

EVIDENCES OF APPLICATION OF THE TEACHING OF HOME IMPROVEMENT
IN THE HOMES OF SIXTY HIGH SCHOOL GIRLS,
CHOCTAW, OKLAHOMA

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By

NANCY OLA RANDOLPH

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EVIDENCES OF APPLICATION OF THE TEACHING OF HOME IMPROVEMENT

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CHOCTAW, OKLAHOMA

Thesis Approved:

Roman E. Elliff

Thesis Adviser

Millie Pearson

Faculty Representative

W. L. Winters

Dean of the Graduate School

300384

PREFACE

Visits to homes of pupils enrolled in homemaking classes in Dunjee High School convinced the writer that the physical aspects of housing would contribute to the advancement of Negro people. Observation indicated that there was little carry-over into the homes of what was taught in homemaking classes. The desire to teach home improvement so that the teaching would function in daily living led to this study.

The writer wishes to express sincerest appreciation to her major adviser, Miss Rowan Elliff, Associate Professor of Home Economics Education, Oklahoma Agricultural and Mechanical College for advice, guidance, critical analysis and encouragement.

Appreciation is also extended to Dr. Millie V. Pearson, Head of Home Economics Education, Oklahoma Agricultural and Mechanical College for consultation, careful reading and constructive suggestions. Likewise, special thanks are due to Miss Lenouliah Gandy, State Supervisor of Home Economics Education for Negro schools for her penetrating insight and special help in preparing this study.

Most especially does the writer wish to express appreciation to the sixty high school girls who participated in the study and to personal and professional friends who provided both encouragement and helpful criticism: Mr. and Mrs. Joe S. Johnson who have been like a mother and father, Mr. A. M. Tompkins, principal of Dunjee High School, George B. Cox, Superintendent of School and especially to her friend, Fred C. Davis, Dunjee Junior High School Principal.

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CHAPTER I

EDUCATION AS AN ON-GOING PROCESS

Education should prepare individuals for life in a shared society that is based upon the democratic ideal of optimum human development. Since the school is the only social organization which has for its sole responsibility the training of citizens, its first concern should be the development of individuals who will promote and perpetuate the type of society desired.

It is an axiomatic conclusion, that schools should be organized for the purpose of educating people in the art of living and that homemaking education should be concerned with its relationship to education as a whole. Homemaking education should strive to develop well-rounded personalities who live together in satisfying human relationships with the dignity that is characteristic of citizens in a democracy.

Since one of its major aims is to prepare pupils for personal, home, and family living in a democratic society, homemaking education should capitalize on the frequent opportunities that arise to enrich the total program by including individuals, classes, the entire school, and the community in planning, using, and evaluating its contributions to the major concerns and aims of citizens in a democracy.

Spafford¹ voices the opinion of many people who are concerned with the total school program and with homemaking particularly. She

¹ Spafford, Ivon, Fundamentals of Teaching Home Economics, p. 16.

says that: "Democracy today is seen as a way of living together in all relationships of life, the home, the world of work as well as the state." According to this point of view, homemaking education should seek to provide experiences that the individual can carry over into the home and thus contribute to a more satisfying personal life as a member in the social, civic, and economic world.

Homemaking education has as its purpose the provision of experiences in the basic aspects of living to enable the pupil to develop the skill, insight, and self-direction which are necessary for resourceful and constructive living. It strives to help people think reflectively because only through reflective thought are individuals able to solve personal, family and group problems. Through thinking, persons learn to be resourceful and critical in attacking and solving problems. Homemaking education has an important part to play in the home and community, and it attempts to reach all persons who can profit from the school program.

Such education can be an on-going process if it provides continuous education during school life and after formal schooling is completed. The homemaking teacher, therefore, should help pupils to apply both the knowledge and the skills acquired in the class room in solving personal and home problems. One of the most effective ways by which learning can be extended into the home is by encouraging home experiences which are outgrowths of homemaking classes. Such experiences further interest in pupils and enable them to develop their abilities through initiative into the creative effort that comes from planning and using what they have learned.

Hatcher and Andrews² agree with this point of view. They believe that: "The value of home experience is indicated in the far-reaching influence exerted upon pupils, the family sphere, and the community in which they function."

To build effective programs that carry over into the homes, the homemaking teacher must have the cooperation of students and parents in setting goals and providing activities that help to achieve them. This requires careful organization and assumes the need for evaluating the effectiveness of teaching. In order to do this, the teacher must be alert to the needs, interests and abilities of pupils as they work toward the achievement of goals, if rich and satisfying consequences are to result.

Experience leads one to believe that all pupils are, or should be, concerned with how to live. It is important for the homemaking teacher to know the extent to which her teaching is carrying over into the lives and homes of pupils. She is then in a better position to contribute to the all round development and guidance of her pupils.

Studies have shown that good teaching will carry over into the homes. From evidence secured in these studies, one must conclude that the most important characteristic of a homemaking curriculum is that it be realistic in all its phases. Homemaking education should be an integral part of education as a whole. It should strive to promote learning for the individual--physically, mentally, emotionally and socially. Homemaking education cannot be set off from the rest of the school program, but must be integrated with every-day experiences in the school,

² Hatcher and Andrews, The Teaching of Homemaking, p. 258.

the home and the community in order that pupils may develop to their fullest capacity. In this way, a home experience program will grow out of the total homemaking program.

Homemaking teachers, therefore, can help pupils in their daily living, by encouraging them to practice in their own home and their daily life what they learn in class. It is the duty of the homemaking teacher, to guide her pupils, to see that they improve their homes by making them more attractive, convenient and comfortable so that they may find increasing satisfaction in their personal and home life.

It is likewise the teacher's responsibility to help each girl develop knowledge of the art principles and apply them in improving her home so that home life becomes an increasing source of satisfaction to her and to her family members. The teacher should help the pupil to become increasingly efficient in the use of good homemaking practices and to develop a sense of values which enable her to recognize and desire satisfying home life. When a teacher plans with her pupils and helps them become aware of their needs they will have an incentive to do something about their situation. The alert homemaking teacher thus provides learning situations in the class room that stimulate a desire to carry such experiences into the home.

When pupils are given the opportunity to plan for improving their home conditions in class, they gain rich learning experiences. They are given the privilege of judging values and working independently; they derive increasing satisfaction and ability to judge and they make decisions and act upon them in light of the best available information. This means that home experiences should begin with the life experiences of the pupils. Before the total homemaking program or home experiences

can be decided upon for the individual pupil, his background, experiences, needs and interests already present should be ascertained as adequately as possible.

It is important for the teacher to guide pupils in setting goals they need to attain and to use a variety of good teaching methods. She should make use of resources which are common to the environment of pupils. She should be sensitive to significant situations that arise which are very important in guiding her pupils to improve their homes.

Reasons for Making the Study

This study grew out of the desire to ascertain the carry-over value of homemaking training into the homes of pupils enrolled in homemaking classes in the Dunjee High School and to find evidences of pupil growth in light of their vocational training in homemaking. The writer's concern gave rise to the following questions:

1. Can basic principles of home improvement be taught in homemaking classes?
2. What opportunities are there for capitalizing on home improvement programs in the homemaking classes?
3. Can home improvement be made in the homes in which these girls live?
4. Will learning continue after the actual teaching of a unit is completed?
5. What are the evidences of the carry-over in the teaching of homemaking and can they be located?

Observation and experience in teaching Homemaking in the Dunjee High School two years and visits made to girl's homes indicated that homemaking training was not being extended sufficiently into the homes of pupils enrolled in homemaking classes. The writer recognized that there is an increasing necessity for giving pupils experience in handling

concrete situations that have value and can be applied in improving homes. Her conception of her work as a vocational homemaking teacher, made it imperative that she work with families within the Dunjee High School Community in improving their homes. Such a concept assumed a need for pupil-teacher-parent planning in setting specific goals and devising activities for improving home situations through applications in problems that could be worked out in homemaking classes.

In solving successfully problems concerned with home improvement it was necessary to plan teaching units in order to determine which goals might be attained through class experience and those which required, in addition, experience in assuming home responsibilities. It was believed that if pupils are working day after day in school with problems related to personal needs in their homes and families, it would be natural for them to want to apply what they learned in class to actual home problems. It is the teacher's job to carefully guide, and relate her work to real life situations, and thus lead pupils to realize their needs and make effort to secure cooperation from family members in learning about and making needed home improvements.

When the homemaking teacher has a thorough knowledge of the home conditions of her pupils, and only then, can she plan classes and guide learning experiences so that school work can be continued in the home. Due to the fact that environment plays an important role in the life of individuals in governing their behavior patterns, the writer felt that it was necessary to know something of the extent of the community in which she proposed to produce a carry-over of her teaching in the area of home improvement.

The Community

The Dunjee High School community is located fourteen miles east of Oklahoma City, on Twenty-third Boulevard. Its boundaries border four neighboring small towns, namely: Jones, Spencer, Nacoma Park, and Choctaw, Oklahoma. This territory includes an area that is five miles wide and six miles long. The population, according to the last census was 9,500.

The Dunjee School district includes several communities. The most heavily populated ones being Green Pastures and Parker's Heights where the school is located. Other small communities are Coconut Grove, Hicks Addition, Liberty Addition, Lakeside Drive and New Chance City. The community is served by several neighborhood grocery stores, churches, taverns and one theater. Since World War II, these communities have developed rapidly. The school has grown from a two room school with two teachers to a large and beautiful plant with a faculty of twenty-five, and an enrollment of 700.

The students are transported to school each day by ten school buses. The community is constantly growing because of convenient transportation to near-by jobs at Tinker Field Air Base, located approximately seven miles from the community, and because of good employment of all kinds in Oklahoma City as well as the relatively low cost of property.

There has been a rapid influx in population. Many families have moved to the community and have built homes that were not carefully constructed, and are sufficient only until the family income allows them to make further improvements.

The writer desired to arouse the interest of family members in improving their homes by putting forth a little effort and time rather than by spending money lavishly. She believed that careful planning helps them

to see the need for improving their homes. In accomplishing this purpose, she worked closely with the home and school and endeavored to base teaching procedures on home situations. Thus, it was necessary not only to become acquainted with girls and their immediate personal needs and desires but to have an understanding of inter-family relationships and home conditions if maximum carry-over was obtained.

Related Studies

The writer is not the only one who has been interested in improving the quality of Negro homes. There have been a number of homemaking teachers who have had problems concerning the home conditions of Negro families similar to the one presented here.

In 1940, Ballard's³ study was made for the purpose of finding how family economic standards and housing conditions should be used as a basis for teaching homemaking to girls. The problem was concerned with the economic status of the families, their housing conditions and the standards that should be used in teaching homemaking.

Miss Ballard surveyed the daily living conditions of families, the money income and how they supplemented the income with produce, as well as the living situation in regard to the condition and size of the house. She recommended a program which would provide experiences based on the living standards of the girls in regard to home equipment and home conditions. In light of her findings she proposed a course of study for use in the homemaking classes of Washington High School, Luther, Oklahoma.

³ Ballard, Clara E., Standards for Teaching Home Economics to Negro Girls, Washington High School, Luther, Oklahoma (Master's thesis, Colorado State College of Agriculture and Mechanics Arts, August, 1941.)

Hall⁴, in her study of "The Living Conditions of Negro Families in Choctaw County, Oklahoma," selected homes and rated them on a five point scale as very good, good, fair, poor and very poor. This study was made on a high school level and it showed that the living conditions of the families affected the courses which were taught. After a critical analysis of the living conditions of the families studied, a suggested program was recommended.

A special report by Black made a careful analysis of the homemaking departments in high schools of the state of Oklahoma and showed the progress schools had made during the period from 1918 to 1939. Black voiced the conclusion that:

There is a great outlook for future development of homemaking for Negro students in the State of Oklahoma. State officials have become conscious of needs and interests of Negro students in the state and are giving them an opportunity to share the same advantages enjoyed by white students, that is, Negro homemaking centers are required to maintain the same standards for approval for reimbursement as white centers; teachers are required to have the same qualifications, and the standards for housing equipment, library facilities and professional growth are the same for both races.⁵

A master's study by Shaw, dealing with the living conditions of the girls in the sixth, seventh and eighth grades of Roosevelt Ward School near Phoenix, Arizona was made for the purpose of preparing a program that might help to raise their standards of living, to become more desirable members of the family and to be better contributors to

⁴ Hall, Elizabeth, The Living Conditions of Negro Families in Choctaw County, Hugo, Oklahoma. (Special report, Master of Science, Colorado State College of Agriculture and Mechanics Arts, July, 1941).

⁵ Black, Zella Justina, Development for Homemaking in the High Schools for Colored Students in Oklahoma. (Special report, Colorado State College of Agriculture and Mechanics Arts, August, 1941). P. 73.

community life as well as well trained future homemakers. Shaw concluded:

No matter in what field of human endeavor people may be engaged, good family life is basic. Since the school must operate in cooperation with all agencies of society, it is vitally important that the curriculum be so enriched as to give the students socialized experience in the field of family living.⁶

As a result of the findings in this study recommendations for a well rounded course in family living were made. The purposes of such a course are found in a special report made by Anderson. These, as stated, were:

- (1) To provide a basis for improving homes.
- (2) To indicate changes that could be made to improve the present situation and
- (3) to give a broader outlook on the possibilities for improvement of physical living conditions and thus to help families to see the need for using effectively what facilities they have.⁷

As a result of her study definite improvements were made in the five homes which, in turn, stimulated others in the Langston community to make improvements. Anderson suggested that the five homes studied might become a nucleus around which further improvements might be planned. She further recommended that Home Economics teachers stress home improvement in homemaking classes.

In 1951, Rosella Barr⁸ made a study designed to determine the needs, interests and attitudes of 36 girls, 17 boys and their mothers with reference to homemaking activities as a basis for extending the homemaking

⁶ Shaw, Thelma Favor, The Living Conditions of the Girls in the Sixth, Seventh and Eighth Grades of Roosevelt Ward School. (Master's Thesis, Arizona State College, at Tempe, 1948). P. 2.

⁷ Anderson, Neonetta, Improving the Physical Living Conditions in Five Selected Negro Homes, (Special Report, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, May, 1951). P. 5.

⁸ Barr, Rosella, Homemaking Activities of the Pupils in Dunbar High School, Broken Bow, Oklahoma, (Master's thesis, Hampton Institute, Hampton, Virginia, 1951).

program further into the homes of the girls and boys in the Dunbar High School, Broken Bow, Oklahoma.

This report presented a careful analysis of the work that the girls and boys had engaged in at home as a result of homemaking training. As results of this investigation it was proposed that the study serve as a basis for extending the homemaking program farther into the homes of all boys and girls in the Dunbar School, that directed home experiences be given a more prominent place in the homemaking program, classroom experiences be provided that would help boys as well as girls to solve their problems in personal, home and family living, and that homemaking education be provided for adults and out of school youth.

Moore⁹ made a study to find the interest, needs, and activities of the 42 girls enrolled in the homemaking department at L'Overture High School at McAlester, Oklahoma in an effort to determine the kind of instruction needed to help these girls become more efficient in their homemaking experiences and to make the necessary social adjustments for successful and happy living. As results of her findings, she recommended that supervised home activities should be chosen for pupils on the basis of their needs, and that home responsibilities should be used as a basis for planning much of the instruction to be given in the classroom. She believed that the home should be made a laboratory for continued school instruction so that activity might become more functional. since learning could be expected to proceed with more ease if teaching takes place in a natural setting. She observed that the school needs to provide a greater variety of homemaking equipment for directing various home activities since the equipment at home seems inadequate.

⁹ Moore, Millie Taylor, Proposal for the Enrichment of a Homemaking Program at L'Overture High School. (Master's thesis, Hampton Institute, Hampton, Virginia, August, 1951).

SUMMARY

The writer desired to carry over her democratic ideals into educational practices and experiences which would emphasize the importance of bringing about conscientious effort on the part of pupils and parents in improving home conditions.

It is interesting to note that all but one of the studies reviewed have been made by Oklahoma homemaking teachers. They indicate that teachers of homemaking in Oklahoma recognize that one of the major needs for Negro families is better housing conditions. These investigators conclude that homemaking education is a vital factor in improving the family life of individuals and that the school needs to work with the home in its basic teaching. Home economics teachers have become more conscious and resourceful in furthering interest in raising family standards by providing instruction which is related to the kinds of experiences pupils must have in order that effective plans for work can be made that will contribute to the physical conditions, the levels of living and the social standards of the home. Studies have also revealed that many families in various sections of the country have been living for years in very poor houses, many were over-crowded, had limited furnishings and equipment and little or no money was available for improvement of such conditions. Indications have shown that girls' needs were not being met by the homemaking courses as taught and that the living standards could be raised by giving more practical instruction in classes on how to make the most of what one has, rather than to bewail prevailing circumstances.

CHAPTER II

OUTLINE AND LIMITATIONS OF THE STUDY

The first part of the study was devoted to the writers concept of the problems arising in teaching home improvement to girls enrolled in homemaking at Dunjee High School. It established a frame of reference which assumes that home experiences may contribute to a more satisfying personal life for pupils in all of the basic aspects of living.

A housing unit, if carefully planned and adapted to pupil's needs, interests, and abilities, will stimulate interest in doing something toward improving personal, home, and family conditions. The teaching of housing in homemaking classes has been accepted as a vital part of the vocational education program in homemaking since its initiation in 1917. A housing unit is important in developing ethical, social, economic and moral standards. It can be taught as one means through which the family and school may work together to achieve the desired goal of producing democratic citizens. The purposes then, of this study were:

- (1) To show how effective class work can be carried over into the home.
- (2) To show how the teacher may use the home as a laboratory.
- (3) To show that home improvement can be made when the teacher capitalizes on every opportunity to stimulate interest and effort.

The writer based the study on the belief that if her teaching is

significant, families would be stimulated to improve their homes and that home experiences would result from class work.

The major hypothesis upon which this study was based assumed that good homes are essential to the strength of a nation, and that they contribute to the making of good citizens. The school must do its part in building better homes for all. The homemaking teacher will provide learning experiences that enrich the homemaking curriculum in the area of home improvement. Pupils will be encouraged to develop special interests in improving their homes, and will work toward higher standards of living. They will see and assume shared home responsibilities and apply both the knowledge learned and the skills acquired in the classroom in improving their homes. It was further assumed that basic principles of home improvement can be taught in homemaking classes and that learning can be extended into the home by encouraging home experiences which may be an outgrowth of homemaking classes. There are many opportunities for capitalizing on home improvement in homemaking classes which enable pupils to develop their abilities through initiative and creative effort. Improvement can be made in the homes in which girls live if the teacher is alert in planning and helping them to apply and use what they have learned in classes.

Learning will continue after the actual teaching of a unit is completed. When students acquire interests and skills in classes they will desire to solve personal and home problems and the evidences of the carry-over in the teaching of homemaking are many and can be located.

Limitation of the Study

The problem, so far as this study is concerned, was limited to

60 high school girls enrolled in homemaking classes in Dunjee High School during the period from 1950-1952. These girls represented 60 families. Emphasis was placed on developing home experiences that would give pupils an opportunity to handle concrete practical home situations. A housing unit was included in each of the high school homemaking classes from the ninth through the twelfth grades.

This study did not include all areas of housing, but only those considered both pertinent and important in developing improved home conditions in the Dunjee High School community.

The problem was limited to the responsibilities of the homemaking teacher for teaching and guiding pupils to work and cooperate with their families in carrying out home experiences that would improve the home.

CHAPTER III

BACKGROUND FOR PLANNING CLASS WORK AND HOME EXPERIENCES

The preceding chapter presented a brief description of the purpose of the study, the major hypothesis, the basic assumptions and the limitations. The major concern in this chapter is to provide a background of information necessary for understanding the home conditions of students. This information was obtained through the use of questionnaires presented informally in visits to homes and conferences with pupils and parents. An analysis of data thus obtained was presented and implications were made for use in teaching home improvement.

The study was undertaken because the writer felt that homemaking teachers, particularly in Negro communities, have a definite role to play in helping families to meet their housing needs, because this is one avenue that leads toward the improvement of personal, home and family living.

Observation and experiences of the writer in teaching vocational homemaking in Dunjee High School community for two years and visits made to homes of girls enrolled in homemaking classes indicated that homemaking training was not functioning to any great extent in the homes. She believed that better results could be accomplished if the homemaking teacher had a thorough knowledge of personal factors and physical conditions in the homes and used the information she possessed not only

in organizing and teaching classes but in guiding and directing home experiences.

In order to prepare herself to teach and to make that study she did several things:

1. Observed homes in the community and noted improvements needed.
2. Used the needs discovered as a basis for planning and organizing a unit in home improvement.
3. Made home visits to learn the physical conditions, the level of living, the social standards, and the family patterns of living.
4. Had conferences with parents and pupils to obtain family confidence and support in selecting and planning needed class and home experiences and learning the extent to which class work carried over to practical application in the home.
5. Prepared and used a questionnaire conference form designed to obtain information concerning the inter-family composition of each of the 60 girls included in the study.
6. Obtained through the use of questionnaires and personal conferences the information necessary to understand girls and their home problems.
7. Prepared a questionnaire to obtain information concerning the under-lying home conditions of the girls, which included: home ownership, the kind of houses lived in, utilities and appliances found, the number of closets, the kind of flooring and the condition of the exterior and interior walls, ceiling and steps in the home.
8. Received pupil's personal information sheets to summarize information related to home responsibilities, to give pictures of situations which might serve as a basis for planning goals and activities and for teaching in terms of the basic needs discovered.
9. Developed a unit on home improvement and taught it to pupils from the ninth to the twelfth grade; utilized pupil-teacher-parent planning in setting up goals and needs. Provided class activities to stimulate and arouse pupil's interest which gave a variety of learning experiences, used teaching methods and evaluation techniques designed to help pupils discover their needs and develop interest in solving their personal and home problems.
10. Worked toward helping families improve their homes by making

them more attractive, convenient and comfortable so that they might find satisfaction in their personal and home life.

11. Kept records of home experiences carried on by pupils.
12. Analyzed and interpreted findings and summarized the study.

Throughout the unit the teacher used the best teaching materials available, provided a wide variety of teaching techniques, made use of teacher-pupil planning and to increase pupils interests in home improvement, encouraged pupils to identify their own problems and find ways of solving them, provided for carry over of class work into home experiences and encouraged evaluation of accomplishments. As a result of this procedure most of the activities planned in class were directed toward problems the pupils had in their homes. The teacher, pupils and parents planned together for home improvements. The teacher visited homes and secured help and guidance.

The girls carried on their experiences and reported what was done. The teacher made a survey to determine if there was a carry-over of homemaking training into the homes of pupils and analyzed reports to find evidences of carry-over and to see if pupils continued to make improvements after the actual teaching of the unit was complete.

Later these same reports were used to motivate classes to select other problems and encourage other pupils to continue to select home experiences that would contribute to the improvement of homes.

The teacher believed that if her teaching is significant, home experiences would develop from class activities not only in a housing unit but in every aspect of the homemaking program. She watched for evidences of carry-over and was alert to the educational implications of the study for teaching a housing unit.

The value of home experiences in any particular situation depends not only upon the guidance of the teacher and the pupils interest and ability, but also upon the inter-family composition and the underlying home conditions that provide opportunity and experience for practice. In attempting to help people improve their homes through supervised home experiences, the writer put both time and effort into collecting and studying factual information concerning the home life of the sixty selected girls in order to determine what pupils actually do in applying what they have learned in class to the home situation.

Tabulation of Results from Questionnaire

The information obtained concerning inter-family composition, underlying home conditions and information needed to understand the pupils was summarized in tables. The family composition is represented in Tables I, II, III, IV, and V.

Information needed to understand the girls is indicated in Tables VI, VII, and VIII. The underlying home conditions are shown in Tables IX, X, XI, XII, XIII, XIV, AND XV.

Table I shows the number of people living in the homes of the 60 selected girls. The range was from three to fourteen. Five people resided in twelve of the homes. There were nine cases where six people and nine where seven lived in the homes. Eight people lived in each of five homes, and nine people lived in eight of the homes. There were five families with ten people living in the home, two with twelve and one with fourteen members. This table shows that the median number of people living in the homes represented in this study was seven.

TABLE I
Number of People Living in the Homes of Sixty Girls

Number of Cases	Number of People
4	3
5	4
12	5
9	6
9	7
5	8
8	9
5	10
2	12
1	14

Table I shows that the number of people residing in the home varied and indicates the necessity for the teacher to encourage people to live and work together harmoniously whether the family is large or small.

TABLE II
Number of Families Living in Homes

Cases	Number of Families
57	1
3	2

Ninety-five percent or fifty-seven of the homes contained only one family (Table II) while the remaining five percent or three homes had two families living in them. This shows that there is a need to teach girls to take interest in improving their own family life and to recognize the special problems involved when the situation is further complicated by an additional family.

TABLE III
Number of Children in the Home

Cases	Number of Children
3	1
9	2
13	3
6	4
9	5
6	6
7	7
4	8
2	10
1	12

The number of children living in the home ranged from one child in three cases to twelve children in one home. Two families had ten children each, while four families had eight children. Nine families had two children, nine had five children, while six and seven families had six and seven children respectively. Six families studied were composed of four children. There were three children in thirteen cases. The median number of children in the home was five. This indicates that there is a definite need to teach and to help pupils to get along with other family members.

Table IV shows that twenty-nine of the girls lived with both father and mother. Thirteen of the remaining girls lived with their mothers; three of them lived with their father; six lived with stepparents, two of these lived with their father and stepmother while the remaining four were living with their mother and stepfather. Two girls lived with their uncle and aunt, two with their married sisters, and four lived with grandparents, while one girl was married and lived with her husband. This indicates that the family relationship is normal.

TABLE IV

Responsible Adults* in the Homes of Sixty Girls

Adults	Cases
Father and Mother	29
Mother	13
Father	3
Father and Stepmother	2
Mother and Stepfather	4
Uncle and Aunt	2
Grandparents	4
Married Sisters	2
Husband	1

* Responsible adults are adults responsible for maintaining the home.

TABLE V

Other Relatives in the Home

Relatives	Cases
Grandparents	3
Nieces and Nephews	8
Cousins	2
Married Relatives and in-Laws	8

Table V shows that only twenty-one of the cases studied had relatives other than responsible adults, and brothers and sisters living in the home. Eight had nieces and nephews, eight had married relatives and in-laws. In three cases grandparents lived in the home. In two cases there were cousins. This indicates a need for teaching girls

how to make adjustments to the other people in the home.

Tables I - V, therefore, indicate that the median home of the sixty girls studied was composed of seven people, three of whom were children living with their fathers and mothers with no other family members or relatives.

Another problem that concerned the writer had to do with the information needed in order to understand the needs of the girls. The influencing factors included age of the girls, the occupation of the responsible adult, and the responsibilities that the girls assumed at home. The writer made a study to gather this information and results are shown in the following tables.

TABLE VI

The Ages of Sixty Girls Enrolled
in Homemaking

Cases	Ages
2	13
8	14
21	15
16	16
11	17
2	18

Table VI indicates that the ages of the sixty girls ranged from thirteen to eighteen years with only two girls thirteen and two eighteen. Eight of the girls were fourteen, eleven of them were seventeen, while the majority of the group were fifteen and sixteen years of age - sixteen of them being sixteen years of age and twenty-one of them were fifteen. This shows that the girls were old enough to comprehend and consider their personal, home, and community needs.

TABLE VII

The Responsibilities of the Sixty Girls Enrolled in Homemaking,
Dunjee High School, Choctaw, Oklahoma

Responsibility	Cases
Do Family Laundry	12
Care for Young Sisters and Brothers	12
Prepare Family Meals	7
Make Clothes for Family Members and Mend	4
Do Housekeeping and Cleaning	
1. Bedroom	6
2. Living Room	7
3. Kitchen	8
Keep Yard Clean	4

Table VII indicates the home responsibilities of the sixty girls. It shows that twelve took care of smaller children. Only seven of the girls engaged in preparing food for family consumption and a mere four of the girls made or mended clothing either for herself or the family members. Twenty-one of the girls engaged in house cleaning, six of whom cleaned bedrooms, seven cleaned the living room and eight the kitchen, however, four of the girls cleaned yards. This indicates that there was a need for the teacher to encourage girls to assume many responsibilities for developing a wide range of abilities in order to make family life more pleasing.

TABLE VIII

Occupation of Responsible Adults

Occupation	Cases
Common labor	20
Skilled or semi-skilled	16
Professional	2
Military Service	2
Old Age Pension	3
Child Dependent Aid	1
Farmer	6

Table VIII shows that twenty of the responsible adults were common laborers, while sixteen of them were employed as skilled or semi-skilled individuals, and six of the guardians were farmers. Only two of the parents or guardians were professional people and two were members of the military service, however, three of the responsible adults received an old age pension and one was dependent on the child aid from the

government for her livelihood. This table indicates that the kind of occupation one is engaged in may effect one's attitude toward making improvements and that the financial status of guardians was such that improvements could be made.

Tables VI - VIII show that the median high school girl enrolled in homemaking was about fifteen years of age. She engaged in house cleaning at home, helped with laundry, and took care of smaller children in the family. Her guardian was employed as a common laborer.

An important factor which was necessary for the teacher to be familiar with in her planning of the home experiences had to do with underlying home conditions including home ownership, type of house, the number of rooms in the house, and the utilities and appliances in the home as well as the storage space available.

TABLE IX

Home Ownership of the Sixty Girls Enrolled in Homemaking
at Dunjee High School, Choctaw, Oklahoma

Homes	Cases
Self-owned	40
Rented	12
Buying	8

Table IX shows that forty of the families owned their homes, twelve of these homes were rented and only eight families were buying their homes. It was therefore assumed that since most of the families owned their homes the teacher should be able to get pupils interested in improving them and thus encourage other people in the community to make

improvements. She further felt that she should help pupils to understand that they should beautify their homes whether owned, rented, or being bought in order to receive respect and prestige in the community.

TABLE X

Kind of Houses Inhabited by the Sixty Homemaking Girls,
Dunjee High School

Materials	Cases
Brick	5
Stone	4
Frame	50
Stucco	1

TABLE XI

Utilities and Appliances in the Homes of Sixty Girls

Appliances	Cases
Electric Mixer	1
Electric Iron	47
Gasoline Iron	3
Sad Iron	9
Washing Machine	21
Radio	58
Combination Radion and Record Player	16
Sewing Machine	25
Vacuum Sweeper	1
Telephone	5
Broom	60

Fifty of the houses were frame structures, five of the houses were brick, four of them were made of stone and one of stucco. Because of

the fact that this is a young community that grew up during the war, brick, stone, and stucco were not easily accessible, therefore most of the families built frame houses. Many families feel the need for making both large and small improvements.

The information provided by Table XI shows that the families of twenty-one of the girls owned washing machines of some kind, forty-seven of them owned electric irons, three had gasoline irons, and only nine of them used sad irons. Only one family had an electric mixer. Fifty-eight families had radios, while sixteen of them had combination radio and record players. Twenty-five of the sixty cases involved in this study had sewing machines, and five had telephones. Only one girl had a vacuum sweeper in her home, however, all sixty of the girls' homes contained brooms. The information in this table indicated that the teacher should show pupils how to use utilities and appliances in the home so that the most value may be received.

TABLE XII

Number of Rooms in the Homes of the Sixty Girls
Enrolled in Homemaking

Rooms	Cases
3	7
4	27
5	13
6	9
7	2
8	1
10	1

Seven of the families lived in three-room houses; twenty-seven in four-room houses; thirteen in five; nine in six and two in seven-room

houses; while one lived in an eight-room house and one lived in a ten-room house. The median number of rooms is four. This indicates that there is need for teaching ways and means of making family adjustments, of providing privacy and of handling specific relationship situations arising from the sharing of home facilities.

TABLE XIII

Number of Closets in the Homes of Sixty Girls

Closets	Number
1	30
2	7
3	1
0	22

Table XIII shows the number of closets found in the homes of the 60 families studied. There were 30 families who reported one closet in the house, seven with two closets each, while one family had three closets. There were twenty-two girls who did not report any closets at all. This indicates that the girls needed training in improvising storage space.

TABLE XIV

Kinds of Floor Covering Found in the Homes of Sixty Girls

Kind of Flooring in Homes	Cases
Tile	2
Rug	20
Hardwood Floors	2
Plain Floors	25
Linoleum	30

Table XIV shows the types of floors the sixty girls have to work with in their homes. Two of the girls had tile in the homes; twenty-four had rugs, two had hardwood flooring; thirty-seven had plain floors, and thirty had linoleum. This table does not give the number of people who had one of each kind of flooring because in some cases there were homes that had as many as two to four kinds of floor coverings. However there seems to be evidence of the need for teaching girls how to care for different kinds of flooring.

TABLE XV

Condition of Walls, Ceiling, and Steps in Homes
of Sixty Girls

Walls, Ceiling, and Steps	Finished	Unfinished
Interior Walls	46	14
Exterior Walls	48	12
Ceiling	50	10
	Broken	Unbroken
Steps	10	50

Table XV shows the conditions of the walls, ceiling, and steps in the homes of the sixty high school girls.

In 46 cases the interior walls were finished and 14 were unfinished while in 48 cases the exterior walls were finished and twelve were unfinished. There were 50 cases that had finished ceilings and ten which had unfinished ceilings. The reverse situation was true of the steps; fifty were unbroken and only ten broken. Unfinished exteriors as well as unfinished interiors are unattractive and frequently

very ugly. Since much of the work of finishing and refinishing both the exteriors and interiors of houses can be done by family members these conditions indicate a need for teaching interior and exterior home improvement.

SUMMARY

The result of the survey brought to light conditions in the homes of the 60 girls who participated in the study. They revealed certain information which points to a need for teaching areas related to home ownership, space, physical conditions, inter-family relationships and income.

Home Ownership

1. Only 12 of the houses were rented, while 48 of the families owned or were in the process of buying a home. This picture indicated that families should be interested in improving their homes. It is assumed that when people own homes they are more interested in making improvements than if the house is rented.

2. Another factor that was important to the writer in planning a housing unit was a knowledge of the underlying home conditions of each girl. The evidence showed that there was need for the teacher to encourage people to beautify their homes and help neighbors and people in the community to do so regardless of home ownership.

Space

1. The number of family members living in the 60 homes ranged from three to fourteen with an average of seven per home.

2. Three of the homes housed two families.

3. More than 27 or more than one half of the families lived in four-room houses. This shows that living conditions for family members

are very crowded especially where eight, ten and twelve children are in the family.

4. The median number of rooms in the houses were four which shows that the living conditions were crowded as compared to the median number of people living in the home. This indicated that the teacher needed to teach ways and means of making family adjustments, for providing privacy and for handling specific situations.

5. There was a limited number of closets in the home and some of the girls did not have any closets at all which shows that girls needed training in improvising closet space in the home in order to provide comfort and recreation in the home.

Physical Conditions

1. There were cases where some of the girls lived in homes where the interior and exterior walls and ceilings were unfinished, also steps were broken. This indicated that the teacher needed to encourage people to make simple repairs and to make improvements with what they have.

2. Fourteen cases of the interior wall were unfinished; twelve cases showed that the exterior was unfinished; ten cases that ceilings were unfinished and ten cases where steps were broken in the home. This shows a need for stressing home improvement of the exterior and interior of the homes in which these girls lived.

3. Some of the girls had as many as two to three kinds of floor coverings in their homes which indicated that girls should be taught how to care for different kinds of floor coverings and how to choose floor coverings when living in different locations.

Inter-family Relationships

1. Twenty-one families had relatives living in the home with family members.

2. Twenty-nine of the children lived with both parents while 22 lived with one parent, the remaining lived with relatives. This would show the importance of the teachers interpreting the goals and objectives of a home improvement unit to the relatives, in order to get cooperation in carrying out home experiences.

3. Girls were of such an age level that they could realize the importance of housing unit and take an interest in encouraging their families and others to make improvements.

4. All of the girls shared at least one responsibility in the home. These showed a need for the teachers to help girls to assume and share more home responsibilities as a means of improving the home and as a means of increasing family happiness.

Income

1. Forty of the families had regular monthly income from wage earning occupations, four received pensions and six were farmers. This might point out that home improvement may be included as an item in the family spending budget. It also implies that because of the small amount of monthly income and the large families, many families may need to develop long time plans for improving the home and living conditions of their families.

CHAPTER IV

TEACHING A UNIT IN HOME IMPROVEMENT

The results of a survey of the relationships and conditions within the homes of the 60 high school girls selected for the study were carefully analyzed and their implications for the teaching of a unit in home improvement were stated in terms of proposed action in planning and teaching a unit in home improvement to a group of ninth grade girls.

The implications were conclusive that a knowledge of home conditions is basic to the planning and teaching of a unit in home improvement. The information secured indicated that help was needed in:

1. Managing living activities under crowded conditions and in devising improved but inexpensive storage and living facilities.
2. Living harmoniously and working cooperatively with others whether the family was large or small especially in those cases where two families shared the same roof.
3. Accepting and assuming more responsibilities in the home.
4. Learning how to use utilities and appliances on hand so that maximum value and satisfaction would result.
5. Improving the appearance of the home in terms of the use of color, accessories, and arrangement rather than in the building or the selection of expensive equipment.
6. Caring for floor coverings and improving those physical conditions which require only limited expenditures.
7. Choosing home experiences in accord with family economic status.
8. Considering individual and family needs, interests and abilities in choosing home experiences.
9. Learning how to improve home living conditions.

10. Choosing and carrying out home experiences in areas that have received emphasis in class work.

Plans for Teaching

Because the teacher realized the importance of home surroundings in the way people think and act, she made a special effort to see that her pupils had an opportunity to become acquainted with the very real need for Negro families to improve their home surroundings. She used every opportunity to encourage pupils to express themselves in terms of their needs as related to home surroundings.

A list of questions concerning needs for home improvement was developed cooperatively by teacher and pupils and used as a basis for planning the unit. This list of needs was amplified in terms of the situations as discovered through the use of the questionnaires and information sheets to which reference has been made. The amplified list follows:

1. What home surroundings are essential for happy family living and what makes a home?
2. What makes the home a healthy and safe place in which to live?
3. How can we use color to improve the home?
4. What simple accessories can we use in the home?
5. How can we use simplicity as the keynote for well selected home furnishings.
6. How can we improve what we have in our home?
7. What effect does a simple, attractive home have on its family members and others in the neighborhood?
8. How can we develop a greater appreciation for our homes although they may be very simple.
9. What impression does the home make on children who live in it?

The class and teacher then set up goals for the unit on home improvement. The goals selected were:

1. Knowledge of essential things that make the home comfortable and contribute to happy family living.
2. Ability to make the simple repairs in the home.
3. Ability to use colors effectively in the home.
4. Ability to use good housekeeping skills in making the home attractive as well as comfortable.
5. Ability to improve what one has in the home and to make it more satisfying to family members.
6. Ability to select and use simple and useful accessories in the home.
7. Appreciation for the home although it is very plain and simple.
8. An understanding of the basic needs of family members for privacy, entertainment, family fun, and recreation.
9. Ability to continuously improve the home and its surroundings to take care of needs and satisfactions of family members.
10. Ability to share home responsibilities.
11. Ability to set up long time plans for improving homes.
12. A desire to improve the home so that it will add to the joy and satisfaction of family members.
13. An understanding of basic factors that are important in selecting and buying a home.

Problem I How do home surroundings affect successful family living?

Basic Understandings Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Every member of the family has a responsibility for contributing to the happiness of family.	The teacher led class in discussion of factors which aid in family adjustments.	Pupils wrote papers describing things they needed to do to make their home life happy.	Pupils considered their responsibilities and planned to promote happiness in their homes.
An understanding of how to become adjusted to large families with crowded living conditions is important in promoting happiness in the home.	Teacher and pupils discussed the effect of large families living in small houses and the adjustments to be made when relatives live in the home.	Pupils discussed some of the things they had done in order to become adjusted to crowded living conditions in their homes.	Teacher and pupils realized the necessity of planning a housing unit adapted to personal, home and community needs.
A knowledge of the family income is important in making adjustment to the economic status of the home.	Pupils discussed the source and the approximate income of their families. The teacher and pupils discussed remuneration for occupations such as skilled labor, semi-skilled labor, common labor, farming and professions.	Pupils and teacher visited homes that represented different levels of income and reported: <ol style="list-style-type: none"> 1. The type of homes people lived in. 2. The age groups living in the family. 3. The appearance of the exterior and interior of the home. 4. The social standards of the home. 5. The reaction toward making improvements in the home. 	Pupils gained an understanding of how the economic status may affect the way in which people live, act and think.

Problem I (continued)

Basic Understandings Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>Family members need to make constant effort to develop desirable attitudes as a means of helping to develop habits of thinking and doing.</p>	<p>The teacher and students considered the effect of the home on success or failure in life.</p>	<p>Pupils reviewed the lives of leaders and of criminals and analyzed the effect of home life on individuals.</p>	<p>Pupils became aware of their need to learn to make their lives better.</p>
<p>Individuals should be encouraged to assume responsibility for developing their own ability to improve home life.</p>	<p>Teacher and pupils told stories that illustrated characteristics of a good family member as:</p> <ol style="list-style-type: none"> 1. Kind 2. Creative 3. Truthful 4. Honest 5. Sincere 6. Understanding 7. Tolerant 	<p>Pupils outlined a plan to make their homes more satisfying and discussed what their homes meant to them.</p>	<p>Pupils began to recognize characteristics they should improve upon as family members.</p>
<p>A desire to learn the physical factors that contribute to making the home satisfying is essential in guiding pupils to acquire a practical basis for use in solving their problems.</p>	<p>Pupils and teacher discussed factors that should be considered in achieving personal well being such as:</p> <ol style="list-style-type: none"> 1. Food 2. Clothing 3. Shelter 4. Buying 5. Cleanliness 6. Human-relationships 	<p>Teacher and pupils developed standards for judging the physical factors which contribute to making a house a home.</p>	<p>Pupils were able to understand the physical aspects which helped to make a house a home.</p>

Problem I (continued)

Basic Understandings Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>Before the teacher can help pupils to work toward goals she must acquaint herself with possibilities and homes of pupils; make careful plans and help pupils choose experiences which have a definite value for them.</p>	<p>The teacher showed an interest in the pupils' homes by pointing out some of the things each should be proud of. She pointed out some good features of other peoples' homes and showed pictures of how family members were working together to make the home more satisfying to all family members.</p>	<p>Teacher and pupils listed and discussed factors in the homes of students that made each feel proud of what she had.</p>	<p>Students expressed the fact that every home was different and that each had something of which to be proud.</p>
<p>While people who own their homes might be expected to take more pride in them than those who rent, every one can do something to make the place where he lives more interesting and pleasant.</p>	<p>The class determined what percentage of the people owned their homes in the community and discussed family needs and incomes in relation to owning and renting.</p>	<p>Pupils visited in the community and made surveys of homes, then determined what percent of families rented their own homes. Teacher and pupils visited homes in the community and compared the cost of owning with that of renting in relation to family income and needs.</p>	<p>Pupils became aware of the comparative costs of ownership and renting. Students were able to see how people can make a house a home, regardless of ownership.</p>
<p>When the teacher shows an interest in the pupils' homes, a better relationship is developed.</p>	<p>The teacher read poems and quotations expressing love and appreciation for the home. Pupils searched for</p>	<p>Pupils wrote poems and quotations about the home. They analyzed poems and quotations that expressed love for the home.</p>	<p>Pupils were made to feel that while their homes did not have all the advantages they</p>

Problem I. (continued)

Basic Understandings Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
	poems and quotations that suggested qualities of satisfying homes.		desired, there were still definite things that each could do to improve conditions and to make them more livable.
When pupils know factors that are important in buying or renting a home, they are in a better position to evaluate what is a wise choice.	Pupils studied facts one should consider when buying, such as: 1. Taxes 2. Up-keep 3. Method of buying 4. Insurance	pupils interviewed home owners to get opinions on home ownership.	Pupils were better acquainted with the important factors that influence buying or renting.
When pupils can evaluate the conditions in buying or renting a home, they are better able to make a choice.	Pupils made a list of factors to observe when buying a home, including: 1. Location 2. Size of family 3. Nearness to school 4. Transportation	In group discussion the class considered conveniences, facilities, and appliances that were owned. They summarized some of the factors that might serve as guides whether buying or renting.	Pupils developed an appreciation for home ownership.

Problem I (continued)

Basic Understandings Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
When people own their own homes, they usually take better care of them.	Pupils observed the physical conditions of homes that were owned and contrasted them with those that were rented.	Physical conditions of rented and owned homes were compared as to: number of rooms, number of doors, screens, cleanliness, flowers planted, interior and exterior completed, good papering, conveniences in home as toilets, water supply and lights. Pupils debated the merits of home ownership versus renting.	Students were able to identify factors that may be used in evaluating quality and surroundings.
Whether a home is owned or rented, family prestige, satisfaction and respect are enhanced, if the house and surroundings are attractive.	Teacher and pupils discussed home ownership may depend upon many factors as length of time the family is going to live in the community, children who have grown up and moved away and the type of occupation.	Pupils organized a debate, "Renting versus Owning."	Pupils gained an understanding of why some people prefer to rent or own homes.

Problem II What makes the home a healthy and safe place in which to live?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>Knowing how to prevent accidents in the home is of utmost importance to all-- school, community and state for it may save property, medical costs, suffering and even life itself.</p>	<p>Teacher developed a discussion on the importance of preventing accidents in the home. Teacher brought newspaper clippings reporting home accidents.</p>	<p>Pupils told stories of home accidents that happened in their homes and schools, then discussed the causes.</p>	<p>Pupils were made conscious of the things they could do to help prevent accidents in their homes and at school.</p>
<p>Accidents in the home and school will decrease when people cooperate in preventing them.</p>	<p>Teachers asked pupils to examine books, magazines and newspapers for material pertaining to accident prevention in the home.</p> <p>Teacher and pupils enumerated some of the most pertinent things that caused accidents in homes:</p> <ol style="list-style-type: none"> 1. Broken steps 2. Slippery floors 3. Improper wiring 4. grass fires 	<p>Pupils brought to class and discussed material on the prevention of accidents.</p> <p>Pupils made posters on home safety and placed them on bulletin boards.</p>	<p>Pupils set up a clinic on fire prevention and accidents.</p> <p>Pupils learned procedures to follow in the event of an emergency.</p> <p>Pupils selected home experiences in home safety.</p>

Problem II (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>When people are conscious of the factors affecting the health of the home they are more apt to use safety precautions.</p>	<p>5. Junky yards 6. Wood and oil stoves Pupils learned to make simple repairs and improve safety in homes.</p> <p>The teacher told incidents illustrating the importance of healthy surroundings. Teacher and pupils compiled a list of things to watch for in order to have more healthful surroundings. Pupils learned how to make simple repairs and improvements for health and safety.</p>	<p>Pupils made special reports on the kinds of surroundings that are considered unhealthy for good home life, such as: dirt, inadequate screens, stagnant water, poor sewage and water disposal, inadequate ventilation, improper light and heat, and improper storage of food.</p>	<p>Pupils received information on how to safeguard health in the home and applied their knowledge in their own homes.</p>
<p>When people understand the importance of cleanliness and experience the sense of well-being they have when the home is well kept, they are willing to make the effort required to keep homes clean.</p>	<p>The teacher and pupils discussed the quotation, "Cleanliness is next to Godliness," and how cleanliness affects health.</p>	<p>Pupils outlined and discussed jobs that they would be responsible for in keeping their homes and department clean.</p>	<p>Pupils acquired knowledge, skills and ability in carrying home experiences in cleaning the home.</p>

Problem II (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
When family members know how to use good cleaning methods they can evaluate these methods and select those that fit their needs.	The teacher guided learning experiences by having them examine books and magazines that contained information on cleanliness and good housekeeping skills.	Pupils determined tasks necessary for good housekeeping in cleaning windows, wooden floors and rugs.	Pupils experimented with cleaning methods and cleaned the department.
	The teacher and pupils visited furniture and department stores, observed demonstrations, equipment, and techniques used in the different methods of cleaning.	Pupils tried out various methods in class and at home on windows and floors, and evaluated the results as to purpose, efficiency, effectiveness, cost and time required to do the tasks.	Pupils learned cleaning methods to fit their home needs.
	The group experimented with cleaners on the market to determine qualities in regard to price and effectiveness.	Pupils used cleaning methods that help to save time and energy in class. They discussed other cleaners on the market that are advertised on the radio, in magazines and in newspapers.	Pupils learned the importance of good cleaning methods by cleaning the department and discussed methods they would use in their homes and chose home experiences in cleaning.

Problem II (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Adequate heat, light and ventilation greatly influence health, comfort, convenience and safety for the home.	Teacher and pupil studied the effects of the kinds of lights, heat and ventilation found in homes of the community and how they affected the health and safety of home members.	Pupils investigated and assembled rules to follow in heating, lighting and ventilating the home.	Pupils selected experiences to improve health and safety in the home.

Problem III How can we use color to improve the appearance of the home?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Learning to select colors and to make simple color harmonies, helps an individual to use and enjoy colors in the home.	Pupils learned fundamentals of color through use of a color wheel showing the location of the primary, secondary and intermediate colors.	A color quiz was directed in order to find where to begin with color study.	Pupils realized the need for color study.
To understand and enjoy colors, it is desirable to see how variations in color can be made.	Studying colors in nature and using them in the home gave the teacher material and knowledge for a demonstration showing how colors are made by mixing.	Pupils worked with colors by mixing as directed and made colors for a color circle.	Pupils made a color wheel successfully by mixing colors as directed.
As people study the effect of the use of color, they are increasingly able to see and understand its variations and harmonies.	The teacher explained the three characteristics of color, namely, hue, value and intensity, which would help pupils to recognize and identify colors more accurately.	Pupils illustrated characteristics of color, as: 1. Hues on color circle 2. Spectrum hues 3. Neutralizing colors 4. Making value charts 5. Making intensity studies in color.	Pupils enjoyed and understood colors and were able to see many qualities of a color they had not previously observed.

Problem III (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
When one is able to see how colors are given names they can enjoy both lovely colors and interesting names.	The teacher explained why colors are called new colors and how each new color could be described in terms of hue, value, and intensity.	Pupils considered fashionable colors and discussed how they had enjoyed using them in the home as well as in dress.	Pupils gained an understanding of color characteristics and were able to see how each could be used effectively in beautifying the home.
The best way individuals can learn to appreciate differences in texture is through experience in seeing them and feeling them.	The class discussed texture in color with reference to materials used in the home.	Pupils and teacher collected several samples of the same color and discussed its texture also and watched for differences in the finish of furniture, walls, draperies and rugs in the department and at home.	Pupils could see how texture can add beauty to color.
A study of color harmonies helps the individual to combine colors efficiently in a room or dress.	The teacher showed color harmonies, while pupils observed, The teacher drew color circle on blackboard, explaining how to locate each color harmony.	Pupils drew circles, showing how to locate each color harmony, then collected pictures showing how color harmonies are used in a room.	Pupils gained an understanding of how to use color in dress, and how simple colors can be used in the home.

Problem III (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>Harmonious Colors seem to belong together, therefore it is necessary to take care in combining various tones of one hue, if one expects to secure a desirable harmony.</p>	<p>The teacher illustrated how color harmonies were used in various rooms at school and how each harmony agreed.</p>	<p>Pupils discussed color harmonies used in the department and those used in their homes.</p>	<p>Pupils showed interest in combining and using color harmonies.</p>
<p>Color and design are important elements to use in making attractive arrangements; in building construction and arranging in the school and home therefore color harmonies should be considered when planning to use color in the home and department.</p>	<p>The teacher displayed examples of predominating colors to show pupils how each may be used in their homes.</p>	<p>The teacher and pupils planned a color scheme for their own rooms that they would like to carry out at home.</p>	<p>Pupils enjoyed working with own personal problems recognized during the study.</p>
<p>Color and design are important elements to use in making attractive arrangements; in building construction and arranging in the school and home therefore color harmonies should be considered when planning to use color in the home and department.</p>	<p>The teacher and pupils discussed how the principles of design and color can help individuals to make more beautiful color harmonies and combinations of lines, forms and sizes in selecting color and designs for the home, school and other purposes.</p>	<p>The class studied principles of art to see how they affect furniture, pictures, designs and arrangements in the home, using the department for demonstration.</p>	<p>Pupils became conscious of how to apply art principles in the home and chose home experiences in color combinations.</p>

Problem IV. How can we make simple accessories that add to the comfort of the home?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Accessories may add beauty and express personality by creating a feeling of completeness in a home, thus it is important to know how to use and select simple accessories effectively.	The teacher showed how accessories give a finished touch to a room and are important in every home.	The teacher and pupils shopped for articles used for accessories such as: glass ware, china, picture hanging, lamps, ash trays, curtains, etc.	Pupils developed increased interest in using suitable accessories, both useful and decorative.
Selecting and arranging accessories may be taught in class to provide experience in the basic aspects of living.	The teacher and pupils visited homes to observe accessories, how they were used in home and their affect on the attractiveness of the home.	Pupils gave examples of how personal taste and sentiment influenced selection of accessories in the home.	Pupils became interested in making accessories for their homes.
The alert teacher should be resourceful in furthering interest of pupils in the classroom which will contribute to the physical condition of the home.	The teacher showed the class a number of accessories that were made in class the previous year, such as pictures frames, letter holders and book ends.	Pupils discussed how they could make such articles for their homes and their use. Pupils brought equipment to class to make at least one article for the home.	Pupils showed interest, pride and good workmanship in making accessories for their homes.

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>When one understands that simplicity is the key note for selecting accessories one will appreciate the beauty of simple and useful accessories.</p>	<p>The teacher bought material to class and carefully demonstrated ways of making different kinds of pictures that can be made at home.</p>	<p>Pupils brought material to class and carefully demonstrated ways of making different kinds of pictures that can be made at home.</p>	<p>Pupils developed skill and ability in applying art principles.</p>
<p>When pupils are shown the correct way to hang pictures in class they will apply learning experiences in their homes.</p>	<p>The teacher and pupils showed how to get a pleasing effect in the room by varying lines. The effect of vertical and horizontal lines was demonstrated.</p>	<p>Pupils drew plans of their walls at home to show how they planned to hang pictures.</p>	<p>Pupils gave a description of how they hung pictures in their homes as a part of their home experiences.</p>
<p>Homemade rugs are fascinating. When pupils are given an opportunity to learn to make them their interest increases when they are successful.</p>	<p>The teacher discussed the value of making homemade rugs and showed pupils different kinds of rugs that were made in the department the previous year, explaining the material and equipment needed in making them, the approximate cost, time required in making them and where each could be used appropriately in the home.</p>	<p>The class observed the rugs made during the previous year. Those who needed rugs brought material to school and made them with the guidance of the teacher.</p>	<p>With the guidance of the teacher, some of the pupils made attractive rugs and selected rug making as a home experience.</p>

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Information gained in class will be extended into the homes if the teacher provides necessary instruction.	The teacher discussed the importance of the principles of art and color harmony in relation to flower arrangement when beautifying the home: rhythm, emphasis, proportion, balance, and harmony were pointed out.	Pupils and teacher reviewed the study of design and color in order to get a good start in flower arrangement.	Pupils realized that flower arrangement in the home should harmonize with the color scheme of decorative accessories.
Flower arrangement is a form of art that is popular and valuable to the beauty of the home, therefore, pupils should be carefully guided in developing their artistic ability in this area.	The teacher illustrated flower arrangement as a means of beautifying the home.	Pupils discussed the popularity of flower arrangement had made by garden clubs, and by 4H clubs at the county fairs. The teacher and pupils discussed how learning experiences are provided as well as fun is derived from practical experience in flower arrangement.	Pupils became concerned with where to use different flower arrangements in the home.
A knowledge of the right place to use a	The teacher stressed the fact that a bouquet	Pupils collected pictures of flowers	Pupils gained a better understanding

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>flower arrangement is of great value when selecting the right kind of color, and container to be used.</p>	<p>is generally a center of interest and only one chief interest is necessary. She showed pictures of where flowers would look best in different rooms, according to: the structural and decorative lines, the neck and height of containers, the shape of the containers and appropriateness for flowers, texture of containers and flowers.</p>	<p>used in different rooms and discussed why flowers looked best in different rooms considering: structure and decorative lines, the neck and height of containers for purpose or use, the shape of the container to be used, and texture of containers and flowers used.</p>	<p>of art principles and how to apply them.</p>
<p>A desire to use containers and holders at home for flowers develops pupils initiative in improving the home.</p>	<p>The teacher demonstrated attractive arrangements of flowers by using containers and holders in the department, such as: jars, glasses, pitchers, sugar bowls, and scouring pads.</p>	<p>Pupils brought containers and holders from home such as: pottery, vases, rocks, chat, and twisted branches and showed the class how they could be used as containers or holders.</p>	<p>Pupils showed pride in sharing learning experiences with teacher and pupils. Pupils made flower vases in their homes as part of their experiences.</p>
<p>The color of a container is important when striving to achieve a restful effect in the room.</p>	<p>The teacher discussed and stressed that a container should never be so elaborately decorated that it calls attention to itself rather than the flowers.</p>	<p>The teacher and pupils considered interesting colors for vases, such as: earth color, putty, soft dull green, and crystal.</p>	<p>Pupils expressed a desire to arrange flowers to achieve a restful effect.</p>

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
The color of flowers may be used to achieve any possible effect that one is interested in achieving.	The teacher showed pictures of the effect that the color of flowers had in rooms such as flowers expressing: gaiety, coolness, and warmth.	Pupils collected pictures and analyzed the effect that flowers had upon a room.	
When the teacher utilizes possible resources available, pupils become increasingly interested in class practices.	The teacher and class members discussed how materials should be used in a bouquet when flowers are not available.	Teacher and pupils discussed how winter bouquets of pods and seeds, berries, and cones may be used to beautify the home.	Pupils made bouquets of berries and placed them in the department.
	The teacher suggested ways by which one may keep flowers fresh, such as: cut flowers early in the morning or late at night, cut sturdy buds and freshly opened flowers, cut stems at an angle with a sharp cutter and keep in a deep container of water in a dark place for a few hours.	Pupils chose vases for the homemaking department and experimented with flowers.	Pupils became aware of ways to keep flowers fresh.

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Interest is stimulated when each pupil takes part in performing daily duties in the department.	Teacher and pupils desired to keep different kinds of bouquets in the department, observing rules for flower arrangements.	The hostess and housekeeper appointed each were responsible for the care of the flowers.	Pupils showed pride in carrying out their duties.
	The teacher guided pupils in selecting appropriate places in the home for the containers.	Pupils brought different kinds of containers to school that could be used for vases and discussed the occasions for which they could be used.	Pupils gained a better understanding of when and where to use vases.
A careful review of flower study and furniture was made to help pupils apply what they had learned.	Teacher and pupils reviewed procedures in giving demonstrations.	Pupils brought leaves, flowers and containers to hold flowers for demonstrations.	Pupils showed interest and developed their skills and abilities in giving demonstrations that would help others to make their homes attractive.

Problem IV (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
		Pupils studied the procedures and prac- ticed demonstrations in class.	Pupils demon- strated the use of home furnish- ing kits and flower contain- ers.
		Pupils made posters of pictures showing different flower arrangements and furniture arrange- ments.	

Problem V Why is simplicity the keynote for well selected home furnishings?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Experiences	Outcomes
When one understands that the floor is the background of a room and its furnishings he will find means of making the floor attractive.	The teacher collected pictures of attractive floors and used the floor in the living room of the department as an example of materials used in cleaning and making floors attractive.	Special reports were made by pupils on care and precautions one should follow when cleaning floors.	Pupils learned how to clean different kinds of floor coverings. Girls discussed equipment and procedure they would use to keep floors attractive at home. Each chose home experiences in housekeeping practices.
When one is able to understand present living situations and prices he is better able to weigh values according to his individual and family needs.	The teacher and pupils observed homes in the community and discussed types of flooring that were suitable for different homes.	The teacher and pupils set up in class important factors one should observe when selecting flooring including: situation, location (town or country), money available, type of care needed, equipment available, time available for care, ages of family members, green grass and walks surrounding.	Pupils were made conscious of things to look for when selecting kinds of flooring, for personal and home needs.

Problem V (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Experiences	Outcomes
<p>Art principles should be applied in the selection of a design in rug patterns in order to acquire a good background that is quiet and inconspicuous.</p>	<p>The teacher showed use of art principles in relation to rugs and showed pictures of patterns which were unified and made the room seem uniform and harmonious.</p>	<p>Pupils collected pictures from catalogs and magazines, exhibited and identified patterns that were conventional and rhythmic.</p>	<p>Pupils acquired an appreciation of good texture and design in rugs and realized how these contribute to the beauty of a room as well as to the rug.</p>
<p>Realizing that the best window treatments may depend on many things, one should know the various factors to consider when selecting curtains.</p>	<p>The teacher discussed factors one should consider when selecting window treatments, such as, the amount of light, the size of the room, the color of the furnishings.</p>	<p>Pupils and teacher visited homes in the community to observe the following:</p> <ol style="list-style-type: none"> 1. How curtains should be arranged to make windows look shorter or longer. 2. The effect that curtains and draperies have on arrangement. 3. The effect curtains have on the size of the room, amount of light and blending of colors with the rest of the room. 	<p>Pupils gained an understanding of how to hang curtains according to the amount of light, size of room, the shape of window and the character of furnishings.</p>

Problem V (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Experiences	Outcomes
<p>The teacher should direct pupils in choosing curtains which harmonize with the general color scheme of the room.</p>	<p>The teacher gave a demonstration, showing samples of wall paper and large drapery swatches to prove how colors blended.</p>	<p>The teacher and pupils discussed how value and intensity as related to samples of wall paper and draperies could be used together in creating a pleasing effect.</p>	<p>Pupils selected curtains by considering contrast in value and intensity for a background.</p>
<p>When pupils are guided in selecting curtain material, they gain a better understanding of the principles of design which belong together so that the whole is harmonious and unified.</p>	<p>Teacher and pupils considered factors that influence choice of materials, such as, cost, appropriateness, wearing quality, upkeep and different types of design.</p>	<p>Pupils selected material for their own homes and analyzed its value according to the cost, purpose, durability, upkeep and type of design.</p>	<p>Pupils gained a better understanding of how to select curtain materials.</p>
<p>Classroom activities if carefully guided will develop satisfaction and joy when pupils work is related to their personal problems.</p>	<p>Teacher and pupils discussed possibilities for curtains in the home.</p>	<p>Some of the pupils planned and made curtains for the home and analyzed factors studied in the selection of curtains. Some selected and purchased curtains for rooms in their home.</p>	<p>Pupils gained rich experiences by making curtains in class that could be used in the home.</p>

Problem V (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Experiences	Outcomes
<p>Planning is of value and interest when key people assist teacher and pupils in carrying out purposeful goals.</p>	<p>Itinerant Teacher Trainer, Miss Lenouliah Gandy, was asked by teacher and pupils to assist in planning curtains for the living room in the department. She brought swatches of curtains and drapery materials to school for teacher and pupils to select from.</p>	<p>The teacher trainer guided the teacher and pupils in their selections from standards set up in curtain selection. The teacher and pupils decided on materials.</p>	<p>Drapery material selected added to the attraction of the room. It accentuated the color in lamp shades and softened the color tone of the walls.</p>
<p>A knowledge of how to hang curtains is important in creating a homelike atmosphere.</p>	<p>Miss Gandy brought pictures to school suggesting suitable ways to make curtains and draperies and the class suggested ways of hanging them.</p>	<p>The teacher and pupils selected and constructed curtains for the living room following the suggestion of the Teacher Trainer.</p>	<p>Pupils and teacher were proud of the effect the curtains created in the living room of the homemaking department.</p>

Problem VI How can we improve what we have in our homes?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
When the teacher and pupils plan work, desired goals will result.	The teacher showed a scrap book illustrating different ways that homes can be improved.	Pupils looked through books and observed ways in which homes could be improved.	Pupils made comments of things they could do to improve their homes.
Good planning provides activities that arouse interest of pupils.	The teacher and pupils discussed value of class activities and how they could be applied to the home.	Pupils considered possible projects that they would like to make in class as a means of improving their homes.	Pupils became interested in working in class on a project that would help to improve their homes.
Before deciding on any project, it is best to know the amount of time that is available for completion.	The teacher investigated magazines and current publications that carried information concerning home improvements. She suggested that they browse through books and magazines for pictures showing improvements before and after.	The class compiled a scrap book showing before and after improvements and many other ways of improving their homes.	Pupils were proud of scrap books and gained many ideas of how to improve their homes.
	The teacher, pupils and parents selected home experiences, considering the needs, cost, time and ability of pupils.	Pupils studied procedures they might use in making their projects.	Pupils showed initiative in planning projects.

Problem VI (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Developing good workmanship habits and making wise choices brings personal satisfaction.	The teacher and pupils worked together in making personal plans for class projects that might be used for pupils personal and family needs.	Each pupil made a tentative plan of project she might do in class and at home to improve home surroundings.	Pupils understood that careful planning is essential in considering one's needs, interests and abilities.
Some construction processes on different projects require more time than others, therefore it is necessary to keep time consuming processes at a minimum.	The teacher displayed projects made in class last year and discussed how work could be improved on this year.	Pupils analyzed displayed projects for good and bad workmanship as to quality, suitability and desirability and durability.	Pupils recognized that a well planned project created interest in class.
Some construction processes on different projects require more time than others, therefore it is necessary to keep time consuming processes at a minimum.	Some of the projects as planned by parents, pupils and teacher were brought to class for working purposes. The teacher showed features in projects where workers were experiencing difficulties.	The class developed a score card to be used as a guide for making projects. Features of the score card were: General appearance, design and color, choice and fabric and suitability of fabric, and general finish, pressing, cleanliness, and evenness of seams; finish of project, outside	Pupils showed interest in developing a score card and were happy to know they had a part in planning.

Problem VI (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>If pupils are guided properly, they will appreciate constructive criticisms as means of improving on problems encountered.</p>	<p>The teacher and pupils studied projects to distinguish features that presented too much difficulty. The teacher guided pupils in recognizing difficulties with specific techniques, then guided pupils in setting up limitations for problems.</p>	<p>Since the standards were accepted by the class, each was free to make her own choices.</p>	<p>Good teacher-pupil and parent relationships were developed. Parents sent letters to teachers explaining pupils progress at home. Teacher visited homes and girls were enthusiastic in showing the work they had done.</p>
<p>When the teacher directs careful planning for selection of a project, it is possible for the project to be completed in shorter time.</p>	<p>Pupil and teacher decided on the many difficult processes that should be attempted on a given project.</p>	<p>The teacher guided choices by providing daily instruction in class.</p>	<p>By careful planning, better workmanship and greater satisfaction resulted.</p>

Problem VI (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>When factors to be evaluated are clearly defined before starting projects, it helps one to know what to work for and enables one to see progress.</p>	<p>The teacher encouraged pupils to analyze progress in terms of their standards and to think critically concerning changes they needed to make in order to achieve goals suggested by standards.</p>	<p>Pupils examined each project and analyzed desirable and undesirable projects as to characteristics set up by the class.</p>	<p>Pupils developed pride and initiative in correcting their own mistakes and were interested in improving them.</p>
<p>When pupils recognize the factors that make for or present success, they usually choose to do what they have chosen as a standard.</p>	<p>Class decided on points that would help make their sewing experiences pleasant and profitable.</p>	<p>Pupils and teacher evaluated projects that were to be rejected or accepted as articles to be shown in homemaking exhibits.</p>	<p>The class planned an exhibit to show results of work in class.</p>
<p>Better class work results when plans are based on pupils personal and family needs.</p>	<p>Pupils and teacher discussed possibilities for use of projects from the standpoint of needs, interest and use.</p>	<p>The class drew plans of their homes showing home projects that would be used.</p>	<p>Pupils expressed interest in making other improvements in their homes.</p>
<p>Teacher, parents and pupils planning is important in establishing better relations with home and school.</p>	<p>The teacher complimented pupils and parents for cooperation and the improvement they had made at home, as a result of class work.</p>	<p>The class discussed the things they had done at home in making further improvements as results of class work.</p>	<p>A better understanding of the vocational training pupils received developed among parents and community.</p>

Problem VI (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Teachers and pupils planning of class work is important in getting cooperation of parents.	Pupils and teacher discussed the impor- tance of family mem- bers working together when improving homes.	Pupils brought questions to class concerning work carried on at home.	Pupils became aware of the values received from housing units.

Problem VII What effect does a simple, attractive home have on its family members and others in the neighborhood?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
<p>People should be encouraged to make improvements in their homes if there is a need.</p>	<p>Pupils and teacher discussed the major needs of people in the community and suggested ways by which they could help them discover their needs.</p>	<p>Classes considered the different activities they could perform to encourage others to improve their homes, such as: chapel programs, surveys of the community, panel discussions, interviews and clean up campaigns.</p>	<p>Pupils realized that there were many things they could do to arouse interest of people in the community.</p>
<p>When people become conscious of the way they can improve their homes, they will obtain interest and realize a need for improving their homes and others in the community.</p>	<p>The teacher and pupils suggested ways in which the girls in the home-making classes could improve their homes and their entire surroundings and to encourage their neighbors to do likewise.</p>	<p>Pupils considered ways that they could improve their homes which would encourage others to do likewise and made plans for demonstrations.</p>	<p>Pupils assumed responsibilities for carrying out home experiences that would improve their home conditions.</p>
<p>Activities should be based on needs and common problems that people can see and put into practice.</p>	<p>The teacher and pupils set up a home improvement bureau. They collected and handed out materials and gave help as families requested.</p>	<p>Pupils visited their neighbors homes and considered factors that should be stressed more in class, clubs, and public meetings that</p>	<p>Pupils visited neighbors, observed their homes and discovered their most common needs.</p>

Problem VII (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
The extent to which the teacher can help others depends upon the manner in which the teacher handles the situation.	The teacher demonstrated room arrangement, showing how to achieve a restful effect with furniture in scale with size of the room.	would help people in the community to improve their homes, such as: flower arrangements, furniture arrangements, and yard improvement. Pupils and teacher discussed the effect that arrangement of furniture had upon a room, especially of placing furniture and rugs diagonally.	Pupils expressed appreciation of the value of knowing how to arrange furniture and expressed a desire to show others how to develop good taste in furniture arrangement.
When activities in the classroom provide training which will be effective at school and at home pupils take interest in carrying on.	The teacher discussed and displayed pictures that showed furniture in scale with the size of the room, using some pictures that were too large or too small.	Pupils analyzed pictures and discussed why the furniture was too large for the size of the room.	Pupils decided to rearrange living room and bedroom furniture.
Learning experiences which not only help them in class but others	The teacher discussed the do's and dont's in good arrangements,	Pupils worked with furniture and experimented with ways of achieving	Pupils expressed a desire to give a demonstration

Problem VII (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
as well are more interesting to pupils.	using a home furnishing kit, doll furniture and furniture in the department. Pupils and teacher reviewed flower study and the different ways to arrange flowers.	formal and informal effects in arrangements.	on flower arrangement.
When pupils take a part in programs, it inspires them to do more toward reaching desired goals.	Teacher guided pupils in making demonstrations which helped to aid pupils in developing skills and abilities, thus serving as a basis for encouragement.	Pupils discussed kinds of furniture that are practical and would add beauty to the home. They painted old furniture to make it more attractive.	The teacher and pupils gained ideas for furniture arrangement from each other.
The guidance of a teacher is necessary when directing study in class in order to create interest in others and securing satisfaction.	Pupils planned a demonstration for P. T. A. meeting, stressing furniture arrangement.		

Problem VIII How can we get a greater appreciation for our homes although they may be simple?
 What impression does the home make on children that live in it?

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Family recreation in the home develops social, moral and ethical standards.	The teacher discussed home recreational activities as aids in creating better human relationships.	Pupils related values that had been gained from recreational activities carried on in their homes.	Pupils realized that recreational activities can strengthen family sphere.
When family members plan and carry provisions for personal development, it gives each a feeling of security.	The teacher presented pictures showing how families had made provisions for personal development.	Pupils considered ways in which creative activities in the home help one's personal development. The teacher and pupils introduced and played games in class that would aid in personal development.	Pupils became concerned about personal development, and expressed a desire to improve. They played games in class and to introduce them to family members.
Facilities for entertaining friends promotes respect and unprejudiced relationship for others as well as family members.	The teacher discussed ways of providing facilities for family entertainment as well as for friends in the home.	Pupils interviewed friends and neighbors to find ways by which they made provisions for entertainment at home.	Pupils discussed ways in which they made provisions for entertainment at home.
Leisure and recreational activities contribute to social adjustment and social maturity.	The teacher and pupils discussed how valuable, leisure and recreational activities are in helping individuals to become	The pupils and teacher discussed how hobbies, games, radios, televisions, Bible studies, birthday parties and	Pupils gained an understanding of how family recreation may be developed in their

Problem VIII (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
Proper storage for holding equipments saves money and energy in buying or finding needed articles.	socially adjusted. The teacher gave a demonstration on how provisions could be made in the home for storage of special equipment.	and newspapers have improved enjoyment in their homes. The teacher and pupils went on an excursion in the community and observed ways that storage spaces had been used in the home.	homes. Pupils collected house plans that provided for storage space.
Adequate closet space is important in the home in making individuals possessions easily accessible.	The teacher discussed how closet space could provide storage needed for small articles.	Pupils drew floor plans showing how their homes may be improved to provide necessary storage space and privacy in the home.	Pupils learned that storage space is vital in providing recreation and privacy in the home.
There are many art principles involved in beautifying the home, therefore, it is necessary for pupils to know them.	The teacher discussed exterior problems that one would consider when beautifying the exterior such as: the design of the house, the color of the paint, the plan of garden and color of flowers.	Pupils identified pictures according to style.	Pupils gained an appreciation for exterior beautification.

Problem VIII (continued)

Basic Understanding Developed	Learning Experiences Provided	Evaluating Activities	Outcomes
A good design should always harmonize with the place where the house is built.	The teacher explained and showed pictures of the effect that the location had upon design in the home.	The teacher and pupils collected pictures that illustrated exterior design, then mounted pictures on construction paper on bulletin board.	Pupils could see how color and design could be unified.
Individuals should know the kind of house they live in in order to plan intelligently the entire ground in beautifying the home.	The teacher explained and showed pictures of how flowers and shrubs enhance the appearance of the home.	Pupils planned the ground for their homes, showing how flowers, shrubs and gardens would tie the ground to frame and beautify its structure.	Pupils learned that exterior and color should harmonize as well as the interior.

CHAPTER V

HOME EXPERIENCES OF SIXTY GIRLS ENROLLED IN HOMEMAKING

AT DUNJEE HIGH SCHOOL, 1950-51, 1951-52

In order to get a complete picture of the carry-over of the teaching of a unit in home improvement, reports of home experiences of the sixty selected girls were tabulated and summarized.

An analysis of the results that, in general, showed the home and class experiences may be grouped as those related to improving the interior, using approved housekeeping practices, making useful articles for the home, improved family recreation, improving the exterior and planning for continuous improvements. Every one of the sixty girls carried at least one project in each of these areas.

Each of the reports was then analyzed and the number of home experiences carried out by the girls and other family members reported as follows:

Improving the Interior of the House

Choosing and using color combinations was reported by 43 of the girls: papering of rooms by 37; painting walls by 28; painting woodwork by 29; furniture arrangement by 32; improved closet arrangements by 19; improved storage space by 27; rearranging of pictures by 25 and practicing home safety by 30. The number of experiences carried out and the wide spread in type of projects chosen are abundant evidence that the teaching of home improvement as related to improving the interior had been extended into the homes of these 60 girls.

Used Approved Housekeeping Practice

Cleaning the house was reported by 42 of the girls; dusting by 35; sweeping floors by 30; keeping closets clean and orderly by 20 and keeping cabinets clean by 26. This shows that housekeeping practices as taught in the home improvement unit have been used in the homes of all of the 60 girls.

Making Useful Articles for the Home

Seventeen girls made draperies; 22, curtains; 22, wasteparer baskets; 21, pillow cases; 35, scarfs; 25, table cloths; 22, laundry bags and shoe bags; 10, serving trays; 13, rugs, 48, pictures and frames, and 20, book ends. Each girl completed at least 3 articles in class that could be used in her home. The highest number made by any one girl was 8.

Improved Family Recreation

Planning and carrying out family recreation was reported by 16 girls; shared radio programs by 19; shared telivision programs by 8, observance of family birthdays by 19; sponsored family talent night by 18; telling Bible stories by 23 and improving family reading by 30. This indicates that some form of family recreation is being extended into each of the homes as results of class work. Half of the girls reported that both the quality and the amount of literature read in their families had improved.

Improving the Exterior of the House

Cleaning yards was reported by all of the 60 girls included in the study. Planting flowers by 33 girls; planting shrubbery by 33; planting trees by 23; planting grass by 16; repairing screens by 16; repairing steps by 13; removing trash and tin cans by 30; chopping weeds by 25;

painting exterior of house by 16; repairing outside toilets by 9; building fences by 14; repairing fences by 12 and fixing sidewalk by 20.

This shows that the housing unit encouraged girls and their families to take an interest in beautifying their surroundings.

Planned Continued Improvements

Forty-eight girls planned to make continuous improvement in their homes and home experience reports for the two year period indicate that the teaching of home improvement did continue and likely will do so in the future.

INDIVIDUAL HOME EXPERIENCE REPORTS

Home experiences were carried out by each girl included in this study. Each of the girls kept a progress record of experiences completed in a folder which was kept in the teacher's file cabinet. At the end of the school year 1952, the teacher asked each pupil to go over records to evaluate and summarize experiences carried on during the two year period (1950-51 and 1951-52). The girls recorded difficulties encountered while completing each experience so that definite principles might be formulated for future work. The 60 selected girls wrote interesting stories, giving a complete description of experiences carried on in the classroom and at home.

Two home experience reports were chosen to show how class work had been presented so that it stimulated interest of girls enrolled in homemaking and resulted in a broad home experience program.

Phyllis Turley's report is used in order to show how class work had been presented to stimulate the interest of pupils to improve their homes.

The home improvement unit taught in my homemaking class made me become aware of the many things that a girl, with the cooperation of family members can do, to improve the home and its surroundings. I did all I could to get the cooperation of my family to work toward tentative goals that I had planned in my homemaking class for improving the interior and exterior of our home. Through conferences in school during conference periods and frequent home visits that Miss Randolph made to my home it was possible to secure the support of my parents. The following goals were set up as things to be done in my home:

- (a) Improve the exterior by cleaning the yard, making a flower bed, planting flowers, cutting weeds, and building a fence.

- (b) Improve the rooms in the home by applying appropriate color in painting the woodwork, papering the walls, and rearranging the furniture.
- (c) Discover ways to improve my bedroom.
- (d) Discover ways to improve family recreation.

My parents had discussed remodeling the house but after studying and surveying homes in the community and observing my own home, I realized that there were many things that could be done to improve it. Mother and dad had made plans for remodeling. They discussed the needs with me and finally agreed to carry out their plans immediately.

As a result of my talking, a kitchen and a back porch were added to the house. The outside was covered with imitation brick siding. The front porch is now being completed. The remodeling of the house added to its appearance, but there were still other jobs to be done to create a more home-like atmosphere.

I had been made conscious in my homemaking classes and through N. H. A. club work of the desirability of planting flowers and cleaning the yard. It was not any trouble for me to get the cooperation of my sisters and brothers to help me clean the yard, for they were just as anxious as I was to make the yard look pretty. We cleaned the yard and planted flowers in the front and back yard and on each side of the house made flower beds, set out two rose bushes, built a brick walk in front of the house, chopped weeds, planted grass, and built a little picket fence.

Later in the year after giving my parents a chance to save a little money, my parents and I decided to improve the interior of the house. This called for a lot of planning because the inside of the house was very much in need of improvements. Since we had studied how to use colors and simple accessories and to make furniture arrangements in class I was able to give many helpful suggestions to the household.

First, the entire walls were papered and the woodwork was painted. Later new living room furniture was added and a linoleum for the floor was bought that blended well with the wall paper and furniture. Since mother had some old draperies around the house that would harmonize with the furniture, walls and flooring, I cut them down to the desired length and hung them according to methods studied in class that would make the windows look pleasing. I decided to make two picture frames for the living room to make the wall spaces more interesting. I made picture frames during my conference hours with the help of my homemaking teacher. Our living room looks like a different room now.

I rearranged the furniture in the rest of the house and washed and hung curtains. I gave my room a special cleaning by washing windows and baseboards, and cleaning the closet--then I mopped and

waxed the floor. After giving my room a thorough cleaning, I rearranged the furniture and used the articles I made in my homemaking class. The things I made in class were: a laundry bag, shoe bag, scarfs for the vanity and highboy and a waste paper basket. I hung the laundry bag in the closet and the shoe bag on the closet door. The scarfs were placed on the vanity and highboy, and the waste paper basket beside the vanity.

These projects blended and made the room look pretty. They tied in beautifully with the walls, curtains, bedspread, linoleum, and furniture in the room. I was very proud of my projects because they improved the appearance of my room. They were not expensive for the waste paper basket was made from a card board box. The material for the laundry bag and shoe bag was given to me. The white organdy and lace for the scarfs cost forty cents; the bias tape for the laundry bag cost thirty cents and the thread was twenty-five cents. The total cost of my project was one dollar and ninety-five cents.

In addition to the improvements made in my home, my parents have bought an electric refrigerator, a combination record player and radio, a washing machine and a television set. These have added much to the enjoyment of our home and our laundry work is done faster and better.

Through the improvements that have been made in our home and new equipment added, my family life has been more meaningful and satisfying. I enjoy going about my daily duty in keeping the house clean, sweeping, dusting and helping with the family meals.

In attempting to make improvements in the home, the greatest difficulties were in the matter of planting flowers. Since I was not taught how to plant and care for flowers in my classes, there was a lack of success in growing them. I realized a need to consult books, magazines and pamphlets on how to care for flowers. I have gained many values from my home experiences for I have taken more interest in my home activities, assumed many responsibilities and have learned ways and means of stimulating the interest of my family and those who live near by. I have learned many things that have helped me.

From this unit, I have gained a knowledge of how to live and work better with my family, how to apply simple colors that harmonize, how to use accessories successfully in the home and how to develop a more satisfying and peaceful home life in accomplishing goals for personal and home living.

As a result of this unit I have planned to continue to make improvements in my home by painting the wood work, planting grass in the yard, improvising storage space and making many useful articles to be used. I have asked dad to repair the toilet so I can paint it.

I have learned many things in this unit that have not only

helped me to improve the interior and exterior of my home but will help me in adjusting to my future life whether I should be a homemaker, a home economics teacher, an interior decorator or even as a professional person in other educational fields.

Vera Jackson reports:

As a senior homemaking student, and as one who is deeply interested in improving my home and family life I have been encouraged through my homemaking classes to do special work toward making my home life happier, especially so for the past two years since the home improvement unit has become popular and interesting to girls in the school. I have received joy and satisfaction from class work because I feel that I have a knowledge of how to go about doing things that are needed in improving my home and its surroundings.

My homemaking teacher put forth a lot of time and effort in conferences and home visits to help Mother and me in planning and carrying out needed goals that were necessary for improving our home. The goals that were set up in the unit on home improvement which was taught in my homemaking classes and at home with the help of Mother and Miss Randolph were:

- (1) To gain knowledge of the physical aspects which make the house a home.
- (2) To develop an appreciation and a desire to improve my home since it is owned.
- (3) To choose experiences in class that would develop my ability, interest and attitude in making simple articles to be used in the home.
- (4) To improve on use of desirable colors in the home.

Last year Mother had two bedrooms with hardwood floors added to our house which have given us a considerable amount of relief from crowded living conditions. I planned the color scheme and the arrangement of furniture and accessories to be used in the two rooms with the guidance of my homemaking teacher in class, through conference periods and home visits.

Mother and I selected the wall paper and the furniture to be used in the rooms keeping in mind the points that Miss Randolph had reminded us of in class. Mother gave me the privilege of selecting the accessories for the room since I had planned to make articles in my homemaking class to improve the rooms. I selected materials for draperies, curtains, dressing table skirt and the stool for the dressing table which would blend with the walls and the furniture.

I made curtains, draperies, vanity skirt for the dressing table and a skirt for the dressing table stool, as part of my class

requirements. Since I followed standards that were set up in class and had careful instruction these projects were easy and simple to make. I also made small projects as pillow cases, a waste paper basket, vases, book ends, show bag, laundry bags and pictures.

I used all of these projects in the two rooms, also the rug that I made last year in my homemaking III class. Using these articles in the two rooms produced a very restful and pleasing effect because the colors harmonize; the picture frames add emphasis, the room is arranged in good proportion; the curtains have rhythmic lines and everything in the room is balanced.

Since these rooms looked so nice we had to get busy and paper the rest of the house. I painted the kitchen cabinets, cleaned up the closets, laundered curtains and gave the house a thorough cleaning. I clean house, dust, and do general cleaning as often as the house needs it.

Recently Mother had the outside of the house painted white and since the painter did not get to finish the back of the house, my sister and I painted it. We also painted the toilet. Some people may think it is a disgrace for girls to paint but it was fun to us.

Since the outside of the house looks so pretty my sister and brother decided to help me clean the yard. We took special interest in it since yard improvement was stressed in our homemaking classes and through the New Homemakers of America and the New Farmers of America Clubs. There were many things to be done to improve our yard as most of it had grown into weeds. We hardly knew where to start. We chopped weeds, cleaned the yard, planted flowers, and made borders for beds out of tin cans and rocks. This called for a lot of work but our home looked like a different place. We also planted a few plum trees, peach trees and berries in the far east corner of our back yard.

This year as a result of my home improvement unit I was made conscious of the fact that all units taught in homemaking could be included in a home improvement unit in order to promote happy family living. Because of this realization my sister and I have assumed responsibilities that we had never thought of. We are doing more cooking, laundering, mending, home decorating and creating a better family relationship in the household by planning a family fun night with my sister responsible for the refreshments one week, and I the next. We planned games, told stories, read poems, and Bible stories. Some of the refreshments were made from recipes we used in our food classes such as frozen deserts, sandwiches and cookies.

While working with these activities, I was able to carry many of my class experiences into my home and make available opportunities for the entire family to grow educationally, socially and spiritually.

I plan to continue to put my homemaking experiences into practice by helping my sister improve the exterior and interior of her home, by making divan covers and curtains for the living room and improvising storage space in the back room.

SURVEY OF BEFORE AND AFTER HOME CONDITIONS
OF SIXTY HIGH SCHOOL HOMEMAKING GIRLS

A survey of homes was made before the study to determine the home conditions of the 60 girls such as home ownership, the space, conveniences and the conditions of the exterior and interior of the homes in which the 60 girls lived.

After the study a similar survey was made to determine what changes had occurred during the two year period.

Home Ownership

Home ownership before the study was made a survey showed that 12 families rented; 40 owned homes while there were 8 buying homes. This shows that there has been a great improvement in home ownership.

Kind of Homes

The survey revealed that before the study there were 5 families that lived in brick houses, 4 lived in stone, 50 lived in frame and 1 lived in a stucco house. After the study there were 7 living in brick houses, 5 in stone, 47 in frame and one in stucco. This indicated that more families were living in more substantial homes.

Rooms in the House

The record shows that there were 55 who had living rooms, 23 had dining rooms, 8 families who had 1 bed room, 35 who had 2, 13 with 3 bed rooms, and 4 who had 4 bed rooms. After the study there were 55

who had living rooms, 30 who had bed rooms, 5 who had 1 bed room, 35 who had 2, 16 who had 3 bed rooms and 4 who had 4 bed rooms. This shows that there had been a slight difference in addition of rooms since the study was made.

The number in the homes before the study was made shows that there were 20 of the girls homes that did not have any closets at all, 20 had 1 closet, 7 had 1, and only 1 home had three. After the study was made there were 9 who did not have closets. Thirty-four had 1 closet, 14 had 2 closets and 3 homes had 3 closets. This shows that the amount of closet space after the study has nearly doubled the closet space at the beginning of the study.

Total Number of Rooms

Before the study it was found that there were 7 of the homes in which the girls lived had 3 rooms, 27 had 4, thirteen had 5, 9 had 6, two had 7, 1 had 1 and 1 had 10. After the study the number of rooms found in the girls homes showed that there were 24 homes that had 4 rooms, 4 had 3 rooms, 16 had five rooms, 9 had 6 rooms, 5 had 7 rooms, 1 had 8 and 1 had 10 rooms. This shows that there has been room added to a large majority of the homes included in this study.

Utilities and Appliances

Before the study the utilities and appliances found in the homes were: one electric mixer, 47 electric irons, 3 gasoline irons, 9 sad irons, 21 washing machines, 58 radios, 16 combinations (radio and record player), 25 sewing machines, 1 vacuum sweeper, 5 telephones, 60 brooms but no electric toasters in the homes. After the study there were: 13 electric mixers in the homes, 50 electric irons, 5 gasoline irons,

5 sad irons, 40 washing machines, 59 radios, 19 combinations (radio and record player), 31 sewing machines, 9 vacuum sweepers, 15 telephones, 3 carpet sweepers and 8 electric toasters. This shows that many helpful and useful appliances have been added to the homes since the study was made. It is obvious that all families had brooms both before and after the study. It is interesting to note that there were not any electric sweepers and toasters in the homes before the study was made.

Kind of Flooring in the Homes

Before the study there were 30 homes with linoleum on the floor, 20 rugs, 27 plain wood floors and only 2 tile and 2 hard floors. After the study there were 45 linoleums, 35 rugs, 22 plain floors, 12 hardwood and 3 tile. This tabulation does not indicate that the number of people who had one of each kind of flooring because there were cases where some of the girls had from two to three kinds of flooring in the home. There had been a rapid increase in floor coverings. This may be due to the additions of rooms.

Conditions of the Exterior and Interior Walls and Ceiling

Before the study there were 46 interior walls finished and 14 unfinished; 48 of the exterior walls were finished and 12 were unfinished. There were 50 ceilings finished and ten unfinished. After the study there were 56 interior walls finished and 4 unfinished; 55 exterior walls finished and five unfinished. There were 55 ceilings finished and 5 unfinished. This tabulation indicated that before the study rooms were added to the homes and since the study rooms have been completed and there are further improvements being made in these homes where the interior and exterior walls and ceilings are not complete. There were 6

who had running water and there were 9 who hauled water. This indicated that there are many homes that have improved their water supply.

The before and after home conditions of the 60 girls studied in the community shows that there has been a great improvement in home ownership, space, conveniences and in conditions affecting the exterior and interior. The writer is not contending that the teaching of home improvement has accounted for all improvement in the homes represented but she does believe that girls and their families were made conscious of their real need, they became interested and reacted to their family needs.

Condition of Steps

Before the study there were 10 cases where steps were broken in the homes and 50 unbroken. After the study the report indicated there was one broken and 59 unbroken. This shows that there had been improvements in repairing of steps in the home.

Refrigeration

Before the study there were 45 refrigerators found in the homes, 13 electric refrigerators. There were no gas refrigerators and two of the homes did not have any kind of refrigerators. After the study tabulation showed that 28 refrigerators in the home, 7 gas, and 25 electric.

This shows that all of the girls have refrigerators and that there was an enormous increase in ice and electric refrigerators.

Water Supply

The tabulations of the water supply in the homes before the study showed that there were 6 pumps, 49 wells, 2 that had to haul water and 3 that had running water. After the study there were 13 pumps, 41 wells and 6 had running water and none who hauled water. This indicates that there are many homes that have improved their water supply.

CONCLUSIONS

This study was based on the belief that if the teaching of homemaking is significant families would be stimulated to improve their homes and home experiences would result from class work. After the writer observed homes, made home visits, held conferences with pupils and parents, collected and compiled information from questionnaire conference sheets, and from a questionnaire on home conditions and pupils personal information sheets, she made implications which enabled her to guide pupils in discovering needs in the planning of a home improvement unit in high school homemaking classes where experiences would be carried over into the home.

As results of the unit taught in homemaking classes many changes took place in the homes of girls and many of the girls assumed a wide variety of responsibilities in the home that they had never assumed before. Each girl kept a progress record of each experience in personal records which were kept in the teacher's file. At the end of the year, the teacher asked girls to go over records to evaluate and summarize experiences carried on during the two year period, 1950-51 and 1951-52. Then they analyzed difficulties in terms of basic needs to be capitalized on in their future work.

All of the girls wrote a complete description of their experiences encountered during this period and outlined plans they wished to attain after the teaching of the unit was over.

It was the desire of the writer to encourage girls to assume respon-

sibilities in the home as related to all areas of the homemaking program and that girls would continue to make improvement after the actual teaching of the unit was complete. It is also the hope of the writer that, girls will continue to take interest in improving their homes even in cases where girls would not be able to enroll in homemaking, they may graduate or drop out of school. If training is properly used it is anticipated that it will have considerable value to the girls future career whether it is professional or in everyday living.

RECOMMENDATIONS

In light of the preceding conclusion, it seems reasonable to recommend that:

1. Home improvement units be taught in Junior High School homemaking classes to provide educational experiences and opportunities to help pupils to become well adjusted individuals in their home living.
2. Simple, practical guidance be provided for pupils in all areas of the homemaking curriculum in order that pupils will become interested in assuming more responsibilities in their homes.
3. Follow-up studies of high school homemaking students be made at regular intervals in order to obtain a basis for improving the homemaking program as changes occur in the society in which pupils live after leaving high school.
4. Further evidence of growth of pupils be used as a basis for reorganizing the Dunjee High School vocational homemaking curriculum in terms of the pupils attending school and of adults and in the local community.
5. Home improvement units be included in adult homemaking classes.
6. Surveys be made by teachers and interested parents of the community to ascertain the benefits derived from the unit of work dealing with home improvement in terms of economic and social well-being.
7. Homemaking teachers throughout the state use this study in light of these recommendations in improving physical living conditions in their particular situations.

A P P E N D I X

QUESTIONNAIRE CONFERENCE FORM

1. Name _____ Date _____
2. Age _____ Classification _____
3. Mother's Name _____ Father's Name _____
4. Does Father Work _____ Does Mother Work? _____
5. Occupation of Father _____
6. With Whom do you Live _____
7. Number in Family _____
8. Number in Home _____
9. Others Living in Home _____
10. Number in School _____
11. Number of Children at Home Not in School _____
12. How Many Families Live in Your Home? _____
13. What kinds of Improvements Have Been Made in Your Home in the
Last Year? _____

14. Do You Plan to Make Needed Improvements This Year in Your Home? _____
15. When Do You Plan to do This? _____
16. Estimate the Cost _____

Questionnaire - Conference form used to locate underlying home conditions
in 60 selected homes

(Please answer each question truthfully and confidentially)

Houses:

1. House is: Rented _____ Owned _____ Others _____
2. The kind of house you live in is: Brick _____ Stone _____
Frame _____ Stucco _____ Others _____
3. Number of Rooms? _____
Living Room _____ Dining Room _____ Bedroom _____
Kitchen _____ Bathroom _____ Hall _____
Closets _____ Porch _____ Others _____
4. Method of Heating? _____
Furnace _____ Gas Stove _____ Electric Stove _____
Wood _____ Coal _____ Fire Place _____
5. Utilities and Appliances in the home. _____
Electric Mixer _____ Washing Machine _____
Electric Iron _____ Gasoline Iron _____ Sad Iron _____
Electric Toaster _____ Carpet Sweeper _____ Radio _____
Refrigerator _____ Sewing Machine _____ Vacuum Cleaner _____
Telephone _____ Others _____
6. Kind of Flooring:
Living Room _____ Dining Room _____
Bedroom _____ Kitchen _____
Bathroom _____
7. Interior Walls:
Finished _____ Unfinished _____

8. Exterior:
Finished _____ Unfinished _____
9. Ceiling:
Finished _____ Unfinished _____
10. Number of Windows _____ Outside Doors _____
11. Screens:
Screened _____ Unscreened _____
12. Steps:
Broken _____ Unbroken _____ Have None _____
13. Irons:
Electric _____ Gasoline _____ Sad Iron _____
14. Refrigeration:
Ice _____ Gas _____ Electric _____ None _____
15. Cleaning Equipment:
Broom _____ Vacuum _____
16. Water Supply:
Pump _____ Well _____ Hauling _____ Running _____

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VITA

Nancy Ola Randolph
Candidate for the degree of
Master of Science

Thesis: EVIDENCES OF APPLICATION OF THE TEACHING OF HOME IMPROVEMENT
IN THE HOMES OF SIXTY HIGH SCHOOL GIRLS, CHOCTAW, OKLAHOMA

Major: Home Economics Education

Biographical and Other Items:

Born: April 14, 1927 at Sapulpa, Oklahoma

Undergraduate Study: Langston University, Langston, Oklahoma,
1944-1948.

Graduate Study: Oklahoma Agricultural and Mechanical College,
Stillwater, Oklahoma, Summer Sessions of 1949, 1950, 1951,
and 1952.

Experiences: Teaching Vocational Home Economics at Dunjee High
School, Choctaw, Oklahoma, 1948-1952.

Member of Alpha Kappa Alpha Sorority, Philorati Club, Oklahoma
Vocational Association, Oklahoma Association of Negro Teachers,
Young Womans Christian Association and the National Association
for the Advancement of Colored People.

Date of Final Examination: July 11, 1952

THESIS TITLE: EVIDENCES OF APPLICATION OF THE TEACHING OF HOME
IMPROVEMENT IN THE HOMES OF SIXTY HIGH SCHOOL GIRLS,
CHOCTAW, OKLAHOMA

AUTHOR: NANCY OLA RANDOLPH

THESIS ADVISER: ROWAN E. ELLIFF

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TYPIST: E. GRACE PEEBLES