

STRATHMORE PARCHMENT

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AN ADULT EVENING CLASS
AS PART OF THE TOTAL HOMEMAKING
PROGRAM AT WYANDOTTE, OKLAHOMA

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AN ADULT EVENING CLASS AS PART OF THE TOTAL HOME MAKING
PROGRAM AT WYANDOTTE, OKLAHOMA

By

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Bachelor of Science

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C. K. B.

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CHAPTER I

INTRODUCTION

At no time has there been greater need for the education of all individuals--children, youth, and adults. Education builds as well as expresses a civilization. Developed constructively it can build a civilization of responsible peoples willing and able to solve the problems of life for the well-being of all.

The oneness of purpose of education at all levels is to prepare people to live better and contribute most to a specific kind of world desired and point the direction toward the fulfillment of that purpose. Educators accept as most ideal a democratic world whose constitution recognizes the inherent worth of each individual. The foundation of the peace in such a world rests on the moral and intellectual solidarity of all individuals.

Every aspect of living should be analyzed to develop in every citizen the fullest possible, most effective participation in a democratic society and win the struggle for democracy. Every citizen, especially every educator in a position to guide the thinking of others, should be aware of the essentials of democracy and how they are exemplified in "the basic aspects of living: (1) personal, (2) personal-social, (3) social-civic, and (4) economic relationships."¹ Personal needs are reconstructed as the individual interacts with his environment to promote

¹ Commission on Secondary School Curriculum, Science in General Education, p. 23.

healthful living and to stimulate intellectual growth. Personal-social living implies the interaction between the individual and the social situation. The individual recognizes and appreciates the family as a social institution where its ideals are conserved and democratic relationships maintained. Social-civic responsibilities of living include sensitivity to the problems of human relationships, acting to correct unsatisfactory conditions and accepting the duties of citizenship. Economic relationships imply participation as a citizen in the solution of basic economic problems.

Leonard and Eurich² place emphasis upon these areas of human needs in relation to the skills and information required to solve personal, social, and economic problems. When faced with a problem the learner will need information, understanding, and skills for problem solving. To guide individuals to make reasoned decisions based upon cherished values and to decide the best method of achieving these values in a changing society remains a continuous responsibility of education.

Ranking next to the home and church, schools are the greatest influence in the development of personality and character. In this atomic age of today much emphasis is being placed on ethics in lieu of the tremendous responsibility science has imposed upon mankind. In a world in which atomic power can be utilized either to do unlimited good or harm there is need for teaching mankind how to use that power well.

² J. Paul Leonard and Alvin G. Eurich, An Evaluation of Modern Education, pp. 9-17.

The recognition of the importance of building spiritual and ethical values was evidenced by the observance of Religious Emphasis Week (February 23-27, 1948) at the Oklahoma Agricultural and Mechanical College and at other colleges and universities over the nation. Everett R. Clinchy, president of the National and International Council of Christians and Jews, a religious leader and an educator, wrote concerning the function of religion in a democracy:

...the function of religion is to supply a more than natural faith in the capacity of a human being to live as a free man. Religion supplies the values.

Individuals in community organizations apply the values. Democracy is the method Americans use to work out desired forms they wish to take.³

Clinchy further points out that the best psychologists today recognize the benefits of religion in emotional stability and growth of personality. Parents and educators should recognize the force of the religious values in education and in the development of the young generation as the stimulating spirit of their democracy. To break down barriers between groups and understand the enriching precepts in the religious tradition of mankind is a prerequisite for brotherhood of all humanity.

The school remains an important community organization wherein individuals may apply values. Educators are obligated to see that the school functions as a real laboratory where actual practice in living fosters democratic individuality and in turn promotes the democratic social order. Therefore, democratic

³ National Congress of Parents and Teachers, Community Life in a Democracy, pp. 43-52.

individuality is the ultimate aim of education and school activities should be directed toward this goal.

The personal characteristics which identify democratic individuality group themselves into four major classes, social sensitivity, the ability to use reflective thinking in solving personal and group problems, creativeness, and self-direction.

A socially sensitive individual, capable of self-analysis in relation to society, has an understanding of democracy in its broadest sense.

The ability to use reflective thinking in solving problems includes consideration of the problem, analysis of the facts relative to its solution, a possible plan of attacking the problem, and the possible results in terms of the effect upon self and others.

Creativeness includes using ideas to make plans and then working the plan. The following are implied in the characteristic self-direction: weighing values, charting the course of action while keeping in mind goals set and values by which decisions are made, and then abiding by the consequences of one's own actions, or after testing decisions, revising the course of action.

Several authorities⁴ agree that the homemaking teacher has

⁴ Office of Education, Vocational Education Division, Homemaking Education in Secondary Schools of the United States.

⁴ Ruth T. Lehman, "Critical Issue in Home Economics." Journal of Home Economics, 40 (February, 1948), 59-61.

⁴ "Joint Committee on Curriculum, Aspects of Education for Home and Family Living."

a vital role to play in providing for the maximum development of all individuals. Democratic society calls for strong prepared leadership. Experiences of personal, family, and community living can be strengthened, satisfied, enriched, and made more meaningful if the teacher:

Knows the environment of all students

Gives family guidance and counsel

Recognizes individuals as dynamic personalities

Personalizes instruction

Makes a longtime, flexible program to meet changing needs

Strives to unify all homemaking education in the community

According to the Gallup Poll for July 6, 1947,⁵ two out of five adults expressed a desire for adult education. This fact immediately reveals the need of providing adult teachers. Since adult education is voluntary, these teachers must effectively present materials that meet the immediate needs of the individuals participating. Effective presentation of materials is of vital importance.

The adult teacher should be a person who is interested enough in her subject to desire to learn more and more about it. This is most important if adult groups continue to be interested. Adult education loses its vitality when rules and techniques take precedence over personal qualities and dedication to a job in which one believes.

5

A report of the President's Commission on Higher Education, Higher Education for American Democracy, "Equalizing and Expanding Individual Opportunity," Vol. II: pp. 59-66.

The teacher should be alert, tactful, and resourceful with adult problems. She should possess vision and show genuine interest in people. She should use democratic procedures to build clear-thinking, resolute, fair-minded, and economically productive citizens. This idea is emphasized by Studebaker,⁶ Commissioner of Education, United States Office of Education, as follows:

What we need in adult education is not teachers possessed with a holy desire to teach people something but counselors with a desire to find out what adults want to learn, how they want to learn it, and how best they can be helped.

It would seem, therefore, that in selecting teachers for adult classes in homemaking one should first choose those who possess personalities which promise success in leadership. Through various means these persons may be led to understand the problems, interests, and needs of homemakers and be prepared to interpret the subject matter in the field. They may also be assisted in developing the ability to use procedures which will help these adults to solve their problems and to realize greater satisfaction in their everyday living.

There are several thoughts in regard to teacher training for adult education. Preservice training in colleges include such offerings as methods, practice teaching in adult classes, and study of community programs. In-service teacher-training is offered by many colleges during the year through private and group conferences of teachers of adult classes and special methods courses. Several states provide itinerant teachers of adult groups who offer training courses for teachers in the centers in

⁶ J. W. Studebaker, Plain Talk, pp. 121-122.

which they are teaching. According to Lyle and Van Horn⁷ in 1939, an itinerant teacher in Missouri made it a point to look about in every center in which she worked for so-called key women with some home economics training who might be trained to teach adult homemaking groups. If such women were not already enrolled in her classes, she tried to get them to enroll. Meetings were arranged for teaching these interested key women to conduct adult classes. Overstreet and Overstreet⁸ reported two adult schools in which there was little formal teacher training of the adult leader. The teachers were specialists in their fields. In the Boston Center for Adult Education teachers were drawn from various occupations. These instructors were busy men and women. In the Maplewood-South Orange Adult School the teacher was elected because he was a person of distinction in his own line of work.

More and more there is a trend toward community organization with the express purpose of making the community a better place in which to live. According to Dr. C. B. Loomis, director of the Community Development Program Committee of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, the school is the logical place to initiate the leadership for a total community program. Surely there is leadership in any organization competent to develop and administer a comprehensive program for the adults of the community. The church, civic clubs, Chamber of Commerce,

⁷ Mary S. Lyle and Rusa Van Horn, Homemaking Education Program for Adults, pp. 37-44.

⁸ Harry A. Overstreet and Bonaro W. Overstreet, Leaders of Adult Education, pp. 22-38.

Parent Teacher Association, or any other organization might supply such leadership.

Malcolm Maclean corroborates and enlarges this point of view by saying:

The responsibility for keeping ourselves educated lies primarily with you and me. We have to see to it that our school, and our community, and our family and our P. T. A. have, in the community and ready for our use, all of the various agencies for keeping us up to date. None of us can do this alone, but when we join together as in the P. T. A. and pool our powers, our thinking, our money and our influence, we can really get what we need in adult education.

The 1947 Report of the President's Commission on Higher Education recommended the assumption of greater responsibility of adult education by colleges and universities. From the college and university should come leadership in the preparation of teachers and other leaders for effective participation in the community program. The college should develop materials to aid all community programs as well as provide a center for evening classes or other educational activity in the community. It may participate in the actual administration of programs in local communities, by supplying part or all the teaching personnel and serving in a consultant capacity to the local teachers and other leaders.

Morse A. Cartwright recognized that the rural and small town schools were leading urban centers in the conception that the school should be the center for social, educational, and recreational activities.

⁹ National Congress of Parents and Teachers, Community Life in a Democracy, pp. 114-125.

Adults are increasingly seeking help in meeting problems of family life. Successful home life demands adult education. In world affairs educators see the increasing need of individuals of all nations to live and to work together more harmoniously in such organizations as UNESCO and UNITED NATIONS.

The United Nations set up international machinery for the promotion of the economic and social advancement of all peoples. The United Nations Educational, Scientific, and Cultural Organization, commonly referred to as UNESCO, was created for the purpose of advancing through the educational, scientific, and cultural relations of the peoples of the world the objectives of the international peace and of the common welfare of man. UNESCO has taken a step in the right direction in holding international seminars and institutes for adults.

If adults live and work together as nations, there must be successful home and community cooperation. Our ever-present social change induced by a mechanical and highly interdependent society creates conditions which make adult education imperative. Vocational education offers a strong magnet for many adults who wish to improve their work assignments and gain an improvement in social status.

Cartwright,¹⁰ reported in his book, Ten Years of Adult Education, that the term, "adult education," was first used in June, 1924, ten years after the Carnegie Corporation of New York Conference on the education of adults. A further look into the

¹⁰ Morse A. Cartwright, Ten Years of Adult Education, p. 12.

history of community groups in the development of adult education showed prominent citizens, often women of leisure in a community, serving as sponsors and promoters of the Lyceum in 1926. In Massachusetts a group of farmers met together for mutual discussion of common problems. From 1826 to 1839 there were 3,000 lyceums in existence. From a religious camp meeting in 1873, the Chautauqua emerged; in 1904 the Commercial Chautauqua began, and for two decades exerted a notable influence. Forums, an extension of the lyceum were sometimes supported by cooperative efforts of organized groups in the community. The Town Meetings of today are forums for discussion of current problems. In the seventeenth century the New England Town Meeting made its debut. From 1870 to the present women's clubs have been educational institutions of genuine value. As education became available to women, social clubs began to place emphasis on educational opportunities for their members. Women's civic clubs, such as, Business and Professional Women's Clubs, Altrusa Clubs, and League of Women Voters were organized in the early 1900's.

Civic Clubs for men were organized as early as 1905. Such Civic Clubs as, Rotary, Kiwanis, and Lion's have contributed greatly to the development of adult education. In 1919 the New School in New York City was organized "to assist the intelligent adult toward educating himself to a better world." In 1944-1945 this school offered 150 courses in social science.

Adult Education is not a new development. Much has been done in instructional and recreational problems of adults prior to the establishment of the American Association for Adult Education

in 1929. The increased adult education activities emphasize the need for further cooperation and integration of the many agencies working toward similar objectives. Today library study groups, bookmobiles, lending libraries, and many other services are provided for adults by the library.

Teachers of home economics and agriculture have had comparable success in small high schools in the development of adult interest in common problems. Organizations can cooperate in educating and reeducating adults. Other instruments for adult education, to mention only a few, are newspapers, magazines, motion pictures, radio, and books. Art galleries and museums represent other resources for adult education.

During the depression period prior to World War II, the Federal Government through the Civilian Conservation Corps, National Youth Administration, and Works Project Administration, provided specialized instruction. These were primarily work programs and indirectly relief agencies. Nevertheless, they carried important aspects of education. Federal aid is being provided for education and on-the-job training for the veteran under the G. I. Bill of Rights of 1944 (Serviceman's Readjustment Act).

Being cognizant of the purpose of all education, knowing the history of the development of adult education, and seeing in that development further proof of the fact that all education is continuous, the writer feels that all educators have a responsibility to adult education.

The following study is the result of observation, experiences, and readings of the writer as a homemaking teacher.

She firmly believes the total school program should function to unify its resources for the development of the total community as a better place in which to live.

The homemaking teacher, as all other teachers, including administrators, should receive training in adult education to develop a community-minded philosophy and give leadership and permanence to the total community program.

Furthermore, it is the belief of the writer that teacher pre-planning must precede a cooperatively-planned, flexible adult program which can be developed to correlate the day-school and adult experiences.

Worth-while experiences of both groups can be correlated in order to be valuable to each group. By careful planning of valuable learning experiences, teacher time and energy can be saved.

Recognizing the importance of adult education in a community, the writer organized and conducted an adult evening class in Furniture Renovation. This was part of the total homemaking program at Wyandotte, Oklahoma, where she was employed as the vocational homemaking teacher.

CHAPTER II

SCOPE OF THE STUDY

This study was undertaken in view of the writer's belief in the importance of the homemaking teacher as a motivating influence in bringing to light the need of a total program of adult homemaking education in Wyandotte, Oklahoma. As previously mentioned, the writer taught an adult evening class in furniture renovation, as a part of the total homemaking program. This belief implies, not that the teacher alone is responsible, but, that all educators and all citizens collectively can and should participate in a program of education for all peoples from the cradle to the grave.

Any educator who would teach adults must have "a genuine pleasure in seeing persons, facts, ideas, and events in their larger setting," said Overstreet,¹ concerning adult teachers.

The major purposes of the present study are (1) to relate the planning, organizing, and conducting of an adult evening class in Furniture Renovation to the total adult homemaking program, (2) to coordinate and correlate the resources of the total school program to the development of the community as a better place in which to live, (3) to propose the integration of in-school homemaking class experiences with the program of Adult Education, and (4) by careful planning of valuable experiences to save teacher time and energy.

¹ Harry A. Overstreet, and Bonaro W. Overstreet, Leaders for Adult Education, p. 30.

To make certain the terms used in the statement of the purposes of this study are clear to the reader, the writer has attempted to define the terms, which are used.

The total homemaking program herein used refers to the plan of procedures followed in the education of all who are enrolled in day-school classes and adults for whom educational opportunities are provided. Procedures include the scheme of organization, content, and the method of teaching employed.

Program of adult education refers to a plan of educational activity which may afford the mature individual in the ordinary business of life personal, economic or social satisfaction. "An adult is one who has other business in the world but who uses part of his time and energy to acquire more intellectual equipment."²

The total school program is used in speaking of the total offerings of the school, including social, educational, and recreational offerings.

The term resources refers to the available means of the department such as, useable, efficient equipment, adequate space and lighting, and current reference materials. It also refers to leaders available and cooperating agencies from which the homemaking teacher might draw for additional aids to expand the existing program offerings.

Since local environment is an important factor in this study, it is important that the reader understand the type of school and community in which this study was made.

² Bryson, Lyman, Adult Education, pp. 3-4.

Wyandotte, Oklahoma located in Ottawa County in the northeastern part of the state had a population of 348 according to the 1940 census figures. The lead and zinc mines and the industrial plants in the nearby area afford many of the populace employment; others are engaged in farming and private business.

According to the American Guide Series Publication entitled, Oklahoma,³ the greater part of the population of the village and vicinity is comprised of Indians. The heavily-wooded country is unsuited to agriculture except along the creek bottoms. Most of Wyandotte's activities are dependent upon the nearby Seneca Indian School which was founded in 1869. The employees and teachers of the school are also an important part of the population of the town. This school, with an enrollment of 275, is now maintained under government supervision for all northeastern Oklahoma tribes of the Quapaw Agency.

Hard-surfaced county roads and State Highway 10 serve Wyandotte community. The roads are typical of many other roads in northeastern Oklahoma. Since the formation of Grand Lake, State Highway 10 has been routed north of Wyandotte and no longer goes through the town.

In this study the term, Wyandotte community, is used as the sociologist uses the term to include the body of people living in a contiguous territory who have common interests.

By close association with the people of the community in their homes and in their social and business gathering places,

³ American Guide Series Publication, Oklahoma, p. 286.

as well as in the classroom, the writer, the homemaking teacher, was better fitted to set up a program to supplement existing programs to meet the individual needs of day-school students and the adults of the community.

Hayes⁴ emphasizes this fact by pointing out the need for the leader to understand the social, economic, and political structure of the community. Home visiting is an important means through which the leader becomes known to the people and is accepted by them as one who endeavors to bring together the separate thinking of individuals to achieve mutual understanding and bring about a consensus of opinion as a basis for collective action. The teacher should observe the mode of living in families, their hopes, fears, and prejudices. Through this media the leader has the opportunity to learn what the people need to enrich and to satisfy their lives.

The writer found the following agencies serving adults in the community.

Two veteran training instructors administer to the needs and supervise the on-the-job training of the veteran men in agriculture and shop training.

Weekly school assemblies at the Independent Consolidated School afford opportunities for adult education to the general public. All too few educational and entertainment activities are sponsored in the community by the school for the benefit and convenience of all peoples.

4

Wayland J. Hayes, The Small Community Looks Ahead, p. 93.

Four churches function within the town to help supply the mental, emotional, physical, and social needs of the community. In the adjoining areas other churches minister to the needs of the particular area in which they are located. Some of these churches are more community-minded than others. Herein rests the tremendous need in this community, that these churches work together with each other and with other agencies in the community for the benefit of the total community.

Two authorities⁵ corroborate this point of view concerning the place of the churches in the community. Briefly stated, their belief is that now there is increasing need for mutual cooperation among persons of differing religious faiths. There must not only be understanding and appreciation for one another, but churches must learn to work actively and creatively together more than they have ever done in the history of democracy.

Clinchy⁶ cited eight common objectives of the church, home, and school that should be incorporated in the educational process.

Briefly stated, these include: (1) To provide for the limitless development of the capacities of every child which suggests that parents and teachers are also capable of growth; (2) To interpret life and the universe in spiritual terms as the child's awareness of life expands in ever-widening circles; (3) To promote socialization of the child--to be "live-with-able"

⁵ Wayland J. Hayes, Op. Cit. pp. 213-214.

⁵ National Congress of Parents and Teachers, Community Life in a Democracy. pp. 45-53.

⁶ Ibid., pp. 48-50.

in the community; (4) To encourage cooperation of parents, teachers, and students of every faith in specific social objectives directed toward building in the United States an environment in which we would like to live; (5) To contribute to the prosperous society by equalizing opportunities for all. Capital, labor, agriculture, and business must play their part and relate special claims to the interests of the commonwealth; (6) To develop a mentally and physically healthy society; (7) To develop an intelligent society. Parents and teachers should be intelligently informed concerning vital world problems. There are leaders in the community who are skilled in such problems as race relations, delinquency, appreciation of the fine arts, and who should be encouraged to lead such groups as Parent-Teacher Associations; and (8) To develop a patriotic society that believes in democracy and seeks to realize its ideals.

Implied here is not that the school should teach doctrine and dogma, but that the school should help acquaint children with the best that has been thought, said, and done in religion, history, literature, art, music, and poetry.

The writer found only a few active adult, social, and study groups in Wyandotte. The Baptist and the Church of God have organized groups for missionary study. The Methodist Church and the Friends Meeting are active in the community, but have no special groups of such a nature. In an effort to encourage cooperation between the churches and other agencies and to provide recreation and fellowship for all in the community the Monthly Community Supper was organized by the Friends Meeting. Because of adequate facilities maintained by the Meeting House,

the church kitchen and dining room are used for the supper meeting. The Community Supper is sponsored by a rotating committee of three adults who are appointed monthly to represent the three major groups in the community--the public school, the Indian School, and the churches. The committee is responsible for the supper and program arrangements for the month it is appointed to serve. Other social groups found to be active in the community were a Rook Supper Club, fraternal groups, and the recently organized Veteran of Foreign Wars group.

County and district agencies that interact in Wyandotte include the County Health Department, County Cooperative Extension Division, the Farmers Home Administration, and the Empire District Electric Home Service Department.

Local merchants and business houses play an important role in the development of individuals in the community. A local bank, post office, three grocery stores, a confectionery, three cafes, a variety store, a feed store, a creamery, an electrical fix-it shop, barber shop, beauty shop, three filling stations, two garages, Frisco Depot, and a hardware store comprise the business district. In view of the overlapping objectives of the school, the church, and the home, it is imperative that these agencies plan jointly in order to achieve the maximum development of all individuals and groups in the community.

With such limited opportunities for social and educational development in Wyandotte the field is open for leadership. The school seems to be the most logical place from which to expect leadership since it represents the strongest organization in the community.

✓ With two years of previous experience as homemaking teacher in this community, the writer has preplanned the following tentative program to meet the needs of both the adult and the day-school groups, and to correlate the experiences of both. To make such a tentative plan it was necessary to know the existing organizations and agencies in the community. To determine the needs and interests of adults in Wyandotte community, many contacts in the community were made. Visiting in the homes of students and adults, visiting adults in their places of business, in public gathering places, such as church, post office, on the street, and at school entertainments; talks to organized groups, parties for students and their parents, and private and group conferences were used as means of contacting community members to gain valuable insights in planning this program. Plans were discussed and suggestions were received from key people in the community in whom the teacher had confidence and from whom she received help.

As has been previously stated, there is a oneness of purpose of education at all levels. Relative to this purpose the writer set up the major and specific goals of the teacher for the homemaking program.

The following major goal represents the over-all purpose of adult education; the specific goals and generalizations support and point to the methods of accomplishing this purpose.

Major goal

Helping homemakers in the community to meet the every-day problems in family living, to make housekeeping easier and home life satisfying

Specific goals

Becoming better acquainted with parents of all homemaking students and other adults in the community to stimulate social contacts and interests

Creating opportunities for further leadership development in both adults and homemaking students

Evaluating the homemaking program objectively

Planning for a continuous program for the year

Encouraging freedom in the use of the homemaking department

Correlating the experiences of the adult homemaking program with the day-school homemaking program to save teacher time and energy

Generalizations

Adequate diets are essential for family health.

Planned family recreation is essential for better living.

Health of all family members is essential for better living.

Wise selection, purchase, construction, and care of clothing for the entire family are vital problems of homemakers.

Housing influences the home life and development of all family members.

Increased understanding of the mental, physical, social, and emotional needs of children are essential to the well-adjusted child.

Based on the foregoing goals and generalizations the 1947-1948 homemaking program was planned for both adult and day-school groups. Program Outline No. 1 which follows shows the activities planned for the months (August through June) for the adult homemaking program. Planned activities for the day-school classes are included.

PROPOSED PROGRAM OUTLINE NO. 1

WYANDOTTE ADULT HOMEMAKING PROGRAM FOR 1947-1948

Month	Proposed Activities
August	Contact key people Visit homes of students Send out cards to publicize sewing group meetings Sponsor preschool party for prospective homemaking students and their parents Select students to assist with planning and direction of party Keep department open to adults who desire to sew or read Neighborhood group meeting Make tailoring illustrative material
September	Organize sewing group to meet one night weekly Plan bulletin board exhibits to be prepared by Homemaking II and III classes Serve on community supper committee Plan program to include homemaking and other school students Plan exhibit to advertise furniture renovation Plan adult evening class to be set up by boys' class Talk to Veterans' Class Plan meeting of Veterans' wives for clothing study Visit homes to plan home projects
October	Organize furniture renovation class to meet from October 6 to November 11 Plan reading unit to be arranged by boys' class Present Home Service Director of Empire District Electric Company for discussion, "Selection of Equipment for Electric Cookery," and film presentation, "Ingredient X." Invite all homemaking students Select Homemaking III girls to serve as hostesses Meet sewing group on Thursday evenings
November	Continue furniture renovation meetings Make home visits to assist adults with special renovation problems Continue sewing group meetings Plan series of exhibits pertaining to craft to be arranged by Homemaking I class

December	Prepare and distribute "Thanksgiving Newsletter" Homemaking girls assist with Plan and present Home Economics Day assembly Invite adults
January	Prepare and distribute "Christmas Newsletter" with assistance of Homemaking III girls Serve as Coordinator for all-school health assembly Invite public Assist with Christmas Program presented by school Make posters to advertise program Make home visits Plan and display Christmas gift idea exhibit Select Homemaking I girls to serve as hostesses
February	Visit homes of students Meet with sewing group Direct the writing of editorials for the school paper on the subject of personal relationships First semester reports due
March	Continue home visits Present Home Service Director of Empire District Electric Company to present film on the freezing of food Select Homemaking II class members to serve as hostesses and make posters to advertise series of foods lessons to be offered in March Continue sewing group meetings Begin series of eight lessons on planning and preparing nutritious family meals Plan exhibits to be set up by Homemaking II class Continue home visits Continue sewing group meetings Plan for joint student and adult style review for April
April	Present joint style review Sewing group continues to meet Conclude foods lesson series
May	Visit homes to observe home projects and give direction for continued work during the summer months Sewing group continues to meet Plan neighborhood group meetings

June

Continue to make home visits
Continue to meet with evening sewing group
Reports

A brief outline of the scope and content of the subject matter areas taught in each of the day-school homemaking classes follows. Included is the sequence and the approximate time allocated for each area of subject matter.

PROPOSED PROGRAM OUTLINE NO. 2

Day-school Homemaking Program Outline

Homemaking for boys

Housing (1 to 6 weeks inclusive)

Making homes more attractive--

Selection of home, cost, landscaping, exterior and interior, repairs, location of other buildings in relation to the house

Making homes more convenient--

Choosing household equipment, care and repair of equipment, furniture, lighting and plumbing

Assisting in collecting arranging an exhibit to advertise the furniture renovation adult evening class

Foods (7 to 15 weeks inclusive)

Selecting foods wisely for health--

Planning, preparing, and serving meals
Producing, conserving, buying, and caring for foods

Sharing meal service responsibility and practicing table etiquette

Making posters to relate foods to health for health-day program

Clothing selection and care (16 to 21 weeks inclusive)

Individual clothing needs

Selecting clothing within a budget for self and other family members

Choosing colors and fabrics for men's clothes
 Caring for and repairing clothing
 Making and equipping a sewing kit

Relationships (22 to 23 weeks inclusive)

Developing a pleasing personality
 Practicing acceptable social behavior
 Sharing and accepting responsibilities as a
 homemaker and as a socially-accepted
 citizen

Health (31 to 36 weeks inclusive)

Practicing principles of first aid
 Equipping a first aid kit for homemaking
 department
 Studying prevention of diseases and their
 treatment

Homemaking I

Foods (1 to 9 weeks inclusive)

Improving food choices and buying practice
 Selecting foods for health
 Assisting with family meals

Crafts for the home (10 to 15 weeks inclusive)

Applying art principles
 Making Christmas gifts using varied
 crafts
 Developing Christmas gift exhibit to be
 used for general exhibit

Clothing and grooming (16 to 30 weeks inclusive)

Improving personal appearance
 Assuming responsibility for clothing
 selection, simple construction and personal
 clothing care

Health (31 to 36 weeks inclusive)

Studying the effect of health on personal
 appearance

Preventing accidents and applying first aid emergency treatment

Homemaking II

Clothing for the Family (1 to 12 weeks inclusive)

Grooming and application of art principles to appropriate dress

Developing greater skills and techniques in clothing construction

Assuming responsibility for bulletin board exhibits related to clothing study

Family Relationships (13 to 18 weeks inclusive)

Studying the young child's place in the home

Choosing a vocation

Assuming responsibilities for hospitality in the home

Health (19 to 24 weeks inclusive)

Studying health in relation to family members

Studying communicable diseases and their treatment

Developing ability to apply home nursing practice

Foods (25 to 36 weeks inclusive)

Studying effect of food on family health

Preparing and serving meals for special occasions

Homemaking III

Food Preservation (1 to 3 weeks inclusive)

Studying methods of food preservation

Storing of foods preserved

Using several methods of preservation

Clothing (4 to 19 weeks inclusive)

Selecting clothing to meet health needs for self and other family members

Developing skill in using fabrics

Selecting and making accessories

Caring for clothing

Planning and setting up exhibits applicable for adult class

Housing (20 to 31 weeks inclusive)

Planning adequate housing to meet health needs

Appreciating art as it relates to the home

Sharing home improvement plans with other family members (interior and exterior improvement)

Storing of household equipment

Child Care and Development (32 to 36 weeks inclusive)

Studying the growth and development of infant

Studying clothing, food, and health needs of the young child

Eighth Grade Homemaking

Relationships (1 to 6 weeks inclusive)

Understanding ourselves and others

Respecting and understanding other family members

Planning use of allowances and earnings

Planning family recreation

Personal clothing and grooming (7 to 21 weeks inclusive)

Improving personal grooming habits

Making better choices of clothing

Constructing teatowels, handtowels, aprons, and pillowcases

Helping with Family Meals (22 to 36 weeks inclusive)

Improving food choices and eating habits

Planning, preparing, and serving simple
breakfasts and luncheons

Practicing habits of orderliness and
cleanliness in kitchen and dining room

A careful analysis of the two preceding programs reveals evidence of correlation of experiences of the day-school homemaking students and experiences of the adults. As evidence of such close correlation of experiences, the Homemaking I, II, and III classes participated in arranging the exhibits used for the adult sewing group that met weekly in the homemaking department.

The following exhibits which were planned and prepared with supervision served as learning experiences for the homemaking students. These are shown below in the chart form which follows:

SEWING GROUP EXHIBITS

Class	Place	Subject of Exhibit
Homemaking III (Advanced Clothing)	Homemaking Department	"Tailoring Aids"
Homemaking II (Clothing for the Family)	Homemaking Department	"Interpreting the Pattern Guide and Cutting and Assembling a Blouse."
Homemaking III (Advanced Clothing)	Homemaking Department	Reading Group: "What's New in Clothes?"
Homemaking I (Crafts for the Home)	Homemaking Department	"Craft Ideas"
Homemaking I (Crafts for the Home)	Main Hall High School Building Near ticket sale booth	"Christmas Gift Ideas"

These exhibits served as inspirational, idea-giving information for the adult and for the student. Much interest was shown in exhibits. FIGURE I shows girls examining part of the "Craft Ideas Exhibit" set up by the freshman Homemaking I class:



FIGURE I
HOMEMAKING III GIRLS SHOWN
EXAMINING CRAFT IDEAS EXHIBIT.

As a result of this exhibit representing crafts used in class-textile painting, embroidery, crocheting, knitting, the following are typical requests from adults.

"Do you have any stencil design that I could use?" asked one woman.

"I would like to use the embroidery transfer design for my blouse. Would you help me adapt it to use as a stencil?" asked another adult.

Still another member of the adult class remarked, "About a month ago I bought a textile painting set and just have not felt

that I could follow the directions. How do you use the brush? I have read the directions." At this point a demonstration was given by the teacher showing the techniques of cutting the stencil and using the textile paints. Questions were asked and answered while each of the eleven adults who were present experimented with the textile paints using prepared stencils. The remainder of the two-hour meeting was spent in working with individual sewing problems brought by the adults to the meeting.

Nine adults together with the instructor are shown in FIGURE II. Each is working on individual clothing problems ranging from renovating a jacket, making nursing caps, knitting, making new garments, to making accessories.



FIGURE II
SEWING GROUP MEETING

FIGURE II is typical of the weekly sewing group meetings that provided pleasant associations while working together. The teacher gave helps on immediate sewing problems. Occasionally, simple refreshments were served.

Planned to culminate sewing experiences, to encourage and provide opportunity for leadership on the part of the adults and students, and to publicize the program, a joint style review was planned for April. Such a cooperatively-planned experience offers an excellent opportunity for evaluation of the program. Typical of the opportunity for checking application of techniques learned at school was the case of the two adults who brought to the sewing meeting some kitchen curtains on which stenciled designs had been painted. Another example of evaluation was that of the Homemaking III class member who used textile painting designs in a bathroom improvement home project.

Further analysis shows evidences of continuity of learning experiences and other opportunities for evaluation. Cooperative action was particularly evident in the All-School Health Assembly presented in December just prior to the regularly scheduled visit of the County health doctor and nurse. The writer served as the coordinator. In August, the county health officers and the faculty were contacted to make plans to unify the health teaching and provide health information to all students and adults of the community. This group decided to present the joint assembly program with each grade participating. All classes enrolled in homemaking exhibited health posters for this occasion. The Boys' class and the Homemaking I Class, both studying foods made posters which related foods to health. The Homemaking III Class made posters relating health to clothing; while the eighth grade pointed out the relationship of health to good grooming. The Homemaking II Class which was studying health, wrote the script for a playlet which was their contribution to the assembly.

These posters were displayed downtown, in the department, and on the school bulletin boards. Special invitations to take home to parents were prepared by the grade school students while junior and senior highschool class members were urged to issue special invitations to their families to attend the assembly. In addition to the students, 26 adults were present for the assembly program.

Two "newsletters" prepared by the Homemaking III Class were distributed in November and December. The compilation of materials and cooperation with the commercial department served as valuable experiences for these students. Adults found the "newsletters" informative. A copy of the December "Newsletter" is shown in the appendix.

A series of eight lessons on planning and preparing nutritious family meals for adults was planned for March and April. It was planned that the rotating bulletin board committee of the Homemaking II food's unit would set up a series of exhibits for the eight lessons. It was planned to organize in February the adult nutrition class after the showing of a film which stressed the processes of freezing foods. The Home Service Director of the Empire District Electric Company cooperated in the arranging for and the showing of the film.

Home visits provided the writer further opportunities for incidental adult teaching as well as opportunities for further planning and revision of the adult homemaking program.

Since a treatment of the adult homemaking program in its entirety would be laborious in this connection the writer will only treat the specific adult evening class which was taught in furniture renovation as a part of the total homemaking program.

CHAPTER III

A DESCRIPTION OF AN ORGANIZED ADULT EVENING CLASS

From October 6 to November 11, the writer taught an adult evening class in furniture renovation in the Wyandotte Home-making Department. The class met from seven to nine o'clock on Monday and Tuesday evening.

This class grew out of a furniture renovation clinic-workshop which was conducted by the writer at Wyandotte in the spring of 1947, as a result of this clinic-workshop requests were made for additional helps and information on this subject matter area. The clinic-workshop, as here used, refers to a combination of two informal methods. Instructions were given to the adults by lecture-demonstrations and supervised practice. Opportunities were provided to assist one another with individual furniture renovation problems and to discuss problems with the teacher and other adults.

Three former participants in this workshop offered valuable suggestions which the writer used in making plans for the class. Their suggestions were based on the needs and requests of other interested people. These adults also helped in recruiting new class members.

Typical of many suggestions and helps from former clinic-workshop participants were these:

"Mrs. --- has an oak rocker to be refinished; she wanted to bring it to the class tonight. Her husband will come to help her... She was in the store and I told her what to bring to class tonight..."

Another lady offered, "I'm going to Joplin to buy upholstery material for my chairs tomorrow. Do you need anything for the class that I might get while I am there?"

Two ladies ^{lent} loaned pieces of furniture renovated at the clinic-workshop for the exhibit which was set up by the boys' class.

One lady suggested making a home visit to encourage one of her friends to participate in the class.

Several methods were used to recruit the furniture renovation class. The following check sheet shows the methods by which adults were notified of the class.

CHECK SHEET 1

METHODS USED TO RECRUIT CLASS

Adults	Newspaper	Exhibit	Personal Contact	Telephone
Mr. P. Duncan	XX			
Mrs. P. Duncan	XX			
Mrs. R. Brown		XX	XX	
Mrs. C. Nichols			XX	
Mrs. H. Williston		XX	XX	
Mr. P. Holmes	XX	XX	XX	
Mrs. P. Holmes	XX	XX	XX	
Mrs. L. Vineyard	XX	XX	XX	XX
Mrs. D. Vineyard	XX	XX	XX	XX
Mr. E. Rowerton			XX	
Mrs. E. Rowerton			XX	
Mr. L. Cotter	XX	XX	XX	
Mrs. L. Cotter	XX	XX	XX	XX
Mr. S. Grant	XX	XX	XX	XX
Mrs. S. Grant	XX	XX	XX	XX
Mr. C. Eddy	XX	XX	XX	
Mrs. C. Eddy	XX	XX	XX	
Mrs. W. R. Johnson		XX	XX	
Mrs. E. C. Perisho	XX	XX	XX	
Mr. J. Schiffbauer	XX	XX		
Mrs. J. Schiffbauer	XX	XX	XX	
Mrs. J. Cooksey			XX	

Articles announcing the meeting appeared in the "Miami Daily News-Record" and the "Seneca News Dispatch." The school paper, "Bear Facts," also carried the announcement. Typical of these articles is the one copied verbatim from the "Seneca News Dispatch" for October 3, 1947, which follows:

Furniture Renovation Class

An organized class in Furniture Renovation will be offered in the Wyandotte Homemaking Department. October 6, from 7:00 to 9:00 P. M. will be the date for the first meeting at which time dates and time for future classes will be scheduled. There must be six meetings of two hours length with at least ten adults enrolled. Would you prefer to meet from 4:00 to 6:00 P. M. or from 7:00 to 9:00 P. M.?

There will be no charge for this course and all who are interested are welcome. You will be requested to finish at least one piece of furniture with supervision. It may be reupholstered, repaired, refinished or slip covered, depending on the piece of furniture. You will furnish necessary materials. Ample space for working and limited tools are available for your use. Instructions and assistance will be given by the homemaking teacher. A workshop will be extended to provide ample time and supervision for finishing furniture desired.

For estimate of materials needed see or call Mrs. Christine Bond, the homemaking teacher at Wyandotte High School, or phone 42.

Exhibits served as means of reaching adults in the immediate vicinity of Wyandotte. Posters were made and shown in conspicuous places downtown announcing the class. The exhibit (see diagram EXHIBIT III), placed in the basement of the Friends Meeting House served to publicize the class. In addition to publicizing the class, the exhibit served to show prospective class members materials needed for the class and to show possible problems to be renovated by using pieces renovated

as a result of the workshop conducted last spring.

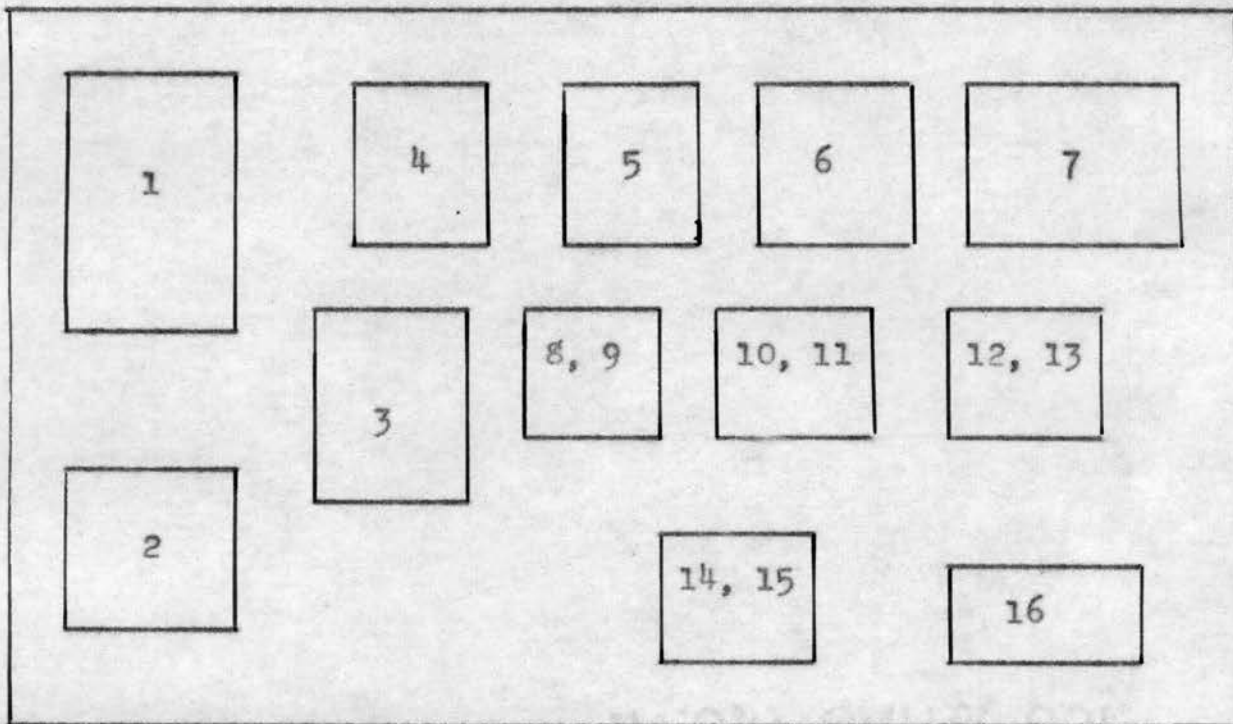
In order to stimulate interest in home furnishings and to provide the experience of arranging an exhibit, the members of the boys' homemaking class set up this exhibit prior to the regular monthly community supper on September 29, 1947. While the boys were studying home furnishings and housing at the time, the majority of the class members were planning a piece of furniture to be made in the industrial arts class in which they were also enrolled.

Approximately one hundred persons attended the supper and observed the exhibit which included simple upholstery supplies, a straight upholstered chair, and a coffee table that had been refinished. In addition to these, a picture of a renovation problem completed by a former Homemaking II class was shown. Leaflets to be taken home were included. One leaflet gave information on how to measure for upholstery material needed; another showed the diagram of a webbing stretcher. Posted on the wall back of the table on which each of the above parts of the exhibit were placed was an easily-read sign giving the name, date, and place of the class to be offered. The exhibit diagram follows:

EXHIBIT III

DIAGRAM OF EXHIBIT USED TO PUBLICIZE CLASS

Furniture Renovation
 Evening Class to Meet
 October 6
 7:00 to 9:00 P.M.
 Homemaking Room



KEY TO EXHIBIT

- | | |
|--|-------------------------------------|
| 1. Reupholstered straight chair | 9. Webbing stretcher |
| 2. Picture of renovation problem completed in former class | 10. Mattress twine |
| 3. Renovated coffee table | 11. Spring twine |
| 4. Cotton Felt | 12. Tack puller |
| 5. Moss | 13. Tack hammer (magnetic) |
| 6. Burlap bags & feed sacks | 14. Scissors |
| 7. Reclaimed springs | 15. Upholsterer's needles and tacks |
| 8. Webbing | 16. Take-home leaflets |

Requests for assistance in measuring fabric and additional supplies needed for the problems to be renovated in class were examples of the responses to the exhibit. Sixteen of the twenty-two adults who enrolled in the class observed the exhibit.

Due to the small number of telephones in Wyandotte, getting in touch with adults in this manner proved to be the least-used method, as evidenced by the small number recruited by this means.

Personal visits to homes, chance meeting of adults in the community, and personal contacts by members of the recruiting committee are included in this method.

Based upon such suggestions and helps given the writer by the group mentioned above, the requests from other adults for aids, and the needs observed by interviewing adults informally, the following over-all goals for the classes were devised:

- To encourage maximum participation of all enrolled
- To create an informal situation that will be conducive to adult participation in class activities
- To create interest and establish a feeling of confidence in the ability of the adult to continue work outside of the class
- To create interest in other home improvement practices
- To create an interest in the possibilities for home improvement on the part of girls and boys in homemaking classes

The above goals represent the direction toward progress or the purposes accepted by the adult teacher as essential to progress. The desired adult-student goals include:

To make useable pieces of furniture out of otherwise useless pieces

To develop skill in using simple techniques and simple equipment in furniture renovation

To select suitable materials and colors for upholstering

To create an awareness of possible refurbishing to make homes more livable

From these goals based on the immediate needs of the class members, a series of six lessons were taught. Each class was extended as a workshop to provide adults time to complete at least one piece of furniture with supervision. The statement of the lessons taught follows in outline form. Subject matter, points to emphasize, teacher activity, and references for each of the six lessons are included.

PLAN FOR FURNITURE RENOVATION CLASS

Class Problem: How to Make-over Your Own Furnishings

Generalizations:

Home renovation of furniture in need of repair will save money and preserve cherished pieces of furniture.

It is the responsibility of homemakers to keep homes as livable as possible by proper care and repair of household furnishings now on hand.

Furniture renovation is not difficult, but time and care are necessary if a product of quality is to be produced.

The selection of the piece of furniture to be renovated should be determined principally by the furniture already in the home.

Lesson 1: How to select upholstery materials

Points emphasized

Upholstery materials should be firmly woven, preshrunk, and fast to light and cleaning to be durable.

Design, color, and texture should be suited to the piece of furniture to be upholstered.

The amount of material depends on the size and type of chair and whether material selected is patterned or plain.

Materials suitable for upholstery are denim, frieze, tapestry, velour, corduroy, fabrikoid, cretonne, chintz, and linen.

Method used

Lecture-demonstration: "Measure Upholstery Materials Needed."

Workshop.

References used

Leaflet: "How to Measure."

Catalogues: Sears, Roebuck and Company and Montgomery Ward.

Bulletin board exhibit: "What is your color Scheme?"

Samples of upholstery materials from nearby stores.

Lesson 2: What are the steps in renovating furniture?

Points emphasized

It is important to strengthen any weak spots after upholstery is removed.

Judge each chair individually to plan its new shape.

Refinish wood before applying new upholstery material.

Methods used

Lecture-demonstration: "Removing Finishes."

Discussion of steps listed on blackboard.

Workshop.

References used

Circular 265, "Refinishing Furniture."

Mimeographed leaflet: "Cleaning Mixtures for Soiled Furniture."

Lesson 4: How to Renovate the springs of the seat and back of your Chair

Points emphasized

Springs may be either sewed to webbing or fastened to wooden slats or metal strips.

Nine No. 8 tacks are necessary to tack the webbing securely across the back and seat of the chair.

The webbing stretcher is a necessary tool used in furniture renovation.

The type of chair determines the height of the springs in an upholstered chair.

Methods used

Demonstration: "Techniques Used in Attacking Springs."

Workshop.

References used

Exhibit: Footstool partially completed.

Lesson 5: How to Pad and Cover the Upholstered Chair

Points emphasized

Moss and hair are among the more commonly used padding materials.

Padding should be placed on burlap-covered springs so deeply that when pressed with the hands, the padding is about two inches thick over the top of the springs and thicker around the edges.

Moss may be covered with another burlap cover, or cotton felt may be applied to make an even padding.

It is advisable to cover padding with muslin before applying upholstery material.

Methods used

Lecture-demonstration: "Applying the Padding and Covering of the Upholstered Chair."

Workshop.

References used

Exhibit: "Types of Padding Materials."

Knauf, Refurbishing the Home.

Bast, New Essentials of Upholstery.

Circular 386, "Reupholstering at Home."

Lesson 6: How to Renovate separate Cushions

Points emphasized

Before removing cushion springs it is advisable to count the springs in each row from front to back so that they may be placed in the same order in the new cushion.

The completed cushion should lie flat, have square corners, be firm and comfortable.

Partitioned cushions and the hair pad represent the other types of cushions.

Methods used

Lecture-demonstration: "Steps in Renovating a Spring-Filled Cushion."

Supervised workshop.

References used

Bast, New Essentials of Upholstery.

Bulletin: "Reupholstering."

Circular 386, "Reupholstering at Home."

The foregoing lesson outline represents the problems involved in the pieces of furniture which were brought to the class to be renovated. In the first lesson much time was spent following the lecture-demonstration in checking fabric samples on display and in

making an estimate of the needs for chairs. Individual help was given during the supervised workshop period to the adults who had previously ordered materials.

The bulletin board exhibit, entitled, "What is Your Color Scheme," was set up by the freshman Homemaking I class who were studying crafts. The exhibit was an outcome of the study of color for the home. Typical requests for additional helps were made in direct result of this exhibit. One adult participant asked for help in selecting colors for her kitchen-dining room redecoration plan. Another requested suggestions for draperies for her living room and dining room.

The second lesson proved valuable by the use of the lesson summary sheet, "To Remove Old Finishes"¹ which was taken from Extension Service Circulars 386 and 265.

Two common methods for removing finishes were demonstrated on pieces of furniture. The use of a commercial remover was demonstrated on a night stand that was being made from one section of an out-dated dressing table. The use of the lye starch remover was also demonstrated on the top of an oak table.

Prior to the meeting for the second class the boys' homemaking class set up a reading unit. Books, magazines containing home furnishing ideas, bulletins, circulars, and pamphlets were included in the reading unit. Near the bulletins, circulars, and pamphlets was placed a "Take One" sign. For the books leading questions were used. Example: A sign which read "It's New!" Have you read

¹ See appendix.

it?" was placed near a new book. This reading unit proved beneficial in that several magazines and books were checked out by the adults. Bulletins, circulars, and leaflets were also taken.

The group discussion based on information from a mimeographed leaflet proved to be of value in the third lesson. Each adult was given an opportunity to participate in the discussion. The demonstration given showed the use of a bleach and the application of an oil stain. Several home visits were made following this class to give assistance in applying stain. It should be said that in several cases the pieces were carried home after each Tuesday class so that work could be resumed at home. It was to these homes that visits were necessary.

The sixth lesson was the last lesson of the series. Two cushions were used for the demonstration. In one cushion the spring cases were filled and stitched together, then fitted inside the former padding, after which the cover was pinned together for sewing. The second cushion served to show the preceding steps: measuring, making and filling the spring cases ready for sewing together. One woman had chosen as her problem renovating the spring cushions for her divan. Individual instruction had been given prior to this lesson to her.

The writer appreciated the fact that most adults were amateurs and an effort was made to simplify the lesson presentation. Every effort was made to present concise, specific information on the problems as each presented itself. Opportunities were provided for asking and answering questions. During the supervised workshop each adult worked on individual problems. Individual

assistance and instruction was given during this period. There were many evidences of adults assisting one another with many problems. Tying springs and applying the final muslin were special instances when cooperation was most evident. For the most part the demonstration of a new process was given using the piece of furniture ready for the step to be demonstrated.

In this chapter, the writer has attempted to describe the adult evening class in furniture renovation taught at Wyandotte as part of a total homemaking program. The methods of organizing and conducting the class are included. In Chapter IV results of this class and results of the total homemaking program will be presented.

CHAPTER IV

FINDINGS

As a result of the Adult Furniture Renovation Evening Class which was taught, a total of twenty-nine problems were completed. Of this number, fifteen major problems were renovated in class by the 22 enrolled participants. Fourteen pieces of furniture were completed outside of class. There were 34 requests for additional helps which included home visits, conferences, and telephone calls. Seven men of the families represented participated in the class.

Visitors came by the homemaking room frequently to observe the progress of the class. No effort was made to record such visits.

Results of the evening class are shown in tabular form. Table 1 presents by individual listing: the meetings attended by each; the problems completed in class and at home; requests for helps such as were given in conferences, home visits, and chance meetings; and the leaflets and bulletins distributed. Also shown are the following totals: 109 meetings attended; 15 problems completed in class; 14 problems completed at home; 34 requests for additional helps; and 87 leaflets distributed.

TABLE 1
RESULTS OF EVENING CLASS IN
FURNITURE RENOVATION

Adults	Total Meetings Attended	Problems Completed in Class	Problems Completed at Home	Requests for Extra Help	Leaflets and Bulletins Distributed
Mr. P. Duncan	6	0	0	0	6
Mrs. P. Duncan	6	1	2	0	6
Mrs. R. Brown	2	0	3	4	6
Mrs. Nichols	1	0	0	0	5
Mrs. H. Williston	6	1	1	2	6
Mr. P. Holmes	1	0	0	0	0
Mrs. P. Holmes	6	1	2	6	6
Mrs. L. Vineyard	6	1	0	4	6
Della Vineyard	5	0	1	1	0
Mr. E. Rowerton	3	1	1	1	4
Mrs. E. Rowerton	3	0	0	0	0
Mr. L. Cotter	3	1	1	0	0
Mrs. L. Cotter	7	1	1	4	6
Mr. S. Grant	9	1	1	0	6
Mrs. S. Grant	8	0	0	1	0
Mr. C. Eddy	4	0	0	0	0
Mrs. C. Eddy	8	1	1	1	6
Mrs. W. Johnson	4	1	0	2	6
Mrs. E. Perisho	8	4	1	6	6
Mrs. J. Schiffbauer	4	1	0	1	6
Mr. J. Schiffbauer	1	0	0	0	0
Mrs. J. Cooksey	8	1	0	1	6
Totals	109	15	14	34	87

Table II shows the total adults using each renovation practice and the scope of the practices used to refinish and reupholster the fifteen problems completed in class and the fourteen problems completed at home. Also shown is the total adults (70) using the practices and total (119) scope of the practices.

TABLE II
SCOPE OF RENOVATION PRACTICES USED
AS A RESULT OF ADULT CLASS

Name of Renovated Practices Used	Total Adults Using Practice	Scope of Practices
Removing old upholstery	11	19
Repairing Woodwork	4	5
Adding springs	4	5
Tying springs	9	14
Removing old finish	8	13
Applying new finish	8	13
Padding	11	19
Applying lining and upholstery	11	19
Repairing inner springs cushions	4	11
TOTAL	70	119

The number of problems completed at home as well as the requests for additional help evidenced carry-over of learning in this class.

For example: one woman called to ask for help in applying stain to obtain the desired effect on the love seat she was refinishing at home.

A request was made for suggestions in making an upholstered chair from a barrel.

Another woman wanted to know how to make three divan cushions into two and how to change the lines of the divan she was renovating at home.

The foregoing requests were examples of the many requests for additional helps and information.

In order to render the guidance which was needed, and requested by adults and in order to keep interest and practice at its highest level, home visits were essential. A total of thirty home visits were made.

Based on the assumption that one learns by doing, the sharing of responsibilities that was shown in class and at home pointed to further learning. Typical of many class experiences was that of one woman who was ready to tie the springs in her chair. The spring-tying demonstration had been given earlier in the evening by the teacher with the group observing. Questions had been answered. Two other women were observing and lending a hand as the former woman tied the springs in her chair. Each tied a row of springs to make certain the process was learned. Later, at home, one of the women in the group tied the springs in her chair.

Another desirable evidence of sharing experiences was that of one woman who brought her husband to class to learn the technique of tying springs. At home, with the assistance of the husband and a son, she refinished and reupholstered two additional pieces of furniture. As previously stated, seven husbands participated in the class.

The women were very interested in reading magazines and books pertaining to home furnishings because many magazines and books were checked out of the department.

Typical of questions asked and remarks made concerning reading material was that of the woman who asked, "Are you familiar with the book, The Seng Handbook of Furniture Facts? I did not see it on the reading table." At the next class meeting a personal copy of the book was ^{sent} loaned for inspection. There were two requests for the handbook. As a result, two copies were ordered and made available for others.

It was also found that with careful pre-planning of the program for both the adult and day-school groups valuable learning experiences can be provided for both groups.

The writer found it necessary to have carefully pre-planned the adult homemaking program prior to discussing plans with the planning committee for the furniture renovation class. These plans were flexible, based upon the expressed and observed needs of the adults of the community. With such pre-planning, teacher time and energy can be saved by allowing students to assist with the planning, collecting, arranging, and filing illustrative materials used for day-school and adult groups.

Implications for coordinating the experiences of the adult furniture renovation class with the day-school experiences were shown in one instance by the exhibit which was planned and set up by members of the boys' homemaking class in order to publicize the adult evening class. As previously mentioned, the boys were also responsible for setting up a reading unit pertaining to home furnishings and furniture renovation. Most of the boys enrolled in homemaking were also enrolled in industrial arts, constructing pieces of furniture in the school shop. The boys eagerly observed the various steps in the renovation of the various adult furniture problems. The many questions asked were evidence of a created interest.

Approximately one hundred persons observed the exhibit set up by the boys for the purpose of advertizing the furniture renovation class. The monthly Community Supper meeting proved to be an excellent time and place for reaching a maximum group in Wyandotte.

Having adequate facilities, any public gathering place in the community that is frequented by many people would be a desirable place for an exhibit.

The exhibit of the freshman homemaking class, Crafts for the Home unit, "What is Your Color Scheme?" was the result of a study of the selection of colors for the home. The exhibit fulfilled a two-fold purpose to the day-school class members. It provided the opportunity for applying information concerning color selection studied in class and for arranging craft samples attractively. It further provided the opportunity for developing responsibility

on the part of the students. The exhibit offered inspiration, information-giving value to those other groups of students and adults in the department.

It was found that for the most part the illustrative material can be used for both day-school and adult classes. Students can arrange illustrative materials providing such an experience is related to the area of subject matter being studied. This may afford a learning situation in interpreting, applying, gathering, and presenting material in an artistic manner. For example, the bulletin board committee of the clothing class in Homemaking II assembled the exhibit, "Interpreting the pattern Guide, Cutting and Assembling a Blouse." This exhibit served as a source of information for student and adult sewing groups.

Other exhibits² related to clothing study planned by the bulletin board committees of the various classes shows close correlation between day-school and adult activities.

It was found that evening meetings were most convenient to the majority of adults in Wyandotte. Meetings must be held at a time that is convenient to the majority.

An informal, home-like atmosphere from the adults and informal methods of teaching were also most successfully used by the writer. Likewise, the informal personal contact proved to be the most effective means for recruiting class members. In

² See Chapter II, p. 26.

the respective order of their listing, exhibits, news articles, and telephone calls were of value in publicizing the class.

It was found that the weekly school assemblies provided many educational opportunities though few adults profited by them. Special effort was made to interest adults in programs provided by the school for the total community. The homemaking department assumed responsibility for two assemblies. Boys and girls were particularly anxious to contribute to public appearance programs. The all-school health day resulted in an assembly program for which the homemaking teacher served as coordinator. The county health department, and all grades participated in the program which climaxed a special emphasis on health. In addition to the day-school students, 29 adults were present.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

After careful consideration of the findings the writer found the following facts most significant.

Teacher pre-planning must precede student-teacher planning.

Successful student-teacher planning means guiding adults to think through what they want and plan goals for action. Participation in making plans tends to increase interest and to give the adults a greater feeling of responsibility to the class.

It is evident that a cooperatively-planned, flexible adult homemaking program can be developed to correlate day-school and adult learning experiences.

It is further concluded that many worth-while experiences can be correlated so as to be of value to each group.

Careful planning of such learning experiences for the day-school groups which correlate with the adult work saves the teacher much time and energy.

Such a plan calls for careful teacher pre-planning which is based on individual and group needs and the resources available for meeting these needs. Pre-plans should be written to see an over-all picture of the offerings.

The school should function as a unified resource cooperating and leading out in a functioning community program.

Long tenure of teachers is desirable for building a continuous adult education program. Likewise, the teacher must

continue to grow not only as a technician of the teaching profession but as an interested citizen in the community.

Previous adult education offerings, requests for additional information, and general observations of needs imply major emphasis in future adult homemaking programs.

It is further concluded that the organization of a community planning council would give permanence to the total adult program.

The number of council members should be limited to promote action on the part of each member.

In view of the foregoing conclusions the writer makes the following recommendations.

That administrators and all staff members of local schools should receive professional training in adult education to develop a philosophy of the responsibility of the school to all community members.

Furthermore, it is recommended that a community planning council should represent all of the different interests of the community--schools, churches, business groups, clubs, and the town governing group.

The membership of the council should be residents with some degree of permanency in a community. The size of the community could be used to determine the number of representatives on the council.

Membership may be either elected or appointed, with the term of office filled by new members in alternate years to introduce new talent to the council each year.

Because of heavy responsibilities of the superintendent of schools, it is further recommended that he serve as ex-officio member of the planning council.

And, it is recommended that this council plan a yearly community calendar of events to be sponsored by each group for the year. This calendar would be made available to every organization and to every home in the community. The school and any other interested group should use the calendar to study the activities that would indicate the degree to which the community needs of all people are being met. Such findings should be used to base tentative plans for future offerings.

Further, the writer sees the need of a state council for adult education in Oklahoma. Such a state council would tend to give permanence to state and community programs by providing opportunities for service and leadership.

Leadership to organize a state council for adult education should come from educators with the philosophy of a community program.

The time has come when adults who attend activities planned for them must in turn accept the responsibility as leaders and followers to learn more about how to function as useful, intelligent citizens. It remains the responsibility of organized adult education to provide the types of experiences that can be counted on to develop leadership and followership.

Every individual has a responsibility to the community in which he lives. The homemaking teacher, like all other teachers, should take her equal part as any citizen in the community.

APPENDIX

APPENDIX

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TABLE III
ATTENDANCE OF ADULT EVENING CLASS

Adults	Dates	Oct.							Nov.				Total Meetings Attended
		6	7	13	14	20	21	23	3	4	10	11	
Mr. Duncan		X	X	X	X	X	X						6
Mrs. Duncan		X	X	X	X	X	X						6
Mrs. R. Brown		X	X										2
Mrs. Nichols		X											1
Mrs. H. Williston		X		X		X	X	X					5
Mr. P. Holmes				X									1
Mrs. P. Holmes		X	X	X	X	X	X						6
Mrs. L. Vineyard		X	X	X		X	X	X					6
Della Vineyard		X	X	X		X	X						5
Mr. Rowerton				X	X		X						3
Mrs. Rowerton				X	X		X						3
Mr. L. Cotter			X		X	X							3
Mrs. L. Cotter			X	X	X	X	X		X	X			7
Mr. S. Grant		X	X	X	X	X	X	X	X		X		9
Mrs. S. Grant		X	X	X	X	X	X	X	X		X		9
Mr. C. Eddy		X	X			X	X	X					5
Mrs. C. Eddy		X	X	X		X	X	X		X	X		6
Mrs. W. R. Johnson		X	X			X							3
Mrs. E. C. Perisho		X	X			X	X	X	X	X	X		6
Mr. J. Schiffbauer			X			X							2
Mrs. J. Schiffbauer		X	X	X	X								4
Mrs. J. Cooksey		X	X	X	X	X		X			X	X	8
Total Daily Attendance		16	17	14	11	15	14	8	3	3	3	5	

TABLE IV
 REUPHOLSTERY YARDAGE REQUIREMENTS²

Style of Furniture	No. Cushions	36" Fabric	50-54" Fabric
Wing Chair	1	9 yds.	5 yds.
Wing Chair	None	7 "	4 "
Club Chair	1	7½ "	5 "
Club Chair	None	5½ "	4 "
Wooden Arm Chair	None	2 "	1½ "
Arm Chair (seat only)	None	7/8 "	7/8 "
Boudoir Chair	1	5½ "	3 "
Boudoir Chair	None	4 "	2½ "
Loveseat	2	12 "	7½ "
Loveseat	None	10 "	6½ "
Sofa (69-84-in. back)	3	16 "	9½ "
Sofa (69-84-in. back)	None	10 "	7 "
Ottoman	None	2 "	1½ "
3-piece Suite	5	32 "	19 "

Allow extra yardage for flowered material.

² Sears, Roebuck and Company Check Sheet, "How To Measure."

LESSON SHEET NO. 1

To remove old finish:

For cherished woods use a commercial paint and varnish remover.

For inexpensive woods use a homemade remover such as:

Mixture No. 1

3 ounce linseed oil
1 can lye
5 gallons water

Mixture No. 2

Make starch using 4 tablespoons starch and 1 quart water. Add 4 tablespoons lye dissolved in cold water.

To use either the commercial or homemade remover, apply to small area at a time with brush. Remove with a blunt scraper. Use vinegar to counteract lye action on wood if mixture No. 1 or No. 2 is used. Allow to dry 24 hours before further refinishing processes.

Process of Refinishing

1. Apply stain remover
2. Scrape
3. Steel wool
4. Apply stain
5. Apply shellac
6. Steel wool
7. Wax

Most beautiful and oldest finish

Oil Mixture No. 1

1 part linseed oil
2 parts turpentine

Oil Mixture No. 2

1 part turpentine
2 parts linseed oil

Apply mixture No. 1. Allow 24 hours to dry. Apply mixture No. 2. Rub with the grain of wood using palm of the hand. Can be waxed after 4 applications.

WYANDOTTE HOMEMAKING NEWSLETTER

12/47

Dear Homemaker:

Christmas is in the air and such a short time away to make all those last minute preparations for such an important holiday season.

When Christmas cards arrive stick them up with transparent tape to a bright sheet of paper hung from the wall moulding.

Put your Christmas heart into your packages. To hold candy or cookies get some square fruit boxes (the same your strawberries came in) and paint them with tempora in bright clear colors. Line them with tissue to contrast with the paint job, and then interline with waxed paper. Tie a gay ribbon around the top and tie into a bow. Add a christmas ornament and a bit of green. Very Christmasy! Very easy!

Gifts that have a personal touch have so much more value than one purchased with little planning and so much haste.

Use discarded boxes to hold handkerchiefs, socks, stationery, and etc. Cover these boxes with scraps of wallpaper, attractive bits of cloth and a bow. White paste, scissors, a box of suitable size, and a bit of patience are the only needs.

Make that Christmas gift list now. Don't delay another day. Some suggestions are these:

- A box of homemade candy, nuts, or cookies
- A nut and fruit-filled cake
- Place mats and napkins
- A jar of your favorite preserves or pickles
- Closet accessories, such as a shoe bag, dirty clothes bag
- Shoulder covers for hangers, padded clothes hangers
- Covered hat boxes
- Stuffed animals
- Felt objects, such as house slippers, bags, belts, and coin purses
- Aprons, hot pads, teatowels for the kitchen
- Handtowels and guest towels for the bathroom

SEASON'S GREETINGS

"GLORY TO GOD," The Angels sing, we hear their song again:
This is Christmas-tide May Love abide
And "PEACE, GOODWILL TO MEN."

Mrs. Christine Bond

CHRISTMAS RECIPES

Waistline? Throw discretion to the wind and enjoy these delicious Christmas treats:

Almond Christmas Balls

1 cup butter	1 teaspoon vanilla extract
$\frac{1}{2}$ cup confectioner's sugar	18 candied cherries
1 cup ground almonds	2 cups flour

Cream butter with sugar until fluffy, add everything else except cherries and mix well with your hands. Take a heaping teaspoon of dough and start to form it into a ball, push in a half cherry and roll again in your hands to make a perfect ball. Bake on a greased baking sheet in slow oven 325° F. Makes about 3 dozen.

Carmel Fudge

3 cups sugar	$\frac{1}{2}$ cup butter
1 cup cream or top milk	$\frac{1}{2}$ teaspoon Vanilla extract
$\frac{1}{8}$ teaspoon baking soda	$\frac{1}{2}$ to 1-lb. pecans

Put 1 cup sugar into a small saucepan, remaining sugar with cream in a large kettle. Put both on at same time over very slow heat. Stir the sugar constantly with wooden spoon until it is a light brown syrup. Give the other mixture a stir occasionally (Do not let this boil until all the sugar is completely dissolved) when syrup is right add to boiling cream and sugar very slowly, stirring vigorously to keep it from curdling. Continue cooking without stirring until mixture forms a firm ball in cold water. Take it off the stove, mix in the soda. Add butter allowing it to melt into candy. Let candy cool 20-30 minutes add vanilla beat until mixture is thick and heavy and shines like satin. Add as many pecans as mix can hold. Pour into 8" buttered pan. Mark in squares place a pecan on each piece. Cut when absolutely cold.

Date Nut Roll

4 cups shelled pecans	25 graham crackers
4 packages dates	$\frac{1}{2}$ cup milk
25 marshmallows	

Chop dates and pecans. Crush graham crackers with rolling pin. Mix dates and nuts. Melt marshmallows in milk over hot water and mix them in. Put mixture on waxed paper and form into long rolls with your hands. Chill. To serve slice in $\frac{1}{2}$ " slices and add whipped cream. Rich and wonderful. Very good to serve plain with a cup of tea.

Newsletter Continued page 3

Peanut Brittle

2 cups sugar	2 tablespoons butter
$\frac{1}{2}$ cup water	$\frac{1}{2}$ teaspoon salt
$\frac{1}{2}$ teaspoon cream of tartar	1 cup salted peanuts
2 tablespoons molasses	$1\frac{1}{2}$ teaspoon baking soda

Measure everything, then grease platter or baking sheet. Put sugar, water and cream of tartar in a saucepan. Cook without stirring until a small quantity dropped in cold water separates into heavy threads. At this point add molasses, butter, and salt. Cook and stir constantly, till a little dropped in cold water becomes brittle. Add nuts and baking soda at once. Mix quickly. Pour on platter and spread thin. When cool break into pieces.

Peppermint Candy Canes

2 cups sugar	$\frac{3}{4}$ teaspoon peppermint extract
1 cup light corn syrup	$\frac{3}{4}$ teaspoon red food coloring
1 cup water	
1 t. cream of tartar	

Combine sugar, corn syrup, water, and cream of tartar; stir until sugar dissolves. Cook without stirring, to very hard-ball stage. Remove from heat and add peppermint extract. Divide into 2 portions add coloring to 1 part. Pour out on greased platters. When cool enough to handle pull each part separately. Form in ropes and twist red part around white. Cut in 8¹/₂-inch lengths and form in shape of candy canes. Makes 10 canes.

Sugar Plum Cookies

$2\frac{1}{2}$ cups sifted flour	$\frac{3}{4}$ teaspoon salt
$1\frac{1}{2}$ teaspoon baking powder	$\frac{1}{2}$ cup sugar
$\frac{2}{3}$ cup butter or margarine	18 seeded raisins
1 egg	$1\frac{1}{2}$ teaspoon grated lemon rind

Sift dry ingredients together. Cream butter with sugar until very light. Add unbeaten egg and mix it well. Add lemon rind. Mix flour into this mixture and work it well with your hands. Pack in pint-sized ice cream container. Chill 3 hours. Remove carton and slice thin. Place a large seeded raisin in the center of each cookie. Bake on greased cookie sheet in moderate oven 400° F. Bake 10 to 12 minutes. Makes 15 to 20 cookies.

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