

SURVEY OF STUDENT HOME ECONOMICS CLUBS
IN THE
PUBLIC SCHOOLS OF THE UNITED STATES

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SURVEY OF STUDENT HOME ECONOMICS CLUBS NOV 12 1938

IN THE
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by

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PREFACE

For many years reading, writing and arithmetic made up the curriculum in our public schools. To-day this is no longer true. The pupils must be prepared to adjust themselves to a changing society.

The club movement is relatively new and the development of home economic clubs has come rapidly into prominence.

The purpose of this study is to present information concerning the development of home economics clubs in the public schools of the United States.

TABLE OF CONTENTS

| | PAGE |
|---|------|
| I PREFACE | iv |
| II HISTORY OF STUDENT HOME ECONOMICS CLUBS | 1 |
| III THE VALUE OF HOME ECONOMICS CLUBS | 4 |
| IV SURVEY OF STUDENT HOME ECONOMICS CLUBS IN THE PUBLIC SCHOOL OF THE UNITED STATES | 5 |
| V CONCLUSION | 14 |
| VI BIBLIOGRAPHY | 15 |

HISTORY OF STUDENT HOME ECONOMICS CLUBS

Student home economics clubs were first organized in colleges and universities. A study made in 1926 shows the first club was organized at the University of Illinois in 1902.

The affiliation of student clubs with the American Home Economics Association was first suggested in 1921. In 1923 - 24 there were forty-two affiliated clubs compared with 1737 in 1938.

The first student club committed of the Association was organized at the annual meeting of the Association in San Francisco in 1925. The first Advisory committee was appointed in 1926.

The program of the annual meeting of the Association in 1926 included regularly scheduled sessions of the student club group. At each succeeding annual meeting the student club sessions have been well attended.¹

Twelve years ago high school clubs gained admission to the American Home Economics Association. That year there were only 183 clubs in the United States. In 1938 there were 1737.²

From the reports of regional conferences on home economics the following developments in the school club movement are obtained: In 1935 at the Southern Regional Conference,

¹ Bulletin of Student Home Economics clubs. American Home Economics Association. - 1932

² Reports from American Home Economics Association. -1938

the committee on Student Clubs investigated and secured the following information: There are two types of organizations. The first type is the Home Economics Club which follows the plan of the American Home Economics Association. Clubs in this group are in most instances affiliated with the National Association. Membership is based upon being enrolled in a homemaking class. The second type is the Future Homemakers, limited to enrollment in a vocational school. This type of organization is set up on the basis of achievement at home and at school with emphasis given to home project work.

The committee recommended that organization plans be studied further in order that a program be set up to develop girls, to maintain a continuing interest, and to have a definite identity.³

A report from the Georgia clubs show that during the past thirteen years the student clubs affiliated with the National Association have grown from a small group of six clubs in 1924 - 25 to 95 clubs in 1936 - 37, with an individual membership of approximately 4800. During the last three years group organization has been developed within the National Home Economics Association. The groups are college, high school and junior high school, each with its own program of work. The various activities are integrated through the

³
Seventeenth Annual Southern Regional Conference,
1935 p.66

district and state programs.⁴

Kansas ranks sixth in number of affiliated high school clubs with 46 clubs; seventh in total club membership which numbers 2833.⁵

On March 19, 1938, the Oklahoma State Home Economics Student Clubs held their second annual club rally. In attendance were 1600 young home makers. The Future Home-makers of Oklahoma has 68 chapters compared to 19 in 1937. Total membership is approximately 2400.⁶

About 50 negroes attended the convention, holding their sectional meeting and attending the general meeting with the whites.

In 1926 Oklahoma had one affiliated club compared with 53 in 1938.⁶

⁴ Hand Book, Georgia Home Economics Student Clubs 1936-37
⁵ Home Economics Club News letters, Kansas, October 1937
⁶ Daily Oklahoman, March 20, 1938

VALUE OF HOME ECONOMICS CLUBS

There are two reasons for having a home economics club aids in the development of the students. Club work provides situations that cannot be set up in classroom work. Club activity helps to develop personality, leadership, initiative; helps to train active and efficient leaders for home and community life. Second: Club work is one of the best available means of establishing the value of home economics education in your community; also it is one of the best means of acquainting the community and other clubs of the state with the activities of your department. Home Economics clubs give adequate publicity to your department if the publicity committee is active.

SURVEY OF STUDENT HOME ECONOMICS CLUBS
IN THE
PUBLIC SCHOOL OF THE UNITED STATES

The information for this survey was obtained through questionnaires which were sent to the State Advisers of Student Clubs in each state within the United States. Thirty-three advisers responded.

The findings of this study show that Student Home Economics Clubs have been affiliated with the National Association for twelve years. There has been a great increase in the number of affiliated clubs in the last few years as shown in diagram I.

DIAGRAM I

| State | High Schools and College | High Schools and College | High School |
|----------------|--------------------------------|--------------------------------|----------------|
| | 1926-27 | 1937-38 | 1937-38 |
| Virginia | 74 | 2 | 1 |
| Texas | 63 | 233 | 227 |
| Illinois | 28 | 122 | 107 |
| Michigan | 19 | 85 | 76 |
| Georgia | 16 | 107 | 94 |
| Iowa | 16 | 24 | 19 |
| Missouri | 13 | 53 | 46 |
| New York | 11 | 35 | 28 |
| Wisconsin | 11 | 41 | 38 |
| North Carolina | 10 | 45 | 35 |
| California | 9 | 59 | 47 |
| Indiana | 9 | 45 | 40 |
| Pennsylvania | 9 | 50 | 37 |
| Utah | 9 | 22 | 18 |
| Maryland | 8 | 30 | 27 |
| Ohio | 8 | 110 | 91 |
| Minnesota | 7 | 11 | 9 |
| New Mexico | 7 | 26 | 25 |
| North Dakota | 6 | 16 | 13 |
| Massachusetts | 5 | 6 | 2 |
| Alabama | 4 | 13 | 10 |
| Idaho | 4 | 24 | 23 |
| Kansas | 4 | 57 | 46 |
| Montana | 4 | 41 | 39 |
| Wyoming | 4 | 15 | 14 |
| Maine | 3 | 5 | 3 |
| Nebraska | 3 | 5 | 2 |
| Washington | 3 | 24 | 21 |
| Colorado | 2 | 1 | 1 |
| Florida | 2 | 11 | 9 |
| Mississippi | 2 | 56 | 50 |
| New Hampshire | 2 | 3 | 2 |
| Oklahoma | 2 | 61 | 53 |
| Tennessee | 2 | 73 | 60 |
| Delaware | 1 | 5 | |
| South Carolina | 1 | 6 | 1 |
| Vermont | 1 | 0 | |
| Arizona | | 8 | 6 |

| | 1926-27 | 1937-38 | 1937-38 |
|----------------------|------------|-------------|-------------|
| Arkansas | | 66 | 61 |
| Connecticut | | 5 | 3 |
| District of Columbia | | 1 | 1 |
| Kentucky | | 32 | 24 |
| Louisiana | | 259 | 255 |
| New Jersey | | 5 | 3 |
| Nova Scotia | | 6 | 1 |
| Oregon | | 31 | 30 |
| Porto Rica | | | |
| Rhode Island | | 1 | |
| South Dakota | | 11 | 11 |
| West Virginia | | 22 | 18 |
| At Large: | | | |
| Hawaii | | 1 | |
| Manitoba | | 1 | |
| Nevada | | 10 | 10 |
| Totals | 384 | 1979 | 1737 |

Information regarding affiliation of college and high school Clubs with National Student Club Organization.

The report from Delaware and Hiawii showed they did not have high school clubs therefore this survey is based upon 31 questionnaires.

DIAGRAM I

| State | Affiliated | Non-Affiliated |
|----------------|-----------------------------|----------------|
| Arkansas | No information as to number | |
| Arizona | 12 | 15 |
| California | No information as to number | |
| Georgia | 95 | |
| Indiana | 51 | |
| Illinois | No information as to number | |
| Idaho | 2 | 20 |
| Kentucky | 21 | |
| Kansas | 53 | |
| Louisiana | 250 | |
| Michigan | 76 | |
| Massachusetts | 7 | |
| Maine | 5 | 16 |
| Mississippi | 55 | 6 |
| Minnesota | 10 | 30 |
| Maryland | 20 | 10 |
| Missouri | | |
| North Carolina | 36 | |
| New Mexico | No information as to number | |
| Nebraska | 1 | |
| Nevada | 6 | 12 |
| New York | 25 | 50 |
| Ohio | 100 | |
| Oklahoma | 57 | 8 |
| Porto Rica | 25 | 10 |
| Rhode Island | No information as to number | |
| Texas | No information as to number | |
| West Virginia | 17 | |
| Wyoming | No information as to number | |
| Washington | 13 | 17 |
| Wisconsin | 30 | 15 |

| Affiliated High School | | Non-Affiliated High School |
|---------------------------|-----|-------------------------------|
| Alabama | 10 | |
| Arizona | 6 | 15 |
| Arkansas | 61 | |
| California | 47 | |
| Colorado | 1 | |
| Connecticut | | |
| Delaware | 0 | |
| District of Columbia | 1 | |
| Florida | 9 | |
| Georgia | 94 | |
| Idaho | 25 | |
| Illinois | 107 | 20 |
| Indiana | 40 | |
| Iowa | 19 | |
| Kansas | 46 | |
| Kentucky | 24 | |
| Louisiana | 225 | |
| Maine | 3 | 16 |
| Maryland | 27 | |

Information regarding the number of affiliated and Non-affiliated clubs as reported in the questionnaires.

Seven states did not report the number of clubs. Report from the 24 states showed a total of 100% affiliated and 209 man-affiliated clubs. This increase in the number of clubs is encouraging, showing the development of a more functional club program. The more active clubs we have the more evidence we have of their value to the well rounded homemaking program.

The report of the average time of meeting for the various states showed 20 states held their meeting during school hours, 10 states meet after school and one had equal distribution.

Since many high school home economics departments find it difficult to organize home making clubs because of the inability of club members to remain after school, the plan of meeting during school may prove acceptable to other clubs. Besides solving the problem of finding time in a full schedule, it also offers the advantage of integrating both class and club work.

Clubs differ as to the frequency of meeting. The report showed the average number of meetings for 23 states to be once in every two weeks, in five states meetings were held once a month, in two states once each week and in one instance with equal distribution. Local conditions and needs should be considered as success may depend upon adjustment to some unusual situation.

The factors that determined the selection of membership were found to be varied. Students formerly enrolled in homemaking in school at present and those taking homemaking influenced the selection of membership in ten states. Girls in school interested in home economics made up the membership of eight states. The girls who were enrolled in homemaking were in six states. Two states selected those who were passing in all subjects. The girls who were taking homemaking and the girls who had had home economics, both in and out of school were considered by two states. Those passing in all subjects and those who had had home economics and were in school composed the membership of one state. Boys and girls in homemaking and those in school who had had homemaking were considered by one state. The membership in one instance was made up of any who were interested in homemaking.

A club will make better progress if decisions are made as to goals. For this reason a club usually selects general objectives and decides what might be done in work and play which will promote these.

The report showed that 27 states received the following benefits from club work:

1. Developed leadership and responsibility among the members by the president and, the members of the executive council learning how to direct the affairs of the club.
2. All members served on committees and took part in club programs.
3. Training in citizenship was received by providing opportunities for training in parliamentary procedure.

4. Experience of organizing work and for developing initiative social training and friendship were provided through parties, hikes, banquets, and hobbies.

5. Community interest in the homemaking department was promoted through its club programs, exhibits and assistance with community activities.

6. Money making experience was furnished in many ways such as serving meals to local organizations and selling candy and ice cream at ball games.

The money making experience was not received in four instances.

The club is a place where you can begin to develop responsibility. Parent and teacher domination is absent. The pupils are largely in control. Each individual may carry some responsibility for group achievement.

This study indicates that in sharing responsibility of the club 27 states used the plan of appointed committees who served with the teacher as an advisor. In five states the girls and teacher assumed the responsibility and in three states the girls were responsible.

The report showed that in 19 states the home economics teachers guide other clubs and in 2 states they do not.

This study indicates that 24 states have a state organization which guides programs. In seven instances the report showed no state organization.

Each club needs the help and inspiration that comes from the state organization. It brings them in closer contact with each other. Through the cooperation a stronger club program may be accomplished.

The result of this study showed that 23 states used

a local name and in eight instances a state name was used.

A common name gives each local club a closer feeling of unity with the state organization and with other local clubs. A greater recognition as an organization is obtained. The state name has more significance to the purpose of the club than many local names would have.

It was found that 25 states have a state club rally, four states do not and that two state district meetings due to the largeness of the states.

Planning for the annual state meeting should be one of the largest projects of the year's work. Frequent contacts inspire enthusiasm, a desire for more efficient clubs give opportunity for worthwhile and helpful friendships.

The report showed 30 states do not have a club camp, and one has a two day camp.

Many desirable traits of character and much worthwhile experience may be gained through camps. The insufficient amount of time and money hinder camps in the majority of cases.

The practice regarding individual memberships they differ widely. When dues are assessed they may be collected by the month, semester or year.

The report showed that 27 states have dues and four do not. The average is 25¢ per year and the range is from 20¢ to 50¢.

The study indicated that dues are used for sending delegates to rallies, paying state and national affiliation

CONCLUSION

This study is based upon the procedures in high school homemaking clubs as a regular part of the home economics program in the states of the United States. It is hoped that this investigation will be of some benefit in development of a bigger and better student club program. The following conclusions are submitted.

1. Student homemaking clubs have been affiliated with the National Organization for 12 years, and are constantly increasing in number.

2. The club work provides additional opportunities for development in sociability, leadership, initiative, money making experiences, and cooperation.

3. The club should be a part of the regular homemaking program as it has a definite contribution to make in the development of well rounded personalities.

4. To do effective work a club must adapt its program to the needs of the community.

5. In 1938 there were 1737 high school clubs affiliated with the National Association.

6. All but three states in the United States have high school homemaking clubs.

7. A more functional homemaking program is obtained through the use of clubs.

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