

INTEGRATION OF SCHOOL ACTIVITIES IN HOMEMAKING CLASSES

WITH VOLUNTARY HOME EXPERIENCES

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Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1937

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

1942

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## ACKNOWLEDGMENT

It is a pleasure to acknowledge my gratitude to Miss Katharine W. Kumler, Associate Professor of the Home Economics Education Department of Oklahoma Agricultural and Mechanical College. Without her inspiration, help, and constructive criticisms, this work would not have been possible. Appreciation is also expressed to Miss Millie V. Pearson, Head of the Home Economics Education Department for her constructive criticism.

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## CHAPTER I

### PHILOSOPHY

During recent years the individual in this country who accepts responsibility to become an intelligent participating member of society faces a struggle to maintain his balance in a rapidly changing world. It is within the home that the stage is set for the development of socially acceptable individuals in a democratic society.

Spafford has well said that:

The home is society's most effective educational agency. Whether it be desirable or undesirable learning, the emotional weighting which accompanies living within the family makes learning there much more powerful and lasting than that acquired elsewhere.<sup>1</sup>

From this point of view, the home plays an important part in meeting human needs in a democracy. Many of the satisfactions in life come from intimate human relationships and from the feeling of belonging and contributing to the home group. One learns to achieve poise, confidence, self-control, and a feeling of security during his early years, strongly influenced by home patterns. Ivol Spafford calls attention to the close integration between the home and the school in the following statement:

Since the home is the most powerful of all social institutions educationally, the effectiveness of both the home and the school will be increased as they agree upon common purposes and resolve existing conflicts satisfactorily.<sup>2</sup>

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<sup>1</sup> Ivol Spafford, A Functioning Program of Home Economics, p. 51.

<sup>2</sup> Ivol Spafford, Home Economics in General Education at the Secondary Level, p. 13.

It is necessary that the school recognize the child's beliefs acquired in the home so as not to risk the breaking down of his sense of security by failure to appreciate his problem when he meets a conflict in concepts. These conflicts must be so handled that the student will have an opportunity to rebuild beliefs and select worthwhile values which promote more democratic living. The alert teacher will help the student make necessary adjustments to his immediate environment through procedures designed to help him understand and appreciate democracy.

The family is one of the social institutions through which our culture and society is perpetuated. Each family builds into the attitudes of its children many basic patterns of thinking regarding life and the universe; and with each progressive generation these ever changing patterns are built anew. In this country, our cultural traditions and social patterns have served not only to help families meet effectively those persistent problems of life facing all people but, in addition, they have challenged families to achieve those values worth working for those which spring from democratic principles and ideals. It is through the family that the child first understands the culture in which he lives. Therefore, the home serves the individual and society best when it gives him such understanding as will enable him to contribute effectively toward the building of an ever more satisfying world.

This relationship of family life and the activities of the homes to the culture in which we live has gradually been recognized and accepted as important by those interested in education. Realizing

the social significance of this relationship, educators are now recognizing that education for better home and family living tends to help the individual to solve his problems more readily and more wisely.

Desirable learning, as defined by L. Thomas Hopkins, is:

Confined to those behaviors which represent a personal attack by the individual on his personal problems of living in order to resolve even more intelligently the disturbances which upset his integrating movements . . . The simple relationship of the individual to his culture is the beginning point for real learning.<sup>3</sup>

Modern psychologists tell us that learning occurs within the individual in proportion to his ability to think, and not alone because he has accumulated factual knowledge. The personal need for learning must be recognized by the individual as he interacts within his culture. The child's interest must be acute, and he must sense a need for solving the problem before learning can take place. This point of view as expressed by Hopkins is:

Every child is capable of learning anything which he sees a personal need for learning . . . When a child learns, he learns all over . . . All learning is relating . . . All good learning is seeking satisfaction for personal goals.<sup>4</sup>

This quotation suggests that the real measure of learning comes in the ability of the individual to meet satisfactorily new and changing conditions which contribute toward a more democratic society. The learning child has evidenced a change in behavior, and the change resulting from any learning experience may involve a skill, attitude, concept, or a habit. Everything that the individual does results in either desirable or undesirable learning. Therefore, it is the responsibility

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<sup>3</sup> L. Thomas Hopkins, "Emerging Emphases as to Learning," Teachers College Record, November, 1933, p. 120.

<sup>4</sup> Ibid, pp. 121, 127.



of the school to provide desirable learning experiences which will develop more democratic attitudes, a high degree of skills and abilities, and sustain interest of the individual. Desirable learning experiences immediately make the individual a more effective member of society on his own level of ability and provide for him a more satisfying adjustment to changing situations. One present day educator calls attention to this fact in this statement:

Education is recognizing increasingly that to be effective, learning must be related to the life of the learner, that it must have meaning for him.<sup>5</sup>

This personalization of instruction demands that the teacher must recognize the interests of the pupils and be conscious of their social needs. Homemaking teachers are constantly visiting in the homes of their pupils and so see the conditions under which they live, also becoming acquainted with other family members. The teacher is thus better able to recognize student needs and to provide learning experiences which are applicable to home situations, which have real meaning and value to the student.

Ivov Spafford states that education for home and family life

becomes the process by which we communicate to young people and adults the full realization of the opportunities given them in family life and the rearing of children. They are to participate as active agents in the remaking of our culture, as worthy collaborators in this historic process of endeavoring to make human life more significant, more meaningful, and more purposeful. This process can take place only as each generation becomes aware of its participation in this ongoing cultural evolution, and is ably guided and helped to make its contribution.<sup>6</sup>

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<sup>5</sup> Ivov Spafford, A Functioning Program of Home Economics, p. 8.

<sup>6</sup> Family Living and Our Schools, The Joint Committee on Curriculum Aspects of Education for Home and Family Living, p. 31.

Some of the earlier traditional beliefs and ideas, no longer timely, still linger in the lives of many families with resulting conflict and confusion. These beliefs are not in accordance with the lives we live today. Society is continually reconstructing and rebuilding its basic beliefs and patterns. Through education for home and family living, it is hoped that these beliefs consciously may be modified so that the home may participate more effectively in creating a culture in which each has opportunity to develop to his fullest capacity in a social order more truly democratic.

Through the field of homemaking education, the schools can make a great contribution to society. They may assist the individual in the development of a significant personality, and may help him to establish more satisfying relationships in all areas of personal living. Homemaking education offers many opportunities for the study of real life experiences in the light of democratic values. In this field, the student can easily relate his learning to problems found both at home and school. One statement of the purposes of homemaking education today is:

to effect desirable changes in the student's home living and home activities, ideals, attitudes, interests, and habits through a study of and experience in, solving persistent problems in home and family life in order that he or she may be a better member of a democratic family in an equally democratic society.<sup>7</sup>

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<sup>7</sup> Millie Pearson, Group Experiences in Homemaking Classes, Oklahoma Agricultural and Mechanical College, College Book Store, Stillwater, 1940, p. 3.

Self education through directed educative experiences should be the basic goal of all teaching. Educational experiences should contribute toward the development of an intelligent, contributing, and participating member of society. They should enable the student to readily adjust to unexpected situations and intelligently to solve problems as they arise. They must contribute toward the development of a personality which is continuously and increasingly significant for our culture. Therefore, for homemaking education to be functioning, the program must extend into the home. Belief that "All learning is relating," and that "When a child learns, he learns all over"<sup>8</sup> implies that those activities which the child experiences in school, should be those which can be carried over into the home and applied to other home situations. In the home, the child voluntarily will accept responsibility wherever he feels a personal interest. He works untiringly at those activities which are related to goals important to him. It seems fair to assume that the homemaking education program in any school is functioning in proportion to the extent to which students voluntarily accept responsibility in their home and family groups.

Before the student voluntarily accepts responsibility in the home and becomes aware of his opportunity to contribute to the welfare of the family group, he must be interested in the home and his family and sense its importance in the culture in which he lives. Through more democratic class procedures in homemaking education are we attempting to make the student conscious of his ability. Desirable learning experiences are provided for him in all phases of home living.

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<sup>8</sup> L. Thomas Hopkins, "Emerging Emphases as to Learning," Teachers College Record, November, 1938, p. 120.

Evidence that the learner has identified his own goals with home interests and that the learning going on is definitely modifying his attitude toward and interest in home and family living may be seen in the student's behavior by his:

1. Voluntary acceptance of additional responsibility in the home.
2. Increased interest in home life as shown by creative ability.
3. Increased ability to work with people successfully including parent, teacher, and pupil.
4. Progressive ability to manage situations persisting in the home.
5. Increased interest in participating in the planning for and carrying out of classroom experiences which are directly related to home problems.

## CHAPTER II

## HISTORY OF "HOME EXPERIENCES"

Since the passage of the George Dean Act of February 5, 1929, the Vocational Homemaking Program in our high schools has steadily grown and the meaning and use of terms rapidly changed. The term "home project" has been in common use since the beginning of the Vocational Homemaking Program, but only recently are we beginning to speak in terms of home experience.

The modern point of view concerning the value of home experiences offers sharp contrast to the earlier, rather artificial requirement. The home project became a required part of the Vocational Homemaking Program by the George Reed Bill in 1929. This bill states:

In the first year of the course, an average of at least fifteen minutes daily be allowed to home practice and in the second year, the same amount of time be given to a minimum of two properly planned and supervised home projects carried to completion in two phases of home economics."<sup>1</sup>

However, at about this time, Clara Brown interpreted the above requirement intelligently when she wrote of the home project as follows:

Every pupil should be encouraged to assume the responsibility for some task (at home) which requires management and judgment beside the actual doing. The task should be something which the pupil herself desires to do, something which will meet her needs.<sup>2</sup>

A similar point of view is found in the following quotation which presents the current belief concerning home experiences.

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<sup>1</sup> Ivol Spafford, Fundamentals in Teaching Home Economics, p. 277.

<sup>2</sup> Journal of Home Economics, Vol. 21, p. 649, 5'--29.

a real life activity using school learning, together with new learning needed for the particular work at hand, planned and carried out by the girl in her home.<sup>3</sup>

The home experience today is seen as a creative piece of work demanding more than the repetition of certain processes practiced at school. This creative piece of work preferably involves the putting together of many principles and processes and the using of judgment to determine which procedures best carry forward the specified activity undertaken. Thus, the home experience becomes an activity which brings home living and instruction in homemaking together consciously. Formal homemaking education cannot make its maximum contribution except as home projects bring together pertinent in-school and out-of-school activity. Such activity enables the individual to find more meaning in those home activities in which otherwise he might participate in purely routine fashion.

Today, teachers are more concerned about the carry-over of school training into the home than they are about the student getting one certain job done in a definite length of time or meeting some standard of perfection arbitrarily set by the teacher. The alert homemaking teacher of the present brings into the classroom persistent problems which occur in family life and so helps to provide experiences at school which will contribute to the solving of family problems more intelligently. To keep alert, homemaking teachers must be fully aware of all sorts of possibilities for directing student experiences whether at school, at home, or in the community. They need to consider the fact that the student's interests are bound up with the

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Brown and Haley, The Teaching of Home Economics, p. 232.

culture in which he lives. The student must be guided into activities and experiences that will make for his own best development defined in the light of democratic values.

The home experience phase of the program has done much to make school instruction functional. The worthwhile value of the program is the contribution it succeeds in making to the home life of the student and his family. In short, over a period of years, this home experience program

shows a definite trend toward the solving of problems which draw on many aspects of home economics, family participation in home activities and group concern for the solving of community projects.<sup>4</sup>

In other words, as a new plan was developed for the carrying out of home experiences, resulting needs for guidance and for opportunity to acquire more specific skills tended to direct the modification of classroom plans.

Until recent years, the girls of the homemaking classes in Mulhall High School had been required to plan, carry out, and report a "home project" every six weeks. Because this plan was forced upon them and they neither saw need for such experiences nor correlated it with their class work, the students affected soon grew to dislike the idea of having to practice arts and skills at home. This attitude became a hindrance to the development of interest in homemaking since it colored the home experiences as well as class activities and resulted in students assuming practically no responsibility at home. They had not

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<sup>4</sup> Ivol Spafford, A Functioning Program of Home Economics, p. 230.

been led to see the relationship between their home problems and school activities, nor to discover those relationships which inevitably existed.

Home projects had been arranged arbitrarily and were merely one more undesirable class requirement added to the total program; they were not an integral part of the homemaking program. Out of this situation came such unpleasant results as dislike for homemaking classes, dislike for carrying on home activities and lack of initiative for taking responsibility in the home. Evidently, no real life experiences were sensed, nor were the needs or interests of the girls considered.

"Do we have to have home projects?" said one girl at the beginning of the school term, showing a very intense dislike for them by the inflection of her voice. Before the conversation had ended, she unconsciously was relating many of the constructive things she had been doing at home in relation to classroom activities. Yet, someone had failed to help this girl to see the relation between "homemaking" at school and "homemaking" at home. She had not been encouraged to discover her own needs, capabilities, and purposes which could be furthered by such experiences. Disregarding the idea of home projects and speaking to the class in terms of home experiences surprised them. They felt a great responsibility had been lifted from their shoulders.

A plan was devised by the pupils and the teacher whereby individual class members kept a record of anything done at home which enabled them to make a finer contribution to the life of the family group or made them happier. It was agreed that these activities could be inspired by class work or by personal interests in home life



and home improvement. Each student recorded personal experiences on an individual card, and was given an opportunity in class to tell class members from time to time what was being done in this connection. Frequently, individuals would ask the class group for suggestions.

This giving to each student an opportunity to determine the type of home experience to pursue was the first step in getting away from the old rigid home project plan. The relative enthusiasm resulting from the new plan, in turn, inspired a change in class procedures designed so to integrate class and home activities that students would see more value in the program and would voluntarily carry on purposeful home experiences.

## CHAPTER III

## METHODS USED IN STUDY

Believing that school experiences are desirable and valuable when they function in directing the lives of pupils, motivated this study. It attempts to describe the carry-over of experiences into the home as a result of classroom activities. Evidence of the same was sought for through a study of the answers to a questionnaire, anecdotal records, individual record cards, student progress reports, home visits, and conferences with both parents and pupils.

Furthermore, deliberate effort was made to organize the class on a democratic basis. During the years 1940-1941 and 1941-1942, provision was made to proceed on the program cooperatively planned and to encourage pupil participation in the planning of class goals, content, and procedure. All of this sharing of responsibility resulted in improved learning experiences which tended to make the individual class members more aware of democratic values. The curriculum was planned around the interests and needs of the pupil as he struggled to understand and master his environment. Learning situations were selected which tended to help the pupil develop the power of reflective thinking, a power basic to problem solving ability.

The ways of approaching these problems and attempting to solve them have been varied. All class work has been planned by the group with the guidance of the teacher, thus giving students an opportunity to express individual interests and to relate some of their common problems to class interests. Class organization rather generally

followed the plan as defined and outlined by Millie Pearson, Professor of Home Economics Education, Oklahoma Agricultural and Mechanical College. This plan

includes all class procedures necessary to solve a problem and refers to class organization which permits the attacking of class problems from several angles by dividing the students into small working groups . . . and . . . emphasize(s) the discovery and recognition of problems, planning their solution, attacking and solving them in the way planned, continuing school work in the home, checking and summarizing the results, and weighing the values of the conclusions drawn by applying them to other similar situations and problems.<sup>1</sup>

Under this plan, the pupils have the opportunity and the responsibility to carry on this group work with the teacher guiding but yet, in the background of the picture. The groups determine the type of experiences and possible learning units for that particular phase of homemaking. When the classes do divide into small groups each has a definite and different responsibility. Some may be interested in studying the problem by spending time in reading reliable references which may help them to solve it, and presenting to the whole class the general information of new things learned. Another group would likely be interested in actually solving some of the problems discussed and showing the class the results obtained. Yet, others may be wanting to do a piece of creative work which would add color and interest to the problems being solved. Some may be interested in planning at home these same experiences or planning solutions which may be applicable to their own situations.

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<sup>1</sup> Millie Pearson, Group Experiences in Homemaking Classes, College Book Store, Oklahoma Agricultural and Mechanical College, p. 8.

The importance of all students seeing and hearing about the same problem which has been attacked from several angles centers in the possibility of inspiring them to continue their school work into the home and their making further study of the problem.

The teacher must make provision for desirable learning experiences within the classroom and must offer pupils an opportunity to select their own goals and procedures. Very important phases of this class plan for organization are the summaries and conclusions which are made. The principles learned will be valuable to the student only when he realizes they can be used in solving other and similar problems.

To be successful such a plan of class organization must always be kept elastic. It must permit varying ways of using equipment, problems of various lengths, opportunities for students to attack problems from different angles and to use different methods and materials, and irregular as well as regular grouping of students. Values gained through independent and collective thinking and through seeing more than one solution to a problem are lost if this type of organization is allowed to become a set form which is teacher dominated.<sup>2</sup>

In carrying out such a class plan, demonstrations by pupil and teacher, jointly planned field trips, talks by visiting speakers, commercial demonstrations, preparation of reports on observations and individual experiences are frequently used for locating problems. As long as the homemaking program provides for desirable learning experiences, the various pupils are guided toward common goals previously agreed upon by finding the solution of related problems. Homemaking education then, is helping the individual to grow in the use of those principles which make for democratic living.

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<sup>2</sup> Ibid., p. 11.

Two vocational homemaking classes were studied. One consisted of fourteen freshmen high school girls enrolled in Homemaking I, who in the previous year had been enrolled in the eighth grade homemaking class. The other class was made up of eleven sophomore girls enrolled in Homemaking II, having completed Homemaking I, and the eighth grade class in homemaking.

The girls of both classes were asked to check an interest questionnaire at the beginning of the school year 1941-1942. This questionnaire was designed to help determine student interest in homemaking and provided an opportunity for individuals to check a list of 108 activities related to homemaking with respect to their "likes", "dislikes", "indifference to", or "desire for some", or "desire for more opportunity." The statements included attempted to touch all areas of home living and were directed both toward picturing certain social responsibilities and toward challenging the development of specific skills related to home living. The questionnaire is offered as Exhibit D, on page 37.

After class members had checked the questionnaire, a committee of six girls chosen by the group made a list of those activities in which the majority of the girls desired experience. All the girls exchanged papers in order to become acquainted with the wants and interests of others.

The results of the questionnaire were tabulated and those interests designated by the findings were developed into class experiences. Whereas, as many as fifteen students indicated interest in experiencing a specific item, special effort was made to incorporate into class

activities. Those items included were: to make toys, to go on picnics with the family, to make small decorative things for the home, to make left-overs from a meal into an appetizing dish, to try a new recipe, to prepare own picnic lunch, to be a leader of a school group or school activities, to write news stories or articles about activities in the home and in the school, to arrange glowers, to decorate a room, to repair broken equipment at home, to have a hobby, to experiment with make-up or change hair style, to add to my collection of recipe books, to know more about manners, to plan a party at home, to select own clothing, to entertain friends in the home, to have a vegetable garden, to make the home more attractive, to read homemaking books, to select own clothing and accessories, to care for the sick, to buy food for the home, to help influence the family to eat fresh fruits and vegetables, to improve home courtesies, to find out my best "color" for dresses, to make over a dress, to plan my wardrobe for school, to buy defense stamps and bonds, to make introductions, to write thank you notes, to prepare vegetable salads, to make a cake, to carry on a pleasant conversation, to write personal letters, to be a hostess at a party, to know how to act in a cafe or restaurant, to make one-crust pies, to know how to order a meal in a cafe, to hang pictures in a room and to carve meat.

An effort was made to change the attitudes of girls who had checked themselves as being "indifferent to" or as having a feeling of "dislike" for certain pertinent activities. These activities were included in class plans in an effort to develop them into desirable class experiences and so get the girls to see their importance.

The social attitudes reflected by the returns on this questionnaire indicated that some students had a definite disregard for some homemaking activities, little or no acceptance of responsibility toward the families of which they were a part, nor any desire for opportunities to improve their relationships in the home. Furthermore, the returns showed that certain girls were anxious for every opportunity which would develop them as individuals rather than as members of family groups. They seemed only interested in themselves and anxious to disregard any relationship to the family group. In other instances, the girls reflected consciousness of the importance of relationships and expressed desire for further opportunity to fit into their own home living situation. The majority of the girls indicated they wanted more opportunity with respect to most of the activities with which they were familiar.

Anecdotal records proved valuable in acquiring information for the individual guidance of students. These records carried statements concerning observed reactions of a student or some personal remark made in an informal situation which was thought to have a bearing on his growth or interests and/or indicated any carry-over from homemaking classes to home activities. No biased opinion of the writer was given and in a few cases when an interpretation was made, a note was written on the back of the sheet to discredit any prejudice. These records were kept in individual folders and filed away from the students. They were brief, told what actually happened, recorded spontaneous actions as frequently as possible, were not confined to classroom procedures, and written while the memory of behavior was vivid but never in the presence of the student. They also disclosed statements interpreted to indicate that the

girls were becoming more and more aware of their responsibilities in the home. For example,

I have been helping mother every night for a week with the house work when I get home from school.

Now that mother is away, I plan and prepare all of the meals for daddy and my two brothers. Last year when my mother was away, my aunt was here to help, but this time I insisted it was my job.

Because of some school activities, these girls were able to manage more intelligently certain situations in the home.

A better understanding of family members and increased interest in home life is shown by these statements:

John and Mary do not quarrel nearly as much as they did. They spend more time in playing games together and even John was reading a magazine the other day. They have succeeded in interesting dad and me in playing games with them.

Marjorie seems to take more interest in doing things at home. When I got home from town the other day, she had cleaned the house and had picked a bouquet of flowers for the dining room table.

My daughter recently has come into the living room to visit with adult callers; always before in such circumstances, she has gone to her own room to read.

Of the twenty-five girls enrolled in homemaking classes, twenty-one expressed appreciation for having been given a chance to help in the class planning. Several of them mentioned that they knew better what they wanted to learn than the teacher and the opportunity to help plan gave them opportunity to direct class activities toward the solution of some personal problem. The other four girls expressed the opinion that they did not know enough about homemaking to really know what they wanted. It was with these four girls that deliberate effort was made to help them become aware of their social needs and responsibilities which they might assume if they wish to become contributing



members of their family groups. After the first two months of school, considerable change in attitudes was noticed pointing to increased interests in taking an active part in homemaking. Students soon began to realize the value of joint planning with other class members and with the teacher.

Other statements made by the girls which suggest that the class activities were functioning in the home are:

May I take some magazines home for mother to read, and would you give me the address of some homemaking magazines? Mother wants to subscribe to a magazine.

Since Kathryn is taking homemaking, she likes to help mother in the kitchen.

Before I started taking homemaking, mother would not let me work in the kitchen. Now she lets me help her all the time. I gave mother my recipe books which we got in class and she uses them a lot.

While there is little evidence from these records of a carry-over into the home of specific experiences taken from the interest check sheet, there is evidence of a desirable attitude on the part of the girl and an evidence of increased interest in home life.

It must be remembered that a changed character in class procedures paralleled this attempt to discover the carry-over of experiences from school to home. Class experiences were modified to provide an opportunity for the girls to participate in the determining of their own purposes. They also were urged to participate in the planning of class work and in the selection of procedures and evaluative devices designed to let them discover for themselves the relative value of their work, as well as their own rate of progress. The teacher felt that personal progress reports kept by girls themselves would enable her to direct

the class experiences of the girls so that each might become progressively able to work independently.) Evidence of self-directed activity in the class would seem to show progress in creating sufficient interest in classroom experiences to stimulate the girls to carry-over such experiences into self-directed related activity at home.

From the personal progress reports, the writer was able to sense sustained interests of the girls, increased ability to make self-analysis, a recognition of progressive independence, and acceptance of increased responsibility on the part of the various girls. The content of the two reports offered as Exhibits A and B on pages 22 and 23 serves to illustrate this point. These progress reports were sometimes written daily, but frequently only weekly reports were made. The girls were encouraged to use the simplest possible form for making personal progress reports, and although no specific form was required, the majority of the girls used the ones offered as Exhibits A and B. This form came originally from Oklahoma Agricultural and Mechanical College. It has been used in certain high school classes taught by supervisory teachers and student teachers in the college teacher training centers since the fall of 1939.

Such significant statements appear on these personal reports as, "I need to do more reading before I can solve my problem," "I need to contribute more to the class discussion because thinking out loud develops one more," "I am the next chairman of our group; I don't particularly want to be but doing so will help me."

( In general, progress reports tended to stimulate students to more active participation in planning for class activities and to

## EXHIBIT A

## Personal Progress Report

(Student's Record of Class Work)

## Homemaking I

Name Judy JohnsonDate February 4, 1942

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What I DidMy Opinion of Results

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Our group made plans for a field trip to the grocery store to see the meat market. Betty and I decided we needed to know what we would look for while there, so we started working on a plan. We also plan to make one so that we can write what we learned when we get back.

We did not finish with both plans but hope to do so tomorrow. The large meat charts which we used helped us.

## EXHIBIT B

## Personal Progress Report

(Student's Record of Class Work)

## Homemaking II

Name Carolyn Sue SwansonDate November 17, 1941

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What I Did	My Opinion of Results
I did not accomplish much today. Most of my time was used in laying my pattern on my plaid material.	If I had more time, I could have done more. It won't take me long to finish. Working with mother the other day in laying a pattern on smaller plaid than mine certainly did help me.

challenge them to do more thinking about accepting responsibility for self direction whether in or out of class. These girls seemed to become conscious of their progress or their lack of the same. They enjoyed the regular attempt to determine what, if any, principles they were better able to apply more readily to other related situations.

Part of the teachers' responsibility in a Vocational Homemaking Program is to contact families to discover wherein she may be most beneficial to the community, and to recognize those possibilities for individual development necessary for democratic living.

As a new teacher in Mulhall in 1939-1940, the writer began a continuing attempt to become acquainted with all the parents of the home-making girls as well as all others in the community. This attempt resulted in visiting in the students' homes in a study of home interests and home situations prevalent in the community, casual meeting with shoppers down town, review of official school records for each child, conferences with superintendent and principal and other professional and business people in the community.

The primary purpose of home visiting is to establish friendly relationships, to become familiar with the home situations and to recognize needs, interests, and capacities of the girls as they relate to democratic living.

The first attempts to visit with strange family groups were not entirely successful. Members of the family were timid and poorly adjusted to making contacts with strange teachers. This may have been traceable partially to their past experiences with the visits of

teachers and to the lack of earlier contacts. However, as the families began to realize that the homemaking teacher understood their problems and that she was really interested in them and their families, she was accepted more graciously and more nearly as a friend in the home.

Although all vocational homemaking teachers have been advised repeatedly that first visits should be friendly and informal, sometimes an occasion does not present itself for getting inside the home on a first visit. Such relationship, however, may be established on the second visit. Some mutual situation may arise which will set the stage for a cordial reception. A girl may ask the teacher to come to her home to give her help with some home enterprise. Going to see a student who is ill or going home with the girls after school are other means of getting easy access to the homes.

No record of happenings or statements made during home visits were kept for this study except in a few cases where such statements were a significant part of anecdotal records. The information acquired during home visits was given by the home members incidentally or confidentially. To direct the asking of questions in order to acquire knowledge of the home and home conditions is poor taste at any time and especially poor practice for a strange teacher. Continued visiting in the home of her pupils by the teacher helps her to see them assume additional home responsibilities, and to recognize changes in attitudes which point toward more democratic living.

A total number of 125 visits were made to the homes of the twenty-five girls of the Homemaking I and II classes during the year 1941-1942. The greatest number of visits to any one home was seven, and the least number, three. A clearer picture of the home visiting schedule appears in the statement that five girls were visited seven times, twelve girls visited five times, six girls visited four times, and two girls were visited three times.

Not included in this summary are a number of visits to the homes of eighth grade boys and girls and to those of the women in adult classes. About ninety per cent of the girls lived in the country so the number of home visits to each home was limited to some extent because of rainy weather. Contagious diseases in some of the homes also prevented the teacher from visiting at certain times.

Much value may be derived from home visiting. It provides an opportunity to better guide classroom activities based upon home needs; to promote an understanding of the relationships of the pupil, parent, and teacher; to increase both parent and pupils' interest in the home-making program; to reveal to the teacher the pupil's actual or functional learning; to provide opportunity for interpreting the home-making program to the community; and to stimulate the teacher to urge the parents and pupils to take an active part in planning class activities relating to homemaking.

Through home visits, school experiences may be made more functional and more challenging. As the teacher comes to know the students in their homes, and as the students present their problems to the teacher, she acquires increased ability to advise them and to give help. In

this instance, home visits laid the background for the study of home experiences.

Another means which the teacher used to become personally acquainted with students and to understand their problems as well as to appreciate their needs was that of scheduling conferences with them. At least one sixty-minute period per day was set aside for the teacher to confer with students in the vocational homemaking program in Oklahoma high schools. Generally, such conferences are conducted best informally and are scheduled upon the initiative of either the teacher or the student. A form was prepared to permit the girl to sign for a conference by writing her name opposite the designated hour and day she wished to confer. This is illustrated in Exhibit C on page 28. No number of conferences were required of each girl. Each came to the teacher when help was needed and the teacher goes to the student when need for guidance becomes apparent.

During conferences, the girl and the teacher frequently discussed difficulties in class work and attempted to agree upon possible ways of correcting the situation.

A close understanding between the teacher and pupil lets the girl feel free to discuss her personal problems. Since the home living center of the homemaking department is furnished in a homelike manner, it serves as an excellent place for holding conferences.

It matters very little whether the teacher's opportunity to guide the decisions of pupils comes on the playground, in the hall of the high school, in class, or in a scheduled conference.



## EXHIBIT C

## Conference Period

Day--4th Hour

5th Hour

Name:

Name:

Monday

March 16-1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Tuesday

March 17-1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Wednesday

March 18-1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Thursday

March 19-1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

Friday

March 20-1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

No attempt has been made to present here a statistical study. Rather, this is to discover the relative consistency between students interests supported by class activities and the voluntary home experiences which they carried out.

No effort is made to give a complete outline of the class procedures nor opportunities for experiences provided during this study. In developing class plans, effort was focused upon including in class activities and Future Homemakers of Oklahoma Club activities, opportunity for those experiences which were checked by the girls on the questionnaire as types of activity which they desired. All items desired by fifteen or more pupils have been so checked on the questionnaire in Exhibit D, page 37.

The study of the carry-over is limited to the same set of checked interests and is focused upon evidence which may be interpreted as showing the extent to which their interests are reflected in home activities, voluntarily pursued.

Since there are two classes and the areas taught differ in each group, the following discussion of experiences pertains to the classes individually and not to the total group of girls in the high school homemaking classes.

Of eleven girls, nine expressed interest in making toys. In the families of all of these girls, there were small children. This suggests that interest in toys was natural, and further motivated by the fact that Christmas was not too remote. The girls felt that they needed to do some studying since they had neither the knowledge for selecting a toy wisely nor the skill to make a good toy. The class

suggested that each member go to reliable stores and examine toys with class interest in mind. Only part of the girls could accept the responsibility to make this trip, and went individually to the stores in Guthrie or in Stillwater when opportunity presented itself. They, then reported to the class their findings.

A toy exhibit was assembled by the teacher, set up and appraised in terms of the students. There was a discussion of useable materials on hand at home and of the necessary equipment for making toys. In class, seven different toys such as peg board, puzzles, et cetera were made from spools and other wood. Some rag dolls were also made.

Evidences of carry-over from these class experiences into the home are reflected in the individual records kept by the girls. Four girls persuaded their brothers to make toys at home. One girl and her brother made a total of five toys. Seven girls reported having selected toys for Christmas presents for younger brothers, sisters, and nephews. Four repaired their old toys and gave them to less fortunate children for Christmas.

The item, "To make small decorative things for the home," was checked by twelve girls as "wanting some opportunity." In general, in this connection, planned class activities centered around selection of pictures, flowers, vases, attractive linens, and house plants. Some class time was devoted to study of each of the above mentioned possibilities. The girls brought flowers and vases to the homemaking department for use in class demonstrations given by both the teacher and students. Colorful pictures taken from magazines and calendars were framed attractively to use either in the homemaking department or at home.

Individual record cards gave evidence that practically all of the girls repeated these activities in their own home. This fact was also verified by talking with their parents. Specifically, four girls influenced their mothers to buy pictures for the home and secured permission to help in their selection. Seven girls framed flower pictures taken from magazines and used them in their living rooms at home, while four girls added pictures to the furnishings of their own bedrooms. Embroidered tea towels, guest towels, arm chair sets, luncheon cloths, and vanity sets were made.

Four bought vases for their homes and others attempted to make more intelligent use of those already at hand. While flowers were blooming, seven reported accepting responsibility for keeping a fresh bouquet always in the house. Three girls made bouquets of winter grasses.

All of the girls in the Homemaking I class indicated on the check sheet that they had had experience "going on picnics with the family" and all expressed desire for more opportunities of this sort. After studying the possibilities in the community for family recreation, including family picnics, five girls planned separate picnics for their own families and carried out the plans successfully. Three girls merely influenced their families to go on picnics and two families enjoyed a picnic together since the girls from these families were in the same homemaking class.

There seems to be greater interest in meal preparation than in any other phase of homemaking as shown by the predominant number of experiences relating to feeding the family which were carried on in

the home. These home experiences were considered particularly significant because of the emphasis on nutritional education which the defense program is making. A study of student records for evidences of a relationship between class activities and voluntary home activities in this area proved interesting. The following experiences show that the girl has voluntarily accepted some responsibility to improve the food habits of the family. Experiments were carried on in planning meals based on government standards for adequate diet by many of the girls. After becoming familiar with those foods which composed an adequate diet, and after analyzing their own family meals, many came to the conclusion that they were not having proper food daily. One mother became sufficiently interested in adequate diets to realize she had no background for judging relative adequacy of the family dietary and accordingly asked the homemaking teacher for help. This proved to be an excellent problem for the girl as well as the mother. Some girls attempted to influence the members of their families to eat more vegetables and fruits, and drink more milk. Five girls reported having influenced their brothers and sisters to drink an adequate amount of milk daily. Every girl reported several improvements in her own food habits.

Some families where the means of support was very moderate, began a campaign to use all farm foods advantageously, and a few girls reported having centered their effort upon planning low cost meals which supplied an adequate family diet. In the planning of their low cost meals, girls purposely decided to prepare foods using more milk and other farm products.

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A pertinent problem to all of the girls was the preparation of school lunches. Many of their lunches consisted of foods poor in variety and palatability. Evidences of improvement were noted after a thorough study of proper lunches for the school child by such remarks made to the teacher as, "I have some fruit in my lunch today", and "I made certain that mother spread butter on my sandwich."

Other responsibilities which certain girls accepted subject to the approval of the mothers had to do with improved marketing practices as well as improved food preparation and methods of cooking.

Because of the girls' interest in preparing food for their families, many attempted to develop some skill in the preparation of certain foods. For example, one girl repeatedly baked breads, using both whole wheat and white flour. Some of the families ground their own wheat and used it in baking bread and muffins. The girls and their families became interested in baking cakes and cookies with sugar substitutes such as honey, corn syrup, and molasses. Sugar substitute recipes were provided for the girls. Some mothers, using formulas for proportions, constructed their own recipes. Certain amount of skill was acquired in the making of salads, jellies, and jams. One girl was successful in canning strawberries with corn syrup, thus saving sugar even while she added more to the total supply of canned food.

Increased ability of the girls to manage intelligently food problems arising in the home was illustrated by the report of one girl who states, "It was my responsibility to plan and prepare dinner for unexpected guests when mother was away." Other evidences of ability to manage capably appeared in reports on serving "a dinner to honor

mother," "storing foods at home so as to preserve them better," "using leftover foods wisely," "managing for the best use of garden products."

The above serves to suggest that if these important practices are carried on for a considerable length of time, they will become incorporated into family attitudes. In other words, the use of food for maintaining buoyant health in time will show improved family nutrition.

The Future Homemakers of Oklahoma, a club which is a part of our vocational homemaking program, had a definite influence upon the lives of these girls in that it tended to change their attitude toward home activities. Club activities were planned around some of the popular items in the questionnaire. All of the girls in the homemaking department of the Mulhall High School participated in these experiences.

Interest in the war, so prevalent throughout the country, no doubt influenced many to express a desire to learn to crochet and to knit. Accordingly, lessons were planned as programs for club meetings. After the basic steps in knitting and crocheting had been taught, the girls practiced independently at home or at school. During the winter, the following articles were made by the girls: five crocheted purses, two crocheted belts which matched purses, a number of berets, crocheted hot pot holders, doilies for arm chairs, and a luncheon set composed of place plates.

Interest in knitting did not stop with the members of the homemaking class; other girls in the school who were not members of the club became so interested that they brought their needles to school to learn the art from girls in the homemaking department. Still, a more interesting thing was to see girls and a few boys, ranging anywhere from the fourth to the eighth grade, bring their needles and yarn and ask if they too might learn to knit.

Every club girl learned to knit, although only a few articles were completed. Two girls knitted sweaters, five girls made scarfs, and three knitted purses. All girls knitted squares for the Red Cross. These squares when completed were sent to Guthrie, Oklahoma, to the Red Cross Headquarters.

Fifteen of the grade school girls learned to knit, and of this number, six made purses. Five grade school boys also learned to knit. One of these boys knitted a purse for his younger sister.

All of the girls expressed a desire to "go to a summer camp." This was afforded them at the close of the school year when twelve of the twenty-five girls, accompanied by the advisor and one other adult, a mother from the community, spent two days and one night at Lake Carl Blackwell. The club girls made all of the plans and managed all activities while at camp.

"To take charge of a meeting" was a desire checked by all of the club girls. Quite a discussion came from this group as to how everyone might get this experience without causing confusion in the organization. Several suggestions were given and acted upon. Some accepted responsibility for being leaders of club executive meetings, others took charge of programs for meetings, some presided at such special meetings as programs for mothers and assembly programs. In the light of such records, it seems fair to assume that the club planning which followed the study of the interest questionnaire resulted in voluntary acceptance of additional responsibility for club work.

From individual records in reporting home experiences carried on by the girls, the following chart showing an all-over class picture of



home experiences was developed. This chart was developed around the divisions of home living listed in the 1941-1942 Annual State Vocational Homemaking Reports.

Home Experiences so classified are:	Number
1. Care and guidance of children .....	<u>2</u>
2. Consumer buying .....	<u>20</u>
3. Family and social relations (including recreation)...	<u>14</u>
4. Health and home care of the sick .....	<u>8</u>
5. Home improvement (interior or exterior) .....	<u>9</u>
6. Homemaking problems that cut across several areas ...	<u>18</u>
7. Home management .....	<u>5</u>
8. Joint projects with pupils in agriculture .....	<u>0</u>
9. Joint projects with pupils in distributive education.	<u>0</u>
10. Laundering .....	<u>5</u>
11. Personal care and improvement .....	<u>16</u>
12. Provision of food for the family .....	<u>55</u>
15. Selection, care, construction, and renovation of clothing .....	<u>49</u>
14. Others: (List) .....	<u>10</u>
Total number of projects .....	<u>213</u>

This list includes only those reported by the girls on their home experience cards and reflects either an alarming school emphasis on foods and clothing, or that the students were more interested in these phases of homemaking. They reported only those experiences which they felt were significant to their own growth. However, the anecdotal records, home visits, and conferences prove that many more activities were experienced in the home than reported.

## EXHIBIT D

## INTEREST QUESTIONNAIRE

Below are a list of statements regarding your homemaking interests. Please check in the right hand column the one or ones which indicates your interest in the home or in the school.

	Like	Indifferent to	Dislike	Had Experience	Want Some Opportunity	Want More Opportunity
1. To attend club meetings					15/	
2. To go to a summer camp						
3. To make toys					15/	
4. To make puppets						
5. To make things of leather, paper or beads						
6. To go on picnics with the family						15/
7. To model with clay						
8. To talk with people about things you have made at home						15/
9. To make small decorative things for home					15/	
10. To make linoleum blocks or wood cuts						
11. To make pottery						
12. To make leftovers from a meal into an appetizing dish					15/	
13. To take charge of a meeting						
14. To try a new recipe					15/	
15. To prepare own picnic lunch					15/	
16. To be a leader of a school group or school activities						15/

17. To write news stories or articles about activities in the home and in the school
18. To listen to radio programs about home-making
19. To read a magazine
20. To collect clippings and pictures about homemaking.
21. To arrange flowers
22. To crochet
23. To knit
24. To make small childrens garments
25. To listen to music
26. To decorate a room
27. To cook
28. To repair broken equipment at home
29. To take pictures
30. To have a hobby
31. To experiment with make-up or change hair style
32. To design own clothes
33. To arrange furniture at home
34. To add to my collection of recipe books
35. To keep a scrap book

Like	Indifferent to	Dislike	Had Experience	Want Some Opportunity	Want more opportunity
				15/	
					15/
					15/
				15/	
				15/	
					15/
					15/
					15/

	Like	Indifferent to	Dislike	Had Experience	Want Some Opportunity	Want More Opportunity
36. To see films in connection with class work						
37. To talk with mother about how she does something in the home						
38. To know more about manners						15/
39. To read short stories in magazines						
40. To mount pictures for the home or school from magazines						
41. To serve on committees planning various school affairs						
42. To plan a party at home						15/
43. To select own clothing					15/	
44. To make a flower garden						
45. To look at furniture, rugs and drapes in stores						
46. To help mother with the sewing						
47. To help father with his work						
48. To read about recent or up-to-date methods of preparing food dishes						15/
49. To visit friends						
50. To entertain friends in the home					15/	
51. To can vegetables						
52. To read books on etiquette and manners						
53. To have a vegetable garden					15/	

54. To make home more attractive
55. To read homemaking books
56. To grow ivy
57. To select own clothing and accessories
58. To have own allowance
59. To care for the sick
60. To buy food for the home
61. To plan for entertainment in the home when all of the family is at home
62. To plan ways of saving money
63. To help influence the family to eat enough fresh fruits and vegetables
64. To care for young children
65. To improve home courtesies
66. To find out my best "color" for dresses
67. To sing
68. To tell others about hobby
69. To make over a dress
70. To plan wardrobe for school
71. To buy defense stamps and bonds
72. To knit a sweater
73. To make sun suits for children

	Like	Indifferent to	Dislike	Had Experience	Went Some Opportunity	Want More Opportunity
54. To make home more attractive					15	
55. To read homemaking books						15
56. To grow ivy						
57. To select own clothing and accessories					15	
58. To have own allowance						
59. To care for the sick					15	
60. To buy food for the home						15
61. To plan for entertainment in the home when all of the family is at home						
62. To plan ways of saving money						
63. To help influence the family to eat enough fresh fruits and vegetables					15	
64. To care for young children						
65. To improve home courtesies						15
66. To find out my best "color" for dresses					15	
67. To sing						
68. To tell others about hobby						
69. To make over a dress					15	
70. To plan wardrobe for school					15	
71. To buy defense stamps and bonds					15	
72. To knit a sweater						
73. To make sun suits for children						



	Like	Indifferent to	Dislike	Had Experience	Want Some Opportunity	Want More Opportunity
95. To milk cows						
96. To know how to act in a cafe or restaurant					15/	
97. To block print a design on a luncheon cover						
98. To make small girl's dresses						
99. To crochet a rag rug						
100. To make one-crust pies					15/	
101. To go walking alone						
102. To iron dresses						
103. To comb own hair						
104. To use silver correctly at the table						
105. To play games at home with the family						
106. To know how to order a meal in a cafe					15/	
107. To hang pictures in a room					15/	
108. To carve meat					15/	

## CHAPTER IV

## CONCLUSIONS AND IMPLICATIONS

In general, this study suggests that procedures used in planning the homemaking program for the Mulhall School in the fall of 1941 and the procedures used for determining class activities for the year tended to stimulate self education, the basic goal of all teaching. Also, the directed educative experiences herein presented tended to contribute toward the development of intelligent, participating members in homemaking classes. Furthermore, the homemaking education program appears to have functioned in the home life of the girls and to have improved their homemaking activities. Part of the enthusiasm reflected in the classes with which this study deals may also be attributed to individual interests and may provide for individual pursuit of these interests both in the home and at school.

All requirement of "home experiences" was dropped. In its place, the girls were given opportunities to voluntarily carry on home self-accepted responsibility for activities emphasized in school experiences. The devices used proved of sufficient worth to warrant their refinement in other situations.

The following specific conclusions regarding the carry-over of class activities into the home seem justified by the study.

1. Evidences appear of increased interest in obvious relationship between certain homemaking activities for which the girls accepted responsibility voluntarily and specific classroom procedures. This attitude on the part of the girl resulted



in better relationships in the home and more interest in class work.

2. Inspiration for voluntary home experiences grew out of concern for real life situations as they occurred in the home.
3. A better understanding of mutual interests of the pupil, parent, and teacher followed inevitably when all planned jointly for related school and home experiences.
4. A definite change in the character of class experiences resulted from joint pupil and teacher planning of the home-making program on the basis of pupil interests. Moreover, there was a different attitude toward work in the class when students were guided to recognize their own problems.
5. The various devices used to make this study gave a more nearly complete picture of the carry-over of class experiences than was secured in earlier years when students were required to undertake, complete, and report upon a specific number of arbitrarily prescribed experiences.
6. The keeping of records by the girls of their home experiences not only proved an effective means for determining the extent to which class activities were carried over into the home but proved also to be a valuable and challenging device for directing and evaluating self activity.
7. Making of home visits enables the teacher to recognize students' needs and to provide learning experiences applicable to home situations. Inevitably such experiences will have more meaning and hence be of more value to the student than

class experiences arbitrarily determined by the teacher without regard for the environment of the students.

8. Anecdotal records proved valuable in acquiring specific information which the teacher might not have secured otherwise. Moreover, this type of information secured through anecdotal records was particularly helpful in determining guidance for individual students.
9. Progress reports showed evidences of self-directed activity in the class and recorded step by step or day by day achievement. In addition, they tended to stimulate students to more active participation in planning for class activities and to challenge them to do more thinking about accepting responsibility for self-direction whether in or out of class.
10. The interest questionnaire helped to determine objectively individual interests in all phases of homemaking.
11. The individual record card kept by the student showed definite evidences of the carry-over of class experiences into the home. These cards showed parallel records of home and school activities.
12. In any effort to use records to discover progressive development or the lack of it, the dating of said records played an important part.
13. Evidences here presented support the current recognition of the fact that education for better home and family living tends to help the individual to solve all of his problems more readily and more wisely.

14. Acceptance of responsibility to practice democratic procedures in all pupil-teacher situations brings its own reward because whenever natural interests are permitted to develop, there is a possibility that they may reach such a level that otherwise laborious tasks become challenging adventures.
15. Individual record cards kept by the students do not give a clear picture of all homemaking activities carried on in homes. They must be supplemented by information gained through personal conferences with both students and parents.

The findings in this report seem to warrant certain implications.

1. The homemaking education program on the secondary level can be made functioning only in proportion to the extent to which the student voluntarily accepts pertinent responsibility in the home, the family group, and in school and community contacts.
2. Class activities in homemaking education if organized on a democratic basis stimulate increased interest of the student in home life, and result in the acceptance of added responsibility in the home.
3. Effort might well be made by homemaking teachers to multiply and refine devices for discovering evidences of the carry-over of class experiences into the home.
4. More emphasis in class situations might well be given to an over-all picture of living in the family group than to food and clothing problems.
5. Parents might well take more responsibility for establishing relationships with their children which are based upon

understanding and intelligence rather than pure emotion.

6. A more cooperative spirit may easily be fostered between the members of the home and the teacher of the homemaking department.
7. Belief that the home serves the individual and society best when it gives him such understanding as will enable him to contribute effectively toward the building of an ever more satisfying world puts in the hands of the homemaking teacher responsibility for seeing the home in its cultural setting, and so to shape plans for class activities that they are consistent with this point of view.
8. Suggestions come from this study of the need for basing appraisal of the educative value of class activities upon the subsequent use in informal situations which the student makes of the factual knowledge involved.
9. The homemaking teacher might well make a consistent effort to find leads from her "home visits" for planning school experiences which will prove functional and challenging to her students.
10. The alert homemaking teacher will struggle to find additional opportunities to discover, shape, and capitalize on student interests.
11. The alert homemaking teacher will do well to make more consistent use of anecdotal records in acquiring information about individual students.
12. Homemaking education can help the individual to grow in ability to use intelligently those principles which make for democratic living so long as the homemaking program provides learning

experiences which guide the various pupils toward common goals previously agreed upon and which, in turn, point to the solution of social problems through democratic procedures.

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