

PHOTOGRAPHIC SLIDES INTERPRETING THE PURPOSES
OF FUTURE HOMEMAKERS OF AMERICA

By

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CHAPTER I

THE NEED FOR INTERPRETING THE FUTURE HOMEMAKERS' ORGANIZATION

Regardless of where we live or what we do, the people of the United States, in this year of 1951, find themselves shifting from local and national interests to those that are world wide in scope. This shifting of interests is changing our way of living and thinking in such a manner that ideals and beliefs we have casually accepted over a long period of time are challenged to the extent that concrete evidence of democratic thinking must replace blind acceptance of abstract ideals. John Dewey's early statement concerning clarification of purpose was:

A union of idealism of purpose with realistic survey and utilization of existing conditions seems to me the only way in which our objectives can be saved from becoming empty, sentimental, and doomed to defeat.¹

To bring about this union, lip service to democracy must give way to evidence, clear thinking must succeed memorization of maxims and action in the form of real practice of principles of democracy must replace talking. "Since the school is the essential distributing agency for whatever values and purposes any social group cherishes,"² it has a definite responsibility for teaching the ways of democracy so that the principles involved function in the individual lives of the learners. If, however, in a democratic culture it is conceded that these beliefs and ideals must be taught, then it is obvious that some means of training each individual must be devised, for

The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized society.³

¹ John Dewey, Education Today, p. 251.

² Ibid., p. 362.

³ Arthur B. Moehlman, School Administration, p. 63.

Such training would offer many different types of activity in order to promote the development of the individual's greatest potential capacity and to meet the varying levels of ability of each person.

The institution, called the school, has as its specific aim the training and development of youth for recognizing, facing and approaching the solution of their own problems today and in the future. Therefore, activities selected for student participation should be those which promote maximum growth in that direction. Homemaking education because of its wide scope can furnish opportunities for many activities to promote a progressive growth in problem solving. It has long been an accepted fact that good teaching is not confined to a classroom. Teachers of homemaking go a step further in that emphasis is placed on activities over and beyond those carried on in class. One of the many avenues of approach is clubs for home economics students.

For many years high school student Home Economics clubs were sparsely scattered over the state of Oklahoma. They had no organization of their own but were affiliated with the Oklahoma Home Economics Association and probably originated with the beginning of the Home Economics program in the state. In 1937, Future Homemakers, an organization for pupils enrolled in or having had home economics in high school, came into being as a means of extending the Homemaking program and promoting a closer relationship among the home, school and community. Throughout the history of this organization, from the writing of its first constitution to the present time, one sees evidence both in writing and practice that the optimum growth of every individual is of prime importance. For this reason an important policy stating that neither individual members, local chapters nor the state Future Homemakers' organization will enter or sponsor a contest was adopted in Oklahoma, in 1940-41. Briefly, the reasons for adopting such a policy are: the teacher's time is limited,

advantages obtained from experience in cooperation are superior to those obtained from competition, members are encouraged to participate in those activities which they need and which are stimulating to them without the stimulus of competition.

Unwritten policies followed by Future Homemakers have come into being from the activities and thinking of the members themselves. These policies have become an important part of the organization. They were brought about through the efforts of chapter members to incorporate into the organization not only those things which are democratic in physical or abstract form but also to include other things which are truly democratic in spirit and practice. One basic policy Future Homemakers plan and practice is the shifting of leadership. This shifting is particularly valuable in developing potential leaders, in giving opportunity to all to become leaders instead of a selected few, and in promoting good fellowship within the group. One way of achieving this policy is practicing the slogan "Every member shines." Efforts are made to give each an opportunity, in some way, to insure his recognition. It may be some simple thing such as serving punch, greeting guests, or showing groups how to make introductions. It is not necessary that the activity be extremely difficult but it is essential that every member have an opportunity for growth through assuming leadership, even momentarily.

The type of leadership which students and their sponsors plan give Future Homemakers practice in making important decisions and in solving worthwhile problems. The members tend through these activities to become analytical rather than critical. Such questions as "Why do I need to study this?" and "How can I use this information?", become problems to be analyzed rather than protests against authority.

The writer believes that Future Homemakers' activities offer unique opportunities for youth to develop an understanding of such problems as why I need

to study and how this information may be used in the future. She also believes that a larger membership in Future Homemakers would be obtained, and more support from lay people given if a clearer interpretation of the Future Homemakers' program could be made to prospective members, parents, and other interested adults. Only through accurate interpretations of an educational program can educators hope to secure the cooperation and help of members of the community. This is not a unique idea. Meshleman said in an explanation of the place of the school that:

The American public school is an extension of the home, through specific delegation of power by a public act of citizens to the individual state, and represents a partnership between the parents and the state, necessitating the active interest and intelligent participation of parents in the educational program . . . The public schools are never far from the people or from the parents of the children.⁴

If laymen are to be interested in the work of the Future Homemakers and give their support to the program, they should have an opportunity to study and to know the activities and purposes of the organization. After such data have been presented it is then possible for adults to make wiser choices concerning their support of the program. Since the Future Homemakers' organization has been developed as a part of the Homemaking program in the public schools and these schools are so close to the people, the support of laymen is a necessity.

The writer is convinced that the importance of an accurate interpretation of the Future Homemakers' program to youth and lay people cannot be over emphasized. Since, this organization offers an opportunity to teach young people the basic beliefs and ideals of a democratic social order, some method of presenting quickly and interestingly the activities done to carry out the

⁴ Ibid., p. 131.

purposes of the organization is needed. The use of photographic slides, an audio-visual method of teaching, offers one means of quick, effective, meaningful presentation.

Audio-visual education is a means of teaching where a single piece or a few pieces of equipment may be used by the entire school system. The so-called audio-visual education program is nothing more than a cooperatively formulated plan for the use of this equipment. One authority says:

Audio-visual materials which assist learning by mechanical representation of reality includes maps, charts, graphs, objects, specimens, models, pictures, slides, filmstrips, motion pictures, radio, recordings and television.⁵

The program might be called "plans for use of equipment" rather than a visual education program. Audio-visual equipment should be used to teach that material which cannot be taught as quickly, as efficiently, or as inexpensively in another way.

That photographic slides possess qualities which make them particularly adaptable in presenting material in the Future Homemakers' field is clearly pointed out in Edgar Dale's statements on the unusual qualities of still pictures. These are:

They can bring us immediately almost to the point of visual contact with reality itself. They can also compress and foreshorten reality effectively . . . We might, of course, travel to the scene to make a study at first hand. But think of the economy of time and effort in using the simple yet detailed photograph.⁶

When the Audio-Visual education program is accepted and treated as a method it becomes an excellent teaching technique in the hands of the teacher. Unfortunately a decision to use visual aids does not give an instructor the ability to use visual educational materials in the classroom. The well trained

⁵ James S. Kinder. Audio-Visual Materials and Techniques. p. 11.

⁶ Edgar Dale. Audio-Visual Methods in Teaching. p. 220.

teacher should know and use all types of teaching aids, and be able to recognize and evaluate those methods which assist the learning processes.

Above all he must recognize that audio-visual methods are one group of methods designed to improve teaching - one group of methods and an enormously promising group, but not the only group.⁷

If the audio-visual equipment is to be used effectively by the entire school system there must be certain requirements: a person to decide, when, where, and which, material is to be shown at a stated time; a clearing house representing all groups, so that each field is represented; a study on the amount of time that may be fairly given to this method by each group and a plan for use and storage of equipment. "Audio-visual materials must be understood in their relationship to teaching as a whole and to the learning process as a whole."⁸ There must be whole school planning on the use of the visual-education equipment, the schedule, or any other business pertaining to the showing or use of materials. The responsibility of the person, coordinating the visual-education work, is similar to that of a head librarian. Preview committees should be organized for evaluating and selecting materials and for planning their presentation. Such committees should include the teacher, selected students and some parents. Whenever possible the personnel of the previewing committee should change frequently. However, all changes should be carefully planned and specific criteria for evaluating audio-visual material in each subject area determined.

One picture may serve many groups if each is carefully prepared in advance. People from several teaching areas planning together may reduce the cost of the picture. Careful preparation is essential at all times if the greatest benefit is to be derived. Especially is this true if the picture is to be used in

⁷ Ibid., p. 7.

⁸ Ibid., p. 6.

more than one area of learning or if it is to be repeated. Repetition of a picture is sometimes desirable but without careful preparation it may lose much of its value as teaching material. The key to the successful use of audio-visual materials is found in the advance preparation of the group to whom they are shown and in the critical study made of the ideas incorporated after their presentation.

Audio-visual materials may be used to introduce new units of work, to enhance the content by presenting related ideas, to stimulate students' inquiry and observation, to present a swift retrospective view of material studied and to interpret ideals in a more concrete form.

The lack of understanding of the Future Homemakers' program is shown by questions asked by both youths and adults. Some of these questions are, "What does F.H.A. mean?" "What do Future Homemakers do?" "What is the organization supposed to do?" "Why do they do these things?" "Who can belong?"

Newspaper articles often fail to mention the Future Homemakers in their listing of youth organizations even though the membership for 1951 is approximately ten thousand in Oklahoma and over three hundred thousand in the nation. This fact is evidence of a definite lack of interest which may be due to a lack of information concerning the Future Homemakers' organization. The writer believes that there is a specific need for interpreting the Future Homemakers' program and its purposes to the general public. It was thought that photographic slides could be prepared to cite youth activities which illustrate the things students do when they attempt to carry out these purposes. It is also her belief that these slides could interpret home economics through illustrating principles such as those in art, better nutrition and good human relationships and that their use will be an effective method of teaching both youth and adults and will stimulate chapter members to further activity.

Believing that audio-visual aids can and do help teachers interpret their educational programs to the public, the writer planned and prepared photographic slides and their accompanying script showing the general activities of Future Homemakers in an effort to illustrate the overall purposes of the organization. Reference to the Official Guide for Future Homemakers of America shows that the purposes of this organization are:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in home and community life.
4. To work for good home and family life for all.
5. To promote international good will.
6. To foster the development of creative leadership in home and community life.
7. To provide wholesome individual and group recreation.
8. To further interest in home economics.⁹

The slides prepared will be described in this thesis by name, a brief statement of the scene portrayed and a script explaining the activity. The slides are grouped according to the purpose which they attempt to illustrate. First the purpose is stated; this is followed by the number and description of the scene shown; and then the script is presented.

A set of the photographic slides, prepared with their accompanying script, will be filed with the Oklahoma Agricultural and Mechanical College loan library in Stillwater, Oklahoma. Another set with the script will be filed with the Oklahoma State Department of Home Economics Education, Oklahoma City, Oklahoma. It is hoped that these slides will be of help to teachers in explaining the Future Homemakers' program, in recruiting Home Economics students, in stimulating club activities, and in serving as an inspiration for members.

⁹ Future Homemakers of America, Official Guide for Future Homemakers of America. p. 8.

CHAPTER II

A DESCRIPTION OF THE PROBLEM

The purpose of this thesis was the preparation of photographic slides with an accompanying script which would show the activities of Future Homemakers in carrying out their purposes.

The preparation of photographic slides or any other audio-visual educational materials requires skill. Teachers can develop this skill by studying audio-visual courses and by consulting professional people.

The information needed to prepare these slides was secured from the Audio-Visual Education Department and the Home Economics Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. Courses were taken in Audio-Visual Education and Home Economics Education and many conferences were held with professional people in both fields.

In the preparation of this audio-visual educational material it was necessary to write a tentative script which was used as a guide for action. It served as a clean cut way to visualize purposes.

Some photographs were made by the writer, and some by a professional photographer with the help of the writer. Not only skill in making pictures but also skill in planning the scenes to show clearly the special phase of Future Homemakers' activity to be used to demonstrate the purposes was needed.

The purposes of Future Homemakers of America were carefully studied and an effort was made to visualize the activities likely to be carried on in accomplishing them. After a careful analysis of purposeful activities was made, certain ones were selected to be photographed. Normal activities as well as staged scenes were included. All were finished, shown and criticized as photographs, as illustrations of purpose, as good Home Economics Education, as a means of teaching, as being stimulating to club members and as good art. Many

of the pictures were retaken several times to secure the effects desired. The analysis of both slides and the proposed script was double checked with other Home Economics teachers, leaders in the Home Economics Education field, State Supervisors and other professional educational people.

The opinions of students, club mothers, and school officials, were secured. These opinions were secured through conferences, oral comments and a questionnaire. Briefly the opinions obtained expressed these ideas: the slides are good examples of Home Economics Education, they can be used in teaching or showing the purposes of Future Homemakers to others, they are stimulating to club members, they present new ideas and are good examples of art.

The writer who prepared the slides sees in them certain uses. These uses grow as the slides and script develop. She learned much through making and trying out the slides, not only about photographic slides but about many other things. Conclusions reached will be presented as a part of the summary.

Teachers who plan to use these slides likely will find it profitable to preview them and to study the script. This is necessary to determine what they want the group studying the slides to observe. Since the slides show many things, this pre-determination or pre-planning by the teacher is an exceedingly important phase of preparation in their use. Without it, the observer is lost and is likely to leave with a heterogeneous collection of ideas having no relation to the purpose for which the slides were shown. After a preview is made and the reasons for showing the slides are determined, the prospective audience should be prepared. Then the slides may be shown. A planned follow-up after the showing of the slides is also needed if a desirable learning experience is to be completed.

Since it is impossible to reproduce the slides in this thesis, they will be described as scenes in a drama are described. These descriptions of scenes

are followed immediately by the script. The original slides with the accompanying script will be filed in the Oklahoma Agricultural and Mechanical College loan library, Stillwater, Oklahoma. Another set of slides with another copy of the script will be filed with the State Home Economics Education Department, Oklahoma City, Oklahoma. Both will be available to teachers to use.

CHAPTER III

THE SCRIPT AND A DESCRIPTION OF PHOTOGRAPHIC SLIDES
DEPICTING ACTIVITIES OF FUTURE HOMEMAKERS

Audio-visual education materials, particularly photographic slides with their accompanying scripts, are frequently used as teaching materials in all areas of learning. These slides serve as a means of translating word pictures into visual pictures and present experiences in a vicarious manner that would not be feasible to present first hand. The majority of teachers rent or borrow such materials rather than take the time to learn to make their own. The making of slides is however an expensive and time consuming process. One has to consider the cost of the essential permanent equipment which includes a good camera, tripod and light meter as well as a large outlay for films and artificial light. This cost is increased if the photographer lacks skill or if the planner lacks experience in arranging the picture to portray the idea or if the participants do not cooperate fully. This expense is seldom financed by schools, even though the use of slides is recognized as a good teaching method. Factors for further consideration are the time required of the one who plans the picture, the ones who set the stage, the participants, as well as the photographer. These facts prompted the writer to prepare the forty-three slides described here and to write the script included.

Since teachers need to know what is included in a series of slides an outline listing the slides prepared and showing the purposes Future Homemakers try to carry out is presented first. Following this the reader will find a more detailed listing which includes the name of the slide, a description of the scene portrayed and the script explaining the activities shown.

FUTURE HOMEMAKERS' VIGNETTES

Slide Number

A. List of slides prepared

Introduction

| | |
|----------------|---|
| Home Economics | 1 |
|----------------|---|

B. Purposes portrayed

I. "To promote a growing appreciation of the joys and satisfactions of homemaking."¹⁰

| | |
|-------------------------|---|
| Chapter study committee | 2 |
|-------------------------|---|

| | |
|---------------------------|---|
| Follow-up, family council | 3 |
|---------------------------|---|

| | |
|--------------|---|
| Go to church | 4 |
|--------------|---|

| | |
|--------------|---|
| Square dance | 5 |
|--------------|---|

II. "To emphasize the importance of worthy home membership."¹¹

| | |
|---------------|---|
| Girl on porch | 6 |
|---------------|---|

| | |
|-----------------------------|---|
| Follow-up, self improvement | 7 |
|-----------------------------|---|

| | |
|----------|---|
| Airplane | 8 |
|----------|---|

| | |
|-----------------------------|---|
| Follow-up, home improvement | 9 |
|-----------------------------|---|

| | |
|--------------------|----|
| Telephoning mother | 10 |
|--------------------|----|

| | |
|-----------|----|
| Gardening | 11 |
|-----------|----|

III. "To encourage democracy in home and family life."¹²

| | |
|--------|----|
| Voting | 12 |
|--------|----|

| | |
|---------|----|
| Puppets | 13 |
|---------|----|

| | |
|--------------------------|----|
| Follow-up, novelty dance | 14 |
|--------------------------|----|

¹⁰ Official Guide Future Homemakers of America. p. 8.

¹¹ Ibid., p. 8.

¹² Ibid., p. 8.

| | Slide Number |
|---|--------------|
| Shrub planting | 15 |
| Negroes | 16 |
| IV. "To work for good home and family life for all." ¹³ | |
| Hobby, interior | 17 |
| Hobby, exterior | 18 |
| Quilt exhibit | 19 |
| Plate and flowers | 20 |
| Follow-up, antiques | 21 |
| Safety in the home | 22 |
| V. "To promote international good will." ¹⁴ | |
| Assyrian brass | 23 |
| English game | 24 |
| Foreign news | 25 |
| Follow-up, bulletin board | 26 |
| VI and VII. "To foster the development of creative leadership in home and community life." ¹⁵ "To provide wholesome individual and group recreation." ¹⁶ | |
| Bird houses | 27 |
| Nativity scene | 28 |
| Banquet mural | 29 |
| Banquet, fish mural | 30 |
| Banquet, mermaid mural | 31 |
| Exhibit, china | 32 |

¹³ Ibid., p. 8.

¹⁴ Ibid., p. 8.

¹⁵ Ibid., p. 8.

¹⁶ Ibid., p. 8.

| | Slide Number |
|--|--------------|
| Exhibit, pottery | 33 |
| Exhibit, gold leaf pottery | 34 |
| Exhibit, Millefiori glass | 36 |
| VIII. "To further interest in home economics." ¹⁷ | |
| Panel transcription | 37 |
| News items | 38 |
| Peter Rabbit | 39 |
| Home Economics, career | 40 |
| Home Economics, social | 41 |
| General | 42 |
| Emblem | 43 |

¹⁷ Ibid. p. 8.

FUTURE HOMEMAKERS' VIGNETTES

THE SCRIPT AND A DESCRIPTION OF SLIDES PREPARED

Slide 1. Home Economics

Scene 1. The outside of a high school Home Economics department

For many years high school student Home Economics clubs were sparsely scattered over the state of Oklahoma. They had no organization of their own but were affiliated with the Oklahoma Home Economics Association and probably originated with the beginning of the Home Economics program in the state. However, not until 1926 did these student clubs attempt regular meetings and not until 1937 did they organize as a state organization. The idea was to supplement and extend class work, thereby, furnishing added opportunities for students to do the things in which they were interested.

Boys became members of the Future Homemakers of Oklahoma in 1941, when the first boy's chapter applied for affiliation with the organization.

In 1945 local chapters in Oklahoma, who desired to do so, affiliated with either the state organization or with both the state and the Future Homemakers of America, the national organization. Today Future Homemakers in Oklahoma contribute in many ways to the home, school or community and are an integral part of the Home Economics program.

Future Homemakers live in many different kinds of homes all over the world. One of their goals is "To promote a growing appreciation of the joys and satisfactions of homemaking."¹⁸ They believe that all Future Homemakers should participate actively in all family affairs. Because of this belief they attempt each year to promote more cooperative planning, working, worshipping,

¹⁸ Ibid., p. 8.

and playing with their families.

Slide 2. Chapter Study Committee

Scene 2. Future Homemakers' committee prepares material on budgeting for chapter meeting.

These Future Homemakers believe that an understanding of things which make up family budgets must be achieved before they can participate in family planning. Not only do they make a study of family budgets as a part of their activities in the Future Homemakers' organization but they also go into budgets in detail in regular class work.

Here you see a group of girls studying budget plans for families. The girls are preparing material to be presented in a Future Homemakers' meeting. They have selected three subjects, that of food, shelter, and clothing. The two girls on the left are working on food budgets, the girl standing is pointing out and explaining the headings she has selected in wardrobe planning, and the girl on the right has been studying references to obtain further information on housing.

Future Homemakers believe that planning by all family members is one of the most important phases of happy home life. They are convinced that family councils are a necessity if family members are to understand expenditures of money, family policies and their relationships with each other. They also believe that an understanding of family budgets must be achieved before they can participate in making family plans.

Future Homemakers of Waleetka High School have many evidences that their study and learning about budgets and cooperative family planning have brought results. It would be impossible to show all of these evidences here.

Slide 3. Follow-up, family council

Scene 3. Family. Mother, father, daughter and grandfather working on family budget.

Here is a family consisting of father, mother, daughter and grandfather planning their family budget. A Future Homemaker is applying the knowledge of budgeting which she learned in club work. Boys and girls who have experience in the practical application of family income in its relation to overall spending, are worthy home members and are better prepared to make real contributions to homes of the future. They have an understanding of why Ann can't have the new dress or John the new bicycle just by saying, "I want it." Knowledge gained by Future Homemakers in chapter work enables them to contribute intelligently to solving problems which arise in family councils.

Slide 4. Worshipping

Scene 4. Three Future Homemakers, two with posters on "Go To Church Sunday" and one with lilies for Sunrise Service.

Future Homemakers believe that the happiness of the family increases in proportion to the number of experiences the family shares. One experience that may be shared by family groups is that of worshipping together.

Assistance with regular and special church programs enables Future Homemakers to participate in and to promote better relations with members of their own church and the community. Working with people in other churches enables them to understand various denominational beliefs and practices, and thereby, they become more tolerant.

When the individual participates in an activity which he likes and believes important, he then becomes an activator for that project. Because of this belief Future Homemakers urge and encourage each other to participate actively

with their family in all phases of home life.

This Future Homemakers' committee on devotions has prepared posters on "Go To Church Sunday." The paper lilies were made as a part of the Future Homemakers' contribution to the decorations for the Church Fellowship Easter Sunrise Service. Mary and Pat are taking the posters to town for display in the stores. These are to serve as reminders to attend the Easter Sunrise Service. The lilies were delivered by Beth to the adult chairman who was responsible for the decorations for the Sunrise Service.

Slide 5. Square dance

Scene 5. Future Homemakers and families enjoying a square dance.

Another basic belief is that playing together develops a spirit of harmonious relationship between family members that is essential to joy and satisfaction in home life.

When an effort is made to help youth understand what has happened to them through certain activities, then they are more able to assist others in achieving the same accomplishments.

Many recreational activities are enjoyed by Future Homemakers and their families. Time does not permit the recounting of all these activities. Here are some members from various families in the community enjoying a square dance on the tennis court with Future Homemakers. The two girls on the right who are members of the hostess group, indicated by the ribbons on the left shoulder, are visiting with two club mothers. The tall man is observing the girl with the guitar and exchanging small talk with the boy wearing the hat. The boy in the rear is calling the set. Persons familiar with square dance formations should recognize a figure from the Texas Star, "Girls to the center and form

a star."

Future Homemakers through their activities provide unique opportunities for themselves and for families in the community to develop an understanding of the joys and satisfactions of home life.

A second purpose of the Future Homemaker organization is, "To emphasize the importance of worthy home membership."¹⁹ Chapter members analyze activities regarding the responsibilities of family members and make an effort to understand the individual club member's part. These responsibilities vary greatly among families and even with each family group. Future Homemakers in their study of home and family life find that the reasons for these variations between different families and between members of a single family group are: varying levels of age and ability, financial status, geographic location of the home, physical environment in the home, and religious and educational beliefs.

Future Homemakers think that it is important that their members make a specific effort to understand their own families and to do their full share in making each successful. They realize that there are many ways of achieving worthy home membership and that each must learn what it takes. In these slides no attempt is made to show what all are doing but just what one girl did.

Slide 6. Girl on porch

Scene 6. Girl day-dreaming on porch, clothes scattered.

This is Ann's story. Ann is beautiful and knows it. Ann was concerned with a fantastic dream world existing only in her imagination, a world in which she did nothing but look beautiful. Someone picked up and ironed her

¹⁹ Ibid., p. 8.

clothes, but she complained when they were not ironed to suit her. To her, the little brother and the sister were just pests, always wanting something, when Ann wanted to think about parties or the boy friend. However, when members of the Future Homemakers began to talk with pride about "My little sister did this," "My little brother did that," "We did this together," Ann began to realize that she was not accepting her share of responsibility in her own home.

Slide 7. Follow-up, self-improvement.

Scene 7. Ann--brother and sister working together.

Here is Ann after she became an active Future Homemaker. She is not sitting daydreaming but is working cooperatively with her small brother who is shining shoes, and the little sister who is hanging up clothes. She is pressing her own dress for the Future Homemakers' reception for their mothers. The repair, cleaning and pressing of clothes for Sunday and Monday is a regular Saturday activity for Ann, her brother and sister. Those pests, as Ann had considered them, before she became a Future Homemaker are now thought of as interesting individuals who have something to contribute to the welfare of the family.

Through taking the responsibility for her own clothes and accepting part of the responsibility for other members of her own family whose ability has not reached her stage of development, Ann is cooperating with her brother and sister and is adapting knowledge gained in Future Homemakers' activities to make family relationships enjoyable and is gaining a feeling of achievement herself. The Future Homemaker Ann, in comparison with the daydreaming Ann, is a definitely improved person in worthy home membership. Future Homemakers not only work to achieve self-improvement but also have as their objectives being a better homemaker and giving better service to other members of the

family.

Many types of things are done to improve home life for all. This slide shows what one Future Homemaker did to improve home life for members of her family.

Slide 8. Airplane hobby

Scene 8. A girl and her brother, who is working on airplane model.

Here you see Bob working on the floor. He does not have a suitable place to work or to leave his airplane models and his materials. Working on the floor is not only bad for his posture but is the cause of much family dissention because his materials are always in the way. His creativeness is constantly discouraged, because he frequently must move for the convenience of others, sometimes before models are finished. This not only irritates other family members but causes Bob to take a defensive attitude.

Peggy, a Future Homemaker, on becoming aware of her brother's difficulties, remembered the refinished table and paper basket in the Future Homemakers' club room and is explaining the idea to brother.

Slide 9. Refinished table, home improvement. Peggy.

Scene 9. Peggy reading and brother Bob, working on his hobby on the refinished table in his room.

Here, Peggy is reading a magazine and Bob is working with airplanes on a table which they located and refinished for his use. Note the ice cream container now converted into an attractive waste paper basket. Peggy has adapted information gained in club work to increase happiness for all members of the

family.

The creative idea of the girl has benefited her family. Mother and Bob are happier because placing the refinished table in Bob's room has given him a better place to work and removed the irritation caused by constantly having to move his equipment. Peggy, like all of us, acquired a certain amount of self-satisfaction in realizing she had done something for herself and others.

Another way in which Future Homemakers believe worthy home membership can be demonstrated is by showing consideration for other members of the family. It is not only courteous but necessary that parents know and understand when their children plan to do things which may make a difference in the family schedule or cause parents to worry.

Future Homemakers place particular importance upon the need for informing parents when something happens in club or school which is likely to delay the regular schedule. They try to plan meetings which follow a regular schedule, but when unexpected meetings are called they do inform the family of the change in plans by telephone, a note, or telling brothers or sisters. These different ways are used since it would be impossible for all to telephone a change of plans. Some way is always used since Future Homemakers do emphasize arriving home at the time they are expected or asking permission to stay later.

Slide 10. Telephoning mother

Scene 10. Future Homemaker using the school telephone to call mother about a schedule change.

This Future Homemaker is calling from school to ask her mother if she may stay after four for a Future Homemakers' committee meeting. Mary's family does not spend time worrying about where she is, what she is doing or when she

will be home. They know she will call if she is not going to follow the usual plan.

Where there is an understanding between parents and children, regarding privileges and responsibilities, there is a feeling of security and respect for each other's integrity plus a feeling of individual freedom which promotes good home and family life. Future Homemakers throughout their activities, as individuals in their homes, are making an effort to do their full share in establishing such relations.

An additional fundamental belief of Future Homemakers is that one of our best ways of learning worthy home membership is through sharing. They are sharing a variety of activities with their families. These activities involve sharing the planning and working, as well as the feelings of gratification which accompany a worthwhile achievement.

Slide 11. Gardening

Scene 11. Flowers, mother and daughter.

This slide depicts one instance of a girl and her mother who shared a gardening activity. They are looking over chrysanthemums, to select flowers for a Future Homemakers' style show. These two are developing a better relationship with each other through working together and preparing beautiful things for others to share.

There were instances where a Future Homemaker and her brother, sister or father worked together on an interesting home improvement project. Not only are projects developed which require two family members but Future Homemakers undertake some extensive projects where all members of the family are involved. Through participation in activities which involve part or all family members

Future Homemakers learn to accept their responsibility in developing a congenial family life.

Learning to apply the principles of democratic action is and has been, ever since the beginning of the Future Homemakers' organization, one of the basic purposes. Future Homemakers firmly believe in respecting the individual, in using their best thinking to solve their problems and in the value of cooperatively attacking problems common to the group. The most of us would agree that this approach to problem solving is basic to democracy.

Future Homemakers, "Encourage democracy in home and community life," by promoting cooperative activities which include all age groups.²⁰ They recognize that each member of the family or community can make contributions and that these contributions, based on individual ability, cannot be measured against the contributions of others. Attempts to analyze her own capacities and abilities, to work with a group, and to realize the possibilities of a group are made so that each individual is challenged but his capacity for accomplishment is not exceeded. This analysis constitutes the basis for the plan of club activities. Members learn to use democratic methods by applying and practicing the principles and procedures involved in their local chapter work. One result is that all chapter members choose to participate.

Slide 12. Democratic methods in practice.

Scene 12. Ballot box, posters, girls voting.

This slide portrays Future Homemakers using democratic methods which they need to know and use in the future. They are voting for their local officers.

²⁰ Ibid., p. 8.

Notice the posters: on the left, one showing cooperatively planned and previously determined criteria for the qualifications of good chapter officers; and on the right, one listing the duties of good club members. The criteria for both posters were determined by club members prior to the day of election. Future Homemakers believe that it is as necessary for members to learn correct procedures for voting as it is for candidates to learn correct procedures for campaigning. Voting booths are conducted by a selected committee from the senior class, who because they are graduating, are not eligible for office. The place to register and receive the ballot is labeled with printed signs.

In this particular chapter any girl who wishes to hold office may list her qualifications. Two candidates are selected for each office by a nominating committee, usually made up of graduating seniors. Nominations may be made from the floor, if members so nominated have placed written qualifications in the hands of the nominating committee before the date set for voting.

The assignment of committee work and special activities is done on the basis of the ability of chapter members and their need to learn.

An effort is made to find the field in which each Future Homemaker excels, so that each may be given opportunity to learn. Members who undertake special chapter activities, where the reputation of the chapter is at stake, and which require unusual talent are selected from those who wish to participate and will best represent the group. Frequent inter-change of members on special programs promotes good feeling.

Slide 13. Puppet show

Scene 13. Eight girls present novelty number.

Future Homemakers can enter freely into the life of the community and can

make real contributions to a number of groups. This group of girls presented a puppet show on Ladies' Night at the Lion's Club, previously given at a sub-district rally. Since the Lion's Club issues invitations to appear on their programs only to those groups which can give a superior performance the Future Homemakers were interested in going and realized that the number offered an excellent way to get the name of the organization before the public. Clothes were borrowed from different families in the community. An interchange of chapter members was used for the Lion's Club program, since the girls felt that as many members as possible should have the opportunity to learn, if they so desired. The act as presented was not only original but used a total of sixteen chapter members. Each girl you see has another girl behind her whose arms and hands make the legs and feet of the figure. The girls whose faces show sing and wave their hands, while the girls who are hidden move their hands so that they appear as dancing feet. Overalls for seven year olds and childrens' slippers complete their costumes. Such entertainment is a simple thing but it offers many opportunities for Future Homemakers to use their imaginations, obtain experience on the stage, and promote good relationships.

Slide 14. Follow-up special dance

Scene 14. Girls' novelty dance number

Another example of the same type of novelty number as the puppet show is demonstrated by these Future Homemakers in a dance number. All three girls are dressed in cotton formals with heavy slips plus two other skirts of the same color. The middle skirt is worn wrong side out and has a cloth negro figure, with loose, stuffed arms basted to the right side. The girls appear on the stage, dance slowly around with silk scarves fluttering, then drop the

scarves, move to front of stage, throwing the middle skirt up over their heads showing the negro doll and dance the Charleston. Lisle hose, dyed black, were used to cover the dancer's legs. The girl in the formal ready to run off the stage shows their appearance at the beginning and ending of the dance.

Beautification of the school park and the planning of landscaping is another type of activity that promoted good relationships and gave an opportunity to share community life. This offered an opportunity to learn things which might not have been learned otherwise. Landscaping programs should be pre-planned under the guidance of trained personnel.

Slide 15. Beautification school ground

Scene 15. Future Farmer, Future Homemakers, and small children planting shrub.

Here we have a Future Farmer digging a hole for the shrub, a Future Homemaker holding the shrub in place, another consulting a pre-planned chart and small children picking up litter from the grounds.

Pre-planning, in this instance, was done by Future Homemakers and Future Farmers. They and other age groups not only received technical training in planting shrubs, but gained training in democratic action, while giving the community a needed service.

Future Homemakers believe that the reasons for misunderstandings between races are largely due to lack of knowledge. They are convinced that a reciprocal form of relationship between races is better than one where the giving is all from one source. Since Future Homemakers recognize that each race has contributed, is contributing, and will contribute many things to our total culture, they need to know and learn how to work with other races.

Slide 16. Negroes

Scene 16. Negroes and Future Homemakers working in Bible school.

This group is making an effort to find out as much as they can about Negroes. They thought if they told stories to little children, who usually talk more freely than boys and girls of their own age, they might learn something about older Negro boys and girls. These Future Homemaker girls make a practice each year of helping carry on a vacation Bible school for Negro children, for a period of one week. Their help is needed because there is no Negro high school in the community to provide teen-age assistants for the Negro program. Future Homemakers do this work not only as a method of helping the community solve its problems but because they find that it gives them a better understanding of another race. They interpret community service both as an obligation and as an opportunity to learn.

The fourth major objective which Future Homemakers hold is, "To work for good home and family life for all."²¹ Future Homemakers believe good homes offer opportunities for the development of each individual member. They also believe that aged persons have valuable contributions to give their families and that these should be recognized. They are convinced patrons in the community can, and will, be glad to help in developing a growing appreciation of cultural values, and that health and safety is a keynote in the development of congenial family life.

Slide 17. Hobby-interior

Scene 17. Girl and hand painted screen

This Future Homemaker found self-expression in the painting of a screen.

²¹ Ibid., p. 8.

She not only learned new techniques of painting, but created an attractive piece of furniture. A hobby, in this instance painting, offers the individual an opportunity to develop a special talent. This girl discovered a sense of satisfaction, which comes to each upon the satisfactory conclusion of productive activity. Her smile indicates her happiness as she tells her chum about her hobby.

Instead of a hobby which beautifies the interior of the home the Future Homemaker could have selected one to improve the exterior.

Slide 18. Hobby exterior

Scene 18. Iris in bloom

This Future Homemaker's interest in the growing of bulbs has led to the creation of a scene of beauty outside her home. She is not only interested in the overall effect of her flowers but she can now discuss specific varieties with intelligence. The iris in the center is known as Sable, the light blue on the right is called Moonlight and the darker blue Los Angeles. Hobbies vary greatly with the interest of the individual. One point of common interest is the motivating power found in hobbies which improve family life.

Future Homemakers make an effort to understand the place of the aged in the home. They believe that grandmother is an important person in the home and that she can contribute to the happiness of all family members, because of her experience. Her knowledge of family history, which she passes on to her grandchildren, makes the family important to them. The knowledge of certain arts and skills gives her a respected position in the family circle. All of these she gladly contributes to her family to make home life happier.

Slide 19. Aged in the home

Scene 19. Grandmother's quilt exhibit

Here a Future Homemaker's grandmother shines because of her quilt exhibit. She is telling Future Homemakers the story of a lap quilting frame used when she was a little girl. These Future Homemakers are learning an important item of family history and the grandmother is receiving tangible evidence of her place in family life.

The value to the family of the quilt, or whatever is contributed by the aged, is not found in the workmanship which may or may not be perfect or in monetary value, but develops from the fact that the article was created by a loved family member. These possessions, of interest to the whole group, tend to hold the family together.

Future Homemakers plan and search for ways to create bonds of interest that tend to hold families together. They believe that antiques handed down from one generation to another build a feeling of kinship with the older generation and a feeling of family pride. Money value is not of prime importance in possessions owned by the members of a family. These things have an intangible value developed from having been in the family for a long time. Great Aunt Kate's sugar shell does not have to be Sterling silver to be a loved possession of the younger generation but acquires its value through having belonged to her.

Slide 20. Plate and flowers

Scene 20. Flower arrangement and antique plate shown in patron's home.

Future Homemakers study about life in other countries. They are particularly interested in things the people or other nations have contributed to

our culture. While visiting in a patron's home these Future Homemakers are learning that the culture of nations differ but that the underlying desires of all peoples are similar and that differences are largely those of physical environment and culture. The plate shown in this picture is one which was made in England. It is very old and depicts a scene from Charles Dicken's Old Curiosity Shop. The flower arrangement illustrates the principles followed by the Japanese. The girls are developing not only a better understanding of Japan and England but an appreciation for the creative ability of the homemaker who combines the ideas of two cultures in an attractive exhibit.

Future Homemakers learn through such experiences as this that many common articles in household use today in America, although somewhat modified, have their origin in countries far away. They are aware that antiques which serve to create conflicts between family members lose the intangible quality they have in bringing about family oneness. Also if the object is of so much monetary or sentimental value that the family or others cannot enjoy it, the value is lost.

Slide 21. Follow-up antiques

Scene 21. Girls, patron, and antiques

This slide showing a collection of antiques with historical, sentimental and monetary value is prized by the patron possessing it. She is telling the Future Homemakers the story of her mother's copper lustre vase and her grandmother's antique sewing table. The girl in lavender is holding an old plate portraying Dolly Varden and her father from Dickens', Barnaby Rudge. Note the girl in chartreuse examining the 1855 date of the coverlid. The spinning of the thread and the weaving of the coverlid were crafts in use in the home many

years ago. Coverlids were used as quilts or bed spreads are now. A study of the crafts of women of a former period prove interesting to girls of today. These antiques serve as an historical resource for authentic information to the younger generation. This woman's heirlooms are not too precious to enjoy; thus their intangible value is preserved for the owner and others. Possessions, alone, will not make good home and family life. Possessions, through their associations with a loved personality, produce an invisible bond which tends to hold family members in a strong family unit.

Another basic idea Future Homemakers believe is that health and safety is important for all family members. They further agree that health and safety is the responsibility of each family member. Carelessness by one can create dangerous situations for all. Only constant care will preserve the health and safety of the family. Future Homemakers in Weleetka High School found many ways to help their families preserve health and safety. Time does not permit the showing of all of these.

Slide 22. Safety in the home

Scene 22. Future Homemaker showing danger in careless placing of equipment.

This slide shows one way to prevent accidents caused by falling. Here a Future Homemaker explains that sister's roller skates on the steps, and brother's rake left with the tines up, or the little red wagon, constitute a hazard for mother who uses the steps many times a day. Not only are they a hazard for mother but also any member of the family who uses the steps might fall and be injured. This Future Homemaker is making a real contribution to good home and family life through giving her younger brother and sister the idea that they

have a responsibility toward family welfare, as well as for helping to prevent accidents.

The fifth fundamental aim of the Future Homemakers is, "To promote international good will."²² Future Homemakers believe this can be brought about through study of the world's peoples, contact with local people born in other lands, and participation in activities learned from other nations. The aim is to promote a better understanding of other nations so that satisfactory relationships may be developed that will extend from the local to an international level.

Slide 23. Assyrian Brass

Scene 23. Future Homemakers and local person who came from Syria
studying Assyrian brass

These Future Homemakers are studying Assyrian brass work in the home of a local person who came from Syria. These girls are acquiring interesting information concerning Syria. The large brass charcoal burner or samovar was used for heating a room, the smaller one for lighting pipes. The coffee service includes two coffee pots and a tray. The small pot is used when serving one or two people or for a very sweet, strong coffee. The larger pot is used when several people are to be served. Observe the small and large cups without handles, also that the small cups are in tiny brass containers. The small cups are used in a way similar to our demi-tasse cups. The Assyrian cups, coffee service and samovars are lovely in lustre and design. They are similar to our own designs although they were made many hundreds of miles away.

²²Ibid., p. 8.

Another way in which Future Homemakers learn about family activities in other lands is to try these activities themselves. Information obtained when working on games characteristic to other nations gives insight into the habits and customs of the people who play them.

Slide 24. English game

Scene 24. Future Homemakers learning to play the English game,
"London Bridge"

Here seven girls are learning the old English version of "London Bridge is Falling Down," familiar to most of us in childhood. They are singing the line, "Here's a prisoner I have got."²³ Games such as these are particularly interesting to groups when taught by persons from other countries. Individuals who have been in other lands can add a personal touch to the game which is appealing to groups. In fact, the motivation for learning to play "London Bridge," exactly as it is played in England, for these Future Homemakers, came from an exchange teacher.

Future Homemakers are particularly zealous in promoting interest and in learning all they can about foreign lands. It is a here and now topic, since the stationing of army personnel in foreign countries affects every little cross road in our nation. This not only aroused interest but showed our need for knowledge about people in other lands. Many civilians, exchange students and teachers, and private citizens, through their contacts with peoples of other countries, have contributed to a growing sense of world awareness. The army personnel and others have promoted an inter-cultural exchange between

²³ Alice B. Gomme and Cecil J. Sharp. Children's Singing Games, p. 3.

their homes and other homes where they are stationed.

Future Homemakers are taking an active part in maintaining interest in other lands through studying foreign news, exchanging letters with persons in other nations and by offering others an opportunity to learn.

Slide 25. Foreign News

Scene 25. Future Homemaker displays a poster on Foreign news

This slide shows the Future Homemakers' Chairman of the Foreign News Committee placing a poster in the usual place, for display. They find that persons living in foreign lands are interested in Future Homemakers, attending the same kind of meetings they attend, and participating in the same kind of activities. The Veteran's Vocational Agriculture teacher and high school students are attracted by the poster, which displays letters from England and Canada and a page from "Teen Times" showing the national meeting. Telling others what the peoples of other lands have to give us and what we have to give them is one way of assisting in promoting international good will.

A Future Homemaker and other students noticed that placing posters and notices on the door was filling it with holes. They also noted the unattractive paint spots on the glass and in discussing places for putting posters decided that this outside door was a poor one. Since all of the school needed a place for posting signs and publicity materials the group decided to make a large wall bulletin board for the hall.

Slide 26. Follow-up bulletin board

Scene 26. Future Homemaker and students putting up display on hall bulletin board.

Here Future Homemakers and others are helping with an art display. Edith, on the left, is cleaning the board with art gum. Jim, on the right, because of his height has been asked to place the skirt. Tom seems to think Jimmie hasn't placed the skirt quite far enough to the side. This group is apparently engrossed in arranging the first exhibit to be made on the new bulletin board.

Other purposes of the Future Homemaker organization are, "To foster the development of creative leadership in home and community life,"²⁴ and "To provide individual and group recreation."²⁵

Future Homemakers believe the art of creative leadership, may be learned by the individual, by beginning with simple activities and gradually assuming more complex responsibilities. They further believe that each member should have opportunities to develop creative leadership and that each can lead in some phase of activity.

Future Homemakers interpret creative leadership as that sort of activity in a group or community which is brought about through the influence of others and is dependent upon participants for the evolving of the idea.

Slide 27. Bird houses

Scene 27. Future Homemakers pointing out better locations for bird houses

An opportunity to foster the development of creative leadership in home and community was brought about when these Future Homemakers assisted grade children in planning advantageous locations for bird houses. The need arose when the children said that cats were catching the birds. Several Future

²⁴ Future Homemakers of America, op. cit., p. 8.

²⁵ Ibid., p. 8.

Homemakers went with the children to investigate possible locations for their new bird houses. One of the girls points out the good and bad points of the oak tree as a future home for birds. Note the children are not standing under the broken limb because the Future Homemaker has pointed out that broken limbs are dangerous.

These girls through their knowledge and experience are developing creative leadership. The children, as participants, are offered an opportunity to enlarge upon the ideas presented through the locations they select. These girls are not only promoting a creative activity but are encouraging individual and group recreation.

One way creative leadership is fostered in the individual is through participation in a Christian Fellowship program. Such an opportunity was brought about through an invitation from the Christian Fellowship, a council of churches, asking Future Homemakers to plan and present the Nativity Scenes for the Christmas Community program. Some of the creative leadership opportunities offered in the program were: planning the scenes, making the cross, choosing a group to make the cradle, arranging for costumes and obtaining the assistance of other persons in presenting the scenes.

Slide 28. Nativity Scene

Scene 28. Girls presenting nativity scene for the Christian Fellowship
Christmas program

Here, Future Homemakers are presenting one of the Nativity scenes. The girls asked the Industrial Arts Department to make the cradle. One of the Future Homemakers played the role of Mary, others sang in the choir. Choir robes were borrowed from one of the churches. The cradle and cross shown in

the scene belong to the Future Homemakers and are loaned to churches and other organizations in the town. In this way Future Homemakers promote a reciprocal form of giving help. Invitations to act as leaders, from other groups, are valued by Future Homemakers because such invitations show that others are recognizing their potential leadership abilities, which fact gives them confidence in themselves to maintain their share in community activities, and an opportunity to train many members in leadership is created.

Opportunities for creative leadership are found in banquets, if the material is new and the students assist with the planning.

Slide 29. Banquet mural

Scene 29. Mural, deep sea

This series of three slides show some of the murals and other things made by Future Homemakers, using marine decorations. Future Homemakers studied pictures of marine life and made this mural. Observe the lifelike appearance of the fish and other marine life, also, the wooden star candle holders. Future Homemakers keep the candle holders for lending to groups for Christmas dinners and like entertainments.

Slide 30. Banquet fish

Scene 30. Mural fish

The Future Homemakers making these murals spent much time in studying and selecting the types of marine life they wished to show. Not only did they learn about general characteristics of marine animals but they always learned to select and blend colors effectively and that creative work was both interesting

and challenging. This particular project although involving much work seemed to be enjoyed more than any other projects these girls attempted during the year. For some unknown reason this fish was named Percy by the group, and never referred to in any other manner.

Slide 31. Mural mermaid

Scene 31. Mural showing mermaid and table

This is Miranda. Miranda was a troublesome creature; from the beginning, she refused to be drawn. So one of the girls lay down on the paper while other Future Homemakers drew around her. The pink flowers are made from Kleenex, the glitter, from paste and artificial snow, and the bubbles are plastic ballons. Observe the hand painted menus, the mermaids pictured on the covered glass vases and the silver crowns used for hats. This type of creative work promotes good fellowship, offers an opportunity for students to further the participation of others, provides wholesome recreation and gives many persons opportunities to act as leaders.

Another way of promoting leadership is through study and preparation of exhibits to be presented before a group. Future Homemakers tell what they have learned and thereby gain experience in speaking, in organizing material and in knowledge of subject matter. Such exhibits are often far reaching in influence. This influence cannot be measured because interest aroused in spectators, which may later lead to active participation, is not always evident. A few well chosen selections are better than a large hap-hazard collection. Such an exhibit was prepared by Future Homemakers on china, pottery, and glassware. Exhibits may be presented by one or more club members. This group used three members.

Slide 32. Exhibit china

Scene 32. Exhibit showing Ironstone China

The Royal Ironstone China pitcher and bowl were made by Alfred Meakin of England. This pitcher is eighty years old. The bowl, marked real Ironstone China, was buried during the Civil War and later ploughed up. It has been in one family over one hundred years. This type of China was in common use a long time ago. It is very heavy and does not break easily.

Slide 33. Exhibit pottery

Scene 33. Exhibit pottery, candle holders, flower container

These three pieces are modern pottery made in the United States recently. The soft green color and graceful shape add interest. The low candle holders and the bowl filled with flowers make an attractive centerpiece for teas, luncheons and other social affairs.

Slide 34. Exhibit pottery

Scene 34. Exhibit vase, bowl, showing gold leaf

Here we have pottery showing the use of gold leaf in its decoration. The gold leaf is engraved with a rose pattern. The bowl is completely covered, the vase has gold leaf on the band while the rest of it is in Mother of Pearl lustre.

Slide 35. Exhibit-glass

Scene 35. Exhibit, showing Millefiori glass

Millefiori designates a kind of ornamental glass made by fusing together slender rods or tubes of colored glass, cutting the product transversely and joining the sections or embedding them in clear glass. It is sometimes used for door stops and book-ends usually in geometric shapes. These pieces were made in the United States but this kind of glass is also made in foreign countries. This type of glass is hand blown. All hand blown glass is slightly rough on the bottom where the glass is broken from the long pipe used by the operator.

Slide 36. Exhibit glass centerpiece

Scene 36. Exhibit glass hand-made

This glass was made in New York City. It is made by the use of tiny molds for each leaf or flower petal. Wire is placed in the mold and the molten glass poured over it to harden. The petals and leaves are flexible. The glass may be cleaned by holding it under a running faucet and setting it aside to dry.

From the acquisition of knowledge such as is obtained from these exhibits, Future Homemakers are often a motivating influence which encourages others to become active participants in choosing or collecting things for their own homes.

Future Homemakers interpret home economics to the public and parents by demonstrations, field trips, exhibits, motion pictures, radio programs, recordings, still pictures and television programs. They believe home economics offers a worthwhile, interesting, program of which more people should become aware. One way to interpret the program is by showing activities in which home economists participate. Such interpretation by pictures involves innumerable

observation of phases of home economics. Future Homemakers believe that the activities of home economists cause people to live by home economics standards. Some of these activities are: studying enlarging areas which tend toward better nutrition, shelter, and clothing for all peoples and the promotion of programs which help individuals approach their optimum development. There are a great many ways to interpret the program but because of lack of time only a few are shown here.

Slide 37. Radio

Scene 37. Girls preparing program for radio transcription

This slide shows Future Homemakers preparing a transcription for a radio program. They are discussing teen-age problems which were selected from a question box maintained by students. Note the transcription machine, the mike and the sheet of paper on the floor dropped to avoid the noise of rustling paper. This type of program is convenient for schools since it can be prepared in school and the recording tape mailed to the radio station. These girls are learning techniques and skills used in broadcasting.

Future Homemakers use many facilities in promoting interest in Home Economics. They use visual as well as audio methods.

Slide 38. News items

Scene 38. Girls taking news items to the newspaper office

Here Future Homemakers are taking news items to the editor of the local paper. These girls are learning to value and appreciate the publicity received in the local paper. Meeting the editor and visiting the newspaper office

promotes the desire to write interesting and acceptable news articles.

Another way Future Homemakers promote an understanding of home economics is through teaching children to eat foods they have not been accustomed to or foods they have not liked. Future Homemakers who were assisting with the serving in the school lunch room reported six primary children who would not drink milk. These girls feel an obligation to see that all small children eating in the lunchroom eat the right things. They studied ways to encourage people to eat the right foods. A Peter Rabbit poster was selected to use to stimulate the interest of primary children.

Slide 39. Peter Rabbit

Scene 39. Girls using Peter Rabbit poster in teaching primary children to drink milk.

This slide shows Future Homemakers, the Peter Rabbit poster and primary children who didn't like milk. The girls are telling a story about Peter Rabbit and the foods he eats. The children are served milk. This food is served in the luncheon each day. Note the bottles partially emptied. Three results were observed: the children drank their milk in the lunchroom, the girls were asked to tell the Peter Rabbit story in other school rooms and the Peter Rabbit story was told at home.

Future Homemakers recognize that publicity is an essential part of any successful program. If parents and lay members of the community are to develop an increased interest in home economics the selected activities used to interpret the program should show the advantages and opportunities available in this field.

Slide 40. Home Economics students

Scene 40. Two Home Economics career girls, consider their vocations

These Future Homemakers are investigating the possibilities in the many careers available for trained Home Economists. Some of the careers which they are considering are homemaking, teaching, business, interior decorating and designing. Any career a girl chooses would be of valuable assistance to her because the preparation needed provides information which can be used in her own home.

Future Homemakers believe that pleasing social relationships go hand in hand with successful careers. Therefore, girls learn many techniques and social skills to use now and in the future.

Slide 41. Formal dress

Scene 41. Girl dressed for formal occasion

This Future Homemaker shows her skill and good taste learned in class and chapter work in the selection of a dress for a formal high school dance. She is learning that accurate knowledge of social usage gives her poise and ease of manner. One will not hear her say, "I can't go, I don't know what to wear, or what do I do when I get there?" She recognizes further that to be truly socially sensitive one has to go beyond the mere acquisition of social graces to an understanding and a true appreciation of the fact that all persons regardless of race, creed or color are important.

Future Homemakers interpret race to be red, brown, white, yellow and black. They interpret nationality as that nation in which you are born or with which you naturalize. Most of us will concede these interpretations of race and nationality. Future Homemakers go a step further, through their belief that

all should have an opportunity to develop latent ability regardless of race, creed or nationality.

Slide 42. General

Scene 42. Two girls and two boys of different race and nationality

This scene shows Indian, Assyrian, English and Irish: different nationality, different race, different sex, different creeds and cultures; all American, amalgamated together in a melting pot called the community. Yet each contributes, each has the same basic wants and needs, each is different, like, yet unlike. Future Homemakers are learning that we go to school, work and play with persons differing in race, creed, culture and nationality and are not conscious of these differences. They believe that since such a community situation can be adjusted it is possible to adjust to world situations involving different races, creeds, and nationalities.

Slide 43. Emblem

Scene 43. Emblem of Future Homemakers

The emblem of Future Homemakers shows a house which typifies all the home should be. This home is supported by two youthful hands which symbolize that the future homes of America are in the hands of its youth. Note that the hands are unlike. One of the hands representing the father or brother in the home and the other the wife, mother or sister. Both hands must work together to build better homes. Therefore it would be logical for both boys and girls to be members of the Future Homemakers' organization. Without one or the other, either the man or the woman's hand, half of the support of the home is lost.

Future Homemakers face each new day with courage. They believe in their motto, "Toward New Horizons,"²⁶ and feel secure in that their organization and its activities are built upon the sound, sensible principles basic to democratic action.

²⁶ Ibid., p. 11.

CHAPTER IV

FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Many pictures were taken and tried, by the writer, before the slides described in the previous chapter were chosen. Retakes were made of pictures not meeting the standards desired. This was necessary because the camera records minute detail. These details often are not desirable in pictures and are difficult to detect by one inexperienced in making pictures. Physical details or details emphasizing poor procedures were noted and corrected. Many such instances were found, such as bottles of carbonated drinks placed on a varnished table top causing students to say, "Cold glasses make white rings on the table; this picture is not a good example of home economics training." Obviously the scene needed changes. Another instance occurred when students noticed in a picture unsightly marks on the door, where posters were usually placed for display. The students decided that such procedures did not comply with the law which protects public property from mutilation. They built a bulletin board for the hall to be used for posters, notices and exhibits. The students themselves were enthusiastic about this picture, for what they thought was a needed retake proved to be a picture showing their effort to achieve one of the purposes held by Future Homemakers.

The bulletin board incident led to much checking of staged scenes, to see if good art principles had been observed. It was learned that pictures should be made with persons and objects, as nearly as possible, the same distance from the camera. Pictures in which the distances were not the same showed a tendency for some parts of the body, such as the feet to appear ungainly and out of proportion or off balance. Other art principles were violated by posture defects evident when the characters used were sitting or standing. These defects showed plainly in the photographs. Students and adults became posture conscious

after studying the pictures photographed and made an effort to correct their posture.

Details of dress in the photographs often produced undesirable effects. Costume jewelry made from any kind of shiny metal reflected too much light, especially if artificial light was used. Straight pins and hair clasps were two troublesome sources of light reflectors. Light colored slips that are too long but apparently invisible become visible to the eye of the camera and reveal a tell-tale line of light around the hem of a dress when the wind blows or one is sitting or standing with the body out of line.

Other details that give much concern when one is photographing groups of people are the different dress lengths and different color tones of their clothes. Although color adds perspective, eye appeal and interest to any picture, the use of color film requires careful checking. Plaids stand out too much and detract from the story the picture is telling. Color film requires a longer period of exposure to light than black and white film, or slow speed in making pictures to obtain clear, sharp outlines. The author has found that better results are obtained if a light meter is used, since the meter shows accurately how much light is present and how long the film should be exposed. Extra time, study and planning are needed in making colored pictures if good photographs are to be secured and large numbers of expensive and time consuming retakes are to be avoided. Retakes can be further lessened by using a tripod to mount the camera because the slow speed necessary for color photography makes it almost impossible to hold the hands and body completely still while shooting the picture. "Masking" is another process by which retakes may be decreased. This is a procedure whereby the part of the picture not desired for use is covered with dark paper, usually black construction paper; the picture is then photographed showing only the part of the picture needed. Photography of this type requires

a particular type of camera and a professional photographer.

A professional photographer saves money and time in the production of photographic slides. This is true because the professional photographer usually has more and better equipment for making pictures and knows and uses skills and techniques which take years to acquire, therefore fewer retakes need to be made.

More than the technical know how of the professional photographer is necessary if one wishes to produce a set of photographic slides showing specific activities of Future Homemakers in carrying out their purposes. A special knowledge of these purposes and a deep understanding of the meaning of the activities of Future Homemakers is vital if one wishes to make photographic slides depicting the activities used to carry out the purposes of the organization with any degree of effectiveness.

To acquire this special knowledge the writer studied the purposes of Future Homemakers very carefully, analyzed ideas and then visualized them as activities. Many activities were tried; some were discarded, and some retained. After showing the slides and presenting the script to Future Homemaker members, patrons, home economics teachers and leaders in home economics work their reactions were secured and the slides to be retained selected.

Criticisms of these showings were obtained from several audiences by the use of a questionnaire also through casual comments and special information gained by consulting experienced persons. The audiences agreed that color improved the slides and that pictures were more interesting when action was indicated and new ideas shown. Different people saw different uses for these photographic slides. Several trials demonstrated that the slides were more valuable to new advisers and to clubs as sources of information and ideas for program planning. Patrons, after seeing the slides, became more interested in Future Homemakers. A result of this interest was increased offers of help.

These patrons were not only willing to assist with transporting Future Homemakers, to give them added exhibit space and loans of materials but suggested ideas and resources for the club. Further evidence that the slides prepared do vitalize the program was shown by an increased enrollment in home economics classes. This has actually occurred after the slides have been shown and the script presented to students and students have accredited the slides with helping them to decide.

Another finding was that activities can be photographed but knowledge of the purpose motivating the activity exists in the mind of the individual and can be transferred from one person to another only through a written script or by oral comment. Many scripts were written, some discarded and others added. Each proved most helpful in staging scenes, and particularly in selecting activities which showed the purposes of Future Homemakers.

Close correlation of the purposes of the Future Homemakers' organization and the activities to be photographed is important. Since these purposes are intangible they cannot be photographed but the activity promoted by the purpose can be shown and an explanation of the purpose can be made in writing or orally in such a way that others will understand. Because these purposes are basic to good home economics teaching, activities which show them will be so closely related to the total homemaking program that they become a part of the whole, thereby illustrating that the Future Homemakers' organization is an integral and worthwhile part of the homemaking program. These photographic slides will serve to show the public the activities of Future Homemakers in carrying out the purposes of the organization.

When the slides, previously described, were shown and the script presented it was found that they did fulfill the purposes for which they were prepared. These purposes it will be remembered were: to serve as a means of teaching,

to stimulate club members to more purposeful activity, to interpret and use good art principles, to show the purposes of good home economics education and to illustrate the purposes of Future Homemakers.

These purposes when depicted by activities in pictures using color and the ideas presented, aroused interest in others. This interest promoted acceptance of the slides and the script by Future Homemakers, patrons, and home economics personnel. Several groups approved the ability of the slides and script to present quickly and in a more interesting way the story of Future Homemakers' activities.

To write a script telling a story, such as the one prepared in this study, the writer recommends a careful listing of ideas followed with a list of possible scenes for each idea, then a tentative script, explaining in detail the planned scenes. A painstaking check on correlation between ideas, scenes and script must be made if the slides are to present a unified narration of events.

In the preparation of this material it was demonstrated that the slides and script will do many things not related to the planned purposes. This will not matter because for some uses the course content may not be important. Certain slides and script can be presented as a unit, regardless of the purposes for which they were planned.

The slides and script on china, pottery and glass can be separated from the series and used to enrich teaching units in these areas. Another group of slides showing the banquet and their script may be used to obtain ideas in decorating for a banquet. An additional group of slides and their script presenting refinished furniture, painted screen, quilts, antiques, gardening and bird houses may be used as a motivating force for home projects.

A further use for the slides and the script as a motivating force is that of encouraging the development and growth in desirable character traits by

emphasizing those which show cooperative activities.

It is hoped that presentation of the slides and script by others will serve to enrich class work, to stimulate chapter activities and to assist in interpreting the Home Economics and Future Homemakers' program to the public.

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