

AN ANALYSIS OF HOME ECONOMICS PROGRAMS IN KANSAS  
SENIOR HIGH SCHOOLS

by

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## INTRODUCTION

The establishment of the first junior high school in Kansas by the Chanute Board of Education in 1913 was the beginning of a new type of school organization in the state. Up to that time the 8-4 plan was the universally accepted way of organizing the elementary and secondary schools. All elementary schools consisted of the first eight grades and all secondary schools the 9th, 10th, 11th, and 12th grades, which were commonly known as high school.

By 1919 a number of junior high schools and senior high schools had been organized and several were well established. Both the 6-3-3 and 6-2-4 plans of organization were followed. Some of the schools had found it more convenient to adopt the 6-3-3 plan in which 7th, 8th, and 9th grades became the junior high school, and the 10th, 11th, and 12th grades the senior high school. Other schools preferred the 6-2-4 plan and included only the 7th and 8th grades in the junior high school and the 9th, 10th, 11th, and 12th in senior high school. In both plans each high school operated as more or less of a separate unit.

Junior high schools were from the beginning pre-vocational, exploratory, and "try-out" in nature. They provided better ways of meeting the needs of the early adolescent, increased opportunities for pupils of this age to find and follow their particular lines of interest and ability, and more desirable ways to develop the qualities needed for successful community life. They also helped to keep pupils in school for a longer period of years.

Home economics fitted easily and well into these purposes and soon had an important place in the junior high curriculum in

Kansas. Before long courses of study were made, and later textbooks and reference material were written to assist the teachers and to strengthen home economics in junior high school. Many junior high schools through the state now require home economics for all girls in junior high school.

As junior high schools were developing and coming to have a particular place and pattern in education, senior high schools were doing likewise. Starting where junior high schools left off, senior high schools began to be regarded as finishing schools for a large number of pupils and pre-professional for the smaller group that would continue their education further. General education was also regarded important in senior high school curriculums but more opportunity for elective courses was given in senior high school than in junior high school. Senior high school curriculums today show great interest in the development of pupils as individuals; take into account their needs and interests, experiences and capacities; attempt to satisfy the educational demands of the local community and society; are broad in scope; and have as main purpose for the pupils, self-realization in a democratic society.

Home economics early had a place in these new senior high schools just as was the case in the junior high schools. At first the offerings were limited and narrow, frequently not much more than cooking and sewing. As changes came in the purposes and various programs of the senior high schools they came also in those of the home economics programs in these same schools. Senior high schools everywhere give evidence of broadened programs in home economics and different emphasis than prevailed in those schools first organized.

Home economics in senior high school has broadened its content to include all phases of home and family life. Emphasis is being placed upon personal and family relationships rather than upon manipulative skills and techniques. The social sciences have been given a place in home economics along with the natural and physical ones. Home economics has shifted from the long-followed plan of one semester or year of work covering one area or possibly one phase of home economics towards plans in which many areas and phases are studied during the same length of time. Other changes frequently noted are: planning the courses with the pupils around their problems and needed educational experiences; and drawing upon all areas of home economics at one time as needed in solving a problem or problems. More time may be given to certain areas and phases of home economics during one year than another, depending upon pupils' needs, the length of course, and the number of years of work which most of those in the class will take. The time of year in which a certain unit is important for one teacher may not be so important for others. Each teacher to a certain extent, more or less works out her own course organization. All of these procedures are characteristic of what is being done in senior high schools.

For some time there has been a need for more information than was available concerning the programs in home economics in senior high schools of Kansas. This study was made to obtain information on the status of home economics in representative Kansas senior high schools, and the organization, methods, and practices generally followed by the teachers and supervisors.

## REVIEW OF LITERATURE

As far as was ascertained no study of this type had been made in Kansas, nor in any other state though several studies had been reported in which home economics programs in senior high schools had some part. However, in most of these, the term senior high school, was used rather loosely. Often it included the school with the 8-4 organization that had no junior high school. Two studies similar to this one had been made in Kansas for the junior high school and the junior colleges. These and other studies found to have some significance in this study are here reviewed.

Ahlstrom (1938) made a study of home economics in junior high schools of Kansas. The data were obtained from the home economics teachers of these junior high schools by means of check lists. She found the objectives were of the general type and gave little indication of the units to be taught. The programs were specialized rather than exploratory. A greater number called their courses foods and clothing than home economics. The courses were based on the present needs and interests of the junior high school girls in home economics and were made less difficult than those in senior high schools.

Blair (1941) investigated the home economics programs of four junior colleges of Kansas. She obtained her data from school records and personal interviews. She found that the enrollment in home economics was increasing in these colleges with the number of terminal students outnumbering the preprofessional ones. Terminal students were assigned to the same courses in home economics as those who would continue their education in four-year colleges.

Most of the offerings in home economics in junior college were foods, clothing and some home living and art. Many of the terminal students left school and engaged into home activities for which they received little home economics preparation in college. The preprofessional students differed in the extent to which junior college home economics had fulfilled their needs. A few lost credits when enrolling in the state colleges or universities to finish their work and others had received important daily values from their home economics work. She recommended that the junior colleges consider the needs of all of the students in planning their home economics programs. Surveys should be made to determine the needs of present and future students related to home economics.

The United States Office of Education (1941) reported a study made in 1938-39 to determine the status of home economics in the public high schools of United States. State departments of education, superintendents, principals, and home economics teachers in the public high schools of 48 states, Alaska, District of Columbia, Hawaii and Puerto Rico cooperated. Questionnaires were sent to 26,584 schools with both the 8-4 and 6-3-3 plans of organization and included other high school and junior and senior high school programs. Home economics was found to be widely available to high schools throughout the United States with only a slight variation among the different regions of the country. The larger or urban communities offered more home economics in their schools than did the smaller or rural communities. In a little more than half of the 9th grades, in two-fifths of the 10th grades and in about one-third of the 11th and 12th grades home economics was required.

Approximately half of the girls enrolled in the high schools were also enrolled in home economics classes. The time most frequently available for home economics classes was 50-60 minutes five times a week and was true of practically half of the classes. Reimbursed schools had more time scheduled for classes than non-reimbursed schools. No reimbursed school had less than 60 minutes and many of them more. The two or three years of home economics were most available to the high school pupils. Clothing and foods areas were almost universally included in the senior high school programs. Home living was included from 68-88 percent of the reporting schools. The size of community had little effect on the areas of home economics studied. The reimbursed schools more frequently included all the areas of home economics.

Rust (1940) describing the growth and development of home living courses in the home economics programs of secondary schools stated that home living courses can do much to develop a high quality of personal living which will contribute to the happiness of oneself and others. She said that the major goals were developing better attitudes, interests, standards and appreciations while developing manipulative skills were minor ones. She added further that many secondary schools were offering home living courses to both boys and girls and that for the home living courses to be functional they should include: family relations, presenting true pictures and problems of family life; home management, giving opportunity for developing managerial and creative ability for carrying on a home; family health showing how health can be maintained and provide opportunity for improving family health; and child guidance

making possible contacts with children.

Spafford (1940) made an extensive study of home economics programs in high schools in the various parts of the country. She found much emphasis on high school home economics on the preparation for home making and for better living for the individual. There seemed to be a trend for broad, well-rounded programs and a greater use of the single period for classes. She stressed the responsibility of each home economics teacher to the programs and the teaching according to the needs of the pupils.

Goodykoontz, Coons and Others (1941) considering the subject of teaching family living in the schools stated that the importance of helping pupils to make adjustments in family and social relations is being recognized. This is shown by more schools providing more home-like atmosphere in school buildings, in increasing use of home room and guidance procedures and in more discussions in class and discussions between parents and pupils. Also more pupils in the secondary schools were being reached by programs in home living education. More boys and girls were being helped with home problems through regular home economics courses in core curriculums. The school schedules and requirements were being adjusted so that pupils can study family living problems and still prepare for college or a wage earning occupation. They reported new courses in home economics being offered in senior high schools dealing with modern living, home and social relation, human relations, marriage and the family and personal development. These courses were centered around personal and family living. One school offered a course to boys and girls in any high school grade emphasizing such personal

problems as appearance, personality, health and adjustments. Another had a course called "Social Living", which helped adolescents to develop understandings and skills in human relationships and to solve problems encountered in becoming adults. Such courses tended to be elective for one or more semesters whichever fitted into the pupils' schedules. An example was given of one state in home economics teachers met monthly throughout the year and developed a general home economics program. Their discussions were centered around personal and home living problems of high school pupils. In the four-year program that these teachers developed the first year emphasized the personal problems of the girls; the second year, the girls' problems in home living; the third year, problems in making homes; and the fourth year, problems involving the relationship of individuals and homes with the community. Each teacher was encouraged to learn about her pupils' needs, interest, homes and community and then set up her own program accordingly. She was urged to let the pupils help set up goals, determine problems and evaluation procedures to be used.

All of these studies indicated the trend toward preparing the girls for satisfying personal and family living and successful homemaking.

## METHOD OF PROCEDURE

The data were obtained by means of a check list sent to home economics teachers in senior high schools and city supervisors of home economics in Kansas (Appendix).

A list of the schools in Kansas that had a junior-senior-high school organization of some type was obtained and also, as nearly as possible, the names of the home economics teachers and supervisors in these senior high schools.

Return postal cards were sent to these home economics teachers and supervisors asking their assistance in this study. The check sheets were sent to those indicating willingness to cooperate. Sixteen teachers and five supervisors in the first class cities, 15 teachers and two supervisors in the second class cities and 14 teachers in the third class cities assisted in this study. The data obtained from the check sheets of these 45 senior high school teachers and seven city supervisors were tabulated and analyzed.

## FINDINGS

The supervisors and senior high school teachers of home economics in 31 Kansas schools having junior-senior high school organization participated in this study. Included were five first class cities with 16 teachers and five supervisors, 12 second class cities with 15 teachers and two supervisors, and 14 third class cities with 14 teachers. The distribution of the schools was such that all parts of the state were represented as were the various types of schools.

The first class cities were Coffeyville, Kansas City, Parsons, Topeka, and Wichita with populations ranging from 14,903 to 121,857. These cities, located in the eastern half of Kansas have long been trade centers for agriculture as well as railroad and industrial centers. All of these cities were experiencing extreme over-crowding and labor shortage, due to nearby army camps and recently added industries.

The second class cities were Arkansas City, Caldwell, Concordia, Dodge City, Kingman, Kinsley, Manhattan, McPherson, Norton, Paola, Russell and Winfield. Their population ranged from 2,046 to 13,940. Most of the cities were in the eastern and central part of the state. Dodge City and Norton were the farthest west. All were trade centers for agriculture and several as McPherson and Russell, had oil refining industries. All had flour mills, creameries and coco cola bottling plants. Dodge City, Manhattan and Russell were over-crowded as a result of army camps and bases within a short distance.

Cambridge, Cimarron, Cold Water, Douglass, Kingsdown, Latham,

Lincoln, Marquette, Oakley, Palco, Sedan, Stafford, Williamsburg and Wilson were the third class cities. Their population ranged from 150 to 1,732. Most of these cities were located in central and eastern Kansas. Cimarron, Kingsdown and Oakley were in the western part of the state. All were trade centers for agriculture. Cimarron, Kingsdown, Oakley and Palco had consolidated schools.

A grouping was made of the schools on the basis of their plan of organization (Table 1). In 12 of the schools the 6-3-3 plan of organization was used and in 14 the 6-2-4 plan. According to McClenny (1944) these two plans are the most common in Kansas schools having junior and senior high schools. The other types of school organization mentioned were the 6-6 and the 6-4-4 plan of organization. One second class city with the 8-4 organization included home economics in the 7th and 8th grades.

Table 1. School organization plan

Plan of organization	: 1st. class	: 2nd. class	: 3rd. class	: Total
	: cities	: cities	: cities	:
	: Number	: Number	: Number	:
6-3-3	4	7	1	12
6-2-4		4	10	14
6-4-4	1			1
6-6		1	2	3
8-4		1		1

All of the teachers and supervisors in this study had Bachelors' degrees and over one-third or 38 percent had Masters' degrees (Table 2). Four teachers indicated work towards a Masters degree. All but one of the supervisors had Masters' degrees. Eighty-four percent of the teachers and supervisors had received all or part of their

education in home economics in Kansas colleges. Of these, Kansas State College of Agriculture and Applied Science and Kansas State Teachers College at Pittsburg ranked highest. The out-of-state colleges listed were Texas State College for Women, Denver University, Colorado University, and Northwestern State Teachers College of Oklahoma. Columbia University was given by nine teachers and supervisors. Three had received their Bachelors' degrees and six their Masters' degrees at this institution.

Table 2. Colleges and universities from which education was obtained

	Teachers			Super- visors	Total
	1st.class cities	2nd.class cities	3rd.class cities		
	Number	Number	Number	Number	Number
<b>Bachelors' Degrees</b>					
Kansas State College	5	7	3	3	18
K.S.T.C. Pittsburg	5	2	2	1	10
Fort Hays State College		2	4		6
K.S.T.C. Emporia	1	1	2	1	4
Columbia University	2			1	3
Baker University				1	1
Southwestern College				1	1
Northwestern S.T.C.Okla.				1	1
Kansas University		1			1
McPherson College		1			1
Wichita University				1	1
Tuskagee Institute	1				1
Denver University	1				1
Texas State College for Women					1
<b>Masters' Degrees</b>					
Columbia University	3	1		2	6
Kansas State College	1	1	1	3	6
K.S.T.C. Pittsburg	2			1	3
Colorado University	1		1		2
Iowa State College	1	1			2

Home economics was the undergraduate major of a majority of the teachers and supervisors (Table 3). Forty-six of the teachers and supervisors indicated their majors as home economics or foods.

Only six had majors other than home economics. Of these two each listed education and foreign language and one each, history and chemistry.

Home economics education was most frequently the major of the Master's degree. Four of the teachers gave home economics, and two clothing and textiles. The least often occurring graduate majors were institutional economics and education.

The minors represented a number of fields of subject matter. Those occurring most frequently were science, English, and commerce. A few mentioned social science, mathematics, history and journalism.

Table 3. Majors and minors

	Teachers			:Super- visors:	Total
	:1st.class: cities	:2nd.class: cities	:3rd.class: cities		
	:Number	:Number	:Number	:Number	:Number
Undergraduate majors					
Home economics	12	15	11	6	44
Foods	1	1			2
Education		1		1	2
Foreign language	1		1		2
History			1		1
Chemistry			1		1
Graduate majors					
Home economics	9		3	4	16
Institutional economics				1	1
Clothing and textile	1		1		2
Education	1				1
Undergraduate minors					
Education	3	5	1	4	13
Science	5	4	10	5	24
Mathematics	1			1	2
English	2	5	6	2	15
French			1		1
History	1		1		2
Commerce	1		2		3
Journalism			1		1
Social science	1	2			3

The total enrollment of the schools in this study was 17,009. Of this number 8,781 were girls and 8,228 were boys. The total enrollment of girls in home economics classes was 4,360 which re-

presented approximately half of the girls enrolled in these schools.

The first class cities with the highest enrollment of girls in home economics were Kansas City and Winfield. Kansas City senior high schools with an enrollment of 1,544 had 1,020 girls or 66 percent enrolled in home economics; and Winfield with an enrollment of 289 girls in senior high school had 286 or 99 percent taking home economics.

Caldwell was first in the second class cities. 89 girls were enrolled in the senior high school and 70 girls or 78 percent were taking home economics.

Of the third class cities, Latham, Kingsdown, Sedan and Williamsburg had the largest enrollment of girls in home economics. All of the girls in senior high school were enrolled in home economics in Latham and Williamsburg. Kingsdown with an enrollment of 23 girls had 19 girls or 85 percent taking home economics and Sedan with 105 girls had 94 girls or 89 percent in home economics.

The total enrollment of boys in home economics classes in all the schools of the study was 96 or approximately 0.1 percent of the boys in the schools. The cities including boys in their home economics program were Douglass, Manhattan, Parsons and Winfield.

Twelve of the senior high schools had two year programs in home economics and the same number had three year programs. Second and third class cities most frequently had home economics programs two or three years in length. Four year programs were offered in seven senior high schools and in two schools five and six year ones. The longer programs were mostly in the first class cities. The most frequent length of home economics program in the first

class cities was four years.

The amount of unit credit given to home economics courses in the senior high schools of this study was one half unit per semester for 20 of the schools and one unit per semester for the others (Table 4). Schools that gave one unit credit per semester were those with reimbursed departments with double class periods for home economics.

Table 4. Unit credit per semester of home economics

	:1st.class:	2nd.class:	3rd.class:	Total
	:cities	:cities	:cities	:
	:Number	:Number	:Number	:Number
1 unit credit per semester	2	6	3	11
$\frac{1}{2}$ unit credit per semester	3	6	11	20

The maximum unit credit possible in home economics in senior high schools for one pupil varied from one to six units. Seven schools had as the maximum two units and 13 had three units. Four units were allowed by five schools, five by three schools, and six by one school.

Home economics was elective in all but one of the senior high schools. The most frequent amount of home economics elected by girls ranged from one to four units with a mean of 2.5 units.

Twenty-five of the senior high schools offered home economics courses by the year and four by the semester. Two first and two third class cities offered home economics by the semester. Two first class cities offered home economics by the year in the first year courses and by the semester in the advanced courses.

The most common lengths for class periods were 55 and 60 minutes. Four schools had periods of 50 minutes and four had periods of 120 minutes. The least frequent class periods were those of 45 and 90 minutes. Periods of 120 minutes were only in those schools with reimbursed home economics departments. In all of the senior high schools, the classes met daily.

The teaching schedules of the teachers and supervisors varied widely (Table 5). All of the teachers reported teaching at least one senior high home economics subject. Fifteen teachers taught five home economics classes in senior high school and four teachers six classes. Four classes in senior high school home economics was taught by four teachers in each of the classes of cities. In addition to their senior home economics classes 21 teachers had one junior high school home economics class and seven the second class. One senior high school subject other than home economics was taught by 14 teachers and the second subject by four. One conference period was reported by nine reimbursed schools. Three teachers managed cafeterias and 12 supervised study halls. Thirteen teachers directed an activity period.

Three of the supervisors used their time entirely for supervision and four taught part time. Two of the supervisors taught a complete program and two others managed a school cafeteria.

Six of the schools had a core curriculum course that everyone in one grade took. In two of these schools home economics was included in the course and taught by the home economics teacher.

Table 5. Schedules of teachers and supervisors

	Teachers			Super-	Total
	1st.class	2nd.class	3rd.class	visors:	
	:cities	:cities	:cities	:	:
	:Number	:Number	:Number	:Number	:Number
Teaching of home economics in senior high schools					
Teaches one class			2	1	3
Teaches two classes	1	1	3	1	6
Teaches three classes	2	2	3		7
Teaches four classes	4	4	4	3	15
Teaches five classes	7	6	2	1	16
Teaches six classes	2	2			4
Teaching of other subjects in addition to senior high home economics					
Teaches one junior high home economics class	5	4	12		21
Teaches two junior high home economics classes	3	2	2		7
Teaches one junior high class other than home economics	1		4		5
Teaches one senior high class other than home economics	1	3	10		14
Teaches two senior high classes other than home economics	1		3		4
Other uses of the daily periods					
Directs cafeteria	1	2		2	5
Supervises study hall	1	2	9		12
Conducts conferences		5	4		9
Directs activity period	5	8			13
Supervises entire period				3	3
Supervises part time				4	4
Supervises in addition to full teaching schedule					

A large proportion of the girls who had home economics in junior high school enrolled in home economics courses in senior high school. The range was 35 to 100 percent with a mean of 66 percent. The median of the group was 75 percent.

A majority of the schools did not require junior high school home economics of the girls before enrolling in senior high school courses in home economics. Only eight schools made junior high school home economics a prerequisite for home economics in senior high school. Three schools required two years work in junior high school home economics. Three schools required one year in junior high school foods before enrolling in senior high school foods or one year in junior high school clothing before enrolling in senior high school clothing. Two schools cared for the girls who had no home economics in junior high school by putting them in a special home economics class. The 23 schools with no prerequisites for senior high school home economics put all of the girls together in senior high school classes giving special help to the girls as needed.

The junior high school home economics programs in these schools, on the whole, tended to be more of the specialized type, consisting mainly of foods and clothing. In most instances one area was taught an entire semester. A few taught one area throughout the year. Only six schools had the general type with all four areas.

The majority of schools offered junior high home economics five times a week with 55 minute periods. In a few schools the junior high classes meet two or three times a week. The length of periods ranged from 30 minutes to 90 minutes daily.

The handling of the money allowances for operating the home economics departments in Kansas varied. Fourteen departments had a definite allowance for this purpose. The 17 with no definite allowances used money from the general school operating fund as needed. In the 14 departments with budgets the teachers received the allotted money in a lump sum of \$100, \$150, \$200, \$400, \$800, or \$2000 to be used as needed or under the direction of the supervisor. One teacher had \$200 per year for 85 girls. A few teachers and supervisors had a definite allotment as \$5.00 per pupil per year, \$5.00 per unit, or a flat sum of \$10.00 per month for operating expenses.

No definite allowance per pupil per year for the different areas of home economics was indicated by the majority of teachers and supervisors. One teacher indicated a sum of \$5.00 and another \$250.00 to be used in the upkeep of the clothing department. Several teachers mentioned the girls furnished all that was necessary for the clothing area.

The money allowance per pupil per year for foods ranged from \$1.00 to \$6.00. One teacher indicated \$0.50 per pupil per month. Another teacher had a lump sum of \$100 and still another \$200. The majority of teachers and supervisors said that they used all of the money that was needed.

There was no definite allowance per pupil in home living and related art areas in any of the schools. One teacher used \$12.00 in home living and \$5.00 in the related art areas for the year. The rest of the teachers and supervisors indicated using as much money as needed or the pupils furnishing the needed materials.

The number of rooms in the home economics departments ranged from one to nine. Two listed nine rooms; foods laboratory, pantry, dining room, cafeteria, clothing laboratory, fitting room, bedroom, cloak room, and office. Five schools reported six rooms: foods laboratory, pantry, dining room, cafeteria, clothing laboratory and bedroom. Twelve schools indicated four rooms: foods laboratory, dining room, clothing room and fitting room. Eleven schools had two-room departments which consisted of foods and clothing laboratories. Two schools had one room departments.

The arrangement of the foods laboratories included three types. The unit kitchen plan was mentioned by seven, the unit desk by 21, and the hollow square by three schools.

The place of serving class meals varied widely. Twelve departments had meal service equipment for each unit kitchen and meals were served here. In nine departments the meals were served in a separate dining room. In six schools the clothing tables were arranged into a dining place for class meals. Four schools had a combination of dining room and living room. Eight teachers reported using a corner at the end of the foods laboratory for meals.

Most of the departments made provisions for the teaching of home nursing. A bed set up in the clothing laboratory was used by seven. Five departments had a bedroom to use for the home nursing units. One teacher mentioned having a bed in the foods laboratory for home nursing and another a bed that was set up for use in the course. The dining room and living room were used for the home nursing units by two teachers.

The terminology for home economics varied in the senior high schools. The most common used terms were, in the order of frequency, clothing, foods and home economics. Some schools distinguished the courses by using numbers with the name of the course as clothing I and II, foods I and II or home economics I and II. Others included a descriptive word with the course name as beginning clothing, foods or home economics, and advanced clothing, foods or home economics. A few of the reimbursed schools called the home economics courses vocational homemaking I and II. Five schools used the terms home-making I and II and two schools used the old terms sewing I and II. One school had a course called nutrition. Home living courses were listed as home living, home management, home making and everyday living for girls. Three schools offered a course called related art. The terms used for the boys in home economics were boys home living, boys home economics, and every day living for boys. The trend in terminology was to designate home economics courses by areas as food, clothing, home living and related art rather than by the broader terms as home economics or home making. The areas in home economics most frequently elected in these senior high schools were clothing first, foods second, home living third, and related art fourth. In the first class cities foods was more often elected than clothing and in the second class cities clothing and foods were evenly divided as electives. Clothing was more frequently selected than foods in the third class cities. Home living ranked third and related art fourth in this respect in each class of cities.

In general, clothing and foods were given more time in the

home economics programs than home living and related art (Table 6). In the schools of the first class cities the offerings in foods were largest and those of the second and third class cities, the offerings in clothing were most. The rankings in home economics areas offered in the senior high schools of different class cities were identical with those elected by the girls.

Table 6. Area offerings in home economics in mean average

	:1st.class:	2nd.class:	3rd.class:	Total
	:cities	:cities	:cities	:
	:Number	:Number	:Number	:Number
Area				
Clothing	50.4weeks	36.8weeks	44.8weeks	132 weeks
Foods	57.6weeks	35weeks	30.3weeks	123.9 weeks
Home living	28.8weeks	26.4weeks	16.7weeks	69.9 weeks
Related art	7.25weeks	7 weeks	.2weeks	14.5 weeks

All areas and many phases of each area were offered in the home economics programs in these senior high schools (Table 7). Tenth grade home economics most frequently contained all of the areas. The phases of the areas least frequently studied in the 9th and 10th grade home economics were studied in the 11th and 12th grades. The construction of cotton garments and planning, preparing and serving breakfasts and lunches were phases often found in the 9th and 10th grades but seldom in the 11th and 12th grades. Construction of cotton garments, wardrobe needs, and personal grooming were frequently included in the 9th grade in the second and third class cities and in the 10th grade in the first class cities. The construction of cotton and rayon garments ranked highest in the phases taught in clothing.

All the phases of foods and nutrition were checked frequently

Table 7. Areas and phases of home economics offered

Areas and phases	:1st. class	:2nd. class	:3rd. class	:Frequency			
	: cities	: cities	: cities	: total			
	:Fre-	:Grade	:Fre-	:Grade	:Fre-	:Grade	:
	:quency:	:offer-	:quency:	:offer-	:quency:	:offer-	:
	:ed	:	:ed	:	:ed	:	:
	:Number:	:Number:	:Number:	:Number:	:Number:	:Number:	:Number
Clothing							
Care	4	10,11	2	9	4	9	10
Construction							
Cotton	5	10,11	8	9	5	9	18
Wool	4	11,12	4	10	2	10	10
Rayon	3	11,12	8	10	4	10	15
Remaking	2	11,12	4	10	4	10	10
Selection	3	11,12	3	10	2	10	8
Textile	5	11,12	4	10			9
Wardrobe needs	2	10,11	4	9,10	4	9,10	10
Personal grooming							
Good grooming	2	10,11	6	9,10	3	9	11
Looking our best	1	10,11	2	9,10	2	9	5
Foods and nutrition							
Foods and health	1	10,11	3	9	4	9	8
Food preparation	4	10,11	10	9,10	3	9,10	17
Food preservation	4	10,11	10	9,10	7	9	21
Gardening			2	9	2	9	4
Marketing	3	10,11	4	9,10	4	9,10	11
Meal planning, preparing & serving	3	10,11	4	9	7	9	14
Breakfast	3	10	5	9,10	4	9,10	12
Luncheon	5	10	5	9,10	5	9,10	15
Dinner	5	11	5	10,11	5	10,11	15
Special occasion	5	11	3	10,11	2	9	10
Nutrition	3	10,11	7	9,10	4	9,10	14
Serving prepared food	4	10,11	4	9,10	1	9	9
Home living							
Child development							
Guidance	1	11,12	5	11,12	2	11,12	8
Physical care	3	10	4	11,12	6	9,10	13
Family and community relation							
Conservation at home and school			3	10,11	3	10,11	6
Family recreation	4	10	1	10	2	10	7
Family hospitality	4	10	5	10	6	10	15
Heredity and environment			4	10	2	10	6
Personal development	5	11,12	4	11	5	9	14
Social relationships	4	11,12	2	9	5	9	11
Family economics							
Consumer buying							
Clothing	3	11,12	3	10	2	9,10	8
Foods	3	11,12	8	10	3	9,10	14
Household	3	11,12	8	10	3	9,10	14
Management of time and money	4	11,12	6	10,11	5	10,11	15
Health and home nursing							
Feeding the sick	2	11,12	4	10,11	3	10,11	9
First aid	3	11,12	7	10,11	3	10,11	13
Home care of sick	3	11,12	4	10,11	4	10,11	11
Maintaining of health	3	11,12	6	10,11	3	10,11	12
Housing							
Care of house	1	11,12	5	9,10,11	1	9,10,11	7
Furnishing the house	2	11,12	6	11	7	11	15
Bedroom			4	9	1	9	5
Kitchen	1		4	9	1	9	6
Ground improvement	1	11,12	4	11	2	11	7
Housing the family	2	11,12	5	10,11	4	10,11	11
Planning the house	2	11,12	5	10,11	6	10,11	13
Refinishing furniture	2	11,12	4	10,11	1	10,11	7
Selection of equipment	2	11,12	4	10,11	1	10,11	7
Use and care of equipment	2	11,12	4	10,11	1	10,11	8
Related art							
Color principles			4	9	4	9	8
Design principles			4	9	4	9	8
Color in dress	3	10,11	4	9,10	4	9,10	11
Design in dress	3	10,11	4	9,10	4	9,10	11
Related science							
General science							
Care of food			3	9	2	9	5
Lighting our homes			3	9	1	9	4
Safe water supply			3	9	1	9	4
Sanitation			4	9	1	9	5
Physiology							
Body movements			4	10	2	10	6
Care of wastes			4	10	2	10	6
Diseases			4	10	2	10	6
Food and uses			4	10	2	10	6
Glands and nerves			4	10	2	10	6
Reproduction			4	10	2	10	6

as taught in the 9th and 10th grades in the second and third class cities and in the 10th and 11th grades in the first class cities. Food preservation and meal planning were the phases stressed most in foods and nutrition.

In home living health and home nursing were, on the whole, more frequently taught in the second and third class cities than the first class cities. The largest number of the cities reported home living as being taught in the 9th and 11th grades. Housing was offered most frequently in the 11th grade. However, care of the house and furnishing the kitchen and bedroom were taught more often as separate units in the second and third class cities.

Related art, related science and physiology were areas least commonly offered. These areas as subjects were offered in reimbursed schools in the second and third class cities only during the 9th and 10th grades.

A few teachers and supervisors used notebooks of some type in teaching the various areas of home economics. Ten teachers used notebooks in foods and six others had the pupils keep only recipe books. In clothing 16 used notebooks. One teacher said that she used a notebook only the textile phase of clothing and another teacher had the girls make scrapbooks in clothing. Fifteen used notebooks in home living and 12 in related art.

The use of workbooks was reported by only a small number. The general trend was to use few workbooks and notebooks in teaching home economics in the senior high schools.

The textbooks used in home economics in senior high schools were principally the state adopted ones and a few other supple-

mentary books. The list of reference books used in senior high school home economics was long. The home living area had the largest number of reference books though few were found in child development, interior decoration and home nursing. An interesting and a large number of books were listed in the personal development phase of home living. Many of the books in all of the areas were either junior high school or college level of learning. A number of the books in clothing and foods areas were old and out-of-date.

The objectives for home economics in senior high school listed by the teachers and supervisors and those checked by them were similar. A majority of these were general objectives and in terms of the teacher rather than pupils. Quite a few were in terms of both teacher and pupils. The most common objective of the teachers and supervisor was to develop the girl for satisfactory personal and home living and successful home making. Twenty-nine thought home economics should contribute to the general education of the girls. Twenty-two of the teachers and supervisors desired the objectives to prepare the girls for cooperative participation in community life and to develop an avocational interest. Twenty-one thought the election of home economics in senior high school would provide a good foundation for college. Eight thought home economics provided an activity subject in the high school curriculum. Twenty-two teachers and supervisors wished to improve the girl in the areas of foods and 16 did so in clothing.

Nearly all the teachers and supervisors emphasized most in

their home economics programs, helping the girls to make the most of their present resources and preparing them for the present and future home making. Thirty-three teachers and supervisors stressed in their home economics program each of the following: good attitudes towards home making and all its activities, adaptation of the program to social and economic situations, and desire to make home and personal life rich and satisfying. Twenty-eight desired to develop an appreciation of art and beauty in home making and 15 to prepare the girls for wage earning in the various fields of home making. Twenty-four teachers and supervisors emphasized the development of managerial skills by the girls, 20 creative skills, and 25 manipulative skills in the various areas of home economics.

The objectives and the points of emphasis in the home economics program indicated that the teachers and supervisors were interested in developing the girls personally and for better living rather than in the skills and techniques of some one area of home economics.

The preparation of the girls for present and future home living was considered outstanding in a functional home economics program in senior high school. Thirty-seven teachers and supervisors emphasized the use of present home economics experiences as a means of solving present and future home making problems. Thirty-six thought home economics should be based on the present and possible future home living needs of the girl. The raising of home making problems that need solving and developing the girl's ability to solve these problems was mentioned by 34.

According to Table 8, 32 indicated that home economics should provide opportunities to meet the adolescents needs and interest in relation to home and personal living and should develop the pupil as a whole. Thirty-two felt home economics should enlarge the pupil's outlook on life through the study and solving personal and family problems. This same number also wished to develop types of skills in all areas of home economics to a considerable extent. Twenty-five considered the home economics program should provide guidance for the immature youth and help the pupil in solving personal and family problems. Twenty-five also checked that home economics should be broad and offer all areas and many phases. The program should interrelate all areas of personal and family life and provide opportunity for the pupils to elect a number of areas of home economics was indicated by 24 teachers and supervisors. One teacher added that home economics in senior high school should provide opportunity for pupils to meet major and minor requirements. These characteristics show evidence of a trend towards a broad home economics program in senior high school with all areas being taught and giving the girls education needed for meeting present and future problems in personal and home living.

The most common method of obtaining information in regard to the girls' homes was by conferences with the girls. Twenty-two teachers and supervisors obtained the needed information from their superintendent and principal. Two asked other teachers. Interviews with the girls were used by 16 and interviews

Table 8. Characteristics of a functional home economics program

	Teachers			Super-	Total
	1st.class	2nd.class	3rd.class	visors	
	cities	cities	cities	:	:
	Number	Number	Number	Number	Number
Uses present homemaking experiences as a means of solving present and future homemaking problems	12	9	9	7	37
Based on present and possible future home living and home making needs of the students	10	10	9	7	36
Raises homemaking problems that need solving and develops pupil's ability to solve these problems	9	9	11	5	34
Developes the pupil as a whole	9	8	11	5	32
Enlarges pupils outlook on life through a study and solving personal and family problems	8	8	9	7	32
Provide opportunity to meet adolescent needs and interests in relation to home and personal living	10	9	8	7	32
Develops various types of skills in all areas of home economics to a considerable extent	8	9	10	5	32
Provides opportunity for students to elect some home economics	8	7	7	7	29
Offers all areas and many phases of home economics	7	6	6	6	25
Gives homemaking guidance to the immature youth	6	7	8	4	25
Helps in the solving of personal and community home problems	7	8	6	4	25
Interrelates all areas and phases of personal and family life	6	6	7	5	24
Provides opportunity for students to elect in a number of areas of home economics	9	5	4	6	24
Provides interrelation of all areas and phases of home economics	4	5	4	6	19

with parents by 12. Home visits were indicated by nine teachers and one supervisor. Seven teachers sent letters to the home. Check sheets and questionnaires given to the girls were considered good means of obtaining information by 17 teachers and supervisors, while 14 referred to school records. Two teachers thought casual chatting with the girls a good way.

The inclusion of home projects in the home economics program was only in the reimbursed schools. The number of home projects per pupil per year ranged from one to six with a mean of 2.5. Most of the teachers made one and two home project visits per pupil per year. A few teachers stated visiting when the pupil needed a visit. Several teachers and supervisors had a desire to make home project visits if they had more time to do it.

Many of the teachers and supervisors used pupil-teacher planning in the teaching of home economics (Table 9). Eighteen teachers and supervisors had the pupils help plan the objectives for the years work, and 29 had them help plan the objectives for the units. Almost half indicated that the pupils helped plan their discussion problems, reports, references, illustrative material, manipulative activities and field trips. Two commented that time was too short to plan field trips. Twenty-three had the pupils help make evaluation devices for the units completed and 26 had them check the progress of the members of the class. Two teachers had each pupil check her own progress.

Table 9. Pupil-teacher planning

	Teachers			Super-	Total
	1st. class cities	2nd. class cities	3rd. class cities	visors	
	Number	Number	Number	Number	Number
Pupil-teacher planning of general objectives	5	4	6	3	18
Pupil-teacher planning of unit objectives	10	6	8	5	29
Pupil-teacher planning of learning activities					
Discussion problems	8	8	6	6	28
Field trips	3	5	8	5	21
Reports	6	9	8	5	28
Manipulative activity	8	7	8	4	27
Illustrative material	8	7	10	5	30
References	4	5	4	3	16
Pupil-teacher planning of evaluation					
Setting up evaluation device	7	3	7	6	23
Class check progress of group	4	7	9	6	26
Individual progress check	2				2

The teachers and supervisors used different types of organization in both discussion and laboratory lessons (Table 10). Thirty-one preferred the study, discussion and activity type of class organization in discussion lessons in all areas of home economics. Almost half the teachers preferred discussion and activity or discussion, study and activity in their discussion lessons in all the areas. Seventeen teachers used discussion, study, discussion and activity in discussion lessons in all the areas. Class organization of discussion and study or study and discussion was used by 10 teachers in the areas of clothing, foods and home living. One supervisor added using the method of approach, study, activity, discussion and activity in all the areas of home economics.

Thirty-four teachers and supervisors followed the class organ-

Table 10. Class organization followed for discussion and laboratory lessons

	Clothing				Foods		Home Living					Related Art					
	teachers				teachers		teachers					teachers					
	1st.class	2nd.class	3rd.class	visors	1st.class	2nd.class	3rd.class	visors	1st.class	2nd.class	3rd.class	visors	1st.class	2nd.class	3rd.class	visors	
	:cities	:cities	:cities	:	:cities	:cities	:cities	:	:cities	:cities	:cities	:	:cities	:cities	:cities	:	
:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	
Discussion lessons																	
All discussion																	
Discussion and study	1		1		2			2		1		2		1			1
Study and discussion	2				2	2		2		1		1					
Discussion and activity	5	5	1	1	3	3		2		1		1		1			1
Discussion, study & activity	2	3	5	1	1	1		3		1		2		1			1
Study, discussion, & activity	5	1	1	1	4	2		3	3	1		3	1	2	1		1
Discussion, study, discussion and activity	1		1	1				4	1	2		1	3	1			1
Approach, study, activity, discussion and activity										1				1			
Use all methods varying from day to day		1				1						1					1
Laboratory lessons																	
Discussion, laboratory, discussion	1	4	2		3	3		4				1	1	1	2	1	1
Study, Laboratory		1	2					1		1		3					
All laboratory	2	1	4	1		2											
Laboratory, discussion	3	1	3		2	2		3									1
Study, discussion, laboratory	5	1	2	3		2		3	4		3	4	3			2	2
Study, discussion, laboratory and discussion	1				1												
Use all methods varying from day to day		1				1						1					1

ization plan of study, discussion and laboratory in all the areas of home economics for their laboratory lessons. Twenty-six followed the plan of discussion, laboratory and discussion for laboratory lessons in all the areas of home economics. The all-laboratory plan was used by only nine teachers and one supervisor in the clothing and foods laboratory classes. Eight teachers followed the plan of study and laboratory and 13 teachers used the plan of laboratory and then discussion. One teacher stated that she used different methods of class organization, varying them from day to day, in both discussion and laboratory lessons in all areas of home economics. The trend of the teachers and supervisors was to vary the class organization for discussion and laboratory lessons in all the home economics areas from day to day and to have more than one type of activity.

Demonstrations were used in both discussion and laboratory lessons in all the areas of home economics (Table 11). Foods and clothing laboratory lessons ranked highest in frequent use of demonstrations. Sixteen teachers and supervisors occasionally demonstrated in both foods and clothing discussion lessons. Occasional demonstrations were used by a few in laboratory and discussion lessons in all areas of home economics. One teacher never used demonstrations in foods laboratory and home living discussion lessons. On the whole, the teachers and supervisors tended to make frequent use of demonstration in discussion and laboratory lessons in all of the areas of home economics.

The bases upon which the teachers and supervisors planned

Table 11. Demonstration teaching in various areas of home economics

	:1st. class cities		:2nd. class cities		:3rd. class cities			:Supervisors	
	:Never	:Occasi- :onally	:Fre- :quently	:Never	:Occasi- :onally	:Fre- :quently	:Never	:Occasi- :onally	:Fre- :quently
	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number	:Number
Clothing									
Discussion	4	7	6	5	5	8	1	3	
Laboratory	1	7	3	9		13	1	3	
Foods									
Discussion	5	1	5	5		5	8	1	3
Laboratory	3	3	5	5	1	3	9	1	4
Home living									
Discussion	1	2	4	4	1	4	1	1	3
Laboratory	2	1	7	1		3	4	2	2
Related art									
Discussion	2	1	2	2		1	4	2	2
Laboratory	2		2	2		1	4	2	2

their clothing construction varied. Thirty of the teachers and supervisors guided the girls in selecting needed garments that provided experiences in clothing construction in the order of difficulty (Table 12). The plan of each girl deciding her needs and making garments accordingly was used by 18 teachers and supervisors. Two teachers gave some guidance but allowed the girls to make their own selections. Five teachers chose the garments for the girls on the basis of minimum sewing essentials for their beginning classes. Three teachers had all of the girls make the same garment at the same time for their beginning clothing classes. Two of the seven teachers and supervisors allowed the girls in advanced clothing courses to make whatever they wished. Nine thought that the teacher should select garments to be made according to the degree of difficulty. One of these nine teachers indicated using this method only for beginning classes and two of these nine teachers suggested permitting the girls a choice from several garments.

Foods courses were mainly planned on the meal basis (Table 13). However, the method of carrying out the organization varied. Twenty-one teachers and supervisors taught each meal as a separate unit, in their beginning classes, and 10 taught three meals as one unit in their advanced classes. Two teachers taught each meal separately and included planning the rest of the day's menus as a part of the lesson. Nutrition was taught with meal planning by 30, and by 10 as a separate unit in advanced courses. Two of these 10 followed the outlined Red Cross Nutrition course. Twenty-four teachers and supervisors planned, prepared and served

Table 12. Bases for teaching clothing construction

	Teachers			Super-	Total
	1st.	2nd.	3rd.	visors:	
	class	class	class	:	:
	cities:	cities:	cities:	:	:
	Number:	Number:	Number:	Number:	Number
<b>Basis on which the clothing construction was planned</b>					
Each pupil made whatever she wanted to	3	1	2	1	7
Each pupil decided her needs & makes garments accordingly	2	6	8	2	18
Teacher chose garments to be made according to degree of difficulty	3	2	3	1	9
Teacher chose garment on the basis of minimum sewing essentials	3		2		5
All pupils make the same garment at same time	3				3
Teacher guide pupils in selecting garments, which provide constructive finishes experiences in their order of difficulty	8	9	9	4	30
Teacher gives pupils choice of several garments		1	1		2

Table 13. Bases for teaching foods courses

	Teachers			Super-	Total
	1st.	2nd.	3rd.	visors:	
	class	class	class	:	:
	cities:	cities:	cities:	:	:
	Number:	Number:	Number:	Number:	Number
<b>Basis on which the foods work was planned</b>					
Pupils plan, prepare and serve balanced meals in family groups	4	9	7	4	24
Pupils prepare and serve dishes in groups of two	2	6	7	1	16
Pupils purchase food for meals on definite allowance	2	4	6	3	15
Pupils purchase food for meals on unlimited allowance					
Each meal taught as a separate unit	4	6	9	2	21
Three meals taught as one unit	2	3	3	2	10
Nutrition taught as separate unit	2	3	3	2	10
Nutrition correlated with meal planning	6	10	10	4	30
Each menu accompany other menus for the day	1		1		2

balanced meals in family groups and 16 prepared and served dishes in groups of two. Fifteen teachers and supervisors had the girls purchase food for the meals on a definite allowance.

The teachers and supervisors in this study assisted with many school and community activities (Table 14). Of these activities church ranked highest. Thirty-one teachers and supervisors helped with the Red Cross and 25 assisted with the community banquet. Almost one third taught adult classes, were members of study clubs, Business Professional Women, and Young Women Christian Association, and assisted with Parents Teachers Association. A few teachers and supervisors assisted the community with the girls scouts, Tubercular Association, Eastern Star, American Association of University Women and United States Organization. A large number of teachers and supervisors were class sponsors, and assisted with school banquets. Twenty-two teachers and supervisors helped with chapel or assembly programs. Many were sponsors of high school clubs as Girls Reserve and home economics club. Several mentioned assisting with each of the following: school parties, Junior Red Cross, student council, talks, cafeteria, play, guiding students, teas, administrative problems, and visual aids. There was evidence that the War had added responsibilities in the way of schools and community activities to the teachers and supervisors.

Table 14. Community and school activities

	Teachers			Super-	Total
	1st. class	2nd. class	3rd. class	visors	
	cities	cities	cities		
	Number	Number	Number	Number	Number
<b>Community activities</b>					
Church	13	9	11	5	38
Red Cross	13	6	6	5	31
Banquets	3	6	13	3	25
Parent Teachers Association	7	2	4	4	17
Study clubs	3	6	4	3	16
Adult classes	6	4		3	13
Young Women Christian Assoc.	3	3	5	1	12
Business Professional Women	1	9	1	1	12
Girl Scouts		2	1		3
Eastern Star		1		1	2
American Association of University Women	1	1			2
United States Organization		2			2
<b>School activities</b>					
Class sponsor	11	9	11	3	34
Banquets	4	8	14	4	30
Chapel program	3	7	10	2	22
Girl Reserve	5	5	7	2	19
Home Economics Club	2	4	2	1	9
Victory Corp	2	1		1	4
Pep Club		1	2		3
Cafeteria		1		2	3
Librarian		1	1		2
School parties	1		1		2
Talks		2			2
Plays		1		1	2
Guiding students	2				2
Administrative problems				2	2
Visual aid				2	2
Junior Red Cross			1		1
Student Council			1		1
Special teas	1				1

This group of teachers and supervisors had made many adjustments in the home economics programs and courses since the War began in order to fit the needs of the girls and community. These adjustments were much the same among the three classes of cities and the various parts of the state. The largest number of teachers and supervisors listed purchasing rationed foods as their most difficult adjustment. Other changes that were made in the foods area were more emphasis on nutrition, canning and gardening; use of wartime recipes; and more time for planning meals with fewer laboratory lessons following. The adjustments made in clothing were greater emphasis on making over clothes, and on other conservation of clothing, use and value of synthetic materials and sewing for the Red Cross. Numerous adjustments were given for home living. Several indicated more emphasis on family relations, child care, home nursing, first aid and safety. Others listed the cutting down family expenses, the importance of cooperation, the doing of laundry at home and the making the most of time, money and equipment.

Strong points of the home economics programs and departments were listed by the teachers and supervisors. Among these were: girls received a good background in foods and clothing; good use was made of pupil-teacher planning; good relationship of foods and clothing with home problems and all areas of home making were taught. Several teachers and supervisors thought their home economics program was strong because worthwhile units were being taught, practical experiences were being in clothing, courses were open to all girls; junior high home economics was required;

all areas were taught in junior high school; good interest was shown in the work; and two years of home economics were required of all high school girls. A few gave high standards in management of time and money; girls accepting responsibility; and superior workmanship required. A few departments were said to have good equipment, excellent libraries, large amount of illustrative material, sufficient room, unlimited budget allotment, good teachers in system and large enrollment of girls.

Some difficulties and weak points in the home economics programs and departments were evidenced in the things listed as desired and needed. Five desired smaller classes in home economics and five wanted all areas of home economics taught each year. Three felt a need for larger enrollment, more interest in household duties by the girls, better equipment, and all areas taught in junior high school home economics. A few teachers and supervisors desired program organization changes in the following: related work taught with clothing, adjust the home economics work to the girls needs, more pupil-teacher planning of units and evaluation, more interesting discussions, better interest in classes, more interest by the girls in accepting responsibility, more school practices to carry over in the home, and more opportunity for girls to elect home economics. Several desired the following department changes: more money and equipment for the department, lighter teaching schedule, better reference material, more room for the department, more time for field trips and longer periods.

All of the teachers and supervisors had changes that they

desired in their home economics programs. Seven teachers expressed a desire for all areas of home economics to be offered in the senior high school and three indicated including all areas in the junior high school. Several desired the following changes: home economics should be required of all boys and girls, the first year home economics should be a pre-requisite of the second year's work, closer cooperation of home projects should be made with the home, a better interrelation of art and personal grooming should be made with all home economics areas, advanced classes should be offered for the interested girls, girls majoring in home economics should take work in at least two areas, boys mechanics classes should have exchange units with home economics classes, and teachers should have the opportunity to plan their own program of work.

Changes that the teachers and supervisors desired in their departments were: cafeteria separate from foods laboratory, more time for laboratory periods, larger enrollment in classes, two teachers in the department, a full time adult education worker, more equipment, unit kitchen arrangement in foods laboratory, more room in the department, smaller classes and a school lunch.

The teachers and supervisors recognized the lack of similarity and uniformity in the home economics programs in the various senior high schools in Kansas. Most of them were not entirely satisfied with the curriculum. Twenty-seven expressed a desire to have some similarity in the home economics departments and courses of study. Eight suggested similar learning units to be worked out in the different areas for the teachers to use. Five suggested setting up of similar fundamentals of content for

different courses which could be used by all teachers. A few thought there could be similarity in courses of study and objectives. Two mentioned that a course of study or program of work should be worked out for the schools of similar size and approximately same type. Though a majority of the teachers and supervisors expressed a desire for some similarity in the home economics programs in senior high schools throughout the state, in general they preferred to plan their home economics program according to the girls' needs in the community in which they lived.

## SUMMARY

Home economics had an important place in the curriculums of the 31 Kansas senior high schools in this study. Most of the schools offered at least two years of home economics. More than one-third had three year home economics programs and five schools had four or five year programs.

Slightly more than half of all the girls enrolled in the schools were enrolled in home economics classes. The third class cities schools with generally a more limited offering of subjects had a much greater percentage of girls enrolled in home economics than the other two groups.

Home economics was an elective subject in these schools rather than a required one. The most frequent amount elected was two or three units. A large proportion of the girls who had home economics in junior high school elected such courses in senior high school, the median being 75 percent. Although most of the schools limited the total amount of home economics a pupil could take in senior high school, only a few had as low a limit as two or three units.

A large majority of the senior high schools offered home economics courses by the year, though several schools offered them by the semester. Class periods, on the whole, were 50 to 60 minutes daily.

Senior high schools in the first class cities rather generally had four year programs in home economics and those in the second and third class cities two and three year programs. All but seven of the schools offered the four areas of home economics.

The tendency was to designate home economics courses by the area name as foods, clothing, home living, and related art rather than to use the broader terms which include all areas as home economics I, II, III, or homemaking I, II, III.

The objectives of the teachers and supervisors for their home economics programs in senior high school were broad and general. They seemed to be more interested in developing the girls personally and helping them toward better home living rather than in developing skills and techniques in any one area of home economics. More than half of the teachers and supervisors used pupil-teacher planning in teaching home economics.

Foods and clothing were given more time in home economics programs than home living and related art. A large part of the time in clothing courses was given to clothing construction planned according to garments to be made by the girls. In practically all of the schools foods courses were organized on the basis of planning, preparing, and serving meals. Home living courses almost entirely were composed of many units in such phases as: family and community relations, child development, family economics, health and home care of sick, and housing. Related art courses consisted mainly of the application of the principles of color and designing in dress. Art related to housing nearly always included in the home living courses.

No set pattern for class organization appeared to be followed for lessons. Generally, the time was used as needed, and both discussion and laboratory lessons in the different areas of home economics varied from day to day.

Most of the teachers and supervisors thought that the home economics programs in their senior high schools could be improved, even though there were many strong points listed for their present ones. They recognized a lack of similarity and uniformity in the home economics programs in the senior high schools of Kansas and expressed a desire for some likeness in the senior high school home economics programs of the state.

From this study it appears that administrators in seeking to improve the course might well consider the following suggestions:

Requiring of all girls for graduation from senior high school, two semesters of home economics in which at least two areas are included.

Offering one or two semesters of home economics for boys.

Including all areas of home economics and many phases of each area in the program.

Giving as much or more time to home living as to clothing or foods.

Including home economics in core curriculum courses.

Improving the equipment for home living and related art.

Increasing the allowance for pupil reference materials and bringing these up-to-date.

Developing by the home economics supervisors and the senior high school teachers of the state a basic course of study, to serve as a guide in the various senior high schools for planning their home economics programs.

### ACKNOWLEDGMENT

Appreciation is expressed to Mrs. Lucile Rust, Professor of Home Economics Education, for her interest and guidance in the preparation of this thesis, and to the senior high school teachers and city supervisors of home economics in Kansas, who cooperated in this study.

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## APPENDIX

## I Check List

(For the Supervisors and Teachers without supervisors)

In the following blanks please place a suitable answer by check words, numbers, phrases, or brief answers.

1. Name of teacher \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Degree held
  - a. Bachelor's \_\_\_\_\_ Name of school \_\_\_\_\_
  - b. Master's \_\_\_\_\_ Name of school \_\_\_\_\_
  - c. If not a Master's degree, how much graduate work have you done  
Semester hours \_\_\_\_\_ Quarter hours \_\_\_\_\_
4. Name your undergraduate major \_\_\_\_\_
  - b. Your graduate major \_\_\_\_\_
5. Name your undergraduate minor (at least 15 hours) \_\_\_\_\_  
\_\_\_\_\_
6. What is your daily teaching schedule?  
Classes and other use of periods. Approximate time in minutes
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
7. What is your school organization plan?
  - a. 6-3-3 plan \_\_\_\_\_
  - b. 6-2-4 plan \_\_\_\_\_

- C. Other \_\_\_\_\_
8. Total pupil enrollment in your senior high school.
- a. Girls \_\_\_\_\_
- b. Boys \_\_\_\_\_
9. Total enrollment in home economics classes.
- a. Girls \_\_\_\_\_
- b. Boys \_\_\_\_\_
10. How much unit credit per semester is given to home economics classes in the senior high school? \_\_\_\_\_
11. What is the maximum unit-credit possible in home economics in the senior high for any one pupil? \_\_\_\_\_
12. What is the most frequent amount elected in unit credit by girls in your high school? \_\_\_\_\_
13. Is home economics required in your senior high school?
- a. One semester \_\_\_\_\_
- b. One year \_\_\_\_\_
- c. Two years \_\_\_\_\_
- d. Other \_\_\_\_\_
- e. Entirely elective \_\_\_\_\_
14. If home economics is offered to boys in your high school, who may enroll in the class?
- |                    | Elective | Required |
|--------------------|----------|----------|
| a. Freshmen _____  |          |          |
| b. Sophomore _____ |          |          |
| c. Juniors _____   |          |          |
| d. Seniors _____   |          |          |
15. Are the boys taught home economics in:
- a. Mixed classes (boys and girls) \_\_\_\_\_
- b. Segregated classes (only boys) \_\_\_\_\_

16. What areas of home economics are included in your boys courses?
- Clothing \_\_\_\_\_
  - Foods \_\_\_\_\_
  - Home living \_\_\_\_\_
  - Related art \_\_\_\_\_
  - All areas \_\_\_\_\_
  - Other \_\_\_\_\_
17. Are your courses in home economics offered:
- By the semester \_\_\_\_\_
  - By the year \_\_\_\_\_
18. a. Is junior high school home economics a prerequisite of the first year of senior high school? \_\_\_\_\_
- b. If so, what is this prerequisite requirement?
- | Subject               | Number of semesters |
|-----------------------|---------------------|
| a. Home economics I   | _____               |
| b. Home economics II  | _____               |
| c. Home economics III | _____               |
| d. Foods              | _____               |
| e. Clothing           | _____               |
| f. Home living        | _____               |
| g. Other              | _____               |
19. Approximately what proportion of girls who had home economics in junior high school elect home economics courses in senior high school? \_\_\_\_\_
20. How do you take care of the girls in senior high school who had no home economics in junior high school?
- Have a special class for these girls \_\_\_\_\_
  - Put them in classes with the other girls \_\_\_\_\_
  - Other \_\_\_\_\_

21. What is the total home economics subject offering in your junior high school?

	Subject	Times per week	Semester
Seventh grade	_____	_____	_____
_____			
Eighth grade	_____	_____	_____
_____			
Ninth grade	_____	_____	_____
_____			

22. Indicate in order of frequency the areas of home economics most often elected in senior high school?

a. Clothing \_\_\_\_\_

b. Foods \_\_\_\_\_

c. Home living \_\_\_\_\_

d. Related art \_\_\_\_\_

e. Other \_\_\_\_\_

23. Do you have a core curriculum for everyone in your school? \_\_\_\_\_

b. Is home economics included in it? \_\_\_\_\_

c. Length of home economics part \_\_\_\_\_

d. Who teaches the home economics part? \_\_\_\_\_

24. a. Do you have a money allowance for operating the home economic department? \_\_\_\_\_

b. How much is allowed per pupil per year for the following area?

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

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

3. Home living \_\_\_\_\_

4. Related art \_\_\_\_\_

25. What is the total home economics subject offering in your senior high school?

High school subject	Credit in units per semester	Classification of students who may enroll
---------------------	---------------------------------	--

26. What units or phases are taught in each of the home economics subjects listed in No. 25? (If necessary, write on back of the pages).

Unit or phase

Approximate time

27. List the textbook and pupil reference books you use for the different home economics subjects offered in your senior high school.

Subject

Textbook

Reference book

28. Do you use note books in teaching?

a. Foods \_\_\_\_\_

b. Clothing \_\_\_\_\_

c. Home living \_\_\_\_\_

d. Related art \_\_\_\_\_

29. What work books do you use in teaching?

a. Foods \_\_\_\_\_

b. Clothing \_\_\_\_\_

c. Home living \_\_\_\_\_

d. Related art \_\_\_\_\_

30. What are the objectives for the home economics program in your senior high school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

31. Did the pupils help in setting up these objectives? \_\_\_\_\_

32. In planning units do the students help with?

a. Planning objectives \_\_\_\_\_

b. Planning work as

1. Discussion problems \_\_\_\_\_

2. Field trips \_\_\_\_\_

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

4. Manipulative activity \_\_\_\_\_

5. Illustrative material \_\_\_\_\_

6. References \_\_\_\_\_

c. Evaluating the unit \_\_\_\_\_

1. Help set up evaluation device \_\_\_\_\_

2. Class checks progress as a group \_\_\_\_\_

33. What are the purposes of home economics in your senior high school?

a. Prepare for satisfying personal and home living \_\_\_\_\_

b. Provide a good foundation for home economics in college \_\_\_\_\_

- c. Prepare for successful homemaking\_\_\_\_\_
  - d. Contribute to the general education of the pupils\_\_\_\_\_
  - e. Prepare for wage earning occupations related to homemaking\_\_\_\_\_
  - f. Prepare for cooperative participation in community life\_\_\_\_\_
  - g. Develop avocational interests\_\_\_\_\_
  - h. Provide activity subjects in high school curriculum\_\_\_\_\_
  - i. Others\_\_\_\_\_
- 

34. What do you consider characteristics of a functional program in home economics in senior high?

- a. Uses present homemaking experiences as a means of solving present and future homemaking problems\_\_\_\_\_
- b. Raises homemaking problems that need solving and develops pupils' ability to solve these problems\_\_\_\_\_
- c. Provides interrelation of all areas and phases of home economics\_\_\_\_\_
- d. Interrelates all areas and phases of personal and family life\_\_\_\_\_
- e. Provides opportunity for students to elect in a number of areas of home economics\_\_\_\_\_
- f. Provides opportunity for all students to elect some home economics\_\_\_\_\_
- g. Offers all areas and many phases of home economics\_\_\_\_\_
- h. Based on present and possible future home living and home-making needs of the students\_\_\_\_\_
- i. Provide opportunity to meet adolescent needs and interests in relation to home and personal living\_\_\_\_\_
- j. Gives homemaking guidance to the immature youth\_\_\_\_\_
- k. Develops the pupil as a whole\_\_\_\_\_

- l. Enlarges pupils outlook on life through a study and solving personal and family problems\_\_\_\_\_
- m. Helps in the solving of personal & community home problems\_\_\_\_\_
- n. Develops various types of skills in all areas of home economics to a considerable extent\_\_\_\_\_
- o. Other\_\_\_\_\_

35. Which of the following do you emphasize most in your home economics program?

- a. Managerial skills in the various areas of homemaking\_\_\_\_\_
- b. Creative " " " " " " " " \_\_\_\_\_
- c. Manipulative skills in the various areas of homemaking\_\_\_\_\_
- d. Appreciation of art and beauty in homemaking\_\_\_\_\_
- e. Preparation for wage earning in various areas of home economics\_\_\_\_\_
- f. Ability to make the most of present resources\_\_\_\_\_
- g. Adaptation to social and economic situations\_\_\_\_\_
- h. Good attitude toward homemaking and all of its activities\_\_\_\_\_
- i. Preparation for present and future homemaking\_\_\_\_\_
- j. Desire to make home and personal life rich and satisfying\_\_\_\_\_
- k. Other\_\_\_\_\_

36. What methods do you use in obtaining information in regard to the pupil's home?

- a. Conferences with girl\_\_\_\_\_
- b. Conferences with superintendent and principal\_\_\_\_\_
- c. Interview with girl\_\_\_\_\_
- d. Interview with parents\_\_\_\_\_
- e. Interview with people of the community\_\_\_\_\_

- f. Home project visits \_\_\_\_\_
- g. Letters to the home \_\_\_\_\_
- h. Check sheet for girls \_\_\_\_\_
- i. Questionnaires to girls \_\_\_\_\_
- j. School records \_\_\_\_\_
- k. Others \_\_\_\_\_

37. a. What is the number of home visits made per pupil per year \_\_\_\_\_
- b. Do you include home projects in your home economics program \_\_\_\_\_
- c. What is the number of home projects done per pupil per year \_\_\_\_\_
- d. Average \_\_\_\_\_
- e. Range \_\_\_\_\_

38. On what bases do you plan the construction part of clothing?
- a. Each pupil make whatever she wants to \_\_\_\_\_
  - b. Each pupil decides her needs and makes garments accordingly \_\_\_\_\_
  - c. Teacher choose garments to be made according to the degree of difficulty \_\_\_\_\_
  - d. Teacher chose garment on the basis of minimum sewing essential \_\_\_\_\_
  - e. All pupils make the same garment at the same time \_\_\_\_\_
  - f. Teacher guide pupils in selecting needed garments, which provides constructive finish experiences in their order of difficulty \_\_\_\_\_
  - g. Other \_\_\_\_\_

39. On what basis do you plan the foods work?
- a. Pupil plan, prepare & serve balanced meals in family group \_\_\_\_\_
  - b. Pupil prepare and serve dishes in groups of two \_\_\_\_\_
  - c. Pupil purchase food for meals on definite allowance \_\_\_\_\_
  - d. Pupils purchase food for meals on unlimited allowance \_\_\_\_\_
  - e. Each meal taught as a separate unit, as breakfast, etc. \_\_\_\_\_



## Clothing Foods HomeLiving Related Art

- a. Discussion, laboratory, discussion \_\_\_\_\_
- b. Study, laboratory \_\_\_\_\_
- c. All laboratory \_\_\_\_\_
- d. Laboratory, discussion \_\_\_\_\_
- e. Study, discussion, laboratory \_\_\_\_\_
- f. Other \_\_\_\_\_
43. How many rooms are in your entire home economics department \_\_\_\_\_
- b. For what is each used \_\_\_\_\_
- c. What is the arrangement of the foods laboratory
1. Unit kitchen \_\_\_\_\_
2. Unit desks \_\_\_\_\_
3. Hollow square \_\_\_\_\_
4. Serving unit
- (1) Separate dining room \_\_\_\_\_
- (2) Combination of dining and living room \_\_\_\_\_
- (3) Corner at end of laboratory \_\_\_\_\_
- (4) Homemaking room arranged for dining room \_\_\_\_\_
- (5) Meal service unit for each unit kitchen \_\_\_\_\_
- (6) Breakfast nook \_\_\_\_\_
- (7) Other \_\_\_\_\_
- d. What is the arrangement for home nursing? \_\_\_\_\_
44. What do you consider the strong points in your program? \_\_\_\_\_
- \_\_\_\_\_
45. What do you consider the weak points in your program? \_\_\_\_\_
- \_\_\_\_\_
46. With what community activities do you assist?
- a. Banquets \_\_\_\_\_ f. P.T.A. \_\_\_\_\_

- b. Adult classes \_\_\_\_\_ g. Red Cross \_\_\_\_\_  
 c. Study clubs \_\_\_\_\_ h. Church \_\_\_\_\_  
 d. Y.W.C.A. \_\_\_\_\_ i. Other \_\_\_\_\_  
 e. Girl Scouts \_\_\_\_\_

47. With what school activities do you assist?

- a. Banquets \_\_\_\_\_ e. Class sponsor \_\_\_\_\_  
 b. Home Economics Club \_\_\_\_\_ f. Victory corps \_\_\_\_\_  
 c. G.R. \_\_\_\_\_ g. Other \_\_\_\_\_  
 d. Chapel program \_\_\_\_\_

48. What adjustments and changes are you making in your home economics program because of the war? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

49. What changes in the organization of the home economics program in your school would you like to make, if you were free to do so? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

50. a. Should there be more similarity in the home economics courses taught in the senior high schools of this state? \_\_\_\_\_  
 b. To what extent can this be carried out? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II Check List

(For the teacher with supervisors)

In the following blanks please place a suitable answer by check words, numbers, phrases, or brief answers.

1. Name of teacher \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Degree held
  - a. Bachelor's \_\_\_\_\_ Name of school \_\_\_\_\_
  - b. Master's \_\_\_\_\_ Name of school \_\_\_\_\_
  - c. If not a Master's degree, how much graduate work have you done?  
 Semester hours \_\_\_\_\_ Quarter hours \_\_\_\_\_
4. Name your undergraduate major \_\_\_\_\_
  - b. Your graduate major \_\_\_\_\_
5. Name your undergraduate minor (at least 15 hours) \_\_\_\_\_  
 \_\_\_\_\_
6. What is your daily teaching schedule?  
 Classes and other use of periods    Approximate time in minutes
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
7. List the textbook and pupil reference books you use for the different home economics subjects offered in your senior high school.
 

Subject	Textbook	Reference book
_____	_____	_____

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8. Do you use note books in teaching

a. Foods\_\_\_\_\_

b. Clothing\_\_\_\_\_

c. Home living\_\_\_\_\_

d. Related art\_\_\_\_\_

9. What work books do you use in teaching

a. Foods\_\_\_\_\_

b. Clothing\_\_\_\_\_

c. Home living\_\_\_\_\_

d. Related art\_\_\_\_\_

10. What are the objectives for the home economics program in your senior high school?

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11. Did the pupils help in setting up these objectives?\_\_\_\_\_

12. In planning units do the students help with

a. Planning objectives\_\_\_\_\_

b. Planning work as 1. Discussion problems\_\_\_\_\_

2. Field trips\_\_\_\_\_

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

4. Manipulative activity\_\_\_\_\_

5. Illustrative material\_\_\_\_\_

6. References\_\_\_\_\_

c. Evaluating the unit\_\_\_\_\_

1. Help set up evaluation device \_\_\_\_\_

2. Class checks progress as a group \_\_\_\_\_

13. What are the purposes of home economics in your senior high school?

a. Prepare for satisfying personal and home living \_\_\_\_\_

b. Provide a good foundation for home economics in college \_\_\_\_\_

c. Prepare for successful homemaking \_\_\_\_\_

d. Contribute to the general education of the pupils \_\_\_\_\_

e. Prepare for wage earning occupations related to homemaking \_\_\_\_\_

f. Prepare for cooperative participation in community life \_\_\_\_\_

g. Develop avocational interests \_\_\_\_\_

h. Provide activity subjects in high school curriculum \_\_\_\_\_

i. Others \_\_\_\_\_

14. What do you consider characteristics of a functional program in home economics in senior high?

a. Uses present homemaking experiences as a means of solving present and future homemaking problems \_\_\_\_\_

b. Raises homemaking problems that need solving and develops pupils' ability to solve these problems \_\_\_\_\_

c. Provides interrelation of all areas and phases of home economics \_\_\_\_\_

d. Interrelates all areas and phases of personal and family life \_\_\_\_\_

e. Provides opportunity for students to elect in a number of areas of home economics \_\_\_\_\_

f. Provides opportunity for all students to elect some home economics \_\_\_\_\_

g. Offers all areas and many phases of home economics \_\_\_\_\_

- h. Based on present and possible future home living and home-making needs of the students \_\_\_\_\_
- i. Provide opportunity to meet adolescent needs and interests in relation to home and personal living \_\_\_\_\_
- j. Gives homemaking guidance to the immature youth \_\_\_\_\_
- k. Develops the pupil as a whole \_\_\_\_\_
- l. Enlarges pupils outlook on life through a study and solving personal and family problems \_\_\_\_\_
- m. Helps in the solving of personal & community home problems \_\_\_\_\_
- n. Develops various types of skills in all areas of home economics to a considerable extent \_\_\_\_\_
- o. Other \_\_\_\_\_
15. Which of the following do you emphasize most in your home economics program?
- a. Managerial skills in the various areas of homemaking \_\_\_\_\_
- b. Creative skills in the various areas of homemaking \_\_\_\_\_
- c. Manipulative skills in the various areas of homemaking \_\_\_\_\_
- d. Appreciation of art and beauty in homemaking \_\_\_\_\_
- e. Preparation for wage earning in various areas of home economics \_\_\_\_\_
- f. Ability to make the most of present resources \_\_\_\_\_
- g. Adaptation to social and economic situations \_\_\_\_\_
- h. Good attitude toward homemaking and all of its activities \_\_\_\_\_
- i. Preparation for present and future homemaking \_\_\_\_\_
- j. Desire to make home and personal life rich and satisfying \_\_\_\_\_
- k. Other \_\_\_\_\_
16. What methods do you use in obtaining information in regard to the pupil's home?

- a. Conferences with girl \_\_\_\_\_
  - b. Conferences with superintendent and principal \_\_\_\_\_
  - c. Interview with girl \_\_\_\_\_
  - d. Interview with parents \_\_\_\_\_
  - e. Interview with people of the community \_\_\_\_\_
  - f. Home project visits \_\_\_\_\_
  - g. Letters to the home \_\_\_\_\_
  - h. Check sheet for girls \_\_\_\_\_
  - i. Questionnaires to girls \_\_\_\_\_
  - j. School records \_\_\_\_\_
  - k. Others \_\_\_\_\_
17. a. What is the number of home visits made per pupil per year \_\_\_\_\_
- b. Do you include home projects in your home economics program \_\_\_\_\_
- c. What is the number of home projects done per pupil per year \_\_\_\_\_
- d. Average \_\_\_\_\_
- e. Range \_\_\_\_\_
18. On what bases do you plan the construction part of clothing?
- a. Each pupil make whatever she wants to \_\_\_\_\_
  - b. Each pupil decides her needs and makes garments accordingly \_\_\_\_\_
  - c. Teacher chose garments to be made according to the degree of difficulty \_\_\_\_\_
  - d. Teacher chose garment on the basis of minimum sewing essentials \_\_\_\_\_
  - e. All pupils make the same garment at the same time \_\_\_\_\_
  - f. Teacher guide pupils in selecting needed garments, which

provides constructive finish experiences in their order of difficulty\_\_\_\_\_

g. Other\_\_\_\_\_

19. On what basis do you plan the foods work?

a. Pupil plan, prepare & serve balanced meals in family groups  
\_\_\_\_\_

b. Pupil prepare and serve dishes in groups of two\_\_\_\_\_

c. Pupil purchase food for meals on definite allowance\_\_\_\_\_

d. Pupils purchase food for meals on unlimited allowance\_\_\_\_\_

e. Each meal taught as a separate unit, as breakfast, etc.\_\_\_\_\_

f. Three meals taught as one unit\_\_\_\_\_

g. Nutrition taught as a separate unit\_\_\_\_\_

h. Nutrition correlated with meal planning\_\_\_\_\_

i. Other\_\_\_\_\_

20. Do you use demonstration in teaching the various areas?

Never      Occasionally      Frequently

Clothing  
Discussion\_\_\_\_\_

Laboratory\_\_\_\_\_

Foods  
Discussion\_\_\_\_\_

Laboratory\_\_\_\_\_

Home living  
Discussion\_\_\_\_\_

Laboratory\_\_\_\_\_

Related art  
Discussion\_\_\_\_\_

Laboratory\_\_\_\_\_

21. Which class organization do you most frequently follow for discussion lessons in home economics?

Clothing   Foods   Home Living   Related Art

- a. All discussion \_\_\_\_\_
- b. Discussion and study \_\_\_\_\_
- c. Study and discussion \_\_\_\_\_
- d. Discussion and activity \_\_\_\_\_
- e. Discussion, study and activity \_\_\_\_\_
- f. Study, discussion and activity \_\_\_\_\_
- g. Discussion, study, discussion and activity \_\_\_\_\_
- h. Other \_\_\_\_\_

22. Which class organization plan do you most frequently follow for laboratory lessons in home economics?

Clothing   Foods   Home Living   Related Art

- a. Discussion, laboratory, discussion \_\_\_\_\_
- b. Study, laboratory \_\_\_\_\_
- c. All laboratory \_\_\_\_\_
- d. Laboratory, discussion \_\_\_\_\_
- e. Study, discussion, laboratory \_\_\_\_\_
- f. Other \_\_\_\_\_

23. How many rooms are in your entire home economics department \_\_\_\_\_

b. For what is each used? \_\_\_\_\_

c. What is the arrangement of the foods laboratory?

1. Unit kitchen \_\_\_\_\_

2. Unit desks \_\_\_\_\_

3. Hollow square \_\_\_\_\_

4. Serving unit

(1) Separate dining room \_\_\_\_\_

(2) Combination of dining and living room \_\_\_\_\_

(3) Corner at end of laboratory \_\_\_\_\_

- (4) Homemaking room arranged for dining room \_\_\_\_\_
- (5) Meal service unit for each unit kitchen \_\_\_\_\_
- (6) Breakfast nook \_\_\_\_\_
- (7) Other \_\_\_\_\_

d. What is the arrangement for home nursing? \_\_\_\_\_

\_\_\_\_\_

24. What do you consider the strong points in your program? \_\_\_\_\_

\_\_\_\_\_

25. What do you consider the weak points in your program? \_\_\_\_\_

\_\_\_\_\_

26. With what community activities do you assist?

- |                        |                    |
|------------------------|--------------------|
| a. Banquets _____      | f. P.T.A. _____    |
| b. Adult classes _____ | g. Red Cross _____ |
| c. Study clubs _____   | h. Church _____    |
| d. Y.W.C.A. _____      | i. Other _____     |
| e. Girl Scouts _____   |                    |

27. With what school activities do you assist?

- |                              |                        |
|------------------------------|------------------------|
| a. Banquets _____            | e. Class sponsor _____ |
| b. Home Economics club _____ | f. Victory corps _____ |
| c. G.R. _____                | g. Other _____         |
| d. Chapel program _____      |                        |

28. What adjustments and changes are you making in your home economics program because of the war? \_\_\_\_\_

\_\_\_\_\_

29. What changes in the organization of the home economics program in your school would you like to make, if you were free to do so? \_\_\_\_\_

\_\_\_\_\_

30. a. Should there be more similarity in the home economics courses taught in the senior high schools of this state?

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b. To what extent can this be carried out? \_\_\_\_\_

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