

DISCREPANCIES BETWEEN BELIEFS OF
LEADERS IN HOMEMAKING
EDUCATION IN MICHIGAN AND PRACTICES
IN LOCAL HOMEMAKING PROGRAMS

Thesis for the Degree of Ph. D.

MICHIGAN STATE COLLEGE

Beatrice Olson O'Donnell

1954

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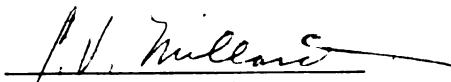
Discrepancies Between Beliefs of
Leaders in Homemaking Education
in Michigan and Practices in Local
Homemaking Programs.

presented by

Beatrice Olson O'Donnell

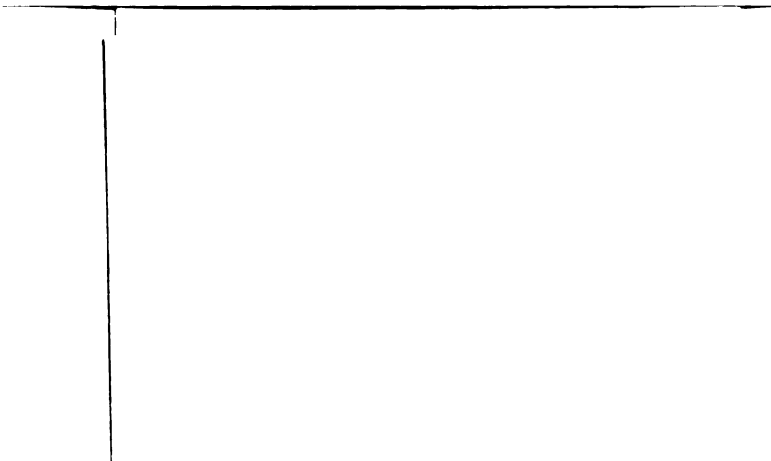
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DISCREPANCIES BETWEEN BELIEFS OF LEADERS
IN HOMEMAKING EDUCATION IN MICHIGAN AND PRACTICES
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By

Beatrice Olson O'Donnell

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agricultural and Applied Science
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

School of Education

1954

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The writer is deeply indebted to many groups who contributed so generously to the study -- to the home economics education staff of Michigan State College and to other teacher educators in Michigan, to the state supervisors of homemaking education, Office of Vocational Homemaking Education in Michigan, and to the school administrators, homemaking teachers, pupils in homemaking classes and their parents.

The writer also wishes to express appreciation for the guidance received from Miss Beulah I. Coon, United States Department of Health, Education and Welfare; Dr. Hazel Hatcher, Pennsylvania State University, who formerly served as chairman of the writer's guidance committee; and present members of the writer's committee: Dr. Cecil V. Millard, chairman, Dr. Harold Byram, Dr. Mary Lee Hurt, and Dr. Morton Malter.

DISCREPANCIES BETWEEN BELIEFS OF LEADERS
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AN ABSTRACT

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This study was based on the hypothesis that there were discrepancies between the beliefs of leaders in homemaking education in Michigan and the practices in local homemaking programs and that the nature and extent of the discrepancies between beliefs of leaders and practices could be determined and quantitatively described; that data about discrepancies would provide some specific indications of strengths and weaknesses of the program, and would have implications for program development at the local level and for teacher education including supervision.

Four areas of stated beliefs of leaders were drawn from federal and state bulletins relating to the development of vocational homemaking education at the secondary level. These beliefs were: (1) Homemaking education is a cooperative program in which the school and home work together (2) Homemaking education is an integral part of the total school program (3) The needs of local pupils are determined and the homemaking program is based on the recognized needs, interests and problems of adolescents and their families (4) In the homemaking program, the teaching-learning methods are those which contribute to the achievement of the goals of homemaking.

Local practices in relation to each area of belief were studied in a random group of twenty-three reimbursed vocational homemaking programs. Basic data were secured

Beatrice Olson O'Donnell

through field visits to the participating schools and through the use of three objective instruments. Certain supplementary materials were submitted by the participating schools. Data were secured from 1,169 pupils in sixty-four homemaking classes, 679 parents of pupils in homemaking classes in twenty-one of the participating schools, and homemaking teachers and school administrators in the twenty-three schools.

Discrepancies between beliefs of leaders and practices in local programs were defined as the difference between the percentage of respondents who reported they had experienced a group of practices in local homemaking programs and the percentage of respondents who would have experienced the practices had the belief been fully implemented in the local programs. Four levels of discrepancies were defined. It was assumed that there was "little or no discrepancy" if seventy-four to one-hundred percent of the respondents consistently reported practices which were related to a belief; "some discrepancy" if forty-nine to seventy-five percent reported the practices; "considerable discrepancy" if twenty-four to fifty percent of the respondents reported the practices and "great discrepancy" if less than twenty-four percent of the respondents reported the practices.

The data which were secured from school administrators and homemaking teachers, pupils in homemaking classes and their parents generally supported the hypothesis of the study.

Beatrice Olson O'Donnell

Discrepancies between the four major areas of stated beliefs of leaders and practices were found for the total sample and for individual schools. The extent of the discrepancies varied for the four beliefs.

There was "great discrepancy" between the beliefs of leaders and the practices in local programs in the area of home and school cooperation. There was "considerable discrepancy" between beliefs and practices in the area of determination of local needs and program planning based on needs of adolescents and their families. The findings were less conclusive with reference to the belief that homemaking education is an integral part of the total school program. There was "great discrepancy" between the beliefs and practices in the use of certain teaching-learning methods and "considerable discrepancy" in the use of other methods.

The study had certain limitations. Not all areas of beliefs of leaders were included. The sample did not adequately represent all types of vocational homemaking programs in Michigan, but represented fairly well local programs which offered a basic two year homemaking program with one year of Homemaking III.

Item analysis of responses was made through the use of the Fattu nomograph chart. The analyses indicated that (1) there were significant differences in the responses of homemaking teachers and school administrators relative

Beatrice Olson O'Donnell

to the homemaking and the total school program; (2) there was general agreement between the responses of homemaking teachers and pupils; (3) the instruments contained a fair percentage of items which discriminated between beginning and advanced homemaking classes; and (4) the instruments discriminated between individual schools.

Beatrice Olson O'Donnell

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED	1
Purposes of the study	4
Hypothesis	5
Assumptions	5
Definition of terms	8
Limitations	10
II. ABBREVIATED STATEMENT OF PROCEDURES AND A SUMMARY OF THE FINDINGS	11
Abbreviated statement of procedures	11
Abbreviated summary of the findings	17
In relation to the hypothesis	17
In the area of home and school cooperation .	19
In the area of homemaking education and the total school program	20
In the area of program planning based on local needs of adolescents and their families	24
In the area of teaching-learning methods which are related to the homemaking goals.	48
III. DETAILED DESCRIPTION OF PROCEDURES AND TREATMENT OF THE DATA	50
Determination of beliefs of leaders in homemaking education in Michigan	50
Determination of practices in local home- making program	54

TABLE OF CONTENTS (Continued)

iv

CHAPTER	PAGE
Tabulation and treatment of the data	68
IV. LOCAL PRACTICES IN RELATION TO THE BELIEF	
CONCERNING HOMEMAKING AND THE TOTAL SCHOOL	
PROGRAM	78
Participation of local faculty and parents in	
developing family life education	78
Responsibility of various faculty members for	
family life education	82
Opportunities of homemaking teachers for	
integrating homemaking in the school life	
and program	86
Availability of homemaking education for all	
girls and boys	89
Consultant help in planning of family life	
education, homemaking and/or integrated	
courses	92
V. LOCAL PRACTICES IN RELATION TO THE BELIEF	
CONCERNING HOME AND SCHOOL COOPERATION	97
Participation of parents in curriculum	
development of the total school program	97
Beliefs of parents in the importance or value	
of home and school cooperation and their	
willingness to help	97

TABLE OF CONTENTS (Continued)

v

CHAPTER	PAGE
Discussions by parents and homemaking teacher about the needs, interests and problems of adolescent girls and boys, and the planning of learning experiences for school and home	101
Opportunities provided for parents to under- stand and to participate in the homemaking program	105
Various contacts of the homemaking teachers with parents	107
Pupils relate homemaking class experiences to their own homes and families	109
Pupils assume a variety of home responsibilities	110
VI. LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING THE HOMEMAKING PROGRAM AND THE RECOGNIZED NEEDS, INTERESTS AND PROBLEMS OF ADOLESCENTS	113
The cooperative development of the homemaking program and the availability of data relating to local needs	113
Goals, units of instruction and time distri- bution in relation to needs of adolescents and their families	116

TABLE OF CONTENTS (Continued)

vi

CHAPTER	PAGE
Learning experiences in relation to the needs, interests and problems of adolescents and their families	118
VII. LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING TEACHING-LEARNING METHODS	186
Pupils work out problems with their own families	186
Pupils receive personal and/or individual help	191
Pupils develop guides and standards and evaluate progress	193
Pupils see films, analyze stories, participate in socio-dramas	196
Pupils have a variety of concrete homemaking experiences	198
Pupils relate experiences to practices, conditions, and resources of families in the community	202
Pupils have opportunities to express and/or understand their own needs, interests, problems or concerns	205
VIII. IMPLICATIONS OF THE FINDINGS FOR PROGRAM DEVELOPMENT IN MICHIGAN	207
Limitations of the study	207

TABLE OF CONTENTS (Continued)

vii

CHAPTER	PAGE
Some possible factors which may have contributed to the discrepancies between the beliefs of leaders and practices in local programs	213
Some recommended areas for action	223
BIBLIOGRAPHY	235
APPENDIX	240
A Excerpts from Federal and State Bulletins from which Beliefs of Leaders in Homemaking Education in Michigan were Drawn	241
B Criteria Used as Bases for Studying Local Practices	297
C Instruments Used for Studying Local Practices . .	302
D Tables 1-13 Showing Program Emphases in Goals and Units of Instruction	346
E Description of Homemaking Education in Two of the Schools Which Showed Least and Greatest Discrepancies Between Beliefs of Leaders and Local Practices	360
F Strengths and Weaknesses of Homemaking Teachers as Reported by School Administrators in the Study	381
G Recommendations for Improvement of Homemaking Education in Michigan as Reported by School Administrators in the Study	388

LIST OF TABLES

TABLE		PAGE
1.	Size of Schools in the Vocational Homemaking Program and in the Sample	59
2.	Equalized Assessed Valuation Per School Census Child in 264 Vocational Homemaking Programs and in the Sample	60
3.	Number and Per Cent of Items in Check List B Which Showed Significant Differences Between Responses of Homemaking Teachers and Pupils in Various Homemaking Classes	74
<u>Tables Relating to Homemaking</u> <u>Education and the Total School Program</u>		
4.	Opportunities Faculty Have Had in Working Together on Curriculum Problems Including Home and Family Life Education	79
5.	Opportunities for Parent and Pupil Participation in Developing Family Life Education .	80
6.	Status of Family Life Education in the Participating Schools	83
7.	Persons Who Have Assumed Major Responsibilities for Teaching Family Life Education	85
8.	Opportunities for Integration of Homemaking in the School Life and Program	87

LIST OF TABLES (Continued)

ix

TABLE

PAGE

9.	Availability of Homemaking Education for All Girls and Boys in the Participating Schools	90
10.	Educational Consultants Who Helped Develop Homemaking and/or Family Life Education Programs in the Participating Schools	93
11.	Help Received from Consultants in Developing the Homemaking Program	95
12.	Help Received from Consultants in Extending Homemaking Education to Girls and Boys	96

Tables Relating to Home and School Cooperation

13.	Opportunities Provided for Parent Participation in Development of Family Life Education in the Participating Schools	98
14.	Importance and Value of Home and School Cooperation in Developing Local Homemaking Programs as Seen by Parents	100
15.	Willingness of Parents to Participate in Helping with the Homemaking Education Program.	102
16.	Opportunities Which Parents Reported They Had Had for Discussing Needs, Interests and Problems of High School Girls and Boys and Ways of Meeting these Needs in Homemaking Classes and in Their Homes	103

LIST OF TABLES (Continued)

x

TABLE

PAGE

17.	Kind and Extent of Informal Participation of Parents in the Homemaking Program	106
18.	Some Contacts Which the Homemaking Teachers Had Made with the Homes of Pupils in Homemaking Classes	108
19.	Planned Home Experiences of Pupils in Home- Making Classes as Reported by Parents	110
20.	Types of Contacts Parents Have Had With the Local Homemaking Program and Their Attitudes Toward Home and School Cooperation	112

Tables Relating to the Homemaking Program and the Needs, Interests and Problems of Adolescents

(Relationships and Child Development)

21.	Help Received in Understanding Themselves and Their Relationships with Others	120
22.	Opportunities for Experiences in Understanding Self and Others	121
23.	Opportunities for Development of Social Skills	122
24.	Opportunities to Understand and Work Out Problems with Own Families	125
25.	Opportunities to Understand Families	126

LIST OF TABLES (Continued)

x1

TABLE	PAGE
26. Opportunities to Understand Different Kinds of Families and/or Families with Different Kinds of Problems	127
27. Opportunities to Discuss and Understand Marriage and Family Life	129
28. Opportunities to Understand Younger Children	130
29. Opportunities to Discuss Certain Needs of Children and What Happens if These Needs are Not Met	131
30. Some Methods Used to Understand Children	132
31. Opportunities for Experiences with Younger Children in School and in the Homemaking Class	133
32. Opportunities to Discuss How to Help Children with Certain Aspects of Personal Development	134
(Foods and Family Meals)	
33. Understanding Local Food Customs and Resources	136
34. Help Received in Economical Buying of Food	138
35. Meals and Refreshments Prepared in Homemaking Classes	139
36. Types of Meal Service Used	141
37. Opportunities for Developing Social Skills in Homemaking Classes	143

LIST OF TABLES (Continued)

xii

TABLE	PAGE
38. Opportunities in Table setting	144
39. Experiences in Preserving Food	146
40. Opportunities to Use Commercial Mixes	147
41. Opportunities for Improving the School Lunch Hour	148

(Clothing and Grooming)

42. Emphases Given to Wardrobe Problems and Selection and Buying of Clothing	150
43. Emphases Given to Clothing Needs and Costs . . .	151
44. Kinds of Garments Made in Homemaking Classes . .	153
45. Emphasis Given to Grooming	154
46. Emphases Given to Care of Clothing	156

(Housing and Home Furnishings)

47. Opportunities to Understand Needs of Family Members in Housing and Furnishing Homes . . .	158
48. Opportunities for Understanding Housing and Cost of Housing	159
49. Opportunities to See Attractive Home Furnishings at Different Cost Levels	161
50. Opportunities to Understand Important Points in Selection and Arrangement of Furnishings for the Home	162

LIST OF TABLES (Continued)

xiii

TABLE	PAGE
51. Opportunities to Improve the Homemaking Room . .	164
52. Opportunities Given in Making New Furnishings and in Refinishing Furniture	166
53. Opportunities for Understanding Important Points in Selection, Arrangement and Care of Household Equipment	167
54. Selection and Arrangement of Kitchen Equipment .	169
(House Care and Management)	
55. Development and/or Use of Guides in Arrangement of Storage Space	171
56. Experiences in House Care at School and Home . .	172
57. Responsibilities for Care of Kitchen Equipment and Linens in the Homemaking Class	174
58. Opportunities for Understanding and Evaluating Methods Families Use in Management	175
59. Opportunities for Understanding Various Needs of Family Members	177
60. Opportunities for Understanding Available Resources of Families	179
61. Opportunities for Working Out Plans and Carrying Them Out at Home	181
62. Opportunities Provided in Increasing Consumer Understandings	182

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a b c d e f g h i j

LIST OF TABLES (Continued)

xiv

TABLE

PAGE

63. Opportunities to Understand Own Needs and
Interests 183
64. Opportunities to Develop Guides and Standards
for Their Own Behavior and Activities 184

Tables Relating to Homemaking
and the Teaching-Learning Methods

65. The Use of Certain Teaching-Learning Methods
in Homemaking Classes 187
66. The Use of Certain Teaching-Learning Methods
in Homemaking Classes Showing Rank Order . . . 188
67. Per Cent of Pupils in Homemaking Classes Who
Reported Working Out Various Problems With
Their Own Families 190
68. Per Cent of Pupils in Homemaking Classes Who
Reported They Received Personal and/or Indi-
vidual Help With Various Phases of Homemaking. 192
69. Opportunities to Develop Guides, Standards
and Evaluate Results 194
70. Per Cent of Pupils in Homemaking Classes Who
Reported the Use of Films, Stories and
Socio-dramas 197
71. Per Cent of Pupils in Homemaking Classes Who
Made Observations, and Saw Exhibits and
Demonstrations 200

LIST OF TABLES (Continued)

xv

TABLE

PAGE

72.	Related Homemaking to Conditions, Practices and Resources of Families in the Community . .	203
73.	Opportunities Pupils Had to Express and Understand Their Own Interests, Needs, Problems or Concerns	206

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Leaders in homemaking education have repeatedly pointed out the importance of having principles or beliefs which serve as guides to action in developing homemaking, and/or family life education. Some have pointed out that there may be gaps between philosophy and practice, but that as teachers and leaders think "more deeply about the program and check practices against philosophy" that the program may be made more significant for pupils and others for whom the program is planned.

The home economics curriculum, like that of any other area, will be as comprehensive in scope, purposes, and possibilities as the mental pictures carried by those responsible for its development..... Philosophy of education almost invariably becomes accepted as a way of educational thinking long before it shows results in changed ways of teaching..... As teachers and other leaders think more deeply about the program and check practices against philosophy, more significant educational experiences should be insured among their pupils and others for whom the entire program is intended.¹

As a basis for understanding more about the beliefs of leaders and about practices in local homemaking programs,

¹Curriculum Development in Education for Home and Family Living. Part II. Series I. Some Procedures Used in Evolving a Philosophy. (Washington, D.C.: United States Department of Interior, Office of Education, Vocational Division. March, 1939), p. 2.

the writer reviewed all of the articles relating to homemaking education, which had appeared in the Journal of Home Economics in the past fifteen years. This review of the literature indicated that relatively great emphasis had been placed on the clarification of concepts or beliefs and that relatively little emphasis had been placed on understanding local practices or on the clarification of what specific beliefs mean in terms of local practices. In the opinion of the writer, there had been excessive pre-occupation of leaders with philosophy, beliefs and concepts, much of which was repetitious in nature. In the opinion of the writer, there had been insufficient consideration of the problems of practical implementation of the beliefs and of the problems of evaluation of actual practices in homemaking programs. It appeared to the writer that consideration given to the following might have been exceedingly profitable: (1) the determination of criteria for studying local programs in relation to stated beliefs, (2) the development of valid, reliable and objective instruments for studying local programs in relation to stated beliefs and (3) evaluation studies of both beliefs of leaders and practices in local programs.

In Michigan, in the past decade, many beliefs about homemaking education and family life education had been expressed by leaders through State Plans for Vocational Education, instructional and administrative bulletins or

releases, in demonstration programs and committee work. However, no objective data were available about the degree to which basic beliefs of leaders had been or were being implemented in local programs. Some types of data had been reported which later had been shown to have doubtful reliability. State supervisors of homemaking education, the itinerant teacher trainer and others often suggested that many of the expressed beliefs of leaders were not being implemented in local programs. Frequently leaders had expressed concern that homemaking teachers did not possess certain important competencies. Leaders continuously expressed concern about the adequacy of certification requirements for homemaking teachers and had worked cooperatively in the State to secure needed changes in the State Plan for Vocational Education and changes in the curriculums of the various colleges which had been approved for the preparation of homemaking teachers. On the other hand, at conferences and meetings when questions arose about homemaking education or family life education, teachers and leaders in homemaking education were often quick to report illustrations of various outstanding local practices in Michigan, which indicated that beliefs were being implemented in many communities in Michigan.

By 1950, however, it became increasingly clear that without reliable and objective data concerning beliefs and local practices in homemaking education, it would be difficult

to make realistic or efficient plans for program improvement in Michigan. At that time, leaders in Michigan, including staffs of the Office of Vocational Education, Department of Public Instruction and home economics education staffs of colleges preparing homemaking teachers expressed interest in securing a more objective picture of the homemaking program at the secondary level. In such a study, the relationships between beliefs of leaders and practices in local homemaking programs would be an important consideration. It was assumed, for example, that if discrepancies between beliefs of leaders and local practices existed to any considerable extent in the Michigan program that the findings might have important implications for the pre-service and the in-service teacher education programs. It was also assumed that this type of study might have some implications for other states, since there had been close cooperation with other States and with the United States Office of Education in the determination of beliefs of leaders and of recommended practices.

PURPOSES OF THE STUDY

The purposes of this study were (1) to identify or clarify some of the areas of stated beliefs of leaders in vocational homemaking education in Michigan, especially as they relate to homemaking education in grades nine through twelve: (2) to develop some instruments for determining

local practices in relation to the selected areas of beliefs of leaders: (3) to determine the extent of discrepancies between stated beliefs of leaders and the actual practices in local vocational homemaking programs and (4) to develop some suggestions for program development in Michigan based on the findings.

HYPOTHESIS

This study was based on the hypothesis that there were discrepancies between beliefs of leaders in homemaking education in Michigan and practices in local homemaking programs and that the nature and extent of the discrepancies between beliefs of leaders in homemaking education and practices in local homemaking programs could be determined and quantitatively described and that data about discrepancies would provide some specific indications of strengths and weaknesses of the program, and would have implications for program development at the local level and for teacher education including supervision.

ASSUMPTIONS

Beliefs of leaders. It was believed that since state supervisors and teacher trainers assume leadership responsibilities in vocational homemaking education within each state and since over a period of years they have partici-

pated in cooperatively developing the basic philosophy of vocational homemaking, the view point or philosophy, as expressed in their publications, is generally accepted by these leaders and constitutes the basic philosophy of vocational homemaking education.

Since in Michigan, state supervisors and teacher trainers have cooperatively participated in the preparation of publications, releases or bulletins for use by local schools in the development of vocational homemaking programs, and since they have participated in research, evaluation studies and in demonstration programs, an analysis of the basic beliefs or philosophy as expressed in these publications would constitute an actual statement of beliefs of leaders in vocational homemaking education in Michigan.

Practices in local homemaking programs. The study of practices was limited to reimbursed vocational homemaking programs because (1) more professional consultant services had been made available in developing local homemaking programs and (2) there had been a fairly consistent and fundamental philosophy underlying the development of vocational homemaking programs including recommended practices.

Four assumptions were made about determining local practices: (1) A description of practices in homemaking would tend to be more reliable and more valid if a random

sample of local reimbursed vocational homemaking programs were used, and that having drawn these schools at random, if one would attempt to get from all of these schools those various slants or aspects of local homemaking programs which represent the basic viewpoint or beliefs of leaders. (2) In an effort to study homemaking in local vocational homemaking programs, it would be necessary to get some indications of practices within other areas than homemaking in the school program, especially in those areas involved in the development of family life education. (3) One would have a basis for judging local practices if one would secure responses from school administrators, homemaking teachers, pupils in homemaking classes and from their parents. (4) Personal collection of the data by the investigator through field visits to the cooperating schools would tend to control the conditions under which participants responded and provided data.

Discrepancies between beliefs and practices. It was assumed that discrepancies between beliefs of leaders and practices in local programs could be determined from the percentage of respondents who reported that they had experienced certain practices in the local programs, and the percentage who would have reported that they had experienced the practices, had the belief been fully implemented in

local programs. In other words, it was the difference between the actual percentage reporting the practice and one hundred per cent.

This arbitrary standard was selected because no other standard was available which was more valid. In actual application, if seventy-four to one-hundred per cent of the respondents indicated that they had experienced the practice, the belief was regarded as implemented in the local homemaking programs in the sample.

DEFINITION OF TERMS

Beliefs of leaders. The beliefs of leaders in homemaking education in Michigan were defined as those major areas of stated beliefs which had been given extensive consideration in the past decade (1) in federal and state bulletins governing the development and approval of vocational homemaking programs at the secondary level in Michigan and (2) in those research, evaluation studies and/or demonstration programs in Michigan which had involved leaders in homemaking education and had had their support.

Practices in local homemaking programs. Practices in local homemaking programs were defined as those conditions or practices which individuals involved in the program (homemaking teacher, school administrators, pupils in home-

making classes and their parents) had experienced in their own local homemaking programs primarily during the year of the study or during any other unit of time which might be specifically designated.

Discrepancies between beliefs of leaders and practices in local homemaking programs. Discrepancies between beliefs of leaders and practices in local homemaking programs were defined as the difference between the percentage of respondents who reported that they had experienced a group of practices in the local homemaking program and the percentage of respondents who would have experienced the practices had the belief been fully implemented in the local program. Four levels of discrepancies were defined. It was assumed that there was "little or no discrepancy" if seventy-four per cent to one hundred per cent of the respondents consistently reported practices which were related to a belief; "some discrepancy" if forty-nine per cent to seventy-five per cent reported practices; "considerable discrepancy" if twenty-four per cent to fifty per cent of the respondents reported the practice and "great discrepancy" if less than twenty-four per cent of the respondents reported the practice.

LIMITATIONS

The study was limited to certain stated beliefs of leaders as expressed in the past decade in federal and state bulletins governing vocational homemaking education and in research, evaluation studies and demonstration programs in Michigan which had involved leaders in homemaking education and had had their support. The study was further limited to those stated beliefs of leaders which were practical for use in the study considering the available time and money and the opportunities for securing objective data about local practices.

Practices were limited to the practices in a randomly drawn sample of reimbursed vocational homemaking programs and were further limited to those randomly drawn reimbursed vocational homemaking programs in which the school superintendents were willing to cooperate or participate in the study.

CHAPTER II

ABBREVIATED STATEMENT OF PROCEDURES AND A SUMMARY OF THE FINDINGS

ABBREVIATED STATEMENT OF PROCEDURES

Techniques for determining accepted beliefs of leaders.

In order to specifically identify the beliefs of leaders in homemaking education in Michigan, major publications in homemaking education which had been issued and/or used by the Office of Vocational Education, in the past decade in the development of vocational homemaking programs, were analyzed. Research, informal studies and demonstration programs, which had involved leaders in homemaking education in Michigan during the past decade and which had served as guides to action in program development, were also analyzed in an effort to identify the areas of beliefs of leaders in Michigan.

Excerpts from the federal and state bulletins, reports of research and demonstration programs from which beliefs of leaders in homemaking education in Michigan were drawn are included in Appendix A, page 241.

Areas of beliefs of leaders. The following four areas of beliefs of leaders were identified in federal and state bulletins and reports of research, evaluation studies and demonstration programs and were selected as being practical



for use in this study: (1) Homemaking education is a co-operative program in which the school and home work together (2) Homemaking education is an integral part of the total school program (3) The needs of local pupils are determined and the homemaking program is based on the recognized needs, interests and problems of adolescents and their families in relation to homemaking, personal and family living (4) In the homemaking program, the teaching-learning methods are those which contribute to the achievement of the goals of homemaking.

Techniques for determining practices in local programs.

The four areas of beliefs of leaders in homemaking education were used as a basis for instrument development. For each of the areas of belief, a descriptive list was made of some of the practices and/or conditions (criteria) which would indicate that the beliefs were being implemented in local homemaking programs. Statements of beliefs and practices were submitted at various times to leaders in homemaking education for their acceptance and/or revision. The instruments were used in a pilot study in which five schools used by Michigan State College for student teaching centers, participated. The results of the pilot study were used in the revision of the instruments and the procedures.

Thirty schools were drawn at random from the official list of reimbursed vocational homemaking programs in the

spring, 1950. School administrators in twenty-three schools accepted the invitation to participate in the study. In general, the group of schools in the sample shared many of the characteristics of reimbursed vocational homemaking programs in Michigan, especially in relation to size, equalized valuation per school census child and geographical distribution for the lower peninsula.

Collection of the data. Data relating to local practices were collected in the late spring, 1950, through field visits by the investigator to each of the participating schools. Three objective instruments were used. (See Appendix B, pages 302 to 344.) One instrument, Check List A, was used to secure data from school administrators and homemaking teachers about homemaking and the total school program. Another instrument, Check List B, was used with homemaking teachers and pupils in homemaking classes to secure data about the experiences of pupils in homemaking classes. A third instrument, Check List C, was used with parents of pupils in homemaking classes to secure data about their participation in the homemaking program.

Homemaking teachers were asked for supplementary data about (1) the needs of pupils and their families which they had used in planning the various homemaking courses (2) the goals of the various homemaking classes and (3) the units of instruction including the distribution of time spent on the



various units in homemaking classes.

School administrators were asked for supplementary data about the (1) strengths and weaknesses of homemaking teachers and (2) suggestions and recommendations for improving the homemaking program in Michigan.

Description of the sample. Data from one thousand nine hundred and twelve individuals were tabulated from the twenty-three reimbursed vocational homemaking programs. The total sample included one thousand, one hundred and sixty-nine pupils in sixty-four homemaking classes. Five hundred and three of these were in Homemaking I, three hundred and sixty-six were in Homemaking II, two hundred and forty-four in Homemaking III and fifty-six in Personal-Family Living classes.

Responses were secured from six hundred and seventy-nine parents of pupils in homemaking classes in twenty-one communities.

Data were secured from both school administrators and homemaking teachers in twenty-one of the participating schools.

Tabulation of the data. The responses of school administrators and homemaking teachers on Check List A were hand tabulated. Replies from pupils in homemaking classes on Check List B were punched on IBM cards. Replies included "Yes", "No" and "Uncertain" responses. The replies from homemaking teachers on Check List B were hand tabulated. Re-

plies from parents of pupils in homemaking classes on Check List C were punched on IBM cards. These included "Yes", "No" and "Uncertain" responses.

The goals of homemaking classes and units of instruction were organized according to homemaking areas and by homemaking classes.

The data from school administrators were summarized by individual questions.

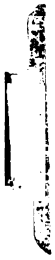
Treatment of the data. The per cent of "Yes", "No" and "Uncertain" responses were determined for individual items, for major and for minor categories. In Check List A, significant differences between the percentages of "Yes" responses of school administrators and homemaking teachers were determined by the Fattu nomograph chart, for individual items and for major categories in the instrument.¹ In Check List B significant differences between percentages of "Yes" responses of homemaking teachers and pupils in homemaking classes were determined by the Fattu chart, for individual items and for major categories within the instrument. In

¹The Fattu nomograph chart was developed by Nicholas Fattu and was reproduced by the Committee on Educational Research of the University of Minnesota. It enables one to determine the significance of differences between proportions.

Check List C, the data from parents were analyzed as a whole and no breakdowns were made for individual homemaking classes. The percentage of replies from parents was studied for individual schools and homemaking classes.

Validity and reliability of the instruments and the data. The instruments used in the study were developed in relation to the four selected beliefs of homemaking leaders in Michigan. The beliefs which were used in the study and the criteria for studying local practices were submitted to Michigan homemaking education leaders for discussion, approval and/or suggestions for improvement. During the early analysis of the data from the local schools it became apparent that leaders were not in agreement regarding the relative emphasis (time) which should be placed on the various areas of homemaking. As a result, the investigator developed an instrument for the purpose of providing opportunities for leaders to make value-judgments about the number of weeks in the year (36 weeks), which they believed would be desirable to spend on each of the various areas of homemaking in homemaking classes. These data were then used as a basis for interpreting or studying local practices.

In general there were no significant differences between the responses of the school administrators and homemaking teachers on sixty-eight out of seventy-two items in Check List A. However, when the items were grouped into categories, some significant differences were found and when



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the total instrument containing the seventy-two items was analyzed, the differences between the responses of school administrators and homemaking teachers were significant at both the 5% and 1% levels.

In general homemaking teachers and pupils in homemaking classes tended to agree about the practices in local homemaking programs. Check List B contained a relatively large number of items which discriminated between the responses of pupils in the various homemaking classes.

ABBREVIATED SUMMARY OF THE FINDINGS

Findings in relation to the hypothesis. The data which were secured from school administrators and homemaking teachers, and from pupils and their parents generally supported the hypothesis of the study. Discrepancies between the four major areas of stated beliefs of leaders and practices in local homemaking programs were found for the total sample and for individual schools.

The extent of the discrepancies varied for the four areas of beliefs. While the relationship between each of the four beliefs of leaders and the practices in local programs ranged from "great discrepancies" to "some discrepancies", there was evidence to indicate that certain discrepancies between beliefs and practices were of greater significance than others.

Extent of the discrepancies between beliefs and practices. The extent of discrepancies between the major beliefs of leaders and practices in local homemaking programs were

briefly as follows:

1. There was "great discrepancy" between beliefs of leaders and the practices in local programs in the area of home and school co-operation.
2. There was "considerable discrepancy" between beliefs and practices in the area of determination of local needs and of program planning based on local needs of adolescents and their families.
3. The findings were less conclusive with reference to the belief that homemaking education is an integral part of the total school program. There appeared to be "considerable discrepancy" between beliefs of leaders and practices in local programs, especially in the area of planning and developing family life education.
4. There was "great discrepancy" between the beliefs of leaders and practices in the use of certain teaching-learning methods and "considerable discrepancy" in the beliefs and practices in the use of other methods.

The nature of the discrepancies for each of the major areas of beliefs used in the study are briefly described for

each of the areas of beliefs.

Discrepancies in the area of home and school co-operation. Data relating to home and school cooperation were secured from parents of pupils in homemaking classes through Check List C. Six-hundred and seventy-nine parents of pupils in fifty-eight homemaking classes in twenty-one reimbursed vocational homemaking programs responded to the check list. The median per cent of returns of the check list from the parents was sixty-nine per cent. (See Appendix D, page 359. The following were some of the findings:

1. A high percentage of parents (eighty-five percent) believed in the importance of home and school cooperation and reported that they were willing to spend time in helping with the homemaking program.
2. Less than ten per cent of the parents had had opportunities to discuss needs, interests and problems of girls and boys and how these might be met through the homemaking program and through home and school cooperation.
3. Homemaking teachers had had relatively few contacts with parents by inviting them to meetings, visiting them in their homes, sending them materials describing homemaking and inviting them to see or help with the

regular homemaking classes.

4. Parents had had relatively few contacts with the homemaking program through seeing the homemaking department, attending style shows, being guests at homemaking class meals and visiting regular homemaking classes.

Discrepancies in the area of homemaking education and the total school program. Data relating to homemaking and the total school program were secured from school administrators and homemaking teachers in twenty-one of the participating schools through Check List A. The findings were briefly as follows:

1. The faculty in the schools had had opportunities and time to work together on general curriculum problems. In two-thirds of the schools, family life education had been discussed at one or more faculty meetings. Approximately one-fourth of the schools reported that goals relating to family life education had been accepted by the faculty as a basis for planning and working. School administrators and homemaking teachers did not agree regarding the participation of parents and community groups.

2. In approximately one-fifth of the schools family life education had been more definitely planned and developed. In the remainder of the schools family life education had been included on an informal and/or incidental basis. Responsibility for instruction in family life education had been assumed by various members of the faculty. Ninety per cent of the school administrators reported that homemaking teachers assumed major responsibility in family life education. Sixty per cent of the administrators also reported that social studies teachers assumed such responsibilities. There was less agreement among the school administrators and homemaking teachers about the responsibilities assumed by others in the school.
3. Over three-fourths of the school administrators reported that the homemaking teachers had helped to plan and/or supervise social activities within the school so these activities had been of greater educational worth to young people. In approximately one-half of the schools,

the homemaking teachers had served as consultants in the management of noon lunches so the meals were more nutritious, attractive and economical. However, the homemaking teachers had less frequently served in making the noon lunch period an educational experience for young people, in developing good food habits, socially accepted ways of behaving, good table manners, and/or good human relationships. A few homemaking teachers had done cooperative teaching with other teachers in the school. One-third had assisted other teachers in planning units and/or in providing resource materials pertaining to family life education.

4. A little less than one-half of the homemaking teachers had had experiences in teaching homemaking for both boys and girls. Ninety per cent of the administrators and fifty-seven per cent of the homemaking teachers believed that in their schools, girls who go to college had elected homemaking or had had opportunities in their schedules to take home-

making. This difference between the responses of school administrators and homemaking teachers was significant at both the five per cent and one per cent levels.

5. A little over one-half of the schools reported that the state supervisors of homemaking had worked with them in developing their homemaking programs and/or family life education. School administrators reported that college faculty and general educators from the Department of Public Instruction had also helped in program development. The school administrators and homemaking teachers did not agree regarding the consultants who had worked with them. Neither did they agree regarding the types of services which consultants had rendered in their schools. The one item on which school administrators and homemaking teachers differed most greatly pertained to the home experience program. Less than twenty per cent of the homemaking teachers but more than sixty per cent of the school administrators reported that consultants had given help in planning ways of improving

the home experience program, including home visits and/or contacts with families. This difference was significant at both the five per cent and one per cent levels.

Discrepancies in the area of determination of local needs and program planning based on local needs of adolescents and their families. Practices in local programs are briefly summarized under the three major headings: (1) the availability and use of data about local needs and the extent of cooperative planning with pupils and parents, (2) the goals of homemaking classes, units of instruction and the overall distribution or use of time in the homemaking classes, and (3) the breadth and emphases in learning experiences.

1. Availability and use of data about local needs and the extent of cooperative planning with pupils and parents. The majority of homemaking teachers were not articulate about the local needs of pupils which they had considered in development of local homemaking courses. School administrators and homemaking teachers did not agree regarding the data about pupils and their families, which were available in the local schools. In general, three-fourths of the school administrators

reported the availability of records showing general ability of pupils, responsibilities and/or activities of girls and boys outside of school, follow-up of drop-outs, and problems of girls and boys which were revealed through standardized check lists and through counseling. Fewer school administrators reported the availability of data regarding families, or about the employment of girls after marriage on either a full-time or part-time basis. Homemaking teachers tended to be aware of available data in the local schools relative to individual pupils, but there was not agreement in the responses of administrators and homemaking teachers regarding the types of data which were available.

There was little evidence to believe that the local homemaking programs were generally planned cooperatively with pupils and their parents. There was "strong" evidence of some cooperative planning with pupils in approximately one-fifth to one-fourth of the schools and "some" evidence of cooperative planning in approximately one half of the schools.

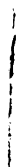
There was less cooperative planning with parents than with pupils. Less than ten per cent of the six-hundred and seventy-nine parents of homemaking pupils reported that they had had opportunities to discuss needs, interests or problems of adolescent girls and boys and how these might be used in planning and in developing homemaking education in the local program.

Home visiting had been highly recommended by leaders for helping homemaking teachers to understand pupils and their families. Approximately twelve per cent of the parents of the pupils in the study reported that they had been visited by one or more homemaking teachers during "the past two years". In view of this, questions may be raised as to the amount of practical and actual information homemaking teachers had, either about home conditions and practices of the families of the pupils or about the effectiveness of the school learning for home living. In some cases, however, homemaking teachers had been teaching in their communities for a number of years and so may have had considerable infor-

mation about the pupils and their homes although there was little evidence of it in interviews.

Nineteen of the twenty-three homemaking teachers in the study submitted overall plans for the various homemaking courses for the year of the study. Fifty per cent of these teachers reported units which had titles that could be interpreted as including cooperative planning in at least one homemaking class. When cooperative planning was reported, the amount of time devoted to it was approximately one week. Check List B contained thirty-six items relating to opportunities which pupils had had for expressing and/or finding or understanding their own needs, interests and problems. Less than twenty-five per cent of the pupils in homemaking classes reported that they had had these various opportunities for expressing or understanding their own needs and interests.

2. Goals of homemaking classes, units of instruction and length of time devoted to various units. Goals for homemaking classes were made available by eleven homemaking teachers or



approximately forty-eight per cent of the twenty-three teachers. Five hundred and fifty-three goals were submitted by these teachers. The statements of goals varied in depth, breadth and significance. Many goals were characterized by traditional home economics content. They did not particularly reveal sensitivity to adolescents, to families or to the local situation.

Nineteen homemaking teachers or eighty-two per cent of the twenty-three homemaking teachers submitted over-all plans indicating units of instruction which were included in the various homemaking courses and the approximate length of time spent on each unit. All of the schools included instructional units in "clothing" and in "foods". Other areas of instruction which were most likely to be included were "housing and home furnishings", "family relationships and family living", "child development" and "home nursing". The areas of instruction which were included less frequently were "management and consumer problems", "personal improvement", "grooming" and "boy-girl relationships". Units of

instruction in "family relationships" or "family living" were not offered in any of the schools in Homemaking I but were offered in thirty-two per cent of the schools in Homemaking II and sixty-seven per cent of the schools in Homemaking III. Units of instruction in "child development" were offered in forty-two per cent of the schools in Homemaking I, fifty-three per cent of the schools in Homemaking II and twenty-three per cent of the schools in Homemaking III. Units of instruction in "home furnishings" were offered in ninety-five per cent of the schools with thirty-seven per cent of the schools offering such units in Homemaking I, fifty-eight per cent in Homemaking II and fifty-three per cent in Homemaking III.

The greatest amount of time (weeks) was spent in beginning and advanced homemaking courses on units in clothing and foods. The least amount of time was spent on units related to helping adolescents understand themselves, their own development and their relationships with other girls and boys. Considerably less time was spent on family

relationships and child development than was spent on either foods or clothing. Somewhat less time was spent on housing and home furnishings than on family relationships and child development. Little time was spent on consumer problems and on management of time and money.

3. The breadth and emphases in learning experiences. Learning experiences which were provided pupils in homemaking classes have been discussed below in relation to those areas of homemaking which were referred to by leaders in the "objectives" and/or "content" of homemaking education at the secondary level.

- 3a. Personal and family relationships.

Approximately seventy per cent of the pupils in the total sample reported that they had had opportunities for help in understanding themselves and how to improve their personalities. Forty-seven per cent of the pupils reported that they had had help in understanding their "relationships with boys" and their "relationships with girls". Approximately forty per cent of

the pupils reported that they had received help in understanding their own physical development and their "feelings or emotions". A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they had received help in understanding themselves and in their relationships with other girls and boys. A lower percentage of pupils in Homemaking II, than in Homemaking I and III reported that they had received help in understanding themselves and in their relationships with other girls and boys.

A higher percentage of pupils in homemaking classes reported that they had received help with "table manners" (80.5 per cent) than had received help with other types of manners, courtesies or social skills (59.2 per cent). Some pupils reported that they had made plans for improving manners and social behavior as a part of their daily living in the homemaking class, and in the school. Less than one-half of the pupils in the

sample reported that they had developed guides or standards for social behavior, which they believed to be important in the homemaking class, school, home or other places in the community. In general, the experiences which pupils had in acting as hostesses or hosts and/or in having guests at class meals or other occasions appeared to be limited.

A higher percentage of pupils in Family Living classes (eighty-three per cent) than in other homemaking classes (forty to fifty-three per cent for Homemaking I, II or III) reported that they had received help in understanding their personal relationships with their own families. Approximately forty to fifty per cent or less of pupils in the sample reported that they personally had worked out certain problems with their own families such as "sharing the housework, meals and shopping, entertainment of friends at home, dating, and social life away from home". Fewer pupils reported

that they had worked out personal budget or money matters with their families. A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they (1) had tried to find out some facts about Michigan families and (2) had tried to understand different methods families use in managing their activities such as planning, preparing, serving of family meals, doing the shopping, entertainment of friends, getting the housework done, earning, spending and saving of money. A high percentage of pupils in Family Living classes reported that they had tried to understand families with different kinds of problems and had tried to understand families whose values, interests, resources, and nationality or racial backgrounds differed. Less than fifteen per cent of pupils in Homemaking I and II and only one-third of the pupils in Homemaking III reported that they had had these types of opportunities. Discussions of "what makes for stable and happy

marriages" were not reported generally by pupils in Homemaking I and II (nineteen per cent) but were reported by pupils in advanced homemaking courses. Fifty-seven per cent of the pupils in Homemaking III and one hundred per cent of the pupils in Family Living classes reported that they had had discussions on "what makes for stable and happy marriages". Few parents and/or others in the community had participated in these discussions. Few pupils in homemaking classes reported that they had discussed reliable sources for help on marriage and family problems. Over forty per cent of pupils in Homemaking I reported that they had discussed "going steady" but few in Homemaking I or II reported that they had discussed other phases of preparation for marriage and family life.

A higher percentage of pupils in Family Living classes than in other homemaking classes had had opportunities to discuss needs of young children and what happens if these needs are not met, and

how to help children with certain aspects of their development. While approximately one-half of the pupils in home-making classes reported that they had had opportunities to understand young children, less than one-fourth had had opportunities to have guided experiences with children in the school and/or home-making classes. The most common method used for understanding children which the pupils indicated was "reading and having discussions."

- 3b. Planning, preparing and serving family meals, refreshments and snacks. A high percentage of pupils in homemaking classes (seventy-three per cent) reported the use of films, reading and discussion in understanding nutritional needs of individuals and families. Pupils in Family Living classes did not report that they had discussed food needs of families or the food customs or family resources in relation to planning suitable family meals. Less than one-half of the pupils in homemaking classes reported

that they had attempted to understand the available resources of families such as time, money or equipment for preparing and serving family meals. Approximately one-third had attempted to find out food habits or food customs of families in the community as an important consideration in meal planning.

Pupils in beginning and in advanced homemaking classes reported that they had prepared luncheons, dinners, refreshments or snacks for parties and breakfasts. The number of meals varied considerably. The highest percentage of pupils in Homemaking I reported that they had prepared breakfasts and luncheons. The highest percentage of pupils in Homemaking II reported that they had prepared dinners, luncheons, and refreshments or snacks for parties. The highest percentage of pupils in Homemaking III reported that they had prepared dinners, refreshments or snacks for parties or luncheons. There had been little meal preparation in Family Living classes,

but twenty-nine per cent reported that they had prepared refreshments or snacks for parties. Approximately six to fourteen per cent of pupils in Homemaking I, II and III reported that they had not had opportunities to prepare any meals in homemaking classes, the highest per cent being in Homemaking II. Eighty per cent of the pupils in all homemaking classes reported that they had received help with table manners. Ninety-one per cent of the pupils in Homemaking I, seventy-two per cent of the pupils in Homemaking II and seventy-nine per cent of pupils in Homemaking III reported that they had received help with table manners. While meal service had not been used in Family Living classes, fifty-four per cent reported receiving help with table manners. The setting of an attractive table for meal service, the using of different kinds of food service in homemaking classes and having guests at class meals provide opportunities for the development of social skills. A

high percentage (eighty-four per cent) of pupils in the sample reported that they had used different methods to improve the attractiveness of the table. There also had been discussions, demonstrations or exhibits to show different ways families might set their tables and why. In general, the type of meal service which pupils reported that they had used, varied. The simplest service of "passing food" was reported by two-thirds of the pupils in the sample and the method of serving food by a host or hostess was reported by approximately one-half of the pupils in Homemaking I and II and by one-third of the pupils in Homemaking III. The use of the buffet service was reported by less than one-fourth of the pupils, the highest percentage of pupils which reported its use being in Homemaking II. Over one-third of the pupils in the sample reported that they had invited teachers and others in the school to be guests at their class meals. Few parents of class members or

others in the community had been guests at these meals. Few girls and boys who were not in homemaking classes had been guests.

- 3c. Personal appearance and grooming:
planning, selecting, making and taking care of clothing. Ninety-one per cent of pupils in Homemaking I, forty-five per cent of the pupils in Homemaking II and thirty-five per cent of the pupils in Homemaking III reported that they had had opportunities for help with "hair styles, care of hands, skin and make-up". Few pupils reported that consideration was given to (1) what is important in being well-groomed, (2) working out problems of management in grooming activities to save time, money and get things done when needed, or (3) comparing costs of grooming when done at home or by paid services. A high percentage of pupils in the sample reported that they had had opportunities for understanding the characteristics of different kinds of textiles. However, a relatively small percentage of pupils re-

ported that they had had opportunities for applying this knowledge about textiles to problems or methods of laundering, pressing, or ironing of clothing. Approximately one-third to one-half of the pupils in homemaking classes in the sample reported that they had had opportunities for discussing clothing needs of high school girls, but few reported that they had had opportunities to understand the clothing needs of other members of the family. Some consideration had been given to clothing needs of young children. Less than one-half of the pupils in the homemaking classes reported that they had received help in reducing the cost of clothing, and less than one-third had planned and made decisions with their families about the clothing they planned to buy, alter, make or do without. Few reported that they had talked with their families about money for clothing. The garments which were made most frequently in beginning and in advanced homemaking courses were

simple cotton blouses, skirts, and dresses. In Homemaking II and III, approximately one-fourth of the pupils reported that they had made dresses or blouses of other material than cotton, and had made jackets, suits or coats. Few clothes were made or little sewing was done for others, either for family members or for others in the school or community. There was little evidence that pupils in homemaking classes attempted to find out about community sewing practices and/ or about the problems girls have in making clothes.

- 3d. Selecting, arranging, use and care of housing, home furnishings and household equipment. In Family Living classes more consideration was given to housing needs of family members than in other homemaking classes. Considering the total sample, less than one-fourth of the pupils reported that they had attempted to understand the needs of families in housing and in furnishing homes. More consideration was given in Homemaking II

and III to "styles of houses" than to the housing needs of family members. In Homemaking III and Family Living classes, approximately forty to fifty per cent of the pupils reported that they had tried to find out costs of housing. Few pupils had had opportunities to see new and/or made-over home furnishings at different cost levels. Approximately fifty per cent of the pupils in Homemaking II and III and Family Living classes had discussed (1) important points in the selection of various kinds of home furnishings, and (2) had studied selection and arrangement of furnishings for the various rooms in the home. Approximately two-thirds of the pupils reported that they had helped in the selection of home furnishings in their own homes and had helped in the arrangement of furnishings in their homes. Only a small percentage of pupils in homemaking classes reported that they had had opportunities for improving the appearance of the homemaking

room. A relatively small percentage of pupils reported that they had had opportunities to see demonstrations and/ or to make at school various home furnishings. Approximately twenty to twenty-five per cent of the pupils reported that they had had opportunities for helping with making furnishings and refinishing furniture in their own homes.

Little consideration had been given to beginning and advanced home-making classes in household equipment. More consideration appeared to have been given to kitchen equipment than to other household equipment. A higher percentage of pupils reported opportunities for understanding the important points in the care and cleaning of equipment than in the cost, selection or arrangement of equipment. Few reported that they had found out kinds of labor saving equipment families have and/or had a chance to see in the stores or homes various models of common household equipment, including vacuum cleaners and attachments, laundry

equipment, or ironers.

Less than one-third of the pupils in Homemaking I, II and III reported that they had developed and/or used guides or standards in the arrangement of storage space for food, dishes, cleaning equipment, table linens in the homemaking room. Few pupils in homemaking classes reported that they (1) had tried out different methods of cleaning woodwork, windows, floors, stoves, refrigerators, or (2) had seen new techniques for cleaning silver, brass, copper, furniture, or lamp shades. When pupils were asked about their home activities or responsibilities, seventy-five to eighty-five per cent of pupils in homemaking classes reported that they helped with household tasks such as cleaning and laundering.

- 3e. Management and consumer education. Practices in local homemaking programs in the area of management and consumer education tend to be integrated in many types of learning experiences. The instrument, Check List B, which was used

in this study, included some items relating to personal management, home management and consumer education but did not include a comprehensive coverage.

It was assumed that in order to understand management practices that it was important for pupils to understand some minimums about personal and family needs and values. Over fifty per cent of the pupils reported that they had had opportunities for understanding nutritional needs of family members and for understanding the various personal, social and emotional needs of younger children. But considerably less than fifty per cent of pupils reported that they had had opportunities (1) to understand their own personal needs and interests, (2) to understand what makes for a stable happy marriage and family life, and (3) to understand the clothing and housing needs of family members.

Approximately fifty per cent of the pupils reported that they had had opportunities for understanding how

families manage the planning, preparing and serving of family meals but fewer reported experiences in understanding family or home management practices in (1) getting the housework done, (2) in doing the shopping, (3) in entertainment of friends and (4) in dealing with money problems of earning, spending and saving of family income.

Approximately fifty per cent of the pupils in homemaking classes reported that they had attempted to find out some facts about available resources of families, for example (1) the amount of time homemakers in the community believe that they have for "getting family meals", (2) the kinds or types of labor saving equipment families in the community have and (3) the typical incomes of Michigan families.

Very few reported that they had studied costs and compared costs of goods and services in an effort to understand wise decisions about the use of available resources.

Approximately one-half of the pupils reported that they (1) had worked out ways of sharing the housework, meals and shopping in their own homes and (2) had worked out ways to reduce time and energy in various household activities. Few reported that they had worked out plans about their own clothing, grooming or money problems with their families.

A higher percentage of pupils in homemaking classes had had opportunities for understanding important points in the selection and buying of food than in the buying of clothing. Only a few reported that they had had opportunities for understanding the selection and purchase of household equipment and home furnishings.

Approximately forty per cent of the pupils reported that they had had opportunities to understand general principles of selection, buying clothing and wardrobe planning and only one-third of the pupils reported that they had had opportunities to understand the buying of common articles of clothing such as shoes,

sweaters, skirts, suits or coats.

Approximately three-fourths of the pupils in homemaking classes reported that they had learned important points in the economical buying of fresh fruits and vegetables and approximately sixty per cent of them reported that they had learned important points about the buying of meats, poultry, and fish. Fewer reported that they had had help with buying canned and frozen foods. Some pupils reported (1) using commercial mixes and frozen foods in the preparation of their meals, (2) canning foods for use in class meals, and (3) learning to freeze foods. It was assumed that some understandings of the economic values were developed in these situations, although no data were secured from the pupils or teachers.

Discrepancies in the area of teaching-learning methods which are related to homemaking goals. Data relating to teaching-learning methods were secured through Check List B, which was checked by homemaking teachers and pupils in the homemaking classes. When the responses of pupils were analyzed

there seemed to be indications that certain teaching-learning methods were reported more frequently by pupils than were others.

The categories for six of the teaching-learning methods, which were used in the study are listed below in rank order, according to the percentage of pupils who reported practices related to the various types of teaching-learning methods. The method reported receiving the highest percentage of "yes" responses of pupils is listed first and the method receiving the lowest percentage of "yes" responses of pupils is listed last: (1) had opportunities for working out problems with own families and sharing work in own homes (2) had opportunities for personal and/ or individual help, (3) had opportunities for developing own guides, standards for behavior and work and to evaluate results, (4) had opportunities for taking field trips, seeing or participating in demonstrations, observations, films, socio-dramas, (5) had opportunities for relating class experiences to the customs, practices, conditions and resources of families and the community and (6) had opportunities for understanding own needs, interests and problems and for expressing concerns and interests.

CHAPTER III
DETAILED DESCRIPTION OF PROCEDURES AND TREATMENT
OF THE DATA

The procedures, which were used in this study and the treatment of the data are discussed in greater detail in this chapter than they were in the preceding chapter.

DETERMINATION OF BELIEFS OF LEADERS IN HOMEMAKING
EDUCATION IN MICHIGAN

Some assumptions relating to beliefs of leaders. In determining the beliefs of leaders in homemaking education in Michigan, certain assumptions were made. These briefly were as follows:

1. Since state supervisors and teacher trainers assume leadership responsibilities in vocational homemaking in the State, and since over a period of years they have participated in cooperatively developing the basic philosophy of vocational homemaking, the viewpoint or philosophy, as expressed in their publications is generally accepted by these leaders.
2. Since in Michigan, state supervisors and teacher trainers have cooperatively participated in the preparation of publications, releases or bulletins for use by local

schools in the development of vocational homemaking programs and since these leaders have participated in research, evaluation studies and demonstration programs, an analysis of the basic philosophy as expressed in the publications, research or demonstration programs would constitute an actual statement of beliefs of leaders in the vocational homemaking program in Michigan.

3. There is a generally accepted philosophy of homemaking education which leaders have used in Michigan as a basis for the development of local reimbursed vocational homemaking programs at the secondary level.

Determination of the beliefs of leaders. In order to specifically identify the beliefs of leaders in homemaking education in Michigan, major publications in homemaking education, which had been issued and/or used by the Office of Vocational Education in the past decade in the development of vocational homemaking programs, were read and analyzed. Research, informal studies and demonstration programs, which also had involved leaders in homemaking education in Michigan during the decade, and which had served as guides to action in program development, were also analyzed in an effort to identify the areas of beliefs of leaders in

Michigan.

Excerpts from the above bulletins and reports were then organized in such a manner as to indicate major categories or areas of beliefs of leaders. Excerpts from federal and state bulletins were organized separately. The organized or classified statements or excerpts from both federal and state bulletins are included in Appendix A. These organized and classified statements were used as a basis for determining the areas of beliefs of leaders.

It was also necessary to select from the total group of classified statements, those beliefs which seemed feasible for use in this study considering the amount of time and money which were available and considering the possibilities or opportunities for securing objective data about local practices.

Areas of beliefs of leaders. A number of areas of beliefs of leaders were apparent in the analysis of the releases and publications. Four areas of beliefs of leaders were regarded as reasonably feasible or practical and as important for use in this study. They were: (1) Homemaking education is a cooperative program in which the school and home work together, (2) Homemaking education is an integral part of the total school program, (3) The needs of local pupils and their families are determined and the home-making program is based on the recognized needs, interests

and problems of adolescents and their families in relation to homemaking, personal and family living, (4) In the homemaking education program, the teaching-learning methods are those which contribute to the achievement of the goals of homemaking. Other areas of beliefs which were regarded as impractical for use in this study centered around the beliefs about the goals of homemaking education, the beliefs about the individuals for whom the homemaking program is planned and beliefs about the homemaking department and its facilities.

In official releases, belief was expressed that homemaking education prepares for effective home living or the homemaking program is concerned with the improvement of home and family life, with efficient and satisfying participation in homemaking, family and community living, and with personal development of the individual. Beliefs about the individuals for whom the homemaking program is planned, was expressed in such ways as, "the individuals reached through the program are sufficiently mature to develop a realization of the importance of homemaking and increasingly assume managerial responsibilities in the home." In reference to the homemaking department and its facilities, belief was expressed that the furnishings and equipment in the homemaking department should be comparable to those of the homes of families in the community, and that the department should have

facilities which provide experiences in all areas of homemaking.

DETERMINATION OF PRACTICES IN LOCAL HOMEMAKING PROGRAMS

Some assumptions relating to local practices. In determining the practices in local homemaking programs certain assumptions were made:

1. The nature and the extent of the discrepancies between beliefs of leaders and practices could be described from analyses of actual practices within a group of representative homemaking programs.
2. Reimbursed vocational homemaking programs should be selected because, (a) considerable professional consultant services have been available in developing local reimbursed vocational homemaking programs in Michigan, and (b) there has been a fairly consistent and fundamental philosophy underlying the development of vocational homemaking programs, including recommended practices. This basic philosophy has been expressed in State Plans for Vocational Education and through official bulletins and releases.

3. A description of homemaking would tend to be more reliable and more valid if a random sample of local reimbursed vocational programs were used and that having selected these schools at random, if one would attempt to get from all of these schools those various slants or aspects of local homemaking programs which represent the basic viewpoints or beliefs, and which constitutes the generally accepted philosophy of leaders.
4. One would have a basis for judging local practices if one would secure responses from school administrators, homemaking teachers, pupils in homemaking classes and from parents of pupils in homemaking classes.
5. In an effort to study homemaking in local programs, it would be necessary to get some indications of practices within other areas than homemaking in the school program, especially in those areas involved in the development of family life education.
6. Objective, reliable and valid instruments could be developed which would measure local practices in relation to the areas of belief selected.

7. Personal collection of the data by the investigator through field visits to the cooperating schools would tend to control the conditions under which participants responded and provided data.

Criteria for studying local practices. Early in the study, descriptive lists were made of some of the practices and/or conditions, which would indicate that the beliefs were being implemented in local programs. Statements of beliefs and the criteria for studying local practices in relation to each belief, were submitted at various intervals to a panel of leaders in homemaking education for their acceptance and/or revision. The criteria, which were accepted by the leaders and used for studying local practices are included in Appendix B.

Development of the instruments for studying local practices. The four areas of beliefs of leaders in homemaking education and the criteria for studying local programs were used as bases for (1) instrument development and for (2) decisions about the kind of supplementary data which were needed from the schools.

In the initial stages, five instruments were tentatively developed. These instruments were used in a pilot study in which five schools used by Michigan State College for student teaching centers in homemaking education, par-

ticipated. Data from the pilot study were secured in the spring of 1949, from a total of four hundred and eighteen individuals; two hundred and sixty-nine pupils in homemaking classes; one hundred and thirty-nine parents of pupils in homemaking classes; six homemaking teachers and five school administrators.

The results of the pilot study were used in revising the instruments and the procedures used for collecting the data. The five original instruments were reduced in number to three; some of the items were deleted, and free-response questions were replaced by objective items. In the final revision, each instrument contained more homogeneous material than the original instruments, and the type of question was made more uniform. In the development of the instruments, special effort was made to secure as wide a sampling as possible of the local practices and at the same time not be too long to have a poor psychological effect on the various respondents. The total number of the items in the final instruments was increased. The instruments were developed so the data could be punched on IBM cards. The instruments were submitted to a group of leaders in homemaking education, vocational education and general education for their suggestions for improvement. The three instruments, Check Lists A, B and C which were used to determine local practices, are included in Appendix C.

Participating schools. In 1949-50, there were two hundred and seventy-four reimbursed vocational homemaking programs in Michigan.¹ Before drawing the sample to be used in the study, the schools used for student teaching by the various institutions in the State, the School for the Deaf and the School for the Blind, were deleted from the list, since it was believed that these schools were not representative.

In the spring of 1950, thirty schools were selected at random from the official list of reimbursed vocational homemaking programs. The research worker, Office of Vocational Education, Department of Public Instruction, assisted in drawing the random sample of thirty schools using Table XXXIII, Random Numbers of Group 1².

Invitations to participate in the study were extended in April, 1950, by the Director of the Division of Education to the school superintendents of the thirty schools. School administrators in twenty-three schools accepted the invitation to participate in the study. The group of schools, in

¹Directory of Vocational Homemaking Programs for 1949-50. Lansing: Office of Vocational Education, Department of Public Instruction. Circular No. 20. p. 8.

²R.A. Fisher and F. Yates. Statistical Tables for Biological Agricultural and Mechanical Research. London: Oliver and Boyd. 1938. p. 82.

many ways, shared some of the characteristics of vocational homemaking programs in Michigan. A study of Table 1 suggests that the size of the schools of the sample was fairly representative.

TABLE 1
SIZE OF SCHOOLS IN THE VOCATIONAL HOMEMAKING PROGRAM
AND IN THE SAMPLE

Class School	Number of Vocational Homemaking Programs N = 264	Number in the Sample N = 23	Percent in the Sample
A	13	1	7.7
B	74	9	12.2
C	133	10	7.5
D	43	3	7.0
E	1	0	0

A study was also made of the sample in terms of equalized assessed valuation per school census child. Table 2 suggests that the sample may have been skewed slightly toward representing communities with greater economic resources.

In studying the geographical location of the participating schools, the sample appeared to be fairly representative of the various sections of the State with the exception of the upper peninsula. No school administrator from the upper peninsula accepted the invitation to participate in the study.

TABLE 2
EQUALIZED ASSESSED VALUATION PER SCHOOL CENSUS CHILD
IN 264 VOCATIONAL HOMEMAKING PROGRAMS
AND IN THE SAMPLE³

Equalized Assessed Valuation Per School Census Child N-264		Total Schools in the Sample N-23
Highest	20%	3
Second	20%	7
Third	20%	5
Fourth	20%	4
Lowest	20%	4

In 1949-50, there were one hundred and fifteen rural-agricultural schools in the reimbursed vocational homemaking program. There were eight rural agricultural schools in the sample, or seven per cent. These were distributed by size schools as follows: one was a class B school; five were class C schools and two were class D schools.

Field visits to the participating schools. After each of the school administrators accepted the invitation to participate in the study, the most convenient date for the visit to the school was determined. The first field visit was made on April twenty-sixth and the last on June sixth.

³Data regarding equalized assessed valuation per school census child were secured from Dr. John F. Thaden, Department of Sociology and Anthropology, Michigan State College.

On the agreed upon date of the field visit, the investigator arrived in the school fifteen to thirty minutes before school started in the morning, in order to clarify further with the school superintendent the purpose of the study and to secure his reactions and approval for the use of each of the check lists. It was regarded as especially important that the school superintendent see the check list for parents and that approval be secured to distribute the check list to the parents of pupils in the participating homemaking classes.

The superintendent usually introduced the investigator to the homemaking teacher and both expressed interest in cooperating with the study. A schedule for the day was worked out with the superintendent, the principal and with the homemaking teacher, so the data could be collected according to plans.

Data were collected from one section of classes in Homemaking I, II, III or Family Living, at the regularly scheduled class period. Individual conferences were held with the school administrator and with the homemaking teacher at the time during the day, which was most convenient for each. Check lists for parents were distributed to pupils in the homemaking classes participating in the study.

Specific procedures used in the collection of the data. The procedures used in the collection of the data are

described below for each of the instruments which were used in studying the local practices.

Check List A was used to secure information from school administrators and homemaking teachers about homemaking in the total school program. When Check List A was shown to the school superintendent, it was explained that an effort was being made to find out some things about the relation of homemaking education to the total school program, and that he or someone who understood the total school program, as well as the homemaking program, would be in best position to answer the questions in the check list. The superintendent usually looked at the check list and then made his decision as to who would be in best position to respond to it. In three-fourths of the schools, the data were secured from one or two school administrators in the school, sometimes from both the superintendent and the principal, through a conference lasting approximately one class period. During the conference, the school administrator checked the responses on the check list, asked questions and/or made comments relating to the various items. The investigator helped to clarify the items, if necessary.

In three schools, or approximately thirteen per cent, the school administrator responded to the check list when the investigator was in the school but not in a conference. In one school, the school administrator sent the check list

to the investigator after the field visit. In two schools, a class A and a class B school, the school administrators (principals) failed to return their check lists to the investigator.

Data in Check List A were also secured from homemaking teachers in a conference at a time when classes were not scheduled. The conference usually lasted approximately one class period. In one school, a class B school, the school administrator requested that the conference be held jointly with the homemaking teacher.

Check List B was used to secure information about the learning experiences pupils had had in homemaking classes. It was checked by pupils in homemaking classes and by their homemaking teachers. The homemaking teacher and the investigator looked over the schedule of classes and selected one of each of the homemaking classes to be included in the study. The decision was based on the best use of time during the total day's activities.

The homemaking teacher introduced the investigator to each of the participating homemaking classes. She explained that the investigator was from Michigan State College and that she was interested in securing their help. The investigator then used the following approach with each of the participating classes: She said, "There are many people who come to Michigan State College who do not know what girls

and boys do in homemaking classes in Michigan. Rather than guessing about what they do, we thought it would be a better idea to go right into the schools and find out what the girls and boys have done in homemaking classes this year. Your school has been selected as one of the schools to represent Michigan." (This seemed to please the young people).

The investigator then held up Check List B and said that she had a check list which listed many kinds of things, which might be done in homemaking classes. At this point, part of Check List B was distributed to the pupils. Then she said, "There are many more things in this check list than any one class would do in any one year. But we had to think of all of the kinds of things which girls and boys in homemaking classes might do." She further said, "You do not have to worry about whether or not you check the statements in the same way that the persons sitting next to you have. Not all pupils do the same things in homemaking classes. Sometimes too, pupils are absent from school and so have not done some of the same things that others have done."

For directions she said, "Place a check in the 'Yes' column if you did the particular thing described, this year in this homemaking class. Place a check in the 'No' column if you did not do the particular thing described. If you are uncertain as to whether or not you did the particular thing described, place a check in the 'Not Sure' column. Be

sure to answer all items. When you have finished, will you raise your hand, for I have another part of this check list which is almost as long as the one which you have."

As each pupil completed the first part of the check list and raised his or her hand, the investigator collected it, thanked each one, and then gave him the remainder of the check list.

If pupils failed to complete Check List B, an opportunity was provided during the day for them to return to the homemaking room and complete the check list.

Check List C was used to secure information from parents about their participation in the homemaking program. Near the end of the homemaking class period when the majority of pupils had completed most of Check List B, the investigator explained that she had an announcement. She explained the importance of including parents in the study and told them that she had a short check list for their parents. An envelope containing Check List C was distributed to each pupil. The investigator and pupils took a few minutes to look over the check list and the investigator asked if they would be willing to take them home to their parents and return them to the homemaking teacher after they had been checked by their parents. It was explained that the homemaking teacher would send all of the check lists from the parents to the investigator. A date was agreed upon for

returning them to the homemaking teacher.

Supplementary data. Supplementary data were also secured from the local schools. Homemaking teachers were asked for statements of goals of homemaking classes and the units of instruction including the distribution of time spent on the various units in homemaking classes. If it were not convenient for the teacher to provide copies of these on the day of the visit, the homemaking teachers were asked to send them to the investigator.

Homemaking teachers were asked during the conference in filling out Check List A the following question: "Which of the needs, interests and problems of students have you considered of greatest significance in planning homemaking courses in this school (Homemaking I, II, III or Family Living classes)?"

During the conference with the school administrator two questions were asked: "Considering all of the homemaking teachers you have had, what do you believe to be their strengths and weaknesses? What three or more suggestions would you make to improve homemaking education in Michigan?"

Participating homemaking classes. In 1949-50, local vocational homemaking programs were organized to include a two year basic homemaking program, with the third year being devoted to selected enrichments. Four choices for the third

year were available: (1) Homemaking III and IV, (2) Family Living, (3) Related Subjects and (4) Extended Experiences. Approximately one-half of the schools in 1949-50 selected only Homemaking III or IV for their third year of work in homemaking. Approximately fifteen per cent selected only Family Living classes for their third year of work. A few selected related subjects and a larger number of schools selected extended experiences and/or combined extended experiences with Homemaking III, with Personal-Family Living classes, or with related subjects.

This study included data from only two of the enrichments: (1) Homemaking III and IV and (2) Family Living classes. The sample included data from fifteen Homemaking III and IV classes and three Family Living classes.

Participating parents. Check List C was distributed to parents of pupils in the homemaking classes which participated in the study, with the exception of one school. In this school, a class B school, the school administrators believed that since there had been little contact with the parents it would not be well to distribute the check list at the time of the study. In another school, a class D school, the check lists for parents were not returned to the investi-

gator and it was not possible to determine the reason.

Six hundred and seventy-nine parents of pupils in twenty-one vocational homemaking programs responded to Check List C. The per cent of the returns for the twenty-one schools varied. In general the percentage of returns from the sample was regarded as good. The range of per cent of returns from parents of pupils in fifty-eight homemaking classes in the twenty-one schools was from twelve to one-hundred per cent with the median of sixty-nine per cent.

A study of the differences in the percentage of returns in the different communities did not reveal any definite trends or differences in the schools which were associated with such factors as: (1) size of school, (2) rural-agricultural or non-rural agricultural schools or (3) the amount of assessed valuation per school census child. If any differences appeared, there seemed to be slight differences in favor of the larger schools and in favor of non-rural agricultural schools, but these differences were not tested for significance.

TABULATION AND TREATMENT OF THE DATA

Method of tabulation of the data. The responses of school administrators and homemaking teachers on Check List A were hand tabulated. Data from each school were kept separate. Replies from pupils in homemaking classes on Check

List B were punched on IBM cards. The replies from homemaking teachers on Check List B were hand tabulated. Replies from parents of pupils in homemaking classes on Check List C were punched on IBM cards.

Supplementary data or descriptive data which were collected were organized and classified for the sample as a whole and/or for homemaking classes in the sample.

Treatment of the data. The following procedures were used in the treatment of data from Check List A: (1) the per cent of "Yes", "No", and "Uncertain" responses were determined for individual items, for major and minor categories and for the instrument as a whole, (2) significant differences between the percentages of "Yes" responses of school administrators and homemaking teachers were determined by the Fattu Nomograph Chart for individual items, for major categories and for the instrument as a whole and (3) comments from school administrators were classified and summarized for the total group.

The following procedures were used in the treatment of the data from Check List B: (1) the per cent of "Yes", "No" and "Not sure" responses were determined for homemaking classes on each of the four hundred and ninety-five items

and on major categories, (2) the significance of the differences between percentages of "Yes" responses of pupils in various homemaking classes and the "Yes" responses of the homemaking teachers were determined by the Fattu Nomograph Chart and (3) the significance of the differences between the percentages of the "Yes" responses of pupils in Homemaking I, II and III on individual items were determined by the same method.

In the treatment of the data from parents, which were secured through Check List C, the percentage of "Yes", "No" and "Uncertain" responses were determined for individual items in the total sample.

Validity and reliability of the instruments and the data. Certain precautions were taken throughout the study which would tend to increase the validity, objectivity and reliability of the data. The instruments were developed in relation to specific beliefs of homemaking leaders in Michigan. These beliefs and the criteria for studying local practices in relation to each belief were based on analyses of the publications which had been used in Michigan in the development and approval of reimbursed vocational homemaking programs and on evaluation or demonstration programs. Beliefs of leaders were checked at various intervals to determine the acceptance of the beliefs used in the study and the criteria for studying local practices. In general three types of methods were used: (1) group discussions of the selected beliefs and criteria (2) a questionnaire, which provided leaders

an opportunity to make value judgments about the amount of time (weeks) which they recommended to be spent on various areas of homemaking in Homemaking I, II, III and Family Living classes and (3) individual conferences with the head teacher trainers and state supervisor.

The instruments which were first developed were used in a pilot study involving five schools and four hundred and eighteen individuals. The data from the pilot study were used in later revision of the instruments and in revision of the procedures for the collection of the data. The final instruments included a wide representation of objective items which were organized as sub-items under larger categories. This, it was believed would tend to increase the reliability of the items. Each respondent was asked to answer questions, only in relation to his own experiences with the local home-making program, and "time" was always defined.

The data were collected under favorable conditions in the local communities. It was believed that the following conditions would tend to increase the reliability and validity of the data: (1) a random sample of reimbursed vocational homemaking programs was used in which the beliefs of leaders had been theoretically used in program development, (2) the purpose of the study was explained to all respondents before they supplied the information requested, (3) data were col-

lected by the investigator through field visits to each school and the date of visit was selected and approved by the school as a convenient time for the visit, and (4) time was allowed the respondents to check the items in the instruments, (5) there was a wide coverage of items in relation to each belief, (6) the check lists were objective and (7) data from local schools were in general checked by more than one source.

Three types of analyses of the data were made to determine: (1) the extent to which there was agreement in the responses of school administrators and homemaking teachers on Check List A and extent to which there was agreement in the responses of homemaking teachers and pupils in the various homemaking classes on Check List B, (2) the extent to which the items in Check List B discriminated between the various homemaking classes and (3) the extent to which the Check Lists A, B and C discriminated between schools.

No significant differences were found between the responses of the twenty-one school administrators and twenty-one homemaking teachers in sixty-eight out of seventy-two items in Check List A. However, when the items were grouped into categories, some significant differences were found, and when the total instrument containing the seventy-two items was analyzed, there was a significant difference between the responses of school administrators and homemaking teachers at both the five per cent and one per cent levels.

There was general agreement in the responses of homemaking teachers and of pupils in homemaking classes on Check List B. However, in approximately twenty-five per cent of the items there were differences in the responses of homemaking teachers and pupils in Homemaking I, II and III, which were significant at the five per cent level, and in approximately seven per cent of the items there were differences between the responses of homemaking teachers and pupils in homemaking classes, which were significant at the one per cent level. (Table 3, page 74). The area of greatest agreement between the responses of homemaking teachers and pupils in homemaking classes was in the general area of human relationships, including personal development, girl-boy relationships, family relationships or marriage and family life and child development. The area of least agreement was in the general area of clothing and more particularly in the area of clothing construction.

Check List B contained a relatively large number of items which discriminated between the responses of pupils in different homemaking classes. In Check List B, there were 292 items (59.0 per cent), in which the differences between the responses of pupils in Homemaking I and II were significant at the five per cent level and 227 items (45.9 per cent) in which the differences were significant at the one per cent level. In reference to Homemaking I and III, there were

TABLE 3
 NUMBER AND PER CENT OF ITEMS IN CHECK LIST B WHICH
 SHOWED SIGNIFICANT DIFFERENCES BETWEEN THE
 RESPONSES OF HOME MAKING TEACHERS AND
 PUPILS IN VARIOUS HOME MAKING CLASSES¹

GROUPS COMPARED	Number and Per Cent of Items Which Showed Significant Differences Between the Responses of Various Groups			
	Significant at 5% level		Significant at 1% level	
	Number N-495	Per Cent	Number N-495	Per Cent
Homemaking Teachers and Pupils in Homemaking I	107	21.7	34	6.9
Homemaking Teachers and Pupils in Homemaking II	131	26.5	41	8.3
Homemaking Teachers and Pupils in Homemaking III	115	23.2	35	7.1
Pupils in Homemaking I and Pupils in Homemaking II	292	59.0	227	45.9
Pupils in Homemaking I and Pupils in Homemaking III	291	58.8	227	45.9
Pupils in Homemaking II and Pupils in Homemaking III	237	47.9	137	27.7

¹The significant differences between the responses of homemaking teachers and pupils in homemaking classes were determined by the Fattu Nomograph Chart.

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291 items (58.8 per cent) in which the differences were significant at the five per cent level and 227 items (45.9 per cent) in which the differences were significant at the one per cent level. The instrument did not discriminate as effectively between Homemaking II and III as it did for Homemaking I and II and Homemaking I and III. In reference to Homemaking II and III, there were 237 items (47.9 per cent) in which the differences were significant at the five per cent level and 137 items (27.7 per cent) in which the differences were significant at the one per cent level.

An analysis was made of the informal comments and recommendations of the school administrators. These were too limited to be regarded as significant but they are included in Appendix F and Appendix G.

Individual schools were studied with reference to their responses on Check List B, to determine if the instrument discriminated between the twenty-three schools. A comparison was made of the number and per cent of the items in Check List B in the various areas of homemaking, in which each school had a higher percentage of "Yes" responses than the mean of the sample. The criterion which was used to determine "higher percentage" was fifteen per cent or more above the mean of the sample. This procedure obviously had some weaknesses. No attempt was made to pull out each school's data from the total sample when comparisons were made and so in reality each school is compared with the total

sample of which it is also a part. However, it did not seem practical to do the more accurate calculations, for this particular study.

Considering the summary by individual schools, of the number and per cent of items in major categories in homemaking, which were checked above the mean of the total sample, the "best school" and the "poorest school" were selected. School C was tentatively selected as the "best school" and School V was tentatively selected as the "poorest school". Then comparisons were made of these two schools using all of the data from the other check lists and from other supplementary sources such as the goals of homemaking classes, the units of instruction and the time spent on the various units.

An analysis of all of the data from the two schools indicated that the over-all practices in School C were obviously more in harmony with the beliefs of leaders than the practices in School V. Summaries of the practices in the two schools are included in Appendix E . School C was characterized by an (1) intensive and extensive program in human relationships in all homemaking classes, (2) a generally broad homemaking program and (3) a high percentage of parents reporting various opportunities for home and school co-operation and (4) some specific attempts to develop home and

family life education and to integrate homemaking in the total school program.

School V was characterized by (1) intensive and extensive emphasis on clothing in beginning and advanced homemaking classes , (2) a relatively limited program in terms of breadth , (3) limited home and school cooperation except in Homemaking III and (4) no recognized planning in development of family life education in the total school program.

CHAPTER IV

LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING HOME MAKING AND THE TOTAL SCHOOL PROGRAM

Five criteria were used in the study of local practices relating to the belief that homemaking is an integral part of the total school program. The descriptions of local practices with reference to this belief are based on data secured from twenty-one of the twenty-three schools participating in the study. The two schools, in which data were not made available included a class A and a class B school.

Criterion 1. The local school faculty, parents and pupils have been working together on general curriculum problems and have been studying and developing family life education. Practices in the twenty-one schools with respect to working on curriculum problems and on home and family life education are summarized in Tables 4 and 5. Administrators and homemaking teachers tended to agree that faculty had had opportunities and time to work together on general curriculum problems. In two-thirds of the schools, family life education had been discussed in one or more faculty meetings. Approximately one-fourth of the administrators and homemaking teachers reported that one or more lists of tentative goals of family life education had been accepted by the faculty as a basis for planning

TABLE 4

OPPORTUNITIES FACULTY HAVE HAD IN WORKING TOGETHER ON CURRICULUM
PROBLEMS INCLUDING HOME AND FAMILY LIFE EDUCATION

	By Whom Reported	Responses of 21 School Administrators and 21 Homeroom Teachers									
		"Yes"					"No"				
		Responses Admin- Per Cent	Responses Per Cent	Responses Admin- Per Cent	Responses Per Cent	Responses Admin- Per Cent	Responses Admin- Per Cent	Responses Per Cent	Responses Admin- Per Cent	Responses Per Cent	Responses Admin- Per Cent
Were given time and/or opportunity to work on general curriculum problems	Admin. Teacher	19 16	90.4 76.2	0 4	0 19.0	1 1	4.8 4.3	1 0	4.8 0	1 0	4.8 0
Discussed family life education at faculty meetings	Admin. Teacher	14 13	66.6 61.9	5 7	23.8 33.3	1 1	4.8 4.3	1 0	4.8 0	1 0	4.8 0
Worked on joint projects re family life education	Admin. Teacher	10 6	47.6 28.6	8 14	38.1 66.6	2 1	9.5 4.3	1 0	4.8 0	1 0	4.8 0
Critically studied courses (own and others') to see how each can make better contribution to family life education	Admin. Teacher	7 6	33.3 28.6	9 12	42.8 57.1	3 1	14.3 4.3	2 2	9.5 4.8	2 2	9.5 4.8
Have suggested a tentative list of goals for family life planning and working	Admin. Teacher	6 5	28.6 23.8	10 16	47.6 76.2	3 0	14.3 0	2 0	9.5 0	2 0	9.5 0
Had opportunities to observe effective practices family life education in other schools or communities	Admin. Teacher	3 2	14.3 9.5	10 15	47.6 71.4	7 3	33.3 14.3	1 1	4.8 4.8	1 1	4.8 4.8
Prepared and/or received written mater- ials describing family life education	Admin. Teacher	6 2	28.6 9.5	14 17	66.6 80.9	0 2	0 9.5	1 0	4.8 0	1 0	4.8 0
Evaluated effectiveness of what was being done in family life education	Admin. Teacher	4 1	19.0 4.8	11 15	52.4 71.4	5 4	23.8 19.0	1 1	4.8 4.8	1 1	4.8 4.8

TABLE 5

OPPORTUNITIES FOR PARENT AND PUPIL PARTICIPATION IN DEVELOPING
FAMILY LIFE EDUCATION

OPPORTUNITIES FOR PARENT AND PUPIL PARTICIPATION	By Whom Reported	Responses of 21 School Administrators and 21 Homeopathic Teachers									
		"Yes"					"No"				
		Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent	Responses per Cent
One or more community leaders has work- ed in developing the local program	Admin. Teacher	10 7	47.6 33.3	5 8	23.8 38.1	4 4	19.0 12.0	2 2	9.5 9.5		
School has provided ways for parents or representative community groups to work on one or more phases of family life education	Admin. Teacher	10 3	47.6 14.3	7 12	33.3 57.1	3 5	14.3 23.8	1 1	4.8 4.8		
The faculty and/or administration have provided opportunities for pupils to help plan and/or evaluate "unit", courses, or activities related to family life education	Admin. Teacher	9 4	42.9 19.0	5 14	23.8 66.6	6 3	28.6 14.3	1 0	4.8 0		
A school-community advisory committee has worked in developing the local program	Admin. Teacher	5 1	23.8 4.8	12 19	57.1 90.4	1 0	4.8 0	2 1	14.3 4.8		

and working. A somewhat higher percentage of schools reported that the faculty had been working on joint projects and that the faculty had been critically studying together their own courses and/or those of their co-workers to see how each might make a better contribution to family life education.

Table 5 reveals some apparent differences in the responses of school administrators and homemaking teachers about the participation of parents, community groups, school-advisory committees and high school girls and boys, in development of family life education. These differences are not significant when the items are considered separately, however, when the eleven items in the category were considered as a whole, differences between the responses of school administrators and homemaking teachers were significant at the 5% level.

Criterion 2. Various members of the faculty, including the homemaking teacher have assumed responsibilities in education for home and family living.

Data in Table 6 indicate that the schools participating in the study appeared to be divided roughly into two groups with reference to the status of family life education. In the first group of schools or about one-fifth of the schools, family life education had been more definitely planned and developed. In this group administrators and homemaking teachers agreed that, (a) the faculty had developed a series of planned units and/or courses which constituted the basic instruction in family life education, (b) family life education was a planned part of the required work for pupils and (c) family life education had been clearly labeled so students, parents and teachers could identify it and did refer to it as such.

TABLE 6

STATUS OF FAMILY LIFE EDUCATION IN THE PARTICIPATING SCHOOLS

STATUS OF FAMILY LIFE EDUCATION	By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers									
		"Yes"					"No"				
		Responses	Num-	Per	Responses	Num-	Per	Responses	Num-	Per	Responses
		Per Cent	ber	Cent	Per Cent	ber	Cent	Per Cent	ber	Cent	Per Cent
Is included in courses and/or activities wherever and whenever a member of faculty indicates special aptitudes or interests	Admin. Teacher	15	71.4	3	14.3	1	4.8	2	9.5		
		14	66.6	4	19.0	3	14.3	0	0		
Is available through one or more elective courses	Admin. Teacher	14	66.6	5	23.8	0	0	2	9.5		
		16	76.2	4	19.0	1	4.8	0	0		
Is a planned part of required work	Admin. Teacher	6	28.6	12	57.1	2	9.5	1	4.8		
		4	19.0	14	66.6	3	14.3	0	0		
Integrated into the total curriculum and school life so it cannot be easily labeled and is not referred to as such	Admin. Teacher	11	52.4	4	19.0	4	19.0	2	9.5		
		11	52.4	7	33.3	3	14.3	0	0		
Is clearly labeled so students, parents and teachers can easily identify it and do refer to it as such	Admin. Teacher	4	19.0	15	71.4	1	4.8	1	4.8		
		6	28.6	13	61.9	0	0	2	9.5		

In the second group of schools, or in approximately in four-fifths of the schools the administrators and homemaking teachers tended to agree that family life education had been included in their programs on an informal, incidental or elective basis. They reported that family life education had been included in courses and/or activities wherever and whenever a member of the faculty had indicated special aptitudes or interests in this type of education. Two-thirds of the school administrators and homemaking teachers agreed that family life education was available in their local schools through one or more elective courses. Approximately one-half of the schools reported that family life education was so integrated in the total curriculum and school life that it could not be easily labeled and was not referred to as such.

According to the responses from the school administrators and homemaking teacher, responsibility for instruction in family life education had been assumed by various individuals. As indicated in Table 7, there was high agreement by practically all

TABLE 7

PERSONS WHO HAVE ASSUMED MAJOR RESPONSIBILITY
FOR TEACHING FAMILY LIFE EDUCATION

PERSONS WHO HAVE ASSUMED MAJOR RESPONSIBILITY FOR TEACHING FAMILY LIFE EDUCATION	By Whom Reported	Responses of 21 School Administrators and 21 Home-Making Teachers									
		"Yes"		"No"		"Incomplete"		No			
		Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses
		Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
One or more homemaking teachers	Admin. Teacher	19 20	90.4 95.2	0 0	0 0	1 0	4.8 0	1 0	4.8 0	1 1	4.8 4.8
One or more social studies teachers	Admin. Teacher	13 12	61.2 57.1	1 5	4.8 23.8	4 4	19.0 19.0	3 0	14.3 0	3 0	14.3 0
One or more teachers of biology or other sciences	Admin. Teacher	13 6	61.2 20.6	2 3	14.3 33.1	3 7	14.3 33.3	2 0	9.5 0	2 0	9.5 0
One or more teachers of health educa- tion and/or physical education	Admin. Teacher	12 6	57.1 20.6	4 7	19.0 33.3	2 3	9.5 16.7	3 0	14.3 0	3 0	14.3 0
One or more leaders - in the community: clergy, doctors, lawyers, nurses, social workers, etc.	Admin. Teacher	9 8	42.8 36.1	7 0	33.3 0	2 3	9.5 14.3	3 3	14.3 14.3	2 1	9.5 4.8
One or more English teachers	Admin. Teacher	7 5	33.3 23.8	2 3	14.3 33.1	4 8	19.0 30.1	1 0	4.8 0	1 0	4.8 0
No specific teachers	Admin. Teacher	6 5	28.6 23.8	13 15	61.2 71.4	0 1	0 4.8	2 0	9.5 0	2 0	9.5 0

of the administrators that the homemaking teachers had assumed considerable responsibility for instruction in family life education. Approximately sixty per cent of the administrators and homemaking teachers reported that considerable responsibility had also been assumed by social studies teachers. There was less agreement in the responses of administrators and homemaking teachers about the responsibility assumed by teachers of biology, health and physical education. This difference was not significant.

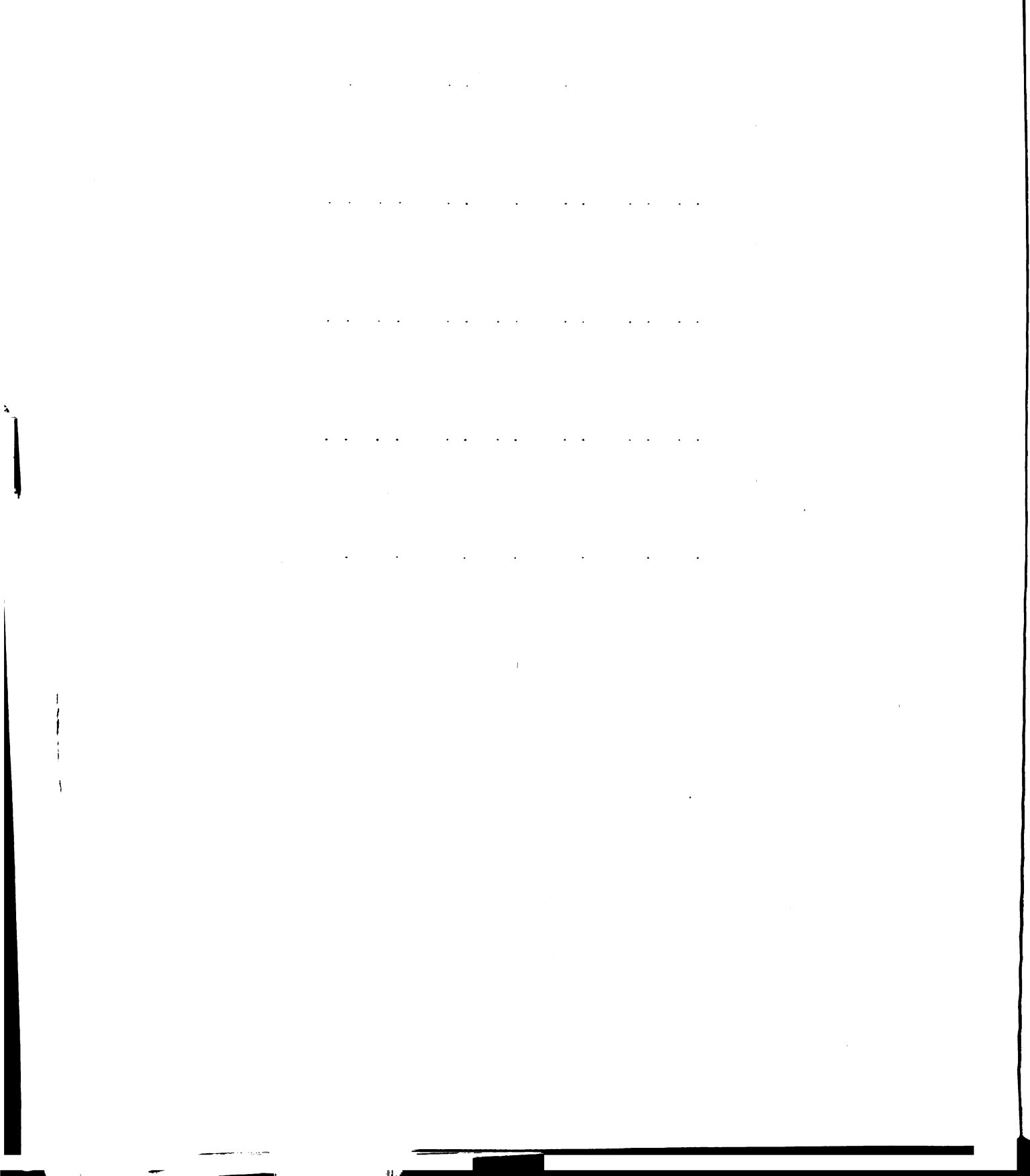
In approximately forty per cent of the schools, administrators and homemaking teachers reported the use of community leaders in providing some of the instruction in education for family life.

Criterion 3. Homemaking teachers have and use opportunities for integrating homemaking in the school life and program. A study of Table 8 suggests that over three-fourths of the school administrators

TABLE 8

OPPORTUNITIES FOR INTEGRATION OF HOME-MAKING
IN THE SCHOOL LINE AND PROGRAM

OPPORTUNITIES FOR INTEGRATION OF HOME-MAKING IN SCHOOL PROGRAM	By whom Reported	Responses of 21 School Administrators and 21 Home-Making Teachers									
		"Yes"					"No"				
		Responses	Per- cent	Responses	Per- cent	Responses	Per- cent	Responses	Per- cent	Responses	Per- cent
Helps to plan and/or supervise social activities within the school	Admin. Teacher	17 17	80.9 80.9	1 2	4.8 9.5	3 2	14.3 9.5	0 0	0 0	0 0	0 0
Assists other high school teachers in the school in planning units and/or in providing resource materials	Admin. Teacher	14 8	66.6 38.1	2 2	9.5 42.8	5 4	23.8 19.0	0 0	0 0	0 0	0 0
Serves as a consultant in making rest rooms and other rooms in the school attractive and/or more functional	Admin. Teacher	14 13	66.6 61.9	5 4	23.8 19.0	2 3	9.5 14.3	0 1	0 4.8	0 0	0 0
Serves as a consultant in the management of noon lunches	Admin. Teacher	10 12	47.6 57.1	9 9	42.8 42.8	2 0	9.5 0	0 0	0 0	0 0	0 0
Serves as a consultant in making the noon lunch period an educational experience for young people	Admin. Teacher	8 7	38.1 33.3	6 12	28.6 57.1	6 1	28.6 4.8	1 1	4.8 4.8	1 1	4.8 4.8
Does some cooperative teaching	Admin. Teacher	7 3	33.3 14.3	13 17	61.9 80.9	1 1	4.8 4.8	0 0	0 0	0 0	0 0
Works with elementary school teachers in planning units and/or providing resource materials	Admin. Teacher	4 8	19.0 38.1	2 11	9.5 52.4	2 2	9.5 9.5	1 0	4.8 0	1 0	4.8 0



and homemaking teachers agreed that the homemaking teachers had helped to plan and/or supervise social activities within the school, so these activities would be of greater educational worth to young people. Approximately two-thirds of the administrators and homemaking teachers reported that the homemaking teachers had served as consultants in making rest rooms and other rooms in the school, attractive and/or functional. In approximately one-half of the schools, the homemaking teachers had served as consultants in the management of the noon lunches so the meals were more nutritious, attractive and economical. However, homemaking teachers had less frequently served in making the noon-lunch period an educational experience for young people, in developing good food habits, socially acceptable ways of behaving, good table manners and/or good human relationships.

Only a few homemaking teachers reported that they did any "cooperative teaching" with teachers in other departments of the school. However, one-third or more of the homemaking teachers had assisted other teachers in planning units and/or in providing resource materials pertaining to family life education and/or homemaking. School administrators also agreed that the homemaking teachers had been helpful in providing resource materials, especially to fellow high school teachers.

Criterion 4. Homemaking education is available for all girls and boys. Table 9 summarizes the data relating to the availability of homemaking education to all girls and boys in the participating schools. A little less than one-half of the homemaking teachers in the participating schools had had experience in teaching homemaking for both boys and girls. In approximately one-half of the schools, administrators and homemaking teachers were uncertain about the attitudes of parents, teachers and pupils regarding homemaking instruction for both boys and girls. A higher percentage of administrators than homemaking teachers appeared to believe that the idea of mixed groups of both girls and boys in homemaking classes was accepted locally. This difference was not significant.

TABLE 9

AVAILABILITY OF HOMEMAKING EDUCATION FOR ALL
GIRLS AND BOYS IN THE PARTICIPATING SCHOOLS

AVAILABILITY OF HOMEMAKING EDUCATION	By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers							
		"Yes"		"No"		"Uncertain"		No	
		Num- Per	Cent	Num- Per	Cent	Num- Per	Cent	Num- Per	Cent
Girls who plan to go to college usually elect homemaking courses and/or have opportunities in their schedules to do so if they wish to elect homemaking	Admin.	19	90.4	0	0	2	9.5	0	0
	Teacher	12	57.1	6	28.6	2	9.5	1	4.8
Students, faculty and/or parents accept the idea of having both girls and boys in homemaking classes	Admin.	14	66.6	1	4.8	6	28.6	0	0
	Teacher	10	47.6	3	14.3	8	38.1	0	0
The homemaking teacher teaches and/or has taught one or more courses for girls and boys which deal primarily with problems of youth, home and family living, and/or preparation for marriage	Admin.	11	52.4	9	42.8	1	4.8	0	0
	Teacher	10	47.6	11	52.4	0	0	0	0
One or more courses in homemaking is required for all girls	Admin.	9	42.8	12	57.1	0	0	0	0

(Continued on Next Page)

TABLE 9
 AVAILABILITY OF HOMEMAKING EDUCATION FOR ALL
 GIRLS AND BOYS IN THE PARTICIPATING SCHOOLS
 (CONTINUED)

AVAILABILITY OF HOMEMAKING EDUCATION (CONT.)	By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers					
		"Yes"			"No"		
		Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent
The homemaking teacher teaches and/or has taught one or more homemaking courses in which both boys and girls have been enrolled	Admin. Teacher	9 10	42.8 47.6	10 9	47.6 42.8	2 2	9.5 9.5
More students in grades 9-12 wish to enroll in homemaking classes than can be scheduled	Admin. Teacher	5 6	23.8 23.6	15 9	71.4 42.8	1 5	4.8 23.8
The homemaking teacher teaches and/or has taught in integrated courses such as unified studies and/or core pro- grams	Admin. Teacher	1 1	4.8 4.8	15 17	71.4 80.9	5 2	23.8 9.5

There was a significant difference in the responses of school administrators and homemaking teachers about the opportunities which girls who go to college have for electing homemaking in the high school. Ninety per cent of the administrators and fifty-seven per cent of the homemaking teachers, believed that in their particular schools, girls who go to college had elected and had had opportunities in their schedules to take homemaking. This difference between the responses of school administrators and homemaking teachers was significant at both the 5% and 1% levels.

Criterion 5. Consultants have helped in overall planning of family life education, homemaking for girls and boys and/or integrated courses. A study of Table 10 suggests that a little over one-half of the schools reported that state supervisors of homemaking education had worked with them in developing their homemaking and/or family life education programs. School administrators also reported that college faculty and general educators from the Department of Public Instruction had also helped in program development.

TABLE 10
EDUCATIONAL CONSULTANTS WHO HELPED DEVELOP HOMEMAKING
AND/OR FAMILY LIFE EDUCATION PROGRAMS IN THE
PARTICIPATING SCHOOLS

EDUCATIONAL CONSULTANTS	By whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers									
		"Yes"					"No"				
		Responses	Per	Num-	Responses	Per	Responses	Per	Num-	Responses	Per
		ber	Cent	ber	ber	Cent	ber	Cent	ber	ber	Cent
One or more State supervisors of home- making education	Admin. Teacher	12	57.1	7	33.3	1	4.8	1	4.8	1	4.8
		9	42.8	9	42.8	2	9.5	2	9.5	1	4.8
One or more college teachers or members of a college staff	Admin. Teacher	10	47.6	7	33.3	3	14.3	3	14.3	1	4.8
		6	28.6	12	57.1	2	9.5	2	9.5	1	4.8
One or more general educators from the State Department of Public Instruc- tion	Admin. Teacher	9	42.8	9	42.8	2	9.5	2	9.5	1	4.8
		3	14.3	13	61.9	4	19.0	4	19.0	1	4.8

A comparison of the responses of the school administrators and homemaking teachers in Tables 11 and 12 suggests that a higher percentage of the participating schools had received help from consultants on improving or developing their reimbursed vocational homemaking programs than had received help in extending homemaking education to the girls and boys in the local schools.

In general, school administrators and homemaking teachers did not agree with regard to the consultants who had worked with their local programs. Neither, did they agree with regard to the types of services, which the consultants had rendered in the schools. These differences in the responses of school administrators and homemaking teachers were significant at both the 5% and 1% levels. The one item in which school administrators and homemaking teachers differed most greatly pertained to the home experience program. Less than twenty per cent of the homemaking teachers but more than sixty per cent of the school administrators reported that consultants had given help on "planning ways of improving the home experience program, including home visits and/or contacts with families." This difference was significant at both the 5% and 1% levels.

TABLE 11
HELP RECEIVED FROM CONSULTANTS IN DEVELOPING THE HOMEMAKING PROGRAM

TYPES OF HELP RECEIVED FROM CONSULTANTS	By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers									
		"Yes"					"No"				
		Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses
		Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Reimbursed vocational homemaking program	Admin. Teacher	15	71.4	0	0	0	0	0	0	6	28.6
		8	38.1	11	52.4	1	4.8	1	4.8	1	4.8
Evaluation of the homemaking program	Admin. Teacher	15	71.4	2	9.5	0	0	0	0	4	19.0
		6	28.6	14	66.6	0	0	0	0	1	4.8
Improvement of the home experience program including home visits and/or contacts with families	Admin. Teacher	13	61.9	1	4.8	3	14.3	2	9.5	4	19.0
		4	19.0	15	71.4	2	9.5	0	0	0	0
Improvement of the homemaking room and its facilities	Admin. Teacher	15	61.4	0	0	1	4.8	0	0	5	23.8
		11	52.4	8	38.1	0	0	0	0	2	9.5
Planning procedures for determining needs, interests and problems of young people in the local school	Admin. Teacher	12	57.1	2	9.5	3	14.3	1	4.8	4	19.0
		8	38.1	10	47.6	1	4.8	0	0	2	9.5
Improvement of classroom teaching	Admin. Teacher	12	57.1	4	19.0	1	4.8	0	0	4	19.0
		5	23.8	13	61.9	1	4.8	0	0	2	9.5
Use of the conference hour	Admin. Teacher	11	52.4	3	14.3	3	14.3	1	4.8	4	19.0
		5	23.8	13	61.9	1	4.8	0	0	2	9.5
References etc. for homemaking classes	Admin. Teacher	11	52.4	1	4.8	5	23.8	2	9.5	4	19.0
		8	38.1	8	38.1	2	9.5	0	0	3	14.3

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TABLE 12

HELP RECEIVED FROM CONSULTANTS IN EXTENDING HOMEMAKING
EDUCATION TO GIRLS AND BOYS

TYPES OF HELP RECEIVED FROM CONSULTANTS	By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers									
		"Yes"					"No"				
		Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent
Homemaking for girls	Admin. Teacher	13 8	61.9 38.1	1 10	4.8 47.6	1 0	4.8 0	6 3	28.6 14.3		
Overall planning of family life education	Admin. Teacher	10 6	47.6 28.6	2 10	9.5 47.6	5 2	23.8 9.5	4 3	19.0 14.3		
Homemaking for mixed groups of boys and girls	Admin. Teacher	6 5	28.6 23.8	9 13	42.8 61.9	0 0	0 0	5 3	23.8 14.3		
Integrated courses of homemaking and other subjects	Admin. Teacher	6 5	28.6 23.8	10 14	47.6 66.6	2 1	9.5 4.8	3 1	14.3 4.8		
Homemaking for boys	Admin. Teacher	6 4	28.6 19.0	8 14	33.1 66.6	0 0	0 0	7 3	33.3 14.3		

CHAPTER V

LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING HOME AND SCHOOL COOPERATION

Seven criteria were used to study local practices relating to the belief that - homemaking education is a cooperative program in which the school and the home work together. The descriptions of local practices relating to this area of belief were based primarily on data secured from six hundred and seventy-nine parents in twenty-one schools. Some additional data were secured from the school administrators, homemaking teachers and pupils in homemaking classes.

Criterion 1. Parents participate in curriculum planning and in the development of family life education in the total school program. A study of Table 13 shows that a little less than one-half of the administrators from the twenty-one schools reported that parents and representative community groups had had opportunities to participate in curriculum development and in the development of family life education. While a greater number of administrators than homemaking teachers reported the participation of parent and community groups, this difference was not statistically significant.

Criterion 2. Parents believe in the importance or value of home and school cooperation in developing the local homemaking education program and are willing

TABLE 13

OPPORTUNITIES PROVIDED FOR PARENT PARTICIPATION IN THE DEVELOPMENT OF
FAMILY LIFE EDUCATION IN THE PARTICIPATING SCHOOLS

OPPORTUNITIES PROVIDED FOR PARENT PARTICIPATION IN CURRICULUM DEVELOPMENT ESPECIALLY IN FAMILY LIFE EDUCATION		By Whom Reported	Responses of 21 School Administrators and 21 Homemaking Teachers										
			"Yes"		"No"		"Uncertain"				No		
			Responses	Num- ber	Per Cent	Responses	Num- ber	Per Cent	Responses	Num- ber	Per Cent	Response	
The school has provided ways for par- ents or representative community groups to work with faculty on one or more phases of family life education	Admin.		10	47.6	7	33.3	3	14.3				1	4.8
	Teacher		3	14.3	12	57.1	5	23.8				1	4.8
One or more community leaders have served as consultants in developing the homemaking program and/or family life education	Admin.		10	47.6	5	23.8	4	19.0				2	9.5
	Teacher		7	33.3	8	38.1	4	19.0				2	9.5
One or more leaders including, clergy, doctors, lawyers, nurses, social workers have assumed considerable responsibility in teaching family life education	Admin.		9	42.8	7	33.3	2	9.5				3	14.3
	Teacher		8	38.1	9	42.8	3	14.3				1	4.8
A school-community advisory committee has served in developing homemaking and/or family life education program	Admin.		5	23.8	12	57.1	1	4.8				3	14.3
	Teacher		1	4.8	19	90.4	0	0				1	4.8

to help. Parents of pupils in homemaking classes were asked their reaction to the importance or value of parents and homemaking teachers working together in developing the local homemaking education program. A study of Table 14 shows that a high percentage of parents believed in the importance or value of home and school cooperation. Over eighty per cent of the parents believed that certain values would be gained from home and school cooperation. They believed that: (a) the homemaking teacher would understand better the homes, (b) the homemaking teacher would understand better each pupil, and (c) the parents would understand better the homemaking program in the school. While two-thirds of the parents believed that with home and school cooperation the homemaking program would be better and the girls and boys would be better satisfied, approximately one-fifth to one-fourth of the parents were uncertain about this.

TABLE 14

IMPORTANCE AND VALUE OF HOME AND SCHOOL COOPERATION IN
DEVELOPING LOCAL HOMEMAKING PROGRAMS AS SEEN BY PARENTS

IMPORTANCE AND VALUES	Responses of 679 Parents of Pupils in Homemaking Classes									
	"Yes"					"No"				
	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent
The homemaking teacher would better understand the home and families of pupils	575	84.5	42	6.2	41	6.0	21	3.1		
The homemaking teacher would understand better each pupil	571	83.9	42	6.2	40	5.9	26	3.8		
The parents would better understand homemaking in the school	566	83.2	44	6.5	50	7.4	20	2.9		
The homemaking program would be better	454	66.7	61	9.0	140	20.6	24	3.5		
The high school girls and boys would be better satisfied	434	63.8	47	6.9	168	24.7	30	4.4		

The parents were asked if they would be willing to attend meetings and/or to spend time helping to plan the homemaking program. A study of Table 15 indicates that high percentage of parents said that they would be willing to: (a) help their sons or daughters plan and carry out suitable home experiences, (b) attend a few meetings during the year in working with the homemaking teacher, (c) help with homemaking class activities when pupils request their help and (d) spend some time helping to plan the homemaking course with the teacher and pupils. A relatively small percentage of parents expressed interest in being members of a homemaking advisory committee.

Criterion 3. Parents and the homemaking teacher have individually and/or in groups discussed: (a) the needs, interests, problems or concerns of boys and girls and how these might be used in planning homemaking education, (b) the kinds of home experiences that are especially valuable for adolescents, and (c) how the school and home might work together. Parents were asked if they had had opportunities to discuss with the homemaking teacher or groups of parents, the needs of girls and boys and the kinds of experiences that would be especially valuable for them. The replies from parents are summarized in Table 16. Over eighty-five percent of the parents reported that they had not had opportunities to discuss any of the

TABLE 15

WILLINGNESS OF PARENTS TO PARTICIPATE IN HELPING WITH THE
HOMEMAKING EDUCATION PROGRAM

KINDS OF PARTICIPATION	Responses of 679 Parents of Pupils in Homemaking Classes							
	"Yes"		"No"		"Uncertain"		No	
	Responses Num- ber	Per Cent	Responses Num- ber	Per Cent	Responses Num- ber	Per Cent	Responses Num- ber	Per Cent
Help own son or daughter who is enrolled in home- making course to plan and carry out suitable experiences at home	617	90.7	35	5.1	18	2.6	9	1.3
Attend one or two meetings a year for parents and homemaking teacher	519	76.3	80	11.8	68	10.0	12	1.8
Help with homemaking class activities when pupils request help	454	66.7	98	14.4	107	15.7	20	2.9
Spend two hours twice a year helping to plan the homemaking course with the homemaking teacher and/or the pupils	426	62.6	114	16.8	121	17.8	18	2.6
Be a member of a homemaking advisory committee	205	30.1	261	38.5	189	27.8	22	3.2

TABLE 16

OPPORTUNITIES WHICH PARENTS REPORTED THEY HAD HAD FOR DISCUSSING
NEEDS, INTERESTS AND PROBLEMS OF HIGH SCHOOL GIRLS AND BOYS AND WAYS OF MEETING THESE
NEEDS IN HOMEMAKING CLASSES AND IN THEIR HOMES

OPPORTUNITIES FOR DISCUSSION	Responses of 679 Parents of Pupils in Homemaking Classes									
	"Yes"		"No"		"Uncertain"		No		Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
The needs, interests, problems, activities and/or responsibilities of high school girls and boys	45	6.6	605	88.9	20	2.9	9	1.3		
How the needs, interests, problems etc. of girls and boys might be used and/or are being used in planning homemaking classes	24	3.5	616	90.6	27	4.0	12	1.8		
The kinds of home experiences which are espec- ially valuable for high school youth	56	8.2	582	85.6	25	3.7	16	2.4		
Some practical ways in which parents and teach- ers might work together in your community	41	6.0	595	87.5	27	4.0	16	2.4		
The kinds of homemaking class activities which are especially valuable for high school youth and why	31	4.6	599	88.1	30	4.4	19	2.8		
Some practical ways of checking progress of pup- ils in homemaking class and/or in their homes	37	5.4	593	87.2	30	4.4	19	2.8		

following: (a) needs, interests, problems, activities or responsibilities of high school girls and boys, (b) how the needs, interests, and problems might be used and/or are being used in planning homemaking courses, (c) the kinds of home experiences which are especially valuable for young people, (d) some practical ways in which parents and teachers might work together, and (e) the kinds of homemaking class activities that are especially valuable.

Criterion 4. Parents have had opportunities to understand the homemaking program and to participate in the program in various ways. The parents were also asked about the opportunities which they had had for informally participating in the homemaking program. In Table 17 the replies of parents are summarized. Approximately twenty to thirty per cent of the parents had stopped in to see the homemaking department, had talked with the homemaking teacher, had attended a style show or had been a guest at a party given by a homemaking class. Less than ten per cent had been guests at class meals and only two per cent had ever visited a regular homemaking class.

TABLE 17

KIND AND EXTENT OF INFORMAL PARTICIPATION OF PARENTS IN
THE HOMEMAKING PROGRAM

INFORMAL PARTICIPATION OF PARENTS IN THE HOMEMAKING PROGRAM	Responses of 679 Parents of Pupils in Homemaking Classes									
	"Yes"					"Uncertain"				
	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent	Responses Num- ber	Responses Per Cent
Stopped in to see the homemaking department one or more times when in the school for another purpose	216	31.8	452	66.4	7	1.0	4	0.6		
Talked with the homemaking teacher about how own daughter or sons were getting along in home- making and/or in school	161	23.7	498	73.2	18	2.6	2	0.3		
Attended a style show given by a homemaking class in which pupils showed what they had made in homemaking class	150	22.1	519	76.3	5	0.7	5	0.7		
Was a guest at a party, or tea given by a home- making class	146	21.5	516	75.9	12	1.8	5	0.7		
Talked with the homemaking teacher about some- thing of personal interest to self	72	10.6	588	86.4	13	1.9	6	0.9		
Was a guest at a meal prepared by a homemaking class	55	8.1	611	79.8	8	1.2	5	0.7		
Visited one or more regular classes in home- making classes	16	2.4	651	95.7	7	1.0	5	0.7		

Criterion 5. The homemaking teacher has con-
tacted parents of pupils in homemaking classes in a
variety of ways. The parents were asked if they had
been contacted by the homemaking teacher in specific
ways. Table 18 summarizes the responses of the par-
ents. Over twenty-five per cent of the parents re-
ported that the homemaking teacher had invited them
to something special in the homemaking department to
see the work of pupils. Eighteen per cent of the
parents said that they had been invited to one or
more meetings for parents alone and/or for parents
and homemaking pupils. Approximately twelve per cent
reported that a homemaking teacher had visited them
in their homes in the past two years.

TABLE 18

SOME CONTACTS WHICH THE HOMEMAKING TEACHERS HAD MADE WITH THE
HOMES OF PUPILS IN HOMEMAKING CLASSES

SOME CONTACTS OF HOMEMAKING TEACHERS WITH HOMES	Responses of 679 Parents of Pupils in Homemaking Classes									
	"Yes"					"No"				
	Responses	Responses	Responses	Responses	Response	Responses	Responses	Responses	Responses	Response
	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per	Num-Per
	ber	Cent	ber	Cent	ber	Cent	ber	Cent	ber	Cent
Was invited to something special in the homemak- ing department to see the work of pupils	190	27.9	461	67.8	25	3.7	3	0.4		
Was invited to one or more meetings for parents alone and/or for parents and homemaking pupils	125	18.4	515	75.7	33	4.9	6	0.9		
Received a "check list" from the homemaking teacher asking for some help	96	14.1	533	78.4	40	5.9	10	1.5		
Had one or more home visits from the homemaking teacher	78	11.5	590	86.7	5	0.7	6	0.9		
Received materials from the homemaking teacher which described homemaking in the high school	62	9.1	574	84.4	34	5.0	9	1.3		
Received a telephone call and/or a written note from the homemaking teacher	55	8.1	610	89.7	6	0.9	8	1.2		
Was invited to see or help with a regular home- making class	38	5.6	622	91.4	9	1.3	10	1.5		

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Criterion 6. Pupils relate their homemaking class experiences to their own homes and families.

A group of items in the check list B which was checked by the pupils in homemaking classes, related to working out problems with their own families and sharing work in their homes. Approximately fifty per cent of the pupils in each of the homemaking classes in Homemaking I, II, III and Family Living, reported that they had worked out with their families, problems of sharing the housework, meals and shopping. Approximately forty per cent reported that they had worked out problems of entertainment of friends at home, dating and social life away from home.

Pupils in homemaking classes reported less participation in working out problems of money management with their families than they did other types of problems. Approximately twenty to twenty-five per cent of the pupils in homemaking classes reported that they had worked out personal budget or money problems with their families. A smaller percentage of parents reported that their sons or daughters had participated in money management in their own homes than had participated in other home activities such as housework, personal grooming, selecting and making clothes, helping with family meals, taking care of children, entertaining friends, room improvement, or improvement of family relationships.

Criterion 7. Pupils in homemaking classes assume a variety of home responsibilities or have a variety of planned home experiences. Table 19 summarizes the replies from parents relating to the planned home experiences of their own sons and daughters, who were in homemaking classes. Considering the replies from the parents a high percentage of pupils in homemaking classes had opportunities for home experiences in many of the areas regarded as important in an effective homemaking program.

TABLE 19

PLANNED HOME EXPERIENCES OF PUPILS IN HOMEMAKING
CLASSES AS REPORTED BY PARENTS

PLANNED HOME EXPERIENCES OF PUPILS IN HOMEMAKING CLASSES	Number and Per Cent of "YES" Responses	
	NUMBER N-679	PER CENT
Selecting clothes.	569	83.6
Washing and ironing clothes.	568	83.5
Personal grooming.	568	83.5
Preparing family meals	561	82.5
Making clothes	555	81.6
Household cleaning	551	81.0
Serving family meals	532	78.2
Taking care of children.	530	77.9
Planning family meals.	486	71.4
Improving manners.	472	69.4
Room improvement	456	67.0
Entertaining friends	447	65.7
Canning, preserving and freezing	411	60.4
Improving relationships with own family.	341	50.1
Managing money	321	47.2
Home decorations and home furnishings.	286	42.0
Planning recreation and leisure activities	282	41.5
Housing planning	184	27.0

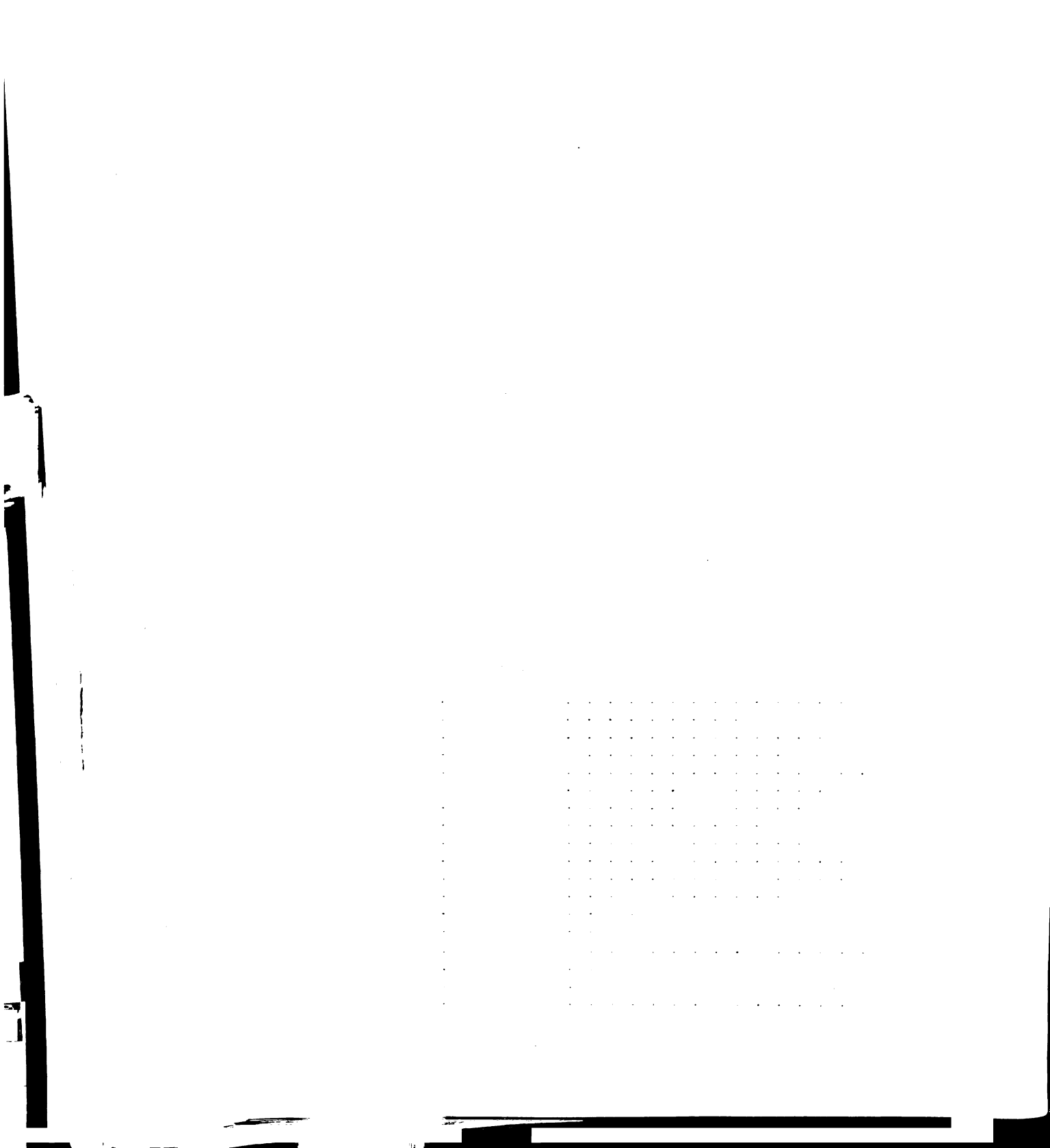


Table 20 summarizes the responses of parents relating to their contacts with the homemaking program and their attitudes and interests in cooperating with the program. The data dramatically indicate that parents are willing and interested in helping with the homemaking program but that they had had limited opportunities in the local schools which participated in this study.

TABLE 20

TYPES OF CONTACTS PARENTS HAVE HAD WITH THE LOCAL HOMEMAKING PROGRAM AND THEIR ATTITUDES TOWARD HOME AND SCHOOL COOPERATION

HOME-SCHOOL COOPERATION	No. of Items	Possible Responses	"Yes" Responses of 679 Parents of Pupils in Homemaking Classes	
			Number	Per Cent
			Actual Yes Responses	Yes Responses
Contacts of Parents with the homemaking program				
Ways parents have made contacts with the homemaking department or teacher	7	4753	816	17.17
Ways homemaking teachers have made contacts with parents	7	4753	644	13.55
Opportunities parents have had for discussion of needs of adolescents and of home-school cooperation in meeting needs	6	4074	234	5.74
TOTAL	20	13580	1694	12.47
Attitudes and interests of parents in cooperating with the homemaking program:				
Believe in the importance and value of parents and homemaking teacher working together	5	3395	2600	76.58
Willing to spend time and to cooperate in activities in the homemaking program	5	3395	2221	65.42
TOTAL	10	5790	4821	71.00

CHAPTER VI

LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING THE HOMEMAKING PROGRAM AND THE RECOGNIZED NEEDS, INTERESTS AND PROBLEMS OF ADOLESCENTS

In this study it was believed that three conditions or practices in local homemaking programs may indicate that homemaking education is based on the recognized needs, interests and problems of adolescents in relation to home-making, personal and family living. Practices in the local homemaking programs in the twenty-three participating schools have been described in relation to each of these three major criteria.

Criterion 1. The homemaking program is developed cooperatively by the homemaking teacher, the pupils and the parents. The homemaking teacher has at least, some basic data regarding the girls and boys, their homes and the local community. Nineteen of the twenty-three homemaking teachers in the study submitted over-all plans for the year for each of the homemaking classes included in the study. Approximately fifty per cent of these teachers reported units, which had titles that could be interpreted as including cooperative planning in at least one homemaking class. Four homemaking teachers or approximately twenty-one per cent reported

cooperative planning for all of the homemaking classes. Four homemaking teachers reported cooperative planning for only Homemaking I and one homemaking teacher reported cooperative planning for only Homemaking III. When cooperative planning was reported, the amount of time devoted to it was approximately one week.

Check List B, which was checked by both pupils and the homemaking teachers, contained thirty-six items relating to opportunities which pupils had had in homemaking classes for expressing and/or finding their own needs, interests or problems. Less than twenty-five per cent of the pupils in homemaking classes reported that they had had these various opportunities for expressing their own needs and interests. (Table 73, page 206).

Less than ten per cent of the parents of homemaking pupils reported that they had had opportunities to discuss needs, interests or problems of adolescent girls and boys and how these needs might be used in planning and developing the homemaking education program. (Table 16, page 103).

One of the methods which had been highly recommended for helping homemaking teachers to understand pupils and their families is to visit their homes. The parents of pupils in the homemaking classes were asked if one or more homemaking teachers had visited them during the past two years.

Approximately twelve per cent of the parents reported that one or more homemaking teachers had visited them. (Table 18, page 108).

Approximately sixty to eighty per cent of the school administrators reported the availability in the school, of records showing general ability of pupils, of data relating to pupils who go to college, responsibilities and/or activities of girls and boys outside of school, follow-up of drop-outs, and problems of girls and boys revealed through standardized check lists and through counseling.

Thirty-eight to forty-eight per cent of the administrators reported the availability of records which had revealed: pupils who were in need of special help; certain data relating to families of pupils; employment of girls and boys; satisfactions and/or dissatisfactions of pupils concerning school life and interests of girls and boys.

Nineteen to thirty-eight per cent of the administrators reported the availability of records which showed: successes and/or difficulties of pupils in their activities and responsibilities; certain socio-economic information about families; anecdotal records of pupils; friendship patterns of pupils; and data relating to the extent of employment of high school girls after marriage on either a part-time or full-time basis.

Homemaking teachers tended to be aware of the availability of these data and indicated some use of them, but there was not complete agreement between the responses of administrators and homemaking teachers.

The homemaking teachers were asked, "Which of the needs, interests and problems of pupils have you considered of greatest significance in planning homemaking courses in your school (Homemaking I, II, III and Family-Living)?" In general the homemaking teachers were not articulate about the needs which they had considered as especially important in planning the various homemaking courses.

Criterion 2. The goals, units of instruction and the over-all distribution or use of time indicate that the recognized needs, interests and problems of adolescents are given major consideration in program planning. The goals of homemaking classes were made available by eleven homemaking teachers or by approximately forty-eight per cent of the twenty-three teachers. The statements of goals varied considerably in depth, breadth and significance. Many goals were characterized by traditional home economics content and skills and did not particularly reveal social sensitivity to adolescents, to families or to the local situation. There were however, a number of goals which related specifically to adolescents and their concerns in personal and family living.

While the number of goals reported for the various areas of homemaking would not give a true picture of emphasis or of significance, the spread of goals, the general type of emphasis and the frequency or distribution of goals tend to have value as supplementary materials in the study. The number of goals which the homemaking teachers reported for Homemaking I, II, and III emphasized clothing and personal appearance and foods and hospitality. More detailed data relating to the goals are given in Tables 2 to 4, Appendix, pages 348 to 350.

Nineteen homemaking teachers or eighty-two per cent of the twenty-three homemaking teachers submitted over-all course plans indicating the units taught and the approximate length of time spent in each unit. Several tables in the Appendix include data about the areas of homemaking which were included in the local programs and the approximate length of time devoted to each. In Table 1 , page 347 , Appendix the per cent is given of the nineteen schools offering various types of homemaking units in their local homemaking programs. In Tables 5 to 12 , pages 351 to 358, Appendix, data are given concerning the amount of time which the nineteen schools reported that they had devoted to the various areas of homemaking.

The greatest proportion of time was spent in beginning and advanced homemaking courses on units in clothing and personal appearance and on units in family meals and

hospitality. The least amount of time was spent on units related to helping adolescents understand themselves, their own development and their relationships with other girls and boys. Considerably less time was spent on family relationships and child development than was spent on either foods or clothing. Somewhat less time was spent on housing and home furnishings, than was spent on family relationships and child development. Little time was spent on consumer problems and on management.

Criterion 3. Learning experiences which are related to recognized needs, interests and problems of adolescents and their families are provided in the homemaking education program. Twenty-three indications in five major areas of homemaking were used to study local practices relating to the criterion that "learning experiences which are related to the recognized needs, interests and problems of adolescents and their families are provided in the homemaking program". The twenty-three indications, which were used in studying local practices were derived from (1) statements of objectives of homemaking education, (2) statements about the content and about the fundamentals of homemaking education and (3) suggestions for program planning.

Practices Relating to Learning Experiences in Personal
and Family Relationships and Child Development

Indication 1. Pupils have opportunities to understand themselves and others, especially their relationships with other girls and boys. Data in Tables 21 and 22, pages 120 and 121, indicate that about seventy per cent of the pupils in the total sample reported that they had had opportunities for understanding themselves and "how to improve one's personality". Forty-seven per cent of the pupils reported that they had had help in understanding their "relationships with boys" and their "relationships with girls". Approximately forty per cent of the pupils reported that they had received help in understanding their own physical development and their "feelings or emotions".

A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they had received help in understanding themselves and in their relationships with other girls and boys. A lower percentage of pupils in Homemaking II, than in Homemaking I and III reported that they had received help in understanding themselves and in their relationships with other girls and boys.

Indication 2. Pupils have opportunities to develop certain social skills in personal and family living. Data in Table 23, page 122, indicate that a higher percentage of

HELP RECEIVED IN UNDERSTANDING THEMSELVES AND
THEIR RELATIONSHIPS WITH OTHERS

In understanding self and others

TABLE 22

OPPORTUNITIES FOR EXPERIENCES IN
UNDERSTANDING SELF OR OTHERS

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
OPPORTUNITIES FOR EXPERIENCES IN UNDERSTANDING SELF AND OTHERS										
Had discussions which were helpful in understanding self and others	408	81.1	214	58.5	142	58.2	48	85.7	812	69.5
How to improve one's personality	209	41.6	118	32.2	112	45.9	39	69.6	478	40.9
How to avoid conflicts with people; what to do in conflict situations										
Where to get help when one is worried	188	37.4	96	26.2	106	43.4	39	69.6	429	36.7
Used different methods to understand oneself and others										
Saw films on growth and development	235	46.7	126	34.4	90	36.9	20	35.7	471	40.3
Had personality check lists	128	25.5	35	9.6	59	24.2	14	25.0	236	20.2
Had talks by doctors, nurses or counselors	105	20.9	28	7.7	45	18.4	21	37.5	199	17.0
Had skits or socio-dramas - acted out situations	92	18.3	33	9.0	52	21.3	0	0	177	15.1
Read and discussed stories	78	15.5	42	11.5	42	17.2	18	32.1	180	15.4

TABLE 23

OPPORTUNITIES FOR DEVELOPMENT OF SOCIAL SKILLS

OPPORTUNITIES FOR EXPERIENCES WHICH HELP IN SOCIAL SKILLS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Developed guides for good manners or social behavior										
In homemaking class	311	61.8	153	41.8	97	39.8	25	44.6	586	50.1
In school	268	53.3	136	37.2	97	39.8	19	33.9	520	44.5
In own home or other peoples' homes	285	56.7	154	42.1	109	44.7	30	53.6	578	49.4
Other places in community - drug store	135	26.8	67	18.3	44	18.3	15	26.8	261	22.3
Worked out ways to regularly use good manners										
At meals, teas, etc. in home- making class	273	54.3	148	40.4	104	42.6	19	33.9	544	46.5
In the homemaking room	240	47.7	127	34.7	81	33.2	21	37.5	469	40.1
At class and school parties	191	38.0	87	23.8	64	26.2	15	26.8	357	30.5
Had help with manners and/or development of social skills										
Table manners	456	90.7	262	71.6	103	79.1	30	53.6	941	80.5
Introductions - getting acquainted	324	64.4	176	49.1	121	49.6	28	50.0	649	55.5
Other courtesies important to girls and boys	345	68.6	175	47.8	133	54.5	39	69.6	692	59.2

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pupils in homemaking classes reported that they had received help with "table manners" (80.5 per cent) than had received help with other types of manners, courtesies or social skills (59.2 per cent). Some pupils reported that they had made plans for improving manners and social behavior as a part of their daily living in the homemaking class, and in the school. Less than one-half of the pupils in the sample reported that they had developed guides or standards for social behavior, which they believed to be important in the home-making class, school, home or other places in the community.

Opportunities pupils had for the development of social skills in relation to food service are further shown in Table 37, page 143. In general, the experiences which pupils had in acting as hostesses or hosts and/or in having guests at class meals or other occasions appeared to be limited. Some pupils had had opportunities to use different kinds of food service, but this opportunity was not reported by many pupils.

Indication 3. Pupils have opportunities to understand families, home and family life and to work out problems with their own families. The opportunities which pupils had in homemaking classes to understand families and family life are summarized in Tables 24 to 27, pages 125 to 129. A higher percentage of pupils in Family Living classes (83.1 per cent)

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than in other homemaking classes (40.1 - 52.9 per cent) reported that they had received help in understanding their personal relationships with their own families. Approximately forty to fifty per cent of the pupils in the sample reported that they personally had worked out certain problems with their own families such as - "sharing the housework, meals and shopping, entertainment of friends at home, dating, and social life away from home". Fewer pupils reported that they had worked out personal budget or money matters with their families. (Table 24, page 125).

A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they (1) had tried to find out some facts about Michigan families and (2) had tried to understand different methods families use in managing their activities such as planning, preparing, serving of family meals, doing the shopping, entertaining friends, getting the housework done, earning, spending and saving of money. (Table 25, page 126).

A high percentage of pupils in Family Living classes reported that they had tried to understand families with different kinds of problems and had tried to understand families whose values, interests, resources and nationality or racial backgrounds differed. (Table 26, page 127). Less than fifteen per cent of pupils in Homemaking I and II and

TABLE 24

OPPORTUNITIES TO UNDERSTAND AND WORK OUT PROBLEMS
WITH OWN FAMILIES

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
OPPORTUNITIES TO UNDERSTAND AND WORK OUT PROBLEMS WITH FAMILY										
	266	52.1	149	40.7	129	52.9	46	83.1	586	50.1
Had help in understanding personal relationships with own family	266	52.9	174	47.5	121	49.6	35	62.5	596	51.0
Had opportunity to personally work out problems with own family	218	43.3	128	35.0	105	43.0	31	55.4	482	41.2
Ways of sharing the housework, meals, shopping, etc.	207	41.2	123	33.6	106	44.3	26	46.4	464	39.7
Entertainment of friends at home										
Dating	201	40.0	121	33.1	99	40.6	34	60.7	455	38.9
Social life or activities away from home	125	24.9	89	24.3	81	33.2	17	30.4	312	26.7
Personal budget or money matters										
What clothing to buy, alter, make or do without	163	32.4	139	38.0	63	25.8	9	16.1	374	32.0
How much money one could have for clothing this season or year	122	24.3	102	27.9	46	18.9	6	10.7	276	23.6

TABLE 25
OPPORTUNITIES TO UNDERSTAND FAMILIES

OPPORTUNITIES TO UNDERSTAND FAMILIES AND FAMILY LIFE	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503	N-366	N-244	N-56	N-1169					
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Found out different methods used by families in managing their activities</u>										
Planning, preparing and serving meals	285	56.7	192	52.5	140	57.4	40	71.4	657	56.2
Doing the shopping	199	39.6	144	39.3	117	48.0	36	64.3	496	42.4
Entertaining friends	181	36.0	129	35.3	120	49.2	37	66.1	467	40.0
Getting the housework done	180	35.8	124	33.9	103	42.2	43	76.8	450	38.5
Earning, spending and saving money	145	28.3	115	31.4	139	57.0	56	100.0	455	38.9
<u>Found out facts about Michigan families</u>										
Health conditions of family members	61	12.1	50	13.7	57	23.4	39	69.6	207	17.7
Marriages - children, divorces, etc.	25	5.0	27	7.4	65	26.7	41	71.4	158	13.5
Income - average incomes	19	3.8	39	10.7	93	38.1	41	71.4	192	16.4
Laws - affecting marriage & families	19	3.8	27	7.4	56	23.0	35	62.5	137	11.7

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TABLE 26

OPPORTUNITIES TO UNDERSTAND DIFFERENT KINDS OF FAMILIES
AND/OR FAMILIES WITH DIFFERENT KINDS OF PROBLEMS

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
OPPORTUNITIES TO UNDERSTAND DIFFERENCES IN FAMILIES										
	N-503		N-366		N-244		N-56		N-1169	
Tried to understand families with different kinds of problems										
Young families just getting started	38	7.6	49	13.4	94	38.5	49	87.5	230	19.7
Families whose children are growing up	45	9.0	50	13.7	95	38.9	52	92.9	242	20.7
Older families whose children are grown up	32	6.4	31	8.5	76	31.2	49	87.5	188	16.1
Families with no children	33	6.6	31	8.5	88	36.1	53	94.6	205	17.5
Families broken through death, divorce, or separation	33	6.6	27	7.4	92	37.7	51	91.1	203	17.4
Discussed differences in families due to:										
Their values - or philosophy of life	26	5.2	37	10.1	71	29.1	40	71.4	174	14.9
Their social interests	54	10.7	59	16.1	100	41.0	51	91.1	264	22.6
Their nationality or racial background	35	7.0	46	12.6	87	35.7	42	75.0	210	18.0
Their religious interests	26	5.2	56	15.3	100	41.0	51	91.1	233	19.9
Their economic resources (income)	20	4.0	56	15.3	107	43.9	55	98.2	238	20.4

only one-third of the pupils in Homemaking III reported that they had had these types of opportunities.

Discussions of what makes for stable and happy marriages and family life were not reported generally by pupils in Homemaking I and II but were reported by pupils in advanced homemaking courses. (Table 27, page 129). Fifty-seven per cent of the pupils in Homemaking III and one hundred per cent of the pupils in Family Living classes reported that they had had discussions on "what makes for stable and happy marriages". Few parents and/or others in the community had participated in these discussions. Few pupils in homemaking classes reported that they had discussed reliable sources for help on marriage and family problems.

Indication 4. Pupils have opportunities to understand younger children. Data relating to the opportunities which pupils in homemaking classes had to understand, observe and work with younger children are summarized in Tables 28 to 32, pages 130 to 134. A study of these tables reveals that a higher percentage of the pupils in the Family Living classes than in other homemaking classes had opportunities to discuss needs of young children and what happens if these needs are not met and how to help children with certain aspects of their development. While approximately one-half of the pupils in homemaking classes reported that they had had

TABLE 27

OPPORTUNITIES TO DISCUSS AND UNDERSTAND
MARRIAGE AND FAMILY LIFE

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Discussed and/or tried to find out what makes for stable, happy marriages	97	19.3	69	18.9	139	57.0	56	100.0	361	30.9
Used different methods for discuss- ions on marriage and family life										
Entire class discussions	84	16.7	75	20.5	131	53.7	50	89.3	340	29.1
Small group reports	42	8.4	29	7.9	91	37.3	26	46.4	128	16.1
Panel discussions by pupils	23	4.6	27	7.4	81	33.2	31	55.4	162	13.9
Panel discussions in which parents participated	20	4.0	17	4.6	43	17.6	11	19.6	91	7.8
Talks by community leaders	41	8.2	9	2.5	44	18.0	18	32.1	112	9.6
Found out about sources of reliable help on marriage and family life										
Literature - magazines, books, etc.	51	10.1	40	10.9	74	30.3	32	57.1	197	16.9
Counseling services	35	7.0	27	7.4	74	30.3	36	64.3	172	14.7

TABLE 28
OPPORTUNITIES FOR UNDERSTANDING YOUNGER CHILDREN

OPPORTUNITIES FOR EXPERIENCES IN UNDERSTANDING YOUNGER CHILDREN	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503		N-366		N-244		N-56		N-1169	
Read and had discussions about children	261	51.9	186	50.8	138	56.6	42	75.0	627	53.6
How children grow and develop	255	50.7	171	46.6	131	53.7	46	82.1	603	51.5
Needs of children and what happens if they are not met	240	47.7	186	50.8	152	62.3	51	91.1	629	53.8
Relationships of parents to children	227	45.1	175	47.8	130	53.3	49	87.5	581	49.7
Relationships of brothers and sisters to younger children										

TABLE 29

OPPORTUNITIES TO DISCUSS CERTAIN NEEDS OF CHILDREN AND WHAT HAPPENS
IF THESE NEEDS ARE NOT MET

SOME NEEDS OF CHILDREN	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503	N-366	N-244	N-56	N-1169					
Wholesome food	341	67.8	206	56.3	130	53.3	47	83.9	724	61.9
Feeling of being loved or chance to show affection	248	49.3	185	50.6	142	58.2	52	92.9	627	53.6
A feeling of belonging or being a part of a group	230	45.7	170	46.5	139	57.0	49	87.5	588	50.3
Suitable clothing	246	48.9	148	40.4	114	46.7	39	69.6	547	46.8
A feeling of accomplishment - that one can do things	209	41.6	144	39.3	130	53.3	43	76.8	526	45.0

TABLE 30

SOME METHODS USED TO UNDERSTAND CHILDREN

METHODS USED	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Read and had discussions	213	42.4	159	43.4	108	44.3	48	85.7	528	45.2
Saw a film which explained about children's behavior and/or growth	144	28.6	72	19.7	59	24.2	16	28.6	291	24.9
Talked with parents who had younger children	114	22.7	82	22.4	68	27.9	23	41.1	287	24.6
Observed or worked with children and discussed what we saw	103	20.5	99	27.1	47	19.3	13	23.2	262	22.4
Had a specially trained person talk about children	82	16.3	28	7.7	26	10.7	13	23.2	149	12.8

TABLE 31

OPPORTUNITIES FOR EXPERIENCES WITH YOUNGER CHILDREN
IN SCHOOL AND IN THE HOMEMAKING CLASS

EXPERIENCES WITH YOUNGER CHILDREN IN SCHOOL AND HOMEMAKING CLASS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Had direct experiences with children										
Read or told stories to them	152	30.2	86	23.5	78	32.0	5	8.9	321	27.5
Took care of them when mothers attended meetings	149	25.6	96	26.2	60	24.6	4	7.1	309	26.4
Helped them at lunch time	120	23.9	58	15.9	58	23.8	3	5.4	239	20.4
Took care of them in school, kindergarten, nursery school, etc.	52	10.3	55	15.0	47	19.3	1	1.8	155	13.3
Had special parties for them	51	10.1	34	9.3	32	13.1	0	0	117	10.0
Observed children under supervision										
Story hour	57	11.3	51	13.9	26	10.7	2	3.6	136	11.6
Lunch hour	55	10.9	41	11.2	20	8.2	4	7.1	120	10.3
Music activities	42	8.4	38	10.4	20	8.2	4	7.1	104	8.9
Art activities	32	6.4	24	6.6	18	7.4	2	3.6	76	6.5

TABLE 32

OPPORTUNITIES TO DISCUSS HOW TO HELP CHILDREN
WITH CERTAIN ASPECTS OF PERSONAL DEVELOPMENT

ASPECTS OF PERSONAL DEVELOPMENT	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503		N-366		N-244		N-56		N-1169	
Sharing with others and taking turns	203	40.4	152	41.5	118	48.4	48	85.7	521	44.6
Affection, response to affection	182	36.2	125	34.2	112	45.9	47	83.9	466	39.9
Feelings of security	167	33.2	131	35.8	110	45.0	51	91.1	459	39.3
Independence	144	28.6	101	27.6	84	34.4	45	80.4	374	32.0
Humor	119	23.7	90	24.6	68	27.9	32	57.1	309	26.4

opportunities to understand young children, less than one-fourth had had opportunities to have guided experiences with children in the school and/or homemaking classes. (Tables 30 and 31, pages 132 and 133). The most common method used for understanding children which the pupils indicated was "reading and having discussions".

Practices Relating to Learning Experiences
in Planning, Preparing and Serving Family
Meals, Refreshments and Snacks

Indication 5. Pupils have opportunities to understand personal and family food needs, local food customs and available resources as a basis for meal planning, preparation and service. A high percentage of pupils in homemaking classes (72.5 per cent) reported the use of films in understanding nutritional needs of individuals and families. About the same percentage reported that they had read and had discussions about nutritional needs. Pupils in Family Living classes did not report that they had discussed food needs of families or the food customs or family resources in relation to planning suitable family meals. (Table 33, page 136).

Less than one-half of the pupils in homemaking classes reported that they had attempted to understand the available

TABLE 33

UNDERSTANDING LOCAL FOOD CUSTOMS AND RESOURCES

FOOD CUSTOMS, NEEDS AND RESOURCES	Per Cent of "yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503	N-386	N-244	N-56	N-1169					
Found out food habits or food customs of families in the community	194	38.6	138	37.7	66	26.9	2	3.6	400	34.2
Used different methods of under- standing nutritional needs of people - films, talks, reading, discussions, experiments	246	49.0	172	47.1	95	38.9	1	1.8	515	44.0
Found out resources of families in the community - types of kitchen equipment: how much money homemakers believe is practical for food budget, amount of time for meals, etc.	246	48.9	179	48.9	116	47.5	5	8.9	546	46.7

resources of families such as time, money or equipment for preparing and serving family meals. (Table 33, page 136). Approximately one-third had attempted to find out food habits or food customs of families in the community as an important consideration in meal planning.

Indication 6. Pupils have opportunities to manage, prepare and serve family meals, refreshments or snacks for parties. Planning meals and learning to buy foods at different cost levels has been regarded as important in experiences with meals - many pupils reported that they had received help in economical buying of common foods. (Table 34, page 138).

Pupils in beginning and advanced homemaking classes reported that they had prepared and served a variety of family meals, refreshments and snacks. (Table 35, page 139). The highest percentage of pupils in Homemaking I reported that they had prepared breakfasts and luncheons. The highest percentage of pupils in Homemaking II reported that they had prepared dinners, luncheons, and refreshments or snacks for parties. The highest percentage of pupils in Homemaking III reported that they had prepared dinners, refreshments or snacks for parties or luncheons. There was little meal preparation in Family Living classes but 28.6 per cent reported that they had prepared refreshments or snacks for parties.

TABLE 34

HELP RECEIVED IN ECONOMICALLY BUYING OF FOOD

ECONOMICAL BUYING OF COMMON FOOD	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Learned important points in economical buying of food</u>										
Fresh fruits	408	81.1	262	71.6	158	64.8	6	10.7	834	71.3
Fresh vegetables	399	79.3	271	74.0	158	64.8	5	8.9	833	71.3
Fresh meats, poultry, fish	271	53.9	262	71.6	146	59.8	2	3.6	681	58.3
Frozen fruits, or vegetables	192	38.2	166	45.4	104	42.6	2	3.6	464	39.7
Frozen meats, fish, poultry	137	27.2	158	43.2	91	37.3	2	3.6	388	33.2
<u>Learned important points about buying of canned food</u>										
Fruits	277	55.1	206	56.3	122	50.0	6	10.7	611	52.3
Vegetables	270	53.7	209	57.1	119	48.8	4	7.1	602	51.5
Meats, poultry, fish	133	26.4	136	37.2	97	39.8	3	5.4	369	31.6
Took field trip and/or saw meat cutting demonstration	53	10.5	98	26.8	49	20.1	0	0	200	17.1

TABLE 35

MEALS AND REFRESHMENTS PREPARED IN HOMEMAKING CLASSES

MEALS PREPARED IN HOMEMAKING CLASSES	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503		N-366		N-244		N-56		N-1162	
Luncheons	391	77.7	250	68.3	118	48.4	4	7.1	763	65.3
Dinners	286	56.9	259	70.8	149	61.1	2	3.6	696	59.5
Refreshments or snacks for parties	258	51.3	244	66.7	132	54.1	16	28.6	650	55.6
Breakfasts	433	86.1	120	32.8	82	33.6	8	14.3	643	55.0

Approximately six to fourteen per cent of the pupils in Homemaking I, II and III reported that they had not had opportunities to prepare any meals in homemaking classes, the highest per cent being in Homemaking II.

In general, the type of meal service which pupils reported that they had used, varied. The simplest service of "passing food" was reported by two-thirds of the pupils in the sample and the method of serving food by a host or hostess was reported by approximately one-half of the pupils in Homemaking I and II and by one-third of the pupils in Homemaking III. The use of the buffet service was reported by less than one-fourth of the pupils, the highest percentage of pupils reporting its use being in Homemaking II. (Table 36, page 141).

Indication 7. Pupils have opportunities to develop social skills in the service of school meals, refreshments or snacks. The setting of an attractive table for meal service, the using of different kinds of food service in homemaking classes and having guests at class meals provide opportunities for the development of social skills. The opportunities which pupils in homemaking classes reported that they had had for the development of social skills in food service and hospitality are indicated in Tables 37 and 38, pages 143 and 144. A high percentage (84.4 per cent) of pupils in the

TABLE 36

TYPES OF MEAL SERVICE USED

MEAL SERVICE USED	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Passed food	372	74.0	248	67.8	147	60.3	4	7.1	771	66.0
Food served by host or hostess	298	59.2	187	51.1	88	36.1	1	1.8	574	49.1
Food served buffet style	98	19.5	111	30.3	56	23.0	4	7.1	269	23.0

sample reported that they had used different methods to improve the attractiveness of the table. (Table 37, page 143). There also had been discussions, demonstrations or exhibits to show different ways families might set their tables and why. (Tables 37 and 38, pages 143 and 144).

Over one-third of the pupils in the sample reported that they had invited teachers and others in the school to be guests at their class meals. Few parents of class members or others in the community had been guests at these meals. Few girls and boys, who were not in homemaking classes had been guests. (Table 37, page 143).

Referring back to Table 23, page 122, it is seen that about eighty per cent of pupils in all homemaking classes reported that they had received help with table manners. Ninety-one per cent of the pupils in Homemaking I, seventy-two per cent of pupils in Homemaking II and seventy-nine per cent of pupils in Homemaking III reported that they had received help with table manners. While meal service had not been used in Family Living classes, fifty-four per cent reported receiving help with table manners.

Indication 8. Pupils have opportunities for experiences in the economical buying of common foods and in the preservation of foods to reduce costs. Approximately three-fourths of the pupils in homemaking classes reported that

TABLE 37

OPPORTUNITIES FOR DEVELOPING SOCIAL SKILLS IN HOMEMAKING CLASSES

OPPORTUNITIES FOR DEVELOPING SOCIAL SKILLS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	M-503		M-366		N-244		N-56		A-1169	
<u>Saw or helped demonstrate table settings</u>										
Making the table attractive	474	94.2	319	87.2	192	78.7	2	3.6	987	84.4
Selecting suitable centerpieces	414	82.3	289	79.0	161	66.0	2	3.6	866	74.1
Using different ways families set tables and why	366	72.8	233	63.7	146	59.8	1	1.8	746	63.8
Using buffet style of service	101	20.1	136	37.2	76	31.2	0	0	313	26.8
<u>Used different kinds of food service in class meals</u>										
Food passed at table - each person served self	372	74.0	248	67.8	147	60.3	4	7.1	771	66.0
Host or hostess served food	298	59.2	187	51.1	83	36.1	1	1.8	574	49.1
Food served buffet style	98	19.5	111	30.3	56	23.0	4	7.1	269	23.0
<u>Had guests at class meals</u>										
Teachers or others in the school	191	38.0	137	37.4	113	46.3	1	1.8	442	37.8
Parents of class members	81	16.1	43	11.8	19	7.8	0	0	143	12.2
Girls who were not in homemaking class	67	13.3	60	16.4	27	11.1	2	3.6	156	13.3
People in the community	43	8.6	32	8.7	9	3.7	1	1.8	85	7.3
Boys who were not in homemaking class	38	7.6	39	10.7	16	6.6	2	3.6	95	8.1

TABLE 38

OPPORTUNITIES IN TABLE SETTING

EMPHASES ON TABLE SETTING	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503	Num- ber	N-366	Per Cent	N-244	Per Cent	N-56	Per Cent	N-1162	Per Cent
Attractive table setting										
Used different ways to improve the attractiveness of the table	474	94.2	319	87.2	192	78.7	2	3.6	987	84.4
Used suitable centerpieces for family meals	414	82.3	289	79.0	161	66.0	2	3.6	866	74.1
Different methods of table setting - discussed or saw										
Different ways families set their tables for meals and why	366	72.8	233	63.7	146	59.8	1	1.8	746	63.8
Simple ways families might set their tables for different meals, buffet suppers, evening snacks	199	39.6	132	36.0	75	30.6	1	1.8	407	34.8
Ways to reduce time and energy in table setting	298	59.2	174	47.5	104	42.6	1	1.8	577	49.4

they had learned important points in the economical buying of fresh fruits and vegetables and approximately fifty-eight per cent reported that they had learned important points about the buying of meats, poultry, and fish. Fewer reported that they had had help with buying canned and frozen foods. (Table 34, page 138).

Some pupils reported having (1) used commercial mixes and frozen foods in the preparation of their meals, (2) canned foods for use in class meals and (3) learned to freeze foods. It was assumed that some understandings of the economic values were developed in these situations, although no data were secured from the pupils. (Tables 39 and 40, pages 146 and 147) .

Indication 9. Pupils have opportunities for improving the school lunch program. Data in Table 41, page 148, indicate that approximately one-fourth to one-third of the pupils in the sample reported that they had had opportunities to improve the school lunch hour. One-third of the pupils in Homemaking I and one-fourth of the pupils in Homemaking II and III reported that they had carried on activities to improve manners and social behavior, planned menus and had made the tables more attractive. Approximately one-fifth of the pupils in the sample reported that they had helped children at the school lunch hour.

TABLE 39

EXPERIENCES IN PRESERVING FOOD

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes											
	Homemak- ing I			Homemak- ing II			Homemak- ing III			Family Living		
	N-503			N-366			N-244			N-56		
	Num- ber	Per Cent	Per Cent	Num- ber	Per Cent	Per Cent	Num- ber	Per Cent	Per Cent	Num- ber	Per Cent	Per Cent
Experiences in preserving food	159	31.7	63	17.4	50	20.6	1	1.8	267	23.5		
Canned enough of following foods for use in class meals	264	52.5	117	32.0	66	27.1	1	1.8	446	36.3		
Fruits	236	46.9	67	18.3	74	30.0	1	1.8	378	32.3		
Jellies and preserves	191	38.0	74	20.2	56	23.0	1	1.8	322	27.5		
Vegetables	27	5.4	22	6.0	28	11.5	1	1.8	78	6.7		
Meats, poultry, fish	79	15.7	38	10.4	27	11.1	1	1.8	145	12.4		
Pickles or relishes												
Learned to freeze foods	118	23.4	73	19.9	58	23.8	1	2.1	250	21.4		
Fruits	151	30.0	67	18.3	71	29.1	1	1.8	290	24.8		
Vegetables	142	28.2	72	19.7	69	28.3	1	1.8	284	24.3		
Pies, desserts, etc.	106	21.1	91	24.9	49	20.1	2	3.6	248	21.2		
Meats, poultry, fish	102	20.3	67	18.3	56	23.0	1	1.8	226	19.3		
Baked goods - bread, etc.	88	17.5	67	18.3	45	18.4	1	1.8	201	17.2		
Took field trips to frozen food lockers or saw demonstrations	78	15.5	53	14.5	52	21.3	0	0	183	15.7		

TABLE 40

OPPORTUNITIES TO USE COMMERCIAL MIXES

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1162	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
NEW FOOD PRODUCTS										
<u>Commercial mixes</u>										
Desserts and puddings	250	47.7	206	56.3	104	42.6	12	21.4	572	48.9
Hot breads and muffins	225	44.7	181	49.5	100	40.9	5	8.9	511	43.7
Cakes	155	30.8	164	44.8	84	34.4	11	19.6	414	35.4
Pastry	133	26.4	126	34.4	71	29.1	8	14.3	338	28.9
Pie Fillings	113	22.5	112	30.6	72	29.5	9	16.1	306	26.2
<u>Frozen foods</u>										
Fruits	85	16.9	94	25.7	69	28.3	2	3.6	250	21.4
Vegetables	81	16.1	122	33.3	86	35.3	1	1.8	290	24.8
Desserts	49	9.7	78	21.3	49	20.1	5	8.9	181	15.5
Rolls, biscuits	25	5.0	43	11.8	35	14.3	1	1.8	104	8.9
Meats, poultry, fish	22	4.4	53	14.5	39	16.0	3	5.4	117	10.0

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TABLE 41

OPPORTUNITIES FOR IMPROVING THE SCHOOL LUNCH HOUR

EMPHASIS ON IMPROVING THE SCHOOL LUNCH HOUR	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503 Num- ber	Per Cent	N-366 Num- ber	Per Cent	N-244 Num- ber	Per Cent	N-56 Num- ber	Per Cent	N-1169 Num- ber	Per Cent
Carried on activities to improve manners and social behavior	189	37.6	96	26.2	52	21.3	1	1.8	338	28.9
Planned menus	181	36.0	97	26.5	64	26.2	1	1.8	343	30.9
Made tables more attractive	163	32.4	85	23.2	52	21.3	1	1.8	301	25.8
Helped children at lunch time	120	23.9	58	15.9	58	23.8	3	5.4	239	20.4

Practices Relating to Learning Experiences in Planning,
Selecting, Making and Taking Care of Clothing,
Including Personal Grooming

Indication 10. . Pupils have opportunities to understand personal and family clothing needs and costs and principles of clothing selection and buying. Approximately forty per cent of the pupils reported that they had had opportunities to understand general principles of selecting and buying clothing, and wardrobe planning. Approximately one-third of the pupils reported that they had had opportunities to understand the buying of common articles of clothing, such as shoes, sweaters, skirts, suits, coats. (Table 42, page 150). Less than one-half of the pupils in the homemaking classes reported that they had received help in reducing the cost of clothing, and less than one-third had planned and made decisions with their families about the clothing they planned to buy, alter, make or do without. (Table 43, page 151). One-third to one-half of the pupils in homemaking classes in the sample reported that they had had opportunities for discussing clothing needs of high school girls, but few reported that they had had opportunities to understand the clothing needs of other members of the family. Some consideration had been given to clothing needs of young children in all homemaking classes. (Table 43, page 151).

TABLE 42

EMPHASES GIVEN TO WARDROBE PROBLEMS AND
SELECTION AND BUYING OF CLOTHING

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
SELECTING AND BUYING CLOTHING										
	N-503	N-366	N-244	N-56	N-1169					
Deciding what to wear on various occasions	225	44.9	145	39.7	74	30.4	4	7.1	449	38.4
To school	282	56.1	163	44.5	85	34.8	7	12.5	537	45.9
To school parties	250	49.7	160	43.7	80	32.8	7	12.5	497	42.5
Selecting and buying clothes - wardrobe planning	223	44.2	160	43.8	81	33.4	4	7.1	468	40.1
Understanding points important in selection of: shoes, sweaters, skirts, trousers, suits, coats, jackets, ties, jewelry	171	34.2	128	35.0	75	30.7	3	5.4	377	32.3
Evaluating clothing wardrobes for high school students	129	25.7	104	28.5	65	26.7	3	5.4	301	25.8
Working out personal wardrobe problems	90	17.9	97	26.1	43	17.6	5	8.9	234	20.0

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TABLE 43

EMPHASES GIVEN TO CLOTHING NEED AND COSTS

CLOTHING NEEDS AND COSTS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemaking I N-503		Homemaking II N-366		Homemaking III N-244		Family Living N-56		Total N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Needs</u>										
Discussed clothing needs of high school girls	245	48.7	169	46.2	80	32.8	5	8.9	356	30.5
Discussed clothing needs of young children	163	32.4	84	23.0	75	30.7	9	16.1	331	23.3
Discussed clothing needs of family members: women like your mother	84	16.7	43	11.8	31	12.7	3	5.4	161	13.8
men like your father	22	4.4	26	7.1	23	9.4	3	5.4	74	6.3
Discussed clothing needs of high school boys	38	7.6	38	10.4	37	15.2	5	8.9	118	10.1
<u>Costs</u>										
Received help in reducing cost of clothing	216	42.9	126	50.8	89	36.3	6	10.7	497	42.5
Planned or made decisions with your family about what to buy, alter, make or do without	163	32.4	139	38.0	63	25.8	9	16.1	374	32.0
Studied cost of individual garments for high school students	155	30.8	158	43.2	100	41.0	4	7.1	417	35.7
Talked over with family about the amount of money you can have for clothing this season or year	122	24.3	102	27.9	46	18.9	6	10.7	276	23.6
Figured how much had been spent for clothes this year or last	29	5.8	79	21.6	38	15.6	6	10.7	152	13.0

Indication 11. Pupils have opportunities for experiences in making and/or altering clothing. A study of Table 44, page 153, reveals that the garments which were made most frequently in beginning and advanced homemaking courses were simple cotton blouses, dresses, skirts or slacks. In Homemaking II and III approximately one-fourth of the pupils reported the making of dresses or blouses from other materials than cotton and the making of jackets, suits or coats. Few clothes were made or little sewing was done for others, either for family members or for others in the school or community.

Indication 12. Pupils have opportunities to secure help with personal grooming and with taking care of clothing. Ninety-one per cent of the pupils in Homemaking I, forty-five per cent of the pupils in Homemaking II and thirty-five per cent of the pupils in Homemaking III, reported that they had had opportunities for help with "hair styles, care of hands, skin and make-up". (Table 45, page 154). Few pupils reported that consideration had been given to (1) "what is important in being well-groomed" (2) "working out problems of management in grooming activities to save time, money and get things done when needed" or (3) "comparing costs of grooming when done at home or by paid services".

A high percentage of pupils in the sample reported

TABLE 44

KINDS OF GARMENTS MADE IN HOME MAKING CLASSES

TYPES OF GARMENTS MADE IN HOME MAKING CLASSES	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
A simple cotton blouse, dress, slacks, skirt, etc.	377	75.0	195	53.3	87	35.7	0	0	659	56.4
A simple cotton garment, apron, slip, etc.	162	32.2	71	19.4	35	14.3	1	1.8	269	23.0
Clothes for younger brothers or sisters	60	11.9	63	17.2	39	16.0	4	7.1	166	14.2
Clothes for mother or older sister	33	6.6	33	9.0	18	7.4	1	1.8	85	7.3
A dress or blouse made of silk or some synthetic fibre	29	5.8	99	27.1	58	23.8	11	19.6	197	16.9
A jacket, suit or coat	26	5.2	92	25.1	68	27.9	3	5.4	189	16.2
Clothes for class plays, etc.	12	2.4	9	2.5	19	7.8	1	1.8	41	3.5
Clothes for community organiza- tions	11	2.2	12	3.3	6	2.5	1	1.8	30	2.6

TABLE 45

EMPHASES GIVEN TO GROOMING

GROOMING	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	458	91.0	163	45.9	85	34.8	14	25.4	725	62.0
Seeing or helping to show hair styles, care of hands, skin, make-up										
Selecting and using powder, rouge, lipstick, creams, deodorants, soaps, tooth brushes, paste, etc.	296	58.9	105	28.5	52	21.4	7	12.5	460	39.4
Listing things class members thought important for a well- groomed high school girl or boy	180	35.8	85	23.2	50	20.5	13	23.2	323	28.1
Working out problems of management of grooming activities to save time, money, to get things done when needed	171	35.7	83	22.7	58	23.6	12	20.7	332	28.4
Comparing costs of grooming activ- ities when done at home or by paid services (shampoos, perm- anents, manicures, etc.)	127	25.2	47	12.7	37	15.0	3	5.4	213	18.2

that they had had opportunities for understanding the characteristics of different kinds of textiles. However a relatively small percentage of pupils reported that they had had opportunities for applying this knowledge about textiles to problems or methods of laundering, pressing, ironing of clothing. (Table 46, page 156).

Practices Relating to Learning Experiences in
Selection, Use and Care of Housing, Home
Furnishings and Household Equipment

Indication 13. Pupils have opportunities to understand housing needs of families and the cost of housing including cost of home furnishings. Data in Table 47, page 158, would seem to indicate that in Family Living classes more consideration had been given to housing needs of family members than had been given in other homemaking classes. Considering the total sample, less than one-fourth of the pupils reported that they had attempted to understand the needs of families in housing and in furnishing homes.

More consideration had been given in Homemaking II and III to "styles of houses" than to the housing needs of family members. (Table 48, page 159).

In Homemaking III and Family Living classes approximately forty to fifty per cent of the pupils reported that

TABLE 46

EMPHASES GIVEN TO CARE OF CLOTHING

CARE OF CLOTHING	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503	N-366	N-244	N-56	N-1169					
<u>Understanding different textiles</u>										
Characteristics of different kinds of textiles - cotton, linen, silk, wool, rayon, nylon, etc.	332	79.2	307	84.0	162	66.6	6	10.7	874	74.8
<u>Seeing or helping to demonstrate best ways of laundering, pressing and ironing clothes made from different textiles</u>										
Laundering of sweaters, blouses, shirts, slips, undergarments, hose Pressing, ironing of clothing made of cotton, linen, silk, wool, rayon, nylon, etc. Pressing and ironing blouses, jackets, skirts, trousers, etc.	147	29.2	78	21.4	34	13.8	0	0	259	22.1
	144	28.8	128	35.1	70	28.6	4	7.1	347	29.7
	75	15.0	73	19.9	18	15.8	2	3.6	189	16.2

(Continued on next page)

TABLE 46

EMPHASES GIVEN TO CARE OF CLOTHING (CONT.)

CARE OF CLOTHING (CONT.)	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Management and care										
Saw or helped to demonstrate care of garments made from cotton, linen, silk, wool, synthetic fiber	118	27.5	103	28.3	67	27.4	0	0	309	26.5
Worked out plans to make it easier to take care of clothes at home	132	26.3	98	26.8	63	25.8	14	24.6	307	26.3
Figuring costs of commercial services in care of clothing - laundering, dry cleaning, altering, cold storage	48	9.5	45	12.3	13	7.0	0	0	111	9.5
Saw how clothing is cared for in commercial services: laundering dry cleaning, shoe repair, alteration of clothing, etc.	30	6.0	20	5.6	18	7.3	0	0	69	5.9

TABLE 47

OPPORTUNITIES TO UNDERSTAND NEEDS OF FAMILY MEMBERS
IN HOUSING AND FURNISHING HOMES

TRIED TO UNDERSTAND NEEDS OF DIFFERENT FAMILY MEMBERS IN HOUSING AND FURNISHING A HOME	Per Cent of "Yes" Responses Reported by Pupils of Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	90	17.9	88	24.0	73	29.9	32	57.1	283	24.2
Girls and boys of high school age	82	16.3	91	24.9	83	34.0	33	58.9	289	24.7
Young children	55	10.9	63	17.2	75	30.7	32	57.1	225	19.3
Mothers	37	7.4	60	16.4	70	28.7	32	57.1	199	17.0
Fathers	37	7.4	43	11.8	68	27.9	27	48.2	175	15.0
Elderly people										

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TABLE 48

OPPORTUNITIES FOR UNDERSTANDING HOUSING AND COST OF HOUSING

OPPORTUNITIES TO UNDERSTAND HOUSING	Per Cent of "Yes" Responses Reported By Pupils in Homemaking Classes									
	Homemaking I		Homemaking II		Homemaking III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Had a chance to understand</u>										
Needs of family member	60	12.0	69	18.9	74	30.3	31	55.7	234	20.0
Floor Plans	25	5.0	133	36.3	91	37.3	29	51.8	278	23.8
Styles of houses	40	8.0	147	40.2	112	45.9	35	62.5	334	28.6
Ideas for remodeling or refinishing	56	11.1	143	39.1	96	39.3	28	50.0	323	27.6
New ideas for building houses	15	3.0	99	27.1	91	37.3	21	37.5	226	19.3
Landscaping of yard and grounds	15	3.0	70	19.1	55	22.5	21	37.5	161	13.8
<u>Had a chance to study and see different kinds of housing</u>										
New houses	23	4.6	46	12.6	86	35.3	14	25.0	169	14.5
Old houses	14	2.8	35	9.6	65	26.6	9	16.1	123	10.5
Trailers	9	1.8	17	4.6	38	15.6	2	3.6	66	5.7
Housekeeping rooms	24	4.8	17	4.6	51	20.9	6	10.7	98	8.4
Apartments	17	3.4	33	9.0	62	25.4	7	12.5	119	10.2
<u>Tried to find out costs of housing</u>										
Renting different types	8	1.6	31	8.5	97	39.8	18	32.1	154	13.2
Ownning different types	10	2.0	41	11.2	105	43.0	21	37.5	177	15.1
Operating	38	7.6	48	13.1	118	48.4	28	50.0	232	19.9
Financing new houses	13	2.6	39	10.7	113	46.3	23	41.1	188	16.1
Remodeling of old houses	39	7.8	58	15.9	97	39.8	16	28.6	210	18.0

they had tried to find out costs of housing. (Table 48, page 159). Few pupils had had opportunities to see new and/or made-over home furnishings at different cost levels. (Table 49, page 161).

Indication 14. Pupils have opportunities to understand important points in the selection and arrangement of furnishings for the home. Based on data in Table 50, page 162, approximately fifty per cent of the pupils in Homemaking II and III and Family Living classes had (1) discussed important points in the selection of various kinds of home furnishings and (2) studied selection and arrangement of furnishings for the various rooms in the home. Approximately two-thirds of the pupils reported that they had helped in their own homes in the selection and in the arrangement of furnishings.

Indication 15. Pupils have opportunities to improve the appearance of the homemaking room and to get ideas for making new furnishings and for refinishing or altering used furnishings. Only a small percentage of pupils in homemaking classes reported that they had had opportunities for improving the appearance of the homemaking room. (Table 51, page 164). A relatively small percentage of pupils reported that they had had opportunities to see demonstrations and/or to make at school various home furnishings. Approximately twenty to

TABLE 49

OPPORTUNITIES TO SEE ATTRACTIVE HOME FURNISHINGS
AT DIFFERENT COST LEVELS

NEW AND MADE OVER FURNISHINGS AT DIFFERENT COST LEVELS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503 Num- ber	Per Cent	N-366 Num- ber	Per Cent	N-244 Num- ber	Per Cent	N-56 Num- ber	Per Cent	N-1169 Num- ber	Per Cent
<u>Low-cost furnishings</u>										
New furnishings	9	1.8	54	14.8	56	23.0	10	17.9	129	11.0
Furnishings made over	12	2.4	47	12.8	53	21.6	8	14.3	120	10.3
<u>Moderate-cost furnishings</u>										
New Furnishings	9	1.8	55	15.0	56	23.0	12	21.4	132	11.3
Furnishings made over	10	2.0	53	14.5	54	22.1	9	16.1	126	10.8
<u>Above average-cost furnishings</u>										
New furnishings emphasizing modern trends	12	2.4	56	15.3	59	24.2	12	21.4	139	11.9

TABLE 50

OPPORTUNITIES TO UNDERSTAND IMPORTANT POINTS IN SELECTION
AND ARRANGEMENT OF FURNISHINGS FOR THE HOME

SELECTION AND ARRANGEMENT OF HOME FURNISHINGS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Discussed important points in selecting various kinds of home furnishings</u>	108	21.5	187	51.1	139	57.0	25	44.6	459	39.3
	95	18.9	188	51.4	139	57.0	35	62.5	457	39.1
	66	13.1	170	46.5	116	47.5	27	48.2	379	32.4
	46	9.2	167	45.6	133	54.5	26	46.4	372	31.8
	64	12.7	121	33.1	133	54.5	25	44.6	343	29.3
<u>Studied selection and arrangement of various rooms in the home</u>	81	16.1	180	49.2	120	49.2	27	48.2	408	34.9
	53	10.5	167	45.6	116	47.5	25	44.6	361	30.9
	75	14.9	166	45.4	87	35.7	24	42.9	352	30.1
	43	8.6	129	35.3	92	37.7	24	42.9	288	24.6
	85	16.9	177	48.4	113	46.3	25	44.6	400	34.2

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TABLE 50
 OPPORTUNITIES TO UNDERSTAND IMPORTANT POINTS IN SELECTION
 AND ARRANGEMENT OF FURNISHINGS FOR THE HOME
 (CONTINUED)

SELECTION AND ARRANGEMENT OF HOME FURNISHINGS (CONT.)	Per cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503	Num- ber	N-366	Num- ber	N-244	Num- ber	N-56	Num- ber	N-1169	Num- ber
Selected and arranged furnishings in own homes										
Rearranged furnishings in one or more rooms at home	334	66.4	258	70.5	174	71.5	41	72.2	807	69.0
Arranged table tops, book cases, writing desks, etc.	293	58.3	241	65.9	162	66.8	39	69.6	735	62.9
Helped select something new for home	262	52.1	223	60.9	144	59.0	37	66.1	666	57.0

TABLE 51

OPPORTUNITIES TO IMPROVE THE HOMEMAKING ROOM

OPPORTUNITIES TO IMPROVE THE HOMEMAKING ROOM	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Rearranged furnishings</u>										
Furniture	163	32.4	155	42.4	72	29.5	13	23.2	403	34.5
Wall hangings and pictures	75	14.9	108	29.5	44	18.0	10	17.9	237	20.3
<u>Selected something new</u>										
Vases, bowls, trays, etc.	51	10.1	73	20.0	47	19.3	8	14.3	179	15.3
Lamps, lamp shades, etc.	49	9.7	88	24.0	38	15.6	4	7.1	179	15.3
New furniture and furnishings	52	10.3	71	19.4	41	16.8	9	16.1	173	14.8
<u>Made something new</u>										
Place mats	51	10.1	44	12.0	20	8.2	2	3.6	117	10.0
Curtains	35	7.0	66	18.0	28	11.5	2	3.6	131	11.2
Draperies	42	8.4	95	26.0	40	16.4	5	8.9	182	15.6
<u>Made over something</u>										
Refinished furniture	20	4.0	96	26.2	26	10.7	9	16.1	151	12.9
Made slip covers and/or upholstered chairs	25	5.0	72	19.7	32	13.0	3	5.4	132	11.3

twenty-five per cent of the pupils reported that they had had opportunities for helping with making furnishings and re-finishings furniture in their own homes. (Table 52, page 166).

Indication 16. Pupils have opportunities to understand principles of selection, arrangement, use and care of household equipment. Data in Tables 53 and 54, pages 167 and 169, suggest that little consideration had been given in beginning and advanced homemaking classes to household equipment. More consideration appeared to have been given to kitchen equipment than to other household equipment. A higher percentage of pupils reported opportunities for understanding the important points in the care and cleaning of equipment than in the cost, selection or arrangement of equipment. Few reported that they had found out kinds of labor saving equipment families have and/or had had a chance to see in the stores or homes various models of common household equipment, including vacuum cleaners and attachments, laundry equipment or ironers.

Indication 17. Pupils have opportunities to understand what is important in the arrangement of cupboards or storage space in the kitchen and had tried out various methods of household care. Less than one-third of the pupils in Homemaking I, II and III reported that they had developed and/or used some guides or standards in the arrangement of

TABLE 52

OPPORTUNITIES GIVEN IN MAKING NEW FURNISHINGS
AND IN REFINISHING FURNITURE

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Had a chance to see demonstrations and/or make at school</u>										
Slip covers for chairs, sofas, etc.	15	3.0	91	24.9	31	12.7	1	1.8	133	11.8
Curtains	33	6.6	65	17.8	34	13.9	2	3.6	134	11.5
Draperies	13	2.6	88	24.0	42	17.2	1	1.8	144	12.3
Lamp shades	1	0.2	61	16.7	19	7.8	1	1.8	82	7.0
<u>Had a chance to see demonstration on refinishing of furniture</u>	15	3.0	89	24.3	35	14.3	5	8.9	144	12.3
<u>Had a chance to make furnishings at home</u>										
Helped to make slip covers, draperies, etc.	91	18.1	80	21.9	64	26.2	16	28.6	251	21.5
Refinished furniture	100	19.9	123	33.6	73	29.9	21	37.5	317	27.1

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TABLE 53

OPPORTUNITIES FOR UNDERSTANDING IMPORTANT POINTS IN SELECTION,
ARRANGEMENT AND CARE OF HOUSEHOLD EQUIPMENT

UNDERSTANDING SELECTION, ARRANGEMENT AND CARE OF HOUSEHOLD EQUIPMENT	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1162	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Studied important points in select- ion, arrangement and care of common household equipment										
Found out what kinds of labor saving equipment families in community have	83	16.5	78	21.3	68	27.9	14	25.0	243	20.8
Found out costs of various kinds of labor saving equipment	57	11.3	74	20.2	59	24.2	8	14.3	198	16.9
Studied general points in select- ion of labor saving equipment	52	10.3	78	21.3	67	27.5	10	17.9	207	17.7
Studied principles important in arrangement of equipment	56	11.1	85	23.2	61	25.0	5	8.9	207	17.7
Studied important points in care and cleaning of equipment	138	27.4	141	38.5	96	39.3	9	16.1	394	33.7

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TABLE 53

OPPORTUNITIES FOR UNDERSTANDING IMPORTANT POINTS IN SELECTION,
ARRANGEMENT AND CARE OF HOUSEHOLD EQUIPMENT
(CONTINUED)

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemaking I		Homemaking II		Homemaking III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
UNDERSTANDING SELECTION, ARRANGEMENT AND CARE OF HOUSEHOLD EQUIPMENT (CONT.)										
Had a chance to use in homemaking class common household equipment	109 65	21.7 12.9	118 32	32.2 8.7	70 31	28.7 12.7	10 3	17.9 5.4	307 131	25.3 11.2
Laundry equipment										
Vacuum cleaners and attachments										
Had a chance to see in stores, home, common household equipment										
Vacuum cleaners and attachments	45 71	9.0 14.1	54 102	14.8 27.9	40 74	16.4 30.3	12 18	21.4 32.1	151 265	12.9 22.7
Laundry equipment										
Various kinds of irons and ironing boards	104	20.7	96	26.2	80	32.8	21	37.5	301	25.8

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TABLE 54

SELECTION AND ARRANGEMENT OF KITCHEN EQUIPMENT

EXPERIENCES IN SELECTION AND ARRANGEMENT OF KITCHEN EQUIPMENT		Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
		Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
		Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Discussed important points in the selection and arrangement of furnishings in the:</u>		N-503		N-366		N-244		N-56		N-1169	
Kitchen		85	16.9	177	48.4	113	46.3	25	44.6	400	34.2
Dining room		53	10.5	167	45.6	116	47.5	25	44.6	361	30.9
<u>Saw demonstrations and/or took field trips to see kitchen equipment in stores, homes, homemaking rooms, etc.</u>		151	30.0	145	39.6	37	15.2	0	0	333	28.5
Electric or gas stoves		143	28.4	103	28.1	57	23.4	1	1.8	304	26.0
Pressure sauce pans or cookers		95	18.9	120	32.8	46	18.9	1	1.8	262	22.4
Electric mixers, coffee makers, etc.		100	19.9	113	30.9	78	32.0	23	41.1	314	26.9
Small kitchen equipment made from different materials, etc.											
<u>Had a chance to use kitchen equipment</u>		332	66.0	222	60.7	145	59.4	25	44.6	724	61.9
Small kitchen equipment made of different types of materials		162	32.2	86	23.5	73	29.9	12	21.4	333	28.5
Special equipment - electric waffle irons, electric roasters, toasters, etc.		237	47.1	155	42.4	119	48.8	5	8.9	516	44.1
Pressure cookers, pressure sauce pans, etc.											

storage space for food, dishes, cleaning equipment or table linens in the homemaking room. (Table 55, page 171).

When pupils were asked about their home activities or responsibilities, seventy-five to eighty-five per cent of pupils in homemaking classes reported that they helped with household tasks such as cleaning and laundering. (Table 56, page 172).

Few pupils reported that in the homemaking class they had (a) tried out different methods of cleaning woodwork, windows, floors, stoves, refrigerators or (b) seen new techniques for cleaning silver, brass, copper, furniture or lamp shades. (Tables 56 and 57, pages 172 and 174).

Practices Relating to Learning Experiences in the Area of Management and Consumer Education

Indication 18. Pupils have opportunities to understand and to evaluate methods which families use in management of their activities and resources. Approximately fifty per cent of the pupils in the sample reported that they had had opportunities for understanding how families manage the planning, preparing and serving of meals. Fewer reported that they had had opportunities for understanding family or home management practices in getting work done, in entertainment of friends and in dealing with money problems. (Table 58, page 175).

TABLE 55
DEVELOPMENT AND/OR USE OF GUIDES IN
ARRANGEMENT OF STORAGE SPACE

ARRANGEMENT OF CUPBOARDS, ETC.	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503 Num- ber	Per Cent	N-366 Num- ber	Per Cent	N-244 Num- ber	Per Cent	N-56 Num- ber	Per Cent	N-1169 Num- ber	Per Cent
Developed guides and/or used some guides in arrangement in homemaking class										
Cupboards for food supplies	177	35.2	121	33.1	78	32.0	6	10.7	382	32.7
Refrigerator	167	33.2	110	30.1	75	30.7	5	8.9	357	30.5
Closets or cupboards for cleaning equipment and supplies	129	25.7	100	27.3	59	24.2	5	8.9	293	25.1
Cupboards for dishes	189	37.6	133	36.3	80	32.8	7	12.5	409	35.0
Drawers for table linens	129	25.7	89	24.3	52	21.3	5	8.9	275	23.5

TABLE 56
EXPERIENCES IN HOUSE CARE AT SCHOOL AND HOME

EXPERIENCES IN HOUSE CARE		Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
		Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
		K-503		K-366		K-244		K-56		K-1169	
		Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>IN THE HOMEMAKING CLASS</u>											
<u>Tried out different methods of cleaning</u>											
Woodwork		48	9.5	67	18.3	23	9.4	5	8.9	143	12.2
Windows, mirrors		127	25.3	112	30.5	46	18.9	5	8.9	290	24.8
Floors		39	7.8	34	9.3	24	9.8	4	7.1	101	8.6
Stoves		188	37.4	145	39.6	68	27.9	8	14.3	409	35.0
Refrigerators		193	38.4	135	36.9	70	28.7	6	10.7	404	34.6
<u>Saw demonstrations showing new techniques on how to clean household articles made of:</u>											
Silver		70	13.9	58	15.9	71	29.1	5	8.9	204	17.5
Brass, copper, etc.		24	4.8	26	7.1	27	11.1	2	3.6	79	6.8
Furniture - wax and clean		26	5.2	71	19.4	36	14.8	5	8.9	138	11.8
Different kinds of woodwork		33	6.6	72	19.7	34	13.9	0	0	139	11.9
Lamp shades		11	2.2	39	10.7	19	7.8	4	7.1	73	6.2

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TABLE 56
EXPERIENCES IN HOUSE CARE AT SCHOOL AND HOME (CONT.)

EXPERIENCES IN HOUSE CARE (CONT.)	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-274		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
AT HOME										
Helped at home with cleaning and laundrying										
Cleaning and arranging of cupboards, linens	284	56.5	211	57.7	132	54.1	36	64.7	663	56.7
Kitchen cupboards and cabinets	397	78.9	298	81.4	182	74.6	40	71.4	917	78.4
Refrigerator and stove	373	74.2	283	77.3	182	74.6	47	83.9	885	75.7
Family laundry	403	80.1	299	81.7	183	75.0	47	83.9	932	79.7
Family ironing	431	85.7	319	87.2	199	81.6	45	80.4	994	85.0

TABLE 57

RESPONSIBILITIES FOR CARE OF KITCHEN EQUIPMENT AND LINENS
IN THE HOME MAKING CLASS

RESPONSIBILITIES FOR THE CARE OF KITCHEN EQUIPMENT AND LINENS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
<u>Washed and ironed table linens</u>										
Washed table linens	104	20.7	108	29.5	26	10.7	6	10.7	244	20.9
Ironed table linens	98	19.5	105	28.7	25	10.3	4	7.1	232	19.9
<u>Tried different methods for cleaning</u>										
Stoves	188	37.4	145	39.6	68	27.9	8	14.3	409	35.0
Refrigerators	193	38.4	135	36.9	70	28.7	6	10.7	404	34.6
<u>Personally cleaned in class</u>										
Refrigerators	283	56.3	201	54.9	112	45.9	4	7.1	600	51.3
Stoves	314	62.4	241	65.9	125	51.2	7	12.5	687	58.8

TABLE 58

OPPORTUNITIES FOR UNDERSTANDING AND EVALUATING
METHODS FAMILIES USE IN MANAGEMENT

	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-246		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
UNDERSTANDING METHODS FAMILIES USE IN MANAGEMENT										
Planning, preparing and serving meals	285	56.7	192	52.5	140	57.4	40	71.4	657	56.2
Doing the shopping	199	39.6	144	39.3	117	48.0	36	64.3	496	42.4
Entertainment of friends	181	36.0	129	35.3	120	49.2	37	66.1	467	40.0
Getting the housework done	180	35.8	124	33.9	103	42.2	43	76.8	450	38.5
Earning, spending and saving family income	145	28.8	115	31.4	139	57.0	56	100.0	455	38.9

A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they had had opportunities for understanding methods which families use in the management of their activities.

Indication 19. Pupils have opportunities for understanding various needs of family members. It was assumed that in order to understand management practices that pupils needed opportunities to understand some of the needs of family members. Fifty per cent or more of the pupils reported that they had had opportunities for understanding nutritional needs of family members and the various personal, social and emotional needs of younger children. But few reported that they had had opportunities to understand clothing and housing needs of family members. (Table 59, page 177).

A higher percentage of pupils in Family Living classes than in other homemaking classes reported that they had had opportunities for understanding the needs of children and the housing needs of family members. Some pupils reported that they had had opportunities for understanding some of their own needs and interests, but many pupils reported that they had not had these experiences. (Table 63, page 183).

Indication 20. Pupils have opportunities to understand available personal and/or family resources. Approximately three-fourths of the pupils in Family Living classes

TABLE 59
OPPORTUNITIES FOR UNDERSTANDING VARIOUS
NEEDS OF FAMILY MEMBERS

OPPORTUNITIES TO UNDERSTAND NEEDS OF FAMILY MEMBERS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes					
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Family Living N-56	Total	
	Num- ber Per Cent	Num- ber Per Cent	Num- ber Per Cent	Num- ber Per Cent	Num- ber Per Cent	Per Cent
Nutritional needs of family members	85.3	76.5	63.9	7.1	74.3	
Various types of needs of children	50.7	46.6	53.7	82.1	51.5	
Clothing needs of family members	22.0	19.7	20.2	8.9	20.2	
Housing and home-furnishing needs of family members	12.0	18.9	30.3	55.7	20.0	

and one-third of the pupils in Homemaking III reported that they had attempted to find out some information about the typical or prevailing incomes of Michigan families. Few pupils in Homemaking I and II had had these experiences. (Table 60, page 179). Approximately one-fourth of the pupils reported that they had had opportunities to find out from their own families about the amount of money they, personally could have for clothing. (Table 60, page 179). Approximately fifty per cent of the pupils in homemaking classes reported that they had had opportunities to find out how much time homemakers in the community believed was available for "getting family meals". (Table 60, page 179). As earlier reported, few pupils had had opportunities to find out the kinds of labor saving equipment families had. (Table 53, page 167).

Indication 21. Pupils have opportunities for planning and using their plans in working out problems at school and home. Theoretically, in homemaking classes, the planning and using plans are involved in daily class activities. Sometimes the plans are made as a total group, sometimes in small groups and sometimes planning is done individually. There were few items in Check List B which pertained to this phase of planning. However some items were included which related to working out problems at school and home.

TABLE 60

OPPORTUNITIES FOR UNDERSTANDING AVAILABLE RESOURCES OF FAMILIES

FOUND OUT ABOUT RESOURCES FAMILIES HAVE	Per Cent of "Yes" Responses Reported by Public in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	N-503		N-366		N-244		N-56		N-1169	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
How much time homemakers believe is available for getting meals	305	60.6	209	57.1	130	53.3	2	3.6	646	55.3
How much money homemakers believe is practical for the food budget	199	39.6	177	48.4	129	52.9	9	16.1	514	44.0
Amount of money one can have for clothes this season or year	122	24.3	102	27.9	46	18.9	6	10.7	276	23.6
What kinds of labor saving equip- ment families in community have	83	16.5	78	21.3	68	27.9	14	25.0	243	20.8
Average incomes of families in Michigan	19	3.8	39	10.7	93	38.1	41	71.4	192	16.4

Approximately one-half of the pupils reported that they had worked out (1) ways of sharing in the housework, meals and shopping in their own homes, (2) ways to reduce time and energy in setting the table and (3) problems of entertainment of friends at home and problems of dating. Few reported that they had worked out plans in clothing, grooming or in money management with their families or in their homes. (Table 61, page 181).

Fifty per cent or less of the pupils in homemaking classes reported that they had had opportunities to develop guides and standards for making certain common decisions which affected them personally in the homemaking class or its activities. (Table 64, page 184).

Indication 22. Pupils have opportunities for increasing their consumer understandings, especially in relation to the purchase of food, clothing, housing, home furnishings and household equipment. Approximately fifty per cent of the pupils in homemaking classes reported that they had had opportunities for understanding important points in the selection and the purchase of clothing and food. Fewer reported that they had had opportunities to understand the selection and purchase of housing, household equipment and home furnishings. (Table 62, page 182).

Only a few reported that they had studied costs and/or

TABLE 61

OPPORTUNITIES FOR WORKING OUT PLANS AND CARRYING THEM OUT AT HOME

MADE CHOICES AND DECISIONS AND WORKED OUT PLANS AT HOME	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes									
	Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	N-503		N-366		N-244		N-56		N-1169	
Worked out ways of sharing the housework, meals, shopping, etc.	266	52.9	174	47.5	121	49.6	35	62.5	596	51.0
Worked out schedule for taking care of clothes at home	96	19.1	62	16.9	54	22.1	14	25.0	226	19.3
Worked out ways to reduce time and energy in setting the table	298	59.2	174	47.5	104	42.6	1	1.8	577	49.4
Worked out plans to manage grooming activities:										
To save time	184	36.6	73	20.0	56	23.0	11	19.6	324	27.7
To save money	186	37.0	96	26.2	69	28.3	14	25.0		
To save energy or effort	137	27.2	62	16.9	51	20.9	9	16.1	259	22.2
To get things done when they are needed	181	36.0	88	24.0	60	24.6	13	23.2	342	29.3
Planned and made decisions with own family about what garments to buy, alter, make or do without	163	32.4	139	38.0	63	25.8	9	16.1	374	32.0
Worked out personal budget or money problems with own family	125	24.9	89	24.3	81	33.2	17	30.4	312	26.7
Worked out entertainment of friends at home with own family	218	43.3	128	35.0	105	43.0	31	55.4	482	41.2
Worked out problems of dating	207	41.2	123	33.6	108	44.3	26	46.4	464	39.7

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TABLE 62

OPPORTUNITIES PROVIDED IN INCREASING CONSUMER UNDERSTANDING

OPPORTUNITIES IN CONSUMER EDUCATION	Number of Items	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes							
		Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living	
		N-503	Per Cent	N-366	Per Cent	N-244	Per Cent	N-56	Total N-1169
Understanding what is important in the selection and purchase of clothing	20		51.1		51.6		38.8		8.5
									46.6
Understanding important points in the economical buying of common foods	11		43.6		48.9		43.9		6.0
									43.5
Understanding what is important in the selection and purchase of household equipment	11		25.8		29.3		31.9		26.0
									28.2
Understanding what is important in the selection and purchase of home furnishings	14		16.1		41.1		42.7		40.9
									30.2

TABLE 63

OPPORTUNITIES TO UNDERSTAND OWN NEEDS AND INTERESTS

OPPORTUNITIES TO UNDERSTAND OWN NEEDS AND INTERESTS	Number of Items	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes							
		Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living	
		N-503 Per Cent	N-366 Per Cent	N-366 Per Cent	N-244 Per Cent	N-244 Per Cent	N-56 Per Cent	N-1169 Per Cent	Total
Food and health	1	47.1	33.6	28.3	3.6	36.9			
Grooming and personal appearance	5	31.2	15.0	20.7	13.9	23.1			
Manners and social skills	5	31.7	18.0	26.8	25.7	26.1			
Own growth and relationships with others	5	22.5	12.1	21.5	28.9	19.4			
Caring for clothing	5	18.5	19.0	14.8	5.4	17.2			
Making clothes	5	18.2	21.6	16.8	.0	18.1			
Buying and selecting clothes	5	16.3	16.7	14.8	.4	15.3			
Understanding and helping children	5	14.6	11.5	13.4	27.9	14.0			

TABLE 64

OPPORTUNITIES TO DEVELOP GUIDES AND STANDARDS
FOR OWN BEHAVIOR AND ACTIVITIES

OPPORTUNITIES TO DEVELOP GUIDES AND STANDARDS	Number of Items	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes								
		Homemak- ing I		Homemak- ing II		Homemak- ing III		Family Living		Total
		N-503		N-366		N-244		N-56		
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
Making decisions about the garment made in class	5	56.0	48.7	40.2	48.7	40.2	48.7	8.6	48.1	
Making decisions whether or not to make a garment in homemaking class	5	54.1	56.8	42.7	56.8	42.7	56.8	11.8	50.5	
Managing of grooming activities	5	35.7	22.7	23.6	22.7	23.6	22.7	20.7	28.4	
Making decisions about manners and social behavior	5	45.6	32.0	33.8	32.0	33.8	32.0	35.7	38.4	
Practicing and using good manners or social skills	5	38.2	28.9	30.0	28.9	30.0	28.9	32.1	33.3	
Arranging storage cabinets, cup- boards, refrigerator, etc., in homemaking room	5	32.9	31.4	26.2	31.4	26.2	31.4	9.0	29.3	

had compared costs of goods or services when secured by the individual and/or family through their own efforts or when these goods and services were secured through commercial or paid channels.

Indication 23. Pupils have opportunities for understanding and applying principles of art in everyday personal and family living. A study of data throughout the report suggests that a higher percentage of pupils in homemaking classes had opportunities for understanding and applying principles of art in relation to foods and clothing than they had in understanding and applying principles of art to housing and home furnishings. Few opportunities were reported for improving the appearance of the homemaking room and/or making application of art principles to the homemaking room.

Only about five per cent of the pupils in homemaking classes reported that they had had opportunities for understanding children's art activities or art expressions.

CHAPTER VII

LOCAL PRACTICES IN RELATION TO THE BELIEF CONCERNING TEACHING-LEARNING METHODS

Eight criteria were used to study local practices relating to the area of belief that in the homemaking education program the teaching-learning methods are those which contribute to the achievement of the goals of homemaking. When the responses of pupils were analyzed there seemed to be indications that certain teaching-learning methods were reported more frequently by pupils than were other methods. Table 65 shows the per cent of pupils in varying homemaking classes reporting opportunities for experiencing the various teaching-learning methods; Table 66 shows the rank order of the use of the various methods.

Criterion 1. Pupils work out problems with their own families and share work in their homes. Data from parents indicated that a relatively high percentage of pupils in homemaking classes assumed many responsibilities in their homes, such as those involved (a) in housework, laundering and ironing, (b) in meal planning, preparation and service, (c) in selecting and making clothes, (d) in care of children, (e) in entertainment of friends, (f) in room improvement, and (g) in improving relationships within the family. (Table 19, page 110)

TABLE 65

THE USE OF CERTAIN TEACHING-LEARNING METHODS
IN HOMEMAKING CLASSES

SOME TEACHING-LEARNING METHODS BELIEVED TO CONTRIBUTE TO THE ACHIEVEMENT OF THE GOALS OF HOMEMAKING EDUCATION	Number of Items in the Inventory	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
		Homemaking Classes				
		Homemaking I N-503	Homemaking II N-386	Homemaking III N-284	Family Living N-56	Total N-1162
Pupils worked out problems with their own families and shared work in their homes	22	44.6	46.0	45.3	48.4	45.3
Pupils received personal and/or individual help	30	45.7	42.0	36.9	27.3	41.8
Pupils developed guides, standards and evaluated results	42	42.7	36.6	31.8	16.8	37.3
Pupils saw films, analyzed stories, participated in socio-dramas	19	29.0	26.2	22.5	19.5	27.3
Pupils had a variety of concrete homemaking experiences	97	24.8	26.6	22.1	6.7	24.0
Pupils took field trips, saw demonstrations and made observations	78	23.1	23.7	21.5	8.7	22.3
Pupils related experiences to practices, conditions, resources of families in the community	37	19.8	21.7	26.1	13.1	21.4
Pupils had opportunities to express and/or understand their own needs, interests, problems or concerns	36	22.6	16.7	18.7	14.3	19.5

TABLE 66

THE USE OF CERTAIN TEACHING-LEARNING METHODS
IN HOMEMAKING CLASSES SHOWING RANK ORDER

SOME TEACHING-LEARNING METHODS BELIEVED TO CONTRIBUTE TO THE ACHIEVEMENT OF THE GOALS OF HOMEMAKING	Rank Order of the Use of the Method as Determined by the Per Cent of "Yes" Responses of Pupils in Homemaking Classes					
	Homemak- ing I		Homemak- ing II		Homemak- ing III	
	N-503	N-366	N-214	N-56	N-1162	Total
Pupils worked out problems with their own families and shared in work in their homes	2	1	1	1	1	1
Pupils received personal and/or individual help	1	2	2	2	2	2
Pupils developed guides, standards and evaluated results	3	3	3	4	3	3
Pupils saw films, analyzed stories, participated in socio-dramas	4	5	5	3	4	4
Pupils had a variety of concrete homemaking experiences	5	4	6	8	5	5
Pupils related experiences to practices, condi- tions, resources of families in the community	8	7	4	6	7	7
Pupils took field trips, saw demonstrations and made observations	6	6	7	7	6	6
Pupils had opportunities to express and/or under- stand their own needs, interests and problems	7	8	8	5	8	8

There were twenty-two items in the Check List B which related to working out problems with own families and sharing work in their homes.

Table 67 shows the extent to which pupils in homemaking classes reported that they had worked out certain types of problems with their own families. Approximately fifty per cent of the pupils in all of the homemaking classes reported that they had worked out problems with their own families of sharing the housework, meals, shopping, entertainment of friends at home, problems of dating and social life away from home.

A smaller percentage, approximately twenty-five to thirty-five per cent of the pupils had worked out personal budget or money problems with their families. About the same percentage had planned and made decisions with their families about their clothing problems - what to buy, alter, or make and/or do without, or how much money they could have for the season or year for clothing. A study of the responses of both pupils and the parents indicated less participation in home experiences related to management of money than in other home responsibilities.

TABLE 67

PER CENT OF PUPILS IN HOMEMAKING CLASSES
WHO REPORTED WORKING OUT VARIOUS PROBLEMS
WITH THEIR FAMILIES

PROBLEMS WORKED OUT WITH OWN FAMILY	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes			
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Total Family Living N-56 N-1169
Ways of sharing the housework, meals, shopping, etc.	52.9	47.5	49.6	62.5
Entertainment of friends at home	43.3	35.0	43.0	55.4
Problems of dating	41.2	33.6	44.3	46.4
Social life or activities away from home	40.0	33.1	40.6	60.7
What clothing to buy, alter or make, or do with- out	32.4	38.0	25.8	16.1
Personal budget or money problems	24.9	24.3	33.2	30.4
Money one can have for clothing for season or year	24.3	27.9	18.9	10.7

Criterion 2. Pupils receive personal and/or individual help. Each homemaking teacher in a reimbursed vocational homemaking program has a scheduled conference period for the purpose of providing individual and/or personal help to her pupils. The general philosophy of homemaking education is to provide personal and/or individual help and many of the methods used are directed toward this objective.

Thirty items in the inventory for pupils related to receiving personal and/or individual help. As shown in Table 68 a high percentage of pupils in Family Living classes reported that they had received personal and/or individual help in their relationships with their own families, in their relationships with girls and boys and in an understanding of themselves - their own physical development and their own feelings or emotions.

TABLE 68

PER CENT OF PUPILS IN HOMEMAKING CLASSES
WHO REPORTED THEY RECEIVED PERSONAL AND/OR INDIVIDUAL HELP
WITH VARIOUS PHASES OF HOMEMAKING

SAME PHASES OF HOMEMAKING IN WHICH PUPILS RECEIVED HELP	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes			
	Homemak- ing I N-563	Homemak- ing II N-366	Homemak- ing III N-244	Family Living N-1160
Improving manners and social etiquettes	63.7	46.7	53.9	46.8
Relationships with own family	52.1	40.7	52.9	83.1
Selection of clothing	55.9	53.0	37.1	14.6
Relationships with girls	52.3	36.6	46.7	76.8
Relationships with boys	52.5	35.3	48.0	75.0
Understanding own physical development	49.9	33.3	33.5	62.5
Reducing cost of clothes	42.9	50.8	36.3	11.1
Understanding own feelings and emotions	38.4	32.5	43.9	78.6
Knowing what to wear	44.9	39.7	30.4	7.5
Planning clothing wardrobe	17.9	26.1	17.6	8.6
Management of care of clothing	19.1	16.9	22.1	25.0
				19.3

Considering the responses of pupils in Homemaking I, II and III, a smaller percentage reported that they had received personal and individual help in their relationships with their own families, friends and in understanding themselves. A higher percentage of pupils in Homemaking I, II and III, than in Family Living classes reported having received personal and/or individual help in manners and social etiquette.

Criterion 3. Pupils develop guides and standards and evaluate progress. Forty-two items in the inventory were related to opportunities which pupils had had for participating in developing guides, or standards for making their own decisions and for guiding their own behavior or work in the homemaking class and outside the class. Considering the results shown in Table 69, less than one-half of the pupils in homemaking classes had had these types of opportunities in connection with making and evaluating garments, manners and social behavior, grooming and the arrangement and care of the homemaking room.

TABLE 69

OPPORTUNITIES TO DEVELOP GUIDES, STANDARDS
AND EVALUATE RESULTS

OPPORTUNITIES TO DEVELOP GUIDES, STANDARDS AND EVALUATE RESULTS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Family Living N-56	Total N-1169
Set up guides to help make good decisions about whether or not to sew a garment at school, which garments to make, amount of time necessary to complete it, when and when not to take garments home, etc.	56.0	48.7	40.2	8.6	48.1
Evaluated each others' choices about garments each decided to make, patterns, material, seams, finishes, etc.	47.1	32.8	23.9	7.9	35.9
Worked out guides of what constitutes good manners and good social behavior in homemaking class, school as a whole, own home, other people's homes, etc.	45.6	32.0	33.8	35.7	36.4
Worked out ways to regularly practice what had been learned about good manners and check progress - class parties, class meals, lunch room, etc.	38.2	28.9	30.0	32.1	33.3

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TABLE 69
OPPORTUNITIES TO DEVELOP GUIDES, STANDARDS
AND EVALUATE RESULTS
(CONTINUED)

OPPORTUNITIES TO DEVELOP GUIDES, STANDARDS AND EVALUATE RESULTS (CONT.)	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
	Homenak- ing I N-503	Homenak- ing II N-366	Homenak- ing III N-244	Family Living N-56	Total N-1169
Developed and used guides in arrangement of home- making room - storage of food, linens, etc.	36.4	34.7	32.4	11.6	33.8
Worked out suggestions to help students manage their grooming activities to save time, money and energy, to get more satisfaction	35.7	22.7	23.6	20.7	28.4
After finishing a garment, summarized cost, comparison of garment with ready-made, satisfactions, etc.	28.8	37.9	29.4	5.7	30.7

Criterion 4. Pupils see films, analyze stories, participate in socio-dramas. The results in Table 70 would seem to indicate that one-third or more of the pupils in homemaking classes had had some opportunities to see films related to understanding themselves and others, but fewer had had opportunities to see films related to the growth and development and/or behavior of younger children.

In Family Living classes pupils reported that stories had been used in understanding problems or situations in families. Stories had not been used often in either Homemaking I or II, but approximately one-third of the pupils in Homemaking III reported their use. The socio-drama had not been used to any great extent in any of the homemaking classes.

TABLE 70

PER CENT OF PUPILS IN HOMEMAKING CLASSES
WHO REPORTED THE USE OF FILMS, STORIES AND SOCIO-DRAMAS

USE OF FILMS, STORIES AND SOCIO-DRAMAS	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Family Living N-56	Total N-1169
<u>Films</u>					
Understanding nutritional needs of people	77.5	81.4	64.8	1.8	72.5
Table setting	56.5	59.6	46.3	1.8	52.7
Understanding growth and development of young people	46.7	34.4	36.9	35.7	40.3
Understanding people	42.7	32.8	38.9	48.2	39.1
Tips for good grooming	34.6	28.4	23.0	14.3	29.3
Understanding children's behavior and/or growth	28.6	19.7	24.2	28.6	24.9
<u>Stories and books</u>					
Understanding family problems or situations	13.1	10.9	35.7	71.4	19.9
Understanding people	15.5	11.5	17.2	32.1	15.4
<u>Socio-dramas or skits</u>					
Understanding people	18.3	9.0	21.3	0	15.1
Understanding family problems or situations	5.0	5.2	17.2	3.6	7.5

Criterion 5. Pupils have a variety of concrete homemaking experiences. Concrete homemaking experiences were limited in definition to such activities as: working with and/or taking care of children; preparing and serving meals, refreshments or snacks using different methods of service; canning foods for class use; improving the school lunch hour; altering and making clothes; using different kinds of household equipment; trying out different methods of cleaning; being responsible for the laundering of table linens; care of large equipment; and improving the attractiveness of the homemaking room.

In general, leaders believe that pupils in homemaking classes need a wide range of concrete learning experiences if the goals of homemaking will be attained. A relatively small percentage of pupils in the sample actually reported that they had had these many types of concrete learning experiences in homemaking classes. Some of this was due to the lack of breadth or scope of concrete learning experiences in the total program.

Criterion 6. Pupils take field trips, see demonstrations and make observations. Closely related to concrete learning experiences are field trips, demonstrations and observations. These have been generally regarded as important in stimulation of learning in homemaking, both in the class and outside the

class. Table 71 summarizes the opportunities which pupils reported that they had had for field trips, demonstrations or observations.

A study of Table 71 indicates that the highest percentage of pupils in Homemaking I, II and III reported having had opportunities to see and/or participate in demonstrations of (1) hair styles, care of hair, skin and hands, (2) steps in clothing construction, (3) table setting for family meals and (4) pressing clothing made from different textiles.

In Homemaking II and III, a higher percentage of pupils than in Homemaking I, reported having had opportunities to see recent models of household equipment, different kinds of houses and homes furnished at different cost levels, demonstrations of slip covers and different methods of cleaning woodwork, cleaning and waxing furniture.

TABLE 71

PER CENT OF PUPILS IN HOMEMAKING CLASSES
WHO MADE OBSERVATIONS, AND SAW EXHIBITS AND DEMONSTRATIONS

OBSERVATION, EXHIBITS AND DEMONSTRATIONS	Per Cent of "Yes" Responses reported by Pupils in Homemaking Classes				
	Homenek- ing I N-503	Homenek- ing II N-346	Homenek- ing III N-244	Family Living N-56	Total N-1169
Care of hair, hands, skin; use of make up	91.0	45.9	34.8	25.4	62.0
Steps in making a garment	64.1	55.3	40.2	11.6	53.8
Table settings for family meals; buffet suppers, etc.	39.6	36.0	30.6	1.8	34.8
Pressing and ironing clothes made from different textiles	28.8	35.1	28.6	7.9	29.7
Wardrobes suitable for high school girls and boys	17.9	23.0	52.9	1.8	26.0
Recent models of household equipment	18.4	25.8	28.0	32.1	23.4
Children and their activities	20.5	27.1	19.3	23.2	22.4
Best ways of laundering sweaters, blouses, slings, etc.	29.2	21.4	13.8	0	22.1
Best ways of pressing and ironing different kinds of clothing: blouses, jackets, skirts, trousers	15.0	19.9	15.8	3.9	16.2

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TABLE 71
PER CENT OF PUPILS IN HOMEMAKING CLASSES
WHO MADE OBSERVATIONS, AND SAW EXHIBITS AND DEMONSTRATIONS
(CONTINUED)

OBSERVATION, EXHIBITS AND DEMONSTRATIONS (CONT.)	Per cent of "Yes" responses reported by Pupils in Homemaking Classes				
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Family- Living N-50	Total N-1169
Attractive home furnishings at different cost levels; new and made over furnishings	2.1	14.5	22.8	18.2	11.1
Steps in making slip covers, curtains, draperies; and refinishing furniture	3.1	21.5	13.2	3.6	11.0
Different kinds of housing for families	3.5	8.1	24.8	13.6	9.8
Children's activities in art, music, story hours, etc.	8.8	9.5	8.0	4.6	8.6

Approximately twenty per cent of the pupils in all of the homemaking classes reported that they had observed and worked with children and discussed what they saw. Very few had had opportunities to see children under the guidance of a teacher in art activities, music activities, story hour or lunch hour.

Criterion 7. Pupils relate experiences to practices, conditions and resources of families in the community. Table 72 summarizes the extent to which pupils in homemaking classes reported that they had related their homemaking class experiences to the practices, conditions and resources of families in the community.

A fairly high percentage of pupils reported that they had related their foods experiences to the practices or conditions in the community. Only a small percentage of pupils had related their "sewing" and their "clothing" experiences to the trends in the community.

TABLE 72

RELATED HOMEMAKING TO CONDITIONS, PRACTICES
AND RESOURCES OF FAMILIES IN THE COMMUNITY

CONDITIONS, PRACTICES AND RESOURCES	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
	Homemak- ing I	Homemak- ing II	Homemak- ing III	Family Living	Total
	N-503 A-366	N-366 A-244	N-244 A-56	N-56 A-1162	
Found out different methods families use in table setting for family meals	72.8	63.7	59.8	1.8	63.8
Found out about some resources of families time and money which effect type of meals served	48.9	48.9	47.5	8.2	46.7
Invited people to talk with class about local food customs	44.3	44.5	32.2	3.6	39.9
Found out kinds of kitchen equipment families have for meal preparation and food storage	36.2	41.0	38.1	53.6	36.6
Talked with homemakers about foods served - special food customs of nationality groups, etc.	28.5	32.9	20.9	3.6	27.1
Found out something about children by talking to parents who have young children	22.7	22.4	27.9	41.1	24.6
Found out what labor-saving equipment families have	16.5	21.3	27.9	25.0	20.8

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TABLE 72
RELATED HOME MAKING TO CONDITIONS, PRACTICES
AND RESOURCES OF FAMILIES IN THE COMMUNITY
(CONTINUED)

CONDITIONS, PRACTICES AND RESOURCES (CONT.)	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes				
	Homenak- ing I N-503	Homenak- ing II N-366	Homenak- ing III N-264	Family Living N-56	Total N-1169
Found out what parents believe is important in the care of clothing	15.3	13.1	11.5	5.4	13.3
Found out the kinds of garments which are not made in homes in the local community	13.7	14.8	12.3	1.8	13.2
Found out what parents think is important in buying and selecting clothes	8.6	8.2	9.0	0	8.1
Had discussions about marriage and family life in which one or more parents helped	4.0	4.6	17.6	19.6	7.8

In Family Living classes a higher percentage of pupils than in Homemaking I, II and III reported contacting parents of young children and had included parents in discussions of marriage and family life.

Criterion 8. Pupils have opportunities to express and/or understand their own needs, interests, problems or concerns. Thirty-six items in the inventory related to opportunities which pupils had to express and/or to understand their own needs, interests, problems or concerns.

A study of Table 73 suggests that twenty-five percent of pupils or less in all homemaking classes had opportunities to express and/or understand their needs in the areas of manners, personal appearance and grooming, or understanding themselves. These are regarded as areas of general concern to adolescents.

TABLE 73

OPPORTUNITIES PUPILS HAD TO EXPRESS AND UNDERSTAND THEIR
OWN INTERESTS, NEEDS, PROBLEMS OR CONCERNS

OPPORTUNITIES TO EXPRESS AND UNDERSTAND OWN NEEDS, INTERESTS, ETC.	Per Cent of "Yes" Responses Reported by Pupils in Homemaking Classes			
	Homemak- ing I N-503	Homemak- ing II N-366	Homemak- ing III N-244	Total Family Living N-56 N-1169
Manners and social etiquette	31.7	18.0	26.8	25.7 26.1
Personal appearance and grooming	36.2	15.0	20.7	13.9 23.1
Understanding themselves	22.5	12.1	21.5	25.9 19.4
Making clothes	18.2	21.6	16.8	0 18.1
Taking care of clothes	18.5	19.0	23.0	5.4 17.2
Buying and selecting clothes	16.3	16.7	14.8	3.6 15.3
Understanding and living with children	14.6	11.5	13.4	27.9 14.0

CHAPTER VIII

IMPLICATIONS OF THE FINDINGS FOR PROGRAM DEVELOPMENT IN HOMEMAKING EDUCATION IN MICHIGAN

I. LIMITATIONS OF THE STUDY

Limitations with regard to the beliefs of leaders.

In this study, the beliefs of leaders were limited in two ways. First, the beliefs of leaders were limited to stated beliefs, which had been explicitly expressed in bulletins prepared and/or used in Michigan in the past decade in the development and approval of reimbursed vocational home-making programs at the secondary level, and in research, evaluation studies and demonstration programs. No attempt was made to determine the actual beliefs of leaders or to identify or deal with areas of disagreement.

Secondly, not all areas of beliefs of leaders, which had been expressed in the bulletins dealing with vocational homemaking education at the secondary level were included in the study. Only those beliefs were included which seemed feasible for use in studying local practices, considering the amount of time, and money which were available for the study and the opportunities for securing reasonably objective data about local practices.

Limitations with regard to the determination of local practices. A random sample of thirty schools was originally

drawn. It was assumed that all the schools which were invited would participate. However, twenty-three schools or seventy-seven per cent of the thirty schools actually participated. An analysis of the various types of programs which were represented in the actual sample suggested that not all types of vocational homemaking programs were represented. Only the enrichments of Homemaking III and IV and Family Living classes were included and the Family Living classes from which data were secured seemed too few in number to be regarded as representative. The findings concerning local practices seemed to be fairly reliable for the participating schools but there were certain questions about the representativeness of the data for vocational homemaking programs in Michigan.

The items in Check List B, which focused on opportunities for learning experiences pupils may have had in homemaking classes, were based primarily on the major homemaking areas and on certain stated objectives or content which leaders had made explicit. They were not based on the objectives which leaders had stated about personal development of pupils, improvement of home and family life or community living since, in the opinion of the writer, leaders had not made these sufficiently explicit to be useful in this study.

In the development of Check List B, not all areas of homemaking were sampled. The area of "health, first aid

and home care of the sick" was omitted in order to provide a greater spread and depth of representative items in other major areas of homemaking. Leaders in homemaking had emphasized the desirability of integration of certain aspects of homemaking such as art for the home, management, and consumer education. Items pertaining to these phases were primarily integrated in the major areas represented in the check list.

While a fairly high percentage of replies from parents were received, no follow-up was made of the parents who failed to reply. In reference to the beliefs of leaders, that homemaking is a part of the total school program, the data may have been more reliable or meaningful had the investigator remained in the school another day and had had opportunities for interviews with social science, biology or English teachers and had had opportunities for probing certain responses of administrators and homemaking teachers. However, this was not possible, since the investigator contacted all the schools at the close of the school year and time did not permit more than one day in each school.

One other important factor which may have limited the total picture of practices in local programs was that the homemaking activities during the last month to six weeks of the school year could not be reported for all of the schools. The visits to the schools were made from April twenty-sixth

to June sixth. This probably limited the over-all picture concerning local practices in the total sample. More limited data were obviously secured from the first schools visited than from the last schools visited.

Limitations with regard to the determination of discrepancies between beliefs of leaders and local practices. An arbitrary standard of seventy-four to one-hundred per cent of "yes" responses on the items on Check Lists A, B, and C, together with supplementary data from local schools formed the bases for indicating that a belief was implemented in a local homemaking program. This was necessary because no other standard was available which appeared to be more valid.

Since the goals of homemaking classes in the participating schools were submitted by approximately one half of the homemaking teachers, one would not be justified to state that the submitted goals were representative of the goals of homemaking in local vocational homemaking programs in Michigan or that they were representative of the participating schools. It was assumed however, that when teachers did not have written goals on the day of the visit and/or did not later submit goals for the various homemaking courses, that the goals were not available.

The data regarding "units offered" and the "amount of time spent in the various units" in homemaking classes, would seem to be considerably more representative of practices

in the participating schools and in vocational homemaking programs in Michigan than the "statements of goals", since the data regarding "units taught" were secured from eighty-three per cent of the participating schools.

Value judgments about the recommended amount of time which would seem suitable for each of the various areas of homemaking in each of the homemaking courses, were also secured from a group of twenty Michigan leaders, including state supervisors, teacher trainers and supervising teachers. These leaders represented five of the six colleges which had been approved for the education of vocational homemaking teachers.

An analysis of the data from the homemaking education leaders indicated that (1) individual leaders in Michigan varied in their value judgments about the most effective use of time in homemaking classes (Homemaking I, II, III, and Family Living): (2) that judgments of supervising teachers about the most suitable amount of time to be spent on various aspects of homemaking were quite similar to the actual amount of time which teachers in the study reported, (3) that supervisors and teacher trainers recommended less amount of time be spent on clothing and foods than the amount of time recommended by supervising teachers and (4) that teacher trainers recommended more time to be spent on home furnishings, child development, family relationships, management and

consumer aspects than the time recommended by supervising teachers or the actual amount of time which homemaking teachers reported that they had spent.

With respect to the study of practices relating to teaching-learning methods, both breadth and depth of items were sacrificed. For example, in Michigan considerable emphasis had been placed on cooperative planning. It did not seem possible within the limits of this study to secure adequate coverage of cooperative planning and cooperative group work. However, Check List B contained thirty-six items which related to one important phase of cooperative planning, namely, providing pupils with opportunities for understanding and expressing their own needs, interests or problems. Considerable emphasis had been given to this phase of cooperative planning in the Michigan bulletins.

The conference hour in vocational homemaking programs had been specifically set aside for teachers to work with pupils on an individual or personal basis. No attempt was made to study the use of the conference time but an attempt was made to find out from pupils in homemaking classes if they had received personal or individual help in various areas of homemaking.

There were other limitations with respect to the determination of practices. For example, in the area of home and school cooperation, no data were secured from the

homemaking teachers. It had been a practice in Michigan that homemaking teachers in reimbursed vocational homemaking programs submit data relative to home visits and home experiences of pupils to the State Office for Vocational Education at the end of the school year. For this reason it was believed that homemaking teachers should not be asked for this type of information during the study. However, no attempt was made to actually study the data which were later submitted by the participating schools to the State Department of Vocational Education with reference to the homemaking teacher's contacts with families during the year of the study.

II. SOME POSSIBLE FACTORS WHICH MAY HAVE CONTRIBUTED TO THE DISCREPANCIES BETWEEN BELIEFS OF LEADERS AND PRACTICES IN LOCAL HOMEMAKING PROGRAMS

The writer believes that no one or two factors have been chiefly responsible for the existence of discrepancies between beliefs of leaders and practices in local homemaking programs, but that there have been a number of interacting factors, some of which may have had a greater influence than have others. The following are submitted as factors which may have contributed to the discrepancies between beliefs of leaders and the practices in local reimbursed vocational homemaking programs in Michigan.

Beliefs as Long-Time Ideals Not Achieved or Achieved
Only After An Extended Period of Time

1. It may be that all beliefs of leaders are ideals which are never actually achieved but serve only as directions for working.

2. Some believe that it may take fifty years or more for an idea to be accepted and that not enough time may have elapsed for the general implementation of the specific beliefs in the local homemaking programs in Michigan.

Beliefs Misunderstood or Too Difficult for
Average Homemaking Teachers to Put Into
Practice Without Strong Local Support

1. The beliefs of leaders may not have been understood and/or accepted by personnel in local communities.

2. The beliefs of leaders may be too difficult for average homemaking teachers and/or typical schools to put into practice under existing conditions. The beliefs of leaders may require competencies which can be achieved only by those teachers who have special personal or professional characteristics. Closely related to this is the possibility that the homemaking program at the secondary level may be too broad in scope, too complex in structure and may require too high a degree of creativity or depth of understanding of

pupils, their families, and the educative process, for average or even superior homemaking teachers to manage in practical local situations.

3. For effective implementation at the local level, some of the beliefs of leaders may require strong leadership and support from local school administrators, faculty and community groups. Certain practices or conditions in some schools and/or local communities may operate unfavorably on processes of putting some beliefs into practice. It may be that certain beliefs of leaders may need to be reviewed in the light of actual conditions in local communities in Michigan.

Inadequacies of the State Plan and/or Guide
for Homemaking Education

1. The State Plan and/or Guide for Homemaking Education as it has pertained to outlining the requirements for local homemaking programs at the secondary level may not have been effective instruments with respect to the approval of local reimbursed vocational homemaking programs. Theoretically, all reimbursed vocational homemaking programs in Michigan meet the basic requirements as outlined in the State Plan or Guide unless they are approved as experimental programs. However, data from the study with reference to the beliefs of leaders showed wide discrepancies between the

beliefs of leaders and local practices in the total sample and in individual schools. This was true for two of the beliefs which had been regarded as major aspects of reimbursed vocational homemaking programs, namely (1) home and school cooperation and (2) the determination of local needs and a broad homemaking program based on local needs.

2. The State Plan and/or Guide for Homemaking Education, as they have pertained to the legal or administrative requirements for vocational homemaking education may not have been effective instruments with respect to outlining teacher education requirements for vocational homemaking teachers. For example, the certification requirements for vocational homemaking teachers may not have provided adequate emphases (credits) on the development of competencies implied in the beliefs which were used in this study. Major teaching competencies for example may have been left to be developed in a few courses in home economics education. It is also possible that some teacher competencies cannot be efficiently developed in the pre-service teacher education program, but must be developed primarily as a significant and planned part of the in-service program.

Inadequacies of the in-service program

It is possible that the in-service teacher education program may not have been effective. Local school administrators, state supervisors and college teacher educators have had responsibilities for providing effective in-service education. But the past decade has been characterized by important changes, all of which may have influenced the effectiveness of the in-service education program in Michigan. The concept of state supervision has undergone change. More emphasis now is being placed on local school responsibilities. Adjustments required by this concept may have resulted in ineffectiveness within the program.

There has been an increased concern for the extension of home and family life education for all youth; there have also been greater and greater demands for homemaking education. Along with these new requests for an expanded program there has been a shortage in the supply of qualified homemaking teachers. These changes or conditions have made many heavy demands on leadership in home economics education and on local schools.

Local school administrators may not have understood the homemaking education program including home and family life education and may not have been in a position to provide the help needed by the homemaking teachers in their schools.

This was recognized by teacher educators at the Dearborn Conference in 1946.¹

The in-service teacher education program may not have been effective due to such factors as (1) too large a program to enable supervisors to give adequate guidance to individual schools; (2) time and energies may have been placed on other activities which did not directly result in program improvement in respect to the major beliefs of leaders which were used in this study; (3) inadequate follow-up of graduates and/or in-service education through study groups, extension classes, summer school programs, meetings or conferences.

Vossbrink in her study of in-service teacher education not only pointed out some of the most and least effective methods of in-service teacher education but also made some recommendations for the in-service education program for home economics teachers in Michigan.² Her study indicated that the Michigan in-service education program for home economics teachers had certain weaknesses.

¹Based on personal notes and on First Report of the Home Economics Curriculum Committee in Michigan p 2-3 (duplicated) unpublished report.

²Meta Vossbrink, "An Analysis of the In-Service Education Program for Home Economics Teachers with Suggestions for Improving the Michigan Program," Ph.D. dissertation, University of Chicago, June, 1953. pp. 293.

Inadequacies of the Pre-Service Program

1. The pre-service teacher education program may not have provided suitable and/or sufficiently effective learning experiences for prospective homemaking teachers. Or, college women in home economics education may be too immature and/or too inexperienced to profit from the learning experiences which are provided, at the time they are provided or included in the program. Or, the responsibility for helping college students develop the competencies implied, may be placed on too few individuals or in too few courses in the total four year teacher education program to have any practical cumulative effect. For example, one or two teacher trainers within a college may have the responsibility to help students develop certain complex competencies in a few home economics education courses which may in reality require the coordinated efforts of several departments and many members of the faculty, throughout the total four year program.

2. It is possible that the objectives, content, values and procedures in college home economics courses and related courses in the college program may not support sufficiently and/or may be in conflict with certain of the objectives, values and procedures at the secondary level and thus may have had some unfavorable effects on homemaking at the secondary level. For example, the subject approach has

has tended to be the approved and dominant approach in college home economics courses. The functional, individual or family approach has tended to be the approved and dominant approach in homemaking education programs at the secondary level. The conflict between these two approaches or emphases may be a very real and serious source of difficulty for not only the inexperienced, immature prospective homemaking teacher but also for the more experienced homemaking teachers.

The need for increased emphasis on family centered teaching at both the college and secondary levels has been pointed out by leaders within the field of home economics and by others outside of the field. Davis has pointed out that home economics teachers tend to emphasize middle class standards and values, while the majority of pupils in the public schools tend to come from lower socio-economic groups.³

McGinnis has urged home economists at both the college and secondary levels to adapt their teaching to the values, resources and cultural backgrounds of the families of the groups being taught. She has outlined some criteria which may serve as guides in making teaching of home economics more

³Allison Davis, "Our Responsibilities for Freedom - Home Economics and the American Social System." Journal of Home Economics 43:512, September 1951.

"family centered."⁴

College home economics faculty are being challenged to rethink their own courses and certain changes are being made.

Satisfactions and Morale

In a day when there is such a shortage of home economics teachers and when the supply of prospective teachers is limited, the problem of professional morale and job satisfaction have strategic importance for program development, for recruitment and for continued service of all professional leaders in home economics education, whether they are employed at the secondary level, college level and/or in supervision. While this study was not concerned with teacher morale or teacher job satisfaction, it seemed well to consider at least, the possibilities of morale and satisfaction as factors which may have affected or may affect the ultimate implementation of beliefs of leaders used in this study.

A study of the factors affecting the satisfactions of home economics teachers was recently conducted by the Home Economics Research Committee, Home Economics Section,

⁴ Esther McGinnis, "Family Centered Teaching," Journal of Home Economics, 44:9-12, January, 1952.

American Vocational Association, Inc.⁵ The Michigan data in this study were analyzed by Holmblade.⁶ When Holmblade analysed the Michigan data, she found that the Michigan teachers had a lower mean job satisfaction score than the national sample but that home economics teachers in the vocational programs in Michigan had a higher mean job satisfaction score than the teachers in the non-vocational programs. Holmblade reported that in the national sample the mean job satisfaction score increased as the length of teaching experience increased but this was not true for the Michigan sample. The Michigan teachers in the three to five year group had the highest mean job satisfaction score; those of less than one year the next highest and those having taught ten years or over expressed the least satisfaction with their jobs. It is important to note that Holmblade reported that more than one-half of the teachers in the Michigan program had taught five years or over and more than one-half of these had taught ten years or over. These data seem especially important in (1) considering the factors which may have

⁵Factors Affecting the Satisfactions of Home Economics Teachers. Committee on Research and Publications, American Vocational Association, Inc. Washington 5, D. C. May, 1948, pp. 95.

⁶Amy Jean Holmblade, "Factors Related to the Satisfactions of Michigan Home Economics Teachers" p. 14 (unpublished report)

contributed to the discrepancies between beliefs of leaders and practices and in (2) considering some possible areas for action.

III. SOME RECOMMENDED AREAS FOR ACTION

Some possible areas for action in reducing the gaps between the beliefs of leaders and practices in local home-making programs are only briefly indicated below but they may be suggestive of some important steps which might be taken as a follow-up of the study.

Seven recommended areas for action are: (1) the further clarification of the beliefs of leaders and what these beliefs mean in terms of local practices, (2) the clarification of the relationships between the certification requirements and the competencies expected of vocational home-making teachers, (3) the formulation of more effective plans for helping local schools, (4) the revision of certain aspects of the State Plan and/or Guide so some of the criteria for approval of reimbursed vocational homemaking programs may be more objective or explicit, (5) the provision for more effective in-service education for homemaking teachers, (6) the provision for more effective pre-service education for homemaking teachers and (7) the development of some demonstration and experimental programs in homemaking education in Michigan. Each recommended area for action is briefly

discussed below.

1. The further clarification of the beliefs of leaders and what the beliefs mean in terms of local practices. The beliefs of leaders as they are stated in federal and state publications at present are integrated in the content of discussions about vocational homemaking programs. They are difficult to find, to untangle and to understand. The writer believes that if statements of beliefs about homemaking education could be brought together, that is, assembled and organized, and if the criteria for studying local practices in relation to the beliefs could be more clearly defined and illustrated, and were used as a basis for discussion when planning local programs, local schools would be in a much better position to implement the beliefs. Furthermore, statements of beliefs could be rewritten in the light of discussions in local communities.

Statements of beliefs and what these mean in terms of local practices should be made widely available for use in the State. Conflicts in beliefs and/or in practices, if and when they exist, should be treated as matters of fact and should be dealt with indicating reasons for differences in viewpoints, and how these differences might affect local practices. The writer believes that within the field of vocational education there are many opportunities for differences and for flexibility in terms of both beliefs and

practices, especially when neither can be supported by reliable data.

2. The clarification of the relationships between the certification requirements and the competencies expected of vocational homemaking teachers. The writer believes that the teacher education publications including the Guide for Vocational Homemaking Education should make obvious the relation between certification requirements and the competencies expected of vocational homemaking teachers on the job. This is essential for practical use with the staffs of the colleges preparing homemaking teachers and for use with prospective homemaking teachers. For example, if home and school cooperation is an important part of the vocational homemaking program, experiences need to be included in a wide variety of courses and related fields, where individuals can reasonably develop such a competency. The experiences could be included in a number of different courses or in parts of courses in the total curriculum.

At the present time, the State Plan and/or Guide for Vocational Homemaking Education indicate or imply that the development of this competency is the basic responsibility of the pre-service program. Some leaders tend to believe that this is not realistic in terms of what is known about the maturity and the developmental level of prospective

and/or beginning teachers and what is known about the complexity of teaching and of local schools, of homes and family life and of modern communities or community life.

The following questions may need thoughtful consideration on the part of leaders and others in Michigan: Is home and school cooperation an area in which beginning teachers should be expected to be competent and to assume full responsibility as a beginning teacher? If not, what can be reasonably expected of them in the pre-service program and as beginning teachers on the job? Or is this an area in which teacher competencies are developed primarily on the job through the guidance and support of local school administrators, faculty and community groups and through the supplementary helps from supervisors and college staffs? Whatever the decision is, it should be clearly stated in the Guide for Vocational Homemaking Education. If the competency is to be developed through the pre-service program then a block of time (credits and courses) should be indicated which would be appropriate considering the difficulties involved in developing these competencies.

A second example may be given. If homemaking teachers are expected to be competent in the determination of local needs, then this competency needs to be analyzed and be given full recognition in the certification requirements of vocational homemaking teachers. At present this competency

is given only superficial consideration in the State Plan and/ or Guide for Vocational Homemaking Education.

A third example may also be added. Homemaking teachers are also expected to have competencies in planning and developing a broad homemaking program based on the local needs. The writer believes that not all areas of homemaking have been given equal or appropriate consideration in the certification requirements of vocational homemaking teachers. The present State Plan and/ or Guide for Vocational Homemaking Education places more emphasis on the areas of foods and nutrition and on clothing and textiles than on other major areas of homemaking. The writer believes that the emphasis on foods and clothing at the secondary level is possibly only a natural result of the continued emphasis on foods and clothing in certification requirements and that the secondary school program in homemaking would become broader and would give more consideration to such areas as personal and family relationships, child development, consumer education, management and home furnishings if teachers had equal opportunities to develop competencies in these areas. If certification requirements do not give equal support to all areas of homemaking in teacher certification, then local homemaking teachers probably should not be expected to implement broad homemaking programs at the secondary level without considerable help through a planned in-service program. Exceptional teachers might be able to

implement broad programs but average homemaking teachers would continue to have difficulties.

3. The formulation of more effective plans for helping or assisting local schools. Considerable effort has been spent in Michigan in developing the belief that the needs of the local community should be determined and the home-making program should be based on the needs of local pupils and their families. But, generally speaking, in both theory and practice this area of belief remains vague and misunderstood.

Several specific suggestions are offered to deal with this problem. First it would seem imperative that a rationale for curriculum development in homemaking education especially in relation to the determination of local needs, be stated and generally accepted as a basis for work in the state.

A rationale seems to be partially implied but it has never been clearly enough stated in the federal and state bulletins so that a professional worker or a teacher would have any sense of security about its interpretation or use in curriculum development in homemaking education.

Second, it would seem important that some agreement be reached about the objectives of homemaking education at the secondary level. Lack of consensus among leaders about

the objectives of homemaking results in confusion in working with local schools. Third, it would seem important that local schools would be given more specific help with local curriculum development, in studying their own needs and in planning over-all programs based on their needs.

Various types of instruments might be developed and distributed which would help homemaking teachers to work cooperatively with pupils and their families in planning local homemaking programs. Evaluation materials might be developed and distributed to help local schools evaluate their progress toward the various objectives of homemaking.

The revision of certain aspects of the State Plan and/or Guide for Vocational Homemaking Education so some of the criteria for approval of reimbursed vocational homemaking programs may be made more objective and explicit. The data from this research would seem to indicate that certain of the present standards described in official releases were not generally met by the reimbursed vocational homemaking programs in the sample. A question may be raised if some other bases or criteria for approval than certain of the ones now used, might be developed which would be simpler to understand by local communities and would be generally more reliable and valid.

For example, if the determination of local needs is

actually one of the basic criteria for approval of reimbursed vocational homemaking programs, then some better methods than now used appear to need development in order to help local schools determine needs. If one of the beliefs of leaders in vocational homemaking education is that local programs are based on local needs, then the second problem would be to help schools and communities to actually build local homemaking programs based on the local needs which have been determined.

Vocational homemaking programs might be grouped into three stages of development, all stages being regarded as exceedingly significant and as worthy of reimbursement. One stage might consist of a one or two year period in which a local school or community, presumably under the guidance of one or more consultants would organize itself for work in studying their own local needs, would summarize their findings, would make some inferences about the objectives and the local homemaking program. This report would be written and would be available for local use and for the use of others interested in similar problems. Another stage might involve actual program revision and/or development. This might be a three to four year period - a long enough period of time to make some needed changes in the local program. A third stage might involve primarily processes of evaluation of the local program, or evaluation of pupil growth

toward the major objectives of homemaking.

Since theoretically, vocational education funds have been provided for the purpose of promotion of effective vocational education, many schools in Michigan might be encouraged to continue to develop their local programs without reimbursement, especially after a period of extended financial assistance. Furthermore to stimulate the up-building of the program, schools having received considerable reimbursement or financial help in the determination of needs, program development and evaluation, might be encouraged to do experimental work and/ or may be encouraged to serve as much needed demonstration centers in the state. These schools then might be reimbursed on a different basis. Reimbursed vocational homemaking programs in Michigan might then be classified in the official directory according to the particular phases of curriculum development, which they have selected locally for emphasis. Such a classification might be mutually helpful to local schools and to state supervisors in planning workshops, or conferences, in the preparation and sharing of materials; or in scheduling demonstrations and school visits.

The assumption, of course, would be that local vocational homemaking programs would continue to be as good as possible, regardless of the stage of development and

would generally measure up to the present requirements of vocational education but it would mean more. It would mean that local communities would have specific opportunities to get more planned systematic guidance in the various steps in building functional homemaking programs based on local needs. Supervisors and other consultants would be in a better position to work with schools and give the help needed, considering the varied demands which are made on them.

Many objections might be raised to such a proposal, but the writer has been concerned over the discrepancies between beliefs of leaders and the actual implementation of the beliefs in local programs. She believes that local schools have not received the kind and amount of help which they actually need. In first implementing this idea, a limited number of schools might be selected and then as procedures are developed, to increase the number in the following years.

5. The provision for more effective in-service education for homemaking teachers. The State Plan and/or Guide for Vocational Homemaking Education might indicate the kinds of teacher competencies which need to be developed as an integral part of the in-service program and the plan for providing opportunities for helping homemaking teachers develop these competencies on the job. Leaders who are

responsible for in-service education need to not only scrutinize or evaluate their own practices to see if they are providing the most effective kinds of learning experiences for experienced homemaking teachers, through local, state and regional conferences, school visits, study groups, summer school programs, graduate work but they need to develop a plan for the in-service program.

Vossbrink, in her study of in-service teacher education not only pointed out some of the most and least promising methods of in-service teacher education, but also made some recommendations for the in-service teacher education program for home economics teachers in Michigan.⁷

6. The provision for more effective pre-service education for homemaking teachers. The pre-service and the in-service teacher education programs are integrally related. The pre-service program should be continuously adjusted to (1) the competencies expected of homemaking teachers on the job, (2) information about the effectiveness of beginning teachers and others when they are on the job, and (3) the types of in-service education which are or are not being provided at the local level. Agreement needs to be reached by leaders with reference to (1) the competencies which can be reasonably achieved in the pre-service program and (2) the

⁷Vossbrink, op. cit.

competencies which need to be achieved primarily through a planned in-service program.

Special consideration need to be given to the broadening of experiences of prospective homemaking teachers so they have better bases for thinking, generalizing and applying learnings to new and different kinds of local situations. This study indicates that teachers need help in implementing the four beliefs used in this study.

7. The development of some demonstration and experimental programs in homemaking education. The writer believes that leaders need to work out more systematically ways to test beliefs and local practices before they are recommended. Vossbrink found that Michigan homemaking teachers expressed interest in having opportunities to see good practices in action. Demonstration centers and/or experimental programs may well become important parts of the in-service programs as well as the pre-service programs in Michigan.

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APPENDIX A

EXCERPTS FROM FEDERAL AND STATE BULLETINS AND
REPORTS FROM WHICH BELIEFS OF LEADERS IN HOMEMAKING
EDUCATION IN MICHIGAN WERE DRAWN

For purposes of this study, the philosophy of vocational homemaking education at the secondary level in Michigan was limited to beliefs, which were explicitly expressed in the past decade (1) in state and federal administrative or program planning bulletins and (2) in bulletins describing evaluation studies and demonstration programs, which had directly involved leaders in homemaking education in Michigan and had had their support.

The basic beliefs of leaders relating to homemaking at the secondary level, which were expressed in the above sources seemed to generally fall in six types of categories: (1) the goals, objectives and/or purposes of homemaking education at the secondary level, (2) the persons for whom the homemaking program is planned, (3) the planning of local homemaking programs, (4) the learning experiences which are recommended, (5) the relation of the school to the homes of pupils enrolled in homemaking classes and (6) the relation of homemaking education to the total school program.

Separate analyses were made of the beliefs which were expressed (1) in federal bulletins, (2) in state bulletins and (3) in bulletins describing research, evaluation studies and demonstration programs.

EXCERPTS FROM FEDERAL BULLETINS INDICATING
BELIEFS OF LEADERS ABOUT HOMEMAKING EDUCATION

Goals, Objectives and/or Purposes of
Homemaking Education at the Secondary Level

An administrative bulletin issued by the Division of Vocational Education reports several purposes of homemaking education at the secondary level.

The controlling purpose of vocational education is to 'fit for useful employment', hence it follows that the controlling purpose of vocational education in home economics, as provided for by the vocational education acts, is to prepare for responsibilities and activities involved in homemaking and in achieving family well being. The general objective of vocational education in home economics is to provide instruction which will enable families to improve the quality of their family life through the more efficient development of utilization of human and material resources.¹

In a more popular bulletin, describing homemaking education in the United States, the goals or purposes of homemaking are stated in a similar way.

Homemaking education prepares individuals for effective home living. It includes instruction in financial planning, in management of time and energy, in human relationships and in creating and appreciating beauty, as well as in the mechanics of housekeeping.²

¹ Federal Security Agency, Office of Education, Administration of Vocational Education, Vocational Education Bulletin No. 1, General Series No. 1, Revised 1948, p. 50.

² Federal Security Agency, Office of Education, Vocational Education Division, Homemaking Education in the Secondary Schools of the United States, 1947, p. 1.

It is the purpose of homemaking education in the secondary school to accomplish the objectives (listed on page 12) in such a way that the training given will enable the pupil to apply it in three different types of situations: First, to solve the pupil's present problems of (a) personality development, (b) participation in family planning and work, and (c) adjustment to family members and to others in the community; second, to give the pupil a foundation upon which to build in the future as an adult homemaker; and third, to suggest the application of homemaking education outside the pupil's home in wage-earning occupations requiring homemaking skills.³

The objectives of homemaking education for all age groups are described specifically as follows:

THE BASIC GOAL of homemaking education is to help the individual to live a more useful and satisfying personal, family, and community life. More specifically, the objectives of homemaking education for all age groups are to help individuals to

BECOME BETTER CITIZENS through understanding and assuming responsibilities and privileges as members of the family and of the community.

MAKE MORE EFFICIENT USE OF AVAILABLE RESOURCES through wise planning of expenditures; through wise selection of food, clothing, housing, furnishings, and equipment; through learning how to save money by home production and preservation of food, construction and repair of clothing, and care and repair of tools and equipment.

GUIDE CHILDREN WISELY through understanding their physical and emotional needs.

ACQUIRE SKILLS in managing a home and in performing necessary housekeeping duties.

ESTABLISH A WHOLESOME ATTITUDE TOWARD OTHER PEOPLE through satisfying experiences with them and their families.

³ Ibid., p. 3.

ADJUST TO CHANGES in their personal lives and in the social and economics order.

IMPROVE THEIR HEALTH through an understanding of what constitutes good health and the practice of habits which contribute to it.

APPRECIATE BEAUTY which already exists in their environment and to make their homes, clothes, and food more attractive.

ENJOY SOCIAL ACTIVITIES through gaining assurance by participation in family and community recreation, hobbies, and other activities.

EXPERIENCE A SENSE OF ACCOMPLISHMENT through knowing how to do work well, and through acquiring skills and interests that enable them to express creative ability.⁴

The Persons For Whom the Homemaking Program is Planned

Belief is expressed that enrollees in homemaking classes should be mature and should increasingly assume managerial responsibilities in the home.

The individuals reached through the program are sufficiently mature to develop a realization of the importance of homemaking and increasingly assume managerial responsibilities in the home.⁵

The Planning of Local Homemaking Programs and the Instructional Program

Based on local needs. Belief is expressed that a

⁴ Ibid., p. 1

⁵ Administration of Vocational Education,
op. cit., p. 51.

"homemaking program that adequately serves the community, provides instruction for both in-school and out-of-school groups".⁶ Belief is also expressed that homemaking education needs vary within States and often within the communities of the State and that homemaking programs should be developed to meet these varied needs.

Homemaking education needs vary within the States and often within communities of the State. The home economics education programs, therefore, should be developed to meet these varied needs.⁷

One of the characteristics of effective homemaking programs is that the problems studied in homemaking classes are the real concerns of individuals and families.

(In homemaking) problems studied are derived from the needs and concerns of individuals and families served, taking into consideration their maturity and experiences.⁸

In discussing reimbursable activities of the homemaking teacher, it is made clear that provision is made for reimbursing time spent by the teacher in studying needs of families and communities.

It is permissible to reimburse from Federal funds for time spent by the home economics teacher in . . . making studies of local home conditions, and making other community contacts or follow-up of students needed for adequate program planning and development.⁹

⁶ Ibid., p. 51.

⁷ Ibid., p. 55.

⁸ Ibid., P. 51.

⁹ Ibid., p. 56.

Belief is specifically expressed that (1) the States should be responsible for studying and identifying needs of local communities and developing programs based on the needs and that (2) States may make provisions for the use of Federal funds for reimbursement of studies and experimentation carried on to determine the most effective programs for meeting the homemaking education needs in the State.

State and local studies should be made to determine the best types of vocational programs in homemaking education to serve these varying needs.¹⁰

State plans may make provisions for using Federal funds for reimbursement for studies and experimentation carried on to determine the most effective programs for meeting homemaking education needs within States.¹¹

States will outline in their respective State plans proposals for organization of homemaking education programs to meet the needs of in-school and out-of-school groups. They will also indicate other specific provisions for developing programs to fit State and local needs that assist in attaining the purposes of homemaking education, and in maintaining the essential characteristics of a homemaking education program.¹²

In another bulletin, belief is expressed that (1) homemaking courses vary widely from one school to another and even from one class to another, depending upon the needs, interests and capacities of pupils, (2) homemaking teachers must know a great deal about the needs of their pupils, the kinds of homes from which they come and about the community,

¹⁰ Ibid., p. 56.

¹¹ Ibid., p. 55.

¹² Ibid., p. 51.

and (3) homemaking teachers should make final plans cooperatively with their pupils and with parents.

Homemaking education courses vary widely from one school to another, from one teacher to another, and even from one class to another class taught by the same teacher. Each course is a different combination of the fundamentals of homemaking. Each is based on the needs, interests and capacities of the pupils enrolled. Therefore the teacher, with her knowledge of homemaking and methods of teaching must first find the interests and needs of pupils. To do this she must know their environment, their homes and the community. Then she is ready to make a tentative plan of what she will teach.¹³

. . . each homemaking course is different because each class has different needs and interests. Therefore, the teacher who is planning a course must know the individual needs of her pupils. She must also know the kinds of homes from which they come and something of the community life.¹⁴

With information gathered about pupils, their homes, and the community the teacher is prepared to select from the fundamentals of homemaking (see p. 5) the phases for which there is greatest need and interest. She then plans the order and method of introduction of each phase to suit the age and ability of the group.

So that the pupil's study may be motivated by responsibility for its planning, the first few meetings of a homemaking education class usually are devoted to group consideration by teacher and pupils of the phases of homemaking which should be studied, and the order in which they should be taken up. All pre-planning by the teacher is tentative. The final planning for work of the class is shared by teacher and pupils and, sometimes, by parents. School, home, and community projects that may be a part of the learning experiences are also considered.¹⁵

¹³ Homemaking Education in the Secondary Schools of the United States, op. cit., pp. 4-5.

¹⁴ Ibid., p. 10

¹⁵ Loc. cit.

Includes instruction in all major areas of homemaking.

Belief is expressed in (1) the importance of including homemaking instruction either as separate or integrated units in all major areas of homemaking and (2) that the program should be intensive and extensive enough to enable the individual served to develop abilities necessary for effective participation in homemaking.

Each program in homemaking education for in-school groups shall include instruction in the several aspects of homemaking.¹⁶

(Referring to essential characteristics of homemaking education) The curriculum is concerned with the fundamental values and problems in the several aspects of home living and homemaking, and deals with these in such a way as to develop needed skills, understandings, attitudes and appreciations.¹⁷

The total program is sufficiently intensive and extensive to enable the individual served in developing abilities necessary for effective participation in homemaking and in community activities affecting the home.¹⁸

Over a period of years the program in any one center meets the homemaking needs of the in-school and out-of-school youth and adults taking into account other educational opportunities which the home, the school, and the community provide.¹⁹

The program includes a sufficient variety of experiences to give students actual learning experiences in all of the major phases of homemaking.²⁰

¹⁶ Administration of Vocational Education,
op. cit., p. 51.

¹⁷ Loc. cit.

¹⁸ Loc. cit.

¹⁹ Loc. cit.

²⁰ Ibid., p. 50.

Vocational programs (therefore) need to provide for instruction in all of the following aspects of home living and homemaking:

1. Selection and purchase of goods and services for the home.
2. Maintenance of satisfactory personal and family relationships.
3. Selection, preparation, serving, conservation, and storage of food for the family.
4. Selection, care, renovation, and construction of clothing.
5. Care and guidance of children.
6. Selection and care of the house and its furnishings.
7. Selection, use and conservation of home equipment.
8. Maintenance of health and home safety.
9. Home care of the sick, and first aid.
10. Consumer responsibility and relationships.
11. Selection and provision of education, recreational and occupational experiences for family members.
12. The interrelation of the family and the community.²¹

Belief is further expressed in the importance of certain aspects or phases of instruction. The content of homemaking education covers:

1. Selection, preparation, serving, conservation, and storage of food for the family.
2. Selection, care, renovation, and construction of clothing.
3. Care and guidance of children.
4. Selection and care of the home and of its furnishings.
5. Use and conservation of home equipment.
6. Maintenance of health.
7. Home care of the sick, including first aid.
8. Selection of purchase of food, clothing, equipment, and furnishings.
9. Management of human and material resources available to the home.
10. Maintenance of satisfactory family relationships.²²

²¹ Ibid., p. 50.

²² Homemaking Education in the Secondary Schools in the United States, op. cit., p. 1.

Belief is also expressed that certain "fundamentals are necessary".

Certain fundamentals are necessary to home living regardless of the type of community or section of the United States in which the school is located. In homemaking education the approach and the amount of time given to the fundamentals--food, clothing, relationships, child-development, the house, health and home nursing, home management and consumer buying--vary in different schools.²³

The fundamentals of homemaking at the secondary level are specifically described or identified for foods, clothing, relationships, child development, the house, health and home nursing, home management, consumer buying.²⁴

The Learning Experiences Which Are Recommended

Includes school-home-community experiences. Many beliefs are expressed about the importance of effective learning experiences in the homemaking program. Leaders express the belief that learning experiences should be provided in the school, the home and the community, and that these learning experiences should be related to the goals of homemaking or to the fundamentals of homemaking and the needs of pupils.

Directed learning experiences of pupils in the home and in the community, as well as in the school, are

²³ Ibid., p. 5.

²⁴ Ibid., pp. 5-9.

important parts of the vocational program in homemaking education.²⁵

Activities through which pupils learn to solve problems are carried on in the school, the home, and the community.

IN THE SCHOOL part of the class time is given to group discussion, demonstration, directed study, and the actual doing of certain processes. Activities are based on discussions. Pupils either plan their approach to a problem or evaluate their solution of it. There is no formal lecture and little recitation in homemaking education classes. The method is group discussion--carried on at a time when the sharing of ideas or the comparison of results will broaden the individual's understanding. Some class time is given to investigation and performance, either individually or in groups of two, four or six. Pupils may be engaged in such activities as reading about the way diseases spread, working with children, preparing a meal, planning a menu, or house cleaning.

IN THE HOME almost everything the pupil does--taking care of the baby, washing dishes, making her bed, even planning her social activities--is related to some part of her study of homemaking. An important part of the teacher's work, therefore, is to help the pupil approach her home activities as problems which can be solved by the methods practiced at school. Home activities offer opportunity to test skills and managerial ability. The usual sources of information are augmented by consultation with other family members at home. Printed sources of information such as magazines, cook books, and bulletins are used. But in order to make certain that the home, the natural setting for homemaking activities, is fully utilized, homemaking teachers incorporate into their teaching what are called 'home projects.'

IN THE COMMUNITY there are many services, organizations, and activities which directly influence family life, so the homemaking teacher works with pupils in community activities that contribute to better community life. For example, during class study of improving

²⁵ Administration of Vocational Education,
op. cit., p. 52.

nutrition practices, a teacher may provide opportunity for her pupils to participate in a community nutrition project. They may assist in weighing younger children at the health clinic or in distributing information on good health practices; or they may engage in other activities appropriate to their age and ability. Examples of community activities in which pupils participate include assisting in the care of children of working mothers, sewing for the Red Cross, assisting health departments in making surveys of sanitary conditions, and assisting in baby clinics. Such experiences contribute to good citizenship by giving secondary school pupils a knowledge of how communities operate and how community activities affect home living.²⁶

Home projects (sometimes called home experiences) are an essential part of the homemaking education curriculum. Through them pupils work on some problem in their personal, family and community life. The pupil selects the project in consultation with both the teacher and the family, and outlines a plan for its solution. The plan is followed, with modifications as the project develops, under the guidance of both teacher and family.²⁷

Belief is expressed that learning experiences in the home and community should be "directed" or supervised and that homemaking teachers should have time regularly scheduled for conferences with pupils for the planning and the guiding of these out-of-school experiences.

(Reimbursable activities for the homemaking teacher involve) holding conferences in regularly scheduled school periods with individual pupils on directed experiences in home and community.²⁸

²⁶ Homemaking Education in the Secondary Schools in the United States, op. cit., p. 18.

²⁷ Loc. cit.

²⁸ Administration of Vocational Education, op. cit., p. 52.

Provision is made in the schedule of the homemaking teacher for consultation with individual pupils. This is particularly important in homemaking education (1) because pupils seek help with personal and family problems which cannot always be discussed freely in a group, and (2) because of the necessity for individual guidance on home projects and community activities.²⁹

Time should be provided in the daily schedule of the teacher, in addition to that provided for class teaching, for individual work with pupils on planning, executing, and evaluating their related home and community experiences.³⁰

Provides broad and practical experiences with equipment and furnishings in the homemaking department. Leaders in homemaking education support the belief that physical facilities in the homemaking department should (1) be provided for all areas in homemaking, (2) be comparable to that of the homes in the community, (3) be related to all areas of homemaking and (4) provide opportunities for experimentation with a wide variety of qualities and types of materials.

The physical set-up for homemaking education is most effective when it is comparable to that of the homes in the community. The homemaking education department sets an attainable standard for the homemakers and may stimulate needed improvements in homes. Well-equipped departments have the type of furnishings and equipment that is within reach of the majority of the people. When there are varied family incomes in the community, the equipment reflects the different economic levels.³¹

²⁹ Homemaking Education in the Secondary Schools of the United States, op. cit., p. 17.

³⁰ Administration of Vocational Education, op. cit., p. 52.

³¹ Homemaking Education in the Secondary Schools of the United States, op. cit., p. 11.

In satisfactory homemaking education departments, there is adequate space and equipment for studying the different areas of homemaking.³²

Homemaking programs are materially strengthened when laboratory experiences in the study of child development are provided as are laboratory experiences in the other phases of homemaking education.³³

Administrative relationships and arrangements, including provisions for space and equipment are of a kind that facilitate development of the program.³⁴

The equipment and furnishings of the department provide opportunity for experimentation with a wide variety of qualities and types of materials. Variety in construction and finishes provides a basis for pupils and for others in the community to develop judgment in making selections for their own homes.³⁵

The equipment for different areas of homemaking education is described for the living center, foods, clothing, child development, laundry, care of the sick and other areas of homemaking education.³⁶

Includes at least a two year program. Belief is expressed that adequate time should be allowed in the program for achieving the goals of homemaking.

The total program is sufficiently intensive and extensive to enable the individual served in developing

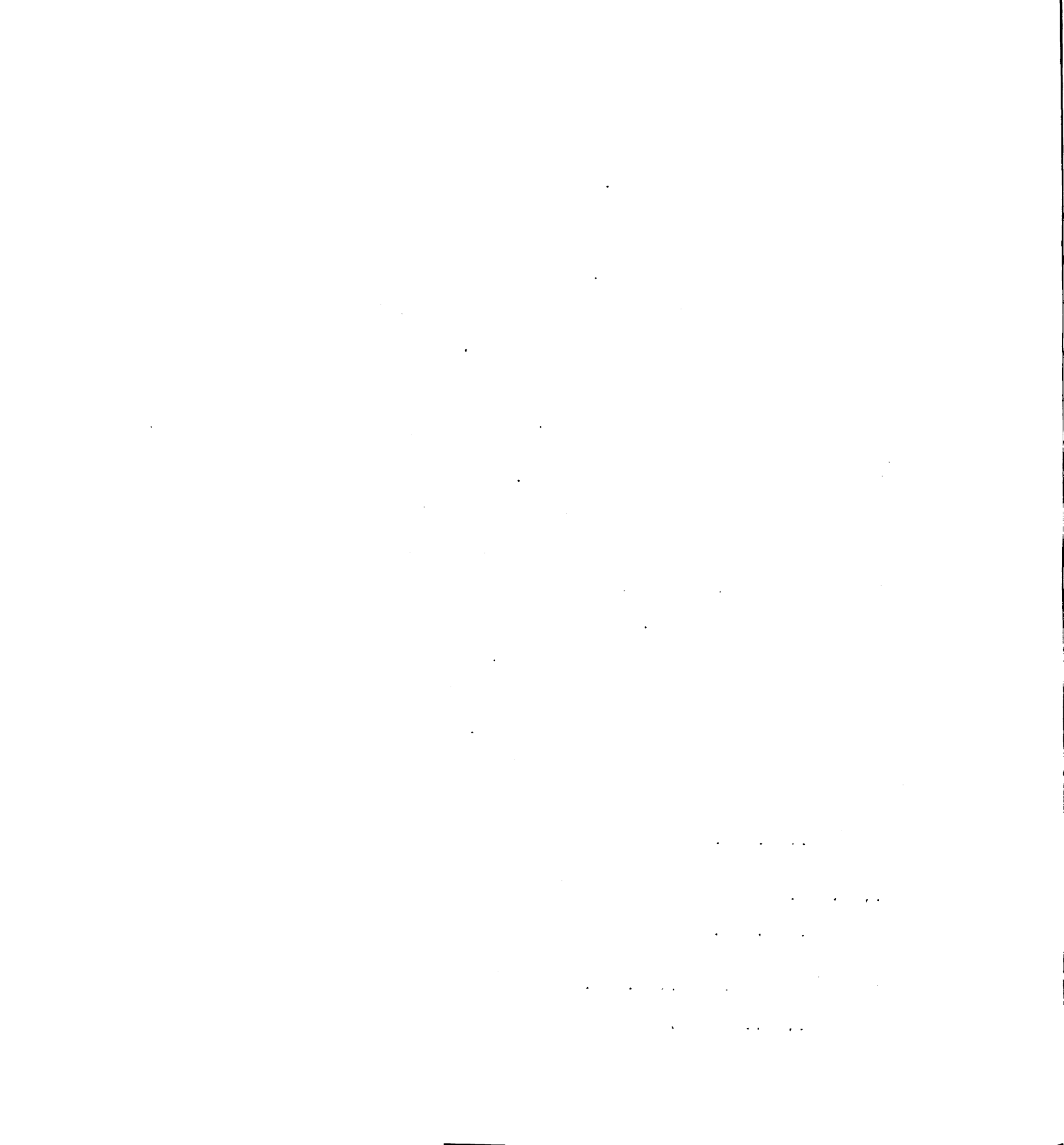
³² Ibid., p. 11.

³³ Administration of Vocational Education, op. cit., p. 54.

³⁴ Ibid., p. 51.

³⁵ Homemaking Education in the Secondary Schools of the United States, op. cit., p. 11.

³⁶ Ibid., pp. 11-16.



abilities necessary for effective participation in homemaking and in community activities affecting the home.³⁷

The variety of activities which constitutes good homemaking education makes it important that sufficient time be allowed at school for definite progress toward the objectives. . . . Most schools have at least a two year homemaking education program and many have a three or four year program.³⁸

The Relation of the School to the Homes of
Pupils Enrolled in Homemaking Classes

There is an implied belief in the importance of cooperative planning of the homemaking teacher, pupils and parents. But the beliefs about cooperatively planning with parents are not as clearly stated as they are in the State releases or publications. In the administrative bulletin issued by the United States Office of Education, the belief is expressed as follows: "There should be a good community understanding and increasing participation in the program."³⁹

However, it was indicated earlier in this report that strong beliefs are expressed about the importance of (1) finding interests and needs of pupils and their families especially through home visiting, local studies, or other

³⁷ Administration of Vocational Education, op. cit., p. 51.

³⁸ Homemaking Education in the Secondary Schools of the United States, op. cit., p. 4.

³⁹ Administration of Vocational Education, op. cit., p. 51.

methods, (2) planning homemaking education programs based on the needs and interests of pupils and their families, (3) planning, guiding and evaluating with pupils and parents the homemaking experiences pupils have in their homes, and (4) providing physical facilities which are comparable to those of families in the community and which are possible of attainment by the majority of families.

The Relation of the Homemaking
Program to the Total School Program

Only minor consideration is given to the relation of homemaking to the total school program in vocational homemaking programs. The following quotations indicate the type and extent of service which homemaking teachers may devote to activities other than those related to homemaking classes and the possibilities for using vocational funds for coordinators of family life education:

When adequate attention has been given to those of the above items that a community considers essential parts of its basic program, reimbursement may be made for a reasonable amount of time, in the teacher's schedule (not more than 20 per cent) for the development and correlation with homemaking education of such work as nutrition education in connection with the school lunch; assistance to elementary teachers on programs of education for home living; and assistance to programs of home living on the secondary level.⁴⁰

⁴⁰ Administration of Vocational Education,
op. cit., p. 56.

Federal funds may be used for the reimbursement of the salaries of coordinators for programs of education for home and family living. Such coordination will be considered as a phase of a local program of supervision. . . . Provision . . . shall set forth in the State plan which stipulate the plan of coordination and the duties and qualifications of the coordinator.⁴¹

EXCERPTS FROM STATE BULLETINS INDICATING BELIEFS OF MICHIGAN LEADERS ABOUT HOMEMAKING EDUCATION

Three administrative bulletins, published by the State Office of Vocational Education were used in the decade in the development and/or approval of reimbursed vocational homemaking programs in Michigan. These bulletins were published in 1938, 1942 and 1948.

Goals, Objectives and/or Purposes of Homemaking Education at the Secondary Level

Analyses of these three bulletins indicate that the purposes of homemaking education emphasize (1) improvement of home and family life, (2) efficient and satisfying participation in homemaking, family and community living, and (3) personal development of the individual.

The underlying philosophy for vocational education in home economics seeks the improvement of home and family life through the training of youth and adults for the vocation of homemaking. . . . The controlling purpose of vocational education in home economics is to prepare for assuming the responsibilities of the

⁴¹ Ibid., p. 55.

homemaker such as (a) provision of food for the family, (b) selection, care, and construction of clothing, (c) care and guidance of children, (d) selection, furnishing, and care of the house, (e) selection and use of home equipment, (f) maintenance of health, (g) home care of the sick, (h) consumer buying, (i) management of all material and human resources available to the home, (j) maintenance of satisfactory family relationships, (k) application of the arts and sciences to the home.⁴²

The present day homemaking curriculum in secondary schools is based upon such immediate objectives and activities as will provide training to enable the student to (1) appreciate the worthwhile functions of a home, (2) learn the pleasure which can come from homely tasks well done for the welfare of family members or of the family as a whole, (3) understand the possible contributions of science and art to homemaking, (4) benefit from the opportunities for self-development which a course dealing with those intimate personal and social problems can give.⁴³

In 1942 the purposes of homemaking education were stated in very much the same manner as the above statements which were made in the 1938 bulletin.

The underlying philosophy for vocational homemaking education seeks the enrichment of home and family life through training of youth and adults. . . . The purpose of vocational homemaking education is the preparation of youth and adults for efficient and satisfying participation in homemaking, particularly in assuming such responsibilities as:

1. provisions of food for the family
2. selection, care, and construction of clothing
3. care and guidance of children
4. selection, furnishing, and care of the house
5. selection and use of home equipment
6. maintenance of health
7. home care of the sick

⁴² Michigan State Plan for Vocational Education and Rehabilitation, State Board of Control for Vocational Education, Bulletin No. 201, 1938, p. 81.

⁴³ Ibid., p. 93.

8. consumer buying
9. management of all material and human resources available to the home
10. maintenance of satisfactory family relationships
11. application of the arts and sciences to the home⁴⁴

The present day homemaking curriculum in secondary schools is based upon such immediate objectives and experiences as will be helpful in

- a. guiding the individual in determining the values most worth working for in immediate personal and family living
- b. assisting the individual in achieving a wholesome personality and working out personal and social relationships
- c. helping the individual in discovering his needs, interests, and capacities as they relate to home activities
- d. using individual and family resources for the attainment of the values set up as most worthwhile in life
- e. helping the individual in preparing for a vocation⁴⁵

Homemaking education is the phase of education experience which is designed to help the individual to live a more useful and satisfying personal, family and community life. . . .

The objectives of homemaking education are to help individuals to:

1. Become better citizens through understanding and assuming responsibilities and privileges as members of the family and of the community.
2. Make more efficient use of available resources through wise planning of expenditures, wise selection, and learning how to save and conserve.
3. Guide children wisely through understanding their physical and emotional needs.

⁴⁴ Vocational Homemaking, the State Board of Control for Vocational Education, Bulletin No. 242, Revised, p. 1.

⁴⁵ Loc. cit.

4. Establish a wholesome attitude toward other people through satisfying experiences with them and their children.
5. Adjust to changes in their personal lives and in the social and economics order.
6. Improve their health through an understanding of what constitutes good health and the practice of habits which contribute to it.
7. Acquire skills in managing a home and in performing necessary housekeeping duties.
8. Appreciate beauty which already exists in their environment and to make their homes, clothes, and food more attractive.
9. Enjoy social activities through gaining assurance by participation in family and community recreation, hobbies, and other activities.
10. Experience a sense of accomplishment through knowing how to do work well, and through acquiring skills and interests that enable them to express creative ability.⁴⁶

The Persons For Whom the Homemaking Program is Planned

In administrative bulletins issued by the State Office of Vocational Education, emphases are placed on beliefs that enrollment in home economics classes should consist of persons who (1) are of normal intelligence, (2) are mature enough to realize the social significance of homemaking, and (3) are mature enough to assume managerial responsibilities in the home. Belief is expressed that the program

⁴⁶ Guide to Reimbursed Vocational Education Programs, Homemaking, Office of Vocational Education, Department of Public Instruction, Lansing, Michigan, Bulletin No. 292H, Revised, 1948, p. 55.

had been planned for girls, but some provisions are made also for boys.

Persons must be at least 14 years in chronological and mental age to enter the all-day course. . . . The pupils should be sufficiently mature to realize the social significance of homemaking and to assume managerial responsibilities in the home.⁴⁷

Known conditions in the state and requests for assistance justify an expected expansion in home economics in . . . enrollments of boys in separate classes and in classes with girls which are growing in quality as well as quantity.⁴⁸

Persons must be at least fourteen years in chronological and mental age to enter the all-day program. . . . The students should be sufficiently mature to realize the social significance of homemaking and to assume managerial responsibilities in the home. In advanced classes, all girls enrolled must have completed preceding courses in the vocational homemaking program.

Boys may be included in eligible homemaking classes not to exceed one year and only when in combination with the third year of vocational homemaking. Boys may elect the work for either or both semesters, and in this case either or both semesters of work would be reimbursable.

At this time segregated classes for boys are not eligible for reimbursement. However, many communities find it desirable to offer a separate class in homemaking for boys as a one semester course, although a course organized on this basis is not reimbursable.⁴⁹

In 1948, leaders continued to express belief that the day school program "must be designed to meet the needs of persons 14 years of age or over who are sufficiently mature

⁴⁷ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., p. 93.

⁴⁸ Ibid., p. 82.

⁴⁹ Vocational Homemaking, op. cit., p. 5.

to develop a realization of the importance of homemaking, and increasingly assume managerial responsibilities in the home."⁵⁰

Statements concerning the eligibility of boys for enrollment are less evident. In the definition and objectives of homemaking, leaders state that "boys as well as girls . . . are served."⁵¹

In descriptions of Personal and Family Living Classes for eleventh and twelfth grade pupils, reference is specifically made to boys. One of the enrichments in the home-making program includes, "Courses in personal and family living for 12th and/or 11th grade girls and/or boys who may or may not have had the two year basic course."⁵²

The Planning of Local Programs and the Instruction Program

Based on local needs. Beliefs are expressed that homemaking education at the secondary level should be adapted to the maturity, experience and needs of pupils, should meet the needs of the people who compose the community and should function in the lives of pupils taking into consideration changes in social life.

⁵⁰ Guide to Reimbursed Vocational Education Programs, op. cit., p. 58.

⁵¹ Ibid., p. 55.

⁵² Ibid., p. 59.

The course of study should be adapted to the maturity, experiences, and needs of the pupils so that they may be trained as interested and intelligently helpful assistants in homemaking, and thus be better prepared to meet the modern living conditions.⁵³

The effectiveness of the instruction in homemaking is in direct proportion to the degree to which it functions in the lives of students helping them solve their immediate problems; it may be measured also by the degree to which knowledge, appreciation, skills, and attitudes are developed which are applicable to the solution of problems later in life. There should be student participation through varied group and individual experiences, with practical application of knowledge to changing social life. Experiences should provide progress and growth of the individual.⁵⁴

In establishing a vocational homemaking department in a local school system, the needs of the people who compose the community should be given careful consideration. The type of program selected should be adapted to the various factors concerning home life of boys and girls in the community. . . . An effective homemaking program provides for participation in experiences which are centered upon the individual and group problems relating to school, home, and family life in the community.⁵⁵

Flexibility of plans and procedures is characteristic of homemaking programs in order to utilize pertinent problems and concerns of enrollees in personal and family living. Classroom teaching and guidance are linked with experiences in the home and community. Methods of beginning and carrying forward a program will necessarily vary from school to school.⁵⁶

Beliefs about cooperative planning at the local level,

⁵³ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., p. 98.

⁵⁴ Vocational Homemaking, op. cit., p. 13.

⁵⁵ Guide to Reimbursed Vocational Education, op. cit., p. 56.

⁵⁶ Ibid., p. 58.

especially cooperative planning of pupils, homemaking teachers and parents were first explicitly stated in 1942. No beliefs relating to cooperative planning with pupils and parents are expressed in the 1938 bulletins. The following quotations suggest the types of beliefs which are expressed about cooperative planning.

Since most effective learning takes place where work is developed on a cooperative basis of student-teacher planning and participation, students should have opportunity for such experiences. They must assist in early planning for the year's work as well as frequent later opportunities for developing specific plans, procedures and evaluation of work. It is particularly important that they share in determining the goals or objectives which affect the plans of procedures and evaluation.

The teacher needs to be prepared with tentative goals and plans for the year, the unit, and the day. These should be adapted to student needs, interests, and abilities.

Various teaching procedures are means of stimulating and maintaining interest. It is important that most effective techniques and procedures be selected in relation to the goals which have been cooperatively planned.⁵⁷

All pre-planning by the teacher should be tentative since final planning for work of the class is shared cooperatively by the teacher, pupils and increasingly by parents.⁵⁸

Advisory groups or committees are recommended as a means of securing community cooperation in guiding the home-making program in relation to local needs.

⁵⁷ Vocational Homemaking, op. cit., p. 12.

⁵⁸ Guide to Reimbursed Vocational Education Programs, op. cit., p. 64.

It has been found desirable in many communities to work through advisory groups representative of the various interests concerned with the program. Suggestions from the advisory groups are frequently very helpful to the homemaking teacher in planning the curriculum, deciding upon equipment and references needed, the budget for operating the department, community activities that seem desirable to undertake as well as suggesting an approach to many other problems affecting progress of the homemaking department.⁵⁹

Includes instruction in all major areas of home-making. Belief is also expressed that in homemaking education consideration should be given to all aspects of home-making and that homemaking education should include separate or integrated units of instruction from the major areas of homemaking. Belief is expressed that the length of time, sequence, and content of units of instruction should be adapted to local groups and to the seasons of the year.

Homemaking is a composite occupation, therefore consideration shall be given to the fundamental problems in many aspects of home living and homemaking. Each semester shall include at least two units or aspects of homemaking. The training of judgment in selection of materials or procedures, of appreciations, and skills, both manipulative and managerial, must all be considered in selecting and developing the content of courses.

Personal problems of the girl include consideration of physical and mental health, an upbuilding of personality possibilities, personal appearance, and social relationships within and without the home.

Family problems consider the maintenance of family health, sound nutrition, the rounded development of children and adult members, the social relations of the various family members, leisure interests, the

⁵⁹ Guide to Reimbursed Vocational Education Programs, op. cit., p. 64.

distribution of tasks, money management, and other activities of the home.

Manipulative and managerial skills are involved in the preparation and service of meals, the care of children, the care and upkeep of the house, and the construction, care and upkeep of clothing.

Selection includes suitable choices and wise expenditures for food, clothing, household equipment and supplies, and materials for leisure interests.

These are woven into the several years of work according to the ability and background of pupils, utilizing the broadened experiences in the uppergrades for more mature consideration of aspects previously considered and the resources of school, home and community, to an increasing extent.

Homemaking is a science and an art so care should be taken that pupils receive such instruction in the fundamental principles of science and of art that they may be able to utilize them in solving homemaking problems. . . Pupils should be guided in recognizing basic principles involved and techniques to aid in the solution of new problems involving such principles. . . .⁶⁰

In 1942, the belief is expressed that any program planned to help youth with immediate and near-future problems in personal and family living must be broad in scope, include emphases on many areas of homemaking and help youth to understand the interrelationships among the areas.

Homemaking is a composite occupation, therefore consideration shall be given to the fundamental problems in many aspects of home living and homemaking, including the development of individual members. The organization of work considers the interrelationship of several areas of homemaking in each year's work.

⁶⁰ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., pp. 98-99.

The work should be adapted to the maturity, experience, and needs of the students so they may be intelligently helpful assistants in homemaking, and thus be better prepared to meet problems in modern living.⁶¹

In 1948 the belief is expressed that the basic two year homemaking course at the secondary level should include separate or integrated units from the major areas of homemaking and that one additional year referred to as "enrichments" shall be selected from several possible choices, based on the needs of the local community.

A basic two year course . . . shall include separate or integrated units from the major areas concerning food, clothing, shelter and people. . . .

Enrichments to the homemaking program shall include at least a year's work of regular daily class periods in one or more of the following:

1. Advanced work in homemaking education with the basic two-year course as a prerequisite.
2. Courses in personal and family living for 12th and/or 11th grade girls and/or boys who may or may not have had the two-year basic course.
3. Closely related subjects such as art or science for the home, household mechanics, etc., which include only students concurrently or previously enrolled in eligible homemaking courses.
4. Extended experiences. A daily class period, in addition to the regular conference period, is arranged to develop directed personal, home, school, and community experiences closely related to the homemaking program in which enrollees of homemaking classes participate.⁶²

⁶¹ Vocational Homemaking, op. cit., p. 11.

⁶² Guide to Reimbursed Vocational Education Programs, op. cit., p. 58.

Recommendations and/or suggestions are made in 1938 and in 1942 regarding the emphases for the various home-making classes. No beliefs are expressed about the flexibility of length of time, sequence, or content of units of instruction although these are implied.

A recommended sequence of units for a composite course in home economics follows:

Homemaking I

(The girl herself)

Fall Semester	Spring Semester
Foods	Home nursing
Food preservation	Clothing
Luncheon	Own wardrobe--kind and quantity
Nutrition--growing girl	Cotton garment construction
Breakfast	Textiles--standard cottons and linens
Christmas gifts--foods	Personal improvement--hygiene, grooming, personality
Kitchen and its equipment	

Home projects each semester

Homemaking II

(The girl and the family)

Clothing	Child development
Wardrobe study with costume design and budgets	Behavior, food, clothing
Review--cotton garment construction	Dinner
Wool construction--new or made-over	Home Management
Textiles--wool, household, and summary of fabrics	Three meals a day
Girls' room	Daily dietaries
Christmas (gifts--craft) or clothing	Family nutrition
	Marketing
	Home tasks and schedules
	Family finances
	Family relationships
	Special occasions--food and social aspects

Home projects each semester

Homemaking III

(The girl and the home in the community)

Living in the community

Art in the home and community

Housing and equipment--comparative situations

Community sanitation and housekeeping

Social relationships--home and community

Consumer education and planned spending

Special problems in foods or clothing

Home projects⁶³

Suggestions for Organizing Vocational Homemaking
Program in Day Schools:

Homemaking I

Students enrolled in Homemaking I are usually concerned with individual problems of particular interest to this age level. Hence the emphasis for this year is centered about the girl herself.

Fall

develop joint plans for
Homemaking I
provide meals for the
health of girls
share holiday occasions
share home responsibilities

Spring

assist in home nursing
meet needs for personal
improvement and clothing
arrange and furnish a room

Homemaking II

Emphasis for Homemaking II is centered about the girl and the family group since her interests are broadening and she is becoming more concerned about understanding herself as a part of the family group.

Fall

make joint plans for Home-
making II
meet clothing needs of the
family

Spring

cooperate in food management
problems of the family
meet the food needs of the
family

⁶³ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., pp. 100-101.

utilize art in clothing and in the home	plan and prepare family meals
improve home arrangements and furnishings	distribute the family food budget
understand development of children	market for home and family supplies
consider Christmas time through child development, social relationships, art and textiles	consider consumer's respons- ibilities
	share in special occasions of groups and organiz- ations
	live together cooperatively in the family
	consider housing respons- ibilities of the family

Homemaking III

Homemaking III suggest areas for family and community living with emphasis upon vocational opportunities allied to homemaking.

develop joint plans for living in the
community, the school and the home
apply art in home and community
plan home furnishings
understand housing problems of community
maintain family and community health
plan wholesome and satisfying recreation
recognize factors affecting successful and
happy home life
meet consumer problems of young adults
apply food and nutrition in special problems
solve special clothing problems⁶⁴

A general belief is expressed in 1948, about the importance of flexibility of the local program based on information gathered about pupils, their homes, and the community.

In homemaking education the approach and the amount of time given to the fundamental concerns of food, clothing, relationships, child development, the house,

⁶⁴ Vocational Homemaking, op. cit., pp. 11-12.

health, and home nursing, home management, and consumer buying vary in different schools. Using the information gathered about pupils, their homes, and the community, the teacher is prepared to guide the selection of the phases of homemaking for which there is greatest need and interest. The sequence and content of units should be adapted to the group, to the local situation, and to the seasons of the year.⁶⁵

The following additional statements further specify certain "fundamental concerns" and "responsibilities" involved in homemaking.

The preparation of youth and adults for the responsibilities and activities involved in homemaking and in achieving family well-being in home and community is developed through instructional programs involving the following areas of homemaking education:

- Selection and purchase of goods and services for the home
- Maintenance of satisfactory personal and family relationships
- Selection, preparation, serving, conservation, and storage of food for the family
- Selection, care, renovation, and construction of clothing
- Care and guidance of children
- Selection and care of the house and of its furnishings
- Selection, use, and conservation of home equipment
- Maintenance of health and home safety
- Home care of the sick, and first aid
- Consumer responsibility and relationships
- Selection and provision of educational and recreational experiences for family members.⁶⁶

In the 1948 Guide, no suggestions for the different homemaking courses are included as they are in the 1938 and the 1942 bulletins. However, a release or circular, which

⁶⁵ Guide to Reimbursed Vocational Education Programs, op. cit., p. 64.

⁶⁶ Ibid., p. 57.

was prepared and used in developing local reimbursed vocational homemaking programs, contains specific suggestions for the various homemaking courses. Only the suggestions for Homemaking I and II and for Enrichments 1 and 2 (Advanced Homemaking and Personal and Family Living) are included below:

Homemaking I

Students enrolled are usually concerned with individual problems of their own age level, so the emphasis is centered about the girl herself.

Fall

Planning program jointly,
getting acquainted

Providing meals for the
healthy girl

Preserving foods for
family use

Preparing, serving nutritious meals

Sharing holiday occasions

Gift foods, baskets for
families, craft
articles for food
service and kitchen

Sharing home responsibilities

Making the kitchen attractive and convenient

Keeping an attractive and well managed home

Spring

Developing personality

Health practices, habits

Good grooming

Social acceptability

Personal money management

Providing suitable wardrobe

Selecting and buying
clothing and accessories

Planning and making
garments

Arranging and furnishing a room

Refinishing and redecorating

Selecting, buying, making
home accessories

Homemaking II

Emphasis is centered about the individual as part of the family group since interests are broadening and there is more concern of this age in its contribution to family and social living.

FallMeeting clothing needs of the family

Wardrobes for self and family members
 Applying art in clothing
 Planning, selecting, making new or made-over garments, emphasizing wool
 Selecting, care of textiles

Care and guidance of childrenSharing Christmas

Gifts using art and textiles
 Family get-togethers
 School functions

Contributing to family health

Home nursing
 First aid

SpringCooperating in family food problems

Meeting family nutritional needs
 Planning and preparing family meals
 Distributing the family food budget

Developing social and family relations

Hospitality and recreation in home
 Living satisfactorily with others
 Clothes for social occasions
 Sharing in various family activities
 Cooperating in school, community functions

Sharing family problems of the home

Qualities of livable happy homes
 Utilizing equipment and facilities
 Improving home and school social rooms
 Exterior and home grounds improvement

Enrichment 1. Advanced Homemaking

H.M. III and IV provide for study of community living as well as the personal and family concerns of girls as young adults. Enrollees in H.M. III shall have completed the two-year basic course; those in H.M. IV shall have completed H.M. I, II, and III.

Providing beauty and efficiency in home living

Improving home, homemaking department, or other school centers
 Beauty in the community
 Special problems in household management

Looking to the future

Building for happy and successful home
and family life

Guided vocational opportunities allied
to homemaking

Living in a healthful community

Family and community health
Housing and community welfare
Home safety and household mechanics
Family and community recreation

Selecting special problems in food and nutrition
for individuals or groupsSelecting special clothing problems for
individuals or groupsUnderstanding consumer problems for home living

Enrichment 2. Personal and Family Living

Girls and/or boys of the 12th and/or 11th grade en-
rolling select problems facing young adults which can
be helped through organized instruction in homemaking
education. The course may be planned on a semester
or yearly basis and include these or similar areas.

Making the most of one's self as a young adult

Determining personal assets and liabilities,
with ways to improve one's personality in
daily living

Looking one's best--grooming, clothing, posture
Healthful living--physically, mentally,
emotionally

Learning to live satisfactorily with others

Working and playing with various age groups
Sharing in family living

Selecting, arranging and utilizing living
quarters for comfort, efficiency and
attractiveness in the home, away from
home, for work, or at college

Looking to the future

Building for a happy and successful home
and family life

Guided vocational opportunities allied to
homemaking

Looking to the Future
Building for a happy and successful home
and family life
Guided vocational opportunities allied to
homemaking

Learning to live satisfactorily with others
Working and playing with various age groups
Sharing in family living
Selecting, arranging and utilizing living
quarters for comfort, efficiency and
attractiveness in the home, away from
home, for work, or at college

Healthful living--physically, mentally,
emotionally
Looking one's best--grooming, clothing, posture
daily living
With ways to improve one's personality in
determining personal assets and liabilities,
Making the most of one's self as a young adult

or yearly basis and include these or similar areas.
education. The course may be planned on a semester
be helped through organized instruction in homemaking
rolling select problems facing young adults who are en-
Girls and/or boys of the 15th and/or 16th grades en-

Enrichment 2. Personal and Family Living
Understanding consumer problems for home living
Individuals or groups
Selecting special studies problems for
Individuals or groups

Selecting special problems for home living
for individuals or groups
Family and community
Home safety and health in the home
Housing and community welfare
Family and community living

Looking to the Future
Building for a happy and successful home
and family life
Guided vocational opportunities allied to
homemaking

Participating in community life

Sharing in community improvements, health, recreation, housing, consumer practices, social welfare and working conditions for employed youth⁶⁷

The Learning Experiences

Which Are Recommended

Includes school-home-community experiences. A number of beliefs are expressed about the types of learning experiences which leaders believe to be important in the homemaking program. These beliefs emphasize breadth of learning experiences and adequate guidance of the learning experiences by the homemaking teacher.

Belief is expressed about the importance of learning experiences in the school, the home and the community and about the importance of both individual and group work.

Directed experience is an essential part of the program in homemaking and is achieved both through individual and group work in the classroom, at home and in the community.⁶⁸

Directed home experience is an essential part of the program in homemaking and is achieved both through individual and group work in the classroom, at home and in the community.⁶⁹

⁶⁷ Program Planning Suggestions for Homemaking Education, Office of Vocational Education, Circular No. 3 (Rev. 1948), pp. 3-4.

⁶⁸ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., p. 81.

⁶⁹ Vocational Homemaking, op. cit., p. 1.

An effective homemaking program provides opportunity for participation in experiences which are centered upon individual and group problems relating to the school, home, and family life in the community.⁷⁰

The basic provisions for achieving the purpose and maintaining the characteristics of vocational education in home economics are

- (1) scheduled class time
- (2) learning experience in the home
- (3) scheduled time in the school day for teacher-pupil conferences
- (4) provision for home and community contacts by teachers⁷¹

Since school time for acquiring skills is limited and certain learning experiences can be provided best outside the classroom, home practice and home projects shall be promoted during the school year and where possible in the summer. . . .

(1) Plans for pupil growth through home projects

- (a) Home practice shall be encouraged throughout vocational classes. Recording the kind and amount will aid in choosing home projects. . .
- (b) School Year Home Projects--usually given credit similar to that of a term report.

-1- In the first year classes, one home project for each student is required, although a second is urged. These vary greatly in time according to the manipulative or less tangible factors involved.

-2- In the second year classes, two home projects are expected, usually one each semester. They should represent different aspects of home economics. A longer project involving two aspects is acceptable or a major and a minor project in two aspects.

⁷⁰ Guide to Reimbursed Vocational Education Programs, op. cit., p. 56.

⁷¹ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., p. 93.

- 3- In the third year, two or three home projects conducted during the year should involve more managerial or distinctly advanced manipulative skills, or a more complex situation. They shall represent different aspects of the work.⁷²

In the 1938 bulletin, there is considerable discussion of summer projects. Only a brief quotation is included here:

Usually two different and additional home projects are undertaken during the summer following each year's work. Students should be encouraged to undertake projects sufficiently challenging and significant to justify recommendation for an additional fourth of a unit credit. (equivalent to one-half semester's work) toward graduation. Senior students, who may be excused from summer project work, shall be expected to undertake longer and more difficult projects during the school year.⁷³

Belief is expressed in the importance of the scheduled conference period for the homemaking teacher so there will be time for teacher supervision and home contacts, including home visits.

The teacher's schedule shall provide at least five unassigned school periods usually indicated as 'conference time' for supervising and checking home projects.

Where the program selected includes summer projects, the teacher is employed for supervision of these projects beyond the school year with additional salary on the same basis as that paid during the school year. . . .⁷⁴

Teachers are urged to make home visits during the school year for better understanding of the home

⁷² Ibid., p. 96.

⁷³ Ibid., pp. 96-97.

⁷⁴ Ibid., p. 97.

environment of individual pupils so as to assist them more effectively with home projects as well as to evaluate teaching procedures and content in class work. During summer project supervision, the teacher should make several visits to each home. . . . Adequate transportation allowance shall be provided the teacher for the supervision of home projects, by the local board of education.⁷⁵

In 1942 leaders continue to express beliefs in the importance of directed home experiences.

Directed home experience is an essential part of the program in homemaking and is achieved both through individual and group work in the classroom, at home and in the community.⁷⁶

Since school time for developing skills is limited and certain learning experiences can be provided best outside the classroom, home practice and home experience projects should be promoted during the school year and encouraged during the summer. Planned home experiences should be an integral part of the homemaking program and provide for a wide range of organized activities.⁷⁷

In 1942 certain details are included as to the home experiences which are regarded as suitable for pupils in Homemaking I, II, and III.

Recognizing the purpose of home experiences as contributing to student growth and development, the homemaking teacher needs to be consistent in planning with students on the basis of individual needs and abilities.

- (a) In Homemaking I, the kind and amount of home experiences selected by each student is dependent upon previous home and school experiences. It may be desirable to encourage each student to

⁷⁵ Ibid., p. 98.

⁷⁶ Vocational Homemaking, op. cit., p. 1.

⁷⁷ Ibid., p. 9.

plan a parallel home experience to accompany each area of homemaking included in the first year of work. . . .

- (b) In Homemaking II, students may be assisted in planning and organizing a group of related home experiences which are an outgrowth of several areas of homemaking included in the second year of work. . . .
- (c) In Homemaking III, project work may emphasize home, community and vocational experiences which are a definite outgrowth of areas of work included in this year and involve more managerial skills.⁷⁸

Some suggestions are offered and beliefs expressed about guiding students in selecting personal and home experiences.

Guiding students in selecting personal and home experiences that will meet their needs and interests and enable them to apply their homemaking training, will be adequate to the extent that the teacher utilizes all information acquired with tact and judgment. The teacher will find the following procedures helpful

- (a) Make effective use of conference periods for individual counseling.
- (b) Assemble folders for each student with anecdotal and other records as to the home, the student's needs and interests, and the varied kinds of evaluations of her work and development.⁷⁹

Teachers are urged to make home visits during the school year for better understanding of the home environment of individual students so as to assist them more effectively with home experiences, as well as to evaluate teaching procedures and effectiveness of classwork.⁸⁰

⁷⁸ Vocational Homemaking, op. cit., p. 10.

⁷⁹ Loc. cit.

⁸⁰ Ibid., pp. 10-11.

Where feasible, the local board of education may employ the teacher beyond the school year in order that she may supervise home experiences when school is not in session. The salary for extended employment and transportation is not eligible for reimbursement.⁸¹

Leaders continue in 1948 to express beliefs in the importance of directed home experiences including home visiting, and in community experiences.

Almost everything the pupil does in the home is related to some part of her study of homemaking. In order to make certain that the home, the natural setting for homemaking activities, is fully utilized, homemaking teachers should provide for an integrated 'home experience' program. A home experience is a personal or home problem which a pupil selects to solve under the teacher's guidance as a regular part of her homemaking education study. It provides the tie between in-school and out-of-school activities and responsibilities which is required for effective learning. Homemaking teachers may be employed for an extended period beyond the regular school year in order to devote time for home visiting, for gathering information about the community, and for participation in community activities that affect family life.⁸²

Home visiting is an integral part of the home experience work. The technique of home visiting is extremely important. The teacher must exercise tact in order to gain the confidence of the family. It is important that pupils understand her purposes in visiting home in order that they may interpret them to their families.⁸³

In the community, there are many services, organizations, and activities which directly influence family life so the homemaking teacher works with pupils in community activities that contribute to better family and community life. Experiences utilizing community

⁸¹ Ibid., p. 6.

⁸² Guide to Reimbursed Vocational Education Programs, op. cit., p. 65.

⁸³ Loc. Cit.

resources provide opportunity to gain knowledge of how communities operate and to participate in community activities which affect home living.⁸⁴

A special bulletin relating to home experiences is also used in development of this phase of the homemaking program.⁸⁵

Provides broad and practical experiences with equipment and furnishings in the homemaking department. Leaders express a number of beliefs about the importance of providing adequate facilities and furnishings in homemaking departments in order to provide effective learning experiences.

The homemaking department should create an atmosphere conducive to promotion of the spirit of homemaking in young people through the equipment and its arrangement. Such facilities shall promote desirable standards in efficiency and good taste in various aspects of homemaking for which school training is provided. Types of homes in the community served should be considered in selecting the equipment to provide desirable standards and a homelike atmosphere adapted to local needs as well as a wide range of home activities. Where possible, a cottage or a group of rooms approximating an average home situation desirable in the community shall be provided. The equipment and space should be adequate for both individual and group work. Books and illustrative materials shall be suitable for each unit or aspects of homemaking offered. Careful selection and arrangement of equipment are more important than the amount of money used.⁸⁶

⁸⁴ Ibid., p. 65.

⁸⁵ Guides for Home Projects in Homemaking in Michigan, Bulletin No. 229, Revised, 1941.

⁸⁶ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., pp. 93-94.

The homemaking department should create an atmosphere conducive to developing appreciation of the vocation of homemaking in young people through the equipment and its arrangement. Such facilities shall promote desirable qualities of efficiency and good taste in the equipment to provide a homelike atmosphere. One room of sufficient size to accomodate equipment for the various areas included in the homemaking program may be adequate in programs under the direction of one teacher. Where possible, a group of rooms or a cottage approximating an average home situation may be provided. The equipment and space should be adequate for both individual and group work.⁸⁷

Regardless of whether the department includes one room or a suite of rooms, each department is equipped for teaching all areas of homemaking and provides adequate storage facilities. . . .⁸⁸

Belief is expressed that the physical set-up for homemaking education is most effective if it reflects the home and family needs of the community.

The physical set-up for homemaking education is most effective when it is equipped in accordance with the home and family needs of the community. The homemaking education department should present attainable standards and stimulate needed improvements in homes. Since there are varied family incomes in most communities, the equipment should reflect different economic levels. In satisfactory homemaking education departments, there are adequate space, equipment, and instructional materials for studying the different areas of homemaking.⁸⁹

Belief is also expressed that there should be equipment for the different homemaking areas and that the room should be convenient and attractive and should represent

⁸⁷ Vocational Homemaking, op. cit., p. 6.

⁸⁸ Guide to Reimbursed Vocational Education Programs, op. cit., p. 61.

⁸⁹ Ibid., p. 89.

different types and costs.

The equipment for teaching the different units of homemaking should be grouped for convenient use and make an attractive room and should represent different types and costs. Reference materials and other instructional aids should be available for each area. . . .

(1) Living Center

The home living center may be a room or space within a room. This should provide for flexibility in arrangement for such furnishings as comfortable chairs, studio couch or bed davenport, lamps, tables, rugs, pictures and curtains. It can be used for the study of home furnishings, home management and child development, for teaching bed-making and for informal group discussions. The living center often serves as a social center for pupils and for teachers, parents and other groups of adults in the community.

(2) Foods

The space for meal preparation and service is usually equipped with stoves, sinks, work tables, storage cabinets, and cooking utensils and supplies arranged in the most convenient and efficient order. The term 'unit kitchen' often is used to describe space which accommodates from four to six pupils at one time. A department may have several unit kitchens, depending on the number of pupils to be accommodated at one time. Some departments have a diningroom for meal serving. In others, the living room or the food-preparation space is used for this purpose. Dishes, flatware, glassware, and table linens are provided for meal service.

(3) Clothing

The equipment for clothing construction includes sewing machines, suitable chairs, multi-purpose tables, a full-length mirror, a folding screen to provide privacy for fitting garments, irons, ironing boards, and teaching aids for clothing construction and selection.

(4) Child Development

Equipment and materials for teaching child care depend upon those needed in the plans for study.

(5) Laundry

Laundry equipment may be located in a food-preparation, clothing, or utility room, or in a separate room. Such equipment shall provide for washing, dyeing, drying, and ironing.

(6) Care of the Sick

A bed, either regular type or roll-a-way, or a studio couch, a bedside table, pillows, bed linen and blankets, and a medicine cabinet equipped with first-aid supplies suitable for a home are necessary for teaching home care of the sick.

(7) Other Areas of Homemaking Education

Areas such as consumer buying, relationships, management, and family recreation seldom require additional stationary equipment. They are usually taught in the space provided for the living center.⁹⁰

Other miscellaneous facilities for homemaking education are also described. Some consideration is given to methods of instruction other than those described above. Emphases are placed on problem solving techniques, many types of activities, on cooperative group work and on the use of homemakers in planning.

The methods of instruction shall be such as lead to solving of the present problems of the individual and her family, point to recognition of basic principles in such a way as to make them usable in other situations, and lead to creative solving of new problems as they arise in later years. . . .

⁹⁰ Ibid., p. 89.

Pupil initiative and resourcefulness shall be stimulated and utilized. Class activities shall include discussions, laboratory work, pupil and teacher demonstrations, field trips, group work, and supervised study. Directed experiences in the home through home projects should correlate home instruction with home living.⁹¹

Since most effective learning takes place where work is developed on a cooperative basis of student-teacher planning and participation, students should have opportunity for such experiences. . . .

Various teaching procedures are a means of stimulating and maintaining interest. It is important that most effective techniques and procedures be selected in relation to the goals which have been cooperatively planned.

The effectiveness of the instruction in homemaking is in direct proportion to the degree to which it functions in the lives of students helping them to solve their immediate problems; . . . There should be student participation through varied group and individual experiences, with practical applications of knowledge to changing social life. . . .

Homemakers, due to their practical experiences, often have suggestions of an educational nature to contribute if their cooperation is encouraged. The homemaking program must be extended to include not only the school and home, but also the community and its resources.⁹²

BELIEFS AS EXPRESSED IN RESEARCH, INFORMAL STUDIES AND DEMONSTRATION PROGRAMS WHICH WERE SPONSORED BY LEADERS IN HOME ECONOMICS EDUCATION IN MICHIGAN

In the past decade, research, informal studies, and demonstration programs, which were sponsored by leaders in

⁹¹ Michigan State Plan for Vocational Education and Rehabilitation, op. cit., p. 101.

⁹² Vocational Homemaking, op. cit., pp. 12-13.

home economics education in Michigan, served to stimulate, point up or clarify certain beliefs of leaders and served as practical guides to action. Three of these are especially significant: (1) research relating to characteristics of homemaking teachers of varying proficiencies, (2) a cooperative evaluation by state supervisors and teacher trainers of the status of the homemaking education program in Michigan, and (3) a cooperative demonstration program in home and family life education.

Research Relating to Characteristics of
Homemaking Teachers of Varying Proficiencies

In 1942-43 a study to determine the differences of teachers of varying proficiency was sponsored by the Michigan Committee on Research and Graduate Work in Homemaking Education, under the direction of the State Board for Vocational Education. Responsibility for the study was carried by Hazel Hatcher, Associate Professor of Education at Michigan State College, who worked closely with the research committee and with Beulah I. Coon, Agent for Studies and Research in Home Economics Education, United States Office of Education.

This investigation was a comprehensive study of thirty six Michigan homemaking teachers of whom twelve were outstanding, twelve average and twelve were non-proficient. Hatcher found that proficient homemaking teachers had the

following characteristics:

1. All had a breadth and strength of interests which contributed to making them more interesting persons.

2. All were enthusiastic about teaching; were able to express the beliefs which they practiced in teaching and in personal living.

3. In all instances the relationship between pupils and teacher indicated a high degree of mutual trust and confidence.

4. All gave pupils effective guidance in working in immediate problems and in facing new ones.

5. All planned cooperatively with pupils, one with parents also; all stated goals simply and specifically, usually as pupils' goals.

6. All planned cooperatively with pupils relating experiences to specific goals.

7. All planned evaluation cooperatively with pupils in terms of pupils goals; more than half mentioned self-evaluation; all employed many techniques, including pre-testing but nearly all recognized need for better evaluation and wanted help.

8. All worked cooperatively with pupils in improving the homemaking department through arrangement of the furniture, equipment and supplies; through high standards of cleanliness; and through creating a more attractive, home-like atmosphere.

9. All made wide use of the school facilities as an extension of the classroom.

10. Practically all gave other departments extensive cooperation in developing their programs and in building a better school program; sought help of others in developing a better homemaking program.

11. All made moderate use of the community as an extension of the classroom.

12. All cooperated to a considerable extent with the community on projects to which they could make a worthwhile contribution and sought community cooperation in return.

13. Practically all were consulted extensively on problems related to homemaking; parents had a very adequate picture of the program.⁹³

The findings from this study were discussed widely and plans were made for the use of the findings in both the pre-service and the in-service teacher education programs in home economics. An evaluation instrument, based on the findings, was developed for use by homemaking teachers, state supervisors of homemaking education and by the itinerant teacher trainer, Michigan State College.⁹⁴

A supplement for the use by homemaking consultants, was also developed.⁹⁵ As a result of this study, beliefs were strengthened about the importance of: (1) cooperative relationships of the homemaking teacher, pupils and their families and cooperative relationships of the homemaking teacher in the school and community, (2) extending the home-making program to include learning experiences in the school, home and community and interrelating goals, learning

⁹³ Characteristic Differences Among Homemaking Teachers of Varying Proficiency, Department of Education, Michigan State College and the State Board of Control for Vocational Education, Bulletin No. 288, 1944, pp. 2-6.

⁹⁴ Teacher Growth in Homemaking Education, State Board of Control for Vocational Education and the Department of Education, Michigan State College, Misc. No. 2105, 1943, 30 pp.

⁹⁵ Teacher Growth in Homemaking Education (For use of Homemaking Consultant), State Board of Control for Vocational Education, Official Misc. No. 2105 Supplement, 1943, 16 pp.

experiences and evaluation, and (3) development of the teacher as an individual.

Cooperative Evaluation of the Status of
Homemaking Education in Michigan

In the winter of 1945-46, "leaders in home economics education in Michigan invited Rua Van Horn of the United States Office of Education to help in the evaluation of the total home economics education program in Michigan."⁹⁶

In May, 1946, state supervisors and teacher trainers in homemaking education met for a three day conference at Dearborn Inn, Dearborn, for the purpose of evaluating the status of the Michigan program. An evaluation instrument which had been developed in the United States Office of Education and which had been used in other States, was used as a basis for the cooperative evaluation of the Michigan program.⁹⁷

The evaluation instrument was organized around five major responsibilities of state supervisors and teacher education and contained ninety-three subdivisions for use in evaluation.

⁹⁶ A Guide for Homemaking Education, Lee M. Thurstone, Superintendent of Public Instruction, Bulletin No. 2130M, 1951, p. 57.

⁹⁷ A Plan for Evaluating the Status of a State Program of Home Economics Education, Federal Security Agency, U. S. Office of Education, Misc. No. 2581, 15 pp.

I. Developing a concept of the fundamental significance of home living and homemaking education in the life of the individual and in this country today.

II. Determining better bases for content and methods.

III. Providing effective instruction in present programs.

IV. Extending effective instruction to those who need it.

V. Coordinating educational programs in school and community to bring about ultimate improvement of homes.⁹⁸

In the process of evaluation, well-developed and undeveloped areas of the Michigan program were subjectively identified by the group. The major well-developed and undeveloped areas of the home economics program, as identified by the group are briefly described below.⁹⁹

Developing the concept of the fundamental significance of home living and homemaking education in the life of the individual and in this country today. The group agreed that Michigan leaders had made considerable progress in: (1) acquainting themselves with the total school program, (2) developing the concept of home and family life education in vocational schools and classes, and (3) acquainting state officials with the scope of the home economics program.

The group also agreed that the Michigan leaders

⁹⁸ Ibid., pp. 2-10

⁹⁹ Based on personal notes and on First Report of the Home Economics Curriculum Committee in Michigan, pp. 2-3, (duplicated).

had not made much progress in: (1) acquainting themselves with education for home and family living in the elementary school, (2) maintaining and promoting an understanding with government and state agencies related to the improvement of home life, and (3) acquainting local school officials with the scope of the home economics program.

Determining better bases for content and methods. The group agreed that progress had been made in: (1) determining content and methods needed for the secondary school level and for adults, (2) determining content for students with the educational objective of homemaking and of teaching, and (3) determining needed instructional programs for evening schools, state programs of family life education, and for four year college terminal courses for homemaking majors.

The group also agreed that little progress had been made in: (1) determining content and methods needed for homemaking in the elementary school, junior college and out-of-school youth, (2) determining content for students with the objective of wage earning and for other professions than for homemaking, and (3) determining needed instructional programs for schools with varying types of organizations (Example: schools without home economics departments; small schools having homemaking department; rural schools; city schools; vocational schools; continuation schools; high schools having junior college grades; junior college

terminal and/or senior college preparatory).

Providing effective instruction in the present program. There was agreement in the group that progress had been made in: (1) the supervisory programs, especially with reference to the type of reports required from teachers, (2) the devices for evaluating the program and their pertinence in relation to pupil development, and (3) providing learning experiences in the classroom.

There was agreement in the group that little progress had been made in: (1) evaluating the supervisory programs in relation to conferences for teachers, organization and provisions for new teachers, and provisions for all homemaking teachers in the State, (2) promoting effective programs through emphasis on providing experiences in the community and in interpretation of homemaking to the public, and (3) evaluating the results of instruction.

Extending instruction to those who need it. The group believed that progress had been made in extending instruction for special areas and groups but believed that little progress had been made in: (1) extending instruction in different age levels and to both sexes in centers not providing instruction in homemaking and to different economic groups, and (2) prorating of funds for the total program.

Coordinating education programs in school and community to bring about ultimate improvement of homes. The group agreed that considerable progress had been made in participating in the coordination of efforts of agencies and organizations concerned with the family and in the promotion of coordinating and/or state councils.

They believed that little progress had been made in: (1) working cooperatively in local communities to clarify major objectives in home and family living, (2) recognizing effective contribution which they as home economists could make with emphasis on immediate action, and (3) determining bases for allocating of responsibilities and apportioning time for coordinating the services of State staff and teacher training staff.

The outcomes of this conference are briefly described as follows:

This group decided to embark upon a state-wide program that would:

1. Unite all homemaking teachers in the state whether in rural or urban communities, in large or small systems, or in reimbursed programs.
2. Strengthen teacher leadership through responsibility for the program.
3. Actively interest teachers in local curriculum improvements.
4. Extend effective instruction to groups not being reached.
5. Coordinate educational programs in the school and community to bring about ultimate improvement of homes.¹⁰⁰

¹⁰⁰ A Guide for Homemaking Education, op. cit., p. 57.

In the summer conferences for homemaking teachers (1947-50), strong beliefs were expressed that homemaking programs should be an integral part of the school-community program, especially in home and family life education.¹⁰¹

Demonstration Program in
Home and Family Life Education

During the past decade, leaders in home economics education in Michigan played important roles in stimulating interest in school-community programs in home and family life education. In 1944, a bulletin, Education for Home and Family Living, which had been prepared by the Committee on Home and Family Living, Michigan Council on Adult Education, was made available by the Superintendent of Public Instruction.¹⁰² This bulletin indicated that lay leaders as well as professional leaders in Michigan were ready for some experimentation and further development of family life education in local communities.

In 1941, the United States Office of Education distributed a report of progress on a demonstration program in home and family life education in four communities.

¹⁰¹ Ibid., pp. 57-59.

¹⁰² Committee on Home and Family Life Education, Michigan Council on Adult Education, Education for Home and Family Living, Superintendent of Public Instruction, 1944, Bulletin No. 331, 25 pp.

This program was under the direction of Muriel W. Brown.¹⁰³ The demonstration programs had been of considerable interest to leaders in Michigan. In 1941, Muriel Brown served as a special consultant at a summer conference for homemaking teachers.

In 1946, plans were made for a demonstration program or a community program in home and family life education in Michigan. Two committees at the state level were responsible for guidance of the program: a State Staff Committee and a State Advisory Committee.¹⁰⁴ The chairman of the demonstration program was Albe M. Anderson, who was one of the State Supervisors of Homemaking Education.

The major purpose guiding these programs was 'the development of a type of education for home and family living that fosters conditions of growth and well-being of each member of the families in the community'. Some of the more specific objectives were to:

1. Provide opportunity for experimentation and improvement of various types of home and family life education.
2. Encourage closer integration of curricular offerings relating to home and family in elementary, secondary, and adult education.
3. Develop interest of teachers and administrators in extending education for home and family living.

¹⁰³ Federal Security Agency, U. S. Office of Education, "Four Communities Pioneer", School Life, Reprint, Washington, D.C., U.S. Government Printing Office, 1941, 21 pp.

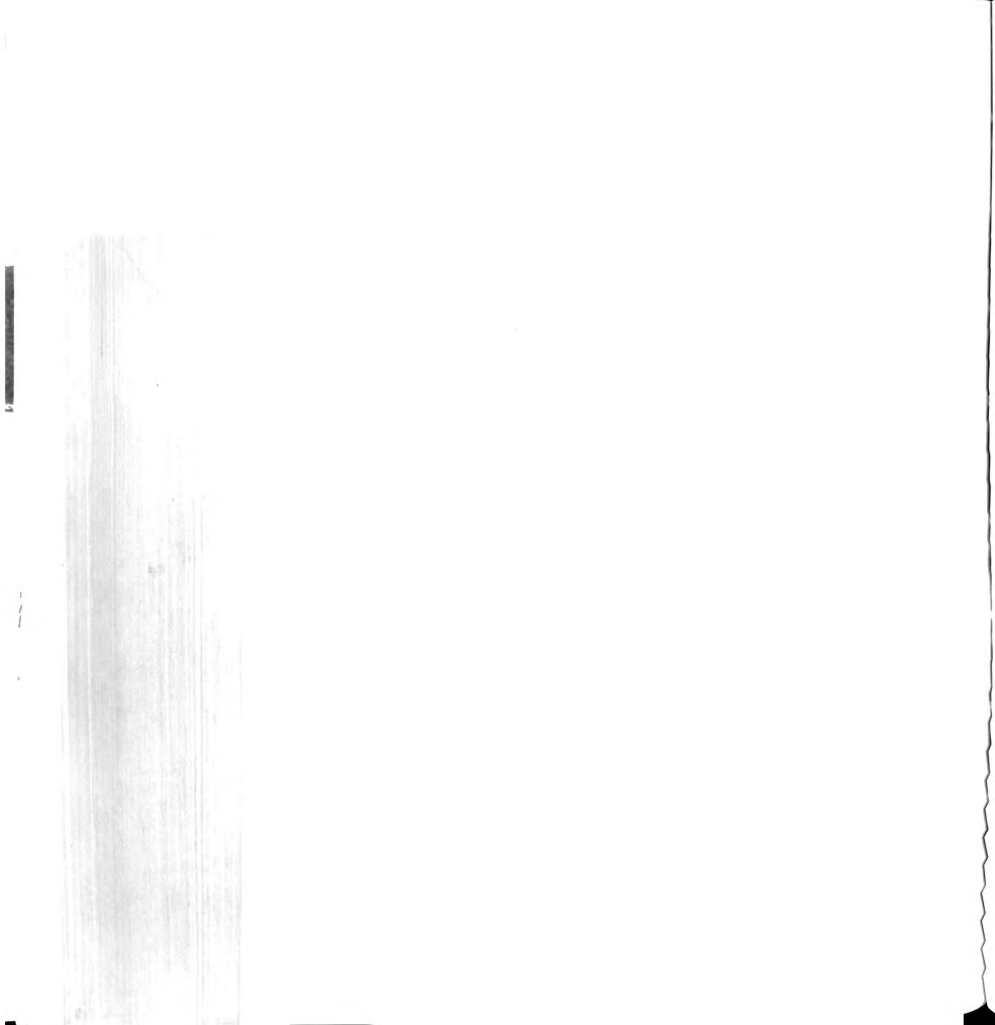
¹⁰⁴ Education for Home and Family Living in Michigan, Lee M. Thurstone, Superintendent of Public Instruction, Bulletin No. 295, 1950, p. 2.

4. Develop closer coordination of personnel from local and state agencies, state departments, and colleges and universities working with and contributing to education for home and family living.¹⁰⁵

The many opportunities for homemaking education leaders to participate in this demonstration program, resulted in crystalizing and strengthening beliefs about the importance of home and family life education and the importance of homemaking in the total school-community program.

¹⁰⁵ Ibid., p. 2.

APPENDIX B



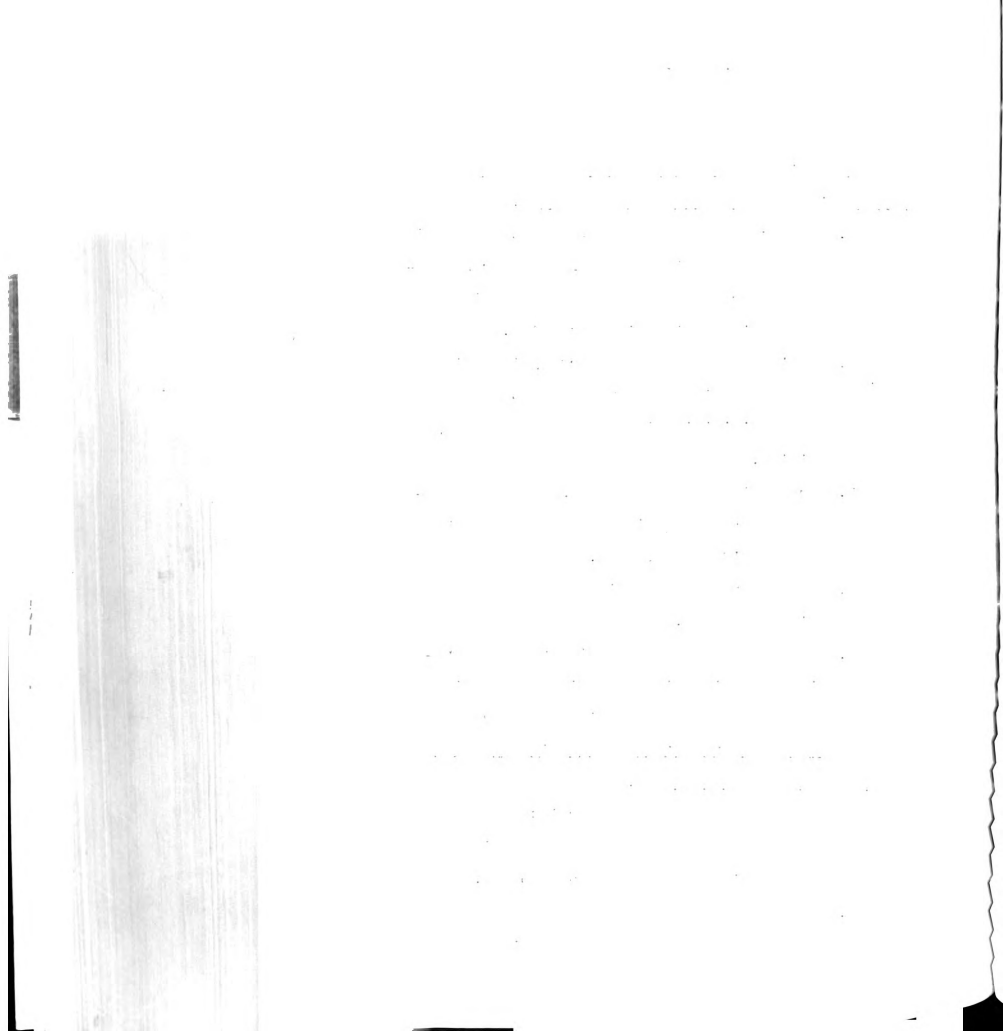
CRITERIA USED AS BASES FOR STUDYING LOCAL PRACTICES

Criteria used for studying practices relating to homemaking and the total school program.

1. The local school faculty, parents and pupils have been working together on general curriculum problems and have been studying and developing family life education.
2. Various members of the faculty including the homemaking teacher have assumed major responsibilities in education for family living.
3. Homemaking teachers have and use opportunities for integrating homemaking into the school life and program.
4. Homemaking education is available to all girls and boys.
5. Consultants have helped in overall planning of family life education, homemaking for girls and boys and integrated courses.

Criteria used for studying practices relating to home and school cooperation.

1. Parents participate in curriculum planning and in the development of family life education in the total school program.
2. Parents believe in the importance and value of home and school cooperation in developing



and are willing to help.

3. Parents and homemaking teachers have individually and/or in groups discussed the needs, interests, problems or concerns of boys and girls and how these might be used in planning homemaking education, the kinds of home experiences that are especially valuable for adolescents, and how the school and home might work together.
4. Parents have had opportunities to understand the homemaking program and to participate in the program in various ways.
5. The homemaking teacher has contacted parents of pupils in homemaking classes in a variety of ways.
6. Pupils relate their homemaking class experiences to their own homes and families.
7. Pupils in homemaking classes assume a variety of home responsibilities or have a variety of planned home experiences.

Criteria used for studying the homemaking program in relation to the recognized needs, interests and problems of adolescents and their families.

1. The homemaking teacher has at least some basic data regarding girls and boys, their homes and the local community and the homemaking program is developed cooperatively

the local homemaker education program

and are willing to help.

3. Parents and homemaker teachers are individually and/or in groups discussed the needs, interests, problems or concerns of boys and girls and those who are used in planning homemaker education. The value of home experiences to the responsibility valuable for education, and the need and home sight work together.

4. Parents have had opportunities to understand the homemaker program and to participate in the program in various ways.
5. The homemaker teacher has contacted parents of pupils in homemaker classes in a variety of ways.

6. Pupils relate their homemaker class experiences to their own homes and families.
7. Pupils in homemaker classes assume a variety of home responsibilities or have a variety of planned home experiences.

Criteria used for studying the homemaker program

in relation to the recognized needs, interests and problems of adolescents and their families.

1. The homemaker teacher has at least some basic data regarding girls and boys, their homes and the local community and the homemaker program is developed cooperatively

by the homemaking teacher, the pupils and their parents.

2. The goals, units of instruction and the overall distribution or use of time indicate that the recognized needs, interests and problems of adolescents are given major consideration in program planning.
3. Learning experiences which are related to the recognized needs, interests, and problems of adolescents and their families are provided in the homemaking education program. These include learning experiences in all aspects of homemaking. (broad program)

Criteria used for studying local practices relating to certain teaching-learning methods, which are closely related to the goals of homemaking.

1. Pupils have opportunities to express and understand their own interests, needs, problems or concerns.
2. Pupils have opportunities to receive personal or individual help.
3. Pupils develop guides, or standards and participate in evaluation of their progress or results.
4. Pupils work out problems with their own families and share responsibilities in their own homes.
5. Pupils relate their homemaking class experiences

to conditions, practices, customs and
resources of families in the community.

301

6. Pupils have a variety of concrete experiences in which there are opportunities to develop interests, understandings and abilities.
7. Pupils have opportunities to use suitable aids to learning.

APPENDIX C

CHECK LIST A - 1*

HOMEMAKING EDUCATION IN THE TOTAL SCHOOL PROGRAM

SCHOOL _____

NAME OF SCHOOL ADMINISTRATOR REPORTING _____

PURPOSE: This inventory is an attempt to understand better how homemaking education fits into your total school program. The questions relate only to practices and conditions in your school.

*Developed by Beatrice O'Donnell, Michigan State College, for use in the Study of Homemaking Education in Michigan, Especially in Grades Nine Through Twelve.

1944-1945

1946-1947

1948-1949

1950-1951
1952-1953
1954-1955

1956

1957-1958
1959-1960
1961-1962

Directions: Below are some general statements regarding conditions and practices in homemaking and/or family life education in local school programs. To the left of these statements are three columns, "Yes", "No", and "Uncertain".

If the statement is true or more true than false for your school, encircle the number in the "Yes" column.

If the statement is false or more false than true for your school, encircle the number in the "No" column.

If the statement is neither true nor false or you are uncertain about it, encircle the number in the "Uncertain" column.

How available is homemaking instruction in
your school for boys and girls in grades 9 - 12?

Yes	No	Uncertain	
1	2	3	1. One or more courses in homemaking is required for all girls in grades 9 - 12.
4	5	6	2. More students in grades 9 - 12 wish to enroll in homemaking classes than can be scheduled.
7	8	9	3. Girls who plan to go to college usually elect homemaking courses and/or have opportunities in their schedules to do so if they wish to elect homemaking.
1	2	3	4. Students, faculty and/or parents accept the idea of having both girls and boys in homemaking classes.
4	5	6	5. The homemaking teacher teaches and/or has taught one or more homemaking courses in which both boys and girls have been enrolled.
7	8	9	6. The homemaking teacher teaches and/or has taught one or more courses for girls and boys which deal primarily with problems of youth, home and family living and/or preparation for marriage (homemaking or non-homemaking course).
1	2	3	7. The homemaking teacher teaches and/or has taught in the integrated courses such as unified studies and/or core program.
4	5	6	8. Add others or make comments.

What opportunities do homemaking teachers have and/or use
in integrating homemaking in the school program?

Yes	No	Uncertain	
7	8	9	9. The homemaking teacher serves as a consultant in the management of noon lunches at school so meals are nutritious, attractive, and economical.
1	2	3	10. The homemaking teacher serves as a consultant in making the noon lunch period an educational experience for young people in developing good food habits, socially-acceptable ways of behaving, good table manners, and/or good human relationships.
4	5	6	11. The homemaking teacher helps to plan and/or supervise social activities within the school so they are of greater educational worth to young people.
7	8	9	12. The homemaking teacher assists other high school teachers in the school in planning units and/or in providing resource materials pertaining to family life or to homemaking.
1	2	3	13. The homemaking teacher does some cooperative teaching in which she works with other faculty in teaching parts of other courses which are not homemaking.
4	5	6	14. The homemaking teacher serves as a consultant in making restrooms and other rooms in the school attractive and/or more functional.
7	8	9	15. The homemaking teacher works with elementary school teachers in planning units and/or providing resource materials relating to family life or to homemaking.
1	2	3	16. Add others or make comments.

To what extent have faculty in the school been working together in studying and/or in developing family life education in your school.

Yes	No	Uncertain	
4	5	6	17. The school has provided time and/or opportunities for faculty to work together on general curriculum problems.
7	8	9	18. Family life education has been discussed at one or more meetings in which there was an opportunity for faculty and/or parent participation.
1	2	3	19. The faculty have had opportunities to observe effective practices in family life education in other schools and communities.
4	5	6	20. One or more lists of tentative goals for family life education have been accepted by faculty and others as a basis for planning and working.
7	8	9	21. The faculty have been working on one or more joint projects in family life education such as previewing of films suitable for age levels or for specific classes.
1	2	3	22. The faculty have been critically studying together their own courses and those of co-workers to see how each may make a better contribution to family life education.
4	5	6	23. The school has provided ways for parents or representative community groups to work with the faculty on one or more phases of family life education.
7	8	9	24. The faculty and/or administration have provided opportunities for students to help plan and/or evaluate "units", "courses" or "activities" related to family life education.
1	2	3	25. The administration and/or faculty have appointed a committee on education for family living.
4	5	6	26. The faculty have prepared and/or received some written materials describing family life education in the local schools.
7	8	9	27. The faculty have made attempts to jointly evaluate the effectiveness of what is being done in family life education in the local schools.
1	2	3	28. Add others or make comments.



How is family life education organized in your school
in grades 9 - 12?

Yes No Uncertain

- | | | | |
|---|---|---|--|
| 4 | 5 | 6 | 29. Family life education is included in courses and/or activities wherever and whenever a member of the faculty indicates special aptitudes or interests in this kind of education. |
| 7 | 8 | 9 | 30. The faculty have developed a series of planned units and/or courses which constitute the basic instruction in family life education. |
| 1 | 2 | 3 | 31. Family life education is a planned part of required work for students in grades 9-12. |
| 4 | 5 | 6 | 32. Family life education is available in this school through one or more elective courses in grades 9-12. |
| 7 | 8 | 9 | 33. Family life education is so integrated in the total curriculum and school life that it cannot be easily labeled and is not referred to as such. |
| 1 | 2 | 3 | 34. Family life education is clearly labeled so students, parents, and teachers can easily identify it and do refer to it as such. |
| 4 | 5 | 6 | 35. Add others or make comments. |

Who have assumed major responsibilities for teaching
Family Life Education in grades 9 - 12?

Yes No Uncertain

- | | | | |
|---|---|---|---|
| 7 | 8 | 9 | 36. No specific teachers are responsible for teaching family life education. |
| 1 | 2 | 3 | 37. One or more social science teachers assume considerable responsibility in family life education. |
| 4 | 5 | 6 | 38. One or more teachers of English assume considerable responsibility in teaching family life education. |
| 7 | 8 | 9 | 39. One or more teachers of health education and/or physical education assume considerable responsibility in family life education. |
| 1 | 2 | 3 | 40. One or more teachers of biology or other sciences assume considerable responsibility in teaching family life education. |
| 4 | 5 | 6 | 41. One or more teachers of homemaking assume considerable responsibility in teaching family life education. |
| 7 | 8 | 9 | 42. One or more leaders in the community including the clergy, doctors, lawyers, nurses, social workers have assumed considerable responsibility in teaching family life education. |
| 1 | 2 | 3 | 43. Add others or make comments. |

What consultants have worked in your school in developing
your homemaking program and/or family life education?

Yes No Uncertain

- | | | | |
|---|---|---|--|
| 4 | 5 | 6 | 44. One or more state supervisors of homemaking education. |
| 7 | 8 | 9 | 45. One or more general educators from the Department of Public Instruction. |
| 1 | 2 | 3 | 46. One or more college teachers or members of a college faculty. |
| 4 | 5 | 6 | 47. One or more community leaders: clergy, doctors, lawyers, social workers. |
| 7 | 8 | 9 | 48. A school-community advisory committee |
| 1 | 2 | 3 | 49. Add others or make comments. |

1. The first part of the report discusses the general situation of the country and the progress of the work.

2. The second part discusses the results of the work.

3. The third part discusses the results of the work.

4. The fourth part discusses the results of the work.

5. The fifth part discusses the results of the work.

6. The sixth part discusses the results of the work.

In what ways have consultants helped with homemaking
and/or family life education?

Yes No Uncertain			
4	5	6	50. In planning homemaking for girls.
7	8	9	51. In planning homemaking for boys.
1	2	3	52. In planning homemaking for mixed groups of boys and girls.
4	5	6	53. In planning a reimbursed vocational homemaking program.
7	8	9	54. In planning for the improvement of the homemaking room and its facilities.
1	2	3	55. In ever all planning of family life education.
4	5	6	56. In providing lists of references suitable for students in homemaking classes.
7	8	9	57. In planning the use of the conference hour.
1	2	3	58. In planning ways of improving the home experiences program including home visits and/or contacts with families.
4	5	6	59. In planning integrated courses of homemaking and other subjects.
7	8	9	60. In evaluating the homemaking program.
1	2	3	61. In planning procedures for determining needs, interests, and problems of young people in the local school.
4	5	6	62. In improvement of classroom teaching.
7	8	9	63. Add others or make comments.

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed breakdown of the budget, including income and expenses, and discusses the strategies implemented to manage the funds effectively. This section also highlights the role of the finance department in ensuring that the organization remains financially sound and sustainable.

3. The third part of the document addresses the operational challenges faced by the organization. It identifies the key areas where improvements are needed and outlines the steps being taken to address these issues. This section also discusses the importance of communication and collaboration between different departments to ensure that the organization is running smoothly and efficiently.

4. The fourth part of the document discusses the future plans of the organization. It outlines the goals and objectives for the next year and discusses the strategies being implemented to achieve these goals. This section also highlights the importance of innovation and research in driving the organization forward and ensuring its long-term success.

5. The fifth part of the document discusses the role of the organization in the community. It outlines the various programs and initiatives being implemented to support the local community and discusses the importance of social responsibility in the business world. This section also highlights the organization's commitment to environmental sustainability and its efforts to reduce its carbon footprint.

What written materials about needs, interests, and problems of young people are available in your school?

Yes	No	Uncertain	
1	2	3	64. Description of problems of students as revealed through standardized check lists and/or counseling techniques.
4	5	6	65. Description of responsibilities and/or activities of students outside of school.
7	8	9	66. Lists of difficulties and/or successes students have in their activities and responsibilities.
1	2	3	67. Lists of satisfactions and dissatisfactions of students with school life.
4	5	6	68. Description of general abilities, native ability, and/or school achievement.
7	8	9	69. Follow-up reports of students who have dropped out of school and/or completed 12th grade.
1	2	3	70. Friendship patterns of students.
4	5	6	71. The extent of part-time employment of students during the year and/or summer.
7	8	9	72. Lists of students who need special help, especially in social-emotional development.
1	2	3	73. Anecdotal records of the group behavior of students in unsupervised situations in school and/or out of school.
4	5	6	74. Family life data including statistics regarding marriage, divorce, separation, etc.
7	8	9	75. Description of socio-economic status and/or problems of families in the community.
1	2	3	76. Data regarding extent of employment of women after marriage (part-time and/or full-time)
4	5	6	77. Descriptions of interests of students in homemaking.
7	8	9	78. Percent of students who go on to college.
1	2	3	79. Percent of girls who major in home economics in college.

Evaluation of Homemaking and
Recommendations for Improvement.

1. Considering all of the homemaking teachers you have had, what do you believe to be their strengths and weaknesses?

Strengths

Weaknesses

2. What three or more suggestions would you make to improve homemaking education in Michigan?

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion.

5. The fifth part of the report is a list of references.

6. The sixth part of the report is a list of appendices.

CHECK LIST A - 2*

HOMEMAKING EDUCATION IN THE TOTAL SCHOOL PROGRAM

SCHOOL _____

NAME OF HOMEMAKING TEACHER _____

PURPOSE: This inventory is an attempt to understand better how homemaking education fits into your total school program. The questions relate only to practices and conditions in your school.

*Developed by Beatrice O'Donnell, Michigan State College, for use in the Study of Homemaking Education in Michigan, Especially in Grades Nine Through Twelve.

Directions: Below are some general statements regarding conditions and practices in homemaking and/or family life education in local school programs. To the left of these statements are three columns, "Yes", "No", and "Uncertain".

If the statement is true or more true than false for your school, encircle the number in the "Yes" column.

If the statement is false or more false than true for your school, encircle the number in the "No" column.

If the statement is neither true nor false or you are uncertain about it, encircle the number in the "Uncertain" column.

How available is homemaking instruction in
your school for boys and girls in grades 9 - 12?

Yes	No	Uncertain	
1	2	3	1. One or more courses in homemaking is required for all girls in grades 9 - 12.
4	5	6	2. More students in grades 9 - 12 wish to enroll in homemaking classes than can be scheduled.
7	8	9	3. Girls who plan to go to college usually elect homemaking courses and/or have opportunities in their schedules to do so if they wish to elect homemaking.
1	2	3	4. Students, faculty and/or parents accept the idea of having both girls and boys in homemaking classes.
4	5	6	5. The homemaking teacher teaches and/or has taught one or more homemaking courses in which both boys and girls have been enrolled.
7	8	9	6. The homemaking teacher teaches and/or has taught one or more courses for girls and boys which deal primarily with problems of youth, home and family living and/or preparation for marriage (homemaking or non-homemaking course).
1	2	3	7. The homemaking teacher teaches and/or has taught in the integrated courses such as unified studies and/or core program.
4	5	6	8. Add others or make comments.

What opportunities do homemaking teachers have and/or use
in integrating homemaking in the school program?

Yes	No	Uncertain	
7	8	9	9. The homemaking teacher serves as a consultant in the management of noon lunches at school so meals are nutritious, attractive, and economical.
1	2	3	10. The homemaking teacher serves as a consultant in making the noon lunch period an educational experience for young people in developing good food habits, socially-acceptable ways of behaving, good table manners, and/or good human relationships.
4	5	6	11. The homemaking teacher helps to plan and/or supervise social activities within the school so they are of greater educational worth to young people.
7	8	9	12. The homemaking teacher assists other high school teachers in the school in planning units and/or in providing resource materials pertaining to family life or to homemaking.
1	2	3	13. The homemaking teacher does some cooperative teaching in which she works with other faculty in teaching parts of other courses which are not homemaking.
4	5	6	14. The homemaking teacher serves as a consultant in making restrooms and other rooms in the school attractive and/or more functional.
7	8	9	15. The homemaking teacher works with elementary school teachers in planning units and/or providing resource materials relating to family life or to homemaking.
1	2	3	16. Add others or make comments.

To what extent have faculty in the school been working together in studying and/or in developing family life education in your school.

Yes	No	Uncertain	
4	5	6	17. The school has provided time and/or opportunities for faculty to work together on general curriculum problems.
7	8	9	18. Family life education has been discussed at one or more meetings in which there was an opportunity for faculty and/or parent participation.
1	2	3	19. The faculty have had opportunities to observe effective practices in family life education in other schools and communities.
4	5	6	20. One or more lists of tentative goals for family life education have been accepted by faculty and others as a basis for planning and working.
7	8	9	21. The faculty have been working on one or more joint projects in family life education such as previewing of films suitable for age levels or for specific classes.
1	2	3	22. The faculty have been critically studying together their own courses and those of co-workers to see how each may make a better contribution to family life education.
4	5	6	23. The school has provided ways for parents or representative community groups to work with the faculty on one or more phases of family life education.
7	8	9	24. The faculty and/or administration have provided opportunities for students to help plan and/or evaluate "units", "courses" or "activities" related to family life education.
1	2	3	25. The administration and/or faculty have appointed a committee on education for family living.
4	5	6	26. The faculty have prepared and/or received some written materials describing family life education in the local schools.
7	8	9	27. The faculty have made attempts to jointly evaluate the effectiveness of what is being done in family life education in the local schools.
1	2	3	28. Add others or make comments.

How is family life education organized in your school
in grades 9 - 12?

Yes No Uncertain

- | | | | |
|---|---|---|--|
| 4 | 5 | 6 | 29. Family life education is included in courses and/or activities wherever and whenever a member of the faculty indicates special aptitudes or interests in this kind of education. |
| 7 | 8 | 9 | 30. The faculty have developed a series of planned units and/or courses which constitute the basic instruction in family life education. |
| 1 | 2 | 3 | 31. Family life education is a planned part of required work for students in grades 9-12. |
| 4 | 5 | 6 | 32. Family life education is available in this school through one or more elective courses in grades 9-12. |
| 7 | 8 | 9 | 33. Family life education is so integrated in the total curriculum and school life that it cannot be easily labeled and is not referred to as such. |
| 1 | 2 | 3 | 34. Family life education is clearly labeled so students, parents, and teachers can easily identify it and do refer to it as such. |
| 4 | 5 | 6 | 35. Add others or make comments. |

Who have assumed major responsibilities for teaching
Family Life Education in grades 9 - 12?

Yes No Uncertain			
7	8	9	36. No specific teachers are responsible for teaching family life education.
1	2	3	37. One or more social science teachers assume considerable responsibility in family life education.
4	5	6	38. One or more teachers of English assume considerable responsibility in teaching family life education.
7	8	9	39. One or more teachers of health education and/or physical education assume considerable responsibility in family life education.
1	2	3	40. One or more teachers of biology or other sciences assume considerable responsibility in teaching family life education.
4	5	6	41. One or more teachers of homemaking assume considerable responsibility in teaching family life education.
7	8	9	42. One or more leaders in the community including the clergy, doctors, lawyers, nurses, social workers have assumed considerable responsibility in teaching family life education.
1	2	3	43. Add others or make comments.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 100

1950

BY

What consultants have worked in your school in developing
your homemaking program and/or family life education?

Yes No Uncertain

- | | | | |
|---|---|---|--|
| 4 | 5 | 6 | 44. One or more state supervisors of homemaking education. |
| 7 | 8 | 9 | 45. One or more general educators from the Department of Public Instruction. |
| 1 | 2 | 3 | 46. One or more college teachers or members of a college faculty. |
| 4 | 5 | 6 | 47. One or more community leaders: clergy, doctors, lawyers, social workers. |
| 7 | 8 | 9 | 48. A school-community advisory committee |
| 1 | 2 | 3 | 49. Add others or make comments. |

In what ways have consultants helped with homemaking
and/or family life education?

Yes No Uncertain

- | | | | |
|---|---|---|---|
| 4 | 5 | 6 | 50. In planning homemaking for girls. |
| 7 | 8 | 9 | 51. In planning homemaking for boys. |
| 1 | 2 | 3 | 52. In planning homemaking for mixed groups of boys and girls. |
| 4 | 5 | 6 | 53. In planning a reimbursed vocational homemaking program. |
| 7 | 8 | 9 | 54. In planning for the improvement of the homemaking room and its facilities. |
| 1 | 2 | 3 | 55. In ever all planning of family life education. |
| 4 | 5 | 6 | 56. In providing lists of references suitable for students in homemaking classes. |
| 7 | 8 | 9 | 57. In planning the use of the conference hour. |
| 1 | 2 | 3 | 58. In planning ways of improving the home experiences program including home visits and/or contacts with families. |
| 4 | 5 | 6 | 59. In planning integrated courses of homemaking and other subjects. |
| 7 | 8 | 9 | 60. In evaluating the homemaking program. |
| 1 | 2 | 3 | 61. In planning procedures for determining needs, interests, and problems of young people in the local school. |
| 4 | 5 | 6 | 62. In improvement of classroom teaching. |
| 7 | 8 | 9 | 63. Add others or make comments. |

What written materials about needs, interests, and problems of young people are available in your school?

Yes	No	Uncertain	
1	2	3	64. Description of problems of students as revealed through standardized check lists and/or counseling techniques.
4	5	6	65. Description of responsibilities and/or activities of students outside of school.
7	8	9	66. Lists of difficulties and/or successes students have in their activities and responsibilities.
1	2	3	67. Lists of satisfactions and dissatisfactions of students with school life.
4	5	6	68. Description of general abilities, native ability, and/or school achievement.
7	8	9	69. Follow-up reports of students who have dropped out of school and/or completed 12th grade.
1	2	3	70. Friendship patterns of students.
4	5	6	71. The extent of part-time employment of students during the year and/or summer.
7	8	9	72. Lists of students who need special help, especially in social-emotional development.
1	2	3	73. Anecdotal records of the group behavior of students in unsupervised situations in school and/or out of school.
4	5	6	74. Family life data including statistics regarding marriage, divorce, separation, etc.
7	8	9	75. Description of socio-economic status and/or problems of families in the community.
1	2	3	76. Data regarding extent of employment of women after marriage (part-time and/or full-time)
4	5	6	77. Descriptions of interests of students in homemaking.
7	8	9	78. Percent of students who go on to college.
1	2	3	79. Percent of girls who major in home economics in college.

Which of the needs, interests, and problems of students have you considered of greatest significance in planning the homemaking courses in this school?

Homemaking I

Homemaking II

Homemaking III

What were the goals for the homemaking classes this year? (Please attach if lists are available)

Homemaking I

Homemaking II

Homemaking III

In this check list there are a great many kinds of things which might be done in homemaking classes. There are many more things in this check list than any ONE class would do in any one year. But we had to think of all of the kinds of things which girls and boys in homemaking classes might do.

You do not need to worry about whether or not you check the statements in the same way that the persons sitting next to you have. Not all pupils do the same things in homemaking classes. Sometimes too, pupils are absent from school and so have not done some of the same things that others have done.

DIRECTIONS:

Place a check (X) in the YES Column, if you did the particular thing this year in this homemaking class.

Place a check (X) in the NO column, if you did not do the particular thing this year in this homemaking class.

If you are uncertain as to whether or not you did the particular thing described, place a check in the NOT SURE column.

Be sure to answer all items in one of the above columns.

When you have finished PART I of this check list, will you raise your hand for I have another check list (PART II) which is almost as long as the one you have.

You will need to work hard to finish before the end of the period.

YES NO NOT
SURE

GROUP I: SCHOOL, HOME AND COMMUNITY EXPERIENCES
IN PLANNING, PREPARING, AND SERVING MEALS

Did you do any of these things to find out about the food habits or food customs of families in your community?:

- | | | | | |
|-----|-----|-----|----|--|
| ___ | ___ | ___ | 1. | Talked with homemakers about foods they serve often. |
| ___ | ___ | ___ | 2. | Found out special food customs of various nationality groups. |
| ___ | ___ | ___ | 3. | Studied records of food eaten by homemaking students. |
| ___ | ___ | ___ | 4. | Invited people to the homemaking class to talk about food customs. |
| ___ | ___ | ___ | 5. | Had a class discussion on food customs and habits. |

Did the homemaking class use any of these ways to understand the nutritional needs of people?:

- | | | | | |
|-----|-----|-----|-----|---|
| ___ | ___ | ___ | 6. | Saw films or movies on nutritional needs. |
| ___ | ___ | ___ | 7. | Heard talks or discussions by specialists. |
| ___ | ___ | ___ | 8. | Saw photographs or picture which show effects of different diets or deficiencies. |
| ___ | ___ | ___ | 9. | Read or had panels or discussions in class. |
| ___ | ___ | ___ | 10. | Conducted experiments with animals and/or saw experimental animals that had been on certain deficiency diets. |

Did the homemaking class do any of these things to help them plan meals which would be suitable for families, especially for their own families?:

- | | | | | |
|-----|-----|-----|-----|---|
| ___ | ___ | ___ | 11. | Talked with families about typical meals served to families for breakfast, dinner, and supper. |
| ___ | ___ | ___ | 12. | Found out about how much money homemakers think is practical for the family food budget. |
| ___ | ___ | ___ | 13. | Found out what foods people can, store, or freeze for their own use. |
| ___ | ___ | ___ | 14. | Found out about how much time homemakers think they have for getting meals for the family. |
| ___ | ___ | ___ | 15. | Found out what kinds of kitchen equipment (ranges, electric roasters, freezers, etc.) families have or do not have. |

Did you prepare any of these meals in homemaking class?:

- | | | | | |
|-----|-----|-----|-----|-------------------------------------|
| ___ | ___ | ___ | 16. | Dinners. |
| ___ | ___ | ___ | 17. | Luncheons. |
| ___ | ___ | ___ | 18. | Breakfasts. |
| ___ | ___ | ___ | 19. | Refreshments or snacks for parties. |
| ___ | ___ | ___ | 20. | Packed lunches. |

How many meals did you prepare in homemaking class?:

- | | | | | |
|-----|-----|-----|-----|----------------|
| ___ | ___ | ___ | 21. | No meals. |
| ___ | ___ | ___ | 22. | One or two. |
| ___ | ___ | ___ | 23. | Three or four. |
| ___ | ___ | ___ | 24. | Five or six. |
| ___ | ___ | ___ | 25. | Seven or more. |

Did you talk about any of these things when you discussed setting the table?:

- | | | | | |
|-----|-----|-----|-----|--|
| ___ | ___ | ___ | 26. | Different ways families set tables and why. |
| ___ | ___ | ___ | 27. | Ways to reduce time and energy in setting the table. |
| ___ | ___ | ___ | 28. | Ways to improve the attractiveness of the table. |
| ___ | ___ | ___ | 29. | Suitable centerpieces for family meals. |
| ___ | ___ | ___ | 30. | How Younger children might help with table setting. |

			SCHOOL, HOME AND COMMUNITY EXPERIENCES	
YES	NO	NOT SURE	GROUP I: IN PLANNING, PREPARING, AND SERVING MEALS	
			<u>Did you see a demonstration or exhibit of simple ways families might set their table for family meals?:</u>	
—	—	—	31.	Breakfasts.
—	—	—	32.	Dinners.
—	—	—	33.	Suppers or luncheons.
—	—	—	34.	Buffet suppers.
—	—	—	35.	Evening snacks.
			<u>Did you invite any of the following people to be your guests at meals in the homemaking class?:</u>	
—	—	—	36.	Girls who were not in homemaking.
—	—	—	37.	Boys who were not in homemaking.
—	—	—	38.	Parents of class members.
—	—	—	39.	Teachers or others in the school.
—	—	—	40.	Others in the community.
			<u>Did you use any of these kinds of service when you served meals in the homemaking class?:</u>	
—	—	—	41.	Pass food and let each person help himself.
—	—	—	42.	Have food served at the head of the table by a host or hostess.
—	—	—	43.	Use buffet style.
—	—	—	44.	Have food served on trays.
—	—	—	45.	Use formal service.
			<u>In homemaking did you have a chance to get practical new ideas about table setting through any of these ways?:</u>	
—	—	—	46.	Seeing the homemaking class meals
—	—	—	47.	Visiting someone's home.
—	—	—	48.	Seeing displays in a store.
—	—	—	49.	Seeing a movie.
—	—	—	50.	Seeing pictures or photographs.
			<u>Did you can enough of any of the following foods so you could use them in your class meals?:</u>	
—	—	—	51.	Fruits.
—	—	—	52.	Vegetables.
—	—	—	53.	Meats, poultry, fish.
—	—	—	54.	Jellies or preserves.
—	—	—	55.	Pickles or relishes.
			<u>Did you learn to freeze any of the following foods?:</u>	
—	—	—	56.	Fruits.
—	—	—	57.	Vegetables.
—	—	—	58.	Pies or desserts.
—	—	—	59.	Meats, poultry, fish.
—	—	—	60.	Bread or baked goods.
			<u>Did you learn important points about economical buying of the following?:</u>	
—	—	—	61.	Fresh fruits.
—	—	—	62.	Fresh vegetables.
—	—	—	63.	Fresh meats, poultry, or fish.
—	—	—	64.	Frozen fruits, or vegetables.
—	—	—	65.	Frozen meat, poultry, or fish.

			SCHOOL, HOME AND COMMUNITY EXPERIENCES	
YES	NO	NOT SURE	GROUP I:	IN PLANNING, PREPARING, AND SERVING MEALS
			<u>Did you learn important facts about buying any of the following canned foods for the family?:</u>	
—	—	—	66.	Fruits.
—	—	—	67.	Vegetables.
—	—	—	68.	Meats, fish, poultry.
—	—	—	69.	Soups.
—	—	—	70.	Pickles, Preserves.
			<u>Did you have a chance in homemaking class to use any of the following commercial mixes?:</u>	
—	—	—	71.	Desserts, puddings.
—	—	—	72.	Hot breads, muffins, biscuits, rolls.
—	—	—	73.	Cakes.
—	—	—	74.	Pastry.
—	—	—	75.	Pie fillings.
			<u>Did you have a chance to use in homemaking class any of these frozen foods?:</u>	
—	—	—	76.	Fruits.
—	—	—	77.	Vegetables.
—	—	—	78.	Meats, poultry, fish.
—	—	—	79.	Rolls, biscuits.
—	—	—	80.	Desserts.
			<u>Did you take any field trips or see demonstrations of the following?:</u>	
—	—	—	81.	Meat cutting demonstration.
—	—	—	82.	Lockers for frozen foods.
—	—	—	83.	Use electric or gas stoves.
—	—	—	84.	Use of pressure sauce pans or pressure cookers.
—	—	—	85.	Use of electric mixers, different coffee makers, etc.
			<u>Did the homemaking class do any of these things to help improve the lunch hour at school?:</u>	
—	—	—	86.	Plan menus.
—	—	—	87.	Carry on activities to improve manners and social behavior.
—	—	—	88.	Make the room more attractive.
—	—	—	89.	Make the tables more attractive.
—	—	—	90.	Help younger children.
			GROUP II: SCHOOL, HOME AND COMMUNITY EXPERIENCES	
			IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES	
			<u>Did you have a chance to study any of the following about the cost of clothing wardrobe for high school students?:</u>	
—	—	—	91.	Average cost of individual garments.
—	—	—	92.	Total cost of an average wardrobe.
—	—	—	93.	Average cost of clothes for a season.
—	—	—	94.	Cost of present wardrobe.
—	—	—	95.	Cost of other needed garments for the season.
			<u>Did you personally get any of the following kinds of help in learning how to reduce the cost of your clothing wardrobe?:</u>	
—	—	—	96.	Using simple basic garments with different accessories.
—	—	—	97.	Choosing which clothes to select ready-made and which ones to make.
—	—	—	98.	Taking care of old clothes you have and new ones you have bought
—	—	—	99.	Altering clothes you have and new ones you have bought.
—	—	—	100.	Making over clothes you have and making new garments from old ones.

YES	NO	NOT SURE	GROUP II: SCHOOL, HOME AND COMMUNITY EXPERIENCES IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES
			<u>Did you have a chance to do any of the following in evaluating clothing wardrobes for a high school student?:</u>
___	___	___	101. Saw slides on possible choices in a year-round wardrobe and check the best.
___	___	___	102. Analyzed color harmonies in wardrobes and made recommendations for improvement.
___	___	___	103. Evaluated exhibits of new or used clothing for suitability for high school students.
___	___	___	104. Applied principles of good design to several wardrobes.
___	___	___	105. Estimated the kind or amount of upkeep on different garments.
			<u>Did you have a chance to get help in any of the following ways on personal wardrobe problems?:</u>
___	___	___	106. Studied clothing you had on hand and talked with the homemaking teacher about it.
___	___	___	107. Planned clothing you would probably need and discussed with the homemaking teacher.
___	___	___	108. Figured out how much money you had spent for clothes this or last year.
___	___	___	109. Talked with your family about the amount of money you could probably have for clothing this season or year.
___	___	___	110. Planned and/or made decisions with your family about what to buy, alter or make (or do without).
			<u>Did you have help on figuring any of the following in deciding whether or not to make a particular garment?:</u>
___	___	___	111. What it would cost to buy it readymade.
___	___	___	112. The cost of materials to make it.
___	___	___	113. The time required to make it.
___	___	___	114. The energy or skills required to make it.
___	___	___	115. Deciding whether it is needed and will fit into the present wardrobe.
			<u>Did you have a chance in homemaking class to talk about points to consider in selecting any of the following?:</u>
___	___	___	116. Shoes.
___	___	___	117. Sweaters.
___	___	___	118. Skirts, trousers.
___	___	___	119. Suits, coats, jackets.
___	___	___	120. Ties, jewelry, scarfs, etc.
			<u>Did you have a chance in homemaking class to get help on what to wear on various occasions?:</u>
___	___	___	121. To school every day.
___	___	___	122. To a school party.
___	___	___	123. On a special date.
___	___	___	124. To church, a concert, etc.
___	___	___	125. On a week-end party or trip.
			<u>Did you have a chance in homemaking class to see or understand clothing needs of any of the following members of a family?:</u>
___	___	___	126. Young children (boys and girls)
___	___	___	127. High school boys.
___	___	___	128. High school girls.
___	___	___	129. Men like your father.
___	___	___	130. Women like your mother.

YES NO NOT
SURE

GROUP II: SCHOOL, HOME AND COMMUNITY EXPERIENCES
IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES

In homemaking did you talk about characteristics of different kinds of textiles?:

- | | | | | |
|-----|-----|-----|------|---------------------------------|
| ___ | ___ | ___ | 131. | Cotton. |
| ___ | ___ | ___ | 132. | Linen. |
| ___ | ___ | ___ | 133. | Silk. |
| ___ | ___ | ___ | 134. | Wool |
| ___ | ___ | ___ | 135. | Synthetic (rayon, nylon, etc.). |

How did you find out what problems students in the homemaking class had with buying and selecting their clothes?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 136. | Took tests to see what they knew about selecting clothes. |
| ___ | ___ | ___ | 137. | Asked students what problems or questions they had. |
| ___ | ___ | ___ | 138. | Worked in small groups and students made a list. |
| ___ | ___ | ___ | 139. | Students observed others and made notes of what they saw in the school. |
| ___ | ___ | ___ | 140. | Asked parents what they thought were student's problems. |

What did you do in class which helped the class to understand and apply principles of clothing selection for an individual?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 141. | Tried styles for different types of individuals. |
| ___ | ___ | ___ | 142. | Tried colors for different types of individuals. |
| ___ | ___ | ___ | 143. | Used a basic dress or suit, changing the accessories (jewelry, ties, scarf). |
| ___ | ___ | ___ | 144. | Made an exhibit of clothes which illustrated good design. |
| ___ | ___ | ___ | 145. | Had practical tests to see if you could apply principles you had learned. |

What kinds of help did you personally get in selecting clothes?

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 146. | Found styles best for you. |
| ___ | ___ | ___ | 147. | Found colors best for you. |
| ___ | ___ | ___ | 148. | Had help in altering clothes so they fit you better. |
| ___ | ___ | ___ | 149. | Had help in choosing jewelry, scarfs, ties, etc. |
| ___ | ___ | ___ | 150. | Got suggestions on combining colors in clothes or combining garments. |

Did students try to find out what problems and needs they have in taking care of their own clothes by doing any of these things?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 151. | Listed questions they wanted discussed in class. |
| ___ | ___ | ___ | 152. | Listed things they wanted someone to show them how to do. |
| ___ | ___ | ___ | 153. | Listed what experience they have had or have not had in care of clothes. |
| ___ | ___ | ___ | 154. | Asked parents and others what they thought young people should learn in caring for clothes. |
| ___ | ___ | ___ | 155. | Brought to class clothes which needed some kind of special care. |

Did you have a chance to see or help in a demonstration of best ways of caring for garments made from?:

- | | | | | |
|-----|-----|-----|------|---------------------------|
| ___ | ___ | ___ | 156. | Cotton. |
| ___ | ___ | ___ | 157. | Linen. |
| ___ | ___ | ___ | 158. | Silk. |
| ___ | ___ | ___ | 159. | Wool. |
| ___ | ___ | ___ | 160. | Synthetic (rayon, nylon). |

Did you have a chance to see or help in a demonstration of best ways to launder any of the following?:

- | | | | | |
|-----|-----|-----|------|-------------------------|
| ___ | ___ | ___ | 161. | Sweaters. |
| ___ | ___ | ___ | 162. | Blouses. |
| ___ | ___ | ___ | 163. | Shirts. |
| ___ | ___ | ___ | 164. | Slips or undergarments. |
| ___ | ___ | ___ | 165. | Hose. |

YES	NO	NOT SURE	GROUP II: SCHOOL, HOME AND COMMUNITY EXPERIENCES IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES.
-----	----	----------	---

Did you have a chance to see or help in a demonstration of best ways of pressing or ironing of clothing made of?:

- | | | | |
|-----|-----|-----|-----------------------|
| ___ | ___ | ___ | 166. Cotton or linen. |
| ___ | ___ | ___ | 167. Silk. |
| ___ | ___ | ___ | 168. Wool. |
| ___ | ___ | ___ | 169. Rayon. |
| ___ | ___ | ___ | 170. Nylon. |

Did you have a chance to see or help in a demonstration of best ways of pressing or ironing of the following clothing?:

- | | | | |
|-----|-----|-----|--------------------------|
| ___ | ___ | ___ | 171. Blouses or dresses. |
| ___ | ___ | ___ | 172. Jackets. |
| ___ | ___ | ___ | 173. Skirts. |
| ___ | ___ | ___ | 174. Trousers. |
| ___ | ___ | ___ | 175. Ties. |

Did you have a chance to see how clothing is cared for through commercial services in the community?:

- | | | | |
|-----|-----|-----|---------------------------------------|
| ___ | ___ | ___ | 176. In a laundry and/or laundrette. |
| ___ | ___ | ___ | 177. In a dry cleaning establishment. |
| ___ | ___ | ___ | 178. In a shoe repair shop. |
| ___ | ___ | ___ | 179. In a clothing repair shop. |
| ___ | ___ | ___ | 180. In cold storage. |

Did you have a chance to figure costs of various commercial services for the following?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 181. Dry cleaning of dresses, blouses, suits, coats, ties, trousers, etc. |
| ___ | ___ | ___ | 182. Laundering of dresses, blouses, shirts, slacks, etc. |
| ___ | ___ | ___ | 183. Repairing of shoes for family members. |
| ___ | ___ | ___ | 184. Cold storage of clothing for winter. |
| ___ | ___ | ___ | 185. Repairing or altering of garments (holes, adjusting hems, etc.). |

Did you study important points in selecting any of the following?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 186. Clothes hangers, (coat, skirt or trousers). |
| ___ | ___ | ___ | 187. Garment bags. |
| ___ | ___ | ___ | 188. Shoe bags or racks. |
| ___ | ___ | ___ | 189. Hat boxes, glove boxes, etc. |
| ___ | ___ | ___ | 190. Tie racks, handkerchief boxes or cases. |

Did you personally make any of the following?:

- | | | | |
|-----|-----|-----|-----------------------------------|
| ___ | ___ | ___ | 191. Garment bags. |
| ___ | ___ | ___ | 192. Shoe bags. |
| ___ | ___ | ___ | 193. Shoe covers. |
| ___ | ___ | ___ | 194. Handkerchief cases or boxes. |
| ___ | ___ | ___ | 195. Laundry bags. |

Did you use any of these ways to find out problems students have had in making clothes?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 196. Listed garments they have made in other homemaking classes. |
| ___ | ___ | ___ | 197. Listed what they have made at home. |
| ___ | ___ | ___ | 198. Listed kinds of alterations they have made either at school or home. |
| ___ | ___ | ___ | 199. Listed successes or difficulties they have had. |
| ___ | ___ | ___ | 200. Brought to school garments they had made. |

YES	NO	NOT SURE	GROUP II: SCHOOL, HOME AND COMMUNITY EXPERIENCES IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES
			<u>Did you set up any guides to help students in class make good decisions about the following?:</u>
___	___	___	201. Whether or not to sew a garment in school.
___	___	___	202. Which garments to make in class.
___	___	___	203. Patterns and/or materials most suitable for garments.
___	___	___	204. Amount of time necessary to complete the garment.
___	___	___	205. When and when not to take garment home to work on.
			<u>Did the students in homemaking class evaluate each other's choices about the following?:</u>
___	___	___	206. The garments each decided to make.
___	___	___	207. The patterns each selected.
___	___	___	208. The materials each selected.
___	___	___	209. The seams and finishes each selected.
___	___	___	210. The amount of time estimated and/or required to complete the garment.
			<u>Did students in homemaking do any of these things when they were making clothes in class?:</u>
___	___	___	211. All made practically the same type of garment.
___	___	___	212. They worked in small family groups or committees.
___	___	___	213. They watched the teacher give a demonstration of each step about the time they needed help.
___	___	___	214. They studied illustration materials which showed each step.
___	___	___	215. They helped to evaluate their own and each other's work and/or made suggestions.
			<u>Did you personally do any of the following in homemaking class?:</u>
___	___	___	216. Fitted a dress for alterations.
___	___	___	217. Straightened a hem.
___	___	___	218. Shortened and/or lengthened a skirt.
___	___	___	219. Changed a neck line or collar of a dress or blouse.
___	___	___	220. Shortened or lengthened sleeves.
			<u>Did you find out any of these things about sewing trends in your school and community?:</u>
___	___	___	221. Per cent of people who have sewing machines.
___	___	___	222. Per cent of girls in high school who make clothes.
___	___	___	223. Kinds of clothes girls want to learn to make.
___	___	___	224. Kind of clothes girls have trouble making in school or under school conditions.
___	___	___	225. What garments in general are made or not made in homes.
			<u>After you had finished a garment, did you make a summary of any of the following?:</u>
___	___	___	226. The actual cost of the garment.
___	___	___	227. Comparison of your garment with one which could have been purchased for the same price.
___	___	___	228. The actual length of time it took to complete it (total hours).
___	___	___	229. The problems or satisfactions you had and new things you learned.
___	___	___	230. How it fits into your wardrobe.

			SCHOOL, HOME AND COMMUNITY EXPERIENCES	
YES	NO	NOT SURE	GROUP II: IN SELECTING, TAKING CARE OF, AND MAKING CLOTHES	
<u>What kinds of new garments if any did you make in homemaking class?</u>				
—	—	—	231.	A very simple cotton garment such as an apron, a slip, etc.
—	—	—	232.	A cotton garment such as a blouse, dress, slacks.
—	—	—	233.	A dress or blouse made out of silk or some synthetic fibre.
—	—	—	234.	A jacket, suit or coat.
—	—	—	235.	A knitted sweater or dress.
<u>In the homemaking class did you make clothes for other people than yourself?:</u>				
—	—	—	236.	Red Cross.
—	—	—	237.	Own younger brothers and sisters.
—	—	—	238.	Your mother or older sister.
—	—	—	239.	Class play.
—	—	—	240.	Other community organizations, church, etc.

			SCHOOL, HOME AND COMMUNITY EXPERIENCES	
YES	NO	NOT SURE	GROUP III: IN UNDERSTANDING AND LIVING WITH CHILDREN	
<u>Did you have any of these experiences with children in your school or in the homemaking class?:</u>				
—	—	—	241.	Took care of them when mothers attended meetings.
—	—	—	242.	Took care of them in nursery school, day school, kindergarten.
—	—	—	243.	Helped them at lunch time.
—	—	—	244.	Told or read stories to them.
—	—	—	245.	Had special parties for them.

<u>Did you observe any of the following children activities under the supervision of a specially trained teacher?:</u>				
—	—	—	246.	Dramatizations.
—	—	—	247.	Music hour.
—	—	—	248.	Art work.
—	—	—	249.	Story hour.
—	—	—	250.	Lunch hour.

<u>Did you use any of these ways to find out about children?:</u>				
—	—	—	251.	Had a specially trained person talk to you.
—	—	—	252.	Saw a movie which explained about children behavior and/or growth.
—	—	—	253.	Read books and had discussions.
—	—	—	254.	Talked with parents of children.
—	—	—	255.	Observed or worked with children and discussed what we saw.

<u>Did you have a chance to talk about how to help children develop any of these?:</u>				
—	—	—	256.	Humor.
—	—	—	257.	Feelings of security.
—	—	—	258.	Sharing with others, taking turns.
—	—	—	259.	Independence.
—	—	—	260.	Affection, response to affection.

<u>Did you talk about any of the following needs of children and what happens if they are not met?:</u>				
—	—	—	261.	Wholesome food.
—	—	—	262.	Suitable clothing.
—	—	—	263.	Feeling of being loved, a chance to show affection for others.
—	—	—	264.	A feeling of belonging and being a part of a group.
—	—	—	265.	A feeling of accomplishment--that one can do things.

YES	NO	NOT SURE	SCHOOL, HOME AND COMMUNITY EXPERIENCES
			GROUP III: IN UNDERSTANDING AND LIVING WITH CHILDREN

Did you talk about how to answer children's questions regarding any of the following?:

- | | | | |
|---|---|---|-----------------------------|
| — | — | — | 266. Santa Claus. |
| — | — | — | 267. The world, stars, etc. |
| — | — | — | 268. God. |
| — | — | — | 269. Birth. |
| — | — | — | 270. Death. |

Did you ever discuss in homemaking class any of these things about children?:

- | | | | |
|---|---|---|--|
| — | — | — | 271. How children grow and develop. |
| — | — | — | 272. The basic needs of all children. |
| — | — | — | 273. Good relationships of parents to children. |
| — | — | — | 274. Good relationships of brother or sisters to younger children in the family. |
| — | — | — | 275. Relationships of children with their playmates. |

Did you do any of these things to find out the needs of students in homemaking in understanding and living with children?:

- | | | | |
|---|---|---|---|
| — | — | — | 276. Took a test to find out what we knew about children. |
| — | — | — | 277. Listed our own experiences with children. |
| — | — | — | 278. Listed questions children ask. |
| — | — | — | 279. Listed our difficulties or successes with children. |
| — | — | — | 280. Talked with homemakers about what is important. |

YES	NO	NOT SURE	SCHOOL, HOME AND COMMUNITY EXPERIENCES
			GROUP IV: IN IMPROVING ONE'S MANNERS

In your homemaking class did you do any of these things to find out what questions or problems students have about manners and social etiquette?:

- | | | | |
|---|---|---|---|
| — | — | — | 281. Asked students to list problems or questions. |
| — | — | — | 282. Took tests on social usage or manners to see how much you know. |
| — | — | — | 283. Took tests on social usage or manners to see what you could do. |
| — | — | — | 284. Had a question box. |
| — | — | — | 285. Observed what students do or do not do in school or outside of school. |

Did you have a chance to get help on any of the following?:

- | | | | |
|---|---|---|--|
| — | — | — | 286. Making introductions or helping people to get acquainted. |
| — | — | — | 287. Using the telephone. |
| — | — | — | 288. Extending or accepting invitations. |
| — | — | — | 289. Table manners. |
| — | — | — | 290. Courtesies important in a group of boys and girls. |

Did you work out any guides of what constitutes good manners and good social behavior in any of the following places?:

- | | | | |
|---|---|---|--|
| — | — | — | 291. In the homemaking class. |
| — | — | — | 292. In the school as a whole. |
| — | — | — | 293. At the drug store or other places in the community. |
| — | — | — | 294. In one's own home and/or other people's homes. |
| — | — | — | 295. On the bus and train. |

Did the homemaking class work out any ways to regularly practice what had been learned about good manners and to check on their progress?:

- | | | | |
|---|---|---|---|
| — | — | — | 296. At class or school parties. |
| — | — | — | 297. At meals, or teas, etc., in homemaking class. |
| — | — | — | 298. In the lunch-room, office, halls, etc. |
| — | — | — | 299. When people visit the homemaking room. |
| — | — | — | 300. When members of the class shop and/or go on field trips. |

YES NO NOT
SURE

GROUP V: SCHOOL, HOME AND COMMUNITY EXPERIENCES
IN UNDERSTANDING ONE'S SELF

In your homemaking class did you do any of these things to help students understand themselves?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 301. | Saw a film on growth and development. |
| ___ | ___ | ___ | 302. | Invited a counselor to talk to you or help you with some questions. |
| ___ | ___ | ___ | 303. | Took personality tests and studied results. |
| ___ | ___ | ___ | 304. | Invited a doctor or nurse to give a talk on a special topic. |
| ___ | ___ | ___ | 305. | Invited a minister, priest, or other representative of churches to give a talk. |

In the homemaking class did you use any of the following as a basis for discussion in understanding people?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 306. | Movies. |
| ___ | ___ | ___ | 307. | Skits or socio-dramas by class members. |
| ___ | ___ | ___ | 308. | Stories or literature. |
| ___ | ___ | ___ | 309. | A case history of an individual. |
| ___ | ___ | ___ | 310. | Observations made by students under guidance of a teacher. |

Did you get help in homemaking class in understanding yourself in any of these ways?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 311. | Your own physical development. |
| ___ | ___ | ___ | 312. | Your own feelings or emotions. |
| ___ | ___ | ___ | 313. | Your relationships with girls. |
| ___ | ___ | ___ | 314. | Your relationships with boys. |
| ___ | ___ | ___ | 315. | Your relationships with your own family. |

Did you discuss any of the following in your homemaking class?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 316. | How to improve one's personality. |
| ___ | ___ | ___ | 317. | What to do when there is friction or poor relationships between people. |
| ___ | ___ | ___ | 318. | How to avoid trouble or friction with people. |
| ___ | ___ | ___ | 319. | Where to get help when one is worried and needs special help. |
| ___ | ___ | ___ | 320. | How to evaluate one's personality or study of one's own behavior. |

SCHOOL, HOME AND COMMUNITY EXPERIENCES
GROUP VI: IN IMPROVING ONE'S PERSONAL GROOMING.

In homemaking class did you see or help to show any of the following?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 321. | Hair styles suitable for different types of girls. |
| ___ | ___ | ___ | 322. | Care of hands and nails. |
| ___ | ___ | ___ | 323. | Care of one's skin. |
| ___ | ___ | ___ | 324. | Use of make-up. |
| ___ | ___ | ___ | 325. | Care of hair and scalp. |

Did the homemaking class do any of these things to find out what kinds of help they needed or wanted in being better groomed?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 326. | Listed problems or questions they had about grooming. |
| ___ | ___ | ___ | 327. | Had a question box for personal questions. |
| ___ | ___ | ___ | 328. | Took tests to find out what they knew. |
| ___ | ___ | ___ | 329. | Asked teachers and others to list things they thought were important. |
| ___ | ___ | ___ | 330. | Observed students in the school for a period of time and listed ways in which students are or are not well groomed. |

[The page contains extremely faint, illegible text, likely bleed-through from the reverse side. The text is organized into several paragraphs and lists, but the characters are too light to transcribe accurately.]

			SCHOOL, HOME AND COMMUNITY EXPERIENCES
YES	NO	NOT SURE	GROUP VI: IN IMPROVING ONE'S PERSONAL GROOMING.

Did the homemaking class have a chance to talk about the selection and/or use of any of the following for improved grooming?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 331. Powder, rouge, lipstick, creams. |
| ___ | ___ | ___ | 332. Dress shields, deodorants, etc. |
| ___ | ___ | ___ | 333. Foundation garments. |
| ___ | ___ | ___ | 334. Razors, etc. |
| ___ | ___ | ___ | 335. Soaps, wash clothes, tooth brushes, tooth paste, powder, etc. |

In the homemaking class did you do any of these things which helped you to understand what is important in good grooming?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 336. Had skits or slides showing a well-groomed girl. |
| ___ | ___ | ___ | 337. Had skits or slides showing a well-groomed boy. |
| ___ | ___ | ___ | 338. Had slides or films on tips on good grooming for anyone. |
| ___ | ___ | ___ | 339. Had talks by specialists at stores, in the school or homemaking class. |
| ___ | ___ | ___ | 340. Listed things class members thought important for well-groomed high school students. |

In the homemaking class did you compare costs of grooming, activities, when done at home or by paid services?:

- | | | | |
|-----|-----|-----|-------------------------------|
| ___ | ___ | ___ | 341. Shampoos. |
| ___ | ___ | ___ | 342. Permanents. |
| ___ | ___ | ___ | 343. Manicures. |
| ___ | ___ | ___ | 344. Care of shoes. |
| ___ | ___ | ___ | 345. Hair trims and haircuts. |

Did the homemaking class work out specific suggestions to help students manage their grooming activities?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 346. To save time. |
| ___ | ___ | ___ | 347. To save money. |
| ___ | ___ | ___ | 348. To save energy or effort. |
| ___ | ___ | ___ | 349. To get more satisfactions or better results. |
| ___ | ___ | ___ | 350. To get things done when they are needed. |

Did you personally work out any plans for making it easier for you personally to take care of your own clothes at home?

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 351. Rearranged my closet space. |
| ___ | ___ | ___ | 352. Rearranged a dresser drawer . |
| ___ | ___ | ___ | 353. Made or purchased a shoe rack. |
| ___ | ___ | ___ | 354. Secured more hangers for coats, skirts or trousers. |
| ___ | ___ | ___ | 355. worked out a schedule for taking care of clothes. |

YES	NO	NOT SURE	GROUP VII:	SCHOOL, HOME, AND COMMUNITY EXPERIENCES IN
				UNDERSTANDING FAMILIES AND LIVING IN ONE'S OWN HOME

In your homemaking class did you do any of these things to build better understanding between young people and their parents?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 356. | Invited parents to school to help in discussion of certain teen-age or family problems. |
| ___ | ___ | ___ | 357. | Made a survey to determine the attitudes of both parents and young people about one or more problems. |
| ___ | ___ | ___ | 358. | With the help of a leader, had discussions of one or more films about human behavior and/or family life. |
| ___ | ___ | ___ | 359. | Selected certain personal problems in which individual class members worked out selected problems with own family. |
| ___ | ___ | ___ | 360. | Planned school-community projects or activities in which parents and students worked or played together. |

Did your homemaking class try to find out any of these things about families in Michigan?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 361. | Information about age of marriage, number of children, number of divorces, etc. |
| ___ | ___ | ___ | 362. | Health condition of family members. |
| ___ | ___ | ___ | 363. | Average income of families. |
| ___ | ___ | ___ | 364. | Laws affecting inheritance, income tax exemptions for families, etc. |
| ___ | ___ | ___ | 365. | Laws affecting marriage, divorce, separation, etc. |

Did your homemaking class discuss any of these things about getting ready for marriage?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 366. | Going steady. |
| ___ | ___ | ___ | 367. | Deciding who and when to marry. |
| ___ | ___ | ___ | 368. | Studying what makes for stable, happy marriages. |
| ___ | ___ | ___ | 369. | Planning the wedding. |
| ___ | ___ | ___ | 370. | Making plans for establishing a new home after marriage. |

Did your homemaking class talk about where to get reliable help on marriage or family life?:

- | | | | | |
|-----|-----|-----|------|--|
| ___ | ___ | ___ | 371. | Books. |
| ___ | ___ | ___ | 372. | Magazines or bulletins. |
| ___ | ___ | ___ | 373. | Local, state, or national organizations or agencies. |
| ___ | ___ | ___ | 374. | Personal or family counseling services. |
| ___ | ___ | ___ | 375. | Community leaders. |

Did the homemaking class try to understand families with different kinds of problems?:

- | | | | | |
|-----|-----|-----|------|---|
| ___ | ___ | ___ | 376. | Young families just getting started. |
| ___ | ___ | ___ | 377. | Families whose children are growing up. |
| ___ | ___ | ___ | 378. | Older families whose children are grown up. |
| ___ | ___ | ___ | 379. | Families with no children. |
| ___ | ___ | ___ | 380. | Families broken through death, divorce, separation. |

YES	NO	NOT SURE	GROUP VII: SCHOOL, HOME AND COMMUNITY EXPERIENCES IN UNDERSTANDING FAMILIES AND LIVING IN ONE'S OWN HOME
-----	----	----------	--

Did the homemaking class discuss differences in families due to?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 381. Their values--or philosophy of life. |
| ___ | ___ | ___ | 382. Their social interests. |
| ___ | ___ | ___ | 383. Their nationality or racial background. |
| ___ | ___ | ___ | 384. Their religious interests. |
| ___ | ___ | ___ | 385. Their economics resources (income). |

In homemaking class, did you use any of the following methods for analyzing family problems or situations?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 386. Stories and/or books. |
| ___ | ___ | ___ | 387. Movies. |
| ___ | ___ | ___ | 388. Radio dramas. |
| ___ | ___ | ___ | 389. Plays seen in theatres or school. |
| ___ | ___ | ___ | 390. Skits or socio-dramas acted out by class members. |

In homemaking, did you discuss and/or evaluate methods which families use to manage any of the following activities?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 391. Earning, spending, saving family income. |
| ___ | ___ | ___ | 392. Getting the housework done. |
| ___ | ___ | ___ | 393. Doing the shopping. |
| ___ | ___ | ___ | 394. Planning, preparing, and serving meals. |
| ___ | ___ | ___ | 395. Entertaining friends. |

Did you use any of these methods to discuss marriage and family life?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 396. Panel discussions in which one or more parents helped. |
| ___ | ___ | ___ | 397. Community leaders who gave talks on certain phases of family life (doctor, nurse, lawyer, minister, priest, etc.) |
| ___ | ___ | ___ | 398. Small group reports from class members. |
| ___ | ___ | ___ | 399. Entire class discussions. |
| ___ | ___ | ___ | 400. Panel discussions in which class members had prepared certain materials. |

Did you personally work out any of the following with your own family?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 401. Your personal budget or money problems. |
| ___ | ___ | ___ | 402. Your problems of dating. |
| ___ | ___ | ___ | 403. Entertainment of your friends at home. |
| ___ | ___ | ___ | 404. Your social life or activities away from home. |
| ___ | ___ | ___ | 405. Ways of sharing the housework, meals, shopping, etc. |

4. The fourth part of the document discusses the role of the accounting department in providing financial advice to management and the importance of maintaining a high level of confidentiality.

5. The fifth part of the document outlines the various methods used to ensure the accuracy of financial data, including the use of internal controls and the implementation of a system of checks and balances.

6. The sixth part of the document describes the process of preparing financial statements and the importance of ensuring that all data is accurate and up-to-date.

7. The seventh part of the document discusses the role of the accounting department in providing financial advice to management and the importance of maintaining a high level of confidentiality.

8. The eighth part of the document outlines the various methods used to ensure the accuracy of financial data, including the use of internal controls and the implementation of a system of checks and balances.

9. The ninth part of the document describes the process of preparing financial statements and the importance of ensuring that all data is accurate and up-to-date.

10. The tenth part of the document discusses the role of the accounting department in providing financial advice to management and the importance of maintaining a high level of confidentiality.

NOT YES NO SURE			SCHOOL, HOME AND COMMUNITY EXPERIENCES GROUP VIII: IN UNDERSTANDING HOUSING INCLUDING FURNISHINGS AND EQUIPMENT FOR HOMES
			<u>In your homemaking class, did you have a chance to study or see any of the following kinds of housing for families?:</u>
___	___	___	406. Apartments.
___	___	___	407. Housekeeping rooms.
___	___	___	408. Trailers.
___	___	___	409. Old houses.
___	___	___	410. New houses.
			<u>In homemaking class, did you try to find out any of the following costs?:</u>
___	___	___	411. Renting different types of housing.
___	___	___	412. Owning different types of housing.
___	___	___	413. Operating a house.
___	___	___	414. Financing a new house.
___	___	___	415. Remodeling a house.
			<u>In homemaking class, did you study any of the following things about housing?:</u>
___	___	___	416. Floor plans.
___	___	___	417. Styles of houses.
___	___	___	418. Ideas for remodeling or refinishing.
___	___	___	419. New ideas for building houses.
___	___	___	420. Landscaping of yards or grounds.
			<u>In homemaking class did you talk about needs of different family members which should be taken into consideration in furnishing a home?:</u>
___	___	___	421. Students of high school age.
___	___	___	422. Young children.
___	___	___	423. Mothers.
___	___	___	424. Fathers.
___	___	___	425. Elderly people.
			<u>In homemaking class did you discuss important points in selecting any of the following furnishings for the home?:</u>
___	___	___	426. Draperies and curtains.
___	___	___	427. Furniture.
___	___	___	428. Lamps, picture, wall hangings, and other accessories.
___	___	___	429. Household furnishings such as sheets and towels.
___	___	___	430. Floor coverings.
			<u>In homemaking class did you discuss important points in selection and/or arranging furniture and furnishings in any of the following rooms?:</u>
___	___	___	431. Living room.
___	___	___	432. Dining room.
___	___	___	433. Kitchen.
___	___	___	434. Bedroom for high school students.
___	___	___	435. Bedrooms for other family members.
			<u>In homemaking did you have a chance to get ideas for room furnishings by seeing attractive homes furnished on different cost levels</u>
___	___	___	436. Low-cost level with furnishings which have been made over.
___	___	___	437. Low-cost level with new furnishings which have been made over.
___	___	___	438. Moderate cost level with furnishings which have been made over.
___	___	___	439. Moderate cost level with new furnishings.
___	___	___	440. Above average cost with mainly new furnishings showing modern trend.

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			SCHOOL, HOME AND COMMUNITY EXPERIENCES
YES	NO	NOT SURE	GROUP VIII: IN UNDERSTANDING HOUSING INCLUDING FURNISHINGS AND EQUIPMENT FOR HOMES

In the homemaking class, did you see demonstrations of how to do any of the following?

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 441. Make slip covers for a chair or sofa. |
| ___ | ___ | ___ | 442. Make curtains. |
| ___ | ___ | ___ | 443. Make draperies. |
| ___ | ___ | ___ | 444. Refinish furniture. |
| ___ | ___ | ___ | 445. Make lamp shades. |

In the homemaking class, did you see demonstrations of how to do any of the following?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 446. Clean different kinds of woodwork. |
| ___ | ___ | ___ | 447. Clean and wax furniture. |
| ___ | ___ | ___ | 448. Clean lamp shades. |
| ___ | ___ | ___ | 449. Clean trays or bowls made from copper or brass. |
| ___ | ___ | ___ | 450. Clean silver. |

Did you personally have a chance to do any of the following in your own home?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 451. Helped select something for the home. |
| ___ | ___ | ___ | 452. Rearranged furniture in one or more rooms. |
| ___ | ___ | ___ | 453. Refinished furniture. |
| ___ | ___ | ___ | 454. Helped make slip covers, draperies, etc. |
| ___ | ___ | ___ | 455. Arranged table tops, tops of dressers, buffets, writing desks, book cases, etc. |

Did the homemaking class do any of these things to help improve the attractiveness of the homemaking room?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 456. Selected new accessories, lamp shades, or lamps. |
| ___ | ___ | ___ | 457. Changed the arrangement of wall hangings or pictures. |
| ___ | ___ | ___ | 458. Rearranged the furniture. |
| ___ | ___ | ___ | 459. Selected new art objects--vases, bowls, trays, etc. |
| ___ | ___ | ___ | 460. Selected new furniture. |

Did the homemaking class do any of these things to help improve the attractiveness of the homemaking room?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 461. Made place mats. |
| ___ | ___ | ___ | 462. Made slip covers or upholstered chairs or sofas. |
| ___ | ___ | ___ | 463. Made curtains. |
| ___ | ___ | ___ | 464. Made draperies. |
| ___ | ___ | ___ | 465. Refinished furniture. |

Did the members of the homemaking class have a chance to see in stores, homes, or the homemaking room any of the recent models of the following household equipment?:

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 466. Small kitchen equipment made of different materials such as stainless steel, aluminum, pyrex, plastics, etc. |
| ___ | ___ | ___ | 467. Vacuum cleaners including attachments. |
| ___ | ___ | ___ | 468. Sewing machines including attachments. |
| ___ | ___ | ___ | 469. Laundry equipment--washing machines, ironers, and dryers. |
| ___ | ___ | ___ | 470. Irons, electric or steam, and ironing boards. |

			SCHOOL, HOME AND COMMUNITY EXPERIENCES
YES	NO	NOT SURE	GROUP VIII: IN UNDERSTANDING HOUSING INCLUDING FURNISHINGS AND EQUIPMENT FOR HOMES

Did members of the homemaking class have a chance to use any of the following equipment in the homemaking class?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 471. Small kitchen equipment made of different materials, stainless steel, aluminum, pyrex, etc. |
| ___ | ___ | ___ | 472. Laundry equipment such as washing machines and dryers and ironers. |
| ___ | ___ | ___ | 473. Special equipment--electric waffle irons, roasters, toasters, etc. |
| ___ | ___ | ___ | 474. Vacuum cleaners including attachments. |
| ___ | ___ | ___ | 475. Pressure cookers, pressure sauce pans, etc. |

Did the students in homemaking class study any of the following?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 476. Kinds of labor-saving equipment families in the community have. |
| ___ | ___ | ___ | 477. Cost of various kinds of labor-saving equipment. |
| ___ | ___ | ___ | 478. General points in selection of labor saving equipment. |
| ___ | ___ | ___ | 479. Principles important in arrangement of equipment. |
| ___ | ___ | ___ | 480. Care and cleaning of equipment. |

Did the homemaking class try out different methods of cleaning any of the following?:

- | | | | |
|-----|-----|-----|--------------------------|
| ___ | ___ | ___ | 481. Woodwork. |
| ___ | ___ | ___ | 482. Floors. |
| ___ | ___ | ___ | 483. Stoves. |
| ___ | ___ | ___ | 484. Refrigerators. |
| ___ | ___ | ___ | 485. Windows or Mirrors. |

Did you personally do any of the following in the homemaking class?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 486. Wash table linens (table cloths, luncheon cloths, place mats, napkins). |
| ___ | ___ | ___ | 487. Iron table linens (table cloths, luncheon cloths, place mats, napkins). |
| ___ | ___ | ___ | 488. Clean refrigerator. |
| ___ | ___ | ___ | 489. Clean an electric or gas range. |
| ___ | ___ | ___ | 490. Use an electric washing machine. |

Did you personally do any of the following at home?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 491. Help with family laundry. |
| ___ | ___ | ___ | 492. Help with family ironing. |
| ___ | ___ | ___ | 493. Clean and arrange kitchen cupboards, cabinets, etc. |
| ___ | ___ | ___ | 494. Clean and arrange linen closets. |
| ___ | ___ | ___ | 495. Clean refrigerator, gas or electric stove. |

Did the homemaking class develop and/or use some guides in arrangement in the homemaking room of the following?:

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 496. Cupboards for dishes. |
| ___ | ___ | ___ | 497. Cupboards for food supplies. |
| ___ | ___ | ___ | 498. Closets for cleaning equipment or supplies. |
| ___ | ___ | ___ | 499. Drawers for table linens. |
| ___ | ___ | ___ | 500. Refrigerator. |

CHECK LIST C

**PARTICIPATION OF PARENTS OF PUPILS IN HOME-
MAKING CLASSES IN THE HOMEMAKING PROGRAM AND THEIR
ATTITUDES TOWARD SUCH PARTICIPATION**

Dear Parent:

A study is being made of homemaking education in the high schools of Michigan. Your school superintendent has accepted our invitation to be one of the cooperating schools in this study. We appreciate this very much.

We believe that such a study would not be complete unless we contacted all parents of students in homemaking classes and secured the benefit of their experiences and judgment.

The questions on the attached check list relate only to your experiences with homemaking in the high school program. The questions will take only a few minutes to answer but they are very important in this study.

We are hoping very much that 100% of parents of students in homemaking classes in your community will answer this check list. When the study is completed your school will have a very worthwhile picture of homemaking in the high school in grades 9-12.

If you wish to have your daughter or son help you to fill out this check list that is quite alright. But be sure to answer all questions. Your daughter or son who is taking homemaking should return this check list in the enclosed envelope within a day or two to the homemaking teacher.

Thank you very much. It will mean a great deal to homemaking, not only in Michigan but for future plans in other states. We need so much the parents' viewpoints and experiences.

Cordially,

Mrs. Beatrice O'Donnell
Homemaking Education
Michigan State College
East Lansing, Michigan

BOD:ng

Directions: Below are some general statements regarding conditions and practices in homemaking and/or family life education. To the left of these statements are three columns, "Yes", "No", and "Uncertain".

If the statement is true or more true than false, encircle the number in the "Yes" column.

If the statement is false or more false than true, encircle the number in the "No" column.

If the statement is neither true nor false or you are uncertain about it, encircle the number in the "Uncertain" column.

In the past two years, have you contacted the homemaking department in your high school by doing any of these things?

Yes	No	Uncertain	
1	2	3	1. Stopped in to see the homemaking department one or more times when you were already in school for another purpose.
4	5	6	2. Was a guest at a party or a tea given by a homemaking class.
7	8	9	3. Was a guest at a meal prepared by a homemaking class.
1	2	3	4. Attended a style show given by a homemaking class in which students showed what they had made in homemaking.
4	5	6	5. Visited one or more regular classes in homemaking.
7	8	9	6. Talked with the homemaking teacher about how your girl or boy in high school was getting along in homemaking and/or in school.
1	2	3	7. Talked with the homemaking teacher about something of personal interest to you.

In the past two years, has a homemaking teacher contacted you in any of these ways?

4	5	6	8. Invited you to "something special" in the homemaking department to see the work of students.
7	8	9	9. Invited you to one or more meetings for parents alone and/or for parents and homemaking students
1	2	3	10. Sent you a "homemaking check list" which she asked you to answer alone or with the help of your daughter or son.
4	5	6	11. Sent you some materials which described homemaking in the high school.
7	8	9	12. Telephoned you or wrote you a personal note.
1	2	3	13. Invited you to see or help with a regular homemaking class.
4	5	6	14. Made one or more visits to your home.

In the past two years, have you worked alone with the homemaking teacher and/or with the groups of parents and talked about any of these things?

Yes No Uncertain

- | | | | |
|---|---|---|---|
| 7 | 8 | 9 | 15. The "needs", "interests", "problems", "activities", and/or "responsibilities" of high school students. |
| 1 | 2 | 3 | 16. How the "needs", "interests", "problems", etc., of students might be used and/or are being used in planning the homemaking classes. |
| 4 | 5 | 6 | 17. The kinds of home experiences which are especially valuable to high school students in grades 9 - 12. |
| 7 | 8 | 9 | 18. Some practical ways in which parents and teachers might work together in your community. |
| 1 | 2 | 3 | 19. The kinds of homemaking class activities which are especially valuable for high school students in grades 9-12 and why. |
| 4 | 5 | 6 | 20. Some practical ways of checking progress which is being made by students either in homemaking classes and/or in their homes. |

If it were possible, would you be willing to do any of the following things:

- | | | | |
|---|---|---|---|
| 7 | 8 | 9 | 21. Spend two hours twice a year helping to plan the homemaking course with the homemaking teacher and/or the students. |
| 1 | 2 | 3 | 22. Help your girl or boy in high school who is enrolled in homemaking to plan and carry out suitable home experiences. |
| 4 | 5 | 6 | 23. Attend one or two meetings a year for parents and teachers. |
| 7 | 8 | 9 | 24. Help with homemaking class activities when students need the benefit of your experience and request it. |
| 1 | 2 | 3 | 25. Be a member of a homemaking advisory committee. |

What is your reaction to the importance or value of parents and homemaking teachers working together?

- | | | | |
|---|---|---|--|
| 4 | 5 | 6 | 26. The homemaking program would be better. |
| 7 | 8 | 9 | 27. The parents would better understand homemaking in school. |
| 1 | 2 | 3 | 28. The homemaking teacher would better understand the homes and families of students. |
| 4 | 5 | 6 | 29. The homemaking teacher would better understand each student. |
| 7 | 8 | 9 | 30. The high school girls and boys would be more satisfied. |

345 .

In which of the following areas of homemaking has your girl and/or boy
who is enrolled in Homemaking class in the high school planned
and carried out "home experiences"?

Yes	No	Uncertain	
1	2	3	31. Household cleaning.
4	5	6	32. Planning recreation and leisure activities.
7	8	9	33. Improving manners at home.
1	2	3	34. Canning, preserving, and/or freezing.
4	5	6	35. Personal grooming.
7	8	9	36. Selecting clothes.
1	2	3	37. Making clothes
4	5	6	38. Caring for the sick.
7	8	9	39. Planning family meals.
1	2	3	40. Preparing family meals.
4	5	6	41. Serving family meals.
7	8	9	42. Taking care of children.
1	2	3	43. Entertaining friends.
4	5	6	44. Managing money.
7	8	9	45. Room improvement.
1	2	3	46. Home decoration or home furnishings.
4	5	6	47. House planning.
7	8	9	48. Washing and/or ironing clothes.
1	2	3	49. Improving relationship with one's family.
4	5	6	50. Add others

APPENDIX D

PER CENT OF NINETEEN SCHOOLS OFFERING VARIOUS
 TYPES OF HOMEMAKING UNITS IN THEIR LOCAL
 HOMEMAKING PROGRAMS

Types of Units Reported By Homemaking Teachers	Schools that Offered the Unit in at Least One Course	In Home- Making I N-19	In Home- Making II N-19	In Home- Making III N-15
Clothing	100	100	100	87
Foods	100	89	95	53
Housing and home furnishings	95	37	58	53
Family relationships and family living	84	0	32	67
Food preservation	79	73	0	40
Christmas	79	0	58	33
Child Development	79	42	52	33
Home nursing	74	32	42	27
Management and consumer problems	68	11	26	53
Personal Improvement	68	68	16	20
Grooming	63	63	5	7
Boy-girl relationships	26	11	5	20

NUMBER AND DISTRIBUTION OF GOALS WHICH ELEVEN
HOMEMAKING TEACHERS REPORTED
FOR HOMEMAKING I

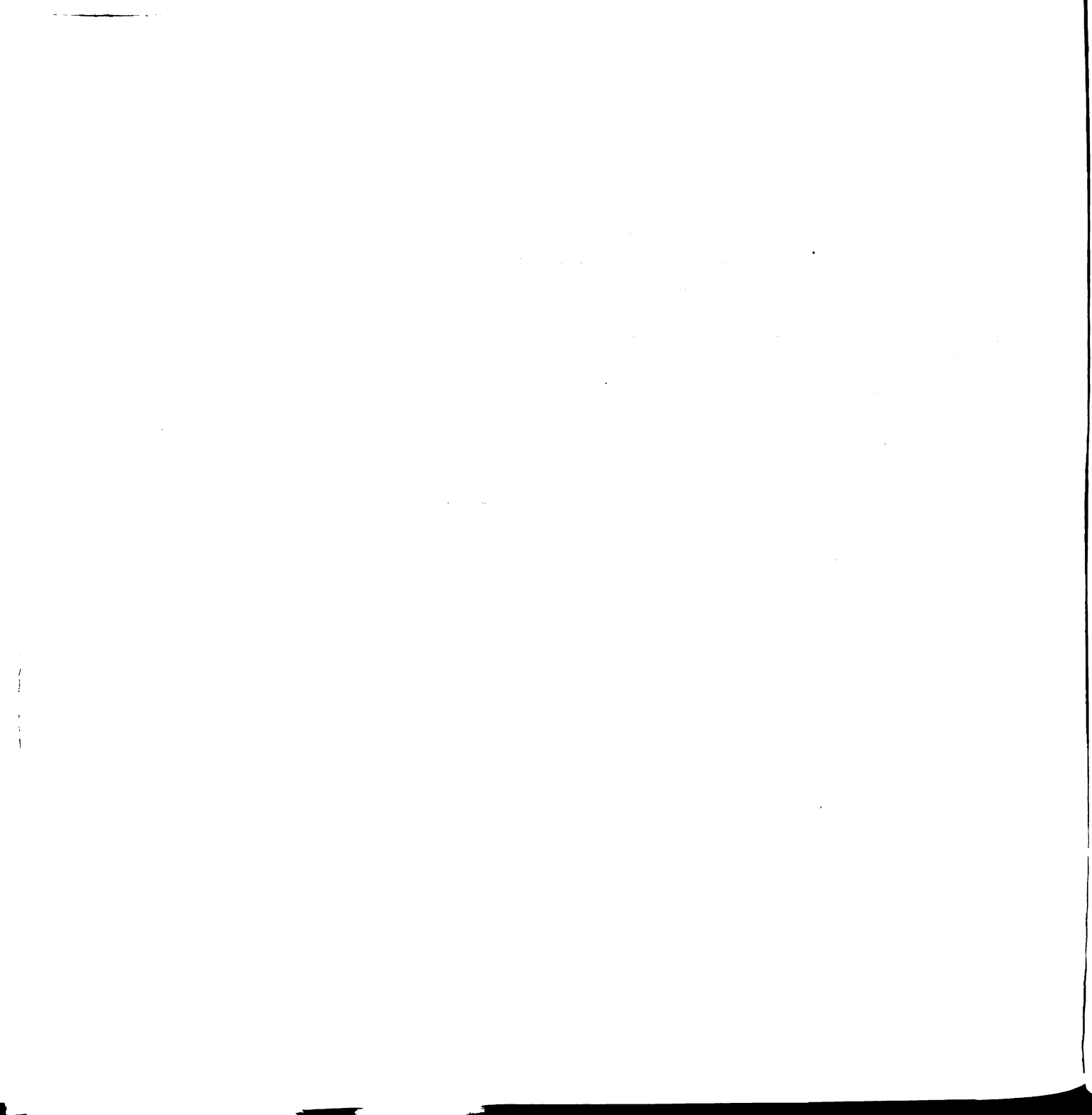
Goals Reported For Homemaking I	Total Number of Goals Submitted
Child Development	11
Relationships of Boys and Girls	7
Clothing and Personal Appearance	43
Meals and Hospitality	51

NUMBER AND DISTRIBUTION OF GOALS WHICH ELEVEN
HOMEMAKING TEACHERS REPORTED
FOR HOMEMAKING II

Goals Reported For Homemaking II	Total Number of Goals Submitted
Child Development	9
Management of Time and Energy	6
Marriage and Family Living	14
Home Accidents, First Aid and Care of the Sick	19
Housing and Home Furnishings	48
Clothing and Personal Appearance	49
Meals and Hospitality	55

NUMBER AND DISTRIBUTION OF GOALS WHICH
HOMEMAKING TEACHERS REPORTED
FOR HOMEMAKING III

Goals Reported for Homemaking III	Total Number of Goals Submitted
Going Steady, Courtship, Engagement, Selection of Mate, Weddings, etc.	10
Family Living	8
Understanding Oneself and Improving One's Personality	6
Preserving Food	10
Clothing Construction Processes	9
Careers and Work Experiences	6



AMOUNT OF TIME DEVOTED TO PERSONAL
AND SOCIAL IMPROVEMENT

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting		Number of Weeks Spent in the Area-Total Sample			
		Units in Area					
		Num- ber	Per Cent	Total	Mean	Med- ian	Ran- ge
Homemaking I	19	13	68.4	53.0	2.8	3	0-8
Homemaking II	19	3	15.8	9.5	.5	0	0-4
Homemaking III	15	3	20.0	11.0	.7	0	0-8

AMOUNT OF TIME DEVOTED TO GETTING ALONG
WITH PEOPLE AND GIRL-BOY RELATIONSHIPS

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting			Number of Weeks Spent in the Area-Total Sample		
		Units in Area					
		Num- ber	Per Cent	Total	Mean	Med- ian	Ran- ge
Homemaking I	19	2	10.5	4	.2	0	0-2
Homemaking II	19	1	.5	12	.6	0	0-10
Homemaking III	15	3	20.0	22	1.5	0	0-9

AMOUNT OF TIME DEVOTED TO UNITS
IN FAMILY RELATIONSHIPS

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting			Number of Weeks Spent in the Area-Total Sample		
		Units in Area			Mean	Med- ian	Range
		Num- ber	Per Cent	Total			
Homemaking I	19	0	0	0	0	0	0
Homemaking II	19	6	31.6	15	.8	2.5	0-6
Homemaking III	15	10	66.7	69	4.6	6.0	1-16

AMOUNT OF TIME DEVOTED TO UNITS
IN CHILD DEVELOPMENT

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting			Number of Weeks Spent in the Area in the Sample		
		Units in Area			Mean	Med- ian	Range
		Num- ber	Per Cent	Total			
Homemaking I	19	8	42.1	27	1.4	3.5	1-6
Homemaking II	19	10	52.6	39	2.1	3.5	2-7
Homemaking III	15	5	33.3	14	.9	3.0	2-4

AMOUNT OF TIME DEVOTED TO UNITS
IN CLOTHING AND PERSONAL APPEARANCE

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting		Number of Weeks Spent in the Area in the Sample			
		Units in Area		Total	Mean	Med- ian	Range
		Num- ber	Per Cent				
Homemaking I	19	19	100	208	10.9	12.0	8-20
Homemaking II	19	19	100	210	11.1	11.0	4-19
Homemaking III	15	13	87	133	10.2	9.5	6-15

AMOUNT OF TIME DEVOTED TO UNITS
IN FOODS - FAMILY MEALS AND HOSPITALITY

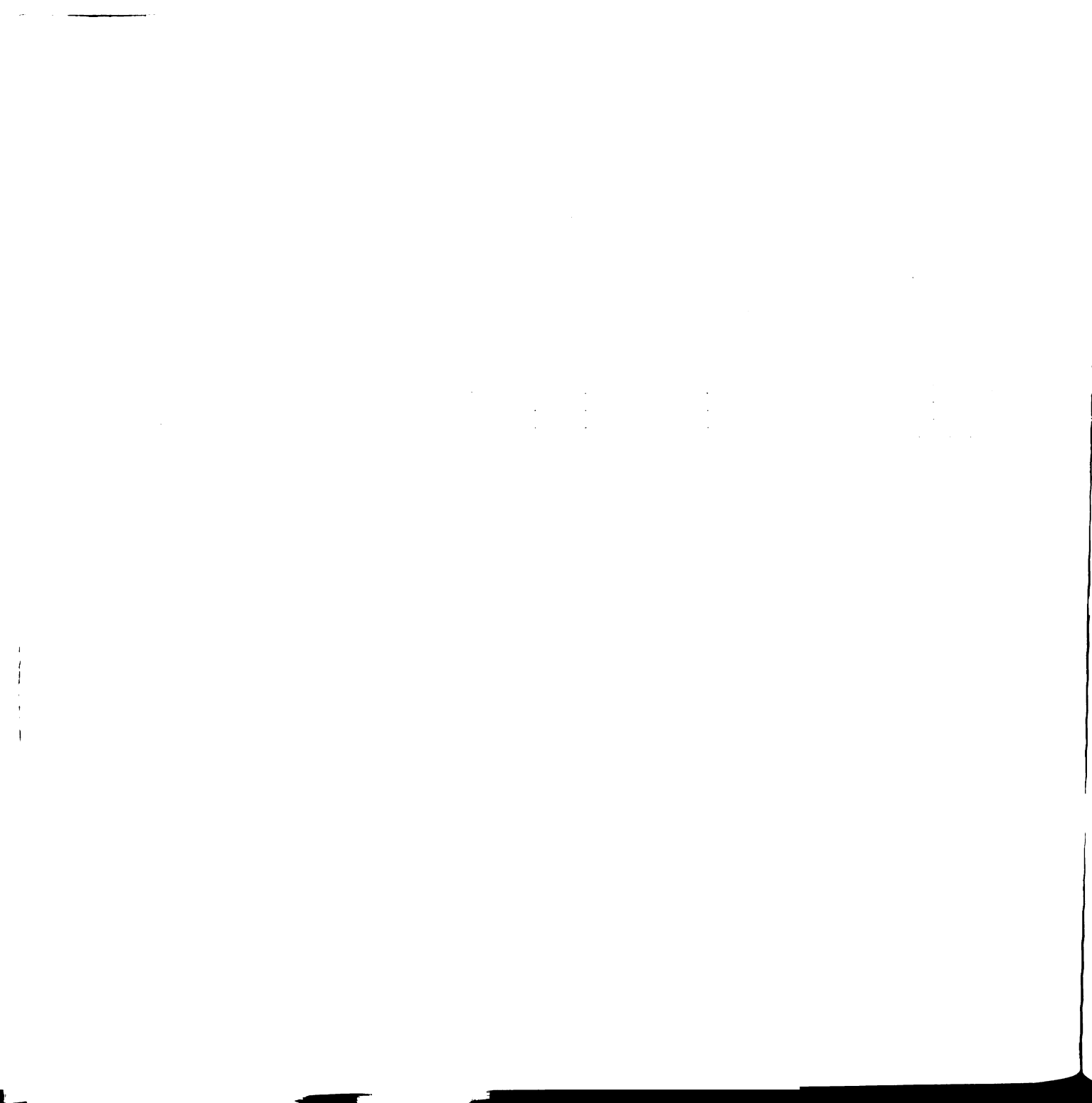
Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting		Number of Weeks Spent in the Area in the Sample			
		Units in Area		Total	Mean	Med- ian	Range
		Num- ber	Per Cent				
Homemaking I	19	18	94.7	242	13.4	10.0	7-22
Homemaking II	19	18	94.7	187	10.4	10.0	3-17
Homemaking III	15	12	80.0	94	7.8	7.0	2-19

AMOUNT OF TIME DEVOTED TO UNITS
IN HOUSING AND HOME FURNISHINGS

Home- making Class	Number In Sample	Number and Number of Weeks Per Cent Spent in the Of Schools Area-By Schools- Reporting In Sample						
		Units in Area						
		Num- ber	Per Cent	Total	Mean	Med- ian	Range	
Homemaking I	19	7	36.8	21	3.0	3.0	2-3	
Homemaking II	19	11	57.9	62	5.6	5.0	2-8	
Homemaking III	15	8	53.3	53	6.6	5.0	2-8	

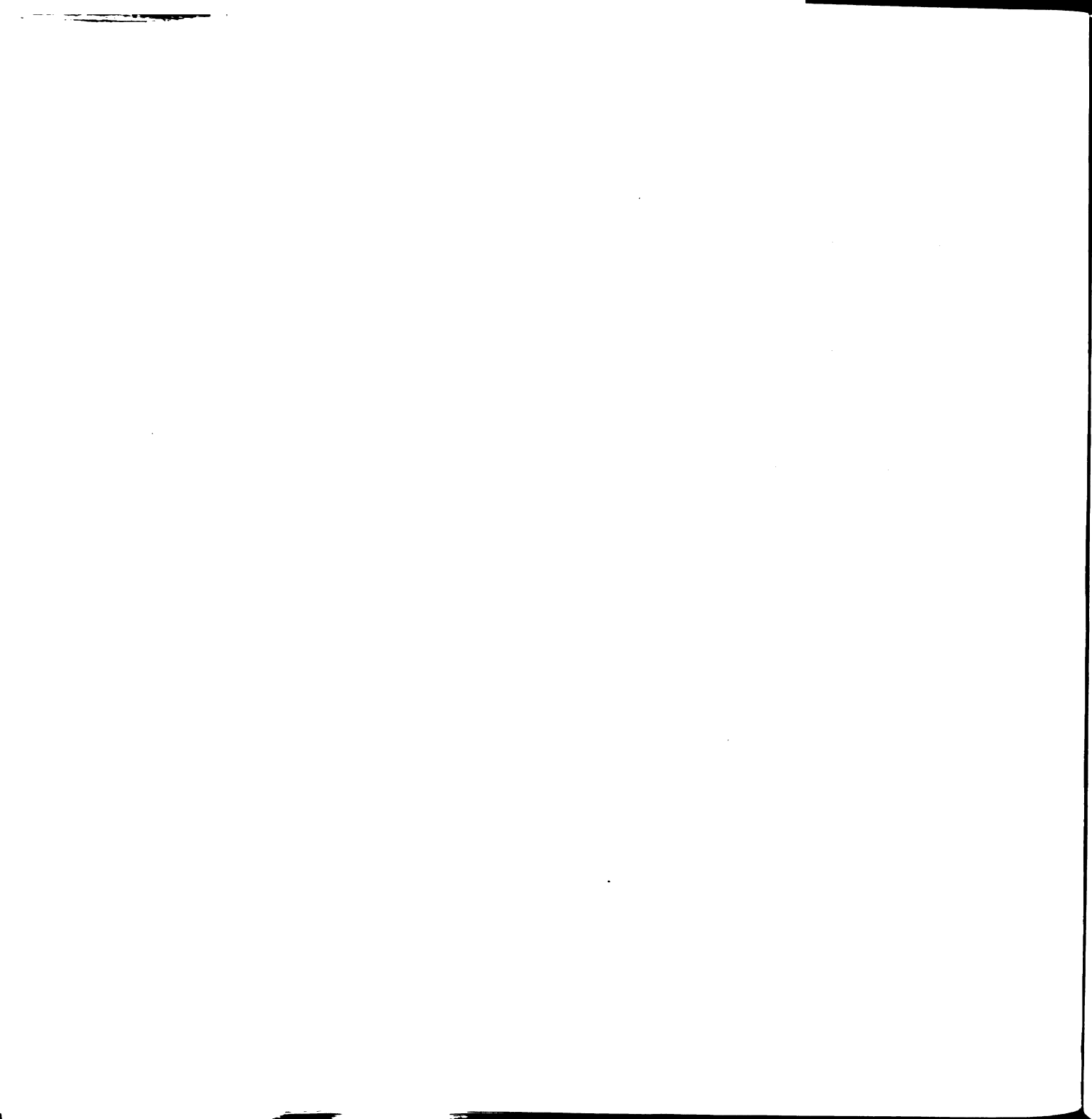
AMOUNT OF TIME DEVOTED TO UNITS
IN MANAGEMENT AND CONSUMER EDUCATION

Homemaking Class	Number In Sample	Number and Per Cent Of Schools Reporting		Number of Weeks Spent in the Area in the Sample			
		Units in Area		Total	Mean	Med- ian	Range
		Num- ber	Per Cent				
Homemaking I	19	2	10.5	3	1.5	1.5	1-2
Homemaking II	19	5	26.3	14	2.8	2.0	1-5
Homemaking III	15	8	53.3	30	3.7	3.0	2-9



PER CENT OF CHECK LISTS
RETURNED BY PARENTS

Per Cent of Returns	Number of Schools N-21
89-100	4
79- 90	7
69- 80	1
59- 70	2
49- 60	3
39- 50	3
29- 40	1



APPENDIX E

DESCRIPTION OF HOMEMAKING EDUCATION IN TWO OF THE
SCHOOLS WHICH SHOWED THE LEAST AND THE GREATEST
DISCREPENCIES BETWEEN BELIEFS OF LEADERS
AND LOCAL PRACTICES

The two schools which showed the least and the greatest discrepancies between beliefs of leaders and local practices have been designated as School C and as School V. School C showed the least discrepancies. School V showed the greatest discrepancies. Practices in these two schools are described below for each of the major beliefs used in the study.

Homemaking Education
and the Total School Program

Practices in School C. School C had some of the characteristics of effective homemaking programs. It also failed to have some of the characteristics which leaders believe to be important. The following were some of the local practices, which were reported by the school administrator and homemaking teachers in School C.

1. Family life education had been discussed at faculty meetings and at Parent-Teacher Association meetings. The faculty had had some opportunity to observe effective practices in home and family life education in other schools. They had had some help from professional

community leaders, nurses and specialists in family life education. Once or twice they had had parents and representative community groups work with the faculty on one or more phases of family life education. The pupils had also had opportunities to help plan, and evaluate units, courses or activities related to family life education.

2. The homemaking teacher, the social studies teacher with some assistance from the biology teacher and specialists in family life education in the community had assumed major responsibilities for instruction relating to home and family life education in the total school program. There had been permissiveness in the school for all teachers to contribute to this type of education, but the homemaking courses were the only courses designated primarily as family life education.

3. The homemaking teacher had used opportunities to integrate homemaking education in the school life. The homemaking teacher had helped to plan and supervise social activities within the school, had helped to make the school more attractive and had shared resource materials with her co-workers. The school administrator reported that "wonderful results" had come from an etiquette program in the whole school and that the homemaking teacher had done a great deal to help with it. The homemaking teacher had done some cooperative teaching, although the administrator said, that this had not been done too often. The teacher reported a two weeks unit for both girls and

boys which had been cooperatively taught by the homemaking teacher and another member of the faculty.

4. Homemaking education had been made available to many girls but not for boys. The homemaking teacher reported that more pupils wanted to enroll in homemaking than could be scheduled and that there had been a waiting list. The homemaking classes were large.

5. Consultants had helped in over-all planning of homemaking and/or family life education. There had been close relationships between the state supervisors of homemaking education and the homemaking teacher. In speaking of state supervisors she said, "They stop in anytime". . . The teacher also reported receiving help from one of the colleges and reported that she had had a wide variety of kinds of help from the various consultants in program planning.

Practices in School V. In general, School V lacked some of the characteristics of effective homemaking programs. It also had some of the characteristics which leaders believe to be important. In reference to this particular belief the following were some of the local practices which were reported by the school administrator and the homemaking teacher in School V.

1. The school administrator and the homemaking teacher agreed that there had been no discussions of family life education by the faculty. Members of the community, parents, or pupils had not participated in

curriculum development.

2. The homemaking teacher was the only person in the school who was responsible for instruction in any way related to family life education.

3. The homemaking teacher assumed a few responsibilities for integrating homemaking education in the total school program. She assisted in the management of the school lunch, in planning and supervising the lunch room activities, and in helping with social activities in the school. She reported that she had shared certain resource materials with other faculty in the school.

4. The homemaking classes were small. The teacher reported that she had not taught courses for boys and/or for mixed classes of girls and boys.

5. One state supervisor of homemaking education had worked with the school but no other consultants from the colleges or State Department of Public Instruction had helped.

Home and School Cooperation

Practices in School C. A high percentage of parents of pupils in homemaking classes returned their check lists: ninety-one per cent in Homemaking I, one-hundred per cent in Homemaking II and ninety-three per cent in Homemaking III. Some of the responses of parents in School C were similar to those of the parents in the total sample. Parents believed in the importance and values of home and

school cooperation. They were willing to help in various ways in the homemaking program. They reported that their own adolescent daughters, who were in homemaking classes had had a variety of planned homemaking experiences in their own homes.

However a higher percentage of parents in School C than in the sample reported that they had contacted the homemaking department in various ways in the past two years. The homemaking teacher in School C also had contacted a considerably higher percentage of parents of pupils in homemaking classes than had other homemaking teachers in the sample. In School C approximately one-half to three-fourths of the parents in the various homemaking classes reported that the homemaking teacher had invited them to meetings or to other occasions. In the sample only eighteen per cent of the parents reported that they had had this type of opportunity.

The homemaking teacher in School C had visited a higher per cent of the homes of pupils in homemaking classes than had the teachers in the sample. Twenty to twenty-five per cent of parents of pupils in Homemaking I and III reported that the homemaking teacher had visited them; forty-seven per cent of parents of pupils in Homemaking II reported that the homemaking teacher had visited them. In the sample, approximately twelve per cent of the parents reported that they had been visited by one or more homemaking teachers in the past two years.

Practices in School V. In general, the percentage of returns of check lists from parents in School V was lower than the returns in School C. One hundred per cent of the parents of pupils in Homemaking III, sixty-nine per cent of the parents of pupils in Homemaking I and fifty-three per cent of the parents of pupils in Homemaking II returned their check lists.

Some of the responses of parents in School V were similar to those of parents in the sample and to the parents in School C. Parents in School V believed in the importance and values of home and school cooperation. They were willing to help in various ways in the homemaking program. They too reported that their own sons and daughters, who were in homemaking classes, had had a variety of planned homemaking experiences in their own homes.

However some of the responses of parents of pupils in homemaking classes in School V differed from those of parents in School C. In some ways, there appeared to be less participation of parents in the homemaking program in School V than in the sample. A lower percentage of parents than the mean of the sample had contacted the homemaking department. The homemaking teacher had contacted few parents. No parents reported that they had been invited to meetings. No parents of pupils in Homemaking I reported that they had been visited by the homemaking teacher. Twelve to thirteen per cent of the parents of

pupils in Homemaking II reported that they had been visited by the homemaking teacher and one-fourth of the parents of pupils in Homemaking III reported they had been visited by the homemaking teacher in the past two years.

The Homemaking Program and the Needs
Interests and Problems of Adolescents and
Their Families

For purposes of clarity and ease of comparison, descriptions of practices relating to this belief are discussed together for both schools. In School C there was evidence of considerable cooperative planning with both pupils and with parents. Time had been allowed for cooperative planning with the pupils of varying homemaking classes. Approximately one-half to three-fourths of the parents in the various homemaking classes reported that they had been invited to meetings, had been sent materials regarding the homemaking classes or had in other ways been in contact with the homemaking program. In the total sample approximately eighteen per cent of the parents reported that they had had these types of opportunities.

In School V there was some evidence of cooperative planning with pupils. However, pupils in School V reported fewer opportunities to express their own needs, interests or problems than pupils had had in School C. In conferences with the homemaking teachers regarding the local needs, which the homemaking teachers had used in planning

their homemaking programs the teacher in School C was articulate and showed evidence of depth of understanding of the total community, including the pupils, their homes and families but the teacher in School V did not show depth of understanding of the personal or social needs of pupils, their homes and families. She was more aware of less important details related to the homemaking program. The two schools were in widely different types of communities: (1) School C represented an industrial area in which the assessed valuation of property per school census child was in the lowest twenty per cent (2) School V represented an agricultural area in which the assessed valuation of property per school census child was in the highest twenty per cent.

In School C the homemaking teacher had visited twenty to twenty-five per cent of the parents of pupils in Homemaking I and III and forty-seven per cent of the parents of pupils in Homemaking II. In the sample, approximately twelve per cent of the parents reported that they had been visited by one or more homemaking teachers in the past two years. In School V the homemaking teacher had contacted few parents. No parents reported that they had been invited to meetings. No parents of pupils in Homemaking I reported that they had been visited by the homemaking teacher. Twelve per cent of the parents of pupils in Homemaking II reported that they had been visited by the homemaking teacher and one-fourth of the

parents of pupils in Homemaking III reported that they had been visited by the homemaking teacher.

Practices in School C and School V concerning the goals of homemaking courses and the units of instruction.

There were no goals available for homemaking classes in School V. The goals of homemaking classes in School C were pupil goals. These goals are given below. They indicate a relatively broad homemaking program, with efforts to include the various homemaking areas as special units or an integrated part of units.

Goals of Homemaking Classes

Homemaking I.

Student goals in Canning:

1. To learn different ways to keep different kinds of foods -- root vegetables, foods we smoke, foods we freeze, foods we preserve in sugar, brine, foods we can etc.
2. To learn how to make food keep and reasons for spoilage.
3. To learn how to use different kinds of jars and lids.
4. To learn to label and store foods.
5. To learn how to open kettle, water bath and pressure cooker can.

Student Goals in Meal Planning:

1. To learn to cook and eat by the basic 7.
2. To learn to make appetizing breakfasts.
3. To learn to prepare and serve an attractive lunch.
4. To learn to prepare above meals on low, medium and high income levels.
5. To learn to set a breakfast and luncheon table attractively.
6. To learn to bake simple cookies, muffins, biscuits and pastry.

Student Goals in Xmas Unit:

1. To learn to make and wrap gifts from the kitchen: cookies, jellies etc.
2. To learn to make and package fudge, divinity and taffy.

Student Goals in Child Care:

1. To learn about the birth of the baby, (Dickinson birth models).
2. To learn how to bathe a young baby.
3. To learn how to feed a young baby.
4. To learn how to dress a young baby -- minimum layette.
5. To learn how a pregnant person should eat and dress.
6. To learn the signs and symptoms of pregnancy.

Student Goals in Personal Improvement:

1. To learn how to buy and use make up.
2. To learn how to care for my complexion and hands.
3. To learn how to buy and use deodorants.
4. To learn how to care and arrange my hair.
5. To learn what colors I should wear.
6. To learn good design in clothes suited to my age, weight, height etc.
7. To learn good manners and how to introduce people, how to enter a room gracefully and what to do with my hands.
8. To learn what accessories are and how they can be used to best advantage.
9. To learn how to buy and use good shampoos, tooth pastes and powders.

Student Goals in Garment Construction:

1. To learn to make a plain, flat fell, lapped and French seam.
2. To learn how to blindstitch, back stitch and invisible hem.
3. To learn to use a pattern, altering it to fit my measurements.
4. To learn to fit a garment.
5. To learn to put in a zipper, to put on a continuous facing and to apply a bias binding.
6. To learn to set in a sleeve, to do machine gathering, to use tailor's tacks or dressmakers' carbon.
7. To learn to use, thread, oil and clean a machine.
8. To learn to set on a skirt band, cuffs, pockets, buttons grippers.
9. To learn how to make tapered and pleat darts.

Homemaking II.

Student Goals in Interior Decoration:

1. To learn how to buy and arrange furniture.
2. To learn how to make over old furniture -- paint removal and upholstering.
3. To learn color schemes to use in different types of rooms.
4. To learn how to use different fabrics in drapes, slip-covers, curtains etc.

5. To learn how to buy and care for floor coverings used in our homes.
6. To learn how to arrange cut flowers.
7. To study different styles of homes and furnishings suited to these types.
8. To learn a few of the more popular period styles of furniture.
9. To learn something about the use of antiques.
10. To learn how to use paints and varnishes.
11. To learn how to select and hang pictures.

Student Goals in Wool Dress Unit:

1. To learn how to buy and care for wool, rayons and silks.
2. To learn to use more difficult patterns than were used in 1st year.
3. To learn to use a press cloth.
4. To learn to make tailored and bound buttonholes, and pockets.
5. To learn to use machine attachments.
6. To make a cotton blouse to review processes learned in 1st year clothing.
7. To make more careful and detailed wardrobe study.

Student Goals in Xmas Unit:

1. To learn to make as many gifts from cloth and plastic as possible.
2. To learn new and clever ways of wrapping gifts.

Student Goals in Home Nursing:

1. To earn the Red Cross Home Nursing Certificate.
2. To learn to make a bed with and without a patient.
3. To learn what to do in caring for illness in the home.
4. To learn to recognize illnesses and to know when to call a doctor.
5. To learn how to take T.P.R.
6. To learn how to follow the Doctor's instructions.
7. To learn how to disinfect a room.
8. To learn how to act around the sick.

Student Goals in Nutrition:

1. To learn what nutrition is and why it is important.
2. To learn why "We are what we eat".
3. To learn why some girls are over weight and some too skinny.
4. To learn how to count calories and to control weight.
5. To review Basic 7.
6. To learn to make the "sick tray" from the family's food.
7. To learn how to judge nutritious meals.

Student Goals in Meal Planning and Preparation:

1. To learn how to buy and prepare meats.
2. To learn how to make yeast breads.
3. To learn how to make fancy desserts.
4. To learn how to make meal time plans that work out right.
5. To learn how to plan and prepare cheap meals.
6. To learn how much of the income to use for groceries.
7. To learn how to plan oven and one dish meals.
8. To plan and prepare special day meals, buffet and party snacks.

Goals for Homemaking III.

1. To study problems of girls dating, going steady and engaged.
2. To study family problems of who holds the purse strings, do I take my husbands religion, should I work after marriage, who gets the family car.
3. To learn more about personality, adjustments and problems of living with others or alone.
4. To learn how to be and stay happily married.
5. To learn how to get along with people.
6. To learn how to use leisure.
7. To learn how to budget and live on the average income of Beecher graduates.

Homemaking classes in School C and School V

In the study of the practices relating to the units of instruction in homemaking classes in School C and School V, a comparison was made of the units which were included in each of the homemaking classes in the two schools and the units of instruction or emphases which the Office of Vocational Education had suggested.

A study of the practices in the two schools suggests that the homemaking program in School C was a broader and more comprehensive program than was the homemaking program in School V.

SCHOOL C AND IN SCHOOL V

AREAS OF HOMEMAKING RECOMMENDED	Units Included in Each of the Schools and Time Spent			
	School C	Weeks	School V	Weeks
Provide meals for the health of girls	Simple meals for the family with emphasis on breakfasts and luncheons	8	Breakfast unit	10
Share holiday occasions	Christmas gifts from the kitchen	1		
	It pays to pre- serve food	4		
Meet needs for clothing	Making a cotton garment (with class of 36)	12	Clothing for high school girl	11
			Spring dress or skirt	9
Meet needs for personal improve- ment and cloth- ing (see above)	Personal Prob- lems and sugg- ested improve- ment	4	Personal grooming and manners	6
	Care and train- ing of a pre- school child	4		0
Assist in home nursing	First aid	2		0
Share home res- ponsibilities	Helping to care for home	1		0
Arrange and furnish a room				
	Looking forward to Homemaking II			

IN SCHOOL C AND IN SCHOOL V

AREAS OF HOMEMAKING RECOMMENDED	Units Included in Each of the Schools and Time Spent			
	School C	Weeks	School V	Weeks
Make joint plans for Homemaking II	Pupil-parent- teacher plann- ing for the year		Planning	4 days
Meet clothing needs of the fam- ily	Planning and constructing a wool garment			
Utilize art in clothing*	and review of fibers	11	Spring dress	11
Cooperate in food management prob- lems of the family	Good health thru good nu- trition	2	Planning and preparation of luncheons	10
Plan and prepare family meals				
Meet food needs of the family budget	Nutritious fam- ily meals with			
Distribute the fam- ily food	emphasis on dinners	9		
	Home manage- ment and enter- tainment	2		
*Utilizing art in clothing and in the home				
Consider Christmas time thru child development, soc- ial relationships, art and textiles	Christmas gifts and scrap bag	1	Candies and cookies for the Holidays - gifts	8
Market for home and family supplies				
Consider consumer's responsibilities				

IN SCHOOL C AND IN SCHOOL V

(continued)

AREAS OF HOME MAKING RECOMMENDED	Units Included in Each of the Schools and Time Spent			
	School C		School V	
	Weeks		Weeks	
Share in special occasions of groups and organizations				
Live together cooperatively in the family				
Improve home arrangements and furnishings				
Consider housing responsibilities of the family	Making our school and home more attractive	8	Interior decoration	6
Understand development of children				
	Home nursing	5		
	Looking forward to Home-making III			

IN SCHOOL C AND IN SCHOOL V

AREAS OF HOME MAKING RECOMMENDED	Units Included in Each of the Schools and Time Spent		
	School C	Weeks	School V Weeks
Develop joint plans for living in the community, the school and the home	Pupil-parent-teacher planning for the year	Planning	3 days
Recognize factors affecting successful and happy home life	Getting along with other people	6	
	Grooming and meeting the opposite sex	5	Boy-girl relationships 9
Planning wholesome and satisfying recreation	Problems in dating, being engaged, passport to marriage	6	
	Marriage and family life	8	
	Children in the home helping with play-school study behavior problems	2	
Apply food and nutrition in special problems		Planning hot lunch program and menus	1
		Candies and cookies for holidays	6
Solve special clothing problems		Wool garments	8
		Spring and summer dresses	7
Meet consumer problems of young adults	Better buy-manship	2	

IN SCHOOL C AND IN SCHOOL V

(continued)

AREAS OF HOME MAKING RECOMMENDED	Units Included in Each of the Schools and Time Spent			
	School C		School V	
	Weeks		Weeks	
Plan home fur- nishings				Buying home
Understand housing problems of the community				furnishings
Apply art in home and community				
Maintain family and community health				
	Adjusting to School life	2		
	Learning to Study	2		
	A look to the future	6		
	Looking forward to marriage			

Practices in School C and School V concerning opportunities for learning experiences in the various homemaking areas. A study of the opportunities, which pupils in School C and in School V reported that they had had, showed wide differences. In general, pupils in homemaking classes in School C reported more opportunities for extensive and broad learning experiences in all areas of homemaking education than did the pupils in School V. School C differed from other schools in the sample and differed from School V in the following respects: (1) more emphasis had been placed in relationships, and child development in Homemaking I (2) a broader and more extensive program had been provided in Homemaking II (3) more emphasis had been placed in housing, relationships and child development in Homemaking III. (4) less emphasis had been placed on foods and clothing in Homemaking III.

Homemaking Education and the
Teaching-Learning Methods Related to
Goals of Homemaking

380

Practices in School C and School V concerning teaching-learning methods. The teaching-learning methods in which the two schools differed most greatly concerned the "relating of homemaking to the practices, conditions, and resources of families in the community". Pupils in School C reported three times as many items as School V which were above the mean of the sample in the three methods: (1) working out problems with their own families, (2) having opportunities to express and understand their own needs, interests or problems and (3) developing guides or standards for their own work or behavior in school, home and community and evaluating progress. Pupils in School C reported twice as many items as School V which were above the mean of the sample in the area of "receiving personal and/or individual help".

Pupils in School C had many more opportunities than had the pupils in School V for concrete learning experiences.

APPENDIX F

STRENGTHS AND WEAKNESSES OF
HOMEMAKING TEACHERS AS REPORTED BY SCHOOL
ADMINISTRATORS IN THE STUDY

Strengths and Weaknesses	Classification of Comments	Number	Total Number
Strengths	Cooperation	9	31
	Personality	8	
	General competency	7	
	Teaching procedures	7	
Weaknesses	Relation to community	12	45
	Teaching procedures	8	
	Relation to total school	6	
	Appearance and care of home- making room	5	
	Grasp of homemaking skills	3	
	Work with boys and mixed groups	3	
	Personality of teacher	4	
	Control of students	2	
	State Vocational Program and state reports	2	
Other	General comments	5	12
	Supply of Homemaking Teachers	3	
	State Plan for Vocational Education	4	
Total			88

A CLASSIFICATION OF THE COMMENTS MADE
BY THE SCHOOL ADMINISTRATORS IN THE STUDY REGARDING
THE STRENGTHS AND WEAKNESSES OF HOMEMAKING
TEACHERS

I. Strengths of Homemaking Teachers.

A. Re cooperation with faculty, teachers, pupils and parents.

1. Integrates program with other departments.
2. Ability to work cooperatively with pupils and parents.
3. Ability to work cooperatively with pupils, parents, and other teachers.
4. Present teacher is cooperative and wants to do things.
5. Cooperativeness outstanding.
6. Willingness to cooperate with others.
7. All get along nicely with kids.
8. Counseling is strong.
9. Good understanding of problems of adolescent girls.

B. Re Personality.

1. Ability to be calm, collected and deliberate.
2. Have sense of balance and judgment.
3. Good order.
4. Willingness to use more time than average teacher in order to complete work and help students and others.
5. Generally good personality.
6. Pleasing personality.
7. Personality.
8. Neatly dressed.

C. Re General Competency.

1. Their strengths far outweigh their weaknesses.
2. Have been lucky. Most home economics teachers leave little to be desired. The problem is the best use of one teacher.
3. Trained--ability to do the job well.
4. Generally competent in several areas of homemaking rather than narrow specialists in one or two areas.

5. Generally well trained.
6. Haven't ever had a teacher who did not know enough.
7. Girls well grounded usually in knowledge of home economics and in techniques of teaching.

D. Re Teaching.

1. Good order outstanding.
2. Ability to provide good habits.
3. Ability to develop moral and social responsibility.
4. Teaching subject matter.
5. Discipline.
6. Motivates girls to individual high attainment.
7. Stimulates interest in the field among students.

II. Weaknesses of Homemaking Teachers.

A. Re the Relation of Homemaking to the Local Community.

1. Not trained in analyzing the community situation.
Not doing basic teaching important in the community.
2. Not too much interested in community needs.
3. Not too much interested in visiting homes, etc.
(that used to be good, now weak).
4. They used to get into homes when they were required to do it.
5. Are often too idealistic and don't realize that community resources are limited and real as they may be.
6. A good many pupils say, "My mother doesn't do it that way".
7. Would understand country girls and others if they took part in the community.
8. Teachers used to run adult programs; don't now.
9. They don't teach adult classes; other teachers in the school do.
10. Not true of present teacher but they tend to work only in the school, not outside.
11. They don't take part in community life.
12. They don't go to church.

B. Re Teaching.

1. Teachers don't give students enough.
2. They don't find out where students are.
3. Students do things over which they can already do at home.

4. Takes too long to make pies (one day for crust, next day for filling).
5. Too much time for fancy things (salads and pies).
6. Are too precise in teaching color.
7. Tendency toward impractical resolution of problems of instruction.
8. Lack of timing in organization.

C. Relation to the Total School.

1. Lack of cooperation with other departments.
2. One teacher kept the laboratory a closed unit; no one could use it.
3. They don't like to let others use the room and yet have invested \$3,500 in equipment.
4. Inability to plan, prepare and supervise pupils in serving meals of various occasions.
5. Home economics not as bad now but used to think they were special--(ag is worse).
6. Not a quotation: Superintendent expressed objection to vocational education and special requirements. Objected to state meetings and having home economics teachers regard themselves as special teachers with everything in the school revolving around home economics. Said it hadn't been as bad during the last two or three years.

D. Re Homemaking Room and Department.

1. Are average in room housekeeping (home economics laboratory).
2. Homemaking room lacks color.
3. Too many loud colors in the homemaking room: The room is not restful.
4. Not trained in running the department.
5. Needs help in delegating small details of running department to pupils.

E. Re Grasp of Homemaking Field or of Skills.

1. Do not have complete grasp of the field of home economics.
2. There hasn't been enough first aid and physical education. They don't know how to take care of accidents.
3. Failure to understand tools, ie., don't know troubles with sewing machines; don't know where fuses are for stoves, etc.

F. Work with Boys.

1. Inability to handle boys.
2. Some don't want boys in class but our present teacher wants them.
3. How to work with mixed groups.

G. Re Personality of Teacher.

1. One teacher was not conservative enough.
2. Lack of interest.
3. One teacher--colorless personality.
4. One teacher, slip shows frequently.

H. Control of Students.

1. Not too well trained in discipline.
2. Don't know how to control students--some go one way, others another; some teachers regiment them.

I. State Vocation Program and State Reports.

1. Possible lack in training as to value and necessity of state reports.
2. Inadequately grounded in the state program and the forms and reports required of each.

III. Other comments

A. General Comments.

1. Have known a half dozen in Michigan, all like other teachers had personal strengths and weaknesses.
2. Have had a variety. Personality has been most important. Don't think they can sell home economics unless they are vitally interested in it.
3. Have had some good ones and some poor ones.
4. Most schools are getting their best results in the home-and-family-life education from free lancing. They get the "best" teacher in the school to teach it.
5. Not another teacher in the system has a better opportunity in getting next to children (except vocational agriculture).

B. Supply of Homemaking Teachers.

1. Supply of homemaking teachers too small.
2. Train teachers who plan to stay in the field.
Too much state funds are put in education of homemaking teachers and other teacher who do not stay on the job long enough to carry over results of training to the student in the local community.
3. Chemistry requirements too high for homemaking teachers, keeping field limited.

C. State Plan for Vocational Education.

1. Why do pupils have to take homemaking three years? This keeps them from taking home economics.
2. The conference period is a waste of time: Students enrolled in classes are not free to have conferences with the teacher.
3. The limitations of time as set by Smith Hughes limits time in a small school to teach.
4. Teacher loses too much time meeting requirements of State supervision, reporting, etc.

APPENDIX G

RECOMMENDATIONS FOR IMPROVEMENT
OF HOMEMAKING EDUCATION IN MICHIGAN AS REPORTED
BY THE SCHOOL ADMINISTRATORS IN
THE STUDY

Area	Classification of Comments	Number	Total Number
Local Program	Relation of homemaking to local community	8	13
	Family life education	4	
	Relation to school lunch program	1	
Teacher Education	Education of homemaking teachers	5	10
	Supply of homemaking teachers	3	
	Personal qualities of teacher	2	
State Plan	Requirements in program	3	4
	Visits by personnel of State Dept.	1	
Total			27

RECOMMENDATIONS FOR IMPROVEMENT OF
HOMEMAKING EDUCATION PROGRAM IN MICHIGAN AS MADE BY THE
SCHOOL ADMINISTRATORS IN THE STUDY

I. The Local Program.

A. Relation of the Program to the Local Community Needs.

1. Start where children in a community are and do things important in the community. Not too far from them but far enough to help them raise their sights.
2. Could fit what they do into the way people live; how they eat and what they can afford to have; how to take care of experiences in evening classes and make it pleasant to come here and have contacts with teachers.
3. Increased emphasis and requirements of establishment of advisory committees of parents and pupils.
4. Need to educate parents.
5. There's plenty of room for improvement of homes in this community.
6. More experiences in working with adults.
7. Many women in the community have to work, and the girls don't get too much example: Need to do this in homemaking.
8. Teach adult programs.

B. Re Family Life Education.

1. More of family life education.
2. Emphasis on home and family living increased with corresponding decrease in emphasis on specific skills.
3. A more integrated program in home economics--if we were to get our other faculty to assume more responsibility in the direction of teaching home and family living.
4. Wonder if perhaps it would not be well in program of home and family living if we spent more time on the social aspects of family life. We spend a great deal of time in the program on the practical aspects, cooking, making clothes, etc. Perhaps more time on social aspects.

- C. Relation to the School Lunch Program. Further development of ability to promote the hot lunch or cafeteria program. This to include public relations in promoting why the meal and service is offered and how full advantage should be taken of it by the pupils.

II. Teacher Education Programs.

A. Re Education of homemaking teachers.

1. Have more family life education in training home-making teacher.
2. Have more of the sociological in training home-making teachers.
3. Training and preparation be more extensive, maybe include reupholstering, etc.
4. Do more with techniques of getting to know people. Find out what they know. This applies to all teacher-training institutions.
5. Every teacher should have experience in living with students. The psychology of working with children, the way to dish out discipline even if they have to do physical punishment.

B. Re Supply of homemaking teachers.

1. Provide more sources of training of so-called homemaking teachers (different institutions).
2. Cut down on physics and chemistry in training homemaking teachers.
3. Possibly a bonus from state and federal funds for the teacher who stays on the job and work effectively for a period of years such as five or more.

C. Re Personal qualities of teachers.

1. Need for a homemaking teacher to be a married woman.
2. If you could get teachers who have families for family life education.

III. State Plan for Vocational Education.

A. Requirements in Program.

1. State regulations or schedules should be relaxed.
2. Reduce the number of minutes per week for advanced homemaking classes necessary under Smith Hughes.
3. Homemaking should be taught to more girls at a lower age, especially sixth, seventh, and eighth grades.

- B. School Visits by State Department of Vocational Education: Regularly scheduled visits by the State Department of Vocational Education personnel. We have had one visit in two years.

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Jul 20 '54

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