

**The Nursery School Kitchen As A
Laboratory Experience For Secondary
School Students**

**The Nursery School Kitchen As A
Laboratory Experience For Secondary
School Students**

by

**Cathern Fair Hanks
" "
Bachelor of Science
University of Oklahoma
Norman, Oklahoma**

1930

**Submitted to the Department of Home Economics Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE
1947**

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
DEC 8 1947

APPROVED BY:

Millie Pearson
Chairman, Thesis Committee

Katharine W. Kumbler
Member of the Thesis Committee

Millie Pearson
Head of the Department

H. C. McIntosh
Dean of the Graduate School

ACKNOWLEDGEMENT

The writer wishes to acknowledge her sincere gratitude to Dr. Millie V. Pearson, Head of Home Economics Education Department, Oklahoma Agricultural and Mechanical College. Without her inspiration, guidance, and constructive criticism this study would have been impossible. Appreciation is also expressed to Miss Clarice Chambers, Associate Professor of Home Life, and to Dr. Katharine Kumlér, Associate Professor of Home Economics Education.

TABLE OF CONTENTS

	Page
Acknowledgement	iv
Introduction	1
A Description of the Study	12
Conclusions and Implications	36
Bibliography	41

LIST OF TABLES

Table		Page
I	Summarized Statements of 18 Homemaking Students Regarding Things Learned in an Advanced Foods Class.	25
II	Summarized Statements of 12 Homemaking Students Regarding Things Learned While Preparing Nursery School Lunches..	26
III	Summarized Statements of 18 Homemaking Students Regarding Behavior Changes in an Advanced Foods Class.	28
IV	Summarized Statements Made by 12 Homemaking Students Regarding Behavior Changed Made While Preparing Nursery School Lunches.	29
V	Summarized Statements of 27 Homemaking Students Regarding Things Learned in a Beginning Foods Class.	32
VI	Summarized Statements of 12 Homemaking Students Regarding Things Learned While Assisting in the Nursery School.	33
VII	Summarized Statements of 27 Homemaking Students Regarding Behavior Changes Made in a Beginning Food Class.	34
VIII	Summarized Statements of 12 Homemaking Students Regarding Behavior Changes Made While Assisting in the Nursery School.	35

The Introduction

Life in the world today, where all individuals are dependent upon all other individuals, where interaction between nations and peoples is all important, demands an education differing widely from that twenty years ago. Then education was largely directed toward the assimilation of facts, now to be effective it must provide training in thinking and working together for the common good of all. No longer can the individual isolate himself, he must work with and play with his neighbors. He and his family are no longer an independent unit living in almost complete ignorance of the welfare of other families. Today a simple turn of the radio dial brings state, national, and international news which call attention to innumerable problems which the individual, with the help of his neighbors, must try to solve. These problems are far more complicated than those of twenty years ago and all bear directly or indirectly upon the life of each individual citizen. If individuals living today are to face these problems intelligently they must know what the rest of the world is doing and must understand their place in the whole. Only upon this kind of understanding can a democratic society be built.

If education is to contribute to the development of a more democratic society, educators must find better ways to safeguard the development of the individual personality and to attain the human values and needs they believe desirable. To do this they must help people see that the democratic way of life is worth living. This means interpreting the ideas basic to democratic living in more specific terms which, when voiced, will serve as guides to individual conduct and will promote the advancement of collective thinking and action. One writer maintains that:

The realization of democracy requires individuals who are able to think clearly and without prejudice, who are sensitive to the welfare of others, who have acquired a high degree of self direction, who are tolerant.

concerning the ideas of other people having different points of view and different characteristics, and who have learned to cooperate toward a common goal. Such personal characteristics and attitudes are extremely important.¹

Other outcomes are also necessary if an efficient citizen is to be developed. Education in an interactive, intercultural world should help each student develop those attitudes, ideals, standards, values, and general concepts essential for the kind of behavior necessary in such a social order. Education, also, must provide the basic knowledge and the development of habits and skills which in turn will help the individual to live successfully with his own family and neighbors and will help him learn to live in a democratic world as a growing, maturing individual.

Democracy is a way of life which one learns only through continuous practice.

Peters contends that:

We learn to live by living. One gets prepared for competent living by practicing competent living, and in no other way; to be educated is to be an old hand at the many businesses of living because one has been through them in advance of the critical occasion and has matured effective techniques for dealing with them.²

Therefore, the school, if it rightfully assumes the responsibility for developing citizens, must demonstrate practices which show respect for individuality. The school, also, must provide opportunity for the free play of intelligence if the values essential for democratic living are to be acquired by students. Intelligent action should lead finally to cooperative social responsibility and individual self-direction. School activities, if they are to help individuals become self-directive, should be such that they not only widen and enrich his experiences but also provide many opportunities for selecting, judging, and arriving at conclusions. They should also provide opportunities for exploring new ideas and courses of action

¹ Samuel J. McLaughlin, "Meeting the Needs of Adolescents in the Secondary Schools," Bulletin of the National Association of Secondary School Principals, (March, 1946), p. 12.

² Charles C. Peters, The Curriculum of Democratic Education, p. 8.

and for encouraging creative thinking and action. Schools then would give greater meaning to life as it goes on both in the school and in the out-of-school environment.

Education for home and family life with its emphasis upon personal, home and family relations, plays an important part in providing learning experiences which are designed to promote such attitudes as consideration for others, a sense of responsibility, respect for personal property, and the willingness to work cooperatively. It is an important subject matter area because most students have strongly entrenched in their minds, patterns of family life which influence their ideas, ideals, and habits of living. These may or may not be adapted to the changing social situations and may not have been the result of thoughtful planning for a way of living consistent with a democratic society. The development of attitudes necessary for democratic living might be realized through the general objectives of family life education as frequently stated by home economics teachers and their students. These are:

1. To orient the individual into the life of which he is a part.
2. To develop appreciation of family life and the contributions that the individual can make to successful family living.
3. To acquire attitudes, standards, and values conducive to democratic individuality.
4. To increase knowledge, techniques, and skills which pertain to family living.
5. To prepare individuals to utilize their resources in meeting, in a satisfying manner, their problems of living.

The attainment of these goals provides enriched experiences which in turn promote progressive learning. If schools are to encourage girls to see in marriage and family living occasions for the exercise of intelligence, understanding, and the art of human relations, then they should likewise recognize that boys have opportunities, responsibilities, and needs beyond jobs and careers. Man's participation is essential to family living as he is also a family member and homemaker. As a husband and father, the man of the family 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. As much intelligence and devotion is required to create good family relationships and to guide children wisely in their development as is required in any other profession. Therefore, family life education, if it really serves society, must be coeducational. It concerns one sex just as much as the other.

The writer firmly believes that one major theme of the educational program should be the progressive development of the individual personality from early childhood through maturity, leading to an awareness of what family living offers to boys and girls, and also of what it requires of them if they are to find satisfaction in family life. If this theme is carried out, emphasis should be placed upon personal, home, and family life problems in all areas of subject matter and special training in solving such problems should be provided by homemaking education.

Homemaking education is concerned with both the present and future needs of the individual, and seeks to enrich his living, and to increase his effectiveness as an individual and as a member of his family and social group today and tomorrow. In reality an applied science and art, homemaking education cuts across many areas of subject matter and the learning experiences provided offers opportunity to apply many known facts and principles in actual home or home like situations.

One big phase of family life education is child development. In the past few years educators have come to realize that child development should be an integral part of all well rounded homemaking programs and that it is essential in the education of both boys and girls as well as for men and women. Because of this it has become a definite part of both the high school and college curricula.

Both the teacher and students should be conscious of the needs and opportunities for the study of child development and family relationships. They should know that such a unit or units if offered in the secondary school, should help boys and girls understand their personal, social, and economic relationships, and should develop a working philosophy which will give meaning, enjoyment and a real purpose to their living as family members and as prospective homemakers. Objectives of such a unit might be:

- To develop a sympathetic understanding and enjoyment of children.
- To recognize the child's place as a member of the family group.
- To develop an understanding of the factors which aid in promoting growth and development of the child.
- To develop a sympathetic understanding of the problems involved in guiding the development of young children.
- To develop an increasing ability in giving wise guidance to children.
- To gain a knowledge of the type of equipment needed for the training of small children.
- To develop ability to select books, music, and toys which are on the level of the child's learning.
- To develop an appreciation and understanding of the factors which constitute successful family life both in the home and in the community.
- To create a desire to establish and maintain satisfying relationships with members of the family and community.
- To develop an ability to use and enjoy leisure time with profit to self, family, and community.
- To recognize the interdependence of the home and the community.
- To develop a wholesome attitude toward sex in life and some understanding of its emotional significance in the lives of boys and girls.
- To develop desirable standards for the choice of a mate and the realization of some of the important privileges and responsibilities of marriage and parenthood.
- To gain knowledge of some of the literature and helps available in the field of family life and child development.
- To make an effort toward the development of critical thinking as it relates to home and family life.

Without doubt the nursery school and play school, as a laboratory experience for secondary school students, represents an important advance in the educational system of this country. It offers one of the best mediums possible for enlisting the cooperation of the home with the school and provides an excellent opportunity for the education of high school students and parents in the care and understand-

ing of small children. At the same time it provides worthwhile learning experiences for small children. The nursery school offers a more efficient environment for the development of young children, than many homes provide in that it emphasizes the development of the emotional health, the social consciousness, the physical stamina, and the mental ability of individuals. Under the direction of trained, capable persons the nursery school cooperates with parents in guiding children toward these objectives during their most impressive years.

Much progress has been made in this direction but it has been made rather slowly. A government bulletin³ showed that in 1928-29 less than one-tenth of the institutions offering degrees in home economics had nursery school or child development laboratories among their facilities. These figures presented a challenge to home economists and tended to indicate that their actual practice in this field was probably lagging far behind their thinking. However, nursery schools as laboratories for college students did develop rapidly and now are found in most colleges offering home economics.

Since 1930 a number of more progressive home economists and educators have moved steadily forward and this type of laboratory also has been introduced into the secondary schools. However, nursery schools and play schools have only recently been recognized as a vital part of the secondary school program. State courses of study have included outlines and suggested learning experiences for family relationships and child care and development in all levels of junior and senior high school. High school home economics teachers, for a number of years, have been expected by the State Departments of Education, administrators of the

³ Pamphlet No. 3, 1930, Office of Education, U.S. Department of Interior.

local schools and the townspeople, to teach child development and family relationships but relatively few maintain a nursery school as a laboratory experience for their students.

During the early years of this movement girls in home economics classes were encouraged to observe children in their homes and elsewhere and report back to the classes. The observations were based on units of work previously studied and discussed in "child care" classes. Sometimes the girls planned, prepared, and served meals to the children or made clothing and toys for them. In most instances emphasis was placed entirely upon the physical care of the child and many girls earned money by caring for children. However, a few progressive schools established nursery schools or made attempts at holding play schools.⁴ Some of the first attempts at holding play schools for the observation of children by junior and senior high school students in Oklahoma were reported in institutional publicity early in 1931.⁵

During the depression years emergency nursery schools were established in various parts of the United States and were used as observatinn centers for high schools but when these were eliminated in favor of an extended school service students, this plan for studying children was no longer possible.

With the advent of the second World War, emergency nursery schools again sprung up, almost overnight, and high school students benefited by being permitted to observe in them as a means of supplementing their child development classes. During this period many public school administrators came to realize the tremendous

⁴ Play School - term used to designate play hours for small children held by parents or teachers and not by trained nursery school teachers.

⁵ Oklahoma Agricultural and Mechanical College Home Economics Education and Descriptive Federal Reports for 1930-31.

responsibility of caring for and teaching young children. Nursery schools were added as a part of the permanent educational program in many public schools throughout the country. Class work emphasized child development and guidance and family relations for both youth and adults. Special units offered usually included the following: understanding ourselves; getting along with others; being a well balanced person; and looking toward happiness in homemaking and other vocations. These units usually began with a critical analysis of the individual and his personal problems and moved in ever widening circles to include a study of immediate and probable future relationships with others.

One group of teachers made the following differentiation in these areas for a four year high school program. In the seventh and eighth grades they placed emphasis on caring for young children for short periods of time and on learning to understand themselves through the observation and study of small children. The work of the ninth grade differed in that it placed emphasis on growing up, personal development, being friends and having friends, boy and girl relations, and family relations. However, the tenth grade students were more concerned about earning and their work dealt with learning to understand small children and to help in the care and guidance of young pre-school children. Since eleventh and twelfth grade students were chiefly concerned about what they were going to do immediately after high school graduation, emphasis in these years was placed on getting acquainted with vocations related to homemaking and preparation for motherhood. These units in home and family life may be some of the most interesting in the entire homemaking program or they may be the contrary, depending upon the way in which they are presented. Some of the successful approaches used by home economics teachers throughout

the country are:

Holding panel discussions regarding the development of children and family life.

Using comic strips as motivation.

Attacking problems planned around imaginary families.

Discussing the accepted rights of children in a democratic form of society.

Introducing problems through dramatization.

Exhibiting photographs of members of the class as they were when babies and young children and discussing differences in behavior then and now.

Bringing in funny and clever sayings of children and interesting pictures of their activities.

Reading and discussing magazine articles on child problems and training.

Compiling questions which arise from reading.

Seeking answers to leading questions outlined by the teacher.

Visiting and observing in nursery schools.

Planning and carrying out a play hour for a group of small children.

Planning and organizing a "sitter's club" for caring for small children.

Making educational and play equipment for children.

Collecting and making illustrated story booklets for young children.

These represent only what a few teachers have used as approaches. Many other suggestions will be found in the educational literature. However, situations vary widely and no one person can suggest what is best for another to try. For that reason, these suggested approaches serve only as a means promoting thinking. The approach used is very important as it is a creator of interest. The teacher must start where the students are and select that which promotes the interests of the majority.

Many teachers integrate family relationships and child development with other phases of the homemaking program rather than present them as separate units. Typical learning experiences provided by teachers who present these areas of home and family life as special units include such activities as:

Observing children in nursery schools, play schools, kindergartens, orphanages, homes, and elsewhere.

Planning, preparing, and serving meals or refreshments to children.

Making educational and play equipment and arranging displays of good and poor examples.

Playing games with and telling stories to children.

Listening to guest speakers who are especially interested in small children. These might be a member of the nursing profession, an intelligent young mother, a Judge of Juvenile Courts and other key people of the community.

Carrying on projects relative to child development and family relationships.
 Making case studies and reporting on problems of child guidance and family relationships.

Constructing clothing for children.

Taking children to Sunday School and other places.

Caring for small children in church nurseries, play schools, homes, parks, and playgrounds.

True, the provision of seemingly interesting learning experiences does not necessarily mean that learning has taken place. Effective teaching can be said to have been done only when students have made permanent and desirable changes in their behavior. Some of the outcomes of these family relationships and child development experiences which teachers have indicated as measures of effective teaching include such behavior changes as:

Recognizing that small children differ from each other and that they differ from adults.

Learning to care for children properly.

Understanding some of the reasons why people are like they are.

Recognizing the place of friends in the lives of individuals.

Understanding some of the physical and emotional changes taking place in the growth of the individual.

Understanding the importance of the family in the life of the child.

Taking more responsibility in the school, home and community.

Sharing in the planning for the family.

Developing a pleasing personality with desirable characteristics and habits.

Recognizing that children are individuals with definite rights.

Becoming interested in improving the physical surroundings of the child.

Learning to select educational and play equipment for children of different age levels.

Developing the ability to read and tell stories to children.

Becoming familiar with and able to improve the eating habits of small children.

Practicing principles of good family relationships.

Showing more interest in the clothing and feeding of children.

Having a better understanding and greater appreciation of parents contributions and responsibilities.

Becoming closer friends with parents and other family members.

True, it would be difficult for teachers to locate statistical evidences that many of these outcomes had been reached, but their attainment can be sensed in the conversation and general behavior of students. Several follow up studies indicate that nursery school children adjust more readily and make a creditable showing in

primary school activities, while high school students who participate in the nursery school are better fitted for marriage.⁶

6

Nell Kruger, "Experiences in Teaching Family Relationships" What's New in Home Economics, (January, 1947), pp. 46-47.

A Description of the Study

Believing that the nursery school, as a laboratory experience, is a very vital part of the secondary school program, the writer made a study of the outcomes of learning experiences for high school students in the child development laboratory of Daniel Webster High School, Tulsa, Oklahoma. The type of community in which this high school is located makes it necessary that the nursery school be continued and used so that the greatest benefit is obtained for both high school students and nursery school children alike.

Daniel Webster is located about half way between West Tulsa and the Red Fork district of Tulsa. It has an enrollment of over 800 students and is the only four year high school in Tulsa. Daniel Webster is a four year high school because it must take care of children from a nearby over-crowded junior high school. All other high schools in Tulsa have three year programs. The Daniel Webster high school has a well equipped home economics department including a foods laboratory, a clothing room, a laundry unit, the nursery school and nursery school kitchen.

Most of the people of the community are of the middle or laboring class with monthly incomes of from \$100. to \$460., derived mostly from labor in the oil refineries. Twenty-two per cent of the mothers of the home economics students work and about half of that number are gone from home after school hours. This leaves high school students to care for the home part time, and in many cases they must assume responsibility for younger brothers and sisters. The families of this community average three and one-half children each. A very small percentage of the homes have made special provisions for small children such as separate rooms, small furniture, special play equipment and low closet space. It is significant, however, to note that these homes are, almost without exception, those in which there

are students who have had opportunity to assist or observe in nursery school.¹

The home economics curriculum of Daniel Webster High School includes a survey class offered to different ninth grade students each semester, beginning foods, beginning clothing, advanced foods, advanced clothing which are full year courses, and the child development laboratory in which only two students each period may be enrolled making a total of twelve each semester or year as they may choose. These students act as assistants to the nursery school teacher. Plans are underway for a senior class similar to the survey class. In this class groups of seniors will come to the home life department for a period of approximately six weeks. Doubtless, they will study such things as personal problems, family relationships and child development. Enough interest has been created to fill the foods and clothing classes but at the present there is a decided lack of interest in the nursery school program. Forty-two per cent² of the girls in the department indicated that they had no other ambition in life other than becoming a homemaker. They do not wish to pursue another career before marriage. Many of the girls in this neighborhood marry while still in high school. Two of the students in the home economics classes the past year had babies several months old and six other married senior girls were expecting babies before the end of the school year. Not only is a better knowledge and understanding of how to care for small children needed by the various family members in this community but many of the high school students need special help in solving personal, home and family problems. For this reason it seems imperative that interest in child

¹ Data from survey made by the writer during school year 1946-47.

² Ibid.

development and family relationships be stimulated.

The schedule of the school is planned on a floating system, whereby, one period is dropped each day and the schedule moves up one period. This makes possible an assembly period each Friday without penalizing any one group of classes. The periods of the day are seventy minutes in length excepting the first which is ten minutes longer because it includes homeroom activities. The lunch periods are thirty-five minutes each and for some teachers it varies but in the case of the writer the lunch period is stationary.

During the year 1946-47 most of the observation and work in the nursery school was done by the foods classes and the survey class. The advanced foods class of eighteen girls met during the second period of the school day at which time the lunch was prepared for the nursery school children. Six girls from this class went into the nursery school kitchen for a period of six weeks and prepared the children's lunch under the direction of another teacher. At the end of the six weeks period this group returned to their foods class and six other girls went to the nursery school kitchen. The foods class continued for the entire semester of eighteen weeks. In that way every girl spent twenty-four days in the nursery school kitchen. The experiences had by each group of girls, while in the nursery school kitchen, were similar because food preparation there followed the same general pattern day after day. The nursery school children were in school only four days each week thereby eliminating complications on days when the foods class floated.

After the lunch was prepared, the beginning foods class, scheduled for the third period of the day, went into the nursery school and served the lunch to the children, cleaned the kitchen and ate their own lunch. On Thursday when this class

fleated, a third group, the survey class which then met at the third period was given an opportunity to serve lunch to the children and to observe.

The survey class is planned for the purpose of giving ninth grade students an opportunity to survey several different subjects such as art, mechanical drawing, library, speech, metal shop, woodwork, and home life. The entire ninth grade was divided into groups of about 35 students who were in each of the above subjects for twenty-four days. In this way students were given an opportunity to be in each of the subject matter areas mentioned above and to determine whether or not they wanted to enroll in that subject later in their high school careers. During their time in the home life department, students were given an opportunity to work with the nursery school children on Thursdays. On Fridays at the same period the nursery school teacher was free to come into their homemaking class and discuss with them the things they had observed the day before. This made a total of twelve days for studying personal problems, family relationships and child development. More interest was manifested by these students in the survey class than by any other group having contact with the nursery school. This may have been due to the age of the students or it may have been due to the manner in which the class work was presented. The reader will remember that these students took turns in the nursery school for only one period each week and that the nursery school teacher was free to spend one period each week with the class talking about their experiences and observations. No other class had this opportunity of receiving help from the nursery school teacher. During the period on Thursday, eighteen of the 35 students in this survey class went to the nursery school; six served lunch to the small children, six observed from a specially prepared booth and six assisted with the playground activities of the children after

lunch. Within the time limits of the survey class each student was given an opportunity for all three types of nursery school experiences.

Each student in the survey class spent a total of three class periods, one each week for three weeks, in the nursery school, assisting and observing while the students of the two foods classes spent a total of twenty-four consecutive class periods in the nursery school kitchen. True, the students from the foods classes were in the nursery school longer but their responsibilities were such that they became monotonous. As a result the nursery school groups from the foods classes showed much less interest than the survey class. They were very unhappy about their assigned duties³ and made many unfavorable comments such as:

Do I have to go back in the nursery kitchen, will I fail if I don't?
That is just plain maid service.

I won't go back there and wait on those kids, even if I have to take a failing grade.

I don't want to miss some of the things we have planned in this class.

It's the same thing over and over. I feel like I'm wasting my time.

I don't like kids and I don't want to go back there.

If I had known we had to do that I wouldn't have enrolled in foods.

Few comments were made which indicated that they liked their nursery school experiences or that they thought that they had learned anything. Only when they had opportunity to learn a specific skill did they ever make comments which seemed to indicate satisfaction in achievement. Because of the great number of adverse comments made and the noticeable differences in the amount of interest on the part of these two groups of students, the writer decided to make a comparative study of the learning experiences provided in the foods classes with those provided in the nursery school kitchen in an effort to determine the cause of this lack of interest and to plan more effective uses of the nursery school as a possible learning experience.

Both teachers and students kept records of experiences provided and of things

³ See appendix.

learned in the food classes as well as in the nursery school kitchen. These records were kept for a period of six weeks and then repeated for a second six weeks period for the purpose of comparison. They were then studied, summarized and tabulated. By keeping detailed records for twelve weeks a comparison of the opinions of two groups of students could be made. Simple personal progress sheets for students to record class activities were worked out. These class records⁴ gave students an opportunity to tell: what the class as a whole did, what they as individuals did at home, what they learned, and how they changed because of things learned. A total of 45 girls, 12 from the nursery kitchen, and 33 from the foods classes, kept these personal progress records.

A brief review of the records kept by the teacher shows that the advanced foods class studied the following problems during the first six weeks reported in this study: planning the work of the semester, consumer education as it deals with food prices, principles and practices of meat cookery, yeast breads, pastry making, and housekeeping duties such as correct care and arrangement of the refrigerator, and the correct cleaning and care of an electric and gas range, as well as planning menus for children's meals. In the second six weeks the class worked on principles and practices of preparing salads; vegetables not previously eaten; planning, preparing, and serving guest meals and inexpensive party foods; and a special study of the use and care of special household equipment. Although much more brief than the teacher's outlines and records of class work, the personal progress reports of those students remaining in class tell a similar story. The groups leaving the advanced foods class to work in the nursery school kitchen missed class work in the following order: the first group missed the planning and organization of the work

⁴ See pages 18 and 19.

PERSONAL PROGRESS REPORT

Name Etta Mae Roseborough

Date January 31, 1947

FOODS CLASS

What the class did

Planned for semesters work. Some girls wanted to take up meal planning, pastry methods, cake baking, etc. I especially wanted to take up preserving of foods. At the last of the week we baked yeast breads. We learned the standards of cleaning the refrigerator, stoves, and sinks.

What I did at school

Cleaned stoves and cleaned cabinets. Baked yeast breads. Helped plan for next semester. Made menus for the nursery school.

What I did at home

Planned and prepared meals every evening, cleaned stove and refrigerator, cleaned kitchen.

What I learned

Learned how to make yeast rolls. How to arrange food in refrigerator, correct way to clean refrigerator, stoves and sinks. How to knead bread. To add hot milk to the yeast mixture kills the yeast plant.

How I have changed because of what I did

I have changed the way I make yeast breads. I am more willing to try things that I think are more difficult. I have always thought yeast breads were difficult to make but now that I have made them and found that they are so easy to make I feel that other things which I have thought difficult to make will not be so hard.

PERSONAL PROGRESS REPORT

Name Evelyn Speir

Date March 24-28

NURSERY KITCHEN

What the group did:

Cooked foods for nursery children

What I did in the nursery school:

Fixed sandwiches and washed dishes

What I did at Home:

(food, small children)

Cooked about 1/2 the meals and took care of smaller brother and sister.

What I learned:

About foods:

I learned that bread should be cooked until very dry for children.

About planning, organizing and management:

I didn't learn anything about planning, etc.

About consumer buying:

Didn't do any.

About small children:

Didn't have anything to do with small children.

About housewifery:

Nothing.

How I have changed because of what I learned

I havn't changed any.

for the semester, learning standards of cleaning common household equipment, learning principles involved in the buying of foods, principles of making yeast breads, learning how to make good pastries, principles and practices of meat cookery, including meat stretchers, the dressing and cooking of chickens, seeing two films on meat cookery, and planning lunches for children in the nursery school. The second group working in the nursery school missed a review of vegetable cookery; cooking unusual vegetables and common vegetables in unusual ways; learning principles of and making attractive salads; and the planning, preparing, and serving of guest meals, and a tea for the faculty. They also missed a study of consumer buying of special pieces of household equipment as well as field trips to to utilities companies, a meat market and grocery store.

Class work in the beginning foods for the first six weeks included: planning the work for the semester; a study of the elementary principles of nutrition involved in cookery; preparing milk, egg, and cheese dishes; principles of simple vegetable cookery; principles of meat cookery; and the use of household equipment as well as the buying of food. The reader will note that both the advanced class and the beginning class studied the use and care of household equipment. This was done because these students had had very little previous work in that phase of homemaking. The second six weeks the work included: making simple inexpensive salads and salad dressings; simple and inexpensive desserts; the planning, preparing, and serving of simple family meals and picnics.

The two groups leaving this class to work in the nursery school kitchen missed important lessons in their foods class in the order named for most of their nursery school work was that of serving foods already cooked and of cleaning up the kitchen and dining room after the small children had been served. No effort was

made to see that they duplicated the work of the foods class nor that they had comparable learning experiences. They simply missed class to serve as nursery school assistants for four periods each week.

However, conditions were somewhat different for the survey class because one-half of the class worked or observed in the nursery school while the other half of the group remained in class and discussed and read on child development and family relationships. The group leaving class lost little or nothing in the class as they all discussed their experiences together on the day following the group's nursery school observations.

The foods classes were planned around the dietary needs of three imaginary families, which were on high, medium, and low salaries respectively. The foods laboratory is also planned to show variations in income levels. It consists of three kitchen units: one unit contains an electric stove, electric refrigerator, a stainless top cabinet, very nice china, glassware and silver; the second contains a good gas range, an expensive icebox, medium priced dishes, glassware, silver and linoleum top cabinet; while the low priced kitchen has a very inexpensive stove, dishes, glassware, cabinet and no refrigerator. The students use these different levels of kitchens for planning, preparing and serving meals on the different levels of income. By rotating, each girl is given an opportunity to work with the different types of equipment.

The foods classes selected their own family names, decided on personal characteristics and ages of the families to be imitated, determined the income to be considered, the size and quality of the imaginary home and other things pertaining to their family groups. Family problems were discussed by the class and a budget planned for each before going into the foods unit. It was during this planning and all the

work that followed in the foods units and nursery school kitchen, that the students kept personal progress records.

During the period when the advanced foods class was working in these imaginary family groups and the work that followed, personal progress records were kept and the comments on these reports were carefully studied and summarized. The records showed 122 comments on class activities involving cookery skills and techniques. Information gained through reading and discussion was mentioned 60 times and 43 student comments showed that work had been done in consumer education. Forty-two comments had to do with practice in improving social graces, 39 with planning, and nine with housekeeping duties. This group also reported that the class had seen three films, and had made field trips to two public utility companies, a meat market and a grocery store.

Seventy-two reports from members of this group who went to the nursery school kitchen for the same period of time, showed that they had only prepared the meal for the children each day. This points out the fact that for a period of 12 weeks students in the nursery school kitchen had no opportunity to gain information through reading and discussion, nor to learn about problems in consumer education, social graces, or planning, neither did they see educational films or take field trips. They reported no housekeeping duties, however, they did perform many small housekeeping tasks while preparing the meals for the nursery school children.

In the section of the progress report concerned with "What I did at school," the advanced foods class reported participation in specific cooking skills and techniques 147 times. Seventy comments indicated that much planning had been done, including the planning of meals for the nursery school lunch, guest meals and a tea as well as shopping for groceries for these meals. This made a total of 217

comments on cooking. According to 52 comments, very valuable information regarding such things as principles of cookery, nutrition, table service and manners was gained through reading and discussion. Practice in social graces, including acting as hostess at guest meals and the tea for the faculty, was reported 23 times.

Seventy records of what they did in school as reported by members of the class who assisted in the nursery school kitchen, showed cooking activities while 24 listed housekeeping duties and two reports were blank. These student records further emphasize those kept by the teacher. The learning experiences provided in the nursery school kitchen did not begin to total those had by students who were in the advanced food class at that hour.

In another section of the personal progress sheets, students from the advanced foods class reported work carried on at home. Teaching, if effective, should carry over into the home. Evidences of this were not as great in either the foods classes or the nursery school groups as they might have been, however, the personal progress sheets indicate more and a greater variety of home experiences by the members who stayed in the advanced foods class than by those who assisted in the nursery school kitchen. From the students in the class, 89 cooking activities were reported, 50 reports were left blank, 16 referred to housekeeping duties, six to the planning of meals and three indicated opportunities to do consumer buying. In contrast, only 30 comments from the nursery school kitchen group included cooking activities at home, eight included housekeeping duties and 37 were blank. The fact that more students from the foods class cooked at home than did from the nursery school kitchen groups, may be another evidence of this group's resentment against working in the nursery school kitchen. However, when 50 and 37 reports from the two groups of students make no statements in regard to work done at home one must conclude that as a whole the students from Daniel Webster are doing very little about food prep-

aration in their own homes. This seems to indicate that greater effort should be made on the part of the teachers to interest students in home experiences.

A comparison of the learning experiences in the tables one and two on pages 25 and 26 would indicate that a greater amount of learning and a much greater variety of learning experiences were provided by the advanced foods class in both six weeks periods than by the nursery school kitchen. This may have been the result of several things, one of which was the objection to the set plan of duties which became monotonous after one or two weeks in the nursery kitchen. Likely very little learning took place after the first three weeks because of the necessary repetition of experiences. The students working in the nursery kitchen had no part in the planning of their duties for these were planned by the person responsible for feeding the small children, neither did they have any part in planning meals for the nursery school. They had little or no opportunity to learn about consumer education for all food was bought by the nursery lunch teacher. They had no contact with the children whatsoever for their entire time in the nursery school was taken up in the preparation of food.

All learning brings about some change in the individual. If the learning is effective, the change is desirable. Helping young people face the uncertainty and change existing in society, and helping them to develop the judgment and philosophy which will guide them in home and family life is a tremendous problem and an important one which the secondary school should help solve.⁵ With this in mind, the students of the advanced foods class and nursery school kitchen group were also asked to record, as a part of their personal reports, how they thought they had changed because of what they had done. Comments made by students under this

⁵ Goodykoontz and Coon, Family Living and Our Schools, p. 147.

Table I

Summarized Statements of 18 Homemaking Students Regarding Things Learned in an Advanced Foods Class.

Summarized Statements of Things Learned	No. Times Reported		
	1st. 6 wks	2nd 6 wks	Total
I. Indications of things learned:			
A. About cooking:			
1. Meats	34		34
2. Pastry	18		18
3. Inexpensive salads		15	15
4. Simple inexpensive foods for parties.		12	12
5. Vegetables not previously eaten.		11	11
B. Improved techniques and skills:			
1. In mixing and preparing foods.	15	26	41
2. Use of household equipment.	14	14	28
3. Ability to set table attractively and arrange flowers.		9	9
C. Information from reading & discussing:			
1. Principles of cookery and nutrition.	24	15	39
2. Rules of table service and manners.	5	22	27
D. Consumer education:			
1. How to buy groceries.	20	17	37
E. Practice in planning:			
1. Menus for children's meals.	11	5	16
2. Menus for family and guest meals.		12	12
3. Party menus.		9	9
4. Kitchen planning.		4	4
F. Housewifery:			
1. Cleaning and caring for equipment	7	9	16
II. Indications of no learning			
A. No comment.	6	5	11
Totals	154	185	339

Table II

**Summarized Statements of 12 Homemaking Students Regarding
Things Learned While Preparing Nursery School Lunches**

Summarized Statement of Things Learned	No. Times Reported		
	1st 6 weeks	2nd 6 weeks	Total
I. Indications of things learned:			
A. About foods:			
1. Cookery skills and techniques	9	13	22
2. Special information about children's foods	2	4	6
B. About planning, organizing and management:			
1. Changed jobs every week	7	6	13
2. Planning organizing work		2	2
II. Indications of no learning:			
A. About foods:			
1. No comment	17	10	27
2. Nothing	8	5	13
B. About planning, organizing and management:			
1. No comment	24	18	42
2. Nothing		6	6
C. About consumer education:			
1. Nothing	36	36	72
D. About small children:			
1. Nothing	36	36	72
E. About housewifery:			
1. Nothing	15	17	32
2. No comment	21	19	40
Totals	175	172	347

heading on the progress reports were summarized and recorded in tables three and four on pages 28 and 29.

A study of these tables shows some very desirable changes recognized by the students in the foods classes but very few recognized changes on the part of the nursery school kitchen group. However, many changes were probably not recognized. For example, changes in attitudes are not as readily recognized by the individual as other types of changes. The writer believes that more changes were made in both groups than was recorded by either. This opinion was gained through observing their work, overhearing conversations and by informal visits with students of both groups.

The personal progress sheets kept by the beginning foods class were summarized as were those of the students in the advanced class. In the section on "What the class did," the students recorded 169 comments on cookery which included the preparation of simple meals and picnic foods. Information gained through reading and discussion was reported 129 times. This included the study of cookery principles and information concerning nutrition, table service and manners. Consumer education was recorded 64 times for these students studied advertising, prices, and buying practices as well as did shopping for groceries for the meals which were prepared in the foods class. Sixty-three of the comments indicated planning on the part of the class. This was to be expected because semester plans were made by the class as well as plans for all the meals and the picnic. The 42 housekeeping duties reported were cleaning and care of small equipment, refrigerators, stoves, sinks, woodwork, and cabinets. This class also did the laundry every third week and learned to operate the washing machine and ironer. Social graces were shown on 31 records including a film on table service and practices in table service and manners. The nursery kitchen group from this class commented only on the serving

Table III

**Summarized Statements of 18 Homemaking Students Regarding
Behavior Changes in an Advanced Foods Class**

Summarized Statements	No. Times Reported		
	1st 6 wks.	2nd 6 wks.	Total
I. Indicating desirable changes:			
A. Improved techniques and skills:			
1. In preparing foods	17	12	29
2. Better consumer buying	13	6	19
3. More careful planning	8	5	13
4. Use of household equipment	3	5	8
B. More interest in foods from a health standpoint:			
1. More interest in balancing meals	8	9	17
2. Learned to like foods which were not liked before	3	11	14
C. More confidence in ability to do things:			
1	1	5	6
D. Better attitudes and more cooperative:			
2	2	3	5
II. Indicating no change:			
A. No comments:	15	19	34
B. No change	5	2	7
Totals	75	77	152

Table IV

Summarized Statements Made by 12 Homemaking Students
Regarding Behavior Changes Made While Preparing Nursery
School Lunches.

Summarized Statements	No. Times Reported		
	1st 6 wks	2nd 6 wks	Total
I. Indicating desirable changes:			
A. Improved techniques and skills in cookery	2	3	5
B. More interested in foods from a health standpoint		1	1
II. Indicating no change or undesirable change:			
A. No comments	17	22	39
B. No change	14	10	24
C. Learned to dislike an electric stove	3		3
Totals	36	36	72

of the meals to the children, each girl having a certain duty in serving or cleaning, all eating their own lunch after the children were served. They did not have opportunity to study or do consumer buying, planning nor did they get any practice in social graces or see films.

In recording their individual experiences, the foods class made 249 comments on skills and techniques of cookery and 93 comments on information gained through reading and discussion. Sixty-three reports showed experiences in consumer education, while 31 experiences in practice of social graces were cited. Planning was recorded 21 times and housekeeping duties 17 times. Forty-two records from the nursery school kitchen groups of this beginning foods class showed activities of serving food to children. Fifty-one housekeeping duties were recorded which included washing dishes, sweeping floors, cleaning the refrigerator, stove, cabinets, and washing tea towels. They recorded no comments on consumer education, gaining information through reading and discussion nor did they report anything on social graces.

As was true in the advanced groups, the carry-over into the homes was greater for members of the beginning foods class than for the nursery school kitchen groups. The students in the foods class reported 128 cookery and 77 housekeeping activities carried on in the homes. There were 52 comments on opportunities to do consumer buying in which they used information which had been learned in class. Nine commented on planning while 14 reports were left blank. Seventeen records from the nursery school kitchen groups indicated cookery activities, two of which were cooking for a younger brother or sister at home. Three recorded housekeeping duties and the remainder of the students recorded "nothing" or the report was blank.

The comments on the learnings as recorded from personal progress sheets of beginning foods class and serving groups of the nursery school kitchen will be found

in tables five and six on pages 32 and 33. The learnings of the nursery kitchen group did not compare favorably with those of the foods class and strengthened the opinion that much learning was being missed by the group in the nursery school. However, more variety of learning was experienced by this nursery kitchen group than by the group that prepared the food for the children. These students were younger and seemed to enjoy their work in the nursery kitchen more than the older group. The older group resented the fact that they prepared the food and were not permitted to eat any of it while the next group was given the privilege of eating their lunch in the nursery school kitchen.

The changes as recognized and recorded by the students of the beginning foods class and the groups serving the nursery school lunch were studied and summarized by the writer in tables seven and eight on pages 34 and 35. These changes were of greater variety and much more gratifying to the writer than were those of the advanced groups. Desirable attitudes as interest, cooperation, self-reliance, and dependability seemed to be recognized by these students.

Table V

**Summarizing Statements of 27 Homemaking Students Regarding
Things Learned in a Beginning Foods Class**

Summarized Statements of Things Learned	No. Times Reported		
	1st 6 wks.	2nd 6 wks.	Total
I. Cookery:			
A. Practice, techniques, and skills	105	139	244
B. Principles of simple cookery	48	31	79
C. Elementary Nutrition	24	18	42
II. Housewifery:			
A. Cleaning and caring for common kitchen equipment	33	41	74
B. Laundry		7	7
C. Keeping kitchen neatly arranged	3	1	4
III. Consumer education:			
A. Good buying practices	14	16	30
B. Food prices	16		16
IV. Planning:			
A. Simple family meals		19	19
B. Schedule of work	6		6
V. Social graces			
A. Table manners		13	13
Totals	249	285	534

Table VI

Summarized Statements of 12 Homemaking Students Regarding Things Learned While Assisting in the Nursery School

Summarized Statements of Things Learned	No. Times Reported		
	1st 6 wks.	2nd. 6 wks.	Total
I. Indications of things learned:			
A. About foods:			
1. Learned new ways of preparing food	3	5	8
2. Facts about food values	4	2	6
3. Principles of cookery	3	3	6
B. About small children:			
1. Guidance of children	7	5	12
2. Eating habits of children	6	3	9
3. Behavior of children		2	2
C. About planning, organizing and management:			
1. Organizing work in kitchen	1	4	5
2. How to plan work ahead	4		4
D. About housewifery:			
1. How to clean kitchen equipment correctly	4	2	6
II. Indication of no learning			
A. About consumer buying			
1. None	36	36	72
Totals	68	62	130

Table VII

Summarized Statements of 27 Homemaking Students Regarding
Behavior Changes Made in a Beginning Food Class

Y

Summarized Statements	No. Times Reported		
	1st 6 wks.	2nd 6 wks.	Total
I. Indicating desirable changes:			
A. More interest in cookery techniques, skills and nutrition	48	74	122
B. More interested in better housekeeping	12	9	21
C. Better planning	6	10	16
D. Changed attitude about foods	5	6	11
E. Ability to be a better hostess		8	8
F. More interested in Home Economics		8	8
G. More cooperative	5	1	6
II. Indicating no change:			
A. No comment	5	23	28
B. No change		5	5
Totals	81	144	225

Table VIII

Summarized Statements of 12 Homemaking Students Regarding
Behavior Changes Made While Assisting in the Nursery School

Summarized Statements	No. Times Reported		
	1st 6 wks.	2nd 6 wks.	Total
I. Indicating desirable changes:			
A. Changed attitude about some food dislikes	4	4	8
B. Changed some bad work habits in kitchen		4	4
C. Learned to cooperate with others	1	1	2
D. Developed self-reliance		1	1
E. Learned to like small children.		1	1
II. Indicating no change:			
A. No comment	21	17	38
B. No change	10	8	18
Totals	36	36	72

Conclusions and Implications

Time does not permit a detailed review of all the information gained as a part of this study, neither does it allow the writer to make specific plans for the future use of the nursery school as a laboratory for homemaking students at the Daniel Webster High School in Tulsa, Oklahoma. However, some definite conclusions regarding the present status of the nursery school and future changes needed were reached. The reader will remember that these conclusions were reached after making an investigation of the use of nursery schools as a part of the secondary school educational program; interviewing other high school teachers, nursery school specialists, and teacher trainers; and making a careful analysis of the present use of the nursery school and the reaction of high school students.

Students, who left their classes to spend six weeks assisting in the nursery school kitchen, did not find their experiences enjoyable. Especially, the advanced group seemed to build up an adverse attitude toward their work in the nursery school, toward small children, and toward food preparation. Such an attitude defeats one of the major purposes of homemaking education. Certainly home economists would like to have all students who contact small children learn to appreciate and enjoy them. Psychologists point out that all learning experiences must be both enjoyable and purposeful if the learner is to receive maximum benefit. Since these students were so resentful of their responsibilities in the nursery school kitchen, there is some doubt whether or not these experiences were educative. A learning experience, to be enjoyable and purposeful should be completed within the span of attention of the learner. This on the high school level is a relatively short period of time. All indications are that the six weeks period in the nursery school was too long.

Both teachers and students records show that students who left the foods classes

to assist in the nursery school kitchen missed many valuable learning experiences. Learning experiences in the nursery school were much more limited in scope, however, they did make possible the development of certain skills in food preparation. The information secured seems to indicate that the nursery school kitchen and dining room do not provide satisfactory learning experiences for students in foods classes. Particularly does this seem to be true when students leave foods classes for long periods of time. The data does not show what would have been the result had the students spent shorter periods in the nursery school kitchen. Likely, a closer correlation between the work of the foods classes and the food preparation experiences of students assisting in the nursery school, if maintained for a short period of time, would not only strengthen the work of the department but would promote the interest of high school students in foods and small children. True, the preparation of food for small children is a good learning experience for high school students, if it is not overdone. Probably the preparation of food for the nursery school in the regular foods laboratory correlated with observations and discussions of the behavior of the nursery school children would be a problem of interest to all foods classes. This would eliminate the resentment of students against being isolated from the group because high school students, like nursery school children, want to be with their own age.

The nursery school kitchen provided few if any opportunities for high school students to develop creativeness. There was no opportunity for them to originate or plan activities as these were all planned by the teacher who was responsible for the nursery school lunch. Creative thinking was not encouraged nor was there anything to stimulate judgment as their work followed a set pattern week after week.

A study of the records of the students assisting in the nursery school kitchen indicates that the carry-over into the homes was very slight, especially on the part

of those from the advanced food class. A good learning experience should encourage and stimulate home practice as well as suggest other home experiences. Instead, students assisting in the nursery school kitchen seem to have formed added dislikes for homemaking tasks.

The younger students enjoyed their work in the nursery school more than did the older ones. This probably was because they had more opportunity to do actual observing of the children and because the nursery school teacher was free one day each week to discuss with them the things they had observed. No opportunity was given the older students to observe the children while working in the nursery school. These students resented this as they felt they were not learning anything constructive but were only being used for maid service to the children.

Adverse attitudes, regarding the use of certain equipment, were built up in both groups of students assisting in the nursery school kitchen. This probably was due to the fact that they were not taught how to use that equipment correctly. Lack of information regarding the use and care of equipment frequently causes people to dislike it.

Students assisting in the nursery school reported very few personal behavior changes. This may have been because of the poor attitudes which were formed.

If, in the light of sound educational procedures, the nursery school in Daniel Webster High School is to be used as a laboratory experience for secondary school students to promote ideals and practices of democratic family life, it would seem advisable that several changes be made. The homemaking program, if it really serves the students and the community, deals with all phases of homemaking education. Therefore, it seems that Daniel Webster High School should revise the home economics education program to include such units as personality development and boy and girl

relationships in the first year; child development and guidance, and family relationships in the second year; a more advanced unit in child development and family relationships in the third year; and preparation for home and marriage in the fourth year. This revision of necessity would shorten the amount of time now devoted to foods and clothing and would make each years work a fair cross section of homemaking education.

The program of the homemaking department should be so planned that the learning experiences will cut across many different areas of home life. Child development and family relationships should be an integral part of the curriculum and not something extra which high school students can take or not. This phase of homemaking should be offered for each age level. Assistance with food preparation and serving in the nursery school should be definitely correlated with problems being studied in homemaking classes. Laboratory experiences with small children in nursery school, also, should be in connection with child development units or problems which are a regular part of the homemaking program. The number of consecutive days spent in the nursery school by any one group of students should be shortened and then the experiences repeated later if thought advisable. All observations should be carefully directed and supervised and should be done for the purpose of securing information needed to solve some class problem being studied. All phases of homemaking education can profitably use observations and laboratory experiences in the nursery school as a means of securing information for solving vital problems. However, the observations and laboratory experiences planned for high school homemaking students, or any high school group for that matter, should be for the purpose of emphasizing points being studied not for the purpose of maintaining a nursery school.

Best use of the nursery school is made when the teacher or some other well trained person is available on certain days to discuss personal and family problems

with the students observing.

Results of this study seem to indicate that there should be more careful group planning on the part of the teachers of the department and more correlation of all phases of homemaking education. Opportunities should be provided for pupils to help plan the activities in which they participate in the nursery school and those which will stimulate the making of judgments and encourage creative thinking on the part of the students. Learning experiences should be planned which will result in improved pupil behavior and which will make a definite contribution toward developing in students: ideals of democratic family life; understandings concerning the personal characteristics desired; and abilities necessary for participation in building that kind of home life.

The program should be evaluated by students and teachers from time to time to determine whether or not the criteria for learning experiences is being attained. Personal progress sheets are an effective aid in teaching. They serve as a check on the teacher, the students, and the effectiveness of the program.

The educational offerings in secondary schools for marriage and family life are inadequate to meet the demands. But certainly in any program supposing to deal with preparation for family life, there must be much consideration given to the study of pre-school children because of the importance of this period in the development of fundamental personality traits. It seems especially desirable that an opportunity for experiences of this kind be given high school students since many of them marry within a relatively short period of time after finishing high school and that such experiences be made purposeful and enjoyable, for without enjoyment, very little or no learning is derived from either a work or learning experience.

Bibliography

Books

- American Association of School Administrators, Nineteenth Yearbook. Education for Family Life. Washington, D.C.: National Education Association, 1941.
- Bode, Boyd H. Democracy as a Way of Life. New York: The Macmillan Company, 1937.
- Goodykoontz, Bess, and Coon, Beulah I. Family Living and Our Schools. New York: D. Appleton-Century Company, 1941.
- Hatcher, Hazel M., and Andrews, Mildred E. The Teaching of Homemaking. New York: Houghton Mifflin Company, 1945.
- Pearson, Millie V. A Study of Home Economics Education Courses in the Light of the Democratic Ideal. Ohio State University: Unpublished Doctor's Dissertation, 1941.
- Peters, Charles C. The Curriculum of Democratic Education. New York: McGraw-Hill Book Company, Inc., 1942.
- Spafford, Ivol. A Functioning Program of Home Economics. New York: John Wiley and Sons, Inc., 1940.
- Williamson, Maude, and Lyle, Mary Stewart. Homemaking Education in the High School. New York: D. Appleton-Century Company, 1941.

Bulletins

- Home Economics Education, Miscellaneous 2136, The Teaching of Certain Aspects of Child Development. Washington, D.C.: United States Department of the Interior, 1938.
- McLaughlin, Samuel J. "Meeting the Needs of Adolescents in the Secondary Schools." Bulletin of the National Association of Secondary School Principals, (March, 1946)
- Office of Education, Pamphlet Number 3. Washington, D.C.: United States Department of Interior, 1930.

Magazine Articles

- Arlitt, Ada Hart. "Teaching Child Care and Development." Practical Home Economics, (April, 1943), 132.
- Breck, Marion F. "Recent Experiences in Teaching Family Relationships." Practical Home Economics, (May, 1943), 173.
- Britton, Mary D. "A Practical Child Care Course." Practical Home Economics, (December, 1946), 616

- Cook, Aseneth. "Experiences in Teaching Family Relationships." What's New in Home Economics, (January, 1947), 46.
- Cowles, Ruth Cooley. "Family Life Education for All." Practical Home Economics, (October, 1946), 469.
- Davis, Mabel M. "Teaching Family Relationships." What's New in Home Economics, (September, 1946), 58.
- Hart, Janet. "A Child Training Course for High School Girls." Practical Home Economics, (September, 1938), 335.
- Hund, Henrietta A. "Our Nursery School." Practical Home Economics, (January, 1941), 11.
- King, Margaret. "Experiences in Teaching Family Relationships." What's New in Home Economics, (January, 1947), 46.
- McCann, Anabel Parker. "Progressive Home Economics at Lawrence High School, New York City." Practical Home Economics, (March, 1939), 78.
- McCarthy, Dorothea. "Child Development Laboratories in Home Economics Departments." (March, 1933), 218.
- O'Neil, Mariam C. "Child Care Project." Journal of Home Economics, (March, 1944), 147.
- Pirie, Emma E. "Home Economics in San Antonio Schools." Practical Home Economics, (June, 1939), 172.
- Ponder, Mrs. W.J. "Teaching Family Relationships." What's New in Home Economics, (November, 1946), 36.
- Roach, Hazel P. "Directed Observation of Children for Classes in Child Development." Journal of Home Economics, (October, 1934), 503.
- Robinette, Gladys E. "A Child Development Unit." Practical Home Economics, (September, 1933), 207.
- Rustard, Ruth, and Reulin, Pauline. "Child Study in High School." Journal of Home Economics, (June, 1945), 321.
- Scharaff, Ruth. "History of Homemaking in Washington Public Schools." Practical Home Economics, (July, 1934), 172.
- Shuler, Marjorie. "Teaching Family Relationships." What's New in Home Economics, (December, 1946), 94.

Shuler, Marjorie. "All for One-One for All." What's New in Home Economics, (October, 1946), 46.

Sowell, Myra. "Play School Observation in Child Development." Practical Home Economics, (April, 1933), 97.

Speer, Eleanor. "Experience in Teaching Family Relationships." What's New in Home Economics, (January, 1947), 46.

Swain, Frances L. "Home Economics in Chicago Public Schools." Practical Home Economics, (June, 1935), 83.

Switzer, Mary S. "Our Teen Agers." Practical Home Economics, (April, 1945), 201.

Von Berge, Edna. "Tips on Teaching Child Care." Practical Home Economics, (January, 1939), 10.

Winchell, Florence E. "Directed Observations of Children for Classes in Child Development." Journal of Home Economics, (June, 1935), 355

Appendix

Schedule of Duties for Nursery School Kitchen**2nd period**

1. Charlene Awalt
2. Etta Mae Roseborough
3. Norma Nobles
4. Evelyn Speir
5. Corothy Morse
6. Louise Wooten

3rd period

1. Geraldean Hicks
2. Armata Admire
3. Nancy Hanks
4. Barbara Drye
5. Margaret Patterson
6. Mona Lee Lind

Duties on next page.

SCHEDULE OF DUTIES - NURSERY SCHOOL KITCHEN
Second Semester 1946-47
1st. 6 weeks

<u>2nd. period</u>						
Girl No.	Protein	Vegetables Green & Raw	Vegetable Starchy	Sandwiches Wash Dishes	Desert Dry Dishes	Milk Set Table
1	1	6	5	4	3	2
2	2	1	6	5	4	3
3	3	2	1	6	5	4
4	4	3	2	1	6	5
5	5	4	3	2	1	6
6	6	5	4	3	2	1

<u>3rd. period</u>						
Girl No.	Server 1 Put Away Dishes	Server 2 Clean & Move Tables	Helper Clean Dishes	Dish Washer	Dish Dryer	Housekeeper Sweeper
1	1	6	5	4	3	2
2	2	1	6	5	4	3
3	3	2	1	6	5	4
4	4	3	2	1	6	5
5	5	4	3	2	1	6
6	6	5	4	3	2	1

Friday Cleaning						
Girl No.	Upper Left and Lower Cabinets	Upper Right and Lower Cabinets	Stove	Icebox	Hall Cabinets	Laundry
1	1	6	5	4	3	2
2	2	1	6	5	4	3
3	3	2	1	6	5	4
4	4	3	2	1	6	5
5	5	4	3	2	1	6
6	6	5	4	3	2	1

Betty Irene Dickerson