

DEVELOPING A HOMEMAKING EDUCATION PROGRAM  
WITH LIMITED FUNDS

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By

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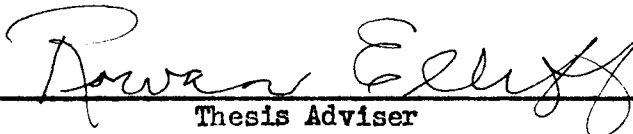
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## PART I

### NEED FOR A FUNCTIONAL HOMEMAKING PROGRAM

Many of the students enrolled in the high schools of today will likely not attend college and many of those who do will not enroll in homemaking. Since every individual is the product of family life, in a social as well as a biological sense, it is necessary that he understand how fundamental is the role of the family in our society.

Many educators agree that the home holds first place among the social institutions in developing and guarding human values. What a child is to become depends first of all upon the kind of family which was responsible for his upbringing. It seems logical, therefore, to assume that one of the responsibilities of education is to improve and develop home and family life. This makes it important that there be a functioning homemaking education program in every high school. Establishing a homemaking department in a high school where none has previously existed is a problem of interest to students, parents, homemaking teachers, and administrators. It is a concern, likewise, of all teachers and administrators in high schools where there is a need for a functioning homemaking education program. It is especially important when a lack of finances has been responsible for failure to establish a homemaking department.

The study proposed to show the importance of a functioning homemaking education program to people in the Glencoe, Oklahoma Community, who were doubtful as to the effects of and the relationship between the home and a functioning homemaking program within the school.

When the teacher talked the situation over with her superintendent she found that they agreed with thinking educators that an education should provide all youth with an understanding of the rights and duties of the citizens of a democratic society. It should stress the need for individuals to cooperate in activities being conducted for advancement of their community, state, or nation. It should develop an understanding of the significance of the family for the individual and society, as well as those factors which help to make family life successful.

Then the teacher explored literature available to see if she could become articulate in stating the value of a functioning program in home-making and its relationship to family and community living.

She summarized her thinking in terms of a philosophy of education which holds that life in a democratic society requires that an individual be able to think for himself. His school life should be such as to encourage optimum development of personality. It should encourage individual and group responsibility for promoting common concerns, and allow for free play of intelligence. It should provide opportunities for developing tolerance, cooperation, reflective thinking and creativeness. In order to do this the high school curriculum should include subjects that acquaint the student with art, music, literature, and nature, as well as those that develop skills and attitudes that make individuals intelligent and productive participants in economic life.

The goal of teachers should be "the maximum development of the individual" which implies that a teacher must first consider the needs of students. The more immediate the need, the more important it is that it be considered in the curriculum.

Such a point of view implies the belief that it would be better for students to develop understandings rather than to acquire only information,



skills, and habits; and that the habits students form should be flexible rather than fixed.

Education should stress the need of a student to grow in ability to think rationally, to express thoughts clearly and to read and listen with understanding. It should help the student to develop respect for other persons, and to be able to live and work cooperatively with others in social-civic relationships. It should provide help in the wise use of leisure time, and stress the importance of balancing the activities which yield personal satisfaction with those that are socially useful.

The teacher who has these beliefs will try to motivate interest before attempting to teach a specific unit or subject. He will keep in mind that the student's interest is determined by his past experiences, his maturity and his plans for the future. Therefore, it will be necessary to plan so each child may grow at his own rate of speed and pattern, and ultimately achieve the highest possible development for him.

Much emphasis has been placed on teacher growth stressing organizational leadership which considers teachers, the community, and students rather than those situations where the only organization is dictated by those with rank or authority. The force in planning should then be of such nature that teachers help to work out policies and procedures in relationship to group-selected objectives. This experience is desirable for teachers if democratic procedures are to be used in classrooms and learning activity on a democratic basis are to be experienced by the student in working out interest-based units.

The fact that there is a law against child labor does not eliminate the desire of the adolescent for economic independence and security. On the contrary it places a new responsibility upon the secondary school, in that it must help him to achieve a sense of adult status. The student

needs help in meeting his needs for assurance of capacity to do adult work and for guidance and preparation for an occupation.

Thus, the school is seen as a simplified version of society. It should be set up so the situations faced by the students will be as nearly as possible like those they will face in real life situations.

The great stress placed by present methods of instruction upon knowing the student, his capabilities and interest, and something about his family background as well as his hobbies and work experiences makes it mandatory that some sort of cumulative record be kept. This record should be anecdotal and impersonal. It should be simple, easily kept, and available for study. The handling of work assignments takes on a new meaning when carried on under such conditions. It will usually create a basis of understanding between the teacher and student. While the school program cannot be based upon the exceptional or the problem child much of the teacher's time and energy may be taken by these two groups, thus cutting the effective help available to the normal group.

The beliefs outlined provide the basis upon which a homemaking teacher may proceed in attempting to establish a functioning homemaking education program.

In order to promote such achievement, the teacher did the following things to give direction to the endeavor:

1. Explored available literature.
2. Stated her philosophy of education.
3. Arranged conferences with the administration, which dealt with the problem.
4. Made personal contacts with parents in the community.
5. Studied the psychological and therapeutic value of crafts within the home.

6. Discussed the need for a homemaking department with the parents at the Parents and Teachers Association meetings.
7. Proposed and followed a suggested guide for establishing a functional homemaking department.

Since the basic problem was how to maintain a functioning homemaking program, it was necessary to decide what makes a program function. In order to do this the following criteria developed and used by Seelig were accepted:

#### Criteria for a Good Homemaking Program

A good homemaking program:

1. Places emphasis on the value of the home in maintaining and developing democracy.
2. Has as its goal the development of desirable members of the home, the community, the nation, and the world.
3. Is broad and includes all areas of homemaking.
4. Provides training in homemaking for boys and men as well as for girls and women.
5. Makes constant adjustment to the changing needs of changing times.
6. Provides opportunity for the development of interests, appreciations, attitudes and abilities including skills and ability to use the techniques of reflective thinking.
7. Employs a teacher who has a broad educational background and keen understanding of human values and relationships, an interest in and sympathetic viewpoint toward students together with knowledge and ability to use good teaching techniques.
8. Has an administrator who recognizes and seeks to provide adequate facilities for successful development of the various areas of the program.<sup>1</sup>

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<sup>1</sup>Seelig, Jessie Hall, Suggestions for Developing a Functional Homemaking Program for High School Boys. (Master's Thesis, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1952). Pp. 6-7.

It was believed that a program which would meet the above criteria would be helpful in preparing the students to meet the problems which might be encountered in their present homes as well as in the homes which they might establish in the future.

## PART II

### SECURING PLANT AND EQUIPMENT AT LIMITED COST

An educational program must be designed to meet the needs of the community concerned. The writer attempted to adapt and to apply her educational beliefs in establishing a functioning homemaking education program in the high school in Glencoe, Oklahoma.

Glencoe, a small village with the population of 300, is located in the north central part of Oklahoma. The educational status of the people is somewhat higher than that of the average village of the same size. This is no doubt due, in part, to the fact that Glencoe is only sixteen miles northeast of Stillwater, the home of Oklahoma Agricultural and Mechanical College. This is perhaps the reason why there are so many organizations and clubs of which Lions, Masons, Eastern Star, Odd Fellow, and Rebekah are most active. There are four churches, each of which is well supported.

The school has nine classrooms. There is a gymnasium and a lunch-room in the main building and a separate room houses vocational agriculture. There are eleven teachers and two hundred and sixty-four students. For the most part, the students in Glencoe High School are from rural homes; but whether they are from the village or the surrounding rural areas, the income is dependent upon agriculture. Cotton has long been the chief crop, but the raising of beef cattle has been gaining importance in the last few years.

Even though the economic status has increased greatly among rural people, the students have few luxuries and are happy to learn how to improve, and do better with the things they already have.

### Statement of the Problem

In the fall of 1950 there was no homemaking department in the Glencoe High School. Some cooking had been done in the school kitchen under the direction of the commerce teacher, but a real homemaking education program had not been provided.

### Fundamental Hypothesis

When a homemaking teacher is genuinely interested in establishing a functioning homemaking education program, is ingenious and works with students, administrators and members of the community in developing such a program and interpreting it to the community the department may grow and become a vital part of the life of the community even if funds are limited or practically non-existent, and that evidence of improvement due to work of the department can be secured.

Some of the evidences of the validity of such a hypothesis are:

1. A teacher who is alert, ingenious and industrious and uses good teaching techniques influences students to become interested in studying homemaking.
2. Students carry their learning over into their home situations and the community and becomes interested in homemaking.
3. Ways are found to display work done by the students and more people in the community become aware of the advantages of a homemaking department.
4. Students help to establish a department and feel a part of it.

5. The administration recognizes the value of homemaking.
6. Students learn and carry over what they have learned into their everyday living.
7. Members of the community see the value of a homemaking education program and become interested when they help find ways to finance the program.
8. Members of the community become a part of a homemaking education program and encourage and assist in its development when they have a part in its establishment.

For use in this study the writer has used Good's definition of function:

The function of taking a scientific interest in traits, abilities, and personal welfare of the student, of training him to think, of helping him to organize his studies effectively, of making his college and life experiences profitable to him to an optimum degree, of assisting him to fit into his place after leaving junior college whether in a higher educational institution, in a life occupation, or in a way of life.<sup>1</sup>

### The Teaching Situation

There was no space where homemaking could be taught and very little money was available with which to buy equipment. A teacher had been employed by the Glencoe School Board to teach homemaking, but did not see the school building before the beginning of the term. The first day she reported to teach homemaking, she found there was no department available and no equipment with which to work. She submitted her resignation to the superintendent and he immediately made an effort to obtain another teacher. The writer reported to Glencoe High School on the second day of the term to serve as a temporary teacher. Even though she

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<sup>1</sup>Good, Carter V., Dictionary of Education, p. 179.

had no desire to accept the position permanently she wanted to do the best teaching she could during the time she was substituting and help the superintendent to establish homemaking in the high school. After several weeks had passed the superintendent asked her if she would accept the position until the end of the school term. By this time she had come to know the students and their needs and it had become a challenge to her to try to establish a functioning homemaking education program even though no funds were provided for financing it. She believed that if the patrons of the community and especially the board of education were shown the desirability and value of homemaking it would be much easier to get support for a functioning program.

The teacher and the students investigated the possibilities to see if space could be found within the school building to enable them to have a room which could be called their own, instead of using the school kitchen which had sufficed in previous years for school activities which called for preparation or serving of food.

After receiving permission from the administration to use the old library for a homemaking department it became the responsibility of the teacher to introduce a functioning homemaking education program. She recognized that in order to accomplish this she must be alert, ingenious and industrious and use good teaching techniques, and that the students should carry their learning experiences over into their homes. She thought that if the students helped to establish the department they would feel a part of it and if ways were found to display their work more people in the community would become aware of the advantages of a homemaking education program.

Before the program could operate efficiently there were a few things that had to be taken into consideration. They were:



1. Selecting and arranging the space and equipment so it would be usable and as homelike as possible, even though the space was small and the equipment meager
2. Determining the objectives to be attained through first understanding each student individually and his needs in the Glencoe Community.
3. Selecting books, magazines, pamphlets, and any other teaching material which would help achieve desirable objectives.
4. Applying methods which would help to achieve the objectives accepted by teacher and students and thus function in the everyday lives of the people in the Glencoe Community.

Solution of the problem outlined and defined in the basic hypothesis required that the writer undertake certain tasks:

1. Interest the students in a homemaking education program.
2. Keep alert as a teacher.
3. Help students see where that which was being taught could be carried over into the home and community.
4. Give each student an opportunity to help in establishing the department so that she would feel a part of it.
5. Invite the administrators to meals which had been prepared by the girls and exhibit work done in the homemaking classes so that the value of a homemaking education program would be recognized.
6. Make displays in stores of work done by the homemaking classes so that parents and members in the community would see the value of and become interested in helping develop a homemaking education program.

7. Encourage and accept help from parents and members of the community in developing the program.
8. Organize a broad homemaking education program designed to meet the needs of individual students, families, and the community.
9. Use effective methods in teaching.
10. Secure cooperation of students and mothers in appraising the improvement made by students which might be attributed to the homemaking education program.
11. Record experiences in developing a homemaking education program in Glencoe High School.

The attainment of the over-all objective of improving home and family life and of helping young people toward a vocation in homemaking requires that the teacher emphasize the importance of the students' appreciation of the worth-while functions of a home and experience pleasure which can come from tasks well done.

#### Providing Space and Equipment

The space occupied by the department should create an atmosphere conducive to the promotion of the spirit of homemaking. It should resemble, as closely as possible, real home situations because the training obtained in the school situation will set a standard for many future homes. Ivol Spafford says that:

Before setting out to provide a place for teaching home economics or improving the one already available the basic beliefs concerning the place of the educational environment in teaching home economics should be thought through and these then interpreted into working practices. Three points should be settled in determining the criteria against which to measure practices: the ideals considered important in home-making; the standards, present or desirable and attainable with reasonable effort, for the homes of the community; and a definite notion as to what is good teaching in home economics.<sup>2</sup>

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<sup>2</sup>Ivol Spafford, Fundamentals in Teaching Home Economics, pp. 294-95.

There was no room available for the teaching of homemaking, but a small room on the second floor of the high school building which had been used as a library was utilized. Many of the books had been moved to a temporary library which was set up in the study hall. This left a small space which was not in use. The girls asked the superintendent if they could have the room for a homemaking department. He gave them permission to use the room, but there was no equipment whatsoever. The girls knew of an old stove which had been discarded by the school cooks and stored in the basement. This stove was moved into the homemaking department. Mice had torn out nearly all the asbestos from around the over and all the burners and shelves were badly rusted. The girls spent the first week cleaning and sanding the stove. It was far from being what one would want in an ideal situation, but it was not far from the type of stove many of the girls would be using in their homes, and so it was decided that the stove would be used until a better one could be secured.

It had not been the custom to charge homemaking fees, but one girl suggested that since they paid fees in other laboratory courses it would be a way of helping to finance the teaching of homemaking. Other students agreed and the thirty-six students paid fifty-four dollars in fees which was spent to buy dishes, silver, cooking utensils, and other bare necessities needed to start a unit on the preparation of food.

The girls were so interested that they discussed with their mothers and other women in the community what they had done and what they were doing. One of the mothers knew that two sewing machines, which had been used by women in the Works Progress Administration Program were stored in the Glencoe Masonic Hall. She thought they could be made available for use in the new department. The teacher learned that these machines

were stored by the county. She asked the county commissioner if they could be used by the students in the department. He knew nothing of their existence but saw no reason why they could not be used. The next day the students moved the two machines into their department. Since each student felt that she had helped to make the department, she continued to look for something she could contribute. This action strengthened the writer's belief in Mort and Vincent's statement that:

Interest is a source of power in motivating learning. When you are interested in a thing you are in it and feel a part of it; the battle is half won so far as learning more about it is concerned. This means that a teacher who doesn't hook his teaching to whatever pupils feel they are already a part of is not making the greatest use of the powers he has at his command.<sup>3</sup>

When the clothing construction classes were started the teacher was more than a little worried as to how she was going to manage to teach with only two sewing machines. The students and teacher decided to use part of the homemaking fees collected for the year to buy another sewing machine.

The girls contributed so many farm products for use in preparing food that there was ten dollars left from the fees collected. The teacher and the girls went to the local used furniture store and bought a third machine with the ten dollars that remained. A mother donated a fourth sewing machine and the girls started their sewing with all the interest and enthusiasm a teacher could hope to have.

#### Acquainting the Community with the Program

When the garments were finished they were modeled by the girls in a style review. Invitations were given to all the parents and women in

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<sup>3</sup>Paul R. Mort and William S. Vincent, Modern Educational Practice (New York, 1950), p. 71.

the community. The girls displayed all their scrap books, textile paintings, and house plans which had been made during the year. This style review and open house combination did a great deal toward convincing the community of the value of homemaking.

The women examined and commented on the articles beautified by textile painting and asked the teacher if she could teach them how it was done. As a result, an adult class was organized. It met in the homemaking department every Monday night for six weeks. The teacher felt that while she was teaching the mothers how to do textile painting it was also a contribution toward a family centered homemaking program and was helping to obtain the good will of the community.

Progress went slowly the first year, but the need for homemaking was plainly visible to all patrons in the community. The second year the term of school started on September the first. September the twelfth (only two weeks later) was set as the beginning of the Glencoe Fair. Since the fair attracts more people into town than any other event during the year, it was recognized as an opportune time to display work which had been done in the homemaking classes.

Barbara, whose father owns a grocery store, received her father's permission to use a store window for display. It was a problem to decide what could be done in such a short time, and yet be something of which the girls could be proud. Together it was decided that simple home crafts would be "eye catching," and that they could be done in a short time and be a learning experience for the girls.

The next question was to decide what could be made in the time available. The teacher showed several crafts from which the students might choose, keeping in mind the expense of making, the practicality

or usefulness of the item as well as the amount of time required in making.

The homemaking I class chose the making of ric rac ear screws and woolen yarn belts as their project. The homemaking II group chose to make luncheon cloths, napkins, tea towels, place mats, and handkerchiefs, using colored threads drawn through to replace the ones which had been pulled out. The homemaking IV class chose the making of hand tooled leather purses.

All of these were displayed in the window of the grocery where people could see them as they passed by. A poster was made which had the words "Homemaking Display" written across it. The students would linger near by and listen to the comments of the patrons as they looked at the display. Such statements as: "Did they really make those?" or, "I'd like to do that," or "My daughter made those," were heard.

During the following week many compliments were paid to the homemaking teacher as well as to the girls. This created a great deal of enthusiasm on the part of the girls as well as their parents.

#### Community Cooperation

The members of the Parents and Teachers Association carry on a special project each year. They do several things during the year to raise money, then they spend the money on a particular project which they wish to finance.

The first Parents and Teachers Association Meeting was held on the first Monday in October. Each teacher listed the needs of his or her department and gave the list to the secretary. The parents voted upon which of the requests they wanted to sponsor as a project for the year. They decided, since the homemaking department had no refrigerator, they

would attempt to make enough money to purchase a refrigerator for the department.

The sewing machine which was loaned to the department was returned at the close of school the previous spring. This meant the girls must find some method to raise money to buy a sewing machine. The owner and operator of a used furniture store is a member of the Glencoe School Board. He agreed to sell two good used treadle sewing machines for twenty dollars, so the girls sold Christmas cards and with their profit bought the two machines.

#### Cooperation by Administration and Other Departments

The vocational agriculture boys had become much interested in watching the girls work in the homemaking department. They would visit every noon to see what progress was being made. The superintendent was in the department one noon hour when the boys were there. They began discussing the need for a sink and cabinet, and told the superintendent if he would buy the materials needed they would do the building. He agreed, so the vocational agriculture boys and their teacher built a very satisfactory unit of cabinets with a built-in sink to be used by the girls in the homemaking classes. They covered the cabinet table top with red inlaid linoleum which made a beginning toward a colorful and cheerful place in which the girls could work.

The superintendent asked the girls to suggest what one thing they would like most to have for their department. They all agreed that a linoleum floor covering would be their first choice since it would help the appearance and make the department easier to clean. This decision was a result of what the students had learned from a unit on interior decorating which was planned and taught to the homemaking III and IV

classes. Each girl made a scrap book showing a floor plan with a living room, dining room, kitchen, bedroom, and bath. Plans were worked out in colors as they developed a color scheme for the department. They started by using red linoleum on the sink top. They chose pale green for the walls and decided that a gray linoleum with red and green flakes would be very pretty on the floor and that it would show little soil and be in harmony with the rest of the room. So, the superintendent purchased the pattern chosen by the girls, in a wall to wall linoleum for the entire department.

One of the school board members noticed that the girls were washing their tea towels by hand and that all the sewing machines in the home-making department were treadle machines. He talked with the superintendent and made it possible for the school to buy a small portable washer and a used electric portable sewing machine, as well as twelve beautiful new classroom chairs.

The members of the Parents and Teachers Association became very much interested in the work being done by the homemaking girls. This interest, no doubt, was in part a result of the crafts display which was shown at the Glencoe State Fair. The well-made garments the girls took home, learning experiences which carried over into the home, and the worthwhile practices and ideas that were learned in the department were abundant evidence of the functioning of homemaking in the lives of the students. Since most of the homemakers in the Glencoe Community used a well-known commercial brand of household supplies, it was decided that a party could be given in the homemaking department, and that a part of the proceeds from the sale of products would be set aside for the use of the homemaking department. The party was given and every woman present



cooperated by buying at least one item. A total of \$101.93 worth of products were purchased by the women.

At the close of the 1952-53 school term the members of the Parents and Teachers Association did not have enough money in their savings account to purchase the refrigerator for the homemaking department, which was the goal they had set at the beginning of the school term. However, they agreed to spend the money they had for materials which would make the homemaking department a more attractive and desirable place in which the students could work during the following year.

The members purchased cake pans, pie plates, a water pitcher, sixteen water glasses, a china service for eight, and two pyrex baking dishes for use in preparation of food. They also purchased a buttonhole maker for the clothing classes and twenty yards of unbleached muslin to be used for curtains for the windows in the homemaking department.

The walls were still very dirty and water stained. They had many cracks and much of the plaster was completely gone. Since the homemaking girls had been wanting the room painted it was agreed between the girls and members of the Parents and Teachers Association that if they purchased the plaster patch and the paint the girls would fill all the cracks and paint the department.

The new equipment thus provided, paint for the department and material for curtains inspired the girls with new interest in beautifying their department. They decided that the first thing they needed to do was to prepare the walls for painting. They were swept well and brushed with steel brushes to remove all the old loose paint. The cracks were then filled with the crack filler and holes filled with plaster patch. This was allowed to dry thoroughly then it was sanded well to make a

smooth surface. It was at this stage that the girls, who had been skeptical of the possibility of making the room attractive, began to take interest. Everyone wanted to paint, even the boys in the study hall wanted to help. They worked enthusiastically. Their interest and help created even more interest in the girls. The ceiling and woodwork were painted white. The walls were painted light green to harmonize well with the new linoleum and red cabinet top.

The making of the curtains created quite a problem. It was difficult to decide what type would be appropriate for the room, since both the living area and the kitchen units are in one room.

Many magazines and books were employed in finding the style or type of curtain which would be suitable for both a living room and a kitchen. The students decided that tier curtains would be suitable. They decided to use two tiers with two rows of green bias tape exactly the color of the walls, placed at the bottom of each tier with a red row of the bias tape placed between the two green rows to match the red cabinet top.

Bulletins on the making of curtains were studied. The amount of fullness was determined and the amount required for each tier was figured. Every seam was measured accurately so when they were joined each would be exactly the same. The distance between each row of the bias tape was measured carefully and basted in place to insure straight rows.

It was hoped that the decorating of the homemaking department would help the students develop their abilities in thinking through a problem as well as in recognizing and stating generalizations which grew out of the problem.

The members of the Parents and Teachers Association were so pleased with the improvement they had made to the homemaking department that they

decided they would again attempt to purchase the refrigerator which they had planned to buy the preceding year.

The teacher wrote several of the major manufacturing companies and asked for information in regard to their school plan. The information was received and presented at the March meeting of the Parents and Teachers Association. The features of each refrigerator were discussed and evaluated by the parents. It was then voted that the teacher should make arrangements to purchase the eight foot electric box which had been selected by the parents to be placed in the Homemaking Department of Glencoe High School.

The refrigerator was installed in April after the teaching of the preparation of food had been completed for the year. However, it will be a great help in the future in preserving foods and when the preparation of foods is being taught.

### PART III

#### GUIDING THE DEVELOPMENT OF A FUNCTIONING HOMEMAKING PROGRAM

This study proposed to show how a functioning homemaking department can be established when no funds have been provided for it in the school budget. It also attempted to show how the people in the community can be made to see the desirability and value of a functioning homemaking education program when students carry over that which they have learned into their homes and community.

Attention was previously called to the fact that when the writer began teaching in Glencoe High School there was no homemaking department and that any money which would be needed to finance a new department would have to be earned by the students taking homemaking. A third problem which confronted the superintendent, the teacher, and the students was that the community, as a whole, had not accepted the idea that the teaching of homemaking would have value to the student. Many patrons believed that homemaking consisted of only cooking and sewing and as a rule the mother thought she was capable of teaching these skills to her own child. Therefore one job of the teacher was to help the community see the value of homemaking in high school.

The teacher and the superintendent believed that democratic principles should be incorporated whenever and wherever possible. John Dewey<sup>1</sup> describes a democratic situation as one in which all affected by the

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<sup>1</sup>Kilpatrick, William H., "John Dewey's Ninetieth Birthday," N. E. A. Journal, (October, 1949), 529.

decision have a share in making it. It was decided that the parents in the community should be informed as to what present day homemaking includes.

A record of means used in attempting to develop a functioning homemaking education program shows that the following things were done early in the first semester.

1. Conferences were held with the superintendent and students to discuss the possibilities of obtaining space for a homemaking department.
2. Areas included in present day homemaking were discussed with the parents at the Parents and Teachers Association Meetings.
3. A dress review was had to show the parents the growth which the students had made as a result of their clothing construction unit.
4. An adult class in textile painting was organized and conducted.
5. Furniture renovation was studied and furniture from the homes of the girls was painted and reconditioned.

It was hoped that by such demonstrations the parents would have evidence of the value of homemaking. Since the cooperation of the parents was needed if a functioning homemaking education program were to be developed, it was necessary to obtain their interest and approval as quickly as possible.

The major problem of the students who wanted to take homemaking was: to find space where a department could be located; to find means of financing the purchase of necessary equipment; to recognize their own needs; and to limit choices to what could be provided at the time with funds available. These plans were then stated and given to the

superintendent who approved and began to help the girls, and the teacher, work out such solutions as seemed possible for their problems. It was recognized that all of the needs could not be provided or obtained immediately, so the list was arranged in order of importance. Since no textbooks, library books, bulletins, magazines or any other types of reference material were available it was decided that the classes should begin with a unit concerning the care of household equipment. To do this, the stove which the girls had brought into the department from the basement was thoroughly cleaned; a table which had been discarded was tightened, glued and painted white to be used as a kitchen table; the vocational agriculture boys built a kitchen cabinet for the department; but equipment was still so meager and so limited that it was difficult to determine what would be the most logical units to teach first. Since the teacher wanted to be sure to keep the interest high, she asked the students what they wanted to do first. From each came the answer, "cook." Without any cooking utensils this was quite an order, but the teacher and the students went shopping with the fifty-four dollars collected from homemaking fees and bought enough equipment to make it possible to have a satisfactory experience in food preparation. Enough bulletins were secured from the Extension Division of Oklahoma Agricultural and Mechanical College to provide help in teaching the preparation of foods and to provide each student with some guidance in addition to that which the teacher and the available books made possible.

Six weeks were spent in this activity and by the end of this time enough material and equipment had been accumulated to make it possible to carry on other units with a reasonable amount of success.

It was important that the parents see evidence of growth in the

accomplishment of specific tasks within the various areas of homemaking. Growth in some areas was more evident to the parents than in others. This was especially true where concrete evidence was available or, where the new knowledge obtained in the homemaking class was put into immediate practice at home. The parents had evidence of growth when Mary came home with a beautifully constructed garment, the product of her skill in a unit devoted primarily to clothing construction. They had another kind of evidence after she had completed her personal health unit and the entire family became conscious of their responsibility for maintaining good health.

With this in mind the teacher tried to provide a variety of units dealing with different aspects of homemaking which would give concrete evidence of growth along with those which were less spectacular but necessary for the advancement of a comprehensive homemaking education program.

1. Several different types of work completed during a unit in handicrafts were displayed in store windows.
2. A unit was devoted to the improvement of the personal appearance of the girls and they gave constructive criticism to each other.
3. The principles of art were studied and applied whenever and wherever possible.
4. A short unit in consumer buying gave the girls an opportunity to learn what to look for when making purchases.
5. The keeping of a chart of time used and money spent helped develop better management.
6. The importance of eating proper foods and the deficiencies which occur when they are not eaten were stressed.

7. The different types of meal services were studied and discussed then each was used at least once during the foods unit.
8. The accepted rules of social behavior were discussed and the importance of using them in everyday life was stressed.
9. The importance of health and safety was studied.
10. Relationships were discussed and many personal problems were stated and discussed with the hope of finding a method by which they could be solved.
11. The choice of furniture and its arrangement was studied.

#### Guiding the Development of Students

One of the tasks of homemaking education is to provide the learner with experiences that develop ability to think through and solve problems in relation to himself and his family. Students can be guided to recognize needs if they can have the experience of meeting these needs and are directed in developing generalizations that can be applied in solving similar problems in their homes they may apply them in the use of materials and means available in their homes and will know how to find and use sources of help.

The technique used in guiding students in decorating the homemaking department serves to illustrate how students were led to think through and solve problems. The teacher asked students what they thought was needed to make the homemaking department a more desirable place in which to work, being sure to limit the list to only those things which could be done by the girls themselves or financed with the money available.

A number of problems were listed including: making curtains, painting walls, making book cases, and painting woodwork and furniture.



Since painting the walls was named by every student, that activity was chosen as a starting point. The students were then asked to name the problems they would have to solve. These problems included methods of filling cracks, type of crack filler to be used, how the paint which was peeling from the walls could be removed, what colors would be best, and what type of paint should be used.

These problems were analyzed and sources for possible solution were investigated and used. They used pamphlets, magazines, and help from a professional painter. The bulletins and magazine articles consulted contained information about how to fill cracks and how to do one's own plaster patching, but since both of these gave only methods and no brand names of materials, a professional painter was consulted to find which of the many types of crack fillers on the market proved to him to be the most successful.

Methods used in applying paint were studied and the students decided which seemed to be the ones they thought would work most satisfactorily in their particular situation. These were then used and appraised and generalizations were made concerning methods which could be used in repairing the plaster in homes.

After the students had the experience of solving this particular problem they were helped to recognize the steps which were used in solving the problem with the idea in mind that if they recognized the steps used in solving this problem they could also use it when faced with a new problem.

#### Application in a Home Experience

There were several of the students who painted and redecorated their rooms during the summer vacation but for this study the decorating

done by Deloris Tucker serves to show the carry-over value received from helping decorate the Homemaking Department in Glencoe High School.

A hardware in Glencoe was having a "close out" sale and paint was selling for half price. Deloris checked to see what colors were available. She had hoped to purchase chocolate brown so that she could use the same draperies and bedspread that she had in her room. When she found that there was no chocolate brown paint she had to decide what other color could be used. There was such a limited number of colors that she could not find one that she thought she would like with her present draperies and bedspread. She had made a pair of draperies for her brother's room which had a small maroon figure in them. She noticed that there was maroon paint which seemed to match. She asked her brother if he would mind changing draperies with her. He was quite willing so she purchased the maroon paint.

She removed all the old loose paint from the walls by using a steel brush. She filled each crack and followed all steps which were done in decorating the homemaking department. She now has a clean, attractive room from one which was very dull and drab. Deloris lives near the school and many of the homemaking girls have seen her room.

The decorating of the homemaking department had served to interest and create the desire in the girl to make her room more attractive. It is expected that Deloris' experience will serve to create a desire in other girls to improve their own rooms.

#### Illustration of Cooperation Through Exchange of Classes

##### Teaching a Unit in Everyday Manners

The girls in the Homemaking classes had been having a unit entitled "Manners in Everyday Living." After the unit was finished and

the teacher and students were in the process of evaluating, the girls remarked they were finding it very difficult to put into practice any of the accepted rules which had been studied, since most of the rules required the cooperation of the boys. Unless the boys knew what was to be done in the different situations it was practically impossible for the girls to follow the rules.

Specific examples of the things to which they had reference were given. One said that each time she went to her side of the car she was hoping her boy friend would open the car door for her, but each time he would get in on his side and let her open her own door. Several of the girls agreed they had the same problem.

Another of the customs which had been practiced in the Glencoe Community was for the boy to drive up and honk outside the girl's home when he arrived for a date. Several of the girls decided they would sit in the house and wait until the boy came to the door, as their teacher had suggested, but the boys just waited outside and honked again. In the cafe the girls would tell their boy friends what they wanted to eat, but when the waitress came the boy would give only his order and it was up to the girl to either give hers or not have it given. Others would wait in the theater for their boy friends to lead the way in but the boys would wait for the girls to go first.

The girls asked if it could be arranged so the boys could have some help with manners in everyday living. It was evident that the girls' experiences were going to be of very little value unless the boys, in turn, were given an opportunity to learn what was expected of them. Arrangements were made for the homemaking teacher to work with the boys for a week.

At first the boys did not seem greatly interested. They laughed and made remarks about having to take homemaking. The first day was made as interesting as possible by an exchange between the teacher and the boys of related stories about anonymous people who had made particular social errors. The Superintendent of Schools told of the importance of accepted rules of behavior in social events of the officers in the United States Army, and of his experiences as a lieutenant colonel where he knew of capable men who were not given promotions because of their lack of knowledge of accepted social rules. He told of one example where an officer failed to rise when his commanding officer's wife walked into the room and that later it was the principal reason why the officer was not given a promotion.

With these in mind the boys began to see there was a need for knowing the rules for which they had an immediate need and likewise those which would be helpful to them in other social groups which required their use.

There were to be only four more days of instruction and since the boys wanted to cover as much material as possible in as simplified way as could be found they were each given a bulletin which contained basic rules for accepted behavior in everyday living. They were asked to read the bulletin and to feel free to ask any questions which might be of interest to them. The second day they listened quietly and took notes. The third day they began to ask questions and show a real desire to know what to do in various situations. By the fourth day it had become a game to stop and let the girls out of the classes first, open the doors for the women teachers, seat the girls at their typewriters during typing period, and rise in a body when the home economics teacher entered the room. They were carrying it a little too far in many cases, but the

teacher knew this was due to their feeling of insecurity and awkwardness and to their sense of humor.

The week following the unit of instruction the boys were extremely polite. The class was the topic of conversation in the home and the school. The parents took occasion to commend the teacher on her instruction, expressing their thanks and telling the things their sons had told them they had learned. It took about three weeks for the novelty to wear off, but by the fourth week it had become a part of the everyday lives of the boys to open the car door for the girls, walk on the outside of the curb, open the door and let the girls out first and the other courtesies which are expected of them; but they soon quit seating the girls at the typewriters and rising in a body when the home economics teacher walked in. It is quite probable that the reason for the boys' former rudeness was not because of a lack of consideration but rather due to a lack of knowledge of what to do.

At the end of a month from the time the boys had finished their week of homemaking education instruction, questionnaires were given the home economics girls with the following three statements to be completed:

1. The improvement I have seen in the boys due to the unit in the use of everyday manners:
2. Comments I have heard that were made by the boys:
3. Comments made by the parents:

The girls reported that the boys were using their newly acquired information, that they were pleased with the unit and felt it was worth their time. The parents stated that they thought it was as important for the boys to know how to act as it was for the girls and they were very happy the boys had been given the opportunity to learn to use accepted manners and customs.

When any new unit of work was introduced the teacher had good illustrative material to show to the students to help them set standards for choices. They analyzed the factors which made the examples good. Then they were given an opportunity to examine examples that were less well done or poorer in quality and were guided in developing judgment whether the particular unit was concerned with objective material or human relationships.

Students were encouraged to state and apply generalizations and to choose home experiences to use what they had learned.

## PART IV

### SECURING EVIDENCE OF ACHIEVEMENT

Evidences of carry-over value serve to give both students and parents assurance and to build respect for the work of the homemaking education department within the community.

In order to secure such evidence a check list was prepared to find the opinion of the students and their mothers as to the extent to which they believe the homemaking education program in Glencoe High School had functioned in the development and improvement of students who have been enrolled in homemaking classes during the years 1952-53 and 1953-54. To obtain this information a check list was given to twenty-three homemaking students in the Glencoe High School. This included ten Sophomores, four Juniors and nine Seniors.

An identical check list was given to each of their mothers. This check list was designed to find improvements which had taken place in the students who had been members of homemaking classes in the Glencoe High School during the years 1952-53 and 1953-54.

The freshmen students were not included in this study because they had not taken homemaking in the eighth grade, therefore had not been members of the class long enough to have all the units which were being appraised.

The check list included only those units which had been taught to each of the three classes being tested. They included the following:

choice of clothing, manners, skill in clothing construction, choosing furniture, arranging furniture, choosing colors, managing time, making the home more attractive, handicrafts, using money, and personal appearance. These were to be checked according to their opinion concerning their improvement as either much, some, little, or none.

The purpose of this inquiry is to find improvements that have taken place in girls who have been members of homemaking classes in Glencoe High School during the years 1952 - 53 and 1953 - 54 which you believe may be due, in part at least, to their homemaking training.

| ACTIVITIES WHICH IMPROVEMENT IS<br>SHOWN IN: | AMOUNT OF IMPROVEMENT |      |        |      |
|--|-----------------------|------|--------|------|
|  | Much                  | Some | Little | None |
| Choice of clothing                           |                       |      |        |      |
| Manners                                      |                       |      |        |      |
| Skill in food preparation                    |                       |      |        |      |
| Skill in clothing construction               |                       |      |        |      |
| Choosing furniture                           |                       |      |        |      |
| Arranging furniture                          |                       |      |        |      |
| Choosing colors                              |                       |      |        |      |
| Managing time                                |                       |      |        |      |
| Making home more attractive                  |                       |      |        |      |
| Handicrafts                                  |                       |      |        |      |
| Using money                                  |                       |      |        |      |
| Personal appearance                          |                       |      |        |      |

Please tell in a few words why you think homemaking has been or has not been worth while.



Results from Check List Given to Twenty-Three  
Girls and Their Mothers

Choice of Clothing

1. The Sophomores checked eight as having obtained much improvement, two as obtaining some while no one checked little or no improvement.
2. Three of the Juniors checked much, one checked some and no one checked little or no improvement.
3. Every Senior indicated that she had made much growth.
4. The mothers indicated that fourteen of their daughters had made much improvement, three had made some, while no mother indicated that her daughter had made little or no improvement.
5. This indicated that no mother or student believed that little or no improvement had been made in the choice of clothing. Eighty-five percent believed that there was much improvement and fifteen percent indicated that there was some.

Manners

1. The Sophomores checked eight as having made much improvement, two as some, and no one checked little or no improvement.
2. The Juniors indicated that one had made much improvement, three some, while no one made little or none.
3. The Seniors checked two as having made much improvement, six as some, one as little and no one indicated no improvement.
4. The mothers indicated that they believed eleven students had shown much improvement, six showed some, and one showed little. No mother indicated that her daughter made no improvement.
5. This shows that fifty-five percent indicated much improvement, forty percent indicated some, five percent indicated little and no one indicated no improvement.

### Skill in Food Preparation

1. Two Sophomores indicated that they had made much improvement, five showed some, three little, and no one checked none.

2. The Juniors indicated that two had made much improvement and the other two had made some.

3. No Senior thought that she had made much improvement. Seven checked some, two checked little and no one checked none.

4. The mothers indicated that nine of the students had made much improvement, six made some improvement, two made little improvement, and no one thought her daughter failed to improve.

5. This showed that thirty-two and five tenths percent of the students indicated they had made much improvement, fifty percent made some and seventeen and five tenths percent had made little improvement. No one indicated no improvement.

It should be noticed that the mothers indicated that twenty-two and five tenths percent of the students had made much improvement, while only ten percent of the students checked themselves as having improved much.

### Skill in Clothing Construction

1. Every Sophomore indicated much improvement.

2. The Juniors indicated that three had made much improvement, one some, and no one made little or none.

3. The Seniors checked three under much, four under little, two under some and no one under little or none.

4. The mothers indicated that twelve of their daughters had improved much, five some, and no mother indicated that her daughter had improved little or none.

5. The returns indicate that seventy percent made much improvement, twenty-five percent made some, and five percent made little.

#### Choosing Furniture

1. The Sophomores had some instruction concerning the choice of furniture, but since they had not had a special unit devoted to the choice of furniture they were not requested to rate their growth in regard to this item.

2. The Juniors indicated that two had made much improvement, two some while no one indicated little or none.

3. The Seniors showed that two had made much improvement, six had made some, one had made little and no one indicated that she had failed to improve.

4. The mothers indicated that they believed six of their daughters had shown much improvement, six had shown some, three had shown little, and two had shown no improvement.

5. Results indicate that thirty-three and three tenths percent improved much, forty-six and six tenths percent improved some, thirteen and three tenths percent improved little and six and six tenths percent made no improvement.

#### Arranging Furniture

1. The Sophomores had some experience with arranging furniture, but since a special unit was not devoted to it they were asked not to rate their improvement.

2. The Juniors indicated that two had made much improvement and that two had made some. No one indicated little or no growth.

3. Two Seniors made much growth, three made some, four made little, and no one failed to improve.

4. The mothers indicated that four of their daughters had made much improvement, nine had made some, three had made little and one had failed to improve.

5. Results indicate that twenty-six percent of the students made much improvement, forty-six and six tenths percent improved some, twenty-three and three tenths percent improved little and three and three tenths percent made no improvement.

### Choosing Colors

1. Eight of the Sophomores indicated that they had made much improvement, two indicated some improvement and no one made little or no improvement.

2. The Juniors indicated that three had made much improvement, one had made some and no one made little or no improvement.

3. Seven of the Seniors indicated much growth, two indicated some and no one indicated that little or no improvement was made.

4. Ten of the mothers indicated that their daughters had made much improvement, seven mothers believed that their daughters had made some improvement, and no mother believed a daughter had made little or no improvement.

5. Results indicates that seventy percent of the students made much improvement and thirty percent made some improvement.

### Managing Time

1. Three of the Sophomores indicated they had made much improvement, six indicated they had made some, one indicated she had made little and no one indicated she had failed to improve.

2. One Junior indicated much growth, three indicated some, while no student indicated little or no growth.

3. Three of the Seniors showed much improvement, two showed some, four showed little and no one failed to improve.

4. The mothers believed two of their daughters made much improvement, nine improved some, three made little improvement and three made no improvement.

5. Results indicate that twenty-two and five tenths percent of the students made much improvement, fifty percent improved some, twenty percent improved little and seven and five tenths percent did not improve.

#### Making Home More Attractive

1. Four of the Sophomores indicated much improvement, six indicated some, and no one indicated little or no improvement.

2. One Junior indicated much improvement, three indicated some, and no one indicated she had made little or no improvement.

3. Two Seniors reported much improvement, six reported some, one reported little, and no one failed to improve.

4. The mothers indicated that nine of their daughters made much improvement, seven made some, no one made little but one student failed to improve.

5. Results show that forty percent of the students made much improvement, fifty-five percent made some, two and five tenths percent made little improvement and two and five tenths percent failed to improve.

#### Handicrafts

1. Six of the Sophomores indicated that they had made much improvement, four had made some and no one made little or no improvement.

2. The Juniors indicated that one had made much improvement, three had made some and no one made little progress or failed to improve.

3. Two of the Seniors indicated that they had made much improvement, three had made some, four had made little, but no one indicated that she failed to improve.

4. Five of the mothers indicated that their daughters had made much improvement, six had made some, three had made little and three had made none.

5. Results show that thirty-five percent of the students made much improvement, forty percent made some, seventeen and five tenths made little, and seven and five tenths percent made none.

#### Using Money

1. One Sophomore indicated that she had made much improvement, nine indicated they had made some and no one indicated that she had made little or no improvement.

2. One Junior indicated that she had made much improvement, three indicated that they had made some while no one indicated she had made little or no improvement.

3. No Senior indicated that she had made much improvement, eight indicated they had made some, one indicated she had made little, but all indicated some improvement.

4. The mothers indicated that two students had made much improvement, seven had made some, three had made little and five had failed to improve.

5. This report shows that ten percent of the students believed they had made much improvement, sixty seven and five tenths percent made some, ten percent made little and twelve and five tenths percent failed to improve.

### Personal Appearance

1. Every Sophomore indicated that she had made much improvement.
2. Every Junior indicated that she had made much improvement.
3. Six of the Seniors indicated that they had made much improvement, three indicated some and no one indicated little or no improvement.
4. The mothers indicated that fifteen of their daughters had made much improvement, two had made some, and no daughter had made little or no improvement.
5. The report shows that eighty-seven and five tenths percent of the students believed they had made much improvement in personal appearance while twelve and five tenths percent checked some.

The evidence secured from this questionnaire serves to substantiate the original hypothesis that when a homemaking teacher is genuinely interested in establishing a functioning homemaking education program, is ingenious and works with students, administrators and members of the community in developing such a program and interpreting it to the community the department may grow and become a vital part of the life of the community even if funds are limited or practically non-existent and that evidence of improvement due to work of the department can be secured.

## PART V

### CONCLUSIONS AND RECOMMENDATIONS

The training received in the homemaking classes in high school today becomes a part of daily living when the students put into practice at home those things which they learned in their homemaking classes.

To determine to what extent the students in the Glencoe High School were carrying over into their homes that which they learned at school, the writer prepared a questionnaire which was answered by the students and their mothers.

Returns indicated that the mothers and the daughters alike thought much improvement had been made due to their homemaking experiences. This was shown when both the mothers and daughters indicated much improvement more times than they did either some, little, or none. It was found that choice of clothing, clothing construction, choice of colors and personal appearance rated the highest on the list of improvements. Since each of these is directly related to ones personal appearance it may be that the degree of improvement is due to the fact that during the high school years the student is extremely interested in her personal appearance. Since it is known that interest plays a very important part in whether or not a thing is learned it may be that because the students were more interested in personal appearance than in any other phase tested was the reason why it rated highest.

The use of manners was indicated by both the mothers and daughters to be second in amount of improvement shown. This could be attributed to



the fact that learning takes place where the student sees an immediate need. Most high school girls rate popularity next to personal appearance. The fact that manners is one of the prerequisites of popularity may be the reason why the girls made so much improvement in the use of manners.

Making the home more attractive, handicrafts and skill in food preparation rated lowest in the amount of improvement made. After talking with the students in regard to their answers the writer believes that there may be several reasons for the rating. The following reasons were given by the students as to why they rated these particular units as third:

1. Lack of cooperation on the part of the parents.
2. Parents refusal to have furniture changed.
3. Lack of finances or materials with which to improve the home.
4. Too much work involved.

The mothers indicated that they believed that more improvement was made in food preparation than was indicated by the girls. This may be due to the fact that the girls know that more equipment should be available in the homemaking department with which they can work. They hear remarks made by the teacher as to what would be done if more equipment were available, while the mothers rating may be higher because she can see only the actual improvement of the student rather than thinking in terms of what could be done if the homemaking department had sufficient equipment.

Every girl indicated that she improved in all items checked, but the mothers indicated that five failed to improve in the use of money, three in the managing of time, three in handicrafts, two in the choice of furniture, and two in the arranging of furniture.

The writer called to the attention of the students the fact that some of the mothers indicated that there had been no improvement in these units. She asked the students if any explanation could be given as to why the mothers indicated no improvement. The following reasons were suggested:

1. Failure of opportunity to choose furniture or express choices in conversation with parents.
2. Disapproval of parents to moving of furniture.
3. Sleeping late which caused lack of time rather than failure to manage time.
4. Participation in too many activities outside the home.
5. Failure to receive adequate allowance or no money to manage.
6. Interest in activities outside the home, as well as television within the home which took precedence over making of handicrafts.

From the results of this study it is evident that a functioning homemaking program can be provided with limited finances if teacher, pupils, administrators and members of the community are interested, willing to work and cooperate.

It was found that when there was interest and the students were willing to work that the parents would cooperate and help find a way to solve the problems which confronted the teacher and her students.

In light of the returns it seems reasonable to make the following recommendations to teachers, school officials and members of a community who have hesitated to begin the development of a functioning homemaking education program.

1. Create interest in the units being taught so that the student will have a desire to learn.

2. Start first homemaking classes with a short unit in something they will like extremely well. This serves to create a liking for homemaking classes which is hard to break down.
3. Include the units for which the student has an immediate need along with those which will be needed in the future in the total plan.
4. Find ways to display work which has been done by the homemaking students so that the community may become aware of the advantages of a homemaking department.
5. Let the students help in planning and decorating the department so that they will feel a part of it.
6. Provide continual opportunity to use and help pupils become aware of the technique of reflective thinking.
7. Provide every high school with a homemaking department even though only limited funds can be obtained from the school budget.
8. Give parents an opportunity to use the homemaking department in the evening for activities that they may have where the department can be used.

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