

READING AND READING MATERIALS IN HOME ECONOMICS DEPARTMENTS
IN CERTAIN KANSAS HIGH SCHOOLS

by

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INTRODUCTION

Home economics was first included in the high school curriculum as a special subject. The emphasis in the early programs of home economics was on the devices, techniques, and skills used in housekeeping. From this narrow concept it has broadened to include a concern with all that affects individual and family life--the feeding, clothing, and housing of the family, the care and guidance of children, the management of time and income, the protection of health, healthful living conditions, care of the sick, and the everyday social relationships both inside and outside the family group. Many early home economics teachers entirely separated "so-called" theory and laboratory work. The learner was neither able nor expected to apply much of what was taught in school to everyday life situations. The Federal Vocational Education Act passed in 1917, and the consequent development of the vocational program, made important the home use of school learning. As familiarity with actual home conditions increased it brought about many changes in teaching. As these real-life problems were investigated and given importance the many aspects and angles of home and family living brought the need for a variety of books dealing with all the many areas of homemaking, and reading became an important aspect of home economics education.

Because home economics is a broad and rapidly changing field it is very dependent for success upon recent reading materials which are broad in scope, complete, and reliable. It is not sufficient to have one textbook for a course from which assignments

are made, studied, and recited upon as such and which is followed so closely that it is practically a course of study. When a question needs answering or a problem arises the information in the textbook is just one source of information. If one source is accepted as the word of authority, the educational aims of acquiring a scientific attitude, the ability to think, and the ability to direct one's education are defeated. Many books should be available presenting various points of view, as sources of data to be evaluated in finding the best answer. The completeness, the reliability, and the recency of the material are all aspects which assume importance.

Home economics is concerned with one of the basic institutions of society,--home and family life. To present complete up-to-date material on all the various phases of homemaking it draws on many fields of knowledge. Changing social conditions and new information or experience affecting home and family life precludes as sufficient the use of only one textbook. Not only will these new points of view, new knowledge, be made available more easily but also will be brought to bear on problems, whether personal or from the classroom, more often if the pupils are in the habit of going to many sources.

Many of the magazines of today are designed to serve the needs of the home and the homemaker; some to meet specifically the needs of the teenager. Whether during school years or in the years afterward, magazines are one source of information which helps to keep people abreast of the times. Many magazines have testing agencies, have specialists on their staffs to report to the reader

the results of their findings. Pupils should be taught to evaluate such material. While much of it is reliable and complete, some is less carefully prepared. Since printed material affects people's living throughout the greatest proportion of their lives pupils should be taught to look at all material carefully. It is important that they be able to interpret directions correctly from the printed page.

Since acquiring knowledge after one has finished his formal education depends upon his own initiative, teachers should help pupils to become self-reliant and able to find materials for themselves. Pupils should be thoroughly acquainted with the sources of information available, with the methods and procedures for obtaining information about a topic, and they should be helped to develop a critical and challenging attitude toward the material read.

Though reading and the use of reading materials is an important part of the total educational program, information is not available as to how home economics teachers are actually using reading materials or the scope and recency of these materials. The purpose of the study was to provide school administrators, teacher-training institutions, and home economics teachers with information concerning reading materials and the use made of these in certain Kansas high school home economics departments.

REVIEW OF LITERATURE

A review of the literature indicated that studies dealing primarily with the use of reading and reading materials in home economics departments were extremely limited. As far as could be ascertained no study of this type has been made in Kansas. There were, however, a few reported in this state and other states that were somewhat related to the subject or had included certain of its aspects. A number of authorities in the field who have written on methods and materials for teaching have considered the importance of reading and the need for a wide range of reliable reference materials.

Considering the importance of reading in learning science Heiss, Oburn, and Hoffman (1940) stated that reading is the method most widely used by young people in collecting evidence. The types of reading were listed as reading for comprehension, reading for fact-finding, reading for retention, reading for analysis and evaluation, and reading for enjoyment. Each involved different techniques and skills. These writers believed that if teachers were aware of the different types of reading which might be encountered at the secondary level, more effective reading would be realized as it would make possible more helpful guides to lesson preparation. Since reading is an essential method in problem solving, these authors indicated that the teachers should assume the responsibility of the development of effective reading habits and an intelligent use and understanding of such teaching aids as the glossary, index, boldface type, italics and underlining. This would apply equally to home economics.

Schorling (1940) stated that poorly trained teachers still use the textbook as a crutch upon which to lean but that creative teachers had discovered that a single textbook is rarely adequate for the needs and interests of all pupils. He recommended that enough copies of three or four supplementary textbooks for all the pupils in a class to use effectively be made available and that the books used be fairly recent and up-to-date.

Spafford (1942) expressing herself on the importance of teaching materials stated that books provide the most important single source of educational materials for teachers and pupils. She recommended that the library be thought of as a constantly growing source of materials and that a consciousness of the breadth of each phase of home economics be instrumental in the selection of reference books. Since books selected should be readable and reliable, and reliability may be based upon recency, she suggested a teacher might find it desirable to buy only a few books of a kind, planning so that one copy could do the work of several, in order to keep adding new books as they came out.

The importance of reading and reading materials has been well recognized by the State Board for Vocational Education. This Board has maintained for years a vocational loan circulating library for home economics teachers of day schools and adult classes. Two books may be borrowed at a time for a period of two weeks. Available also from this same source is a list of suggested reference books for home economics departments. The suggested minimum is at least 30 up-to-date reference books covering the various areas

of homemaking. A recommended minimum magazine reference list is also provided as a guide for the vocational homemaking teachers in selecting magazines for their departments. The magazines have been grouped according to general content with an additional list of magazines desirable when funds permit, as well as a group of suggested magazines for teacher reference.

The home economics programs in 31 Kansas senior high schools were investigated by Madell (1944) in regard to the curriculum offerings and the methods used. She obtained the data from the home economics teachers of the senior high schools by means of check lists. She found that the textbooks used in home economics in senior high schools were principally the state adopted ones and a few other supplementary books. The list of reference books submitted indicated the largest number of reference books were in the home living area, though few were found in child development, interior decorating, and home nursing. Many of the books in the foods and clothing areas were old and out-of-date.

The homemaking libraries in 31 high schools in Idaho were studied by Freeman (1947). She obtained her data from the home economics teachers of these high schools by means of a survey and check-sheets. There was evidence of a large number of obsolete books which indicated a need for a re-evaluation of books and the replacement of useless ones. She found that there was a need for improved planning to provide a wider range of adequate, up-to-date reference material. The greatest number of books were in the areas of foods and clothing, composing a little over half the total. The more recent publications pertained to child care and

guidance, housing, home management, and health and home nursing. However, 30.06 per cent of all the books were copyrighted prior to 1935.

Hinman (1947) gave six reasons for the need of new or revised, up-to-date home economics textbooks for high school use. Her first reason was the expansion of the home economics curriculum. New courses have been incorporated into the curriculum and books written on subjects which previously were a part of one text. Secondly, the subject matter of home economics has been enriched to include attitudes, responsibilities, psychological, and social aspects of home and family living, so that material in textbooks needs to be written from this standpoint. The third was that the number enrolled in home economics classes has increased and home economics has expanded into urban centers. Fourth, more home economics courses have been offered to both boys and girls so more of the textbooks should be written for both sexes. Fifth, home economics teachers have been making an increased use of supplementary materials so textbooks should contain lists of visual material, pamphlets, and other teaching aids. The sixth reason was the realization of all educators today that schools must prepare students for living, for making a living, or for going to college, and that high school is the place where the greatest number of pupils are exposed to information they need to become well-adjusted people, successful marriage partners, good parents, and effective citizens. Home economics courses are one way in which this much needed information can be well imparted.

Books and reading materials are of great importance as teaching and learning sources for teachers and pupils. The broad and changing field of home economics necessitates the provision of reference material which is broad in scope and reliable. The studies reviewed herein indicate that the importance of reading and reading material for the establishment and maintenance of effective teaching and learning is well realized.

METHOD OF PROCEDURE

The data for this study were obtained by means of a check list and interviews with home economics teachers in 61 high schools in Kansas (Appendix). The check list in its construction was checked by members of the Home Economics Education staff and several high school home economics teachers. After the trial checkings, revisions were then made accordingly.

Letters asking the teachers to participate in the study were sent to home economics teachers in 50 vocational departments and 50 nonvocational departments in high schools having an enrollment between 100 and 400 selected at random (Appendix). A check list was then sent to or was used for interview with those teachers indicating a willingness to participate. The nonvocational departments are those not reimbursed by federal and state funds for vocational education; the vocational departments are those that are reimbursed by these funds. Thirty teachers in nonvocational departments and 31 teachers in vocational home economics departments took part in this study. The data obtained from the check sheets of the 61 teachers were tabulated, analyzed, and summarized.

FINDINGS

The teachers of home economics in 61 Kansas high schools participated in this study. Included were 30 teachers in nonvocational home economics departments and 31 teachers in vocational home economics departments in schools having an enrollment between 100 and 400.

The schools with nonvocational home economics departments were Ashland, Attica, Beloit, Burlington, Claflin, Dighton, Ellsworth, Florence, Galena, Girard, Herington, Hudson, Jetmore, Kiowa, Larned, Lewis, Mankato, Mulvane, Moundridge, Nickerson, Oakley, Oswego, Peabody, Perry, Sharon Springs, Sterling, Tribune, Troy, Turner, and Washington.

The schools with vocational home economics departments were Atwood, Belleville, Caldwell, Cherryvale, Cimarron, Colby, Concordia, Ellis, Frankfort, Hanover, Harper, Hill City, Holton, Horton, Howard, Humboldt, Inman, La Crosse, Lincoln, Linn, McCune, Mound City, Plainville, Pleasonton, Quinter, St. Francis, Silver Lake, Stafford, Syracuse, Wakeeney, and Wamego.

In the 31 high schools with vocational home economics departments, nine offered a two year home economics curriculum and 22 offered a three year home economics curriculum. Two had a separate class for boys and two a "mixed" class for both boys and girls. Generally, the areas taught during a year in the vocational home economics departments were rather evenly balanced for the first year between related art, foods, and clothing, for the second year between home living, foods, and clothing, and for the

third year between home living, foods, and clothing. The number of pupils enrolled in the vocational home economics departments in first year home economics ranged from 5 to 34 with a median of 20, in second year home economics from 5 to 31 with a median of 15, and in third year home economics from 4 to 17 with a median of 10.5.

In the 30 high schools with nonvocational home economics departments, 5 offered a two year home economics curriculum and 25 offered a three year home economics curriculum. There were none in this group that offered a boys home economics class but four offered a "mixed" class for boys and girls. The areas taught during a year were generally not as evenly balanced as in the schools offering the vocational program. The areas taught in the nonvocational departments in first year home economics were largely those of foods and clothing, in second year home economics the areas taught were still primarily those of foods and clothing, and for the third year most of the teachers taught only home living. The number of pupils enrolled in the nonvocational home economics departments ranged in first year home economics from 4 to 52 with a median of 16, in second year home economics the range was 7 to 38 with a median of 16, and in third year home economics the range was 4 to 44 with a median of 11.

In the nonvocational home economics departments there was a greater tendency to teach only one or two areas of home economics during a semester or year (Table 1). When only one area was taught during a year, that area was more often clothing the first year, foods the second year, and home living the third year. When

two areas were taught during a year generally foods and clothing were taught the first two years and home living with related art or clothing were taught the third year. There were a fewer number of the nonvocational home economics departments that taught three areas during a year and there were none that offered all four of the areas to any one class during a year.

Table 1. Areas taught during a year.

Areas	Nonvocational			Vocational		
	1st yr.	2nd yr.	3rd yr.	1st yr.	2nd yr.	3rd yr.
When one area was taught						
Home living			11			
Related Art	1	1				
Foods	7	10	1			
Clothing	10	6				
When two areas were taught						
Home Living		1	7			
Related Art		2	5			
Foods	10	6	1			
Clothing	10	7	3			
When three areas were taught						
Home Living	2	1	1	1	1	1
Related Art	2	2	1	2	2	1
Foods	4	3	2	8	7	3
Clothing	4	3	2	8	7	3
When four areas were taught						
Home Living			23	24	18	
Related Art			23	24	18	
Foods			23	24	18	
Clothing			23	24	18	

In the vocational home economics departments there were none that taught only one or two areas of home economics during a year. When three areas were taught they were, with only one exception, related art, foods, and clothing during the first year, and home living, foods, and clothing in the second and third years. While

there were none of the nonvocational home economics departments which taught all four areas during a year, there were 23 of the vocational home economics departments that taught all four areas during the first year, 24 that taught all four areas during the second year, and 18 that taught all four areas during the third year.

The textbooks adopted for the various areas of home economics in the particular schools studied were, in most cases, one of those on the state adopted list of textbooks for home economics (Table 2). There were, however, some books other than those adopted by the state, listed as the adopted texts in the schools. There were two vocational home economics departments that failed to name any adopted books for any of the areas and three that stated that there were no certain textbooks adopted for their home economics classes. One nonvocational home economics department reported that only one book was used to cover all the areas in their two year home economics curriculum. The only other books reported as being used in addition to this one were various workbooks available for the different areas of home economics.

The textbooks adopted by the state for the various areas of home economics are:

Home Living

You and Your Family - Moore and Leahy
 Today's Home Living - Justin and Rust

Related Art

Art in Home and Dress - Trilling and Williams

Foods

Foods for Home and School - Greer
 Everyday Foods - Harris and Lacey

Clothing

Clothes for Girls - Todd
 Fabric and Dress - Rathbone and Tarpley
 Today's Clothing - Baxter and Latzke

Table 2. The textbooks adopted by the home economics departments.

Title	Authors	Nonvocational	Vocational	Total
<u>Home Living</u>				
Today's Home Living	Justin and Rust	16	21	37
Home and Family Living	Justin and Rust	1	4	5
You and Your Family	Moore and Leahy	4	2	6
<u>Related Art</u>				
Art in Home and Dress	Trilling and Williams	5	15	20
<u>Foods</u>				
Foods and Homemaking	Greer		1	1
Foods for Home and School	Greer	9	7	16
Your Home and You	Greer	2		2
Everyday Foods	Harris and Lacey	17	19	36
<u>Clothing</u>				
Today's Clothing	Baxter and Latzke	13	13	26
You and Your Clothes	Baxter and Latzke	2	6	8
Fabric and Dress	Rathbone and Tarpley	7	4	11
Clothes for Girls	Todd	2	3	5
<u>General Homemaking</u>				
Our Share in the Home	Baxter, Justin and Rust	1	3	4

The greatest number of different books used regularly in addition to the adopted texts were in the areas of foods and home living (Table 3). There were 14 different books listed in the foods area and 13 in the home living area. The total number of home economics departments reporting books in the foods area was

39 as compared with 23 in the home living area. Fourteen vocational and 12 nonvocational home economics departments either failed to report any other books, in addition to the textbooks, as being used regularly in their classes, or stated that none were used regularly.

Table 3. Other books used regularly in home economics classes.

Title	Authors	: Nonvo- :cational:	: Vo- :cational:	: Total
<u>Home Living</u>				
Behave Yourself	Allen and Briggs		1	1
Simplified Nursing	Dakin and Thompson		5	5
Marriage and Family Relationships	Foster		1	1
The Family and Its Relationships	Groves, Skinner and Swenson		1	1
Today's Home Living	Justin and Rust	2	1	3
Personal Problems of the High School Girl	Miller and Laitem		1	1
You and Your Family	Moore and Leahy	2	1	3
Youth Comes of Age	Pierce	1	1	2
Consumer Goods	Reich and Siegler		1	1
The Girl and Her Home	Trilling and Nichols		1	1
When You Buy	Trilling, Williams, and Nichols		1	1
Girls' Daily Life	Van Duzen and others		1	1
Living Together in the Family	Wood		2	2
<u>Related Art</u>				
The Mode in Home and Dress	Donovan	1	2	3
Art in Home and Dress	Trilling and Williams		2	2
<u>Foods</u>				
Health and Achievement	Cockefair and Cockefair		2	2
Foods and Family Living	Gorrell, McKay, and Zuill	3	2	5
Vitality Through Planned Nutrition	Davis	2	2	4
Health and Physical Fitness	Goldberger and Hallock		1	1

Table 3 (concl.).

Title	Authors	Nonvocational	Vocational	Total
<u>Foods</u>				
Foods for Home and School	Greer	4	2	6
Everyday Foods	Harris and Lacey	4	4	8
Meal Planning and Table Service	McLean	1	1	2
It's Fun to Cook	Maltby	1		1
Foods and Nutrition	Silver		1	1
Practical Cookery	Foods and Nutrition Dept. K. S. C.	3		3
Better Homes and Gardens Cookbook		2		2
Household Searchlight Cookbook		1		1
Health for You			1	1
Healthful Living			2	2
<u>Clothing</u>				
You and Your Clothes	Baxter and Latzke	5	1	6
Today's Clothing	Baxter and Latzke	3		3
Textiles and Clothing	McGowan and Waite	1		1
Fabric and Dress	Rathbone and Tarpley		2	2
Your Clothes and Personality	Ryan		1	1
Tailoring Manual	Strickland	1		1
Complete Book of Sewing	Talbot	1		1
Clothes for Girls	Todd	3		3
Singer Sewing Book		1	1	2
<u>General Home Economics</u>				
Our Share in the Home	Baxter, Justin and Rust	3	1	4
You and Your Home	Greer	2	1	3
<u>Others</u>				
Etiquette	Emily Post	1		1
Living Chemistry	Ahrens, Bush, and Fasley		2	2

The pupils in the nonvocational home economics departments purchased their own textbooks more frequently than did those in the vocational home economics departments (Table 4). The school

purchased the textbooks in the vocational home economics departments in more cases than not, except in the areas of foods and clothing. With only one exception in the home living and clothing areas, and two exceptions in the area of related art, the pupils in the nonvocational departments purchased all of their own textbooks. One vocational and three nonvocational home economics departments stated that the pupils were not free to take the school owned books home for study. Seven teachers in the nonvocational home economics departments thought that the problem of textbooks did limit the number of areas which could be taught during a year and 21 thought that textbooks were not a limiting factor. In the vocational home economics departments 10 teachers thought that the problem of textbooks did limit the number of areas which could be taught during a year and 21 thought that this was not a limiting factor.

Table 4. Purchase of textbooks.

Area	Nonvocational		Vocational		Total	
	pupil :purchased	school :purchased	pupil :purchased	school :purchased	pupil :purchased	school :purchased
Home Living	20	1	16	18	36	19
Related Art	3	2	5	18	8	20
Foods	29	0	20	15	49	15
Clothing	28	1	19	12	47	13
One book for all areas	1	1	1	3	2	4

The amount of reading required in class by the teachers in the nonvocational home economics departments varied from 10 minutes to 50 minutes with a median of 20 minutes for preparation of discussion lessons. The required amount of reading outside of class varied from 15 minutes to 60 minutes with a median of 20 minutes. For the preparation of laboratory lessons the amount of reading required varied from 10 minutes to 60 minutes with a median of 17.5 minutes in class and from 10 minutes to 60 minutes with a median of 20 minutes outside of class.

In the vocational home economics departments the amount of reading required in class for discussion lessons varied from 10 minutes to 40 minutes with a median of 20 minutes and for outside of class from 15 minutes to 40 minutes with a median of 30 minutes. The amount of reading required for laboratory lessons varied from 3 to 50 minutes with a median of 15 minutes in class and from 10 to 30 minutes with a median of 25 minutes for reading outside of class. Two schools in this group reported that 120 minutes of reading were required in class for the preparation of a laboratory lesson. As this would have left little or no time for the actual lesson during the period very likely this question was not clearly understood.

The reading done during the class period was more often reading for the preparation of the next lesson rather than for the current lesson (Table 5). Five nonvocational and seven vocational home economics departments reported that the reading done during the class periods was confined to the adopted textbooks. Three vocational home economics departments as compared with 15 nonvo-

cational home economics departments indicated that bulletins were read during the class period. Twenty-three home economics departments in each of the vocational and nonvocational groups reported the reading of magazines during the class period.

Table 5. Use of reading during class periods.

	Nonvo- cational	Voc- cational	Total
Preparation for the current lesson	11	18	29
Preparation for the next lesson	24	24	48
Confined to adopted texts	5	7	12
Other books	20	22	42
Magazines	23	23	46
Bulletins	15	3	18

Seven nonvocational home economics departments stated that the book lists for pupils in the textbooks were never used (Table 6). The index was never used by 5 vocational departments and 3 reported the fine print was never read. The questions in the textbooks were checked by 6 vocational home economics departments, the index by 10, and the glossary by 4, as some of the teaching aids in the books that were always used. Five nonvocational home economics departments checked the index, 5 checked the glossary, and 6 checked the fine print as "always" used.

Table 6. Use of teaching aids in books.

	: Always :non.:voc.:		:Frequently: :non.:voc.:		:Occasionally: :non.:voc.:		: Never :non.:voc.:	
Activity suggestions	1	11	14	20	16			
Questions	3	6	14	13	11	12		
Book lists for pupils	1	5	3	9	16	7		
Index	5	10	11	15	8	4	1	5
Glossary	5	4	10	14	7	7	1	
Fine print	6	2	3	12	8	8	1	3
Other	1	1	5		1	1	1	

It was not possible to obtain complete information on the amount of money spent annually for new home economics books as many of the check sheets were incomplete and some failed to indicate any definite amount of money. Fifteen nonvocational home economics department teachers stated that there was no set amount for the annual purchase of books, five reported that none was spent or that none had been spent for the past three years, and one teacher mentioned that the buying of new home economics books was limited each year to two of her choice. Eight vocational home economics departments either failed to indicate any amount of money or stated that the amount was unknown. The amount of money spent annually for new home economics books in the 23 vocational home economics departments reporting ranged from \$7.50 to \$70.00 with a median of \$20.00. In the nine nonvocational home economics departments that checked this question the amount of money spent annually for this purpose ranged from \$5.00 to \$30.00 with a median of \$12.00.

In all of the vocational home economics departments material presented, readability, and copyright date were points that were taken into consideration before new books were purchased (Table 7). Twenty-five teachers in vocational home economics departments checked pictures, 23 checked authors, 17 checked kind and value of the teaching aids, and 14 checked how nearly the book followed their own plans for the course as important features to take into account before new books were selected for purchase. The material presented and the copyright date were the two points checked most frequently by the teachers in nonvocational home economics departments, and the kind and value of the teaching aids were checked the least often as points considered in buying new books.

Table 7. Points considered before purchase of new books.

	:	:	:
	: Nonvocational	: Vocational	: Total
Material presented	28	31	59
Readability	24	31	55
Pictures	21	25	46
Copyright date	28	31	59
Authors	22	23	45
Kind and value of teaching aids	12	17	29
How nearly book follows your own plan for the course	13	14	27

The home economics textbooks were used as the basis for the plans for teaching courses by about half of the teachers in both

the vocational and nonvocational home economics departments (Table 8). Twenty-four teachers in vocational and 18 nonvocational home economics departments indicated they used textbooks as one reference source for teaching courses according to their plans. There were no teachers in vocational home economics departments that followed the textbook exactly by consecutive page assignments; there were, however, four teachers in nonvocational home economics departments who used the textbooks in this way. One vocational home economics teacher added that she used the textbooks to encourage a variety of interest in reading.

Table 8. Use made of textbooks.

	: Nonvocational :	: Vocational :	: Total :
Followed exactly by consecutive page assignments	4	0	4
As one reference source for teaching the course according to your plan	18	24	42
As the basis for your plan for teaching the course	15	17	32

The reading materials--books, magazines, and bulletins,--were kept in different places in the various schools studied (Table 9). The most frequent place in both vocational and nonvocational home economics departments for the reading materials to be kept was in the home economics room where these were to be used. In five vocational and 16 nonvocational home economics departments the home economics books were kept in the general library. These books were kept in a home economics department library in eight

nonvocational departments and in 18 vocational departments.

Magazines were most frequently kept in magazine racks in the home economics room where the magazines were to be used, though 10 vocational and 11 nonvocational departments indicated that the home economics magazines were kept in the general library. Four nonvocational and 10 vocational departments kept the home economics magazines in a department library.

Home economics bulletins generally were kept on special shelves in the home economics department. Five nonvocational and seven vocational home economics departments indicated that bulletins were kept in a catalogued file. One vocational department kept all the home economics reference books and nearly all the bulletins in a small dark closet in the clothing room.

Table 9. Where reading materials were kept.

	: Books		: Magazines		: Bulletins	
	:nonvoc.	:voc.	:nonvoc.	:voc.	:nonvoc.	:voc.
General library	16	5	11	10		
Home economics department library	8	18	4	10	5	6
Home economics room where used	22	20				
Special shelves in home economic department					19	23
Catalogued file					5	7
Magazine racks in home economics room where used					23	23

When the home economics books were kept in the general library the pupils used these most frequently during their study hall periods (Table 10). The books were used the least often during the class period or in after school hours when it was necessary for the pupils to obtain them from the general library. Ten vocational and 10 nonvocational home economics departments reported that the pupils checked out the books and studied them at home.

Table 10. Use of books kept in general library.

	Nonvocational	Vocational	Total
During the class period	1	5	6
During study hall periods	18	15	33
After school hours	3	5	8
Checked out and studied at home	10	10	20

When the home economics books were kept in the general library or in another home economics room the method most frequently used in the nonvocational departments for obtaining the books for classroom use was by teacher requisition (Table 11). The method most frequently used in the vocational home economics departments was to have various pupils go after the books as they were needed. This plan presents many difficulties and is usually inadvisable if it entails disturbance of other classes or study halls in progress. Eight nonvocational and nine vocational departments provided special open shelves in the classroom for books from the

general library or from another room needed for a certain unit.

Table 11. How books are obtained for classroom use.

	: : Nonvocational	: : Vocational	: : Total
Requisitioned by the teacher	15	7	22
Various pupils go after the books as needed	9	11	20
Special shelves provided in the classroom for books needed	8	9	17

Various systems for checking out books from the home economics departments were used in the different schools (Table 12). In 13 nonvocational home economics departments the pupils signed out a check-out card and gave it to the teacher and 13 allowed books to be checked out by oral permission from the teacher. Pupils signed and filed their own check-out cards in 14 vocational departments and in an equal number of vocational home economics departments the pupils signed the cards and gave them to the teacher. The system least often used by the vocational departments was to check out books by oral permission from the teacher. In the nonvocational departments the system least often used was that in which the pupils filed his own check-out card.

Table 12. Systems of checking out books.

	Nonvocational	Vocational	Total
Pupil signs card and gives it to the teacher	13	14	27
Oral permission from the teacher	13	8	21
Pupil files his own check-out card	4	14	18

The home economics magazines were used in a variety of ways in the home economics departments (Table 13). As a supplement to classroom work, as a means of stimulating interest in classroom work, and as a reference source were the most frequently mentioned ways the magazines were used in the nonvocational home economics departments. The magazines were used the least often as pleasure reading for the girls in the nonvocational departments. In the vocational home economics departments the magazines were most often used as a supplement to classroom work, as pleasure reading for the girls, and as a reference source. One nonvocational home economics department teacher added that she used the magazines as a source of material for classroom reports.

Table 13. Uses made of home economics magazines.

	Nonvocational	Vocational	Total
Pleasure reading	16	25	41
Supplement to classroom work	21	29	50
Means of stimulating interest in classroom work	22	22	44
Reference source	22	24	46

The number of different commercial bulletins used in the home economics departments and the number of copies needed of each different bulletin indicated rather an extensive use of commercial bulletins in home economics classes as sources of reading material. However, 10 nonvocational and six vocational home economics departments failed to answer this question so complete information is lacking. In the 26 vocational home economics departments that reported, the number of different commercial bulletins used ranged from 3 to 125 with a median of 20 and the number of copies needed of each different commercial bulletin ranged from 2 to 50 with a median of 17.5. The number of different commercial bulletins used in the 20 nonvocational departments that reported ranged from 2 to 100 with a median of 20. The range for the number of copies needed of each different commercial bulletin was 1 to 25 with a median of 15. The large number of commercial bulletins used by some home economics departments would seem to indicate that in a few schools, at least, the commercial companies were writing a considerable amount of the material used in home economics classes and were influencing greatly the subject matter taught.

The commercial bulletins were used most often in the vocational home economics departments as pupil references (Table 14). In the nonvocational home economics departments the most frequently mentioned use made of the commercial bulletins was as teacher references. Seventeen nonvocational and 20 vocational home economics departments indicated that the commercial bulletins were used for pupil interest. One nonvocational home economics department teacher mentioned that she used commercial bulletins for recipes and to teach skills in the laboratory.

Table 14. Uses made of commercial bulletins.

	Nonvocational	Vocational	Total
Teacher reference	21	22	43
Pupil reference	18	27	45
Pupil interest	17	20	37

The number of college and extension bulletins used in the home economics departments was much less than for the commercial bulletins, though the information on the check sheets was incomplete. Thirteen nonvocational and five vocational home economics departments failed to answer this question. The number of different college and extension bulletins used in the 17 nonvocational home economics departments that reported ranged from 0 to 50 with a median of 5 and the number of copies needed of each bulletin ranged from 0 to 4 with a median of 1. In the 26 vocational home economics departments that reported, the number of different college and extension bulletins used ranged from 2 to 50 with a median of 10. The range for the number of copies needed of each different college and extension bulletin was 1 to 27 with a median of 5. College and extension bulletins might have been used to a lesser degree than the commercial bulletins because they are not as easy to obtain in as large numbers as are the commercial bulletins.

The most frequent use made of the college and extension bulletins in both the vocational and nonvocational home economics departments was as teacher references (Table 15). Thirteen

nonvocational and 25 vocational home economics departments used the bulletins in this way. The bulletins were used for pupil reference in nine nonvocational and in 24 vocational home economics departments. Four nonvocational and 10 vocational home economics departments stated that they used the bulletins for pupil interest.

Table 15. Uses made of college and extension bulletins.

	Nonvocational	Vocational	Total
Teacher reference	13	25	38
Pupil reference	9	24	33
Pupil interest	4	10	14

Most of the teachers in both types of departments thought that the bulletins were easily accessible to the pupils in their classes. Twenty nonvocational and 21 vocational home economics departments answered "yes" to this question. In four nonvocational and eight vocational home economics departments the teachers checked that the bulletins were not easily accessible to the pupils.

The procedures and practices relative to the use of reading that were followed in the home economics classes were many and varied (Table 16). In both the vocational and nonvocational home economics departments it was more common for the pupils to read the assigned references and then discuss the material read than it was for them to make reports or answer questions over the assigned material. In 11 nonvocational and six vocational home economics departments the teachers themselves frequently gave or told the

subject matter orally to the pupils. Pupils were encouraged in pursuing their interests in books and magazines in 18 nonvocational and 20 vocational departments. In 16 nonvocational and 13 vocational home economics departments the teachers thought that an interest was stimulated in the material taught so that there was a strong desire on the part of the pupils to read further. There was evidence that the pupils were being helped to become self-reliant and able to find reading materials and references for themselves in only 11 nonvocational and 19 vocational home economics departments as it was only in these schools that the pupils were frequently expected to look up their own references on topics.

Table 16. Practices and procedures followed in home economics classes.

	§ : Nonvocational	§ : Vocational	§ : Total
Pupils answer questions over assigned references	12	22	34
Pupils discuss assigned references	22	27	49
Pupils make reports over assigned references	18	22	40
Subject matter given orally to pupils	11	6	17
Pupils frequently look up own references	14	19	33
Pupils encouraged to pursue interest in books and magazines	18	20	38
Interest is stimulated in material taught so there is a strong desire to read further	16	13	29

In general the home economics departments subscribed to, or had access to from the general library, a wide variety of maga-

zines (Table 17). It was not possible in all instances to distinguish the magazines subscribed to by the home economics department from those taken by the general library. Some of the teachers did not discriminate between the two. Others did not indicate which were subscribed to by the home economics department as all of the magazines were kept in the general library. All of the vocational and 27 nonvocational home economics departments subscribed to What's New in Home Economics and a large number had available Forecast, Good Housekeeping, Seventeen, and Practical Home Economics. A total of 22 home economics departments subscribed to at least one of the fashion magazines, including Glamour, Charm, Mademoiselle, and Vogue, which are all magazines considered by the State Board for Vocational Education as magazines to be selected after a minimum list had been met and extra funds were available or as teacher references. Only five nonvocational as compared with 16 vocational home economics departments subscribed to Parents' Magazine. There were no nonvocational and only three vocational home economics departments that had available Consumer Reports or other magazines of this type. The 10 magazines subscribed to most frequently in the schools studied were What's New in Home Economics, Forecast, Seventeen, Better Homes and Gardens, Good Housekeeping, Hygeia, Practical Home Economics, Ladies Home Journal, Parents' Magazine, and Modern Miss.

As far as numbers were concerned some of the home economics departments had sufficient books in their library for the number of pupils enrolled in their departments (Tables 19 and 20), but far too many of these books were old and unusable (Table 18) which lessened greatly the apparent significance of the numbers. The greatest number of books was in the areas of home living and foods. The oldest book listed was a foods book copyrighted in 1889. More than one-fourth of the different foods books listed were written prior to 1930. About one-third of all the different clothing books were written before 1930. Home economics books written before 1940 are practically worthless for class use and the value of those written during the war years up to 1945 is questionable. It would seem that there was a need for a re-evaluation of the books in the home economics libraries and a plan made for the addition of new ones and the discarding of the out-of-date ones. Much of the subject matter in the old textbooks is no longer accurate and applicable and these should be replaced.

Table 18. Books in home economics libraries.

Name	Author	Copy--:		No. :		Total no.
		date	non-:	schools :	copies	
		date	non-:	schools :	copies	
Home Living						
The House	Agan	1939	3	4	3	6
Babies are Human Beings	Aldrich, Aldrich	1938	5	10	6	23
Behave Yourself	Allen, Briggs	1937	3	3	4	7
If You Please	Allen, Briggs	1942	-	-	-	10
Learning to Care for Children	Amidon, Bradbury	1946	-	-	-	1
Letters to Susan	Banning	1936	-	-	-	3
Manners Made Easy	Beery	1949	-	-	-	2
The New Baby	Bell, Faragoh	1938	-	-	-	2
Formulas for Profit	Bennett	1939	-	-	-	1
Your Manners Are Showing	Betz	1946	1	1	1	5
Tell Girls Why	Blackwelder	1948	-	-	-	1
Management in Daily Living	Blonde	1944	-	-	-	5
Marriage for Moderns	Bowman	1948	-	-	-	1
This Way Please	Boykin	1940,	3	-	4	-
		1949,				
Learning to Care for Children	Bradbury, Amidon	1942	-	10	1	43
How to Spend Money	Brindze	1935	-	1	-	1
Textbook in Practical Nursing	Bromell	1939	-	1	-	1
Stories to Tell Children	Bryant	1907	-	1	-	1
Growing Up Healthfully	Charters, Smiley, Strang	1945	-	1	-	1
Health in the Power Age	Charters, Smiley, Strang	1942	3	7	3	15
Your Money's Worth	Chase, Shlink	1927	-	1	-	2
Living with Children	Chittenden	1944	-	2	-	2
Learning to Live	Clement	1940	-	1	-	1
Be Healthy	Crisp	1938	3	9	32	21
Simplified Nursing	Dakin, Thompson	1941	4	5	17	19
Do It Yourself	De Campi	1936	-	13	-	13
Home Hygiene and Care of the Sick	Delano	1933	1	3	1	8
Personality Unlimited	Dengel	1943	3	1	-	1
Living Together in the Family	Dennis	1939	3	10	3	13

Table 18 (cont.).

Name	Author	: Copy-: No. : Total no.			
		: right: schools : copies	: date : non.: voc.: non.: voc.		
Home Living	De Schwenitz	2	5	2	5
Growing Up	Duvall, Hill	1	5	1	9
When You Marry	Ellenwood	-	4	-	4
There's No Place Like Home	Ericson, Soules	1	1	1	1
Planning Your Home	Faegre, Anderson	1	11	1	15
Child Care and Training	Pedder	5	13	15	14
A Girl Grows Up	Foster	2	2	2	6
Marriage and Family Relation- ships	Friend	2	5	2	6
Earning and Spending the Family Income	Friend, Schultz	-	1	-	1
Living in Our Home	Goldberger, Hallock	3	2	3	3
Health and Physical Fitness	Goodrich	-	1	-	1
Living with Others	Goodspeed, Makin, Woods	-	1	-	1
Child Care and Guidance	Goody, Koontz, Coon	-	1	-	1
Family Living in Our Schools	Graham, Jones	-	2	-	2
Consumers Economic Life	Greer	-	1	-	1
You and Your Family	Groves	-	1	-	1
Personality and Social Adjust- ment	Groves, Skinner, Swenson	2	12	2	20
The Family and Its Relationships	Gruenberg	-	1	-	1
Guidance of Childhood and Youth	Harris, Kauffman	-	1	-	1
You Folks at Home	Hunter	4	7	7	12
The Girl Today, The Woman Tomorrow	Hurlock	-	1	-	1
Child Growth and Development	Johnson, Goodspeed	4	16	5	26
Care and Guidance of Children	Johnson, Handolph, Pixley	-	1	-	1
Looking Toward Marriage	Jordan, Ziller, Brown	-	5	-	9
Home and Family	Justin, Rust	15	19	67	109
Home and Family Living	Justin, Rust	13	7	38	36
Home Living					

Table 18 (cont.).

Name	Author	: Copy-:		: No.:		: Total	
		: date:	: non-:	: schools:	: copies:	: non-:	: copies:
Home Living		1929	9	3	13	9	9
Problems in Home Living	Justin, Rust	1947	5	19	5	36	36
Today's Home Living	Justin, Rust	1943	-	1	-	1	1
Our Home and Family Living	Justin, Rust	1947	-	1	-	1	1
The Wise Choice of Toys	Kavin	1942	-	5	-	6	6
Life and Growth	Keliber	1931	-	1	-	1	1
How to Drape Your Windows	Kirsch	1936	-	1	-	1	1
Modern Etiquette for Young People	Landers	1934	3	5	9	13	13
Hygiene and Home Nursing	Lippitt	1949	-	1	-	1	1
Simple Nursing	McCullough	1938	-	2	-	2	2
Knowing Yourself and Others	McLean	1934,	6	3	6	5	5
Table Manners	McLean	1941	-	-	-	-	-
Building Your Personality	Marsh	1939	-	1	-	1	1
The Home and Its Care	Matthews	1926,	2	3	2	4	4
		1940,	2	9	2	43	43
		1945	-	-	-	-	-
Personal Problems of the High School Girl	Miller, Laiten	1948	14	17	31	35	35
You and Your Family	Moore, Leahy	1931	-	3	-	3	3
Marriages Are Not Made in Heaven	Nelson	1945	1	-	1	-	-
Tomorrow's House	Nelson, Wright	1930	-	1	-	1	1
Nursery School Education	Owen	1934	-	3	-	3	3
Household Equipment	Peet, Sater	1950	1	6	1	17	17
Youth Comes of Age	Pierce	1936	-	10	-	17	17
Foundations of Health	Rathbone, Bacon, Keene	1937	-	3	-	3	3
Consumer Goods	Reich, Siegler	1944	-	2	-	2	2
Modern Home Physician	Robinson	1935	1	15	1	18	18
Pictures of Family Health	Rockwood	1932	2	2	2	14	14
Teaching Family Relationships	Rockwood	1935	-	2	-	2	2
Home Furnishings	Rutt	1935	-	1	-	1	1

Table 18 (cont.).

Name	Author	Copy-:		No.		Total no.	
		date	no.:	schools	non.:	copies	non.:
<u>Home Living</u>							
Cues for Yourself	Ryan	1940	1	4	1	4	
Young Consumers	Schultz	1948	1	1	1	1	
Foundations for Living	Silver	1943	2	5	2	21	
Through Early Childhood	Spalding	1930	-	10	-	1	
Baby and Child Care	Spock	1946	-	1	-	10	
New Patterns in Sex Teaching	Strain	1934	-	1	-	4	
Being Born	Strain	1936	-	5	-	11	
Love at the Threshold	Strain	1942	-	2	-	7	
Your Best Foot Forward	Stratton, Schleman	1940	-	3	-	9	
Everyday Problems of the Every- day Child	Thom	1934	-	2	-	2	
Simplified Nursing	Thomas	1931	1	10	1	10	
When You Buy	Trilling, Eberhart, Nicholas	1939	1	12	1	24	
The Girl and Her Home	Trilling, Nicholas	1932,					
		1940,	5	3	7	3	
		1944	4	1	4	1	
You and Your Money	Trilling, Nicholas	1944	5	3	7	3	
Home Nursing and Child Care	Turner, Morgan, Collins	1930	-	1	-	1	
Everyday Living for Girls	Van Duzen and others	1944	8	5	8	6	
Healthful Living	Williams	1934	5	7	7	31	
Family Health	Williams	1945,					
		1949,	2	1	4	1	
Manners for Moderns	Wheeler, Marced	1942	-	1	-	1	
Living Together in the Family	Wood	1946	-	7	-	20	
Managing the Home	Wood, Lindquist, Studley	1932	-	2	-	2	
Is Love Enough	Wood, Comstock	1940	3	-	3	-	
<u>Related Art</u>							
Design	Rush, Welbourne	1934	-	4	-	4	
Creative Hands	Cox, Weismann	1945	-	2	-	2	
Made in Home and Dress	Donovan	1935,	7	9	17	20	
		1939,					

Table 18. (cont.).

Name	Author	Copy- : right: : date	No. : schools: : non.:	VOC. : non.:	Total no. : copies : VOC.
Related Art					
Composition	Dow	1927	1	-	1
Art Through the Ages	Gardner	1936	1	-	1
Art in Everyday Life	Goldstein	1925, 1932, 1940,	8	11	25
		1942		1	1
		1941		2	2
		1948		1	1
		1930		2	2
Leathercraft	Groverman	1932,			
Home Handicrafts for Girls	Hall, Hall	1938,			
Handicraft and Hobbies	Ickis	1928			2
How to Beautify Your Home	Koves	1921			1
People and Art	Moore	1915			1
		1917,			2
		1926,			
		1946		2	2
Elements of Art and Decoration	Morgan	1933			11
The Art of Home Decoration	Northend	1928		1	1
Interior Decoration	Parsons	1921		1	1
Interior Decoration	Rolfe	1915		1	1
		1917,			2
		1926,			
Art Education	Russell, Gwynne	1946		2	2
Art Training Through Home Problems	Russell, Wilson	1933		10	11
Enjoyment in the Use of Color	Sargent	1923		1	7
Use of Native Craft Materials	Shanklin	1947		-	1
Home Decoration	Stewart, Jerald	1938		1	1
Art in Home and Clothing	Trilling, Williams	1928, 1930, 1936, 1942		8	25
		1942		11	56
Art in Home and Dress	Trilling, Williams	1930,			
Principles of Interior Decoration	Wood, Burbank, Moore	1942, 1903		12	97
		1942		2	2

Table 18. (cont.).

Name	Author	: Copy-:		: No.:		: Total no.:	
		: date:	: num.:	: schools:	: confes:	: date:	: num.:
Foods	Allen	1947	-	4	-	4	4
Food for Two	Amidon, Bradbury, Drenckhohn	1946	-	7	-	7	9
Good Food and Nutrition	Bailey	1921,	10	5	14	2	2
Meal Planning and Table Service		1924,					
	Bailey	1936	-	2	-	2	3
Foods		1924,					
	Baxter, Justin, Rust	1925	-	1	-	1	1
Our Food	Berolzheimer	1943	4	10	5	10	10
The American Woman's Cook Book		1939,					
	Berolzheimer	1946	-	1	-	1	1
Encyclopedia Cook Book	Biddle, Blom	1948	-	1	-	1	1
Table Setting for Everyone	Bogert	1949	-	1	-	1	1
Nutrition and Physical Fitness	Eradley	1943	1	1	1	1	1
Cooking for Profit	Chaney, Ahlborn	1925	-	1	-	1	1
Nutrition	Cockefair, Cockefair	1939	-	1	-	1	1
Health and Achievement		1936,	2	11	2	59	59
	Conley	1940	-	1	-	1	2
Principles of Cooking	Crissey	1914	1	2	-	2	2
Story of Foods	Davis	1927	-	13	11	45	45
Vitality Through Planned Nutrition	Duncan	1945	10	13	11	45	45
Food Processing	Farmer		2	1	2	5	5
Boston Cooking School Cook Book		1942	2	1	2	5	5
Practical Cookery	Foods and Nutrition Department, K.S.C.	1914,	7	5	8	15	15
		1924,					
		1926,	5	10	5	15	15
		1930,					
		1932,					
		1935,					
		1939,					
		1941	1	1	1	1	1
Food and Sanitation	Forster, Weigley	1914	1	1	1	1	1
Food for Fifty	Fowler, West	1941,	2	8	2	8	8
		1942,					
		1947					

Table 18. (cont.).

Name	Author	Copy-:		No.		Total no.	
		right:	date:	schools:	non.:	copies:	non.:
				voc.:	sch.:	voc.:	voc.:
<u>Foods</u>							
Food	Friend, Schultz	1	1	1	1	1	1
Your Food Dollar	Gamble, Porter	-	1	-	-	-	1
All About Home Baking	General Foods Corp.	-	6	-	-	-	18
Recipes for Two	Glass	-	1	-	-	-	1
Foods and Family Living	Gorell, McKay, Zwill	14	14	19	128	128	45
Foods and Homemaking	Greer	16	12	30	45	45	
		1933					
		1943					
		1923					
		1947					
		1942					
		1928,					
		1931,					
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		1937					
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		1941					

Table 18. (cont.).

Name	Author	date	No. schools		Total no. copies
			non-voc.	voc.	
Foods					
The Family's Food	Lauman, McKay, Zwill	1931, 1937	6	5	6 6
Your Child's Food	Lowenberg	1939	-	1	1
Meal Planning and Table Service	McLean	1949	-	1	1
Diet for Children and Adults	Peters	1924	-	2	2
Problems in Food and Family	Reeves, Trilling, Williams	1931	1	1	1
Food for People	Reid	1943	1	3	1
The Joy of Cooking	Rombauer	1943	-	5	5
Feeding the Family	Rose	1916, 1929	11	6	14 8
Magic Chef Cooking	Shank	1936	4	1	5
Chemistry of Food and Nutrition	Sherman	1932	4	2	4 2
Food Products	Sherman	1921	5	3	6 3
Foods and Nutrition	Silver	1941	4	6	4 15
Foods	Smith	1889	1	1	1
Food Savings and Sharings	Tappan	1918	1	1	1
Food Buying Today	Todoroff	1938	-	3	3
Food and Life	U. S. Dep't Agric.	1939	-	1	1
Food Study	Wellman	1917	1	-	1
Chemistry of Cooking	Williams	1911	1	1	1
Dietetics for High School	Willard, Gillette	1920, 1934, 1936	6	3	7 8
Foods for the Family	Willmot, Batjer	1938, 1944	5	3	8 3
Household Searchlight Cook Book	---	1937	15	5	25 7
Better Homes and Garden Cook Book	---	1949	2	1	2 6
Clothing					
Color Harmony in Dress	Audsley	1928	-	1	1
Man is a Weaver	Baity	1942	-	3	3
Clothing, Selection and Purchase	Baker	1931	1	-	1

Table 18. (cont.).

Name	Author	Copy-:		No.:		Total no.	
		right:	date:	schools:	non.:	copies:	voc.:
Clothing for Women	Baldt	1	1916	6	6	1	1
Clothing for the High School Girl	Baldt	5	1927	5	5	1	1
Clothing for High School Girls	Baldt, Harkness	3	1933	3	3	3	3
Clothing Construction	Brown, Gorham, Keever	3	1934	3	4	4	2
Principles of Clothes Selection	Butterick	13	1923	13	13	4	4
How You Look and Dress	Carson	-	1949	-	-	1	1
Essentials of Sewing	Cook	1	1924	1	-	1	1
Clothes with Character	Craig, Rush	1	1936	1	1	1	1
The Heritage of Cotton Fabrics	Crawford	1	1924	1	1	1	1
	Denny	6	1936,	6	10	1	9
			1947				
Encyclopedia of Modern Sewing Textiles	Dickson, Blondin	2	1943	2	2	5	2
	Dooley	1	1910,	1	1	2	2
			1924				
Textile Fabrics	Dyer	5	1927	5	18	14	14
Fashion Is Our Business	Epstine	1	1945	1	-	1	1
Costume Through the Ages	Evans	1	1930	1	-	1	1
Dressmaking	Fales	1	1917	1	1	1	1
Elementary Costume Design	Featherstone, Maack	1	1944	1	1	2	2
Clothing	Friend, Schultz	1	1933	1	1	1	1
School Needlework	Hapgood	1	1892	1	-	1	1
Color in Line and Dress	Hempstead	3	1941	3	-	3	3
Look Your Best	Hempstead	1	1938	1	-	1	1
Textile Fibers and Their Use	Hess	4	1931,	4	4	4	7
			1941				
The Sewing Book	Jessup	1	1913	1	1	1	-
Textile Fabrics	Johnson	1	1927	1	1	1	-
Home and Family Sewing	Justin, Rust	-	1941	-	-	-	1
See and Sew	Karasz, Engler	1	1943	1	3	3	3
Junior Clothing	Kinyon, Hopkins	3	1937	3	6	6	3

Table 18. (cont.).

Name	Author	: Copy-: No. : Total no.	
		: right: schools : copies	: date : non.: voc.: non.: voc.
Clothing			
Handing Sewing	Krolik	1	1
Clothing	Latzke, Quinlan	1	1
Historic Costume	Lester	2	3
Good Taste in Dress	McFarland	2	2
Textiles and Clothing	McGowan, Waite	4	19
		5	1
		2	8
Clothing and Textiles	Matthews	1	5
Clothing - Selection and Care	Matthews	2	2
Modern Tailoring for Women	Mauck	1	1
Modern Pattern Design	Pepin	3	3
Mending Made Easy	Picken	1	1
Sewing for the Home	Picken	4	4
Sewing Materials	Picken	1	1
Fiber to Fabric	Potter	6	13
What Dress Makes of Us	Quiquley	3	3
Fabrics and Dress	Rathbone, Tarpley	1	1
		16	53
Your Clothes and Personality	Ryan	19	60
How to Know Textiles	Small	4	21
Home Decoration with Fabric and Thread	Spears	1	1
Men Too Wear Clothes	State	6	6
How to Dress Well	Storey	1	1
The Complete Book of Sewing	Talbot	5	5
Clothes for Girls	Todd, McCullough	1	1
		13	31
From Thimble to Gown	Van Gilder	17	16
Textiles and Clothing	Watson	3	6
Sewing Course	White	1	1
Clothing	Woolman	1	1
Textiles	Woolman, McGowan	1	1
		5	7

Table 18. (cont.).

Name	Author	: Copy-:		: No.:		: Total no.
		: date	: non.:	: schools	: non.:	
			voc.:		voc.:	copies
<u>General Home Economics</u>						
Sharing Home Life	Baxter, Justin, Rust	1940	11	8	34	56
Our Share in the Home	Baxter, Justin, Rust	1945	2	8	15	20
Housekeeping Workbook	Balderson	1935	-	-	-	2
The Boy and His Daily Living	Burham, Jones, Redford	1935	-	4	-	4
Boys Will Be Men	Burham, Jones, Redford	1942	2	6	2	22
Newest Course in Homemaking	Calvert	1932	7	5	9	5
Girls and Their Problems	Coss	1931	1	1	1	1
A First Book in Home Economics	Friend, Schultz	1933	4	3	4	3
House and Home	Gray	1923	-	1	-	1
You and Your Home	Greer	1943,				
		1948	10	9	19	40
<u>The New Home Economics Omnibus</u>						
	Harris, Huston	1935,				
		1941,				
		1945	3	4	3	10
<u>Fundamentals of Home Economics</u>	Jensen, Ziller	1935	8	-	8	-
<u>Shelter and Clothing</u>	Kinne, Cooley	1917,	6	-	13	-
		1923				
<u>Junior Home Problems</u>	Kinyon, Hopkins	1928,	13	14	13	15
		1936				
<u>Elementary Home Economics</u>	Mathews	1921,	-	2	-	2
		1926,				
		1931				
<u>Home Economics</u>	Parloa, Goldstein	1906,	-	1	-	1
		1932				
<u>Manual of Homemaking</u>	Rensselaer, Rose, Ganon	1919	-	1	-	1
<u>Housing and the Home</u>	Sholtz	1939	-	2	-	2
<u>A Girl's Problems in Home Economics</u>	Trilling, Williams, Reeves	1926,	13	6	27	14
		1931,				
		1934				

Table 18. (cont.).

Name	Author	: Copy-:		: No.:		: Total no.:	
		: date:	: non.:	: schools:	: non.:	: copies:	: non.:
Others							
Living Chemistry	Ahrens, Bush, Easley	1942	3	14	6	27	
Glass House of Prejudice	Baruch	1946	-	1	-	1	
Science of Everyday Health	Blount	1936	2	2	4	2	
How to Win Friends and Influence People	Carnegie	1936	-	1	-	1	
Table Etiquette	Chambers	1932	-	1	-	1	
Science on the March	Clark, Fitzpatrick, Smith	1946	-	1	-	1	
Beauty and Health	Crum	1941	-	2	-	2	
I Dare You	Danforth	1938	-	1	-	1	
The Courtesy Book	Dunlea	1927	-	1	-	1	
Health and First Aid	Fishbein, Irwin	1944	3	2	3	7	
Home Economics Program	Gilkmen	1938,	-	2	-	2	
		1947,	1	-	3	-	
Social Usage for High Schools	Gillum	1937,	-	-	-	-	
		1944	-	1	-	1	
Textbook on Parliamentary Law	Hall, Sturgis	1923	-	1	-	1	
Your Career in Business	Hoving	1940	-	1	-	1	
Problems in General Science	Hunter, Whitman	1934	-	2	-	2	
Facteriology of the Home	Johnson	1929	-	1	-	1	
100,000,000 Guinea Pigs	Kallet	1933	-	1	-	1	
Candlemaking	Klenke	1946	-	1	-	1	
Your Carriage, Madam	Lane	1934,	1	7	1	7	
		1947,	-	-	-	-	
Peace of Mind	Leibman	1946	-	1	-	1	
Brothers Under the Skin	McWilliams	1943	-	1	-	1	
You and Psychiatry	Menniger	1948	-	1	-	1	
Vocations for Women	Pierce	1933	-	1	-	1	
The Young Hostess	Pierce	1938	1	-	1	-	
Everyday Problems in Science	Pieper, Bauchamp	1925	-	1	-	1	

Table 18. (concl.).

Name	Author	: Copy-:		: No.:		: Total no.:	
		: date	: non.:	: schools	: non.:	: copies	: non.:
Others							
Etiquette							
	Post	1927,	5	7	6	7	
		1937,					
		1940,					
		1945,					
First Aid Book	Red Cross	1937	1	3	10	29	
General Science	Regenstein, Teeters	1929	-	1	-	1	
Choosing Your Life Work	Rosengarten	1935	-	1	-	1	
Psychology for Living	Sorenson, Malm	1948	-	2	-	2	
Science for Everyday Use	Smith, Vance	1946	1	1	1	1	
Alcohol and Human Affairs	Spalding, Montague	1949	1	1	1	1	
Effective Learning	Turner, McHose	1941	-	1	-	1	
The Custodian at Work	Viles	1941	-	1	-	1	
First Aid for the Ailing Home	Whitman	1934	-	1	-	1	
The New Etiquette	Wilson	1940	1	1	-	2	

There was a smaller number of home economics books per pupil in the nonvocational departments than in the vocational departments (Table 19). The range was from .32 to 4.69 books per pupil. One nonvocational home economics department teacher did not submit a list of books and one did not give the number of pupils enrolled in her home economics classes. Several teachers stated that only a partial list of books was submitted so complete information on the nonvocational home economics departments is lacking.

Table 19. Average number of home economics books per pupil (nonvocational departments).

School	No. pupils	No. different books	Total no. copies	Average no. per pupil
1	49	9	22	.45
2	73	25	88	1.20
3	76	43	56	.74
4	24	54	80	3.33
5	41	84	109	2.42
6	60	26	78	1.30
7	27	21	70	2.59
8	50	43	73	1.46
9	75	34	38	.51
10	101	40	96	.95
11	11	21	26	2.37
12	62	21	23	.37
13	46	35	45	.97
14	77	49	72	.94
15	13	58	61	4.69
16	44	27	57	1.29
17	53	43	50	.94
18	31	15	16	.51
19	37	50	82	2.21
20	44	75	101	2.29
21	47	26	30	.64
22	44	14	14	.32
23	34	25	34	1.00
24	44	40	44	1.00
25	32	39	53	1.69
26	46	16	76	1.65
27	124	39	73	.58
28	26	31	52	2.00

Generally the vocational home economics departments had more home economics books in their libraries than did the nonvocational departments (Table 20). The range of average number of books per pupils was from .83 to 6.41. Four vocational home economics department teachers failed to submit a list of books. There were none, however, that submitted a list that indicated that the list sent in was incomplete. One reason the vocational home economics departments made a better showing in books per pupil than did the nonvocational departments may have been that many of these schools purchased the texts used by the pupils. These books then were counted in the libraries of the vocational home economics departments while those purchased by the pupils were not counted in the libraries of the other departments.

Table 20. Average number of home economics books per pupil (vocational departments).

School	No. pupils	No. different books	Total no. copies	Average no. per pupil
1	29	96	183	6.31
2	48	48	89	1.85
3	59	80	162	2.71
4	54	69	216	4.00
5	35	79	225	6.41
6	56	65	125	2.23
7	43	40	114	2.65
8	42	73	113	2.69
9	40	100	141	3.52
10	40	26	55	1.37
11	46	62	209	4.54
12	47	96	108	2.29
13	39	65	179	4.58
14	57	84	127	2.22
15	37	9	31	.83
16	50	19	73	1.46
17	52	35	136	2.61
18	34	86	90	2.64
19	30	68	189	6.23
20	43	51	51	1.18
21	37	46	117	3.16
22	27	32	47	1.74
23	50	60	66	1.32
24	34	40	195	5.71
25	49	60	239	4.87
26	73	40	178	2.43
27	92	77	100	1.08

The highest percentage of the home economics books were copyrighted between 1940-1949 (Table 21). Six per cent of the books were written prior to 1920. Eleven per cent of the books were written in the 1920-1929 group and 37 per cent in the 1930-1939 group. More than 50 per cent of all the books were written before 1940 and 18 per cent were written before 1930. Since many of the teachers stated that they did not list many of their books which were too old to use, the obtained figure may even be somewhat lower than the actual figure.

Table 21. Date of copyright of home economics books.

	No. of different books	Per cent
Prior to 1920	20	6.25
1920-1929	38	11.87
1930-1939	120	37.28
1940-1949	142	44.37
1950	1	.31

There were few of the vocational home economics departments that took advantage of the circulating library maintained by the State Board for Vocational Education for home economics teachers of day schools and adult classes. Nine vocational departments answered "yes" to this question and 22 indicated they did not use it. This service was not available to the nonvocational home economics departments, but several teachers in this group mentioned that they did supplement with books from city libraries.

SUMMARY

This study was made to provide school administrators, teacher training institutions, and home economics teachers with information regarding home economics libraries and the use being made of the reading materials provided. Most of the 61 schools that took part in this study offered three years of home economics.

More than two-thirds of the 31 vocational home economics departments offered all four areas of home economics in a year during the first two years. Slightly more than half of the vocational home economics departments taught all four areas during the third year. There was a greater tendency in the nonvocational home economics departments to teach only one or two areas during a year. There were only four nonvocational home economics department teachers that taught three areas during a year and none that offered all four areas.

It was the general plan, with only one exception, for the pupils in the nonvocational home economics departments to purchase all of their textbooks. In the vocational home economics departments about half the schools purchased the textbooks in the home living, foods, and clothing areas and more than half in the area of related art. Interesting, too, in this connection is the tendency for schools that purchase the books to limit the number of textbooks per pupil and to have the pupils use old editions of the textbooks long past their period of desirability.

The textbooks used in the home economics classes were principally the state adopted ones. More books were used regularly, in addition to the adopted textbooks, in the home economics classes in the vocational home economics departments than in the nonvocational departments. In most instances the additional references used regularly were limited to one or two books and many of the teachers stated that they did not use any additional books regularly.

The reading done during the class period was most frequently in preparation for the next assigned lesson. The amount of reading required in class and out of class for lesson preparation varied greatly. Reading was required for the laboratory lessons as well as for the discussion lessons in most of the departments. There were no great differences in the two types of departments. The median for the nonvocational departments was 20 minutes for discussion lessons and 17.5 minutes for laboratory lessons and the median for the vocational departments was 20 minutes for discussion lessons and 15 minutes for laboratory lessons.

Complete information on the amount of money spent annually for new home economics books was not obtained as many of the check sheets were incomplete. However, there was evidence from the few home economics departments that checked this question that there was slightly more money spent for the addition of new home economics books in the vocational departments than in the nonvocational home economics departments. The median for the nonvocational departments was \$12.00 and \$20.00 for the vocational home economics departments. Either amount would purchase only a few copies of books and would not be sufficient to keep the library complete and up-to-date.

The home economics textbooks were used as the basis for the plans for teaching courses in about half of the vocational and non-vocational home economics departments. About two-thirds of the teachers used the textbooks as one reference source for the teaching of their courses. Four nonvocational teachers followed the textbooks exactly by consecutive page assignments.

Home economics magazines were used as a supplement to classroom work in about 83 per cent of the schools and more than two-thirds of the schools used the magazines for pleasure reading for the girls, as a means of stimulating interest in classroom work, and as a reference source. There was evidence that commercial bulletins were used extensively as sources of reading material for home economics classes. The large number of commercial bulletins used by some of the home economics departments indicated that the commercial companies were writing and supplying a considerable amount of the subject matter material used in home economics classes. This practice may well be questioned as such materials are not generally regarded as the best source of subject matter for high school home economics classes. College and extension bulletins were used much less than commercial bulletins and were most often considered teacher reference.

Though it seemed that little money was spent annually for the addition of new home economics books, this did not appear to be so for home economics magazines. The list of magazines subscribed to by the home economics departments was long and offered a variety of content. The magazines most frequently subscribed to pertained to fashions and beauty. There were few that pertained to health,

family life, or consumer buying. The home economics departments that subscribed to Vogue magazine spent more for it per year than the total amount used for the purchase of new home economics books in many of the schools for the same period of time.

There was little evidence that the pupils were being helped to become self-reliant and able to find reading materials for themselves. The pupils were expected to look up their own references on topics in less than one-third of the home economics departments.

A large portion of the books were obsolete and useless for all practical teaching purposes. More than half of all the books were written before 1940 and 18 per cent were written before 1930. Only slightly less than 20 per cent of all the different books listed were written since 1945. Because home economics text and reference books 10 years old and more are out of date and out moded in most every way and the value of those written before 1945 is even questionable, most of the books in these home economics libraries were not serving the purpose of providing complete, recent, and reliable information. More than one-fourth of the foods books and approximately one-third of the clothing books were written before 1930. The areas of home living and foods had the greatest number of books, and the most recent of these were in the home living area and pertained to child care and guidance, housing, and home and family living. Many of the home economics departments that had a wide variety of books had only one or two copies of each, which were far too few to make the book of value as a class reference book. The average number of books per pupil in the nonvocational home economics departments was 1.2 as compared with 2.9 in the

vocational home economics departments. If only the books copyrighted in 1940 and since were counted, the per pupil numbers would be only slightly more than one-half of these numbers. For those books copyrighted since 1945 the per pupil number would be less than one-fifth of the numbers. Here again, reading opportunities were limited by the number of available and usable books.

Home economics is a broad and rapidly changing field and is therefore greatly dependent upon reading materials that are recent, complete, broad in scope, and reliable. Most of the teachers, indicated by their checking that they considered the use of reading and reading materials important in the teaching of home economics. However, their practices and those followed in their schools did not seem to bear this out, as evidenced by the amount of money spent annually for new books, the copyright dates of most of the books, the small number of copies of the different books, the choice of magazines, and the use made of the reading materials. Much more needed to be done to keep the home economics library a constantly growing and up-to-date source of reading materials and to make effective use of these.

ACKNOWLEDGMENT

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

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APPENDIX

Check List
KANSAS STATE COLLEGE
Department of Education

Home Economics Libraries in Kansas High Schools

Please answer the following questions in the blanks provided by a check mark or by supplying the correct information. When you have checked it, please place it in the enclosed self-addressed, stamped envelope and mail it by April 21 to Kathryn Gates, 814 Leavenworth, Manhattan, Kansas.

1. Name of high school _____
2. Town _____ County _____
3. Vocational (reimbursed) _____ or nonvocational (nonreimbursed) _____
4. Number of years Home Economics Curriculum for girls is offered: 1 _____ 2 _____ 3 _____; separate boys class _____; separate mixed class (boys and girls) _____
5. Areas taught in each year (check the correct area under the corresponding year)

AREAS	1st	2nd	3rd	Boys
HOME LIVING				
RELATED ART				
FOODS				
CLOTHING				

6. Number of pupils now enrolled in each class: 1st year _____
2nd year _____ 3rd year _____ Boys class _____ mixed (girls and boys) _____
7. The adopted text or texts in your school for each area:
Home Living _____
Related Art _____
Foods _____
Clothing _____
One book for all areas _____
8. What other books do you use regularly in classes?

9. Check the areas for which the pupil purchases her own book.

Home Living _____	Other _____
Related Art _____	None _____
Foods _____	One book for all areas _____
Clothing _____	

10. Check the areas for which the school purchases the books.

Home Living _____ Other _____
 Related Art _____ None _____
 Foods _____ One book for all areas _____
 Clothing _____

11. Are the pupils free to take the school owned books home for study?

Yes _____
 No _____

12. Does the problem of textbooks limit the number of areas taught in a year?

Yes _____
 No _____

13. About how much reading do you require for

(a) discussion lessons _____ minutes (in class)
 _____ minutes (out of class)

(b) laboratory _____ minutes (in class)
 _____ minutes (out of class)

14. Is the reading done during the class period:

_____ preparation for the current lesson
 _____ preparation for the next lesson
 _____ confined to adopted texts
 _____ other books
 _____ magazines
 _____ bulletins
 other _____

15. Are the teaching aids in the books used?

	Always	Frequently	Occasionally	Never
Activity suggestions	_____	_____	_____	_____
Questions	_____	_____	_____	_____
Book lists for pupils	_____	_____	_____	_____
Index	_____	_____	_____	_____
Glossary	_____	_____	_____	_____
Fine print	_____	_____	_____	_____
Other	_____	_____	_____	_____

16. What amount of money is used annually for the addition of new Home Economics books? _____

17. Check the points which are taken into consideration before new books are purchased.

_____ material presented _____ pictures
 _____ readability _____ copyright date
 _____ authors

- kind and value of teaching aids
 how nearly it follows your plans for the course
 other _____
18. Check the ways you use textbooks.
 followed exactly by consecutive page assignments
 as one reference source for teaching the course according
 to your plan
 as the basis for your plan for teaching the course
 other _____
19. Where are the Home Economics books kept?
 general library
 Home Economics department library
 in the Home Economics room where they are to be used
 other _____
20. Where are the Home Economics magazines kept?
 general library
 Home Economics department library
 magazine racks in the Home Economics room where they are
 to be used
 other _____
21. Where are the Home Economics bulletins kept?
 special shelves in the Home Economics department
 in the Home Economics department library
 catalogued file
 other _____
22. If the books are kept in the general library, when do the pupils
 use them?
 during the class period
 during their study hall periods
 after school hours
 checked out and studied at home
 other _____
23. How are the books obtained from the general library or from
 another Home Economics room for classroom use?
 requisitioned by the teacher
 various pupils go after the books as needed
 special open shelves provided in the classroom for books
 needed for a certain unit
 other _____
24. System followed for checking out books from the Home Economics
 department library.
 pupil signs card and gives it to the teacher
 oral permission from the teacher
 pupil files his own check-out card
 other _____

25. How are the Home Economics magazines used in the department?
 _____ pleasure reading for the girls
 _____ as a supplement to classroom work
 _____ as a means of stimulating interest in classroom work
 _____ as a reference source
 other _____

26. Approximate number of different commercial bulletins used in your Home Economics department_____. Number of copies of copies of each different bulletin_____.
27. Uses made of the commercial bulletins.
 _____ teacher reference
 _____ pupil reference
 _____ pupil interest
 other _____

28. Approximate number of different college and extension bulletins used in your Home Economics department_____. Number of copies of each different bulletin_____.
29. Uses made of college and extension bulletins.
 _____ teacher reference
 _____ pupil reference
 _____ pupil interest
 other _____

30. Are the bulletins easily accessible to the pupils?
 Yes _____
 No _____
31. Check the procedures and practices which are followed in your classes.
 _____ girls read assigned references and then answer questions over the material.
 _____ girls read assigned references and then discuss the material.
 _____ girls read assigned references and then make reports over the material.
 _____ teacher gives the subject matter orally to the pupils.
 _____ girls frequently look up own references on topics.
 _____ girls are encouraged in pursuing interests in books and magazines.
 _____ an interest is stimulated in the material being taught so that there will be a strong desire to read further.

32. Check the magazines subscribed to by the Home Economics department.

Forecast
 What! New in Home Economics
 Parents' Magazine
 Good Housekeeping
 Better Homes and Gardens
 Hygeia
 Seventeen
 Practical Home Economics
 Others:

33. List any additional magazines relevant to Home Economics which the pupils have access to in the general library.

34. Do you make use of the circulating library from the State Vocational Office?

Yes
 No

35. List all of the Home Economics books in your school and department libraries.

Name	Author	Copyright date	No. of copies
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KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

Manhattan

Department of Education
and Psychology

March 6, 1950

Dear Home Economics Teacher:

A study is being made at Kansas State College to obtain information concerning the home economics libraries in a number of representative Kansas high schools. In this we greatly need your help which will be mainly answering a check list for us. If you will give us this needed assistance please check the enclosed card and return it promptly. Upon its receipt the check list will then be sent to you.

We appreciate your cooperation and thank you for your participation in the study. The findings should be valuable to all home economics teachers in the state.

Sincerely,

(Mrs.) Kathryn Gates
Graduate Student in
Home Economics Education

(Mrs.) Lucile Rust, Professor
Home Economics Education