

TRENDS IN HOME ECONOMICS IN HIGH SCHOOLS

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INTRODUCTION

Home economics is now so generally offered in high schools throughout the United States that the important place it holds in the curriculums of these schools is rarely questioned. Pupils, teachers and parents accept home economics on a par with other subjects and are not surprised even when it appears on the list of required subjects for graduation. This widespread acceptance of the educational value of home economics in the secondary schools was not established over night. Like other worthwhile movements and institutions, it went through a struggle to reach its present status, and many individuals had a part in its development.

Home economics is one of the recent additions to the high school curriculum. The introduction of this new subject in most of the high schools has been since the first decade of the present century. However, a few schools included instruction in this area in the eighteen-eighties. The introduction of home economics in the elementary schools was much earlier than in the high schools and for many years held the more important place. Home economics also became a part of college education before it did of secondary education. This was due to passing of the Morrill Act in 1862, which established the Land-Grant Colleges and made provision for home economics in the curriculums. By 1873, two of these colleges, Iowa State College and Kansas State College of Agriculture and Applied Science, were offering instruction in home economics.

The early leaders and workers in home economics were an ambitious, industrious and zealous group with great vision for its future. In 1899 several of these individuals met at Lake Placid, New York, for a first home economics meeting to discuss their problems and to plan for the future. These meetings were held annually for 10 years and were known as the Lake Placid conferences. Here were laid the foundations for home economics as we know it today. By 1909 these conferences were outgrown and the American Home Economics Association came into being. This was significant in that it was the beginning of the recognition of home economics as a profession and of its having a definite place in education.

The growth of home economics at the high school level has been rapid and extensive in this period of approximately 50 years. In a study of home economics in 53 per cent of the high schools in this country, the United States Office of Education (1941) reported that in 1938-39, 10,197 of these high schools offered home economics and that 1,135,040 girls and 28,889 boys were enrolled in such courses. Among the greatest influences in this development was Federal legislation for vocational education, especially the Smith-Hughes Act of 1917 and the George Deen Act of 1937. Obviously, the high school program in home economics is of great importance in education. What is being done in this field at the secondary level and what direction the program is taking are significant to teachers and administrators. Therefore, this study of the trends in home economics in high schools was made.

TRENDS

A trend may be defined as the general direction or course taken by something changing or subject to change. Since education in all of its aspects has this quality of change, trends in it are constantly being shown. A trend in education is evident when a significant number of people are thinking alike on a certain educational issue or are following one or more similar educational practices.

Trends are of importance in education in that they point the way toward which programs may be developed and help to form a basis for general and specific goals. Educational trends are shown in various ways. In home economics these would be evident in philosophy or concept, terminology or nomenclature, place in education, curriculum, and in methods of teaching. Trends are ascertained through such means as current literature, including books, magazines, bulletins and courses of study, lectures, discussion groups and conferences, and observation of prevailing practices.

Philosophies and Concepts

Since what people do is determined to a great extent by what they think and believe, it seems advisable to give first consideration to trends as shown in philosophies and concepts concerning home economics. Philosophies and concepts of home economics are statements of the beliefs, attitudes, opinions, ideas and convictions of individuals regarding this field of edu-

cation. These may have wide differences and may be expressed in various terms, and yet have enough similarities to indicate one or more trends. Philosophies and concepts of home economics that are the result of broad experiences, much observation, study and investigation, and deep thinking are the best guides.

Philosophies and concepts of home economics have greatly changed since it became a formal part of education. From the idea of its being a little bit of cooking and sewing for a few to take on the side, home economics has emerged into something entirely different that would scarcely be recognized by many of the early home economists. An examination of recently expressed philosophies and concepts of leaders in home economics definitely shows this change. Several of the concepts are presented as examples that are typical.

The curriculum committee of the Kansas Home Economics Association (1940), stating the philosophy and concept of this professional organization, said:

Home economics is that part of education which has for its major purpose the education of youth and adults for successful homemaking and satisfying home and personal living. It recognizes that these activities are of the utmost importance to everyone and are necessary for his fullest development and happiness. The scope of home economics is broad, including all of the many phases of homemaking. Among these are the rearing of children, maintaining of desirable family relations, determining and establishing desirable standards of living, managing the family's money, maintaining and safeguarding the family's health, housing and clothing the family and making wise use of leisure time. Home economics also prepares for such professions as teaching, extension service, home service, institution management, all of which are closely related to home making.

Spafford (1942), writing about the challenge of home economics, expressed much of the same idea when she said:

Home economics is concerned with all that affects immediate personal and family living--the feeding, clothing, and housing of the individual and the family, the management of resources, the development and care of children, the protection of health, the care of the sick, and the everyday social relationships of people. With the increasing interdependence of individuals and families, the social, political and economic conditions which affect their living have become of increasing interest to home economics.

Using a more colorful way of indicating her idea regarding home economics, Bane (1944) wrote thus:

Home economics is outward bound, and there are evidences that it is thoughtfully streamlining itself and critically examining its cargo and its destination in order that the question "Whither bound?" may be answered clearly--the improvement of home and family life by every means at our command. We will not forget that although the man and woman of tomorrow will be world citizens, and probably wage or salary earners in some occupation, they will still depend for much of their happiness upon home and family life.

Justin (1945) in an article addressed to teachers and administrators in Kansas also presented a broad and effective philosophy and concept of home economics in these words:

Home economics, like many other fields, when well taught, has made notable contributions to the development of the habit of thinking critically, with the ability to define problems, collect data, establish facts and appraise judgments and values. Being an applied field of science and art, it is rich in concrete problems in a wide range of intellectual and practical activities relating to American life, and affords exceptional opportunity in integrative experience.

This field affords women rare vocational opportunities that may not be overlooked in any effective vocational guidance program. Within it are numerous vocational openings, affording women optimum opportunity for highly significant and satisfying service as teacher, nursery school director, social service worker, research investigator, home demonstration agent, interior decorator, clothing specialist, or dietitian, to mention a few.

Definitely it can be seen that current philosophies embodied in home economics are away from the cooking-sewing skills concept to that of education for personal and family living.

Terminology

The terminology or nomenclature employed in an educational field is closely related to philosophy and concepts. In fact it is impossible to express beliefs and ideas without using the prevailing terminology. The names used to designate home economics, its areas and phases, express decidedly the philosophy and concepts held. Trends in home economics too may be noted in the nomenclature.

Home economics for a long time was known as cooking and sewing, domestic science and art, and foods and clothing. The term, home economics, did not come into use until the founding of the American Home Economics Association in 1909. At this time there was also a group who preferred calling this educational field household arts, and in a few circles this name still holds. However, home economics has come to be the generally accepted name.

For the most part home economics is now regarded as a part of education, or an educational field and also as a vocation at the professional level. This is shown by the terminology employed by the American Home Economics Association as presented by the curriculum committee of the Kansas Home Economics Association (1940). Home economics as a part or field of education or as a profession is divided into five areas and each area into phases which are:

The Family and Child Development; Family Economics; Housing; Foods and Nutrition; and Textiles and Clothing. The Family and Child Development includes personal development re-

lations within the family, child guidance, family health and relations with the community. Family Economics includes sources of the family income, household production, and family expenditures, purchasing and standards of living. Housing includes home selection, planning, furnishings and equipment, care of the house, housing economics and management. Foods and Nutrition includes planning, preparing and serving food, preserving and storing of food, selecting and purchasing of food and keeping the family in a good nutritional state. Textiles and Clothing includes the constructing, remodeling and making over of clothing, the selecting and purchasing of clothing and textiles, the care of clothing and textiles and the designing of clothing, thus providing for the application of art to dress for satisfying self-expression.

The Smith-Hughes Act and other Federal vocational education acts brought into use the term, homemaking, for home economics. Many states and schools adopted homemaking as the name of their high school programs in home economics. This term made no headway whatever in designating college programs, though homemaking still has fairly wide use as a synonym or in the place of home economics in preparing individuals.

Home living, family living, and home and family living are terms that are being increasingly used for the entire field of home economics or for certain areas. Home living came into the picture 20 or 25 years ago as the name for a high school subject that included the areas, family relations and child development, family economics, and housing. The term is still widely used for such courses. Recently home living, family living, and home and family living have taken on a significance similar to home economics and are being used in the same way for this entire field. Goodykoontz, Coon and others (1941) throughout in their recent book employ the term, family living, instead of home economics. Spafford, who writes extensively on subjects in home economics

education, makes frequent interchange of the terms home economics, home living, and family living. The same is true of other writers in this area. Some individuals insist that these newer terms have a broader meaning than does home economics. Interesting, too, is the fact that they are being used for home economics at all educational levels.

According to the curriculum committee of the Kansas Home Economics Association (1940) and to a study made by Kadel (1944) the areas of home economics offered in Kansas high schools were designated as food, clothing, home living and related art. The study of home economics in high schools throughout the United States by the United States Office of Education (1941) listed the following areas of home economics as being universally taught: child development, clothing, consumer buying, foods and nutrition, health and home nursing, home management, the house and family relationship.

It is readily observed that the changes in the terminology of home economics have been related to those of its philosophy and concepts. The trends are decidedly toward those names that indicate education for personal and family living.

Place in Education

The place of home economics in education has been varied and changing. Movements in education have been contributing forces in this situation. Coming into high schools as a part of the manual training movement, home economics was long regarded

by many as a means of training "the head through the hands". Along with this was the busy-work purpose of home economics which included it in the curriculum to keep pupils busy at something. The influence of these ideas may sometimes still be observed in high school home economics teaching, even though the philosophy back of them has long been outmoded.

Designating home economics as a practical arts subject is frequently done. This means that home economics is regarded as a subject in which processes, materials, tools, and equipment are used to teach ideas, and has value in the curriculum especially for this purpose. Sometimes the development of skill is emphasized, and sometimes it is not. The term household arts was one belonging to the practical arts idea of education. Undoubtedly home economics has a place in practical arts education, but this is not its only or most important place in education.

Home economics is regarded by a large number as belonging primarily to vocational education. Many high schools even list it as a vocational subject. No doubt the Smith-Hughes Act and other Federal vocational acts have been largely responsible for this. Vocational education claims for its purpose the development of the person as an able and skilled worker in some socially useful occupation at which he might earn a living or follow as his main life work. Homemaking is the vocation for which home economics prepares the high school girl. Home economics programs based upon this idea are planned and organized to do this very thing.

The vocational idea of home economics has tended to make home economics a special subject elected by those girls especially

interested in preparing themselves for homemaking. In keeping with this idea the home economics program in itself will be broad but not for all pupils in the high school. Many high school programs in home economics are based upon the idea that home economics belongs in vocational education. Because these programs are planned to prepare girls for homemaking, excellent programs are being carried out. The limiting factor is that home economics reaches only a limited number of pupils, while all need some instruction in this area.

The present wide interest in general education formerly designated by such terms as liberal and cultural is having effect upon the place of home economics in education. The idea is being accepted that home economics has an important contribution to make in this educational area. By general education is meant that common education that individuals need to develop them as an individual personally and socially to live in a free society. It is non-specialized and non-vocational in character. The purpose of general education is the development of those capacities of individuals which will help them gradually to take their places in society as contributing members. This type of education, therefore, aims to develop those attitudes, appreciations, and abilities needed for future as well as for present living. Worthy home membership is included as one aspect of present living.

Worthy home membership as a need of everyone was set up as one of the cardinal principles of secondary education more than 20 years ago. Most educators subscribed to the principle, but few did anything about it. That the importance of educating in the

immediate personal-social relationships of life is today claiming attention is most encouraging. Leaders in general education as well as those in home economics are saying again and again that education should prepare everyone for living through living; should aim at the development of all abilities; and should, by all means, emphasize personal development and living in a social group for the betterment of that group.

One cannot think of educating a person to gain the best of the life he is living without recognizing that he lives in a family; that he first learns to live with people through life within the family, and that the family is the unit of that larger group, the community. This school of thought calls for all boys and girls to study ways of living together in family and social groups. Such instructions call heavily upon home economics, thus giving it an important place in general education.

Home economics has much to contribute to the education of individuals for satisfying personal living as a part of general education. The very nature of the materials with which it deals gives forward-looking programs a richness and vitality of extreme importance in present-day curriculum reorganization. This is especially true now that the whole direction is toward strengthening general education through a more functional program.

To say that home economics has but one place in education is wrong. Home economics belongs in practical arts education, vocational education, and general education. Its contribution will be as large in secondary education and in other educational levels as teachers and administrators have vision and likewise make

possible.

The Curriculum

The school curriculum is one of the first places in which to look for trends. This is because it is such a fundamental part of the educational program. Some would say that the curriculum is the program.

The term curriculum has two uses in that it refers to all the educational experiences of the pupils provided by the school and also to the school's offerings. Both uses of the word seem desirable. From the pupil's standpoint the curriculum is what he gets from the school with a curriculum increasingly custom-made for him from all the educational experiences the school offers. The school, however, needs to see its possibilities for education as an integrated whole and organize its offerings to this end. This means that course offerings, provisions for guidance, so-called extra-curricular activities, assembly programs, home-room activities and all the experiences that may, in any way, come under the direction of the school constitute the curriculum. In home economics the curriculum includes all that the department does for and with students including supervising and directing home experiences, counseling, guiding the student, and all the other experiences, which are provided for pupils, that are related in any way to home economics. What a school or a field has to give to its pupils makes up its curriculum. A curriculum is generally broader in scope than the work of any one pupil in order that the needs of all may be met.

Facts regarding current philosophies and practices in home economics curriculums are obtained from courses of study, text books, recent writings and observations. All reveal great similarities. One especially noted is the broadening of the curriculum in course content, in relations with homes and communities, in pupil activities and experiences, and in pupil guidance.

This broadening of the curriculum is evidenced in various ways. A statement of guiding principles in a publication of the Kansas State Department of Education (1940) indicates this fact.

These are:

1. Home Economics should be based upon the needs, interests, abilities and background of the learner.
2. Home Economics should include both girls and boys in the program.
3. The emphasis in Home Economics should be on the teaching of girls and boys rather than subject matter, subject matter being used primarily for the development and growth of the girls and boys.
4. Home Economics should take into consideration the economic level and social customs of the community. It should be closely related to the homes and home living in the community, and provide first-hand experiences in the natural setting of the home.
5. The program in Home Economics should be broad in scope and provide contact with the major activities of the home.
6. Home Economics should foster desirable standards of living for the home and community, and should not be so far above possible standards that unhappiness and discontent result.
7. Home Economics should make for better and more satisfying home living.
8. Pupils should be given opportunity to participate in the planning of their Home Economics courses, as well as in their class and out-of-class activities that are a part of these courses.
9. Real life situations should be used, as much as possible, in Home Economics.
10. Home Economics should lead to the realization that homemaking is an important and dignified vocation than which there is none finer or better.

High school curriculums in home economics built upon such principles as these could not be narrow or limited. Interesting, too, is the fact that such guiding principles as these are typical of those accepted by states and schools throughout the United States.

Drollinger (1940), speaking for the Wyoming State Department of Education, shows this broadening of the curriculum in the objectives set up for the secondary school home economics program in that state. These are:

1. Some ability to recognize individual needs and problems and to think through each scientifically, without prejudice for the greatest personal satisfaction and welfare of society.
2. A recognition of the influence the family and individuals have on community and national welfare and a growing interest in becoming an effective, participating citizen.
3. Development toward emotional maturity or adulthood (a) willingness to assume responsibility for own actions in personal, home, school, and community life, (b) ability to make sound decisions deferring temporary satisfactions for ultimate goals, (c) considering welfare of others, (d) accepting the inevitable and adjusting to it.
4. Development toward a worthwhile workable philosophy of life.
5. Interest in management of time, money, and energy, and a growing ability to manage efficiently.
6. Desire and ability to maintain as high level of physical and mental health as possible for self and others.
7. Desire and ability to have wholesome relations with others, members of both sexes and individuals of various age levels.
8. Appreciation of beauty in all phases of home living and same ability to make surroundings more beautiful.
9. The growing ability to participate in making home life for all mankind.
10. Attainment of home making abilities in proportion to pupil and family needs and pupil interest and capacities.
11. Desire for cleanliness and order in all things.
12. Desire and ability to use leisure so that it brings

- the greatest satisfaction to individual, family, and community.
13. An interest in and some understanding of current social and economic developments in society which have a bearing on family life.
 14. An appreciation of homemaking as a vocation requiring constant study.
 15. An interest in developing temporary wage earning skills or vocations in this field.
 16. A knowledge of available sources of help with home-making problems and some ability to evaluate authenticity of published materials.

The United States Office of Education (1941) found in its study that the offerings in home economics in high schools were broad. Though the areas of foods and clothing were given the most time, the other areas of home economics were being included. Each area, too, was broad and in all areas home experiences were being widely used in the programs.

Course of study outlines show a tendency for high school home economics to be general in nature and include many phases from several areas of home economics. Most state high school curriculums in home economics are of this type. A skeleton outline of the plan would be similar to this:

- Ninth-grade Home Economics (Foods, Clothing and Home Living--The Family, Housing and Family Economics).
 - Tenth-grade Home Economics (Foods, Clothing and Home Living--The Family, Housing and Family Economics).
 - Eleventh-grade Home Economics (Foods, Clothing and Home Living--The Family, Housing and Family Economics).
- Each year's work should be broadened and deepened to meet the increasing maturity of pupils.
All areas are represented each year, but different aspects and units are included.

Such courses were organized around the life activities of students, drawing on any or all areas and phases of home economics for the learning needed to meet the situations.

Schools are still offering courses in only one area of home economics but many of these are but one semester in length, rather than the older plan of an area for an entire year. Often the curriculums are planned so that semesters in several different areas of home economics may be included in the pupil's curriculum.

Home economics in high school may be required, elective or both, depending upon the school. It is more likely to be required in the lower high school years than in the upper ones.

The development of core courses and core curriculums which are for all high school pupils has made a new place for home economics. Many of these core courses are being organized around the life experiences of students, and teachers from many fields are being drawn into the planning and teaching. Home-life education is being made a part of these newer courses. When home economics becomes a part of the core, its special offerings are developed as special interest courses for students who want more work in the field, either as general home economics or in a special phase. The need here is to plan the best possible program of home economics as it has been set up and to help home economics make the best possible contribution to the success of the core course.

Not to be overlooked in the high school home economics curriculum are the courses for boys. According to the study of the United States Office of Education (1941) nearly 30,000 boys were at that time enrolled in home economics courses. Beginning as courses concerned mainly with food preparation, they are now home living courses that include all areas of home economics and many phases of each area. The emphasis is upon personal and home

relationships, friendships between boys and girls, courtship, marriage, child development, family economics and housing.

Douglass (1937), in emphasizing the importance of home economics in the school curriculum and of the need for educating for family living, said:

No one can deny that the welfare of society depends directly and heavily on the efficiency with which the home performs its functions. It is the most important single agency in the education of the young. It is the most important factor in the building of character. It is the first line of defense in health. It is the basis of the purchase and consumption of most of the world's goods. It is the most potent single determinant of the happiness of the family group. In whatever way the school can contribute to the realization of the possibilities of the home in these respects, it is incumbent upon the school to extend itself to the maximum.

Methods of Teaching

The methods used in teaching home economics are of utmost importance in considering trends in this field of education. Upon the methods by which home economics is taught depends greatly the extent of its functioning.

People who are not informed are apt to think of the home economics classroom only as a place where girls cook and sew. This was the home economics perhaps they knew when they were in school. If these individuals were to drop in to almost any department today and talk with pupils and teachers about their work, they would in all probability find home economics little like the notion they have built up. If they were to select carefully the places to visit, and stay long enough to get acquainted with the program in operation, they would find in actual practice, many times over, all those things which forward-looking educators say that educa-

tion should be. They would find a field far in advance, perhaps, of any other in the way it is building its program on the needs and interests of the pupils, bringing the life of the home and community into the classroom, using real-life problems with their many interrelationships as the center of instruction, and putting classroom learning to use in living. They might even see that pupils, parents, and teachers are setting up goals for learning with the home, school, and community and are pooling their resources to strengthen the teaching.

In teaching home economics today, plans are made which provide for the setting up of objectives of home economics as general behavior patterns and special abilities and their interpretation into behavior outcomes. The learning needed for achieving these objectives is then determined; experiences for attaining the learning selected; and ways of measuring progress decided upon. Such planning results in setting up large units of work, dealing with different phases of home economics or with large life situations which cut across many phases and even several areas. These large units, perhaps the key to good planning and choice of methods, are not too large for the teacher inexperienced in organizing material to try out, and yet of sufficient size to show direction of growth and progress made.

Learning units are organized around projects, problems, or topics that are related to pupils' use, understanding, and need of the subject matter involved. This affects materially the methods used in teaching the units as is shown by the following series

of units that make up a certain high school home economics curriculum:

1. You and your family.
2. The family's money.
3. The food we eat.
4. Using and caring for the sewing machine.
5. Making our own room livable.
6. Selecting and making an apron.
7. How to look our best.
8. Helping with the family meals.
9. Fun for the family.
10. Helping to care for the house.
11. Planning and making a slip or jumper.
12. If we have guests.
13. Helping to select and purchase our clothing.
14. Making and keeping friends.
15. Selecting and preparing school lunches.
16. Caring for our clothing.
17. When we are away from home.
18. When there's sickness in the home.
19. Planning and making a school dress.
20. Helping care for younger children.

Problem solving methods of all types are used in teaching home economics in high school. Judging the learning of pupils through the meeting of true-to-life situations is a desirable practice. Sometimes the lesson is made up of a number of problems to be solved; sometimes the lesson itself is one problem and sometimes the problem may require several lessons to solve. Case problems are used again and again in numerous ways.

Education recognizes that learning to be effective must certainly be related to the life of the learner, and that learning must have meaning for him. It is not enough to study general changes in family life, average expenditures at a specific income level, ideal plans of houses, valuable as these may be. Learning experiences must be provided which are necessary for a particular individual or family to meet its housing needs in the best manner

possible, to plan, prepare and serve the right kind of meals, to select and make clothing, to use its resources in the most satisfying way, to make its own home life rich and meaningful. Methods used in high school home economics show the influence of this philosophy. Home economics teachers have personalized their instruction. They have visited in the homes of their pupils, become acquainted with the members of the family, seen the conditions under which they are living, encouraged and frequently required the carrying out of home experiences including home practice work and home projects. Teachers have kept their contacts with former pupils as they have established homes of their own and thus seen the extent to which the instruction has been useful. This personalizing of instruction in high school home economics is meeting deep-seated human and social need.

A knowledge of individual needs and interests, capacities and abilities is important if the teaching of home economics in high school is to be functional. Interests and needs which pupils already recognize, however, should not be the only factors in selecting educational experiences. No special motivation is needed when interest is present. However, lack of interest does not necessarily mean that experiences formerly provided should be discarded. It does mean, however, that teaching situations should be scrutinized more thoughtfully. Some, perhaps, should no longer be used; others should be presented in such a way that pupils readily see their inherent values. American culture today places greater value on some phases of learning than on others.

Conditions within the local community or problems of individuals may make still others important. Certain abilities have been developed through experiences; others are latent. Habits already acquired may make it easy or difficult to turn undeveloped capacities into worthwhile abilities. There is always more to be done than time will permit. Needs and interests help in selecting what it is best to do in the available time.

Pupils may be found in a home economics class working on different jobs and doing different things. On the other hand, they may be working in committees, families, or groups on similar or different jobs. They may even all be doing the same thing. The method used of course depends upon the objectives to be reached, the nature of the subject matter involved, the needs of the pupils, and the equipment available. The use of a variety of methods and devices by teachers of home economics is evident.

Reading by pupils is an important means of learning in high school home economics classes. Texts and other books, bulletins and magazines are used widely. Discussions of all types are conducted. Demonstrations by teacher and pupils have a significant place in the teaching, as does illustrative material, including films and slides. The idea of pupil participation in the planning and carrying on of the in-class and out-of-class activities is noted in all of the materials studied.

Home economics classrooms and equipment are contributing to the use of desirable methods of teaching as well as curriculum content. Based upon the idea of preparing pupils for homemaking it is possible for many learning activities to be carried on in

a life-like manner.

Probably no field of education has been influenced by social changes any more than home economics. This is because of the close relation to the home and its activities. Obviously, then, trends in home economics should show similarity to trends in home and family living. Instead of being baffled by departure from traditional customs, practices, and ideas in the home, home economics should seek to find a way to aid in the adjustment to the new.

In such times as now, young people have even greater needs for affection, for security, and for a place to come back to for a perspective on the kaleidoscopic changes in their world. In this critical situation young people need courage and guidance in working out individual adjustments to changed conditions and standards. These and other conditions create a challenge for education in home and family life today for which high school home economics must assume some responsibility.

SUMMARY

Though many trends of varying degree were evident in the study, following are the ones considered to be most important:

1. Home economics is regarded as a part or field of education that prepares individuals for satisfying personal and home living and for successful homemaking.
2. The preferred terminology is that which indicates the broad concept of home economics rather than the narrow one of skills and techniques.

3. Home economics has a place in practical arts education, vocational education, and general education.

4. Home economics is becoming more general in nature, including all areas and many phases in the programs and curriculums.

5. Home economics is offered for all the pupils in the school, both boys and girls.

6. Meeting pupils' needs is a basis upon which home economics programs and curriculums are planned and carried out.

7. Making home economics at school home, in keeping with homemaking and home living at home, is an important way of obtaining a functioning environment for pupil learning experiences.

8. Home experiences are considered a fundamental part of home economics programs and curriculums.

9. Methods that encourage good thinking on the part of the pupils are being employed in the teaching of home economics.

10. Pupil participation in the planning and teaching of courses is being followed.

11. Classrooms and equipment are representing or featuring home-like conditions as nearly as possible.

12. Home economics as evidenced by its trends is bound by no one field of knowledge and is as wide as personal and family life. Its teaching is successful largely to the degree that it contributes to the forming of a working philosophy of life. Broadly planned and wisely taught with the needs, interests, and abilities of the pupils in mind, home economics has an unusual opportunity to be of educational value to high school boys and girls in growing into happy, wholesome, well-balanced men and women.

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