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HOME ACTIVITIES OF EIGHTH GRADE
GIRLS TAKING VOCATIONAL HOMEMAKING
IN TEXAS

ABERNETHY

1947

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HOME ACTIVITIES OF EIGHTH GRADE GIRLS TAKING
VOCATIONAL HOMEMAKING IN TEXAS

by

Ruby O. Abernethy

A Thesis in Home Economics Education Submitted in
Partial Fulfillment of the Requirements
for the Degree of
Master of Science
in the
Graduate Division

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of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

August, 1947

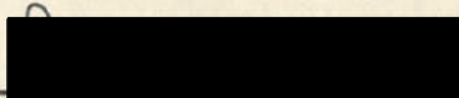
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Approved By:

Major Professor E. C. May

Minor Professor _____

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Date Aug. 6, 1947

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The writer wishes to express her gratitude to Miss E. C. May, Director of the Division of Home Economics at Prairie View A. and M. College, Texas for valuable assistance, guidance and constructive criticisms in developing this study. She also wishes to thank the vocational homemaking teachers of Texas and their pupils who assisted by supplying desired information for this study.

R.O.A.

BIOGRAPHY

The writer was born in Navasota, Grimes County, Texas on July 14, 1909, the younger daughter of Mr. and Mrs. Arthur R. Phelps.

Her elementary and high school education was begun and completed in the public schools of Houston, Texas. Graduation from Jack Yates High School was June, 1926.

In September, 1927, she enrolled in the Home Economics Division of Prairie View State College. Four years later in May, 1931, she received the Bachelor of Science degree. After teaching for a little more than one term in the high school at Rosenberg, Texas, she began serving as Home Demonstration Agent for McLennan County with headquarters at Waco, Texas in October, 1932. This position was maintained until September, 1937, at which time she began teaching at the high school in Waco, Texas. While teaching in Waco she began graduate study at Prairie View State College in the summer of 1941. After having taught in Waco for seven years, she returned to the Extension Service to do home demonstration work in Austin County with headquarters at Bellville, Texas and later served as secretary-clerk in the State Extension Office, Home Demonstration Department at Prairie View State College, Prairie View, Texas.

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CHAPTER I
INTRODUCTION

Statement of Problem

This is a study of the home practices, duties, activities and home environments of eighth grade Negro girls of Texas during the school year, September 1946 to May 1947. The study was made of eighth grade girls because the writer believes that the objectives of such a study could be determined if based upon information received from girls of this age level. It is possible that girls of this status would have certain performances in sharing home duties, that may furnish information showing the needs of the pupils. These performances or services which might be performed by girls in sharing home duties are referred to as home activities.

It is believed that one's earlier experiences and interests have a guiding influence upon subsequent ones; therefore, it may be possible to determine whether or not the activities in which the girls now engaged could be expected to prepare them somewhat adequately for satisfactory living in later years.

Nickell and Dorsey (14) are of the opinion that homemaking is concerned with that part of human experience which centers around life with another individual or with a group of individuals in a home. This experience in family living consists of the sharing of resources in common, the developing of individual personalities, the attaining of satisfaction through shared group experiences and the contributing to and taking part in the social responsibilities which make up the societal setting of the family group. Since there are responsibilities in homemaking which

must be shared by members of the family, it seems reasonable to assume that girls in most homes do play an important part in carrying on home activities. The responsibilities which must be undertaken by homemakers are determined by the activities and events taking place within the home involving all members of the family. There are at least three classes of responsibility to be considered: (1) Building family life, (2) Management of resources to assure attainment of family goals, (3) Those responsibilities which require physical activity in performing tasks and caring for members of family in homemaking.¹ These responsibilities involve not only the use of tools but also the use of such human resources as mental and physical activity.

These responsibilities requiring physical activity in homemaking have been classified by Nickell and Dorsey (14) as follows:

- (1) Physical work in caring for and in training children.
- (2) Purchasing, preparation, serving, care and preservation of food.
- (3) Cleaning, care and upkeep of the house, including care of fires and disposal of waste.
- (4) Purchasing, construction, repair, laundering, cleaning and storage of clothing.
- (5) Purchasing, construction, repair, and cleaning of equipment and furnishings.
- (6) Care of house surroundings, the car and garage, gardening, poultry and dairy work.

¹Paulena Nickell and Jean Muir Dorsey, Management in Family Living, New York: John Wiley and Sons, Inc., 1942, p. 1.

- (7) Work in connection with finance management, such as banking and the keeping of accounts and paying bills.

Systematic planning is an essential factor leading to success in home management. In a successfully managed home, members of the family have definite duties and a definite time in which to accomplish them. These physical activities and duties are representative of some of the types of home activities in which girls may be expected to participate.

One of the objectives of education is that of developing a spirit of cooperation between the home and the school in the working out of plans, and to help in such readjustments as are needful as pupils' interests develop or conditions of growth and maturity change.

It is expected that homemaking instruction in the schools shall play an important part in assisting pupils in the acquisition of information and in the development of skills, attitudes, habits, and interests which will enrich present and future living by the addition of desirable activities.

Although the technical process of providing cleanliness, comfort, conveniences, proper care, safety and health devices for the up-to-date home have been reduced in hours by modern equipment, it is a fact that in most rural areas, many pieces of such modern equipment are still lacking. The girls living in these rural homes, however, are aiming toward enjoyment in their home life, as are girls in urban areas.

The writer was interested in the home practices of girls although incentives for performances might have varied immensely. Interests in improving the appearance of the home or certain rooms in the home, and improving personal appearances of members of the family might have prompt-

ed some activities, exploring homemaking suggestions might have caused some activities, and others might have been the result of necessities at home, such as illness in the home, and large families with mothers and fathers working away from home.

This study may reveal facts which definitely effect the social and economic status of the eighth grade girls.

Purpose of Study

The purpose of the study was to gather data concerning activities of eighth grade girls in their homes in connection with their home life. The school is more than a place where children learn to recite lessons, for it is the source from whence information is secured and activities learned which may probably improve homes; activities often become vocations or even avocations. Billings (5) places much responsibility on the school. She believes that the responsibility of the school for helping young people to grow in educational and vocational understanding, and to develop attitudes in harmony with the demands of social and economic life, becomes apparent. She further believes that while it is recognized that this is a joint responsibility of the home, the school and other agencies of society, it is evident that the school through its organization, is best equipped to provide opportunities for acquiring educational and vocational information during the vital years of development when pupils' choices are pending. The school often helps the pupils to work out their main purposes in life and often such purposes are derived from home activities. It was intended through the design of the study to learn of the household practices of eighth grade girls; to secure general information and understanding about their homes and fami-

lies; to determine their present social and economic levels; to discover their educational aims and desires; and to learn of their major interests and duties.

It is the opinion of Spafford and others (17) that home economics has a rich and varied contribution to make to general educational purposes, including the acceptance of responsibility for carrying one's share of the work in the home, and seeing vocational opportunities related to home life activities, understanding one's vocational abilities in terms of interests and capacities which show up in carrying on the affairs of the home, and achieving vocational competency through the media provided by homemaking.

It is necessary that the teacher have a fairly clear knowledge of the environment out of which the pupil comes to school and to which she returns after school, if she is to help this child develop into the kind of person that she has abilities and aptitudes to become.

It is the hope of the writer that anyone interested and working in homemaking curriculum building and teaching may find some value in this study for any desired use.

CHAPTER II

REVIEW OF LITERATURE

A study of related literature and previous investigations shows that much has been written by persons in the educational field regarding home activities participated in by girls.

In a Texas Vocational Education bulletin (10) facts are given relative to the importance that home experiences should assume in giving evidences of what has been taught. This bulletin emphasizes the theory that to be of use, a thing must be used, by presenting the idea that the homemaking teacher should be continuously on the alert for evidences which show that what is being taught is being used in actual experiences. The United States Office of Education promotes the idea that if youth has really been benefitted by instruction, that fact will be followed by some kind of change in behavior, and it is in terms of these behavior changes that growth in learning is measured, and not in terms of time spent studying, ground covered or credits gained. To evaluate these changes, one must know where the student was when he started and where he is trying to go. The Texas bulletin quotes from a recent publication of the United States Office of Education a list of the kinds of changes which are evidences of student growth, as follows: (1) Development of specific skills, habits or practices, (2) Acquisition of knowledge or facts, (3) Changes in habits of thinking, (4) Changes in attitudes, (5) Changes in interests, (6) Development of appreciation, (7) Improvement of the student's own social adjustments, (8) Fundamental changes in student's philosophy of life, a broadening and developing of his purposes.

Felder (9) made a study of the home activities of 358 high school girls in Pike County, Mississippi. She found the home activities of girls in all of the high schools of the county and made a comparison of activities participated in by students enrolled in vocational and non-vocational schools. Three hundred and fifty-eight (358) girls participated in the study. Tables were included and discussions given in support of the following findings: (1) Many home activities were adequately performed by the girls. It was evident, however, that certain deficiencies were present in the patterns of home life of many of the girls. (2) Training in home management appeared to be an outstanding need. (3) The girls apparently were not very much interested in the outdoor problems of the home. (4) The data showed a decided failure on the part of the girls to perform activities concerned with young children. (5) Few girls indicated the frequent serving of meals. (6) A small percentage of girls prepared and packed lunches which was especially noticeable since this activity is simple in nature and easily mastered.

In general it appeared that the vocational and non-vocational girls of Pike County, Mississippi, participated in the home activities to about an equal degree.

A study was made of Home Economics for seventh and eighth grade girls in Indiana based on activities performed during summer vacation by Carter (7). It is a study of the activities, the home practices and the home environment of seventh and eighth grade girls during summer vacation of 1930.

The investigation was made in order to help gather data concerning the activities which seventh and eighth grade girls performed in their

homes, to discover their interests, to gain knowledge of their household practices, to learn of their home conveniences and to gain a general understanding of the present social and economic levels of these girls. Information gained was to be used as reference materials, and much of it formed a partial basis for the formulation of the new state course of study in Home Economics for the seventh and eighth grades in Indiana. Only girls who had completed the sixth and seventh grades in the state of Indiana in spring of 1929 were asked to check questionnaires for this investigation.

Another and quite a similar investigation, made by Badgley (1), was a comparative analysis of the home activities of pupils and accomplishment of the same pupils in a course in home activities. This was a study of 718 seventh and eighth grade girls of Oakland, California. She included the following problems as questions confronting the teacher as she searches for facts with which to justify the selection of subject matter and methods of teaching home economics.

1. To what extent do girls participate in activities of the home?
2. How does participation differ at different age grade levels?
3. For what specific duties does the school girl assume part or whole responsibility? What effect do they have on her accomplishment in school?
4. What relative emphasis should be placed on the respective subject fields in Home Economics?
5. What should be the relationship between the content of the course of study and the nature of pupil participation in

home activities?

Badgley found that the 718 girls participated in a wide range of activities, but that the degree of mastery of these activities was very low. Those schools that had emphasized home activities and had provided adequate facilities for practical application showed that the achievement was high, even though it had been some time since the subject matter in these phases of home economics had been covered. However, those schools that had little participation showed little achievement. These results indicate that for a high degree of performance and mastery of home activities, adequate facilities for practical application should be provided.

CHAPTER III

PROCEDURE

Sources of Material and Methods of Study

The questionnaire was used to secure information for this study. In selecting items for the questionnaire, factors were considered according to importance and direct bearing on the objectives of the study. The approved questionnaire consisted of fifty carefully worded items for the eighth grade girls to check. It was decided that if questionnaires were sent to girls taking vocational homemaking in Negro schools in different sections of Texas, such a sampling would serve as a basis for gaining the desired information.

Ten girls taking vocational homemaking in the eighth grades in sixty-five Negro schools of Texas were asked to check the items listed on the questionnaires. The copies of the questionnaires were mailed, therefore, with a letter to vocational homemaking teachers, in fifty-five of these schools in Texas on October 19, 1946. The teachers were asked to supervise the checking of the questionnaires by the girls.

The responses in form of letters and returned questionnaires were received until January 18, 1947. Some teachers made no responses at all, and others replied that they were not teaching eighth grade homemaking classes at that time but that beginning homemaking units were taught to ninth grade pupils. There were eighteen homemaking teachers in this category. On January 25, 1947, a second letter was mailed to these eighteen teachers asking them to return the forms filled by eighth grade girls even though they were not enrolled in homemaking classes at that time. A letter and ten questionnaires were mailed also, on the

same date to ten additional vocational homemaking teachers with the request that they supervise the checking of the questionnaires by the girls.

The questionnaires included a list of fifty items to denote participation in home activities and space for listing other activities in which girls participated. (See Appendix, Exhibit A.)

Analysis of Data

On final check, 475 questionnaires were received filled by girls. Thirty-nine of these questionnaires were filled by ninth grade girls as homemaking courses were not being offered to girls in eighth grade in their respective schools.

The items of the questionnaire were listed under seven headings. The first heading consisted of items of general information, such as:

1. Name of town, school, and the age of girl
2. What homemaking courses are you taking at the present?
3. Grades in which you expect to study homemaking courses?
4. Would you like to have more homemaking than your school offers?

Other items were listed under headings as follows: II Food Practices, III Clothing Practices, IV House Management Practices, V Child Care and Home Nursing Practices. The items pertaining to the headings were checked in one of three columns to denote the frequency of performance. The frequency of performance was indicated by the three columns identified as frequently, occasionally, or not at all. The next heading was VI Miscellaneous, which included items for information pertaining to economic and social status and occupation contacts gained by girls in their homes. Space was left on questionnaire for the heading, VII List

Other Activities Participated In, for girls to list activities which would indicate various interests not previously mentioned.

The data have been compiled from answers that were given by the four hundred and seventy-five (475) girls. Discussion and tabular presentation of material are given in the findings.

Scope of Thesis

This study of the home activities of eighth grade girls of Negro schools offering vocational homemaking in Texas involved activities of four hundred and seventy-five girls of fifty-four towns and communities.

Girls performing various home activities gave information which might offer suggestions concerning knowledge, attitudes, and habits which certain schools should stress. The data compiled were obtained from answers given in the checking of fifty items on questionnaires. Of the four hundred and seventy-five girls participating in activities for this study, thirty-nine were ninth grade girls.

This study shows to what extent these girls share in homemaking responsibilities in their respective homes, and gives other activities in which they participated.

CHAPTER IV
FINDINGS AND DISCUSSION

The questionnaires on home activities were checked by 475 Negro girls in Texas attending schools with vocational homemaking programs. Eighth grade girls taking homemaking were first asked to check their home activities for this study, but in the final procedure adjustment, however, some eighth grade girls were asked to check questionnaires whether they were taking vocational homemaking or not, since homemaking was not offered in all of the eighth grade classes. Thirty-nine questionnaires were filled by ninth grade girls from schools that presented beginning homemaking courses in that grade. The compilations of data gathered from answers given in the checking of the fifty items on questionnaires by the 475 girls relative to their home activities are presented in the tables and discussions.

It was believed that to know of the socio-economic status of the families represented in this study would give a clear understanding of the findings since the social and economic conditions of families have a definite effect on their activities. A knowledge of these conditions enables one to visualize the home environment represented by these girls.

The sizes of these families represented by the girls ranged from two to fourteen members. A small number of the girls came from families consisting of eleven or more members; fifty-one per cent (51%) of the girls came from families consisting of six to ten members, while the remaining girls, 41%, were from families consisting of five, four, three, or two members. This means that approximately sixty per cent (60%) of the girls participating in the study were members of families consisting

of from six to fourteen. Such large numbers of family members suggest that the home activities were probably shared by several individuals in such homes.

Since the number of grown-ups in a family in most instances probably affects the amount of participation of home activities by the girls, this factor was considered also. It was found that in some families of which these girls were members that there were grown-up persons from one to four in number. This seems to point to the assumption that home activities were shared by adults in most cases and the adults may have taken over the responsibilities of some of the home activities, not listed or checked by the girls.

The ages of the brothers and sisters of the girls reporting in this study ranged from one week to eighteen years according to answers given on the questionnaires. In those homes where there were children of pre-school age, the girls took over responsibility for more home activities than was otherwise true. There were 558 brothers and sisters up to and including ten years of age.

The ages of the girls participating in this study ranged from eleven to eighteen years, while the majority of the girls (83%) were within the range of thirteen to sixteen years which would be about average for eighth and ninth grade girls. This is shown in Table 1, where it may be seen, also, that more than thirteen per cent (13.05%) of the girls were only eleven and twelve years old, and an even smaller per cent was seventeen and eighteen years of age. Two girls failed to give their ages. While all of these girls were old enough to share in the performance of the duties of their households, some proved to have partici-

pated less than did others.

TABLE 1. Age Distribution of Eighth and Ninth Grade Girls

Ages (in years)	8th Grade	9th Grade	Total
	N	N	
11	9		9
12	53		53
13	120	4	124
14	120	12	132
15	81	14	95
16	38	6	44
17	12	3	15
18	1		1
No Reply	2		2
Total	436	39	475

A study of the occupations of the fathers of the girls seemed to show some highly significant findings. The fact that about half of the girls lived in towns and the other half lived in rural areas had a definite relationship to the occupations of their fathers. Table 2 indicates the occupational levels of their fathers.

The following named occupations are listed according to occupational levels: Professional: minister, teacher, dentist; Semi-professional and managerial: insurance agent, grocer; Clerical, retail business, and skilled trades: carpenter, plumber, cook, barber, tailor, welder, blacksmith, auto mechanics, tanner, baker, shoe repairer, mail carrier, paper hanger, pipe fitter; Farmers: agricultural workers, farm helpers; Semi-skilled trades, minor clerical, and business jobs: shoe shiner, cement mixer; Slightly skilled labor: truck driver, elevator operator, railroad worker; Unskilled labor: drayman, cafe helper, porter, janitor, yardman and others worked at; laundry, cleaning and pressing shop, mon-

ument company, grain station, box factory, saw mill, textile mill, oil refinery, hotel, freight house, rug factory, dock, foundry, paper mill, compress, and filling station.

TABLE 2. Occupational Levels of Fathers

Occupational Levels	N
Professional (and executive)	11
Semi-professional (and managerial)	2
Clerical, retail business, skilled trades	16
Farmers	182
Semi-skilled, minor clerical	5
Slightly skilled labor	11
Unskilled labor	183
In U. S. A. Service	4
No occupation listed	61

Many of the fathers' occupations which the girls listed were not in the highest paying occupational levels; rather the majority of these families fell in the low income level. This may be one reason why the participation in home activities by the girls in this study reached a high degree of performance, since all homemaking responsibilities in low income homes are usually carried on by members of the family.

The largest number of the fathers was engaged in unskilled labor and in farming. A very small per cent was engaged in professional, skilled trades, semi-skilled trades, and slightly skilled labor. Sixty-one girls reported no occupation for their fathers and some included in this category were deceased.

Many persons are of the opinion that there is a definite value in budgeting whether the income is large or small; therefore, it seemed pertinent to learn the budgeting habits of these families. It was evi-

dent from replies that more than half of them budgeted their incomes. Of the girls reporting, 190 (40%) had weekly allowances ranging in amounts from \$.25 to \$5.00 a week. Forty additional girls reported that they had allowances but they did not give the amounts. The other girls had no allowances or made no reply.

Another item which was thought to have had some effect on the home activities of the girls was the fact that 198 (41%) of the mothers worked away from the home, some occasionally and more of them frequently. In the homes where the mothers worked away, the home activities of the girls reached a higher level in performance.

The findings relative to the socio-economic status of the girls and of their families have shown how the home activities of these girls have been thus affected. With that as a basis, it is possible to give a clearer interpretation of the extent of the participation in home activities by the 475 girls.

There were nine items pertaining to food practices, which the girls were asked to check and their participation in these activities is shown in Table 3.

It seems true that a large number of girls carried on food practices in their homes frequently or occasionally. Practically all of them set the table, helped to plan meals, cleared the table, and washed dishes. The smallest participation by girls in food practices was in the preparation and packing of daily school lunches. It is believed by the writer that possibly the hot lunch program carried on in many schools had made it unnecessary for a larger performance of this activity. The percentage of girls not participating in each food practice was small

and the percentage of girls making no reply to each food practice was even smaller.

TABLE 3. Activities Related to Foods Performed by Girls

Food Activities	Performed			Not Performed	No Reply
	Frequently	Occasionally	Total		
Help plan meals	208	243	451	24	0
Set the table	333	126	459	14	2
Prepare meals for family	144	243	387	78	10
Serve meals for family	194	203	397	53	25
Clear table, wash dishes	368	83	451	10	14
Prepare and pack lunches	97	175	272	190	13
Plan and prepare parties	71	239	310	147	18
Help can and preserve	172	197	369	87	19
Storage of food	270	135	405	56	14

It seemed that the girls showed a higher degree of participation in food practices than in clothing practices. This is probably due to the fact that many of the girls reporting had not received training in clothing at schools and their home practices in that area had been limited. Table 4 shows the clothing activities in which the girls were found to have participated.

Of the twelve items related to clothing practices checked by girls, practically all participated in the activity of trying to dress suitably for all occasions, and also in the one of selecting ready made garments for themselves. Approximately one-half of the girls made simple outer garments and simple undergarments either frequently or occasionally. A smaller group of the girls made simple garments for others, and helped to make clothing for young children. It appeared that a

larger number of these girls could have performed the activity of mending and repairing of clothing since this is essential in keeping garments on hand in good condition, and in many instances could be done by girls of this age group with little difficulty.

TABLE 4. Activities Related to Clothing Performed by Girls

Clothing Activities	Performed			Not Performed	No Reply
	Frequently	Occasionally	Total		
Make simple undergarments for self	60	174	234	227	14
Make simple outergarments for self	60	190	250	202	23
Make simple garments for others	29	113	142	305	28
Remodel garments	73	188	261	192	22
Purchase own clothing	155	223	378	77	20
Select ready made garments for self	243	191	434	30	11
Select ready made garments for family	70	228	298	167	10
Make simple alterations on garments	117	212	329	128	18
Mend and repair clothing	181	189	370	82	23
Make clothing for young children	58	120	178	277	20
Select clothing for young children	110	195	305	145	25
Try to dress suitably	365	83	448	5	22

The percentage of girls not participating in each clothing activity was a little larger than that not participating in foods practices. A very small per cent of girls failed to reply to all items pertaining to clothing practices.

On a whole the participation in home management practices was high

as may be seen in Table 5.

TABLE 5. Activities Related to House Management Performed by Girls

House Management Activities	Performed			Not Performed	No Reply
	Frequently	Occasionally	Total		
Clean, care of own room	420	45	465	8	2
Clean, care of house	260	201	461	11	3
Help select home furnishings	124	212	336	129	10
Help in management of home	108	224	332	132	11
Have entire management of home	29	103	132	325	18
Record expenditures	67	146	213	230	32
Launder clothes for family	165	210	375	74	26
Launder own clothes	144	278	422	37	16
Help make over furniture	26	115	141	321	13
Work in the yard - garden	245	191	436	36	3
Milk cow - Feed chickens	75	266	341	118	16
Contribute to family recreation	117	240	357	90	28
Help entertain in home	215	227	442	21	12
Buy groceries and supplies	109	198	307	152	16

Practically all of these girls cleaned and cared for their own rooms frequently or occasionally; however, only a small number was responsible for cleanliness of their rooms only occasionally. Eight girls reported that they did not clean and take care of their own rooms. It was interesting to note that more than half of the girls reported that they cleaned and cared for the house frequently. More than half of the girls cleaned and cared for the house frequently and fewer did it only occasionally.

As might be expected, only a few girls had entire management of the home frequently, but several did have entire management of the home

occasionally. Although the participation appeared to be small in this activity, a reason may be assumed when it is recalled that 269 mothers did not work away from home and only 73 worked away from home frequently. It appeared that the girls depended to a large extent on their mothers for this responsibility. Another activity which showed a low percentage of participation by the girls was that of helping make over furniture.

A high per cent of girls reported that they worked in the yards and in the gardens; however, more of them worked in the yards than in the gardens. Nearly three-fourths of the girls reported that they milked the cows and fed the chickens at their homes. Of these participations, a small number milked the cows and the majority of the girls fed the chickens. It is believed that the participation in milking the cows would have been higher if more of the families had owned cows.

It appeared from this study that eighth grade girls were conscious of the importance of observing health habits and of caring for young children. Practically all girls reported that they took precautions to avoid contagious diseases, helped care for the sick, and that they tried to practice health habits. Only a small number reported that they did not. The girls indicated a high degree of participation also in preparing and serving food for the sick, entertaining and caring for young children, and in preparing food for young children. A few girls could render First Aid but more than half of them could help someone else render First Aid. It is interesting to note that as many as nine girls reported that they did not try to practice health habits. It may have been that the question was misunderstood by these girls.

A larger per cent of girls entertained and cared for young children than prepared food for them. The entertaining and caring for them gave them valuable experience with young children and relieved their mothers of some daily duties as well. These findings are shown in Table 6.

TABLE 6. Activities Related to Child Care and Home Nursing Performed by Girls

Child Care and Home Nursing Activities	Performed			Not Performed	No Reply
	Frequently	Occasionally	Total		
Take precaution of contagious diseases	340	93	433	27	15
Can Give First Aid	100		100	118	16
Can help give First Aid	241		241		
Help care for sick	191	238	429	39	7
Prepare, serve food for sick	128	259	387	79	9
Plan, prepare food for young children	143	175	318	149	8
Entertain, care for young children	174	208	382	86	7
Try to practice health habits	391	67	458	9	8

Although the 475 eighth grade girls included in this study of home activities showed high percentage of participation in many activities, it was observed that other activities were very limited. In list-other activities, only 49 girls indicated that they took part in church activities which included work in the Sunday School, Y. W. A., B. Y. P. U., usher service, and singing in the choir. It is questionable as to whether or not the girls understood the type of activities which they were expected to list as "other activities participated in", since such a few listed other activities. The participation in club activities was a low

per cent as indicated by responses from girls. Only 40 actually reported participation in the New Homemakers of America, 16 in 4H Clubs, 3 in Dramatic Club, 1 in Good Manners Club, 4 in Girl Reserves, 7 in Camp Fire Girls, 5 in Eastern Star and American Woodmen Lodges, and 13 in Choral Groups. In physical education activities, 11 girls participated in the Pep Squad, and 35 in Basketball activities. Only one girl listed attending the movie. This shows that the highest degree of participation was in church activities which was barely ten per cent, and in the New Homemakers of America, which was a little less. These findings point to the fact that for most of these girls, the greatest extent of activities are of the nature of home activities. Some types of community recreation would possibly be enjoyed in most of these situations.

In noting the degree of participation in home activities, it is pertinent to take into consideration the courses studied in homemaking at the time this study was made. The courses studied by girls at the time the questionnaires were checked are found in Table 7. These names of courses were listed just as they were given by the girls. A total of 242 girls, representing a little more than half of all the girls included in this study, was taking one of the homemaking courses listed. Ninety-five girls were not taking a course in homemaking at the time this study was made but expected to do so during the school year 1946-47 or 1947-48. Less than a third of the girls, 138, gave no reply relative to naming courses in homemaking, and it may be assumed that they were taking none. It was found that the girls who were enrolled in homemaking courses engaged in most activities frequently, rather than occasionally.

In order to discover the aims and desires of these girls relative

to homemaking, they were asked to indicate how many years they expected to study homemaking in the schools which they attended, also to indicate their future desires for continuing homemaking training after completing the work offered in their respective schools. It was found that less than a fourth (108) of the girls expected from one to three years of training in high school homemaking, according to their school program. A little less than half, or 231, expected from four to five years high school training, according to their school program. A little more than a fourth or 136 girls made no reply. It was significant to note that a large per cent of the girls realized the need of education that is presented in homemaking courses because more than half of them, 266, reported that they would like to have more training in homemaking than their schools offered. This indicated that many of these girls will try to continue their training in homemaking courses beyond high school. Only a small number (65) indicated that they had no further desire for future training after completing courses in their schools. Less than a third of the girls (114) made no reply. These findings point to the assumption that performance of home activities for these girls probably may be expected to increase with age and training.

TABLE 7. Areas of Homemaking Studied by 242 Girls

Areas of Homemaking	Per Cent	N
Clothing and Domestic Art	24.7	118
Foods	11.6	55
Safety and Care of the Sick	1.7	8
Making Our Homes More Livable	10.8	51
The Care for a Mother and Her Infant	2.1	10
Total	50.9	242

CHAPTER V

The W. R. Banks Library
Prairie View University
Prairie View, Texas

SUMMARY AND CONCLUSIONS

This is a study of the home practices, duties, activities and home conditions of eighth grade girls of Negro schools with vocational homemaking programs during the school year, 1946-47. It had for one of its major objectives that of gathering data concerning the home activities of these girls. It was desired also to learn to what extent these girls shared in homemaking responsibilities in their homes. These home activities involved responsibilities requiring physical activity in performing tasks and assisting with care of members of families as their share in household routine in their homes. Other purposes for this study were: (1) To secure general information and understanding about their homes and families, (2) To secure general information relative to their social and economic levels, (3) To have a definite understanding of the environment of pupils which is necessary for successful child development, (4) To discover their various interests and duties, (5) To learn of household practices of eighth grade girls, (6) To learn of their educational aims and desires in the homemaking field, and (7) That information gained may be used as reference material. Home activities of the 475 girls provided a basis for this study.

This study revealed that a very small percentage of fathers of the girls reporting did professional, semi-professional, clerical work or business, skilled trades, semi-skilled trades or slightly skilled labor. The largest per cent engaged in farming and unskilled labor, which definitely affected the social and economic status.

Some conclusions resulting from their environments and socio-econ-

conomic status were: (1) The distribution of families reported as living in town and in the country was nearly the same, (2) More than fifty per cent of families reporting consisted of six or more members, (3) There were three or more grown-ups in more than one-third of the families represented by the girls who reported, (4) A large number of the girls did not have weekly allowances, and the girls who had personal allowances were given small amounts to manage for themselves.

It is probable that the size of the towns and rural communities affected the economic status of the families. The economic status of the family in turn was probably partially responsible for the fact that a large per cent of the girls had no allowances and for the small amounts of money for personal allowances in cases of girls who had been given them. The fact that many families consisted of a large number of members and that in many families there were three or more grown-ups, probably had a tendency to lower the per cent of participation in home activities on the part of the girls reporting.

The girls who reported took part in many home activities and to a large extent. It appeared that the highest degree of participation took place with regard to foods activities, home nursing activities, and some phases of home management activities. It was noted that those girls who were enrolled in homemaking courses engaged in activities frequently, rather than occasionally.

The study clearly brings out the fact that these girls were interested in homemaking to the extent that they wanted further training, since more than fifty per cent of the girls suggested that they desired homemaking training beyond high school years.

Other activities engaged in outside of the home by these girls were few, but the ones participated in were church work activities of all kinds, club work of several kinds including the New Homemakers of America, and physical activities or sports of many kinds suitable for girls.

It is recommended, based on the study, that an effort might well be made to determine in which areas of homemaking girls are engaged in helping with responsibilities, and that the supervised home projects and experiences should be chosen by the teacher and pupils from those currently engaged in by the girls. It seems that the home as a laboratory for school instruction might then be more nearly a functional one. Many people believe that learning proceeds with more ease when teaching takes place in a natural setting, and anything that can be done to bring about the ease in learning should make for efficiency in teaching. Home responsibilities may serve as a basis for planning much of the instruction to be given in the classroom.

The United States Department of the Interior Office of Education used the pupil activity study in 1932 as one method to be used in determining an approach in an effort to enrich the content of a new course of study (19). It seems also that teachers who have a usable sociological, psychological as well as a physical and natural scientific background, and a natural desire and love for teaching, may be better prepared to develop on the lower high school level a functioning program in homemaking.

It is believed that a pupil in the early years of high school usually has a keen interest in sharing as a home member; in winning approval of family members and teachers, social groups and of members of his own sex, and therefore a teacher well-prepared and well qualified, may be able to accomplish a great deal in helping the pupils to find their places as satisfactory family members.

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APPENDIX

EXHIBIT A

PRAIRIE VIEW UNIVERSITY

Division of Home Economics

Home Activities of Eighth Grade Girls taking Vocational Homemaking in Texas

Dear Eighth Grade Girls:

We are interested in learning what you are doing when not in school. Please fill in the blanks and answer the questions as accurately as possible.

- I. GENERAL Date _____
 1. Town _____ School _____ Age _____
 2. What Homemaking courses are you taking at the present?
 3. Grades in which you expect to study Homemaking courses?
 4. Would you like to have more Homemaking than your school offers?

Read carefully and CHECK each activity to the extent that it is practiced by you. Place check in proper column at left. Questions numbered 29, 31, 32, 48, 49 and 50 are to be checked in blank space at right of questions - "Yes" or "No". Answer questions 44, 45, 46, and 47 at right of questions.

Frequently	Occasionally	Not at all	
			II. FOODS PRACTICES
			1. Do you help plan meals for your family?
			2. Do you set the table?
			3. Do you prepare meals for the family?
			4. Do you serve meals for the family?
			5. Do you clear the table and wash the dishes?
			6. Do you prepare and pack any lunches?
			7. Do you help planning for and preparing for parties?
			8. Do you help with canning? Preserving?
			9. Do you store food in refrigerator? Safe? Pantry?
			III. CLOTHING PRACTICES
			10. Do you make simple undergarments for yourself?
			11. Do you make simple outer garments for yourself?
			12. Do you ever make simple garments for others?
			13. Do you ever remodel garments?
			14. Do you purchase your own clothing?
			15. Do you select ready made garments for yourself?

Frequently	Occasional- ly	Not at all	
			III. CLOTHING PRACTICES (CONTINUED)
			16. Do you select ready made garments for any members of your family? 17. Can you make simple alterations on ready made garments? 18. Do you mend and repair clothing? 19. Do you help make clothing for young children? 20. Do you help select clothing for young children? 21. Do you try to dress suitable for all occasions?
			IV. HOUSE MANAGEMENT PRACTICES
			22. Do you clean and take care of your own room? 23. Do you clean and take care of the house? 24. Do you help select home furnishings? 25. Do you help in the management of the house? 26. Do you have the entire management of the home? 27. Do you record your expenditures? 28. Do you launder clothes for the family? 29. Do you launder all of your own clothes? Yes ___ No ___ Some of them? Yes ___ No ___ 30. Do you help make over furniture? 31. Do you work in the yard? Yes No . In the garden? Yes No 32. Do you milk the cow? Yes No . Feed the chickens? Yes No 33. Do you contribute to the recreation of the family? 34. Do you help entertain in the home? 35. Do you help buy groceries and supplies?
			V. CHILD CARE AND HOME NURSING PRACTICES
			36. Do you take precautions to avoid contagious diseases? 37. Can you give First Aid? Can you help give it? 38. Do you help care for the sick? 39. Do you prepare and serve food for the sick? 40. Do you plan and prepare food for young children? 41. Do you entertain and care for young children? 42. Do you try to practice health habits?
			VI. MISCELLANEOUS
			43. Does your mother work away from home? 44. What is your father's occupation? 45. How many are in your family? Number: 46. Give ages of brothers: Ages - Sisters: Ages - 47. How many grown-ups are in the family? Number: 48. Does your family budget its income? Yes No 49. Do you have an allowance? Yes No . How much?

Frequently	Occasional-ly	Not at all	
			VI. MISCELLANEOUS (CONTINUED)
			50. Do you live in town? Yes No . In country? Yes No . Do you live in house? Yes No . Rooms? Yes No .
			VII. LIST OTHER ACTIVITIES PARTICIPATED IN

EXHIBIT B

2519 Nagle Street
Houston 4, Texas
October 19, 1946

Teacher of Homemaking

Dear Teacher:

I am making a study of the Home Activities of Eighth Grade Girls Taking Vocational Homemaking in Texas which information may be used by those in authority in Homemaking curriculum building.

I am enclosing ten copies of a questionnaire which I am asking you to permit any ten girls in Eighth Grade to fill in completely according to directions under your supervision. Please return all copies to me in the enclosed self-addressed, stamped, envelope immediately.

Your prompt attention and complete cooperation is solicited for best results; for same I shall be grateful to you.

With every good wish for your continued success, I am

Sincerely yours,

Ruby O. Abernethy

Adviser

Elizabeth C. May

Encls.

EXHIBIT C

2519 Nagle Street
Houston 4, Texas
January 25, 1947

Teacher of Homemaking

Dear Teacher:

You received a letter from me dated October 19, 1946, with ten forms enclosed for information pertaining to Home Activities of Eighth Grade Girls. I shall appreciate your returning the forms.

Kindly get ten Eighth Grade girls to fill forms whether they are taking Vocational Homemaking or not, and return immediately.

With every good wish for your continued success, I am

Sincerely yours,

Ruby O. Abernethy

Adviser: Elizabeth C. May