

A STUDY OF THE CONTRIBUTIONS OF THE HOUSEHOLD  
ARTS CURRICULUM TO THE NEEDS OF CERTAIN FORMER STUDENTS

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ARTS CURRICULUM TO THE MENOS OF CERTAIN FORMER STUDENTS

By

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In Partial Fulfillment of the Requirements

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## ACKNOWLEDGMENT

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Introduction

"If college is to train women to pursue the activities of women, to satisfy their own needs and develop their own interests, we first have to obtain a clear picture of what the nature and range of the aptitudes, responsibilities, and problems of women are."<sup>1</sup>

It is the hope of each college and department within a college that it shall meet the needs of its graduates and so aid its students in preparing for their chosen vocations and enriching their lives that the time spent in the college atmosphere shall not have been in vain.

When the project of constructing the required courses in a curriculum for women was taken by Stephens College prior to 1926, it was found that it is not sufficient to consider what the young women are supposed to do. "It is just as essential that we have a clear and accurate picture of what they are supposed to be. This is necessary not as a matter of academic information, but as pertinent data in deciding upon what shall be taught to the student of home-making."<sup>2</sup> From time to time a sampling by groups and individuals has been taken to determine what the aptitudes, responsibilities and problems of women in business and in the home include in an effort to ascertain whether the true functions of womanhood have been considered in our educational program.

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<sup>1</sup> Education for Tomorrow, by James M. Wood, Woman's Home Companion, May 1939.

<sup>2</sup> The Traits of Homemakers, by W. W. Charters, Journal of Home Economics 18:673, December 1926

This particular study was undertaken to determine to what extent the present curriculum of the Household Arts Department at Oklahoma Agricultural and Mechanical College is contributing to the former graduates and what changes are desirable to make a well rounded course of study. To obtain the information for this survey a questionnaire was sent to one hundred graduates who had completed their college training for a Bachelor of Science Degree in the Household Arts Department between the years 1928 to 1938. Of the number of questionnaires sent, sixty were answered and returned.

## HOUSEHOLD ARTS CURRICULUM

The curriculum of the Department of Household Arts is planned to meet an ever-increasing interest in the new phases of Household Arts now developing in the business and professional world. "Opportunity is given for specialization in interior decoration, textile buying and textile research, dressmaking and costume design, and Household Arts teaching. For those not primarily interested in either the business or professional aspects, a general curriculum in the field of Household Arts is also offered. The Bachelor of Science Degree is granted in each field upon the completion of the prescribed work."<sup>1</sup>

The work of the School of Home Economics at Oklahoma Agricultural and Mechanical College is offered to students in four specific fields: General Home Economics, Household Arts, Home Economics Education, and Household Science. The curriculum for all the Home Economics departments has the same required courses in the freshman and sophomore years which are selected to provide a general homemaking background and at the end of that time certain requirements for the entrance to the junior year or upper division have to be met. The requirements are as follows:

1. Have a grade point average of 2.00 on a minimum of 60 hours.
2. Foods and Personal Health . . . . . 8 to 10 hours
3. Household Arts (Clothing, Textiles, and Costume Design) . . . . . 10 hours

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<sup>1</sup> General Catalog, Oklahoma Agricultural and Mechanical College, 1937-38



4. Home Economics Education (Personal and Vocational Guidance, Fundamentals of the Household, The Art of Living, and Pre-School Child) . . . . 6 to 8 hours
5. Art (Freehand Art, Color and Design) . . . . 4 hours
6. Chemistry (General and Organic) . . . . 7 to 9 hours
7. English . . . . . 9 hours
8. Physical Education . . . . . 2 hours
9. Educational Psychology . . . . . 3 hours

The curriculum of the Household Arts Department of 1928 in the upper division or junior and senior years was the same for all students. The course of study was planned primarily to meet the needs of those students who are interested in the problems of clothing choice, care, and construction; and those economic phases related to this field of study. The courses at this time included:

Dress Design	Millinery
Introduction to Sociology	Clothing Demonstration
Special Methods in Home Economics	Advanced Dressmaking
Nutrition and Dietetics	Student Teaching
Children's Clothing	6 hours electives
Applied Dress Design	4 hours art group electives
Textile Chemistry	12 hours restricted electives
Household Economics and Management	5 hours free electives

**RESTRICTED ELECTIVES:** Home Economics subjects

1. The Woman and the Family
2. Child Care and Training
3. Household Administration
4. Quantity Cookery
5. Advanced Cookery
6. Food Demonstration
7. Social and Personal Hygiene
8. Social Welfare
9. Prenatal and Infant Care

**FREE ELECTIVES:** May be chosen in any field

**ART GROUP ELECTIVES:** At least 4 hours must be elective.

1. Freehand Drawing
2. History of Art
3. Water Color
4. Art Appreciation
5. Pottery

In the school year 1929 and 1930, students majoring in Household Arts were for the first time given an opportunity to choose one of several plans in Household Arts. The plans and their course of study for the school year of 1938 and 1939 are as follows:

**INTERIOR DECORATION:**

1. Applied Art of the Theater
2. Elementary French
3. Applied Design
4. Nutrition and Dietetics
5. Principles of Economics
6. Decorative Fabrics
7. Household Economics and Management
8. Textile Chemistry
9. Period Furniture
10. Public Speaking
11. Historic Design
12. Demonstrations
13. Household Administration
14. Interior Decoration
15. Landscape Gardening
16. Home Furnishings and Clothing Renovation

**TEXTILE BUYING OR RESEARCH:**

1. Applied Design
2. Hygiene of Clothing
3. Nutrition and Dietetics
4. Elementary French
5. Economics
6. Advanced Costume Design
7. Applied Costume Design
8. Textile Chemistry
9. Household Economics and Management
10. Textiles and Clothing Literature
11. Textile Buying
12. Principles of Marketing
13. Children's Clothing
14. Public Speaking
15. Demonstrations
16. Clothing Economics
17. Advanced Textiles
18. Decorative Fabrics
19. Household Administration
20. Home Economics Journalism

#### COSTUME DESIGNING AND DRESSMAKING:

1. Children's Clothing
2. Elementary History of Costume
3. Nutrition and Dietetics
4. Elementary French
5. Economics
6. Applied Design
7. Advanced Costume Design
8. Applied Costume Design
9. Textile Chemistry
10. Decorative Fabrics
11. Applied Art of the Theater
12. Hygiene of Clothing
13. Household Economics and Management
14. Advanced Dressmaking
15. Textile Buying
16. Demonstrations
17. Costume Illustration
18. Clothing Economics
19. Shop Dressmaking
20. Home Furnishings and Clothing Renovation
21. Household Administration

#### GENERAL OR HOUSEHOLD ARTS TEACHING:

1. Children's Clothing
2. Nutrition and Dietetics
3. Applied Design
4. Economics
5. Advanced Costume Design
6. Applied Costume Design
7. Household Economics and Management
8. Methods of Teaching Home Economics
9. Textile Chemistry
10. Advanced Dressmaking
11. Demonstrations
12. Household Administration
13. Home Furnishings and Clothing Renovation
14. Philosophy of Home Economics Education
15. Practice Teaching

A comparison of the courses offered in the department between 1928 and 1938 will show that a few courses have been dropped, others combined and many additional courses added to meet the specific needs of students majoring in each of the different vocations.



## INTERPRETATION OF DATA

The questionnaire sent to the former graduates of the Household Arts Department between the years 1928 to 1938 asked questions concerning their occupations since leaving school, their additional schooling since graduation, their home activities, and their suggested changes for the curriculum of the department. Opportunity was given to the graduates throughout the questionnaire to write any additional comments about the questions that they might wish to make. The former graduates now live in towns and cities over a wide range of states. Since graduation a wide variation of vocations have been engaged in by the former students.

### A. Class Distribution

The sixty graduates replying to the questionnaire were evenly distributed by classes or years. The following table indicates the number from each class:

Table I. Distribution by Years

Year	Replies
1928	4
1929	6
1930	4
1931	6
1932	5
1933	6
1934	3
1935	8
1936	7
1937	6
1938	5



### B. Personal Data

Of the former graduates replying to the questionnaire, twenty-one stated that they were unmarried, thirty-seven are married, one separated, and one divorced. Twenty of the twenty-one unmarried graduates are actively engaged in a vocation. Six of the thirty-seven now married were married before finishing their college work. Of this group, twenty-five have children, three being the maximum number of children for any one graduate.

The average number of years from graduation to marriage of those marrying after they obtained their degrees is 1.5. The students had one and one-half years to work in their specific vocations before taking up homemaking. Twelve graduates married immediately after graduation.

Before entering Oklahoma Agricultural and Mechanical College thirty of those included in the study lived in towns, five in cities, and twenty-five on farms. At the present time, sixteen live in the city, thirty-nine in town, and five in the country, showing that the majority are living in towns and cities. Even though nearly one-half of the group came from rural districts, they are not returning there after graduation.

Twenty-two graduates stated that their four years of college training gave them a greater appreciation of farm life, while thirty-five students said that it created a like for modern conveniences as found in town.

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### C. Types of Occupations

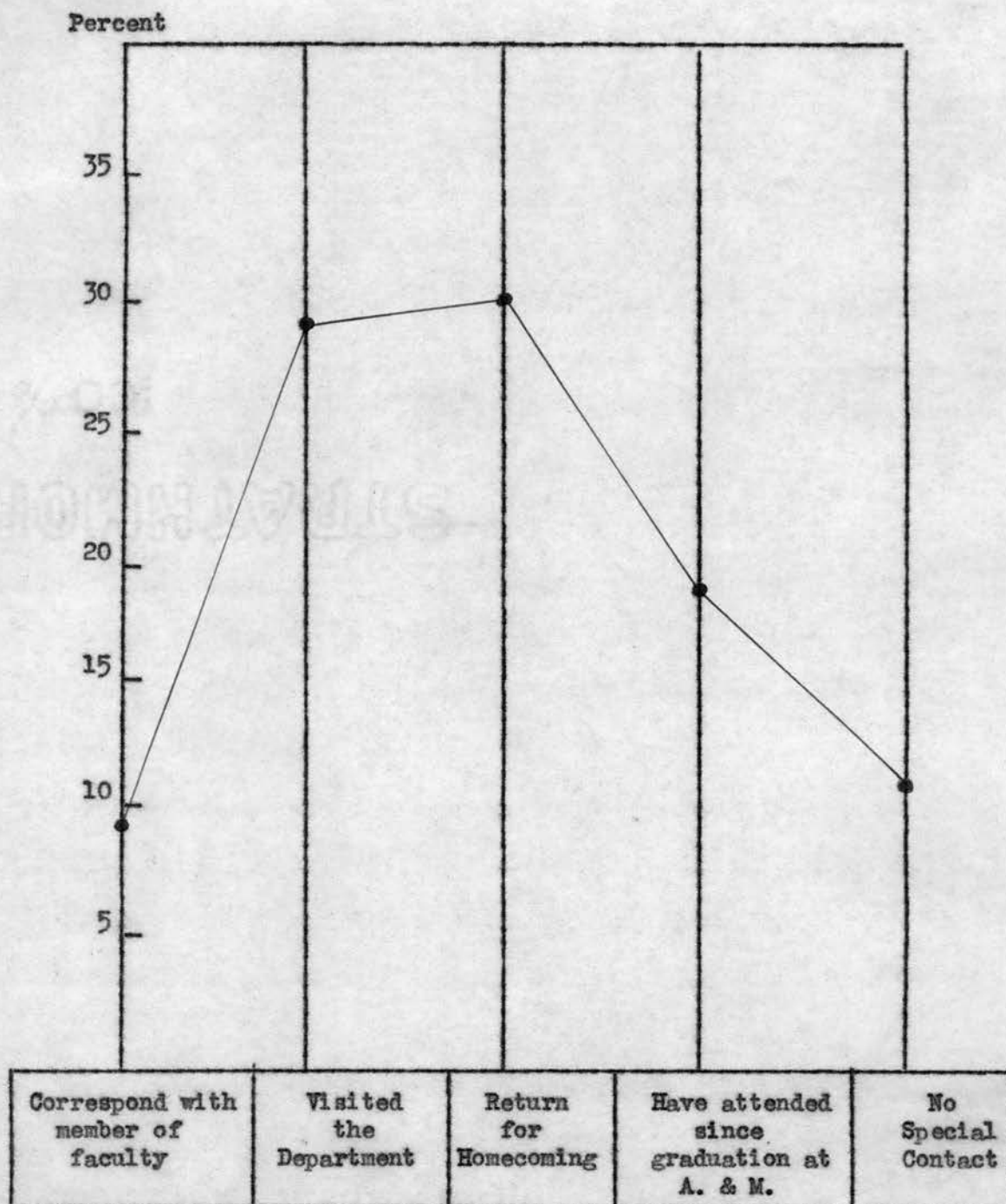
From the tabulation of the questionnaires, it was found that Household Arts majors had followed many different vocations at some time since their graduation. Some have owned dressmaking shops; served as assistants in dressmaking and alteration shops; supervisors of sewing room projects; clerks in department and candy stores; demonstrators of public utilities; manager of girls' shop; teaching in grades, high school, college, and substitute teaching; National Youth Administration supervisor; staff member in nursery school; bookkeeper in bank; stenographer; social service worker; home demonstration agent; dietitian; practical nurse; state Farm Administration supervisor; and state public welfare case visitor.

Two of the graduates stated that they assisted in their husband's business, one by helping in a drug store during rush seasons and the other by doing bookkeeping in a funeral home.

#### D. Keeping in Touch with the Department

From the tabulation of the questionnaire, Graph I shows by percentage the ways in which the former graduates have kept in touch with the Household Arts Department since their graduation.

It was found that sixteen have attended Oklahoma Agricultural and Mechanical College since graduation. A large number have visited the department at various times, particularly at the annual "Home-coming" breakfast which is held each fall for the purpose of bringing together all former Home Economics students and graduates. Some kept in touch with the department through faculty members, through relatives or friends in school at the present time, through the Former Students' Association, or through college organizations.



Graph I. How the Graduates Have Kept in Touch with the Household Arts Department since Graduation



### E. Influences in Choosing Household Arts as a Major

The former students were asked to check the influences which caused them to choose Household Arts as their major while attending school. Graph II lists the influences.

The question was so stated that several items could be marked or checked because it would not be probable that only one reason influenced the graduates in their choice of a major. The average number of items checked by each student was 2.9 items.

Twenty-seven per cent of the number answering the questionnaire checked that they liked to do things with their hands as crafts. The Household Arts curriculum is made up of courses that depend upon the creative ability of the individual. Some of these subjects, as sewing, house planning, costume illustrating, applied designing, testing textiles, interior decorating, and decorative fabrics give opportunity for creative work which appeal and attract the student who is making a choice of a major.

The second item checked most often was the desire to become a homemaker. The fourteen per cent checking this influence believed that the course of study is made up of subjects that give a broadening experience to the girl who will eventually have a home of her own. Courses such as arrangement of house furnishings, furniture and clothing renovation, textile and clothing buying, clothing construction, and hygiene of clothing are of great benefit to the student who is planning and making a home. The home reflects the personality and character of those residing there.

Thirteen per cent chose this department because they thought it to be a practical course. The five plans of the Household Arts

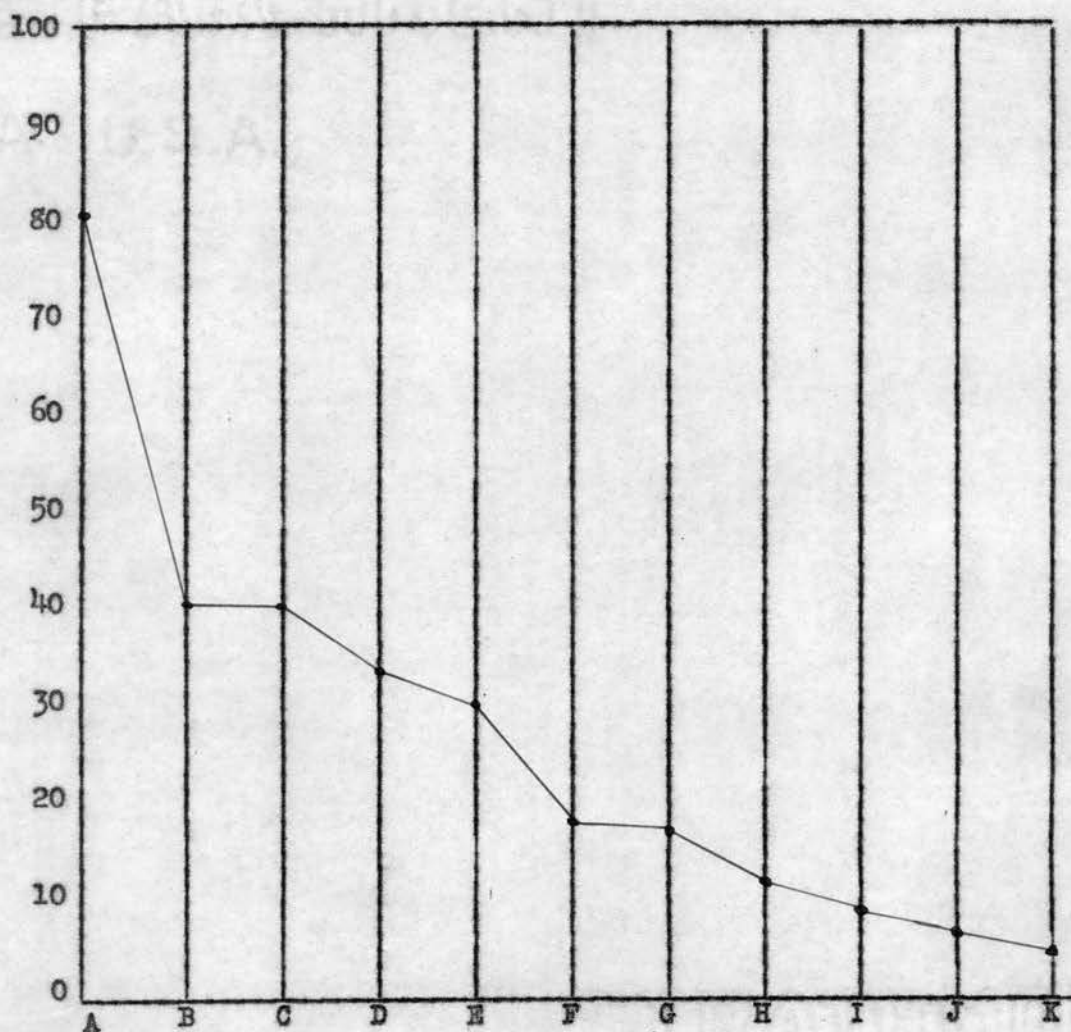
Department offer a range and variety of courses that meet the individual needs. The course of study as outlined previously is capable of being put into practice by any student wishing a well-rounded education. It is each student's responsibility to gain the knowledge and benefits from the courses and then apply them to every day living.

Twelve per cent elected this department because they expected to marry eventually. This choice is closely related to the item in which they desired to become homemakers, although many unmarried women may be said to be homemakers. A large percentage of the graduates studied are married.

The vocational opportunities of this department are increasing, and eleven per cent made their choice because they wished to become wage earners. The specific training received enables the graduate to go immediately into many of their chosen professions. Some apprenticeship experience would be necessary as in any other type of profession before one would be completely vocationally prepared.

Through parents' encouragement some of the students made their choice but it seems in general the parents are not well enough informed to advise their daughters to any extent in selecting a vocation. The same might be said about the influence of other girls and friends. The reason for the small percentage checking the item 'liked instructors' is possibly that the students are not familiar with the faculty before entering the department. The rapid changes made in the personnel of the staff would also account for this.

Percent



Key:

- A. Liked to do things with hands as crafts
- B. Desire to become a homemaker
- C. Thought it to be a more practical course
- D. Expected to marry eventually
- E. Wished to become a wage earner
- F. Parents encouragement
- G. Course of study
- H. Influence of other girls
- I. Liked instructors
- J. No particular influence
- K. 4-H Club activities

GRAPH II. Influences Causing the Graduates to  
Select the Household Arts Department as  
Their Major

### F. Fields in Which Graduates Felt the Need for Further Study

The former students were asked to check the fields in which they felt the need for further study. Each student answering the questionnaire checked not less than three courses. Graph III shows the subjects receiving the greatest to the least number of checks.

Subject	Number of Students Checking
Landscape Gardening	29
Child Development	21
Speech	20
Crafts	20
Selection of house furnishings	19
Furniture renovation	18
Family relationships	17
Managing time and energy	17
Household mechanics	17
Arrangement of house furnishings	14
Art	13
Journalism	12
English	12
Meal planning and service	11
Textile and clothing buying	11
Psychology	11
Managing personal and family finances	10
Nutrition	9
Sociology	9
Vocation selection and guidance	7
Selection of men's clothing	6
Choosing a husband	5
Clothing renovation	4
History	3
Textile testing	3
Chemistry	2
Clothing construction	2
Mathematics	2

GRAPH III. Subjects in Which Graduates Felt Need for Further Study

Perhaps the fact that so many have felt the need for additional study in landscape gardening may be explained since this course was



not offered until 1930 in the Household Arts curriculum. Since this time it has been listed as a required course in only one department or plan, Interior Decoration. As the number of graduates in this field is comparatively small, the majority have not included this course in their college work.

The need for further study in child development is probably due to the fact that forty-two per cent of the group now have children.

Since entering the various vocations or making their homes, many have been meeting the public through their business life or their work in the community group. They have realized the importance of training in speech. Only a limited amount of work in crafts has been offered. Now that many are in their own homes they have time to devote to such activities.

Many have felt the need of training in selection and arrangement of home furnishings and furniture renovation since they have been in their own homes and have had to make practical application of their college training.

The courses offered in clothing construction apparently are adequate for the students since only two felt the need for further study. They also were able to apply their training to clothing renovation because only four indicated they needed further training in this, as compared with eighteen who desired additional study in furniture renovation. Textile testing and research have not been offered until recently in a specific course which may account for only three checking this item. Physical equipment and supplies with an adequate library facility are needed as well as trained workers in this field.

Opportunity was given the graduates to list other courses besides those already mentioned. These additional subjects were indicated as follows: Commercial training, especially typewriting and shorthand; clothing budgeting and selection; care of household furnishings and equipment; teaching aids; literature and music appreciation; leadership and management; horticulture and poultry.

From a study made at Stephens College of three hundred women graduates of ninety-seven different colleges scattered throughout thirty-seven states, it was found that this group needed more information than they had been given in college on the subjects they listed. "Here are some examples: They needed more information and instruction, they said, on household budgeting, on diet and food preparation, on home decoration and furnishing. They needed help in meeting business problems, in achieving self-confidence and poise, in meeting the responsibilities of motherhood and of marriage. They needed additional guidance on the cultivation of natural charm and even on the basic principles of intelligent buying."<sup>1</sup> This list compares with the list of fields in which the graduates of Oklahoma Agricultural and Mechanical College have felt the need for further study.

Another study was made with college and Home Economics staff members and reported in the Journal of Home Economics by Isabel I. Noble. It was found that few colleges plan for experience supplemented with college work but they offer general courses with electives. "The electives most often recommended are written and spoken English, or perhaps journalism, practice in radio, industrial writing, public speaking, extemporaneous speaking; various economic courses, as

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<sup>1</sup> Education for Tomorrow, by James W. Wood. Woman's Home Companion, May 1939.

labor economics, marketing, or accounting; and a number of psychology courses, as social psychology or business psychology."<sup>2</sup>

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<sup>2</sup> "Vocational Opportunities for College Home Economics Students", Isabel I. Noble, Journal of Home Economics, October 1937.

G. Changes or Additions Suggested by the Graduates  
Which Would Strengthen the Department

From the study of results of the request for changes or additions which the Household Arts graduates felt would improve and strengthen the department, it was very evident that a large number have changed their interest. They are now interested in homemaking rather than the vocations for which the majority of them were trained. This, no doubt, accounts for some of the changes which were recommended. A number of these suggestions are:

1. More foods work
2. A greater number of elective courses
3. Emphasis on advantages of a budget
4. Study of personality development
5. More work relating to the home instead of to the individual
6. A course in tailoring
7. A course in supervision of outside help in the home
8. More study of human or family relationships
9. Classes of mixed groups
10. More field trips to acquaint students with working procedures
11. More time for constructive arts and crafts for both children and adults
12. Longer class periods for some Household Arts laboratory courses, as clothing construction and interior decoration

No new courses were suggested, but a need was felt for a change in emphasis in certain courses.



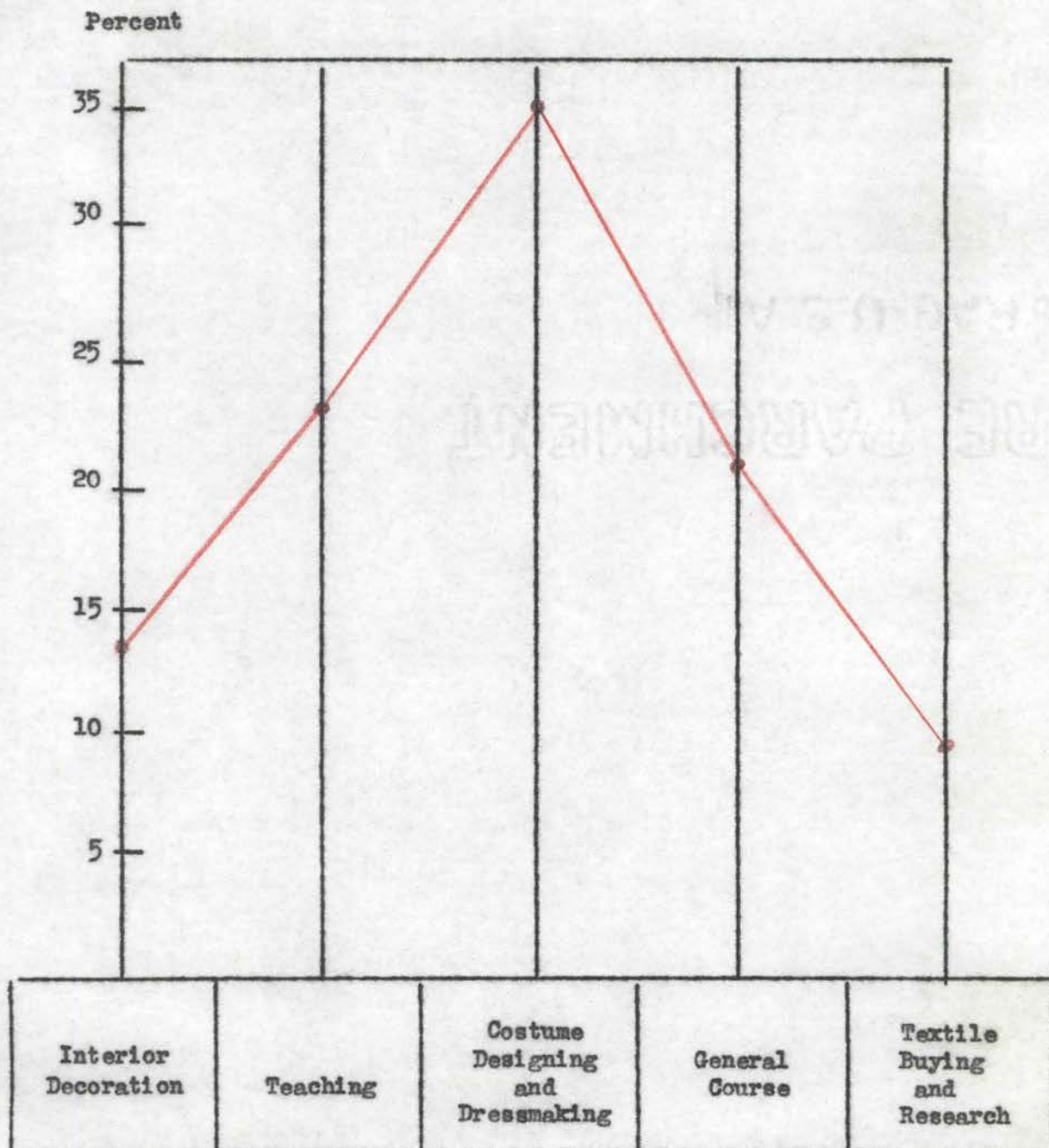
### H. Plan Selected as Major in Household Arts Department

There are five plans from which the student may choose her major in the Household Arts Department. Graph IV shows by percentage the majors of the sixty graduates in this study.

Costume designing and dressmaking was chosen by thirty-five per cent of the former students as their major. Courses that are offered in the curriculum provide not only general training but opportunity for specific application in costume designing and shop dressmaking. Other possibilities are as a sales woman in a ready-to-wear or piece goods department, as an assistant in a fitting and alteration department of a retail store, or as a fashion model. Five of the former graduates replying have owned or worked in dressmaking establishments; others have done dressmaking in their homes for family and friends.

Twenty-three per cent of the graduates received certificates entitling them to teach home economics with specific emphasis on Household Arts subjects. Teaching in high schools and colleges has been conducted by twenty-seven graduates with three having served as substitute teachers. The demand at present for well trained teachers prepared to work effectively with adult groups, boys' classes, and in home and community projects accounts for the large number of students choosing this field as their major.

The general course of Household Arts gives training for those not interested in either the vocational or professional aspects of the department. Twenty-one per cent of the graduates elected this



GRAPH IV. Curve of Plans Elected by the Graduates as Their Major in Household Arts

field as their major. Ten graduates of this number are married. The courses are chosen from the other four plans with twenty-two hours of electives. These electives may be used by the students in pursuing their major interests.

Interior decoration ranked fourth among the list replying with thirteen per cent selecting this field. Experience or further attendance at an art or interior decoration school are usually required, since few, if any, home economics courses offer the undergraduate sufficient training to become a professional interior decorator immediately.

Eight per cent chose the plan of textile buying or textile research. The plan is also for persons interested in positions as educational directors in department stores. "The trend toward more scientific purchasing in retail stores has opened up opportunities for textile specialists who can buy on the basis of specifications and tests as well as of fashion demands and who can give the sales force information for which customers are beginning to ask, about style, fabrics, construction, color, washability, etc."<sup>1</sup> Five of the graduates replying have been employed in department stores as salespeople and one as manager of a girl's shop within a large store. This is a relative new field which may account for the small number having been graduated in this division.

As in most professions, work of the various phases of Household Arts requires a certain amount of apprenticeship. Mrs. Chase Going Woodhouse points out: "A degree from a first class college department of home economics is the basic requirement with the emphasis upon

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<sup>1</sup> Business Opportunities for the Home Economist, by Mrs. Chase Going Woodhouse

foods or textiles, according to the field of work to be entered. It is education in basic science and basic principles that is needed--not training in specific subjects. That must be acquired by experience during vacations or after college. Colleges cannot and should not teach job techniques. There are too many of them and they vary too widely from firm to firm and from time to time. A knowledge of the basic principles and how to apply them is what the college provides."<sup>1</sup> This seems to be a logical conclusion because of the wide variation of training given by the many colleges and individuality should be expressed in the techniques.

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<sup>1</sup> The Home Economist in Business, by Mrs. Chase Going Woodhouse, Occupations, November 1938



### I. Enrollment for Additional Schooling Since Graduation

The former students were asked to state whether they had enrolled for additional schooling since receiving their degree at Oklahoma Agricultural and Mechanical College. Of the sixty graduates replying, twenty-two have attended school. Of this number, sixteen have returned to A. & M. for graduate work. Five graduates have received their Master of Science Degree, and of this number four have received their degree in Household Arts at Oklahoma A. & M. College. Three other students are working toward the advanced degree in summer school. In the majority of cases the additional schooling has been done in the summer sessions. It was found that more of those in the teaching profession returned to school. Four have received teaching certificates since graduation.

The type of courses the graduates have studied, besides Household Arts, has been commercial subjects, parent education and child development, nutrition, and elementary education. Other institutions attended are Cornell University, Colorado State College, Iowa State College, Santa Barbara State College, Columbia University, Child Education Foundation of New York City, Oklahoma University, Southwestern State Teachers College, Central State Teachers College, Southeastern State Teachers College, and Hill's Business University.

### J. Home Survey

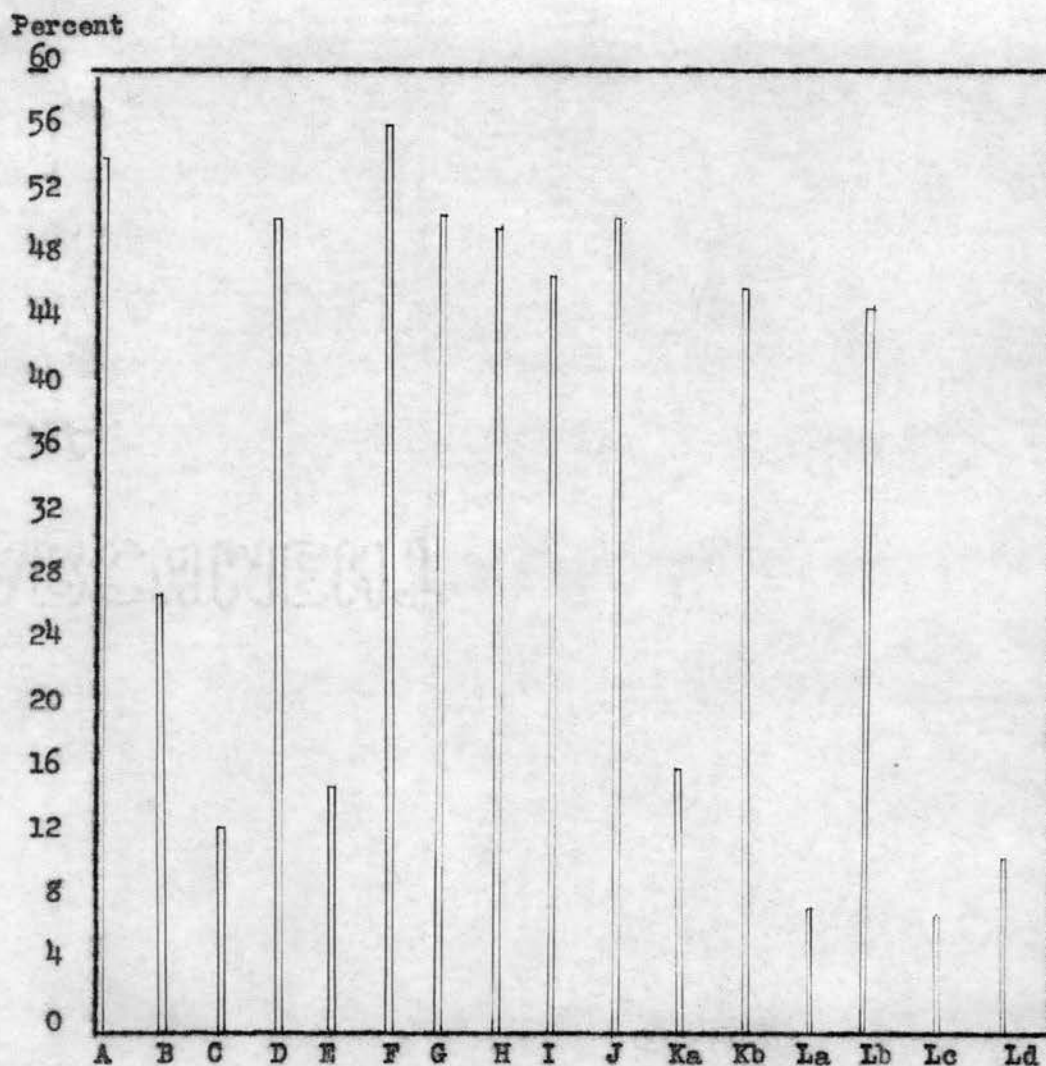
In order to get an idea of the home life and the activities of the graduates, a section was included in the questionnaire on their homes and their activities. Of this group, nine owned their homes while eight others were making payments for homes. Thirty-one others were renting, and twelve were living with parents, rooming or living in hotels.

The average home of the group has 4.6 rooms, exclusive of halls, bath, or storage space. Of these, two are bedrooms. This indicates that the majority of graduates are living in moderate circumstances, and therefore, training while in school should be on this level.

Graph V shows the modern conveniences which are found in the homes included in the study.

The questionnaire indicated that twenty-two graduates always keep a record of expenses, twenty usually keep such records, fourteen sometimes, and only three never keep records. In most cases those who kept this type of record also planned ahead for future expenses. Nineteen graduates always plan ahead how much they will spend for food and clothing, twenty-two usually planned ahead, thirteen sometimes, and four never planned ahead.

The small number stating they sew for their children is due to the fact that only twenty-five out of sixty studied have children. Also, many have only one child who is less than one year old. Of this twenty-five, eight always sew for their children, nine usually do, and six sometimes.



## Key:

A. Electric iron  
 B. Electric sweeper  
 C. Furnace  
 D. Indoor toilet  
 E. Piano  
 F. Radio  
 G. Running water  
 H. Sewing machine  
 I. Automobile  
 J. Telephone

K. Refrigerator  
   a. Ice  
   b. Mechanical  
 L. Stove  
   a. Wood  
   b. Gas  
   c. Electric  
   d. Oil

GRAPH V. The Modern Conveniences Found in Homes of Graduates



Eleven graduates replying select and care for their husband's clothing, eleven usually, eight sometimes, and one never. Six graduates stated that they care for their husband's clothing but did not select it.

Twenty-five of the group replying do their own household tasks. Twenty-eight secure some outside help, and two have all housework done by someone outside the home. This shows there is need for a practical course in homemaking.

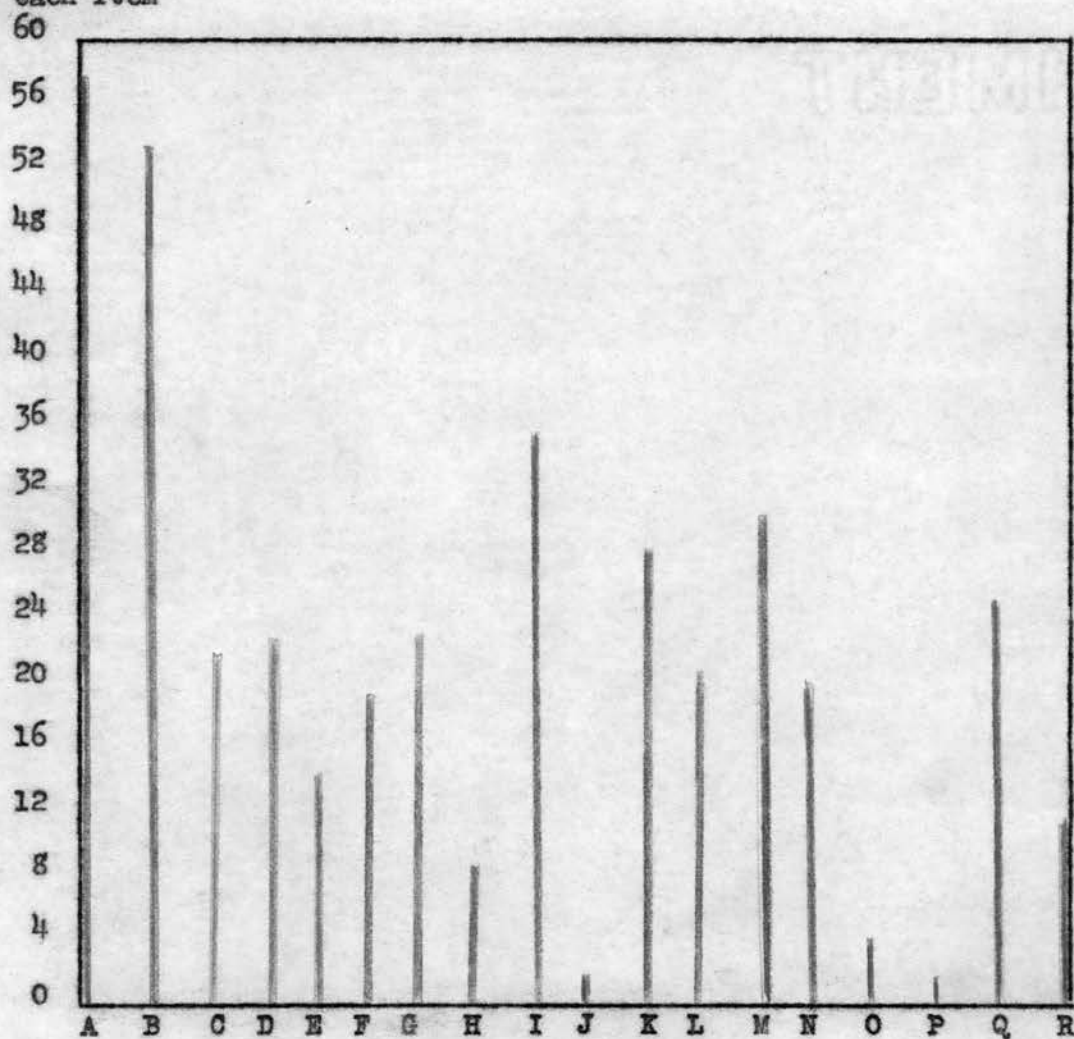
The reading material which comes regularly to the homes is indicated by Graph VI. It was found that graduates are reading current publications, and also that the household magazines are especially popular. A number mentioned that they read trades magazines of various kinds. Many of the courses offered in the curriculum of the Household Arts Department have current magazines as a basis for the reading material and subject matter.

The graduates replying, as a whole, are taking an active part in community activities, serving as group leaders as well as members, and accepting responsible places on important educational committees as indicated in Graph VII.

Besides those shown in the graph, other organizations listed were: Chamber of Commerce, Y.W.C.A., Business and Professional Women's Club, Indian Club, Twentieth Century Club, Art Club, Pi Zeta Kappa, and Phi Kappa Phi.



Number reading  
each item

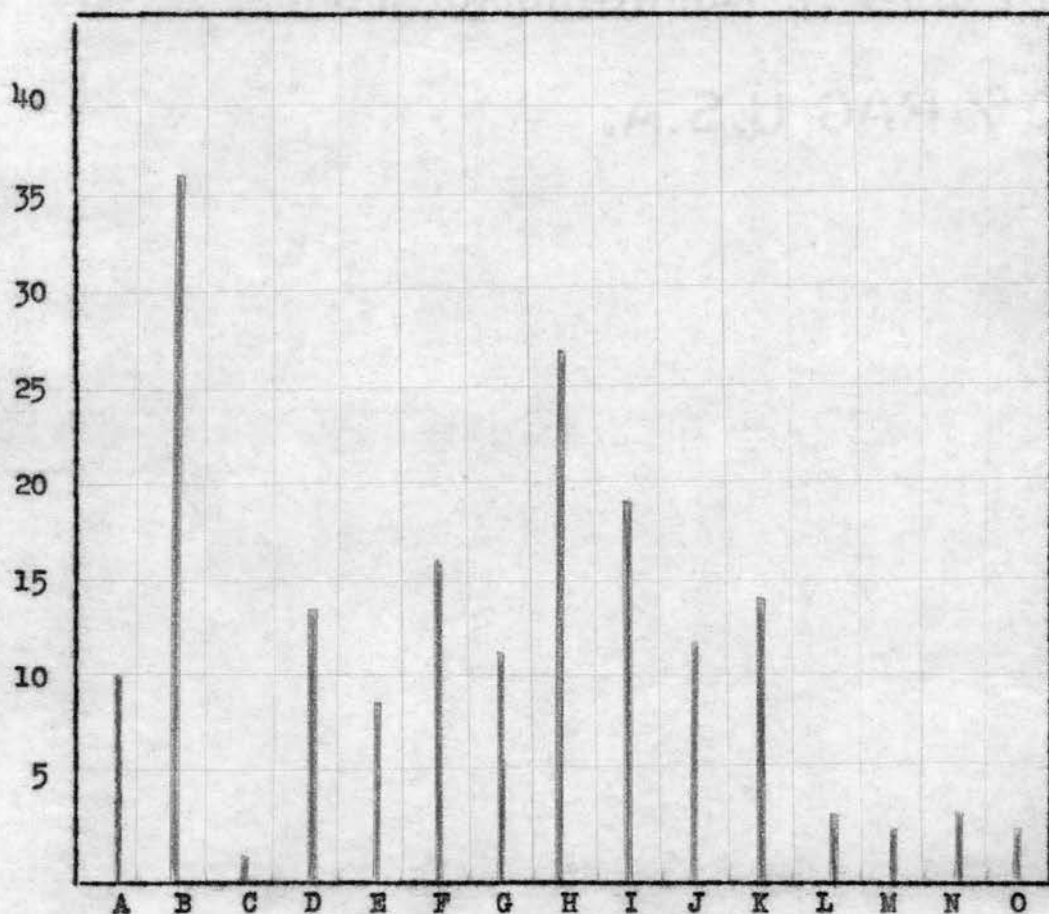


Key:

- |                             |                          |
|-----------------------------|--------------------------|
| A. Daily paper              | J. Hygeia                |
| B. Sunday paper             | K. Ladies' Home Journal  |
| C. Weekly paper             | L. Life                  |
| D. Church periodical        | M. McCall's              |
| E. Lodge periodical         | N. Parents' Magazine     |
| F. American Magazine        | O. News Week             |
| G. Better Homes and Gardens | P. Photoplay             |
| H. Consumers' Research      | Q. Readers' Digest       |
| I. Good Housekeeping        | R. Saturday Evening Post |

GRAPH VI. Reading Material Received Regularly by the  
Graduates

Number of  
Members



Key:

- A. Bridge Club
- B. Church
- C. Cooperative
- D. Lodge
- E. Oklahoma Home Economics Association
- F. Missionary Society
- G. Parent-Teachers Association
- H. Sunday School
- I. Women's Club
- J. Study Clubs
- K. American Association of University Women
- L. Omicron Nu
- M. Garden Club
- N. 4-H Club
- O. Music Club

GRAPH VII. Number of Members in Various Organizations

Table II. Number of Graduates Holding Offices  
in the Organizations of Which They Are  
Members

Organization	Officers
Bridge Club	1
Church	3
Cooperative	0
Lodge	4
Oklahoma Home Economics Association	0
Missionary Society	8
Parent-Teachers Association	4
Sunday School	10
Women's Club	6
Study Clubs	6
American Association of University Women	5
Omicron Nu	2
Garden Club	0
4-H Club	2
Music Club	0

## CONCLUSION

From the survey it was found that the former students since their graduation have changed their vocations frequently so that it is difficult to determine whether the present curriculum is entirely meeting their educational needs. The span of ten years from 1928 to 1938 which this study covers has contained considerable economic disturbances which would partially account for the changes in vocations, while a large proportion have married and devoted their entire time to homemaking.

It is hoped that this survey will be useful in helping to determine the needs of the students as well as any changes that might be considered in the curriculum and also as a basis for further study. The following conclusions are submitted:

1. There should be a greater emphasis on leadership and personality development since the home economist in business must be able to work with many people and to cooperate with others in her own firm and with many organizations. If not in business, she may serve as a leader or an officer in social and educational organizations of the community in which she lives.
2. While fifty per cent of the students come from farm homes, their vocations both in business and later as homemakers are taking them to towns and cities, and the problems of the farm families are not problems that they meet directly after college.
3. The reason perhaps for the criticism made by certain former students concerning the limited placements of



graduates in their specific vocation after graduation may be accounted for by the fact that this is not an industrial state. These vocations can be more easily secured in some of the eastern states that offer opportunities in such positions as costume designers, textile buyers, and interior decorators. An additional factor limiting placement might be that the resident faculty has insufficient time to make contacts with commercial concerns and are of little assistance in helping graduates locate positions. There is a need for a person employed by the Household Arts Department to act as a coordinator whose business it would be to keep in close contact with former students, employees and resident faculty and to offer suggestions for changes and additions in curriculum content, methods of training and vocational opportunities.

4. In planning vocations for women it is a recognized fact that every woman is a potential homemaker. Consequently, in addition to specific training for a particular vocation, general homemaking courses should be included in the course of study. This survey indicated that over half of the graduates are married.

An attempt to provide homemaking training has been made in the first two years of the curriculum. The fields of study in which the graduates have felt the need for further study have been mostly courses concerning the home and its activities as landscape gardening, child development, selection of house furnishings, furniture renovation, and family relationships. It is interesting to note that no new courses

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were suggested by the graduates but a change of emphasis with the present subjects.

5. The returns from the home survey indicated that graduates are living in comfortable circumstances with many modern conveniences. Social, educational, and religious organizations are claiming a major part of the leisure time. The majority are keeping abreast of any changes through current readings.
6. The curriculum of the Household Arts Department offered especial appeal to many because of the opportunity afforded for creative expression. In selecting a vocation the choice was limited somewhat to those vocations offering immediate employment after graduation. This was indicated by the fact that the two plans receiving the least number of choices, interior decoration and textile buying and research, need further study and experience before the student is prepared for these vocations.

Since there may be a need for changes in the course of study of the Household Arts Department, an observation made by Beulah I. Coon concerning curriculum changes is worthy of consideration. "Although there is a merit in organization and separate courses may be needed, what constitutes a satisfactory basis for organizing these courses and a desirable sequence between courses needs further study. In helping the student to grow in all phases of his life and deal realistically with problems of modern life, more facts rather than fewer facts will be usually needed; and these may often be drawn from many

fields instead of from the one field of a given course."<sup>1</sup>

A goal set by the Stephens College study of graduates from various types of courses would apply to this study and furnish a fitting conclusion in that "If we can teach young women to be intelligent consumers, and I use the word in the largest sense--consumers of the arts, of the sciences, of their own leisure time and abilities, I might almost say intelligent consumers of life--then we shall have achieved a great deal and we shall have changed the pattern of women's education."<sup>2</sup>

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<sup>1</sup> Problems of Home Economics in College Education, by Beulah I. Coon, Journal of Home Economics, 30:83, February 1938

<sup>2</sup> Education for Tomorrow, by James M. Wood, Woman's Home Companion, May 1939

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## QUESTIONNAIRE

Name \_\_\_\_\_ Present Address \_\_\_\_\_  
 \_\_\_\_\_ St. No. Town State  
 Year entered A. & M. \_\_\_\_\_ Year graduated at A.&M. \_\_\_\_\_  
 Marital status (Single, Married, Widowed, Separated, or Divorced)

If married: Date of marriage \_\_\_\_\_ Occupation of husband \_\_\_\_\_  
 \_\_\_\_\_ Number of children \_\_\_\_\_ Ages of children \_\_\_\_\_

Before entering A. & M. did you live in town \_\_\_\_\_ city \_\_\_\_\_ country  
 or farm \_\_\_\_\_

I. Occupational record since leaving A. & M. (Kindly indicate number of months.)

INTERVAL	Full time wage earning	Part time wage earning	No wage earning work	Full time home- making	Homemaking and wage earning	No home- making work
Before Marriage						
After Marriage						

Date of Employment		Employer of Company	Kind of Work
From	To		

II. What influenced you to choose Household Arts as your major in home economics? (Encircle proper numbers)

1. Wished to become a wage earner
  2. Influence of other girls
  3. 4-H Club activities
  4. Parents encouragement
  5. Liked to do things with hands as crafts
- (continued)

6. Desire to become a homemaker
7. Expected to marry eventually
8. Thought it to be a more practical course
9. Course of study
10. Liked instructors
11. No particular influence
- Other (describe) \_\_\_\_\_

III. In what ways have you kept in touch with the department?  
(Encircle proper numbers)

1. Have attended school since graduation at A. & M.
2. Visited the department
3. Returned for "Homecoming"
4. Correspond with a member of the faculty
5. No special contact
- Other (describe) \_\_\_\_\_

IV. Check the fields in which you have felt the need for further study. (Encircle proper numbers)

- |   |                                      |
|---|--------------------------------------|
| 1. English                                | 15. Choosing a husband               |
| 2. Speech                                 | 16. Meal planning and serving        |
| 3. Journalism                             | 17. Nutrition                        |
| 4. Chemistry                              | 18. Child development                |
| 5. Psychology                             | 19. Clothing construction            |
| 6. History                                | 20. Selection of men's clothing      |
| 7. Sociology                              | 21. Textile and clothing buying      |
| 8. Mathematics                            | 22. Textile testing                  |
| 9. Crafts                                 | 23. Clothing renovation              |
| 10. Art                                   | 24. Furniture renovation             |
| 11. Managing time and energy              | 25. Household mechanics              |
| 12. Managing personal and family finances | 26. Landscape gardening              |
| 13. Vocation selection and guidance       | 27. Selection of house furnishings   |
| 14. Family relationships                  | 28. Arrangement of house furnishings |
| Other (describe) _____                    |                                      |

V. From your experience give changes or additions which you feel would strengthen the courses in the Household Arts Department.  
(Describe) \_\_\_\_\_

VI. Which of the following plans did you select as your major in Household Arts? (Encircle proper number)

1. Costume Designing and Dressmaking
2. Interior Decoration
3. Teaching
4. General Course
5. Textile Buying and Textile Research

VII. Did your four years of college training

1. give you a greater appreciation of farm life
2. create a dislike for farm life
3. create a like for modern conveniences found in town

VIII. Have you enrolled for additional schooling since receiving your degree at A. & M.? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, kindly fill in the following:

Name of School	Location	Type of Course	Dates Attended		Certificate or Diploma
			From	To	

#### IX. Home Survey

A. Status of home ownership: (Encircle proper number)

1. Full owner
2. Part owner
3. Tenant
4. Other \_\_\_\_\_

B. Which of the following items do you have? (Encircle proper number)

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. Automobile       | 7. Radio                            |
| 2. Electric iron    | 8. Running water                    |
| 3. Electric sweeper | 9. Sewing machine                   |
| 4. Furnace          | 10. Telephone                       |
| 5. Indoor toilet    | 11. Refrigerator                    |
| 6. Piano            | Ice _____ Mechanical _____          |
|                     | 12. Stove                           |
|                     | Wood _____ Gas _____ Electric _____ |
|                     | Oil _____                           |

C. How many rooms do you have in your house? (Other than halls, bath and storage) \_\_\_\_\_ Of these, how many are bedrooms? \_\_\_\_\_

D. Do you keep a record of expenses? (Encircle proper number)

1. Always
2. Usually
3. Sometimes
4. Never

E. Do you plan ahead how much you are going to spend for food, clothing, etc., each month? (Encircle proper number)

1. Always
2. Usually
3. Sometimes
4. Never

F. Attendance to household duties. (Encircle proper number)

1. All work done by self
2. Some outside help secured
3. All outside help secured

G. Do you sew for your children? (Encircle proper number)

1. Always
2. Usually
3. Sometimes
4. Never



H. Do you make your own clothing? (Encircle proper number)  
 1. Always      2. Usually      3. Sometimes      4. Never

I. Do you select and care for your husband's clothing?  
 (Encircle proper number)  
 1. Always      2. Usually      3. Sometimes      4. Never

J. Indicate the reading material that comes regularly to your home: (Encircle proper numbers)

- |                             |                           |
|-----------------------------|---------------------------|
| 1. Daily paper              | 11. Ladies' Home Journal  |
| 2. Sunday paper             | 12. Life                  |
| 3. Weekly paper             | 13. McCall's              |
| 4. Church periodical        | 14. Parents' Magazine     |
| 5. Lodge periodical         | 15. News Week             |
| 6. American Magazine        | 16. Photoplay             |
| 7. Better Homes and Gardens | 17. Readers' Digest       |
| 8. Consumers' Research      | 18. Saturday Evening Post |
| 9. Good Housekeeping        | 19. Others _____          |
| 10. Hygeia                  |                           |

K. To what organizations do you belong at present? (Star those in which you hold or held office, and give the title of the office. For example: Parent-Teachers Association\* Secretary) (Encircle proper numbers)

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. None                              | 7. Missionary Society _____    |
| 2. Bridge Club _____                 | 8. Parent-Teachers Assn. _____ |
| 3. Church _____                      | 9. Sunday School _____         |
| 4. Cooperative _____                 | 10. Women's Club _____         |
| 5. Lodge _____                       | 11. Study Clubs _____          |
| 6. Okla. Home Economics Assoc. _____ |                                |
| Others (Describe) _____              |                                |



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