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VOCATIONAL HOME ECONOMICS

EDUCATION

IN

OKLAHOMA

BY

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of the Requirements for the Degree of Master
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1. Introduction

During the early history of our country most of the processes connected with the conversion of raw materials into finished products such as food and clothing, were carried on within the home. The care of children and even their education were also functions of the home. In short the home was an independent unit where homemakers to be, learned to do by doing. During this period the training of homemakers was accepted by society as a private responsibility.

But American girls are no longer being adequately trained within the home for the homemaking vocation. During the nineteenth century, the American industrial revolution brought about the factory system which drew great numbers of girls and women into the field of industry. Also, numerous other gainful occupations outside the home have been opened to girls and women. A large proportion of the younger girls and women will later become homemakers, but while they are engaged in occupations outside the home they are not becoming skilled in homemaking thru its practice.

The nature of homemaking has also changed. The rearing of a family becomes a more complicated problem when the necessities of life are purchased with money earned outside the home instead of being produced by the consumer. Changing standards of living have their effect on the nature of homemaking. Advances in the realm of science have clearly

shown that a tremendous responsibility not only to our nation but to our race, rests upon the housewife - a responsibility which formerly was little realized. During recent years, society has come to see that these economic, social and scientific revolutions have changed the training of homemakers from a private, to a public responsibility. 1

The vocational education act, known also as the Smith-Hughes act from its authors, was enacted February 23, 1917. It began a Federally controlled vocational education program. David Snedden, one of the leading authorities on vocational education, makes this statement, "The passage of the Smith-Hughes act providing national aid for home economics education (beside industrial and agricultural education) brought into acute relief a problem that had long been troubling educators and others interested in the promotion of vocational education". 2

The vocational education act is a plan whereby the Federal Government cooperates with the States to furnish vocational education. The Federal Government does not propose to organize and direct this work in the states but agrees to help finance it in order to stimulate and control its development. 3

The primary purpose of this study is to view the development and progress of vocational home economics in Oklahoma, but in order to get a clearer view it seems best to first discuss the general subject of vocational home economics education or homemaking education as it is termed

by many authorities on the subject.

11. Homemaking Education

What is homemaking?

Homemaking is that occupation which centers around the home. An analysis of that occupation has shown it to consist of a variety of activities as follows: 4

1. The selection, purchase, and use of ready made commodities.
2. The selection and purchase of materials to be used within the home.
3. The making of products in the home.
4. The care, upkeep, and repair of clothing, ^{and} ~~the~~ household furnishings.
5. Dishwashing, laundry, and other cleaning problems and processes.
6. Decorating and beautifying the home.
7. Providing for the physical and mental care and growth of children.
8. Home nursing in sickness.
9. Maintaining the social and civic position of the family
10. Engaging in personal recreation.
11. Managing the organization and execution of means for carrying forward all of these other activities.

Consideration of this analysis of homemaking shows us that a successful homemaker must be master of many specific arts and that homemaking involves manipulative skill, a wide range and variety of knowledge, and general managerial

ability.

Is homemaking a vocation?

United States census reports show that there were more than 29,400,000 women above 20 years of age, living in the United States in 1920. It has been estimated from statistics that 80 percent of all women over 20 years of age are homemakers, which means that over 23,500,000 women are engaged in the occupation of homemaking. This is almost double the number engaged in the next largest occupation - agriculture. 5 and 6

Shall we class this great army of women as a dependent class? Or, may we say that their services contribute to the nation's wealth in such a way that homemaking may be classed as one of the vocations? The answer may be found by noting what the housewife contributes to the family income. Let us suppose that for some reason she must be away from home for several months and that outside help is employed to perform her tasks. Her absence would reveal several facts: the value of her work as a producer and caretaker within the home as shown by the cost of employed help is much greater than usually supposed; the absence of her managerial ability and personal interest increases living expenses; while her services as guardian of the many interests of the home could scarcely be replaced at any price.

The family income then is not merely the money earned

outside the home, but also includes productive labor within the home. It is only just, therefore, to maintain that homemaking is a vocation - a vocation whose true value to the nation's welfare is being tardily recognized.

Edith C. Johnson, one of Oklahoma's leading editorialists says, "Homemaking is the biggest and most important job in the world. What we need to-day more than anything else in this nation, is women who see the value and importance and beauty of homemaking. We need women who can see beauty in the common things of life, who are able^e to create it in little ways and greater ones. The women who master the art of homemaking and who practice it successfully and cheerfully are the most admired and appreciated of all women." 7

What is the difference between general home economics education and vocational home economics education?

Most of the larger more progressive schools were offering home economics courses of various natures at the time the vocational education act was passed. But what was the aim of these courses - did they prepare girls to be homemakers? The development of a science of education had caused educators to realize that something was lacking in educational methods and acting upon this realization they established manual training and home economics courses in the high schools. 8 But authorities do not believe that general courses such as those will give adequate vocational

training. Anna E. Richardson, formerly Chief of Home Economics Education Service, says - "General courses cannot hope to offer training which will fit for the many sided vocation of homemaking."⁹

Charles E. Allen of the Federal board for vocational education has humourously contrasted the two types as follows, "General home-economics is teaching the girl how to make fudge while vocational home economics is teaching her how to turn a flap-jack with one hand while she holds a baby with the other." He also adds, "Home economics people haven't realized their whole possibilities. They have taught the girl how to make good biscuits while the problem is to teach her how to raise a family of five or six children on \$1,000 a year."¹⁰

The real difference between general and vocational home economics according to Professor Bonsor 11 of Teachers College, Columbia University, is that general home economics gives training suited to every girl and woman whether she is to be engaged in homemaking or not while vocational home economics includes all that general home economics courses offer plus additional activities in which she will engage as a homemaker.

It is not the prime motive of vocational home economics to give a cultural type of education. It is intended first of all to meet the individual needs of the girls and women at whatever ages they receive such training whether

they are high school girls, girls and women employed in wage earning occupations, or those who are employed in the homemaking vocation. The age, environment and previous experience are factors determining the nature of the instruction to be offered. Many phases of homemaking education are needed by the daughter within the home and later when she is ready to establish her own home, many more will be needed. 12

What are some of the needs for homemaking education? ✓

A. Some needs of high school girls:

1. All girls have a natural craving for personal beauty. Instruction in clothing problems makes a strong appeal to girls when it helps them to dress appropriately and becomingly. Girls feel a need for instruction in the art of being well dressed.

2. Lessons in home furnishing have a direct appeal when applied first to the beautifying of the girls own room.

3. Personal budget studies help the girl to realize the relation to the family income and reveal the advantages of making carefully planned expenditures.

4. Studies which help the girl to regulate her daily life are needed. A knowledge of personal hygiene will help her to conserve her health and develop into normal, useful womanhood.

5. Usually, girls help with the household work at home and have a need for instruction in food problems also instruction concerning the care of the home and its equipment.

6. Many girls assist with the care of younger children within the home which gives child care instruction a definite interest.

7. Last but not least girls need training which will help them to be worthy and useful members of society.

B. Some needs of those who are homemakers or about to become homemakers:

1. A knowledge of the selection, preparation, and conservation of food is an important need.

Scientists say that the white race is undergoing a rapid physical deterioration due to the unwise choice of foods. The unrestricted use of highly refined foods in place of foods as nature produces them is bringing into existence a whole train of ills not experienced by more primitive peoples. 13

Nietzsche emphatically denounces woman as cook -
 "Stupidity in the kitchen; woman as cook; the terrible thoughtlessness with which the feeding of the family and the master of the house is managed! Woman does not understand what food means, and she insists upon being cook! If woman had been a thinking creature, she should certainly as cook for thousands of years, have discovered the most

important physiological facts and should likewise have got possession of the healing art! Thru bad female cooks - thru the entire lack of reason in the kitchen - the development of mankind has longest been retarded and most interfered with". 14

Nietzsche's blunt attack upon woman as cook seems quite severe, but if we compare his views with those of McCollum, a prominent scientist, we get the same thought in a milder form. McCollum says, "Diet is an important factor in determining the physical and moral attributes of a people. The selection of the food supply as an agency in the improvement of the race has long been neglected." 15

2. Homemakers need training in clothing problems. Many women are easy prey for unscrupulous clothing dealers unless they have had special training in the judging of clothing values. Ability in the proper selection, construction, and care of clothing enables a woman to make a big contribution to the family income.

3. Budget studies have shown that by making carefully planned expenditures, it becomes possible to increase the standard of living and make savings even with very moderate incomes. The majority of American families have very moderate incomes and the woman as household manager is responsible for a large percent of the expenditure of the family income. Therefore, she needs training for her responsibility.

4. Perhaps the greatest need is training for motherhood. The primary function of the home, the function for

which the home exists, is the rearing of children. Ellwood says, "The stream of life must flow thru the family." The nation's future depends upon what is happening to to-days children who will be to-morrow's citizens. 16

First, the physical welfare of children must be considered. Statistics 17 show that over seven out of every one hundred children born alive in the registration area of the United States in 1921, died under one year of age. The two greatest causes of infant mortality are ignorance and poverty as shown by the number of deaths from preventable causes. Of the deaths during the first year of life, 41.1 percent are due to natal or prenatal causes and 23.9 percent are from gastric and intestinal diseases. The cause then, of 65 percent of all infant deaths is due largely to the ignorance of mothers concerning child welfare problems. Poverty is an additional factor which, however, is diminished by training mothers to make intelligent use of available means. 18

It has been estimated that 15-25 percent of American school children are seriously malnourished. It is also found that malnutrition is as prevalent among the children of well-to-do families as among the poorer families. Ignorance then, would seem to be the chief cause.

McCollum, in his "Newer Knowledge of Nutrition", points out that most of the bodily ills including the prevalence of defective teeth among American school children can be directly traced to improper food. He says, "The alarming incidence of malnutrition among children and the need for dental

repair, together with all the other ills from which the present generation of adults is suffering and which may be traced to faulty development and bad teeth are in great measure the result of the poor quality of the diet of expectant mothers and of children." 19

Mothers are also responsible for the normal mental and spiritual development of their children. It is said that home influence is the most important part of the child's education. It is here he should learn the meaning of obedience, loyalty, love, service, and all of the other human virtues. If the home fails to give the child good moral training it is not likely that he will receive it elsewhere. Ellwood thinks that if the child fails to learn in his family life loyalty to his country, respect for law, and the ideals of good citizenship, there are good prospects of his being numbered among the lawless or unpatriotic elements of society later. 20

Herbert Spencer, writing in 1859 on "What knowledge is of most worth?", discusses this very same problem which is troubling educators to-day. This is his opinion - "Is it not monstrous that the fate of a new generation be left to the chances of unreasoning custom, impulse, fancy - joined with the suggestions of ignorant nurses and the prejudiced council of grandmothers? If a merchant commenced business without any knowledge of arithmetic and book-keeping, we should exclaim at his folly, and look for disastrous consequences. Or if, before studying anatomy, a

man set up as a surgical operator, we should wonder at his audacity and pity his patients. But that parents should begin the difficult task of rearing children without ever having given a thought to the principles - physical, moral or intellectual - which ought to guide them, excites neither surprise at the actors nor pity for their victims." 21

Durant Drake in his "Problems of Conduct" makes this statement - "Bodily health is the foundation of personal morality; to act at all there must be physical energy available; and, other things being equal, the man with the greatest store of vitality will live the happiest and most useful life." 22

Numerous scientific studies concerning all phases of child life are making no longer tenable the old-fashioned notion of Providential health and happiness. The "Will of God" seems to be more often the ignorance of parents. Can anything be more important to our nation's welfare than the training of girls and women to be intelligent mothers?

(This discussion of the needs for homemaking training only pretends to include the outstanding points.)

Why should the Federal Government provide for homemaking training?

The importance of the homemaking vocation to our national welfare has been discussed and needs no further discussion. The problem now is - should the nation take part in the education of homemakers? The Federal board for

vocational education outlines the following reasons why the Federal Government should cooperate with the states in providing for vocational education including homemaking education.²³

1. Vocational education is essential to the nation's welfare, therefore it is a function of the Federal Government to stimulate the States to develop and maintain this education.

2. In order to adjust equitably among the States the burden of providing such education, it is necessary to appropriate Federal funds.

3. Since the Federal Government is vitally interested in the success of vocational education, it should purchase a degree of participation in this work.

4. Uniform standards of educational efficiency require the creation of such a relationship between the central and local governments.

Briefly stated, the Federal Government provides for vocational education in order to stimulate its development, to help finance it, to insure its success, and to create for it uniform standards.

Types of Vocational Home Economics Schools

The vocational education act provides for three types of vocational schools - all-day, part-time, and evening schools. 24

1. All-day vocational home economics schools may be

organized either as separate schools or departments. One-half of the day is devoted to instruction and practice in homemaking subjects, the other half being devoted to related subjects and academic or non-vocational subjects. The age of admission is fourteen years. The courses are usually two years in length with the instruction arranged to meet the needs of those being taught.

2. Part-time vocational home economics schools are intended to meet the needs of the girls who leave school early to enter upon employment. These classes are given at periods set apart from the regular working hours. Usually, half of the time is devoted to home economics subjects and the other half to related or general subjects. The age for admission is fourteen years with no upper age limit providing the instruction is suited to girls between fourteen and eighteen years of age. Each course must extend over a period of 144 hours.

3. Evening vocational home economics classes are offered for the purpose of giving instruction to girls and women who are engaged in homemaking or are about to be engaged in homemaking. These classes are open to girls and women over sixteen years of age.

Instruction offered in evening classes should be highly effective since it is offered to those who feel a need for homemaking education and are going to put this education into immediate use.

The work is divided up into short unit courses each of which has a definite aim and is complete within itself. There is no minimum specified length for the short unit courses, which therefore afford opportunity for instruction to those who would be unable to attend classes for long periods.

The Financing of Vocational Home Economics Education

The funds set aside by Congress for the financing of vocational education are appropriated on a graduated scale, the amount increasing each year until 1926, when the maximum is reached. Every dollar of Federal money used by the States must be matched by an equal amount of State or local money.

The money available for the financing of vocational home economics is in two separate funds; one for the payment of teacher's salaries and one for the training of teachers. The vocational education law provides that home economics may receive as much as 20 percent of the amount set apart for the payment of salaries of trade and industry teachers, and from 20 to 60 percent of the agriculture, and trade and industry teacher training fund.

These funds are apportioned to the States upon the basis of population. The fund used for the salaries of teachers of agriculture is based upon rural population, while the fund used for salaries of teachers of trade and industry, and

home economics is based upon urban population. The teacher training fund is based upon the total population. 25

A more equitable apportionment of home economics funds would be based entirely upon the total population, since both rural and urban girls and women need homemaking education. Also, the present provisions for the financing of vocational home economics education are not in harmony with the provisions made for financing other forms of vocational education. This is clearly shown by comparing the amounts appropriated for the three kinds of vocational education. In 1926, when the maximum amount will be reached, only \$600,000 will be available for home economics teachers salaries while \$6,000,000 or ten times as much will be available for the salaries of teachers of agriculture and trade and industry. The United States Census Report shows that 69 percent as many women are engaged in homemaking as there are people engaged in both agriculture, and trade and industry. No one can question the importance of agriculture, and trade and industrial education to the national welfare but is it not also important that at least equal provision be made for the education of homemakers? 26

This question has received some consideration. In January 1920, Senator Fess of Ohio, introduced the Fess Home Economics Amendment. It was reintroduced by Senator Fess on April 11, 1921, the first day of the sixty-seventh Congress. The purpose of this measure is to amend the vocational education act in such a way that home economics

will receive as much Federal aid as is now being received by each of the other types of vocational education. The Fess Amendment would also cause financial aid to be distributed among the States according to total population. 27

Concerning the status of the Fess Amendment at the first of the year 1923, Senator Fess says, "At a meeting of the Committee on Education on January 9th, it was decided not to take up any of the education bills before the Committee this session.

Universal favor was heard in the Committee room for favorable action on this bill but owing to the crowded calendar and the heavy appropriation carried by the proposal, it was thought best to defer it together with all the others until the next Congress. I am convinced the amendment will receive favorable action in the next Congress." 28

The future of vocational home economics education is largely dependent upon the passage of such an amendment as Senator Fess has proposed, since most local communities find it impossible to develop such education unaided. 29

This concludes the general discussion of vocational home economics or homemaking education intended to serve as a background for a better understanding of the third part of this study which deals specifically with vocational home economics education in Oklahoma.

111. Vocational Home Economics Education in Oklahoma

Oklahoma Accepts the Vocational Education Act

The provisions of the Smith-Hughes or vocational education act as passed by the 64th Congress, known as public document No. 347, were accepted by the 6th Legislative Session of the State of Oklahoma and were approved by the Governor on the 24th day of March 1917, in House Bill No. 213.

The State Board of Vocational Education was created at that time, to have charge of the administration of vocational education in Oklahoma. This Board consists of a secretary appointed by the Governor and four ex-officio members as follows: State Superintendent of Public Instruction, President of the Board of Agriculture, President of the University of Oklahoma, and President of the Oklahoma Agricultural and Mechanical College.

The Executive Staff consists of the Director, Supervisor of Agricultural Education, Supervisor of Trade and Industrial Education, and Supervisor of Home Economics Education. The Director has general charge of all vocational work undertaken by the Board, including the direction and control of the Vocational Staff. The Supervisors are specialists who have general charge of the work in their respective departments. They inspect and report upon schools receiving or applying for Federal or State aid, advise and assist in the establishing

of such schools, and perform other duties assigned to them by the director. 30

State Plans

Each State Board must set up a plan outlining the manner in which the State Board intends to cooperate with the Federal Board in carrying out the provisions of the vocational education act in that state. This plan must show the scheme for the administration of that act; it must show acceptance of the general conditions under which the funds are to be expended and must give a full description of the kinds of vocational work to be undertaken. If the plan submitted by the State is approved by the Federal Board, it becomes a working agreement by which the State carries on its vocational activities.

State plans were made out for one year at a time until July, 1922, when the Federal Board considered the work to be sufficiently advanced to make five year plans advisable. Oklahoma's present plan is for the five year period beginning July 1, 1922 and ending July 1, 1927. 31

Supervision of Vocational Home Economics

Vocational home economics education in Oklahoma is in charge of a supervisor who devotes her entire time to this work. Her qualifications and duties are set

forth in Oklahoma's State plan as follows:

A. Qualifications

1. Education. She must have completed 120 college hours of which 25-35 percent is technical home economics, 20-25 percent allied work and 12-15 percent professional work.
2. Experience. She must have had two years of practical homemaking experience, five years of teaching experience, and other administrative experience than teaching home economics.
3. General. She must be at least 25 years of age and must possess general leadership qualities.

B. Duties

1. She must work for the improvement of teachers in the service by outlining courses of study, visiting schools, making recommendations, preparing and sending out bulletins, and by carrying on correspondence.
2. She must promote new work thru the press, by correspondence, and by addressing women's clubs and conferences.
3. She must inspect work by visiting schools with a definite plan and purpose, by use of blanks and forms on which to report such inspection and from which to make recommendations to schools receiving or applying

for Federal or State aid. 32

Miss Avis Guinn was the first State Supervisor, serving for one year. She was succeeded by Miss Mable Potter who continued in the work until October 1920. There was no supervisor from October 1920 until March 1921. During this period the heads of the departments in the three teacher-training institutions assisted the State Board in carrying on the home economics supervision work. In March 1921, Miss Emily Maude Richman became State Supervisor and has continued in that office until the present time (1923). 33

Finances of Vocational Home Economics in Oklahoma

A. Teacher's Salaries.

It was shown in Part 11. that the financial aid received from the Federal Government for vocational home economics education is very meager, being only a small fraction of that received for other forms of vocational education. The amount received has gradually increased each year since 1917 and yet Oklahoma will receive only \$3,505.10 of Federal money for the year 1922-23. Previous to 1921, the State Legislature appropriated certain sums to be used for vocational education but at that time failed to make any appropriation for that purpose. Under such conditions very little can be done in the way of State and Federally controlled vocational home economics education.

The following table will show the financial condition of this work in Oklahoma for the six year period beginning with, 1918 and ending with 1923. 34

	: Federal	: State	: Local	: Total	:
1918	: 1,000.00	: 1,935.54	: 16,030.00	: 18,965.54	:
1919	: 1,002.24	: 4,557.40	: 8,740.40	: 14,310.04	:
1920	: 1,523.07	: 7,526.18	: 16,821.55	: 25,870.80	:
1921	: 1,891.71	: 10,217.84	: 26,219.10	: 38,328.65	:
1922	: 3,003.79	:	: 5,703.00	: 8,706.79	:
1923	: 3,505.10	:	: No report available.	:	:

The local funds given in this table do not include the amounts spent by schools which had met the requirements of the State and Federal Boards but were not receiving Federal financial aid.

More than four times as much State and Federal aid was given in 1921 than was given in 1922.

B. Teacher-training fund. It has previously been stated that from 20 to 60 percent of the money set aside for teacher-training in all three of the vocational education departments may be used for any one department. During the first year the work was carried on in Oklahoma, home-economics received 60 percent of that fund; during the next three years 40 percent, while for the past two years the money was divided equally. The large percentage received during the first years was because only one college offered training for vocational agriculture teachers and no institution offered training for vocational trade and

industrial teachers. 35

Table Showing Money Used for Training of Vocational
Home Economics Teachers

	: Federal:	State	: Local	: Total	:
1918 :		: No report:	available	:	:
1919 :	7,594.00:		13,197.91	:	20,791.91
1920 :	6,509.81:	2,612.00	36,514.58	:	45,636.39
1921 :	7,148.72:	2,598.17	19,795.14	:	29,524.03
1922 :	7,306.88:	2,685.74	39,154.16	:	49,146.78

During the first four years, 1917-1921, the State Supervisor of home economics gave her attention to the training of teachers and to the promotion of all-day vocational classes. Since the 1921 State Legislature failed to appropriate money for this work it has been thought best to use the Federal funds first, for the promotion of short unit courses for girls and women who are not in all-day schools and second, for the promotion of a limited number of twelve month classes in rural communities. Consequently the State Supervisor has given her chief attention during the past two years to the problems of teacher training and the promotion of the evening school program. 37

Home Economics Classes in All-Day Schools

There are certain requirements set forth in Oklahoma's

State Plan which must be met by those schools receiving Federal and State aid.

The work must be continued thruout the year with a teacher employed for at least nine months. One half of the pupils time must be devoted to applied home economics and necessary related subject matter in which the class room instruction is closely related to home activities and includes the development of home project work.

The school is required to furnish suitable equipment as follows:

1. For food problems there must be at least one laboratory properly equipped for foods and cookery. It must be well heated, lighted and ventilated. In addition there must be provision for the table service such as; table, chairs, table-linen, dishes, silver, etc.
2. For clothing problems ther must be at least one laboratory equipped with sewing machines, tables, chairs, dress forms, mirror, lockers, drawers for material, etc. There should be sufficient floor space and proper heating ventilating and lighting.
3. There must be a room fitted up for home nursing problems or else equipment for temporarily fitting up a room, such as bed, bedding, bed garments, and sick room appliances.
4. There must be sufficient equipment to teach the principles of home laundry also to give practise in this

work.

5. There must be enough money to meet the expense of carrying on laboratory work, probably five dollars per pupil for a nine month's period.

The present State Supervisor, Miss Richman, has made out the following two-year course of study which she suggests as being suitable for vocational home economics classes in all-day schools. 38

First Year

1. Foods and Cookery : Selection, preparation, service
14 weeks
2. Housewifery : Laundry, care of house, equipment,
household sewing, and purchasing- - - - -4 weeks
3. Clothing : Selection and construction of Garments,
personal accounts, care and repair of clothing, personal
hygiene, etc.- - - - -14 weeks
4. Health and Recreation : Recreation and entertainment
for home and community, Health of Family, Home Gardens
4 weeks.

Second Year

1. Advanced Food Problems and Dietetic's -- 10 weeks
2. Home Nursing and Child Care - - - - - 8 weeks
3. Home Furnishings and Household Handicrafts 8 weeks
4. Dressmaking and Millinery - - - - - 10 weeks

This course of study gives a general view of the nature of instruction being offered girls in all-day schools. It will be seen that the work is broken up into units of varying length to suit the subject matter being offered.

In 1918 four high schools were able to meet the requirements of the Federal and State Boards. Two years ago when the State Legislature did not see fit to appropriate funds for this work, thirty-one schools had become qualified to teach vocational home economics. Even though they are receiving no Federal or State aid, many of these schools are continuing their homemaking departments with the hope that the Fess Amendment will be adopted and that adequate appropriations will be made by the 1923 State Legislature.

During the year 1921-22, two all-day twelve month schools received Federal aid - Clendenief and Stigler. Okmulgee also received aid for the carrying on of supervised home project work. No all-day home economics classes are being Federally aided during 1922-23. 37

Many other schools have made application for the vocational home economics work. At present (Jan. 1923) seventy white schools and twelve negro schools have signed supervision blanks signifying their interest in vocational home economics and their willingness to cooperate with the State Board in this work. These schools

are building up their programs preparatory to meeting the requirements of the State and Federal Boards when financial aid is available. At present these schools are giving a minimum of 90 minutes per day to homemaking instruction. While no financial aid has been given these schools, the State Supervisor has given them much aid in the form of conferences, bulletins, courses of study, etc. 40

A few illustrations of the work actually being done in vocational all-day home economics classes will show the practical nature of this training and the general interest it is receiving.

1. Miss Eva A. Beatty at Hunter (1922-23) "Tuesday morning, two girls served breakfast for eight. They were allowed only \$1.50 for supplies. Apparently, they enjoyed this type of work very much." 47

2. Miss Pearl Hampton at Osage (1922-23) "We are studying breakfasts and child care in the highschool. The girls are now working on a layette, which is to be used for school exhibit.

Our superintendent has offered us his house for Practice House and as soon as we have a little more food work we will cook breakfast for him." 42

3. The homemaking department at Cloudchief under the supervision of Mrs. Mattie Posey (1921-22) included the care and feeding of chickens as well as the more vital problems concerning the care of children. Home gardens and poultry were especially emphasized in this

community. The school garden furnished the department with early spring vegetables.

During the summer months Mrs. Posey's work included canning of beans, corn, etc., working with the older girls and women of the community, as well as continuing the projects begun during the school year by the girls in the home economics department. 43

4. Miss Eunice Heaves at Minnehah (1921-22) "One of the interesting projects planned by the second year girls is a "Better Baby" contest to be held sometime in May. The doctors at Chickasha have offered their assistance. If you doubt that young girls are interested in child welfare and child care' visit this school." 44

5. Miss Ruth Myers at Alsuma (1922-23) Hot lunches are prepared every day by groups of girls in the department to supplement the regular lunch brought from home by the students. No single food costs more than five cents a portion.

A nutrition class for children is also conducted. All students in the school are weighed and measured. Reports are sent to the parents if the examination shows an underweight condition, or other defects. Children 7 percent or more underweight are organized into health classes and weighed and measured each week. They are given instruction about health foods and health habits. The class is conducted by advanced students in the home economics department. 45

Home Projects should be an important part of the home economics instruction offered by all-day schools. This work has been hampered in Oklahoma by the lack of funds necessary for adequate supervision.

Some projects suitable for home work are suggested in the State plan as follows:

1. Meal preparation
2. Care of the bedroom
3. Construction of garments for members of the family.
4. Planning of budgets
5. Keeping household accounts for a month
6. Doing family laundry
7. Sweeping and cleaning the home for one week.
8. Canning and preserving of vegetables and fruits.

During 1921-22, five all-day schools carried on supervised home project work. In Okmulgee a special group of girls, fourteen in number, who were giving the half day to vocational home economics, were permitted to stay at home one half-day per week in order to work on their projects. At this time the teacher visited the girls in their own homes. Miss Elizabeth Tarpley had charge of this work and reported very favorable results. The mothers of the community cooperated splendidly and the girls wished to continue their work for the second year but insufficient teachers made this impossible. 37

The other project work was carried on by Mrs. Posey at Cloud Chief, Miss Flora Maloy at Stigler, Miss Eunice Neaves at Minnekah and Miss Ruth Phillippi at Atoka.

Miss Eunice Neaves who is at Davidson this year (1922-23) has replied as follows to an inquiry concerning her home project work:

"The home project work is often difficult. There must be a real incentive if the girls will carry them out well. Also, one must know home conditions to assign projects and get the best results. I always require a certain number of home projects but it requires a lot of thought and planning to carry them out successfully."

Miss Neaves offers a report on a home project carried out by one of her pupils, Des Crutchfield. It was an efficiency test in which the problem was to accomplish certain tasks with the least possible waste of energy.

Des says in part - "As most of the home economics girls make their own beds, sweep the floor and wash the dishes before they go to school in the morning and cook the supper or set the table after they get home in the evening we decided to work out an efficiency test on our home work. I decided to apply the efficiency tests to setting the table, making my bed and sweeping the floor.

The first evening I took seventy steps to set the table, the next evening I took fifty-three steps and the next two evenings I took fifty and forty-nine steps."

In the same way she describes the rest of the project and concludes, "It is labor saving for a woman to practice economy with her very valuable steps. It has helped me lots to work out the efficiency test project."

Edity Wright, another of Miss Neave's pupils, says, "Any girl would profit by taking vocational home economics. It teaches her how she should do and how to take care of herself and others. I think any school would almost be a failure if they did not have vocational work."

Miss Richman is a strong believer in home project work. She believes that the use of the home for both home practice and home project work marks the difference between general and vocational home economics and that it is impossible to teach vocational home economics without direct application to the home. She says that no credit can be given for home project work unless it is adequately supervised but she urges all vocational teachers to encourage each student to carry out at least one home project. Altho this work is not adequately supervised, it is much more valuable for the teacher to work in cooperation with the mother.

Miss Richman hopes that supervised home work may be required in all of Oklahoma's vocational schools when the Fess Home Economics Amendment is adopted. 37

Home economics has established itself in the high school. Any number of all-day schools are willing to qualify for State and Federal aid when such aid is avail-

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able but the State Supervisor does not believe that it is the mission of the vocational education act to continue developing a work which has already reached a stage of development such that the local community realizes its value and will continue to develop that work anyway. Since the vocational education act is a means of promoting rather than a means of financing, the greatest problem now is to provide for those girls and women who cannot be reached by the high-school; the average girl, the engaged girl, and the woman in the home. 37

Home Economics Classes in Part Time Schools

The State plan suggests that home economics classes in part time schools should offer instruction which will at all times meet the individual needs of the girl. Emphasis should be placed upon personal improvement, recreation, social customs, and proper entertainment. The selection and preparation of food, the selection and construction of clothing and personal budgets should also receive attention. The work must be suited to girls from 14 to 18 years of age.

Very little has been done on part time home economics instruction in Oklahoma. In 1920 there was one Federally aided part-time home economics class with an enrollment of ten. 46 In 1923 one part-time school has been conducted in Oklahoma City. It is held for girls working in the

meat packing plant. About fourteen girls have attended. The home economics instruction being offered is mainly along personal improvement lines, the idea being to meet the present needs of the girls. Part-time classes for employed girls offer practically an untouched field for future development. 37

Home Economics Classes in Evening Schools

"The work for the evening classes shall be organized upon the short unit basis. The age, needs, and capacities of the group shall always be taken into consideration. Provision shall be made for discussion, demonstration, lectures, and practice in the manipulative processes." 47

Teachers of evening homemaking classes must have sufficient professional training and practical experience to present their work effectively but home making and trade experience are accepted in place of part of some of the home economics training required of all-day teachers. 48

"Evening Schools" are taught at any time of the day which is best suited to those being taught. That particular term is used only to designate a certain type of instruction.

As stated before, home economics classes in evening-schools have been given more attention during the past two years than have all-day schools. In fact, Oklahoma leads all other states in her development of the evening school program in proportion to available funds for that purpose.

Since the financial condition of vocational home economics in Oklahoma has necessitated a limited program it seems wise to aid those first who are actual homemakers and therefore have the greatest need for such instruction. Also as before shown, it is the purpose of the Smith-Hughes work to promote the development of new fields. 37

During the year 1921-22, which was the first year for federally aided homemaking classes in evening schools, such work was given in ten different localities with a total enrollment of 669. The following subjects were offered: elementary clothing; dressmaking and millinery; meal preparation; child care; home nursing; family health; home management; and nutrition. These classes were organized in short units of from twelve to eighteen lessons.

The second year of Oklahoma's Evening School program in homemaking classes shows a great increase of interest. There are evening classes in the following places: Oklahoma City; Tulsa; Okmulgee; Muskogee; Ardmore, Stillwater; Ada; Stroud, Wewoka, Arcadia, Alsuma, Collinsville, Britton; River Bend, Depew, Milfay, Sunny Slope, and Lima. The total enrollment in evening classes for 1922-23 up to January 1923, was over 1300 with Oklahoma City leading in the development of this work. Requests for aid for this work have poured into the State office. Limited funds prevent a greater extension of Federally aided evening homemaking classes. 37

Instruction is being offered in almost all of the

homemaking activities with special attention to mothercraft courses. The first mothercraft classes were held last year (1921-22) in a Negro school near Stroud under the supervision of Mrs. Larena Tyson who is the wife of a physician of that community. She was interested in the care of children and believed that the death of many small children as well as of many mothers is due to ignorance. Her work was seen to be so valuable and so much appreciated by the community that mothercraft courses are now being offered in other places. 37

In 1923 mothercraft courses were started in Oklahoma City by Mrs. Kathryn Higginbotham. Mrs Higginbotham is a registered nurse and also an experienced homemaker. She is therefore well qualified for such work. The mothercraft courses in Oklahoma City are a part of the regular night school which is conducted under the supervision of the public schools. In February, 1923, 269 mothers were enrolled in the twelve mothercraft classes conducted by Mrs. Higginbotham. Two of the classes are held at the Community House and Goodwill Center, the others are held in homes of the members of her classes. 49

Mrs. Higginbotham has very kindly made the following reply to the writer's inquiry concerning her work:

"Mothercraft is greatly appreciated here and the best results I see is that mothers are beginning to get away from that self-centered fear and are beginning to think for themselves. It is bringing better health, better babies, more

smiles and happier homes. I have dealt with the physical, mental, and moral health of each individual and we do see results.

My course of study has been grouped like this:

- General health of mother - - - - - 5 lessons
- Child care - - - - - 5 lessons
- Pregnancy and lying-in-period - - - 5 lessons
- Character building - - - - - 5 lessons
- First Aid - - - - - 5 lessons

I am now ready to reorganize for advanced work in child care, or the adolescent period."

Mrs. Higginbotham enclosed a group letter written by one of her classes. This is the way they express appreciation of the work:

"You are doing a wonderful as well as interesting work. We mothers of unit number 10 feel the good you have done and take this means of thanking you. Mothercraft is something that all mothers both old and young are interested in. It enables us to learn health study which we have never had a chance to study in our own homes thoroughly."

Mrs. J. E. McKee is devoting part of her time to the teaching of foreign mothers in Oklahoma City. Thirty-two women were enrolled in her classes in February, 1923.

The Oklahoma Mother's Baby Book issued by the State Health Department is used as a basic text in the mothercraft courses in Oklahoma City. 50

Muskogee is also offering mothercraft courses as a part of their free evening-schools. Local doctors and nurses give instruction in the following subjects: Personal Hygiene, Physical Complications, precautionary measures, preliminary preparations, and nursery equipment.

A letter from Mr. C. C. Liebler, director of the evening-schools in Okmulgee gives an interesting account of work being done in the home-economics classes there. The letter also shown the wide range of subject matter which may be given in such classes where the object is to meet the present needs of those being taught. Part of Mr. Liebler's letter follows:

"The work in vocational Home Economics in Okmulgee has been offered in co-operation with four distinct institutions; the public white schools, the colored schools, the Y. W. C. A. and the Okmulgee Mother's Club. Courses in these have varied from four lessons or meetings to courses of fourteen lessons. Most of the work, however, is offered in courses six weeks in length. Exceptions to this are courses in: Household Handicrafts and Art Needle Work, Health and Recreation, Community Civics, and Project in Budgeting.

A teacher in dressmaking reports that the class made dresses of wool and silk, three piece suits, and heavy winter coats. Instruction material included seam finishes, color combinations, finish for neck and sleeve, fitting and setting in sleeves, bound button holes, set in pockets

and making of ornaments.

A report from a class in health and recreation states: Part of the time was given to formal health exercises - a constructive, well graded course - and half of the period was devoted to recreational health exercises such as folk dances and games.

Another class in Health and Recreation reports that military marching, corrective, reducing, and rhythmic exercise; folk dances, games, and a discussion of the value of each was taken up. (This course was composed of older women than the first course.)

Another class studied teaching a child of pre-school age and child care. Demonstrations of mother's teaching thru paper cutting, painting and clay modeling were given. Toys were studied by making a display of good and bad toys for both girls and boys from infancy to adolescence.

A class in foods (negro class) reports work in breads, cakes, pastry and salads. A course in dressmaking (also negro) reports that the class made outer and under clothing for both women and children.

Some classes meet once each week and some twice, each for two hours. Some meet in the afternoon and some at night."

It would be impossible to give a complete description of the work being done in evening homemaking classes in Oklahoma. The illustrations given here are intended to give a representative idea of this work and to show the possibilities

for further development.

Teacher Training

The Oklahoma State Plan outlines definite requirements for Smith-Hughes home economics teachers. They must have completed a regular four year college course or its equivalent, in which there has been 30-42 hours of home economics, 24-30 hours of related subjects, 12-15 hours of professional subjects and 33-54 hours of general academic subjects. They shall also have had two years of practical homemaking experience and their college work must have included courses in special methods of teaching home economics, home management, child care, home nursing, and practice teaching of home economics.

Three State Colleges in Oklahoma have been approved for teacher training by the State and Federal Boards; Oklahoma University at Norman, Oklahoma Agricultural and Mechanical College at Stillwater, and Oklahoma College for Women at Chickasha.

1. Oklahoma University.

Mrs. Vera Idol Moore is acting director of the school of home economics.

The university high school and the Norman public schools are used for supervised practice teaching. Each senior is required to teach 45 lessons. Supervised home management is conducted in the practice house, a residence of nine weeks being required. 52 A course in home projects is

being offered especially for women who find it impossible to live in the practice house. 37

"The Child Care course of the University of Oklahoma was organized in the fall of 1920, with Mrs. Cordelia Kent as instructor. The class, each semester averages twenty-five girls, a large proportion of the members being married women.

Aside from the regular class work, the girls interest themselves in some phase of public service as it relates to children. In the spring of 1922, when the employment wave increased the calls for aid on the local Red Cross, the members of the class made ten layettes needed at that time. In the summer the girls made garments for children under three years of age, donating the material as well as the work. This fall (1922), girls are sewing for certain families, each girl being responsible for the family, the material being furnished by women's organizations. Each class tries to aid in some way in caring for the needy children of this community." 53

The following is taken from the "Report of a Survey of Public Education in Oklahoma, 1922." (Completed in Dec. 1922)

"Of the 1100 women students at the university, only 130 are taking home economics courses. Of the 13 candidates for degrees in home economics, eight are taking a curriculum distinctly and narrowly planned to prepare teachers of vocational home economics. This is a

regrettable condition, since all university women should find in home economics department, instruction of vital importance to them."

The same report makes these three recommendations concerning home economics instruction at Oklahoma University: "first, the university home economics curricula should be based on at least one full year of high school home economics. Second, the curriculum leading to the bachelor's degree in home economics should be broadened. Third, no home economics of great value can be given at the university until rooms, equipment, and teaching staff are provided. A cafeteria is an essential unit of a good department." 54

2. Oklahoma Agricultural and Mechanical College

Miss Ella Nora Miller is dean of the school of home economics.

The senior home economics girls do supervised practice teaching in the two year secondary vocational classes under the supervision of Mrs. Margaret Stern and Mrs. Mattie Posey. Each senior girl is required to teach 36 lessons. During the year 1922-23, Mrs. Posey's teacher training classes directed practical meal planning and preparation projects in which groups of the secondary vocational girls went into various Stillwater homes and prepared and served meals.

"Supervised home management is conducted in the practice house where in 1921-22 special provision for practice in child care was made by bringing "Baby David" into the practice house, from which he was later adopted into one

of the good homes of Tulsa, and a new baby succeeded him. Each girl resides in the practice house (Home Builder's Cottage) for six weeks." 55

Baby David Second was also adopted and Baby David Third arrived in the fall of 1922. All three babies were in a critical physical condition when brought to the Cottage by Miss Mary E. Baird, instructor of child care and supervisor of the Home Builder's Cottage, but all three were restored to normal health thru the care of the senior girls under Miss Baird's supervision.

Miss Ella Nora Miller makes the following statements concerning child care training at A. and M. College:

"The universities and colleges in America have agitated the teaching of child training for a number of years--some of them have taken small children, and placed them in cottages on their campuses. The Oklahoma Agricultural and Mechanical College is the sixth college to place a child in the Home Builder's Cottage; that is the placing of a very young baby.

The vital statistics for the State of Oklahoma, as given out by Dr. A. R. Lewis, Health Inspector, report seven babies out of every hundred dying from improper feeding. So the problem as it has been taken up here in our State is designed to meet the needs of Oklahoma's young women of the future.

A large percentage of Oklahoma babies are artificially fed, and every State in the Union should be concerned about this problem. Physicians and nurses everywhere agree

that our mothers need this instruction. Babies properly fed and cared for, cannot help grow but into strong healthy adults.

The course here in infant training is planned to meet the needs of home building students; they live in the cottage in groups, and perform all the work under competent supervision. The baby is fed, bathed, and clothed scientifically. Its habits as they develop, if detrimental, are corrected from day to day as it grows." 56

The State Educational Survey, mentioned above, gives this report on home economics at the Agricultural and Mechanical College:

"A large majority of the young women students in the college are taking some courses in home economics as follows:

302 women are working for degrees in home economics.

25 women are entered as special students in home economics.

125 women from the other schools of the college are electing courses in home economics.

16 women are in secondary courses in home economics.

30 women are taking vocational home economics curricula.

Thus, of the 618 girls registered in the college, 498 are receiving instruction in home economics."

Three recommendations are also given:

"The college cafeteria should be under the direction of the home economics department. Such control would result in food of good quality; costs would be kept down;

and the home economics students would be provided with a most necessary laboratory for experience in quantity food preparation.

The practice house at an agricultural and mechanical colleg should be a model rural residence with sufficient ground and suitable surroundings to make of it an interesting homestead. The present practice house is a mere shack and unsuitable for the use to which it is now assigned.

Finally, the present organization of home economics is faulty. All resident teaching, all correspondent courses, and all extension teaching should be under one single division. To maintain several departments dealing with the same subject matter is unwise." 57

3. Oklahoma College for Women

The school of home economics at the Oklahoma College for Women is divided into two major departments, with Miss Bertha M. Jones and Miss Anna K. Banks in charge.

A four year high school is maintained in connection with the college. Two years of home economics is required of all girls who evroll in this high school. This arrangement gives ample opportunity for supervised practice teaching. Each home economics senior is required to teach 36 lessons. 37

"Supervised home management is conducted in an apartment provided for that purpose and in which each student resides for nine weeks." 58

"In 1921-22 a Tea Room Management Class was conducted

at the College Store. The meals offered were noon lunches, afternoon "feeds" and Saturday morning breakfasts. Some of the problems solved by the girls were: The use of left-overs, arrangement of dishes and kitchen utensils so that there would be the least amount of effort in using them; devices to shorten the time of food preparation; advertising the meals so there would be an increased attendance at the Tea Room." 59

Home project work forms a part of the work for which credit is offered at O. C. W. Miss Phayee Mizell carried on a very successful project last summer (1922). The following description of that project is based on letters from Miss Mizell and her father to Miss Bertha Jones, professor of foods and cookery at O. C. W.

Miss Mizell took complete charge of her home for the summer months. The family consisted of seven members; the mother, father, daughters aged 22, 19, 16, 7, and a boy of 5. During July and part of August the mother and two children were away from home so that this student had the entire responsibility of the household of four and during June she took the leading part in its management. She not only did the planning of meals but planned them so that they would meet the requirements of the different members of the family. She also considered the cost as well as the nutritive value. The expense account was kept every day and totaled at the end of each month. She also did the family sewing. She made eight dresses for her three sisters and

one for herself, also a shirt for her father. The summer canning also formed a part of the project.

Miss Mizell herself expresses the value of such work: "This course gave me confidence in myself. I really saw what I could do by myself if I tried. If you want to know more about the condition's you face in the home, this home project course is great. It is just what a girl should take during the summer months."

Miss Mizell's father expresses his appreciation of his daughter's work also:

"Regarding the work done by my daughter during the past summer, will say that I do not sufficiently understand the project she was working on to say as to the success of it from an educational standpoint, but from the standpoint of keeping the home, supplying the table, canning fruit, making jelly, and doing the family sewing, it was very gratifying to me.

I have always believed that our modern education was all but practical, but am now convinced that this one course at least, is being made extremely practical."

This rather detailed account of a home project as part of a teacher-training course is given to illustrate the fact that the teacher-training institutions strive to develop teachers who are practical homemakers as well as theorists on the subject of homemaking.

The previously quoted educational survey of Oklahoma includes the following report on home economics at O. C. W.

"At the college at Chickasha, one year of home economics is required of every student. This is a recognition of the essential differentiation in women's education not elsewhere accorded in the State of Oklahoma. Such a requirement - if the courses thus required are of the proper type - ensures a fundamental knowledge of household administration to every girl, and in addition aids in preparing a large number of teachers who will be able to teach some home economics in connection with other subjects when employed in the smaller high schools of the State.

The educational atmosphere at the Women's College at Chickasha is conducive to the maintenance of excellent instruction in home economics, but the material surroundings both for this subject and the basic sciences are far from being satisfactory. A special building for science teaching and home economics education is greatly needed." 60

A description of all the special projects being carried on in the teacher training institutions would be too lengthy for a study of this kind. The descriptions which have been given are for the purpose of showing the general nature of the training being given to those who will become home economics teachers.

Enrollment

The table given below shows the numbers enrolled in

the different types of Federally aided vocational home economics schools in Oklahoma each year since the passage of the vocational education act: 62

Type of School	1918	1919	1920	1921	1922
Teacher Training	- -	- -	127	97	331
All-Day	406	89	219	154	49
Part-Time	- -	- -	¹⁰ - -	- -	- -
Evening	- -	- -	- -	- -	368

No complete report is available for the numbers enrolled in vocational home economics classes which were not Federally aided.

Teacher Training Conferences

The first annual State teacher's training conference was held April 12-14, 1922, at the Oklahoma Agricultural and Mechanical College. The purpose of the conference was to discuss general questions of interest to all institutions training home-economics teachers.

The most important results of the conference was the formulation of regulations governing the course of study, minimum equipment standards, and the certification of teachers. These regulations were approved by the State Board of Education September 29, 1922 to become effective September 1, 1923. The certification regulations provide that

all teachers of Home economics subjects in Oklahoma will be required to hold special home economics certificates beginning September 1, 1923. Life certificates will be issued to home economics teachers upon the completion of the four-year course outlined for Smith-Hughes teachers, provided they have taken the professional work required by the State Board of Education. Temporary certificates will be issued to graduates of the four-year home economics course who lack the required experience in home-making and teaching. 61

The second State teacher-training conference was held at the State University, February 7-8, 1923 in connection with the conference of the Oklahoma Society for Vocational Education. A detailed study of the needs and demands of the evening school program was made and the qualifications of and need for training of evening school teachers was recognized. Dr. Arthur Dean, Professor of Vocational Education at Teachers College, Columbia University, and Mrs. Mildred Weighley Wood, formerly head of the home economics department in the University of Minnesota were special speakers.

The third annual teacher-training conference will be held at the Oklahoma College for Women in 1924. 37

General Conferences 37

In the spring of 1921 (between March and June) four district conferences for white teachers and one for colored

teachers were held by the State Supervisor. These conferences were held to solve specific problems relating to the administration of vocational home economics. Also, teachers were given the opportunity to discuss their own problems.

During the year 1921-22, four district conferences were held for white teachers. In addition, one state conference was held at Oklahoma University in the summer with Miss Alice M. Loomis and Dr. David Luedden as special lecturers. A general program lasted one week but those who wished to work out certain problems stayed for a month. College credit was given for this work. For negro teachers, one State conference and one district conference were held. The purpose of these conferences was to secure a better understanding of the problems relating to vocational education in the all-day and evening classes. The use of the home in home practice and home projects was one of the chief topics. It was decided that teachers need special training for the supervision of home project work.

For the summer of 1923, the State general conference is to be held at Oklahoma Agricultural and Mechanical College. Miss Alma Binsel, special lecturer on the psychology of the training of children and assistant professor of child care at Cornell and Minnesota Universities will be a special lecturer. Miss Adelaide Baylor, Chief of Home Economics Education Service, and Mrs. Frazier, President of the Federation of Women's Clubs will be other speakers.

Summary

1. Vocational home economics education in Oklahoma has been seriously hampered by insufficient funds for its support.

2. The all-day school program was developed during the first three years of the Smith-Hughes work. No all-day schools are being Federally aided at present but many are continuing the work by means of local support. Many other schools have signified a willingness to cooperate with the State and Federal Boards for Vocational Education.

3. Part-time home economics classes have received little attention. This type of work is an undeveloped phase of vocational home economics education in Oklahoma.

4. The evening-school program has been developed during the past two years. Oklahoma women respond eagerly to this opportunity for homemaking instruction. This is an effective form of homemaking instruction because those taught feel a definite need for such instruction.

5. Three Oklahoma Colleges have adjusted their home economics course to meet the Federal and State requirements for vocational home economics teacher-training institutions. The courses being offered are designed to give practical homemaking training.

6. Home economics teacher-training conferences and general home economics conferences have been held during the past two years in order to secure a better understanding of the problems related to vocational home economics education.

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3. Cf. Bulletin No. 1, "Statement of Policies", p. 2. Issued by Federal Board for Vocational Education.
4. Frederick G. Bonsor, Teacher's College Record, January 1922, p. 39.
5. Population Report, 1920, United States Bureau of Census Department of Commerce.
6. Same as 1. p. 15.
7. Edith C. Johnson, News Letter, Vol. 1, No. 1, p. 9. Issued by Oklahoma Society for Vocational Education.
8. Cf. David Snedden, "The Expansion of Home Economics Education", Vocational Education Magazine, Vol. 1, No. 4, p. 285. Published by J. B. Lippincott Co., Philadelphia.
9. N. E. A. Report, Vol. 60, p. 1466. Published by National Education Society.
10. Vocational Education Magazine "A Challenge", Vol. 1 No. 6, p. 434.
11. Cf. Frederick G. Bonsor, Teachers College Record, January 1922, p. 40.
12. Cf. Maudie E. Richman, News Letter, Vol. 1, No. 2, p. 26.

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1. Cf. Bulletin No. 37, "Survey of the Needs in the Field of Vocational Home Economics Education," p. 16. Issued by the Federal Board for Vocational Education.
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16. Cf. Ellwood, "Sociology and Modern Social Problems",
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22. Durant Drake, "Problems of Conduct", p. 179. Published
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23. Same as 3, p. 2.
24. Cf. Bulletin No. 28, "Home Economics Education", pp. 8-
46. Issued by Federal Board for Vocational Education.
25. Cf. Vocational Education Act, sections 2 and 3, also
Appendix B, part V.
26. Same as 1, p. 26.
27. Cf. "Fess Home Economics Amendment", a pamphlet
issued and signed by American Home Economics Association,
General Federation of Women's Clubs, National Grange,
and several other national organizations.
28. See Vocational Education Magazine, Vol. 1, No. 6, p. 444.

29. Sixth Annual Report to Congress of the Federal Board for Vocational Education, 1922, table 6, p. 244 and Table 16, p. 288.
30. Bulletin No. 3, Vocational Education in Oklahoma, 1919-1920, pp. 3-5. Issued by the State Board for Vocational Education (Oklahoma).
31. Same as 23, p. 11.
32. "State Plans" for 1923-1927. Issued by Oklahoma State Board for Vocational Education.
33. Information from records at State Vocational Education office.
34. Same as 29, table 32, p. 334.
35. Same as 33.
36. Same as 29, table 21, p. 308.
37. Unpublished reports from Miss Emily Maude Richman, State Supervisor of Home Economics. Material which is unavailable in published form.
38. News Letter, Vol. 2, no. 1, p. 13. Issued by Oklahoma Society for Vocational Education.
39. Same as 37.
40. Same as 38, Vol. 2, No. 1, pp. 13-15.
41. Same as 40, p. 11.
42. Same as 40, p. 10.
43. Same as 38, Vol. 1, No. 3, p. 35.
44. Same as 38, Vol. 1, No. 2, pp. 26-27.
45. Daily Oklahoman, April 8, 1923.
46. Same as 29, pp. 248 and 270.

47. Same as 32.
48. Same as 32.
49. Same as 38, Vol. 1, No. 2, p. 20.
50. Same as 37.
51. Same as 37.
52. Same as 29, p. 201.
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56. Same as 38, Vol. 1, No. 2, p. 27.
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