

AN ABSTRACT OF THE THESIS OF

~~REES, RUTH~~ for the ~~M.S.~~ in ~~Home Ec. Ed.~~
(Name) (Degree) (Major)

Date Thesis presented ~~7/27/36~~

Title ~~A Comparative Study of Utah Homes as a Basis for~~
~~Curricula in Home Economics~~

Abstract Approved: [REDACTED]
(Major Professor)

This study was made to determine the content in home economics which should be offered to meet the needs of students living in different sections of the state, as well as that for Salt Lake City.

By means of a questionnaire, information was secured from 3914 girls concerning their parents, their activities and personal problems, and the living conditions of their homes. The groups studied were Salt Lake City, Cities of the Second Class, Mining Districts, and Rural Sections. A study of the two-year Lower Division and the two-year Upper Division School has also been included with comparisons of the three Upper Division high schools: East, South, and West.

The findings indicate the need for a broad curriculum in home economics, considering problems pertaining to family living, giving the maximum opportunities for the development of the individual family members. Such a body of basic materials is applicable to all sections of the state and includes the following:

1. Importance of electrical equipment and household conveniences to meet the needs of the homes. An evaluation of laundry practices, necessary equipment found in the homes, and laundry practices carried on there.
2. Study of plumbing features as they relate to family health and efficiency.
3. Study of available fuels in relation to the amount of time, and labor involved, and efficiency in use.
4. Judgment problems in relation to the kitchen as a convenient and attractive place to work, as evidenced by the fact that it is not only a workshop but also a place where families eat their meals.

5. Better nutrition for both the girl and her family to be the underlying purpose of study of food problems, as indicated by the fact that not all girls eat breakfast and they assume responsibility for choosing their luncheon, and plan meals. Girls assume responsibilities relating to the family meals and to food buying. Do these facts not indicate the need for the study of these problems?

6. Development of judgment in regard to the girls' clothing practices is indicated by the varied responsibilities girls assume. Problems pertaining to the buying, constructing, and care and repair of clothing should be weighed in relation to the needs of the girl.

7. Study of child care, evidenced by responsibilities relative to the care of children which girls assume and by the number who have brothers and sisters.

8. The number of small children, the size of the families, and the number of activities carried on without help indicates the need of stressing the importance of sharing responsibilities.

9. Family relationships as indicated by the causes of friction and lack of opportunity for privacy in the home.

10. Social relationships to be provided for by cooperative experiences with others. Development of personality traits can be accomplished by different home economics experiences.

11. Inexpensive forms of family recreation necessary. Both active and passive types should be stresses. There is opportunity for development of hobbies from home economics activities.

12. Girls of the Lower Division assist or help in a variety of home activities. The girl as the helper in the home should be emphasized in the Lower Division program. Family problems should be the basis of the Upper Division program, as these girls assume more responsibilities relative to the family.

13. The great differences in economic conditions of the three high schools--East, South, and West--indicates the need of equipping the schools in keeping with the standing and standards of the homes, and teaching all home economics work in accordance with these standards.

The home economics curriculum should be adjusted in accordance with the community by understanding the individual in his total situation. This can be accomplished only by knowing each child and visiting homes. Contact with parent groups will be of value in accomplishing this purpose. The work should be correlated with that of other departments within the school so as to bring about the development of the integrated personality.

Briefly summarized, this study brings out the following implications:

1. Family and social relationships.
2. Time management studies.
3. Consumer education.
4. Study and evaluation of the girl's clothing practices.
5. Financial problems.
6. Food problems.
7. Housing and equipment problems.
8. Necessity of sharing responsibilities.
9. Family recreation.
10. Building upon experiences of girl as found.
11. Need for cooperation with other groups.
12. Need for parent education.

A COMPARATIVE STUDY OF UTAH HOMES
AS A BASIS FOR
CURRICULA IN HOME ECONOMICS

by

RUTH REES

A THESIS

submitted to the

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

July 1936

Est. 16.75 - 83
APPROVED:

[REDACTED]

Professor of Home Economics Education

In Charge of Major

[REDACTED]

Chairman of School Graduate Committee

[REDACTED]

Chairman of College Graduate Council

15 July '37

ACKNOWLEDGMENTS

The writer extends her gratitude to the Department of Vocational Education of Utah for the use of the data pertaining to the home economics surveys. She is also indebted to Dr. R. J. Clinton for reading the manuscript.

The writer wishes to express her most sincere appreciation to Dr. Florence E. Blazier, major professor, who, by her constructive criticism, has been a source of inspiration throughout its progress.

TABLE OF CONTENTS

CHAPTER		PAGE
I	THE HISTORY AND PRESENT STATUS OF HOMEMAKING COURSES OF GIRLS	
	The Curriculum and the Course of Study	1
	The Aim of Education	2
	Philosophy of Home Economics Education	3
	Methods of Carrying Out Curriculum Studies	3
	Surveys of Home Economics Content	7
	Purpose and Scope of This Study	12
II	SOURCES OF DATA AND METHOD OF PROCEDURE	
	The Utah Survey	13
III	INFORMATION CONCERNING UTAH HOMES	
	The Parents of the Families Studied	16
	The Girl's Activities and Personal Problems	34
	Homes of Families Studied	50
	Problems Pertaining to Child Care and Development	67
	Problems Pertaining to Clothing and Personal Appearance	75
	Problems Pertaining to Food and Nutrition	83
	Summary	98

CHAPTER

PAGE

IV CONCLUSIONS

Summary and Implications for the
State Curriculum 102

Summary and Implications for the
Salt Lake City Curriculum 109

Limitations of the Study 113

Suggestions for Further Research 114

BIBLIOGRAPHY 116

APPENDIX 120

- A. Exhibit
 - 1.Directions for Using Questionnaire
 - 2.Questionnaire

- B. Tables

LIST OF TABLES

TABLE		PAGE
1.	Distribution of Utah Questionnaires	15
2.	Percentages of Fathers Engaged in Specified Occupations	17
3.	Educations of Parents	19
4.	Church Affiliations of Mother and Father	22
5.	Activities Engaged in by Fathers	25
6.	Activities Engaged in by Mothers	27
7.	Activities Shared by the Families	30
8.	Organizations to Which Students Belong	34
9.	Hobbies of Students	37
10.	Methods by Which Girls Earn Money	39
11.	Activities Shared With Boys	41
12.	Activities Shared With Girls	43
13.	Chief Causes of Friction in Home	46
14.	Housing Features Reported	51
15.	Types of Heat Used	53
16.	Fuels For Heating	54
17.	Fuels For Lighting	56
18.	Plumbing Features	57
19.	Household Conveniences	59
20.	Housekeeping Activities	65
21.	Percentage of Girls With Brothers and Sisters at Home	68

TABLE	PAGE
22. Activities Pertaining to Care of Children	70
23. Home Equipment Adapted to Small Children	73
24. Activities Pertaining to Clothing	76
25. Buying Clothing	80
26. Information Concerning the Family Meals	84
27. Activities Pertaining to Family Meals	88
28. Information Concerning the Girl's Breakfast and Luncheon	91
29. Fuels Used For Cooking	94
30. Methods of Refrigeration	96
APPENDIX	
TABLE	
a. Distribution of Questionnaires	128
b. Services Hired	130
c. Reading Materials That Come to Home Regularly	131
d. Miscellaneous Items	133

A COMPARATIVE STUDY
OF UTAH HOMES

AS

A BASIS FOR CURRICULA
IN HOME ECONOMICS

CHAPTER I

THE HISTORY AND PRESENT STATUS OF HOME MAKING COURSES FOR GIRLS

The entire program of the secondary school system is today being questioned, and the content of home economics, along with that of every other subject, is being evaluated. We have needed such a dramatic period as that of this depression to make us realize how far behind the times we really are. The field of home economics has developed so rapidly and the conditions and practices in the homes have changed so much in recent years that it is necessary for us to reexamine our methods and content.

The Curriculum and the Course of Study

The relationship between the curriculum and the course of study is an important one for the clear understanding of curriculum problems. The curriculum is made up of the actual experiences students encounter under the direction of teachers, whereas the course of study is a printed manual or guide which is prepared to assist teachers satisfactorily to direct the development of the curriculum. The contrast in the use of these terms is well brought out by Caswell and Campbell (6:65).*

* Numbers refer to the bibliography. Thus, 6:65 refers to number 6 of the bibliography, page 65.

The curriculum may be defined as the totality of subject matter, activities, and experiences which constitute a pupil's school life. A course of study is the material, usually in pamphlet form, which sets forth for the teacher such items as the objectives and content of a given subject, and the activities and books to be used to accomplish desired results.

Before one begins a discussion relative to curriculum studies, it would seem advisable to consider the general aim of education.

Aim of Education

Education is expressed as the continuous growth of the individual. Changed behavior satisfying to both the individual and the social group is the desired end. It involves the ability to adjust oneself to the environment as well as the power to change the environment. Unless it tends to bring about the integration of the individual, information has no bearing on the result desired. The educational process includes all the influences that result from life situations such as are found in the home, the school, the church, and social organizations, and in personal contacts.

Butterweek and Seegers (4) suggest as a definition:

Education consists of taking an individual and, by subjecting him to many sorts of outside stimuli, making him different from what he would have been had nature been left alone, making him capable of using his natural abilities to the best advantages for society and for himself.

Philosophy of Home Economics Education

What is the contribution of home economics to the general plan of education? The center of all educational influences is the home. The function of the home is to develop responsible, self-reliant, healthy, mentally capable, emotionally matured, and spiritually poised individuals. Home economics aids in the development of this type of individuals. It is one of the media through which the general aim, the development of the integrated personality, is to be achieved. Spafford well expresses this point of view as follows (21:29):

Home economics is a medium for realizing the goals set up for education as a whole. Its limits are the field of personal living, home and family life Drawing on many fields of knowledge for its basic materials, it applies these materials to problems of personal living and home life, making for itself a rich body of subject matter. Its special contribution will come through guiding individuals in reaching decisions as to values most worth working for in personal living and home and family life, in discovering needs, interests, and talents which come within the field of home economics, in working out wholesome, satisfying personal and social relationships, and in utilizing the resources of the individual and the family in providing means for the satisfaction of needs, development of interests, and use of capacities in attaining the values set up as most worth while.

Methods of Carrying out Curriculum Studies

Many approaches to curriculum building have been

used by different groups, but the best results have been achieved where a combination of such approaches has been employed. One of the most common methods in use, known as "The Best Present Practice Approach", consists of analyses of courses of study used in other cities. This method consists of selecting the outstanding parts from a collection of recent courses of study representing different sections of the country. These parts are put together so as to form a whole, the result of which is merely a course of study of better selection and organization than the one in use. This method brings about improvement but does not give a sound basis for building curriculum.

Another approach is based upon the judgment of specialists in various subjects as to what should be included in the curriculum. Rugg has called this method "The Frontier Thinker's Approach" and has used it in his social studies series. This method is open to question in that it is based upon experience only.

A third approach, "The Activity Analysis Approach," to curriculum making was developed by Bobbitt (2) in the curriculum revision program of Los Angeles in 1922. This approach used a list of human abilities and characteristics which were considered desirable for adult life. The range of human experiences was analyzed into major fields. The

following classification was found serviceable:

1. Language activities--social intercommunication.
2. Health activities.
3. Citizenship activities.
4. General social activities--meetings and mingling with others.
5. Spare time activities--amusements, recreation.
6. Keeping oneself mentally fit.
7. Religious activities.
8. Parental activities--the upbringing of children; maintenance of proper home life.
9. Unspecialized or non-vocational practical activities.
10. The labors of one's calling.

These major fields can be expressed in various ways, the object being to cover the range of broad human activities.

This concept of learning considered education as an additive process, developing one fragment of an ability or trait today, another tomorrow, and finally coming out with the whole ability developed at the completion of the course. The additive concept of development has been subjected to severe attack by psychologists who hold the organismic point of view. This theory, advocated by Wheeler and Perkins (26), considers the individual as a growing whole, the modifications of which affect the whole individual, inasmuch as they occur as a total process.

Another method is an analysis of difficulties en-

countered by people working in different jobs and is commonly called "The Social Shortages Approach." A careful consideration is made of difficulties in specific fields, and a special attempt is made to provide materials to correct these weaknesses. This approach, too, is found inadequate in accordance with the views of the new psychology.

The method known as "The Student Interest Approach" was advocated by Hopkins (14). This is a psychological method in that the inner urge of the child is considered. The school bases this approach upon life, immediate, without reference to any further objective. The method used consists of spontaneous activities. This approach is too flexible to be practical.

"The Functional Approach" outlined by Caswell and Campbell (6) advocates the philosophy of considering the present activities of pupils now in school. If learning is conceived as the response of the whole organism to a situation, the integration of personality can best be achieved by permitting the subject matter to grow out of the experiences of the learner. This approach is psychological yet also purposeful in that the activities are essential for group life. This method would produce a life process more meaningful and at the same time would yield control to the learner.

It seems evident that no single method can be used

to the exclusion of others. A psychological working philosophy can be built upon the activities of students if their future needs are kept in mind and if this philosophy is shaped in accordance with student interests.

Surveys of Home Economics Content

The first home economics curriculum project to use a study of the home activities of high school girls as well as the activities of home makers as a basis for reorganization of the home economics curriculum was that of the committee of Denver, Colorado, in 1923 (13). One committee was concerned with the junior high school while the other considered the senior high school. In using the students' activities as a basis for the home economics curriculum, the committees decided upon three major steps.

1. The selection of desirable home economics activities which the girls are now performing.
2. The building of a body of content that will enrich the experiences connected with these activities.
3. The evaluation and direction of these present home economics activities and experiences into the higher types of activities which will probably occur in the future lives of the girls.

The questionnaire method was employed to survey the home economics activities of 5106 junior and senior

high school girls and 849 representative homemakers of Denver.

The work of the Denver committees was a distinct contribution to the progress of home economics curriculum building because it paved the way for similar studies in other sections of the country.

The Fresno, California, Survey (25), cooperating with the State Department of Vocational Education and the University of California, started a study in 1925 by the questionnaire method. Information was secured from about 250 junior high school girls, 100 senior high school girls, and 128 parents to determine their attitudes and activities pertaining to homemaking.

By means of personal conferences, effort was also made to determine in what possible places in industry girls, because of training pertaining to home economics, might find employment. Inasmuch as this was the first study that attempted to learn the attitude of high school girls toward home practices, it represented a valuable step forward. The results indicated that the activities which were participated in by the girls were done mainly because the girls were compelled to do them. This study is somewhat difficult to interpret for two reasons; first, the results are given in numbers rather than in percentages; and second, some students reported in more than one column and the total of these numbers often exceeds the

total number that cooperated in the study. It would have been more satisfactory had the percentages as well as the numbers been given.

In 1924, the State Home Economics Association of Kansas (7) started a study regarding objectives and content of their home economics courses. Questionnaires were checked by 4000 junior and senior high school girls. The content of the state course of study was determined by those activities which were checked by at least one fourth of the girls. It is unfortunate that no usable material concerning the actual findings is available.

In 1929, the State of Indiana Department of Public Instruction published a bulletin entitled "Courses in Home Economics for High Schools" (8) based upon results of a series of sixteen studies made by their home economics teachers.

The questionnaire method was used to learn the activities of the pupils, of their homes, and of the communities in which the homes are located, as well as a knowledge of the school conditions under which homemaking must be taught. In addition to giving information as to interests and activities, this study was of value because it also presented a picture of social needs.

In 1927, Annie Robertson Dyer (9), of Columbia University, made a survey of the content of home economics and its grade placement in present courses of study.

The analysis was based on 100 representative courses published since 1920 and selected from state and city school systems. The data were an indication of the judgments of several hundred superintendents and teachers who had compiled the courses then in use.

From this research Dyer advocated that studies of home economics activities which girls actually engaged in be made in order properly to evaluate the relative importance of the topics which her study showed that schools were teaching. She also suggested that present practices be tested and other experiments be performed to determine grade placement in relation to subject matter.

In 1930, Lily Brucher Gehrs (11) made a study of certain management practices carried on in the homes of the Minnesota high school girls to learn what phases of home economics should be taught in the Minnesota schools. Both the activities of the high school girls and the practices carried on in the homes were considered. The study deals with portions of data collected through the state survey. She concluded that those clothing, food, and miscellaneous activities which girls performed at home should be made the basis of home economics work. She found that the smaller the town, the greater the extent to which homes carried on home activities, and the larger the town, the greater the extent to which homes used power equipment and had gas stoves, bathrooms, and refrigerators.

She also discovered that the girls who had had home economics training in school participated to a greater extent in more of the home activities than did the other girls.

One of the most recent surveys was that pertaining to activities of Oregon high school girls (17) conducted by the State Department of Vocational Education in 1935-1936. This was given in order to have a basis for the preparation of the state home economics curriculum. A questionnaire was used covering a wide range of home activities and information on home living conditions, the types of homes, size of families, method of earning a living, and the handling of finances, foods and clothing, social activities, and health. Schools in all parts of the state were selected for this survey in order to get the range of conditions. An effort was made to have the questionnaire answered by representative girls from the different sized communities.

The discussion pertaining to home economics studies which have been made is sufficient to show that educators from various parts of the country are trying to solve problems pertaining to curricula in relation to the girl, her needs and interests. They are attempting to answer questions such as the following:

1. Is home economics material adapted to the conditions which exist in homes?
2. How can home economics work aid in solving problems

confronting the pupils?

3. How can the pupils' interests be utilized?
4. What experiences are pupils having and what are they learning from such experiences?
5. How should home economics work be adapted to different communities?
6. How should home economics material be adapted to different grade levels?

Purpose and Scope of This Study

Since the State Department of Vocational Education had undertaken a survey of the Utah homes, Miss Etta Scorup, Supervisor of Home Economics, requested the writer to determine what content in home economics should be offered to meet the needs of the students living in different sections of the state. Inasmuch as the writer was especially interested in the home economics curriculum for Salt Lake City, she decided to parallel the state study with a similar one pertaining to Salt Lake City.

CHAPTER II

SOURCES OF DATA

AND

METHOD OF PROCEDURE

The Utah High School Survey

In order to have a sound educational basis for building a state curriculum in home economics, the State Board of Vocational Education made a state-wide survey of student homemaking activities during the spring of 1935.

A questionnaire was built covering a wide range of information concerning the parents of the girls, the girls' activities and personal problems, and the living conditions of the homes represented. (See appendix) Schools from all parts of the state were selected and an effort was made to contact students of both town and country representing different intellectual levels, different economic levels, and different sized families. Inasmuch as this method of choosing the students was very subjective, the writer believes that it had no particular influence on the results. Since more than 4000 questionnaires were distributed, a random sampling method of selecting the students would have proved equally as

accurate and would have saved time on the part of the teachers.

A preliminary checking of results was made by each teacher, and the tabulation and papers were sent to the State Office of Vocational Education. Clerical help retabulated and computed the totals. Returns were received from 3914 girls representing all sections of the state.

The geographical divisions of the state were taken as a basis for grouping the papers. These were: Salt Lake City; the cities of the second class; (these included Logan, Cedar City, Provo, and Brigham City); the mining districts; and the rural sections. (See Appendix)

It was not deemed advisable to use the questionnaires from some of the small schools of the mining districts and the rural sections. The returns from all of the consolidated high schools were considered. Table I shows the number and distribution of students given the questionnaire and the number and distribution used for this study.

TABLE I

Distribution of Utah Questionnaires *

		Total State	Salt Lake	Cities of 2d Class	Mining Dist's	Rural
Total State Survey	Number	3914	800	470	271	1863
	Per cent	100	20	12	7	47
Selected Group	Number	3914	800	260	271	888
	Per cent	100	100	55	100	47

* There are 510 Ogden papers which this study does not show.

All of the 800 Salt Lake City High School papers have been used for this study. Since the high schools consist of a two-year Lower Division School and a two-year Upper Division School, the results have been tabulated separately. A special study has also been included pertaining to the three Upper Division High Schools--East, South, and West. (See Appendix)

CHAPTER III

INFORMATION CONCERNING UTAH HOMES

This study pertaining to Utah homes is divided into six divisions with information concerning the parents in the families studied, girls' activities and personal problems, the homes of the families, problems pertaining to child care and development, problems relating to clothing and personal appearance, and problems in food and nutrition.

Parents of Families Studied

This study furnishing interesting data on the parents of the students has significance in the interpretation of the family background. These data, such as occupations of fathers and religions of both parents, will be discussed under separate headings.

Occupations of Fathers

Since the occupation of the father often affects the living habits and the general attitudes of his family, it seems important to make a special study of this point. The occupational distribution of the fathers of the girls included in this study is shown in Table II. The second part of each table has usually been arranged in the decreasing order of Salt Lake City percentages.

TABLE II
Percentages of Fathers Engaged in
Specified Occupations

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	'2d	'Dists.'	
			Class		
Farmer	31	6	34	11	48
Skilled workman	14	25	15	18	13
Unskilled	12	11	12	25	8
Professional	5	8	9	2	5
Salesman	3	9	4	3	2
Clerical	2	5	2	0	1
Merchant	2	5	3	3	2
Executive	2	6	2	3	1
	Salt Lake City High Schools				
	L.D.*	U.D.	East	South	West
Skilled workman	30	15	9	16	20
Unskilled	11	9	2	8	15
Salesman	8	9	12	8	5
Professional	6	9	18	4	5
Executive	5	7	13	6	2
Farmer	7	4	10	0	1
Clerical	4	6	12	5	1
Merchant	4	6	6	10	1

* L.D. and U.D. stand for Lower Division and Upper Division respectively.

Farming is, of course, one of the main occupations of Utah, and it is, therefore, not surprising to find that 31 per cent of the fathers are engaged in this occupation. The Oregon Survey (17:2) reports a similar figure. About 50 per cent of those of the Rural Section and 34 per cent of those of Cities of the 2d Class are also engaged in farming. We find that one fourth of the fathers of Salt Lake City are skilled workmen, while a like percentage of the fathers of the Mining Districts are unskilled.

Since the distinguishing difference between the Lower and Upper Divisions of the Salt Lake City High Schools is the age of the student, we can expect this to have no relation to the present table.

The largest percentage of fathers engaged in professional, executive, and clerical occupations is found in the East High School.

A careful study of Table II might suggest several implications to the teacher of homemaking. The most important occupation listed is farming. Where this occupation predominates, there is an excellent opportunity, since less actual cash will be available, for teaching budgeting. Mail order versus store buying can be considered. Time management problems will have special significance because of farm responsibilities.

The study of nutrition adapted to persons engaged in different occupations can be made a most interesting

problem. It may be significant to consider certain relationship problems which exist in the homes because of the fathers' occupations. Opportunities for social life can be made use of in the classroom. Where there are transient groups, the question of housing offers special teaching problems.

Education of Parents

The education of the parents has considerable influence upon the culture of the home. It seems important, therefore, to find the relative amount of high school and college training possessed by the parents, as is shown by Table III.

TABLE III
Education of Parents

	Utah High Schools				
	Total State	Salt Lake	Cities of 2d Class	Mining Dists.	Rural
Father					
High School	33	40	39	34	28
College	18	24	30	4	16
Mother					
High School	39	32	50	38	32
College	16	12	22	7	15
Some Home Econ- omics Training	25	22	30	20	26

TABLE III (cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Father					
High School	43	33	32	36	32
College	22	27	48	22	10
Mother					
High School	25	43	39	51	39
College	8	20	37	19	5
Some training in Home Economics	14	33	47	33	20

It is significant to note that the Cities of the Second Class lead the state in having the highest percentages of college graduates among the parents. This, no doubt, it because there is an institution of higher learning in three of the four cities of the second class. The lowest percentage of college graduate fathers is found in the Mining Districts. This is seen to be logical when we remember that Table II showed one fourth of the fathers of these districts as unskilled workmen.

Approximately one fourth of the mothers of the state have had some training in home economics.

It is very clear from Table III that, according to educational opportunities of parents, the three high schools might be arranged in the following order: East, South, and West. More than 35 per cent of the fathers and mothers of

East High School are college graduates as compared with less than 10 per cent of the parents of the West High School. Again, approximately one half of the mothers of the East High School have had some training in home economics, while only one fifth of the mothers of the West High School have had this preparation.

In 1917, the Utah legislature passed a law extending the years of compulsory school attendance to the age of eighteen. No doubt, many of the parents of the students reporting in this survey have been affected by this law.

As a state, Utah has stood for high educational standards. According to the government census only ten of the United States report as low a percentage of illiteracy as does Utah (10)

Church Affiliations of Parents

In the state of Utah we find a unique situation. Nowhere else in the United States can one discover a single state dominated by one religion. According to the religious census of the United States (19), Utah has 714 churches, 551 of which are Latter Day Saints, commonly called Mormon. About 91 per cent of the church members of the state are Mormons. The next highest reports given are those of Rhode Island and New Hampshire where 71 per cent and 65 per cent respectively of the church members are Catholics.

The church affiliations of the parents are consid-

ered in Table IV. Other implications of the teachings of this dominant church as they affect the high school girl will be considered in later sections of this study.

TABLE IV

Church Affiliations of Father and Mother

		Utah High Schools				
	Total	Salt	Cities	Mining	Rural	
	State	Lake	of 2d	Dists.		
			Class			
Mother						
Latter Day Saints	83	76	88	65	89	
Protestants	3	7	3	8	2	
Catholics	3	4	0	17	2	
Father						
Latter Day Saints	76	58	93	52	84	
Protestants	3	9	3	8	2	
Catholics	3	4	4	14	3	
		Salt Lake City High Schools				
		L.D.	U.D.	East	South	West
Mother						
Latter Day Saints	76	74	70	80	72	
Protestants	8	7	13	6	1	
Catholics	4	3	5	2	2	
Father						
Latter Day Saints	53	66	64	79	55	
Protestants	9	7	15	5	2	
Catholics	7	3	4	1	4	

From this table it is evident that the group studied showed the same tendencies as to church affiliations. The Mining Districts, where the population has been the most transient, report the lowest percentage of Latter Day Saints members found in any of the divisions chosen for study. The Rural sections, where the population is the least transient, show nearly nine tenths of the people to be members of the dominant church.

It is interesting to note that the percentage of fathers who belong to the Latter Day Saints church is lower than that of the mothers. Although having no direct bearing on the subject of this study, it might be worth while to note in passing that the percentage of girls who belong to the Mormon church is somewhat lower than for mothers, but higher than for fathers.

Of the three high schools in Salt Lake City, South reports the highest percentage of fathers and mothers who belong to the dominant church.

The religion of the family may have definite implications for the teacher of homemaking. A Latter Day Saints family will generally mean a large family. Of necessity there will be the sharing of responsibilities among the family members, and the care of small children can, therefore, well be stressed. Problems pertaining to family relationships and budgeting will also be important. Housing,

interior decoration, and the selection of equipment should have special import where large families are concerned. Especially will the food and clothing problems have real significance. In short, families of the Latter Days Saints church provide a fertile field for the teaching of home economics.

Activities of Fathers and Mothers

The types of recreation engaged in by the fathers and mothers determines to a certain extent the standards of recreation for the individual family members. A study of these organizations and sports in which the fathers and mothers participate has been made in Tables V and VI which are to be found on the following pages.

TABLE V
Activities of Fathers

	Utah High Schools				
	Total State	Salt Lake	Cities 'of 2d Class	Mining 'Dist's	Rural
Clubs					
Bridge	7	12	5	9	7
Business	33	42	33	32	37
Church	41	36	40	26	47
Fraternal organizations	13	14	12	20	10
Literary	9	12	9	11	10
School or P.T.A.	18	10	15	20	24
Sports					
Dancing	38	40	33	39	40
Golf	4	12	5	4	2
Hiking	20	24	13	29	20
Hunting	47	40	43	44	54
Swimming	22	30	18	24	23

TABLE V (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Clubs					
Bridge	13	10	17	7	5
Business	44	30	50	35	2
Church	36	30	33	35	22
Fraternal organizations	14	17	32	9	9
Literary	11	16	10	5	35
School or P.T.A.	12	7	9	6	4
Sports					
Dancing	39	38	42	41	31
Golf	13	11	24	4	6
Hiking	29	17	16	17	19
Hunting	39	42	44	44	39
Swimming	32	27	29	31	22

TABLE VI
Activities of Mothers

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	'Dist's'	
			Class		
Clubs					
Bridge	14	26	14	14	14
Business	13	13	14	13	11
Church	69	49	68	45	62
Fraternal organizations	9	12	5	9	10
Literary	15	17	22	13	17
School or P.T.A.	28	24	18	26	30
Sports					
Dancing	40	43	33	42	46
Golf	12	6	8	3	2
Hiking	18	17	15	28	18
Hunting	2	2	4	3	5
Swimming	17	23	18	23	14

TABLE VI (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Clubs					
Bridge	26	24	42	18	12
Business	14	9	9	4	13
Church	48	43	44	51	33
Fraternal organizations	11	18	12	6	35
Literary	16	17	31	6	23
School or P.T.A.	22	24	37	19	16
Sports					
Dancing	42	43	48	55	26
Golf	6	7	17	3	1
Hiking	19	13	13	7	19
Hunting	2	4	3	0	10
Swimming	26	19	22	20	14

Inasmuch as the Latter Day Saints church urges its members to get their social contacts within the church , clubs other than those sponsored by the Latter Days Saints church itself and the fraternal organizations are not important in the lives of the Utah people. Organizations

for people of all ages and activities, such as dancing, dramatics, and choir work, are encouraged. Each community has a recreation hall or meeting house which becomes the social center of the locality. One can see at a glance that the church clubs figure more prominently as activities that mothers and fathers enjoy than do the other organizations listed. There are more business clubs in Salt Lake City than in the other divisions of the state. Fraternal organizations are strongest in the mining districts, where the Latter Day Saints church is least active. A larger percentage of mothers than of fathers belong to church organizations; yet this is only natural inasmuch as many of these activities are held during the day, while the fathers are regularly employed.

It is interesting to note that approximately the same percentage of mothers as of fathers enjoy dancing.

Both fathers and mothers seem to have varied interests which indicates that they mingle with others in the religious and social life of their communities. From such contacts one would conclude that the parents would, no doubt, gain a point of view which would be extremely valuable to them in the guidance of young people.

Activities Shared by Families

Recreational activities within the family are necessary for normal adjustment of individual family members. The types of recreation enjoyed were tabulated in Table VII.

TABLE VII
Activities Shared by Families

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dist's	
			Class		
Reading silently	79	88	78	66	79
Radio	79	91	78	70	85
Movies	78	88	75	66	82
Church	74	74	78	52	80
Picnics, hikes	70	60	68	54	73
Music	69	67	63	46	64
School entertainments	68	59	63	59	76
Playing games	67	58	52	47	56
Car riding	66	74	72	60	70
Home parties	64	60	67	47	65
Entertaining	62	58	59	52	67
Swimming	51	54	46	35	49
Reading aloud	34	24	30	20	31
Lectures	29	25	50	18	24

TABLE VII (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Radio	88	84	81	84	86
Reading silently	91	84	98	85	75
Movies	86	86	83	87	89
Car riding	76	71	72	71	69
Church	77	72	77	73	69
Music	68	63	73	67	49
Home parties	66	49	55	34	55
Picnics, hikes	48	68	82	45	71
School entertainments	54	64	69	62	59
Entertaining	57	58	61	56	58
Playing games	61	74	84	77	63
Swimming	54	51	51	50	52
Lectures	27	22	23	22	19
Reading aloud	21	31	49	17	24

After studying the table relative to activities which the girls enjoyed with their families, one must conclude that the members of Utah families share many pleasures together. The percentages for all divisions studied is exceptionally high. As one might expect, because of the larger opportunities afforded by the city, Salt Lake City families report the highest percentages

for movies, radio, and silent reading. The cities of the second class report a much larger percentage of the families who attend lectures. This might be expected because of the educational opportunities of the parents of these families.

Comparing this material with that of a similar study made in Oregon (17:25) one finds a striking contrast. The Oregon activities range from three to 73 per cent, while the Utah range is 24 to 85 per cent. No doubt this is due to the influence in Utah of the recreational program of the Latter Day Saints church.

The most marked differences found between the Lower and Upper Divisions pertains to picnics, playing games, and school entertainments. Since the girls in the Upper Division are older, they are naturally more socially minded.

The activities enjoyed by the families of the three high schools are very similar. One rather striking difference is present in musical activities. The East High School reports 73 and the West High School 49. This can be explained by the fact that East High School girls have had more extensive opportunities in music than have the West High School girls.

It is unfortunate that most of the activities of Table VII are of a passive type. Recreation of an active type aids more in the development of independence, one of the most desirable qualities to be gained in the growing-

up process. The teacher cannot place too much importance on the problems of family and social relationships.

In summing up the previous discussion relative to "Parents of the Families Studied" certain points seem worthy of repetition. While farming is the most important occupation of the state, the occupations vary in the sections considered. The cities of the second class have more college graduates than do the other divisions, and the mining districts have fewer.

The strength of the Latter Day Saints church varies, the mining districts showing the lowest and the rural section the highest membership of all the divisions. The activities of the parents consist essentially of church clubs, and dancing is one of the major sports enjoyed.

Many activities are shared by the families.

The East High School reports a high representation of executive and professional occupations among the fathers. The parents of these families have had the best educational opportunities of the three high schools. In consequence, these families report more musical activities than do the other families.

The South High School reports the highest percentages of parents who belong to the Latter Day Saints church.

Girls' Activities and Personal Problems

This study furnished data which is helpful in understanding the girl herself. These data, such as organizations and hobbies, will be discussed separately.

Organizations to Which Students Belong

The advantages to be gained from mingling with groups, particularly those of one's own age, are of value in the educational process. Participation in clubs for special age groups is one important means of meeting this need. Data concerning these organizations are tabulated in Table VIII.

TABLE VIII

Organizations to Which Students Belong

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Beehive	38	32	31	27	32
Campfire	5	6	6	4	2
4 H Club	5	2	5	20	4
Girl Reserve	1	7	3	#	1
Girl Scouts	5	12	5	11	4
Others	21	21	9	25	3
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Beehive	43	15	11	21	15
Campfire	10	#	1	0	0

TABLE VIII (Cont.)

	Salt Lake City High Schools					
	L.D.U.	U.D.	East	South	West	
4 H Club	2	1	1	2	1	
Girl Reserve	8	5	6	4	5	
Girl Scouts	17	4	4	1	8	
Others	21	21	18	2	48	

The list of organizations checked in the questionnaire is rather limited, for there are Latter Day Saints organizations other than the Beehive to which girls belong. The Beehive, however, is the only organization of any importance, except the 4 H Club, which is fairly strong in the mining districts.

The Girl Scouts and Beehive are more popular organizations in the Lower Division schools than in those of the Upper Division.

As one might expect from the larger membership in the dominant church, the Beehive organization is stronger among the South High School girls than among those of the East and West High Schools.

These data are comparable to those of the Oregon Survey (17:26) where approximately the same percentage of girls belong to young people's groups as belong to the Beehive in Utah.

Special consideration should be given to the pupils who belong to no organization. It is necessary to interest

them in the organizations that exist or to offer others. It must be recognized that teachers have responsibility in helping young people evaluate the benefits to be gained from cooperative activities. Teachers need to build upon the experiences which have already been gained from participation in such organizations as Campfire, 4 H Club, Girl Reserve, and Girl Scouts. There is a real need for checking the kind of learning responses gained from membership in these clubs.

Hobbies of Students

Inasmuch as hobbies contribute to the development of independence, there is a real need for arousing interest in those which require active attention. The hobbies of the girls have been tabulated in Table IX.

TABLE IX
Hobbies of Students

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Writing	14	3	2	6	2
Albums, scrapbooks	11	17	15	15	10
Handwork	7	6	7	4	7
Art	6	12	4	7	6
Bicycling	3	8	2	2	2
Stamp collecting	3	6	3	6	2
Gardening	3	3	3	3	4
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Albums, scrapbooks	15	19	24	20	17
Art	9	13	11	4	24
Bicycling	10	4	4	5	1
Handwork	5	7	8	6	6
Stamp collecting	6	7	17	5	2
Gardening	4	1	1	2	1
Writing	4	2	5	1	1

The making of albums or scrapbooks is the only hobby in which most of the Utah girls engage.

The author believes that few girls have time for hobbies. Their time schedules seem crowded with school and church activities.

An interesting fact is that a larger percentage of the girls of the West High School are concerned with hobbies related to art work than are the other girls, and likewise a larger percentage of the East High School girls are concerned with stamp collecting.

Sources of Girls' Income

Approximately 13 per cent of the girls have an allowance. (See Appendix) Nearly one half report that they earn their own money, but since 67 per cent ask for it as needed, it can be concluded that some of the girls who earn also ask for a part of their money. Oregon (17:10) reports that 75 per cent of their girls earn their own money. As might be expected, a larger per centage of the girls of the East High School have an allowance than do the girls of the South or West High Schools.

Since the girls are meeting rather varied financial problems, a definite plan for giving specific training in both spending and saving of money should be provided by the home economics work. A real opportunity for teaching the planning of expenditures, buying, and budgeting is suggested.

Methods by Which Girls Earn Money

Since one half of the girls earn their own money, it will be significant to learn how the money is earned. The methods of earning are considered in Table X.

TABLE X
Methods by Which Girls Earn Money

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Care of children	19	33	23	23	16
Household service in other homes	11	20	18	4	11
Work at home	7	10	3	5	5
Errands	3	3	3	3	3
Farm service	3	#	5	#	3
Sewing	2	2	0	0	0
Catering and serving	1	1	#	#	#
Salesmanship	1	1	0	0	0
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Care of children	31	35	26	37	41
Household service in other homes	5	11	11	14	8
Work at home	13	7	5	10	8
Errands	4	3	1	0	7
Sewing	1	4	10	0	3
Catering and serving	1	1	1	0	2
Salesmanship	1	1	1	0	3

Study of the foregoing table makes it clear that girls earn money chiefly in two ways, first, and more important, by caring for children, and second, by performing household service in other homes. In addition to these two

methods of earning money the girls of Oregon (17:11) report the picking of fruit. Approximately one fifth of the girls of Salt Lake City and the girls of cities of the second class also do household service. Perhaps there is less opportunity to do this type of work in the other localities.

More of the girls of the West High School care for children than do those of the East High School because of the fact already mentioned that the girls from the East High School come from homes which enjoy superior financial advantages over those represented by the West High School.

There are many implications to be considered from this phase of the study. The qualities related to one's earning capacity are important. The school must show a cooperative relation with industry and make some of its work the basis of home projects. Caring for children being the chief means for earning money, problems pertaining to child care and development can profitably be stressed. The study of time budgets will have special significance, and problems pertaining to sanitation and health as related to certain types of work will also be important.

Activities Shared with Boys and Girls

Inasmuch as the Latter Day Saints church encourages early marriages, it provides many opportunities for young people to mingle. An extensive program of recreation has always been a significant part of the general church pro-

gram. In order to get from this survey a picture of the activities which girls enjoy with boys and with other girls Tables XI and XII have been included.

TABLE XI
Activities Shared With Boys

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Dancing	81	78	81	70	88
Shows	81	70	83	69	86
Car riding	78	53	73	44	71
Picnics	77	70	88	60	74
Talking	74	62	70	59	73
House parties	66	53	66	55	69
Making candy	62	51	54	52	55
Playing cards	54	61	63	47	53
Studying	40	21	32	27	28
Petting	28	25	18	10	21
Collecting stamps	24	15	9	9	8
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Dancing	68	83	87	79	82
Shows	62	84	88	83	83
Picnics	65	81	84	80	79
Talking	53	69	84	85	41

TABLE XI (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Playing cards	60	55	54	49	63
Car riding	35	70	76	68	65
House parties	44	69	70	72	64
Making candy	42	58	64	63	46
Petting	17	41	81	7	40
Studying	20	21	21	7	34
Collecting stamps	19	10	3	1	28

Dancing is encouraged as a form of social activity in the church recreation program, and one expects, therefore, to find it one of the major activities shared with boys. Even though they have a greater variety available, the girls of Salt Lake City do not patronize shows as much as do the girls of other sections of the state. Car-riding, too, is less popular in Salt Lake City and in the mining districts.

As the essential difference between the Upper and Lower Divisions is that of age, one would expect to find the older girls much more active specially than the younger ones, a fact borne out by Table XI.

Eighty-one per cent of the girls of the East High School state that they enjoy petting, while only seven per cent of the South High School admit this. Whether this is a result of less restraint in the homes of the East High

School girls or less honesty in the reporting of the South High School girls is, of course, an open question.

TABLE XII
Activities Shared With Girls

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Shows	100	92	88	85	90
Picnics	100	88	89	82	86
House parties	94	74	79	67	75
Sewing or cooking	89	74	82	75	82
Talking	86	82	89	72	85
Eating	84	74	81	69	79
Playing cards	77	62	64	63	56
Making candy	67	85	78	87	85
Clubs	65	65	64	55	68
Collecting stamps	11	13	10	15	8
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Shows	93	91	96	90	88
Picnics	87	90	95	89	86
Making candy	86	83	82	86	80
Talking	82	82	89	84	73
House parties	75	73	79	76	63
Eating	73	79	91	80	65

TABLE XII (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Sewing or cooking	82	71	73	70	70
Clubs	68	61	75	60	45
Playing cards	65	59	74	55	47
Collecting stamps	17	7	8	3	10

The activities which girls enjoy most with girls are quite different from those shared with boys. Shows, picnics, house parties, sewing or cooking, talking, and eating are the most popular. One may be surprised to find card playing such a popular activity when it is forbidden by the rules of the Latter Day Saints church.

A much larger percentage of the girls of the East High School enjoy activities pertaining to eating, clubs, and playing cards than do the girls of the other schools. Again, this fact is due to the better economic conditions of the families represented in this school. The percentages for these same activities for the South High School comes approximately between those of the other two schools.

A study of the content of these tables suggests several questions. Are individual as well as group activities provided for these girls? Should time management which would provide more time for recreation be stressed more than it is at the present time? Perhaps foods suitable for camping trips and picnics can be considered in

the foods units. There are also many problems pertaining to social relationships which are of vital importance.

Causes of Friction in the Homes

The Utah home makes an interesting subject for the study of relationships within the family since it is usually larger than the average sized family. The larger the group concerned, the more difficult becomes the problem. Table XIII, on the following pages, shows the causes of friction within the homes studied.

Chief Causes of Friction in Home

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dist's	
			Class		
Teasing	56	53	47	5	61
Misunderstandings	41	40	44	34	46
Family member not doing share of work	38	39	39	29	39
Lack of nice things wanted	35	23	31	24	59
Not being allowed to go places	27	30	28	20	27
Money	27	24	29	19	30
Conflict between family members	27	23	34	22	28
Members of family late to meals	24	21	23	26	26
No allowance	22	19	22	11	22
Disobedience	18	18	22	19	22
Selfishness	18	15	22	12	18
Lack of consideration for others	17	16	25	12	19
Borrowing clothes	16	16	22	9	18
Lack of co-operation	15	16	18	8	16
Criticism by family members	15	18	18	11	17
Lack of cheerfulness	14	11	18	11	17
Lack of privacy	14	11	15	8	16
Going out too much at night	14	15	25	12	20
Jealousy	11	14	15	9	11
Disapproval of friends	11	13	14	11	12
Too particular housekeeping	9	10	10	12	10
Work not delegated to family members	6	8	11	4	7
Relatives living at home	4	5	8	4	3
Step-parents	3	3	19	4	3
Boarders	1	2	3	#	#

TABLE XIII (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Teasing	46	51	57	27	69
Misunderstandings	34	43	46	30	51
Family member not doing share of work	30	39	43	20	54
Not being allowed to go places	28	28	37	13	34
Money	21	27	22	18	40
Lack of nice things wanted	20	26	27	9	34
Conflict between family members	18	25	27	13	31
Members of family late to meals	23	20	21	14	24
No allowance	18	20	15	11	31
Disobedience	16	20	22	11	26
Criticism by family members	14	25	22	29	24
Borrowing clothes	12	19	18	14	24
Lack of consideration for others	14	17	20	9	21
Lack of co-operation	13	21	17	8	38
Selfishness	11	16	12	6	29
Going out too much at night	10	20	22	10	26
Jealousy	11	17	18	9	20
Disapproval of friends	11	19	11	17	30
Lack of cheerfulness	11	9	9	4	14
Lack of privacy	9	12	9	2	23
Too particular housekeeping	11	8	9	4	11
Work not delegated to family members	7	8	7	8	10
Relatives living at home	4	5	2	5	8
Step-parents	3	3	5	0	6
Boarders	3	1	1	0	3

There are no very significant differences between the state divisions as to causes of friction in homes studied. Teasing is reported to be the most serious cause of friction and "Misunderstandings", "Some member of family not doing share of work", "Lack of nice things wanted", and "Not being allowed to go places" follow in the order named.

It is noteworthy that the Oregon Survey (17:29) also reported "Cannot go places" and "Teasing" as being among the most disturbing phases of living together in the family.

The age of the girl seems to have marked influence upon these causes of friction. It is quite apparent that there is more friction among girls of the Upper Division than among those of the Lower Division.

One would hardly expect to find such a great difference as to causes of friction between the girls of the three high schools as Table XIII brings to light. By far the most friction is found in the West High School homes. For every item of the table other than one, the percentages for the West High School are higher than those of the other schools. The fewest causes of friction are reported by the South High School girls.

The economic conditions of the West High School homes will account for the many causes of friction found in them. One might thus expect to find the fewest causes of friction

of the three schools in the East High School, but this is not the case. Perhaps social problems contributory to money might explain the causes of friction in the families of the East High School. May the religious inclinations of the South High School families account for the presence of so few causes of friction there?

As indicated by the table, there is a grave need for the study of family relations. Educators believe that there is little value in studying traits directly. The development of desired traits may be brought about if experiences are provided through which the girl may develop the given trait. It is important that girls learn to make adjustments with people of their own age as well as with others.

Contact with parent groups will help the teacher to get a broad point of view regarding this problem.

The findings of the past section relative to "The Girl's Activities" and Personal Problems" are briefly summarized here:-

Many of the girls participate in the activities of the Beehive organization, sponsored by the Latter Day Saints church for girls of high school age. Very few enjoy the recreating affects of hobbies.

Only a little more than ten per cent have an allowance from the household budget, but this low figure is offset somewhat when we realize that approximately one half

of the girls earn some of their own money. The money is earned chiefly by careing for children and performing household service, but the girls of Salt Lake City seem to have more opportunities for earning money by these methods than do the others.

Dancing is the most popular activity enjoyed with boys.

"Teasing", "Some member of family not doing share of work", and "Lack of nice things wanted" are reported to be among the most serious causes of friction.

The girls of the Upper Division are more active socially than are those of the Lower Division, and they also seem to be the cause of much more friction in the homes.

A larger percentage of the girls of the East High School have an allowance than do the other girls. These girls, too, enjoy more social life than do the girls of the other two schools.

The most numerous causes of friction are found in the homes of the West High School, and the fewest causes in the homes of the South High School.

Homes of Families Studied

The questionnaires requested information concerning the housing features, types of heat, fuels used for heating and lighting, plumbing features, equipment, services

hired, and housekeeping activities. These topics will be considered in the order listed.

Housing features

The persons who constructed the questionnaires desired reliable data concerning many housing features of the homes of the students, but, because of certain technical errors, many of these data were not usable. Table XIV includes the valid items.

TABLE XIV
Housing Features Reported

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Living room	84	97	90	77	85
Dining room	69	89	73	65	67
Breakfast room	56	61	55	62	56
Laundry	30	30	34	25	26
Number sharing bedroom	99	91	88	100	100
Guest room	8	8	17	8	13
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Living room	100	93	100	88	92
Dining room	90	88	96	90	77
Breakfast room	72	51	57	70	28
Laundry	27	33	41	27	30
Number sharing bedroom	1100	79	63	72	100
Guest room	8	80	10	4	11

A wide variation is noted in regard to bathroom facilities. Only one half of the homes of the rural section (See Appendix) have bathrooms, while 100 per cent of those of Salt Lake City are reported to have bathrooms. Even so, there are homes in Salt Lake City without bathrooms, but this deficiency is compensated for in the fact that some homes of the East High School have more than one bathroom.

As to housing features, the girls in Salt Lake City are decidedly the most fortunate, and the girls living in the mining districts the least fortunate of all the groups. A large percentage of the homes in Salt Lake City have a living room, a dining room, and also a breakfast room, features usually found in better houses.

Table XIV reveals the fact that the girls of the East High School are more favored as to housing features than are the girls of South or West. Only 63 per cent of the East High School girls share their bedroom. It seems evident that the fact that 100 per cent of the West High School girls share their bedrooms serves to explain the many causes of friction found in their homes. (See p.47) It is noted that fewer girls of the Upper Division schools share their bedroom with other members of the family. This may be because the older girls of the family receive more privileges.

The need for the study of housing and home furnish-

ing problems is implied by the table. Activities pertaining to housekeeping closely associated with time management problems should be emphasized in planning home economics courses. Again, the sharing of responsibilities by the family members is seen to be important.

Types of Heat Used

No matter what features a house in Utah may have as to housing, they are of little value to the family unless the house is properly heated. The types of heat and the fuels used are tabulated in Tables XV and XVI.

TABLE XV

Types of Heat Used

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Stoves	69	47	74	73	82
Hot air	13	26	18	7	11
Hot water	5	7	6	9	2
Stoker	4	13	11	2	4
Steam	0	7	5	3	#
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Stoves	52	42	22	39	66
Hot air	26	26	45	20	13
Stoker	11	15	24	10	11
Hot water	6	9	6	10	11
Steam	9	4	7	0	4

As one might expect, more furnaces are in use in the Salt Lake City homes than in the homes of the other divisions of the state. The rural section reports 82 per cent

of the homes heated by stoves, whereas in Salt Lake City the percentage is 47.

We note a marked difference in Salt Lake City as to the types of heat used in the various homes. Again, we find the most modern heating in the homes of the East High School and the least modern in the West High School homes. East High School reports 22 per cent of the homes using stoves, South High School 39 per cent, and West High School 66 per cent.

These differences again need no explanation as the distinction is due to the varied economic conditions of the families.

TABLE XVI
Fuels for Heating

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Coal	82	69	81	82	84
Wood	62	34	61	44	73
Electricity	25	18	10	21	12
Gas	5	17	3	#	0
Oil	0	4	1	1	0
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Coal	66	72	66	70	81
Wood	40	24	7	18	45
Electricity	22	10	2	12	17
Gas	19	15	24	11	9
Oil	2	7	20	0	2

Of all the sections, the rural ones report the largest amount of coal used for heat. This is natural inasmuch as coal is the only satisfactory type of fuel available in the sections removed from the cities. A striking difference is found in Oregon (17:6) where wood is reported to be the chief means of fuel throughout the state. Other types of fuel are found in use in the homes of Salt Lake City even though Utah is one of the important coal producing states of the Union.

Logically we find the most modern fuels used in the homes of the East High School, and the least modern, again, in those of the West High School.

In homes where the stove is used, family relationship problems are inevitable, as the girl has no privacy for studying. Comparison of various methods of heating as to adequacy, cost, and care should be taught.

Fuels for Lighting

The problem of lighting the home has a definite relation to the health of the family members. Family tensions may be relieved or even removed by the choice of satisfactory lighting equipment. From the fuels which are used for lighting, it is possible to draw conclusions as to efficiency in terms of time, energy, and money. The fuels used are tabulated in Table XVII.

TABLE XVII
Fuels for Lighting

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Electricity	85	88	88	79	85
Coal oil	5	6	2	5	6
Gas lamp	3	#	4	1	3
Gas	0	#	#	0	0
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Electricity	82	94	100	91	92
Coal oil	12	3	0	5	5
Gas lamp	#	#	0	0	1
Gas	#	#	0	0	1

There appear to be no marked differences between the various groups as to the amount of electricity used for lighting. The Utah Power and Light Company furnishes throughout the state power at low rates. There is evidence that the people make good use of the electricity available for lighting. Oregon (17:6), on the other hand, reported only 75 per cent of the homes as using electricity.

There are still a few homes of the South and West High Schools where coal oil is used, but 100 per cent of the homes of the East High School use electricity.

Plumbing Features

The sanitation of the homes is determined largely by the plumbing features provided. This problem suggests an inquiry as to amount of time and labor involved in cert-

ain housekeeping activities together with a consideration of the care and up-keep of plumbing equipment, and in some communities a special consideration of the hard water problem. A study of laundry problems and equipment is another possible project. Data for this study are tabulated in Table XVIII.

TABLE XVIII

Plumbing Features

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
Water is Piped			Class		
Cold water	82	87	83	77	78
In kitchen	73	91	79	75	68
In bathroom	59	86	66	62	51
Hot water	56	86	66	59	50
Near house	44	34	40	25	54
In laundry	29	40	47	18	24
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
In kitchen	89	93	98	88	93
Cold water	88	85	100	66	90
In bathroom	86	87	99	77	84
Hot water	84	91	100	89	83
In laundry	38	45	60	38	37
Near house	40	23	9	32	28

An investigation of the plumbing features of the homes of the given districts leads one to conclude that the homes of Salt Lake City are better equipped than are those of the other sections of the state. The cities of

the second class rank next, and the mining districts and the rural sections follow in the order named. Only 50 per cent of the rural homes have water piped into the bathroom or have hot water in the house.

The East High School homes have superior conditions as to plumbing features in comparison with the homes of the other two schools. The writer is unable to account for the lower standards of plumbing features found in the homes of the South High School than in those of the West High School.

Household Conveniences

In order to have some idea of the relative amount of labor involved in housekeeping activities, the household conveniences in the homes of the various girls are tabulated in Table XIX, to be found on the following pages.

TABLE XIX
Household Conveniences

Family Owns	Utah High Schools				
	Total State	Salt Lake	Cities of 2d Class	Mining Dist's	Rural
Radio	81	91	86	84	82
Electric washing machine	80	66	82	75	83
Treadle sewing machine	79	48	73	62	77
Electric iron	79	85	78	78	75
Automobile	68	68	66	66	70
Piano	48	54	58	11	50
Victrola	47	49	47	43	49
Electric sweeper	42	60	49	42	39
Pressure cooker	31	33	30	32	33
Telephone	29	49	42	24	17
Electric sewing machine	21	32	25	23	15
Organ	11	6	10	11	14
Electric mixer	6	17	8	10	4
Mangle	4	8	6	4	3
Hand washing machine	6	7	4	6	7
Other power washing machine	4	2	2	1	2

TABLE XIX (Cont.)

Household Conveniences

Family Owns	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Radio	88	91	100	86	86
Electric iron	85	84	91	81	80
Automobile	66	72	80	73	62
Electric washing machine	63	71	68	74	71
Electric sweeper	56	66	86	57	56
Piano	51	60	73	63	40
Telephone	43	59	77	64	35
Victrola	47	51	51	48	53
Treadle sewing machine	42	57	49	56	66
Pressure Cooker	32	34	36	37	28
Electric sewing machine	30	34	47	33	23
Electric mixer	18	15	27	12	6
Mangle	7	8	21	3	1
Hand washing machine	9	3	1	0	7
Organ	7	4	4	0	6
Other power Washing machine	2	#	0	0	1

In the responses to the conveniences owned by the families an interesting situation is revealed. More than 80 per cent of all the families of the state have a radio, and again, as one might expect, a slightly larger percentage of radios is found in Salt Lake City than in the outlying districts. More than 75 per cent of the homes are equipped with an electric washer, but only 66 per cent of the homes of Salt Lake City are thus equipped. This is, no doubt, because these people have adequate and inexpensive laundry facilities available. Gehrs (11:27) in her study relative to Minnesota homes found that power washing machines were used in over one half of the homes. Approximately three fourths of the families of the state use a treadle sewing machine, but in Salt Lake City less than half of the families report this item. In this connection it should be noted that of all the sections Salt Lake City reports the largest percentage of electric sewing machines.

We find more than three fourths of the families of the state using electric irons. All the divisions report approximately the same number of automobiles. The low percentage of pianos in the mining districts can be accounted for when we realize that their populations are made up chiefly of transients. Families which move from place to place accumulate fewer belongings than do those permanently located. Only 29 per cent of the families have telephones,

but in Salt Lake City nearly 50 per cent of the homes are thus provided.

The electrical equipment found throughout the state is relatively high. Gehrs (11:38) reports the same relative to Minnesota homes. Comparison of the percentages of conveniences with those tabulated in the Oregon Survey (17:8) reveals some striking variations. Approximately the same percentage of radios, treadle sewing machines, pressure cookers, electric mixers, and hand washing machines is found, but Oregon reports slightly higher percentages than does Utah for automobiles, pianos, telephones, and mangles. Utah, in turn, reports higher percentages than does Oregon for electric irons, sweepers, and sewing machines. Power rates being lower in Utah than in Oregon, this is quite logical.

One would scarcely expect to find any difference as to conveniences between the homes of the Upper and Lower Divisions of Salt Lake City. It is noted, however, that there is a higher percentage of conveniences in the Upper Division homes than in those of the Lower Division. Possibly families of the former provide greater conveniences as the children mature.

The number of household conveniences reported for the three high schools of Salt Lake City again emphasizes the marked differences in economic status of the families of these schools.

It is interesting to note the emphasis given to laundry equipment in the foregoing table which, again, points to the necessity for study of this problem. Gehrs (11) in her study relative to Minnesota homes makes a similar conclusion. It is important that students be led to evaluate types of household equipment in terms of time, energy, and money. The choice of school equipment should be in accordance with the standards of living of the people of the community.

Services Hired

It is vital to know how much of the work pertaining to the home is done by hired services, inasmuch as such service affects the responsibilities of the individual family members.

Many persons believe that most families have their laundry work done out of the home, yet we find that only one fourth of the Salt Lake City families hire their laundry done. Nearly one half of them have their dry cleaning done, but only one fourth of the rural families have this service.

The girls of the Upper Division Schools of Salt Lake City report 20 per cent more dry cleaning done out of the home than do the girls of the Lower Division Schools. Again, this may be because the older girls of the families receive more privileges.

Because of economic conditions, the East High School

girls report the largest percentage for dry cleaning, laundry, and services hired for housecleaning.

Since families of the small communities have few laundering facilities and since even the Salt Lake City families have their washing done in the home, should they not be given special help pertaining to this problem? For similar reasons, would it not be desirable to teach simple and safe home cleaning methods? Because of the need of a solution to this problem, Pauline Berry Mack (16:805-807) and others carried on an extensive research. Fifty-eight home dry cleaning solvents and home spotting agents were studied, giving the following conclusions:

The cost of doing dry cleaning at home was found to be greater than is commonly supposed, and the cleaning efficiency of the various solvents proved to be low.

It was found that many of the preparations had not been sent to the Underwriters Laboratories or to any other nationally recognized laboratory to be examined for fire hazard, and that even those that had been so examined did not carry on their labels a definite statement as to their degree of such fire hazard.

The presence of ingredients believed to be toxic, even if handled in gallon quantities, was revealed in many of the secret preparations. These were found in most cases to be accompanied by inadequate directions.

This study seems to indicate that it is unwise to tamper with dry cleaning preparations in the home.

Should not more attention be given the selection of garments that will respond to the best washing methods or that will require a minimum of up-keep?

Housekeeping Activities

Since the sharing of responsibilities is such a vital problem of successful family life, as it affects both the family as a whole and the development of independence in each individual within the family, it is significant to find out to what extent the girls participate in the various activities of the home. Those pertaining to housekeeping have been tabulated in Table XX.

TABLE XX
Housekeeping Activities

	Utah High Schools					
	Total	Salt	Cities	Mining	Rural	
	State	Lake	of 2d	Dists.		
			Class			
Dusting	87	87	89	85	90	
Sweeping	90	85	92	80	92	
Scrubbing	85	85	87	76	87	
Making beds	86	72	87	79	87	
Putting rooms in order	82	82	86	79	87	
	Salt Lake City High Schools					
	L.D.	U.D.	East	South	West	
Dusting	86	89	89	90	88	
Sweeping	85	86	78	89	90	
Scrubbing	91	75	63	81	82	
Putting rooms in order	80	85	90	84	86	
Making beds	62	79	86	90	79	

In the table relative to housekeeping activities no conspicuous variations are noted, and a very large percentage of the girls are found to participate in these activities.

Approximately 15 per cent more of the Lower Division girls participate in scrubbing than do the girls of the Upper Division, and likewise 17 per cent more of the Upper Division girls make beds than do the Lower Division girls.

A smaller percentage of the East High School girls engage in the activities of sweeping and scrubbing than do the girls of the other two schools.

No doubt a larger percentage of the girls would help with these activities if time would permit. The study of time management problems needs special attention. There seems to be a need, too, for checking achievement resulting from home experiences so that the school will not waste time reteaching what has already been learned. And now the significant points relative to "The Homes of the Families Studied" are here considered.

Of the groups studied, the Salt Lake City homes are the most fortunate as to housing features, and the mining districts the least fortunate. More than 80 per cent of the rural homes are heated by stoves, but in Salt Lake City more of the modern methods of heating are found.

A rather wide difference as to plumbing features is noted in the homes. Of all the divisions, the most up-to-date plumbing features are found in Salt Lake City, and the least modern in the rural sections, where only one half of the homes have water piped into the bathroom.

In general, the homes are equipped electrically. Electricity is used generally throughout the state, and as a result there is evidence of much power equipment in the homes.

The homes are usually equipped for laundry work. This is consistent with the fact that only one fourth of the Salt Lake families hire their laundry work done, and a much smaller percentage of the families of the other groups employ this service. One half of the families of Salt Lake City hire their dry cleaning done, but in the other districts less of this is done out of the home.

The East High School is more favored as to housing features than are the South and West High Schools. It is found that 66 per cent of the West High School homes are heated by stoves, as compared with 22 per cent of the East High School homes. More modern plumbing features and more household conveniences are found in the homes of the East High School than in those of the other two schools. It is noted, also, that this school reports more laundry and dry cleaning done out of the home than do the others.

Problems Pertaining to Child Care and Development

This section of the study is divided into three topics: percentage of girls who have brothers and sisters living in the home; activities pertaining to care of children; and equipment in homes adapted to small children.

These will be discussed in the order named.

Girls Having Brothers and Sisters Living in the Home

It has been found that girls who have younger brothers and sisters are naturally well-motivated for the study of child care. The data concerning this topic have been tabulated in Table XXI.

TABLE XXI
Percentages of Girls with Brothers
and Sisters at Home

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Brothers--infant	22	12	18	19	16
Brothers--pre-school	23	14	17	28	28
Sisters--infant	17	18	8	12	15
Sisters--pre-school	21	17	15	23	25
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Brothers--infant	15	7	8	5	8
Brothers--pre-school	15	12	8	12	15
Brothers--school	97	87	88	77	92
Sisters--infant	25	7	7	12	3
Sisters--pre-school	20	15	11	14	19
Sisters--school	89	84	86	73	93

A large percentage of the girls of the state have younger brothers and sisters. It is interesting to note that the percentage is not so high for Salt Lake City and the mining districts as for the other sections.

The girls of the Lower Division schools of Salt Lake City report a higher percentage of younger brothers and sisters than do the girls of the upper division. This seems natural, as the former girls are themselves younger.

From these figures one must conclude that there are excellent projects pertaining to child care and development possible within the girl's own home. Again one needs to emphasize the importance of the various family members sharing the responsibilities of the home. Wherever there are younger children in the home, the problem of make-over garments needs to be emphasized. The composition of the household affects the financial problems, also, and we recognize that budgeting should be considered of primary importance.

Child Care Experiences

As a large percentage of the girls have infant brothers and sisters, one wonders how much of the responsibility for their care is assumed by the high school girl. Activities pertaining to this topic are tabulated in Table XXII.

TABLE XXII
Activities Pertaining to
Care of Children

	Utah High Schools				
	Total State	Salt Lake	Cities of 2d Class	Mining Dist's	Rural
Caring for children in home	50	53	43	48	53
Caring for children outside home	53	63	61	54	53
Things done for children					
Play with	65	79	66	56	65
Put to bed	58	64	58	55	59
Tell stories	57	62	54	53	56
Prepare food	50	55	48	46	48
Take walking	46	51	45	46	46
Feed	40	41	40	34	39
Bathe	40	41	43	37	39
Help form good eating habits	33	31	36	22	34
Age of children cared for					
Infants	43	49	43	35	38
Pre-school	53	52	54	52	54
School	36	41	39	34	32

TABLE XXII (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Caring for children in home	59	50	45	51	54
Caring for children outside home	68	58	48	59	65
Things done for children					
Play with	91	63	68	57	65
Put to bed	65	61	64	60	59
Tell stories	61	63	65	60	65
Prepare food	54	56	52	57	60
Take walking	52	50	59	40	50
Feed	38	46	42	40	56
Bathe	38	46	35	35	53
Help form good eating habits	28	35	25	26	42
Age of children cared for					
Infants	49	48	43	44	54
Pre-school	55	53	50	50	60
School	43	38	41	41	34

The responses to the various activities listed in the table pertaining to child care make it evident that there are no significant differences between the girls of the groups. It seems noteworthy that more of the girls care for children outside the home than for those in the home. We find in each of the groups that the things girls do for children range in the same order. "Play with" is done most often, "Put to bed" second, "Tell stories" third, and "Prepare food" fourth. Oregon (17:23) reports lower percentages than does Utah with regard to these activities.

There is no great difference noted as to the age of the child who is cared for.

It is apparent that 68 per cent of the girls of the Lower Division care for children outside the home, while only 58 per cent of the Upper Division girls do such work. This is rather to be expected since these girls carry more social responsibilities than do the younger girls. It is noteworthy that 91 per cent of the Lower Division girls play with children, while only 60 per cent of the Upper Division girls report this. This is probably natural inasmuch as the girls of the Lower Division are two to three years younger than those of the Upper Division.

Because of its value in helping the girl to understand herself, the importance of teaching child care cannot be over stressed. We need to teach this work even though the girls do not have the opportunity of living

with children in their own homes. It is so important that the school should even provide experiences with children.

Home Equipment Adapted to Small Shildren

Since such a large percentage of the homes have small children, it will be significant to find out what proportion have equipment adapted for the needs of these children. The data are tabulated in Table XXIII.

TABLE XXIII

Home Equipment Adapted to Small Children

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Place for toys	54	49	53	45	47
Low hooks for wraps	48	42	45	45	51
Place for children's books	43	47	43	38	42
Nursery chair	11	9	10	11	12
Steps for toilet	10	8	10	10	10
Other special equipment	3	3	3	4	2
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Place for toys	50	48	55	44	45
Place for children's books	46	50	47	50	45
Low hooks for wraps	42	41	44	37	42
Nursery chair	9	10	13	5	11
Steps for toilet	9	7	8	4	9
Other special equipment	3	2	2	0	3

Less than 50 per cent of the Utah homes provide equipment adapted to small children.

Since age is the distinguishing factor of the study

pertaining to the Upper and Lower Divisions, it has no bearing on this particular table.

One would expect to find better equipment for small children in the homes of the girls of the East High School than in those of the other two schools, yet no significant differences can be seen.

There appears to be a real need for the teaching of equipment adapted to the size of the child. Factors involved in selection should also be stressed.

The outstanding points considered in the previous section relative to "Problems Pertaining to Child Care" are listed below.

A need for the study of child care is indicated because a large percentage of the girls have younger brothers and sisters and more than half of them care for children outside the home. "Play with", "Put to bed", "Tell stories", and "Feed" are the activities done most often.

Less than one half of the homes provide equipment for small children.

A larger percentage of the girls of the Lower Division have younger brothers and sisters than do those of the Upper Division. A larger percentage of these girls also report that they "Play with" children than do the other girls.

Problems Pertaining to Clothing and Personal Appearance

This phase of the study has been considered under two headings, activities pertaining to clothing practices and the buying of clothing.

Activities Pertaining to Clothing

To learn how much responsibility of their clothing problems girls actually assume, items as to the care and construction of clothing were included in the Utah Survey. These items are tabulated in Table XXIV on the following pages.

TABLE XXIV
Activities Pertaining to Clothing

	Utah High Schools				
	Total State	Salt Lake	Cities of 2d Class	Mining Dist's	Rural
Ironing own clothing	80	78	79	72	85
Pressing clothing	79	76	83	73	86
Making own clothing	68	68	80	54	72
Ironing others' clothing	62	54	59	56	62
Washing own clothing	61	66	68	59	61
Mending	51	39	59	43	59
Washing others' clothing	46	31	44	43	48
Darning	43	25	48	34	51
Making clothing for younger children	26	35	24	22	30
Making mother's clothing	12	12	16	6	16
Garments made independently					
School dresses	62	50	71	46	73
Under garments	40	47	38	37	47
Make-overs	34	25	35	30	39
Suits	7	5	12	5	10
Coats	4	5	5	3	5

TABLE XXIV (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
'Ironing own 'clothing	75	82	81	86	78
'Pressing clothing	69	86	85	82	91
'Making own 'clothing	67	69	68	71	67
'Washing own 'clothing	63	70	63	61	85
'Ironing other's 'clothing	53	57	47	66	57
'Mending	40	40	47	17	55
'Making children's 'clothing	53	14	15	10	16
'Washing other's 'clothing	31	30	63	61	85
'Darning	18	35	32	35	38
'Making mother's 'clothing	9	13	6	18	13
'Garments made 'independently					
'School dresses	39	66	62	73	62
'Under garments	47	46	30	63	45
'Make-overs	18	37	22	46	43
'Suits	1	11	10	10	12
'Coats	2	5	7	5	3

No wide group variations were found relative to the activities pertaining to clothing work. As would be expected, more of the girls iron than wash their own clothing. It is noted that 79 per cent press their clothing, and 68 per cent report that they make their own clothing. School dresses and under garments are the articles most frequently made. The Indiana Survey (8:85) reports this same fact. A rather high percentage, 35, consists of make-overs. It is a question whether these were to meet an emergency, as this survey was made in April, 1935, a time when many homes were still making depression adjustments.

It is obvious that the girls of the Upper Division assume more responsibilities regarding the care and making of their clothing than do the girls of the Lower Division. The more significant variations between the two groups have to do with such items as ironing, pressing, washing, darning, the making of under garments, and make-overs.

A larger percentage of the girls of the West High School than of the other schools do their washing and mending; the South High School girls, however, make more school dresses and under garments than do the girls of the East or West High Schools.

The experiences which girls have gained in their homes and elsewhere as to clothing problems need careful checking so that building may occur at the place where instruction is needed. The activities checked show that

home projects in clothing continue to be desirable. In cases where construction problems are carried on, the planning of time should be carefully considered. This affords splendid opportunity to compare time and money values.

In order to make teaching more constructive, teachers have the responsibility of handling more of the problems pertaining to color, textiles, line, etc. as group work. Too much actual class time has been wasted by individual instruction. The end of teaching is not the construction of a new garment but from this problem to develop judgment ability that will carry over in new situations.

The school should develop a sense of responsibility within the girl which will enable her to share in taking care of the clothing needs of the family. This will afford opportunity to consider the needs of others.

Buying Clothing

Not less important than the care of clothing and the construction of garments is the problem of buying clothing. Who buys the girl's clothing? Who buys the clothing for the family and where are the purchases made? This material is tabulated in Table XXV.

TABLE XXV
Buying Clothing

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dist's	
			Class		
Place where dry goods are purchased					
Store in own town	74	93	82	75	71
Store in near-by town	36	2	26	43	54
Mail order houses	21	3	20	24	28
House-to-house salesmen	5	2	7	4	6
Purchaser of clothing in home					
Mother	80	85	74	74	22
Father	25	48	47	49	58
Self	56	52	58	50	60
Others	21	17	23	22	16
Buying clothing					
For self	76	67	80	68	78
For others	58	25	37	32	37

TABLE XXV (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
'Place where dry goods are purchased					
'Store in own town	92	93	99	90	89
'Store in near-by town	2	1	0	2	1
'Mail-order houses	3	2	2	2	2
'House-to-house salesmen	2	4	4	5	6
'Purchaser of clothing in home					
'Mother	90	66	86	69	43
'Father	51	35	50	37	17
'Self	42	57	71	54	44
'Others	19	13	22	4	12
'Buying clothing					
'For self	58	82	87	81	80
'For others	22	30	22	39	29

It is noted that as many girls buy their clothing as make it, and that approximately half of the girls make clothing purchases for other members of the family. Over one fifth of the girls from all the sections other than Salt Lake City buy from mail order houses. This cannot be due entirely to lack of facilities in their own communities. It is noted that approximately the same proportion

of girls of Oregon (17:15) buy from mail order houses.

The girls of the Lower Division schools do less of their buying than do those of the Upper Division schools. This seems natural since the Upper Division girls are older and are, therefore, able to accept more responsibilities for their clothing problems.

Probably again because of economic factors, we find that the mothers, fathers, and girls of the East High School make more purchases of clothing than do those of the West High School.

Since it is a common need, at least as much time should be spent in purchasing problems as on those of construction. The alterations of ready-to-wear garments should be emphasized in home economics classes. Comparisons should be made of the problems of purchasing by mail order and those of personal shopping.

The outstanding points of the previous section concerning "Problems Pertaining to Clothing and Personal Appearance" are here reviewed:

No significant variations were found between the state groups considered. A large percentage of the girls wash, iron, and press their own clothing. More than 60 per cent make school dresses independently, and approximately 40 per cent make undergarments independently. About 35 per cent of the work consists of make-overs.

Nearly three fourths of the girls buy their own

clothing, and many buy clothing for others. More than one fifth of the girls from all sections with the exception of Salt Lake City buy from mail order houses. A need of careful evaluation of the girls' clothing problems is indicated. The development of judgment regarding the care, construction and buying practices is the basic problem suggested.

It is apparent that the girls of the Upper Division assume much more responsibility relative to the care, buying, and making of their clothing than do the girls of the Lower Division.

A larger percentage of the girls of the West High School care for their own clothes than do the girls of the other two schools, but a larger percentage of the South High School girls make school dresses and under garments independently than do the girls of the other schools.

Problems Pertaining to Food and Nutrition

Information concerning the family meals, activities pertaining to family meals, the girls' breakfasts and lunches, fuels used for cooking, and methods of refrigeration make up this division of this study. They will be considered in the order named.

Information Concerning Family Meals

To make it possible to base the work in home economics upon the family needs and present practices, items as to the methods of meal service were tabulated in Table XXVI.

TABLE XXVI
Information on Family Meals

	Utah High Schools				
	Total State	Salt Lake	Cities 'of 2d Class	Mining 'Dist's	Rural
Meals eaten together					
Breakfast	75	64	77	68	84
Lunch	35	15	48	40	27
Dinner	85	84	82	79	89
Meals eaten in kitchen					
Breakfast	84	80	76	76	88
Lunch	68	67	67	66	65
Dinner	65	57	57	55	71
Meals eaten in dining room					
Breakfast	12	8	16	19	11
Lunch	20	13	26	22	21
Dinner	42	52	52	41	43
Plan most used to serve dinner					
Food placed in serving dishes	73	91	77	55	77
Plates served at table by a parent	12	5	7	13	16
Plates served in kitchen	12	12	10	18	15

TABLE XXVI (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Meals eaten together					
Breakfast	65	63	59	64	65
Lunch	19	10	6	13	11
Dinner	83	85	98	75	83
Meals eaten in kitchen					
Breakfast	77	85	83	85	86
Lunch	65	69	66	76	65
Dinner	60	51	40	55	57
Meals eaten in dining room					
Breakfast	10	5	10	2	4
Lunch	17	7	8	8	10
Dinner	53	51	65	42	47
Plan most used to serve dinner					
Food placed in serving dishes	97	81	89	79	75
Plates served at table by a parent	7	2	2	2	4
Plates served in kitchen	13	9	13	5	6

A larger percentage of the families eat dinner together than the other meals of the day. A large percentage of the family breakfasts, about 68 per cent of the lunches, and 65 per cent of dinners are eaten in the kitchen. Oregon (17:16), too, reports the largest percentage of the family meals being eaten in the kitchen.

The food is usually placed in serving dishes and passed around. About 12 per cent of the families have the food served at the table by the father or mother.

A larger percentage of the East High School girls report their families as eating dinner in the dining room than do the girls of the other schools.

Since the kitchen is most often used for serving meals, it should be made attractive and convenient. The study of time management problems will be more significant if food is prepared and served in the kitchen. Too much school time is wasted teaching forms of serving that students have no use for in their homes. If most of the families place their food in serving dishes and pass it to the family members, then this type of serving should be emphasized in home economics classes. Methods of serving should be evaluated. Other forms of meal service should be taught if the community has use for them. Meal conversation as an important factor in contributing to atmosphere of family meals is important.

Activities Pertaining to Family Meals

We should continue the study pertaining to family meals. We need to know how much responsibility of the family food purchasing and how much of the planning and preparation of the family meals the girls are assuming. Items relative to these points have been tabulated in Table XXVII on the following pages.

TABLE XXVII
Activities Pertaining to Family Meals

	Utah High Schools				
	Total State	Salt Lake	Cities 'of 2d 'Class	Mining 'Dist's'	Rural
Setting table	88	89	83	88	89
Planning meals					
Breakfast	40	30	43	41	39
Lunch	40	31	40	40	43
Dinner	61	53	63	51	68
Food for parties	53	53	62	42	55
Preparing meals					
Breakfast	47	34	50	40	47
Lunch	49	37	44	72	49
Dinner	67	55	74	55	76
Baking					
Cakes	81	74	87	78	83
Pies	48	30	45	39	48
Bread	46	22	55	35	55
Hot breads	44	33	48	32	44
Making salads	75	69	77	67	74
Washing dishes	89	93	93	89	85
Canning and preserving	32	18	39	21	35
Buying groceries	70	67	70	61	72

TABLE XXVII (Cont.)

	SALT Lake City High Schools				
	L.D.	U.D.	East	South	West
Setting table	88	91	93	87	93
Planning meals					
Breakfast	26	37	32	37	42
Lunch	28	35	27	39	40
Dinner	48	62	54	64	67
Food for parties	51	55	57	50	57
Preparing meals					
Breakfast	30	40	41	35	45
Lunch	37	37	37	32	45
Dinner	52	60	62	50	69
Baking					
Cakes	74	77	77	76	79
Pies	24	40	28	40	52
Bread	20	26	19	23	35
Hot breads	32	34	36	29	38
Making salads	67	72	75	80	65
Washing dishes	93	92	95	88	90
Canning & preserving	18	18	15	22	17
Buying groceries	60	70	60	75	67

At a glance one notices the similarity of activities between the girls of the given groups. Approximately nine tenths of the girls set the table.. We notice that more girls engage in activities relating to planning and preparing the dinner than the breakfast or lunch. This is no doubt because girls have more leisure in the home about the time dinner is prepared and served.

Cake making is more commonly done by the girls than the baking of pies, hot breads, and bread. A little more than one fourth engage in activities relative to canning and preserving.

Approximately 70 per cent of the girls of the state buy groceries for the family.

In Salt Lake City a larger percentage of the Upper Division girls plan and prepare meals than do the Lower Division girls. There is no essential difference in the activities pertaining to setting the table, washing dishes, baking cakes, and making salads.

We are again confronted with the need of checking achievement resulting from home experiences. The family meals furnish many opportunities for excellent home projects. It will be helpful to contact parents to see that girls are given more responsibility in the family food problems and a chance to carry out their own ideas in their activities. The buying of food should be emphasized. Better nutrition should be the objective of teaching all family food problems and teachers need to keep in mind that know-

ledge has no value unless practiced. The changed individual is the desired goal.

The Girls' Breakfast and Lunch

Consideration has been given to the responsibilities which girls assume regarding the family meals and the buying of food. A study of family table service has been made, but the most fundamental point of all, a study of the girl in regard to nutrition, has not yet been considered. A few items as to the girls' breakfasts and luncheons have been tabulated in Table XXVIII.

TABLE XXVIII

Girls' Breakfasts and Lunches

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Breakfast eaten regularly	70	74	68	72	69
Noon meal eaten regularly	73	80	70	73	74
Noon meal eaten at					
Brought from home	51	68	29	44	62
Home	39	17	58	43	27
School lunch room	38	71	26	26	47
Cafe	6	7	7	4	5

TABLE XXVIII (Cont.)

	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Breakfast eaten regularly	77	70	76	70	64
Noon meal eaten regularly	82	78	87	83	66
Noon meal eaten at					
School lunch room	73	68	77	66	61
Brought from home	70	65	64	66	65
Home	24	5	5	7	3
Cafe	10	12	3	0	1

It is found that 70 per cent of the girls of the state eat breakfast regularly as compared with 84 per cent from the Oregon study. (17:16) With the exception of those from the mining districts a large percentage of the girls bring their lunches from home.

Only 17 per cent of the girls of Salt Lake City go home for lunch, but this is rather to be expected since the Salt Lake City schools are conducted on the single session plan. It is only with special permission that students are allowed to leave the school grounds at noon. Nearly three fourths of the Salt Lake City girls patronize the school lunch room, while only 38 per cent of the girls of the state buy their lunch at school. The Salt Lake City high schools are equipped with cafeterias adequate for the size of the school. Not all the schools of the state have this advantage.

From this table we do not know how often the girls eat at the school lunch room or how often they bring their lunches from home. Since the sum of the percentages where the noonday meal is eaten is larger than 100, we know that girls vary from day to day as to whether they buy their lunches at school or carry them from home.

A smaller percentage of the girls of the West High School eat breakfast and luncheon regularly than do the girls of the other two schools. More of the East High School girls than the others patronize the school lunch room.

The information gained as to the girls' nutrition is somewhat limited. One might ask why do not all of the girls eat breakfast and luncheon regularly. The girls who filled out questionnaires were all enrolled in home economics courses, and many had also taken previous courses. It appears that the nutrition work as taught is not carrying over sufficiently. This should be a challenge to the teachers of home economics.

The packed lunch brought from home should be emphasized, in foods work. Teachers need to cooperate with those in charge of school cafeterias that students may buy adequate lunches. Too many school lunch rooms are only places to eat a hamburger, chili, and soda pop. Wherever possible the cafeteria should become a practical laboratory for the demonstration of good nutrition.

Fuels for Cooking

Inasmuch as power rates are moderate in Utah, the use of electricity for cooking is practical. Since many of the school laboratories are equipped with electric ranges, it seems advisable to study this problem in relation to the homes. The fuels used for cooking were tabulated in Table XXIX.

TABLE XXIX

Fuels for Cooking

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Coal	65	49	55	71	75
Wood	54	26	57	39	68
Electricity	40	37	34	28	27
Gas	6	11	5	4	0
Oil	0	1	#	3	#
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Coal	53	41	23	52	48
Electricity	37	37	42	28	41
Wood	29	19	2	16	40
Gas	5	20	21	17	23
Oil	1	#	1	0	1

It is obvious that 65 per cent of the families use coal for cooking, while 40 per cent use electricity. The percentage which use wood has no particular significance because it is usually necessary to use some wood when coal is used. Oregon reports 21 per cent of the families cooking with electricity and 87 per cent with wood. (17:6)

About one half of the families of Salt Lake City cook with coal; the other half use electricity and gas. Only one fourth of the families of the East High School report the use of coal for cooking.

The selection and use of equipment, the cost, upkeep, and labor involved should receive special consideration in home economics classes. The storage and safety problems as to fuel should be stressed.

The stoves in the school laboratories should be, in general, of the same type as those found in the community.

Methods of Refrigeration

The care of food in the home is a vital problem affecting the health of the family members. The method used has definite relation to the amount of the food budget inasmuch as it determines both the keeping qualities of food and the amounts which can be purchased with safety. The methods of refrigeration have been tabulated in Table XXX.

TABLE XXX
Methods of Refrigeration

Food kept cold by	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Cellar or cave	31	7	30	16	39
Electric refrigerator	19	27	23	18	18
Iceless refrigerator or cooler	18	13	20	2	24
Ice refrigerator	18	37	14	16	16
No special provision	14	12	18	16	17
Well	5	2	6	6	6
Gas refrigerator	1	4	#	3	0
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Ice refrigerator	38	35	17	40	50
Electric refrigerator	24	31	45	32	15
Iceless refrigerator or cooler	14	11	17	9	7
No special provision	15	7	3	7	11
Cellar or cave	8	5	1	0	13
Gas refrigerator	5	3	6	0	0
Well	2	3	6	1	3

Conspicuous is the fact that only a small percentage of the families of the state have no means of refrigeration, although there are wide variations as to the type used. We find about the same number of electric refrigerators, iceless refrigerators, and ice refrigerators.

A rather wide variation as to refrigeration is noted among the families of the three high schools. One half of those of the West High School use ice refrigerators, while approximately the same proportion of those of the East High School use electric refrigerators. About one tenth of the West High School families have no special provision for refrigeration, but only three per cent of the East High School families are so affected.

The results of this table suggest a need for the study of refrigeration equipment. Points relative to efficiency, cost, and up-keep should be considered. The need for refrigeration in homes is of great importance.

The significant points of the last division of this study, "Problems Pertaining to Food and Nutrition", are briefly summarized below:

Dinner is the only meal that families eat together generally, although more than half eat breakfast together. Most families eat their meals in the kitchen. The food is placed in serving dishes and passed around the table. A larger percentage of the girls engage in activities relative to planning and preparing dinner than breakfast or lunch, although in actual practice less school time has been given to the family dinner than the breakfast and lunch.

The efficiency of the teaching of nutrition is questioned somewhat when we note that only three fourths

of the girls of the state eat breakfast regularly. A large percentage carry their lunches from home or purchase them at the school lunch room

Approximately 65 per cent of the families of the state use coal for cooking, while 40 per cent use electricity. About one half of the Salt Lake families cook with coal; the others use gas and electricity.

The Upper Division girls assume more responsibilities relative to buying and planning and preparing meals than do the Lower Division girls.

It has been indicated that the families of the East High School are favored with modern equipment, as approximately half report the use of electric refrigerators, and three fourths of the families report the use of electricity and gas for cooking.

Summary

It is interesting to note the extreme points of difference as well as the many similarities between the four state groups, Salt Lake City, Cities of the Second Class, Mining Districts, and the Rural Sections, which have been the basis of this study.

The sections vary as to the distribution of occupations of the fathers, although more people are engaged in agriculture than in any other one occupation.

Although the Latter Day Saints Church is the dominant one of the state, there is variation as to the strength

of this church, particularly in Salt Lake City and the mining districts. The families participate extensively in church activities.

An interest in ~~many~~^{home} problems is indicated by the fact that approximately one half of the girls earn their own money by caring for children and performing household service. The fact that such a large proportion care for children bespeaks a natural interest in children, aside from the fact that most of them have younger brothers and sisters. Only one half of the homes provide child care equipment.

Many problems resulting from living together are reported. "Teasing", "Not doing share of work", "Lack of nice things" are the most serious underlying causes of friction in the homes.

Considerable variation is noted as to housing features, the poorest being found in the mining districts. Approximately three fourths of the homes of the state and one half of the homes of Salt Lake City are heated with stoves. Because electricity is available, one finds a variety of power equipment in many homes. There is evidence of washing equipment in a large percentage of the homes, which explains the small percentage that send their washing out.

A wide variation of plumbing features is noted, the most adequate being found in Salt Lake City and the poorest in the rural sections, where only one half of the homes are provided with hot water or have water piped into the bathroom.

Dinner is the only meal that families eat together generally. The largest percentage of the families eat in the kitchen, and the food is usually placed in serving dishes and passed around the table for each member to help himself. Girls assist more with the planning and preparing of dinner than with those of lunch or breakfast. A large proportion of the girls carry their lunches, while nearly all of the Salt Lake City girls either buy their lunches at school or carry them from home. Only 70 per cent of the girls eat breakfast regularly. Approximately three fourths engage in buying groceries.

About 65 per cent of the families of the state use coal for cooking, while the rest report the use of electricity. It is noted that one half of the families of Salt Lake City use coal for cooking; the others use gas and electricity.

Much of the responsibility for washing, ironing, and pressing of their clothing is assumed by the girls. The garments made independently are school dresses and underwear, and make-overs are common problems. A large proportion of the girls buy their own clothing, and in the sections other than Salt Lake City more than one fifth of the purchasing is done through mail-order houses.

The Upper Division girls are more active socially than are those of the Lower Division and are the cause of added friction reported in the homes studied.

The girls of the Upper Division assume more responsibility relative to the activities of the home than do those of the Lower Division.

There are more executive and professional occupations represented among the fathers of the East High School than of the South and West High Schools. According to educational opportunities of parents, the three high schools might be arranged thus: East, South, and West. The South High School reports the largest percentage of fathers and mothers who belong to the dominant church.

The girls of the East High School engage in more social activities than do those of the other two schools. More causes of friction are found in the West High School, and the lowest in the South High School.

The homes of the families of the East High School have more superior housing features than those of the South or West. More than half of the West High School homes are heated by stoves as compared with less than one fourth of those of the East High School. Better plumbing features and a larger percentage of household conveniences are found in the homes of this school. One half of the families of the East High School use electric refrigerators, while approximately the same proportion of the West High School use ice refrigerators.

CHAPTER IV

CONCLUSIONS

The previous study will now be summarized as to the significance to the state curriculum and also to that of Salt Lake City.

Summary and Implications for the

State Curriculum

The findings, in general, indicate the need for a broad curriculum in home economics, considering varied problems pertaining to family living, giving the maximum opportunities for the development of the girl.

Inasmuch as electricity is available and is moderate in price in Utah and since such a high percentage of the homes are equipped with electrical devices, it seems logical to stress the importance of the use of these in the home economics classes.

The past five years has seen radical changes in the homes as to equipment and use of electricity, and is it not logical to suppose that the next few years will bring even greater changes? It seems important to prepare girls for these changes which they are meeting today and those that they will meet in the future. Girls should be taught to carefully evaluate all types of household conveniences. Their cost, use, and safety should be considered that girls may develop judgment in the selection of such equipment.

Since the importance of time management has been indicated by the findings of this study, the consideration of the labor-saving features of equipment is most important.

Inasmuch as the kitchen is the place where labor and time are chiefly involved, it is recommended that a special study be made of kitchen equipment.

This study shows that a large proportion of the homes have laundry equipment and do the laundry work at home; therefore it seems that laundry work deserves attention in home economics classes. Girls should be taught how to evaluate and to make decisions regarding home and commercial methods and results. They should be shown how to evaluate laundry equipment and its use. The dangers of dry cleaning in the home should be emphasized.

A study of plumbing features as they relate to family health and efficiency should be considered. The problem of plumbing features in connection with time and management is vital. As has been indicated, this problem is extremely important in certain parts of the state.

The problem of evaluating available fuel, such as coal, gas, and electricity, should be considered. Its significance in relation to the amount of time and labor involved is vital. These fuels should be compared as to cost and efficiency. This problem is a particularly significant one for Salt Lake City. Because of its geographical position at the foot of the mountains, the burning of soft coal brings

about a smoke condition that makes the city very dirty. This provokes a serious problem during the seven or eight months when heat is needed. Fuels should be studied as to cost, efficiency, and storage facilities.

The choice of lighting fixtures for the home in relation to the health of the family members and the family budget has been indicated.

The selection of house furnishings and their arrangement so as to meet the maximum efficiency for family members as well as to give opportunities for aesthetic experiences is vital.

Because so many girls participated in home cleaning practices, it seems advisable for the school to establish standards of work in the care of the home and its furnishings. Methods of work should be studied in relation to time and effort expended.

Judgment problems in relation to the kitchen as a convenient place in which to work should be considered. Since this is the room where the majority of the families serve their meals, judgment should be developed in handling problems pertaining to furnishings and attractiveness and arrangement of equipment. Too much time has been spent in table service impractical for the existent living conditions. The family dinner in the evening should be stressed more than the other two meals since more of the girls

are able to help with this meal. This is the only meal that families eat together, and it is safe to conclude it is the only time that many families spend together. Therefore the problems pertaining to meal atmosphere are of vital importance.

Better nutrition for both the girl and the family should be the underlying purpose of all teaching of food problems. It is not sufficient to teach merely the subject matter pertaining to nutrition, as this is of little value unless practiced. The time spent in food study is not justifiable unless higher standards of nutrition are achieved.

Emphasis should be given the problems involved in food selection and the lunch box, inasmuch as students either buy their lunches at school or carry them from home. There should be a shift of emphasis in teaching the luncheon problem as the home luncheon is usually emphasized.

Since this is a problem to many girls, the development judgment in relation to food purchasing should receive primary attention. It is essential to contact parents to help them realize why girls should be given responsibility pertaining to food problems and an opportunity to carry out their own ideas.

Before considering any program relative to clothing problems, it is essential to pre-test to find out what has been learned from home experiences and other sources. The

main objective of this program should be the development of judgment in regard to the girls' clothing practices. If we base our teaching on the needs of the girl, as least as much emphasis should be placed on the selection of clothing as on the construction processes. An evaluation of ready-made versus home-made clothing should be considered paramount as to time and energy involved, cost, and workmanship. The alteration of ready-to-wear garments should be taught.

The development of judgment in the selection of the most artistic, appropriate, economical, and serviceable clothing should be considered. The problems pertaining to clothing construction should pertain to school dresses and underwear, although the fact that an activity is widely participated in at home does not necessarily mean it should be continued in the home and encouraged by the school. When construction problems are undertaken, short-cut methods, the selection of materials, and appropriate styles should be emphasized. A splendid opportunity is presented through construction problems to lead girls to consider the needs of others.

It was noted that a large number of make-over garments were made. Since many of the families have small children, it is recommended that make-over problems for children be emphasized.

Inasmuch as a large percentage of the girls meet the

problems relative to care and repair of clothing, much time of the clothing classes should be given to this subject.

In the districts where girls buy from mail order houses, careful evaluation should be made as to products, their cost, difficulties in purchasing, and advertisements.

Because of the size of the average Utah family and because a large percentage of the girls care for children, a study of children is of primary importance to enable girls to accept responsibilities as to the care of children both in and out of the home and also to help girls to understand themselves. It is important to develop judgment as to the necessity of providing special equipment adapted to the age of children.

Inasmuch as such a large proportion of the girls earn, there is a splendid opportunity for planning expenditures, buying, and account keeping. The need of teaching family budgets is especially recommended because of the size of families and the large number engaged in agriculture.

The necessity of sharing responsibility in the home has been indicated because of the large families, the presence of small children in the homes, and the large number of activities carried on in the homes without hired help. This problem is of importance as the development of responsibility within the learner is a major aim of education. If this development does not begin in the home, the individual will be less independent when maturity is reached.

The need of study of problems pertaining to family relationships has been indicated by the fact that the individual members have no privacy and by the causes of friction noted. We know, too, that relationship problems are involved in working out family expenditures, and these often become serious when girls earn their own money. Tensions are relieved by putting problems on the verbal level.

The value of cooperative activities should be emphasized in home economics work as life situations require people to live together. Students can learn to get along with others only to the extent that they have had experience in group activities. Home economics work should provide rich experiences through which personality traits might be developed.

Inexpensive forms of family recreation emphasizing active types as well as passive ones are significant. The evaluation of radio programs as they affect the individual members is a vital family problem of today. Individual activities are equally as important as the group forms. Home economics offers a wealth of material out of which hobbies might be developed. In addition to their relaxing values, hobbies offer opportunity for aesthetic experiences which give color and richness to living.

The writer concludes that these basic implications are applicable in general to all sections of the state, even though there are differences in the families studied.

Rogers (20) made the same conclusion in a similar study relative to the schools of Lexington, Kentucky. Pattison (16), too, concluded that there is a body of basic materials which is applicable generally.

Individual teachers will have the problem of applying and adjusting these basic findings to the families of each of their respective communities. An important factor in intelligent teaching is an understanding of the individual in his total situation. This means that the teacher must know the child, visit the homes, and become acquainted with and take part in community life.

In the total teaching situation teachers will have the responsibility of correlating the work with that of other departments within the school so that the aim at all times is the development of an integrated personality and not merely the imparting of subject matter. Contact with parent groups will be a valuable aid in reaching this goal.

Summary and Implications for the Salt

Lake City Curriculum

In keeping with the conclusions in the preceding section, the implications previously considered are all applicable to Salt Lake City. Inasmuch as this study involved two additional factors, the distinction as to age of the Upper and Lower Divisions and the affects of the geographical conditions of the three Upper Division

schools, East, South, and West, the implications of these additional factors will be considered.

The girls of both the Upper and Lower Division schools of Salt Lake City participate in a variety of home activities, but it is noted that the girls of the Upper Division assume more responsibility relative to the family than do those of the Lower Division, who are merely the helpers in the home. Badgley (1) made the same conclusion relative to her study with seventh and eighth grade girls in Oakland, California. She found that these girls were largely mother's helpers and did not assume total responsibility for the performance of any activity.

This conclusion is the same as that given by leading specialists (18) of home economics education in this country. The application of this basic point as it affects the entire program of home economics will now be considered. The emphasis of the home economics program in the early secondary school is built around the theme of the girl's contribution to the family members, while that of the later secondary school is built around the family followed by the contribution of the girl and family to the community.

Program for the Early Secondary School

Girl's Contribution to the Family

1. Assisting with preparation and serving of food.

2. Caring for own room and some other common rooms.
3. Caring for younger children.
4. Use of money and account keeping.
5. Shopping.
6. Caring for own clothes.
7. Use of leisure time.
8. Personal hygiene and health habits.
9. Safety in the home.

Personal Problems

1. Personal appearance and grooming.
2. Selection and construction of own clothing.
3. Color in selection.
4. Selection of food for self.
5. Management of own money.
6. Making own room attractive.
7. Social relations.

Program of Later Secondary

School

The Family

1. Family financial problems.
2. Food for the family.
3. Clothing for the family.
4. Housing equipment.
5. Child care and development.

6. Time management.
7. Family relations and recreation.

Contribution of the Family to
the Community

1. Consumer education.
2. Child welfare.
3. Housing.
4. Sanitation and health regulations.
5. Social and economic security.
6. Contribution of community to family and family to community.
7. Recreational opportunities.
8. Establishing a home and choice of mate.

A comparison of the data of the three high schools, East, South, and West, emphasizes essentially the extreme differences as to the economic conditions of the homes of each school. Superior conditions as to homes, equipment, and advantages offered are found in the East High School, and the lowest are found in the homes of the West High School, while those of the South High School range in between. Since the equipment of the home economics departments should accord with the standards of the homes represented, it is concluded that the standard of the department of each of the three high schools should necessarily be different. To make the girls realize that there are

better things available so that they will desire to improve their homes, the conveniences found in each department should be a little better than that which is found in the average home. There is some danger, however, of setting the standard too high, particularly in case of the West High School department.

The home economics activities should be in accordance with this wide variation as to economic standards of the homes.

Limitations of the Study Made

From time to time studies similar to the present one need to be made. The conclusions and recommendations from this study will not necessarily be applicable to the training of girls in future years as the conclusions just discussed were made on the basis of conditions and practices of the Utah homes as found in April, 1935.

This study is limited in that we are not able to judge how often the activities were performed. It would be valuable to have a more extensive study giving the frequency of such performance.

It would be of value, also, to have more information on which to judge the results of the teaching of nutrition. Information concerning the kind of food eaten daily and the number of breakfasts and lunches eaten weekly would have been of advantage. This study is limited in that we have

no information as to the kind of food nor the number of meals eaten.

Perhaps the students participated in forms of recreation or activities not listed on the questionnaire. Furnishing definite check lists made the study limited inasmuch as it was impossible to suggest complete lists of activities applicable to living conditions of all girls. Again, if check lists had not been furnished, it is possible that the students would not have been able to recall those activities in which they actually engaged.

This study is limited also in that the results are only from girls who have had home economics training. We are not able to make a comparison of results between girls who have had home economics and those who have not. Thus it is not possible to draw conclusions as to how successfully work given in home economics is carrying over into the home.

Suggestions for Further Research

It would be valuable to have a similar study made during a vacation period in order to get an accurate picture of the home responsibilities which girls assume when school activities do not occupy their time. The frequency of these activities performed in the home should be included.

Since buying is a significant problem of today,

we need more specific information regarding it. When and where do girls shop? How often do they buy? Do they purchase independently? What buying difficulties do girls have? What aids do girls use in making decisions as to buying?

One of the vital problems facing education today is that of fusion which many believe is essential in order to bring about the integrated personality. Home economics educators should be alert to their opportunities and should have information concerning the number of girls in each school that are being reached with specific courses in home economics. If home economics cannot reach a large proportion of the students, then perhaps some of the content should be fused with other courses in such a way that all will have the opportunity of gaining help regarding problems pertaining to everyday living.

Each year individual teachers should make limited studies, supplemented by home visits, of home practices and home conditions of the girls in the community in which they teach. This is the only way that teachers can meet the needs of the homes and the girls of the community served.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Badgley, Ilma. A Comparative Analysis of the Home Activities of Pupils and Their Accomplishment in a Course in Home Activities. A study in the Seventh and Eighth Grades of Oakland, California. Masters Thesis, University of Chicago. 1933.
2. Bobbitt, Franklin. How to Build the Curriculum. New York: Houghton Mifflin Co. 1924.
3. Beeman, Mary. "A Brief Study of the Interests of High School Girls in Home Activities." Journal of Home Economics. (December, 1927)
4. Butterweek, Joseph S. and Seegers, Conrad J. An Orientation Course in Education. Riverside Press. 1933.
5. Brown, Clara M. and Haley, Alice W. The Teaching of Home Economics. New York: Houghton Mifflin Co. 1928.
6. Caswell, Hollis L. and Campbell, Doak S. Curriculum Development. New York: American Book Co. 1935.
7. Course of Study for High Schools. Part V. Home Economics State of Kansas Dept. of Education. 1928
8. Courses in Home Economics for High School. State of Indiana Dept. of Public Instruction. Division of Vocation Education. Bulletin No. 100, G3. 1924.
9. Dyer Annie Robertson. The Placement of Home Economics Content in Junior and Senior High School. Curriculum Studies No.1. Bureau of Publications, Teachers' College, Columbia University. 1927.
10. Fifteenth Census of the U.S. U.S. Dept. of Commerce. 1930.
11. Gehrs, L.B. Study of Certain Home Management Practices

Carried on in Homes of Minnesota High School Girls. Masters Thesis, University of Minnesota. 1930.

12. Heywood, Ida. Findings of the Oregon High School Survey and Their Implication Regarding the Course of Study. Masters Thesis, Oregon State College. 1936.
13. Hopkins, Thos. L. and Kinyon, Kate. Home Economics Research Monogram No.1. Public Schools, Denver, Colorado. 1925.
14. Hopkins, Thos L. Annual Report. Wilmington, Delaware. 1934.
15. Johnson, Mildred and Friant, Regina. Out of School Activities of Junior High School Girls of Muncie, Indiana. Masters Thesis, Iowa State College. 1929.
16. Mack, Pauline Berry and Others. "Home Dry Cleaning Solvents." Journal of Home Economics, Vol.35: 789. (November, 1933)
17. Oregon High School Survey. State Board for Vocational Education, Salem, Oregon.
18. Pattison, Mattie. The Relationship Between Age and Environment and the Home Activities of Boys and Girls. Masters Thesis, University of Chicago. 1931.
19. Religious Bodies. U.S. Dept. of Commerce. Bureau of Census. 1926.
20. Report of Vocational Conference for Oregon Home Economics Teachers. June, 1936.
21. Rodden, Myrtle McCormack. Home Economics Work for Seventh and Eighth Grade Girls in Indiana Based Upon the Home Activities Performed During the School Year. Masters Thesis, University of Indiana. 1932.
22. Rogers, Katherine Elizabeth. A Study of Home Economics in the Junior High Schools and Senior High Schools of Lexington, Kentucky. Masters Thesis, University of Kentucky. 1932.

23. Spafford, Ivol. Fundamentals In Teaching Home Economics. New York: John Wiley & Sons. 1935.
24. Study of the Vocational Conditions in the City of Fresno. Division of Vocational Education, University of California. General Vocational Education Series No.2. Bulletin No. 20. 1926.
25. Wheeler, Raymond H. and Perkins, F.T. Principles of Mental Development. New York: Crowell Pub. Co. 1932.

APPENDIX

Directions for Using Questionnaire

Value to Teachers

Home economics teachers have been asked to contribute to the state-wide curriculum study. A committee has been working on the curriculum program and has formulated the enclosed questionnaire. They feel they should know the needs of the junior and senior high school pupil, their interests and something of their home conditions as a guide in planning the state home economics course of study.

We are attempting to secure some of this information by a questionnaire given to pupils enrolled in home economics classes. This information will be valuable in selecting units, grade placement of units, content of units and in directing the home project program.

How to Use the Questionnaire

1. Explain to class that you want the information to help you plan a better program for them and the state, therefore it must be given serious consideration. Emphasize the importance of answering each question carefully and thoroughly
2. The questionnaire can easily be answered in one class period (40-50 minutes).
3. Questionnaires are to be given to five of your home economics classes. Select ten representative girls from each class. The questionnaire in its present form is not adapted to boys.

The following points may guide you in making selections:

- a. A farm home.
- b. A town home.
- c. A family of four or less in size.
- d. A family of five to seven in size.
- e. A family of more than eight.
- f. A family which represents a low income level.
- g. A home which represents the best living from standpoint of finances.
- h. A family considered as community leader.
- i. Pupils of high and low scholastic standing.
(Do not select students who are not sufficiently intelligent to understand meaning of questions.)
- j. If you are in a consolidated school be sure

and select one student from each community.

Corrections to be Noted (and explained to class).

1. On page 3, Section III A end of 19--should read "Go back to III A and double check."
2. On page 1, I A - 6 i and j, omit men and women.
3. It will be necessary to explain that the total number of rooms does not include clothes closets, halls, or porches unless they are used as rooms.
4. On page 2, D - 1 and 2 of tabulation sheets, lines should be inserted for mother and father under both foreign born and American born.

Compilation of Results

1. Compile the results from each class on enclosed tabulation sheets.
2. One set of sheets to be used for each class.
3. You will note in first column a possibility of either checking, answering yes, or giving a number.
4. Give totals only when it seems feasible.
5. Last column is for double checks only.
6. In order to help you to tabulate the results, it is legitimate to select perhaps ten capable girls. Two girls might record results for each class. One could check while the other reads.

What to do with Material

1. Return all questionnaires and tabulation sheets to Etta Scorup, Department of Education, State Capitol Building, Salt Lake City, by April 20 if possible and not later than April 27. It will be necessary to return the material by first class mail. See if stamps for this purpose cannot be obtained from your school office. We particularly desire an early return because Miss Beulah I. Coon, Federal Agent for Research, has consented to help in the interpretation of data so we must have the summaries before she arrives.
2. We have enclosed seven sets of tabulation sheets, one set should be used to record results from each class. Two will be used as summary sheets--one to be kept by you and one sent to the committee

3. List the points brought out in the questionnaire which you think will be most helpful to you as a home economics teacher. Send one copy of this list to us and keep one for use in your own school.
4. Summaries and interpretation of data will be mailed to your school at the beginning of school next fall. If you desire, questionnaires and tabulation sheets will also be returned.
5. At the summer home economics conference units in the course of study will be placed on the basis of information obtained in the survey.
6. Will you give a copy of the questionnaire to your principal and talk over your findings with him. The superintendent has already been mailed a copy, but he will doubtless also be interested in local results.

We appreciate your cooperation and willingness to help us with this study, and hope the benefits finally derived will be valuable to you in the future.

Utah State Home Economics Course of
Study Committee

Lila Canavan, Chairman
Elsa Bate
Marie Driscoll
Priscilla Rowland
Lola Bradford
Iva Carlson
Etta Scorup
Margaret Swenson
Ruth Rees
Ora Haws
Frances Rowberry
Maurine Flint

STATE OF UTAH
DEPARTMENT OF PUBLIC INSTRUCTION
Charles H. Skidmore, Superintendent
Division of Vocational Education
Salt Lake City

April 1, 1935.

TO HOME ECONOMICS STUDENTS:

Will you answer the following questionnaire carefully and thoughtfully? Home Economics Teachers and Pupils have been asked to contribute to a state-wide curriculum study. This is an opportunity to do a piece of work that will be of value to the state and to us as individuals. The things you and other pupils check on these blanks will help the committee to judge what is best to put in the homemaking course of study. If you do not understand any of the items, ask your teacher to explain them.

- | | |
|-------------------------|--|
| 1. Date _____ | 5. Sex _____ |
| 2. Name of town _____ | 6. Grade or year _____ |
| 3. Name of school _____ | 7. Check grades in which you have studied. |
| 4. Your age _____ | Home Economics 7_ 8_ 9_ 10_ 11_ 12_ |

READ DIRECTIONS AND CHECK CAREFULLY:

	Check Here	Check Here
I. The Family Group		
A. Members of family now living in your home:		
1. Father _____		
2. Mother _____		
3. Brothers (Indicate number)		
a. Infant _____		
b. Pre-school _____		
c. School _____		
4. Sisters (Indicate number)		
a. Infant _____		
b. Pre-school _____		
c. School _____		
5. Total number in family _____		
6. Check people in addition to your family now living in your home:		
a. Grandmother _____		
b. Grandfather _____		
c. Aunts _____		
d. Uncles _____		
e. No. of infants _____		
f. No. of pre-school children _____		
g. No. of school children _____		
h. No. of boarders _____		
i. Men _____		
j. Women _____		
7. How many families live in your home? _____		
8. Total number of people living in your home _____		
B. Occupations of:		
1. Father _____		
2. Mother _____		
a. Housewife _____		
b. Work outside of house _____		
c. Kind of work _____		
C. Education:		
1. Father - Highest Grade		
Attended:		
a. Grade School _____		
b. High School _____		
c. College _____		
2. Mother - Highest Grade		
Attended:		
a. Grade School _____		
b. High School _____		
c. College _____		
d. Some training in Home Ec. _____		
D. Name of country in which parents were born:		
1. Father _____		
2. Mother _____		
E. Does your family own house in which you live? _____		
F. Do you live in an apartment? _____		
G. Is your home in:		
1. Town _____		
2. Farm _____		

Check Here

Check
Here

H. Rooms in your home:

- | | |
|---|--|
| 1. Total no. of rooms | |
| 2. Check rooms in your home: | |
| a. Living room | |
| b. Dining room | |
| c. Breakfast room or
dinettes | |
| d. Bathroom | |
| e. Number of bedrooms | |
| f. Number of clothes
closets | |
| g. Laundry | |
| h. Number of others who
share your bedroom | |
| i. Guest room | |
| j. Others | |

I. Religion:

- | | |
|-----------|--|
| 1. Mother | |
| 2. Father | |
| 3. Self | |

J. Check work done by hired help at least 50% of time:

- | | | |
|---------------------|--|--|
| 1. Dry cleaning | | |
| 2. Care of yard | | |
| 3. Laundry | | |
| 4. Cooking | | |
| 5. Cleaning house | | |
| 6. Care of children | | |
| 7. Gardening | | |
| 8. Sewing | | |
| 9. Others | | |

II. Ways Members of your Family Spend their Leisure Time:

A. Activities that some or all of your family enjoyed together. Check ones engaged in:

1. Reading silently _____
2. Reading aloud _____
3. Playing games _____
4. Music _____
5. Going to movie _____
6. Going to lectures _____
7. School entertainments _____
8. Car riding _____
9. Listening to radio _____
10. Going to church _____
11. Going to picnics, hikes,
skiing _____

12. Entertaining friends and
guests

- | | |
|------------------|--|
| 13. Home parties | |
| 14. Swimming | |
| 15. Others | |

Look back over list and double check those you enjoyed most.

B. Activities your mother and father engage in:

1. Mother:

a. Clubs:

- | | |
|------------------------------|--|
| (1) Bridge | |
| (2) Sewing | |
| (3) Literature | |
| (4) Church | |
| (5) Fraternal organization | |
| (6) School or parent-teacher | |
| (7) Business | |
| (8) Others | |

c. Sports:

- | | |
|--------------|--|
| (1) Golf | |
| (2) Hiking | |
| (3) Swimming | |
| (4) Dancing | |
| (5) Others | |

2. Father:

a. Clubs:

- | | |
|----------------------------------|--|
| (1) Bridge | |
| (2) Literature | |
| (3) Church | |
| (4) Fraternal organization | |
| (5) School or parent-
teacher | |
| (6) Business | |
| (7) Others | |

b. Sports:

- | | | |
|-----|----------|--|
| (1) | Golf | |
| (2) | Hiking | |
| (3) | Swimming | |
| (4) | Dancing | |
| (5) | Hunting | |
| (6) | Others | |

Check
Here

Check
Here

C. Clubs and Organizations to which you belong:

1. Girl Reserve _____
2. Girl Scouts _____
3. 4-H _____
4. Camp-fire _____
5. Beehive _____
6. Others _____

7. School organizations _____

D. Check types of amusements and activities you enjoy with:

1. Boys:

- a. Dancing _____
- b. Shows _____
- c. Picnics, hiking, skating, and skiing _____
- d. Studying _____
- e. Car riding _____
- f. Petting _____
- g. House parties _____
- h. Playing cards _____
- i. Talking _____
- j. Collecting stamps _____
- k. Making candy _____
- l. Others _____

2. Girls:

- a. Shows _____
- b. Picnics, hikes, skating _____
- c. Club activities _____
- d. Talking _____
- e. Eating _____
- f. Sewing or cooking _____
- g. Playing cards _____
- h. House parties _____
- i. Collect stamps _____
- j. Making candy _____
- k. Others _____

E. If you have a hobby, what is it?

F. Check reading material that comes regularly to your house:

1. Daily paper _____
2. Weekly paper _____

3. Sunday paper only _____

4. List magazines in your home: _____

Look back over list and check those you read.

III. Division of Home Responsibilities

A. Check ways you help in the home:

1. Running errands _____
2. Buying groceries _____
3. Buying clothing:
 - a. For self _____
 - b. For others _____
4. Setting table _____
5. Planning meals:
 - a. Breakfast _____
 - b. Lunch _____
 - c. Dinner or supper _____
 - d. Food for parties _____
6. Washing dishes _____
7. Dusting _____
8. Sweeping _____
9. Scrubbing _____
10. Making beds _____
11. Caring for children _____
12. Putting rooms in order _____
13. Pressing clothes _____
14. Mending _____
15. Washing:
 - a. Own clothing _____
 - b. Others _____
16. Ironing:
 - a. Own _____
 - b. Others _____
17. Cooking:
 - a. Canning & preserving _____
 - b. Preparing meals:
 - (1) Breakfast _____
 - (2) Lunch _____
 - (3) Dinner or supper _____
 - c. Baking:
 - (1) Cakes _____
 - (2) Pies _____
 - (3) Bread _____
 - (4) Hot breads _____
 - d. Making salads _____
 - e. Other dishes _____

Check
Here

Check
Here

18. Sewing:

- a. Making own clothing _____
- b. Making clothing for younger brothers and sisters _____
- c. Making mother's _____
- d. Darning _____
- e. Mending _____
- f. Others _____

19. What garments do you make by yourself:

- a. School dresses _____
- b. Under garments _____
- c. Coats _____
- d. Suits _____
- e. Makeover _____
- f. Others _____

Go back and double check activities over which you have complete charge.

20. Who purchases food in your home:

- a. Mother _____
- b. Father _____
- c. Self _____
- d. Others _____

Double check persons who have most responsibility.

21. Who purchases clothing:

- a. Mother _____
- b. Father _____
- c. Self _____
- d. Others _____

Double check persons who have most responsibility.

3. Things you do for children:

- 1. Do you take care of children:
 - a. In your home _____
 - b. Outside your home _____
- 2. Check things you do for child:
 - a. Prepare food _____
 - b. Feed _____

- c. Bathe _____
- d. Put to bed _____
- e. Play with _____
- f. Tell stories _____
- g. Take walking _____
- h. Help form good eating habits _____

3. What age child or children do you usually care for:

- a. Infant _____
 - b. Pre-school _____
 - c. School _____
- Go back to B and check things(double) you do in other persons homes.

IV. Personal Health Conditions and Practices in your Family.

A. Check indispositions which have troubled you within the last six months:

- 1. Colds _____
- 2. Headaches _____
- 3. Constipation _____
- 4. Cramps _____
- 5. Sore throat _____
- 6. Accidents _____
- 7. Contagious diseases(Name) _____

B. Members of family who have been sick in bed for at least one day the past year:

- 1. Yourself
 - a. Cause _____
 - b. Length _____
 - c. No. of times _____
- 2. Father
 - a. Cause _____
 - b. Length _____
 - c. No. of times _____
- 3. Mother
 - a. Cause _____
 - b. Length _____
 - c. No. of times _____

C. Do you eat breakfast regularly _____

D. Do you eat a noonday meal regularly _____

E. Do you eat noonday meal at:

- 1. Home _____
- 2. School lunch room _____
- 3. Cafe _____
- 4. Do you carry lunch _____

F. Check meals your family ordinarily eat together:

- 1. Breakfast _____

Check
Here

Check
Here

2. Lunch _____
3. Dinner or supper _____
- G. Check meals the family ordinarily eat in kitchen:
1. Breakfast _____
2. Lunch _____
3. Dinner or supper _____
- H. Check meals the family ordinarily eat in dining room:
1. Breakfast _____
2. Lunch _____
3. Dinner or supper _____
- I. Check plan used most often for dinner in your home:
1. Food placed on the table in serving dishes _____
2. Plates served in kitchen _____
- V. Physical Environment of your Home.
- A. Household conveniences:
1. Water is piped _____
- a. In kitchen _____
- b. In bathroom _____
- c. In laundry _____
- d. Near house _____
- e. Hot water _____
- f. Cold water _____
- B. House is heated by Furnace:
1. Hot air _____
2. Stoker _____
3. Steam _____
4. Hot water _____
5. Stoves _____
- Fireplace _____
- C. Fuel used for heating:
1. Gas _____
2. Wood _____
3. Electricity _____
4. Coal _____
5. Oil _____
- D. Fuel used for cooking:
1. Gas _____
2. Wood _____
3. Coal _____
4. Gasoline _____
5. Oil _____
6. Electricity _____
- E. House is lighted by:
1. Gas _____
2. Coal Oil _____
3. Electricity _____
4. Gas Lamp _____
- F. Food is kept cold by:
1. Well _____
2. Cellar or cave _____

3. Iceless refrigerator or cooler _____
4. Iced refrigerator _____
5. Gas refrigerator _____
6. Electric refrigerator _____
7. No special provision _____
- G. Your family owns a:
1. Radio _____
2. Automobile _____
3. Truck _____
4. Piano _____
5. Organ _____
6. Victrola _____
7. List other musical instruments _____
8. Telephone _____
9. Pressure cooker _____
10. Electric sweeper _____
11. Washing Machine:
- a. Hand _____
- b. Electric _____
- c. Other power _____
12. Electric mixer _____
13. Mangle _____
14. Sewing machine:
- a. Electric _____
- b. Treadle _____
15. Electric iron _____
- H. Equipment adapted to small children in your home:
1. Special place for children's books _____
2. Place for toys _____
3. Low hooks for wraps _____
4. Step for toilet and lavatory _____
5. Nursery chair _____
6. Other special equipment _____
- VI. Check the following Causes of Friction or Disagreement in Your Home:
1. Money _____
2. Not being allowed to go places _____
3. Member of family late to meals _____
4. Lack of privacy _____
5. Some member of family not doing his share of work _____
6. Lack of nice things you want _____
7. Not having an allowance _____
8. Selfishness _____

Check
Here

9. Misunderstandings _____
10. Conflict between members _____
11. Lack of cheerfulness _____
12. Lack of cooperation _____
13. Partiality _____
14. Lack of consideration of others _____
15. Work isn't delegated to family members _____
16. Jealousy _____
17. Teasing _____
18. Disobedience _____
19. Borrowing clothes _____
20. Going out too much at nights _____
21. Step-parents _____
22. Relatives living at home _____
23. Boarders _____
24. Non-approval of friends by parents _____
25. Criticism by family members _____
26. Too particular about housekeeping _____
27. Other causes _____

VII. Financial Practices and Problems in Your Home.

A. Source of family income is:

1. Salary or wages _____
2. Independent business _____
3. Direct or work relief _____
4. Professional fees _____
5. Commission _____

B. In what ways do you receive money for yourself:

1. Allowance _____
2. Earn it _____
3. Ask for as needed _____
4. If earned, how? _____

C. Check places where you purchase dry goods:

1. Store in your own town _____
2. Store in nearby town _____
3. Mailorder houses _____
4. House to house salesman _____

D. Do you make a plan for spending _____

E. Do you keep an accurate expense account _____

F. Does your family keep an expense account _____

Check
Here

- G. Does your family make a budget _____
- H. Does the entire family have a part in making decisions where money is concerned _____
- I. If not, who makes decisions: _____
 1. Father _____
 2. Mother _____
 3. Father and mother _____

VIII. Phases of Home Economics in Which Girls are Interested

(Assuming the following subjects can be well taught, check the ones on which you would like the school to give you help.)

A. Personal appearance:

1. Care hair, skin, hands _____
2. Selection ready-made garments _____
3. Principles of art related to personal appearance _____
4. Selection of dress materials _____
5. Care of clothing _____
6. How to wear clothes _____
7. Construction of garments _____

B. Personality and Character:

1. Etiquette and manners _____
2. Duties of host and hostess _____
3. Being a gracious guest _____
4. Cultivation of desirable traits and habits _____
5. Overcoming undesirable traits and habits _____
6. Standards of conduct with boy friends _____
7. What you should know about sex _____
8. Choosing a husband or wife _____

C. Health & Home Care of Sick:

1. How to keep well _____
2. How to care for the sick _____
3. First aid _____

D. Food and Nutrition:

1. Canning and preserving food _____
2. Planning meals for the family _____
3. Cooking meals for the family _____

	<u>Check Here</u>
4. Serving meals _____	
5. Washing dishes properly _____	
6. Overcoming food dislikes _____	
E. House care and furnishings:	
1. Simple repairs of household equipment _____	
2. Selection of furnishings _____	
3. Selection of equipment _____	
4. Principles of art related to the home _____	
5. Arrangement of furnishings _____	
6. Making household articles _____	
F. Management:	
1. Determining whether to purchase a ready-made article or make it at home _____	
2. Keeping expense accounts _____	
3. Planning use of money _____	
4. Making schedules for work _____	
5. Conservation of food, electricity, fuel, etc. _____	
6. Marketing for the family _____	
7. Planning wardrobe for self _____	
G. Child care and development:	
1. Planning food for children _____	
2. Prenatal care _____	
3. Bathing _____	
4. Preparing food for children _____	
5. Planning clothing for children _____	
6. Making clothing for children _____	
7. Helping children form good habits _____	
8. Selection of toys, stories and games for children _____	
H. Other problems _____	

	<u>Check Here</u>
I. Are you taking Home Economics because:	
1. You want to improve your appearance _____	
2. You want to contribute to social life at home _____	
3. You hope to get married _____	
4. You wish to develop social graces _____	
5. To learn to use money wisely _____	
6. You want to be a good home-maker _____	
7. You thought it was an easy subject _____	
8. Your friends are taking it _____	
9. Parents wanted you to take it _____	
10. Principal or teacher advised you to take it _____	
11. Required subject _____	
12. You like the teacher _____	
13. You like to cook _____	
14. You like to sew _____	
15. Nothing else to take _____	
16. You like to work at home _____	
17. You like to work with small children _____	
18. You believe Home Economics is a big subject requiring much study _____	
19. Course is important in everyone's life _____	
20. You expect it to help you in earning your living other than in your home _____	
21. Others _____	

DISTRIBUTION OF QUESTIONNAIRES

Salt Lake City

Lower Division

Bryant	50
Horace Mann	100
Irving	100
Jackson	50
Jordan	50
Lincoln	100
Roosevelt	50

Upper Division

East	100
South	100
West	100

Total	<u>800</u>
-------	------------

Cities of Second Class

Brigham City	60
Provo	50
Logan	100
Cedar City	<u>50</u>

Total	<u>260</u>
-------	------------

Mining Districts

Carbon	100
Brigham	40
Park City	38
Cyprus	50
Garfield	<u>43</u>

Total	<u>271</u>
-------	------------

Extreme Rural

Castledale	46
Milford	40
Riversville	28
Emery	50
Grand	20
Blanding	15
Panguitch	30
Marysvale	10
Circleville	20
Total	<u>259</u>

Rural

South Cache	50
Davis	100
Granite	100
Jordan	80
Bear River	80
North Cache	119
Weber	100
Total	<u>629</u>

Services Hired

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Dry cleaning	26	46	33	21	25
Sewing	8	9	10	7	10
Laundry	8	27	11	5	5
Cleaning house	5	15	8	5	5
Care of yard	5	8	7	5	4
Gardening	4	4	5	3	6
Care of children	2	4	3	3	2
Cooking	2	6	3	0	2
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Dry cleaning	39	58	76	53	44
Laundry	26	28	42	24	19
Cleaning house	17	13	24	6	8
Sewing	10	9	12	4	13
Care of yard	8	7	9	8	4
Cooking	7	4	2	0	9
Gardening	4	8	4	7	3
Care of Children	4	3	6	1	2

Reading Material That Came To Home Regularly

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Daily paper	80	93	82	79	71
Weekly paper	42	24	32	31	34
Sunday paper only	9	7	12	8	9
Magazines in home					
Current News:					
Literary Digest	9	12	8	10	9
Collier's	18	23	25	21	18
Sat. Eve. Post	13	18	18	16	13
Liberty	6	21	2	7	5
Fiction:					
American	14	10	28	14	15
Household					
Good Housekeeping	19	24	20	19	17
Ladies Home Journal	12	17	12	11	6
Pictorial	8	18	10	10	5
McCall's	11	13	12	9	14
Delineator	13	17	13	8	20
Women's Home Comp.	8	9	10	11	10
Movie					
Movie Classic	2	6	3	3	2
Religious					
Relief Soc. Mag.	14	7	13	1	21
Improvement Era	19	10	19	5	25
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Daily paper	99	88	99	79	87
Weekly paper	20	29	33	34	20
Sunday paper only	12	5	3	2	11
Magazines in home					
Current News:					
Literary Digest	10	16	24	11	12
Colliers	22	24	33	21	19
Sat. Eve. Post	19	17	18	18	14
Liberty	26	13	11	31	20
Fiction					
American	8	13	25	10	5

Reading Material Etc.(Cont.)

Salt Lake City High Schools						
	L.D.	U.D.	East	South	West	
Household:						
Good Housekeeping	20	29	37	29	20	
Ladies Home Jour.	18	15	21	14	11	
Pictorial	20	16	28	11	8	
McCalls	12	14	22	14	7	
Delineator	14	23	30	26	12	
Woman's Home Comp.	10	8	10	10	4	
Movie:						
Movie Classic	6	6	4	11	4	
Religious:						
Relief Soc. Mag.	5	10	11	18	1	
Improvement Era	8	13	15	11	12	

Miscellaneous Items

	Utah High Schools				
	Total	Salt	Cities	Mining	Rural
	State	Lake	of 2d	Dists.	
			Class		
Own house	65	56	66	32	75
Live apartment		12	4	3	3
Bathrooms	68	100	72	77	53
Foreign born	22	40	24	44	25
Allowance	13	29	10	16	9
Earn it	47	56	53	42	47
Ask for as needed	67	52	62	24	70
Purchaser of food					
Mother	76	82	67	76	77
Father	60	54	52	59	66
Self	53	46	60	47	56
Others	20	12	25	30	24
	Salt Lake City High Schools				
	L.D.	U.D.	East	South	West
Own house	44	34	60	66	48
Live apartment	14	9	15	1	10
Bathrooms	101	99	113	95	86
Foreign born	44	34	26	25	39
Allowance	33	23	32	18	19
Earn it	58	53	48	56	55
Ask for it as needed	50	55	56	56	54
Purchaser of food					
Mother	82	83	83	84	83
Father	57	50	37	65	47
Self	39	57	42	68	54
Others	11	13	18	5	16