

A STUDY OF VOCATIONAL HOME MAKING EDUCATION PROGRAMS
IN TEN SELECTED OKLAHOMA SCHOOLS

A STUDY OF VOCATIONAL, HOME MAKING EDUCATION PROGRAMS
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By

NETTIE HURD HASTINGS

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Sam Houston State Teachers College

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APPROVED:

Katharine W. Kumber
Chairman, Thesis Committee

Millie Pearson
Member of the Thesis Committee

Millie Pearson
Head of the Department

D.C. McIntosh
Dean of the Graduate School

231058

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INTRODUCTION

The study and experimentation of recent years have made many changes in the American educational program. Democracy in education has become the keynote in planning and greater emphasis has been placed upon the value of the individual, his abilities, his needs, and his place in society. As stated in A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma:

If we earnestly desire a democratic way of life, it is clear that each individual, in accordance with his interests and capacities, must participate in the task of promoting a social order in which all cooperate continuously for the common good.¹

Since the home is the greatest cooperative enterprise in our social order, homemaking education can make a vital contribution to our democratic society. The progressively satisfactory adjustment to home and family life helps the individual to develop appreciation for the society in which he lives. Yet educators are becoming increasingly aware of the failure of our society to create and encourage happy home life. The large number of divorces, the rise in the rate of juvenile delinquency, and the increasing number of neurotics in our midst indicate a great need for better training for home and personal living. The importance of the home is expressed by Douglass, who says:

No one can deny that the welfare of society depends directly and heavily on the efficiency with which the home performs its functions. It is the most important single agency in the education of the young. It is the most important factor in the building of character. It is the first line of defense in health. It is the basis of the purchase and consumption of the most of the world's goods. It is the

¹ State Board of Vocational Education, A Guide for Planning the Homemaking Education Program in the Public Schools of Oklahoma, Home Economics Bulletin, 12, 1943 (Reprint 1946) p. 9.

most potent determinant of the happiness of the family group. In whatever way the school can contribute to the realization of the possibilities of the home in these respects it is incumbent upon the school to extend itself to the maximum.²

The aim of all home economics, then, might well be to contribute the maximum to the progressive development of satisfactory home and family life. While the responsibility for the creation of better home living should be shared by all educators, home economics, which focuses thinking directly upon the home and its activities, can be expected to take the lead in this effort.

Vocational homemaking programs vary in many respects. The equipment and funds available, the teachers' attitude and training, and the attitudes of the administrators and the community, all play important parts in determining the scope and effectiveness of the homemaking program. This is due, in part, to the failure of the home economists to clearly define the purpose and scope of the program. To some, homemaking education means only cooking and sewing; for others, homemaking education means education in all phases of home and personal living. Spafford expresses this idea by saying:

Home economics has always had the activities of the home and the life of the family as its focusing point. Those activities most frequently thought of when home economics is mentioned are the feeding, clothing, and housing of the individual and the family. A study of home economics offering, however, over a period of years shows that other studies have long been included; the management and use of individual and family resources, the protection of health and the care of the sick, the growth and development of the members of the family, the care of children, the everyday social relationships of people, the development of individual and group interests within the home. The increasing interrelatedness and interdependence of people

² Harl R. Douglass, Secondary Education for Youth in Modern America, American Council on Education, 1937, p. 19.

have extended still further the interest of home economics in the social, political, and economic conditions affecting immediate personal living, home and family life.³

When this broader scope of home economics is appreciated by all concerned, the home economics program will be given an important place in most high school curricula.

However, the extent to which homemaking education contributes currently to the goal of creating a more satisfying home and family life is determined, to a large extent, by the kind of learning situation found today in homemaking classes in the public schools. A good learning situation, as stated by Hopkins, exists where an individual is facing realistically his own situation.⁴ Many factors are involved in the creation of the type of homemaking experiences likely to result in an ideal learning situation. The department should be adequately equipped to offer rich opportunity for the student to find satisfaction in achieving personal goals. The teacher should be a good leader, well educated, aware of the needs of the students, and alert to opportunities for efficient teaching. The curriculum should be broad enough to include all of the important phases of home and family life which are apt to relate to the student's personal goals and to affect his personal development. Of the newer concepts of teaching, Hopkins says:

Wherever they are put into practice the life of the school is modified. It becomes more human, more kindly, more cooperative, more interactive. The outlook of the children, teachers, supervisors, administrators, and parents is different. There is a reinterpretation of the word "school" to mean active, intelligent social living, for how a child

³ Ivol Spafford, Home Economics in General Education at Secondary Level, p. 4.

⁴ L. Thomas Hopkins, "Emerging Emphasis as to Learning", Teachers College Record, Vol. 40 (November, 1938) p. 120.

learns and how he is affected throughout for good or ill by what he learns conditions all his social relations. The school must exist for the purpose of aiding children to manage their lives more intelligently, for the upbuilding of intelligence is basic to the preservation and re-direction of American democracy. The schools must, therefore, reshape their conceptions of learning without which their function in a democratic society must remain unachieved in the future as it has in the past.⁵

Homemaking education can well take the lead in implementing this concept of teaching, because it deals with the home and family, and the problems involved in personal living. The home-like classroom atmosphere, the activities involved in laboratory work, and the personal nature of home economics subject matter combine to create an ideal opportunity for following democratic procedures. A broad idea of democracy, which can well be applied to teaching, is expressed by Dewey, who says:

Democracy... means voluntary choice, based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he and he alone is capable of becoming.⁶

The above definition provides leads for the teachers of homemaking education who wish to deal democratically with their students and to exemplify the principles of democracy in the home. Of democracy itself, Otto says, "It is an intelligent use of cooperation means for the progressive attainment of significant personalities."⁷ In short, democracy sets as its goal

⁵ Ibid., p. 127.

⁶ John Dewey, "Education and Social Change", Social Frontier, Vol. 3 (May, 1937) p. 238.

⁷ Max C. Otto, "John Dewey Philosophy", Social Frontier, Vol. 3 (June, 1937) p. 266.

the optimum development of each individual.

The purpose of this study is to appraise the learning situation in the vocational homemaking classes of a few selected public schools in Oklahoma. It concerns itself with how well the home economics teachers in these schools are challenging their students to engage in functional, self-directed learning experiences and whether or not the subject matter dealt with is used to implement democratic principles in personal, home, and family life.

DESCRIPTION OF THE PROBLEM AND PROCEDURES

The information for this survey was obtained through visits to vocational home economics departments in ten Oklahoma schools. In every instance the observations were supplemented by conferences with the teachers and additional data obtained through an inquiry distributed among the home economics students, offered as Exhibit "A", page 7.

The schools selected for the study represented schools of different sizes, located in communities in different sections of the state, reflecting different income levels. The home economics classes were visited to observe the methods of teaching, the extent to which students seemed to be participating, and the general effectiveness of the learning situation. Through conferences, information was obtained concerning teaching plans, community interests, the use made of teaching aids, the units of homemaking education included in the year's planning, the interest of the students and other pertinent information. Information concerning students' opinions of the homemaking classes, suggestions for improving them, and the value of home projects was obtained through the use of the student questionnaire cited above.

Since the environment in which groups meet to learn is of utmost importance if maximum learning is to take place, the effectiveness of the home economics department would seem to be determined, in part, by the extent to which the plant and its equipment are in harmony with the educational aims of the department. Spafford says:

The school environment should be organized in such a way as to give the student increasing control over experiences by placing him in situations which involve the making of choices. Equipment and furnishings should be provided which represent a range of economic levels, artistic standards, degree of manipulative difficulty, managerial ability. Considerations of standards not

only desirable but practically attainable in a given community will tend to make these choices more truly real-life situations for that school. The plant and equipment should be such that the individual will be stimulated to discover his greatest abilities and limitations. Provision for a variety of kinds and types of furnishings and for flexibility in use can encourage individual interests and promote creative activities.⁸

The home economics department can do much to promote the kind of understanding and the sharing of common interests and purposes basic to happy home living. The trend in homemaking education is to create in the departments situations as nearly home-like as possible. Family size unit kitchens, home economics cottages arranged as for home living, and laboratories arranged in home patterns are commonly used.

It is not possible, nor necessary, for all schools to have ideal departments, supplied with the most modern equipment. Such departments might be so far superior to any home in the community that the girls would be discontented with their own homes, or could not successfully transfer the principles learned at school to their own home situation. However, there are some standards which every school should strive to meet in an effort to make the homemaking program as valuable as possible. While it is not possible for all schools to rebuild their departments to meet all modern trends, most departments can be made attractive and home-like in many details at little or moderate cost. The standards of cleanliness, convenience, and attractiveness deemed desirable in the homes of the students should be exemplified in the home economics department.

The department may serve as a community center for social experiences. The maximum use of the department helps to justify its cost and assure to it a home-like atmosphere. It may be available to homemakers

⁸ Spafford, op.cit., p. 25.

EXHIBIT "A"

AN INQUIRY TO DETERMINE THE ATTITUDES OF THE STUDENTS
TOWARD THE HOMEMAKING PROGRAM

1. Class _____
2. Why do you like homemaking classes? List your reasons.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. If you were teaching homemaking, what changes would you make? (For example: You might like more training in certain subjects, less in others. You might like changes in the subject matter, methods of teaching, equipment, etc.)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. What would you like to do when you finish high school? Be specific.

5. What home projects have you done? List any, whether you have reported on them for class or not.

6. Do you plan to take any more homemaking courses? _____
Is it required in your school? _____

(If you need more space to answer the questions, use the back of the sheet. Your cooperation in answering this questionnaire is deeply appreciated.)

in the community for sewing laboratories, or for adult classes. Its informal atmosphere, coupled with the feeling that it belongs to the community, makes the department an ideal place for conferences, social gatherings, and work sessions. It may become necessary to set up special plans for taking care of a department that is open to the public, but the department that is closed to all activity other than actual class periods reflects little value in setting community standards for home living. Like the old fashioned parlor, kept for special company, it becomes formal and uninviting, and many opportunities are lost that might have been used to create better understanding between teacher and pupil, or to create a desire to improve the department.

In dynamic education, the homemaking department is never finished. New equipment, rearrangement, or repairs will be needed. Spafford suggests that teachers might encourage the students to explore the needs of improving the plant and equipment in the light of their own demands upon education and the changes occurring in home and family life.⁹ She says:

Real life experiences are obviously involved in the planning, selection, and arrangement of space, equipment, and furnishings in a home economics department. Too often, unfortunately, the value of such learning situations is not fully realized. In selecting various items, students can gain some understanding of the way needs have to be weighed against desires. Committees of students can study the desires of various individuals and groups in relation to the present plant. In turn, they can investigate the facilities for student learning experiences which are offered by the community and which will thereby relieve the demands upon the school.

After surveying the needs and possibilities for reorganization and renovation of the furnishings on hand, new offerings on the market can be investigated by the class and plans formulated for the expenditure of available funds. In order

⁹ Spafford, loc. cit., p. 26.

to use their resources to the best advantage, students can attempt to devise ways to use the same setting for more than one purpose, reduce the student and teacher labor to a minimum, and organize and equip storage space for the greatest convenience of all.¹⁰

While the problem of creating a home-like atmosphere in the department offers a real educative challenge, the care of the homemaking department can furnish a learning experience to the students, too. The care of floors, cleaning of rugs, storage of supplies, and the cleaning of equipment can be a valuable phase of homemaking education. In many schools, however, since sweeping and dusting are daily tasks performed by the home economics students, it becomes necessary to end cooking, sewing, or other activities in time to complete the cleaning. When these activities can no longer be so varied as to challenge new learnings, they become menial tasks that take time from more educative experiences. In this case, they should become janitorial duties.

Maximum learning does not exist where no provision has been made for showing educational films, or for sufficient bulletin board space to display illustrative materials. The adequately equipped department also has a good supply of teaching aids, which is continuously improved, and which is used to contribute to effective teaching.

The value of homemaking classes bears direct relation also to the qualifications of the teacher. She must both modify the learning environment and guide the experiencing of the students. The homemaking teacher who hopes to maintain a satisfying personal life must be vitally interested in home economics. The demands on the teacher's time are usually heavy in this field since the teacher is expected to lead in social functions of the school, direct homemaking clubs, teach adult classes, give

¹⁰ Spafford, *Ibid.*, pp. 25-26.

guidance to high school students, and make home visits outside of class hours. Frequent requests come to help solve the problems of homemakers in the community, or to assist in projects carried on in other departments, as, for example, planning costumes for a play. A teacher who sees these responsibilities as opportunities to further the teaching goals accepted and who finds pleasure in them will feel that the teaching of homemaking brings rich rewards.

The homemaking teacher should be a leader who can encourage students to assume increasing responsibility in planning and participating in activities. The teacher must see that needed materials are available and used. At the same time the experience, knowledge, and skills which the teacher has acquired must be used to guide the students in selecting worthwhile objectives. Only so can aimless "busy-work" and mistakes costly of student time, or resulting in undesirable learning, be avoided.

The homemaking teacher should have a broad knowledge of the home economics field, should understand the students and their problems, and should know the conditions that are unique to the community as they relate to personal, home and family living.

The homemaking teacher should make thorough plans for classroom teaching. Although these may be tentative and based on objectives and procedures planned with the students, planning in itself is necessary to insure progress in learning. Preliminary planning makes it possible for the teacher to collect teaching aids, arrange for needed equipment, and provide for variety in procedures. All of these factors tend to make the classes interesting and functional. The plans should be flexible enough to utilize opportunities for more effective teaching as they arise and to incorporate student interests as they are revealed. Spafford says:

Preparing teaching plans should not mean formal, detailed plans worked out weeks in advance or used from year to year, nor should it mean one day's work planned as a unit in itself. Worthwhile, usable plans represent up-to-the-minute thinking, centering in teaching units of sufficient size to be interesting and challenging to the teacher and the pupils. The teacher, before making final plans, will need to evaluate the possibilities for action and the working materials available, and in the planning provide for enriching experiences, guiding pupil progress and measuring the results of instruction.¹¹

Thus it seems that the objectives for the units of work so planned should be set up in terms of the regulators of human behavior and that the outcome hoped for should be sensed in terms of changed behavior on the part of the pupils.

The alert homemaking teacher must be aware of trends in the field of home economics and interested in discovering both better and newer methods of teaching as well as class activities which will interest and challenge the pupils. The homemaking teacher should be sensitive to the attitudes and observant of the behavior of students in order to know whether or not good learning situations exist in the classroom from day to day. She should also make effective use of illustrative materials, such as films, bulletin board displays, samples of work, or objects relating to the activity or study in progress since they help to create and maintain the interest of the students. Spafford says that if the desire to learn were fully aroused in the classroom, it would be impossible to stop children in their search for new learning.¹² The alert home economist, too, will present the material selected for class emphasis in many ways. For example, field trips, demonstrations, laboratory work,

¹¹ Ivol Spafford, Fundamentals in Teaching Home Economics, p. 52.

¹² Ibid., p. 50.

class discussions, panel discussions, and lectures by specialists can be used effectively in the home economics classes.

The standards in personal living which the homemaking teacher follows set a pattern of living for the students in the homemaking classes. The habits followed, the clothes worn, the home occupied, the attitudes and ideals of the teacher play important roles in determining the behavior of her students. The good home economics teacher is aware of this, and sets the pattern desired through living the ideals which she is striving to teach.

The home economics field, as organized in the "State Guide" for home-making classes, is divided into five areas; foods, health, clothing, housing, and relations.¹³ It is further suggested that these areas be organized to focus upon personal, family, and community living. If this plan is to be used from the seventh grade through the high school classes and is to meet the interests and basic needs of individual students, the units of work in each area must be planned so that activities become progressively more advanced and differ from those of the preceding units. As the student advances, emphasis should be placed upon more difficult problems related to those discovered and partially solved in previous study.

The chart for teaching homemaking classes, as suggested in the Oklahoma Guide for Program Planning, is intended only as a guide and should not be followed strictly or substituted for a curriculum plan.¹⁴ The wide differences in interests and activities, as well as difference in the rate of the growth development of children make a fixed teaching program

¹³ State Board of Vocational Guidance, op. cit., pp. 71, 79, 91, 104, 122.

¹⁴ Loc. cit.

impracticable. Only flexibility in program planning can let homemaking education function in solving the problems of personal, home, and community living.

Nor should programs in homemaking ever become static. There is a need to change constantly the program, the methods used, and the content emphasized in home economics classes to make them of real service to the students and the community. Pearson expresses this as follows:

Homemaking departments have an increased responsibility for rearranging their yearly program so that through the work of their classes they can assist in all areas of homemaking with personal, home, and community problems throughout the year. Food rooms need to be kept open at all times and some class or classes should be active in securing and dispensing information regarding nutrition and food conservation to both public school children and to adults throughout the year. Classes in health, cooking, home management, child welfare, in all areas of homemaking subject matter, can be doing their bit to help make this a better place in which to live. Only as teachers, students, and parents plan a school program which deals with all areas of homemaking all the time can that program be of real service to the community.¹⁵

So it appears that homemaking education cannot be confined to the classroom or to a class period and be of vital service in the community, and that activities of the family, the home, and the community should shape the offering in the homemaking classes. In short, the cooperation of the family and the community, in determining where to place class emphasis, helps to make the home economics program more meaningful for the student.

The home economics curriculum also should provide some help to the student in the selection of a career. This might mean encouraging the individual student to know his own ability and interest, and to discover

¹⁵ Millie V. Pearson, "Homemaking to Fit Community Needs", The Oklahoma Teacher, (March, 1948) p. 20.

the probability of his attaining success in a chosen field. This help may be offered as a unit of study or given the student through individual guidance, or a combination of both methods. It probably will be more effective if taught early in the senior year, or at intervals throughout home economics courses. If the vocational emphasis does not come before the last part of the senior year, as in many schools, many seniors will have made plans before the unit is taught. Early guidance makes thorough study and investigation of the desired field possible for the student before he is forced to make a decision.

Homemaking clubs can contribute to the teaching of home economics, too. The teacher who realizes this, and cooperates in making the club program interesting and worthwhile, has an opportunity to guide the students in the constructive use of leisure time. The adolescent is usually seeking means to join with other youth in pursuit of common interests. For this reason, this is often called the club age. Clubs for youth should be basically by and for the youth, but here again, guidance toward worthwhile activity is essential. Assistance from the homemaking teacher, the privilege of using the homemaking department, and access to the teaching materials help to make clubs function successfully. Clubs can be capitalized upon to teach social arts as well as crafts and hobbies.

Since the home project represents a deliberate attempt to encourage the use of knowledge acquired in the classroom, it should be considered an essential part of all educational programs. Especially is this true of the homemaking educational program. Home projects offer opportunity for the carrying over of home economics work into the home. They include more than practicing what is learned at school. They offer opportunity for the finding and solving of new problems. The home project should be

selected by the student to meet a recognized need and the resulting product should be an asset to the family or to some individual in the group. The selection and planning of the home project should be given careful attention since this may be as valuable a learning experience as the project itself. It is important that the teacher know the student's needs, interests, home, and family in order to guide the selection of projects into worthwhile channels. As stated in the State Bulletin:

In order to guide the pupils in selecting worthwhile self-directed experiences in accord with their needs, interests, and capacities, the following schemes may prove helpful to the teacher: parent-pupil-teacher planning, conferences, home visits and records of previous home projects.¹⁶

In short, the home projects are desirable not only because they let the student work on his own, but because they help the teacher to discover the needs of the pupil and his family, acquaint the parents with the home-making program, and offer an opportunity for parent-pupil-teacher planning.

Home visits are considered essential for the teacher who wants to gain a better understanding of the student and his home environment. As stated by Spafford:

Home visiting is being quite generally recognized as the heart of home project supervision - visiting in which the teacher finds out what the home and girl need and want, enlists family cooperation, follows the work being done, and with the mother and the girl evaluates it.¹⁷

So, although the occasion for home visiting occurs chiefly in connection with home projects, the visits help the teacher to build support and to make classroom teaching more meaningful.

In many instances today, as in former years, schools and colleges

¹⁶ State Board of Vocational Guidance, op. cit., p. 18.

¹⁷ State Board of Vocational Education, op. cit., p. 18.

set their goals toward such purely academic achievement that learning does not focus upon home and family problems and little, if any, responsibility is assumed to help young people prepare themselves for marriage and family living. So long as this situation exists, we cannot expect our children and youth to place high importance upon the value of the home. If home living is to be improved, educators must give recognition to its value, and give it an important place in the educational program at all age levels. Goodykoontz and associates say that homemaking offers the opportunity to make daily living meaningful and fulfilling, if, through education for homemaking and through family counseling and guidance, we strengthen men and women in their search for the satisfaction and enriching experience of family living.¹⁸ Not only is it important to give education a vital place in the curriculum throughout the school years, but it is important that every individual understand the importance of each family member in maintaining a good family life. To quote:

If the schools and colleges are to foster in girls and women a capacity and willingness to see in marriage and family living occasions for the exercise of the intelligence, of understanding, and the art of human relations, then they should likewise recognize that men have opportunities, responsibilities, and needs beyond jobs and careers. The man's participation is essential in family living; as husband and father, he too needs help in realizing that he must bring to daily living a sense of its meaning and significance and a keener understanding of what his attitudes, beliefs, and feelings do to family living, to his wife and his children. These are not easy tasks for education; indeed it requires as much intelligence and devotion to create good human relationships and to guide children wisely in their development as to learn a profession.¹⁹

¹⁸ Bess Goodykoontz and Associates, Family Living in Our Schools, p. 18.

¹⁹ Ibid, p. 148.

The above suggests that home economics for boys should become more general as educators see the need for training boys, as well as girls, for satisfactory home life. Where home economics classes for boys have been offered they usually become popular as the boys discover that these classes serve a need not met by other classes. Furthermore, the masculine and feminine roles in family drama are not as clearly distinguishable as in earlier years. According to Goodykoontz:

No longer can all men be the wage earners of the family while women produce the food, clothing, and furnishings of the home. Boys, as well as girls, are choosing their own food, clothing, and recreation, are finding parent-child relationship of importance to them, are assuming financial and work responsibilities in the home. Soon for some of them, as for girls, there will come decisions about the establishment of a home, the care of children, the maintenance of satisfying relations, the management of family finances.²⁰

In view of these facts, all homemaking curricula should include homemaking education for boys if the programs are to function to the maximum in education for family living.

Conference periods are valuable alike to the teacher and the student, because they lead to better understandings and offer opportunity for personal guidance. They may be used to help clear up any confusion in plans for class activities, home projects, or personal problems. Students often need conferences with an adult on personal-social problems. The informal class atmosphere, class association with the home economics teacher, group discussions of social problems, and the willingness of the teacher to give assistance, should make conferences on personal problems easy for the pupils and a very natural procedure for all concerned.

The length of time allotted to home economics classes is another

²⁰ Goodykoontz and Associates, loc. cit.

factors affecting the learning situation fostered by the home economics teacher. The class period for laboratory classes should be sufficient in length to complete an activity, if the greatest satisfaction is to be achieved. For example, the one-hour classes, common in most schools, do not allow time to cook and serve a meal, or to cut out a garment. Too, much of the class time in the one-hour plan is given to preparation for work, the putting away of materials, and the cleaning up of the department. Obviously, more could be accomplished in one two-hour period than in two one-hour periods. If two hours daily cannot be given to home economics in the high school program, it seems more practical to have fewer meetings but longer class periods.

Furthermore, since changing world conditions, inventions, and discoveries affect home living, they should affect the homemaking program. And, although the content of the homemaking program may become so broad in scope that students cannot become highly skilled in the homemaking classes in the public school, a well-rounded program of homemaking will help the student to understand and evaluate current social trends affecting the home and to discover his own talents and interests for coping with these and other persistent home problems. The basic goals in planning the homemaking education curriculum are to create conditions which will challenge the student to want to live a more helpful and satisfying personal, family, and community life and to be willing to work intelligently and zealously toward this objective.

The interests and attitudes of the students are recognized more and more universally by educators as important factors in curriculum planning and classroom teaching. Hopkins says that every child is capable of

learning anything which he sees a personal need for learning.²¹ This is further expressed in the statement by Hopkins:

Slow and rapid learning is then really a matter of personal goals. Every child learns rapidly when he sees a personal need. Every child learns slowly when that personal need is not present. And this is true regardless of the "intelligence" of the child, whether he is a genius or a moron. Since every individual is a self-regulating, goal seeking, energy system, helping children to find ever better goals to be reached by ever-improving means is a major criterion for better learning.²²

So, while it is to be expected that the student will want to learn those things which will help him to reach his personal goals, the individual student's participation in setting up class goals should be balanced by consideration for the interests and needs of other class members. The teacher must see that class activities meet the needs of all students, and at the same time be alert to the responsibility for helping the individual to integrate personal conferences, home projects, and class activities. This means the providing of learning situations that help the individual to discover personal problems, challenge him to think of ways and means of solving them, and offer opportunity to work toward their satisfactory solution. The home economics teacher, then, should struggle to develop the attitude toward homemaking which reflects recognition of the general need for improving home and personal living, while focusing effort upon accomplishing these goals in daily life.

Since the homemaking department is so important a factor in the achieving of instructional goals, and frequently is planned to create home-like situations that may throw a light upon the student's own problems, it is highly desirable that the students feel that the homemaking

²¹ Hopkins, op. cit., p. 127

²² Hopkins, loc. cit.

department belong to them. This attitude will impel them to try to improve it, to keep it home-like, and to make it attractive. The students' attitude toward the department may be an indication of the value placed by them upon home living.

The desirable student attitude toward learning should be one which reflects appreciation for the personal value of learning rather than learning for artificial means. Hopkins expresses this idea by saying:

Learning carries its own reward if it takes place in a proper setting of personal interest, meaning, and feeling of satisfaction. There is no need for any teacher to suggest or for any child to reach out for purely artificial rewards. The only appeal needed for satisfactory learning is to the developing regulators of the total personality through selecting, expanding, and refining the personal goals of the child. When these goals are not personal and cannot be achieved through interaction which respects the maturing child in the changing culture, external incentives are applied. The degree of reliance upon external incentives by the teacher is a rough measure of the lack of appreciation of learning just discussed. When a child feels no need for anything in meeting his own personal goals the learning of it becomes difficult for him. Thus a teacher finds a high degree of difficulty in teaching it and resorts to artificial incentives. The remedy is often overlooked.²³

Therefore, when there is little or no evidence of learning taking place it becomes necessary for the teacher to help the student recognize some personal values in the class activity or to shift the emphasis to other material which has more immediate appeal to the students.

Guidance or, as Overton puts it, conversation between student and teacher,²⁴ is a valuable means of helping the student with problems of personal living. Of this Goodykoontz says:

To be a guide and counselor, an understanding friend and

²³ Hopkins, loc. cit.

²⁴ Grace Sloan Overton, In an unpublished address, given at Oklahoma Agricultural and Mechanical College, April, 1948.

a challenging teacher during this period of adolescence brings a reward in seeing many secondary school pupils develop capacities which can make for infinitely finer home and community living. The development of these innate capacities is essential for the satisfactory functioning of a democracy in which are needed the abilities and intelligence of each of its members. The frustrations which may arise and make further intellectual and emotional development impossible result in a tremendous social and economic loss to the community and to the nation. Any young person who is unable to find his niche and be a respected, valued citizen is a social liability. Some real changes in home and community life, however, can be expected to result, if these young people can be helped to understand themselves, to see ways to make conditions in their home communities better, and to develop through their high school period a wholesome philosophy of living.²⁵

The teacher who accepts the above belief, and strives to give assistance by being friendly, considerate, and helpful, builds rapport between himself and the student. On the other hand, the student who seeks help when needed, who weighs and accepts or rejects suggestions has achieved an attitude that will help promote both personal and class goals.

In accordance with the point of view shown in this discussion, an ideal learning situation exists if (1) the students are being challenged to direct themselves to learn functionally, and (2) the subject matter is being used to emphasize democratic procedures with special reference to home life. This is possible only to the extent to which the department, the teacher, the curriculum, and the students contribute to the learning situation.

The above discussion suggests that:

- I. A department is likely to create an environment conducive to maximum learning if
 - it is adequate in space and equipment to allow each student

²⁵ Goodykoontz, op. cit., p. 152.

to participate readily in class activity.

- it is clean, conveniently arranged, and attractive.
- it has an adequate collection of home economics books available for home use.
- it is used to maximum advantage.
- it has a good supply of teaching aids with ample provision for storage.

II. The homemaking teacher is effective in challenging and encouraging learning if she

- reflects vital interest in home economics.
- has the ability to lead her class in worthwhile activities and encourages student planning and participation.
- plans her work thoroughly but modifies her plans when necessary to meet student interests and needs.
- varies her methods to make each class period interesting and functional.
- sets a desirable pattern of living for students by her own personal living.

III. The homemaking program is dynamic if it

- is broad enough to include all the important phases of home and family living.
- provides for an active home economics club.
- is planned to utilize home projects and home visits as a means of relating learning to the student's life.
- is planned to make homemaking education available to all.
- allows sufficient time for class activity.

IV. The students have acquired the attitudes essential to optimum learning through democratic procedures if they

- are interested in homemaking education and its application to personal, home, and family living.
- have the desire and ability to participate intelligently in planning and in carrying out class procedure.
- cooperate with the teacher and other students.

- reflect desirable social standards in their appearance and behavior.

The above criteria have been set up for evaluating the vocational homemaking departments of the ten Oklahoma schools selected for this survey.

COLLECTED DATA

The homemaking departments visited in connection with this study show wide variation in types, arrangements, and economic levels. Two schools have cottages with provision for practically all phases of home living, and three have cottage arrangement of rooms in a part of the high school building; two consist of two rooms used respectively as foods and clothing laboratories, and two departments consist of a single classroom, arranged into a general purpose laboratory. The departments range from being complete and modern in every detail, to being old, unattractive, and poorly arranged.

One school visited has a new high school building. The homemaking department is a part of the new building, consisting of a large clothing laboratory, a laundry room, two dressing rooms, a living room, and a food laboratory. The entire department is beautifully decorated. The clothing laboratory has large tables, seven new sewing machines, several full-length mirrors, and a good supply of magazines, books, and illustrative material arranged attractively on book shelves. The floors are covered with linoleum, the windows are attractively decorated, and pictures and decorative plates hang on the walls. It is light and airy, and a delightful place to work. The laundry room is complete with an automatic washer and all the equipment necessary for effective laundry work. The living room has all the appearances of a well arranged home living room, with comfortable chairs, a large table, a divan, end tables, radio, and all the necessities for comfortable living. The large foods laboratory has three complete meal preparation units, including one which is

electrically equipped throughout. The cabinets are covered with inlaid linoleum. The walls are light green, and attractively decorated with colorful dishes. The laboratory is well equipped with silver, linens, china, electric mixers, electric oven, and all types of modern equipment. Pamphlets, books, magazines, and other illustrative materials are conveniently arranged near the teacher's desk. On the day of the visit, flowers were on each desk and in the living room. The atmosphere of the entire department was cheerful, home-like, and inviting.

In contrast to the department just described, some are dark, unattractive, and lacking care. One quite large department consists of two laboratory rooms adequately equipped but poorly arranged and framed by walls in need of paint. Neither bulletin boards nor illustrative materials were in evidence, and book shelves overflowed with old, disarrayed books and magazines.

Some small, poorly equipped departments were visited, however, which had an atmosphere of friendliness and warmth. An example of this was found in a small cottage, containing a living room, dining room, dressing room, and kitchen. The furniture in this cottage is not new, and the building needs repair, yet it is a delightful place in which to work. The small living room is well arranged with tables, a divan, sewing machines, an orderly book shelf, and an attractive, well planned bulletin board. The dining room contains simple, but well arranged furniture, and flowers added to its attractiveness on the day it was visited. The tiny kitchen contains a small built-in cabinet, one stove, one sink, but no refrigerator. The girls in this department seem to be fully aware of the need for improving the cottage and are making plans to effect this improvement.

Each of the homemaking departments visited was scored on the five

selected factors listed in the criteria.²⁶ The score sheet, offered as Exhibit "B", page 28, shows the relative adequacy of the ten departments as well as the rating for each department in relation to each of the five physical factors considered. Each score was obtained through careful consideration of all information gained through student responses to the questionnaire,²⁷ through observation of the equipment and the use to which the department was being put on the day visited, and through conference with the teacher. An attempt has been made to make the scoring on all points as objective and accurate as possible, although in the last analysis, it became a matter of personal opinion.

A department was classified as average with respect to the adequacy of space and equipment if it contained one refrigerator, one sink with hot water, adequate lighting, sufficient working space for all girls to participate in activities, enough small equipment to make extensive borrowing unnecessary, and for every six girls in a class, one stove, a sewing machine, and a large table, all in fairly good condition. Such a department would seem to have the minimum amount of equipment for efficient teaching. Departments with more equipment were scored above average or excellent in comparison with the established average. Departments that contained most of the equipment listed in the example of the average department, but failed to have, for example, a refrigerator or hot water, were classified below average. Departments were judged to be very poor where the equipment was in such poor condition or insufficient in amount

²⁶ See page 22.

²⁷ See page 8.

EXHIBIT "B"

SCORE SHEET SHOWING AN EVALUATION OF THE HOME MAKING DEPARTMENTS
IN TEN SELECTED OKLAHOMA SCHOOLS WITH RESPECT
TO FIVE SPECIFIC PHYSICAL ASPECTS

Physical Aspects Considered	INDIVIDUAL SCHOOLS											Aver. each factor
	Q	R	S	T	U	V	W	X	Y	Z		
Adequate in space and equipment to allow each student to participate readily in class activity.	4	3	2	3	1	3	2	4	5	2	2.9	
Clean, conveniently arranged, and attractive.	1	4	3	4	3	3	3	4	5	3	3.3	
Has a good collection of home economics books available for home use.	3	4	3	3	3	3	4	4	4	4	3.5	
Used to maximum advantage.	3	4	3	4	5	1	3	4	5	5	3.7	
Has a good supply of teaching aids with ample provision for storage.	4	3	2	3	4	4	3	4	5	4	3.6	
Average score for each school	3	3.6	2.6	3.4	3.2	2.8	3	4	4.8	3.6	3.4	

Legend: A score of 5 indicates excellence; 4 indicates above average; 3, average; 2, below average; and 1 is very poor or inadequate.

to permit all students to participate at once in laboratory work. For example, a school that has one stove for twenty students, no refrigerator, no hot water, and insufficient kitchen space for all the class to work, is not adequately equipped for functional laboratory work, so would have to be classified as very poor in this respect.

The homemaking departments also were scored in regard to their cleanliness, convenience and attractiveness. A department was scored excellent in cleanliness if it was immaculate, if floors and cabinets were covered with a readily-cleaned material such as linoleum or tile and if no obviously unsanitary condition existed in any part of the department. The department was scored excellent in convenience if it was arranged in work units for each group of students, if the equipment within the unit was arranged to provide good sequence of work, and if the space seemed to be utilized to the best advantage. It was considered attractive if the color scheme, arrangement, and cleanliness of the department created an atmosphere pleasing enough to make it a desirable place in which to work. The department scoring one on this point was not very clean, the equipment was arranged in such a way that work was made difficult, and the atmosphere was depressing. Other schools were scored by comparison to these two extremes.

The adequacy of the book collection was determined through a study of the books on hand, statements made by the teachers, and observation of the use of the books in class. A department was scored excellent on this point if a wide variety of books, including a good supply of recent editions on all phases of homemaking, was available for student use, if the books used as texts were comparatively recent editions, and a copy was available for each student in the class. In one school observed, it was found that students were not allowed to take books from the department,

and in six other schools, two or more students shared one text book.

A department was given a score of excellent in regard to its maximum use if all parts of the department were available for student use, if students were allowed to use the department for working or for studying home economics books and magazines, or for conference with the teacher during the times when classes were not in session, and if the department is used, within reason for student social activities or community activities such as the meeting of home demonstration clubs or Parent-Teacher Organization.

The matter of including storage space was scored by observation and the teachers' statements. In most of the schools observed, the supply of teaching aids seemed adequate for effective teaching. All of the ten schools had a projector and screen available for showing films, seven had sufficient bulletin boards, and five had sufficient space for storage. The department scored as excellent has a projector and screen, sufficient bulletin boards, adequate storage space, and an attractive supply of samples of work, charts, pamphlets, and posters.

The final scores for each school in regard to the physical aspects of the home economics department, was secured by averaging the scores on the five specific factors. These final scores show two schools as slightly below average, seven average or slightly above, and one school only slightly lower than perfect. The perfect score was spoiled by rating four rather than five on "books available". This was necessary because 19 students from that school stated that text books were not available for home use.

In general, the homemaking departments need to be improved in most of the schools observed if maximum class participation is made possible. The

pieces of large equipment were found to be new or in excellent condition in all of the schools, but usually insufficient in number to accommodate the average size classes. The amount of small equipment in most of the schools was inadequate, as reported by the homemaking teachers. The departments, in most instances, were clean but they needed to be made more convenient and attractive. There seemed to be a wide variety of homemaking books in the schools, but not enough copies of those used for text, and frequently these were not available for home use. The teaching aids were found to be above average in most of the schools, and each of the ten reported that a projector and screen were available for showing educational films. Teachers in the various schools indicated that some improvement had been made in the departments during this year, and plans were being made for further improvements during the summer months.

The relative competency of the home economics teachers of the ten schools visited was estimated on scores made on five specific traits. The score sheet, offered as Exhibit "C", page 32, shows the relative competency of the teachers from the ten departments, as well as the rating of each teacher in relation to each of the five traits considered.

The relative interest in home economics of the homemaking teacher was judged by the way the classes were taught, as well as the expressed opinions of the teacher, and a study of the teacher's written plans. For example, one teacher expressed the desire to continue teaching homemaking, although she had an opportunity for greater advancement in another field. It was necessary to talk to her only a few minutes to realize that she was interested in all phases of homemaking education and enjoyed her work. The students cooperated with her in every instance on the day the school was observed, and the student questionnaires from this school

EXHIBIT "C"

CHART SHOWING AN EVALUATION OF THE RELATIVE COMPETENCY
OF HOME-MAKING TEACHERS IN TEN OKLAHOMA SCHOOLS
WHEN SCORED IN TERMS OF FIVE SPECIFIC TRAITS

Factors of Competency Considered	INDIVIDUAL SCHOOLS										Aver. each factor
	Q	R	S	T	U	V	W	X	Y	Z	
Reflects vital interest in home economics	3	5	4	5	5	3	3	5	5	5	4.3
Has the ability to lead her class into worthwhile activities and encourages student planning and participation.	2	4	4	4	3	4	4	5	5	4	3.9
Plans her work thoroughly but modifies the plans when necessary to meet student interests and needs.	3	4	3	4	4	3	2	4	4	4	3.5
Varies her methods to make each class period interesting and functional.	2	4	3	3	4	3	3	5	5	4	3.6
Sets a desirable pattern of living for students by her own personal living.	2	4	4	4	4	3	3	5	5	4	3.8
Average score	2.4	4.2	3.6	4	4	3.2	3	4.8	4.8	4.2	3.8

Legend: A score of 5 indicates excellence; 4, indicates above average; 3, average; 2, below average; and 1 is very poor or inadequate.

contained numerous statements supporting the validity of the conclusion that she makes homemaking education interesting and meaningful to the students. The students' statements are typified by, "I want to be exactly like my teacher", "Everything in homemaking is interesting", and "Our teacher is a real friend and helps us in so many ways". In contrast, another teacher taught three of the four classes observed in the same manner, and neither she nor her students gave evidence of interest. Seventy per cent of the students in the first and second year of vocational homemaking of this school indicated that they did not plan to take more home economics, or that they were uncertain whether they wanted to take more or not. These two examples of teacher interest represent the score of excellent and very poor, respectively. All teachers were scored by similar logic.

The teacher's plans were appraised through study of the written plans, observation of class work, and the statements made by the students. Six of the teachers had detailed plans for the semester's work, and daily plans sufficiently functional for each class period. One of the teachers, however, apparently followed the plans too closely to allow for student planning, or for changes that might seem of value. This conclusion was reached through observation of classroom teaching and substantiated by student statements from the school. Three teachers had only brief outlines of the various units to be taught, and one teacher had no written plans.

The methods of teaching and the interest created in the classroom were appraised through a study of the written plans for teaching, observation of classes, and statements made by students from each of the various schools. Two teachers received a score of excellent, because their classes

were interesting, varied, and provided for maximum student participation with sufficient guidance to insure the existence of good learning situations. Students' statements from each school were of value in determining the effectiveness of the methods used. Thirty-five classes were observed in this survey, and nine procedures were found in use. The frequency with which each method was used is shown on a chart supplementing Exhibit "B" and offered as Exhibit "D" on page 35. The table shows that reading from text books is the method most frequently used in the classroom. There was little evidence that learning was taking place in the classes which were conducted in this way. Students generally appeared inattentive and obviously were not interested. This fact is substantiated, too, by student responses which indicated several related reasons for this attitude. Typical of the reasons cited are the following statements: "The text used in clothing is too old to be of much value in style selection", and "I would like to do my studying at home, and use class periods for laboratory work". Of the 556 students responding, 226, or slightly over 40 per cent stated that there was too much reading in class. The students in all of the classes observed seemed to enjoy the laboratory and to participate in it rather fully. Discussion periods were usually interesting and, in most cases, the students participated freely. Most interest was shown, however, when the discussion centered around personal problems. Demonstrations by the teacher or the students were enjoyed rather generally, and many students expressed desires to have more demonstrations. These suggestions were often made orally during planning periods and were expressed occasionally on the student questionnaires. Oral group evaluation of work periods usually met with poor response by the students. While oral reports were usually dull and uninteresting, three

EXHIBIT "D"

FREQUENCY TABLE SHOWING TEACHER PREFERENCE FOR NINE
METHODS IN THE THIRTY-FIVE CLASSES OBSERVED

Method	Number of Classes in Which Used
1. Reading from text book, orally or silently - - - - -	8
2. Sewing laboratory, with individual help as needed - - - - -	7
3. Group discussion - - - - -	5
4. Food preparation laboratory, working in groups - - - - -	4
5. Oral planning for laboratory work - - - - -	3
6. Class evaluation of previous work - - - - -	3
7. Demonstration by the teacher - - - - -	2
8. Oral reports from articles read - - - - -	2
9. Demonstration by students - - - - -	1
Total - - - - -	35

were especially interesting, largely because of the ability of the speaker and the material being reported upon. One of these reports was given by a student who seemed vitally interested in her subject, spoke distinctly in a pleasing voice, and used charts to illustrate the points of her talk.

The pattern of living set by the teacher had to be judged chiefly through observation of classroom teaching, statements made by the students, and first hand impressions gained through limited association with the teacher. Moreover, the general level of courtesy shown toward the students and extended to the visitor, the teacher's personal appearance, and her dealings with other teachers on the day of the visit, has been used to help score each teacher on personality and the probable pattern of living followed.

The keen interest and capable leadership was shown by most of the home economics teachers, as illustrated through the efficient way in which their classes functioned. Although limitations were placed upon the teachers through short class periods, general insufficient funds for class activities, and inadequate equipment, the teachers offset these to a large extent by good organization of the work and careful planning to utilize the time, money, and equipment to best advantage. The methods used by the teachers in most of the schools visited showed considerable variety, and provided for cooperative planning of the group and participation of all the class members. In general, the homemaking teachers were competent leaders, liked and respected by the students and the other teachers.

A third set of criteria used here was based upon the question of whether or not the homemaking programs are dynamic. The curriculum for each school has been evaluated through studying the units to be taught, the teacher's written plans, and a conference with the teacher. The

evaluation of the various curricula was based upon the evidence of its general appeal, general handling, variety in activities and the general opportunity offered for complete learning experiences. The summarized result of appraising the ten programs studied in terms of the earlier defined criteria and the composite findings for this appraisal appear in the chart offered as Exhibit "E", page 38.

The scope of the homemaking program has been appraised as excellent if the plans for each of the six year levels of work suggest progressive learning in each of five areas of homemaking, if there is evidence of a minimum of repetition each year, and if the planned emphasis in each area was placed upon student problems and provision was made for at least some individual guidance. In attempting to decide if the program is broad enough to be functional, consideration was given to the extent to which the homemaking programs were being modified to service the student and the community. This was estimated through observation of the classes, and through information gained from the teacher concerning the extent to which units of work had been planned around or focused upon real family and community needs. Student responses were used to determine the extent to which the home economics program was meeting their needs. By way of illustration, when several children from school state, "We need more information in relationship and marriage", it has been interpreted to indicate that the curriculum is not meeting the needs of the students in the particular subject matter area. All statements expressing desire for more information in various areas, as well as statements indicating that the needs are being met, were used in estimating whether or not the program has been limited wisely. Student-teacher conference is of recognized value in the curricula of all the schools visited. Eight teachers

EXHIBIT "E"

SCORE SHEET SHOWING AN EVALUATION OF THE HOME-MAKING CURRICULA IN TEN OKLAHOMA SCHOOLS BASED UPON FIVE SPECIFIC FACTORS

Aspect or Factor Analyzed	INDIVIDUAL SCHOOLS										Ave. each factor
	Q	R	S	T	U	V	W	X	Y	Z	
The program is broad enough to include all the important phases of home and family living.	4	5	4	4	4	3	3	5	3	5	4
The program provides for an active home economics club.	5	5	4	4	4	3	3	5	4	4	4.1
The program utilizes home projects and home visits as a means of knowing the homes and the students, and relating learning to the home.	3	5	3	4	4	4	4	5	4	3	3.9
The homemaking program is planned to make home-making available to all.	2	5	5	3	3	3	2	3	3	3	3.2
The schedule allows sufficient time for class activity.	3	3	3	3	3	3	3	3	3	3	3
Average score for each school.	3.4	4.6	3.8	3.6	3.6	3.2	3	4.2	3.4	3.6	3.64

Legend: A score of 5 indicates excellence; 4 indicates above average; 3, average; 2, below average; and 1, very poor or inadequate.

reported that they seemed to be accepted counselors since the students often discuss with them personal and home problems. Only one teacher reported that the conference period was used entirely to assist students with their class work, and that no unrelated problems were discussed. One other teacher stated that only a few students came to her to discuss their social problems. Conference periods seem to be used occasionally in nine of the ten schools to give guidance in career selection, and there is evidence that at least one unit of work concerning careers is offered in these nine schools. Five homemaking departments offer the "career" unit during the first semester of the senior year, three during the last six weeks of the senior year, and one offers such a unit some time during each year of homemaking.

Home Economics clubs are recognized as a part of each program studied. Discussion with the teachers revealed that the club program interests most of the students. The evaluation of the clubs has been based upon these discussions. For instance, one teacher reported that the homemaking club was organized and managed by the students, and some very valuable projects had been completed throughout the year. At Christmas, the club members had made toys and clothing for needy children, and they had packed boxes of food for needy families over seas. They had cooperated to affect improvements in the homemaking department, and had financed these activities by serving banquets for community groups. Other teachers reported similar activities. Only one club meeting was observed during the visits made in connection with this study. This meeting was well conducted by a student, and an interesting play was presented that had been planned and directed by students. The rest of the meeting was devoted to planning for the Future Homemakers of Oklahoma

Convention to be held in Oklahoma City the following week. The homemaking teacher attended the meeting but offered suggestions only as they seemed necessary or the students asked for her opinion.

All schools represented in this survey reported that home projects and home visits were important parts of the curriculum. The number of projects completed and the number of home visits reported by the teachers varied with different schools. Some teachers said they visited their students only once during the year, while others claimed to visit the homes of their students as often as possible or necessary. The number of students in the homemaking classes made more than one visit to each home prohibitive in several schools. The schools were evaluated on home projects and home visits from information gained through conference with the teachers, and the variety, type, and number of home projects reported by the students.

Homemaking education for boys was available in only two of the ten schools visited. The boys from these schools reported that the classes were interesting and gave valuable help not offered in any other class. Adult classes were taught in seven of the ten schools, but only two teachers reported that the community was especially interested and that the adult classes were well attended. Five of the schools reported only one unit of work for the adults during the year and two schools had offered two or more units. While it is necessary to avoid an overloading of work for the homemaking teacher, classes for boys and adults were accepted as evidence that the home economics program was functioning in the community. The score of excellent on the availability of homemaking education was given those schools offering home economics to all students in the high school (both boys and girls), offering some homemaking classes

in the junior high school, and offering at least one unit of work for adults during the year.

The class periods in all schools visited were one hour in length. In many instances, foods classes were scheduled for the last period before noon or the last period in the afternoon so that the work might be finished. In all of the schools visited, some students came back to the laboratory to work during study periods, at noon, or after school. No school was given a score above average because there was evidence in each instance that laboratory periods were not long enough to complete the work attempted without limiting the activity to the point of lessening the value of the attempted experience. Sufficient time is needed in a foods class, for example, to prepare the food, serve it correctly, eat without rushing, and put the laboratory in order. One hour is not sufficient for these activities, and in three of the ten schools visited the period was cut short to allow time for assemblies or other irregular activities.

In general, the homemaking programs in the schools visited were broad enough to cover all the important phases of home and family living, but the opportunity for this training was limited in most schools to the girls in the school. Only two of the ten schools visited offered courses of homemaking for boys and no program included co-educational homemaking classes. A limited number of classes for adults were being offered. The effectiveness of the homemaking programs was further limited by periods too short for the satisfactory completion of class work attempted and by insufficient funds to provide wide experience in food preparation. Home economics clubs, home projects, and home visits were given important places in each curriculum. Individual student guidance with regard to personal problems was also offered by the teachers of the various schools.

In this survey the students' attitudes toward homemaking education and the extent of their participation in the classroom activities were determined through observation of classes and the statements made by the students on the questionnaires. The findings in this connection have been summarized and compared, school by school, in a chart offered as Exhibit "F", on page 43.

The relative interest of the students in home economics has been judged on evidence noted on the single visit to each school, on the statements made by students, and on the extent of the home project program. A school has been classified as excellent in student interest if most of the students seemed interested in class work on the day observed, expressed opinions indicating an interest, and practiced some phase of homemaking in the home. Exhibit "F" is supplemented by the two frequency charts, Exhibit "G", on page 44, and Exhibit "H", on page 45. The former shows the summarized reasons why students like homemaking education, and was compiled from the statements received from students in all ten schools visited. Each statement selected for the chart is in the exact words of some one student under which statements of similar content have had to be grouped. In some instances, the sentence occurring most frequently has been selected for the charted statement. The same procedure has been used to develop the second supplemental chart which lists the changes in homemaking education desired by the students.

Likewise, the relative extent to which the students are participating in classroom activities had to be determined largely through class observations and information concerning the extent of the program. The use of home projects would seem to indicate the degree to which students apply the home economics training received at school to their home

EXHIBIT "F"

SCORE SHEET SHOWING AN EVALUATION OF THE STUDENTS IN
TEN OKLAHOMA SCHOOLS TOWARD HOME MAKING EDUCATION
AS REVEALED IN FIVE SPECIFIC ATTITUDES

Attitude or Activity Considered	INDIVIDUAL SCHOOLS											Score for ea. factor
	Q	R	S	T	U	V	W	X	Y	Z		
The students are interested in homemaking education.	2	5	4	3	5	3	2	5	5	4	3.8	
The students participate in class planning and activities in home-making.	3	4	4	3	4	3	3	5	4	2	3.5	
The students take pride in their homemaking department.	2	5	3	4	4	4	3	4	5	3	3.7	
The students cooperate with the teacher and other students.	3	4	4	3	5	3	3	5	5	4	3.9	
The students reflect homemaking education in their appearance and behavior.	4	4	4	3	3	4	3	4	4	3	3.6	
Average score	2.8	4.4	3.8	3.2	4.2	3.4	2.8	4.6	4.6	3.2	3.7	

Legend: A score of 5 indicates excellence; 4 indicates above average; 3, average; 2, below average; and 1, very poor or inadequate.

EXHIBIT "G"

FREQUENCY TABLE SHOWING THE TWENTY MOST POPULAR REASONS WHY STUDENTS LIKE HOMEMAKING CLASSES, AS INDICATED BY THE STUDENT QUESTIONNAIRE IN TEN OKLAHOMA SCHOOLS

Student Statement	Number of Times the Statement Occurred
1. "I want to learn to cook and sew." - - - - -	311
2. "The information will help me be prepared for my future home." - - - - -	272
3. "We learn to prepare attractive and balanced meals." - - - - -	131
4. "Homemaking classes are interesting." - - - - -	84
5. "I like to make my own clothes." - - - - -	82
6. "I like the informal classes." - - - - -	80
7. "We learn so many useful things." - - - - -	65
8. "I like working in groups." - - - - -	51
9. "It helps me improve my home living." - - - - -	40
10. "We learn to be well groomed." - - - - -	30
11. "We learn to improve our personality." - - - - -	35
12. "The teacher is a real friend." - - - - -	33
13. "We learn good methods of working." - - - - -	33
14. "We learn to care for infants and children." - - - - -	29
15. "We learn to dress attractively." - - - - -	22
16. "Relationship classes are especially helpful." - - - - -	20
17. "We learn to economize." - - - - -	17
18. "We learn to save time and work through better organization." - - - - -	16
19. "We learn home nursing and hygiene." - - - - -	14
20. "We learn to cooperate." - - - - -	12

EXHIBIT "H"

FREQUENCY TABLE SHOWING CHANGES IN THE HOMEMAKING CLASSES
SUGGESTED BY THE STUDENTS IN TEN OKLAHOMA SCHOOLS

Student Statements	Number of Times Statement Occurs
1. "I would like less reading from text books in class." - - - - -	226
2. "We need longer class periods." - - - - -	184
3. "We need more money so we could cook more." - - - - -	77
4. "Boys classes should be offered." - - - - -	59
5. "We need better equipment." - - - - -	32
6. "We do not receive enough information on sex education and marriage." - - - - -	27
7. "I would like more interior decoration." - - - - -	25
8. "I would like to have more sewing." - - - - -	24
9. "We should have more about first aid and hygiene." - - - - -	21
10. "There should be more variety in subject matter." - - - - -	20
11. "The plans should be less detailed so we can do more of the things we want to do." - - - - -	19
12. "There is too much repetition." - - - - -	19
13. "We need to learn more about child care." - - - - -	18
14. "I would like to have more demonstrations in class." - - - - -	16
15. "We need more space." - - - - -	15
16. "We need more on personal improvement." - - - - -	14
17. "We need more variety in methods." - - - - -	13
18. "Our department needs improving." - - - - -	10
19. "We should have more variety in the foods we cook." - - - - -	9
20. "I would like more laboratory work." - - - - -	6

activities. The home projects completed or begun by each student, as listed on the questionnaire served to determine the extensiveness of the use of projects, the scope of subject matter areas covered, and to some extent, the amount of student planning involved. The students from one class, for example, listed three projects that were identical on all papers. This would seem to indicate the projects were assigned by the teacher and that little or no choice of project was made by the student. The supplemental chart to Exhibit "F", offered as Exhibit "I", on page 47, shows the frequency with which the projects undertaken by students in all ten of the schools studied fell into the various subject matter areas.

The extent to which the students feel interested in the appearance of the department and are proud of it, was determined through observation of the students during classes, as well as the use for which the department was scheduled outside of class hours. The neatness of the department has been accepted as indicating student pride in it, as have replies on the questionnaire suggesting that the student found the department pleasant or home-like, was aware of needs for improving the department, or desired to help improve it.

The level of cooperation found in the ten schools has been estimated in the same way as the matters of student participation and student pride in the department: i. e., by observation of the classes, student statements, and comments of the teacher. To be evaluated as cooperating excellently, the students were working in groups, each doing a fair share of the work, and each striving to reach the goals set by the teacher or the class. The students also were taking part willingly in all activities whether especially interesting or not, were taking part in planning the work to fit it to their own individual needs, were considerate of the needs and

EXHIBIT "I"

FREQUENCY TABLE SHOWING VARIOUS TYPES OF HOME PROJECTS
SELECTED BY THE STUDENTS IN TEN OKLAHOMA SCHOOLS

Type of Project Selected	Number of Students Represented
1. Clothing construction - - - - -	367
2. Food preparation & serving - - - - -	309
3. Home care and improvement - - - - -	202
4. Arts and crafts - - - - -	90
5. Gardening and yard care - - - - -	56
6. Personal improvement - - - - -	51
7. Child care - - - - -	49
8. Laundry - - - - -	11

interests of their classmates and of their teacher.

The evaluation of the appearance and behavior of the students was determined entirely by observation. Since all the students were considered collectively from each school, it was necessary to consider the general "first impressions" concerning the appearance and the manners of the group and to evaluate them accordingly. It is obvious that homemaking education which is functioning will be reflected in the appearance and the behavior of the students. The ideal homemaking student is well groomed, courteous, and considerate of anyone she meets. Her work habits reflect neatness and accuracy. Her clothes are neat, becoming in style and color and appropriate for the occasion.

Desirable attitudes toward home economics were shown by the students in most of the schools visited. Eight of the schools received a score of average or above on the five attitudes considered while only two schools scored below average. The attitudes and interests of the students seemed to be determined to a very great extent by the interest of the teacher and her ability to lead them into interesting, self-directed activity. The students' responses and their behavior in class generally indicated that the students were interested in the offerings of home economics, and eager to take part in the planning and carrying out of class activities. The statements further indicated that most of the students recognize the value of home economics in meeting their personal needs. That homemaking education was accepted favorably was reflected, in most instances, by the orderly way in which they worked, their consideration for others, and their general appearance.

In brief, the homemaking programs of the ten Oklahoma schools have been evaluated on five specific aspects of each of the four phases of the

criteria accepted for making this brief survey. In other words, the scores have been determined as objectively as possible on five factors affecting the environment in which the homemaking classes are being taught, five traits affecting the relative competency of the teachers, five desirable curriculum factors, and five specific student reactions to their homemaking classes. From this detailed scoring, it has been possible to establish not only a general score for each school based upon the four points emphasized by the criteria, but also an over-all score on each of these four points based upon the condition in each of the schools visited. These final scores have been helpful in suggesting the extent to which the homemaking offerings in the ten schools visited seem to be dynamic and to be contributing to the implementing of democratic principles. These scores are shown on the chart, offered as Exhibit "J", page 50, and are presented as a summary of the evaluation of the homemaking programs of the ten schools. This chart would seem to indicate that three of the schools were considerably above average when evaluated in terms of the established criteria. Moreover, the general scores for the ten schools on the four focal points in the criteria fall well above average.

EXHIBIT "J"

SUMMARY OF SCORES FOR THE HOMEWORK PROGRAM IN TEN
OKLAHOMA SCHOOLS BASED ON THE PREVIOUS EVALUATION
IN TERMS OF THE ACCEPTED CRITERIA

Factor Considered Criteria	INDIVIDUAL SCHOOLS											Score, each factor
	Q	R	S	T	U	V	W	X	Y	Z		
Adequacy of the home- making department.	3	3.6	2.6	3.4	3.2	2.8	3	3.8	4.8	3.6	3.38	
Competency of the homemaking teacher.	2.4	4.2	3.6	4	4	3.2	3	4.8	4.8	4.2	3.82	
Adequacy of the cur- riculum.	3.4	4.6	3.8	3.6	3.6	3.2	3	4.2	3.4	3.6	3.64	
Value of student atti- tudes and participation.	2.8	4.4	3.8	3.2	4.2	3.4	2.8	4.6	4.6	3.2	3.7	
Average score for each school.	2.9	4.2	3.45	3.65	3.75	3.15	2.95	4.35	4.4	3.65	3.63	

Legend: A score of 5 indicates excellence; 4 indicates above average;
3, average; 2, below average; and 1, very poor or inadequate.

IMPLICATIONS AND CONCLUSIONS

The homemaking programs in the ten Oklahoma schools selected for this survey were found to be generally above the average, when evaluated in terms of the criteria set up. For the most part, good learning conditions existed; the students were being challenged to direct themselves to learn functionally; and the subject matter was being used to emphasize democratic procedures with reference to home life. However, the conditions found in most schools indicate that some changes are desirable if maximum learning situations are to be enjoyed.

There is a definite trend to improve the departments, as shown by the statements of the teachers and evidence of recent repairs and new equipment. But in most schools, the department can easily be made more livable, and there is an apparent need for more equipment and better arrangement. Also, text books are needed so that students may study at home if they desire to do so. These needs are definitely limiting the class activities.

The homemaking teachers seemed vitally interested in home economics and capable of leading the students to pursue worthwhile activities. They were encouraging democratic principles of behavior through their teaching. The classes were generally interesting and the methods were varied enough, in most instances, to maintain the interest and cooperation of the students. Obviously, the teachers were respected and liked by the students; and the methods they were using, as well as their general attitudes, would seem to encourage the students toward self-improvement. The effectiveness of their teaching, however, was limited to a certain extent by the inadequacy of space and equipment, short class periods, and insufficient funds for supplies needed for the laboratory classes. In most instances, these

limitations were off-set to a certain extent by the good management of time and resources, and the carefully planned use of equipment. There appeared undeniable evidence that the departments were being operated with utmost economy, and that through good planning the teachers were making the best use of their limited resources.

The curricula of the ten schools observed was broad enough in scope to include most of the important phases of home and family living. While emphases remain, to a great extent, on food preparation and clothing construction, the students no longer expect these to be the total offerings of home economics. All of the programs offered opportunity to study human relations, child care and guidance, home management, and health. They also provided for home visits, home projects, home economics clubs, and individual student guidance. All of these procedures should tend to make the program more functional in the daily living of the students. Education for homemaking, however, was not included in the schedule of all students but was generally offered only to the girls. Only two of the schools offered any homemaking classes for boys, and no school had co-educational classes in homemaking. The program was further limited by the one hour class periods which do not allow sufficient time to carry many of the desired activities to satisfactory completion.

The students in the classes visited seemed interested in the homemaking program, and alert to the needs of improving the departments and the curricula. They took part in most of the class activities willingly and seemed aware of the relation of their own needs to the offerings of the homemaking program. The condition and adequacy of the department, the interest and ability of the teacher, and the extent to which the program was meeting the individual needs played an important part in

determining the attitudes of the students of each of the schools.

In summary, the study suggests that the programs for homemaking education are helping the students toward the progressive attainment of satisfactory home and family living. This study also reveals that if many of the programs are to become truly dynamic, the departments need to be improved with respect to more and better equipment, better arrangement, and the creation of more home-like and pleasing environments. Text books need to be supplied more generously so that they become available for home use, and more reference books and current magazines should be provided in most of the departments. The scheduling of programs, and the programs themselves, need to be modified to make the home economics classes available for and popular with boys as well as girls. Longer class periods for laboratory classes would seem to be a needed change and the funds for operating foods classes need to be increased to allow for wider experiences in food preparation.

In general, the ten schools visited would seem to have homemaking departments which are offering fairly good educative experiences, although the effectiveness of their contribution to society can be stepped up measurably by more generous administrative support. The homemaking program and its purposes need to be better understood by the administrators and the parents so that full cooperation can be obtained and the homemaking program given a more important place in the school curricula. Such cooperation would conceivably increase the contribution which the homemaking department in the public school can make to society at large.

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