

VITALIZING HOMEMAKING EDUCATION THROUGH
THE USE OF BULLETIN BOARDS.

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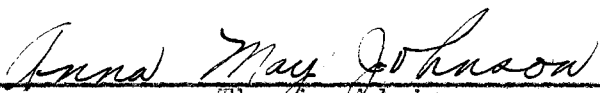
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PREFACE

This study of vitalizing Homemaking Education through the use of bulletin boards is based upon recorded data from anecdotal records kept by Homemaking students in Wetumka High School.

It was desired that the selected anecdotal records would indicate that bulletin boards could serve as a worthwhile learning experience for student participation as well as educational visual aids to observers.

The writer would like to express her sincere gratitude to Miss Anna May Johnson, associate professor of Home Economics Education, who gave invaluable advice and encouragement in the study; for the helpful suggestions of Dr. Millie V. Pearson, professor and head of the Home Economics Education department; and for the cooperation and response given by the Homemaking girls in Wetumka High School.

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CHAPTER I

LEARNING BY MEANS OF VISUAL EDUCATION

Throughout the ages learning has not developed with each individual in the same manner or degree. While some may differ as to how knowledge is acquired, few can challenge the statement that, "We learn what we live in the degree that we live it."¹

Since the school is considered second only to the home in important influence over the child, it is a natural responsibility of the school to foster the kind of living which fits into the building of good character and significant personality. It is a well accepted belief that what a child actually lives, he builds into his character and personality. The most formative years for establishment of enduring standards and ideals are spent, to a great degree, in the school room; therefore, the teacher should establish an environment in which the student can freely develop the basic beliefs that will lead to a wholesome and productive life.

¹ Elmer Harrison Wiles, The Foundations of Modern Education, (New York, 1942), p. 103.

The description of good habits and the proper behavior in everyday living is important, but explanation alone is not enough, as the child learns through experience. The youngster who has been told not to touch fire learns more vividly when he experiments and feels the pain of burning. It is similarly true that the school child begins to understand sharing by taking his turn on the playground, and learns fair play and sportsmanship by winning and losing. Experience through participation embraces more than actual physical activity, however, as many good "lessons" have been learned through observation alone.

A democratic environment offers opportunity for student participation in planning learning experiences as well as extra-curricular activities. This is fertile ground for creating within the child a strong desire to acquire knowledge. If the child feels free to question material presented and to express his own ideas, he is naturally more interested and progresses more rapidly than if he were restricted in his activities and thinking; however, the learning situation and the subject matter presented must be kept within the limits of the child's level of understanding. Unless the teacher is able to present intelligent examples within the student's realm of comprehension, there will be insecurity and frustration instead of a sense of protection and relaxation which is essential to complete learning.

Many parents have found that the democratic principles of government can be exercised in the home. Consequently, children from such homes bring the best rules of conduct into the school and are already well adjusted to the basic ideas of fairness when they enter formal schooling. Unfortunately, many homes still remain strict and autocratic and produce frightened youngsters who cannot express themselves because they have never before had the opportunity to do so. The inconsistencies of home government or control bring about major difficulties for the teacher who advocates democracy and freedom of expression in both the classwork and extra-curricular activities.

An excellent aid to learning is the use of visual symbols which illustrate the printed materials and should help the student form proper concepts. Some of the customary visual symbols used in teaching are diagrams, drawings, sketches, maps, charts, posters, cartoons and comic strips. Although these are all called symbols in the general sense, each one has a definite way of presenting an idea. Diagrams, sketches and drawings are applicable to many fields of study in that they represent the real thing as nearly as possible. It is of interest to know that quite often students who are not able to read or write can understand these symbols, as they interpret the written or printed material as they would the use of arrows to indicate the direction of motion. Maps and charts, another form of pictures, present

much information in a brief manner, and can be used quite effectively when dealing with figures or dates that are hard to understand or difficult to remember. For materials that require instant appeal, such as the need for conveying a single idea to be seen and understood at a distance, the poster is most valuable. Posters can be made to represent any type of material from the concrete to the abstract, but it is essential always that the basic idea be clear at one glance. Through this medium the cartoonist is able to tell his story in one sketch that would otherwise require many pages of explanatory writing. Subject matter is limited in no way, and the illustrator can use humor or satire as well as drama and sensation to an advantage in cartoon or poster construction.

Realizing the truth that one picture or illustration is worth a thousand words, the trend in modern education at the present time is to use as many visual aids as necessary to help present the subject matter. Although many people may consider this a completely new addition to the learning situation, McKowan and Roberts point out that

Man has always found picturization an indispensable tool for expressing ideas or conveying information to others. Originally our written language was pictorial. The development of alphabetic speaking and writing may have changed the emphasis and the types, but basically it did not change the necessity or the place of pictorial representations. The very fact that picturizations are used so widely is evidence that industrial, commercial and professional interests, which spend vast sums of money in preparing and distributing them accept them as important educational devices. Too, what confusion would result if these pictorial representations were eliminated from our formal educational materials

and procedures. Here, also, they have been widely accepted as significant instructional instruments, not only as aids, but also as important source of information.²

Most schools now offer homemaking education; however, because of the small number of such classes and conflicting schedules of required courses, it is impossible for many students to participate in the homemaking classes. This is unfortunate since many students on the high school level not only need but also are eager to study homemaking. The writer does not wish to advocate compulsory homemaking education for both sexes, but is concerned with a means of sharing homemaking experiences with all high school students and others. This seems necessary in that many teenagers have absolutely no conception of food and nutrition, construction, care and selection of clothing, household management or child care and development and still they may soon marry and be required to carry out such duties. In a study reported by Landis³, it was found that approximately 90 percent of people marry during a life time, and this knowledge alone is enough to prompt more attention toward increased interest in homemaking courses throughout the high schools.

² Harry C. McKowan, and Alvin B. Roberts, Audio Visual Aids to Instruction. (New York, 1940), p. 103.

³ Paul H. Landis. Your Marriage and Family Living, (New York, 1946), p. 264.

It is of ever increasing importance then that the values of homemaking education be instilled in as many students as possible. This is vital to the management of the successful homes and families of the future which are, after all, the very foundation of civilization, and the only hope of tomorrow lies in the preparations made today.

CHAPTER II

POSSIBILITIES OF BULLETIN BOARDS AS A MEDIA IN TEACHING

The opportunity of student participation in the classroom is of constant importance for proper development of the school child. This need for self-expression is intensified greatly as the child begins the transition into adulthood. During the adolescent period, or teen age years, the student feels more keenly the desire to share equally in duties and responsibilities as well as in privileges and benefits. There is increased interest in learning through the high school years, since this period will terminate formal training for a large percentage of youth. There is, therefore, strong concern on the part of the student who knows he must consider his lessons with a view toward the future and absorb lasting values which will be applicable in later life.

Approaching an independent and self-sufficient status in life, modern high school students have little or no interest in theoretical or philosophical discourses on the benefits of free enterprise and democratic government. They must see democracy in action and be given the chance to function as free thinking individuals whose opinions are at

least considered and held in respect whether or not they are applicable to a given situation.

Out There is perhaps no field of study which offers more lasting and intrinsic values than homemaking. The worth of learning the foundations for good personal, home and family life is beyond comparison with other branches of education, for it is principally homemaking that knits together the family and consequently, the community and the nation.

It is desirable that the values of homemaking education reach more than the limited numbers enrolled in these specialized courses of study. The problem of locating a method by which to transmit the educational ideas developed in homemaking classes to the entire student body and the general public as well can perhaps be solved, at least to a great extent, by the proper use of bulletin boards. The idea of vitalizing homemaking education through the use of bulletin boards was presented in a foods course at Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. As a part of the plan for classwork students arranged bulletin boards and exhibits that would be of educational value to the lay people. The space designated for display was in the hallway on the first floor of the Home Economics building, thus making it possible for many people to see the exhibits. In an effort to most adequately carry the intended ideas to others, certain rules concerning the construction and placement of designs were agreed upon by

class members and displays were prepared by each group of two students. The plan worked smoothly and effectively. The displays and exhibits created a great deal of interest both on the part of participating students and others who observed them.

Upon finding this project enjoyable as well as informative, the author conceived the possibility of adapting such an idea to her own teaching situation. Before beginning the study, however, available material in the Oklahoma Agricultural and Mechanical College library was checked to determine whether or not any previous research had been reported on a similar topic. Although various periodicals and books contained discussions of commercial exhibits, ideas for posters and art principles--all applicable to the proposed subject--the writer was unable, at that time, to find any report of research dealing specifically with bulletin boards.

An attempt was then made to determine the effectiveness of bulletin boards in the Homemaking Program in the Wetumka High School. It was hoped that this study would give evidence that the effective use of bulletin boards is adaptable as an aid in teaching most subject matter and could be used to carry homemaking educational values beyond the four walls of the classroom.

Although it has often been considered just a place designed to post notices or announcements, "the bulletin board has been recognized as a teaching tool of wide usage"

and standing."¹ For the purposes of this study the term bulletin board is considered as an educational media of teaching, and with this interpretation in mind the purpose of the study was to determine how effective the bulletin board can be in transmitting educational information to the entire student body and others.

Certain basic assumptions influenced development of this study. They can be summarized as follows:

1. The bulletin board might be used as an educational means in the school instead of remaining just a place to post notices or announcements.

2. Since a basic thought or theme can be absorbed quickly from a properly arranged bulletin board, the homemaking students might share stimulating ideas from their classwork with the general student body and others.

3. Preparation of bulletin boards could be a desirable learning experience for homemaking students if they are allowed the privileges of using individual creative ideas, designs, and illustrations.

4. The actual public display of the work on the bulletin board might stimulate classwork and interest in the major subject.

¹ G. G. Weaver and E. W. Bollinger, Visual Aids, (New York, 1949).

5. Anecdotal records, if kept, may be evidence to justify the belief that the bulletin board can be an effective educational media of teaching.

6. The result of such a study might furnish information of value for others.

Before the school term began the writer's greatest concern was directed toward methods of creating the desire within the students to want bulletin board arrangement as a class activity. Believing there is little value to a class project which is demanded by the teacher, it was decided to offer the suggestion and describe the possibilities of such a project, rather than insisting on carrying it out.

Bulletin board materials were assembled and those suitable for possible displays were made available for use. The materials used and the subject of each planned illustration should be those materials and subjects which interest the majority of individuals who are preparing the bulletin board and those who will probably observe the finished product.

This study was carried out as an experiment in the Wetumka High School. The city of Wetumka has an approximate population of 2,100 and is located in eastern Oklahoma in Hughes county. The principal sources of income for the area include diversified farming, oil production and cattle raising. The high school consists of a modern limestone building and has an enrollment of 250 pupils, many of whom live in the surrounding rural areas. Homemaking education

classes are carried on in a native rock cottage which has a conference room, a large classroom, a two-unit kitchen, a bath room, and a storage room. It is located approximately 30 feet from the high school building. Homemaking there is a one teacher department since the facilities do not accommodate and the enrollment does not justify more instructors. In the Wetumka High School, Homemaking I is offered for freshmen, Homemaking II for sophomores and Homemaking IV for juniors and seniors. Due to small enrollment Homemaking III and IV are alternated annually. This study began in September, 1951, and was carried through the month of May, 1952, by two Homemaking I classes, one Homemaking II class and one Homemaking IV class.

The educative value of the bulletin board as a teaching device was studied (1) in terms of homemaking students who prepared and exhibited the material, and (2) the other individuals who observed the exhibits.

After a careful analysis of several different methods of securing data the investigator decided that anecdotal records kept by students would give evidence needed regarding the effectiveness of the bulletin board exhibits prepared.

As each exhibit was prepared the students agreed to write the title at the head of their report, and to include the names and viewpoints of any individuals they heard make comments. It was emphasized that both good and bad comments

should be recorded, and whenever possible, the persons commenting should be identified as to their status as a student, teacher, or a visitor. These anecdotal records were placed in separate folders for each bulletin board prepared.

Learning takes place more rapidly when the learners thoroughly understand the functions and purposes of each successive learning experience. For that reason, it is highly important that all class activities and studies, to a great extent, be developed by the group. However, regardless of the constant desire for class participation and a democratic atmosphere, the teacher is a vital part of the group and must so guide learning experiences that students will arrive at intelligent decisions; decisions which promote the benefit of the greatest number of individuals involved. The teacher must visualize the possibilities of the plan from the beginning to the completion and keep timely activities in mind as the students cover each unit of work. In order to avoid too much deviation from the standard course of study, some rules and regulations were considered necessary. These restrictions were discussed and agreed upon by the students as well as the teacher, and were designed as necessary controls for the prospective illustrations. These limitations or requirements assured, to some degree, some uniformity of quality in the bulletin boards to be prepared.

There seems to be no limit to the number and kinds of ideas for educational bulletin boards, as textbooks, reference books, and periodicals furnish a steady source of supply for materials adaptable to displays. Many fine illustrations were developed from material found in these sources. However, some of the most clever and most thought provoking themes used in displays were those which arose from original thought and were evolved through creative abilities of the students. The freshness of approach and the effectiveness of original illustration would account somewhat for the apparent success of these bulletin boards; however, it is believed that such talent is shown and such ability is used only with the inspiration which comes from a background of self-confidence and freedom of expression.

CHAPTER III

USING THE BULLETIN BOARD IN A SPECIFIC SCHOOL SITUATION

Before any assumption can be proved or disproved it first must be put into action, and in any experimental project involving the cooperation and abilities of a group, the main consideration at the start must be toward creating interest in the subject.

There is no doubt that the group activities which succeed are those in which the individuals participating have had not only freedom of expression carrying out the project, but also the privilege of assisting in the selection and development of the activity from the beginning.

There are, of course, certain restrictions in any educational process, and the teacher must see to it that the required subject matter and information is presented and all work completed in the allotted time. There is always the opportunity, however, to let students help plan the methods by which the lessons are presented.

The old traditional curriculum with set rules and regulations for every hour of every day cannot help but result in boredom for the students and oftentimes for the teacher, also. It is with anything but fondness that one recalls those long, dragging hours spent in regimented

lectures, drills, and study periods in the class rooms of just a decade or two ago. Just as the older curriculum procedure was too confining and strict, the new class participation theme could be carried to equally disastrous extremes if not controlled by the teacher's careful planning. It should always be kept in mind that certain goals must be set and definite material must be covered, yet it is advantageous that the students feel free to bring up questions, whether or not they are pertinent to the immediate discussion. Sometimes this digression leads to further examples, either through experiences related by the pupils or incidents recalled by the teacher, and thus there is further emphasis on the essential elements of learning as well as an enjoyable educational experience in a pleasant democratic atmosphere.

In consideration of the constant need for student cooperation and interest, the writer endeavored to carefully prepare the examples and possibilities to be presented to the students. It was desired and believed an absolute necessity, that the students really want to carry out the proposed experiment to determine the value of bulletin boards in transmitting educational information to the entire student body and others.

It could have been presented as a formal assignment and a required project, but the purpose likely would have been defeated at the very start if the students had been forced

to participate. Just as the old adage stresses that "you can lead a horse to water, but you can't make him drink," it is also true that you can direct students to take part in a project, but you can not force them to take the interest necessary to produce creative and artistic work.

If there can be one main essential to success of an activity, either individual or group, it probably would be enthusiasm. Even with every advantage in equipment and instruction, the indifferent individual can not produce much that is creative, whereas the enthused person, even with crude equipment and little formal learning, oftentimes brings forth the greatest inspired art, music, or literature of the age.

With these ideas in mind the possibility of adapting the bulletin board project undertaken in the foods class at Oklahoma Agricultural and Mechanical College to the present teaching situation was discussed with the students concerned. The enjoyable aspects of the projects were described and after much discussion the group concluded that a similar project could become a part of the classwork in Homemaking Education in the Wetumka High School.

Since this was a new teaching situation for the investigator, she discussed the project with the superintendent of schools soon after her arrival in the community. Obtaining the approval of the school administrator before attempting any activities not routine to customary procedures is

always advisable. The superintendent believed the project as described would be worthwhile for the students and enthusiastically offered his support and assistance.

With the first steps--approval of school officials and the creation of student interest--accomplished, the next phase in the development of the experimental bulletin board project was planning the necessary technical information that should be covered. Realizing that bulletin boards planned and arranged by the students themselves provide vital learning experiences, special consideration was given to the preparations which are necessary before student are ready to assume responsibility. Interest and enthusiasm are still of utmost importance, but one cannot expect satisfactory results from any experiment where there has been no preliminary investigation and instruction for the participants. The construction of original bulletin boards seemed an intriguing challenge to the students, but since it was an entirely new medium of expression for them it was necessary to explain the materials needed and the general principles involved in bulletin board preparation. Working together in an informal manner, the teacher and students developed standards to be used throughout the project. They also talked over ideas for possible topics and methods of locating needed materials. A great deal of time was spent in the department cottage checking all available equipment and

browsing through materials in order to locate all items that might be of use.

Quint In the homemaking classes it was necessary that the scheduled unit plan be followed closely. The unit plan, which was located in the homemaking department files, is shown in Table 1. This plan had been designed at the close of the previous school year and was set up to accommodate films which had to be ordered at that time. It may seem questionable to some that the proposed plan of democratic procedure could be used with such a restricted unit plan. But it should be remembered that there are always some routine materials that must be presented, and that within the limitations of a unit plan students can help set up goals in terms of their interests or concerns in relation to each unit.

When the semester began, the first two days of school were devoted to adjusting schedules so that each class enrollment would be in proportion to the amount of equipment available in the various departments. Then a few days were spent with the students helping to plan the year's work. The unit plan was used as a guide in setting up objectives with the classes. It was during this discussion of objectives or goals, that plans for the proposed bulletin board project became a reality.

TABLE 1
 HOMEMAKING EDUCATION SCHEDULE FOR
 WETUMKA HIGH SCHOOL 1951-52

Class	Number of Weeks	Dates	Name of Units Taught
9	9	Sept.4-Nov.9	Grooming and Personal Improvement
9	9	Nov.12-Jan.11	Food Preparation and Cooking
9	6	Jan.14-Feb.22	Health and First Aid
9	12	Feb.25-May 16	Clothing Construction

10	6	Sept.4-Oct.12	Textiles
10	12	Oct.15-Jan.11	Clothing Construction
10	9	Jan.14-Mar.14	Food and Nutrition
10	6	Mar.17-Apr.25	Dating and Etiquette
10	3	Apr.25-May 16	Hobbies

11&12	6	Sept.4-Oct.12	Food Preservation
11&12	6	Oct.15-Nov.23	Clothing Selection
11&12	6	Nov.26-Jan.11	Budgeting
11&12	6	Jan.14-Feb.22	Child Care and Development
11&12	6	Feb.25-Apr.4	Marriage and Careers
11&12	6	Apr.7-May16	Home Nursing

As there was only one bulletin board in the cottage a suggestion was made that another one be made and placed in the hallway of the main high school building. Since a great many students have no classes or activities in the home-making cottage, the new bulletin board proposed would offer more opportunity to achieve the desired aim of transmitting educational ideas to the entire student body. The new bulletin board was provided with a hinged glass enclosure and a fitted lock as a means of protection for the pictures or drawings arranged upon it. The bulletin board was $25\frac{1}{2}$ inches by 32 inches in size, and was slightly smaller than the cottage bulletin board. The construction of both boards was similar in that they were each made of a large wooden frame with backs of pressed fiber board, a highly suitable material for mounting objects with pins or thumb tacks. The coloring of both boards was the same, and consisted of a medium green frame with a dark green background. These two shades of green blended nicely with the soft green coloring of the walls in the cottage and that of the hallways in the main building.

In the early discussions it was agreed that the idea of utilizing bulletin boards to share learning experiences with fellow students and others could provide entertainment as well as accomplish a desired goal in classwork. Therefore, some illustrations were shown in order to give students a clearer idea of the type of educational bulletin boards that

might be of value in the project. As these illustrative boards were examined, mention was made of what could be used as a guide in assembling the displays. This brought up the need for development of a criteria so that each student would have a similar device for evaluating the work accomplished. Many ideas and suggestions were tossed around until a criteria, satisfactory to both the students and the teacher, was developed. This criteria was as follows:

CRITERIA FOR PREPARATION OF BULLETIN BOARDS

Yes	No	
___	___	1. Is a catchy phrase used in the title?
___	___	2. Is the point to be put across easily recognized?
___	___	3. Is the information current, educational and useful?
___	___	4. Can it be seen and read at a reasonable distance?
___	___	5. Would it tell the story without a legend?
___	___	6. Have art principles been used in regard to attractiveness, color harmony, balance and margin?
___	___	7. Have pins or thumb tacks been used inconspicuously?
___	___	8. Is it of general interest?
___	___	9. Is the message given on the level of the people to be attracted?
___	___	10. Are pictures captioned to clear meaning?
___	___	11. Is the material from a reliable source?
___	___	12. Does it have a central teaching point?

No attempt was made to rate each bulletin board on a percentage basis, but students tried to carry out the basic principles in the criteria they had developed. It was necessary to keep the criteria ever present since the bulletin board was maintained weekly, each time by a different group of girls. The order in which the classes participated in maintenance of the bulletin board was decided cooperatively by the students and teacher. This order is shown in Table 2.

TABLE 2
UNITS INCLUDED IN THIS STUDY

Class	No. of Weeks	Name of Unit
9th	8	Grooming and Personal Appearance
10th	1	Household Management
10th	2	Clothing Construction
11th & 12th	4	Money Management
10th	9	Food and Nutrition
11th & 12th	1	Child Care and Development
11th & 12th	5	Clothing Selection
11th & 12th	3	Relationship

A total of 33 bulletin boards were prepared during the 36 weeks of the school term. At the beginning of school, two weeks were spent in preparation for the job to be carried out. The bulletin boards were prepared weekly and first placed in the cottage for a period of one week. The following week a new one took its place and it was transferred to the high school hallway. Most of the bulletin boards were arranged on heavy white cardboard in order to avoid wasted time in assembling and transferring them from one board to the other.

Ideas for the scheduled topics were plentiful and developed smoothly. The main difficulty was in the actual preparation of the finished product. Especially was this true in regard to the necessary lettering, for the girls were unable, through lack of training, to produce artistic lettering. The girls, however, were determined to find a method whereby they could do all the work necessary. Free-hand lettering is considered the most effective if properly done, but a lettering job that is not neat can ruin the appearance and effectiveness of the whole bulletin board. Letter stencils were used fairly well, but this method was limited by the size and style of letters that could be obtained. It was found that the most satisfactory means was through the use of ready-cut letters as letter guides. These were made and cut of black construction paper and could be fastened easily with pins. They also facilitated

filing because they could be removed easily and placed in manila envelopes along with the pictures and other bulletin board materials for future use.

Folders were prepared for each bulletin board so that the records of comments overheard could be filed. Every girl in homemaking education agreed to write any comment she heard concerning each bulletin board and place it in the proper folder.

No attempt was made to keep a record of the total number of comments made in regard to each bulletin board as they varied in number depending upon the evident appeal of the exhibit. Often the comments overheard had identical meanings even though they were stated differently. Many were made by teachers and others besides the students, indicating that they, too, had noticed the exhibits.

As for the number of comments selected to be reported in Tables 3, 4, and 5, it was decided that only those which seemed most indicative of the kind of thinking expressed would be presented. This, of course, resulted in a variable number, usually three to five for each exhibit. The following example will help explain the method used. Five specific comments were reported by the students who prepared the bulletin board exhibit emphasizing personality improvement. These were as follows:

Example:

1. My personality could stand a little improving. It's like going on a diet, it's hard to do.
2. I believe boys pick girls more on their looks than personality.
3. Personality is really what counts most about a person. If you have a pleasing personality you usually have lots of friends.
4. We can't do too much about our looks but we can improve our personality.
5. We have lots of pretty girls in school but they are hateful.

The first, third and fourth comments were selected and included in the tabulations shown as Table 3. These, although not all of the comments made, do seem to encompass the major ideas expressed.

TABLE 3

SUMMARY OF RESULTS OBTAINED BY THE HOMEMAKING I
CLASS THROUGH BULLETIN BOARDS ON GROOMING
AND PERSONAL IMPROVEMENT

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Sept.18- Sept.22	WHICH ARE YOU? MODERN MISS OR MODERN MESS	Dress for the occasion as you are judged by your cloth- ing selection. Combinations.	<p>Today, I believe we have more modern messes than modern misses.</p> <p>I hope all the girls see the modern mess so they will see how they look when they wear clothes not suited to the occasion.</p> <p>It doesn't take expensive clothes to be attractively dressed but they must be clean and becoming.</p>

Sept.25- Sept.29	ITEMS TO CHECK IN GROOMING	Bodily Cleanliness (A person is not well groomed un- less clean all over)	<p>I don't like that kind of tooth brush. The bristles are too stiff for my gums.</p> <p>I brush my hair as I listen to my radio just before I go to bed.</p> <p>I'd like to find a deodorant that would stop perspiration for me. I've tried about everything on the market but haven't found one yet.</p>

TABLE 3--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Oct.1- Oct.5	TODAY'S SLUMP WILL BECOME TOMORROW'S HUMP	Correct posture is important whether stand- ing, sitting or walking.	I hope all the boys see this one. We have some cute boys but they need to straighten up. Clothes can't cover up all the defects in posture. That's why some clothes don't fit as they should. I like to sit on the edge of my chair while I read. I guess I'd better start sitting up straight.

Oct.18- Oct.12	LOOK INTO THE MIRROR ARE YOU A QUEEN FOR TODAY?	Mirrors often reflect things we don't see otherwise.	We need the halls lined with mirrors so we can check our- selves more often. What did people do before mirrors were invented? We depend on them so much. Mirrors are often too truthful for comfort. We wish we didn't know some of the things they say to us.

TABLE 3--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Oct.15- Oct.19	DO YOU TAKE A SEAT AND RISE GRACEFULLY?	Position of feet is important be- fore sitting or rising.	<p>I was never con- scious of how I seated myself and got up. I didn't realize one could look so terrible.</p> <p>Did you ever watch a cow lie down or get up? They seem so awkward.</p> <p>That reminds me of how many people get in and out of auto- mobiles. When entering they put their head in first and when getting out they back out.</p>
Oct.22- Oct.26	HE WHO LAUGHS AT OTHERS WOES HAS FEW FRIENDS AND MANY FOES	Look for good qualities in other fellow and help him develop them instead of laughing at his weak ones.	<p>If more people would practice the moral to the slogan, the world would be a better place to live. We would enjoy it more.</p> <p>That shows how jeal- ous some people are. They are ready to find fault and make something of it.</p> <p>Jealous people often feel insecure and are looking for ways of building their own ego by finding fault or criticizing others.</p>

TABLE 3--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Oct.29- Nov.2	WHAT IS PERSONALITY?	Every person is a personality. We make it what we want it to be to a large extent.	<p>My personality could stand a little improving. It's like going on a diet, it's hard to do.</p> <p>Personality is really what counts most about a person. If you have a pleasing personality you usually have lots of friends.</p> <p>We can't help the way we look much but we can improve our personality.</p>

Nov.5- Nov.9	LET CATS BE CATTY	It doesn't cost anything to be pleasant and being catty is not a sign of intelligence.	<p>Sometimes we sound catty when we don't mean to. It isn't so much what we say but how we say it.</p> <p>Often are actions are misjudged. Sometimes we look directly at some one but our thoughts are on something else. We really don't see the other person even though it appears we are looking at them.</p> <p>When some one is catty with you it's hard to keep from being catty with them.</p>

TABLE 4

SUMMARY OF RESULTS OBTAINED BY THE HOMEMAKING II
CLASS THROUGH USE OF BULLETIN BOARDS

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Nov.12- Nov.16	HAVE YOU HELPED KEEP THE BUILDING CLEAN?	Be more respectful of janitor and help him instead of creating more work for him. The way you respect and care for public property reflects your personality.	I'm sure the janitor would enjoy a little extra time. What do you think they hire the janitor for? If we did all that he wouldn't have anything to do. We only have five minutes to get our books and hurry to class. That's why I never clean my locker out. If I offered to wash the blackboards or dust the erasers some of those guys would think I was trying to apple polish.

Nov.19- Nov.23	EQUIPMENT FOR SEWING	Better work can be done if proper equipment is used.	The wrist pincushion is something I need for I can't keep up with my pincushion. This bulletin board looked O.K. in the cottage but it looks out of place in the high school hall. I believe it means more to the girls than it does to the boys.

TABLE 4--Continued

Dates	Ideas Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
			They didn't have all those things when I was in school. I'd like to go to school again and learn to use them.
Nov.26- Nov.30	WHAT IS A GOOD GARMENT	Qualities of a good garment such as, suitable material, perfect fit, well made collar, straight hem line, seams finished and cut on straight of grain. These qualities are in casual clothes as well as dressy clothes.	I usually just buy something if I like it and if it fits me and looks good on me. I knew some things were made better than others but I thought you could always judge that by the price you paid. The next time I buy a dress I'm going to compare how it is made with cheaper dresses and more expensive ones and see if I can find all those qualities.

TABLE 4--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed By Observers
Jan.7- Jan.11	A NUTRITION TREE	Each classification of foods had a definite function to perform in the body. Each classification is essential for good health.	<p>Every branch on that tree is important. Guess that's the way our foods should be selected.</p> <p>That's why doctors say our bodies represent what we eat. When one part fails to function properly we have neglected it.</p> <p>Our bodies are different to a machine because they can do their own repairing if the material is supplied.</p>
Jan.14- Jan.18	VITAMIN A	Chief source of Vitamin A is from yellow and green foods.	<p>From the list of foods that are rich in Vitamin A I don't see how anyone could need it but the Army found many boys that were lacking in it.</p> <p>I thought Vitamin A could be stored in the body and used when needed. That says eat it every day.</p> <p>Everyone should eat plenty of Vitamin A so they would have healthy eyes.</p>

TABLE 4--Continued

Dates	Ideas Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Jan.21- Jan.25	VITAMIN B	Foods that are a good source of Vitamin B.	<p>I thought when you got one vitamin you got them all. That's the way it is with vitamin tablets.</p> <p>Wonder just how many B vitamins they know about now. It seems to be a complicated vitamin.</p> <p>You have plenty of foods to get your Vitamin B from.</p>
Jan.28- Feb.1	VITAMIN C	Fresh fruits and vegetables are good sources of Vitamin C. Should be eaten raw when possible.	<p>I'm glad I like raw fruits and vegetables.</p> <p>Vitamin C is found in foods that are rich in Vitamin A. High cooking temperature seems to destroy some of the Vitamin C.</p> <p>We don't hear of scurvy as much today as we did long ago.</p>

TABLE 4--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Feb.4- Feb.8	VITAMIN D	Foods seem to be limited that contain Vitamin D but sunshine and cod liver oil are sources if you are unable to get it in foods.	<p>I'm glad I like salmon for I sure don't want to take cod liver oil.</p> <p>In the summer time I don't worry about Vitamin D for I get plenty of sunshine.</p> <p>Foods that contain Vitamin D are more scarce than for the other vitamins. Guess that's why so many babies have to take cod liver oil.</p>
Feb.11- Feb.15	WHAT WE ARE MADE OF	The amount of minerals and water present in the body.	<p>I knew we needed minerals but I didn't know we needed that much.</p> <p>Just about every portion of the body contains water. That's why we need to drink 6 to 8 glasses daily.</p> <p>I wonder if every one is supposed to have the same mineral content?</p>

TABLE 4--Continued

Dates	Ideas Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Feb.18- Feb.22	DO YOU GET CALCIUM	Foods that are the chief sources of calcium.	<p>I'm glad we get calcium from other foods besides milk because I don't like milk.</p> <p>Calcium is needed for clotting of blood and regulation of heart beat as well as strong bones and teeth.</p> <p>I've been taking calcium tablets all winter because the doctor said I needed more calcium.</p>
Feb.25- Feb.29	DO YOU GET IRON	Some foods are rich sources of iron and copper.	<p>Iron and copper should be called the twin minerals for the body needs both in order to work properly.</p> <p>Anemia is the evidence of lack of iron in the blood. It can't carry oxygen without it.</p> <p>The best source of iron you get is from foods.</p>

TABLE 4--Continued

Dates	Ideas Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Mar.3- Mar.7	DO YOU GET IODINE	Iodine is contained in a few foods but a safe way of getting it is by using iodized salt.	Iodine isn't so plentiful in foods but it sure is essential. Iodized salt doesn't cost any more than plain salt and most everyone should use it to be sure of getting iodine. Goiters usually make such an ugly place on the neck. Especially when they have to be removed.

TABLE 5

SUMMARY OF RESULTS OBTAINED BY THE HOMEMAKING IV
CLASS THROUGH USE OF BULLETIN BOARDS

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Dec.10- Dec.14	CHRISTMAS IS WHAT YOU MAKE IT	Inexpensive ways of deco- rating inside the home at Christmas time	I have a new book that shows how to make Christmas deco- rations. I'm going to try some of them this year. The decorations you buy are so expensive you can't decorate much besides the Christmas tree. We always enjoy decorating the Home- making cottage at Christmas time be- cause we can make it look so home like.

Dec.17- Dec.21	SMART WAYS TO WRAP GIFTS	A pretty bow adds beauty to any gift. There is a little trick to making a pretty bow but it's sim- ple to do.	I have oftener won- dered how to make such a beautiful bow. From that pic- ture I believe I can tie one. I've been paying ex- tra to have my pres- ents gift wrapped. I'm going to wrap some this Christmas. My friends will be surprised this Christmas when I make their gifts personalized.

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Dec.3- Dec.7°	IS CHRISTMAS AT YOUR DOOR	It doesn't take expensive decorations to make your door very attrac- tive at Christmas time. We enjoy Christmas more when we share it with others.	<p>I like to see doors decorated at Christmas time. It helps give a person the Christmas spirit.</p> <p>This Christmas I'm going to decorate our front door. Some of those are simple to make and won't cost much.</p> <p>When doors are decorated and lighted up at night it gives the Christmas atmosphere.</p> <p>Wish every one in the community would enter a contest and see who could have the prettiest door decoration.</p> <p>Some people can be so original in their decorations. I do well to copy some one's idea.</p>

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Mar.10- Mar.14	DO YOU TRY TO UNDER- STAND CHILDREN	Children have reasons for their actions just the same as anyone else.	I thought my little sister was right down stubborn by some of the things she does. Maybe she does have reasons for her actions. I remember when I was small I was constantly reminded by an older brother that I was too small to do some of the things he did. I don't think so many children would do so much experimenting if they were talked to instead of scolded about everything.
Mar.17- Mar.21	DO YOU ALWAYS DRESS APPROPRI- ATELY	Each occasion determines what one should wear; such as, sport clothing is to be worn when engaged in sports and not for dressy occasions.	I usually just wear what I happen to have on, regardless of where I go. When you buy a dress you could pick a practical one by not getting an extreme one. Then you can dress it up or dress it down to fit the occasion. What frets me is for a boy to ask you for a date and he won't tell you whether to dress up or not.

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
			<p>Then if you just wear school clothes he may come dressed in a suit. They should give you a hint.</p> <p>Some boys are just as bad about not dressing for the occasion as girls are.</p> <p>I've seen boys wear cowboy boots with their dress suits. To me that looks like high heels and anklets.</p>
Mar.24- Mar.28	F.H.A. STATE RALLY, MARCH 29	Importance of dressing for comfort as well as becoming.	<p>I'm really going to wear some walking shoes this year. I couldn't enjoy the afternoon program because my feet hurt.</p> <p>Every girl always looks so grown up when she wears heels, hat and gloves with her dresses or suits.</p> <p>I wish more could attend the rally but I don't know where they would put them since the minicipal auditorium won't hold all of the F.H.A. girls as it is.</p>

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Mar.31- Apr.4	WHAT ARE YOUR BEST COLORS	A color must be kind to one's hair, eyes and com- plexion before it is consid- ered one of your best colors.	I have a wider range of colors to pick from than I thought I did. I have often wondered what blue would look like on me. I've always felt like it was for a blonde. I usually drape the dress about my shoulders then look in the mirror to see what the color does for me.
Apr.7- Apr.11	HAVE YOU SELECTED YOUR EASTER ENSEMBLE	Pleasing color combi- nations.	I hadn't thought of combining those colors but they are pretty together. I won't need new accessories, all I need is to find a suit or dress to match the ones I have. I don't like to see gloves worn without hats at Easter time.

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Apr.14- Apr.18	DO YOU ASK YOUR MIRROR FOR ADVICE	The mirror often reflects points we fail to see otherwise; such as, what vertical lines do for a tall person or a big plaid does for the stout person. A beautiful dress does not mean it will be becoming to you.	I have seen certain color combinations that seem to belong to that individual. If we could only see ourselves as others see us. Just because a certain color or design is the fad for a season doesn't mean it is becoming to everyone.
Apr.21- Apr.25	HOW DO YOU SPEND YOUR MONEY	We should be more careful of how we spend our money. Each penny should be counted.	American people are fun loving people by the amount that is spent for amusement. I thought that more than one half cent out of every dollar was spent for education. I need to be more careful of my pennies for I usually buy what I want if I have the money.

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
Apr.28- May2	BOYS SAY THE TROUBLE WITH GIRLS IS	Boys are resentful of attitudes of some girls. Such as some girls seem to chase the boys or appear to be a car hound because they just date boys with cars.	That describes some of the girls in Wetumka to a T. There should be something on there about the mother instinct that many girls have. They try to make a guy over the first time they date him. Some girls get ser- ious after you date them twice.
May5- May9	GIRLS SAY THE TROUBLE WITH BOYS IS	Girls are resentful of attitudes of some boys. Such as when you stop dating a boy he won't even speak to you.	I hope all the boys read that for they don't give the girls a chance to be friends. Maybe the boys and girls will have a better understanding of each other now. The boys don't like it when we date boys from another commu- nity.

TABLE 5--Continued

Dates	Idea Presented	Points Emphasized	Typical Evaluative Comments Expressed by Observers
May12- May16	GOSSIP IS SNAKE LIKE	A person lowers his own personality when he gossips about some one else.	<p>Did gossip ever do any one any good other than the one that did the gossiping.</p> <p>We sure do have lots of snakes in our community. Some of them must be rattle snakes.</p> <p>If people would talk about good things instead of the bad things they wouldn't have time for gossip.</p>

Tables 3, 4, and 5 include records of comments kept by students who took part in the bulletin board project in Wetumka High School. It is believed that the comments are evidence to justify the execution of such a project.

The students who participated in the work seemed to enjoy their experiences from the beginning; however, their interest and self confidence grew as they learned through actual experience. During preparation of the first two or three bulletin boards, members of each group seemed to have a feeling of incompetency which was evidenced by their almost constant search for advice from the teacher and other class members. Gradually they achieved more self reliance as they became more familiar with the materials and methods of bulletin board construction, and upon realization that they could produce exhibits satisfactory to the teacher, their classmates and others. As the project developed the enthusiasm grew. The scheduled number of exhibits limited the use of all ideas suggested by the students. Many excellent themes, that could be worked into impressive displays, were eliminated only because of the limited time and were filed for future use.

The teacher made observations that may or may not have bearing upon the bulletin boards project carried out in Wetumka High School. The English teacher's classroom was across the hall from the bulletin board exhibit. She made interesting remarks concerning each weekly display, thus

indicating that she observed development of the exhibits. She kept an active bulletin board in her classroom, but it was not determined whether or not it was influenced by the project bulletin board displays in the hall.

The general bulletin board, which is placed in the Junior High School wing of the building, was poorly kept during the first semester of the 1951-52 school term. Oftentimes the bulletin board was left bare, and when something was placed on it there was no time limit for the display. During the second semester, one of the teachers took charge and directed the exhibits of student classwork. This resulted in attractive and interesting displays, which were changed at approximately three week intervals. Whether or not this was a result of the interest stimulated by the homemaking bulletin board project was not determined.

In addition to the educational information presented, a further good purpose of the bulletin board project was the self confidence which was gained by the student participants. Although it is impossible to estimate the project's worth at this time, it is believed that a greater carry-over value into the total school situation will be even more noticeable next term and in the years to come.

A Listing and Brief Description of Photographic
Examples of Bulletin Board Exhibits Presented

In an effort to give the reader a better concept of the finished work, photographs of twenty-four of the thirty-three bulletin boards arranged and exhibited during the project at Wetumka High School have been selected and included in this study. Some of these exhibits were presented in a series with a central theme, and because of the resulting similarities only one photograph has been included to represent each series. For example, four exhibits were prepared on the need for vitamins, but only the display pertaining to Vitamin A is presented here as representative of this series.

Most of the bulletin boards were assembled on some form of heavy paper, usually white or off-white in color. In order for these exhibits to be photographed, it was necessary that they be dismounted and reassembled on heavy paper. The frame of the bulletin board served as a border which enclosed the exhibits and made them more noticeable. Since the frame was not used for the photography, some of the pictures shown seem to fade away into the page. Two different types of paper were used, pebble board and poster paper. The pebble board was slightly darker, much heavier and more expensive, but was excellent for mounting articles with pins or thumb tacks.

Lettering itself can be very time consuming unless a simple method, such as that used in this study, is devised. Much attention was given to size, style, spacing and the number of letters per word. Although freehand, stencils and letter forms were used in this project, the letter forms were the most satisfactory lettering procedure. Distinct and uniform letters can be obtained with a minimum of time and effort by tracing the letter forms on black construction paper and then cutting them out with scissors. These letters can be attached permanently to the exhibit with paste or temporarily with pins or thumb tacks.

Although black and white prints are presented here, the exhibits, in their original form, were prepared in color, carrying out principles in the proposed criteria. Although many qualities of the original exhibits can not be shown in the black and white prints, it was hoped that they would help the reader visualize possibilities of maintaining the bulletin board by students as an educational experience.

The order in which the photographs are presented is not the same as the order in which they were planned and exhibited, as shown in Tables 3, 4, and 5. Since two prints are placed on each page, the ones that seemed most related and would balance best with each other were used in that order.

Figure 1

Title: ITEMS TO CHECK IN GROOMING

Purpose: To bring out the fact that bodily cleanliness is
a part of grooming.

Real articles, in harmonizing colors, were arranged in
relation to size.

Figure 2

Title: TODAY'S SLUMP WILL BECOME TOMORROW'S HUMP

Purpose: To stress the fact that proper posture must be
exercised at all times.

Stick figures were used to represent poor posture while
standing, sitting and walking. India ink was used to make
the exhibit permanent. Lettering was done with letter
stencils.

ITEMS TO CHECK IN GROOMING



Figure 1

DON'T

LET THIS HAPPEN TO YOUR POSTURE.



STANDING



SITTING



WALKING

TODAYS' SLUMP WILL BECOME
TOMORROWS' HUMP.

Figure 2

Figure 3

Title: WHAT ARE YOUR BEST COLORS?

Purpose: To emphasize the point that the coloring of hair, eyes and complexion must be considered in choosing becoming colors.

Colored pictures from magazines of a brunette, a blonde and a redhead were used with small rectangles of colored fabric under each picture to show some of the best colors. In line with the colorful effect of this exhibit, lettering was made of purple construction paper instead of black.

Figure 4

Title: DO YOU ASK YOUR MIRROR FOR ADVICE?

Purpose: To show that the clothing selected must be in line with one's personal characteristics.

A magazine advertisement picture of a little girl dressed in clothing not suitable for her was used to emphasize the fact that clothing selection is important. A pretty garment does not insure the wearer of a becoming appearance. Some of the points to be considered are size, color, style, design, occasion and individual personality.

WHAT ARE YOUR BEST



Figure 3

DO YOU ASK YOUR MIRROR FOR ADVICE



Figure 4

Figure 5

Title: WHAT IS A GOOD GARMENT?

Purpose: To stress that any type of clothing can be well made.

Pictures of casual and dressy clothing were used to emphasize that the type of clothing is not important in determining whether or not a garment is well made. A list of characteristics of a well made garment were given on the chart in the center of the exhibit. A well made garment has the following characteristics: cut on straight of fabric, well finished seams, straight hem line, perfect fit, well made collar, and a neatly finished placket.

Figure 6

Title: HAVE YOU SELECTED YOUR EASTER ENSEMBLE?

Purpose: To show pleasing color combinations.

Colored pictures were taken from magazines and fashion books of girls dressed in complete ensembles, showing different color combinations of the season at hand.



Figure 5



Figure 6

Figure 7

Title: GOSSIP IS SNAKE LIKE

Purpose: To show the unbecomingness of people who indulge in gossiping.

Brown construction paper was used to represent two snakes engaged in a gossip session. The larger one with the black tongue is doing the gossiping while the other one is listening.

Figure 8

Title: LET CATS BE CATTY

Purpose: The tone of voice or the way something is expressed often causes people to be classed as catty.

Two cats, apparently disturbed, were cut from black construction paper to illustrate that it isn't "What you say, but it's how you say it," that counts.

**GOSSIP
IS SNAKE LIKE**

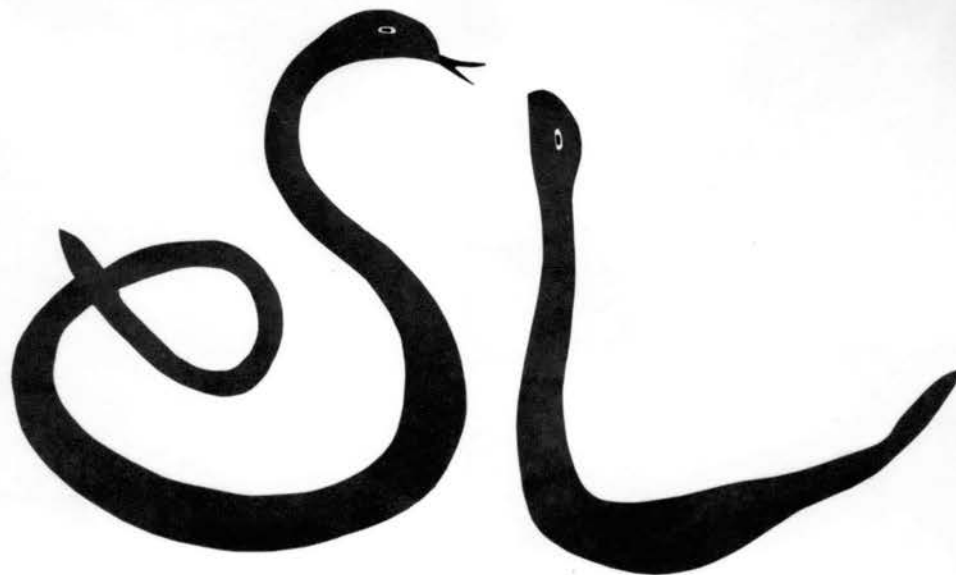


Figure 7

LET CATS BE CATTY

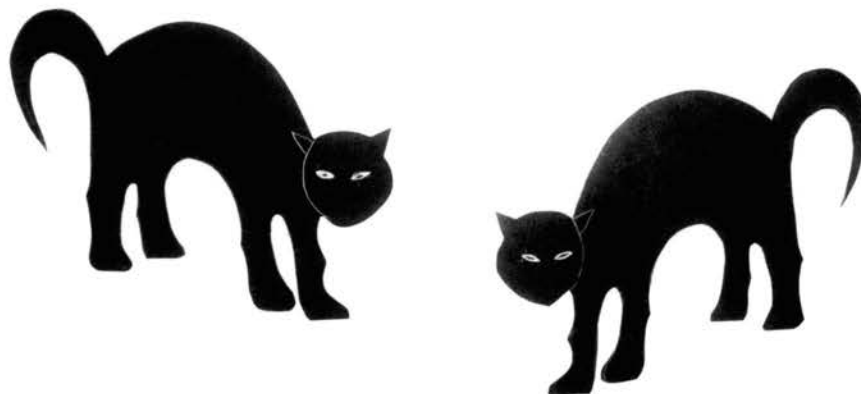


Figure 8

Figure 9

Title: WHAT IS PERSONALITY?

Purpose: To show that every person is a personality.

The definition of personality selected was "The sum total of all your characteristics as expressed through your features, your size, your posture, the way you talk, your disposition and everything that shows about you." This definition was placed under a picture of a girl and boy in the center of the exhibit. On each side were charts listing qualities that could influence personality.

Figure 10

Title: DO YOU TRY TO UNDERSTAND CHILDREN?

Purpose: Children have reasons for their actions, too.

A magazine picture of a child digging up a seed to see if it had drowned during a heavy rain was used as typical of many unexplained actions of children. A poem in the upper right corner of the picture explains what the child was doing.

WHAT IS PERSONALITY



Figure 9

DO YOU TRY TO UNDERSTAND CHILDREN



**THEY HAVE REASONS
FOR THEIR ACTIONS, TOO**

Figure 10

Figure 11

Title: BOYS STOP AND READ
Girls say this about boys

Purpose: To help boys understand some of the "pet peeves"
that girls hold against them.

"They think all girls are alike", "Girls like for boys to be real", "It's not easy to have them for friends," and "They should grow up and not show off" are typed on cards and mounted on black construction paper surrounding a picture of a pretty girl. The basic idea was from the Sub-Deb column of Ladies Home Journal magazine.

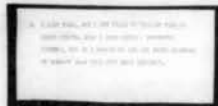
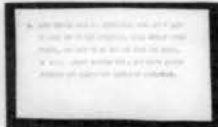
Figure 12

Title: GIRLS STOP AND READ
Boys say this about girls

Purpose: To help girls understand some of the "pet peeves"
that boys hold against them.

Such items as "Failure of giving a boy a simple answer of yes or no when asked for a date", "Artificiality", "After a boy dates a girl a couple of times she thinks she is going steady", "Chasing fellows", and "Too many girls are car hounds", are typed on cards and mounted on black construction paper surrounding a picture of a handsome boy. The idea was based on the Sub-Deb column of Ladies Home Journal magazine.

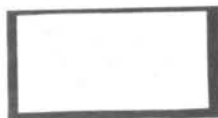
BOYS STOP AND READ



GIRLS SAY THIS ABOUT BOYS

Figure 11

GIRLS STOP AND READ



GIRLS SAY THIS ABOUT BOYS

Figure 12

Figure 13

Title: WHAT WE ARE MADE OF

Purpose: To show the proportion of minerals, fat and water in the body.

Walt Disney cartoon were used with explanatory captions such as "fifty quarts of water, enough to fill a small aquarium", "enough fat to make seven bars of soap", sufficient iron to make a small shingle nail", "calcium enough to white wash a chicken coop", "sufficient sulphur and phosphorous to make a box of matches", and "small quantities of copper, zinc and other minerals."

Figure 14

Title: THE NUTRITION TREE

Purpose: To show relationship of each food classification group and its function in the body.

The nutritional tree was cut of green construction paper with limbs representing each food classification. The classification was written on each branch, while on the left side of the tree trunk a chart listed each category with its food sources. On the right side of the tree was a chart listing the functions of each food group in the body.

WHAT WE ARE MADE OF



Figure 13

A NUTRITION TREE

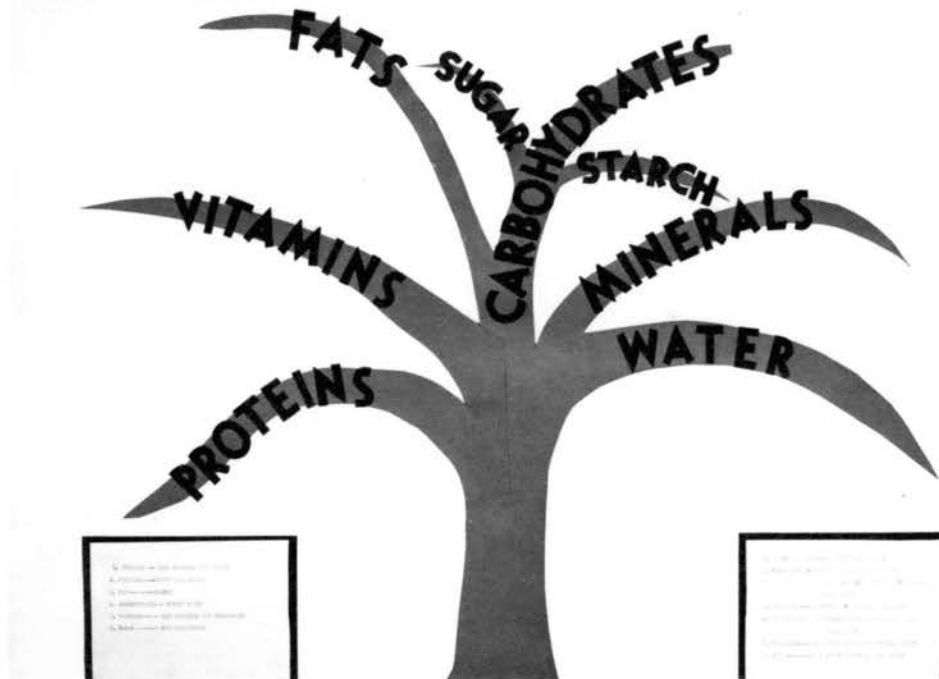


Figure 14

Figure 15

Title: DO YOU GET IODINE?

Purpose: To show importance of iodine in the body.

In the center of the exhibit is a chart listing sources of iodine. This is surrounded by cartoons, similar to those found in "Vitality Through Planned Nutrition," with captions showing common symptoms of iodine deficiency.

Figure 16

Title: VITAMIN A

Purpose: To show the importance of Vitamin A in the diet.

A chart in the center of the exhibit stresses that Vitamin A is present in green and yellow (colored) foods and should be eaten daily. There was also a list of foods which contain Vitamin A. Cartoons similar to those found in "Vitality Through Planned Nutrition," were used with captions to show common symptoms of Vitamin A deficiency.

DO YOU GET IODINE



Figure 15

VITAMIN A



Figure 16

Figure 17

Title: HAVE YOU HELPED KEEP THE BUILDING CLEAN TODAY?

Purpose: To make students realize that little careless thought and actions cause extra work for others.

The duck cut from construction paper represents the janitor carrying a load much too heavy for one person. This idea was taken from adult education materials sent out from the Home Economics Vocational Education office in Oklahoma City. The idea was adapted to a household management unit.

Figure 18

Title: HOW DO YOU SPEND YOUR MONEY?

Purpose: The value of each penny of a dollar.

The exhibit was similar to one found in "Audio Visual Aids in Instructions" by McKowan and Roberts, showing the different items that the typical American purchases with a dollar. They are such items as food, clothing, shelter, education, transportation, gifts, household operation, etc. Drawings, representing the number of cents of a dollar spent for each item, were used.

HAVE YOU HELPED TODAY



Figure 17

HOW DO YOU SPEND YOUR MONEY

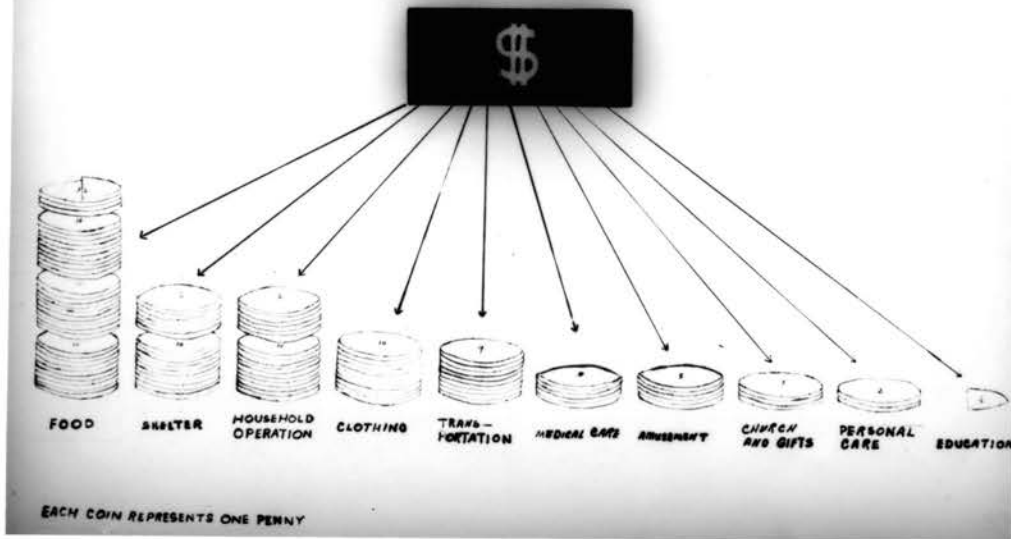


Figure 18

Figure 19

Title: IS CHRISTMAS AT YOUR DOOR?

Purpose: To show inexpensive ways of decorating the entrance door of the home and to encourage the students to decorate their own doors.

Many pictures of decorated entrance doors were taken from magazines and arranged in a group of eight, showing a variety of inexpensive ways of decorating at Christmas time.

Figure 20

Title: SMART WAYS TO WRAP GIFTS

Purpose: To encourage observers to personalize the wrapping of their gifts.

Illustrations of tying beautiful bows and wrapping Christmas packages were taken from magazines in order that the observer might apply the principles involved in wrapping gifts and not have to pay extra for them being gift wrapped at the stores.

IS CHRISTMAS AT YOUR DOOR

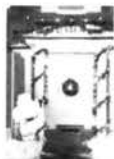


Figure 19

SMART WAYS TO WRAP GIFTS



Figure 20

Figure 21

Title: DO YOU TAKE A SEAT AND RISE GRACEFULLY?

Purpose: To encourage people to watch posture while being seated and rising.

The title of this exhibit is too long and does not stand out because all of the letters are of the same size.

Figure 22

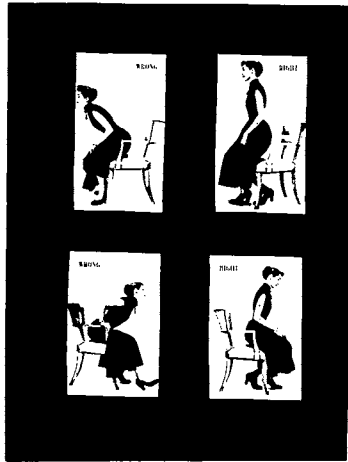
Title: F.H.A. STATE RALLY, MARCH 29

Purpose: To encourage girls to attend and dress properly.

This exhibit was designed to remind members of the Future Homemakers of America and others about the state rally. It was of limited interest to the general student body.

DO YOU TAKE A

SEAT



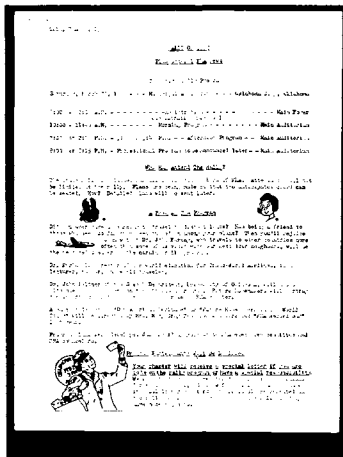
AND

RISE GRACEFULLY ?

Figure 21

F H A

STATE



RALLY

MARCH 29

Figure 22

Figure 23

Title: DO YOU ALWAYS DRESS APPROPRIATELY?

Purpose: The occasion should determine the type of clothing worn.

The title in this exhibit is not balanced and gives a spotty effect to the display.

Figure 24

Title: EQUIPMENT FOR SEWING

Purpose: To encourage the use of proper tools which insure a better quality of work.

In many school situations the homemaking courses are limited to girl participation; therefore, some sewing equipment would be meaningless to boys, and not of general interest.

CHAPTER IV

SUGGESTIONS AND RECOMMENDATIONS FOR USE OF BULLETIN BOARDS

A recent survey of literature reveals that there is a steadily increasing trend toward more articles emphasizing the use of bulletin boards in connection with various methods of teaching. In the current periodicals, it appears that educators are gradually awakening to the truth that the bulletin board should no longer be just a drab, unattractive place for posting notices and advertisements. Now it is beginning to gain a place of distinction in the realms of valuable visual aids in education, and the versatility of the bulletin board in teaching may be expressed in the following uses:

1. To recognize achievement.
2. To give direction.
3. To help solve disciplinary problems.
4. To initiate an idea.
5. To plan for action.
6. To teach art principles.
7. To do incidental teaching.

Although there are unlimited possibilities for impressive and educational bulletin board displays, it still remains true that just anything put up in any way can not bring good results. If the bulletin board is to be used in the classroom, then it must be planned with a definite purpose in mind as to what it is to contribute to the classwork and in what ways this can best be accomplished. This is also applicable if the display is to be placed in the corridors of main school buildings. The only difference is that displays designed for use outside the classroom must be of general interest rather than the technical and specialized types used in specific teaching situations.

Teachers oftentimes attempt to excuse their lack of interest in bulletin boards by saying that they do not have time for the necessary preparation. It is obvious that anyone of that opinion has not experimented with the use of bulletin boards as an educational medium through which the classwork can be made easier to understand and more enjoyable for the students. If carefully planned and directed by the teacher, a bulletin board project by class members could easily save some of the teacher's time rather than consume it. In any "teaching-learning" situation the teacher should set the stage by showing, if possible, examples of good, bad and mediocre illustrative materials so the students will be able to formulate objectives toward an ultimate goal. Once the project is underway and the students are striving to

reach that definite goal, the teacher serves then more as a guide while progress is made. After reaching the set objective, the students can look backward and check their steps of progress, and plan how to apply what they have learned toward future experiences. This was the type of situation visualized before attempting this study. Even the busiest of teachers can so plan their work that students can take over many of the time consuming tasks necessary to prepare bulletin board displays. Thus, if the role as initiator is carried out properly, the teacher can serve as a guide or consultant throughout the remainder of the project with a minimum of time invested in actual work on the displays.

There is no doubt that a majority of students in such courses as homemaking, shop, art, and agriculture enjoy their studies. This can be accounted for primarily in that they enjoy the active participation which is characteristic of such classes. They find pleasure in learning by doing. For instance, the lessons learned through failure of laboratory experiments or the satisfaction of success in such endeavors, are of greater value than technical lectures and formal demonstrations. Bulletin boards can serve similarly valuable purposes in various classroom situations if properly planned and carried out by the students and teacher planning and working together. Sometimes even a series of simple cartoons showing different aspects of the same problem can become a clever and interesting bulletin board

display when they are tied together with a suitable title or caption.

One of the greatest advantages to a project with bulletin boards is the availability of materials. They are easily obtained and comparatively inexpensive. The actual construction can be made simply and of any desired dimensions. The back can be constructed of pressed fiber board, which can be painted easily with any color or shade chosen. It has a soft texture and is convenient for mounting objects and pictures with pins and thumb tacks.

Bulletin boards should not be arranged at the beginning of the school term and left unchanged throughout the year. The greatest effectiveness comes from variety in color and arrangement as well as diversified subject matter. Just a change of the background color can alter the entire appearance of the bulletin board. This can be done easily with many types of paper, including crepe paper, wrapping paper or poster paper. In the particular situation described in this study the dark green background of the bulletin board was not suitable for all materials to be exhibited. This difficulty was overcome by using a light colored heavy paper, and allowing a small area of the permanent dark green background to show as a border.

In order to share with others the bulletin board ideas after they have been displayed, photographs may be made of each board as it is assembled. If the teacher carrying out

such a project is not equipped to do photography, there is usually some person in the community available to make the pictures. With many cameras nowadays, flash bulb attachments can be easily added and are not necessarily expensive. Very little experience with camera work is needed to obtain photographs that can be filed for future use. Such files likely will prove of help to future classes, supplying new as well as competitive ideas.

It is not necessary to spend endless hours in search of material suitable for bulletin board displays, as an inexhaustible source is constantly supplied by current periodicals and commercial advertisements. The teacher and students must first decide upon the types of materials to be used and then evaluate what is available and select those which fit their needs most adequately. Commercial materials are oftentimes enhanced by the addition of an original idea or slant to emphasize the main theme of an educational bulletin board.

Individuals interested in carrying out a similar project should see the filmstrip "Bulletin Board at Work," recently released by the College of Education, Wayne University. This filmstrip is now available for rent through the Oklahoma Agricultural and Mechanical College Film Library, Stillwater, Oklahoma. Many ideas emphasized and suggestions for displays in this filmstrip are in accord with the author's findings in her experimental work at Wetumka. The

filmstrip, which was previewed by the author after the project was completed, would be, in her opinion, a valuable and time saving aid to others attempting such an experiment.

Although the procedure and results of the study at the Wetumka High School can not be applied in their entirety to any other similar project, they are generally applicable to almost any teaching situation. Because the materials are easily obtained and relatively inexpensive, the essentials of good displays are few in number and easily learned, and student interest is readily stimulated, such a project could be adapted for use in any size school and in any locale.

Although this study was limited to experience in the home-making classes, the basic democratic approach, the procedure and development could be adapted to almost any field of education.

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