of study; since a large percentage of garments are bought ready-made instead of being made at home and since girls need some responsibility in selecting their own clothes, greater emphasis should be placed upon consumer buying. Since home responsibilities are so varied, there is a greater need for training in

¹¹Margaret Browder, "A Two Year Course of Study in Home Economics for the County High Schools of Tennessee" (Unpublished Master's Thesis, University of Tennessee, 1931).

the care and management of the home. The recommendation was made for continuation of this study along the same lines over larger or different areas.

From the review of these previous studies in home activities, it seems that knowledge of girls' performance of and interest in home activities is a necessity as a basis for formulating courses in homemaking.

THE PRESENT STUDY

Purposes of Study

The purposes of this study are these:

1. To determine the types of home activities carried on by junior high school girls.
2. To determine the time spent on these activities.
3. To determine the extent to which the activities are self-directed.
4. To point out some implications which these activities have for the school homemaking program.

Description of Community and Scope of Study

The present study was made in Wichita Falls, Texas, a city of approximately 50,000 population with an enrollment of 10,000 school children. Reagan and Zundelowitz Junior High Schools, where the investigation was made, have an enrollment of approximately 1,400 students. Of

this number about four hundred girls enroll in home economics each year. The study was limited to these girls.

Since homemaking in the eighth and ninth grades is an elective subject, interest and enrollment must be maintained by offering units of work which tend to fill the needs and expectations of the girls. There is one unusual feature of eighth grade homemaking. Each semester the girls are permitted to take "exploratory homemaking," composed of nine weeks of clothing and related units and nine weeks of food and related units. These courses are planned to be attractive and interesting in order to introduce the girls to the various aspects of homemaking and to explore their interests. Enrollment in ninth grade homemaking does not necessarily mean that girls have had it in the eighth grade. It does indicate, however, that girls who have had "exploratory homemaking" have elected to take the IA and IB offered in the ninth grade.

The economic conditions of the homes the girls come from in these two junior high schools do not seem to make too much difference in pupil enrollment in the homemaking classes. In the Reagan School most of the girls come from homes with average incomes, a smaller group from lower incomes, and a very small group from above average incomes. In Zundelowitz School most of the girls come

from well-to-do homes where incomes are average or above average. Ordinarily girls from lower or average income homes participate to a larger extent in homemaking classes because the content of these courses is based more on their daily experience than other electives.

Procedure

In order to work out an effective means of gathering data from junior high school girls in Wichita Falls, a preliminary study was made in the summer of 1945 in the High School Home Economics Department of the North Texas State Teachers College. The co-operation of the supervisor of student teachers, the student teachers, and the high school homemaking students was necessary in finding and perfecting an instrument appropriate for this study.

A daily activity chart divided into thirty-minute periods was developed. For three consecutive days, junior high school girls were to keep a brief, accurate record of all the activities they performed. The choice of Friday, Saturday, and Sunday would give a variety of activities for one typical school day with some opportunity for participation in home activities before and after school hours, one day free from any school activities with greater opportunity for home activities of daily or weekly types, and one day devoted to some home activities, church attendance, and recreation. A three-day list of activities

recorded in the suggested manner would be a more accurate picture of girls' activities than mimeographed checklists. The time record chart was to include all home activities requiring more than ten minutes. Particular attention was to be given to homemaking activities such as housekeeping, grooming, foods, clothing, and child care. Recreational and social activities were also to be included.

The next step was to secure reliable persons to help determine the validity of the activity charts. Some teachers of homemaking expressed their willingness to do this. An explanation of the purpose of the study was given them. After a presentation of the charts, which was done in the same manner to be used with junior high school girls, these student teachers kept three-day activity lists, as previously explained. After the charts were collected and studied, the group agreed the charts were a satisfactory method of securing a sampling of girls' home activities. In order to gain additional experience in presenting this material, the writer asked the co-operation of these same student teachers in using this plan in the high school home economics classes at the Demonstration School. The study was explained, charts distributed, instructions given, and the data collected and analyzed.

During a conference with the homemaking teacher at Reagan Junior High School in Wichita Falls, the purpose of the study and the manner of explaining the charts were given to her. With the co-operation of this teacher, the study was carried out with the eighth and ninth grade homemaking girls at the two schools. During the months of October, November, and December of the first semester, a total of seventy-eight three-day charts were completed sufficiently for analysis. In the spring of 1946 during the months of February, March, and April, ninety-six charts were completed sufficiently for analysis. A total of 174 charts were completed sufficiently for analysis.

In order to give consideration to activities other than those requiring ten minutes or more time for performance, it was necessary to investigate the importance in the girls' schedules of activities requiring less than ten minutes' time for performance. During the first part of the school year, 1946-1947, in the months of October, November, December, and January, the same types of charts and procedure were followed in all homemaking classes at the two schools. This time the girls were requested to check carefully all homemaking or recreational activities requiring less than ten minutes' time for performance. During this period a total of 164 charts were completed for analyzing.

The data obtained from each school year were tabulated on the basis of the total number of items listed as being performed on Friday, Saturday, and Sunday. In order to determine whether there were significant differences between the activities performed in the eighth and ninth grades in each school, the charts were sorted alphabetically according to grades and schools and each girl was numbered to simplify checking. Each grade was checked for types of homemaking and recreational activities performed and the time spent on each type. To check further any difference of activities performed by the girls in the two grade levels, eighth and ninth, of each school 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 of items recorded. In determining percentages, those amounting to one half or more were dropped. Totals of figures were checked for accuracy on a Burroughs electric adding machine. Since no considerable differences were apparent, the data for the two grades and schools were combined to draw conclusions from larger groups, which are usually more representative than those drawn from smaller groups.

It should be kept in mind that these activities were listed by the girls during different months of two school

terms instead of a shorter period of time. Many activities are of daily performance while some activities of importance are naturally of a weekly or seasonal nature, so the frequency of the performance of a task may not always be indicative of importance.

Description of Tables and Interpretation of Data

Table 1, Types of Activities Showing Number of Girls Involved and Time spent for Housekeeping, shows twenty-four different activities at which 174 girls spend 434 hours in three days. The most frequently named item, washing dishes, is performed by sixty-seven per cent of the girls included in the study and requires an average of twenty-seven minutes of their time over a three-day period. Other activities performed by at least fifty per cent of the group are making own bed, drying dishes, and cleaning own bedroom. More time is spent in these activities than in those less frequently performed in more extensive jobs. The girl's responsibility for these housekeeping jobs permits her mother to devote her time and energy to larger and more difficult responsibilities. The greatest amount of time is spent in cleaning the bedroom. This requires more time than other activities named since it involves numerous other jobs of smaller scope such as dusting the furniture, sweeping,

TABLE 1
TYPES OF ACTIVITIES SHOWING NUMBER OF GIRLS
INVOLVED AND AMOUNT OF TIME SPENT

Activity	Number of Girls Per- forming Activity	Per Cent of Girls Per- forming Activity	Number of Times Activity Performed	Time Spent in Hours
Homemaking Activities: Housekeeping				
Wash dishes.....	106	67	171	50
Make own bed.....	96	55	131	43
Dry dishes.....	90	52	139	34
Clean own bedroom.	88	51	92	92
Set table.....	80	46	104	26
Mop kitchen.....	45	26	45	15
Sweep house.....	40	23	45	23
Make beds of others.....	40	23	42	13
Dust furniture....	36	21	38	19
Stack dishes.....	32	18	38	6
Clean stove.....	32	18	32	16
Do family laundry.	28	16	28	15
Run sweeper.....	28	16	28	14
Clean bathroom....	26	15	27	14
Clean ice box.....	24	14	26	13
Clean closets.....	20	11	22	18
Do family laundry.	13	7	15	15

TABLE 1 -- Continued

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
Straighten bureau drawers.....	10	6	10	5
Sweep porch and walk.....	7	4	7	2
Cut and arrange flowers.....	6	4	19	4
Wash windows.....	6	4	6	2
Milk cows.....	3	1	3	3
Wax floors.....	3	1	3	1
Clean car.....	2	1	2	1
Totals*.....			1,073	434

Homemaking Activities: Grooming

Dress.....	174	100	431	315
Bathe.....	70	45	72	35
Shampoo hair.....	42	24	54	28
Roll hair.....	24	14	24	16
Manicure nails....	21	11	23	11
Shine shoes.....	12	7	12	2
Totals*.....			616	407

TABLE 1 -- Continued

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
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Homemaking Activities: Foods

Prepare breakfast.	33	19	40	12
Prepare lunch.....	33	19	33	17
Prepare supper....	30	17	34	14
Prepare sandwiches	21	12	23	7
Prepare salad.....	17	9	18	9
Prepare cookies...	12	7	11	6
Prepare pies.....	11	5	12	6
Make biscuit.....	10	5	10	5
Make candy.....	3	1	3	2
Make beverage.....	3	1	3	1
Totals*			187	79

Homemaking Activities: Clothing

Launder own underwear.....	43	25	47	23
Press own clothes.	27	16	27	27
Mend own clothes..	21	12	21	10
Construction of garments.....	12	7	22	15

TABLE 1 -- Continued

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
Buy own clothes...	10	5	13	13
Embroider.....	3	1	3	3
Dye garments.....	2	1	2	2
Totals*.....			135	93

Homemaking Activities: Child Care

Play games.....	16	9	19	10
Read stories.....	16	9	18	9
Prepare food and feed.....	7	4	7	4
Bathe.....	7	4	7	3
Tell stories.....	5	2	5	3
Dress.....	4	2	4	2
Totals*.....			60	31

Recreational Activities

Listen to radio...	140	80	200	150
Attend movies.....	129	74	156	390
Read books.....	100	57	142	239

TABLE 1 -- Continued

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
Visit personal friends.....	77	44	86	86
Talk on telephone.	53	30	53	8
Dance.....	49	29	51	50
Play ball.....	49	29	40	27
Entertain personal friends.....	45	26	45	35
Ride bicycle.....	45	26	45	40
Visit relatives...	41	23	48	48
Skate.....	41	23	47	47
Attend socials....	39	22	39	15
Swim.....	36	20	38	19
Play card games...	34	19	34	34
Date boy friends..	33	18	34	37
Take kodak pictures.....	32	17	32	16
Entertain relatives.....	27	15	28	14
Hike.....	25	14	26	27
Ride horseback....	18	10	24	23
Totals*			1,178	1,305

* Study of 174 girls over a three-day period.

changing linens, or picking up clothes. Occasional jobs requiring time and skill, and reported by only a small number are washing windows, cleaning the car, and waxing floors. Eleven girls perform these activities, spending four hours at them over a three-day period. Less frequent performance of these activities may be due to lack of opportunity for the girl whose family does not have hardwood floors, or to lack of skill on the girl's part where the mother does not wish to take time, or is not prepared to supervise the job properly. Considering that time and energy can be saved by doing the job herself, she permits the daughter to spend her time and energy on less difficult, or more interesting tasks. An average of approximately fifty minutes daily is shown for all housekeeping activities.

Of the 164 girls who filled out time charts in which they reported housekeeping activities at which they spend less than ten minutes, only five activities were listed by five per cent of the group. These were sweeping the kitchen, stacking dishes, carrying trash, sweeping the porch, and counting the laundry.

In Table 1 the section on Grooming shows that many frequently performed grooming activities were omitted. This omission is explained by the fact that some of them, such as washing hands and face, require only one or several minutes and seem to the girls to be self-evident

and unimportant. Some of them are of such a casual nature that girls did not take the trouble to record them or did not remember. Forty-five per cent of the girls list bathing as an activity at which they spend ten minutes or more. Others include it with dressing. Even though incomplete, the data are an index to the importance of grooming. A considerable number report shampooing and rolling the hair, and manicuring nails. Twenty-four, fourteen, and eleven per cent, respectively, report engaging in these activities. The total number of times grooming activities were reported, 616, and the amount of time spent at them is greater for these than for food preparation, clothing, and child care. At the junior high level, girls are beginning to realize the importance of grooming and are learning to assume responsibility for it.

In Table 1 the section on Foods shows ten activities. Inspection of this table shows that 174 girls engage much less frequently in food preparation in a three-day period than in housekeeping. Nineteen per cent each of the girls report preparing breakfast and supper, while seventeen per cent report preparing lunch. A few girls list special foods such as salads, cookies, and pies, which are not usually daily tasks. Approximately forty-seven minutes is spent in food preparation by one hundred girls

over a three-day period. This represents an average of about nine minutes per day for each girl. Increased incomes in recent years have encouraged more dining away from home. Families enjoy the freedom and social contacts this dining out offers. For the family having meals at home, it is easier for the mother to prepare the meal than to teach the daughter, or less expensive since an inexperienced adolescent often wastes food, prepares it in an unappetizing way, or serves it in an unattractive manner.

Inspection of the Clothing section of Table 1 shows seven types of activities with only a small per cent of the 174 girls participating. The most frequently performed activity, laundering own underwear, is performed by twenty-five per cent of the group, while the next activity, pressing own clothes, is reported by only sixteen per cent. Many of the girls evidently leave these two activities to the care of someone else. The other clothing activities are performed by twelve per cent or less. Since girls of junior high school age are old enough to assume considerable responsibility for their own personal care and appearance, the need for home and school emphasis in this area is apparent.

Study of the Child Care section of Table 1 shows the smallest per cent of the 174 girls participating and

the least amount of time spent in this way. Only nine per cent or less play games, read stories, tell stories, prepare food, feed, bathe, or dress children. Infrequent performance of these activities may be due to a number of factors such as lack of interest, lack of training, or lack of opportunity. Some girls do not have access to younger children; others do not understand them; while a third group have social or recreational interests which exclude children. The absence of younger brothers and sisters in the family explains why many girls have no contacts with smaller children.

Inspection of Table 1 for the Recreational section shows nineteen activities which are more frequently performed than are any other home activities except housekeeping. It was observed in checking that many indications point to the fact that as girls engage more frequently in recreation, they have fewer interests in other activities. Approximately seven and one-half hours over a three-day period is spent in recreation. This is more than the total time spent in housekeeping, grooming, foods, clothing, and child care. The recreational activities in which more than fifty per cent of the girls engage are listening to the radio, attending the movies, and reading books. The activities involving from thirty per cent to twenty per cent of the girls and requiring

almost equal amounts of time are social activities involving personal friends or acquaintances, such as dancing, playing ball, entertaining personal friends, visiting relatives, and attending socials.

Inspection of Table 2, Activities Arranged in Order of Performance and Time Spent, shows that of seventy-two different types of home activities only nine are performed by forty-six per cent or more of the group. Self-development activities including dressing, listening to radio, attending movies, and reading books account for approximately fifty per cent of the activities and seventy-nine per cent of the time spent on this most frequently performed group.

Examination of Table 3, Types of Home Activities Arranged in Order of Performance, shows the relative importance of the six groups. Recreational and housekeeping activities involve ninety-eight per cent each of the 174 girls participating. Approximately three times as much time is spent at recreational activities as at housekeeping. Of these groups more self-development activities -- including recreation, grooming, and clothing -- are reported than homemaking activities, and more hours are spent on them. Homemaking is apparently subordinate in importance to self-development, which is an essential factor in social recognition.

TABLE 2
ACTIVITIES ARRANGED IN ORDER OF PERFORMANCE
AND TIME SPENT IN PERFORMANCE

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
Dress.....	174	100	431	315
Wash dishes.....	196	67	171	50
Listen to radio..	140	80	200	150
Dry dishes.....	96	55	131	43
Make own bed.....	90	52	139	34
Attend movies....	129	74	156	390
Read books.....	100	57	142	239
Clean own bedroom	88	51	92	92
Set table.....	80	46	104	26
Totals*.....			1,566	1,339

*Study of 174 girls over a three-day period.

Table 4, Self-directed and Helping Activities Arranged in Order of Performance, shows approximately four times as many housekeeping self-directed as helping activities. This significant difference indicates that juniorhigh school girls have developed skills in washing dishes, making own bed, drying dishes, setting the table

TABLE 3
TYPES OF HOME ACTIVITIES ARRANGED
IN ORDER OF PERFORMANCE

Activity	Number of Girls Performing Activity	Per Cent of Girls Performing Activity	Number of Times Activity Performed	Time Spent in Hours
Recreational.....	172	98	1,178	1,305
Housekeeping.....	172	98	1,073	438
Grooming.....	174	100	616	407
Foods.....	100	57	187	79
Clothing.....	91	52	135	93
Child care.....	40	23	60	31
Totals*.....			3,249	2,359

*Study of 174 girls over a three-day period.

and cleaning own bedroom. They do the tasks which they can do well with the least supervision and thus make the greatest contribution to family living. Such activities as cleaning the ice box, doing the family laundry, washing windows, and waxing floors are less frequently performed by this age group, since they require special supervision or instructions.

Inspection of Table 4 for the Self-directed and Helping sections on Grooming activities shows that the tasks

TABLE 4

**SELF-DIRECTED AND HELPING HOMEMAKING
ACTIVITIES ARRANGED IN ORDER
OF PERFORMANCE**

Activity	Number of Self-directed Activities	Number of Helping Activities
Housekeeping		
Wash dishes.....	130	41
Make own bed.....	121	10
Dry dishes.....	110	29
Set table.....	94	10
Clean own bedroom.....	72	20
Mop kitchen.....	35	10
Sweep house.....	35	10
Make beds of others...	27	15
Stack dishes.....	25	13
Dust furniture.....	25	13
Clean stove.....	22	10
Clean bathroom.....	21	7
Run sweeper.....	20	8
Clean ice box.....	20	7
Do family ironing.....	18	8
Clean closets.....	17	5
Cut and arrange flowers.....	15	4

TABLE 4 -- Continued

Activity	Number of Self-directed Activities	Number of Helping Activities
Do family laundry.....	10	5
Straighten bureau drawers.....	7	3
Sweep porch and walk...	7	...
Washing windows.....	4	2
Milk cows.....	3	2
Wax floors.....	...	3
Clean car.....	...	2
Totals*	838	235

Grooming

Dress.....	431	...
Bathe.....	72	...
Shampoo hair.....	40	14
Manicure nails.....	23	...
Roll hair.....	18	6
Shine shoes.....	12	...
Totals*	596	20

TABLE 4 -- Continued

Activity	Number of Self-directed Activities	Number of Helping Activities
Foods		
Prepare breakfast.....	25	15
Prepare supper.....	20	14
Prepare lunch.....	20	13
Prepare sandwiches.....	20	3
Prepare salad.....	13	5
Make biscuit.....	10	...
Prepare pies.....	8	4
Prepare cookies.....	5	6
Make candy.....	3	...
Make beverage.....	1	2
Totals*	125	62
Clothing		
Launder own underwear..	41	6
Press own clothes.....	22	5
Mend own clothes.....	18	3
Construction of garments.....	13	9
Buy clothes.....	9	4

TABLE 4 -- Continued

Activity	Number of Self-directed Activities	Number of Helping Activities
Embroider.....	3	...
Dye garments.....	1	1
Totals*.....	107	28

Child Care

Read stories.....	15	3
Play games.....	10	9
Prepare food and feed..	3	4
Bathe.....	5	2
Tell stories.....	5	...
Dress.....	2	2
Totals*.....	40	20

Comparison of Total Self-directed and Helping Activities

Housekeeping.....	838	235
Grooming.....	596	20
Foods.....	125	62
Clothing.....	107	28
Child care.....	40	20
Totals*.....	1,706	325

*Study of 174 girls over a three-day period.

with which girls have help are shampooing and rolling hair. They have not developed sufficient skill to perform these alone.

Examination of Table 4 for the Self-directed and Helping sections on Foods shows that approximately twice as many self-directed as helping activities were performed by about fifty-seven per cent of the total group engaged in foods activities. Ordinary cooking and meal preparations are uninteresting to young adolescents. Wise mothers assume these responsibilities which free the daughters for more interesting food preparation of special dishes.

Inspection of Table 4 for the Self-directed and Helping sections on Clothing shows five times as many self-directed as helping activities. Junior high school girls are old enough to learn these skills and to assume more care of their clothing as an excellent means of developing responsibility.

Inspection of Table 4 for the Self-directed and Helping sections on Child Care shows that twice as many self-directed as helping activities are performed by approximately forty per cent of the entire group of girls. No younger children in the family make it difficult for girls to develop skill in caring for smaller children. Such a situation makes girls prefer following their own interests.

Examination of Table 4 for the Total Self-directed and Helping Activities reveals five times as many self-directed as helping activities. Participation in activities that can be performed without assistance or supervision is done with a sense of pride in contributing to the comfort of the family group, or in relieving the mother for greater responsibilities.

Summary of Findings

The findings of this study show that:

1. Girls engage in numerous home activities. Seventy-two activities, at which they daily spend more than ten minutes each, were listed over a three-day period.
2. The home activities listed require an average of about four and one-half hours daily for their performance. An analysis according to type shows the approximate amount of time one girl spends on each group to be two and one-half hours on recreational activities, fifty minutes on housekeeping activities, forty-seven minutes on grooming activities, nine minutes on foods activities, eleven minutes on clothing activities, and less than five minutes on child-care activities.
3. All but two of the total group of girls perform some type of housekeeping activity. The approximate distribution is as follows: twenty per cent engage in at

least half of the housekeeping activities, spending about twenty minutes daily at them; thirteen per cent engage in from one to three activities, spending not more than fourteen minutes daily at them; and sixty-five per cent engage in four or five activities, spending approximately sixteen minutes daily at them.

4. With the exception of recreational and housekeeping activities, all of the girls spend more time at grooming than at other types of home activity. The approximate time spent on grooming is distributed as follows: the majority of the girls spend about twenty-eight minutes daily; twenty-five per cent spend about eleven minutes daily; and about twenty per cent spend about eight minutes daily.

5. Relatively few girls engage extensively in food, clothing, and child-care activities. Approximately fifteen per cent prepare two or more meals, requiring about fifteen minutes daily; fifty per cent report one or more miscellaneous cooking experiences, requiring about twenty minutes daily; while thirty-five per cent report no food preparation activities.

In the area of clothing, seven per cent report making garments for themselves, requiring about forty minutes daily; forty-six per cent report one or two miscellaneous clothing activities, requiring approximately fifteen

minutes daily; while forty-seven per cent report none whatever.

Of the child-care activities, twenty-three per cent report one or two major activities, requiring about twenty minutes daily; five per cent report three or more minor activities, requiring about ten minutes daily; while seventy-two per cent report no activities whatever.

6. All except two girls report one or more recreational activities. Approximately seventy-four per cent of the girls attend movies, consuming approximately forty-five minutes daily; twenty per cent report six to eight activities, consuming approximately one hour daily; while eight per cent report from three to four activities, consuming approximately forty-five minutes daily.

7. Of all the home activities reported, nine activities account for over half of the time girls spend in this way. These include dressing, washing dishes, listening to radio, drying dishes, making own bed, attending movies, reading books, setting the table, and cleaning own bedroom. By far the most time is spent in dressing, attending movies, reading, and listening to the radio, all of these being personal care and development activities. The other five of the regular housekeeping routine types include washing dishes, drying dishes, making own bed, setting the table, and cleaning own bedroom.

Two of these housekeeping activities are based on responsibility for own personal needs. Only three represent a sharing of family group responsibilities.

8. In general, these home activities indicate that junior high school girls are more interested in and concerned with problems of personal development than with assuming homemaking responsibilities; moreover, the housekeeping activities performed by them consist of a few, ordinarily designated as chores, for which they have developed the necessary skill and which require a minimum of direction and supervision by parents.

Implications and Recommendations

Extensive experiences and the development of skills in home activities are necessary for junior high school girls to meet their responsibilities as present and future homemakers. At this age their interests in their immediate home and family life are still high and their readiness for learning in this field is keen. Much is lost if these interests and abilities are not developed before girls' social relationships and vocational interests become so complex that they are overshadowed. Since girls in junior high school do not have much time for homemaking activities, and because parents' needs for conserving time and energy interfere with guiding their

daughters in the development of adequate skills and abilities in many areas, the school should assume much responsibility for meeting the homemaking needs of girls. The junior high school homemaking program should be broad, offering varied experiences and responsibilities with much opportunity for the development of skills. Projects should be simple enough to enable girls to develop the skills necessary for carrying them to completion without losing sight of the project's purpose and the relationship of its parts.

Housekeeping activities at school should be carefully defined and planned. The planning should be followed by appropriate instruction centered around real problems of obvious importance to the pupils. Provisions should be made for direct carry-over into the home by encouraging them to develop home-practice problems. Encouragement and adequate guidance should be given toward specific goals and satisfying recognition should be given at their achievement. Although, as a rule, emphasis should be placed on learning how to carry on the essential jobs of homemaking, the importance of the girl's assuming her share of the necessary chores of home and family life should be recognized.

In the area of foods, special provisions should be made for gaining new experiences, gaining new skills, and

developing new abilities in special types of food interests in which girls should contribute and assume responsibilities. New and interesting experiences in foods, meal planning, and serving should include the preparation of simple, nutritious, and inexpensive meals or dishes; food preparation and table service in keeping with special events or seasons; planning and serving adequate meals for a group symbolic of the family; better methods for gaining greater efficiency in the management of time; and proper recognition of desirable goals attained. Increased experiences provided by the homemaking school program should give added incentives toward greater home participation in this phase of family life.

For the promotion of regular grooming habits, interesting and attractive methods including visual aids should be used to encourage girls to develop their natural beauty or best personal appearance. At the junior high school level, girls are just beginning to realize the importance of personal appearance in developing poise and self-confidence. This realization provides the incentive for developing skill and good habits in the regular care of the hands, hair, body, and teeth. The school homemaking program can encourage these grooming habits by proper guidance, by ready recognition, and by the use of sound information and appropriate check-ups.

Junior high school girls need much encouragement and guidance in the care and mending of their clothes. Though uninteresting, and difficult because they require considerable skill, these experiences are nevertheless very important in the girl's program of education. Involving essential skills and responsibilities necessary for meeting the girl's immediate personal problems, these activities are a means of inducting her into larger home-making responsibilities. Since she is also ready to develop ability and skills in clothing construction, her home economics program should include the making of simple garments designed to improve her wardrobe and reduce clothing costs.

Understanding children has various functions in the life of an adolescent girl. Besides providing wholesome expression for her emotional nature, contact with small children provides one of the best means of helping a junior high school girl to understand herself and to strive effectively for her own character development. When there are younger children in the family, the girl's contribution in caring for them strengthens the family ties. It also relieves the mother of some of her many responsibilities.

In order to extend and enrich experiences in child care, the school program should provide much-needed

contacts with smaller children in the form of interesting situations which can mean mutual appreciation and understanding. School projects might include the construction of suitable clothes or toys, planning menus for families having younger children, and providing adequate information related to children's interests, activities, and habits in connection with opportunities to care for and play with children.

The adolescent girl's recreational interests usually include boys, religion, fun, and clubs. Since there is no typical pattern in a junior high school girl's selection of recreation, it may be of solitary or group type, active or passive type, constructive or destructive type, or merely passing of the time. This age level is a development stage which should lead to enlarged social adjustments and personal well-being.

The school homemaking program should provide opportunities for the social development necessary for adolescent acceptance. The introduction of simple social graces will lead to more acceptable standards. The planning of satisfying recreational interests in relation to the plans and needs of the junior high school girl will fill the desire for social recognition and acceptance; this will lead toward emotional stability without the development of resentments or complexes. A carry-over of the

school homemaking program into the home will give a girl additional opportunities for social adaptability and will serve as a means of adding her contributions to family and group recreation.

More studies on the nature and placement of the content of the recreational, purchasing, and self-directed activities are needed to keep the homemaking program up-to-date. According to Beeman, interesting projects used in carefully organized courses based on home interests and experiences help home economists to work toward the attainment of requirements suggested in the Twenty-sixth Yearbook of the National Society for the Study of Education, Part II:

To evaluate any experience for any particular time, both child and interest, and social value in the control of behavior should be used as tests. The ultimate test, therefore, of the value of an organization of curriculum materials is the effectiveness of child learning.

That part of the curriculum which represents the daily life situation and interests from which the immediate specific needs of students arise should be and can only be made from day to day.¹²

¹²Beeman, op. cit., p. 904.

APPENDIX

PRESENTATION OF ACTIVITY CHARTS (1945-1946)

Most girls do not stop to consider what relation there is between home activities and their home economics program at school. In order for you to know you are learning to use your class experiences in terms of home activities, I am giving you an activity chart so you can make a simple list of what you do today.

As you will notice, I have written on the board a sample sheet for today's activities. Fill yours out in like manner, up until the present time.

Name	Residence	Class
Jones, Mary	310 W. Main	9th
Time	Activity	
A. M. 6:00-6:30	Asleep	
6:30-7:00	"	
7:00-7:30	Put on robe, combed hair, ate breakfast	
7:30-8:00	Brushed teeth, apply make-up, made bed	
8:00-8:30	Finished dressing, going to school	
8:30-9:00	English class	
9:00-9:30	" "	
9:30-10:00	H. E. IA	

Write under Class what grade and omit this subject. You can see by the blackboard how I have listed activities. You may be brief and ditto whenever possible. For lack of board space, I have not listed afternoon activities, but you will fill in those as you do your morning activities.

Please list only activities requiring ten minutes or more of your time, such as dressing, eating breakfast, drying dishes, or making beds. Be sure to check all activities you consider homemaking activities, especially those performed before and after school hours.

Now, I am giving you a second sheet which you will use for Saturday's activities. On this sheet be more detailed in listing activities, as I will show you on the blackboard:

Time	Activity
7:00-7:30	Washed face, combed hair, ate breakfast
7:30-8:00	Brushed teeth, made up face, combed hair, dressed
8:00-8:30	Made bed, dried dishes
8:30-9:00	Clean bedroom
9:00-9:30	Do family ironing

Be sure to check all activities pertaining to home-making activities, requiring more than ten minutes' time.

In order for you to keep Sunday's record, I am giving you a sheet to use for that purpose. Keep this record similar to the last sheet you received. All sheets will be collected at your next class period.

Presentation of Activity Charts
(1946-1947)

The same procedure and charts were used as in 1945-1946 except that the girls were asked to check activities requiring less than ten minutes' time for performance.

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