

THESIS

A STUDY OF THE OCCUPATIONS  
OF THE GIRLS WHO HAVE DISCONTINUED SCHOOL  
UPON COMPLETION OF THE  
JUNIOR HIGH SCHOOL IN FORT COLLINS,  
COLORADO

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
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## CHAPTER I

### INTRODUCTION

One of the duties of the school is better to equip the boy or girl to meet life situations when he or she leaves school; for the student who discontinues school at the end of the eighth grade, such equipping for life situations must take place early in the educational program if the school is to meet the need.

The present study represents an attempt to determine the needs of a specific group that leaves school at the close of the eighth grade, the members of which do not go on to the senior high school. Because the writer is a teacher of homemaking in the Junior High School, the group studied has been limited to girls, and the objective of the study has been to determine the nature and content of a course in homemaking that could be more specifically adapted to the needs of such a group.

#### The Problem

The problem undertaken in the present study has been to determine the occupational status of the girls who discontinued school upon the completion of the eighth grade in the Fort Collins, Colorado, Junior High School in the five-year period from 1930 to 1934 inclusive, this investigation to be used as a basis for the construction of a homemaking program adapted to

their needs.

An answer to the following questions has been sought:

1. How many girls do not go on to high school upon completion of the eighth grade in Fort Collins?
2. How many of these girls are, or have been, in occupations to which the courses in homemaking could have contributed helpful suggestions?
3. What kinds of work are open to girls who have only an eighth grade education?
4. What are the personality traits these girls should have, and what physical qualifications should they meet for successful employment?
5. In what ways can the homemaking courses contribute to the occupations in which a number of the girls have been employed?

#### The Local Situation

Fort Collins, Colorado, is not an industrial city. It is located in a rich agricultural section, the surrounding area of which is an important cattle and sheep feeding section of the state. The population is approximately twelve thousand people. The Colorado State College is located here, accommodating sixteen hundred students during its winter term and fifteen hundred students during its summer session.



The school situation is more or less typical of a majority of the larger school systems in northern Colorado, particularly those with an enrollment of about six hundred students in the seventh and eighth grades, which constitutes the Junior High School in Fort Collins. The parents of about one-fifth of the Junior High School students are of foreign descent. The German, Russian and Spanish element make up a large proportion of this number. A majority of the foreign students are located in sections segregated from the main residential portions of the city.

The Junior High School offers Home Economics in both the seventh and eighth grades. In these two years, each girl attends two hundred and twenty home-making classes, the chief objective of which is to help the girl to become a happy, healthy, helpful and worthy member of her family and community. In many cases, the training which the girl receives in homemaking in the Junior High is all that she receives in school along this line. Many girls drop out of school upon the completion of the eighth grade to enter some occupation or other activities open to girls who drop out of school upon the completion of the eighth grade.

No systematic study has ever been made of the general characteristics of the occupations which girls enter who drop out of school and the activities in which these girls have a part, to which homemaking courses

might directly contribute. The present study investigates the needs of such a group and the nature of such homemaking work as would satisfy their needs.

While the present study deals with a group of girls in a particular city, it is felt that the findings would have value to other cities of northern Colorado, where the general situation is somewhat similar, and to other communities that are interested in the general problem of adapting homemaking courses to the needs of special groups.

## CHAPTER II

### REVIEW OF LITERATURE

A number of studies have been made dealing with the occupations of girls who are unable to go on to high school. Because of these less fortunate girls, educators of today are constantly engaged in trying new methods of obtaining the necessary information upon which to build a successful curriculum for present-day needs, and to present this information in such a way that it will also aid in preparing the student to meet the varied problems in his future life. Educators realize the inadequacy of a school curriculum that does not take into consideration the activities and interests of children, but accepts preparation for adult life as one of the aims of education.

"Educators are trying to discover the traits, ideals and information that people need for their daily living and to introduce, as the core of the curriculum, activities which will insure that these are acquired".<sup>1</sup>

Briggs<sup>2</sup> gives as one of the guiding principles for curriculum construction "to teach pupils to do better

1. Brown, Clara M., and Haley, Alice H., The Teaching of Home Economics, Houghton Mifflin Company, Chicago, 1928.
2. Briggs, Thomas H., The Junior High School, Houghton Mifflin Company, Chicago, 1920.

the desirable things they will do anyway; to reveal higher activities and to make them seem both desirable and to an extent possible".

Home economics teachers seem to be becoming more concerned in knowing how to help girls in their classes to fit themselves for suitable work.

The Journal of Home Economics<sup>1</sup>, in an editorial, states: "There are two general ways in which home economics can help a girl to earn a living. One is by training her specifically for some gainful occupation or profession whose interests are allied to those of homemaking and the other is by developing in her certain traits and characteristics generally desired by employers".

Gainful occupations, whose interests are closely allied to those of home economics, are almost as varied as homemaking itself. From a report<sup>2</sup> on the occupations of some small school graduates, it was found that 33.8 percent of the girls were engaged in occupations which are directly related to the home and homemaking. "The broad purpose of this study was to determine to what degree the graduates of the school were able to cope with social and economic problems of modern life".

1. Editorial, "Home Economics and Gainful Occupations", Journal of Home Economics, Vol. 23, pp. 646-47, July, 1931.
2. Besch, Emil M., "Occupations of Graduates of a Small High School", School Review, Vol. 44, pp. 447-51, June, 1937.

From Trumbull's<sup>1</sup> survey of junior wage earners, it was learned that only 26 percent of the young people who, without any specific training, get a job, hold their jobs more than one year; more than 50 percent were anxious to leave their present jobs and try something else. There is an economic loss by all concerned, as these junior wage earners shift from job to job, in trying to find work that suits them and work that they will suit. The reason for this is, according to Trumbull: "These young people have not been trained sufficiently to help them to be successful".

The schools are making some effort to meet the needs of girls in the business world, not only from a vocational viewpoint, but from the standpoint of qualifications necessary for a job. In a study made in Rochester, New York,<sup>2</sup> it was found that employers look for girls possessing the following qualifications: Good health, neat appearance, pleasing personality, ability to stick to a job until it is mastered, an honest appreciation of the need for using the company's time for the company, serious mindedness in regard to the work at hand, ability to use their hands, alertness, readiness

1. Trumbull, F. M., Guidance and Education of Prospective Junior Wage Earners, John Wiley and Sons, New York, 1920.
2. Cloonan, Mary, "Occupational Opportunities and Guidance for Girls in Rochester", Journal of Home Economics, Vol. 23, pp. 627-630, July, 1931.

to step into another job in an emergency, ability to work in peace with others, respect for the property of the company, evidence of real interest in the work undertaken, tractability.

An article<sup>1</sup> published in the Industrial Arts and Vocational Education Magazine, February, 1937, states that under normal conditions, approximately one-half million girls and young women enter the various industries of the United States each year. The greater number of these are adolescent or junior high age "drop-outs". The median age was found to be 15. One cause of dropping out is the economic pressure in the home. Another is mental dullness on the part of the pupil. One of the most common causes is that the student's interests have not been challenged by school activities. "The big job of the Junior High School is to give its students a chance to explore in several fields in an effort to help the student who becomes dissatisfied with school and wants to drop out".

Many girls of today seem to be interested in two vocations, that of homemaking and a means of earning money outside the home. In many cases, these are

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1. Karch, R. Randolph, "Vocational Guidance", Industrial Arts and Vocational Education, Vol. 26, pp. 37-8, February, 1937.

carried on at the same time. Thayer<sup>1</sup>, in an article published in the Journal of Home Economics for July, 1931, states: "Often a girl starts her vocation, marries, raises a family, and re-enters the vocational field. In each case, in addition to or independent of a preparation that equips her to engage in a recognized profession or vocation, a woman needs the ability to direct and administer a home".

In an address, given by Treva Kauffman<sup>2</sup> and recorded in the National Education Association Proceedings, 1930, she quotes Dr. Edwin A. Lee as saying that: "Women must be trained, not for one vocation, but for at least two, of these homemaking is the permanent vocation, the other in the overwhelming majority of cases must be considered temporary. The modern home is ceasing to be the place in which a girl may learn the art and science of homemaking".

The fact that employers are making demands on the schools of this country that girls be trained to meet the practical needs of the industrial and business world is evidence that the school curriculum should be changed to meet these demands.

1. Thayer, V. T., "Home Economics and the Education of the Modern Girl", Journal of Home Economics, Vol. 23, pp. 609-613, July, 1931.
2. Kauffman, Treva, "What Home Economics is Doing for the Employed Girls", National Education Association Proceedings, p. 947, 1930.

Mrs. Margaret C. Ellis<sup>1</sup> states that: "Employers demand that the girl be trained to meet the practical needs of the industrial and business world. If vocational guidance and home economics are to function, they must heed the requirements of employers. Employers, no matter where they are, want girls with womanly ideals and ideas; they have no use for 'flappers' or the 'Faddists'; they want someone with old-fashioned virtues as modesty, courage and honor. Each kind of work has its particular requirements of special training, but there are certain fundamentals needed for practically all."

Mrs. Ellis thinks that to partly prepare girls for their work, the suggestions above should be included in the curriculum.

In 1922, the City of Los Angeles, California,<sup>2</sup> undertook a curriculum revision project based upon abilities and characteristics which, in the judgment of the teachers, were advisable and desirable for the students when they entered the fields of industry to have.

The field of home economics was covered by an analysis of the homemaker's job to determine the desirable abilities and characteristics which she should have.

1. Ellis, Mrs. Margaret C., "What Employers Expect of Junior High Girls Trained in Home Economics", Journal of Home Economics, Vol. 21, pp. 560-565.

2. Bobbitt, Franklin, How to Make a Curriculum, Houghton Mifflin and Co., Chicago, 1924.



From the information so obtained, the Los Angeles school system was able to reconstruct their curriculum so as to include the suggestions received from the job analysis. The purpose of the curriculum revision was to include a few, at least, of the experiences and problems students were apt to meet in any occupation.

A study, very closely resembling the Los Angeles study, was made in Denver<sup>1</sup> in 1923. This was a definite step toward determining, not only the homemaker's activities, but also the activities and interests of the girls. The work was done by two committees: One concerned with junior high pupils, and the other with senior high pupils. This survey was a distinct contribution to the future home economics curriculum building. The real needs of the girls were kept in mind in trying to adjust the curriculum following this study.

In order to determine what should be the content of the home economics courses in the schools of Fresno, California,<sup>2</sup> a study was started of the vocational conditions in that city in 1928. Here, as in the Denver curriculum study, the activities and interests of junior and senior high school girls, were studied, which were

1. Hopkins, L. T. and Kinyon, K. W., Research Monograph No. 1, Home Economics, Public Schools, Denver, Colorado, 1935.
2. A Study of Vocational Conditions in the City of Fresno, Division of Vocational Education, University of California, General Vocational Education Series, No. 2, Bulletin No. 20, 1926.

to form the foundation for the curriculum changes to be made in that city.

The Department of Public Instruction of Indiana, in 1929, revised and published Courses in Home Economics for High Schools<sup>1</sup>. This was a course of study based upon the results of a survey made by the home economics teachers. The homes and communities in which the students lived were studied. The purpose of this was to obtain information upon which to build a course of study which would more nearly meet the needs of the pupils.

Beatrice Anderson<sup>2</sup>, in making a study of the occupations girls follow after leaving high school in Barnesville, Minnesota, discovered that 52 percent of the graduates of that city actually carry on homemaking, and could apply the knowledge and skills gained in home economics courses. She states: "If home economics were interpreted as including only courses in cooking and sewing, its practical usefulness might not be so general; but where it includes child care and training, home furnishing and decorating, nutrition, keeping household accounts, how to buy clothes, textiles, first aid, care of the sick, preparation and serving of meals, remodeling problems, art craft work, food marketing and

1. Courses in Home Economics for High School, State of Indiana, Department of Public Instruction, Division of Vocational Education, Bulletin No. 100 G 3, 1934.
2. Anderson, Beatrice, "Home Economics and the Occupations of High School Graduates", Journal of Home Economics, Vol. 25, p. 772, November, 1933.

how to become a hospitable hostess, it should be of practical value to a woman in any occupation ordinarily followed by high school graduates".

Helen Allison<sup>1</sup>, on the basis of a study of the needs of high school girls majoring in commercial work, recommended: "A course of study in home economics to include the units of Personal Grooming, Foods, Family Income, and Development of a Pleasing Personality".

In a study made by Mary Bryan Brucher<sup>2</sup>, she suggests that: "The content of a homemaking course should be so carefully planned as to include problems based upon the girl's present activities and responsibilities. Such a course should enable them to meet the requirements of these responsibilities and to adopt themselves to their environment more quickly and completely."

Louise Mason<sup>3</sup>, in her study of occupations of girls, recommends a well-rounded course in homemaking which will include Personality Development, Money Management, Good Health, Foods, and the Worthy Use of Leisure Time.

1. Allison, Helen, A Study of Duties and Responsibilities of Some Girl Graduates from the Commercial Department of Central High School, Oklahoma City, Oklahoma, Master's Thesis, Colorado State College, Fort Collins, Colorado, 1932.
2. Brucher, Mary Bryan, A Study of Homemaking Activities and Problems of Girls Employed While Attending High School, Oklahoma City, Oklahoma, Master's Thesis, Colorado State College, Fort Collins, Colo., 1935.?
3. Mason, Louise, A Study of the Occupations of Girls Who Have Attended the Garland High School During the Years 1927-1932, Master's Thesis, Colorado State College, Fort Collins, Colorado, 1935.

### CHAPTER III

#### METHOD OF PROCEDURE

For this study, all the girls who had dropped out of school upon the completion of the eighth grade in Fort Collins for the five-year period, 1930 and 1934 inclusive, were used. These had been out of school long enough to have had experience in homemaking, as well as in wage-earning occupations.

A list of the names and addresses of these girls was obtained from the school registers for the years 1930-1934 inclusive. This list of names was then checked with the senior high school registration lists to determine the girls who did not go on to high school. For example, the names of all the eighth-grade girls for 1930 were copied from the registers. This list of names was then checked with the high school enrollment list for 1931. In this manner, it was learned which girls did not go on to high school. This procedure was followed for each of the years included in this study.

By this procedure it was found that 485 girls had been registered in the eighth grade, and that 367 of these had gone on to high school, thus 118 girls had dropped out of school upon completion of the eighth grade in Fort Collins.

From the registers, the addresses of these 118 girls were taken. In many cases the girls had married and

changed addresses. In certain cases, the present names and addresses were learned from relatives and close friends. In the case of German and Russian girls, the ministers of their churches were able to give considerable information. In the case of Spanish girls, information was sought from the leaders in the Spanish settlements, and their minister or Catholic priest. Of the entire list of 118 girls, 108 (91.5 percent) were located.

The personal interview method was used in securing the information needed.

An information sheet (see Appendix) was worked out which included the following items:

1. The girl's present address.
2. The nature of the girl's occupation.
3. Occupational history of the girl.
4. The girl's marriage status.
5. The number of children and their ages.
6. The girl's evaluation of the particular training in home economics.
7. Girl's suggestions for improvement of the course.

Not all the information was obtained from the girl in her home. In those cases where the girl was not employed in a home of her own, she was called on at her place of employment. In no instance did her employer raise any objection to an interview, but often contributed very valuable information concerning the girl.

During the holidays some girls clerked in stores. In such cases, arrangements for a convenient time to interview them was made. Sometimes girls were met at social functions, church services and public places of entertainment. Wherever the contact was made, information was always given gladly.

Ten girls (11.4 percent) had moved away at a distance too great for a personal interview. To these a letter was sent, together with the questionnaire, copies of which are to be found in the Appendix.

From the ten letters sent out, eight replies were received. The information contained in these was valuable, but not as complete as that received by the personal interview method.

The data gathering covered a period of about eight months. During that time, changes occurred in the homes of some of the girls; some had married, some bore children, and some had changed their places of employment. All these changes were added to the original data in order to make the information as accurate as possible up to May 15, 1937, at which date the information gathering part of this study was closed.

#### The Occupational Status of Girls

The data thus obtained from the interviews were transferred to a master sheet for further study and comparative purposes. The data were then organized so as to bring out the following points:

1. To determine the number of girls who do not go on to high school upon the completion of the eighth grade in Fort Collins.
2. To learn whether or not these girls were married or in wage-earning occupations.
3. To find out the kinds of work open to girls who have only an eighth-grade education.
4. To find out the information and abilities needed for home employment.

From the interviews, it was learned that out of 108 girls 106, or 98.1 percent, were either married and in homes of their own or were employed in homes. An analysis, therefore, was made of the information and abilities needed for home employment. This analysis was made by interviewing twenty-five home-makers who live in or near Fort Collins, in whose homes one or more of the girls had been employed.

An information sheet was worked out which included the following items:

1. Employment of the girl in the home; duties performed by her.
2. Age preferred.
3. Points considered in employing and retaining girls.
4. School training desired.
5. Other types of training desired.
6. Personality traits considered as highly

desirable.

7. Specific training in homemaking desired.

In every case it was found that the homemakers interviewed were very glad to give the desired information. In most cases, the information was put down on a record sheet in the presence of the homemaker at the time of the interview; in a few cases a second visitation was necessary, as the women wanted to think about it, and the information desired.

The information thus received was organized in table form for further analysis.

Suggestions for Homemaking Course

Changes

At the time that the girls were interviewed they were asked for suggestions as to how the homemaking course in the junior high school could be enriched so as to be more beneficial to them. These suggestions for changes in the homemaking course received from the girls, and the information and abilities needed for home employment which were suggested by the employers, will be used later in this study.



## CHAPTER IV

### ANALYSIS OF DATA

The analysis of the data for this study will be presented in three parts: First, an analysis of the information concerning the girls derived from a study of school records and from the girls by personal interviews; second, an analysis of the particular job in which a majority of the girls are now engaged; and third, suggestions of the girls who are wage earning for making a better course in homemaking.

#### Part I

##### General Information and Occupational Status

The information concerning the girls will be presented in this part under five general headings.

General information includes:

1. The number who did not go on to high school upon completion of the eighth grade in Fort Collins, their ages at the time of leaving school, and their intelligence ratings.
2. The marital status of the girls in the study.
3. The number of girls who were wage earning at the time of this study.
4. The number and percentage of married girls engaged in both homemaking and wage earning occupations.

# 5. Occupations of the girls in the study.

General Information.--As previously stated, the records of 108 girls about whom information was available were used for this study.

Table I shows the percentage of girls who did not go on to high school after finishing the eighth grade in Fort Collins during the years 1930-1934 inclusive.

TABLE I. GIRLS WHO DID NOT ENTER HIGH SCHOOL UPON COMPLETION OF THE EIGHTH GRADE DURING THE YEARS 1930 - 1934

School Year	Total No. of girls in eighth grade	Girls entering high school		Girls not entering high school	
		No.	Percent	No.	Percent
1930	121	93	76.6	28	23.1
1931	84	63	75.0	21	25.0
1932	69	48	69.5	21	30.4
1933	89	67	75.2	22	24.7
1934	122	96	78.6	26	21.8
-----					
Totals	485	367	75.4	118	24.3

The table shows that during this particular period of years, from 1930 to 1934, three-fourths of the girls completing the eighth grade went on to high school, leaving one out of four who did not do so. This proportion is fairly steady for the five-year period, with a total variation of 69.5 to 78.6 percent, or a

TABLE II. AGES OF GIRLS NOT ENTERING HIGH SCHOOL

School Year	No. of Girls	AGE											
		13	14	15	16	17	18	No.	Per- cent	No.	Per- cent	No.	Per- cent
1930	28	0	0	1	3.5	10	35.7	10	35.7	7	25.0	0	0
1931	16	0	0	4	2.5	5	31.2	3	18.6	3	18.6	1	6.2
1932	16	0	0	1	6.2	6	37.2	4	25.0	4	25.0	1	6.2
1933	22	1	4.5	5	22.5	6	27.0	6	27.0	2	9.0	2	9.0
1934	26	0	0	3	11.4	10	38.4	6	22.8	4	15.4	3	11.4
-----													
Total	108	1	.92	14	12.9	37	34.2	29	26.8	20	18.5	7	6.5

difference of nine percent.

Table II shows that approximately one-third (34.2 percent) of the girls not entering high school, left school at the age of 15 years; one-fourth (36.8 percent) at 16 years. Only one girl dropped out of school at the age of 13 years; and only 14 at the age of 14 years. On the other hand, 27, or approximately one-fourth of them, were 17 and 18 years of age.

Since the usual age of girls in the eighth grade is 13 or 14 years of age, it is evident that the girls not entering high school compose an over-age group for the eighth grade.

Figure 1 shows in a graphical manner the distribution of the ages of the members of the group.

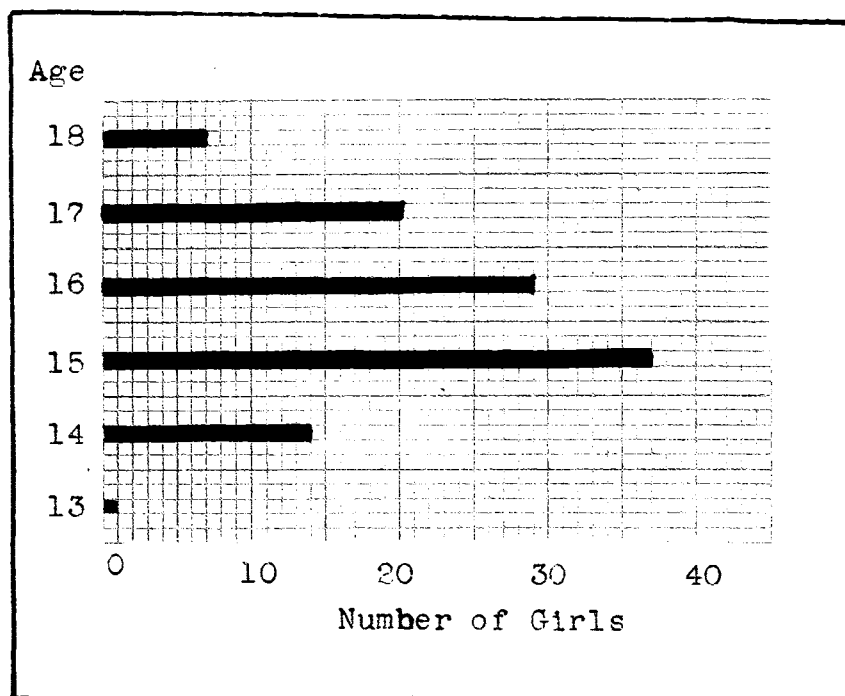


Figure 1. Distribution of Ages of the 108 Girls of the Study

TABLE III. INTELLIGENCE RATING OF GIRLS NOT ENTERING HIGH SCHOOL

School Year	No. of Girls	I Q RANGE INTERVAL									
		66 -	75 -	76 -	85 -	86 -	95 -	96 -	105 -	106 -	115 -
		No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
1930	28	2	7.0	12	42.0	11	38.5	2	7.0	1	3.5
1931	16	1	6.2	4	24.8	5	31.0	4	24.8	2	12.4
1932	16	1	6.2	4	24.8	8	50.0	2	12.4	1	6.2
1933	22	3	13.5	5	22.5	10	45.0	1	4.5	3	13.5
1934	26	4	15.3	4	15.3	14	53.2	3	11.4	1	3.9
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
Total	108	11		29		48		12		8	

It is very evident from Table III, which gives the I Q distribution of the girls not entering high school, that the majority of the girls are below the average in intelligence rating, considering 96-105 as the average interval range<sup>1</sup>.

The table also shows that 12 girls have an average intelligence rating, and that 8 are superior. Therefore, most of the girls (about four-fifths) who drop out of school at the close of the eighth grade probably do so because they are unable to grasp the subject matter of the courses they are required to take.

Figure II shows in a graphical manner the distribution of the intelligence ratings of the members of the group.

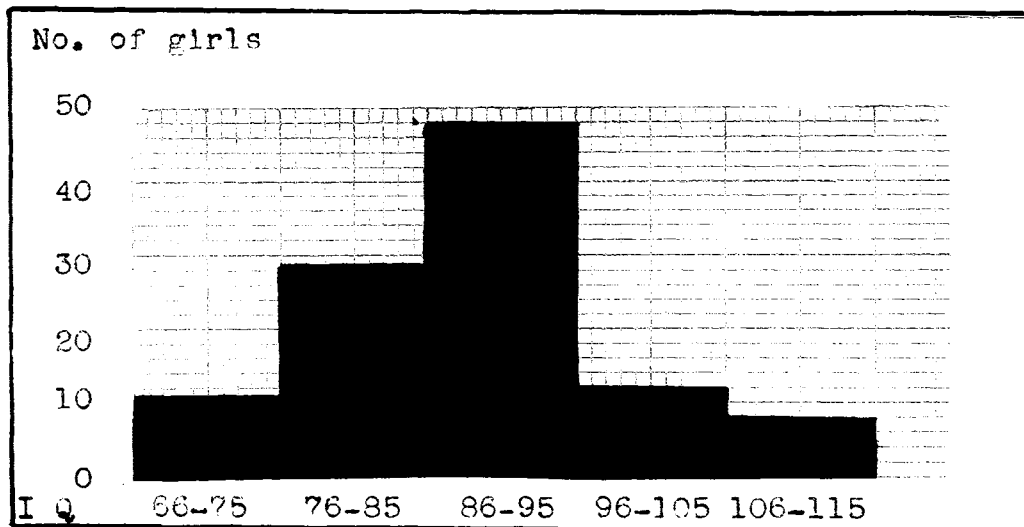


Figure 2. Intelligence Ratings of the 109 Girls of the Study

1. Terman, L. M., The Measurement of Intelligence, Houghton Mifflin Company, Chicago, 1916.

TABLE IV. MARITAL STATUS OF GIRLS LEAVING SCHOOL  
UPON COMPLETING THE EIGHTH GRADE

School Year	Total No. of Girls	Number Unmarried		Number Married		Number mar- ried and having children	
		No.	Percent of Group (108)	No.	Percent of Group (108)	No.	Percent of mar- ried Group
1930	28	7	25.0	21	75.0	18	85.7
1931	16	5	31.2	11	68.7	10	91.1
1932	16	6	37.5	10	61.1	8	80.0
1933	22	7	31.7	15	68.1	3	20.0
1934	26	16	61.5	10	38.5	4	40.0
-----							
Total	108	41	37.9	67	62.0	43	64.1

Of the sixty-seven girls (62.0 percent) who have married during the period of years in this study, forty-three (64.1 percent) of the married group have one or more children. As might be expected, the highest percentage of those with children were for those dropping out in the first three years included in this study.

Forty-three (64.1 percent) of the girls in the married group have one or more children. This presents the young homemaker with the problem of child training and guidance -- a responsibility for which she has had

little or no training while she attended school.

Information concerning the occupations into which these girls go after leaving the eighth grade should be very valuable in making out a course of study which will meet their present-day needs.

Occupations of the Girls.--The occupations in which these girls have been engaged since leaving school are shown in Table V under fourteen headings. This table also shows the girls who have been wage earning and those who have not.

From the table, it is learned that the occupations in which the girls in this study have been engaged since leaving school show some variety. These include such types of work as: Caring for children, practical nursing, waitress work, cooking, maid service, and plain sewing. Thirty-nine (35.6 percent) have been wage-earning in occupations to which a course in homemaking could make a very definite contribution.

The number of married girls engaged in homemaking and wage earning occupations is shown in Table VI.

While the percentage of girls (Table VI) who are both wage earning and homemaking is comparatively small (14.9 percent) it seems that preparation for two jobs is necessary for some girls. Many of the wage earning jobs are very closely related to homemaking.



TABLE V. OCCUPATIONS OF GIRLS

A. Type of Occupation	No.	Percent
Number in wage earning occupations	39	35.6
Number not in wage earning occupations	69	63.8
Total	<u>108</u>	<u>100.0</u>
B. Type of Wage Earning Occupations Involved	No.	Percent of Total (108)
1. Homemaking	13	11.9
2. N. Y. A.	6	5.5
3. Laundry	3	2.8
4. Sales girls (occasionally)	3	2.8
5. Waitress	2	1.8
6. Maid service (hotel)	2	1.8
7. Fruit harvest	2	1.8
8. Canning factory	2	1.8
9. Care of children	1	.9
10. Cook	1	.9
11. Secretary	1	.9
12. Outdoor farm work	1	.9
13. Practical nursing	1	.9
14. Plain sewing	1	.9
Total	<u>39</u>	<u>35.6</u>

TABLE VI. MARRIED GIRLS ENGAGED IN HOME MAKING  
AND WAGE EARNING OCCUPATIONS

School Year	Total No. Girls Married	Girls married and home- makers		Girls married who are homemakers and wage earners	
		No.	Percent	No.	Percent
1930	21	20	95.2	1	4.7
1931	11	9	81.9	2	18.1
1932	10	8	80.0	2	20.0
1933	15	12	80.0	3	20.0
1934	10	8	80.0	2	20.0
-----					
Total	67	57	85.0	10	14.9

Summary.--The general information presented in this part of the study indicates that the group of girls dropping out of school upon the completion of the eighth grade, constitutes an over-age group, the majority of which is below the average in intelligence; that two-thirds, or more, of the girls marry within four years; and over three-fourths of these have one or more children.

Thirty-nine girls (35.6 percent) are wage earning, while sixty-nine (63.8 percent) are in their own homes.

The occupations of these girls fall into fourteen types. The number engaged in each occupation varies from one (.9 percent) to thirteen girls (11.9 percent). Over half (63.8 percent) of the girls are engaged in homemaking.

Some girls are not only homemakers, but also wage earners. This means a large amount of responsibility must be assumed by girls who are young in years. These girls are really performing two jobs with a small amount of training for either, since they have had the equivalent of a year's work in homemaking, primarily designed for the present-day needs of a junior high school girl.

## Part II

### Wage Earning Occupations

As previously stated, 106, or 98.0 percent, of the girls interviewed in this study were either married, or were employed in wage earning occupations that largely centered about homemaking. It would seem, then, necessary to make a study of the duties and responsibilities of these girls in homemaking in order to determine whether the present course in homemaking in Fort Collins Junior High School should be changed in order to more nearly meet the needs of these girls.

Duties and Responsibilities of the Wage Earning Occupations.--In order to learn the duties and responsibilities expected of girls employed in homes as a means of earning a living, a check list of such duties and responsibilities was personally placed by the writer in the hands of twenty-five women in and near Fort Collins who employ girls in their homes. The results of these interviews were tabulated for further study.

All the duties and responsibilities mentioned as a result of these lists checked by the homemakers are very definitely in the field of home economics.

Every homemaker who hires help in the home expects the help to assist in some way with the cleaning. Five homemakers out of six expected the girl to make all

TABLE VII. DUTIES AND RESPONSIBILITIES OF GIRLS  
EMPLOYED IN HOMES

(Based upon returns from 25 homemakers)

Duties Performed	Homemaker Number	Checking Percent
I. Daily cleaning and care		
1. Make beds	25	100
2. Straighten furniture	25	100
3. Dust furniture	25	100
4. Dust floors	25	100
5. Clean bathroom	25	100
6. Hang up clothes	15	60
II. Weekly cleaning (except as noted)		
1. Change bed linen	25	100
2. Scrub kitchen floor	25	100
3. Clean bathroom	25	100
4. Dust thoroughly	25	100
5. Clean house	25	100
6. Clean rugs with sweeper	22	88
7. Sweep basement	22	88
8. Straighten cupboards	21	84
9. Check supplies	20	80
10. Wash windows (once a month)	20	80
11. Air bedding (once a month)	20	80
12. Clean flour and sugar bins	17	68
13. Re-arrange furniture	12	48
14. Straighten book shelf	12	48
15. Wash woodwork (once a month)	9	46
16. Wash kitchen and bathroom walls (once a month)	7	28
17. Wax floors	7	28
18. Clean silver	3	12
III. Meal preparation		
1. Prepare vegetables and fruits	25	100
2. Wash dishes	25	100
3. Wait on table	25	100
4. Prepare food for special occasions	25	100
5. Serve food on special occasions	25	100
6. Take care of left-overs	23	92
7. Set table	23	92
8. Check supply list	20	80

TABLE VII.. DUTIES AND RESPONSIBILITIES OF GIRLS  
EMPLOYED IN HOMES (CONTINUED)

Duties Performed	Homemaker Number	Checking Percent
III. Meal Preparation (continued)		
9. Make pastry	19	76
10. Prepare meats	18	72
11. Prepare beverages or drinks	18	72
12. Help can fruit, vegetables and meat	17	68
13. Order supplies	16	64
14. Serve meal (in courses)	14	56
15. Arrange table decorations	7	28
16. Bake rolls or bread (occasionally)	6	24
17. Plan meals	5	20
IV. Laundry work		
1. Fold flat pieces	25	100
2. Ring clothes out of washer	22	88
3. Take care of heating stove or gas heater	22	88
4. Hang out clothes	21	84
5. Take charge of washing machine	21	84
6. Rinse clothes	20	80
7. Gather in clothes	20	80
8. Mend clothes	19	76
9. Dampen starched pieces	16	64
10. Iron starched pieces	15	60
11. Collect laundry	17	48
12. Sort clothing	17	48
13. Put away clothes	17	48
14. Iron all flat pieces	10	40
15. Take charge of clothes when boiled	6	24
V. Care of children		
1. Watch while playing	25	100
2. Watch while parents are away	25	100
3. Mend clothes of children	21	84
4. Wash and iron clothes of children	19	76
5. Take for walks	19	76
6. Prepare food	17	68
7. Take for ride in carriage	17	68
8. Help to dress	15	64
9. Prepare meals	16	64

TABLE VII.. DUTIES AND RESPONSIBILITIES OF GIRLS  
EMPLOYED IN HOMES (CONTINUED)

Duties Performed	Homemaker Number	Checking Percent
V. Care of children (Continued)		
10. Accompany them to Sunday School	15	60
11. Take on outings	12	46
12. Accompany them to show	10	40
VI. Miscellaneous		
1. Help care for sick	1	4
2. Be a companion to older person	1	4

beds, straighten furniture, dust floors and furniture, and clean the bathroom as a part of their daily routine; three out of five (60 percent) expected the girl to hang up or put away clothing daily.

The duties performed in the weekly cleaning are more varied and greater in number than those listed under daily cleaning. Such duties as washing windows, cleaning cupboards, flour and sugar bins, woodwork, walls, cleaning basement, scrubbing kitchen floor and waxing other floors in the house are added.

These cleaning activities are done often enough by girls who are wage earners in homes of others for emphasis to be placed upon them in a homemaking course.

In four of the duties of meal preparation, all of the homemakers interviewed expected the wage-earning girl in the home to assume full responsibility. These duties are: Preparing vegetables and fruits for the table; washing the dishes; serving the meal; preparing and serving food for special occasions. Two-thirds or more of the homemakers expected the girl to help at least in all phases of meal preparations and the care of food in the home. Half of the women (56 percent) expected the girl to be able to serve a dinner in courses. A fourth expected her to arrange table decorations, or bake rolls or bread. Only five of the twenty-five women (20 percent), however, expected the



girl employed in the home to plan meals. These interviews revealed the fact that girls employed in the home are expected to assume a great deal of supervised responsibility in preparing food for the family. Therefore, if a course in homemaking is to be of special value to the girl, it should include meal preparation.

Where the laundry work is actually done in the home, the duties are varied. All of the women expected the girl employed in the home to take care of the flat pieces. Twenty-two of the twenty-five women (88 percent) expected the girl to be able to take care of the stove or heater on wash days -- so that a knowledge of stoves and how to operate them would be very essential. All but one of the other items in the list of fifteen were checked by at least ten of the twenty-five women. These involved not only the washing and ironing, but also the general care and mending of clothes. Evidently these duties could to advantage be stressed in the training of girls in homemaking. Such training in homemaking should produce a desirable attitude toward the importance of keeping the clothing, both of others for whom they work and also for themselves, clean and in good repair.

Child care seems to be one of the important duties expected of the employed girl. The duties which rank highest in percentage (100 percent) that were expected by all the homemakers are caring for the child at play

and in the absence of his parents. The mending of clothes and the washing and ironing of such clothes were expected by three-fourths of the women. Almost two-thirds expected the girl to prepare the food or meals for the child.

It is evident then that a homemaking course should contain units on child care. These units should be so constructed and presented as to help the girl understand children, as well as how to care for them.

Age of Girls.--Table VIII shows the age preferred by homemakers for girls who are employed in their homes.

TABLE VIII. AGE OF GIRL PREFERRED TO HELP IN HOME  
(Based on interviews with 25 homemakers)

Age of Girl	Homemaker Number	Checking Percent
1. 16 years	13	52
2. 17 years	3	12
3. 18 years	4	16
4. 19 years	3	12
5. 20 years and over	2	8

Half of the homemakers (52 percent) preferred girls who were sixteen years of age. Girls of this age, they felt, were more able physically to carry on the work expected of them, and were not so set in their

ways of doing and thinking as to find it difficult to comply with the wishes of the homemaker. As previously shown in this study, 29 (26.8 percent) of the girls who dropped out of school during the period of years 1930-1934, inclusive, are sixteen years of age. There is, then, an opportunity for special training for these girls before they leave school.

Desirable Personality Traits.--Table IX indicates those personality traits considered most important by the woman in reference to the girl employed in her home.

The homemakers who were interviewed felt that to be able to work was not all that should be expected of the girl, but that how she worked and her attitude toward those for whom she was working also were important factors to be considered in employment. The five personality traits, considered desirable by every one of the women employing help in the home, included: Self-control, cooperativeness, industriousness, ability to get along with others, and taking responsibility; and need to be stressed more, in training the girl to be employed, than do any others. Other important traits follow very closely in rank. All forty of the traits listed were checked by at least 64 percent of the women, which indicates that a pleasing personality is extremely important to the work, and methods of developing such traits could, to advantage, be stressed

TABLE IX. DESIRABLE PERSONALITY TRAITS EXPECTED OF GIRLS  
EMPLOYED IN THE HOMES OF OTHERS  
(Based on interviews with 25 homemakers)

Desirable Trait	Homemaker Number	Checking Percent
1. Self-control	25	100
2. Cooperative	25	100
3. Industrious	25	100
4. Able to get along with others	25	100
5. Responsible	25	100
6. Original	24	96
7. Interested in job	24	96
8. Honest	24	96
9. Knows her place and keeps it	24	96
10. Sympathetic	24	96
11. Not jealous	23	92
12. Truthful	23	92
13. Friendly	23	92
14. Courteous	23	92
15. Orderly	22	88
16. Economical	22	88
17. Considerate	22	88
18. Tolerant and patient	21	84
19. Willing to follow directions	21	84
20. Has good sense of humor	20	80

TABLE IX. DESIRABLE PERSONALITY TRAITS EXPECTED OF  
GIRLS EMPLOYED IN THE HOMES OF OTHERS  
(CONTINUED)

Desirable Trait	Homemaker Number	Checking Percent
21. Able to go ahead	20	80
22. Gracious	20	80
23. Able to use discretion	20	80
24. Works independently	20	80
25. Alert	20	80
26. Open-minded	20	80
27. Dependable	19	76
28. Tactful	19	76
29. Punctual	18	72
30. Self-confident	18	72
31. Has sense of fairness	18	72
32. Courageous	17	68
33. Diplomatic	17	68
34. Has good judgment	17	68
35. Adaptable	17	68
36. Thoughtful of others	16	64
37. Has respect for others and their judgment	16	64
38. Systematic about her work	16	64
39. Cheerful	16	64
40. Willing to do extra things	16	64

in the homemaking course.

Desirable Habits of Personal Care.--Very closely associated with desirable personality traits are desirable habits of personal care for the successful girl. The following table (Table X) is concerned with the personal habits which are considered very important by the homemaker in selecting a girl to work in her home.

The table includes three general classifications of desirable personal habits, cleanliness, personal grooming and certain somewhat miscellaneous personal characteristics. While every one of the women employing girls in her home expected of the girl that she be cleanly in body, mind and clothing, and use due care concerning body odors, twenty-four felt that appropriate clothing for all times was of nearly equal importance. Very closely following appropriate dress, in rank, were the proper care of shoes, hair, nails, teeth, and a moderate amount of well applied make-up, and a moderate amount of perfume. A girl who is not too loud or boisterous, keeps her place among guests, uses good English, and, if she smokes, uses care in time and place of smoking are personal characteristics which at least 18 (72 percent) of the homemakers felt were important if the girl were to be successful.

At the time of the interview with the homemaker, a question was asked in regard to further training of

TABLE X. DESIRABLE PERSONAL HABITS FOR THE SUCCESSFUL  
GIRL

(Based on interviews with 25 homemakers)

Personal Habits	Homemaker Number	Checking Percent
I. Cleanliness of		
a. Body	25	100
b. Mind	25	100
c. Clothing	25	100
II. Personal Grooming		
a. Appropriately dressed at all times	24	96
b. Clothing (dress) clean, pressed and mended	23	92
c. Shoes clean, polished, heels straight	22	88
d. Hair clean and combed	22	88
e. Moderate amount of make-up and well applied	21	84
f. Nails well kept	20	80
g. Moderate amount of perfume, if used	18	72
III. Personal Characteristics		
a. Uses care concerning body odors	25	100
b. Not loud or boisterous	24	96
c. Keeps her place among guests	23	94
d. Uses good English	20	80
e. Regular in care of teeth	19	76
f. If she smokes, uses care in time and place of smoking	18	72

girl in homemaking duties. Their feeling was that if the duties and responsibilities previously mentioned in their interviews together with the personality traits and habits of personal care were emphasized more and their training along these particular lines broadened, the girls would be better equipped for the job of homemakers or assistant homemakers.

Discussion and Summary.---It is evident from the data as gathered from women who employ girls in their homes that such girls are not expected to assume full responsibility of the home except in a few situations. They are, in general, to assist with the home activities only.

The duties and activities in regard to cleaning are common to every home. Therefore, even as an assistant, the girls must necessarily have an understanding of the correct methods to use and be able to follow directions and instructions.

Again in meal preparation, the girl must be able to act as an assistant. She must perform such duties as the homemaker, for whom she is working, asks her to do in a manner which will be acceptable to her.

Child care is a duty in which these girls are asked to assist very often. All activities in which the child takes part, becomes in this way a part of the girl's responsibility. In many cases, the girl is asked to launder and mend the child's clothing, in addition to



other duties associated with child care.

The age of the girl seems to be important to the homemaker, who employs help in her home, as half of them prefer girls who are sixteen years of age. At this age she is willing to take suggestions, yet she is physically able to do all the work required of her and seems to fit into the family better than does a girl who is older.

A girl must not only be able to work, but she must possess a pleasing personality and certain habits of personal care which are very essential if she expects to be successful. These should not be difficult for girls to acquire, and they should be made to feel the importance of possessing such a personality and such desirable habits of personal care.

The suggestions concerning desirable personal habits for the successful girl made by twenty-five homemakers could be used as a basis for building up a unit to be taught in a homemaking course.

### Part III

#### Suggestions for Improving the Homemaking Course

Suggestions for a homemaking course offered by the girls in this study who are wage earning or homemakers, or both, are given in Part III.

In an effort to make the present course of study more efficient and useful to the over-aged group of girls in the Fort Collins Junior High School who might be expected to discontinue schooling at the end of the eighth grade, suggestions were called for from girls who have left school at that grade and become wage earners or homemakers.

Table XI indicates the suggestions of these girls as to points needing additional emphasis in a homemaking course.

Fifty girls of the entire number were able to give definite suggestions for a special homemaking course for such girls as are included in this study. These included: personality development, especially as it relates to desirable family relationships, marriage problems, buying experiences, care of children, food preservation, health and the use of leisure time. The first three named received the greatest amount of emphasis as they were mentioned by nearly every one of the fifty girls (92 or more percent).

TABLE XI. SUGGESTIONS FOR A HOMEMAKING COURSE  
(Based on Suggestions of 50 girls)

	Girls suggesting	
	Number	Percent
1. How to get along with others, both friends and family	48	96
2. Points to consider before getting married	48	96
3. What and how to buy food, clothing, furnishings for the home	46	92
4. How to take care of children	25	50
5. Points necessary to know in canning and preserving food for the home	20	40
6. How to keep oneself and family healthy	15	30
7. How to entertain her family at home	10	20

Half the girls suggested an emphasis upon how to take care of children. About a third of the girls felt that points necessary to know in canning and preserving food for the family, and how to keep one's self and family healthy were sufficiently needed to justify considerable emphasis. A fifth of the girls added the idea of entertaining at home as being needed in a homemaking course planned for such girls.

In analyzing Table XI, it is very evident that the girls who have been out of school for some time realize that there is much they could get from a properly developed home economics course which would be valuable to them, and that the outstanding needs are along the lines of personality development, points to consider before getting married, and what and how to buy food, clothing, and furnishings for the family.

Because these suggestions come from girls who had actually experienced the need for these homemaking activities, they should prove helpful in a curriculum revision program.

CHAPTER V  
DISCUSSION OF FINDINGS IN RELATION TO HOME  
ECONOMICS

After making a study of the data, it is evident that girls who drop out of school at the close of the eighth grade are facing adult problems at an early age. The girls were found to be over-age for the eighth grade, but young, nevertheless, to be assuming responsibilities of adults at the present time.

It is also evident that nearly all the girls studied are engaged in work which is very closely related to the type of work which may be offered in the home economics course.

Half of the girls in wage earning occupations were in lines that were directly related to homemaking, or that involved the preparation or handling of foods or clothing. One out of every eight of these girls was employed in the home of another as a wage earner in the home. These added to the 62 percent of the entire group who were married, and in homes of their own, indicate a large proportion of girls of the type studied who could be expected to benefit by a course in homemaking designed to more nearly fit their needs.

The girl in her own home must assume responsibility in the homemaking activities. The other girl employed in the homes of others would be expected, in general, to

assist with the homemaking activities, not to assume full and unsupervised responsibility for them. House cleaning is the one activity that girls, very often, are expected to do independently. A home economics course, can be of great value to girls in this respect. She could learn to have high standards of workmanship, and cleanliness and respect for the property of others. Care of equipment, cleaning processes, and arrangement of furniture could to advantage be included in a unit offered to these girls.

Meal preparation is one of the homemaking activities in which a great number of girls either assume full responsibility or supervised responsibility. Proper selection and handling of food before preparing it for the table would be very important information which any girl could use in her own home or in the employment of others. Simple, yet attractive, ways of serving food, suitable combinations so as to add variety to the day's menu, yet give each member of the family an adequate diet, and good standards of meal service are units which should be included.

The girl in her own home must assume responsibility for both the laundry work and the mending and caring for clothing. On the other hand, most homemakers interviewed in the present study, expected the girls employed by them to assist only with the laundry in the home. Not so much was expected in the washing of the

clothes, as was expected in the caring and mending of the clothes after they were washed. To meet the needs of both the married and employed girls, a knowledge of general mending, repairing, and caring for clothing would be essential. Some skill in making simple garments, such as children's underwear and play clothes would seemingly be of real value. Knowledge as to the choice of materials and combinations of colors, as well as suitable styles for different individuals would all be valuable, whether the girl actually had the task of making the garments, or merely that of selecting them from the store or catalog.

Two-thirds of the married group had children of their own, and the care of children was expected of all girls employed in the home. Child care is, therefore, another activity in which girls should be competent. Whether they are merely responsible for games, stories and other methods of entertaining children for a few hours during the day, or must take full responsibility for all activities, some understanding of the child as a child, and how to direct the play of the young child would be invaluable to the girl, either as a mother, or as one who is merely assisting in the care of the young child. Such work should be included in the homemaking course intended for such girls.

The girls in the study were asked for suggestions for improving the present home economics course. They

mentioned three ways; namely, by the addition of personality development, marriage problems, and buying problems. Since the girls out of school found problems relating to these which they must solve in some way, such problems should be included in a course of study for girls.

Recommendations.--If one of the objectives of the training to be received in a home economics course is to train for needs in the near future, then the present course in Fort Collins should be greatly broadened for the over-age group which makes up that fourth of all the eighth-grade girls who drop out of school without going on to high school. To meet the needs of this group in the manner suggested in the previous discussion, would require equipment which is not frequently found in the average home economics department. To adequately present such units as family meals, house care, laundry and child care, a setting is required involving actual home situations, both as to house and furnishings.

The ideal situation for the girls in this study would be to have a home where girls could carry on homemaking activities for from two to three hours each day of the school week, and where the real job of homemaking could be simulated.

The house itself should be one planned so as to present the problems of the average homemaker. It should be as modern as the average home in the community. The



girls should be allowed to have as much freedom in the selection, care and arrangement of the furniture and furnishings as is possible for them to have.

This group of girls should be placed under the direction of a competent teacher, one who has the personality traits and desirable habits of personal care desired of employed girls, and one who has had some practical experience, perhaps in a home of her own. She should be sympathetic and understanding of girls and their problems, and possess a wealth of information of homemaking problems.

Training along the lines suggested should extend over a period of 18 to 36 weeks, for two or three hours daily. During this period, or at its close, the girls so trained should be placed in real homes for a period of at least six weeks as home apprentices, in order to gain experience in a real home, with a real family and under conditions as they actually happen.

During this period of apprenticeship in very carefully selected homes, the homemaker would be asked to make note of any suggestions which might be of value in training the girls for homemakers. The teacher should also keep in very close touch with the girls during this period through visitation and group conferences.

Training of this type would give each girl in the group some real experiences in homemaking under

conditions as they actually exist. She would be learning, and at the same time have the opportunity to apply that learning in a manner which would enable her to meet the demands of household employment, and later the demands of her own home and married life.

## CHAPTER VI

## SUMMARY

The findings of this study may be summarized as follows:

During the period 1930 to 1934, 495 girls completed the eighth grade in Fort Collins, Colorado, and 367 of these entered high school, leaving 118 girls who dropped out of school upon completing the eighth grade.

Approximately one-third (34.2 percent) of the girls not entering high school, left school at the age of 15 years; one-fourth (36.8 percent) at 16 years. Only one girl dropped out of school at the age of 13 years, and only 14 at the age of 14 years. On the other hand, 27 or approximately one-fourth of them were 17 and 18 years of age.

The majority of the girls in the study are below the average in intelligence rating, considering 96-105 as the average interval range. Eleven girls had an intelligence rating between 66-75; 29 between 76-85; 48 between 86-95; 12 between 96-105, while 8 had an intelligence rating between 106-115.

It was found that 67 girls (62.0 percent) had married during the period of years in this study; forty-three (64.1 percent) of the married group have one or more children.

The number of girls in wage earning occupations was found to be 39 (35.6 percent), while 69 (63.8 percent) who were married and homemaking were not engaged in wage earning occupations. Ten girls (14.9 percent) of the 67 girls who were married and homemakers were also found to be wage earners. The occupations in which these girls were engaged included such types of work as caring for children, practical nursing, waitress work, cooking, maid service and plain sewing.

411 In order to learn the duties and responsibilities of girls employed in homes, twenty-five women in and near Fort Collins who employ girls in their homes were interviewed.

Every homemaker who hires help in the home expects the girl to assist in some way with the cleaning. Five homemakers out of six expected the girl to make all beds, straighten furniture, dust floors and furniture, and clean the bathroom as a part of the daily routine; three out of five (60 percent) expected the girl to hang up or put away clothing daily.

The duties performed in the weekly cleaning are more varied and greater in number than those listed under daily cleaning. Such duties as washing windows, cleaning cupboards, flour and sugar bins, woodwork, walls, cleaning basement, scrubbing kitchen floor and waxing other floors in the house are added.

All of the homemakers interviewed expected the wage earning girl in the home to assume full responsibility in preparing vegetables and fruits for the table; washing the dishes, serving the meal and preparing and serving food for special occasions. Two-thirds or more of the homemakers expected the girl to help at least in all phases of meal preparation and the care of food in the home. Half of the women (56 percent) expected the girl to be able to serve a dinner in courses. A fourth expected her to arrange table decorations and bake bread or rolls. Only five of the twenty-five women (20 percent) expected the girl employed in the home to plan meals.

Where the laundry work is actually done in the home, the duties are varied. All of the women expected the girl employed in the home to take care of the flat pieces. Twenty-two (88 percent) expected the girl to be able to take care of the stove or heater on wash days. At least ten homemakers expected the girl to help collect laundry, sort clothing for washing, take charge of washing machine, rinse clothes, hang out clothes, gather in clothes, iron all flat pieces, dampen and iron starched pieces, mend and put away clothes.

Child care is an important duty expected of the employed girl. Care for the child at play and in the absence of his parents are expected by all homemakers.

Three-fourths of the women expected the employed girl to wash, iron and mend children's clothing. Almost two-thirds expected the girl to prepare the food or meals for the child.

Half of the homemakers (52 percent) preferred girls who were sixteen years of age; 4 women (16 percent) preferred girls 18 years of age; 3 women (12 percent) preferred girls either 17 or 19 years old; and 2 women (8 percent) preferred girls 20 years old or over.

The homemakers who were interviewed felt that a girl must not only be able to work but that how she worked and her attitude toward those for whom she worked were important factors to be considered in employment. The five personality traits considered desirable by everyone of the women employing help in the home were: self control, cooperativeness, industriousness, ability to get along with others, and taking responsibility. It was found that a pleasing personality is extremely important to the worker.

Every one of the women employing girls expected of the girl that she be cleanly in body, mind and clothing and use due care concerning body odors. Twenty-four felt that appropriate clothing for all times was of nearly equal importance. Proper care of shoes, hair, nails, teeth, a moderate amount of well applied make-up, and a moderate amount of perfume were considered very important. Eighteen (72 percent) homemakers felt that the

successful girl is not too loud or boisterous, keeps her place among guests, uses good English, and, if she smokes, uses care in time and place of smoking.

Fifty girls of the entire number were able to give definite suggestions for a special homemaking course for such girls as are included in this study. Nearly every one of the fifty girls (92 or more percent) suggested personality development, especially as it relates to desirable family relationships, marriage problems, buying experiences, care of children, food preservation, health and the use of leisure time.

Half the girls suggested an emphasis upon child care. About one-third suggested canning and preserving food for the family and how to keep one's self and family health were sufficiently needed to justify consideration. A fifth of the girls suggested entertainment for the family at home.

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## A P P E N D I X

Data Obtained as a Result of Interviews With Girls  
Who Dropped Out of School in 1930

Data Obtained as a Result of Interviews With Girls  
Who Dropped Out of School in 1931

Data Obtained as a Result of Interviews With Girls  
Who Dropped Out of School in 1932

Data Obtained as a Result of Interviews With Girls  
Who Dropped Out of School in 1933

Data Obtained as a Result of Interviews With Girls  
Who Dropped Out of School in 1934

Letter Sent to Girls

Questionnaire Filled Out for Each Girl

Questions for Homemakers

## DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

## SCHOOL IN 1930

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
1	No	Yes	Yes	1936		1	1 mo.	Housework - pickle factory
2	No	Yes	Yes	1935		1	1 yr.	Housework - clerk in store
3	No	Yes	Yes	1934		2	4, 2	Housework
4	No	Yes	Yes	1930		3	1, 3, 5	Housework - beets, cucumbers
5	No	Yes	Yes	1930		3	5, 3, 6 mo.	Housework
6	Yes		Yes	1932		1	2 yr.	Housework
7	No	Yes	Yes	1930		1	4	Housework - fruit harvest
8	No	Yes	Yes	1933		1	3	Housework
9	No	Yes	Yes	1936				Housework
10	Yes	Yes						Housework
11	No	Yes	Yes	1931		3	5, 3, 1	Housework - beets, cherries

DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF  
SCHOOL IN 1930 (CONTINUED)

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
12	No	Yes	Yes	1931		2	4, 2	Housework
13	No	Yes	Yes	1934		2	3, 1	Housework - beets
14	No	Yes	Yes	1932		1	2	Housework
15	No	Yes	Yes	1935		1	1	Housework
16	Yes	Yes	Yes	1934		1	1 mo.	Housework - beets, beans
17	Yes	Yes	Yes	1935		1	1	Housework
18	Yes	Yes						Housework
19	Yes	Yes						Secretary - Housework
20	Yes	Yes						Housework
21	Yes	Yes	Yes	1935		1	1	Housework
22	Yes	Yes						Housework
23	No	Yes						Housework
24	No	Yes						Housework - care of children

DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF  
SCHOOL IN 1930 (CONTINUED)

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
25	No	Yes	Yes	1930		3	5, 2, 1	Housework
26	No	Yes	Yes	1930		2	4, 2	Housework - beets
27	No	Yes	Yes	1935				Housework - care of children
28	Yes		Yes	1937				Housework
-----								
Totals . . . . .						Working		
						No . . . . . 18		
						Yes . . . . . 10		
						Married . . . . 21		

DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

SCHOOL IN 1931

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
1.	Yes		Yes	1932		2		Housework - care of children, clerk
2.	No	Yes	Yes	1934		1	2	Housework - dressmaking
3.	Yes		Yes	1934		1		Housework
4.	No	No						Housework (at home)
5.	Yes							Housework - beets, care of children
6.	Yes		Yes	1933				Beauty operator
7.	Yes		Yes	1932		1	2	Housework - care of children
8.	No	Yes	Yes	1931		2	5, 3	Housework - help with garage
9.	No	At home only	No					Housework - care of invalid mother
10.	No	Yes	Yes	1934		1	6 mo.	Housework
11.	Yes		Yes	1932		2	4, 1	Housework - maid service
12.	Yes		Yes	1934		1	2	Housework - clerk

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
13.	No	Yes						Housework
14.	Yes							Housework
15.	Yes		Yes	1932		3	4, 2, 1	Housework
16.	Yes		Yes	1933		2	3, 1	Housework

Totals . . . . . Working

No	.	.	.	.	6
Yes	.	.	.	.	10

## Have Worked

No	.	.	.	11
Yes	.	.	.	4

Married . . 11

DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

SCHOOL IN 1932

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
1.	No	No	Yes	1932		2	2, 6 mo.	Housework - care of children
2.	Yes	Yes						Housework
3.	No	Yes	Yes	1936				Housework
4.	Yes		Yes	1933		2	3, 6 mo.	Housework - beets
5.	Yes							Housework - beets, beans
6.	Yes		Yes	1934		1	1	Housework
7.	Yes		Yes	1934		1	1	Housework - care of children
8.	No	Yes	Yes	1935		1	1	Housework - house cleaning
9.	No	Yes	Yes	1932		3	4, 2, 6 mo.	Housework - clerk
10.	Yes	Yes						Housework
11.	No	Yes	Yes	1932		2	3, 1	Housework - beets, partial invalid
12.	No	Yes						Housework - living at home



No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
13.	Yes	Yes						Housework
14.	No	Yes						House cleaning
15.	No	Yes	Yes	1933	Yes	1	4 mo.	Housework
16.	Yes	Yes	Yes	1934				Housework
-----								
Totals . . . . . Working								
No . . . . . 8								
Yes . . . . . 8								
Have Worked								
No . . . . . 1								
Yes . . . . . 12								
Married . . . . . 10								

## DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

## SCHOOL IN 1933

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
1.	No	Yes	Yes	1934		1	2	Housework
2.	No	Yes	Yes	1935		1	3 mo.	Housework - beets
3.	Yes		No					Housework - beets
4.	Yes		No					Housework - clerk in store
5.	No	Yes	No					Housework
6.	No	Yes	Yes	1937				Care of children
7.	No	Yes	No					Housework
8.	No	No	Yes	1934		1	1 mo.	Care of children
9.	Yes		Yes	1936				Housework - beets
10.	No	No	No					Help at home
11.	Yes		Yes	1935				Housework - maid service
12.	Yes		Yes	1937				Housework
13.	Yes		Yes	1934				Housework

## DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

## SCHOOL IN 1933 (CONTINUED)

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
14.	No	Yes	Yes	1937				Helping at home - beets
15.	No	No	Yes	1936				Helping at home - care of invalid
16.	No	Yes	Yes	1936				Housework
17.	No	Yes	Yes	1935				Maid service - house cleaning
18.	No	No	Yes	1937				Helping at home
19.	No	Yes	Yes	1937				Housework
20.	No	Yes	Yes	1935				Housework - care of children
21.	Yes		No					Housework
22.	Yes		No					Housework
Totals . . . . .								
Working								
							No . . . . .	14
							Yes . . . . .	8
Have Worked								
							No . . . . .	4
							Yes . . . . .	10
							Married . . . . .	15



DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF

SCHOOL IN 1934 (CONTINUED)

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
13.	No	Yes	Yes	1936				Housework
14.	No	Yes						Housework - N. Y. A.
15.	No	No	No					Lives at home - N. Y. A.
16.	No	No						Helps at home
17.	Yes		Yes	1936				Housework - N. Y. A.
18.	Yes							Waitress
19.	No	No						Lives at home
20.	No	No	Yes	1934		1	1	Housework
21.	No	No	Yes	1936				Housework - lives at home, beets
22.	Yes							N. Y. A.
23.	No	No	Yes	1935				Lives at home (semi-invalid)
24.	No	No	Yes	1934		1	2 mo.	Keeps house

DATA OBTAINED AS A RESULT OF INTERVIEWS WITH GIRLS WHO DROPPED OUT OF  
SCHOOL IN 1934 (CONTINUED)

No.	Work- ing	Have Worked	Mar- ried	Date	Div- orced	Child- ren	Ages	Occupations
25.	No	Yes	Yes	1934				Housework
26.	No	Yes	No					Housework
-----								
Totals . . . . . Working								
</								

## LETTER SENT TO GIRLS

(Who could not be reached by interview)

Fort Collins, Colo.,

August \_\_\_\_\_, 1936.

Dear Mary:

The Homemaking Department of the Junior High School is anxious to help more girls in our school.

You probably meet problems every day in which we could have been of some assistance to you, while you were in Junior High School.

So I am asking you to fill out the enclosed questionnaire in order that I may obtain some reliable information concerning what our Junior High girls do after leaving us. From this information which you will send me, changes can be made in the present Homemaking course, which will prove helpful to girls in the future.

Please return the questionnaire by \_\_\_\_\_

\_\_\_\_\_.

Thank you for your cooperation.

Very truly yours,

Hazel Cameron.

QUESTIONNAIRE TO BE FILLED OUT FOR EACH  
GIRL

Interview \_\_\_\_\_

Questionnaire \_\_\_\_\_

1. Name - - - - -
2. Address - - - - -
3. Are you working for money? - - - - -
4. If not working now, have you ever worked for money?  
- - - - -
5. Have you been married? - - - - divorced? - - - -
6. Date of your marriage? - - - - -
7. How many children do you have? - - - - -
8. What are their ages? \_\_\_\_\_
9. List occupations, name, and address of your  
employers during years of 1930-1934.
10. List any suggestions which you think would have made  
the Homemaking course in Junior High more valuable  
to you.



Questions for Homemakers

1. For what purpose do you employ girls in your home?

Check list below and add to it if necessary.

1. Daily cleaning
  2. Weekly cleaning
  3. Meal preparation
  4. Laundry
  5. Care of children
2. What age girl do you prefer? Why?
3. What are some of the important things which you consider when employing girls in your home?
4. What are some of the outstanding personality traits you consider? Please mention five.
5. If girls were to be somewhat trained for what would you like them to be trained?