

THE HOMEMAKING AND RELATED ACTIVITIES OF A SELECTED
GROUP OF HIGH SCHOOL GIRLS

by

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INTRODUCTION

Homemaking is a vocation in which most of the people of the United States actively participate. It is basic to the culture and way of living of this country and is becoming of increasing importance all of the time. Successful homemaking is an objective of many persons and groups, and ways of reaching this goal are being sought and tried out. Recognition of the importance of homemaking is evidenced by the inclusion of courses and activities in school curriculums that prepare pupils for various homemaking responsibilities. During the past 25 years great emphasis has been placed upon such instruction, and home economics has mainly been the subject matter field involved.

The close relationship of homemaking and home economics is shown in a number of ways. One of these is in the widely accepted concept of home economics that refers to it as that part of education that prepares youth and adults for personal and family living, homemaking and various professional services in this field.

According to the Journal of the American Home Economics Association (1956) the subject matter of home economics is divided into six areas or sections. These are family relations and child development; family economics-home management; housing and household equipment; food and nutrition; textiles and clothing; and art. These areas are also important aspects of homemaking and indicate a close relation between home economics and homemaking. Even the more limited terminology for areas of home economics generally used in Kansas high schools--home living, related art,

foods and clothing--also gives evidence of this relationship.

In many schools the home economics department is called the homemaking department, and likewise the home economics curriculum the homemaking curriculum. Reimbursed vocational home economics departments in Kansas and in many other states all use the home-making terminology. The Kansas State Board for Vocational Education refers to its home economics division as Vocational Homemaking and Vocational Homemaking Education.

Whether the school calls the department and curriculum, home economics or homemaking, the trend is to make the program closely related to homemaking and its many activities. The curriculum in such departments are broad and have all areas of home economics well represented. Both present and future homemaking needs are given much consideration.

Homemaking is a complex vocation in which the activities are many and varied. To carry it on successfully requires knowledge, understandings, skills, abilities, attitudes and appreciations related to this vocation. Family participation, aesthetic values, both individual and group, and appreciations are all of importance in homemaking.

In planning and developing home economics curriculums and courses, the homemaking activities of the students of the school or schools involved should be given much consideration. Both what the students are doing in the way of homemaking and what they should be doing are of importance.

Homemaking and its activities have undergone great change in the past two decades. Therefore home economics or homemaking edu-

cation, if it is to be an effective part of the school curriculum, must be planned in the light of present-day homemaking and its activities. This requires specific knowledge of what activities are taking place in the home and especially those in which the high school pupils have a part. Such knowledge can be obtained by a study of the homemaking and related activities of a given group of high schools for whom the home economics curriculum and courses are offered.

Such a study was thought to be greatly needed for the Highland Park Rural High School, Topeka, Kansas. It would be valuable to all the home economics staff in their efforts to make the homemaking curriculum meet the needs of the students, in using effective approaches and other methods in teaching, and in grade placement of areas and phases of home economics.

Highland Park Rural High School is a four-year high school located on the outskirts of Topeka, Kansas, with an enrollment of around 800 students and a faculty of 51. Approximately 80 per cent of the students are from urban homes and the rest are from rural homes. The high school is a comprehensive one and has a wide offering of subjects.

Home economics is important in this high school and the department is a reimbursed vocational homemaking one and so designated. Three homemaking teachers are on the staff, one of whom is the chairman of the department. The courses offered are: Ninth Grade Homemaking; Tenth Grade Homemaking; Advanced Homemaking; and Homes and Furnishings. The time schedule for the tenth grade course is 120 minutes and for all of the others it is 60

minutes. The vertical plan of organization is used so that all four areas of home economics--home living, related art, foods and clothing--are represented in each of the ninth grade, tenth grade and advanced homemaking courses. The course, Homes and Furnishings, was added to give students opportunity to pursue further this particular area of home economics. The ninth grade homemaking course is a required course and a prerequisite for all other courses in the Department of Homemaking. Each student enrolled in a home economics course does two home projects during the school year.

As plans for this study developed the decision was made to limit the investigation to the homemaking and related activities of the girls of Highland Park Rural High School. One of the reasons for this was that the homemaking curriculum was primarily for the girls. The purposes of the study were:

1. To ascertain the homemaking and related activities of the Highland Park Rural High School girls.
2. To obtain information that would be of value to the homemaking teachers of Highland Park Rural High School in curriculum planning and development.
3. To make recommendations, as indicated by the findings, for improving the home economics offerings at Highland Park Rural High School.

REVIEW OF LITERATURE

A review of literature showed that not many recent studies pertaining to homemaking and related activities of high school

girls had been reported. Even with those studies that had some bearing on this study there were differences in purposes, the groups involved, the methods used and the findings. In most instances, though, there were enough common items or similarities to warrant careful review. Those studies that were of significance to this one were reported here.

The value of home economics to former pupils of Chase County, Kansas, Community High School was studied by Gailbraith (1939). One-hundred-thirteen girls having taken home economics in this school between 1928 and 1938 provided the data which was obtained by means of score sheets and personal interview. The ages of these girls ranged from 18 to 30 years and three-fourths of them had been graduated from this high school. Forty-eight were married and 27 had one or two children. Their homemaking activities were many and varied. Family incomes were not high and practically all of the girls did all of their own work. While attending high school these Chase County girls had taken home economics in varied amounts. About one-third of them had taken only one unit, nearly half of them two units and one-fifth of them three units. Two-thirds of them had more than one area of home economics in their high school courses. Home economics had helped these girls most in planning meals and developing skills in cooking. Selecting clothing was ranked third in the way of helping them and making their homes attractive was ranked fourth. Understanding children was an activity for which they said that they lacked preparation in their high school home economics curriculum. It was interesting that the girls thought they could recall their

home economics instruction whenever a need for it arose.

A survey of the home activities of Negro girls in rural and small town schools in Arkansas was made by Coleman (1941). One-hundred-seventy girls participated in this study in which check lists were the means for obtaining her data. She found that the girls came from medium- and large-sized families, the median for the rural girls being eight family members and for town girls five. In considering the background of homemaking education experienced by these girls, the ninth grade had the largest per cent of enrollment. Beginning with the tenth grade, the per cent of enrollment tapered off somewhat. Foods and clothing were taken more frequently than the home living and related art areas; however, all four areas of home economics had been represented. A large portion of the girls obtained their clothing by purchasing, though some did make their own clothing. The foods they used were largely obtained through purchase, rather than home production. In activities related to the preparation of food, the girls listed most of their activities as washing dishes, setting the table and clearing the table. Nearly 50 per cent of the group said that they prepared breakfast and supper. Many housekeeping activities were assumed by the girls, though only a few engaged in child care activities. The most common of these were playing with children and telling children stories. While neither the town nor rural group were found to participate in the care of the sick to any great extent the rural girls did assume more of these responsibilities than did the town girls.

The homemaking practices of a group of former students in Glasco, Kansas, Rural High School were investigated by Harper (1943). Seventy girls who had been enrolled in home economics in this school during 1933-1938 participated in the study. At the time these girls attended this school the home economics department was a vocational homemaking one and therefore offered a broad curriculum in home economics. In this study the girls were classified as married and single and both groups carried on numerous homemaking activities. There was much evidence that these former students were making use of their school learnings in home economics in their present homemaking activities. Even though they had instruction in a wide variety of homemaking activities, the girls said they needed more help in sewing techniques; giving first aid; caring for the sick in the home; planning, preparing and serving better meals; knowing buying guides; planning the use of time and money; caring for and guiding children; caring for the home; and making personal social adjustments. Electrical equipment was not generally used by these former home economics students. Of that used the laundry equipment and refrigerators headed the list.

Moyer (1944) made a study of the clothing practices of 195 senior high school girls in Manhattan, Kansas. She found that nine-tenths of these girls knew very little concerning their clothing expenditures. Money received from parents as they asked for it was used by 72.3 per cent of the girls to purchase their clothing. The percentage of girls who bought garments for themselves was relatively higher than that of those girls who made

garments for themselves. A need was shown for special emphasis in clothing courses and units on construction of clothing; making over, altering, mending, repairing of clothing; selecting and purchasing of fabrics and ready-made clothing; laundering and cleaning of clothes; removal of stains; storage of clothing, planning of wardrobes and clothing expenditures; and the cost of clothing. These were activities that the girls needed to do and in a better way.

Eighty girls attending Tabor College, Hillsboro, Kansas, took part in a study carried on by Toews (1945) to ascertain the homemaking activities carried in their families, mostly Mennonites. Responsibility for the different home activities was usually shared by the mother and girls of the family. Over 50 per cent of the girls took part in every type of activity on the check list. However, only in a few cases did the girls report having full responsibility for homemaking activities. Much of the food used by the families of these girls was produced in the home and a large amount of home preservation of food was done. Clothing was often purchased ready made, though women's and girls' cotton dresses and children's everyday clothes were the garments most frequently made at home. The child care activities of these girls were low in number and frequency. Activities related to homemaking were for the most part family centered and participation in activities outside the home was not large. The household equipment listed was varied but small in number and kind. Toews recommended that the home economics offerings of the school be based on the cultural background of the students of the school

and that the curriculum be developed from this to meet their needs.

High school homemaking girls from 51 families of a mining area in Harlan County, Kentucky, were studied by Curry (1950). She found that helping with rather than doing the home tasks was the prevailing pattern. Activities in home care of the sick and child care were low in their participation by the girls. The child care activities engaged in were mainly dressing children and playing with them sometimes. Little preparation of food for children was reported. Activities relative to the home care of the sick were limited to the extent that over half of the group reported they never had prepared for the sick and as low as 27 per cent had seldom treated cuts or burns. Housekeeping activities such as washing dishes, clearing the table and setting the table were the responsibilities relative to food preparation most frequently done by the girls. Forty-nine per cent of the girls indicated that they had some responsibility in preparing part of the meal when there was company.

Woolfolk (1951) in determining the home activities of students in the Fort Thomas Union High School, in eastern Arizona, made her study with both the boys and girls in grades seven to twelve. A very high percentage of these boys and girls had both parents living. This was thought to be one of the reasons for the fact that the girls were inclined to help with homemaking activities rather than to assume full responsibility for these. Housekeeping was highest on the list of homemaking activities participated in, with activities relating to foods ranking next.

Care of clothing ranked comparatively high as one of the homemaking activities of the girls but little participation in activities relating to family finance and home nursing was found to be the case.

Working with 134 high school girls in the Northern District of Texas, Burkes (1955) found that the interests of these students largely centered around becoming acceptable members of society. She realized from her study that homemaking skills and activities may be used as a means to this end. Housekeeping was ranked high among activities participated in by this group of girls which she found to be related to the fact the ninth, tenth, and eleventh grade girls enjoy activity. She concluded that one of the most important aspects of homemaking training is that it is centered around actual homemaking experiences. She further added that this gives the students opportunity to learn simple effective methods of home activities so that they can practice those things at home which they learned and experienced at school.

In a study with vocational home economics students in Johnson County, Tennessee, Smith (1955) found that personal care and grooming items were checked 100 per cent in a check list used to determine the home activities of these girls. Child care activities were limited largely to playing games with the children. As was the case in many other of similar nature, a large percentage of the students helped with the washing of dishes frequently and participated in various ways in general housekeeping tasks. A large proportion of the girls reported some participation in meal planning, preparing and serving activities. As high as 70.8

per cent reported buying groceries. At the grade levels she found that the girls were more likely to assume responsibility for buying or repairing clothing than for construction of clothing. Smith thought that her study brought out the tendency of students to have a narrow conception of possible home activities.

The studies all reviewed indicated the relationship of home economics and homemaking curriculums and the homemaking and related activities of the students served by the curriculum and the need for home economics and homemaking teachers to make more use of this natural relationship. In each study the findings gave evidence of changes that should be made to improve the homemaking curriculum and meet in a better way the needs of the students.

METHOD OF PROCEDURE

A check list was the means by which the data for this study were obtained. A tentative check list was prepared and reviewed by six experienced homemaking teachers. It was also tried out by a sample group of girls comparable to those who were to participate in the final study. Revision of the check list was then made in relation to the findings and the recommendations of these persons. The revised check list was then reviewed by the Superintendent and the homemaking teachers of Highland Park Rural High School, and plans were made for administering the list (Appendix).

Through the cooperation of teachers in this high school the lists were checked by 375 girls, enrolled in that school. At the time of the study the school had an enrollment of 410 girls, which meant that 90.67 per cent of the girls completed check lists.

The data thus obtained were tabulated, analyzed and summarized, and recommendations made as indicated.

FINDINGS

This study was made with 375 girls of Highland Park Rural High School, Topeka, Kansas, whose ages ranged from 13 to 18 years old, with only two indicating that they were over 18 years old. The age range of 93.33 per cent of the girls was from 14 to 17 years. The age grouping of the girls by grades tended to be progressively consistent, and what might be expected of a high school of this type. In the ninth grade 14.96 per cent were 13 years old, 74.02 per cent were 14 years old, 9.45 per cent were 15 years old and 1.57 per cent were 16 years old. In the tenth grade 16.96 per cent of the girls were 14 years old, 69.64 per cent were 15 years old, 9.82 per cent were 16 years old and 3.57 per cent were 17 years old. In the eleventh grade 10.39 per cent were 15 years old, 74.03 per cent were 16 years old, 14.29 per cent were 17 years old and 2.60 per cent were over 18 years old. In the twelfth grade 1.69 per cent of the girls were 14 years old, 8.47 per cent were 16 years old, 81.36 per cent were 17 years old and 6.78 per cent were 18 years old. Almost three-fourths of the girls of each grade group were of the same age.

Enrollment in the homemaking courses included 49.33 per cent of the girl students of the school at the time of the study. In studying the background of these girls relative to homemaking education in school, it was found that 51.20 per cent of the girls had had some class work in the seventh grade and 60.00 per cent

in the eighth grade. Of all the girls 68.80 per cent had taken or were taking a homemaking course or courses in the ninth grade. Only 25.87 per cent of the girls had taken or were taking homemaking in school in the tenth grade. As few as 6.13 per cent of the girls had taken or were taking a homemaking course in the eleventh grade. Only 1.33 per cent of the girls were enrolled as twelfth graders in a homemaking course. Of the girls of the twelfth grade 5.33 per cent reported not even having taken a course in homemaking. At the time of this study, the twelfth grade girls had not been required to take a homemaking course at any time during their high school enrollment. However, beginning in 1956-57, the ninth grade course in homemaking was required of all girls for graduation. For many of the girls of this high school the ninth grade course was a terminal homemaking course.

The parental pattern, as indicated by the girls, included both a father and a mother. Of the girls 91.20 per cent had a father living in the family group and as many as 97.80 per cent had a mother living in the family group (Table 1). Less than 10 per cent of the girls lacked a father in the family group and less than 3 per cent a mother. Grandparents were living in 15.20 per cent of the homes.

In respect to mothers working away from home, it was found that the mothers of 45.87 per cent of these girls did this. The percentage of mothers working away from home showed an increase parallel to the grade progression of the girls. About 44 per cent of the ninth grade mothers were working away from home; 44.64 per cent of the tenth grade mothers; 48.05 per cent of the eleventh

Table 1. Parents living in the family group.

	Father, per cent	:	Mother, per cent
Ninth grade	95.28	:	98.43
Tenth grade	91.96	:	96.43
Eleventh grade	89.61	:	100.00
Twelfth grade	83.05	:	94.90
Total	91.20	:	97.60

grade mothers; and 49.15 per cent of the twelfth grade.

Not all of the mothers who were said to be working away from home did so regularly. In fact, only about one-third of all the mothers worked regularly away from home. Only 0.80 per cent of girls checked that their mothers worked away from home on Saturday. Working mothers were employed mostly during the day and only a few had work that was on the night shift (Table 2). In those families in which both the father and mother worked away from home, 22.13 per cent of the girls said that their parents worked the same shift, while 26.40 per cent reported that their parents did not.

Brothers and sisters in the family ranged in number from one to six, with only seven girls reporting more than six brothers and sisters. Those having only one brother or sister represented 21.87 per cent of the group; those having two brothers or sisters represented 26.40 per cent and those having three brothers or sisters represented 16.72 per cent. About 65 per cent of the girls reported that they had one, two or three brothers and sisters.

The home activities of the girls depended greatly upon the

time available in the home in which to engage in such activities. This study showed that 53.87 per cent of the girls did some work away from home. Slightly over 26 per cent reported that this type of work was just occasional; however, 21.60 per cent said that they had a regular part-time job. The work done away from home by these girls was as follows: 40.63 per cent did baby sitting; 8.53 per cent clerked in stores; 7.47 per cent did housecleaning; 4.27 per cent did office work; and 3.20 per cent were car hops.

Table 2. Work away from home by mothers.

	Grade : Nine	Grade : Ten	Grade : Eleven	Grade : Twelve	Total
Regular	32.28 [%]	28.57 [%]	33.77 [%]	35.59 [%]	32.00 [%]
Days	17.32	16.96	19.48	22.03	18.40
Only occasional	7.87	7.14	7.79	8.47	7.73
Nights	3.15	2.68	5.19	--	2.93

While 53.87 per cent of the girls reported that they had jobs away from home, only 46.67 per cent listed their source of spending money to be from their own job. Nearly two-thirds of the girls obtained spending money from their parents as needed. About one-third of the girls had a regular allowance for a source of spending money.

There were marked differences in the spending patterns of the students in the different grades, as shown in Table 3. The twelfth grade girls seemed to have a better knowledge of how they spent their money than did the girls of the other grades. A higher percentage of the twelfth grade girls reported on each item than

Table 3. Ways the girls spent their money.

	Ninth grade	Tenth grade	Eleventh grade	Twelfth grade	Total
	%	%	%	%	%
Recreation	90.55	85.71	72.62	88.14	85.87
Clothes	59.06	83.04	78.22	88.14	74.93
Church	61.42	70.54	75.32	77.97	69.60
Personal care	56.69	70.54	77.92	83.05	69.33
Gifts	60.63	69.64	68.83	83.05	68.53
Snacks	66.14	53.39	66.23	64.41	65.07
Lunch	52.76	63.39	50.69	67.80	57.87
Membership dues	46.46	66.07	50.65	67.80	56.53
Transportation	22.05	37.50	36.36	57.63	35.20
School books	17.32	22.32	53.77	49.15	27.20

did the girls of the other grades. Recreation was the top ranking expenditure of all the girls except those in the eleventh grade, and in this class it was a major expenditure. A smaller percentage of tenth grade girls spent money on their clothes, personal care and membership dues than did the girls of any of the other three grades. Snacks were an expenditure for almost two-thirds of the girls of every grade. As a group, a larger percentage of the twelfth year girls spent money on gifts than did any other grade group. Almost 70 per cent of the girls used some of their money for church. School books and transportation were comparatively minor expenditures for the girls. This was quite likely the result of the school book rental service that made school book expense quite low, and the extensive school bus service which

provided free transportation for attending school and certain school functions.

The size of the homes of the girls was an interesting item in the study. Few of the girls were living in houses of one, two or three rooms. Of these girls 13.07 per cent lived in four-room houses, 28.27 per cent in five-room houses, 32.27 per cent in six-room houses and 28.53 per cent in houses of more than six rooms. These figures were all exclusive of the bathroom. The homes of 77.60 per cent of the girls were single family dwellings. Only 12.80 per cent were living in housing development areas. Less than 2 per cent checked that they were living in a duplex, an apartment or a trailer.

Eating all of the meals as a family group was not the common practice in all of the girls' families. Only 13.60 per cent of the girls ate every meal of the day with all of their family members. The enclosed lunch hour plan of the school was without doubt a part of the reason for this. However, nearly 44 per cent said that their family members ate two meals together daily. The kitchen was the room most checked as the place where family meals were eaten. (Table 4).

Some time to do as they pleased each day was available to all of the girls. This time varied from 10 minutes to more than two hours. Slightly more than 52.00 per cent of the girls had more than two hours each day for doing as they pleased. Over 27.00 per cent had at least one to two hours for this purpose and 16.27 per cent had from 30 to 60 minutes. The twelfth grade girls ranked highest in the time available and the tenth graders had the

Table 4. When and where the families ate meals.

	Every meal	Twice daily	Once daily	Less often
	%	%	%	%
Families ate together	13.60	43.73	30.67	8.80
Families ate in kitchen	27.20	21.87	13.33	4.80
Families ate in breakfast nook	5.87	1.87	3.47	5.33
Families ate in dining room	12.53	8.53	7.47	9.60

least amount. However, fewer than 10 per cent of the girls checked less than 30 minutes daily for doing as they pleased (Table 5).

Most of the girls organized their own plans for their activities. This was especially true of the tenth, eleventh, and twelfth grade girls. Ninth graders were somewhat more inclined to participate in activities planned by a group of friends than were the

Table 5. Time the girls had daily to do as they pleased.

	Grade nine	Grade ten	Grade eleven	Grade twelve	Total
	%	%	%	%	%
More than two hours	50.39	50.00	51.95	61.02	52.27
One to two hours	29.92	29.46	25.97	20.34	27.47
30-60 minutes	31.50	11.61	10.39	---	16.27
15-30 minutes	7.87	3.57	3.90	5.08	5.33
10-15 minutes	3.94	5.36	3.90	1.69	4.00

girls of the other groups. One-fourth of all the girls checked that this was the case with them and the same number said their

activities were school organized. About one-fifth of the girls said that their parents organized most of their activities. A few more than 10 per cent said that most of their activities were organized by their church (Table 6).

Table 6. Who organized the girls' planned activities.

	Grade : nine	Grade : ten	Grade : eleven	Grade : twelve	Total
	%	%	%	%	%
Themselves	66.14	74.11	77.92	76.66	73.07
Group of friends	30.71	24.11	19.48	25.42	25.60
School	25.98	24.11	20.78	33.90	25.60
Parents	23.62	18.75	14.29	16.95	19.20
Church	11.81	13.39	11.69	20.34	13.60
Boy friend	1.57	1.79	5.19	---	2.13
4-H	3.15	.89	--	3.39	1.87

Activities that the girls engaged in most when by themselves were reading, listening to the radio, sewing and cooking. Family activities most often participated in were watching television, visiting, and going for rides. Activities shared with other girls were most frequently going to school activities and movies, and for rides and visiting. Dancing was checked most often for time spent with boys aside from dates. On dates the girls reported that going to movies, dancing, going to school activities and going for rides were the most frequent activities (Table 7).

Many of the activities of the girls took place at night. Inquiry was made regarding the understanding that the girls had with their parents concerning the time they should be in on school

Table 7. Recreational activities of the girls.

	By themselves	With family	With girls	With boys	On dates
	%	%	%	%	%
Going to movies	3.73	17.73	43.47	17.33	43.47
Going for rides	5.33	46.93	32.27	15.47	23.73
Visiting	16.00	52.60	29.07	8.00	6.93
Sewing	53.33	10.40	9.07	0.27	0.27
Cooking	51.47	18.93	10.40	2.13	1.87
Dancing	5.07	4.27	42.93	42.67	28.00
Going to school ac- tivities	10.13	6.93	63.73	16.27	24.00
Practicing musical instrument	29.60	4.80	4.00	1.07	0.80
Watching T.V.	37.87	69.07	19.20	10.93	10.93
Listening to the radio	67.20	22.13	20.27	9.87	11.20
Reading	76.53	3.73	4.53	0.80	---

Table 8. Understanding of girls with parents as to time to be in on school nights.

	Grade nine	Grade ten	Grade eleven	Grade twelve	Total
	%	%	%	%	%
Nine o'clock	17.32	11.61	3.90	1.69	10.40
Ten o'clock	40.16	44.64	29.87	35.59	38.67
Eleven o'clock	8.66	15.18	22.08	27.12	16.27
Twelve o'clock	3.94	6.25	14.29	5.08	6.93

nights. The checkings showed that 84.80 per cent of the girls had some understanding with their parents on this matter and only

14.40 per cent had none. Ten o'clock was by far the hour most checked as the time that they must be in on school nights. Only 6.93 per cent indicated as late as 12:00 p.m.

Dating was an activity in which most of these girls participated. About 77 per cent indicated that they dated and 17.73 per cent said that they did not. In regard to the frequency of dating 37.07 per cent of them dated sometimes, 31.73 per cent often dated, and 7.20 per cent seldom dated. Only about 10 per cent fewer ninth grade girls dated than did twelfth grade girls. However, only 11.81 per cent of the ninth grade girls said that they dated often while 62.71 per cent of the twelfth grade girls said that they did. A little over 40 per cent of the ninth grade girls said that they dated sometimes and 12.60 per cent said that they seldom dated. Of the twelfth graders only 3.39 per cent seldom dated. The dating frequency of these girls is shown in Table 9.

Much emphasis is placed on personal grooming activities in

Table 9. Dating frequency of the girls.

	Grade nine %	Grade ten %	Grade eleven %	Grade twelve %	Total %
Do date	67.72	78.57	89.61	77.97	77.07
Do not date	33.86	17.86	7.79	8.47	17.73
Date often	11.81	25.00	50.65	62.71	31.73
Date sometimes	40.16	45.54	35.06	16.95	37.07
Date seldom	12.60	5.36	3.90	3.39	7.20

high school home economics and homemaking curriculums. The facilities that make possible good habits of personal care are important.

Hence items concerned with the water supply and bathing facilities were included in this study. Apparently the water supply in most of the homes was adequate. The source of the water supply for most of the girls, that is, 82.93 per cent, was the Topeka city water system. Of the remaining girls, 9.87 per cent said they had a cistern, 5.87 per cent had a good well and 2.67 per cent hauled water. Eighty-four per cent reported having a bathtub and 42.93 per cent had a shower bath. There was little difference among the four grade groups for these items.

The list of household equipment in the homes of the girls was long and varied, and both large and small. Much of it was electrical (Tables 10 and 11).

Over three-fourths of the homes had an electric refrigerator, electric mixer, electric waffle iron, electric iron, electric sweeper, radio, television, electric sewing machine, ironing board and toaster in their homes. Over 50 per cent of them had, in addition to the foregoing pieces of equipment: a gas range, electric steam iron, and pinking shears. No home was without refrigeration and only slightly less than 6 per cent depended on an ice refrigerator. Electric refrigerators were in the homes of approximately 95 per cent of the girls. One-third of the homes had a home freezer which was referred to as "a deep freeze."

Electricity and gas were the cooking fuels used in nearly all of the homes. Only a very few used coal or wood. A surprising percentage, 18.40 percent, had charcoal broilers which was somewhat in keeping with the present interest in out-door cookery.

Television sets were popular appliances in the homes of these

Table 10. Small equipment in the homes.

	Ninth : grade :	Tenth : grade :	Eleventh : grade :	Twelfth : grade :	Total
	%	%	%	%	%
Toaster	92.91	96.43	90.91	93.22	93.60
Electric iron	90.55	76.79	83.12	81.36	83.47
Electric waffle iron	77.17	82.14	76.62	83.05	79.47
Electric mixer	82.68	83.93	59.74	76.66	77.87
Electric steam iron	53.54	61.61	55.84	67.80	58.67
Pinking shears	60.63	53.57	50.65	61.02	56.53
Buttonhole maker	45.67	45.54	48.05	61.02	48.33
Deep-fat fryer	48.82	44.64	45.45	45.76	46.40
Electric sandwich grill	30.71	36.61	35.06	47.46	36.00
Pressure saucepan	34.65	28.57	44.16	40.68	35.73
Carpet sweeper	22.83	30.36	31.17	47.46	30.67
Electric skillet	22.83	34.82	23.38	30.51	27.73
Hem marker	29.13	24.11	24.68	33.90	27.47
Tracing wheel	21.26	15.18	37.66	28.81	24.00
Charcoal broiler	18.90	16.96	18.13	20.34	18.40
Sleeve ironing board	16.54	20.54	16.88	13.56	17.33
Electric blender	5.51	2.68	14.29	16.95	8.27
Mixette	7.09	7.14	2.60	13.56	7.20

Table 11. Large equipment in the homes.

	Ninth : grade :	Tenth : grade :	Eleventh : grade :	Twelfth : grade :	Total
	%	%	%	%	%
Ironing board	100.00	91.96	96.10	98.31	97.07
Electric refrigerator	96.06	97.32	93.51	91.53	95.20
Electric sweeper	81.10	75.89	85.71	76.27	79.73
Electric sewing machine	74.80	65.18	70.13	77.97	71.47
Gas range	57.48	65.18	55.84	54.24	58.93
Automatic washer	53.54	46.43	45.45	44.07	48.27
Conventional washer	44.09	46.43	45.45	50.85	46.13
Pressure canner	40.16	40.18	50.65	50.85	44.00
Home freezer	28.35	35.71	40.26	32.20	33.60
Electric range	46.46	35.71	3.90	40.68	33.60
Treadle sewing machine	25.20	41.07	28.57	27.12	30.93
Electric ironer	24.41	17.86	25.97	13.56	21.07
Clothes dryer	14.96	24.11	20.78	16.95	19.20
Electric waxer	14.96	19.64	24.68	6.78	17.07
Gas refrigerator	5.51	4.46	10.39	3.39	5.87
Ice refrigerator	8.66	2.68	9.09	1.69	5.87

girls. Over 94 per cent of the homes had a set and every tenth grade girl had one in her home. Radios were common, too, and only a very few had none. Record players were in many of the homes, though there were not as many of these as television sets and radios. Slightly over 43 per cent of the girls checked that they had a piano in their home.

The responsibilities of the girls relative to clothing included selecting, making and caring for their own clothing and that of other family members. Over half of the girls said that they were responsible for selecting their own clothing and 89.07 per cent had some responsibility in the selection of the clothing of other family members. Slightly over 60 per cent made some of their own clothes and nearly 31 per cent made some of the clothes of other members of the family. Around 63.20 per cent of the girls had some responsibility for mending their own clothing and 48.20 per cent had some responsibility for mending that of other family members. Over 50 per cent of the girls had some responsibility for washing and ironing the family clothing.

One-third or more of the girls said that they never had any responsibilities in selecting clothes for other family members, mending the clothes of other family members, and doing the family washing and sewing. Very few girls had full responsibility for any of the activities related to clothing and few had none. All of the items except "selecting your own clothes to buy" had the highest checking in the category of "some responsibility" (Tables 12a, b, and c).

Housekeeping activities were highly participated in by the

Table 12a. "All" responsibility in the clothing area.

	Ninth : grade :	Tenth : grade :	Eleventh : grade :	Twelfth : grade :	Total
	%	%	%	%	%
Selecting own clothes to buy	40.16	58.04	66.23	67.80	55.20
Washing own sweaters	19.69	33.04	45.45	47.46	33.33
Ironing own clothes	32.28	20.54	40.26	44.07	32.27
Washing own underwear	22.05	14.29	37.66	37.29	25.33
Mending own clothes	15.75	15.18	22.08	1.69	19.47
Ironing clothes of other family members	10.24	33.04	11.69	8.47	17.07
Doing family washing	11.81	25.00	7.79	8.47	14.40
Supplying money for own clothing	3.94	11.61	16.88	23.73	12.00
Making own clothing	5.51	8.93	15.58	20.34	10.93
Mending clothes of other family members	6.30	8.04	1.30	1.69	5.07
Sewing for other family members	4.72	7.14	2.60	3.39	4.80
Selecting clothing for other family members to buy	--	--	1.30	1.69	0.53

Table 12b. "Some" responsibilities in the clothing area.

	Ninth : grade	Tenth : grade	Eleventh : grade	Twelfth : grade	Total
	%	%	%	%	%
Selecting clothing for other family members to buy	59.06	62.50	62.34	69.49	89.07
Ironing clothes of other family mem- bers	61.42	71.43	63.64	62.71	65.07
Mending own clothes	66.14	68.75	51.95	61.02	63.20
Making own clothing	75.59	56.25	54.55	45.75	60.80
Doing family washing	55.12	50.00	72.73	50.85	56.53
Ironing own clothes	68.50	47.32	55.84	47.46	55.47
Supplying money for own clothing	20.47	75.89	70.13	55.93	52.80
Washing own underwear	54.33	48.21	40.26	45.75	48.27
Selecting own clothing to buy	66.93	35.71	33.77	22.03	43.73
Mending clothes of other family mem- bers	41.73	44.64	36.36	37.29	40.20
Washing own sweaters	38.58	37.50	32.47	27.12	35.20
Sewing for other fam- ily members	28.35	26.79	42.86	28.81	30.93

Table 12c. "No" responsibilities in the clothing area.

	Ninth : grade :	Tenth : grade :	Eleventh : grade :	Twelfth : grade :	Total
	%	%	%	%	%
Mending clothing of other family mem- bers	59.84	46.43	---	57.63	43.20
Sewing for other family members	73.23	62.50	55.84	62.71	38.13
Selecting clothing for other family members to buy	44.09	31.25	29.87	22.03	33.87
Doing family washing	30.71	37.50	25.97	42.37	33.60
Washing own sweaters	40.16	24.11	22.08	25.42	29.33
Making own clothing	22.05	29.46	27.27	32.20	26.93
Supplying money for own clothing	39.37	13.39	15.58	18.64	23.47
Washing own under- wear	27.56	20.54	22.08	15.25	22.40
Ironing clothes of other family mem- bers	20.47	18.75	20.78	5.08	20.27
Mending own clothes	20.47	16.07	22.08	6.78	17.33
Ironing own clothes	11.02	6.25	5.19	5.08	7.47
Selecting own cloth- ing to buy	0.79	--	--	--	0.27

girls as a group (Tables 13a, b, c, and d). A number of them indicated that they always took part in some of the housekeeping activities, and many said that they often did so. Housekeeping responsibilities were checked as "never done" by a relatively small group of girls. Most of the housekeeping items had more checkings of "some participation" by the girls than any of the other degrees of responsibility.

Over one-third of the girls said that they had some responsibility for making the beds of other family members, scrubbing kitchen floors, cleaning the bathroom sink, waxing the kitchen floors, sweeping the rugs with a vacuum sweeper, polishing furniture, cleaning kitchen cupboards, burning the trash and emptying the garbage. Over one-third were responsible for washing the dishes, "picking up the house," and dusting the furniture. Over half of the girls reported that they always made their own beds, hung up their clothes and cleaned their own bedrooms. One-third or more of the girls said that they never had responsibility for cleaning the bathroom stool, waxing the kitchen floors, waxing hardwood floors, and sweeping rugs with a hand sweeper.

Among the activities related to the foods area, some items were checked by a number of girls as always being their responsibility (Tables 14a, b, c, and d). Though many checked certain responsibilities as often being theirs, more indicated their responsibilities as being in the category of "some."

One-third or more of the girls indicated the following activities as those in which they had some responsibility: meal planning for the family; meal planning for themselves; meal planning for

Table 13a. Responsibilities in housekeeping.

Always had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Hanging up own clothes	80.30	81.25	80.52	84.75	81.33
Cleaning own bedroom	63.78	68.75	72.73	91.53	71.49
Making own bed	64.57	58.04	63.64	61.02	61.87
Washing dishes	36.22	38.39	32.47	38.98	36.53
Taking care of pets	26.98	28.57	27.27	22.03	29.07
"Picking up the house"	23.62	30.36	31.17	28.81	28.00
Dusting furniture	27.56	30.36	24.68	23.73	27.20
Cleaning the bathtub	19.69	15.18	22.08	23.73	19.47
Burning the trash	24.41	12.50	16.88	8.47	14.13
Emptying garbage	14.17	11.61	12.99	13.56	13.07
Polishing furniture	11.81	12.50	11.69	13.56	12.27
Sweeping rugs with vacuum sweeper	12.60	10.71	12.99	8.47	11.47
Cleaning bathroom sink	14.96	9.82	12.99	10.17	9.60
Making bed of other family members	11.02	7.14	11.69	5.08	9.07
Cleaning kitchen cup- boards	8.66	7.14	11.69	5.08	8.27
Scrubbing kitchen floors	7.09	5.36	10.39	8.47	7.47
Waxing kitchen floors	4.72	6.25	9.09	6.78	6.40
Cleaning bathroom stool	8.66	2.68	6.49	5.08	5.87
Waxing hardwood floors	4.72	0.89	3.90	3.39	3.20
Sweeping rugs with hand carpet sweeper	3.94	0.89	1.30	3.39	2.40

Table 13b. Responsibilities in housekeeping.

Often had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
"Picking up the house"	37.97	44.64	38.96	44.07	45.60
Washing dishes	43.31	41.96	36.36	42.37	41.33
Dusting furniture	43.31	40.18	31.17	47.46	40.63
Sweeping rugs with vacuum sweeper	36.22	26.79	36.36	40.68	34.13
Cleaning bathtub	31.50	30.36	33.77	25.42	30.69
Cleaning bathroom sink	24.41	26.79	42.86	30.51	29.87
Emptying garbage	30.71	25.00	27.27	23.73	29.07
Burning the trash	30.71	25.00	19.48	23.73	26.67
Polishing furniture	32.28	29.46	38.96	32.20	24.80
Making own bed	17.32	23.21	19.48	22.03	20.27
Cleaning kitchen cup- boards	25.20	20.54	19.48	10.17	20.27
Taking care of pets	23.62	18.75	19.48	16.95	20.27
Making bed of other family members	21.26	16.96	20.78	22.03	20.00
Scrubbing kitchen floors	18.11	16.96	24.68	5.08	17.07
Hanging up own clothes	15.75	10.71	12.99	11.86	15.73
Cleaning bathroom stool	10.24	16.07	20.78	30.51	15.20
Cleaning own bedroom	21.26	15.18	7.79	8.47	14.40
Waxing kitchen floors	11.81	10.71	19.48	10.17	12.80
Waxing hardwood floors	6.30	7.14	18.18	3.39	8.53
Sweeping rugs with hand carpet sweeper	7.87	4.46	11.69	8.47	7.73

Table 13c. Responsibilities in housekeeping.

Some had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Making bed of other family members	50.39	55.36	48.05	44.07	50.40
Cleaning kitchen cupboards	37.01	46.43	46.75	50.85	44.00
Scrubbing kitchen floors	38.58	41.07	41.58	49.15	41.60
Polishing furniture	39.37	45.54	37.66	44.07	41.60
Waxing kitchen floors	33.07	35.71	46.75	45.75	38.67
Burning the trash	35.43	36.61	38.96	45.75	38.13
Cleaning bathroom sink	35.43	33.04	37.66	40.68	36.00
Sweeping rugs with vacuum sweeper	23.62	35.71	37.66	40.68	33.81
Emptying garbage	29.13	33.93	35.06	37.29	33.07
Cleaning bathroom stool	24.41	33.93	40.56	22.03	30.40
Cleaning the bathtub	30.71	33.04	27.27	23.73	29.60
Taking care of pets	31.50	25.89	20.78	32.20	27.73
Waxing hardwood floors	23.62	25.89	37.66	20.34	26.67
Dusting furniture	26.77	25.89	31.17	27.12	26.13
"Picking up the house"	22.05	19.64	29.68	16.95	21.07
Washing dishes	18.90	13.39	19.48	13.56	16.53
Cleaning own bedroom	11.02	16.07	20.78	16.95	15.47
Making own bed	11.81	11.61	10.39	11.86	11.47
Sweeping rugs with hand carpet sweeper	8.66	15.18	7.79	15.25	11.47
Hanging up own clothes	7.09	8.93	3.90	1.69	6.13

Table 13d. Responsibilities in housekeeping.

Never had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Sweeping rugs with hand carpet sweeper	60.63	50.00	51.95	47.46	53.60
Waxing hardwood floors	60.63	52.68	20.78	62.71	50.40
Cleaning bathroom stool	52.76	41.07	25.97	55.93	44.27
Waxing kitchen floors	51.97	43.75	20.78	40.68	40.80
Scrubbing kitchen floors	39.37	34.82	15.58	33.90	32.27
Cleaning kitchen cup- boards	31.50	23.21	12.99	32.20	25.33
Emptying garbage	24.41	21.43	15.58	23.73	21.60
Taking care of pets	18.90	19.64	20.78	23.73	20.27
Making beds of other family members	19.69	19.64	16.88	25.42	20.00
Burning the trash	19.69	19.64	18.18	16.95	18.93
Cleaning bathroom sink	21.26	17.86	12.99	16.95	17.87
Sweeping rugs with vacuum sweeper	19.69	21.43	7.79	11.86	16.53
Cleaning the bathtub	14.96	11.61	12.99	20.34	14.40
Polishing furniture	18.90	8.93	7.79	10.17	12.27
Washing dishes	3.94	3.57	2.60	6.78	4.00
Dusting furniture	5.51	1.79	27.27	1.69	3.20
"Picking up the house"	3.15	3.57	3.90	--	2.93
Making own bed	1.57	0.89	--	3.39	1.33
Cleaning own bedroom	3.94	--	--	--	1.33
Hanging up own clothes	0.79	0.89	1.30	1.69	1.07

Table 14a. Responsibilities in the foods area.

Always had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Setting the table	42.52	50.00	42.86	37.29	44.00
Washing dishes	35.43	41.96	41.56	37.29	38.93
Clearing the table after meals	33.07	39.29	44.16	40.68	38.40
Cleaning the range	21.26	26.79	27.27	27.12	25.07
Meal planning for self	7.87	24.11	19.48	20.34	17.07
Storing groceries when purchased	13.39	18.75	18.18	15.25	16.27
Making cakes	15.75	20.54	12.99	11.86	16.00
Using prepared mixes	19.69	13.39	9.09	20.34	15.73
Making cookies	17.32	15.18	12.99	15.25	15.73
Cleaning the refrig- erator	14.17	13.39	18.18	16.95	15.20
Cleaning vegetables	12.60	8.93	12.99	10.17	13.87
Preparing salads	8.66	13.39	11.69	13.56	13.07
Making puddings	12.60	9.82	6.49	6.78	9.60
Making jello salads and desserts	11.02	6.25	7.79	13.56	9.33
Cooking meats	5.51	9.82	6.49	11.86	8.00
Making pies	9.45	9.82	5.19	5.08	8.00
Defrosting the re- frigerator	7.09	8.93	9.09	3.39	7.73
Packing lunches	7.09	5.36	6.49	6.78	6.40
Buying daily grocery supplies	4.72	1.79	6.49	3.39	4.00
Meal planning for company	2.36	2.68	3.90	8.47	3.73
Meal planning for family	3.15	4.46	5.19	--	3.47
Buying weekly grocery supplies	0.79	0.89	5.19	3.39	2.13

Table 14b. Responsibilities in the foods area.

Often had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Washing dishes	37.80	33.04	36.36	47.46	37.60
Making cakes	37.01	36.61	36.36	38.98	37.07
Cleaning vegetables	34.65	38.39	35.06	32.20	34.93
Setting the table	33.07	31.25	41.56	33.90	34.40
Clearing the table after meals	31.50	34.82	38.96	33.90	34.40
Preparing salads	30.71	34.82	37.66	87.29	34.40
Cleaning the range	31.50	30.36	37.66	40.68	33.89
Making cookies	31.50	35.71	29.87	33.80	32.80
Making jello salads and desserts	29.92	33.93	32.47	30.51	31.73
Storing groceries when purchased	27.56	28.57	24.68	38.98	29.07
Cooking meats	29.92	27.68	29.87	27.12	28.80
Making pies	19.69	19.64	25.97	22.03	26.67
Using prepared mixes	27.56	24.11	29.87	25.42	26.67
Meal planning for self	29.92	26.79	22.08	23.73	26.40
Making puddings	21.26	29.46	23.38	30.51	25.60
Cleaning the refrig- erator	31.50	19.64	24.68	30.51	21.87
Meal planning for the family	19.69	19.64	19.48	11.86	18.40
Buying daily grocery supplies	9.45	18.75	24.68	23.73	17.60
Packing lunches	14.96	17.86	15.58	13.56	15.73
Meal planning for company	14.17	16.07	20.78	10.17	15.47
Defrosting the re- frigerator	11.81	8.93	20.78	15.25	13.33
Buying weekly gro- cery supplies	11.02	10.71	10.39	22.03	12.53

Table 14c. Responsibilities in the foods area.

Some had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Meal planning for family	49.61	56.25	51.95	59.32	53.60
Cooking meats	44.09	44.64	51.95	37.29	44.80
Meal planning for company	36.22	46.43	51.95	40.68	43.20
Meal planning for self	43.31	40.18	41.56	33.90	41.60
Cleaning vegetables	40.16	50.04	31.17	42.37	41.60
Making jello salads and desserts	41.73	41.96	45.45	33.90	41.33
Making puddings	40.94	38.34	45.45	40.68	41.07
Preparing salads	37.01	41.96	42.86	35.59	39.73
Making cookies	31.50	40.18	38.96	42.37	39.73
Storing groceries when purchased	42.52	33.04	41.56	33.90	38.13
Making pies	25.20	45.54	37.66	40.68	38.13
Cleaning the refrigerator	38.53	38.39	38.96	32.20	37.60
Making cakes	32.28	37.50	41.56	42.37	37.33
Buying daily grocery supplies	24.41	42.86	36.36	38.98	37.07
Using prepared mixes	36.22	42.86	31.17	35.59	37.07
Cleaning the range	25.20	32.14	29.87	16.95	35.00
Buying weekly grocery supplies	24.41	38.39	46.75	33.90	34.67
Packing lunches	33.86	28.57	37.66	30.51	32.53
Defrosting the refrigerator	25.20	31.25	38.96	32.20	28.53
Clearing the table after meals	28.35	20.54	14.29	22.03	22.13
Washing dishes	21.26	16.96	15.58	15.25	17.87
Setting the table	14.96	15.18	10.39	16.95	14.40

Table 14d. Responsibilities in the foods area.

Never had	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Buying weekly grocery supplies	56.69	45.54	33.77	42.37	46.40
Defrosting the refrigerator	46.46	42.86	41.56	44.07	44.00
Packing lunches	33.86	42.86	40.26	49.15	40.27
Meal planning for company	42.52	27.68	15.58	38.98	33.33
Buying daily grocery supplies	46.46	29.46	32.47	33.90	33.33
Making pies	40.94	20.54	27.27	3.39	29.87
Making puddings	22.83	17.86	20.78	25.73	26.40
Cleaning the refrigerator	26.77	25.00	16.88	27.12	24.27
Meal planning for the family	22.05	16.07	15.58	23.73	19.20
Storing groceries when purchased	16.54	18.75	14.29	11.86	16.00
Cooking meats	18.90	9.82	14.29	10.17	13.87
Cleaning the range	17.32	13.39	5.19	13.56	13.07
Making jello salads and desserts	13.39	8.93	12.99	18.64	12.80
Meal planning for self	14.96	7.14	11.69	18.64	12.53
Cleaning vegetables	18.90	6.25	10.39	13.56	12.53
Using prepared mixes	11.02	5.36	20.78	6.78	10.67
Preparing salads	14.17	3.67	9.09	11.86	9.60
Making cookies	7.87	8.04	14.29	6.78	9.07
Making cakes	7.87	1.79	7.79	6.78	7.73
Clearing the table after meals	4.72	2.68	3.90	5.08	4.00
Washing dishes	2.36	3.57	3.90	5.08	3.47
Setting the table	2.36	0.89	3.90	3.39	2.40

company, buying weekly groceries; buying daily groceries; storing groceries after they are purchased; cleaning vegetables; preparing salads; making jello salads and desserts; cooking meats; making cakes, cookies, and pies; cleaning the range; making puddings; and using mixes.

One-third or more checked cleaning vegetables, storing groceries, preparing salads, making cakes, setting the table, clearing the table after meals, washing dishes and cleaning the range as activities in which they often participated. One-third or more of the girls said that setting the table, clearing the table after meals, and washing dishes as responsibilities in which they always participated.

Activities in which one-third or more of the girls said they never participated in were planning meals for company, buying weekly groceries, buying daily groceries, defrosting the refrigerator and packing lunches as responsibilities in which they never participated.

Child care in the home was an activity not checked by 23.73 per cent of the girls and not greatly participated in by the others. This may have been due to some extent to the fact that a number of girls did not have young children in their homes. Of the girls answering this section, many had not had responsibility for the activities listed. Over 40 per cent of them said they never had responsibilities in bathing, dressing, or feeding children, though over 15 per cent had had some responsibility for entertaining, dressing, preparing food for and feeding children. Almost 22 per cent said that they often entertained children. Less than 10 per

cent of the girls reported that they always had responsibilities of entertaining, bathing, dressing, preparing food and feeding children (Table 15).

Responsibilities related to the home care of the sick were reported as very few by these girls. A little over 12 per cent of them did not check this section in any way. Of the girls checking, 63.47 per cent reported that they never had done any bathing of the sick and 42.93 per cent had never read to anyone who was sick. One-third or more of the girls, though, indicated that preparing food, cleaning the room and entertaining the sick were activities in which they had some responsibility. Between 15 and 20 per cent of the girls often had responsibilities in preparing food, cleaning the room and making the bed for the sick in their homes. Making the bed was the only activity checked by 11.47 per cent of the girls as always being their responsibility for the sick in their homes (Table 16).

Table 15. Responsibilities in child care.

Always	: Ninth : grade	: Tenth : grade	: Eleventh : grade	: Twelfth : grade	: Total
	%	%	%	%	%
Entertaining children	8.66	8.04	14.29	5.08	9.07
Preparing food for children	7.09	41.46	3.90	8.47	5.87
Bathing children	4.72	5.36	2.60	3.39	4.27
Dressing children	5.51	3.57	3.90	3.39	4.27
Feeding children	4.27	2.68	3.90	3.39	3.73
Often					
Entertaining children	29.92	24.11	14.29	10.17	21.87
Preparing food for children	22.05	17.86	18.18	11.86	18.40
Dressing children	16.54	11.61	10.39	3.39	11.73
Bathing children	14.96	4.46	12.99	3.39	9.60
Feeding children	11.81	10.71	7.79	5.08	9.60
Some					
Preparing food for children	33.86	28.57	32.47	18.64	29.60
Entertaining children	19.69	25.00	31.17	25.42	24.53
Dressing children	19.69	16.96	19.48	11.86	17.60
Feeding children	14.96	16.07	25.97	8.47	16.53
Bathing children	13.39	15.18	20.78	10.17	14.93
None					
Bathing children	48.03	50.00	40.26	37.29	45.33
Feeding children	48.82	44.64	38.96	35.59	43.41
Dressing children	40.94	41.96	42.86	35.59	40.80
Entertaining children	22.83	17.86	19.48	15.25	19.47
Preparing food for children	18.11	22.32	19.48	16.95	19.47

Table 16. Responsibilities in home care of the sick.

Always	: Ninth : : grade :	Tenth : : grade :	Eleventh : : grade :	Twelfth : : grade :	Total
	%	%	%	%	%
Making their bed	11.02	8.93	18.18	8.47	11.47
Cleaning their room	9.45	8.93	12.99	8.47	9.87
Preparing their food	7.09	10.71	7.79	13.56	9.33
Entertaining them	8.66	7.14	7.79	5.08	7.47
Feeding them	2.36	5.36	5.19	3.39	4.00
Reading to them	3.15	3.57	2.60	3.39	3.20
Bathing them	1.57	1.79	2.60	5.08	2.40
Often					
Preparing their food	16.54	17.86	20.78	18.64	18.13
Cleaning their room	15.75	23.21	19.48	11.86	18.13
Making their bed	15.75	20.54	16.88	13.56	17.07
Entertaining them	17.32	17.86	10.39	8.47	14.67
Feeding them	4.72	12.50	11.69	8.47	9.07
Reading to them	11.81	10.71	5.19	3.39	8.08
Bathing them	3.94	1.79	2.60	1.69	2.67
Some					
Preparing their food	30.71	43.75	41.56	30.51	36.80
Entertaining them	33.07	36.61	37.66	30.51	34.67
Cleaning their room	32.28	36.61	32.47	28.81	31.73
Reading to them	24.41	32.14	28.57	22.03	27.20
Making their bed	20.47	31.25	28.57	23.73	25.87
Feeding them	13.39	12.50	27.27	15.25	16.27
Bathing them	9.45	9.82	11.69	13.56	10.67
Never					
Bathing them	70.08	65.18	64.94	44.07	63.47
Feeding them	63.78	50.00	38.96	44.07	51.47
Reading to them	47.24	40.18	45.45	35.59	42.93
Making their bed	39.37	22.32	20.78	22.03	27.73
Cleaning their room	33.86	21.43	20.78	18.64	26.67
Entertaining them	27.56	22.32	27.27	22.03	25.07
Preparing their food	30.71	16.96	15.58	10.17	20.27

SUMMARY AND RECOMMENDATIONS

The 375 girls of Highland Park Rural High School, Topeka, Kansas, who participated in this study of homemaking and related activities comprised most of the girls enrolled in the school. Of these girls, nearly half were enrolled in a homemaking course at the time of the study. Only a few had never at some time studied homemaking in school.

More of the girls' mothers were living in the homes than fathers, but over 90 per cent of the girls had both a mother and a father. Most of the girls had one, two, or three brothers and sisters.

Nearly 50 per cent of the girls had mothers working away from home. However, only about one-third of the mothers worked regularly away from home. Less than 1 per cent of all the mothers worked regularly on Saturday.

Over 75 per cent of the girls lived in single family dwellings and about 28 per cent lived in a five-room house, but about 28 per cent lived in a house with more than six rooms.

Nearly 44 per cent of the girls ate at least two meals each day with their families. The kitchen was the room in which most of these meals were eaten.

Slightly more than half of the girls had jobs away from home, about one-fourth had regular part-time work and one-fourth had just occasional work. Baby-sitting far surpassed the other types of work done by the girls.

Only about one-third of the girls had a regular allowance,

while the remaining two-thirds obtained money from their parents as they needed it. In spending their money, the girls ranked recreation as their main expenditure. Over two-thirds of the girls used some of their money for clothes, church, personal care and snacks.

Over half of the girls had more than two hours each day to do as they pleased. Nearly three-fourths of all the girls said that they organized their own activities, while one-fourth said that many of their activities were organized by a group of friends and by the school.

Activities of these girls when by themselves were mostly reading, listening to the radio, sewing and cooking. Family activities in which they participated most were watching television, visiting, and going for rides.

Almost 85 per cent of the girls had an understanding with their parents as to the time they were to be in on school nights, with ten o'clock being the favored hour.

Dating was an activity in which many girls of all grades participated. The amount of dating was low in the ninth and tenth grades but over half of the eleventh and twelfth grade girls often dated.

A good source of water was available in all the homes of these girls. Over 80 per cent of them obtained water from the Topeka water system. Almost 85 per cent had a bathtub and 43 per cent had a shower bath.

Household equipment was high in both variety and number in

the homes of the girls. Electrical appliances were prevalent, and over three-fourths of the homes had an electric sweeper, electric sewing machine, electric mixer, electric waffle iron, toaster, electric iron, and an ironing board. No home was without refrigeration. Nearly 95 per cent of the homes had an electric refrigerator, and over one-third of the girls had a home freezer. In keeping with the out-door cookery interest of the times almost one-fifth of the homes had a charcoal broiler.

Almost 95 per cent of these girls said that their families had a television. Only a few homes were without a radio. A piano was found to be in slightly over 43 per cent of the homes of these girls.

Over half of the girls were responsible for selecting their own clothes. Slightly over 60 per cent had some responsibility in helping other family members in clothing selection. Over 60 per cent of the girls made some of their own clothing, and nearly 31 per cent made some of the clothing for other family members. Over half of the girls had some responsibilities in washing and ironing the family clothes.

Housekeeping activities were highly participated in by these girls. Of the items in this area on the check list, few were checked as "never" being done, but most were checked as being done "some" by the girls. The housekeeping activities that were wholly responsibility of the girls were most often personal, such as making their own beds, hanging up their own clothes and cleaning their own bedrooms. Housekeeping activities being done for the entire family were more apt to be done in the degree of "some"

than "always" or "never."

Activities in the foods area were participated in by almost all of the girls in some manner. Again, most of the girls said that responsibilities for food in their home were theirs to the extent of "some." However, in this area many of the items were checked as often being the responsibility of the girls. Routine tasks such as setting the table, clearing the table after meals and washing the dishes were listed as always the responsibility of the girls.

Child care in the home was not greatly participated in by the girls. Doubtless, this was due, to some extent, to the fact that a number of the girls did not have young children in their homes. More items in this area of homemaking were listed as never being participated in by the girls than any of the foregoing areas. The activity engaged in most often in child care was that of entertaining children.

Home care of the sick was another phase of homemaking seldom participated in by these girls. Only about one-fifth of the girls often had responsibilities in preparing food, cleaning the room and making the bed for the sick in their homes. About one-third of the girls had some responsibility for preparing food, cleaning the room and entertaining the sick in their homes.

In some respects, this study paralleled similar studies made and reported in the review of literature. The most outstanding similarity was that in all of the studies the girls did homemaking activities in a "helping" or "some" capacity with few assuming full responsibility for these. Clothing, foods and housekeeping

activities were more often participated in than those of child care and home care of the sick. In contrast to these other studies, the girls of this study had many and varied electrical appliances in their homes which the other girls did not.

Throughout the study, there was evidence of closeness between the girls and their families. The girls looked after themselves in many ways and they did things with and for other family members. They had many home responsibilities which they accepted and assumed.

The findings of this study indicated the need for considering the following recommendations for further revision and development of the homemaking curriculum of Highland Park Rural High School:

1. More emphasis should be placed on the management of personal and family money.
2. Buying, using and caring for household equipment, both large and small, should be given a more important place in the homemaking curriculum.
3. The relating of the home experience activities with the actual home activities of the girls should be increased.
4. Investigation and development should be made of activities in the home living area that would stimulate, encourage and help the girls in more participation in this area of homemaking.
5. Along with offerings in the clothing area, more consideration should be given to selecting and buying of clothing for the girls and their families.
6. Plans should be made to encourage girls to continue their

homemaking education beyond the ninth and tenth grades to a larger extent.

7. The homemaking curriculum and all of its areas and aspects should be made more family centered.

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A P P E N D I X

Check List for Homemaking and Related Activities
Highland Park Rural High School Girls

6 1/2 x 9 1/2
PEERLESS
CLASP
FEDERAL ENVELOPE CO.

**Check list for Homemaking and Related Activities
Highland Park Rural High School Girls**

Will you please check or fill in the following blanks concerning your homemaking and related activities.

1. Your age: 12 __, 13 __, 14 __, 15 __, 16 __, 17 __, 18 __, older __.

2. Grade in school 9 __, 10 __, 11 __, 12 __.

3. Are you now taking home economics, yes __ or no __.

4. Check the grade or grades in which you have taken home economics.
7 __, 8 __, 9 __, 10 __, 11 __, 12 __, or none __.

5. Check the members living in your family group at the present:

Father _____

Mother _____

Brothers and sisters, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, or more __.

Grandparents _____

Others _____

6. Do you work away from home? yes __ or no __.

7. If your answer is yes, is your job

a regular part-time job?	
a regular Saturday job?	
a regular Sunday job?	
just occasional work.	

8. If your answer to item 6 was yes, is your job

office work	
clerk in a store	
car hop	
baby sitter	
housecleaning	
other, please list	

9. What are the sources of your spending money? your job

from parents as needed	
regular allowance	
other, please list	

10. Check the ways you spend your money.

For lunch	
For clothes	
For recreation	
For snacks	
For gifts	
For church	
For membership dues	
For school books	
For personal care	
Transportation	
Other, please list	

11. Does your mother work away from home, yes _____, or no _____.

12. If so, is her work

regular	
only on Saturdays	
never on Saturdays	
days	
nights	
only occasional	

13. If your father and mother both work, do they work the same shift?
Yes _____, No _____.

14. Do you live in a house;

in a housing development	
duplex	
trailer	
apartment	
single family house	

15. Where is your home? town _____, country _____.

16. How many rooms are there in your home not including the bathroom?
1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, more _____

	Every Meal	Twice Daily	Once Daily	Less Often
17. Does your family eat together?				
Does your family eat in the kitchen?				
Does your family eat in a breakfast nook?				
Does your family eat in the dining room?				
List other places your family eats:				

18. How much time during the entire day may you do as you please?

10-15 minutes	
15-30 minutes	
30-60 minutes	
1-2 hours	
More	

19. Who organizes most of your planned activities? Check one.

yourself	
group of friends	
parents	
school	
church	
4-H	
others: please list	

	by yourself	with family	with girls	with boys	on date
20. How do you spend your time?					
Going to movies					
Going for rides					
Visiting					
Sewing					
Cooking					
Dancing					
Going to school activities					
Practicing musical instrument					
Watching t.v.					
Listening to the radio					
Reading					
Other, please list					

21. Do you and your parents have an understanding as to when you are to be in on school nights? Yes _____ No _____

22. If so, what is that time?

9 o'clock	
10 o'clock	
11 o'clock	
12 o'clock	
other, please list:	

23. Do you date? Yes _____ No _____
If your answer is yes, do you date often _____, sometimes _____, seldom _____.

24. Does your home have a bathtub	
shower	
city water system	
cistern	
good well	
hauled water	

25. Check the equipment you have in your home:

Pressure saucepan	Electric waxer
Pressure canner	Radio
Gas refrigerator	Record player
Electric refrigerator	Television
Ice refrigerator	Piano
No refrigerator	Electric sewing machine
Deep freeze	Treadle sewing machine
Gas range	Button hole maker
Electric range	Pinking shears
Wood or coal range	Tracing wheel
Combination wood & electric range	Ironing board
Electric mixer	Sleeve ironing board
Electric blender	Hem marker
Mixette	Toaster
Electric Waffle iron	Electric Ironer
Electric sandwich grill	Others, please list:
Deep fat fryer	
Electric skillet	
Charcoal broiler	
Electric iron	
Electric steam iron	
Automatic washer	
Conventional washer	
Clothes dryer	
Electric sweeper	
Carpet sweeper	

26. How much responsibility do you have in-

	Some	All	None
Selecting your own clothing to buy?			
Selecting clothing for other family members to buy?			
Supplying money for your own clothing?			
Mending your own clothes?			
Mending the clothes of other family members?			
Washing your own personal underwear?			
Washing your own sweaters?			
Doing the family washing?			
Ironing your own clothes?			
Ironing the clothes of other family members?			
Making your own clothes?			
Sewing for other family members?			
Other clothing responsibilities, please list:			

27. What responsibilities for housekeeping do you have in*

	Always	Often	Some	Never
Making your own bed?				
Making the beds of other family members?				
Hanging up own clothes?				
Cleaning own bedroom?				
Scrubbing kitchen floors?				
Cleaning bathroom sink?				
Cleaning stool?				
Waxing floors in kitchen?				
Waxing hardwood floors?				
Sweeping rugs with vaccuum sweeper?				
Sweeping rugs with hand carpet sweeper?				
Polishing furniture?				
Cleaning kitchen cupboards?				
Taking care of pets?				
Burning the trash?				
Emptying garbage?				
Washing dishes?				
"Picking up"the house?				
Dusting furniture?				
Cleaning bathtub?				
Others, please list:				

28. What are your responsibilities in*

	Always	Often	Some	Never
Meal planning for the family?				
Meal planning for yourself?				
Meal planning for company?				
Buying weekly grocery supplies?				
Buying daily grocery supplies?				
Storing groceries when purchased?				
Cleaning vegetables?				
Preparing salads?				
Making jello salads and desserts?				
Cooking meats?				
Making cakes?				
Making cookies?				
Making pies?				
Setting the table?				
Clearing the table after meals?				
Washing the dishes?				
Cleaning the range?				
Cleaning the refrigerator?				
Defrosting the refrigerator?				
Making puddings?				
Packing lunches?				
Using prepared mixes?				
Others, please list:				

29. What are your responsibilities for children in your home-

	Always	Often	Some	Never
Entertaining them?				
Bathing them?				
Dressing them?				
Feeding them?				
Preparing food for them?				
Other, please list:				

30. What are your responsibilities for those that are sick in your home?

	Always	Often	Some	Never
Preparing their food?				
Cleaning their room?				
Reading to them?				
Entertaining them?				
Making their bed?				
Bathing them?				
Feeding them?				
Other, please list:				

THE HOMEMAKING AND RELATED ACTIVITIES OF A SELECTED
GROUP OF HIGH SCHOOL GIRLS

by

DONNA LOUISE GIES

B. S., Kansas State College
of Agriculture and Applied Science, 1951

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1957

This study was made to ascertain the homemaking and related activities of the girls of Highland Park Rural High School, Topeka, Kansas, so that a better understanding of existing circumstances of the students enrolled in homemaking could be had, that recommendations for improvement of the present offerings of the homemaking curriculum could be made, and that the needs of the students could be better met.

Data for this study were obtained by means of a check list which was checked by 375 or nearly 91 per cent of the girls of Highland Park Rural High School, in grades nine, ten, eleven and twelve. The resulting information was tabulated, analyzed and summarized.

Nearly half of the girls who participated in the study were taking a course in homemaking and only about 5 per cent had never had a homemaking course.

Most of the girls had one, two or three brothers and sisters and over 90 per cent of them had both a mother and a father living in the home. About one-half of the girls had mothers that worked away from home, but only about one-fourth of the mothers had regular work away from home.

Over 75 per cent of the girls lived in single family dwellings and almost 90 per cent had five or more rooms in their homes. Nearly 44 per cent of the girls ate at least two meals each day with their families. The kitchen was the room in which most of these meals were eaten.

Slightly more than half of the girls had jobs away from home,

with baby-sitting being the job for most of them. About one-third of the girls had a regular allowance, but two-thirds received money from their parents as they needed it. Recreation was the main expenditure of their money.

More than two hours each day to do as they pleased was the rule for over half of the girls. Nearly three-fourths of the girls said that they organized their own activities. These activities when alone were reading, listening to the radio, sewing and cooking and when with their family their activities included watching television, visiting, and going for rides.

Almost 85 per cent of these girls had some understanding with their parents as to when they were to be in on school nights, with ten o'clock being the favored hour. Dating was an activity of all the girls; however, only the eleventh and twelfth graders often dated.

Household equipment was high in both number and variety. Many homes of these girls had a number of electrical appliances. None of these homes were without refrigeration, and nearly 95 per cent had electric refrigerators. Over one-third of the girls' homes had a home freezer. Nearly 60 per cent of the homes were equipped with a gas range. Almost 95 per cent of the homes had a television set and only a few did not have a radio.

Over 60 per cent of the girls made some of their own clothing and about 30 per cent made some clothing for other family members. Many of the girls were responsible for selecting their own clothing

and in helping other family members select theirs.

Almost all of the girls had some responsibilities in the area of foods, especially for the routine tasks involved. In this area of homemaking, the home activities were broad in scope.

Child care and home care of the sick were both areas in which the girls had limited responsibilities.

Housekeeping activities were highly participated in by the girls but mostly to the extent of some responsibility. The activities in this area were more apt to be listed as often participated in, especially if these were of a personal nature rather than family.

The following recommendations for the homemaking curriculum of Highland Park Rural High School were made:

1. More emphasis should be placed on the management of personal and family money.

2. Buying, using and caring for household equipment, both large and small, should be given a more important place in the curriculum.

3. The relating of the home experience activities with the actual home activities of the girls should be increased.

4. Investigation and development should be made of activities in the home living area that would stimulate, encourage and help the girls in more participation in this area of homemaking.

5. Along with offerings in the clothing area, more consideration should be given to selecting and buying clothing for the girls and their families.

6. Plans should be made to encourage girls to continue their homemaking education beyond the ninth and tenth grades to a larger extent.

7. The homemaking curriculum and all of its areas and aspects should be made more family centered.