

A COOPERATIVE EXPERIENCE IN THE REMODELING  
OF A HOME ECONOMICS DEPARTMENT

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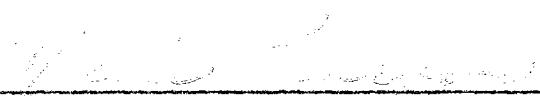
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## PREFACE

A series of circumstances pointed to the need for the remodeling of the home economics department at Bethany-Peniel College. There was a growing realization on the part of the church and college leaders for the need of better training in home and family living. An increased college enrollment, with a growing interest in home economics, made the physical expansion of the department a necessity. A growing interest in community service and a desire to broaden the experiences offered to the students required better facilities. A large business building which had been annexed by the college needed to be remodeled to provide a functional home economics department. This study was undertaken in an effort to so utilize the space made available that remodeling would provide the best arrangement and equipment possible to meet the growing needs.

## ACKNOWLEDGMENTS

The author wishes to express her deep appreciation for the valuable assistance given to her by the many persons cooperating in this study. She is particularly indebted to Rowan Elliff, Associate Professor of Home Economics Education, for her encouragement and helpful suggestions in directing this study; to Millie V. Pearson, Head of the Department of Home Economics Education, for arranging and conducting the planning workshop; to Mr. Frank Williams, consulting architect, for his valuable suggestions; to the graduate students in home economics for their helpful criticisms; and to the administration and cooperating staff of Bethany-Peniel College for their interest and assistance. Any contribution that this study may make is due in great part to the cooperative assistance of these people. The author recognizes that limitations of the study are her own responsibility.

## TABLE OF CONTENTS

	Page
Preface . . . . .	iii
Acknowledgment. . . . .	iv
CONTENT OF THESIS	
THE PROBLEM AND ITS SCOPE . . . . .	1
REVIEW OF LITERATURE. . . . .	7
METHOD OF PROCEDURE . . . . .	13
DEVELOPING THE PLANS. . . . .	19
FINDINGS AND RECOMMENDATIONS. . . . .	55
BIBLIOGRAPHY. . . . .	60

## LIST OF PLATES

	Page
Plate I    Original Department . . . . .	22
Plate II   Remodeled Department. . . . .	25
Plate III   General Classroom-Clothing Laboratory . . .	30
Plate IV    Foods Laboratory. . . . .	40
Plate V    Seminar Room. . . . .	43
Plate VI    Multi-Purpose Room. . . . .	46
Plate VII   Living-Dining Area - Dressing Room. . . .	51

## ELEVATIONS

	Page
Figure 1 Utility Shelves . . . . .	32
Figure 2 Portable Screens. . . . .	34
Figure 3 Work Areas in Unit Kitchen. . . . .	37
Figure 4 Multi-Purpose Utility Wall. . . . .	48
Figure 5 Detail Drawing of Closet Construction . . . .	54

## CHAPTER I

### THE PROBLEM AND ITS SCOPE

#### The Problem

The chief purpose of this study was to plan the remodeling of the home economics department in Bethany-Peniel, a liberal arts college, located at Bethany, Oklahoma, so that it would be able to make a more definite contribution to the general educational offerings of the college as well as to provide adequate facilities for home economics students, group and staff gatherings, and community meetings. This is a church-related institution supported by the constituency of the South West District of the Church of the Nazarene. While a student of any denomination may enroll, the college is operating specifically for the training of the young people of the Nazarene church. Students train for the ministry, some type of Christian service, teaching, business, some professions, social service and for effective participation as citizens of a community. The total enrollment of the school is approximately 900 students.

The present department is located on the first floor of a brick building not far from the business district of Bethany. The building was formerly used as a business building, and is approximately thirty-six by eighty-two feet in size. The second and top floor houses the economics and business department of the college. A Bethany business concern has a long-time lease on a front corner room which is about eighteen by twenty-five feet in size. The building has certain immovable supporting walls which had to be considered in remodeling.

The size of the college made it necessary to plan for a two teacher department in home economics. During the school year of 1949-1950 there



were approximately 100 students taking courses in home economics. There was also the possibility of offering several home economics courses in the general education program of the college which would be open to all students.

### Need for the Study

One of the functions of home economics is to contribute to the development of the total personality of the students. Educational leaders in home economics have concluded that suitable space, adequate equipment, and effective arrangement facilitate offering of satisfactory experiences for such development. The purpose of this study was to remodel the department in order that the objectives could be more adequately realized. These objectives will be presented in a later section of this report.

Leaders in the field of Home Economics Education recognize that home economics has a contribution to make to the general education program of the liberal arts college. This contribution has been concisely stated by Millie V. Pearson as:

Homemaking education strives to reach these goals for general education (1) by promoting continuous student growth both in character and personality through attention to attitudes and habits to the end that students may be well adjusted in their immediate personal and family groups; (2) by developing an understanding of individual and group needs and developing the abilities and activities necessary for meeting these needs; and (3) by developing an interest in, and a responsibility for sharing in home and family life.<sup>1</sup>

The goals of the Bethany-Peniel Home Economics Department are in harmony with these ideas and were formulated to contribute to the general education objectives of the college. These objectives stated in the college

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<sup>1</sup> Millie V. Pearson, Group Experiences in Homemaking Classes, 1945, p. 2.

bulletin are as follows:

- To achieve a definite understanding of the Christian teaching presented in the Bible, to make personal commitment to God through Christ and to apply Christian principles of daily living.
- To discover one's own capabilities and limitations in order to develop a plan for his life in the light of his potentialities.
- To develop clear and creative thinking, openmindedness, tolerance and thirst for truth.
- To develop skills in the communicative arts (reading, writing, speaking, listening).
- To form habits of good health by learning the principles of hygiene and by participating in wholesome physical activities.
- To develop and integrate the elements of one's personality for worthwhile living.
- To achieve proficiency in a vocation for aesthetic satisfaction, social service, or financial support.
- To enrich one's life by appreciation of beauty in nature, literature, art and music.
- To become a responsible citizen of the local, national and world community.
- To formulate a Christian philosophy of life. <sup>2</sup>

The departmental objectives for home economics are:

- To help students solve personal problems in relation to their families, other people and society.
- To understand the factors involved in and to acquire the necessary skills for successful homemaking.
- To develop an appreciation of aesthetic and cultural values.
- To prepare for professional opportunities in teaching in non-vocational homemaking departments in high schools.
- To prepare students for advanced work in specialized fields in other colleges and universities.

### Basic Assumptions

Eight assumptions provided the setting for this study and were the basis around which the specific problem was organized.

1. The need of a student body can be determined.
2. The facilities can be so arranged as to enable the teacher to utilize various techniques in teaching procedures.

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<sup>2</sup> Bethany-Peniel College Bulletin, Catalog Number, Vol. 23, No. 2. 1949-50; 13-14.

3. Equipment can be so arranged as to supply students with adequate learning experiences.
4. Facilities can be provided that will meet the needs of the administration and the instructional staff more adequately.
5. Carefully planned work areas, storage, lockers, and files increase the effectiveness of the department.
6. Greater economy may be expected to result if water, electricity, and gas are installed after careful long range planning.
7. Non-supporting walls and non-essential openings can be moved or eliminated, and needed openings can be made.
8. Departmental attractiveness can be increased through the use of color, furnishings, finishes and accessories.

It was the belief of the administration, of those concerned with the teaching of home economics, and of the individuals responsible for this study that these assumptions were valid and that this project could be carried out successfully.

#### Delimitation

The need for remodeling the home economics department was outlined by the teaching staff and was presented to the administration and the other people concerned with the development of an adequate home economics department in the college. Interest of the group was aroused and the administration requested that definite plans be made to remodel the home economics department to more adequately meet the needs of the college.

This study was limited to the planning of a specific home economics department that would meet the needs of students in a church-related liberal arts college. As a further limitation it was proposed that planning be done in terms of long range goals to be achieved within a few years, and short time goals that would meet the more immediate needs of the department. The curriculum offerings of the department had been



accepted by the college curriculum committee. This study was not concerned with an evaluation of that curriculum, but accepts it as outlined. It is recognized that the evaluation of the curriculum offerings represents another area of investigation.

The present study attempts to make recommendations of how the remodeling plans might be put into effect but it does not include how the plans were carried out. No attempts were made to justify the allocation of the particular building space that was provided for home economics. It was assumed, however, that the recommended plans for remodeling of this home economics department might carry helpful implications for the home economics departments of other Nazarene Colleges.

This problem is in reality a part of a long range study of conditions in Bethany-Peniel College. The administration and staff were in the process of appraising both plant facilities and educational offerings in the light of college needs. This present study was made in response to the need for analyzing and careful planning of the space, equipment and furnishings, needs and requirements of the home economics department, and was necessitated by the continuous growth of the college. The analysis and planning were attempted through the cooperative efforts of the college administration, the departmental staff, the student body, the graduate school of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, and special consultants. The problem was selected as the basis for special graduate study under the direction of the graduate faculty in the Home Economics Education Department of the Oklahoma Agricultural and Mechanical College at Stillwater, Oklahoma. The problems involved were analyzed and organized through consultation with faculty members of the

Home Economics Education Department and cooperating groups at Bethany-Peniel College.

In order to obtain special help a workshop was organized in September 1949. Faculty members, and graduate students in Home Economics Education at Oklahoma A. and M. College with the help of Mr. Frank Williams, a special consultant in school house planning, studied the problems involved in remodeling of the department of home economics at Bethany-Peniel College.

#### Use of Findings

It is hoped that the finding secured through this study may be used directly in remodeling the home economics department of Bethany-Peniel College and also prove beneficial to other home economics departments in church-related liberal arts colleges.

## CHAPTER II

### REVIEW OF THE LITERATURE

Leaders in the field of home economics education express their beliefs that suitable space, adequate equipment, and effective arrangement facilitate the offering of satisfactory experiences that promote development of the total personality of the student. While this point of view is widely held, the writer was unable to find any specific studies concerning the remodeling of home economics departments in small liberal arts colleges. This review of literature covered related areas, and has given helpful information concerning the planning of home economics departments to provide adequate facilities that would enable the offering of a program to meet departmental objectives.

Robinson and Scheick<sup>1</sup> emphasize the need for cooperative planning by the administration, the school board, the teaching staff, the students and the community to attain a successful departmental arrangement. They advise studying the situation and the remodeling plans in the light of the curriculum offerings, the activities centered in the department, the methods of instruction to be used, the size and number of the classes, the needs of the students, and the amount of money and space available. When these factors were all taken into consideration by the planning committee, these writers concluded that students might more easily develop skills, initiative, self-confidence, leadership, cooperation, judgment, and efficiency in the management of time, energy and money.

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<sup>1</sup> Anna Belle Robinson and William Hunt Sheick, Principles of Planning a Homemaking Department. University of Illinois Bulletin No. 44, Vol. 41.

Fay C. Jones<sup>2</sup> of the University of Arizona, Tucson, Arizona, worked particularly on the planning and remodeling of homemaking departments in high schools in Arizona. Miss Jones assumed that departments are an asset when:

1. They appeal to teachers and students.
2. They aid teachers in using a wide variety <sup>of</sup> ~~to~~ teaching techniques.
3. They provide space, furnishings and equipment needed to teach each aspect of the program.
4. They are attractive, efficient and easy to keep orderly and clean.
5. They are designed, equipped and furnished in such a way that students have an opportunity to develop good habits and acceptable standards of work.
6. They exemplify a standard of furnishings and equipment attainable by the people whom they are designed to serve.
7. They may be used as teaching materials as well as a place to teach.
8. They are furnished, equipped, and decorated in such a manner that students have an opportunity to appreciate quality and beauty.
9. They are so designed that they can be adapted to changes in enrollment, organizational content, and teaching procedures.

It was believed that these standards advocated by Miss Jones could be used to advantage as criteria in the remodeling of any home economics department.

The home economics staff of the University of Texas, Austin, Texas, analyzed their needs and concluded that the present department reflected the general educational philosophy of the University as well as the

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<sup>2</sup> Fay C. Jones, "Assets or Liabilities," Journal of Home Economics, Vol. 39 (May, 1947), p. 553.



philosophy of the homemaking division. Bess Heflin, who summarized the opinion of the staff, states that:

The home economics department should typify as far as possible the ideal homelife of today unhampered by traditions of the past. It should demonstrate to the student body and to homemakers in the locality ways in which economic, technological, and social changes may be adapted and applied to the improvement of standards of living in homes. It should also be helpful in demonstrating greater efficiency in the professions for which home economics trains.<sup>3</sup>

The department at Austin was arranged to demonstrate the way in which this ideal can be attained in a large university setting which serves many students.

Margaret Fedde, Chairman of the Home Economics Department, College of Agriculture, University of Nebraska, wrote a summary of the manner in which the planning for the foods and nutrition building that was to be constructed on their campus was carried into action. They considered the various functions for which the building was to provide. A committee worked these ideas into a plan. In the lecture-demonstration room they considered the number that should be accommodated and the need for elevating the seats. They planned for a long demonstration counter so that they might be visible from every chair in the room. It was decided that for demonstration purposes there should be a stove and a sink arranged in such a way as not to detract from the effect of the lecture room and that a refrigerator should be close at hand.

Since rats were frequently used in the nutrition studies of this university, they planned a small rat laboratory in an adjoining room so that teachers and students could bring rats to the demonstration table

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<sup>3</sup> Bess Heflin, Planning College Home Economics Departments, The American School and University, 1946, p. 3.



for observation. The rat laboratory was planned to provide for sufficient ventilation and an even temperature.

In the same way the committee considered the functions of food laboratories, offices, and research rooms. These plans were given to an architect who was able to utilize the work of the committee as he translated it into blueprint drawings.<sup>4</sup>

The State Department of Public Instruction, Division of Vocational Education, Raleigh, North Carolina, issued a bulletin<sup>5</sup> on "Space and Equipment for Homemaking Departments." This bulletin was designed to aid teachers, school administrators, and architects in solving some of the problems confronted in planning, equipping, and remodeling these departments. The following factors were given as basic to constructive planning: (1) Uses of the department, (2) size of the department, (3) size of class enrollment, (4) type of curriculum offered, (5) teaching methods used, (6) number of teachers needed, (7) money available, and (8) plans for future expansion. It was assumed that in following these guides the needs of the students could be quite adequately supplied.

Ivol Spafford, writing for the field of home economics, presented facts concerning the necessary resources that should be available for learning. She states that the way in which these are used plays an important part in the educational program. She recognizes that the environment markedly influences learning.

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<sup>4</sup> Excerpt from a written statement by Margaret Fedde, Chairman, Department of Home Economics, University of Nebraska, Lincoln, Nebraska, Nov. 15, 1949.

<sup>5</sup> State Department of Public Instruction, Space and Equipment for Homemaking Departments, Division of Vocational Education, Raleigh, North Carolina, 1947.

The kind of experiences provided within a classroom, whether lectures, laboratory experiences, or discussion meetings, the use made of the community and its resources, and the nature and extent of real and vicarious experiencing are inseparably a part of curriculum planning. Educators believe that appreciation of beauty, healthful living, cleanliness, orderliness, respect for personality, and creativeness are desirable educational outcomes and the environment should be planned directly to promote such learning.<sup>6</sup>

This illustrates the appreciation of leaders in home economics of the influences of environment on learning.

Florence Blazier of Oregon State College in Corvallis, worked on the space, equipment and storage needed for teaching home economics. She states:

A satisfactory foods laboratory is one in which the plan is based on the thorough consideration of the functions the laboratory is to serve. To achieve the best plan one should check the equipment, the storage and the space needed.<sup>7</sup>

This method of procedure could help to secure a well thought out arrangement for each room of a home economics department.

The American Home Economics Association with headquarters at Washington, D. C., sponsored committee and group work in producing the book, Home Economics in Higher Education. In the chapter on physical facilities, one reads:

The space, furnishings, and equipment provided for a college home economics department should be related to the program offered. The most common needs are for classrooms, laboratory facilities, and teaching aids in home management, housing, house furnishings and household equipment, child development, personal and family relations, textiles, clothing, nutrition, foods, and family health. The home economics environment should exemplify the good selection, use and care of physical

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<sup>6</sup> Ivol Spafford and others, Building a Curriculum for General Education, University of Minnesota Press, Minneapolis, 1943.. p. 81.

<sup>7</sup> Florence Blazier, "What is a Well Planned Foods Laboratory," Bulletin, Oregon State College, Corvallis, Oregon.

facilities adapted to the college situation and to the economic level of family living with which a particular department is most concerned.<sup>8</sup>

The group of people primarily responsible for planning the remodeling of the home economics department in Bethany-Peniel College weighed the opinions and ideas of people who had had wide experience in planning home economics departments and attempted to borrow some suggestions from them and to adapt others to the situation at hand. They studied together the needs of the groups to be served, attempted to re-allocate and readjust the space provided, and to plan additional facilities that would provide a more adequate setting for the home economics department in the college.

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<sup>8</sup> Gladys Branegan, (Chairman), Home Economics in Higher Education. American Home Economics Association, Washington, D. C., 1949, Chapt. 9.

### CHAPTER III

#### PROCEDURE AND PHILOSOPHY

The purpose of this study was to remodel the home economics department in Bethany-Peniel College in order that the objectives of the college and the home economics department could be more adequately realized. The increasing enrollment in the college made the need for more space an immediate problem. Interest in general education and the increasing demands of the student body made the offering of courses to non-majors a necessity. This study was undertaken to determine how the space allocated for the home economics department of the college might be arranged and equipped to serve the needs of the college community.

A study of available literature failed to reveal any specific information regarding remodeling of home economics departments in church-related liberal arts colleges. A careful study of available plans of home economics departments in other high schools and universities did reveal a number of ideas which were useful in formulating the steps that would be necessary in an effort to remodel the department so it would be more functional.

The first problem was to decide how the group who were responsible could work together in planning a department that would meet the needs of the college community. It appeared both desirable and feasible to make the planning experience a cooperative one involving teachers, administrators, students, architects, the business manager and the builder from Bethany-Peniel College. This group of people worked together to solve many space, arrangement and equipment problems. The home economics education faculty and graduate students of the Agricultural and Mechanical College at Stillwater, Oklahoma, considered the problem critically and

assisted in formulating plans to be submitted for further study and suggestion.

It was assumed that democratic planning would make it possible not only to learn what the needs of the group might be and to provide the setting for the development of necessary skills and techniques; but also to give opportunity for the individual members of the group to understand the contribution home economics might be expected to make to a functioning program in family and group living.

Not the least important was the opportunity provided for having a wholesome and satisfactory experience in group relationships. Through cooperative planning and working together each person involved began to better understand the purpose of home economics and the need for providing proper facilities and space to promote the program. Many worthy contributions were considered and decisions and agreements were reached because each member of the group had a general understanding of the aims and objectives of the home economics department.

People outside the immediate college orbit were likewise informed of the project and were invited to participate in it. The faculty and graduate students of the home economics department of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, held a two day work shop on school house planning which was pointed directly toward the utilization of space in the home economics department of Bethany-Peniel College. At this work shop various groups under the direction of a school house planning consultant, Mr. Frank Williams, of Oklahoma City, worked on different rooms and laboratories for the effective use of space, arrangement and equipment. Following the conference, plans were drawn up and along with certain recommendations were presented to the consulting Bethany group.

A brief recapitulation of the thinking of the group serves to indicate the basic educational philosophy upon which the department is established and therefore the provision that should be made for space and equipment. It is believed by those people who promote the work of the college and serve on the educational staff, that growth and development of the individual is the main objective of the college. To attain this objective it was suggested that a democratic policy be adopted and practiced by the administrative and teaching personnel of the college. It was felt that such a policy should be characterized by consideration of the rights and privileges of every student enrolled, and should provide for interaction between faculty and students as well as promote accepted social purposes.

In accord with the accepted democratic policy careful consideration was given to each phase of the program to provide adequately for the college and the community at present and in the future in the belief that today's educational program should be developed in such a way that it will give students an opportunity to establish a more adequate basis for preparation in home and family life. Education, it was thought, should not be merely a formal process but should establish patterns for learning that may continue throughout life. Real learning, it was held, takes place when the student applies the theory learned in his own daily experiences. It is essential, not only that emphasis be placed on the acquaintance of knowledge by the student, but also, as often as possible, he should have opportunity for direct experience in applying subject matter. Personal independence can be developed when students are allowed to work at meaningful, significant, and interesting tasks. Education should provide opportunities for the students to participate in planning with the teacher

the work that is to be accomplished.

Students achieve growth when they are allowed to set up their own goals, decide upon the learning needed to achieve these goals, analyze what they already know, determine what new experiences are needed, how these may best be secured, and agree on the ways in which progress in learning is to be evaluated.<sup>1</sup>

This kind of education should produce a person capable of directing himself.

The writer believes that opportunities and experiences should be provided so that the student can develop fully in the mental, emotional, aesthetic, spiritual, and social aspects of his life, and in turn he should be able to serve others.

Home economics should present an opportunity for majors and non-majors to prepare for home and family life as well as for professional careers. In a small liberal arts church-related college the curriculum offerings should be so designed that some courses would aid the student in effective living. Other courses offered should help students to develop basic skills in home and family living while still others should be more specialized for those preparing for a profession.

#### Purposes to be Served

The individual differences of students represented in the courses must be a primary concern of the teacher. Their present state of development as influenced by home, previous educational experiences, and social contacts should be ascertained so that next steps can be effectively planned. The chief concern of those responsible for planning is that

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<sup>1</sup> Gladys Branegan, (Chairman), Home Economics in Higher Education. American Home Economics Association, Washington, D. C., 1949, p. 14.

every student be accepted as an individual with total growth the main objective. Physical, mental, spiritual, emotional and social development should result when this concern is translated into curriculum planning. Such an educational philosophy is presented in the following statements which summarize the writer's beliefs. Home economics should:

teach social skills;

help the student find his individual place in society;

promote continuous growth and wholesome personality development;

increase the individual's ability for intelligent self-direction;

stimulate the student so that he will practice and promote in a practical way the knowledge he acquires;

further physical, mental, spiritual, social and emotional growth;

increase the ability of the individual to use in each new situation what he has learned;

develop an appreciation and understanding of the contributions of society, both past and present.

### Procedures

The procedures used to carry out this study may be briefly outlined.

1. Making an informational analysis, including:

- a. size of building
- b. number of rooms and intended use for each
- c. photostatic copy of department to be used
- d. courses offered
- e. courses to be added in the near future
- f. needs of students in the department
- g. needs of students in the college that can be met by the home economics offerings.
- h. size of classes to be accommodated



- i. number of classes to be offered
- j. departmental service to meet community needs
- 2. Working cooperatively with the administration and faculty in determining needs for space, equipment, and arrangement.
- 3. Working cooperatively with the college classes in determining space, equipment, and arrangement needs.
- 4. Translating the curriculum objectives into space and equipment needs.
- 5. Working as a group to determine space, equipment, arrangement, furnishings, storage space, and color schemes needed to teach each phase of the program.
- 6. Planning for flexibility to provide variety in teaching methods and procedures.
- 7. Studying equipment needs of each class.
- 8. Using interviews to gain technical information needed for the remodeling processes.
- 9. Securing an evaluation of the plans from advisers, administration, head of the department, students, and consultants.
- 10. Analyzing the detailed plans for possible overlapping and ineffective use of all space.
- 11. Implementing the ideas and arrangements that were worked out by the Home Economics Education faculty and graduate students of the Oklahoma Agricultural and Mechanical College and special consultant Frank Williams.
- 12. Making drawings of the final plans to include floor plans, elevations, color schemes, and accessories for decorative schemes.

It was believed that if this agenda of procedures were followed, it would be possible to arrive at definite plans so formulated as to more adequately meet the needs of the enlarged home economics program and of the student body and the community.

## CHAPTER IV

### DEVELOPING THE PLANS

The remodeling project for the home economics department at Bethany-Peniel College was developed in terms of both immediate and long time goals. The most urgent needs were indicated for immediate changes. This was necessary since the college was already engaged in an expansion program and could not appropriate enough funds to complete the entire project at one time. The main objective of the group working on the plan was to develop an attractive homelike department as a setting for a functional program in college home economics.

Space allocated for the department was in a centrally located position on the campus. It was the first floor of a brick structure that was formerly used for business purposes. The second floor of this building housed the business administration department of the college. A Bethany business firm had a long time lease on a corner front room which was about 18 x 20 feet in size. The building was 36 x 82 feet in inside dimensions and had an immovable supporting wall running lengthwise through the center. The problem was to remodel it to accommodate a two-teacher department with approximately 100 students, several classes in the general education curriculum and some non-credit courses for adults. The need was to arrange space, equipment and furnishings in such a way that the departmental objectives in terms of student needs could be more adequately met.

The first step was to secure dimensions of the building and of the rooms in the first floor, see Plate I (p. 22). The front of the building was built at an angle to conform with the sidewalk so the short side actually was 72 feet long and the long side 85 feet. The department

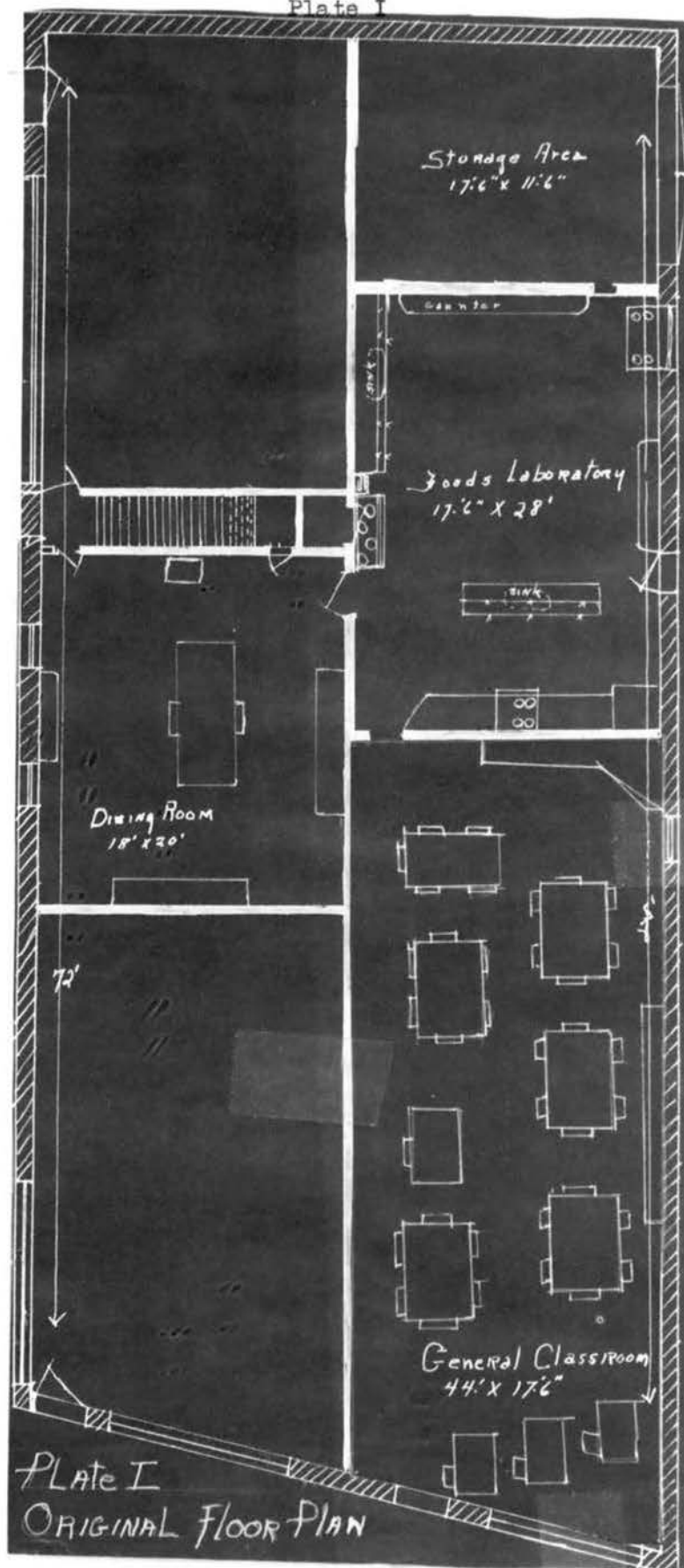
consisted of three rooms and a storage area. The large sewing laboratory and general classroom was 44 x 17 feet, 6 inches. The foods laboratory was 28 x 17 feet, 6 inches. The dining room was 18 feet x 20 feet and the storage area 11 feet, 6 inches by 17 feet, 6 inches. Plate I (p. 22) shows a drawing of the department to be remodeled. There are three outside entrances, one on the south side or Main street, another on the east, and the third on the west. Due to location of the building in relation to the rest of the campus the south and west entrances were the ones most frequently used.

The next step was to analyze the space allocated in terms of the departmental offerings. Chart I summarizes information relating to the courses taught, estimated size of the classes to be accommodated, and the number of new classes to be offered.

CHART I  
SIZE AND NUMBER OF CLASSES TO BE ACCOMMODATED

Courses Taught	Approximate Number Enrolled	Hours of Credit
Introduction to Home Economics	25 - 35	3
Introduction to Home Economics	25 - 35	3
Color and Design	15 - 25	2
Food Preparation	15 - 25	3
Clothing Construction	15 - 25	3
Home Planning and Decoration	15 - 25	3
Household Equipment	15 - 25	2
Special Methods in Home Economics	10 - 15	3
Textiles	10 - 15	3
Advanced Foods	10 - 15	3
Dress Design and Pattern Construction	10 - 15	3
Consumer Problems	10 - 15	3
Nutrition	10 - 15	3
Household Management	10 - 15	3
Child Care	15 - 20	2
Meal Planning and Table Service	15 - 25	2
Seminar in Home Economics	6 - 10	2 or 4
Seminar Colloquium	10 - 15	2
<u>New Courses</u>		
Tailoring	10 - 15	3
Home Management Practice	8 - 12	4
Nursery School Practice	10 - 15	3
Social Skills	35	3
Family Relationships	20 - 40	3
Adult Classes	20 - 40	0

Plate I



### Needs to be Met

After analyzing the offerings and the space allocated it was evident that careful planning was needed in order to meet student needs. It was felt that attention should be given to such broad concerns as:

understanding how many of the experiences of a college program such as group living, registration, recreation and participation in college functions can contribute to the development of the individual;

knowing and appreciating the value of the many types of services a particular community renders, such as church services, library hours, clinic hours, recreation centers, shopping facilities, laundry services and others, and the part these services play in the development of the individual;

understanding and taking advantage of the opportunities for counseling and democratic choice making;

making decisions, handling money, conserving time and energy for worthwhile purposes and meeting emergencies with maximum effectiveness;

recognizing personal limitations and assets and choosing friends intelligently, meeting appointments and establishing essential routines;

appreciating the value of good grooming as a personal asset and as an influence upon the personality of the individual;

knowing what comprises appropriate clothing selection and an appreciation of the application of art principles to every day life;

adjusting in situations in which the social practices are different from one's own, and being able to carry on a conversation;

appreciating the rights and feelings of others and being at ease in social situations;

understanding the functions of the family as a unit, the factors affecting family life and the characteristics of well adjusted families;

knowing health rules and principles of nutrition with direct bearing on their relationship to health;

knowing forms of credit and types of investments;

using good consumer buying practices and techniques.

The courses offered in the home economics department were planned to meet the recognized needs of students in the college, to prepare them for home and family living and to give more specialized and pre-professional training to those who are interested in professional careers in this area.

#### Planning for Community Needs

In a college community such as Bethany the home economics department could offer a variety of services to adults. The administration of the college was interested in providing non-credit courses for the wives of the ministerial students. This service was designed and provided so that the women could have opportunity to learn while their husbands were in training. Reference centers were planned for the department so that adults could come in and make use of them without interfering with class routine. The community people were given an opportunity to use materials on nutrition, food preparation, related art, consumer buying, clothing, grooming, and child care. It was planned that other resource materials be made available as the needs were located or identified.

The department contributed to the community by providing a place to hold cooking schools and demonstration meetings. It loaned dishes for group entertainment; also provided opportunity for first hand examination of equipment, building materials, and cupboard arrangements; and served as an example of the application of art principles. Use of the department for community services provided opportunity for the town's people to become acquainted with the teaching staff, the student body, the home economics department and the program offered to both students and adults. It served to promote better relationships and to gain support for, and interest in, the program.

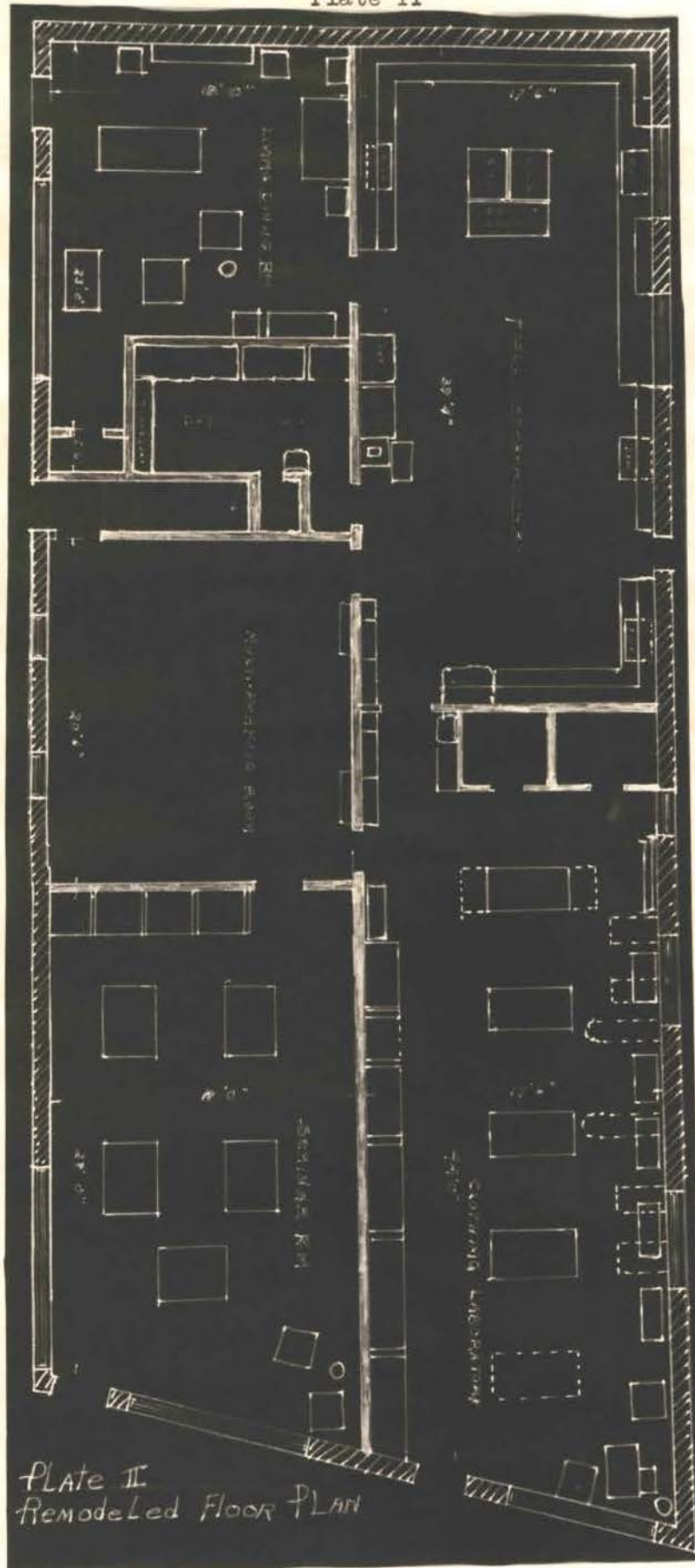


PLATE II  
Remodeled Floor Plan



### Major Changes in the Physical Plants

1. Certain changes were proposed within the building.  
See Plate II (p. 25).
2. These changes should make possible a broader more functional program with less strain upon teachers and pupils. The consulting group made the following suggestions to be incorporated in the revised plan:
  1. provision for more adequate lighting and ventilation,
  2. sound proofing between first and second floor,
  3. provision for a more adequate dressing room,
  4. incorporating more space for laboratory work,
  5. elimination of unnecessary walking to save time and energy through grouping equipment,
  6. provision for an adequate storage space,
  7. providing combination living-dining area,
  8. providing seminar room for group meetings and adult work,
  9. developing a multi-purpose room to provide more educational experiences.
3. Two groups of windows were planned for the east wall of the general class room. This would give much needed light and also allow for natural ventilation. The large stationary plate glass window in the south wall gave good light but did not permit ventilation.

The ceilings were 11 feet 10 inches high and it was recommended that false ceilings be used. It was pointed out that in dropping the ceilings this space would serve as a sound proofing device to eliminate noise from the use of the commercial equipment overhead. It would also serve to cover electrical wires and could be used for conduits in an air conditioning system.

Overall planning was done with the idea of locating the laboratories and adjoining rooms so that there would be a minimum of walking necessary to carry out teaching processes. Storage was planned so that equipment would be near the place where it was to be used.

The partition between the north wall of the food laboratory and the storage area will be removed to make a larger laboratory: 39 by 17 feet, 6 inches. The outside doors in the present storage area are to be replaced

by double hung windows.

Two doors will be cut in the middle supporting partition. One of these will provide an opening from the general classroom into the multi-purpose room and the other will open into the living-dining room. A third door will open into the front seminar room from the multi-purpose room. These doors will permit easy circulation of traffic throughout the department and thus save time and energy.

A dressing-storage room can be provided by using a space 10 by 11 feet from the living-dining area. It will provide closet space for uniforms, cleaning equipment and a hot water heater. Drawers will be built under the stairs for storage of cleaning supplies and staple equipment. A lavatory, mirror and towel dispenser will be located on the south wall. Forced ventilation will be installed in the foods laboratory and the dressing room area. This is designed to carry off food odors and to give ventilation to the inside room.

A living-dining area is planned adjoining the foods laboratory. An alcove off this living area will provide a closet. This may be used for game tables, games, some large equipment and for wraps. The present dining room space will be converted into a multi-purpose room that will provide space for audio-visual aids, art lectures, experiences with children and various types of demonstrations.

College classes attacked enthusiastically the problem of determining space, equipment and arrangement. Many helpful suggestions were submitted by this group. In cooperation with the instructors they decided that three stoves were needed for laboratory work with food. They suggested that the cabinets in this room which were to be retained should be re-worked for more efficiency in use.

### Curriculum Outline for Clothing

It was believed that by thinking of the curriculum in terms of space and equipment needs a functional type of department could be developed. The following outline of courses shows the logical groupings, the descriptions of the courses, and the space and equipment needed to carry on the program in clothing:

#### Group I Courses:

- A. (1) Textiles (2) Clothing Construction (3) Dress Design and Construction (4) Tailoring

#### B. Description of the Courses:

- (1) A study of fibers and fabrics designed to help students:

acquire knowledge of the fibers and the characteristic properties of each;

acquire knowledge of weaves and their characteristic properties;

determine those fabrics suitable for various purposes in the light of their characteristics and properties;

determine trimmings that are suitable for various fabrics;

gain ability to choose fabrics satisfactorily.

- (2) Study of clothing construction processes and their application to clothing problems designed to help students:

acquire techniques in the use of the sewing machine for ordinary sewing and such special attachments as aid in sewing efficiently;

acquire techniques for proper use of commercial patterns and in the altering and modifying of patterns;

gain ability to determine materials suitable for various patterns;

develop construction techniques in making garments and in fitting these garments;

learn and apply knowledge of dress design as it applies to individual problems;

understand what comprises a suitable wardrobe ensemble;

gain ability to use the techniques involved in the care and repair of clothing;

gain ability to select and make accessories.

- (3) Dress in relation to the entire costume and techniques of pattern drafting designed to help students:

develop an appreciation for a well-designed, well-constructed costume in the light of personal problems and needs;

understand basic methods in constructing patterns;

gain ability to draft patterns.

- (4) Advanced techniques of tailored clothing designed to help students:

select material suitable for tailoring;

develop ability in those special techniques needed to produce a professional effect;

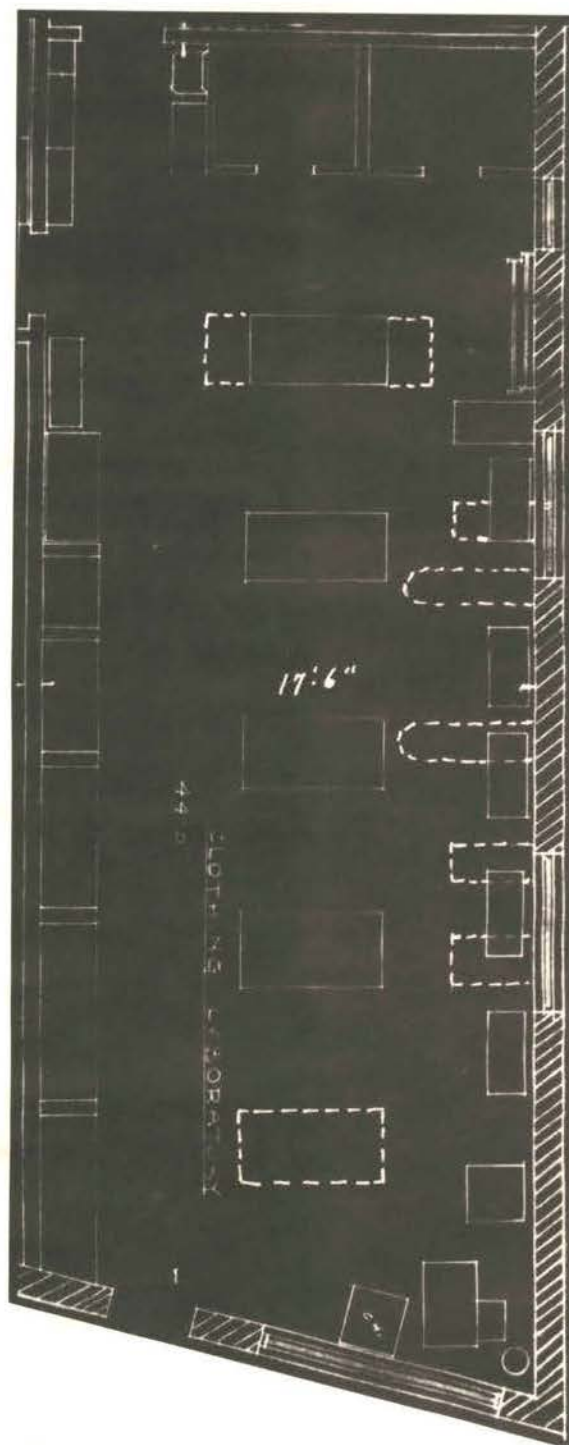
learn the various details that result in a tailored look.

#### Equipment Needed for Clothing

##### C. Space, Equipment and Storage needed to carry on the Courses:

- (1) Space, discussion area to include desk, file, blackboard, bulletin board, folding tables and chairs, counseling area, pressing area, grooming area, fitting area, sewing area.
- (2) Equipment, 5 folding tables, 2-1/2 by 5 feet with extensions to 6-1/2 feet, 36 chairs, 4 sewing machines, 3 ironing boards, lavatory, mirrors, screens, sewing boxes, lamp, drop leaf table, small desk, two easy chairs, 2 portable screens.
- (3) Storage for sewing boxes for individual supplies, pressing supplies (cloths, needle board, hams, irons), textile yardage for illustrative purposes; closet for garments under construction, students' wraps, dress forms, ironing boards and a teacher's locker; shelves for grooming supplies (color swatches, make-up, combs, brushes), books, texts, magazines; drawers for general equipment such as shears, tapes, rulers, bobbins, attachments and patterns.

Plate III



### Planning Effective Arrangement

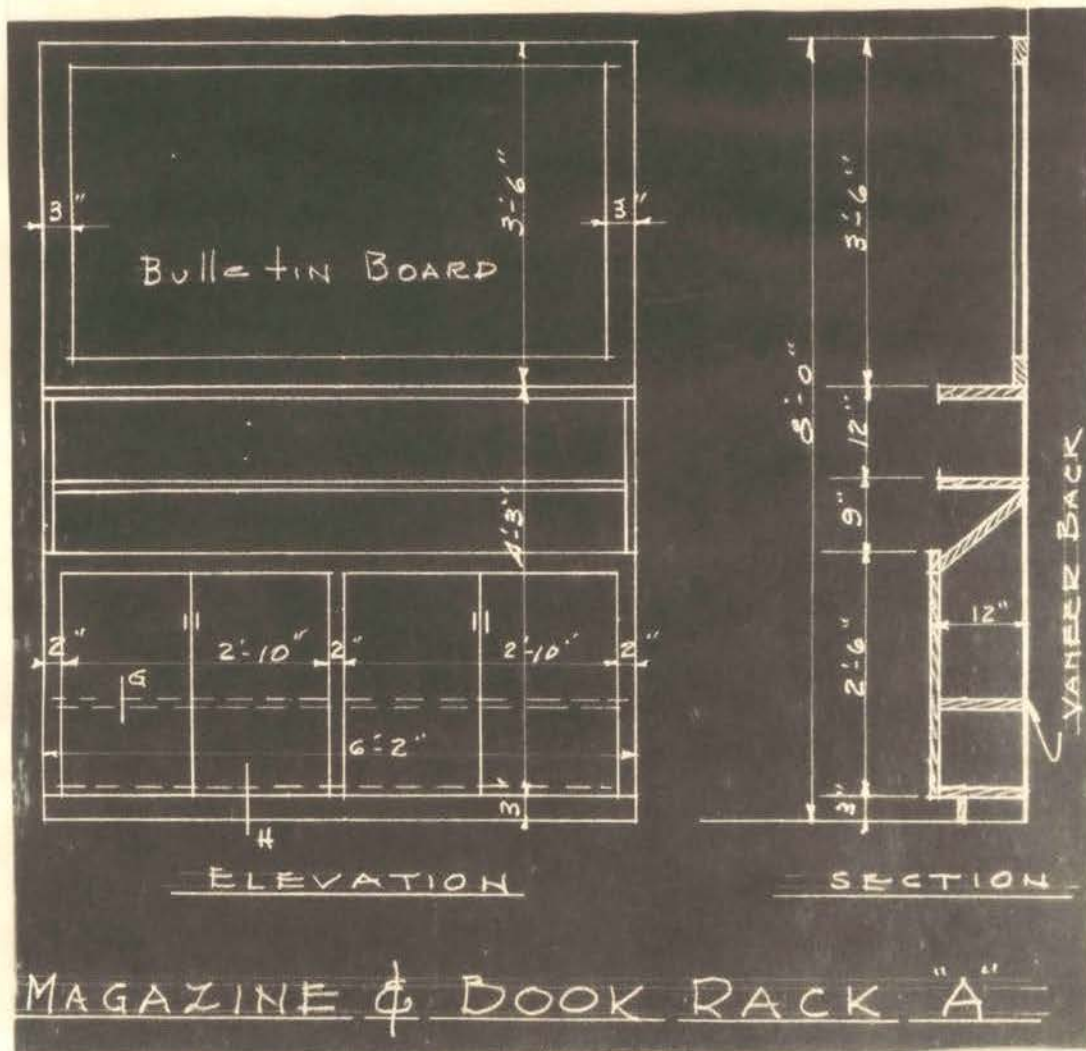
After the clothing courses were considered in terms of space and equipment needs it was recognized that the next problem was to obtain effective arrangement. The general classroom which was to serve the courses listed in this group is to be remodeled according to Plate III, (p. 30). Along the entire west wall a continuous two foot space is planned for storage. These closets were divided into sections for student wraps and books; shelves for sewing boxes; a grooming center; a closet for two sets of ironing boards and pressing equipment; drawers for posters and illustrative materials, sewing accessories, and art equipment; a personal locker for the teacher, and a desk to be used by both students and teacher.

On the west wall between the multi-purpose door and the entrance to the foods laboratory utility shelves are planned. See Figure 1, (p. 32). These will be one foot wide and will not interfere with traffic.

Two large closets are to be built on the north wall. One of these provides storage for dress forms, a fitting stand, ironing board, iron, and storage space for two sewing machines. The other will be a walk-in closet supplying the two areas and will provide facilities for hanging garments that are under construction. Storage space also is to be provided in this closet for one sewing machine. The space at the west end of these closets will accommodate a lavatory, a teacher's file and a heater.

The sewing machines when in use will be placed by the windows along the east wall with the adjacent space for ironing boards. The southeast corner will be furnished with a rug, lamp, several easy chairs, a small desk and a drop-leaf table. This is designed as a counseling area for use by the teacher and will serve as a small social center for the department. The drop-leaf table can be pulled out in front of the south plate

Figure 1



glass window to serve as an exhibit space when it is needed to display articles.

It is planned to have large folding tables and chairs placed through the center of the room. These will be used as work tables, art tables, cutting surfaces, sewing tables and for any other purposes necessary for the various classes held in this room.

Two large portable screens five by six feet in size are to be made so that they can be placed in front of the open closet doors and give privacy to the fitting area. See Figure 2 (p. 34). One side of the screen is to be finished with a bulletin board space for exhibits; the other side, a black board. The screen will be mounted so it can be wheeled into any desired position for discussions. The closet doors will be lined with mirrors and when open will be used in the fitting of clothes.

#### Provision for Courses Taught in the Foods Laboratory

##### Group II Courses:

- A. (1) Food Preparation (2) Nutrition (3) Meal Planning and Table Service (4) Advanced Foods

##### B. Description of Courses:

- (1) Basic course in food preparation based on meal unit of organization designed to help students:

learn to buy, cook and serve food;

learn how to plan meals considering; nutrition value, cost, time required to prepare, how to satisfy different members of the family, how to serve attractively prepared foods;

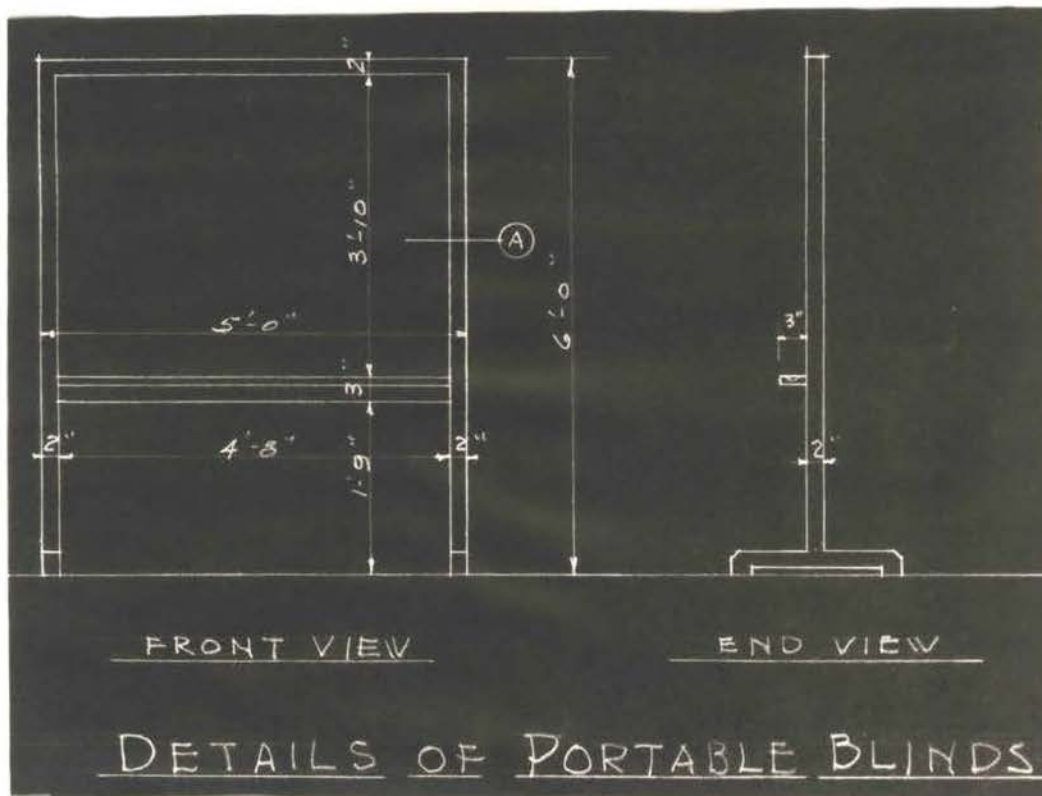
learn to serve meals of various types using table setting, table manners, kinds of service and how to manage time and effort;

learn to use kitchen equipment;

learn how to judge food products and to learn what good standards are.



Figure 2



- (2) Principles of normal nutrition, calculation and preparation of diets designed to help students:

understand food requirements for proper nourishment of the normal body;

understand the composition of food and normal digestion processes;

understand the normal and some of the abnormal dietary needs of individuals.

- (3) The preparation and serving of the different types of meals planned to help students:

understand various types of table service and knowledge of what type is appropriate for a particular situation;

gain knowledge concerning kinds of silver, crystal, linen, china and pottery and what comprises a harmonious choice;

gain ability to plan menus for various types of meals;

understand correct etiquette for various functions.

- (4) Intensive study in selected phases of food preparation based on experimental procedures planned to help students:

understand what comprises good standards for various products;

develop ability to choose good products when marketing;

understand how to manage daily food requirements on limited as well as ample budget;

dependability to make wise selections of equipment for food preparation and storage;

understand processes involved in food experimentation.

C. Space, equipment and storage needed to carry on the courses:

- (1) Space; discussion areas, unit tables and chairs (space allowed for several different arrangements) demonstration center, student business center, receiving center, space for entertainment of large or small groups.

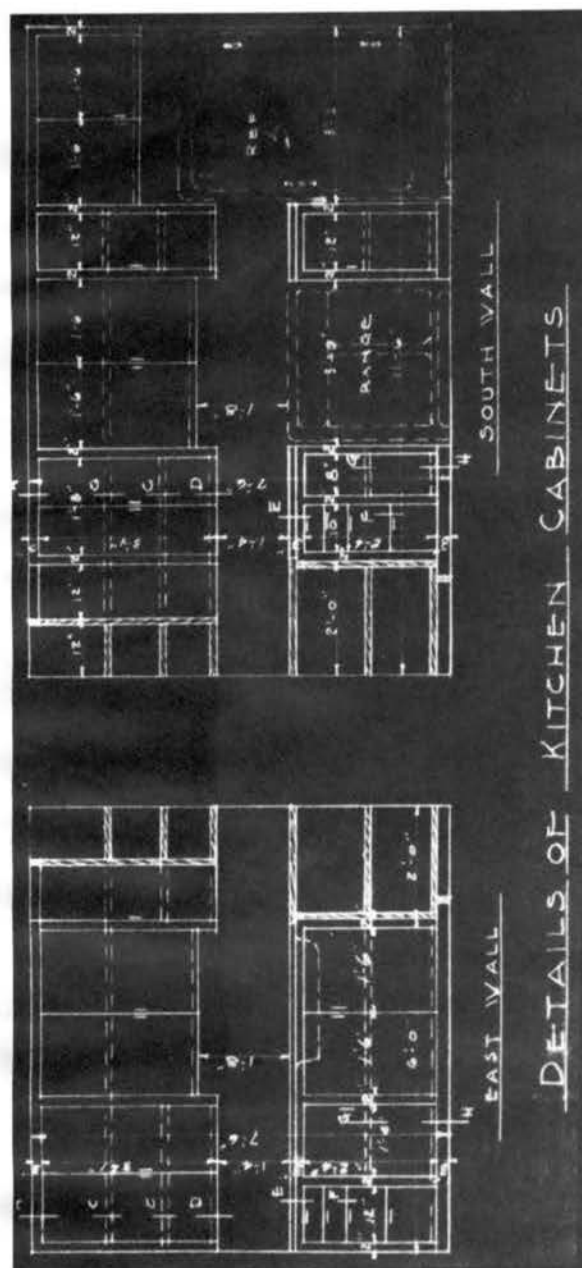
- (2) Equipment: four unit areas each to accommodate four girls, 3 ranges, 3 sinks, 1 garbage disposal unit, 2 refrigerators, 1 deep freeze unit, 1 towel dryer, 1 demonstration cart, 4 tables, 16 chairs, 1 stool.
- (3) Storage: food storage, linen storage, china, glass, silver, decorations, large equipment, seldom-used equipment, laundry equipment, file, books, magazines, accounts, recipes.

By consulting Figure 3 (p. 37) it is easy to locate the following areas which were worked out in the foods laboratory: service, preparation and mixing, cooking, and storage. Since various types of group experience were planned, adaptability in arrangement and sharing of equipment will be necessary. The following lists will show equipment that will be used in the food laboratory.

EQUIPMENT AND SUPPLY LIST FOR EACH UNIT KITCHEN

2 double boilers	2 paring knives
1 pint sauce pan	1 butcher knife
1 quart sauce pan	4 case knives
1-1/2 quart sauce pan	4 forks
2 small casseroles	4 teaspoons
4 ramkins	4 tablespoons
2 muffin pans	1 small frying pan
1 cookie sheet	lemon squeezer
2 small bread pans	Chopping board
2 cooling racks	2 sets measuring spoons
2 small pie pans	2 measuring cups
1-3 qt. bowl	1 spatula
2-1 qt. bowls	1 wooden spoon
1-1 pt. bowl	1 rubber scraper
1 sifter 2-1/2c.	1 can opener
1-5" sieve	salt and pepper shaker
1 rotary	1 grater
1 rolling pin	1 vegetable brush
1 pastry blender	2 dish pans
1 cookie cutter	pastry brush
soap	4 luncheon plates
4 salad plates	4 cereal bowls
4 cups and saucers	1 small platter
2 small vegetable bowls	4 water glasses
4 juice glasses	paper napkins
flour	sugar
salt	baking powder
pepper	spices
soda	flavoring
2 dish cloths	4 tea towels
4 pot holders	paper towels

Figure 3



GENERAL EQUIPMENTLinen

4 doz. dish towels  
 3 doz. dish cloths  
 3 doz. pot holders

1 set place mats  
 6 napkins  
 6 white table cloths  
 1 table pad  
 1 lace cloth  
 3 doz. napkins

SERVICE EQUIPMENT FOR HOME ECONOMICSChina

12 dinner plates  
 12 luncheon plates  
 12 pie plates  
 12 salad plates  
 12 cups and saucers  
 sugar and creamer

gravy bowl  
 3 vegetable bowls  
 3 platters  
 8 dinner plates  
 8 salad plates  
 8 cups and saucers

Glass

12 goblets  
 12 sherbets  
 36 glasses (water)  
 24 glasses (juice)  
 punch bowl-ladle-plate  
 12 punch cups  
 2 candle holders  
 3 jelly dish  
   pickle dish  
   relish dish  
 4 sugar and creamers

Silver

36 knives  
 12 bread & butter knives  
 36 forks  
 12 salad forks  
 36 teaspoons  
   1 sugar spoon  
   1 gravy ladle  
   1 jelly spoon  
   1 pie server  
   3 serving spoons  
   1 meat fork  
   1 tea service  
     coffee pot  
     tea pot  
     creamer and sugar  
 1 tray

Miscellaneous

water pitcher  
 odd bowls  
 large fork  
 wall-type can opener  
 knife sharpener  
 potato ricer  
 doughnut cutter  
 2 funnels  
 colander  
 tea ball

candy thermometer  
 meat thermometer  
 2 ice cream freezers  
 1 pressure cooker  
 2 measuring spoons  
 2 measuring cups  
 large wooden spoons  
 1 pancake turner  
 rotary egg beater  
 1 griddle

(continued)

Miscellaneous (continued)

1 tube cake pan  
 4 layer cake pans  
 1 deep fry pan with wire basket  
 1 cornstick pan  
 1 roaster  
 1 electric mixer  
 butcher knife  
 cookie cutters  
 percolator  
 silex  
 scales

1 dutch oven  
 1 electric waffle iron  
 1 electric toaster  
 carving knife  
 food grinder  
 dripolator

CLEANING SILVER, OTHER POLISHES AND CLEANERS

metal polish  
 silver polish  
 furniture polish  
 liquid wax, paste wax  
 upholstery soap

ammonia  
 vinegar  
 bon ami  
 chamois  
 dust cloths

REPAIR KIT

hammer  
 putty knife  
 saw  
 pliers  
 wire  
 nails  
 tacks  
 screws

string  
 paint brushes  
 paint cleaner  
 screw driver

LAUNDRY EQUIPMENT AND SUPPLIES

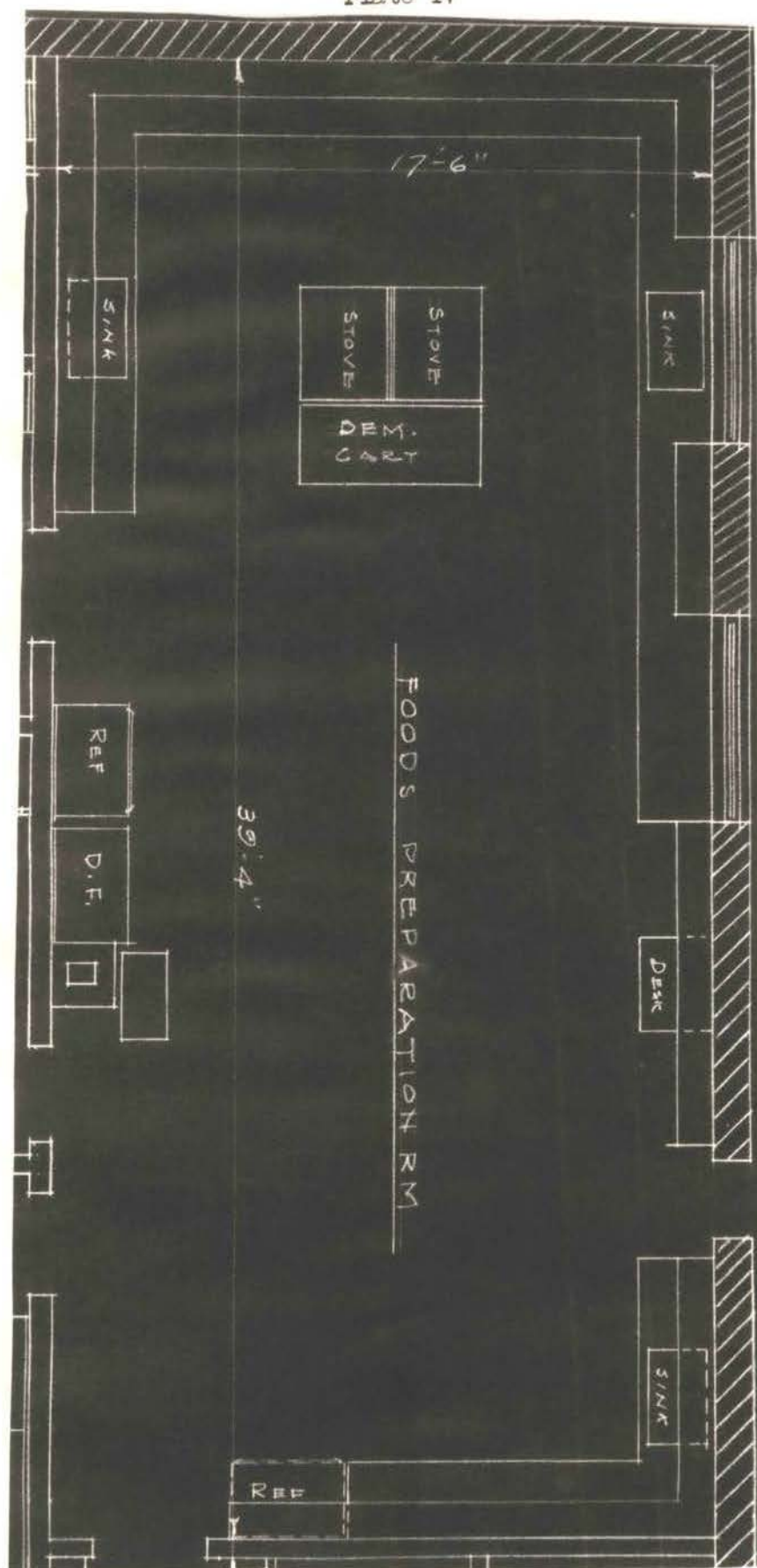
automatic washer  
 mangle (portable)  
 clothes racks  
 ironing board  
 iron  
 clothes hamper  
 clothes pins

bleach  
 bluing  
 soap  
 softener  
 starch  
 stain remover kit

ACCESSORIES

flower bowls 5-9  
 vases  
 flower holders, frogs  
 figurines and other decorative objects  
 candle holders  
 candles  
 games  
 game table

Plate IV



The floor plan for the foods laboratory is shown in Plate IV (p. 40). The demonstration unit is planned to fit into the L-shaped area along the south wall. Cabinets are so planned that they can be constructed by the college builder and made to accommodate the articles used in the unit. The refrigerator in this unit should open from the left. It is near the entrance door and may serve as storage for supplies needing refrigeration.

The three cupboards in the corner of this foods laboratory are large and are planned to serve as storage areas for seldom used articles such as banquet dishes, electrical equipment, and large cooking utensils.

Against the east wall, by the outside door, an automatic washing machine is to be installed. An overhead cabinet will accommodate the portable mangle and other laundry supplies that have already been listed. A business desk is to be placed next to the washing machine. It will be used by the teacher and students. This desk would afford a place where they can plan time schedules, work on accounts and plan for the management of the department. Overhanging shelves above the desk will provide storage for decorative accessories as previously listed. Cabinets are to be built from this desk to and across the north wall and up to the living-dining room door. A sink is to be located under the windows on the east wall and another in a central position on the west wall. This cabinet space was planned as shown in Figure 3 (p. 37). Accommodations are provided for six working units in food preparation. These must be adapted to the needs of a large class and may be so grouped as to accommodate four girls to a working unit, while a smaller class may include only two girls for each working unit.

For convenience in use, two gas ranges are to be located at the north end of the foods laboratory approximately three feet from the built-in



cupboard and equally distant from the two side walls. This plan allows for a table on wheels to be pushed into the space at the north side of the stoves to provide an increased working area. It further provides an effective location for the movable demonstration cart when it is not in use elsewhere. The demonstration table on wheels is to be made to serve as an auxiliary work surface for the demonstration. Located against the stoves it will serve as extra work space in the working units.

The west wall space between the living-room door and the dressing room door will be used for a small built-in cabinet with counter space for serving purposes. The lower part is designed for linen storage and the overhanging cupboard for china, glass and pottery. Next to this cabinet a refrigerator with left side opening is to be placed, with a deep freeze unit adjacent. A room heater will be placed in front of the chimney projection.

Utility shelves are to be built along the west wall from the door to the multi-purpose room to the south corner. These are illustrated by Figure 1 (p. 32).

### Curricular Outline for Seminar Room

#### Group III Courses

- A. (1) Special Methods in Home Economics, (2) Seminar in Home Economics, (3) Senior Colloquium

#### B. Description of Courses:

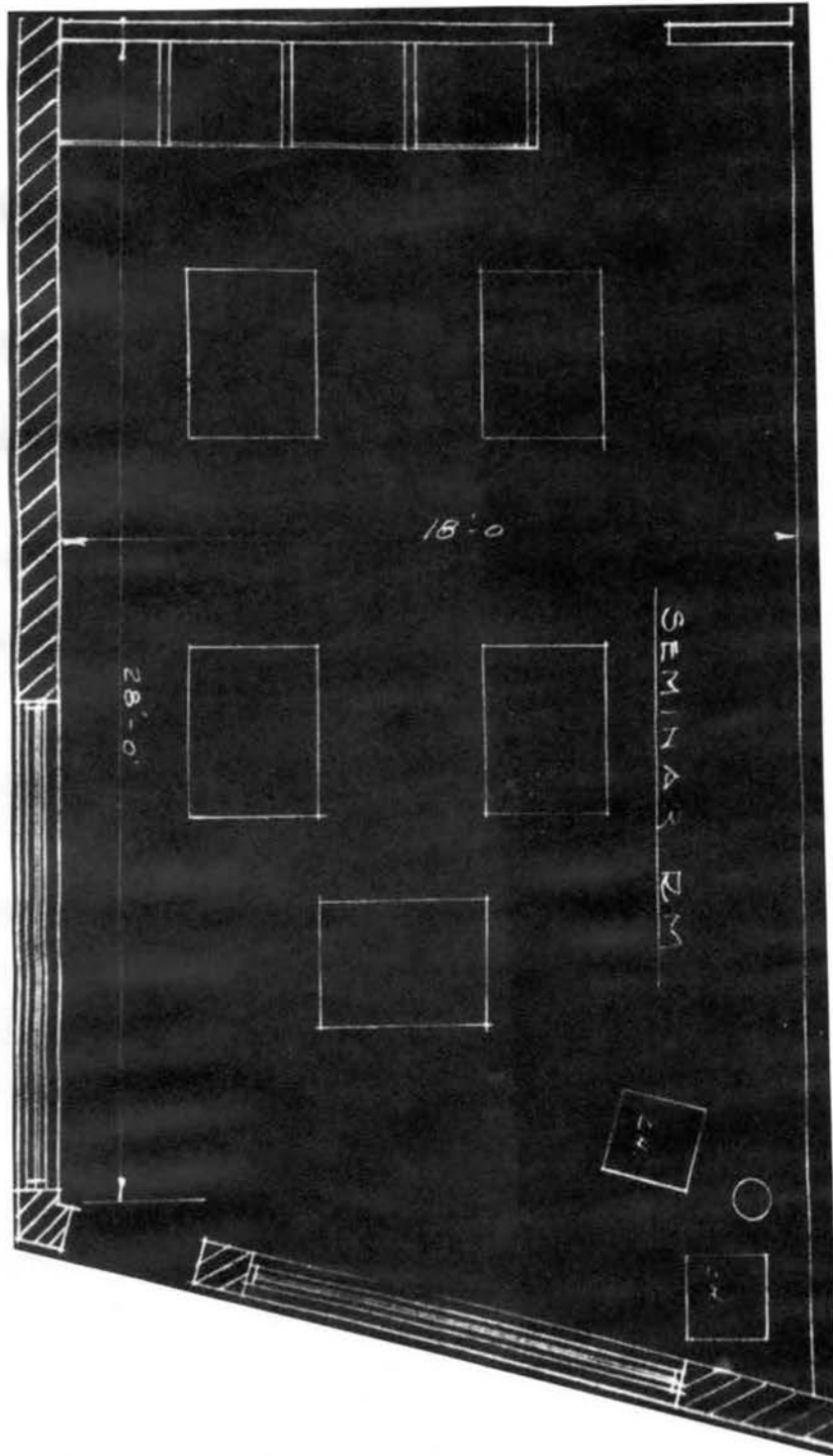
- (1) A presentation of definite methods for teaching home economics, covering teaching technique and aids designed to help the student:

prepare for assuming teaching responsibilities;

understand the role of the teacher;

understand the need of students and the place home economics can fill in meeting these needs;

Plate V



- (2) Special study projects, private work carried out under the direction of the teacher to strengthen an area wherein the student feels need of more study. The work covers recommended texts plus completed projects.
- (3) A course designed to co-ordinate and integrate all of the work in the student's major field. Informal discussion, directed readings, and minor research. Gives guidance to the student preparing for comprehensive examinations.

C. Space, equipment and storage needed to teach these areas of home economics has been supplied in the rooms already discussed.

#### Planning the Seminar Room

The seminar room, see Plate V (p. 43), is to be furnished with chairs and large tables with enough space to allow for several different arrangements. The north wall will be flanked by a built-in closet space two and a half feet deep. This space will be used for storage by the adult classes. This room was planned to serve as a meeting place for various groups such as student groups, seminar classes, faculty groups, and adult groups or to be used as a study room for the home economics students. It is planned close enough to the kitchen so that some entertaining can be done without too much difficulty.

#### Curricular Outline for Multi-purpose Room

##### Group IV

A. Courses (1) Color and Design, (2) Home Planning and Decoration, Household Management, (4) Household Equipment, (5) Consumer Problems

##### B. Description of Courses:

- (1) A study of color essentials and art principles with application to practical problems designed to help the student:

develop an interest in recognizing and applying art principles;

understand the importance of developing the use of art principles in everyday life;

recognize good design and to learn what is appropriate for specific situations.

- (2) Planning the house and its furnishings in order to help students:

learn what housing problems affect families;

learn how to make a home attractive and livable;

plan for the effective use of closet space, storage space, and personal possessions to give a homelike impression;

learn what to look for in choosing a place to live;

determine the advisability of renting or buying;

learn how to achieve effective room arrangement;

understand what to look for in house furnishings and equipment.

- (3) Consideration of family relationships, income, budgets and practical experience designed to help the student:

acquire an over all view of the problems of living and the need for promoting good relationships;

learn the need for making decisions and solving problems involved in managing a home;

understand the responsibilities involved in the management of a household;

be able to evaluate standards and decide their relative importance;

learn to use accounts and keep records;

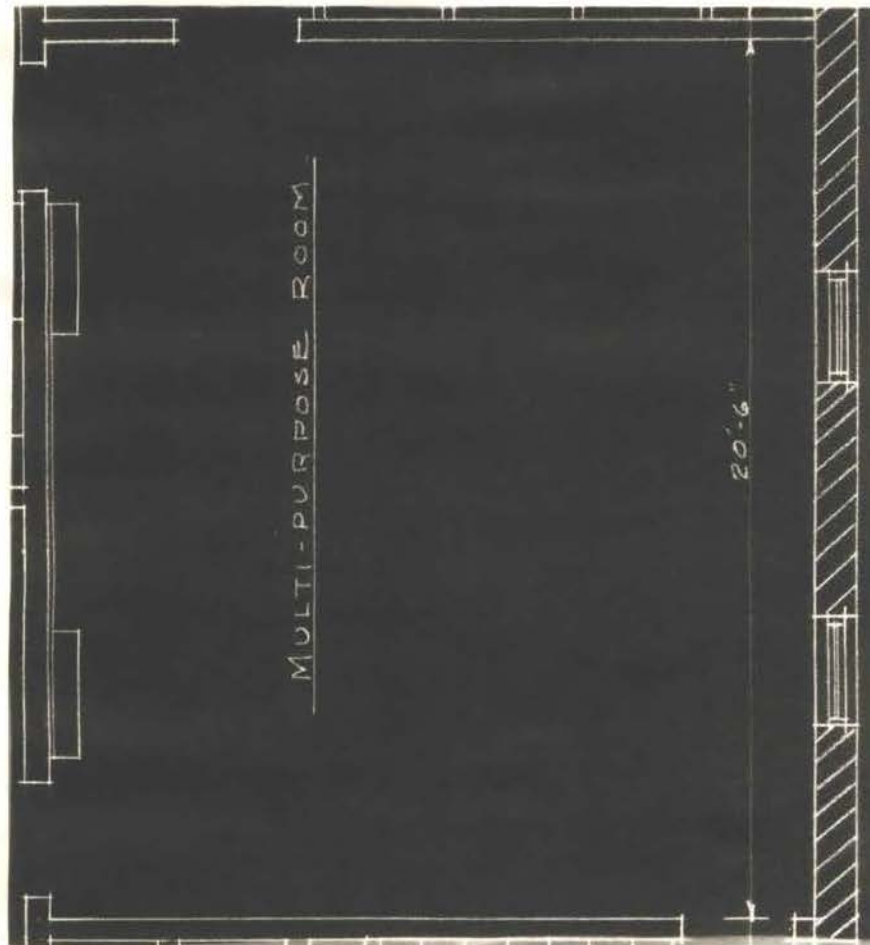
learn to manage time.

- (4) Selection, arrangement and operation of equipment designed to help the student:

realize the various types and makes of equipment that are available;

learn of the advantages and disadvantages of specific kinds of equipment.

Plate VI



- (5) A presentation of problems of the consumer, including purchasing habits and personal finance designed to help the student:

determine what is wise spending;

develop ability to handle money responsibilities;

learn of reliable sources of information for wise purchasing.

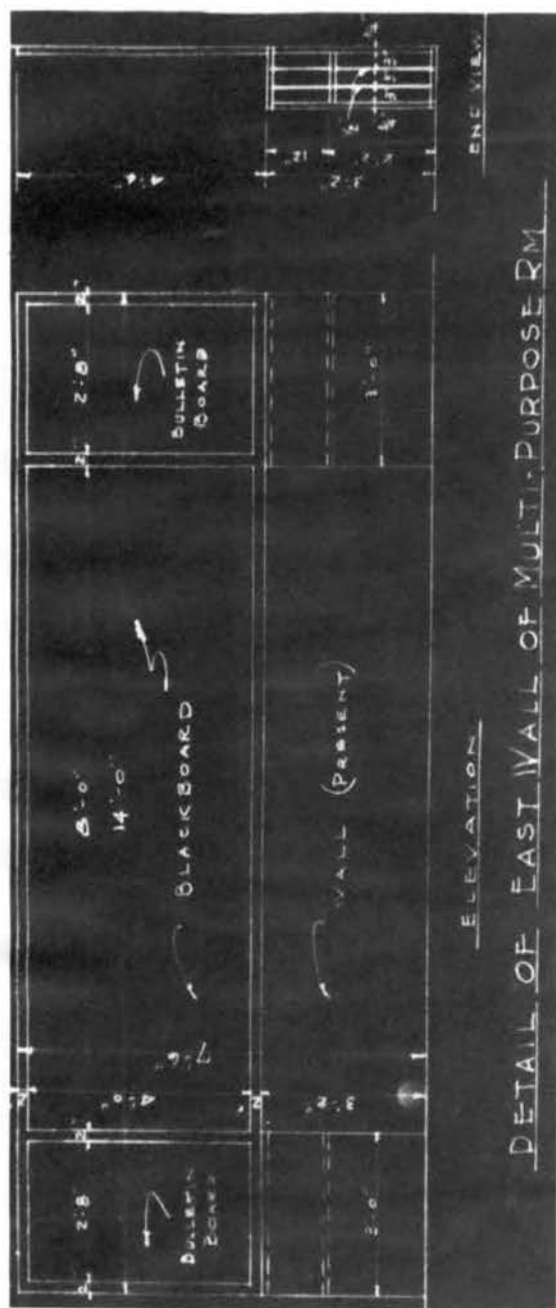
C. Space equipment and storage needed to teach these phases of home economics

- (1) Space: a discussion area, various placed in the rooms for arrangements, display area, art center, various places adapted for experiments and demonstrations of equipment.
- (2) Equipment: art equipment, paints, colors, scissors, paint pans, rulers, paper; auxiliary work surfaces, illustrative materials. Samples of materials, fabrics, wall paper, floor finishes, paints; old magazines.
- (3) Storage is provided in the poster drawers, chart files and file for illustrative materials located in the general classroom. Art equipment and old magazines can be stored in the utility cupboard in the general classroom. Samples of various kinds can be filed in the drawers of the multi-purpose room. Large equipment will be stored in closets provided in the classroom or in the dressing-storage room.

### Planning the Multi-Purpose Room

The multi-purpose room, Plate VI (p. 46), will be used as a classroom, a temporary schoolroom, a visual-aids room, or for smaller classes that would need little special equipment. The twelve foot area between the two doors on the east wall, see Figure 4 (p. 48), will accommodate a central blackboard flanked by two bulletin boards and shallow storage cupboards. A screen for films attached by a roller will be so placed that it can be pulled down over the blackboard. Arm chairs for class use may be easily adjusted to accommodate classes of various sizes and differing needs. Drawers are planned that pull out from under the stairway to give good storage for files and teaching materials to be used in education courses

Figure 4



and senior colloquium. Film supplies, old magazines, wallpaper samples and other teaching materials can also be stored in these drawers.

### Classes Having Specialized Needs

A. Group V Courses: (1) Introduction to Home Economics, (2) Social Skills, (3) Family Relationships, (4) Adult Classes, (5) Child Care and Development

B. Description of Courses:

- (1) A core course to introduce the students to various phases of home economics and help and encourage them to:

understand college routine and the need for personal adaptability;

investigate basic principles of personality adjustment with opportunity for personal application;

learn clothing types and to develop some skill in choosing appropriate clothing;

learn social skills;

learn basic table service;

understand individual responsibility in family relationships.

- (2) A course in techniques and skills of social and personal development offered to any student not majoring in home economics.

- (3) A study of the influences of the interaction of personality in everyday living designed to help students:

realize what contributions families can make to individual enrichment and development;

understand one's own role in family relations;

learn the need for taking responsibility, sharing work, enjoying recreation.

- (4) Non-credit courses offered to community people who are interested in further enrichment for daily living.

- (5) A study of the physical, mental and emotional growth of the child to help students:



understand the mental, emotional and social growth of the child;

understand the importance of habit formation;

select equipment for children;

understand the role of heredity and environment to each individual life;

to recognize the importance of prenatal care and good mental hygiene.

C. Space, equipment and storage needed to teach these phases of home economics

- (1) Space: discussion area, study or reading area, exhibit space, film screen, play school area, place for entertaining.
- (2) Equipment: play school materials, some nursery accommodations, games, equipment for entertaining small groups, duplication of some materials used in the other courses.
- (3) Storage: exhibits, charts, illustrative materials, color swatches, textiles samples, play equipment, games, game tables.

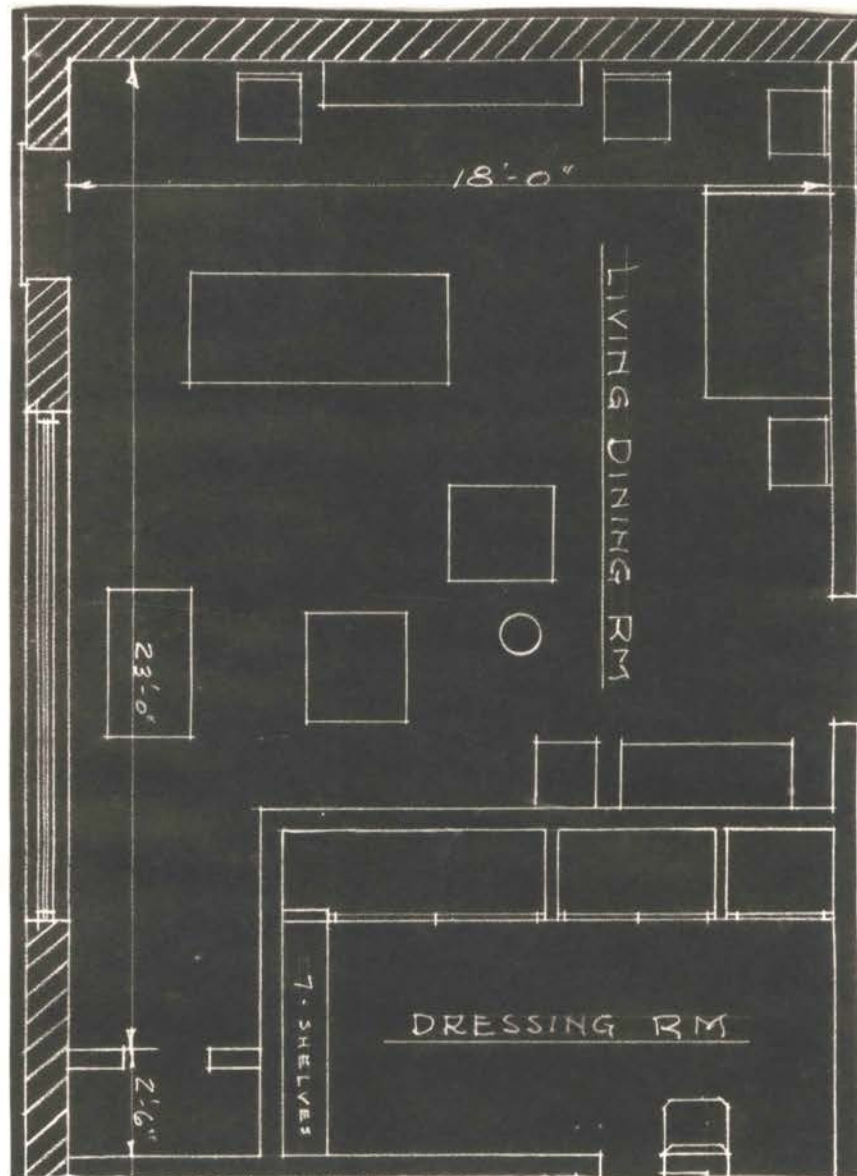
These courses having specialized needs will utilize the general classroom or the multi-purpose room. However, some phases of these courses will make use of other areas in the department more suited to their specific needs.

The multi-purpose room may be temporarily cleared to allow for a short period play school for pre-school children. The family relationship class may need to use the living-dining room area as well as unit kitchens and other areas.

### The Living-Dining Room

The living-dining room, Plate VII (p. 51), will have a separate west entrance that will make it adaptable for entertaining, and for the use of the community when classes are in session in other rooms. This area will

Plate VII



have a built-in closet to accommodate wraps. The room is furnished with a divan, easy chairs, lamps, and coffee table which can be arranged for conversational groups. The dining table, chairs, buffet and serving table are to be located on the east side of this room to give easy access to the kitchen door. This room is designed for use by informal groups in the family relationship class, and also to serve as an area for teaching certain phases of home furnishing, recreation and house care.

#### The Dressing-Storage Room

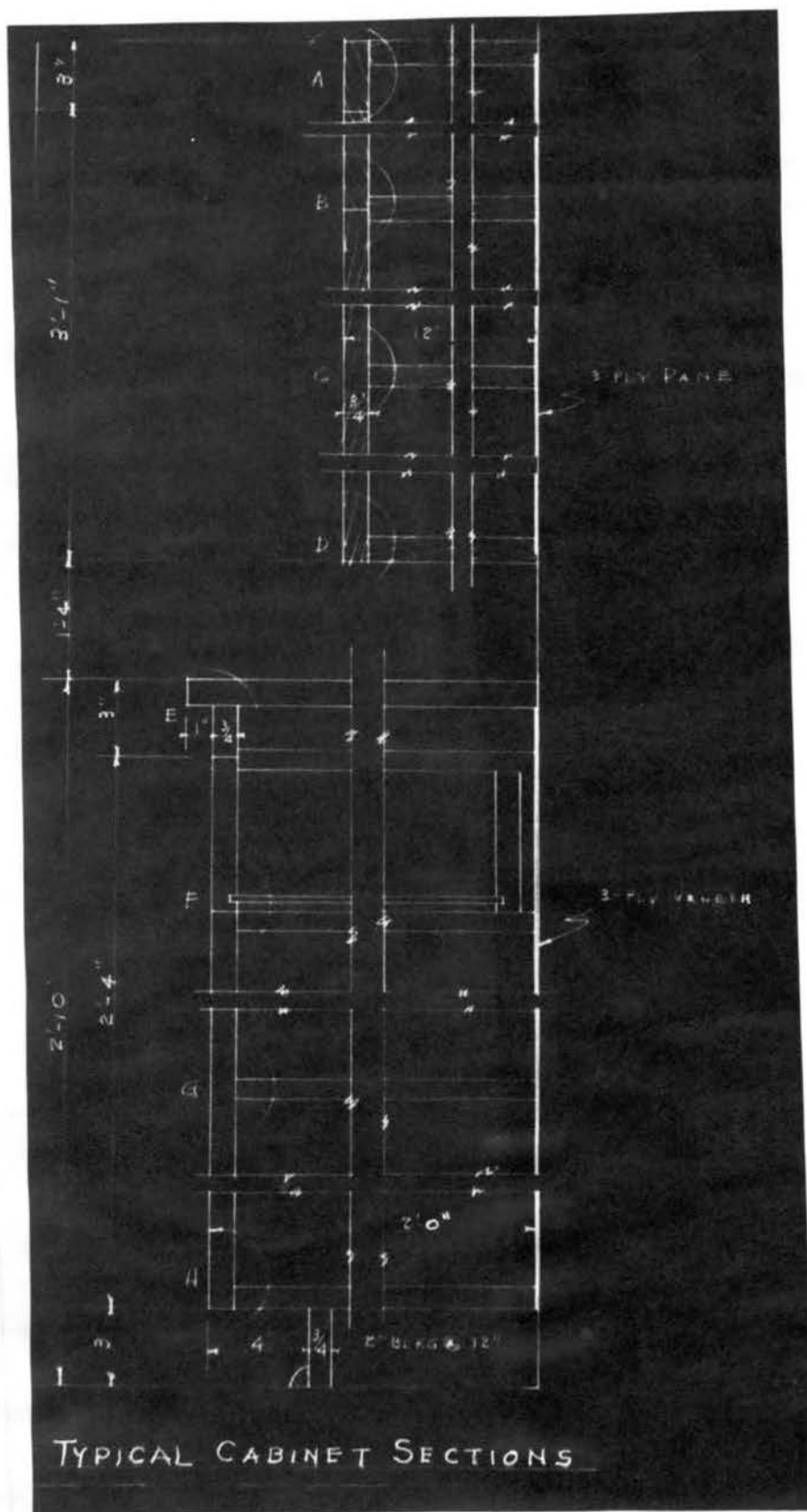
The dressing-storage room, plate VII (p. 51), shows plans for providing private dressing space for students when preparing for foods classes. A closet is to be provided for hanging aprons or uniforms. A book shelf will accommodate notebooks and other materials students may be carrying. A hot water heater is to be located in this room and the large closet has space for cleaning equipment and housekeeping supplies. Drawers that pull out from under the stairs will provide storage space for repair tools previously listed, and other seldom used materials or articles requiring storage, (paper towels, toilet paper, boxes). The toilet is located in a nearby alcove under the stairs and the lavatory is easily accessible for washing hands.

Students of the home economics department under the supervision of the teaching staff planned the decorative features. They consulted source materials and found that light reflection was good when surfaces were painted foam green. This color seemed satisfactory to the group and was chosen for the walls. They planned to paint the ceilings an off-white color. Draperies for the windows are to be of crash drapery cloth with dark green leaf sprays on an eggshell ground. At different seasons the

the room can be decorated with appropriate colors by introducing pottery, flowers, pictures, wall hangings, and other art objects in various colors. The floor is covered throughout with inlaid linoleum in a dark maroon, tone on tone. Linoleum covered floors, painted plaster walls, natural finished wood cabinet work and figured draperies allow for variety in decoration. Large pictures are to be used and changed once a month to acquaint the students with the work of artists of various periods.

The final product was the result of cooperative planning that involved all those who were connected with the department, and also many other people who graciously gave of their time and energy to assist in the planning.

Figure 5



## CHAPTER V

## FINDINGS AND RECOMMENDATIONS

The problem of this study was to plan the remodeling of the Bethany-Peniel home economics department so that it might serve the student and community needs in a functional manner. The descriptive method was used involving some experimental work. Data were collected by review of literature, interviews, group meetings, work shop conference, informational analysis, student participation and cooperative work between all those involved.

## Findings

The home economics department of a particular college may be so planned that a well rounded program may be offered to the students.

A well planned department may provide for the needs of students, faculty, and the community.

Cooperative planning of a home economics department can be an effective means of furthering relationships between teaching staff, student body, administration, and workmen. It can also prove a way of informing people about the program, purpose, and use of the department.

Laboratory equipment and physical facilities can be so chosen that they represent the economic levels of the student body.

Physical arrangement of space and equipment can be so planned that a variety of teaching techniques and methods can be used.

Furnishings may be chosen that will produce attractive surroundings, influence interest in home economics, and develop in the students an appreciation of home decoration.

Carefully selected equipment can be used to provide students with a wide range of learning experiences.

Since the administration at Bethany-Peniel College was already undertaking a building program that was taxing the building budget of the institution, it was decided to distribute the added expenditure for the home

economics department over a number of years. This would assure a more satisfactory and effective final physical plant. Therefore recommendations have been made for immediate and long time plans.

## 1. General Classroom

### A. Immediate Plans

Build in accommodations for classroom on west wall; storage, student wraps, grooming center, teacher's locker.

Build in the walk-in closet, storage closet and lavatory on west wall.

Build in utility shelf in the northwest corner.

Build in additional windows in east wall.

Build dressing screens.

### B. Longtime Plans

Secure 5 sewing tables.

Secure 2 ironing boards.

Secure 1 electric machine.

Secure 1 room heater.

Secure furniture; drop leaf table, desk, lamp, rug, easy chair.

## 2. Foods Laboratory

### A. Immediate Plans

Remove present partition between storage room and present laboratory.

Remove double doors in storage room and replace with 2 double hung windows.

Cut door between food laboratory and living-dining room.

Where necessary replace and build-in kitchen cabinets along east, north, west and south wall.

Install sinks in units on east and west walls.

Locate ranges near north wall.

Install forced air fan.

Build-in utility shelf in southwest corner.

Paint room.

Secure desk for business area.

Secure screen doors and window screens.

Secure demonstration portable table.

Secure wall-type can opener.

#### B. Long time Plans

Install garbage disposal unit in the west wall sink.

Install washing machine.

Secure portable mangle.

Secure deep freeze.

Secure refrigerator.

Secure vacuum sweeper.

Secure carpet sweeper.

Secure clothes hamper.

### 3. Multi-Purpose Room

#### A. Immediate Plans

Remove and repair opening to closet on north wall.

Build in blackboard, bulletin board and shallow cupboard on east wall.

Secure desk.

Secure 2 dozen armchairs.

Build in drawers under the stairs.

Paint room.



## B. Long time Plans

Secure projector and some film supplies.

Secure nursery school equipment.

## 4. Dressing-Storage Room

### A. Immediate Plans

Build in partition making the room.

Cut door to toilet alcove located below the stairs.

Remove partition from toilet alcove to east wall.

Install lavatory, towel dispenser and mirror.

Install water heater.

Install lights.

Build in drawers under the stairs.

Build in shelf for student books.

Build in closet for uniforms.

Build in closet for equipment and cleaning supplies.

Paint room.

## 5. Living-dining Room

### A. Immediate Plans

Close door opening to the stair entrance.

Build in a three foot closet in this alcove.

Paint room.

Install present furniture.

Install venetian blinds.

Hang pictures.

### B. Long time Goals

Securing or remodeling furnishings that can be used in this room.

chairs, lamps, tables

Secure rug for floor.

6. Seminar Room

Long time Plan

Cut door from multi-purpose room to seminar room.

Build in closets on north wall.

Secure tables and chairs.

Paint room.

Hang pictures.

It is hoped that the results of this study may prove helpful to other church-related liberal arts colleges in remodeling home economics departments in use or in planning new ones.

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