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## A Study of the Homemaking Activities of Boys in the Junior and Senior High Schools at Norfolk, Virginia

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**A STUDY OF THE HOMEMAKING ACTIVITIES  
OF BOYS IN THE JUNIOR AND SENIOR  
HIGH SCHOOLS AT NORFOLK, VIRGINIA**

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**A Research Study  
Presented to  
The Division of Graduate Studies  
Old Dominion University  
Dr. Ned Swartz**

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**In Partial Fulfillment  
of the Requirements of  
ECIMI 536**

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**by  
Charles Don McAdams  
November 1976**

## A C K N O W L E D G M E N T

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Charles Don McAdams

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## Chapter 1

### INTRODUCTION

#### Scope of the Study

This is a study of the homemaking activities of boys in the Junior and Senior High Schools located in Norfolk, Virginia. The schools at Norfolk have offered work in homemaking education to boys for several years. The number of boys participating in these classes has been limited. The boys have a wide variety of courses from which to select in each school. Homemaking is an elective; therefore, the boys who have taken homemaking in the past have entered this course because of a genuine personal interest and because of a desire for vocational guidance.

#### Details of the City

Norfolk is a city of over 322,000, but since it is the hub of the large Metropolitan area of the Tidewater Section of Virginia, its hinterlands encompass almost a million people.<sup>1</sup> It is located at the mouth of Hampton Roads and serves as headquarters for the Fifth Naval District and NATO. The city is not highly industrialized but has a large number of different types of businesses with sizes ranging from one employee to thousands, as in the case of the automobile assembly plant, private shipyards, and the Government operated military bases and Norfolk Naval Shipyard.

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<sup>1</sup>Estimates of the population of the Counties and Cities of Virginia as of July 1, 1974, Charlottesville: Bureau of Population and Economic Research, University of Virginia, 1974, p. 812.

The employer of the largest number of people is by far the Federal Government. The City is undergoing a redevelopment program which is accompanied by a decentralization of business and people from the Central business district and older Norfolk to suburbia. The population has an appreciable degree of transiency and internal mobility. These and other conditions obviate a broad socio-economic ranging from the very poor to the very wealthy.

### The Schools

There are nine junior and senior high schools in the City with a combined enrollment of over 20,000. There are several instructors of homemaking education in each school of this study. Some of the units of work taught are Home Care of the Sick, Clothing for the Family, Child Care, and Guidance, Personal Care and Grooming, Foods for the Family, Family Relationships, and Home Improvement. These courses in the schools help the children to meet present and future needs of daily living.

## Chapter 2

### THE PROBLEM

#### Significance of the Study

For many years, the schools of Norfolk, Virginia, have offered work in homemaking education for boys. The number of boys taking this course is relatively small. This study is being made to determine (1) the homemaking activities<sup>2</sup> for boys; (2) the homemaking activities that will be beneficial to them in their work. This data will be used as a basis for further study of the homemaking program.

John I. Sowers made the following pertinent statement in relation to the significance of this study. "There is no occupation that cannot be made the source of substantial record and satisfaction to the persons who enter it if the person puts his best into his job and tried to make it better and more dependable and more useful. The more this is done the greater his chances are to become a pioneer or an up-builder of his life."<sup>3</sup>

The following is an example of the growth of homemaking for boys according to grade levels, as quoted from Hazel Hatcher and Mildred H. Andrews. "The distribution of boys enrolled in home-

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<sup>2</sup>Activities, as here used, denotes "any purposeful application of human effort through which cultural values and incidentally often economic values as well are created."

<sup>3</sup>Sowers, John Irving, The Boy and His Vocation, Peoria, Illinois; The Manual Arts Press, 1928, p. 21.



making classes according to grade levels is very interesting."<sup>4</sup>

"Research indicates that although only 1 percent of the boys registered in school offering homemaking courses are controlled in their courses, the percentage increases when different grade levels are considered: 1 percent in the seventh and eighth grades; 2 percent in the ninth and tenth grades; 5 percent in the eleventh grade; and 9 percent in the twelfth grade."<sup>5</sup>

The writer hopes that from this study some ways and means may be found to make boys aware of the many opportunities open to them through participation in homemaking classes.<sup>6</sup>

#### Statement of the Problem

This is a study of the homemaking activities of boys in the junior high schools and senior high schools of Norfolk, Virginia.

#### Definition of Significant Terms

Some clarification of terms may be needed before the reader proceeds further. As used in this study, the terms homemaking activities, junior, and senior high schools may be construed to mean the following:

Homemaking means "the management, performance of household activities, controlling expenditures, guiding the development of individuals in the family group and co-ordinating relations be

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<sup>4</sup>Hatcher, Hazel M., and Mildred E. Andrews, The Teaching of Homemaking, New York: Houghton Mifflin Company, 1965, p. 336.

<sup>5</sup>Williamson, Maude, and Mary Stewart Lyle, Homemaking Education in the High Schools, New York: D. Appleton-Century Company, 1968, p. 82.

<sup>6</sup>Schoenchen, Gustan G., The Activity School, New York: Longmans, Green, and Company, 1950, p. 209.

between the members of the family group and between the family and community."<sup>7</sup>

Junior high schools, as used in this study, means "a unit of school organization comprising sixth and seventh grades. It is a separate building with its own principal and staff.

Senior high schools, as used in this study, is "a consciously controlled environment--common free, tax supported, non-sectarian, and state-controlled, open to all children of early and middle adolescence in grades eight through twelve."<sup>8</sup>

"Here pupils undergo such experiences and develop such habits, attitudes, and ideas that an industrial civilization may be assured of stability and may give direction to its own progress from generation to generation."

#### Delimitation of Scope

The writer has limited this study to one hundred boys in each senior high school and fifty boys in each junior high school from boys enrolled in the schools of Norfolk, Virginia, during September, 1976.

In order to study this problem of the homemaking activities of boys, the following questions will have to be answered:

1. With whom are the boys living?
2. In what kinds of jobs are they engaged?
3. What type of training are the schools offering boys to help them with these jobs?
4. In what home activities are the boys now engaged?

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<sup>7</sup>Cubberly, H. P., Introduction to the Study of Education and to Teaching, New York: Houghton Mifflin Company, 1962, p. 11.

<sup>8</sup>Cox, Philip W. L., and Forrest H. Long, Principles of Secondary Education, New York: D. C. Heath and Company, 1962, p. 3.

5. **What kind of occupations are the boys interested in pursuing in later life?**
6. **What are the implications for improving the homemaking participation of boys?**

### Chapter 3

#### A REVIEW OF RELATED LITERATURE

It was found by the writer that other persons have studied the activities, needs, and interests of boys throughout the states.

These studies have been divided into three groups as to their importance in this study. The first specific relates to homemaking activities of boys; second, general philosophy of homemaking for the boys; and, third, detailed studies pertain to the content and scope of homemaking education for boys.

In 1968, Ivan M. Rhyan made a study of topics that should be included in home economics courses for Indiana High School boys.<sup>9</sup> Questionnaires were sent to two hundred seventy-five state departments of education, supervisors, and teachers of home economics all over the United States. One hundred eight-five usable papers were returned.

From the replies to the Questionnaires, a summary was compiled including fifty topics of the subject matter.

The fifty topics were listed in Questionnaire form; then these Questionnaires were sent to one hundred ninety-six representative businessmen, asking them to check the topics which they felt would be of most value to boys and men. One hundred twelve papers were returned fully answered. Two hundred three high school boys were also asked to check the Questionnaire.

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<sup>9</sup>Rhyan, Ivan M., "Home Problems for Boys," Journal of Home Economics, 22:191-193, 1960.

It was evident from the replies of the men that they believed boys should be taught to select their own clothing, acquire knowledge of sex hygiene, and practice thrift.<sup>10</sup>

The items checked most frequently by the men and boys were (1) selecting one's own clothes, practicing thrift, acquiring knowledge of sex hygiene; (2) problems of sanitation, knowing and administering first aid, appreciating home and family living; (3) appreciation of good books, and pictures, appreciating labor-saving devices, training children in habits and character.

It is readily seen from the studies above that most boys now in school have responsibilities as members of a family group as long as they live. Homemaking can also contribute to achieving wholesome, satisfying personal and social relationships.

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<sup>10</sup>Whitcomb, Emilie S., "Homemaking Education," United States Biennial Survey of Education, Washington, D. C., 1968-1970, Office of Education, pp. 261-262.

## Chapter 4

### METHODS OF PROCEDURE

It was found by the writer that the method commonly used in the study of activities is the Questionnaire. The data in this study will be gathered primarily by the use of Questionnaires.

A copy of the Questionnaire found in the appendix was constructed by the writer by thinking of questions that would cover the activities and interests of boys. The questions are listed according to the following headings: Name, School, Number in Family, Type of Work Experiences Necessary for the Job, Units that Might Be Helpful in the Job, Choice of Future Occupation, Hobbies, Outside Activities Participated In, Home Jobs Liked, Home Jobs Disliked.

The writer hopes to get the Questionnaire approved by his advisor, the principal of each junior and senior high school in Norfolk, Virginia, as well as the teachers of each class selected to participate.

The data obtained from the Questionnaire will be tabulated and divided according to the group levels for the purpose of interpretation.

The results will be incorporated into the study and analysis made thereof.

Chapter 5  
CONCLUSION

Summary of Findings

The findings of this study will be presented, analyzed, and interpreted in the following section.

Table I reveals the findings relative to the number and percentage of boys who live with parents, relatives, or friends of the parents.

Table I. Number and percentage of boys living with parents, relatives, or friends of parents.

Live with	Senior High No. †		Junior High No. ‡	
Parents	122	90.4	48	96
Relatives	10	7.4	1	2
Friends of Parents	3	2.2	1	2

Data shows that the majority of senior high school boys live with their parents. Living with relatives ranked second, and a very small percentage 2.2 live with parents.

The majority of junior high school boys live with their parents while the percentage living with relatives and friends of parents is low.

An investigation to determine how many boys have mothers, fathers, brothers, sisters, and relatives in the family dwelling shows that a large number of the boys' parents are living. Among

both groups, there are more mothers than fathers living in the family dwellings. These data are apparent from Table II.

Table II. Members within the family dwelling.

Members	Senior High No. %		Junior High No. %	
Mother	122	90.4	46	92
Father	117	86.6	40	80
Brothers	87	64.4	31	62
Sisters	75	55.5	30	60
Other Relatives	29	21.4	10	20

In the high school, 90.4 percent of the mothers and 86.6 percent of the fathers are living. Less than three-fourths of the boys have brothers; over one-half of the boys have sisters, while less than one-fourth have relatives living in the family dwelling.

In the junior high school, there are 12 percent more mothers than fathers living in the home. Over one-half of the boys have brothers and sisters, while less than one-fourth have relatives living in the family dwelling.

Data relative to the number of boys working during the school term is found in Table III. It is significant that in both the senior high schools and junior high schools the majority of boys work on Saturday; in second place is working after school; third, on holidays; and less than one-fourth work before school. The jobs boys fill before school are mostly delivering papers, selling wood and coal, and general housework.



Table III. Times during which boys are gainfully employed.

Schedule	Senior High No. %		Junior High No. %	
Saturday	119	88	38	76
After School	110	81.3	34	68
Holidays	58	42.1	14	28
Before School	19	14	4	8
Not Employed	17	12.5	6	12

In the space provided for indicating the jobs boys are performing, one hundred thirty-five boys indicated a total of nineteen different occupations. Table IV shows that the majority of the boys used in this study have jobs outside of school. Only seventeen out of the one hundred thirty-five high school boys do not have jobs. The type of work engaged in by the boys is varied. The largest percent of boys in the high school group are truck drivers. Janitors rank second; paper carriers, third; while the same percentage of boys are drug store delivery boys and shoe shiners. Following in rank order are tailors, painters, general houseworkers, waiters, caddies, bus boys, shoe repairers, wood and coal sellers, bricklayers, bakers, salesclerks, car washers and barbers.

In the junior high school only six out of fifty boys are unemployed. Seven types of jobs are listed by the boys. Paper carriers attracted 24 percent, the greatest percentage. Shoe shiners and general houseworkers jobs ranked second with 18 percent each engaging in these jobs. Jobs calling fewer numbers, but attracting interest are drug store delivery, caddies, janitors, and stock boys.

Table IV. Type of work boys are doing.

Work	Senior High		Junior High	
	No.	%	No.	%
Truck Driver	14	10.1		
Janitor	13	9.6	2	4
Paper Carrier	11	8	12	24
Shoe Shiners	10	7.4	9	18
Drug Store Delivery	10	7.4	7	14
Tailor	7	5.1		
Painter	7	5.1		
General Housework	7	5.1	9	18
Stock Boy	7	4.4	2	4
Waiter	5	3.7		
Caddy	4	2.9	3	6
Bus Boys	4	2.9		
Shoe Repairer	4	2.9		
Sell wood and coal	3	2.2		
Bricklayer	3	2.2		
Baker	3	2.2		
Salesclerk	3	2.2		
Barber	2	1.5		
Car Washer	2	1.5		
None	17	12.5	6	12

Sixty-eight percent of the high school boys expressed a need for experience to perform the jobs they are holding while 32 percent of the boys are not conscious of a need for any experience to perform the jobs that they are holding.

A large percentage of junior high school boys felt they did not need experience to perform the jobs that they are holding.

These results are presented in Table V.

Table V. Previous experience necessary for performing the jobs the boys are holding.

Experience Needed	Senior High		Junior High	
	No.	%	No.	%
Yes	92	68	15	30
No	43	32	35	70

Many of the jobs that boys are performing required experience. The finding relative to the types of experiences needed by the boys in order to secure their present jobs are shown in Table VI. Larger variations of experiences are found among the high school boys than the junior high school boys. The high school boys needed fourteen main types of experience for their jobs. The greatest number of boys needed experience in knowing the city. This is due to the fact that many of the boys are delivering papers and are driving trucks; therefore, it is necessary for them to know this information.

A course in consumer education and a course for janitors was needed by the next highest number being 10.1 percent. Five and one-tenth percent of the boys reported that they needed a knowledge of painting and color analysis; 4.4 percent had to have previous experience in tailoring. Three and seven-tenths percent needed a course in shoe repairing; 2.9 percent each needed preparation for use of equipment, a knowledge of etiquette and a knowledge of cleaning and dyeing shoes; 2.2 percent each desired to learn fountain service and how to carry a tray; 1.5 percent each took a course in masonry, commercial foods, and barbering.

Further interpretation of data shows that only four different types of experience were necessary for the junior high school boys. The majority of boys had to know the city; 8 percent had to have a course in consumer education; 4 percent needed experience in cleaning and dyeing shoes; 2 percent needed a course for janitors.

Table VI

Types of experiences needed by the boys to perform their job.

Experiences	Senior High		Junior High	
	No.	%	No.	%
Knowledge of the City	22	16	8	16
Janitorial Course	14	10.1	1	2
Consumer Education Course	14	10.1	4	8
Color Analysis	7	5.1		
Tailoring Technique	6	4.4		
Shoe Repairing Course	5	3.7		
Use of Equipment	4	2.9		
Knowledge of Etiquette	4	2.9		
Refinishing Shoes	4	2.9	2	4
Table Waiting	3	2.2		
Fountain Experience	3	2.2		
Masonry Course	2	1.5		
Commercial Course	2	1.5		
Barbering Course	2	1.5		
None	43	31.8	35	70

The boys feel that many homemaking units could be helpful to them in their work. Table VII definitely points out that this is true with the senior high school and junior high school boys.

The high school boys placed the greatest amount of interest on good grooming, budgeting, etiquette, and handicrafts. They are interested in other units as follows: marketing, home planning and furnishing, meal planning, tailoring, cooking, child development, table setting and service, color analysis, textiles, nutrition, laundering, and upholstering.

The junior high school boys selection of units were widely distributed. Cooking was the first choice, the others are listed in order of their importance to them: table setting and service, handicraft, home planning and furnishing, laundering, marketing and budgeting. Relatively few boys checked child development,

tailoring, good grooming, etiquette, meal planning, upholstering, color analysis, and nutrition.

Table VII

Homenaking units that boys considered helpful in their work.

Units	Senior High		Junior High	
	No.	%	No.	%
Budgeting	63	46.6	12	24
Etiquette	59	43.7	6	12
Good Grooming	47	34.8	7	14
Handicraft	38	28	14	28
Marketing	22	16	13	26
Home Planning and Furnishing	22	16	14	28
Meal Planning	17	12.5	5	10
Tailoring	16	11	10	20
Cooking	14	10.1	21	42
Child Development	12	8.8	9	18
Table Setting and Service	11	8	16	32
Color Analysis	11	8	3	6
Textiles	9	6.6	6	12
Nutrition	7	5.1	2	4
Laundering	6	5.4	13	26
Upholstering	4	2.9	5	10

The boys have a wide range of future occupational interests, inasmuch as the senior high school boys indicated twenty-two occupations, and the junior high school boys indicated fourteen.

Table VIII relates that the high school boys' choices show the greatest frequency in the following occupations: 14 percent of the boys are interested in shoe repairing; 12.5 percent indicated tailoring as their choice; 8 percent indicated auto mechanics; 7.4 percent desire to be in the teaching profession.

The remainder of the choices are scattered throughout the other ten occupations.

Table VIII

## Future occupational choice of the boys.

Occupations	Senior High		Junior High	
	No.	%	No.	%
Shoe Repair	19	14	3	6
Tailor	17	12.5	2	4
Auto Mechanic	11	8	10	20
Teacher	10	7.4	6	12
Artist	8	5.9	3	6
Doctor	7	5.1	4	8
Brick Masonry	6	4.4	3	6
Mail Carrier	6	4.4		
Barber	6	4.4		
Dentist	6	4.4	4	8
Chef Cook	5	3.7		
Store Owner	4	2.9	3	6
Lawyer	4	2.9		
Painter	4	2.9	6	12
Druggist	4	2.9		
Carpenter	3	2.2		
Mechanical Engineer	3	2.2		
Army Career	3	2.2	2	4
Embalmer	3	2.2		
Interior Decorator	2	1.5	1	2
Photographer	2	1.5		
Cleaning and Pressing Business	2	1.5	1	2

Twenty percent of the boys in the junior high school selected auto mechanics as the occupation they intend to pursue in earning a living. Twelve percent of the boys desire to become teachers; 8 percent of the boys desire to become dentists and doctors; 6 percent are interested in shoe repairing, owning stores, artist and brick masons; 4 percent are interested in tailoring, carrying mail and in having an army career. Only 2 percent want to go into cleaning and pressing business and interior decoration.

Significant light is thrown on the interest boys show in wanting to learn more about homemaking activities by the information compiled in Table IX.

The largest number of the high school boys selected home management, home furnishing, suitable dress, and home selection.

Slightly over 50 percent of the boys stressed their emphasis on home building, dry cleaning suits and meal selection in the home. Less than 50 percent selected preparation of simple meals, home care of the sick, clothing selection, clothes mending, and correct introductions. The remaining homemaking activities are listed according to the boys interest in them: appropriate behavior, money management, host duties, camping standards food, color combination in dress, food expenditure, care of children, camping standards equipment, and meal selection in restaurants. Home and community relations, camping standards site and meal selection in the cafeteria ranked among the homemaking activities of least interest.

Table IX

Number and percentage of boys interested in homemaking activities.

Activities	Senior High		Junior High	
	No.	%	No.	%
Home Management	85	62.9	31	62
Home Furnishing	84	62	30	60
Suitable Dress	80	59	31	62
Home Selection	78	57.7	31	62
Home Building	70	51.8	30	60
Drycleaning Suits	69	51	27	54
Meal Selection at Home	69	48.8	30	60
Preparation of Simple Meals	66	45.9	22	44
Home Care of the Sick	62	44.4	28	56
Clothing Selection	60	42.1	22	44
Clothes Mending	58	39	30	60
Correct Introductions	53	37	13	26
Appropriate Behavior	50	36	18	36
Money Management	49	26	26	52
Host Duties	36	23.7	14	28
Camping Standards: Food	32	22.9	14	28
Color Combination in Dress	31	22	18	36
Food Expenditures	30	21	8	16

Table IX (continued)

Care of Children	29	20.7	23	46
Camping Standards: Equipment	28	16	17	34
Home and Community Relations	22	14	12	24
Camping Standards: Site	19	11	6	12
Cafeteria Meal Selection	15	6.6	15	30

There is a variation in the selection of homemaking activities among the junior high school boys, over one-half of the boys are interested in selection of meals in the home, suitable dress for the occasion, dry cleaning suits, clothes mending, home care of the sick, selection of a home, building a home, furnishing a home, and home management.

It is pertinent to notice that more of these boys than the high school boys are interested in money management.

Slightly less than one-half wish to learn more about how to prepare simple meals, selection of clothing and the care of children.

Approximately one-fourth are interested in: selection of meals in restaurants, camping standards--food, etiquette, and color combinations in dress; ranking below one-fourth are selection of meals in cafeteria, food expenditures, and home and community relations.

Of the one hundred eighty-five boys used in this study, all reported having one or more hobbies. Table X reveals that the high school boys have other hobbies than those listed. The majority or 37 percent of the high school group checked mechanics as their hobby while making pictures rated second with 28.8 percent. Making miniature furniture is checked third with 27 percent reporting.



Oil painting is checked fourth with 25.0 percent; radio construction, in fifth place with 25 percent; and sports ranking sixth place with 21 percent. A much smaller percentage reported making picture frames, making bookends, block painting, tie dyeing, painting vases, making rag rugs, making flowers, sewing, music, art, dancing, and letter engraving.

It is further revealed by the findings that the junior high school boys do not have any extra hobbies than those listed. As with the senior high school boys, mechanics ranked first with the junior high school boys. Making pictures rated second with 46 percent. Ranking in third place are making bookends, tie dyeing, painting vases, and making miniature furniture with 32 percent.

Oil painting is rated in fourth place with 28 percent. Radio construction is rated in fifth place with 22 percent. Smaller percentages reported making flowers, rag rugs, and block painting.

Table X

Hobbies in which boys are interested.

Hobbies	Senior High		Junior High	
	No.	%	No.	%
Mechanics	50	37	34	68
Making Pictures	39	28.8	23	46
Making Miniature Furniture	37	27	16	32
Oil Painting	35	25.0	14	28
Radio Construction	34	25	11	22
Sports	29	21		
Making Picture Frames	23	17	12	24
Making Bookends	16	11.8	16	32
Block Painting	14	10.1	3	6
Tie Dyeing	12	8.8	16	32
Painting Vases	10	7.4	16	32
Making Rag Rugs	10	7.4	7	14
Making Flowers	6	4.4	8	16

Table X (continued)

Sewing	4	2.0
Music	4	2.0
Art	4	2.0
Swimming	3	2.2
Dancing	3	2.2
Letter Engraving	2	1.5

It is noted by the findings in Table XI that many boys believe hobbies can become a vocation. Ninety-six percent of the high school boys believe that their hobbies can become a vocation while 4 percent do not. Out of the fifty junior high school boys, only 2 percent stated that the hobby, tie dyeing, could not become a vocation.

Table XI

Number and percentage of boys who think their hobby can become a vocation

Hobby can become a vocation	Senior High		Junior High	
	No.	%	No.	%
Yes	130	96	49	98
No	5	4	1	2

The home activities of the boys are listed into seven phases of homemaking including: care of the house; food planning, preparation and serving; care of clothing; child care; home care of the sick; and money spending.

It may be seen in Table XII that a large percent of the boys engage "occasionally" more frequently than "regularly" or "never" in home duties. A large percentage of the senior high school boys perform "regularly" than "occasionally" or "never"

the following activities: select clothes, air clothes, hang up clothes, separate soiled clothes, clean own room, water the lawn, sweep the porch or walk, budget personal allowance, responsible for lawn, press own clothes, cut grass, odd jobs, make fire, burn trash, and feed small children. The high school boys have three tasks in which all participate either regularly or occasionally; these are: hang your clothes when removed, keep your soiled clothes in the proper place, and clean your room.

The comparisons between the activities of the high school boys and those of the junior high school is revealing. The boys in the junior high school group perform "regularly" more than they perform these duties "occasionally" or "never" the following homemaking activities: select own clothing, separate soiled clothes, clean table after the morning meal, wash dishes, burn household trash, and odd jobs. Worthy of notice is the fact that all of the boys participate in the activities: clean own room, make fire, and sweep kitchen floor either regularly or occasionally.

The high school group listed twenty-one home jobs they like to perform. The list of jobs and the degree of participation in them is shown in Table XIII.

Table XII

Home jobs boys like to perform.

Home Jobs	Senior High		Junior High	
	No.	%	No.	%
Painting	51	37.7	10	20
Care for the Lawn	43	31.8	11	22
Waxing Floors	37	27	2	4

Table XII (continued)

Sweeping	19	14	4	8
Scrubbing Floors	18	13.3	9	18
Getting in Fuel	18	13.3	12	24
Washing Windows	14	10.1		
Odd Jobs	14	10.1	3	6
Cooking	13	9.6	12	24
Caring for the Sick	10	7.4		
Laundering	10	7.4		
Pressing	7	5.1		
Washing Dishes	6	4.4	19	38
Minor Repairs	5	3.7		
Interior Decorating	4	2.9		
Caring for Children	4	2.9	2	4
Mending Clothes	3	2.2		
Making Beds	2	1.5		
Electrical Work	1	00.1		
No Jobs	4	2.9		
All Jobs	2	1.5		

Painting is rated the first choice by the senior high school boys with 37.7 percent reporting. Caring for the lawn is rated second with 31.8 percent; waxing floors is in third place with 14 percent. Other jobs securing a small percentage are getting in fuel, scrubbing floors, washing windows, odd jobs, cooking, caring for the sick, laundering, pressing, washing dishes, minor repairing, interior decorating, and care of children. Very few like mending clothes and making beds. Attention is brought to the fact that only 00.1 percent of the boys like electrical work; 1.5 percent like ALL home jobs; and 2.9 percent of the boys do not like any home jobs.

The boys in the junior high school group, according to the same table, indicate eleven home jobs they like to perform. The majority of the boys like washing dishes while this rated among the lowest in the high school group. Getting in fuel and cooking are rated second choice with 24 percent. Care of the lawn is

Table XIII  
Home activities of the boys.

Activities	Senior High			Junior High								
	Regularly No. †	Occasion. No. †	Never No. †	Regularly No. †	Occasion. No. †	Never No. †						
Select Clothes	110	81	22	16	3	2.2	25	50	23	46	2	4
Air Clothes	101	74.8	32	23.7	2	1.5	22	44	27	54	1	2
Hang Up Clothes	97	71	38	28	0	0	21	42	27	54	2	4
Separate Soiled Clothes	92	68	43	31.8	0	0	24	48	22	44	4	8
Clean Own Room	87	74	48	35	0	0	20	40	30	60	0	0
Water the Lawn	85	62.9	25	18.5	25	18.5	17	34	26	52	7	14
Sweep Porch or Walk	81	60	50	37	4	2.0	17	34	29	58	4	8
Budget Personal Allowance	79	58.5	52	38.5	4	2.9	11	22	36	72	3	6
Responsible for Lawn	75	55.5	20	14.8	40	29.6	16	32	26	52	8	16
Press Own Clothes	73	54	55	40.7	7	5.1	17	34	24	48	9	18
Cut Grass	71	52	44	32	20	14.8	17	34	27	54	6	12
Odd Jobs	68	50.3	64	47.1	3	2.2	29	58	17	34	4	8
Make Fire	67	49.6	59	43.7	9	6.6	19	38	31	62	0	0
Burn Trash	63	46.6	47	34.9	25	18.5	28	56	20	40	0	0
Responsible for Fire	62	45.9	70	51.8	3	2.2	17	34	30	60	0	0
Bank Saving	60	44.4	62	45.9	13	9.6	8	16	22	44	20	40
Entertain Patient	58	42.1	67	49.6	10	7.4	10	20	36	72	4	8
Sweep Kitchen Floor	55	40.7	67	49.6	13	9.6	22	44	28	56	0	0
Wash Kitchen Floor	55	40.7	66	48.8	14	10.1	22	44	25	50	3	6
Clean Table After Evening Meal	55	40.7	65	48	15	11	20	40	26	52	4	8
Assist with Minor Accidents	46	34	84	62	5	3.7	11	22	35	70	4	8
Help with Sick in Home	46	34	81	60	8	5.9	14	28	34	68	2	4
Mend your Clothes	46	34	65	48	24	17.7	11	22	25	50	13	26
Fix Trays	43	31.8	68	50	24	17.7	10	20	30	60	10	20
Bathe Patients Face and Hands	42	37	78	51.7	15	11	14	28	20	40	16	32
Prepare your Lunch	37	27	62	45.9	36	26	18	36	29	58	3	6
Take Temperature of the Sick	34	25	71	52	30	22	5	10	35	70	10	20
Massage the Patient	34	25	66	48.8	35	25.9	10	20	18	36	22	44
Give Medicine to the Patient	33	24.4	84	62	18	13.3	12	24	31	62	7	14
Clean Table after Morning Meal	31	22.9	74	54.9	30	22	25	50	20	40	5	10

Table XIII (continued)

Prepare Application	26	20.7	47	34.8	60	44.4	13	26	12	24	25	50
Wash Dishes	27	20	82	62	24	27.7	26	57	27	42	2	4
Set the Table	24	17.7	89	65.9	22	16	16	32	29	58	5	10
Prepare my Meal	20	14.8	83	61	32	23.7	12	24	17	34	21	42
Feed Small Children	18	13.3	71	3	106	78.5	2	4	15	30	33	66
Prepare Children for Meal	13	8	19	14	105	77.7	3	6	9	18	36	76

revealed as the third choice with 2 percent responding. The remaining listed in rank order are painting, scrubbing floors, odd jobs, sweeping, waxing, caring for children, and caring for the sick.

Data collected relative to the home jobs that boys dislike is presented in Table XIV. Nineteen home jobs disliked by high school boys are shown.

The greatest dislike is washing dishes with 49.6 percent reporting. Rated second are scrubbing and laundering, representing 18.5 percent each. Cooking rated third place with 14 percent. Others, listed in order of their dislike, are marketing, getting in fuel, sweeping, caring for lawn, washing windows, painting, waxing floors, housecleaning, decorating, setting the table, sewing, dusting, and caring for children. It is surprising to note that only 3.9 percent of the boys dislike all home jobs and that 1.5 percent of the boys dislike none.

Further interpretation of the data shows that the junior high school boys dislike thirteen home jobs.

The home jobs, listed in order of their dislikes are: scrubbing, washing dishes, getting in fuel, and cooking. Other jobs disliked by a few boys in order of their dislikes are: cooking, laundering, care of lawn, sewing, washing windows, painting, housecleaning, sweeping, and waxing floors.

Table XIV  
Home jobs boys dislike.

Home Jobs Disliked	Senior High		Junior High	
	No.	%	No.	%
Washing Dishes	67	49.6	17	34

Table XIV (continued)

Scrubbing	25	18.5	19	39
Laundering	25	18.5	8	16
Cooking	19	14	15	39
Marketing	18	13		
Getting in Fuel	14	11.4	16	32
Sweeping	14	10.1	2	4
Caring for Lawn	13	9.6	7	14
Washing Windows	10	7.4	5	10
Painting	8	5.9	4	8
Waxing Floors	8	5.9	2	4
Housecleaning	7	5.1	2	4
Decorating	5	3.7		
Setting the Table	5	3.7		
Dusting	5	3.7		
Sewing	5	3.7	5	10
Caring for Children	2	1.5		
All Jobs	4	2.9		
No Jobs	2	1.5		

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The problem of this investigation is to make a study of the homemaking activities of boys in the junior and senior high schools of Norfolk, Virginia. The results of this study are to be utilized as one of the basis for guiding boys in meeting their present and future responsibilities.

It is to serve as a partial record of the boys' interests in homemaking activities, and also as a basis for future study of the boys activities in order to more effectively aid them in their problem of everyday living.

The following data will give a general summary of the boys' activities.

The majority of junior high school boys live with their parents while the percentage living with relatives and friends of parents is very low. In both schools there are more mothers than fathers of the boys living in the family dwellings.

The majority of the boys used in this study do have jobs outside of school. Only seventeen out of the one hundred thirty-five high school boys do not have jobs. Six out of fifty junior high school boys do not have jobs.

The high school boys are holding more varied jobs than the junior high schools boys; they listed nineteen while the latter group listed seven.

More experience was needed for the jobs being held by the senior high school boys than for the jobs of the junior high school boys.

Many units could be helpful to the boys in their work. The high school boys are interested in homemaking units such as good grooming, budgeting, and etiquette while the younger group of

boys are interested in cooking, table setting and service, laundering, and marketing.

The boys have a wide range of occupational interests inasmuch as they indicated twenty-two occupations in the senior group and fourteen occupations in the junior group. The first group indicates a greater frequency in the following occupations: shoe repairing, tailoring, auto mechanics, and teaching. The second group interests are largely auto mechanics, dentists, doctors, store owners, artists, and brick masons.

Younger boys are much more interested in managing their income and allowance than the senior high school boys.

The high school boys have a larger number of hobbies than the younger boys. Mechanics as a hobby was ranked first place with both groups. Small percentages report making flowers, rag rugs, and block painting as their hobbies.

A large percent of the boys engaged in all home activities "occasionally" more frequently than they perform these duties "regularly" or "never."

The high school boys have three tasks in which all participate either regularly or occasionally; these are: hang your clothes when removed, keep your soiled clothes in the proper place, and clean your room. The junior high school boys have three activities they perform either "occasionally" or "regularly;" these are: make the necessary fires, have responsibility of fire when home, sweep the kitchen, and clean their rooms.

The high school group listed twenty-one home jobs they like to perform. Painting rates first choice; care of lawn, second;

and waxing floors, third. The junior high school group indicated eleven jobs. The majority like to wash dishes; getting in fuel and cooking rated as next choice.

### Generalizations

By critical analysis, and unbiased interpretation of the data in this study, pertinent generalizations have been deduced.

1. The majority of the boys in this study live with their parents. Since the home is one of the major areas of living and the family is the prime social group of which all people are a part, the home is an important factor in the boys' world to which he must learn to adjust. Therefore, it seems that the parents also should be able to share in the homemaking courses in order to recognize the fact that training for home and family living is a continuous process and is needed by every individual.
2. The type of work that the boys are engaged in is varied. A large number of boys in the high school group are truck drivers, janitorial workers, paper carriers, drug store delivery and shoe shiners. The majority of the junior high school boys are paper carriers, shoe shiners, and general houseworkers. Since the boys do perform these jobs, it is evident that the school through its educational program has a responsibility to increase the vocational efficiency of the student. All of the schools of Norfolk are offering consumer education; therefore, an opportunity is presented to increase the boys knowledge in some of the jobs they are performing. All schools are offering driver training to assist boys in becoming safer and more efficient drivers. All phases of homemaking are offered to help boys make the proper social contact, have a better employer-employee relationship, and the ability to do a better and well-rounded job. These educational opportunities should be impressed upon the students. Business has awakened more recently to its need of professional standards and thorough preparation. The boys may be better prepared for their jobs if they take advantage of education in the schools.
3. The junior high school boys recognize NO urgent need for broadening experience nor special training for their employment. However, it is believed that training would mean more efficient workers, improved working conditions, and greater financial returns. The high school boys' greatest amount of experience was needed in knowing the city. This is due to the

fact that many of the boys are delivering papers and are truck drivers, knowledge was needed in consumer education. Some of the boys have been aided greatly by taking this course. Boys do better work when they have had some experience along the line of the job they are performing.

4. The boys have a wide range of occupational interests--twenty-two differing occupations in the senior high school and fourteen in the junior high school. The high school boys' choices show greatest frequency in the following activities: shoe repairing, tailoring, auto mechanics, and teaching. The junior high school boys stressed interest in becoming auto mechanics, dentists and doctors. Since this group of boys has an aroused interest in pursuing these occupations, they should secure assistance from the schools in their selection of courses, so that they may be guided in the right direction early in their training.
5. Younger boys put more emphasis on the fact that they were interested in managing their income and allowances than the senior high school boys. Therefore, it is evident that boys should be given training in budgeting, money management, and consumer buying early in order that they may get maximum returns from their money.
6. The high school boys have more varied hobbies than the junior high school boys. However, all of them have one or more hobbies. Only six boys out of one hundred eighty-five think that their hobby cannot become a vocation. Believing that these hobbies can become a vocation means that the boys should continue their profound interest in their hobbies. The writer believes that the homemaking course may be made so attractive to boys that it will aid in their personal, avocational, and vocational interests and training.
7. The boys used in this study included many activities that they participate in outside of school which relate to homemaking. A large percent of high school boys perform "regularly" the activity of cutting grass, watering the lawn, taking entire responsibility of the lawn, sweeping the porch or walk, selecting own clothing, hanging clothes when removed, and other odd jobs. The junior high school boys perform regularly the activities of selecting own clothing, keeping soiled clothes in proper place, cleaning table after morning meal, washing dishes, and other odd jobs. Since these boys have a number of jobs in the home, they may be greatly helped by the wide experiences available in homemaking education. They could receive knowledge in care of the house, food planning, and

preparation, care of clothing, money spending, and many other phases of work.

8. There is an indication that boys dislike certain home jobs. The high school boys dislike nineteen home jobs. The greatest dislike is washing dishes. The junior high school boys dislike thirteen home jobs; their greatest dislike is scrubbing. With these dislikes, the school has an obligation to encourage unselfishness, order, neatness, and other habits of right living. The learning accomplished in homemaking education is highly valuable both now and in the future.
9. Strong evidence shows that boys used in this study would benefit to a great extent if they would take advantage of the offering in homemaking. Homemaking for boys has a definite place in the school curriculum in Norfolk, Virginia. There is also marked indication that some homemaking should be required of boys. This is seen by the many home activities and hobbies participated in by the boys.

#### Recommendations

The following recommendations are offered:

That more thoughtful consideration be given by educators to the share a boy takes in the work of the home.

That a unit of homemaking be required in the junior high school for boys, as a training for better home, family, and community living.

That assembly programs be conducted to stress the importance of homemaking for boys and assure them that the courses are open to them to fulfill their needs and desires.

That all teachers secure a better understanding of the offerings in homemaking so that they in turn may help the boys to recognize real need for this instruction.

That guidance counselors direct boys into the vocation of homemaking suited to their present and future needs, interests, and abilities.

That boys be encouraged to participate in homemaking so as to create a right attitude of mind toward good living and wholesome relationships in the home and community.

That further study be made to determine what organization, content, and procedure will appeal to the interest of adolescent boys.

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APPENDIX

QUESTIONNAIRE FOR BOYS

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Please answer by filling in blanks with correct words or checking (✓) in the proper place.

1. With whom do you live?
  - a. Live with parents? ( )
  - b. Live with relatives? ( )
  - c. Live with friends of parents? ( )
  
2. Check the members in your family dwelling.
 

a. Mother	( )	
b. Father	( )	
c. Brother	( )	number _____
d. Sister	( )	number _____
e. Relatives	( )	number _____
  
3. Do you work?
 

a. After school	_____	Yes	_____	No
b. Before school	_____	Yes	_____	No
c. On Saturdays	_____	Yes	_____	No
d. On holidays	_____	Yes	_____	No

4. What types of work do you do?  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Was experience necessary for this job?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

6. What experience was necessary for this job?  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Check the units you believe might help you in your work.
- |                      |                          |
|----------------------|--------------------------|
| a. Handicrafts ( )   | k. Good Grooming ( )     |
| b. Upholstering ( )  | l. Budgeting ( )         |
| c. Tailoring ( )     | m. Etiquette ( )         |
| d. Cooking ( )       | n. Color Analysis ( )    |
| e. Laundering ( )    | o. Child Development ( ) |
| f. Nutrition ( )     | p. Home planning and ( ) |
| g. Meal Planning ( ) | Furnishings ( )          |
| h. Table Setting ( ) | List Other _____         |
| and Service ( )      | _____                    |
| i. Textiles ( )      | _____                    |
| j. Marketing ( )     | _____                    |



8. List occupations you intend to pursue in earning a living.

---

9. Check the things that you would like to learn more about. (✓)

- |  |     |
|--|-----|
| 1. Selection of meals in the:                        | ( ) |
| a. Cafeteria   | ( ) |
| b. Restaurant  | ( ) |
| c. Home  | ( ) |
| 2. How to prepare simple meals                       | ( ) |
| 3. Food expenditures                                 | ( ) |
| 4. Camping standards                                 | ( ) |
| a. Site  | ( ) |
| b. Food  | ( ) |
| c. Equipment   | ( ) |
| 5. Etiquette   | ( ) |
| a. Duties of a host                                  | ( ) |
| b. Appropriate behavior for various occasions        | ( ) |
| c. How to make introductions                         | ( ) |
| 6. Clothing  | ( ) |
| a. Suitable dress for the occasion                   | ( ) |
| b. Color combinations in dress                       | ( ) |
| c. How to clean and press suits                      | ( ) |
| d. Selection of clothes                              | ( ) |
| e. How to mend clothes                               | ( ) |
| 7. Managing your income or allowance                 | ( ) |
| 8. First aid and home care of the sick               | ( ) |
| 9. Factors involved in                               | ( ) |
| a. Selecting a home                                  | ( ) |
| b. Building a home                                   | ( ) |
| c. Furnishing a home                                 | ( ) |
| d. Management of the home                            | ( ) |
| 10. The care of children                             | ( ) |
| 11. Interrelationship of the home with the community | ( ) |

10. Check your hobby or hobbies

- |                              |                                   |
|------------------------------|-----------------------------------|
| a. Making flowers ( )        | i. Painting vases ( )             |
| b. Making rag rugs ( )       | j. Making miniature furniture ( ) |
| c. Oil painting ( )          | k. Mechanics ( )                  |
| d. Making book ends ( )      | l. Radio Construction ( )         |
| e. Making pictures ( )       | Others _____                      |
| f. Block painting ( )        | _____                             |
| g. Making picture frames ( ) | _____                             |
| h. Tie Dyeing ( )            | _____                             |

11. Do you think this hobby can become a vocation?  
Check (✓)        Yes        No

12. Answer by placing a check (✓) in the proper space.

Do you:

Regularly      Occasionally      Never

13. Cut the grass?
14. Water the lawn?
15. Take the entire responsibility for the care of the lawn?
16. Sweep the porches or walk?
17. Select your own clothing?
18. Mend your clothes?
19. Press your clothes when necessary?
20. Hang your clothes when removed?
21. Air your clothes when needed?
22. Keep your soiled clothes in the proper place?
23. Prepare any meals?
24. Clean the table after the meal in the morning? evening?
25. Wash or help with dishes?
26. Set the table?
27. Prepare and pack your lunch?
28. Share the responsibility when sickness in the home?
29. Render assistance with common accidents such as burns or cuts?
30. Make the necessary fire?

Regularly      Occasionally      Never

31. Have the responsibility for the fire when home?
32. Burn the household trash?
33. Sweep the kitchen floor when needed?
34. Wash the kitchen floor when needed?
35. Clean your room?
36. Spend some time doing other odd jobs around the house and running errands?
37. Make plans for the expenditure of your personal allowance?
38. Make deposits for your savings account?
39. Take responsibility for feeding the baby or small child at any meal?
40. See that the children are ready for meals?
41. List the home jobs you like to do most.


42. List the home jobs you dislike most.


