

A SURVEY OF HOME LIVING COURSES AND UNITS AS TAUGHT  
IN A SELECTED GROUP OF KANSAS HIGH SCHOOLS

by

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## INTRODUCTION

Home living courses began appearing as part of high school home economics curriculums during the decade of 1920-30. Though at first this appearance was somewhat sporadic, by the end of the next ten years these courses and the subject matter involved were quite well established as a fundamental part of home economics at the secondary level. Home economics curriculum guides and courses of study from this time on have included home living in some form or manner and have put increasing emphasis on this area of subject matter.

Many basic social changes and educational trends were responsible for this forward movement of enriching and broadening home economics curriculums and programs. During World War I and the following decades, people concerned with vocational training became aware that success or failure of the individual on the job was very closely related to his home life. Stress also began to be placed on education for homemaking as a vocation. Since home economics was the one field of subject matter greatly concerned with the everyday living of individuals and families, it was only natural that curriculums and programs were developed to include all of the many phases and aspects of homemaking.

American families too, were rapidly changing in social and economic status and the ensuing 25 years brought many evidences of these changes. Families were smaller, and many mothers began working outside the home. This pointed up the need to prepare

girls for the dual role of homemaker and wage earner. Families and individuals were less self-sustaining, and the function of families changed from that of producers to that of consumers. The United States also was fast becoming an industrialized nation and society. Because of improved transportation and communication, families were no longer confined to one environment. Families became more mobile and population shifts were startling. The appearance of new products and inventions gave people greater amounts of leisure and more diversified activities. Attitudes towards marriage began to undergo changes which are still going on. All of these trends emphasized the need for a broader and different concept of home economics that would include subject matter and learning activities closely related to family and personal relationships, time and money management, and housing.

About the time that home living courses began making an appearance in the home economics program and curriculums of secondary schools, a committee was appointed by the American Home Economics Association to standardize a terminology in home economics. In this, home economics was divided into the following areas: family relations and child development, textiles and clothing, foods and nutrition, art, housing and household equipment, and family economics and home management. Each area then had many phases, all of which were closely related to the activities of homemaking. At the same time a terminology for home economics for secondary schools developed and has since been used in Kansas and many other states. This terminology divided

home economics into four areas: foods, clothing, related art, and home living. Each area included many phases of this aspect of home economics. Home living as thus used, corresponded to the areas of family relations and child development, housing and household equipment, and family economics and home management as used in the terminology of the American Home Economics Association.

For many years the high school vocational home economics curriculum in Kansas included a one-semester course called, Social Science Related to the Home. This course included much of what was taught in home living courses. Gradually this course took on the name of home living, and about ten years ago was incorporated into the high school vocational homemaking curriculum as home living.

Just how the term, home living, came into the terminology of home economics is not definitely known. A Montana high school teacher, for a time, claimed the distinction of first using the name in connection with a high school course that she taught in which other areas of home economics than foods and clothing were included. However, other teachers too, in the nineteen-twenties and in various parts of the country were developing such courses and calling them home living. It is a well known fact, though, that publication of the first text book in this new area, "Problems in Home Living," by Justin and Rust in 1929 began to bring the term into general usage. Likewise, this book and subsequent editions were responsible for the increased offering of home living courses in many of the secondary

schools throughout the United States.

On examining the contents of the first home living text book, it was found even at this time, the coverage of subject matter was broad. The book consisted of three sections and was written according to the unit, problem organization, for which the home living area lended itself very well. The subject matter dealt with family relationships, home management, health and home care of the sick, and child care and development. Later revisions of this text, entitled successively "Home Living," "Home and Family Living," "Today's Home Living," and "Today's Home Living, Revised" contained the same general breadth of subject matter but increased its scope and level. These also placed new emphasis on home management and on such important aspects as the latest household equipment, furnishing, and supplies; family income and budgets, and consumer buying; home safety; health and home care of the sick; and preparation for marriage. As the interest in the home living area of home economics increased, other books were published and today there are a number of books available at the secondary school level, dealing with various phases of home living. However, the home living books of Justin and Rust still are the most comprehensive ones in this area. Many home living articles suitable for class use can be found in current magazines. Many teaching aids are available for use in teaching home living courses and units, including films, film strips, pamphlets, bulletins, leaflets, and charts.

The introduction of home living in high school home economics curriculums was in many instances as a course, one or two semesters in length. This was usually in the second or third year of the home economics curriculum whichever was the last year of the curriculum. There were exceptions to this and frequently home living units were added by including them in the foods and clothing courses. As interest in this new area of home economics increased, more home living units were added until in many of these schools full-semester and one-year courses in home living were offered.

Home living as a term related to home economics is used in a number of different ways. The term is used by some to mean the same as home economics. Others use it to indicate a major area of home economics, and still others use the term for only one or two phases of this area. As used in this study, the term refers to that area of home economics which includes such phases as personal and family relationships, health, housing, home management, family finances, consumer buying, child development and guidance, and preparation for marriage.

Increasing emphasis is being placed upon the home living area in home economics curriculums and increasing time for it is recommended. The Kansas curriculum guide for home economics (1949) in secondary schools features as much time for the home living area as for each of the foods and clothing areas. This means from 10 to 12 weeks for home living each year. However, some schools offer home living as an upper class course in home economics from one to two semesters in length. Many home

economics teachers, supervisors, and teacher educators are recommending that more time be given to the home living area than to each of the foods and clothing areas.

It has now been well over 35 years since home living courses and units were first taught in home economics curriculums of Kansas high schools. Information relative to how much time is being given to this area of home economics, what is being included in the courses and units, and how these are taught is greatly needed by high school home economics teachers and those responsible for training home economics teachers in Kansas.

The purpose of this study was: (1) to ascertain the extent to which home living courses and units were being taught in the home economics departments in a selected group of Kansas high schools; (2) to find out the methods, devices, equipment, and learning activities that were being used in the home living courses and units in these high schools; and (3) to obtain information relative to the present status of home living courses and units that would be helpful to those responsible for teaching home living courses and units in high school and for training home economics teachers in Kansas.

#### REVIEW OF LITERATURE

A search of available current literature revealed that no completed studies pertaining to home living courses and units as taught in Kansas high schools, or in any other state, had been reported. However, those studies and other publications which had a bearing on this study are reviewed here.

Justin and Rust (1929) clearly defined the purpose of instruction in home living courses and units in the first text book in this area, "Problems in Home Living." Homemaking was described as a composite vocation involving many activities such as the care of children, the management of the home, and the maintenance of family health. According to these authors, the purpose of home living instruction was to bring this aspect of the student's environment into the knowable and controllable. They further said that instruction in home living developed in a student a spirit of fairness and a scientific attitude in considering the home and its problems.

Rust (1940) emphasized that home living courses, if properly taught, could help children develop a high quality of personal living that would contribute to the happiness of themselves and others. She stated that home living should be offered to both boys and girls and that no secondary school program should be without some work in this area if the basic needs of students were to be adequately met. She recommended that for home living courses to be functional these should include such phases of subject matter as family relations, home management, family health, and child guidance. She also said that opportunity for challenging activities and experiences should be provided students in home living courses and units and the use of such methods as lecturing and telling should be kept at a minimum.

Spafford's (1940) investigation of home economics programs in high schools in various parts of the United States indicated that many teachers were attempting to organize their instruction

around the important problems of the home such as personal adjustments, educational plans, and financial goals and ways of achieving these. She said that home economics should offer experiences to young adolescents that would give attention to their own physical, intellectual, social, and emotional growth, relationships of individual and family life, and vocational orientation, guidance, and eventually vocational preparation.

A study by Kadel (1944) of home economics programs in 45 Kansas high schools showed that the areas of foods and clothing were given more time than were the home living and related art areas. Foods and clothing courses were more frequently elected by the girls than home living. She also found that there was no definite per pupil money allowance for home living courses in any of the schools. Home living courses in the schools of her study included such phases of subject matter as family and community relations, child development, family economics, health and home care of the sick, and housing. There was variation in names used for the home living courses. These were home living, home management, home making, and everyday living for girls. However, the trend was to designate home economics courses by areas as foods, clothing, home living, and related art.

Ramsdale (1949) reported in her study of operational costs of Kansas high school vocational homemaking departments that even though the amount of money spent in teaching home living was insufficient, progress was being made toward increasing the amount. The fact that funds were made available for this area pointed out a change in the concept of home economics by school



administrators and people in the community. The phases of home living that were listed in this study were child care and development, consumer information, family and social relations, health and home living, home management, home science, housing, related physiology, and safety. Home science and related physiology apparently were included in the home living area because these were formerly taught as a requirement in Kansas high school vocational homemaking curriculums. The study showed a definite trend away from giving the greatest time to the clothing and foods areas, and a majority of the departments were giving more time to home living than either the clothing or foods area.

A report of possible learning activities for high school home living units and courses was made by Celluci in 1950. In this she stated that the provision of worthwhile pupil activities in home living had been one of the outstanding difficulties in the teaching of units and courses in this area of home economics. She further added that such activities have much to do with the success or failure of home living units and courses in a given school home economics curriculum.

A comprehensive study of the responsibilities of 50 first year vocational homemaking teachers in seven states, namely, Arkansas, Kansas, New York, North Dakota, Oregon, South Carolina, and Texas was made by Coleman in 1952. Included in this was a consideration of the subject matter areas and phases of home economics that these teachers taught. These were listed as child development, clothing, consumer buying, family relations, foods and nutrition, grooming, health and home nursing, home

management, housing, and related art. A random sampling of class periods showed that 48 per cent of these were devoted to the areas of foods and clothing. Of that total 1139 class hours given to homemaking, only 2.5 per cent of the total were devoted to family relations, 1.4 per cent to child development, 0.7 per cent to housing, and 0.3 per cent to consumer buying. Many of these teachers felt insecure and inadequately prepared to teach these phases. Only two of the 50 teachers felt equal to the teaching of family and personal relations and child development. However, it was encouraging that the teachers participating in the study were conscious of their shortcomings. Coleman suggested that these teachers needed greater emphasis in these areas during their student teaching experiences, and an awareness of the values of these areas to students and their families.

In Florence, Colorado, Cowel (1955) made a study of attitudes concerning homemaking education and found that the majority of people participating in the study were impressed with the value of homemaking education. Forty-six of 48 parents and 11 teachers who were interviewed expressed their beliefs that homemaking classes could help students do a better job of guiding and taking care of children and that these classes contribute to better management of family money. They also felt that a study of preparation for family living was needed for high school boys and girls. She concluded that the fact that laymen and teachers, not connected with home economics, recognize the benefits derived from homemaking instruction should be of significance to home

economics teachers in planning their programs.

As a first step in revising the course of study for home economics in Kansas secondary schools, Scheve (1958) summarized the annual reports of 84 vocational homemaking teachers in Kansas in relation to the areas and phases of home economics that had been taught that year. Though she did not use the term, home living, in her classification of areas of subject matter, she listed as areas most of the phases that generally make up the home living area. The grouping was housing, home management, child care, health and personal development, family relations, foods, and clothing. She found that the teachers in these vocational homemaking departments were including the home living area in their curriculums. However, some were omitting some of the phases of this aspect of subject matter or areas as she called them. In 16 departments one phase was omitted, in eight departments two phases, and in one department three phases. These omitted phases were housing, health, home management, and child care. However, as a whole, the teachers gave 35 per cent of the time in Homemaking I and II and nearly 41 per cent in Homemaking III to home living. More emphasis was placed on child care units and personal development and family relations in the Homemaking I program while more health and home management units were included in Homemaking II. Interesting too was the fact that as far as departmental funds were concerned, almost 57 per cent were spent for the foods area, 24 per cent for the clothing area, and a little over 19 per cent for the home living area. Scheve pointed out the

need of re-evaluating the time allotment to the various phases or areas of home living, and the giving of more time to these in the homemaking courses. This would mean lessening the time given to the foods and clothing areas and giving more to home living than is now the case.

A review of the following state courses of study or teaching guides for home economics in secondary schools was made: Kansas (1949), New Mexico (1951), Florida (1955), Arkansas (1955-1956), Kentucky (1955), and Arizona (1955-1956). All of the teaching guides were in agreement that for a home economics program to be effective, all areas must be included in the curriculum. Although the Kansas course of study was the only one that used the term, home living, the phases included were personal, family and community relationships; housing; child guidance and development; management; and consumer buying. With one exception, the Florida course of study omitted management and consumer buying as phases but included lessons in these phases in foods, clothing, relationships, and housing. In comparing time allocation for the areas, it was found that the trend in the state courses of study of Arkansas, Arizona, Kentucky, and New Mexico was to recommend more time for the home living area than for each of the areas of foods and clothing. For Homemaking I, the Arkansas guide suggested 9-13 weeks for home living, 10-12 weeks for foods, and 5-6 weeks for clothing. For Homemaking II and III, the number of suggested weeks for home living was increased to 14-25 and 19-30, respectively. The New Mexico, Kentucky, and Arizona guides had similar time

allocations. The Kansas guide recommended equal time for the areas of home living, foods, and clothing, while the Florida guide did not specify the amount of time.

To aid home economics teachers in avoiding the teaching of home living courses and units so that these do not provide merely a reading-recitation experience, the guides suggested many kinds of devices, methods, and learning activities. These were to be adapted by the teacher to the situation, to the students, and to the time and equipment available. The suggestions included dramatizations, films, film strips, exhibits, flannelboards, guest speakers, models, question box, buzz sessions, brain storming, role playing, flip boards, pantomines, questionnaires, observations, tape recorder, contests, quiz programs, socio-dramas, debates, committee-research and reports, symposiums, and panel discussions. Several of the guides recommended that a play school be conducted in connection with the teaching of child care. Other suggested learning activities were: give parties for small children; plan personal time schedule; plan budgets for wise use of leisure time; select and arrange home furnishings; practice proper care of bed patient; and plan and do a family laundry. Teachers were urged to encourage home projects and home practice in home living courses and units.

In planning homemaking courses for boys, the Arkansas course of study listed the following aspects of home economics that should be included: understanding of self, needs of a growing person, relationships, family and personal income, housing, selecting equipment and furnishings for a home, child care and

guidance, planning for the future, food and nutrition, and selection and care of clothing. Major emphasis was placed on the phases of home living. This was much in keeping with general practice in regard to boys' courses in home economics.

The literature reviewed gave evidence that for a home economics program to be effective, teachers must include all areas in the curriculum. These studies, reports, and state courses of study indicated a decided trend toward placing increasing emphasis on the home living area of home economics. At least equal time for the home living area with each of the foods and clothing areas was again and again recommended and often, more time was suggested. Also pointed out was the need for home economics teachers to recognize that youth should receive carefully planned instruction in all the phases of home living to prepare them for satisfying personal, home, and community living.

#### METHOD OF PROCEDURE

The data for this study were obtained by means of a checklist-questionnaire (Appendix) which was developed by the investigator. In its preparation, suggestions were made by four members of the Department of Education, Kansas State University. Preliminary trial checkings of the instrument were made by three high school home economics teachers and revisions made as indicated. Letters with return postal cards were sent to 240 home economics teachers in selected four-year high schools asking their cooperation in the study. The high schools were chosen so

as to have all regions of the state represented and also schools with different enrollments. Teachers in 90 Kansas high schools with vocational homemaking departments and in 150 of the schools with non-vocational homemaking departments were sent the letters. Of the 240 teachers who were invited to participate in this study, 161 accepted the invitation. One hundred thirty-one completed check list-questionnaires were returned with 51 from teachers in vocational homemaking departments and 80 from teachers in non-vocational home economics departments.

The data obtained from these check list-questionnaires were tabulated and analyzed, and the findings presented and summarized.

#### FINDINGS

This study was made to determine the status of home living courses and units in home economics curriculums in certain Kansas high schools. Home living was defined as that area of home economics which included such phases of subject matter as personal and family relationships, health, home management, housing, family finance, consumer buying, child guidance and development, and preparation for marriage. One hundred thirty-one home economics teachers in Kansas secondary schools completed and returned check list-questionnaires which provided the data for the study. Of this group, 51 were teachers in vocational homemaking departments and 80 were teachers in non-vocational homemaking or home economics departments. The high schools

selected for the study were four-year high schools, and the distribution of these was such that all regions of the state were represented. The participating schools numbered 45 from Northeastern Kansas, 32 from Northwestern Kansas, 41 from Southeastern Kansas, 29 from Southwestern Kansas, and 34 from Central Kansas. Enrollment in the schools ranged from a total of 25 students to as many as 817. The smallest total enrollment in the home economics classes in a school was four, and the largest was 184.

Beginning teachers as well as teachers with many years of experience participated in the study. The range of teaching experience varied from one year to 36 years with the median being six years. The majority of teachers, though, had one, two or three years of teaching experience. Sixty-two and nine-tenths per cent of the vocational homemaking teachers and 41.4 per cent of the non-vocational home economics teachers had received some college preparation in all of the phases of home living. The two phases that were the most frequently lacking in the college preparation of the vocational homemaking teachers were consumer buying and personal relationships (Table 1). However, many of these teachers without educational preparation in these phases included them in their classroom teaching. Housing and home nursing were the phases of home living most frequently missing in the college training of teachers in non-vocational home economics departments. The teachers in both types of home economics departments indicated that more of them had preparation in child guidance or development and home management than in the other phases. In listing some of the difficulties in



Table 1. College preparation of teachers in home living.

Phase	: Vocational : homemaking : teachers	: Non- : vocational : home eco- : nomics : teachers	: Total : teachers
	Per cent		
Child guidance and development	100.0	93.8-	96.2
Home management	100.0	92.6	95.4
Housing	98.0	75.1	84.0
Family relationships	96.1	90.1	92.4
Health	94.1	90.1	92.1
Home nursing	88.2	75.1	78.6
Personal relationships	78.4	80.1	79.4
Consumer buying	74.5	76.4	75.6

teaching home living courses and units, many of the teachers of both groups indicated their need for more educational preparation, particularly in the phases of consumer buying, home management, and personal and family relationships (Table 15).

The majority of vocational homemaking departments offered a three-year home economics curriculum (Table 2). Eighty-four and seven-tenths per cent of these departments had three years of homemaking. Only two of these departments had a two-year home economics curriculum while seven of the departments offered a four-year curriculum. The general plans followed by the schools offering a three-year home economics curriculum varied somewhat. Thirty-three and five-tenths per cent of the vocational

Table 2. Grades in which home economics was offered.

Grades	: Vocational : homemaking : departments	: Non- : vocational : home eco- : nomics : departments	: Per cent	: Total : departments
9 and 10 only	3.9	10.1	7.6	
9, 10, and 11	33.5	25.1	28.2	
9, 10, and 12	21.7	3.9	10.7	
9, 10, and combined 11-12	25.6	31.4	29.0	
9, and combined 11-12	1.9		0.8	
10, and combined 11-12		1.4	0.8	
9, 10, 11, and 12	13.7	28.9	22.9	
Total	100.3	100.8	100.0	

homemaking departments offered the home economics courses in the 9th, 10th, and 11th grades; 21.7 per cent in the 9th, 10th, and 12th grades; and 25.6 per cent in the 9th, 10th, and combined 11th and 12th grades.

Slightly over 60 per cent of the non-vocational home economics departments reported a three-year curriculum in home economics. The most common offerings were in the 9th, 10th, and combined 11th and 12th grades. Two schools offered no home economics in the 10th grade but had classes for freshmen, juniors, and seniors. Ten and one-tenth per cent of the non-vocational home economics departments offered home economics in the 9th and 10th grades only while one school offered no home economics in the 9th grade but did have a class for the 10th grade and a

combined 11th and 12th grade class. Twenty-eight and nine-tenths per cent of the non-vocational home economics departments had a four-year curriculum. More emphasis was placed on the home living area in the departments reporting three- and four-year curriculums in home economics than in those with shorter ones (Table 2).

Less than one-half of all the schools required some home economics of their girls (Table 3). These courses were required by only 37.4 per cent of the schools offering vocational home-making and by 35.1 per cent of schools offering non-vocational home economics. When required, it was more frequently in the 9th and 10th grades. Only 2.6 per cent of the non-vocational home economics departments required three years of home economics while none of the vocational departments made three years of home economics a requirement. Students often take only the amount of home economics that is required. When the home living area is taught only in the third or fourth years of home economics, many students do not receive any educational preparation in such phases as home management, personal and family relationships, child guidance and development, housing, consumer buying, family finances, health, and home nursing (Table 3).

The term used for the total home economics curriculum varied (Table 4). However, most of the vocational homemaking departments used either Homemaking or Vocational Homemaking I, II, III, and IV while one-half of the non-vocational home economics departments called their curriculum Home Economics I, II, III, and IV. Only a few teachers used the names Clothing I and

Table 3. Home economics - elective or required.

Grades	: Vocational : Non-vocational :		: Total			
	: homemaking : home economics :		: departments			
	: departments :		: departments :			
	: Elec- : Re- :	: Elec- : Re- :	: Elec- : Re- :	: Elec- : Re- :		
	: tive :quired :	: tive :quired :	: tive :quired :	: tive :quired :		
	: Per cent					
9	62.9	37.4	65.1	35.1	69.5	35.9
10	82.4	17.8	81.4	18.9	81.7	18.3
11	100.0		97.5	2.6	98.5	1.5

Table 4. Terminology used for home economics curriculums and courses.

	: Vocational : Non- :		: Total	
	: homemaking : homemaking :		: departments	
	: departments :		: departments :	
	: Per cent			
Homemaking or Vocational Homemaking I, II, III, and IV	60.9	17.6	34.3	
Home Economics I, II, III, and IV	31.5	50.1	35.1	
Clothing and Foods I, II, III, and IV	3.9	7.6	6.1	
Clothing I and II	1.9	22.6	14.5	
Foods I and II	1.9	22.6	14.5	
Home Living I, II, and III	0.0	1.4	0.7	
11th and 12th grade courses				
Family Living	7.8	3.9	5.3	
Home Living	3.9	21.4	14.5	
Family Relations	1.9	2.6	2.3	
Home Problems	0.0	1.4	0.7	

II, Foods I and II, or the combination name Clothing and Foods I, II, III, and IV (Table 4). One non-vocational department used the term Home Living I, II, and III for their total curriculum. Some of the departments with four-year curriculums specified other names for the third or fourth year offerings, such as Home Living, Family Living, Home Problems, and Family Relations. Two teachers, one from each group, did not report their terminology (Table 4).

Nine and eight-tenths per cent of the schools with vocational homemaking and 7.6 per cent of the non-vocational home economics departments offered courses for boys. These courses were offered as co-ed classes in 5.9 per cent of the vocational homemaking departments and in 5.1 per cent of the non-vocational home economics departments. The remaining departments, 3.9 per cent vocational and 2.6 per cent non-vocational, presented these courses as classes for "boys only." The total enrollment of boys in home economics courses in the 131 departments was 86. Fifty-four and six-tenths per cent of these were in vocational homemaking departments and 45.4 per cent were in non-vocational home economics departments. All of these departments with the exception of one, offered a full year of home economics for boys, and the majority of boys enrolled in the courses were seniors. The smallest total enrollment reported of boys in home economics courses was two. These boys were enrolled for only one semester and only received instruction in a Foods I class. The home living area received the most emphasis in instruction for the boys. "Understanding and guiding children," "Being good baby

sitters," "The child in home and community," and "Growth and development of children" were the units of child guidance or development that were offered most frequently. The health phase received the least emphasis but "Good health habits" was included more often than were other units of this phase of subject matter. In management and consumer buying, "Using the family's income," "Managing own money," and "Good shopping practices" were the most popular units. The three units that received the most emphasis in all the courses for boys were "Manners and social customs," "Acceptable dating practices," and "Preparation for marriage." One teacher said that plans were being made to offer a class in home economics for boys because such a course had been requested frequently. Another teacher stated that her class of 16 senior boys took a lively and interested part in all of the lessons and units in the home living area.

The length of home economics class periods varied with the range from 40 minutes to 120 minutes. The 55-minute and the 60-minute periods were the most common class periods of the majority of teachers. There were 25.6 per cent of the vocational homemaking teachers and 37.6 per cent of the non-vocational teachers who had the 60-minute class period. Twenty-seven and six-tenths per cent of the vocational homemaking teachers and 33.9 per cent of the non-vocational homemaking teachers had 55-minute class periods. The majority of these teachers reported that this limited length of class periods was a difficulty in teaching home living courses and units. There were only a few

departments that had a double period of some kind for home economics classes. Only three vocational homemaking departments had the 110-minute class period. A total of 12 departments, 17.8 per cent vocational and 3.9 per cent non-vocational, had a 120-minute class period. A few of the schools had a 60-minute class period for Home Economics I and III and a double period of some kind for Home Economics II. Two departments had variations in the length of the class period during the week. Four class periods were 50 minutes in length and one class period lasted 75 minutes in one department; while in another, one class period was 40 minutes in length while the other four days the period was 60 minutes long.

The area offerings in vocational homemaking departments were more evenly balanced each year than in non-vocational departments (Table 5). Eighty-two and four-tenths per cent of the vocational homemaking departments offered all four areas in each year of home economics while only 23.9 per cent of the non-vocational departments offered all four areas in each year. Evidently, some of the teachers misinterpreted the question relative to the home economics area offerings as only 45 replies from vocational homemaking departments and 73 from non-vocational departments could be used. All of the departments gave foods and clothing more time in the 9th and 10th grades than home living. The mean number of weeks that non-vocational home economics teachers taught in foods was 15.6 in the 9th grade and 14.2 in the 10th grade. The mean number of weeks for clothing was 14.9 in the 9th grade and 15.6 in the 10th grade. Home living for the 9th grade had a mean of only 3.9 weeks and the 10th grade had a mean

Table 5. Area offerings in home economics.

Area	: Vocational homemaking departments :				: Non-vocational home economics departments :				Total departments
	9	10	11	12	9	10	11	12	
	Grades								
	Mean number of weeks								
Clothing	12.2	12.2	10.6	10.2	14.9	15.6	11.6	9.2	13.2
Foods	12.2	12.1	8.6	7.8	15.6	14.2	6.5	5.0	10.2
Home Living	7.6	7.7	13.6	13.7	3.9	4.6	15.5	17.4	10.5
Related Art	4.0	3.8	3.4	4.3	1.6	1.6	2.4	4.4	3.0

of 4.6 weeks.

The vocational homemaking departments also gave more time to clothing and foods in the 9th and 10th grades than to home living but the amount of time for clothing and foods was less than that given in the non-vocational departments. Foods had a mean number of weeks of 12.2 in the 9th grade and 12.1 in the 10th grade; clothing had 12.2 mean weeks in each of these grades. In comparison, home living had a mean of 7.6 weeks in the 9th grade and 7.7 weeks in the 10th grade. The trend was to place more emphasis on home living courses in the last two years of high school than on any of the other areas. Several teachers remarked that students did not show active interest in the home living area until they were juniors or seniors. In vocational homemaking departments, 13.6 mean weeks in the 11th grade and 13.7 mean weeks in the 12th grade were offered in home living compared to 10.6 mean weeks in clothing for the 11th grade and 10.2 mean weeks in the 12th grade. Foods in the 11th grade had



a mean of 8.6 weeks and in the 12th grade, a mean of 7.8 weeks. Foods was taught 6.5 mean weeks in grade 11 and 5.0 mean weeks in grade 12. The total mean of both groups gave considerably more time to the clothing area than to the home living or foods areas. Home living courses had a slightly higher mean than the foods area, the difference being only two weeks. One teacher asked the question of how to separate the home living and related art areas. She listed no time for home living but taught 18 weeks of related art in both Home Economics III and IV. In all probability, some of these units were actually a part of the home living area (Table 5).

Another interesting comparison in area offerings was in regard to the number of teachers who taught more home living than either foods or clothing, of those who taught equal amounts of the three areas, and of those who taught less home living than clothing or foods. Seven non-vocational home economics teachers and six vocational homemaking teachers checked only that they offered the areas and did not list the number of weeks. Hence, their answers were not usable in this study. Of the non-vocational teachers reporting, 10.1 per cent offered more home living than either clothing or foods, and 20.1 per cent gave equal time to the three areas. Over one-half or 61.4 per cent of these teachers gave less time to home living than either foods or clothing. Thirty-three and five-tenths per cent of the vocational homemaking teachers taught more home living than either foods or clothing while 47.1 per cent of these teachers gave less time for home living than the other areas. Only 7.8

per cent of this group offered equal time for all three areas.

Home living courses were taught as scattered units throughout the year in the majority of homemaking departments of both groups (Table 6). Many of the teachers who taught these as scattered units indicated that they also included lessons in many of the phases of this area in the other three areas: clothing, foods, and related art. Several of the teachers suggested that management and budgeting were so closely inter-related with clothing and foods that the latter areas could not be effectively taught without including some lessons from these two phases. When home living courses were taught as a block in the year's work, most of these were as a semester or full-year course in the Homemaking III and IV curriculums (Table 6).

Table 6. Method of offering the home living area.

	: Vocational : homemaking : departments :	: Non-vocational: : home economics: : departments : Per cent	: Total : depart- : ments
A block in the year's work	21.7	45.1	35.9
Scattered units throughout the year	76.5	50.1	60.3
Part of units and lessons in the clothing area	64.8	56.4	59.5
foods area	64.7	58.9	61.0
related art area	64.8	46.4	53.4

All but one of the vocational homemaking teachers had students who did home projects in the home living area. This teacher stated that the majority of her home projects were in

clothing and wardrobe planning because that was the main interest of her girls. Only 32.6 per cent of the departments of non-vocational home economics had home projects in home living. Approximately one-half of the non-vocational departments indicated home practice in the home living area. Some of the teachers mentioned that some of their home projects were done as part of the FHA activities.

The amount of money spent for the home living area for both groups was varied (Table 7). Only 29.5 per cent of the vocational homemaking teachers and 7.6 per cent of the non-vocational home economics teachers estimated the amount of money spent for the home living area. These amounts ranged from \$5.00 to \$100.00. The median for vocational homemaking departments was \$25.00, and for non-vocational home economics departments was \$32.50. The majority of teachers had no set amounts and indicated they did not make budgets for their departments. Many stated they used as much money as needed. It was interesting to note that the best and most adequately equipped departments for teaching home living were those whose teachers were operating on a budget. Concerning the question of the amount of money allowed per year for home living courses and units, 3.8 per cent of the vocational homemaking teachers either left the question blank or marked it "none." In the departments where money was spent for home living courses and units, the greatest item of expenditure was for reference books. In general, the money was more frequently used for the phases of health, child guidance and development, and personal and family relationships (Table 7).

Table 7. Departments with money expenditures for home living courses and units.

	: Vocational : homemaking : departments :	: Non-vocational : home economics : departments :	: Total : depart- : ments :
	Per cent		
<b>Phases</b>			
Child guidance and development	45.2	23.9	32.0
Consumer buying	41.3	25.1	31.3
Family finances	35.4	12.6	21.4
Health and home nursing	53.1	30.1	28.9
Housing	31.5	25.1	27.5
Home management	37.4	21.4	27.5
Personal and family relationships	45.2	22.6	31.3
<b>Items</b>			
Consumer supplies	58.9	42.6	48.8
Equipment	64.8	33.9	45.8
Film rental	9.8	2.6	5.3
Reference books	74.5	45.1	56.4
Repair and upkeep	33.5	27.6	29.8

There were very few departments reporting adequate equipment for teaching all phases of home living courses and units (Table 8). In general, the vocational homemaking departments were better equipped for teaching home living courses and units than were the non-vocational home economics departments. More equipment was listed for use in teaching health units, while the equipment for use in teaching child guidance and development was negligibly low. Three teachers reported that they had no equipment for health units because a separate health course was required of all students in these high schools. Several teachers reported using community resources such as churches and kindergartens to borrow equipment when the child guidance and

Table 8. Equipment for home living courses and units.

	: Vocational :		: Non-vocational :		: Total :	
	: homemaking :		: home economics :		: departments :	
	Owned	Borrowed	Owned	Borrowed	Owned	Borrowed
	Per cent					
<b>Child Guidance or Development</b>						
Crayons	49.1	7.8	7.6	6.4	23.6	6.9
Clay	31.5	5.9	6.4	3.9	16.0	4.6
Children's books	25.6	29.5	8.9	11.4	15.3	18.3
Water paints, finger paints	25.6	3.9	5.1	3.9	13.0	3.8
Scrapbooks	13.7	5.9	3.9	5.1	7.6	5.3
Bean bags	9.8	3.9	1.4	5.1	4.6	4.6
Children's records	9.8	29.5	--	13.9	3.8	19.8
Doll equipment	7.8	17.8	--	10.1	3.1	13.0
Large and small blocks	7.8	21.7	2.6	8.9	4.6	12.2
Push and pull toys	7.8	15.8	1.4	7.6	3.8	10.7
Small table and chairs	7.8	23.7	--	8.9	3.1	14.5
Balls and hoops	3.9	15.8	--	5.1	1.5	9.1
Small wheel toys	3.9	17.8	--	7.6	1.5	11.5
Sand table or box	1.9	3.9	2.6	1.4	2.3	2.3
Rhythmic materials	--	7.8	1.4	3.9	0.7	5.3
Rugs for rest period	--	13.8	2.6	5.1	1.5	8.4
Tricycle	--	7.8	--	3.9	--	5.3
Wagon	--	5.9	1.4	3.9	0.7	4.6
<b>Health and Care of the Sick</b>						
Bed linen	66.8	9.8	23.9	15.1	40.6	13.0
Bandages	64.8	11.8	33.9	13.9	45.8	13.0
Clinical thermometer	64.8	13.8	25.1	23.9	40.6	19.8
First Aid dressings	62.9	7.8	28.9	17.6	42.0	13.7
First Aid kits	62.9	3.9	28.9	13.9	42.0	9.9
Pillow	62.9	9.8	22.6	16.4	38.2	13.7
Bed	57.0	17.8	22.6	15.1	35.9	16.0
Medicine chest	47.1	1.9	21.4	8.9	39.7	6.1
Hot water bottle	43.3	7.8	5.1	12.6	19.8	10.7
Serving tray	37.4	5.9	15.1	13.9	20.6	10.7
Tourniquet	29.5	5.9	20.1	13.9	23.6	10.7
Rubber sheet	25.6	--	7.6	13.9	14.5	8.4
Back rest	21.7	3.9	3.9	8.9	10.7	6.9
Cotton rings or "donut"	21.7	7.8	7.6	6.4	13.0	6.9
Heating pad	19.7	7.8	2.6	13.9	9.1	11.5
Bed pan	15.8	7.8	1.4	10.1	6.9	9.1
Bed cradle	11.8	1.9	3.9	8.9	6.9	6.1
Tray table	9.8	3.9	3.9	11.4	6.1	8.4
Ice bag	7.8	3.9	3.9	11.4	5.3	8.4
<b>Housing and Home Management</b>						
Ironing board	100.0	--	100.0	--	100.0	--
Iron - steam and dry	80.4	--	82.6	--	81.7	--
dry	72.7	--	57.6	--	63.4	--
steam	31.5	--	31.4	--	31.3	--
Cleaning supplies	72.7	--	48.9	5.1	58.0	3.1
Dust mop	58.9	5.9	35.1	3.9	44.2	4.6
Automatic washing machine	47.1	1.9	28.9	2.6	35.9	2.3
Automatic dryer	33.5	1.9	25.1	3.9	28.2	3.1
Wall broom	31.5	1.9	26.4	3.9	28.2	3.1
Vacuum cleaner	15.8	11.8	10.1	3.9	12.2	6.9
Wringer type washing machine	7.8	--	2.6	1.4	4.6	0.7
Ironer	5.9	--	2.6	--	3.8	--
Carpet sweeper	1.9	1.9	3.9	1.4	3.1	1.5

development units were taught. One teacher taught all of her health units at the local hospital. Eleven and four-tenths per cent of the non-vocational home economics teachers listed ironing boards and irons as the only equipment available for the home living courses and units. One of these teachers checked that her class had conducted a play school for pre-school children. One school listed only six pieces of equipment for teaching all of the phases of home living. For child guidance and development, the department had water paints and finger paints; for health, a first aid kit and thermometer; and for housing and home management, there was only an ironing board and a steam and dry iron. This department had no budget allowance for the home living area and only three learning activities were checked as used in teaching all the phases of home living. These activities were "giving parties for small children," "practicing proper care of bed patient," and "preparing refreshments and entertainment for others." Seven and eight-tenths per cent of the vocational homemaking teachers reported living room furniture for use in teaching selection and care of furniture and room arrangements. It was interesting, too, that three departments listed none of the small equipment which is generally regarded as essential for successful teaching of home living courses and units but did have automatic washers and dryers (Table 8).

The rooms that were most frequently used for conducting the lessons in home living were the foods and clothing laboratories (Table 9). In many instances, the clothing recitation-discussion room and the laboratory room were listed as one room, as was also

Table 9. Housing provisions for the home living area.

	:Vocational :homemaking :departments :	:Non-vocational: :home economics :departments Per cent	: Total : depart- : ments
Clothing laboratory	90.2	72.6	79.3
Foods laboratory	62.9	60.1	61.0
Clothing recitation- discussion room	57.0	43.9	48.8
Foods recitation- discussion room	23.7	15.1	18.3
Home living	21.7	6.4	12.2
One-room department	5.9	7.6	6.9
Science room	--	1.4	0.7
Two-room cottage	1.9	--	0.7

the case in regard to the foods recitation-discussion room and laboratory room. A few of the teachers reported that the space for their departments consisted of one all-purpose room in which all the areas of home economics were taught. One home economics department was housed in a two-room cottage and was equipped mainly for teaching clothing and foods. Some provision was made for a small home living area in the room housing the clothing laboratory and recitation-discussion room. The teachers who reported special rooms for the teaching of home living courses and units were in the minority. Only 6.4 per cent of the non-vocational home economics departments and 21.7 per cent of the vocational homemaking departments provided a room especially designed and equipped for the home living area. One teacher

commented that her report would look much different next year because a new school was being built. The plans for the new housing facilities of the home economics department included separate rooms for teaching the three major areas of home economics: clothing, foods, and home living. Three schools taught the health phase of home living in the rooms that belonged to the school nursing department (Table 9).

The selection of adequate text and reference books is one of the great problems and responsibilities of home economics teachers. The two text books that were most frequently required and also used as references were "Today's Home Living (Revised)" by Justin and Rust, and "Personal Adjustment, Marriage and Family Living" by Landis and Landis (Table 10). Thirty-seven and four-tenths per cent of the vocational homemaking departments required the text, "Today's Home Living (Revised)," and 67 per cent of these departments used this book as a reference. This made a total of 94.4 per cent of the vocational homemaking departments who used this book in the home living courses and units. This book also was a required text for 28.9 per cent of the non-vocational home economics departments and used as a reference in 57.6 per cent of the departments. The total percentage of these departments using this text was 86.5.

The book, "Personal Adjustment, Marriage and Family Living" by Landis and Landis, was required in 41.3 per cent of the vocational homemaking departments and used as a reference in 43.3 per cent. This made a total of 84.6 per cent of these departments using this book in home living courses and units. Of the



Table 10. Books used in teaching home living courses and units.

		: Vocational		: Non-vocational		: Total	
		: homemaking		: home economics		: departments	
		: departments		: departments		: departments	
		: :Ref-		: :Ref-		: :Ref-	
		: Required:erence		: Required:erence		: Required:erence	
		: Per cent					
Adventuring in Home Living							
--Hatcher and Andrews							
	Book I	--	11.8	--	13.9	--	13.0
	Book II	--	1.9	--	13.9	--	9.1
Boys Will be Men							
--Burnham, Jones, Redford		1.9	33.5	--	15.1	0.7	22.1
Child Growth and Development							
--Hurlock		--	1.9	1.4	1.4	0.7	1.5
Design Your Home for Living							
--Trilling and Williams		9.8	43.3	3.9	38.9	6.1	40.6
Everyday Living							
--Harris, Tate, Anders		--	41.3	1.4	38.9	0.7	39.7
Family Living							
--Duvall		13.8	53.1	8.9	53.9	10.7	53.4
Home Making for Teen-Agers							
--McDermott and Nicholas							
	Book I	7.8	33.5	10.1	16.4	9.1	22.9
	Book II	13.8	15.8	3.9	16.4	7.6	16.0
Homes with Character							
--Craig and Rush		--	21.7	1.4	6.4	0.7	12.2
Housing and Home Management							
--Louis, Burns, Signer		--	11.8	1.4	16.1	0.7	13.7
Junior Homemaking							
--Jones and Burnham		--	9.8	--	10.1	--	9.9
Living for Young Moderns							
--McDermott and Nicholas		--	27.6	1.4	28.9	0.7	28.2
Management for Better Living							
--Starr		5.9	39.3	--	13.9	2.3	23.6
Management for You							
--Fitzsimmons		--	9.8	--	2.6	--	5.3
Mind Your Manners							
--Allen and Briggs		--	49.1	1.4	38.9	0.7	42.7
Our Home and Family							
--Baxter, Justin, Rust		--	23.7	1.4	21.4	0.7	22.1
Personal Adjustment, Marriage and Family Living							
--Landis and Landis		41.3	43.3	31.4	47.6	35.1	45.8
Red Cross Home Nursing and First Aid		--	--	2.6	6.4	1.5	3.9
Sharing Family Living							
--Baxter, Justin, Rust		3.9	51.1	3.9	57.6	3.9	55.0
The Girl and Her Home							
--Trilling and Nicholas		--	21.7	--	26.4	--	24.4
The Girl's Daily Life							
--Van Duzer, Andrix, Bobimyer & others		--	15.8	1.4	13.9	0.7	14.5
Today's Home Living (Revised)							
--Justin and Rust		37.4	57.0	28.9	57.6	32.0	57.2
You and Your Family							
--Moore and Leahy		5.9	41.3	5.1	38.9	5.3	39.7
Your Family Today and Tomorrow							
--Force		1.9	--	--	7.6	0.7	4.6

non-vocational home economics departments, 31.4 per cent required this book for class use and 47.6 per cent used it as a reference. The total for these departments using the book in some way in the classes was 78.0 per cent.

Many of the teachers listed a wide selection of books for the home living area, either as required texts or reference or both. There were a few departments that had very limited libraries for this area of home economics. Two and six-tenths per cent of the non-vocational home economics departments reported they had no books available for the home living area. Only clothing and foods were taught in these departments. Any home living that was taught was done vicariously in these areas. Of this same group, 5.1 per cent of the teachers reported only one required text and two reference books for a total of three books used in the home living area. Another interesting note was that these departments had no budget for home living but checked that when money was used for this area, it was spent for reference books. Four teachers required only one text book and no references for student use in the home living courses. This book was the text, "Today's Home Living, Revised," which includes all the phases of home living. Two non-vocational home economics teachers had only one reference available in the home living area. This book was "Personal Adjustment, Marriage and Family Living." The phase of home living included in this book is mainly concerned with personal and family relationships (Table 10).

Most of the schools used reading, recitation, and discussion in teaching courses and units in home living (Table 11). The non-vocational home economics teachers who taught only clothing and foods did not answer this question so only 95.1 per cent of these departments listed these as the methods and devices that they used. The other methods and devices, in order of frequency for both groups of teachers, were reports, films, field trips, and demonstrations. Little used methods and devices by both groups of teachers were work books, debates, sociograms, film strips, question boxes, role playing, and a flannel board. Over one-half of the teachers in both groups used notebooks for home living courses and units while only a few used work books. One teacher remarked that she would never use a work book for teaching home living. Approximately three-fourths of the vocational homemaking teachers made use of community and school resources. Only one-half of the non-vocational home economics teachers took advantage of these resources. There was no way to determine the amount of teacher preparation that was required for using these methods or devices, or how effective these were in increasing interest on the part of students in home living courses and units (Table 11).

Many leaders in home economics recommend, especially in text books pertaining to the home living area, and in various state courses of study for home economics, that laboratory lessons should be a regular part of home living courses and units. Fifteen and eight-tenths per cent of the vocational homemaking teachers and 10.1 per cent of the non-vocational home economics

Table 11. Methods and devices used in teaching home living courses and units.

	: Vocational : homemaking : departments	: Non-vocational: : home economics: : departments	: Total : departments : Per cent
Reading	100.0	95.1	96.9
Recitation and discussion	96.1	95.1	95.4
Reports	94.1	82.6	87.0
Films	92.2	82.6	86.3
Field trips	84.3	66.4	73.2
Demonstrations	80.4	80.1	80.2
Community and school resources	72.7	50.1	58.7
Panels and discussions	64.8	62.6	63.4
Notebooks	62.9	55.1	58.0
Dramatization and skits	55.0	37.6	44.2
Observations	55.0	56.4	55.7
Committee and interest group work	53.1	43.9	47.3
Buzz sessions	49.1	46.4	47.3
Work books	9.8	13.9	12.2
Debates	7.8	12.6	10.7
Sociograms	5.9	--	2.3
Film strips	3.9	1.4	2.3
Question boxes	1.9	--	0.7
Role playing	1.9	1.4	1.5
Flannel board	1.9	2.6	2.3

teachers reported having laboratory lessons regularly in home living courses and units. Eighty-four and three-tenths per cent of the vocational homemaking teachers and 81.4 per cent of the non-vocational home economics teachers occasionally had laboratory lessons in the home living area. There was no way to determine how many laboratory lessons were taught by these teachers. In 8.9 per cent of the non-vocational home economics departments there were no laboratory lessons whatever in the home living area. Misinterpretation of the meaning of laboratory lessons might have resulted in some discrepancies in the answers that

were received on this question. One teacher who reported that she never conducted laboratory lessons in home living courses and units, however, listed several learning activities that could easily be regarded as laboratory lessons. The activities she checked were proper care of the bed patient; preparing food for the sick; practicing making and applying various kinds of bandages; and preparing refreshments and entertainment for others. The same was true of other teachers. The learning activities checked were often difficult to distinguish from laboratory lessons.

Preparing refreshments and entertainment for others was the most frequently used learning activity for teaching home living courses and units by both vocational and non-vocational home economics teachers (Table 12). Eight non-vocational home economics teachers checked this as the only learning activity in teaching home living courses and units. Collecting and repairing toys, and observing first grade children were the least frequently checked learning activities of both groups. A few teachers wrote in the learning activities that they used. These included, practicing stain removal, visiting homes, making floor plans, and planning weddings and hope chests. A few schools used only three learning activities; others as many as 14. Every home, regardless of financial status, has the problem of the family laundry, and every homemaker should know the proper laundering techniques. However, approximately one-half of the vocational homemaking teachers and only 35.1 per cent of the non-vocational home economics teachers were providing their students actual learning

Table 12. Learning activities used in home living courses, units, and lessons.

	: Vocational : homemaking : departments	: Non-vocational : home economics : departments	: Total : department : ments
	: Per cent		
Prepare refreshments and entertainment for others (such as tea for mothers)	96.1	86.4	90.1
Select and arrange home furnishings	80.4	68.9	73.2
Practice making and applying various kinds of bandages	76.5	57.6	64.1
Plan budgets for wise use of family income	74.5	75.1	74.8
Practice proper care of bed patient	74.5	45.1	56.5
Prepare food for the sick	72.7	58.9	64.1
Plan personal time schedules	64.8	71.4	68.7
Make a girl's room more livable	62.9	36.4	46.6
Plan household storage	57.0	56.4	56.5
Construct simple play materials	53.1	23.9	35.1
Plan and do a family laundry	49.1	35.1	40.6
Select children's books and play materials	49.1	31.4	38.2
Conduct a play school for pre-school children	43.3	12.6	24.1
Refinish and repair furniture	41.3	23.9	30.5
Give parties for small children	37.4	23.9	29.0
Opportunity to observe kindergarten children	31.5	20.1	24.4
Make simple household repairs	25.6	27.6	26.7
Collect and repair toys	9.8	8.9	9.1
Opportunity to observe first grade children	3.9	10.1	7.6
Practice stain removal	3.9	1.4	2.3
Visit homes and make floor plans	3.9	1.4	2.3
Plan weddings and hope chests	1.9	2.6	2.3

experiences in planning and doing a family laundry. Another equally important task of the homemaker is that of selecting and arranging home furnishings. It was encouraging that 80.4 per cent of the vocational homemaking teachers and 68.9 per cent of the non-vocational home economics teachers used this as a learning activity in home living. The learning activities of the phase, child guidance and development, that were used most frequently by teachers of both groups were: selecting children's books and play materials; constructing simple play materials; and giving parties for small children. However, in most cases of both groups, less than one-half of the teachers were using these and other learning activities in the child guidance phase of home living. One teacher commented that while many of these activities, such as conducting a play school for pre-school children, were worthwhile and looked good in plans, the length of time for home economics classes eliminated the possibility of using many of them. The other activities that over one-half of the teachers of both groups used in their home living classes were: preparing food for the sick; practicing making and applying various kinds of bandages; planning personal time schedules; planning budgets for wise use of family income; and planning household storage. More of the vocational homemaking teachers were using learning activities of this type for teaching home living courses and units than were the non-vocational home economics teachers. However, reading, recitation, and discussion were the most used learning activities by all of these teachers even though these activities were thought of by these teachers

more as methods and devices of teaching than learning activities (Table 12).

The units in home living that were taught by these teachers were grouped according to five phases of this area of home economics (Table 13). These were: child guidance and development; health and home nursing; home management, consumer buying, and family finance; housing; and personal and family relationships. The phase, health and home nursing, was less frequently offered by both vocational and non-vocational homemaking teachers than were the other phases. However, most of the units for each of the phases were taught by at least one-half of all the teachers. The units which were taught by less than one-half of the teachers were "Attractive gifts within my pocketbook," "Attending to the business side of homemaking," "Planning use of leisure time," "Improving yards and grounds," "Fun for families and guests," "Developing interests and hobbies," and "How home community and state work together." Some of the teachers who omitted these units reported that they included some lessons from them in other units. Several teachers wrote that developing interests and hobbies was a part of the FHA program and not given as a regular classroom unit.

In general, the percentage of vocational homemaking teachers who taught these home living units was greater than that of the non-vocational home economics teachers. The fact that all of these phases and most of the units were recommended for the vocational homemaking curriculum might be a reason for this. The three units that were taught by a greater percentage of the



Table 13. Phases and units of home living taught.

	: Vocational : homemaking : departments	: Non-vocational: : home economics: : departments	Total : departments
	: Per cent		
<b>Child Guidance or Development</b>			
Being good baby sitters	96.1	67.6	78.6
Understanding and guiding children	88.2	71.4	77.8
Planning for the baby	84.3	68.9	74.8
Caring for the infant	84.3	68.9	74.8
Helping with young children	82.4	62.6	70.2
Growth and development of children	82.4	70.1	74.8
The child in home and community	53.1	57.6	55.7
<b>Health and Home Nursing</b>			
Home care of the sick	74.5	57.6	64.1
Food for the sick	68.7	57.6	61.8
Good health habits	58.9	58.9	58.8
Keeping the family well	57.0	50.1	52.7
<b>Home Management, Consumer Buying, and Family Finance</b>			
Managing the home	88.2	66.4	74.8
Using the family's income	86.3	72.6	77.8
Managing own money	86.3	72.6	77.8
Good shopping practices	78.4	73.9	75.6
Managing the family laundry	76.5	50.1	60.3
Wise use of time and energy	76.5	52.6	61.8
Planning use of leisure	55.0	45.1	48.8
Attending to the business side of homemaking	43.3	36.4	38.9
Attractive gifts within my pocket-book	43.3	27.6	33.6
<b>Housing</b>			
Arranging furnishings	82.4	63.9	71.0
Selecting home furnishings	80.4	68.9	73.3
Caring for the home	72.7	62.6	66.4
Making our homes safe	66.8	58.9	61.8
Making the house a home	64.8	60.1	61.8
Selecting and using equipment	62.9	67.6	65.6
Planning household storage	58.9	55.1	56.5
Improving yards and grounds	31.5	28.9	29.8
<b>Personal and Family Relationships</b>			
Acceptable dating practices	80.4	66.4	71.7
Preparation for marriage	78.4	67.6	71.7
Manners and social customs	78.4	68.9	72.5
Growing up	70.7	57.6	62.6
Selecting a vocation and career	64.8	53.9	58.8
You and your family	62.9	62.6	62.6
Fun for families and guests	51.1	45.1	47.3
Developing interests and hobbies	41.3	38.9	39.7
How home, community, and state work together	31.5	40.1	36.6

non-vocational home economics teachers than vocational homemaking teachers were "The child in home and community," "Selecting and using equipment," and "How home, community, and state work together."

The units most frequently taught by all the teachers in child guidance and development were "Being good baby sitters" and "Understanding and guiding children." In the phases of home management, consumer buying, and family finance, the units "Using the family income," "Managing own money," and "Good shopping practices" were most frequently taught. Even though less than one-half of the teachers provided actual experience in planning and doing a family laundry, 60.3 per cent of the teachers taught this unit. In the health and home nursing phases, the unit on home care of the sick was taught by 64.1 per cent of all the teachers. "Selecting home furnishings" and "Arranging furnishings" were units that were taught by more teachers than other units in the housing phase. The unit on manners and social customs was the most frequently taught unit in the personal and family relationships phase. Several teachers commented that most of the girls were particularly interested in units on dating and marriage. These two units were taught by 71.7 per cent of the teachers. It was encouraging that more than one-half of the teachers were teaching most of these phases and units of home living (Table 13).

Selecting units of home living to fit the needs and interests of the students at different age levels is one of the responsibilities of home economics teachers. The unit, "Being good baby

sitters," was most commonly offered to the 9th grade girls by both the non-vocational and the vocational homemaking teachers (Table 14). While many girls do baby sitting all through high school, this is especially done by freshmen girls. The units, "Planning for the baby" and "Caring for the infant" were taught mostly to juniors and seniors by both groups of teachers. Many students today are considering marriage immediately after high school and some even before graduation. Hence it was expected that interest in these units would be greater for students of this age than for the younger ones. The units, "Growth and development of children," "Helping with young children," "The child in home and community," and "Understanding and guiding children," were taught most frequently in the 10th grade by the vocational homemaking teachers. These same units were taught more often in the 11th and 12th grades by the non-vocational teachers. One reason for this might be that the curricular plans of many of these teachers placed emphasis on the clothing and foods areas in the 9th and 10th grades and on home living in the 11th and 12th grades.

The unit on good health habits was taught most frequently to 9th graders by both groups of teachers. The vocational homemaking teachers placed emphasis on the other health units in the 10th grade, and the non-vocational teachers taught these most frequently in the 11th grade. "Good shopping practices," "Managing the family laundry," and "Wise use of time and energy" were taught most frequently in the 10th grade by both groups of teachers. All but one of the remaining units in the home

Table 14. Grade placement of phases and units of home living.

	: Vocational homemaking:				Non-vocational home :				Total teachers			
	: teachers				: economics teachers							
	Grade											
	9	10	11	12	9	10	11	12	9	10	11	12
	Per cent											
<b>Child Guidance or Development</b>												
Being good baby sitters	76.5	13.7	5.9	7.8	38.9	23.9	20.1	23.9	53.4	19.8	14.5	17.5
Caring for the infant	11.8	25.6	39.3	43.3	10.1	7.6	47.6	43.9	10.7	14.5	44.3	43.5
Growth and development of children	15.8	43.3	23.7	35.4	5.1	17.6	42.6	45.1	8.4	27.5	35.1	41.2
Helping with young children	35.4	57.0	21.7	19.7	16.4	13.9	33.9	32.6	26.7	30.5	26.7	27.5
Planning for the baby	5.9	13.8	43.3	43.3	6.4	7.6	46.4	46.4	6.1	9.9	45.0	45.0
The child in home and community	11.8	31.5	13.8	17.8	7.6	11.4	33.9	36.4	9.2	19.0	25.9	29.0
Understanding and guiding children	21.7	45.2	27.6	31.5	10.1	13.7	41.4	41.4	14.5	25.9	35.9	37.4
<b>Health and Home Nursing</b>												
Food for the sick	13.8	37.4	13.8	13.8	11.4	32.6	36.6	25.1	12.2	34.3	27.4	20.6
Good health habits	47.1	31.5	9.8	9.8	37.6	28.9	28.9	22.6	41.2	29.8	21.4	17.5
Home care of the sick	13.8	55.0	11.8	9.8	8.9	20.1	36.4	28.9	10.7	33.6	26.7	21.4
Keeping the family well	35.4	39.3	5.9	9.8	15.1	25.1	32.6	27.6	22.9	30.5	22.1	20.6
<b>Home Management, Consumer Buying, and Family Finance</b>												
Attending to the business side of homemaking	11.8	19.7	23.7	17.8	6.4	11.4	26.4	30.1	8.4	14.5	25.1	25.1
Attractive gifts within my pocketbook	31.5	29.5	17.8	13.8	18.9	15.1	18.9	12.6	23.6	20.6	18.3	13.0
Good shopping practices	57.0	64.8	27.6	33.5	40.1	51.4	36.4	28.9	46.5	56.4	32.8	30.5
Managing the family laundry	21.7	55.0	17.8	15.8	26.4	25.1	28.9	21.4	24.4	36.6	24.4	19.0
Managing the home	23.7	43.3	45.2	51.1	15.1	25.1	46.4	42.6	18.3	32.0	45.8	45.8
Managing own money	43.3	51.1	15.8	23.7	23.9	25.1	40.1	48.9	31.3	35.1	30.5	31.3
Planning use of leisure	31.5	29.5	17.8	15.8	16.4	20.1	27.6	30.1	22.1	23.6	23.6	24.4
Using the family's income	27.6	39.3	47.1	45.2	23.9	30.1	46.4	42.6	25.1	36.6	46.6	43.5
Wise use of time and energy	33.5	49.1	29.5	27.6	23.9	31.4	31.4	28.9	27.5	38.2	30.5	28.2
<b>Housing</b>												
Arranging furnishings	15.8	31.5	47.1	33.5	11.4	11.4	45.1	35.1	13.0	19.0	45.8	34.3
Caring for the home	57.0	37.4	21.7	27.6	15.1	13.9	41.4	35.1	31.3	22.9	33.6	32.0
Improving yards and grounds	11.8	9.8	17.8	11.8	1.4	2.6	20.1	20.1	5.3	5.3	19.0	16.8
Making the house a home	15.8	31.5	27.6	29.5	6.4	10.1	42.6	33.9	9.9	18.3	36.6	32.0
Making our homes safe	35.4	31.5	17.8	19.7	18.9	20.1	35.1	32.6	25.1	24.4	28.2	27.5
Planning household storage	13.8	9.8	29.5	27.6	8.9	10.1	36.4	32.6	10.7	9.9	33.6	30.5
Selecting furnishings	5.9	19.7	41.3	37.4	8.4	5.1	46.4	37.6	7.6	10.7	44.2	37.4
Selecting and using equipment	21.7	17.8	31.5	29.5	15.1	18.9	42.6	37.6	17.5	18.3	38.2	34.3
<b>Personal and Family Relationships</b>												
Acceptable dating practices	43.3	49.1	17.8	15.8	27.6	27.6	28.9	31.4	33.6	35.9	24.4	25.1
Developing interests and hobbies	21.7	25.6	15.8	15.8	11.4	11.4	25.1	28.9	15.3	16.8	21.4	23.6
Fun for families and guests	39.3	31.5	13.8	9.8	23.9	20.1	20.1	21.4	29.8	24.4	17.5	16.8
Growing up	62.9	17.8	9.8	7.8	40.1	15.1	20.1	22.6	48.8	16.0	16.0	16.8
How home, community, and state work together	5.9	11.8	17.8	11.8	3.9	8.9	25.1	28.9	4.6	9.9	22.1	22.1
Manners and social customs	60.9	53.1	19.7	19.7	42.6	40.1	30.1	32.6	49.6	45.0	25.9	27.5
Preparation for marriage	--	7.8	45.2	53.1	1.4	6.4	47.6	52.6	0.7	6.9	46.6	52.6
Selecting a vocation and career	11.8	27.6	39.3	37.4	6.4	11.4	36.4	36.4	8.4	17.5	37.4	36.6
You and your family	39.3	27.6	11.8	17.8	27.6	21.4	30.1	32.6	32.0	23.6	22.9	26.7

management, consumer buying, and family finance phase received major emphasis in the 11th and 12th grades. This one unit, "Attractive gifts within my pocketbook" was taught most frequently in the 9th grade.

In the housing phase, the units "Making our homes safe" and "Caring for the home" were taught by about the same percentage of both groups of teachers in all four grades. The other units in this phase received major emphasis in the 11th and 12th grades.

Only one teacher taught the unit, "Preparation for marriage," in the 9th grade. Both groups of teachers taught this unit most frequently to juniors and seniors. The units, "Acceptable dating practices," "Growing up," and "Fun for families and friends," were taught more frequently to freshmen and sophomores. Some of the teachers commented that students ask for help on various problems such as dating, baby sitting, and family relationships in different classes so they try to teach these units when the students have the most interest in them and also the most need for them (Table 14).

Even though the majority of teachers of both non-vocational and vocational homemaking departments thought that the money allotted for home living courses and units was adequate, the major difficulty checked in teaching the home living area was inadequate equipment (Table 15). This seemed somewhat strange, as much of the equipment used in teaching home living courses and units consists of small items that can be purchased without great expenditure of money. The more expensive equipment could

Table 15. Difficulties encountered in teaching home living courses.

	:Teachers in: :vocational :departments :	Teachers in : :non-vocational: :departments Per cent	: Total :teachers
Difficulty in providing worthwhile learning activities	51.1	25.1	35.1
Difficulty in selecting units and lessons to meet the needs of the students	31.5	30.1	30.5
Inadequate equipment	57.0	73.9	67.2
Insufficient references and illustrative material	41.3	40.1	40.6
Lack of student interest	31.5	26.4	28.2
Money allotted for home living courses is inadequate	13.8	27.6	22.1
Not enough time	49.1	58.9	55.0
Room space not sufficient	55.0	48.9	51.1
Too little educational preparation in:			
child guidance	7.8	15.1	12.2
personal and family relationships	17.8	8.9	12.2
health	7.8	8.9	12.2
home management	13.8	15.1	14.5
housing	9.8	12.6	11.5
family finance	9.8	16.4	13.7
consumer buying	29.5	25.1	26.7

be obtained through a long range plan for department improvement.

One of the most interesting comments made by a teacher was that she apparently did not know enough to recognize her need. She said that she had thought they had a very satisfactory program in home living but that the check list-questionnaire used in this study had implied a need as far as equipment and learning activities were concerned.

Inadequate room space was a difficulty encountered by approximately one-half of both groups of teachers. Not enough time was indicated as one of the biggest difficulties in teaching the home living courses and units by 49.1 per cent of the vocational homemaking teachers and 58.9 per cent of the non-vocational home economics teachers.

That students were interested in home living courses or units was evidenced by the fact that only 31.5 per cent of the vocational homemaking teachers and 26.4 per cent of the non-vocational home economics teachers checked this as a difficulty. One teacher remarked that her difficulty was more a lack of parental interest than of student interest. She said too, that she had urged class visitation by parents but with no results. Another teacher commented that none of the difficulties listed in the check list-questionnaire were as great as that of community thinking in terms of cooking and sewing laboratory experiences. People in her community thought that these two experiences were the main things to be accomplished in home economics and that study by the students in home economics classes and courses should be kept at a minimum. Fifty-one and

Homemaking I, II, and III with at least equal time for clothing, foods, and home living each year. She indicated that this would be their plan next year. The current offerings of her home economics department were 36 weeks of clothing in the 9th grade, 36 weeks of foods in the 10th grade, and 36 weeks of home living in the 11th grade. She wrote that many of the students did not receive education in any of the important phases of home living because they took only the required two years of home economics. Other teachers commented on the number of students who were married before leaving high school or upon graduation, and emphasized that the need for education in good management of homes, understanding children and child care, and personal adjustments was greater now than at any other time in history.

#### SUMMARY

This study of the status of home living courses and units in the home economics curriculum was made with the home economics teachers in 131 selected Kansas high schools. Of this group, 51 were vocational homemaking teachers and 80 were non-vocational home economics teachers. All were teaching in four-year high schools.

Nearly all of the teachers who participated in this study were including the home living area, to some extent, in their home economics curriculums and they seemed to recognize the fact that all phases of home living have a rightful place in home economics curriculums. The majority of vocational homemaking teachers taught all four areas of home economics in more evenly



one-tenth per cent of the vocational homemaking teachers said that providing worthwhile learning activities was a difficulty in teaching the various phases of home living while only 25.1 per cent of the non-vocational home economics teachers regarded this as a problem. However, more of the vocational homemaking teachers used a variety of learning activities for teaching home living courses and units than did the non-vocational home economics teachers.

The majority of teachers in both groups regarded as adequate their educational preparation in all phases of home living. Consumer buying, home management, and family and personal relationships were the phases though that the teachers felt least adequately prepared to teach. One teacher commented that she had adequate background in all phases of home living for her own information, but regarded the preparation for the method of teaching these phases on a high school level as inadequate. Three other teachers remarked that they were married and raising families which gave them better understanding for teaching the many phases of home living.

Many of the teachers gave encouraging comments concerning home living courses and units. One teacher wrote: "My girls love it and so do I." Another teacher said this: "Home living seems to be the favorite class of most of the senior girls and I really enjoy teaching it."

Many teachers indicated an awareness of the need to offer more instruction in home living courses to all grades. One teacher wrote that all of her courses needed to be revised to

balanced curriculums and placed more emphasis on the home living area than did the non-vocational home economics teachers. The vocational homemaking teachers also had more equipment and used a greater variety of methods, devices, and learning activities in teaching home living courses and units than did the other home economics teachers.

Most of the teachers had some educational preparation in all phases of home living. More of the teachers had preparation in child guidance and development, and home management, while consumer buying, personal relationships, and home nursing were most frequently missing in the college training of these teachers. A number of the teachers indicated that they had adequate preparation for their own information but felt inadequately prepared on how to teach all of the phases of home living. The range of teaching experience varied but most of the teachers had one, two, or three years of teaching experience.

Home economics was offered as a three-year curriculum in most of the schools and was offered more frequently as elective courses than as required courses. Both non-vocational and vocational homemaking teachers tended to place more emphasis on the home living area in the last two years of home economics than in the first two years. The teachers who gave more time to home living than to either clothing or foods were in the minority. However, there were more vocational homemaking teachers than non-vocational home economics teachers who taught home living for a greater number of weeks than they did either clothing or foods. The few who taught home economics classes

for boys emphasized the home living area in their instruction.

The length of home economics class periods varied but the 55- and 60-minute periods were the most common. Lack of time was checked as one of the major difficulties in teaching home living courses and units and this included both length of class period and length of curriculum.

Very few of the home economics departments were operating on a financial budget. Of those reporting, the greatest item of expenditure for the home living area was for reference books. Money was used more frequently for the health, child guidance and development, and family relationships than for other phases. A few teachers reported that they spent no money whatever for the home living area.

The majority of departments were inadequately equipped for teaching all phases of home living. More equipment was listed for use in teaching health units than other units while the equipment for use in teaching child guidance or development was negligibly low. Several teachers listed ironing boards and irons as the only equipment available for the home living area.

The rooms most frequently used for conducting lessons in home living were the foods and clothing laboratories. Only 16 home economics departments provided a room especially designed and equipped for the home living area.

Though 25 different books were listed as being used by these teachers in teaching home living, their use of these was not extensive, either as required texts or reference books. Some of the departments had very limited libraries for this area of home

economics. "Today's Home Living (Revised)" by Justin and Rust and "Personal Adjustment, Marriage and Family Living" by Landis and Landis were the two text books most frequently required and also used as references. In both instances, these were used by less than one-half of the teachers.

The methods and devices, in order of frequency by both groups of teachers in home living courses and units, were reading, recitation and discussion, reports, films, field trips, and demonstrations. Many of the methods and devices that have been recommended and suggested for use in teaching home living lessons, and units such as debates, sociograms, film strips, question boxes, role playing, and flannel boards were used by very few teachers. Only approximately one-half of the teachers took advantage of community and school resources.

Laboratory lessons in the home living area were taught only occasionally by the majority of teachers. Very few teachers had a wide variety of learning activities in their teaching of the home living area. They tended to use mostly the recitation-discussion method and activities related to this type of class procedure. Less than one-half of the teachers reported any other learning activities in teaching the child guidance and development phase which has so many possibilities in the way of such activities.

Most of the teachers taught the home living area as scattered units throughout the year, and as lessons and parts of units in the other three areas of home economics. However, 35.9 per cent taught home living as a block or course in the home economics

curriculum. Units in all phases of home living were taught by a greater percentage of vocational homemaking teachers than non-vocational home economics teachers. The units of each phase that were taught most frequently by the teachers were: "Being good baby sitters," "Understanding and guiding children," "Home care of the sick," "Using the family income," "Managing own money," "Selecting and arranging home furnishings," "Manners and social customs," "Acceptable dating practices," and "Preparation for marriage."

The teachers were attempting to teach the units of home living at the age level and in the grades when students had the most need and the greatest interest for these. Thus, the units of home living that were taught most frequently in the 9th grade were: "Being good baby sitters," "Good health habits," "Good shopping practices," "Making the house a home," "Growing up," "Manners and social customs," and "Acceptable dating practices." Most of the units on management and housing received major emphasis in the last two years of the home economics curriculum. This was also true of the units relative to planning and caring for the baby, preparing for marriage, and selecting a vocation and career.

Inadequate equipment for teaching home living courses and units was a major difficulty of these teachers. Not enough time and inadequate room space also were difficulties encountered by many of the teachers. Parental and community thinking that cooking and sewing were the main things to be accomplished in home economics classes was a difficulty for some of the teachers.

Approximately one-half of the teachers considered providing worthwhile learning activities as a difficulty in the teaching of the home living area.

Even though the home living area was included in the home economics curriculum by nearly all of the teachers, there was generally much less consideration and emphasis given to this area than to either the clothing or the foods area. There were evidences also of weaknesses in their selection of learning activities, and methods and devices. There was lack of financial support for home living and an inadequacy of equipment for effective teaching in this area. However, it was encouraging that many of these teachers were aware of their shortcomings and recognized the importance of home living courses and units for high school students. Though there is a need for these high school home economics teachers to improve their offerings and teaching in the home living area, those responsible for pre-service and in-service education of home economics should also give more consideration and emphasis to this area of home economics in their teacher education courses and curriculums.

## ACKNOWLEDGMENT

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## APPENDIX



# *Kansas State College*

Manhattan, Kansas

Department of Education

January 26, 1959

Dear Home Economics Teacher:

A study is being undertaken by the Home Economics Education staff at Kansas State College relative to the courses and units in Home Living now taught in four-year Kansas High Schools. The data is being obtained by means of a check list-questionnaire. Hence, we need your help.

Will you cooperate with us in this study by completing one of these check list-questionnaires? If so, please check, sign and return the enclosed post card as soon as possible. The check list-questionnaire will then be sent to you for filling out.

No teacher or school will be identified in the findings and report of the study. A summary of the findings will be mailed to you upon request.

We will appreciate your cooperation in the study and thank you for your interest and help.

Sincerely yours,



Mildred M. Mussey, Graduate Assistant  
Home Economics Education



Lucile O. Rust, Professor  
Home Economics Education

MM; LR/bcg

Enc.

**CHECK LIST--QUESTIONNAIRE**

Kansas State College, Department of Education

Please check and return the completed check list--questionnaire by \_\_\_\_\_ to:  
Mildred L. Mussey, 2050 College View, Manhattan, Kansas

**HOME LIVING COURSES IN KANSAS HIGH SCHOOLS**

Please note and read carefully:

Home living as used here refers to that area of home economics which includes such phases as personal and family relationships, health, home management, housing, family finances, consumer buying and child guidance or development.

Directions: Complete the following blanks by suitable brief answers or checks:

1. Name of school \_\_\_\_\_.
2. Is home economics department (a) vocational \_\_\_\_\_ (b) non vocational \_\_\_\_\_.
3. Total enrollment in your school: boys \_\_\_\_\_ girls \_\_\_\_\_.
4. Total enrollment in home economics: boys \_\_\_\_\_ girls \_\_\_\_\_.
5. How many years teaching experience in Home Economics including the present year do you have? \_\_\_\_\_
6. Check the phases of home living in which you have some college preparation:
  - a. Child guidance and development \_\_\_\_\_
  - b. Home management \_\_\_\_\_
  - c. Housing \_\_\_\_\_
  - d. Consumer buying \_\_\_\_\_
  - e. Health \_\_\_\_\_
  - f. Home nursing \_\_\_\_\_
  - g. Personal relationships \_\_\_\_\_
  - h. Family relationships \_\_\_\_\_
 Others:
  - i. \_\_\_\_\_
  - j. \_\_\_\_\_
7. Indicate your program plan in Home Economics in this chart:

Grades in which home economics is offered	Names of home economics courses (i.e., Home I, II, Foods, Clothing, or other.)	Length of course in each grade		Number of periods per week Home Ec. is scheduled	Length in Min. of home ec. class periods	Elec- tive	Required
		half year	full year				
9th							
10th							
11th							
12th							

8. Check the areas offered in your Home Economics courses and indicate time spent on each:

Area	9th grade	no. weeks per area	10th grade	no. weeks per area	11th grade	no. weeks per area	12th grade	no. weeks per area
Foods								
Clothing								
Home Living								
Related Art								

9. If home economics courses are offered to boys, check whether they are offered:

- a. co-ed classes (classes with girls) \_\_\_\_\_
- b. Boys only classes \_\_\_\_\_
- c. Some co-ed and some in separate boys classes \_\_\_\_\_
- d. In exchange classes with other courses \_\_\_\_\_

10. a. Is home living taught as a block in the year's work? \_\_\_\_\_  
 b. Is home living taught as scattered units throughout the year? \_\_\_\_\_  
 c. Is home living taught as a part of units and lessons in foods area \_\_\_\_\_; clothing area \_\_\_\_\_; related art area \_\_\_\_\_?

11. Indicate the content of subject matter in home living by writing in appropriate words and checking as indicated:

Phases or units of Home Living being taught	Where offered (i.e., 9th, 10th, 11th, 12th)	No. weeks or lessons per phase	Check offered to:		
			Boys	Girls	Both
A. Child Guidance					
1. Planning for the baby.					
2. Caring for the infant.					
3. Helping with young children.					
4. Understanding and guiding children.					
5. Being good baby sitters.					
6. The child in home and community.					
7. Growth and development of children.					
Others:					
8.					
9.					
10.					
B. Management and Consumer Buying					
1. Using the family's income.					
2. Managing own money.					
3. Good shopping practices.					
4. Attractive gifts within my pocketbook.					
5. Managing the home.					

Phases or units of Home Living being taught	Where offered (i.e., 9th, 10th, 11th, 12th)	No. weeks or lessons per phase	Check offered to:		
			Boys	Girls	Both
6. Attending to the business side of homemaking					
7. Planning use of leisure.					
8. Wise use of time and energy.					
9. Managing the family laundry.					
Others:					
10.					
11.					
C. Health					
1. Keeping the family well.					
2. Good health habits.					
3. Home care of the sick.					
4. Food for the sick.					
Others:					
5.					
6.					
7.					
D. Housing					
1. Making the house a home.					
2. Selecting furnishings.					
3. Arranging furnishings.					
4. Caring for the home.					
5. Planning household storage.					
6. Making our homes safe.					
7. Selecting and using equipment.					
8. Improving yards and grounds.					
Others:					
9.					
10.					
11.					
E. Personal and family relationships					
1. Growing up.					
2. Fun for families and guests.					
3. Manners and social customs.					
4. You and your family.					
5. Acceptable dating practices.					
6. Preparation for marriage.					
7. Developing interests and hobbies.					
8. Selecting a vocation and career.					
9. How home, community and state work together.					
Others:					
10.					
11.					

12. Check below the methods and devices you use in teaching home living units and lessons.
- a. Reading \_\_\_\_\_
  - b. Recitations and discussions \_\_\_\_\_
  - c. Buzz sessions \_\_\_\_\_
  - d. Panels and discussions \_\_\_\_\_
  - e. Dramatizations and skits \_\_\_\_\_
  - f. Reports \_\_\_\_\_
  - g. Field trips \_\_\_\_\_
  - h. Demonstrations \_\_\_\_\_
  - i. Films \_\_\_\_\_
  - j. Debates \_\_\_\_\_
  - k. Committee and interest group work \_\_\_\_\_
  - l. Observations \_\_\_\_\_
  - m. Community and school resources \_\_\_\_\_
  - n. Notebooks \_\_\_\_\_
  - o. Workbooks \_\_\_\_\_
- Others:
- p. \_\_\_\_\_
  - q. \_\_\_\_\_
  - r. \_\_\_\_\_

13. a. How much money is allowed per year for home living courses? \_\_\_\_\_
- b. Check the phases of home living for which it is used:
- (1) Child guidance \_\_\_\_\_
  - (2) Health \_\_\_\_\_
  - (3) Personal and family relationships \_\_\_\_\_
  - (4) Management \_\_\_\_\_
  - (5) Consumer buying \_\_\_\_\_
  - (6) Housing \_\_\_\_\_
  - (7) Family finances \_\_\_\_\_
- Other:
- (8) \_\_\_\_\_
  - (9) \_\_\_\_\_
- c. Check the items for which this money is used:
- (1) Consumable supplies \_\_\_\_\_
  - (2) Equipment \_\_\_\_\_
  - (3) Repair and upkeep \_\_\_\_\_
  - (4) Reference books \_\_\_\_\_
- Others:
- (5) \_\_\_\_\_
  - (6) \_\_\_\_\_
  - (7) \_\_\_\_\_

14. Check the books in your library that are used as reference or text in teaching home living courses:

Books	Required Text	Reference
Sharing Family Living, Baxter, Justin, & Rust		
Today's Home Living (Revised), Justin & Rust		
Design Your Home for Living, Trilling & Nicholas		
Living for Young Moderns, McDermott & Nicholas		
Family Living, Duvall		



Books	Required Text	Reference
You and Your Family, Moore & Leahy		
Personal Adjustment, Marriage & Family Living, Landis & Landis		
Management for Better Living, Starr		
Adventuring in Home Living, Hatcher & Andrews		
Book I		
Book II		
The Girl's Daily Life, Van Duzer, Andrix, Bobemyer, Hawkins, Hammersbaugh, Page		
Junior Homemaking, Jones & Burnham		
Your Home and You, Greer		
Boys Will be Men, 3rd Ed., Burhnam, Jones, Redford		
Homemaking for Teen-agers, McDermott & Nicholas		
Book I		
Book II		
Mind Your Manners, Allen & Briggs		
Everyday Living, Harris, Tate, Anders		
The Girl and Her Home, Trilling, & Nicholas		
Our Home and Family, Baxter, Justin & Rust		
Others:		

15. a. Indicate by checking if you have laboratory lessons for home living regularly \_\_\_\_\_; occasionally \_\_\_\_\_; never \_\_\_\_\_.
- b. Check the learning activities that are used in home living courses, units, and lessons:
- (1) Conduct a play school for pre-school children \_\_\_\_\_
  - (2) Opportunity to observe and assist kindergarten children \_\_\_\_\_ first grade \_\_\_\_\_
  - (3) Give parties for small children \_\_\_\_\_
  - (4) Collect and repair toys \_\_\_\_\_
  - (5) Construct simple play materials \_\_\_\_\_
  - (6) Select children's books and play materials \_\_\_\_\_
  - (7) Practice proper care of bed patient \_\_\_\_\_
  - (8) Prepare food for the sick \_\_\_\_\_
  - (9) Practice making and applying various kinds of bandages \_\_\_\_\_
  - (10) Plan personal time schedules \_\_\_\_\_
  - (11) Plan budgets for wise use of family income \_\_\_\_\_
  - (12) Select and arrange home furnishings \_\_\_\_\_
  - (13) Refinish and repair furniture \_\_\_\_\_
  - (14) Make a girl's room more liveable \_\_\_\_\_
  - (15) Make simple household repairs \_\_\_\_\_
  - (16) Plan household storage \_\_\_\_\_
  - (17) Prepare refreshments and entertainment for others (such as tea for mothers) \_\_\_\_\_
  - (18) Plan and do a family laundry \_\_\_\_\_
- Others:
- (19)
  - (20)
  - (21)
  - (22)

16. a. Check the equipment you use in teaching home living courses, units and lessons:

<u>Equipment</u>	<u>Owned by department</u>	<u>On loan to department</u>
<b>Child Guidance</b>		
1. Large and small blocks	_____	_____
2. Push and pull toys	_____	_____
3. Small wheel toys	_____	_____
4. Balls and hoops	_____	_____
5. Doll equipment	_____	_____
6. Wagon	_____	_____
7. Tricycle	_____	_____
8. Rhythmic materials (drums, bells)	_____	_____
9. Water paints, finger paints	_____	_____
10. Crayons	_____	_____
11. Clay	_____	_____
12. Bean bags	_____	_____
13. Sand table or box	_____	_____
14. Scrapbooks	_____	_____
15. Children's books	_____	_____
16. Children's records	_____	_____
17. Small table and chairs	_____	_____
18. Rugs for rest period	_____	_____
<b>Health:</b>		
1. Bed	_____	_____
2. Bed linens	_____	_____
3. Pillow	_____	_____
4. Back rest	_____	_____
5. Rubber sheet	_____	_____
6. Serving tray	_____	_____
7. Tray table	_____	_____
8. Medicine chest	_____	_____
9. First aid kits	_____	_____
10. Tourniquet	_____	_____
11. Bandages	_____	_____
12. First aid dressings	_____	_____
13. Clinical thermometer	_____	_____
14. Bed pan	_____	_____
15. Bed cradle	_____	_____
16. Cotton rings or "donut"	_____	_____
17. Hot water bottle	_____	_____
18. Heating pad	_____	_____
19. Ice bag	_____	_____
<b>Housing and home management:</b>		
1. Vacuum cleaner	_____	_____
2. Carpet sweeper	_____	_____
3. Dust mop	_____	_____
4. Wall broom	_____	_____
5. Supplies for cleaning (such as wax, furn. polish)	_____	_____
6. Automatic dryer	_____	_____
7. Automatic washing machine	_____	_____
8. Wringer type washing machine	_____	_____
9. Ironing board	_____	_____
10. Ironer	_____	_____
11. Iron--Steam and dry	_____	_____
Dry	_____	_____
Steam	_____	_____

Equipment

Owned by department   On loan to department

Others:

1.

2.

3.

4.

b. Check the room or rooms used in teaching home living:

(1) Special room for home living \_\_\_\_\_

(2) Foods laboratory \_\_\_\_\_

(3) Foods recitation room \_\_\_\_\_

(4) Clothing laboratory \_\_\_\_\_

(5) Clothing recitation room \_\_\_\_\_

Other:

(6)

17. a. Do the students do home practice in home living? Yes \_\_\_\_\_ No \_\_\_\_\_

b. Do they do home projects in home living? Yes \_\_\_\_\_ No \_\_\_\_\_

18. Check the difficulties you have encountered in teaching home living:

a. Lack of student interest \_\_\_\_\_

b. Inadequate equipment \_\_\_\_\_

c. Room space not sufficient \_\_\_\_\_

d. Difficulty in providing worthwhile learning activities \_\_\_\_\_

e. Insufficient references and illustrative material in department \_\_\_\_\_

f. Difficulty in selecting units and lessons to meet the needs of the students \_\_\_\_\_

g. Not enough time \_\_\_\_\_

h. Money allotted for home living courses is inadequate \_\_\_\_\_

i. Too little educational preparation in child guidance \_\_\_\_\_; personal and family relationships \_\_\_\_\_; health \_\_\_\_\_; home management \_\_\_\_\_; housing \_\_\_\_\_; family finances \_\_\_\_\_; consumer buying \_\_\_\_\_.

Name \_\_\_\_\_

Address \_\_\_\_\_

Current teaching position \_\_\_\_\_

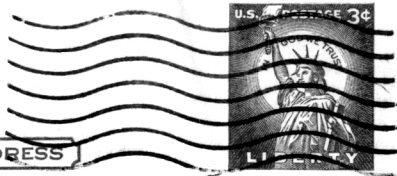
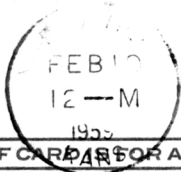
\_\_\_\_\_

I am willing to help in the study of "Home Living Courses in Kansas High Schools" by completing a check list.

Yes \_\_\_\_\_

No \_\_\_\_\_

Date \_\_\_\_\_



THIS SIDE OF CARD IS FOR ADDRESS

Mrs. Mildred Mussey  
2050 College View Road  
Manhattan, Kansas

A SURVEY OF HOME LIVING COURSES AND UNITS AS TAUGHT  
IN A SELECTED GROUP OF KANSAS HIGH SCHOOLS

by

MILDRED LUCILLE MUSSEY

B. S., Kansas State University  
of Agriculture and Applied Science, 1938

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AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
OF AGRICULTURE AND APPLIED SCIENCE

1960

The purpose of this study was (a) to ascertain the extent to which home living courses and units were being taught in the home economics departments of a selected group of Kansas high schools; (b) to find out the methods, devices, equipment, and learning activities that were being used in these courses and units; and (c) to obtain information relative to the home living courses and units that would be helpful to Kansas high school home economics teachers and teacher educators. The data were obtained by means of a check list-questionnaire which home economics teachers in 131 Kansas high schools filled out and returned. Only four-year high schools were included in the study and of these, 51 had vocational homemaking departments and 80 had non-vocational home economics departments.

The home living area was included to some extent in the home economics curriculums by nearly all of the teachers. The majority of vocational homemaking teachers, however, placed more emphasis on the home living area, and taught all four areas of home economics in more evenly-balanced curriculums than did the non-vocational home economics teachers. The vocational homemaking teachers also had more equipment and used a greater variety of methods, devices, and learning activities in teaching home living courses and units than did the other home economics teachers.

Home economics was offered as a three-year curriculum in most of the schools and these were mainly as elective courses. More emphasis was placed on the home living area in the last two years of home economics than in the first two years. Most of the teachers, though, gave more time to the clothing or foods areas

than to the home living area.

Very few of the home economics departments were operated on a financial budget. Of those reporting, the greatest item of expenditure for the home living area was for reference books. Money was used more frequently for the phases of health, child guidance and development, and family relationships than for other phases. A few teachers reported that they spent no money whatever for the home living area.

The majority of departments were inadequately equipped for teaching all phases of home living. More equipment was listed for use in teaching health units than other units. The equipment for use in teaching child guidance and development was negligibly low. The rooms most frequently used for conducting lessons in home living were the foods and clothing laboratories. Only 16 home economics departments provided a room especially designed and equipped for the home living area.

Twenty-five different books were listed as being used by these teachers in teaching home living, but their use of these was not extensive, either as required texts or references. Some of the departments had very limited libraries for this area of home economics. "Today's Home Living (Revised)" by Justin and Rust and "Personal Adjustment, Marriage and Family Living" by Landis and Landis were the two text books most frequently required and also used as references. In both instances, these were used by less than one-half of the teachers.

The methods and devices most used, in order of frequency, in home living courses and units, were reading, recitation and



discussion, reports, films, field trips, and demonstrations. Many of the methods and devices that have been recommended and suggested for use in teaching home living lessons and units, such as debates, sociograms, film strips, question boxes, role playing, and flannel boards were used but very little. Only approximately one-half of the teachers took advantage of community and school resources.

Laboratory lessons in the home living area were taught only occasionally by the majority of the teachers. Very few had a variety of learning activities in their teaching of the home living area. The tendency was to use mostly recitation-discussion method and activities related to this type of class procedure.

Most of the teachers taught the home living area as scattered units throughout the year, and as lessons and parts of units in the other three areas of home economics. However, 35.9 per cent taught home living as a block or course in the home economics curriculum. Units in all phases of home living were taught by a greater percentage of vocational homemaking teachers than those in non-vocational home economics departments.

The teachers, as a group, were attempting to teach the units of home living at the age and grade level when the students had the most need and the greatest interest for these. Thus, the units taught most frequently in the 9th grade were: "Being good baby sitters," "Good health habits," "Good shopping practices," "Making the house a home," "Growing up," "Manners and social customs," and "Acceptable dating practices." Most of the units related to management, housing, and preparation for marriage

received major emphasis in the last two years of the home economics curriculum.

Inadequate equipment for teaching home living courses and units was a major difficulty of these teachers. Not enough time, and inadequate room space also were difficulties encountered by many of them. Parental and community thinking that cooking and sewing were the main things to be accomplished in home economics classes was a difficulty for some of the teachers. Approximately one-half of the teachers considered providing worthwhile learning activities as a difficulty in teaching the home living area.

Though home living was being included in most of the home economics curriculums in this study, the consideration and emphasis given to this area was less than to either the clothing or the foods area. There were weaknesses in the selection of learning activities, and in the methods and devices used. The lack of financial support for home living, and the inadequacy of equipment for effective teaching in this area were serious handicaps. However, it was encouraging that many of the teachers were aware of the shortcomings and recognized the importance of home living courses and units for high school students. Though there was evidenced a need for these high school home economics teachers to improve their offerings and teaching in the home living area, these responsible for pre-service and in-service education of home economics, too, should give much consideration and emphasis to this area of home economics in their teacher education courses and curriculums.