

HOME EXPERIENCES AS DETERMINANTS IN FAMILY LIVING

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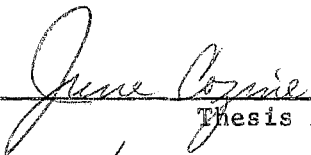
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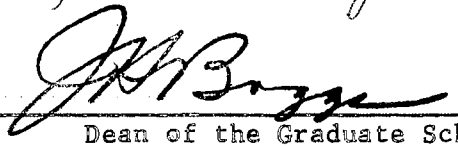
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CHAPTER I

INTRODUCTION

Home economics was defined in 1959 by The Philosophy and Objectives Committee of the American Home Economics Association as:

The field of knowledge and services primarily concerned with strengthening family living through-

- educating the individual for family living

- improving goods and services used by families

- conducting research to discover the changing needs of families and individuals and the means of satisfying these needs

- furthering community, national, and world conditions favorable to family living

Home economics synthesizes knowledge drawn from physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals. It is concerned with these aspects of family living-

- family relationships and child development

- consumption and other aspects of family living

- nutritional needs and the selection, preservation, preparation and use of food

- design, selection, construction and care of clothing and its psychological and social significance

- textiles for clothing and the home

- housing for the family and equipment and furnishings for the household

- art as an integral part of everyday life

- management in the use of resources so that values and

goals of the individual, the family or of society may be attained.¹

In the secondary schools the focus in home economics has been on education of the individual and on family living. Moore after a study of data collected on thirteen hundred high school students in Texas concluded that an individual does not automatically acquire the ability to establish and maintain a home.

Capacities for family living and skills for homemaking have to be studied and learned. This is no less true than that scientific and technological achievement rests upon educational bases.²

Home economics is more than learning the skills necessary in establishing and maintaining a home. The homemaking student of today must learn to cope with and to accept the changes occurring within the family and the community. Present day problems in family living are complex and it has become increasingly important that secondary students be given additional preparation for solving these problems. Through home economics classes, help can be given to students in learning to think critically, to clarify their values, to broaden and deepen their interests, and to help them develop ability in applying knowledge and skills to home and family living.

In a classroom equipped for teaching and learning the basic principles of family living, the student studies certain aspects of family living; child development, family and social relations, management of resources,

¹American Home Economics Association, Home Economics- New Directions: A Statement of Philosophy and Objectives. (Washington, D. C. 1959), p. 4.

²Bernice M. Moore, "The Case for Education for Home and Family Living," based on findings of the Texas Cooperative Youth Study. (Austin, Texas; The University of Texas, 1962) p. 3.

consumer competencies, food and nutrition, clothing and textiles, housing and family health. This learning needs to be supplemented by practical experiences outside the classroom. The home offers unlimited opportunities for use of learning acquired in the classroom for all areas of home economics. Many home economists have reported that the home experience program has brought gratifying results to teachers, parents, and students. The home experience phase of the homemaking program has provided a means of bringing the home and the school together in improving students for home and family living. Opportunities for developing skills to a higher level of competence have been made possible.

One of the concerns in home economics today is the maximum development of the student as she relates to others. The early adolescent is family-centered and seeks family approval. The writer has a feeling that if classroom experiences can be channeled into the home through home experiences that practices will be developed which will eventually become a part of the home living pattern as students establish their own homes.

Changes in home and family life require a new look at home experiences and their implications in the lives of homemaking students.

The changing roles of families and family members include: (1) mobility of families from rural to urban areas, (2) shorter working hours, (3) more women in the labor force and (4) a more stable economy. Because of these changes the homemaking student finds herself needing skills in: (1) management, (2) preparation of simple family meals, (3) clothing selection and construction, (4) care of young children, (5) house care, and (6) how to relate to others.

With more women in the labor force, thus leaving many families without the full guidance of the mother, there exists a greater need for an extensive and enriched home experience program. It is believed that

a home experience program can provide an opportunity for the homemaking teacher to help students plan with parents for worthwhile activities which will contribute to the present happiness of their families and at the same time help them to develop competencies in skills needed in establishing future homes of their own.

Statement of the Problem

In order to obtain more objective evidence of the extent to which home experiences are becoming or have become home practices of present and former homemaking students the study "Home Experiences as Determinants in Family Living" was undertaken. The following definitions for the study were accepted:

1. Home experiences refer to learning activities related to family problems which are planned, carried out and evaluated by the students in their homes under the guidance of the teacher and parents for the purpose of personal development and improvement of family life.
2. Home practice is the practical application of specific school learning to home activities for the purpose of developing skills in an appreciation of sound homemaking procedures.³
3. The family is a unit of interacting and intercommunicating persons enacting the social roles of husband and wife, mother and father, son and daughter, brother and sister.⁴
4. Homemaking and home economics are used as synonymous terms.

These supervised out of class activities are cooperatively planned for the purpose of strengthening classroom learning and should be integrated with classroom instruction. They may be long or short termed.⁵

³Olive Hall and Beatrice Paolucci, Teaching Home Economics. (New York, 1962), pp. 211-212.

⁴Robert Bell, Marriage and Family Interaction. (Illinois, 1963), p. 4.

⁵State of Minnesota Department of Education, Home (Learning) Experiences in the Home Economics Program. (Minneapolis, 1963), pp. 1-2.

Through home practices the student learns certain techniques in performing specific home living tasks and if continued to use, to evaluate, and to improve will eventually become skilled in the task. Girls share these experiences with their families and if they are properly planned and carried out can meet a need in each of the family roles.

The specific purposes were:

1. To determine if home experiences carried out as a part of classroom activities are being incorporated into home practices which contribute to home and family living of the individual and her family for three groups:
 - a. Students enrolled in Homemaking Classes I and II
 - b. Adults enrolled in Homemaking Classes for Adults
 - c. Former homemaking students
2. To identify strengths and weaknesses in the local home experience program.
3. To formulate proposals for future development of the home experience program.

Scope of Study

The study was limited to three groups: (1) students enrolled in homemaking classes I and II at the Smackover Training High School for the school year 1964-1965, (2) adult homemakers enrolled in adult homemaking classes in the year 1964-1965, and (3) former homemaking students who have married and established homes of their own in the community. The latter group included girls who had finished high school as well as those who had not.

Devices for collecting the data were: (1) direct observation, (2) homemaking department records, (3) observation cards, (4) rating scales,

and (5) answers given to a questionnaire distributed to the third group in the spring 1965.

Method of Procedure

Observations of members of the first two groups were planned and carried out in August and September 1964 to determine some of the home experiences and/or home practices that were being used by the girls and the adults. Observation cards were kept for each family and student and compared with previous records in home experiences. Home experiences for members in groups I and II were planned as a part of the total homemaking program for 1964-1965. At intervals during the semester the high school and adult students were observed for progress and evidences of changed behavior.

The rating scales and observation cards were used to check evidences of home experiences and/or home practices being used in the homes of students and adults. Homemaking department records and student progress reports were evaluated to determine the use students and adults had made of home experiences. Final home visits and observations were made in May, 1965 to students in homemaking classes I and II and adults enrolled in adult classes.

In May 1965, a questionnaire was distributed to former homemaking students who had married and established homes in the community to collect data on home experiences carried while in school and practices being used in present home. Responses to the questionnaire were used to find out to what extent former students had used or were using learnings and/or skills gained from their home experiences in home practices in their own homes.

Organization of the Report

The report of the study is organized into four chapters. Chapter I has presented the problem, purposes, scope of the study, and method of procedure of the study.

Chapter II presents a review of literature pertaining to the study.

Chapter III presents the findings and an analysis of the data obtained from the study.

Chapter IV presents a summary and recommendations reached as a results of the study.

CHAPTER II

REVIEW OF LITERATURE

The school cannot provide all of the experiences needed for the girl in preparation for her role as homemaker and citizen. There are many skills that require further practice if they are to be developed to any degree of competency. Parents and homemaking teachers through careful planning, can co-ordinate the school and homemaking experiences to provide the practices necessary to develop her capabilities.

In 1921, Treva Kauffman referred to the experiences provided in the home as the project method of teaching-

From the educational standpoint the home project method meets the most important work of education, the deliberate forming of useful habits. It represents an ideal method of teaching if home economists want their teaching to function immediately. The method offers a way to teach the profession and the vocation of homemaking and permits the use of real equipment in the student's home. Such a method offers an opportunity for closer cooperation between school instruction and real life problems in the home and community.¹

Whether these experiences be required or voluntary, they help to increase the student's ability to work effectively with others. There is also the chance for sharing with others through the transferral of knowledge, skills, and application.

Home experiences to be effective, must be done in terms of needs

¹Treva Kauffman, "The Home Project as a Method of Teaching Home Economics." Journal of Home Economics. 13 (December, 1921), pp. 592-594.

rather than in terms of a report. They should be the outgrowth of work started in the classroom and could not be completed except in the total home and family situation. A given number of home experiences may meet a requirement, but to meet a need they must be carried into the home. They must be cooperative and never ending.

In 1942, Nedra Johnson studied the carry-over of classroom experiences into the home as voluntary, motivated by student interest. This interest was the result of teacher and pupil planning for goals, content, and procedure in classroom experiences. Questionnaires, records, and home visits were the methods used to collect data. Results of the study revealed that a well integrated program of classroom learnings was sufficient to motivate students to carry home and community experiences.²

Isobella McQueston states:

If pupils enjoy their home experiences and parents and friends share and approve, they will continue to work together long after the planned experiences are over. The learning gained by the pupil in solving problems will be used in solving later problems.

The home experience program can serve as a basis for the future homemaker in solving problems with her own family in later life. McQueston further states:

Home experiences takes learning into its natural setting

Home experiences help students to develop skills in homemaking tasks

Through home experiences, ideas and suggestions about home and

²Nedra Johnson, Integration of School Activities in Homemaking Classes with Voluntary Home Experiences, Unpublished Master's Thesis, Oklahoma State University, 1942.

family life flow into the classroom from all homes represented in the group

Home experiences contribute to individual development

A real home problem can be brought into the classroom

Home experiences offer many opportunities for the pupil to do something for her family

If one home experience in cooperative planning meets with success in the family, the same principle may be carried into other situations.³

A real home problem can add interest and give meaning to the information and skills needed by homemakers. The home experience guides the student in recognizing family life patterns different to her own, the many activities involved in homemaking, and to appreciate the role of the homemaker.

Recent studies point out that home experiences, if carefully planned, carried out, and evaluated can provide, not only the needed learnings and skills for the students, but information needed in planning and strengthening the homemaking program.

Allen's study revealed that forty-three percent of the girls enrolled in homemaking classes I and II liked home experiences either similar or different to classroom experiences. Ninety percent of the mothers agreed that home experiences were good in addition to classroom experiences. Forty percent of the former students felt that home experiences should provide more information in budgeting, and fifty-seven percent wanted more skills and practices in marketing. These percentages gave some indication of the need for: increased interest in home experiences; more parent, teacher, and pupil planning; and additional

³Isobella McQueston, "Spotlight Home Experiences", Practical Home Economics, 28 (December, 1950), p. 567.

planning in money management.⁴

The purpose of the Lippeatt Study was to determine the effectiveness of the home experience with two groups- controlled and experimental. In the experimental group, home experiences were integrated with classroom experiences, while in the controlled group home experiences were carried in addition to classroom experiences. Home experience logs, interviews with parents and teachers, and representative cases were used in the study of both groups.⁵

The experimental group made the most progress. The findings supported the belief that home experiences should be correlated with classroom experiences. They should fit into classroom instruction and progress to the family situation meeting needs- personal, family, and community.

Home experiences should be family-centered with opportunities for parent, pupil, and teacher planning. If home experiences are planned cooperatively with parents, pupils, and teacher they will be more meaningful to the girls and their families.

Home visits for explaining home experiences to parents and inviting parents to planning meetings were used in the Book study to inform mothers and girls of the importance of home experiences as an extension of classroom learnings in home economics. If parents and students understand the home experience and its purpose the parents will be in a

⁴Alliene Allen, A Study of the Effectiveness of the Home Experience Phase of the Homemaking Program in the Fairfield High School, Unpublished Master's Thesis, Sam Houston State Teachers College, 1953.

⁵Selma Lippeatt, "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities", Unpublished Doctoral Dissertation, Pennsylvania State University, 1954.

better position to assist the teacher in guiding the experience and the student will enjoy sharing and evaluating its outcomes. The student will, more than likely, choose an experience which will provide a new learning and meet a specific need- personal, family or community.⁶

Classroom learnings may cause a girl to become critical of her own home, housekeeping practices, and stress of family life. Each girl is the member of a family and should be able to compare her experiences with others in light of new learnings. Synthesizing new learnings with home and family living and home experiences should be used more. Not just one or two projects in a specific area, but several to insure practice in a given skill.⁷

New philosophies and new needs in education and family living necessitates a closer look at the worth of each instrument used in preparing the student for the role of homemaker in the years ahead. In addition to helping the student to develop her potentials as a homemaker, home experiences are useful in giving the teacher insight on the pupil's home and family life, foster good relations, and an evaluation of classroom instruction in terms of strengths and weaknesses. They will help the teacher to gain knowledge of individuals and families needed to explain the behavior of her students and offer an opportunity to study the values and mores of the community.⁸

Home experiences begin with classroom instruction that is need

⁶Lila Book, Improving Home Experiences in the Custer High School Through Cooperative Planning of Pupils, Parents, and Teachers, Unpublished Master's Thesis, Oklahoma State University, 1961.

⁷A. W. Wadley, "Can We Make More Use of Home Experiences," Practical Home Economics, 33, (October, 1954), pp. 20-21.

⁸Ruth Sneed, "Values of Home Visiting for Teaching Homemaking," Journal of Home Economics, 49 (March, 1957), pp. 177-181.

oriented and is transferred to the home for further testing as to whether it is meeting a particular need. Therefore, its validity and usefulness as an educational instrument should be investigated. As changes take place in society, the role of the homemaker changes. Recognition of these changes and proposed ways of adjusting to them should be made in every facet of learning. To do this the home experience should provide for the following:

- Cooperative planning of objectives and content at school
- Decision making on accomplishments at home and at school
- Cooperative planning at home with parents and others
- Understandings of home situations by teachers through home visits
- Problem solving at school
- Use of adequate reference materials
- Carry-over of school into real problem solving
- Cooperative evaluation of the home and school experiences in terms of objectives established
- Satisfaction of growth on the part of the learner
- Improved teacher, pupil, home and school relationships
- Develop a sensitivity to life problems
- Effective guidance
- Increased ability to do scientific thinking
- Improved attitudes toward home and family life.⁹

Brown and others state that home (learning) experiences, in order to prepare girls for their future roles as homemakers, should be planned to include the following outcomes:

- An understanding of what is happening in our society
- Ability to identify the basic issues and problem of our times
- Ability to solve problems in keeping with those of logic and the method of science
- Ability to think critically and creatively
- Ability to develop values consistent with what is necessary or important to the dignity and worth of man
- Ability to communicate with others
- Ability to work constructively with others in group problem solving

⁹Rowan Elliff, "A Home Experience Program vs A Home Project Program". What's New in Home Economics, 5 (September, 1940), p. 14.

Understandings and abilities and appreciations related to home economics.¹⁰

It is the teacher's responsibility to plan and to coordinate the home experience program so that the learning will be more than just the memorization of knowledge consistent with classroom performance, but the actual developing of skills to be used as a basis for present and future family living. Learning is the results of experiences. The quality of experiences determines the quality of learning. Any learning situation is good when it challenges the student to change his behavior. Effective learning in real life situations gives the student an opportunity for experimentation under varied conditions.¹¹

¹⁰State of Minnesota Department of Education, Home (Learning) Experiences in the Home Economics Program. (Minneapolis, 1963), p. 7.

¹¹United States Department of Health, Education, and Welfare. Home School, and Community Experiences in the Homemaking Program, (Washington, D. C., 1953), p. 8.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The home experience is an extension of classroom learnings into the home to be shared by the girl and her family. In reality, the home experience and/or home practice is the home work in home economics. As in other home work, assignment must be carefully planned to correlate with classroom activity, home conditions must be conducive to learning, and written accounts or reports are preferable for future evaluation.

In Arkansas, home experiences are required in Homemaking I and Homemaking II. Not less than one experience carried through to completion is required each semester. These experiences, it is suggested, should be correlated with classroom activities, carefully planned by the teacher with students, parents, and others. Accurate records are kept for the purpose of reporting to the Office of Home Economics, State Department of Education, Little Rock, Arkansas.

The home experience program at the local level in the various communities emphasizes meeting the needs, interests, and abilities of students, adults, and families in family living. The needs, interests, and abilities may be identified through direct observation, conferences, telephone conversation, community activities, and community news media. These same techniques may be used to determine the extent to which family living is influenced by home experiences and/or home practices. In the past the researcher has had a feeling that students were making use of classroom learnings gained from home experiences and/or home practices and that

students continued to use these acquired learnings after establishing homes of their own.

Data for this study were obtained by: (1) direct observation, (2) homemaking department records, (3) observation cards, (4) rating scales, and (5) answers from a questionnaire distributed to former students now homemakers in the community. Three groups were studied: (1) students enrolled in Homemaking Classes I and II at Snackover Training High School for the school year 1964-1965, (2) adults enrolled in Homemaking Classes for Adults for the school year 1964-1965, and (3) former students now homemakers in the community.

In order to obtain more specific evidence, a rating scale was developed for recording observations. (Appendix A) Items for the scale were selected on basis of family values. The values selected were: (1) Cleanliness, (2) Orderliness, (3) Management, (4) Aesthetic, (5) Community Participation, (6) Health, and (7) Human Relations. Items one, two, three, four, six, and seven rated homes on practices related to home and family living practices, while item five rated family members on community life participation.

Homes in which there was obvious high degree of evidences that previous learnings were being used were rated as "Strong". Homes showing that learnings were being used in a somewhat less degree were rated as "Average". Homes using the learnings in a much less degree were rated as "Weak"; and those showing only a trace or no evidence of using previous learnings were rated as "Poor". Observation cards were used to record the evidence. (See Appendix A)

Homemaking department records consisting of student progress sheets and reports were used to evaluate student progress in home experiences and/or home practices. (See Appendix B) The questionnaire was used to

determine how much, if any, home experiences and/or home practices carried while in school were being used by former students in their own homes. (See Appendix D)

In August and September 1964, forty homes were observed for evidences of home experiences and/or home practices as reflected in home and family living. Twenty-two were homes of students enrolled in Homemaking Classes I and II and eighteen were homes of adults enrolled in Homemaking Classes for Adults. In the spring a questionnaire was distributed to thirty-eight former homemaking students who had married and established homes of their own in the community. A total of seventy-eight homes were included in the study.

Homemaking Students I and II

Observations were made of homes and families of twenty-two students enrolled in Homemaking Classes I and II. Tabulations of findings for these homes and families are found in Table I. The findings indicated that there was room for improvement for all values, but the greatest was for the values of Cleanliness, Orderliness and Management. Evidence revealed that more learning activities would need to be planned emphasizing these values.

At the beginning of the school year one week was spent in planning the year's work. Schedules, classroom activities, and financial budgets were planned for each unit of work. Related home experiences and/or home practices were planned to be integrated with units of work. Each student was permitted to select her own home experience and/or home practice as long as it related to classroom activities. Previous home experiences and/or home practices were discussed and compared by pupils and teacher. Newspapers, current magazines, brochures, and Resource

Materials for Developing Homemaking Programs in Arkansas High Schools were used to guide students in planning and assembling materials for carrying out learning experiences. A suggested unit developed by the teacher for home experiences was also used. (See Appendix D)

TABLE I

RATING SCALE FOR HOMES OF TWENTY-TWO STUDENTS AT THE BEGINNING OF
THE SCHOOL TERM 1964-1965

| Family Value | Strong | | Average | | Weak | | Poor | |
|-----------------------|--------|----|---------|----|------|----|------|----|
| | N | % | N | % | N | % | N | % |
| I. Cleanliness | | | | | | | | |
| House | 7 | 32 | 11 | 50 | 2 | 9 | 2 | 9 |
| Grounds | 10 | 45 | 8 | 37 | 1 | 4 | 3 | 14 |
| II. Orderliness | | | | | | | | |
| Furnishings | 5 | 23 | 15 | 68 | 1 | 4 | 1 | 4 |
| Grounds | 6 | 27 | 11 | 50 | 4 | 18 | 1 | 4 |
| III. Management | | | | | | | | |
| Time | 3 | 14 | 2 | 9 | 11 | 50 | 6 | 27 |
| Energy | 1 | 4 | 8 | 36 | 12 | 54 | 1 | 4 |
| Money | 8 | 36 | 11 | 50 | 1 | 4 | 2 | 9 |
| Resources | 9 | 41 | 11 | 50 | 1 | 4 | 1 | 4 |
| IV. Aesthetic | | | | | | | | |
| Music | 2 | 9 | 3 | 14 | 14 | 64 | 3 | 14 |
| Books | 9 | 41 | 10 | 45 | 2 | 9 | 1 | 4 |
| Pictures | 1 | 4 | 5 | 23 | 12 | 54 | 4 | 18 |
| V. Community Life | | | | | | | | |
| Church | 18 | 82 | 2 | 9 | 1 | 4 | 1 | 4 |
| Civic | 10 | 45 | 8 | 36 | 2 | 9 | 2 | 9 |
| Others | 10 | 45 | 6 | 27 | 4 | 18 | 2 | 9 |
| VI. Health - Check-up | | | | | | | | |
| Regular Medical | 16 | 73 | 2 | 9 | 1 | 4 | 3 | 14 |
| Regular Dental | 4 | 18 | 2 | 9 | 6 | 27 | 10 | 45 |
| VII. Human Relations | | | | | | | | |
| Family Attitudes | 18 | 82 | 1 | 4 | 3 | 14 | 0 | 0 |
| Family Goals | 6 | 27 | 14 | 64 | 1 | 4 | 1 | 4 |
| Family Relations | 6 | 27 | 12 | 54 | 3 | 14 | 1 | 4 |
| Personal Adjustment | 4 | 18 | 16 | 73 | 1 | 4 | 1 | 4 |

After the initial planning students were given checklists to select home experiences and/or home practices. They were encouraged to select learning experiences for the values which were identified as "Weak" or

"Poor" as revealed by the ratings of the homes. The purpose of the checklist was to help the student to make a choice of a learning experience, assess her abilities, capabilities, and needs. Goals were evaluated for desired outcomes of value to the student and her family. (See Table II)

TABLE II

HOME EXPERIENCES AND/OR HOME PRACTICES REPORTED BY STUDENTS AND
OBSERVED BY TEACHER

| Home Experience and/or Home Practice | Reports by Students | Observation of Family by Teacher |
|---|--|---|
| Unit - Relations, Personal and Family | | 4-5 Weeks |
| Student A- To get along better with mother, daddy and brother | Family talk-outs about problems and ways of solving them | Parents aware of need to understand teenage children |
| Student B- To share family T.V. set | Selected favorite programs of family members and decided when they should be viewed. | "Talk-out" used to solve other problems |
| Student C- To style my hair | Learned to use less heat and to arrange hair in different styles | Improved personal appearance at home and school |
| Student D- To understand Grandmother | Made an effort to understand her feelings and point of view | Grandparent living in home happier |
| Unit- Housing | | 4-5 weeks |
| Student E- To care for my room | Learned to miter corners of bed sheets | Sheets are mitered on all beds in the home |
| Student F- To refinish a chest of drawers for my room | Used commercial paint remover | Additional pieces of furniture refinished by family members |

TABLE II (Continued)

| Home Experience and/or Home Practice | Reports by Students | Observation of Family by Teacher |
|--|---|---|
| Student G- To hang pictures in our house | Rehung pictures on wall of my room and livingroom | Pictures well arranged on walls of home |
| Student H- To grow house plants | Assumed care of house plants. Used for centerpieces at meal- time | Lovely plants in the home |
| Unit - Human Development | | 3-4 Weeks |
| Student I- To baby sit for neighbors and family | Assembled kit of toys to use when I "sit" for neighbors | Mother also uses kit on the job |
| Student J- To select re- cords and stories for small children | Helped small nieces and nephews to select records for age level | Family members became interest- ed in music |
| Student K- To give party for small sister | Planned, shopped, and served party for my sister | Mother and daugh- ter continued to plan together |
| Student L- To teach my small brother and sister to do small chores | Have learned to do dishes, sweep floors, pick up clothing and toys | Home is neater |
| Unit- Family Clothing | | 9-12 Weeks |
| Student M- To gain more knowledge about new fabrics | Learned to shop for new fabrics by brand names | Shared learning is recognized in mother's refer- ence to brand names of fabrics |
| Student N- To arrange the clothing in my chest of drawers | Made cardboard di- viders for lingerie drawers | Rearranged chest of drawers be- longing to other family members |
| Student O- To mend my own clothes | Learned to blind stitch hems in my dresses | Hemmed dresses for mother and others |

TABLE II (Continued)

| Home Experiences and/or Home Practices | Reports by Students | Observation of Family by Teacher |
|--|--|---|
| Student P- To make family clothing inventory | Made an inventory for each family member | Family reports using inventories in planning clothing needs |
| <hr/> | | |
| Unit- Family Meals | | 8-10 Weeks |
| Student Q- To prepare desserts for family | Made simple desserts using gelatin and mixes and commodity foods | Family enjoys a variety of simple nutritious desserts |
| Student R- To prepare raw vegetables for salads | Learned to eat raw vegetables | Family includes more raw vegetables in meals |
| Student S- To use "basic 4" food chart in planning meals | Planned family meals using chart | Improved shopping practices and meal planning |
| Student T- To arrange attractive centerpieces for table | Made centerpieces from native shrubbery | Attractive centerpiece on dining table |
| Student U- To use recipes with success | Tested recipes at home | Mother and daughter test recipes together |
| Student V- To clean kitchen range | Cleaned range after each meal | Learnings used in care of equipment in the home |

Before beginning the home experience and/or home practice the student did additional planning with parents, teacher, and resource persons. At the beginning of the home experience and/or home practice and during the period the student is working, observations were made. After the experience was completed, and written report was prepared, turned in, which

the student evaluated the learning experience in terms of how it had been shared by her family. In Table II is listed one home experience for each student enrolled in homemaking Classes I and II. Each student reported specific learnings as being used by her family. Follow-up observation by the teacher revealed that the student and/or her family were continuing to use many of the learnings gained from home experiences and/or home practices carried by family members. (See Table II)

In order to find out if home experiences and/or home practices had served as a determinant in family living, observations were made to evaluate homes of students to see if any improvement had been made as a result of the home experiences and/or home practices carried during the year. Ratings of the same homes in the spring indicated that there had been some improvement. (See Table III) The second percent column beneath the ratings "Strong" and "Average" in Tables III and VI indicate the change in percent after students and adults completed home experiences and/or home practices.

In each of the value categories there was evidence of improvement as the ratings under "Strong" increased for all but two of the sub-groups. One of the sub-groups under "Community Life" remained the same. "Church" had received a higher rating at the beginning of the year. The other sub-group "Family Attitudes" decreased by nine percent. Further proof of improvement in home practices was evident from the change in ratings for "Average". For seventeen of the sub-groups there was an increase, and for three there was a decrease, those being in "Furnishings", "Family Goals", and "Personal Adjustment". Since there were few increases under "Weak" and "Poor", these categories were omitted from Table III. The change in ratings indicate a shift towards a higher rating for the homes of twenty-two homemaking students at the

end of the school term.

TABLE III

COMPARISON OF RATING SCALE FOR HOMES OF TWENTY-TWO STUDENTS AT THE
BEGINNING AND ENDING OF SCHOOL 1964-1965

| Family Value | STRONG | | | AVERAGE | | |
|-----------------------|--------|----|----------|---------|----|---------|
| | N | % | Change % | N | % | Change% |
| I. Cleanliness | | | | | | |
| House | 9 | 41 | 9 | 13 | 59 | 14 |
| Grounds | 11 | 50 | 5 | 11 | 50 | 5 |
| II. Orderliness | | | | | | |
| Furnishings | 10 | 45 | 23 | 12 | 55 | 9 |
| Grounds | 9 | 41 | 14 | 13 | 59 | 9 |
| III. Management | | | | | | |
| Time | 7 | 32 | 18 | 15 | 68 | 36 |
| Energy | 8 | 36 | 32 | 14 | 64 | 27 |
| Money | 12 | 55 | 14 | 10 | 45 | 0 |
| Resources | 11 | 50 | 9 | 11 | 50 | 9 |
| IV. Aesthetic | | | | | | |
| Music | 11 | 50 | 41 | 11 | 50 | 36 |
| Books | 10 | 45 | 4 | 12 | 55 | 9 |
| Pictures | 4 | 18 | 14 | 18 | 82 | 45 |
| V. Community Life | | | | | | |
| Church | 18 | 82 | 0 | 4 | 18 | 4 |
| Civic | 12 | 55 | 10 | 10 | 45 | 9 |
| Others | 11 | 50 | 5 | 11 | 50 | 23 |
| VI. Health - Check-up | | | | | | |
| Regular Medical | 17 | 77 | 4 | 5 | 23 | 14 |
| Regular Dental | 8 | 36 | 9 | 14 | 64 | 55 |
| VII. Human Relations | | | | | | |
| Family Attitudes | 16 | 73 | 9 | 6 | 27 | 23 |
| Family Goals | 10 | 45 | 18 | 12 | 55 | 9 |
| Family Relations | 10 | 45 | 18 | 12 | 55 | 5 |
| Personal Adjustment | 8 | 36 | 9 | 14 | 64 | 9 |

Adults

Although adults do not carry home experiences and/or home practices per se, it is important in planning and evaluating the home economics program to know if classroom activities and learnings are meeting their needs. Simultaneously with observations of the homes of the twenty-two students observations were made of the homes of eighteen adults. These

observations were tabulated on a rating scale the same as used for the homes of students in Homemaking I and II. (See Table IV)

TABLE IV
RATING SCALE FOR HOMES OF EIGHTEEN ADULTS AT THE BEGINNING OF THE
SCHOOL TERM 1964-1965

| Family Value | Strong | | Average | | Weak | | Poor | |
|-----------------------|--------|----|---------|----|------|----|------|----|
| | N | % | N | % | N | % | N | % |
| I. Cleanliness | | | | | | | | |
| House | 6 | 33 | 8 | 44 | 4 | 22 | 0 | 0 |
| Grounds | 3 | 17 | 9 | 50 | 5 | 28 | 1 | 5 |
| II. Orderliness | | | | | | | | |
| Furnishings | 5 | 28 | 8 | 44 | 3 | 17 | 2 | 11 |
| Grounds | 3 | 17 | 9 | 50 | 5 | 28 | 1 | 5 |
| III. Management | | | | | | | | |
| Time | 3 | 17 | 10 | 55 | 4 | 22 | 1 | 5 |
| Energy | 1 | 5 | 4 | 22 | 11 | 61 | 2 | 11 |
| Money | 1 | 5 | 14 | 78 | 3 | 17 | 0 | 0 |
| Resources | 3 | 17 | 12 | 67 | 2 | 11 | 1 | 5 |
| IV. Aesthetic | | | | | | | | |
| Music | 5 | 28 | 10 | 55 | 1 | 5 | 2 | 11 |
| Books | 2 | 11 | 8 | 44 | 3 | 17 | 5 | 28 |
| Pictures | 0 | 0 | 5 | 28 | 10 | 55 | 3 | 17 |
| V. Community Life | | | | | | | | |
| Church | 15 | 83 | 1 | 5 | 2 | 11 | 0 | 0 |
| Civic | 12 | 67 | 4 | 22 | 2 | 11 | 0 | 0 |
| Others | 4 | 22 | 10 | 55 | 2 | 11 | 2 | 11 |
| VI. Health - Check-up | | | | | | | | |
| Medical | 12 | 67 | 3 | 17 | 3 | 17 | 0 | 0 |
| Dental | 1 | 5 | 12 | 67 | 2 | 11 | 3 | 17 |
| VII. Human Relations | | | | | | | | |
| Family Attitudes | 4 | 22 | 10 | 55 | 3 | 17 | 1 | 5 |
| Family Goals | 3 | 17 | 11 | 61 | 3 | 17 | 1 | 5 |
| Family Relations | 14 | 78 | 2 | 11 | 2 | 11 | 0 | 0 |
| Personal Adjustment | 2 | 11 | 12 | 67 | 2 | 11 | 2 | 11 |

The ratings given at the beginning of the year would indicate that there was a need for improvement in all areas with the least need in "Community Life". Strong support is given to church and civic activities by the majority of the residents in the community. Many of the men and women work on jobs where medical examinations are required,

therefore a high rating in this area could be expected. With approximately only three-fifths of the adults rated as "Average" or "Strong" in all areas there was opportunity to improve practices so that a larger number could be rated "Strong" especially in Cleanliness, Orderliness, Management, and Aesthetic.

Homemaking Classes for Adults during the school year 1964-1965 were planned to offer learning experiences and classroom activities in Foods, Housing, and Clothing. These experiences and activities were planned with the purpose of meeting the needs as indicated in Table IV. Classroom activities included lectures, demonstrations, exhibits, study of illustrative materials, and laboratory periods. (See Table V) Listed in Table V are eighteen adults and the learning experiences they shared with their families.

TABLE V

HOME EXPERIENCES AND/OR HOME PRACTICES REPORTED BY ADULTS AND
OBSERVED BY TEACHER

| Student and Project | Classroom Activities | Observation of Family by Teacher |
|---|---|--|
| Unit- Clothing | | 10 Lessons |
| Adult A- To learn to care for garments made from man-made fabrics | Lecture and Demonstration 1. Do you read labels 2. Discussed new fabrics found on the market | Increase in knowledge of man-made fabric |
| Adult B- To learn to store winter clothing in the home | Lecture and Exhibit 1. How to use plastic bags for storage 2. Dry cleaning at home 3. Chemicals used in home storage | Stored family clothing at home |

TABLE V (Continued)

| Student and Project | Classroom Activities | Observation of Family by Teacher |
|---|---|---|
| Adult C- To plan a clothing budget to meet family needs | Lecture and Exhibit <ol style="list-style-type: none"> 1. Managing your income 2. Your clothing dollar and needs 3. Annual and semi-annual purchases | Planned a clothing budget for family |
| Adult D- To plan and arrange sewing area in my home | Lecture <ol style="list-style-type: none"> 1. Work area- space light, storage, equipment, and care | Planned and arranged sewing center in family room |
| Adult E- To make over clothing for my family | Lecture and Laboratory <ol style="list-style-type: none"> 1. Selecting garments to be made over 2. Techniques in clothing construction 3. Using pressing equipment | Made over clothing for family |
| Adult F- To save time in clothing construction | Lecture and Demonstration <ol style="list-style-type: none"> 1. Machine basting 2. Use of attachments 3. Correct pressing methods 4. Selecting and using sewing notions | Improved sewing skills |
| Adult G- To learn to do simple sewing | Lecture and Laboratory <ol style="list-style-type: none"> 1. Selecting fabrics 2. Selecting patterns 3. Selecting equipment 4. Use and care of equipment 5. Making simple garment | Can do simple sewing for family and others |
| Adult H- To learn to make men and boys clothing | Lecture and Laboratory <ol style="list-style-type: none"> 1. Review of learnings and skills 2. Selecting fabrics for men and boys clothing 3. Selecting patterns and notions for men and boys clothing | Makes clothing for husband and sons |

TABLE V (Continued)

| Student and Project | Classroom Activities | Observation of Family by Teacher |
|--|--|--|
| Adult I- To learn to use "dial-o-matic" sewing machine | Lecture and Illustrative Materials | Has purchased and learned to use the new Singer "500" |
| Adult J- To learn to sew woolens | Lecture and Laboratory <ol style="list-style-type: none"> 1. Selecting woolen fabrics 2. Relaxing woolen fabrics 3. Construction 4. Care of woolen clothing | Made woolen garments for family |
| Unit- Foods | | 10 Lessons |
| Adult K- To learn to freeze meats | Lecture and Demonstration <ol style="list-style-type: none"> 1. Assembled and tested recipes for freezing meats 2. Improvised food containers from milk containers 3. Storage of food in freezer 4. Temperatures and control | Family freezer well stocked with fresh foods as well as prepared foods |
| Adult L- To prepare oven meals | Lecture and Demonstration <ol style="list-style-type: none"> 1. Food for oven meals 2. Utensils for oven meals 3. How to set ovens for meals 4. Traditional oven for oven meals | Used oven to save time in preparing family meals |
| Adult M- To purchase and care for small kitchen appliances | Demonstration <ol style="list-style-type: none"> 1. Selecting small appliances 2. Using small appliances 3. Wiring work area for small appliances 4. Care of small appliances | Food preparation area planned to save time and energy |

TABLE V (Continued)

| Student and Project | Classroom Activities | Observation of Family by Teacher |
|---|---|---|
| Adult N- To plan storage cabinets for foods and spice | Lecture <ol style="list-style-type: none"> 1. Old cabinet space 2. New cabinets 3. Items to be kept in cabinet space | Improved storage in the family home |
| Unit- Housing | | 10 Lessons |
| Adult O- To repair family home | Lecture and Illustrative Materials <ol style="list-style-type: none"> 1. Studied floor plans 2. Selecting paint, wall and floor coverings 3. Selecting light fixtures | Family home re-decorated |
| Adult P- To make curtains for kitchen and den | Lecture and Demonstration and Illustrative Materials <ol style="list-style-type: none"> 1. Selecting household fabrics 2. Types of window treatment 3. Selecting rods for curtains | Made curtains for family home |
| Adult Q- To make quilts for family | Lecture and Demonstration <ol style="list-style-type: none"> 1. Using fabric left from making family clothing 2. Quilt patterns, notions, and care | Family bedding improved - Quilts made for sale |
| Adult R- To make slipcovers from feed sacks | Lecture and Laboratory <ol style="list-style-type: none"> 1. Using feed bags for household fabric 2. Laundering and care 3. Sewing skills | Made slipcovers, curtains, and potlifters from fabric in feed sacks |

In the spring observations were made of the homes of the eighteen adults to determine if classroom activities and shared learnings had influenced family living. (See Table V) The rating scale in the spring

revealed that the homes of the adults had made some gains in family living practices with the greatest gain being in Human Relations, and Management. Management had been emphasized throughout the learning experiences.

Ratings for adults seem to be upward to "Strong" ratings and "Weak" and "Poor" moving up to "Average". (See Table VI) Therefore, "Weak" and "Poor" were omitted from Table VI.

TABLE VI

COMPARISON OF RATING SCALE FOR HOMES OF EIGHTEEN ADULTS AT THE BEGINNING AND ENDING OF THE SCHOOL TERM 1964-1965

| Family Value | STRONG | | | AVERAGE | | |
|-----------------------|--------|----|---------|---------|----|---------|
| | N | % | Change% | N | % | Change% |
| I. Cleanliness | | | | | | |
| House | 8 | 44 | 11 | 10 | 55 | 11 |
| Grounds | 10 | 55 | 39 | 8 | 44 | 5 |
| II. Orderliness | | | | | | |
| Furnishings | 11 | 61 | 28 | 7 | 39 | 5 |
| Grounds | 8 | 44 | 28 | 10 | 55 | 5 |
| III. Management | | | | | | |
| Time | 6 | 33 | 17 | 12 | 67 | 11 |
| Energy | 5 | 28 | 22 | 13 | 72 | 50 |
| Money | 8 | 44 | 39 | 10 | 55 | 23 |
| Resources | 9 | 50 | 33 | 9 | 50 | 17 |
| IV. Aesthetic | | | | | | |
| Music | 8 | 44 | 17 | 10 | 55 | 11 |
| Books | 7 | 39 | 28 | 11 | 61 | 17 |
| Pictures | 4 | 22 | 22 | 14 | 78 | 22 |
| V. Community Life | | | | | | |
| Church | 15 | 83 | 0 | 3 | 17 | 5 |
| Civic | 12 | 67 | 0 | 6 | 33 | 5 |
| Others | 8 | 44 | 22 | 10 | 55 | 0 |
| VI. Health - Check-up | | | | | | |
| Regular Medical | 12 | 67 | 0 | 6 | 33 | 17 |
| Regular Dental | 4 | 22 | 17 | 14 | 78 | 39 |
| VII. Human Relations | | | | | | |
| Family Attitudes | 9 | 50 | 28 | 9 | 50 | 5 |
| Family Goals | 9 | 50 | 33 | 9 | 50 | 11 |
| Family Relations | 15 | 83 | 5 | 3 | 17 | 5 |
| Personal Adjustment | 8 | 44 | 33 | 10 | 55 | 5 |

Former Homemaking Students

In the spring a questionnaire was distributed to thirty-eight former homemaking students who had married and established homes in the community. The purpose of this questionnaire was to find out if students continued to use learnings and skills acquired from home experiences and/or home practices in their own homes. The first part of the questionnaire requested personal data which would help in bringing the office records up-to-date. The second part requested information on the number of girls who had carried home experiences and/or home practices in Homemaking Classes I and II. (See Table VII)

TABLE VII

SEQUENCE OF HOME EXPERIENCES AND/OR HOME PRACTICES CARRIED BY
FORMER HOMEMAKING STUDENTS

| Class | Home Experiences | | | | | | Home Practices | | | | | |
|---------------|------------------|----|----|---|------|----|----------------|----|----|---|------|----|
| | Yes | | No | | Some | | Yes | | No | | Some | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Homemaking I | 33 | 87 | 1 | 3 | 4 | 11 | 29 | 79 | 1 | 3 | 8 | 20 |
| Homemaking II | 33 | 87 | 0 | 0 | 5 | 15 | 33 | 87 | 0 | 0 | 5 | 15 |

Seven-eighths of the former students reported having carried home experiences in Homemaking I and II. Three-fourths carried home practices in Homemaking I, while seven-eighths did them in Homemaking II. Only two former students reported that they did not supplement classroom learnings with home experiences and/or home practices.

"Some" in the questionnaire refers to home experiences and/or home practices that were partially completed. One-tenth of the former students reported partially completed home experiences in

Homemaking I and one-fifth reported partially completed home practices in Homemaking I. One seventh reported partially completed home practices in Homemaking II.

Respondents were asked to indicate which specific home experiences and/or home practices were carried by them while in school. (See Table VIII)

TABLE VIII
SPECIFIC HOME EXPERIENCES AND/OR HOME PRACTICES REPORTED BY
FORMER HOMEMAKING STUDENTS

| Home Experiences and/or Home Practices | Yes | | No | | Some | |
|--|-----|----|----|----|------|----|
| | N | % | N | % | N | % |
| I. Family Meals | | | | | | |
| Made menus | 33 | 87 | 2 | 5 | 3 | 8 |
| Shopped for food | 31 | 81 | 4 | 10 | 3 | 8 |
| Prepared meals | 34 | 89 | 2 | 5 | 2 | 5 |
| Cleaned kitchen | 36 | 95 | 1 | 3 | 1 | 3 |
| Set table | 27 | 71 | 4 | 10 | 7 | 18 |
| II. Clothing | | | | | | |
| Made clothing for self | 28 | 74 | 2 | 5 | 8 | 20 |
| Renovated garments | 11 | 29 | 15 | 39 | 12 | 31 |
| Care of sewing machine | 23 | 60 | 6 | 16 | 9 | 24 |
| Selected ready-made clothing | 28 | 74 | 6 | 16 | 4 | 10 |
| Pressing and care of clothing | 33 | 87 | 4 | 10 | 1 | 3 |
| III. Child Care | | | | | | |
| Baby-sitting | 22 | 58 | 10 | 26 | 6 | 16 |
| Supervised play for children | 21 | 55 | 11 | 29 | 6 | 16 |
| IV. Relations | | | | | | |
| Making friends | 30 | 79 | 6 | 16 | 2 | 5 |
| Personal grooming | 31 | 81 | 4 | 10 | 3 | 8 |
| Relations with parents | 28 | 74 | 9 | 24 | 1 | 3 |

TABLE VIII (Continued)

| Home Experiences and/or Home Practice | Yes | | No | | Some | |
|--|-----|----|----|----|------|----|
| | N | % | N | % | N | % |
| Relations with siblings | 16 | 42 | 18 | 47 | 4 | 10 |
| Getting along with aged | 29 | 76 | 7 | 18 | 2 | 5 |
| V. Family Housing | | | | | | |
| Care of floors | 32 | 85 | 5 | 13 | 1 | 3 |
| Care of furniture | 33 | 87 | 3 | 8 | 2 | 5 |
| Care of equipment and appliances | 31 | 81 | 4 | 10 | 3 | 8 |
| Arranged storage space at home | 23 | 60 | 8 | 21 | 7 | 18 |
| Planned new home for family | 21 | 55 | 16 | 42 | 1 | 3 |
| VI. Management | | | | | | |
| Time saving methods in food preparation | 28 | 74 | 5 | 13 | 5 | 13 |
| Time saving methods in care of the house | 24 | 63 | 6 | 16 | 8 | 20 |
| Time saving methods in clothing construc- tion | 23 | 60 | 9 | 24 | 6 | 16 |
| Budgeting (money) | 23 | 60 | 7 | 18 | 8 | 21 |

The former homemaking students reported the largest number of specific home experiences and/or home practices in the areas of Family Meals and the fewest number in the areas of Child Care and Management. Only two specific categories "Relations with siblings" and "Renovating garments" were checked by less than half of the group.

The respondents were asked to identify the areas in which they had developed skills in homemaking while carrying home experiences and/or home practices. (See Table IX)

TABLE IX

AREAS IN WHICH SKILLS WERE REPORTED AS BEING DEVELOPED BY FORMER
HOMEMAKING STUDENTS

| Area | Yes | | No | | Some | |
|--------------|-----|----|----|----|------|----|
| | N | % | N | % | N | % |
| Family Meals | 36 | 95 | 0 | 0 | 2 | 5 |
| Clothing | 36 | 95 | 0 | 0 | 2 | 5 |
| Housing | 31 | 81 | 1 | 3 | 6 | 16 |
| Child Care | 30 | 79 | 0 | 0 | 8 | 21 |
| Relations | 28 | 74 | 1 | 3 | 9 | 24 |
| Management | 23 | 60 | 4 | 10 | 11 | 29 |

According to reports made by former students over nine-tenths developed skills in Family Meals and Clothing while carrying home experiences and/or home practices. Approximately four-fifths of the students reported skills in Housing and Child Care; three-fourths in Relations; and three-fifths in Management. Five homemakers reported that they had not developed any skills while carrying home experiences and/or home practices.

In order to learn if former students had used home experiences and/or home practices in establishing and maintaining of own homes, students were asked to indicate if they had continued to use acquired skills. Reports from answers to this part of the questionnaire are shown in Table X. Almost one hundred percent of the former homemaking students reported continued use of skills in the areas of Family Meals and Clothing. Seven-eighths found use for skills in Housing; four-fifths of the families continued to use skills in Child Care; more than three-fourths in Relations; and more than three-fifths in Management.

TABLE X
FORMER HOMEMAKING STUDENTS REPORT CONTINUED USE OF
HOMEMAKING SKILLS

| Area | Yes | | No | | Some | |
|--------------|-----|----|----|----|------|----|
| | N | % | N | % | N | % |
| Family Meals | 37 | 97 | 0 | 0 | 1 | 3 |
| Clothing | 36 | 95 | 0 | 0 | 2 | 5 |
| Housing | 33 | 87 | 3 | 8 | 2 | 5 |
| Child Care | 30 | 79 | 2 | 5 | 6 | 16 |
| Relations | 29 | 76 | 0 | 0 | 9 | 24 |
| Management | 25 | 66 | 6 | 16 | 7 | 18 |

In the remainder of the questionnaire three out of four of the former homemaking students reported having shared skills and learnings with neighbors and other homemakers, and slightly more than three-fifths reported evidences of the families making use of the skills.

The data which were provided by the evaluation of home experiences and/or home practices of the twenty-two homemaking students and the eighteen adult class members and a comparison of ratings made of observations at the beginning and ending of school revealed that students were incorporating classroom and home experiences into home practices which were contributing to home and family living of her family.

After marriage and establishing homes of their own, former homemaking students reported continuing to use skills acquired while carrying home experiences and/or home practices. Almost all of the respondents reported using skills in Family Meals and Clothing; seven-eighths continued to use skills in Housing; four-fifths in Child Care; more than

three-fourths in Relations; and three-fifths in Management.

Perhaps the greatest strength of the present Home Experience Program for the Smackover Training High School as revealed by the findings was the almost one hundred percent participation by all three groups. To have all but two of the thirty-eight former students to report participation in home experiences and/or home practices while enrolled and only five to have stated that they had not developed any skills indicate excellent participation.

The greatest weakness revealed was the need to emphasize those specific areas of home economics which were identified as rating lowest by observation by the teacher and reported less frequently by former students, namely Management, Relations, and Child Care.

CHAPTER IV

SUMMARY

The purposes of the study were to: (1) determine if home experiences carried out as a part of classroom activities are being incorporated into home practices which contribute to home and family life of the individual and her family for three groups- students enrolled in Homemaking Classes I and II, adults enrolled in Homemaking Classes for Adults, and former students; (2) identify the strengths and weaknesses in the local Home Experience Program; and (3) formulate proposals for future development of the Home Experience Program.

The study was limited to: (1) students enrolled in Homemaking Classes I and II at the Smackover Training High School for the 1964-1965 term of school, (2) adults enrolled in Homemaking Classes for Adults for the 1964-1965 term of school, and (3) former students who had married and established homes in the community.

Instruments used for securing the data were: (1) direct observation, (2) homemaking department records, (3) observation cards, (4) rating scales, and (5) answers from a questionnaire distributed to former students now homemakers in the community.

An analysis of the data from the students enrolled in Homemaking Classes I and II revealed that after planning, carrying out, and evaluating home experiences and/or home practices there were some indications of classroom activities being incorporated into home practices which contribute to home and family living. The rating scale at the end of

school revealed that students' ratings had improved in all categories. Noticeable gain was in the categories of Management and Aesthetic where previously homes had shown weaknesses.

The data pertaining to the adults revealed that through classroom and shared family living activities new learnings had been incorporated into home practices. The same instrument used to rate the homes of the girls was used to rate the homes of the adults. The homes showed gains in all categories.

Data from thirty-eight former students revealed that more than nine-tenths of them continued to use skills acquired in the areas of Foods and Clothing. Seven-eighths continued to use skills in Housing; four-fifths reported use of skills in Child Care; three-fourths in Relations; and more than three-fifths to use skills in Management.

The analysis of the data of this study supports the writer's belief that home experiences and/or home practices can be incorporated into home practices of families of day school and adult students, and that these acquired skills and learnings are continued to be practiced after the student establishes a home of her own. Further analysis revealed the need for more learning experiences and classroom activities in all values, but especially for Cleanliness, Orderliness, Management, and Aesthetic.

Evidence points to the following conclusions and recommendations:

1. That homemaking students are sharing home experiences and/or home practices with their families and that students and their families are continuing to use these to improve family living.
2. That adults are contributing to improved family living through sharing classroom activities and learning experiences with family members.

3. That former students continue to use skills acquired while carrying home experiences and/or home practices after establishing homes of their own.
4. That families can be motivated to improve themselves through classroom activities, home experiences, and/or home practices.
5. That in future planning of home experiences and/or home practices greater emphasis should be placed on Cleanliness, Orderliness, Management and Aesthetic values of family living.
6. That revised rating forms be developed to use in obtaining more objective information concerning the incorporation of classroom experiences into home practices which can be identified through observations made by the teacher and evaluations made by the student.

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APPENDIX A

OBSERVATION CARD USED FOR RECORDING DATA OBSERVED IN HOMES OF
HOMEMAKING STUDENTS

Family Name _____ Date _____ Address _____

| Family Value | Strong | Average | Weak | Poor |
|--------------|--------|---------|------|------|
|--------------|--------|---------|------|------|

Cleanliness

House

Grounds

Orderliness

House and Furnishings

Grounds

Management

Time

Energy

Money

Resources

Aesthetic

Music

Books

Pictures

Community Participation

Church

Civic

Others

Health - Check-up

Regular Medical

Regular Dental

Human Relations

Family Attitudes

Family Goals

Family Relations

Personal Adjustment

COMMENTS:

RATING SCALE FOR HOMES OF STUDENTS AND ADULTS ENROLLED IN HOME MAKING
CLASSES AT THE SMACKOVER TRAINING HIGH SCHOOL

| Family Values | Strong | | Average | | Weak | | Poor | |
|-------------------------|--------|---|---------|---|------|---|------|---|
| | N | % | N | % | N | % | N | % |
| Cleanliness | | | | | | | | |
| House | | | | | | | | |
| Grounds | | | | | | | | |
| Orderliness | | | | | | | | |
| House and Furnishings | | | | | | | | |
| Grounds | | | | | | | | |
| Management | | | | | | | | |
| Time | | | | | | | | |
| Energy | | | | | | | | |
| Money | | | | | | | | |
| Resources | | | | | | | | |
| Aesthetic | | | | | | | | |
| Music | | | | | | | | |
| Books | | | | | | | | |
| Pictures | | | | | | | | |
| Community Participation | | | | | | | | |
| Church | | | | | | | | |
| Civic | | | | | | | | |
| Others | | | | | | | | |
| Health - Check-up | | | | | | | | |
| Regular Medical | | | | | | | | |
| Regular Dental | | | | | | | | |
| Human Relations | | | | | | | | |
| Family Attitudes | | | | | | | | |
| Family Goals | | | | | | | | |
| Family Relations | | | | | | | | |
| Personal Adjustment | | | | | | | | |

COMMENTS:

APPENDIX B

A Planning Sheet for Home Experiences

I. Name _____ Level _____ Date _____

II. My Aims

1.

2.

3.

III. My Plan of Work

IV. Information and Materials Needed

V. Places Where I Can Find Help

I. Suggested changes if I were doing the project again.

II. Changes that I made in the plans for carrying out the project.

III. How did these changes affect the project if any.

Name _____

Accumulative Record

Parents _____

Address _____

Home Experiences

School _____

| Area | First Year | | | Second Year | | |
|---|----------------|-----------------|--------|----------------|-----------------|--------|
| | First Semester | Second Semester | Summer | First Semester | Second Semester | Summer |
| Family Food Ventures | | | | | | |
| Clothes We Wear | | | | | | |
| Houses We Live In | | | | | | |
| Today's Children | | | | | | |
| Relationships: Personal, Family, Community | | | | | | |
| Special Interests | | | | | | |
| Consumer Problems | | | | | | |
| Crafts | | | | | | |
| Home Mechanics | | | | | | |
| Future Homemakers of America | | | | | | |

APPENDIX C

RESOURCE UNIT IN HOME EXPERIENCES EARLY AND MIDDLE ADOLESCENCE

| Objectives | Problems | Learning Experiences | Principles Generalizations | Evaluation | Resources |
|--|--|--|---|--|--|
| To help students correlate class-room instruction with home environment. | How can I use at home what I have learned at school? | Panel discussion- "Jobs I like To Do Best At Home" Role playing in various home-making tasks Have former N.H.A. member speak to class relating her home experiences. | Home experiences helps us to use what we have learned. | Observe students in activities to evaluate attitudes toward various homemaking tasks | You and Your Home, Greer Family Living, Duval Exhibit a completed home project |
| To help girls select projects that are family-centered. | What can I do to help my family live better? | Use checklists to find girls interest in projects. List on the board the ones most frequently mentioned. Discuss their possibilities for family-centeredness. | Home experiences are best when we share them with our families. | | Illustrative material T.V. Program "The Real McCoys" |
| To help girls plan goals for home experiences. | Where do I go with my project. | Check records of home experiences in the department files. | Good records can help us to plan our home experiences. | | Magazines Newspaper articles |

FOOD AND NUTRITION CHECKLIST

| | | |
|---|-------|-------|
| I. Have you had a problem in | Yes | No |
| 1. Selecting fresh meats | _____ | _____ |
| 2. Planning meals | _____ | _____ |
| 3. Setting a table | _____ | _____ |
| 4. Care and use of equipment | _____ | _____ |
| 5. Storage of food | _____ | _____ |
| 6. Party foods | _____ | _____ |
| 7. Amount of food to buy | _____ | _____ |
| 8. Using recipes | _____ | _____ |
| 9. Using measurements | _____ | _____ |
| 10. Serving attractive meals | _____ | _____ |
| 11. Using cheese in meals | _____ | _____ |
| 12. Using powdered milk | _____ | _____ |
| 13. Care of home freezer | _____ | _____ |
| 14. Family likes and dislikes | _____ | _____ |
| 15. Planning meals | _____ | _____ |
| | | |
| II. Would you like to learn more about? | | |
| 1. The basic four? | _____ | _____ |
| 2. Preparing frozen foods? | _____ | _____ |
| 3. Freezing foods at home? | _____ | _____ |
| 4. Planning meals? | _____ | _____ |
| 5. Snacks for the family? | _____ | _____ |
| 6. Meat cookery? | _____ | _____ |
| 7. Serving raw vegetables? | _____ | _____ |
| 8. Using commodity foods? | _____ | _____ |
| 9. Foods for special occasions? | _____ | _____ |
| 10. How to buy canned foods? | _____ | _____ |
| 11. Vegetable cookery? | _____ | _____ |
| 12. Vitamins in food? | _____ | _____ |
| 13. Purchasing fresh foods? | _____ | _____ |
| 14. Foods for the aged? | _____ | _____ |
| 15. New foods on the market? | _____ | _____ |

APPENDIX D

SURVEY OF HOME EXPERIENCES CARRIED OUT BY FORMER HOMEMAKING STUDENTS

I. Personal Data

Name (married) _____
 Last Maiden First
 Husband's Name _____
 Last Middle First
 Number of Children _____ Infants _____ Toddlers _____ School Age _____
 Is your husband employed? _____ Are you employed? _____
 Do you own your home? _____ Buying _____ Renting _____

II. Home Experiences and Home Practices

Please place a check (✓) mark in the column which answers the question.

| Yes | No | Some | |
|-----|-----|------|---|
| ___ | ___ | ___ | Did you carry home experiences in Homemaking I |
| ___ | ___ | ___ | Did you carry home experiences in Homemaking II |
| ___ | ___ | ___ | Did you do home practices in Homemaking I? |
| ___ | ___ | ___ | Did you do home practices in Homemaking II? |

III. What areas in homemaking did you complete projects?

Place a check (✓) mark in the column which answers the question.

| Yes | No | Some | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Family Meals (shopping, preparation, serving) |
| _____ | _____ | _____ | Clothing (construction, care, purchasing) |
| _____ | _____ | _____ | Relations (family, community, personal) |
| _____ | _____ | _____ | Family and Community Housing |
| _____ | _____ | _____ | Management (time, energy, money) |
| _____ | _____ | _____ | Vegetable Gardening and Food Preservation |
| _____ | _____ | _____ | Gardening (flowers, house plants) |

| | | | |
|-----|-----|-----|---------------------------|
| ___ | ___ | ___ | Laundering |
| ___ | ___ | ___ | Family Recreation |
| ___ | ___ | ___ | Child Care |
| ___ | ___ | ___ | New Homemakers of America |
| ___ | ___ | ___ | Others |

IV. What specific home experiences and/or home practices did you carry?

| | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Make menus for family meals |
| ___ | ___ | ___ | Shopped for family food |
| ___ | ___ | ___ | Prepared meals for the family |
| ___ | ___ | ___ | Cleaned kitchen after meals |
| ___ | ___ | ___ | Set attractive table for family meals |
| ___ | ___ | ___ | Made garments for self and others |
| ___ | ___ | ___ | Renovated garments |
| ___ | ___ | ___ | Care of sewing equipment at home |
| ___ | ___ | ___ | Selected ready-made garments for self |
| ___ | ___ | ___ | Pressing and care of clothing |
| ___ | ___ | ___ | Baby-sitting for family and others |
| ___ | ___ | ___ | Supervised play for young children |
| ___ | ___ | ___ | Making friends |
| ___ | ___ | ___ | Personal grooming |
| ___ | ___ | ___ | Relations with parents |
| ___ | ___ | ___ | Relations with siblings |
| ___ | ___ | ___ | Getting along with the aged |
| ___ | ___ | ___ | Care of floors |
| ___ | ___ | ___ | Care of furniture |
| ___ | ___ | ___ | Care of home appliances and equipment |
| ___ | ___ | ___ | Time saving methods in food preparation |
| ___ | ___ | ___ | Used time saving methods in house care |

| | | | |
|---|---|---|--|
| — | — | — | Time saving methods in clothing construction |
| — | — | — | Budgeting (family finance, personal finance) |
| — | — | — | Family night and selecting TV programs |
| — | — | — | Entertaining relatives and friends at home |
| — | — | — | Improving storage space at home |
| — | — | — | Shared in planning a new home for family |

V. Did you develop any new homemaking skills while carrying home experiences and/or home practices?

Place a check (✓) mark indicating your answer

Yes No Some

| | | | |
|---|---|---|---|
| — | — | — | Food We Eat |
| — | — | — | Clothes We Wear |
| — | — | — | Houses We Live In |
| — | — | — | Relations (personal, family, community) |
| — | — | — | Today's Children |

VI. Have you continued to use these skills in your own family?

| | | | |
|---|---|---|---|
| — | — | — | Food We Eat |
| — | — | — | Clothes We Wear |
| — | — | — | Houses We Live In |
| — | — | — | Relations (personal, family, community) |
| — | — | — | Today's Children |

VII. Have you shared these skills with other homemakers and/or neighbors?

— — —

VIII. Are there evidences of the families making use of the skills?

— — —

VITA

Mary Helen Sledge

Candidate for the Degree of

Master of Science

Thesis: HOME EXPERIENCES AS DETERMINANTS IN FAMILY LIVING

Major Field: Home Economics Education

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