

THE GROWTH AND EXTENSION OF HOME ECONOMICS EDUCATION  
IN OKLAHOMA

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THE GROWTH AND EXTENSION OF HOME ECONOMICS EDUCATION  
IN OKLAHOMA

By

VERA CAROLYN DRAKE

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Oklahoma Agricultural and Mechanical College

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APPROVED:

*Flourence L. Lytle*

In Charge of Thesis

*Flourence L. Lytle*

Head of Home Economics Education

*D. C. Mcintosh*

Dean of the Graduate School

109608

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She particularly wishes to acknowledge her gratitude to Miss Florence L. Lytle, Head of Home Economics Education, A & M College, for her supervision of the work, her encouragement, and helpful suggestions in making the study.

## PREFACE

This study was made to get a picture of existing conditions in the secondary schools of the state in relation to home economics.

Of the nine hundred forty-six high schools in Oklahoma, only six hundred and eight are now offering home economics. Many of these schools have very limited courses. It was desired in this study to find out why those schools which do not have home economics do not have it, and why the schools which are offering a bare minimum are not extending their courses. In other words, the writer has endeavored to determine the obstacles to the growth and expansion of home economics in Oklahoma and the means of removing such obstacles.

In the field of home economics many new developments have recently been made. A broader outlook is being taken, new teaching methods are being used, different phases of the work are being stressed, and the course is being extended to include more people.

If this study contributes toward a better understanding of the problems confronting home economics work in the state of Oklahoma, developing a broader view of the field and its needs, the work has been well worthwhile.

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## DEVELOPMENT OF THE PROBLEM

Historians point out that one of the greatest developments that came out of the economic depression of 1837 was the origin and extension of the public school system, especially in the southern and western states. People realized that private and church schools could no longer adequately train the masses of people to meet the problems of life that the times demanded.

As an outgrowth of the depression of 1893, the public school system was extended so as to include the present American High School. As in former depressions, the people realized that something more was necessary in an educational way.<sup>1</sup>

During the recent economic depression, the educational leaders of the country fully realized that present training and preparation had not fitted the people to meet such conditions. It was generally accepted that something must be done so that the present generation may be better able to adjust to social changes and become better integrated individuals.

The leaders of education in the state of Oklahoma fully realize this condition and every effort possible is being made to study the various problems that will help in solving present conditions and make the next generations more secure. One of the things that has been done by the State Department of Education was to appoint a state-wide committee for the study of Home Economics Education 1935. The first meeting of this committee was called by the State Superintendent, John Vaughan,

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<sup>1</sup> John Vaughan, Address before Nowata County Teachers, April 1937.

on December 10, 1935, with Mr. J. Andrew Holley, Director of Instruction in Reorganization, as chairman. The purpose of this first meeting was to raise questions and problems that should be studied by the committee. The following problems were decided upon by the committee: "The Relation of Home Economics Education to the Public", "Relation of Home Economics to Other Subjects in the Curriculum", "How to Evaluate the Services of Home Economics Courses", and "Obstacles to the Extension and Growth of Home Economics Education in Oklahoma and Ways of Removing Such Obstacles". Sub-committees were appointed to make a more careful study of these four problems and report on them at a later date.

Following the appointment of these committees and various reports, John Vaughan, State Superintendent of Public Instruction, sent through the Home Economics Newsletter, and other educational sources, the following letter:

Teachers of home economics, high school principals, and superintendents, are urged to cooperate with the Committee for the Study of Home Economics Education in Oklahoma. The committee needs assistance in locating problems that are vital, in setting up procedures for studying the problems, and in applying measures for their solution.

In the program of expansion it is desirable to know the nature of the services now being rendered by departments of home economics education. It is also desirable to ascertain what obstacles are in the way of a sound program of expansion.

In the improvement of home economics education it is highly desirable to evaluate present instructional programs and projects. This broad phase of the work of the committee is probably the most important. Relatively few efforts have been made to evaluate the services of departments of home economics education.

It is hoped that through the work of this committee the program of studies in many of our high schools can be expanded to include courses in homemaking. It is hoped that through



the work of this committee and the assistance given it by leaders of education in Oklahoma that the programs already established will be improved.

--John Vaughan, State Superintendent.<sup>2</sup>

The committee on the study of Problem 4, namely, the Obstacles to Extension and Growth of Home Economics Education in Oklahoma and Ways of Removing Such Obstacles, of which Mr. Jesse F. Cardwell, Principal of West High School, Muskogee, was made chairman, made the following analysis and recommendations.

**AN ANALYSIS OF PROBLEM IV OF THE STATE COMMITTEE ON THE  
STUDY OF HOME ECONOMICS EDUCATION  
AND ITS RELATION TO THE PUBLIC IN OKLAHOMA**

**Problem:** Obstacles to the Extension and Growth of Home Economics Education in Oklahoma, and Ways of Removing Such Obstacles.

**Analysis of the Problem:** Considering the problem from a purely analytical viewpoint, two phases of attack stand out:

- (1) A procedure to determine the reasons why:
  - (a) Certain schools have not provided for home economics education.
  - (b) Certain other schools limit their curriculum in home economics education to the bare minimum.
- (2) The second phase of the attack would be a careful analysis of the result found under the procedure described in the first phase of the attack, with a view of making adjustment in the home economics program to meet the needs of the schools concerned and to determine best methods of presenting the program to school officials.

**Procedure:**

1. A questionnaire to all the superintendents and boards of education in the state that do not have home economics in their curriculum, will serve as a basis for determining the reasons why schools have not included home economics

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<sup>2</sup> John Vaughan, Home Economics Newsletter, State Department of Education, Oklahoma City, February, 1936.

in their curriculum. The State Department should be able to furnish a list of schools to receive the questionnaire.

2. A questionnaire concerning the extent of home economics education in schools that have it in their curriculum will make it possible for the committee to learn why the home economics program has been curtailed in some schools.
3. The findings of this committee should be interpreted in the light of the findings of the committees on Problem I and Problem III. For instance, the work of the committee on "The Relation of Home Economics Education to the Public" should be of considerable help in determining the obstacles to the extension and growth of home economics education. The work of the committee on the evaluation of home economics courses should be of interest to this committee.<sup>3</sup>

This problem was referred to the writer for detailed study.

Through the cooperation of Mr. Cardwell, chairman of the committee, members of the committee, the State Department of Education, and others, an analysis of the existing conditions was made. The writer has restated the problem in positive terms, namely "The Growth and Extension of Home Economics Education in Oklahoma."

In order to determine the existing conditions in the various schools in the state, the questionnaire method of procedure was decided upon. One questionnaire was formulated for checking by the official in schools where home economics is now a part of the program. A separate group of questions was made for those schools not now offering home economics.

After a suggested list of questions had been made, they were sent to a rating committee for criticism and recommendations. The committee included: Mr. Jesse F. Cardwell, Principal of West High

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<sup>3</sup>Jesse E. Cardwell, Report of Chairman of Committee.

School, Muskogee and chairman of the state sub-committee studying this phase of the problem; Miss Florence L. Lytle, Head of Home Economics Education, A & M College, Stillwater; Mr. E. E. Halley, Chief High School Inspector; Miss Kate S. North, State Supervisor of Home Economics; and Mr. Felix Gay, Superintendent of Schools, Lenapah.

After these recommendations and criticisms were considered, the questionnaires were put in final form under the direction of Mr. J. Andrew Holley, representing the State Department of Education, and Miss Mary Russell, representing the State Department of Vocational Education. The State Department of Education sent the questionnaires to the three hundred thirty-eight schools not offering home economics and to the six hundred eight schools now including home economics courses as a regular part of their program.

A copy of the questionnaires appears in the appendix of this study.

## NEW TRENDS IN HOME ECONOMICS

Development of Home Economics

In studying the existing conditions in Oklahoma, it is important to do so in the light of newer developments in home economics.

At the beginning of the twentieth century, home economics education was still in its youth. The leaders of the country realized a need for educating the women for their role in the home, but the type of course that was offered was more scientific than practical as a result of the large number of scientific studies being carried on at that time. The educators felt that teaching needed a scientific basis if it was to be thoroughly useful, and so most of the home economics courses were based on chemistry and physics and dealt with the sciences in relation to the home.<sup>1</sup>

As a result of this, techniques and skills were emphasized and attention was focused upon the finished product with little attention upon the development of the individual. Cooking and sewing were practically all that was taught; a little later some stress was put upon home beautification and household budgeting.

The next change in home economics was the emphasis placed on health. Much time was spent in explaining the importance of including milk, fruit, and vegetables in the diet. Recipes and menus were studied as to their nutritional value and their relation to the individual body needs.<sup>2</sup>

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<sup>1</sup> Isabel Bevier, Home Economics in Education, J. B. Lippencotts Co., Chicago, 1924, p. 129.

<sup>2</sup> Ruth M. Strang and Nora A. Talbot, "The Home Economics Teacher and the Individual Development of the Student", Journal of Home Economics, September 1937, p. 434

The child development emphasis in home economics grew out of the newer trends in psychology and from the fact that families were smaller, which made it possible for more time to be spent on child rearing.<sup>3</sup> The beginnings of child study were mainly on physical care. Later, the attention was placed upon the mental, social, and emotional, as well as the physical development of the child. Emphasis was also placed upon the relationships of the child in the home and family life.<sup>4</sup> The interest in the child development movement was evidenced at the White House Conference in 1930, attracted by three thousand people and from which thirty-four publications were an outgrowth.

A natural step from the study of the child was that of parents; consequently the next stage of development in home economics centered upon family life. It was soon realized that family life involved more than a house efficiently managed, beautifully adorned, and in which health was conserved; and so, family relationships became a very vital part of the home economics program.<sup>5</sup>

Today, the courses in home economics include some of all the phases which have been formerly stressed with emphasis upon the growth and development of the individual. Ivol Spafford points out that an educational program is important only as it helps the individual to live a satisfying life in an ever-changing world, as follows:

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<sup>3</sup>Edward C. Lindeman, "Is Home Economics a Growing Profession?" Journal of Home Economics, September 1937, p. 434

<sup>4</sup>Turner, Miller, and Friant, Child Development, Collegiate Press Inc. Ames, Iowa, 1937, p. 2

<sup>5</sup>Op. cit. Edward C. Lindeman, p. 434.

Home economics is a field concerned with problems which center around the reaching of decisions as to the values most worth working for in personal living, home and family life; in discovering needs, interests, and talents within its field; in working out wholesome satisfying personal and social relationships; and in utilizing the resources of the individual and family in satisfying the needs, developing the interest, and using the capacities to attain the values set up as worthwhile.<sup>6</sup>

The individual whose schooling is built on such a broad conception of the purpose of education should become an independent, resourceful, thinking individual, capable of solving his own problems and adjusting to his environment in an ever-changing world.

This same idea is brought out by a report of home economics committee of colleges and universities.

Is not our contribution to the philosophy of modern education built up of methods of application, of ideals--of teaching a philosophy of right living in the home which makes its physical, its economic, its emotional satisfactions a center of unity, harmony, and creative effort where children, youth, and adults may develop a satisfying personality in a changing economic world?<sup>7</sup>

Beulah I. Coon agrees with this philosophy, but makes it a little more broad by saying that the individual pupil is not only to find an adjustment satisfactory to himself, but he has a responsibility for helping to improve conditions. She states that because of education, the world should be a better place in which to live, and because of home economics education, home and family life should become more satisfying and be a more effective unit in society's development.<sup>8</sup>

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<sup>6</sup>Ivol Spafford, Fundamentals in Teaching Home Economics, John Wiley and Sons, New York, 1934, p. 8.

<sup>7</sup>Report of Home Economics Committee of Colleges and Universities, Chicago, Illinois, 1930.

<sup>8</sup>Beulah I. Coon, "Criteria for Evaluating Content in Home Economics", Journal of Home Economics, March 1934, p. 142.

### Methods of Teaching

Along with the broader outlook in the philosophy of home economics, a different teaching method comes into use. When skills and techniques were stressed, the formal laboratory method was used in which each girl used the same recipe and strove to perfect her methods in making that product.

With the change in the philosophy of education toward the development of the individual to live a satisfactory life in an ever-changing world, it was necessary to organize the classes around life experiences. Group activities and cooperation have become important factors; problem solving is a basis of classroom work instead of pupil recitation of factual matter from textbooks; and unit planning has taken the place of day by day assignments.

Teaching facts as an end in themselves is entirely inadequate because as new discoveries are made, information changes. Facts are of value only as they are made to function in real situations. To solve everyday problems, pupils must have sound, up-to-date, and adequate information, and must be able to face facts honestly and to evaluate them critically and constructively. In addition to this, they must be given opportunity to discover the relationship of facts to certain types of situations and thus to come to understand the principles of generalizations which explain these relationships. Since facts change rapidly, pupils need to become independent in finding new facts and using these in solving problems.<sup>9</sup>

Another factor which has influenced the teaching methods of today is the trend toward integration. Educators realize that one does not

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<sup>9</sup> Ibid. p. 143

grow intellectually, physically, and socially in parts, but that learning is a continuous and integrated process. As a result of this, a trend toward curriculum integration has developed and programs composed of "fused subjects", "core courses", "centers of orientation", and "functional programs" have been established. In this type of school education is not merely a preparation for life, it is life. Subjects as such tend to be supplanted by activities.<sup>10</sup>

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<sup>10</sup> Ivol Spafford, "The Meaning of Integration for Home Economics"  
Journal of Home Economics Vol. 28, No. 5, p. 296



### Phases of the Work Stressed

The progressive education movement is toward the stressing of different phases of work. This movement is contrary to the old idea that the fundamental purpose of education is either the imparting of bodies of subject matter or the training of specific skills and habits. The schools become a place where experiences are provided for enrichment instead of a place where lessons are learned.

The organization of schools around life experiences instead of subjects has its effect on home economics by changing it from cooking and sewing to determining the capacities, needs, and interests of pupils in the personal and social relationships of the home and family.<sup>11</sup>

#### 1. Family Relationships.

The large number of courses being offered in the colleges and universities on family relationships and the part it plays in high school courses indicate the trend along that line at the present time. In many colleges, a course in family relations is offered to both boys and girls in the freshman year, then an advanced course is offered in addition, especially for girls who plan to teach home economics.

Flora M. Thurston says "The most significant and important things that happen to people happen in family life." She also states that if education is going to do the utmost for society, it must do much for family life.<sup>12</sup> It has often been said that a community is only as

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<sup>11</sup>H. B. Alberty, "The Trends Toward Curriculum Integration in the Secondary Schools", Journal of Home Economics, October 1935, p. 517

<sup>12</sup>Flora M. Thurston "Newer Prospectives for Family Life" Newsletter to Teachers, Oklahoma, September, 1935, p. 1.

good as its citizens; the kind of citizen a person becomes is largely dependent upon the family and home from which he comes.

Education has an important part to play in improving family life. It should help the student to gain a positive attitude toward family life and give him standards for judging its strengths and weaknesses. It should help the student to see himself as a functioning member of a family with all its experiences and expectations which influence satisfying relationships. And last, it should help the student determine acceptable techniques in family living and give him practice in methods of behaving which will make him a more satisfactory member of a family.<sup>13</sup>

Miss Thurston emphasizes the need for teaching relationships rather than about relationships. One cannot teach relationships successfully until he gives up the idea that there is an absolute "right" and an absolute "wrong". Boys and girls need to be taught to select what is relatively most desirable and set up goals which they can attain. The "ideal" of anything should be avoided and one should not try to be like an ideal.

## 2. Consumer Education.

"Consumer education should be a part of every program of instruction in home economics".<sup>14</sup> Home economics cannot attain its greatest service in the improvement of living in homes if it fails to use every available opportunity to increase abilities to manage resources so that they make the greatest possible contribution to living.

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<sup>13</sup>Mildred Thurow Tate, "What the Teacher Can Accomplish in Educating for Family Life" Journal of Home Economics, February 1936, p. 74.

<sup>14</sup>Adelaide S. Baylor, "Teaching Buyers Buying", School Life, Feb. 1934.

Consumer education is not a new field of education for home economics teachers, although it has not always been labeled as such, nor has it been emphasized so the girls were conscious of it.

Approximately fifteen billion dollars is spent yearly and it is estimated that eighty-five to ninety per cent of this sum is spent by women. Only a small part of these women attend college, so there is a great need of turning to the elementary and secondary schools and to adult groups to introduce this type of study.<sup>15</sup>

Consumer education must begin with an evaluation of desirable goals for family life and planning for the use of available resources to attain them. It involves preparation for effective budgeting, for evaluating available goods and services to meet the needs and wants included in a given budget, and for actual purchasing of goods and services, and for putting them to use so that they meet needs adequately. All of them are closely related and interdependent. One phase can scarcely be taught apart from the other.<sup>16</sup>

The steady increase in kinds and varieties of goods on the market, the extensive advertising measures which are being used, and the improved methods of salesmanship, necessitates an increased interest in education for consumer buying.

Consumer education is a very broad subject including not only consumer buying, but education toward standardization of products and

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<sup>15</sup>Consumer Education, Supplement to Sixteenth Annual Regional Conference Reports--Home Economics Education, 1934, Office of Education.

<sup>16</sup>Dora S. Lewis, "Consumer Education in Home Economics", Newsletter, Washington, September, 1934, p. 1.

informative labels. It also includes a study of labor problems in their relation to cost of products.

### 3. Personality Development.

The large amount of literature being written in the field of character and personality development indicates a growing interest in this phase of the education of the individual. Along with this large amount of literature on the subject, there is an increasing demand in the industrial, professional, and social world for "desirable personalities".

Psychologists agree that personality is not altogether determined by heredity and early environment, but certain qualities can be developed. Home economics teachers have realized the need for training along these lines and units in personality development have been introduced into the courses. Advanced courses for teachers and separate courses on personality development have been introduced in many of the colleges and universities.<sup>17</sup>

In a study made by members of a class in home economics education at Teachers College, Columbia University, it was found that the teachers indicated a real concern about the problem though many realized the difficulty of obtaining the desired results.<sup>18</sup>

A desirable personality is important for a well adjusted person who has the ability to live happily in an ever-changing society, and the home economic courses contribute in improving the personality.

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<sup>17</sup>Ruth M. Strang and Nora A. Talbot, "The Home Economics Teacher and the Individual Development of the Student", Journal of Home Economics January, 1937, p. 1.

<sup>18</sup>Dorothy D. Scott, "Helping Prospective Teachers of Home Economics in the Development of Personality", Journal of Home Economics, Feb. 1937, p. 84.

#### 4. Housing.

One of the outstanding problems facing educators and social workers today, is that of housing. Mrs. Edith Wood says, "One-third of our population occupy obsolete, inadequate, neglected shelter, detrimental in varying degrees to health and self-respect." This represents between nine and ten million families in America--about one-half rural and the other half urban. She also states that thirty-six per cent of the American population is suffering in health and morale from poor housing conditions.<sup>19</sup>

Centered as it is on home living, a great opportunity is presented for guiding the boys and girls in developing attitudes and understandings in relation to housing the family. The housing problem had been neglected for many years, but interest in the subject has been revived recently. In 1934, the leaders at the American Home Economics Association renewed the subject of proper housing and passed certain resolutions relative to the teaching and participation in the present housing movement. Also at that meeting the responsibility of teachers of home economics of secondary schools for the development of specific attitudes and understandings in relation to house and family were discussed and suggestions were outlined as to the means by which this program might be accomplished in secondary instruction.<sup>20</sup>

The many difficulties in presenting or bringing about understandings of the housing problem to a group of high school pupils is due to

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<sup>19</sup>Mrs. Edith Wood, Report of Resettlement Administration, Washington, D. C., 1934

<sup>20</sup>American Home Economics Association, Bulletin, Washington, D.C., 1935

the fact that family life is so varied and there are so many different standards and different ideas of what the home should be. However, the teacher must be able to understand family development, know the various social conditions, and bring before the members of her class as nearly as possible the type of instruction that will meet their varying needs. She must try continually to lead the pupil to understand the underlying principles and to see the relationship between physical facilities available in the home and the life lived in the home. Every opportunity of the teacher should be used to show the pupil how the house in which he lives does its part in contributing to the safety, health, normal relationships, and social and individual growth of family members.<sup>21</sup>

In view of the present trend, better housing will soon become an even more important phase of home economics in the very near future.

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<sup>21</sup> Edna P. Aidon, "Better Housing as an Objective of Home Economics", Journal of Home Economics, May, 1936, p. 300.

Extension of Program to Include Boys and Adults.

1. Home Economics for Boys.

The modern home is rapidly ceasing to be a place in which to train girls and boys in the science of homemaking. A generation or two ago the home was self-sufficient, and in it the boys as well as the girls of the family obtained the working knowledge of the art of homemaking. Information needed for home and family life was handed down from mother to daughter and from father to son.

Today, due to the rapid changing of economic conditions, this is no longer possible, and if the young people get training in the art and science of homemaking, it must be through some other agency.

Mr. J. A. Starrak says that the ultimate objective of all home economics courses, whether for boys or girls, is establishment of a happy, satisfactory home.<sup>22</sup> In a study to find the attitude of the mothers in regard to homemaking courses, the following comment was given:

Teach all you possibly can to boys and girls of the necessary mechanics of housekeeping, lift it out of drudgery into joyous service; but above all, teach them that to establish a home is an infinitely greater art than the most meticulous one of housekeeping, and that a builder of character is doing a nobler piece of work than the builder of the most exquisite bit of architecture.<sup>23</sup>

Home economics has much to give in educating men and boys for home and family life. The field needs to be evaluated to find its

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<sup>22</sup> J. A. Starrak, "Homemaking for Boys", Journal of Home Economics June 1930, p. 451.

<sup>23</sup> Stella Stocking, "Home Economics from a Mother's Viewpoint", Journal of Home Economics, June 1930, p. 452.

richest offerings for both groups, and to determine the best ways in which these values may be made available.<sup>24</sup>

In a few schools, home economics classes for boys started about twelve years ago. A study by the Office of Education in the Department of Interior in 1930 shows that courses were offered for boys in most of the states, and that at that time over seven thousand boys were enrolled in these courses.

A number of cities have taken great interest in home economics courses for boys. Tulsa, as far back as 1925, enrolled two hundred fifty-one boys in a home craft course. This course was an outgrowth of a questionnaire sent to the parents of boys of Central High School. Practically all of the questionnaires sent out to more than five hundred parents were returned, endorsing the idea of home economics instruction for boys.<sup>25</sup>

Public schools of Peoria, Illinois, state that the home economics courses for boys are very popular. They are making an effort not to develop the boys in the various skills of home economics, but to develop an appreciation and a better understanding of the importance of homemaking to the individual. They emphasize the fact that the boys should know the part the home plays in the citizenship of the community and the nation; that he should realize something about the household labors that are required to maintain it, and that he should have an intelligent understanding regarding the family income, the family budgets,

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<sup>24</sup>United States Department of Interior, Department of Education, Home Economics News, Washington, D. C., 1930.

<sup>25</sup>Spafford, op. cit. p. 256



knowledge of food in relation to health, care and selection of clothing, and an appreciation of the social relations of the home.<sup>26</sup>

In the preface of the book, "Practical Problems of Home Life", written by members of the home economics faculty at Oklahoma Agricultural and Mechanical College, their statement appears, "Homes and communities can never be ideal until the boys and girls understand family responsibilities and share in making home life worthwhile."<sup>27</sup>

Homemaking as taught in the public schools has been in the past and is still mainly for girls. There are only a few schools in the country offering courses for boys. Since homemaking is one of the most universal interests and since it is normally a partnership affair, everybody should have an opportunity to prepare for and learn the responsibilities of family life.

## 2. Adult Education.

There is a definite movement at the present time toward adult education. Education is being recognized as a continuous process rather than only for children between the ages of six and twenty-one. Formerly, classes for adults were intended primarily for the underprivileged, for those who did not, when they were young, have an opportunity to attend school and learn to read and write. Now courses are being offered for all ages, all classes, and all types of individuals.

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<sup>26</sup>Genevieve A. Nolan, "Home Economics for Boys", Journal of Home Economics, Vol. 29, No. 5, p. 289.

<sup>27</sup>Talbot, Lytle, Pearson, and Johnson, Practical Problems in Home Life, American Book Company, Oklahoma City, 1936, p. vii.

New information and new ways of doing are continually being worked out which should be made available to people no longer in the regular school. Some did not have the opportunity when they were in school to learn the many things now taught in home economics; others saw no need for this information then, but would like very much to get it now.

A number of adult education classes were started as a relief measure in 1934 which gave employment to eleven hundred leaders. The types of programs developed differed according to the training, interest, and experience of the supervisor, and to the needs and resources of the communities. This movement was important not only as a relief measure, but it offered opportunity to find what types of courses were desired by the adults, and in many cases the classes were continued as community projects.<sup>28</sup>

Often the terms "adult education" and "parent education" have been used interchangeably, but parent education includes the education of parents in the rearing of children, while adult education may include education along any number of lines.

For thirty-eight years parent education has been the main objective of the National Congress of Parents and Teachers which was founded "to help mothers be better mothers".<sup>29</sup> The parent education program has received much attention, and yet very little when the need is considered.

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<sup>28</sup> Muriel W. Brown, "The Emergency Parent Education Program at Work", Journal of Home Economics, February, 1935, p. 78.

<sup>29</sup> Alice Sowers, "The Home Economics Teacher and the Parent Education Program", Journal of Home Economics, September 1935, p. 432.

This work has been given largely by people who have specialized in the field. The parents of the pre-school child have been given the most help. The field of adolescence, as far as making education available for parents is concerned, has been almost totally neglected.<sup>30</sup>

The number of adult classes being offered and the part they are playing in education of the present day indicates the trend in that direction. Any program designed for the coming generation, if it is to be successful, must march hand in hand and be closely coordinated with a program of adult education.<sup>31</sup>

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<sup>30</sup> Spafford, op. cit. p. 339.

<sup>31</sup> Committee of Progressive Education Association on Social and Economic Problems, A Call to the Teachers of the Nation.

## REPORT OF FINDINGS

As previously stated, questionnaires were sent to all of the high schools of the state to determine the existing conditions and help in the growth and extension of the program. Of the three hundred thirty-eight schools not offering home economics, questionnaires were returned from two hundred twenty-seven. Of the six hundred and eight schools having home economics, two hundred and eighty-six were returned. This made a total of five hundred thirteen questionnaires out of nine hundred forty-six which were returned.

Each questionnaire will be analyzed separately, considering each question individually. However, a few cross references from one questionnaire to another will be made when such references give a clearer understanding of the problem.

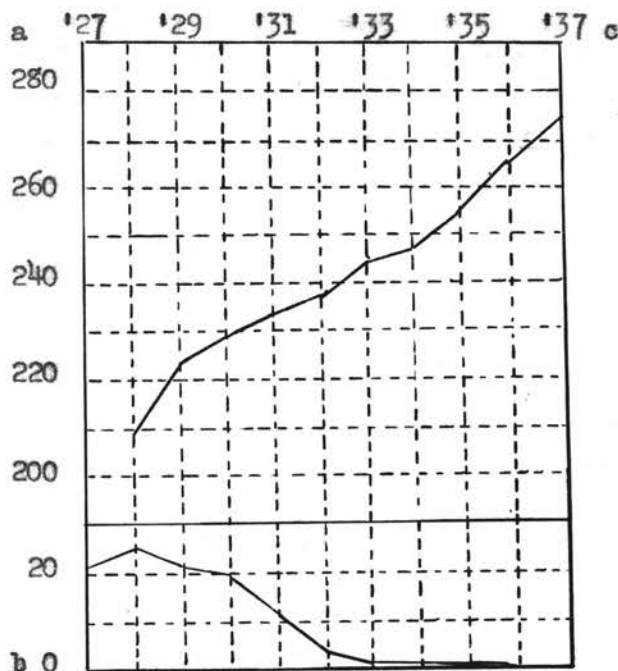
It was found that forty out of two hundred twenty-seven schools had offered home economics in the last ten years but had dropped it for some reason. As shown in Diagram I, there was an increase of five schools from 1926-27 to 1927-28 and a gradual decrease from twenty-six in 1928-29 to none in 1935-36. However, Questionnaire II shows that sixty-five schools had added home economics during the same period, which number greatly out-numbers the schools dropping the course.

Of the reasons listed for dropping home economics, thirty-five reported "Lack of funds", seven reported "Inability to secure desirable teachers", one "Lack of room", and one "Difficulty of scheduling".

Ninety-eight superintendents out of two hundred twenty-five had served as administrators in other schools where home economics was

taught. Two superintendents did not report on this question.

The reaction of the superintendent, the pupils, and the patrons toward home economics is shown in Diagram II.



ab - Number of Schools ac - Years.

**Diagram I.** The upper chart shows the number of schools adding home economics between the years 1926 and 1936.

The lower chart shows the number of schools once having home economics which dropped it during the years 1926 and 1936.

It was found that two hundred twenty-six out of two hundred twenty-seven superintendents approved of home economics in high school. The person who answered negatively qualified his statement by saying that he did not approve home economics in a school as small as his, only thirty-two enrolled.

The answer to this question correlates very favorably with a question going to schools which offer home economics where two hundred fifty-four superintendents out of two hundred seventy-two reported

they favored the extension of home economics.

As indicated in Diagram II, one hundred eighty-nine superintendents reported that pupils were asking for home economics as compared to thirty-seven that were not. In Questionnaire II where home economics is now being offered, one hundred sixty-eight reported that pupils were asking for additional courses to be offered.

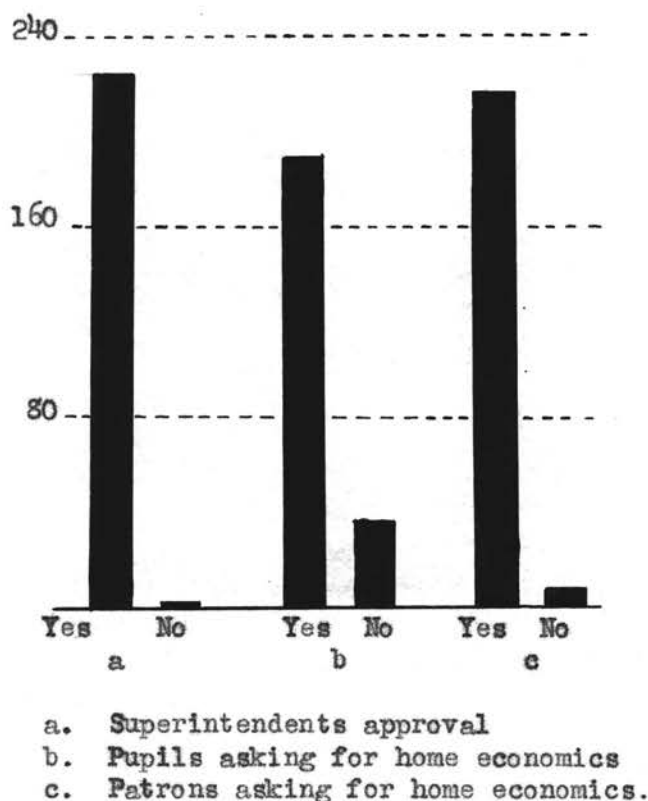


Diagram II. Shows the reaction of the superintendents, pupils, and patrons toward adding home economics.

As indicated in Diagram II, one hundred eighty-nine superintendents reported that pupils were asking for home economics as compared to thirty-seven that were not. In Questionnaire II where home economics is now being offered, one hundred sixty-eight reported that pupils were asking for additional courses to be offered.

It was evident that home economics would meet the approval of the

patrons in two hundred eighteen out of two hundred twenty-five of the schools reporting.

The study showed that in over half or one hundred out of two hundred twenty-six schools, the board of education had recently considered including home economics in the program of studies.

As to whether home economics was to be added soon, thirty-seven administrators answered "Yes", one hundred nine answered "No", and sixty-eight "Uncertain". Thirteen did not answer.

As shown in Diagram III, the conditions which have prevented most schools from adding home economics to the program of studies were scarcity of funds and lack of space. Others reported a difficulty of scheduling and inability to secure a desirable teacher.

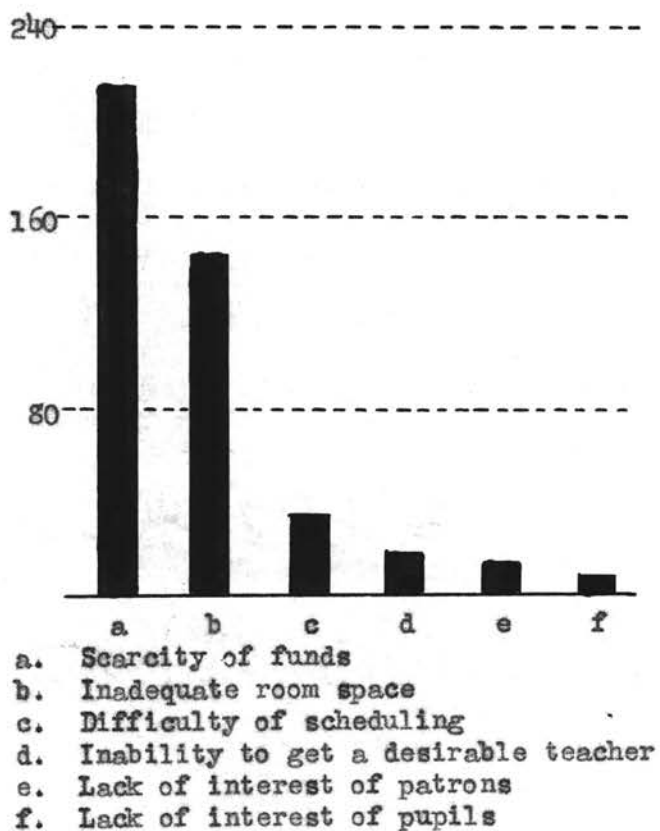


Diagram III. Shows the conditions which have prevented the inclusion of home economics in the program of studies.

The reports show that fifty-three out of two hundred twenty have sought counsel from the State Department of Education concerning adding home economics. Other sources of information are county superintendents and other superintendents of schools, State Supervisor of Home Economics, Home Economics Bulletins, and Oklahoma A & M College.

In Questionnaire II, which went to schools that offered home economics, it has already been stated that sixty-five of the two hundred seventy-five schools answering, had added the course in the last ten years.

It was found that sixty-six per cent of the schools answering, offered four semesters above the eighth grade, fifteen per cent offered two semesters, and six per cent offered eight semesters above the eighth grade. This included two hundred and thirty-eight which offered two or more years and fifty-one which offered three or more years of home economics above the eighth grade.

Of the two hundred eighty-six schools answering, only seventy-nine required the girls to take home economics and two hundred seven did not. The amounts required are shown in Diagram IV.

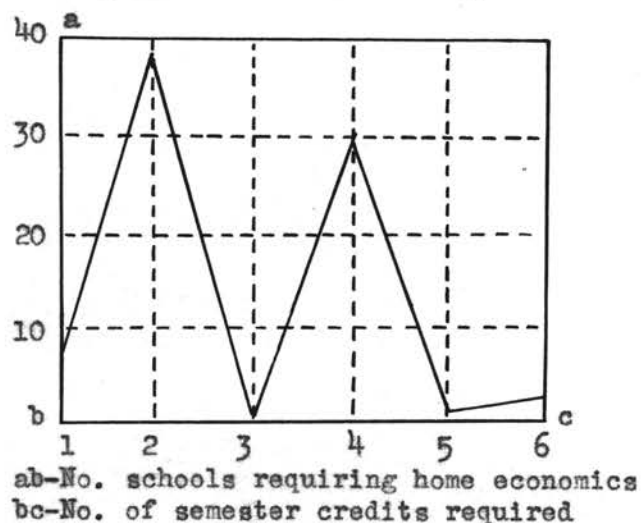


Diagram IV. Shows the amount of home economics required by schools.



The study shows that in twenty-five per cent of the schools from which the questionnaires were returned, none of the seventh and eighth grade girls were taking home economics, but that in fifty-eight per cent of the schools, all of the girls in grades seven and eight were taking the course. This number was greater in both cases than of grades nine to twelve as is shown in Diagram V. The diagram also shows the relative per cents of girls taking home economics in the different schools.

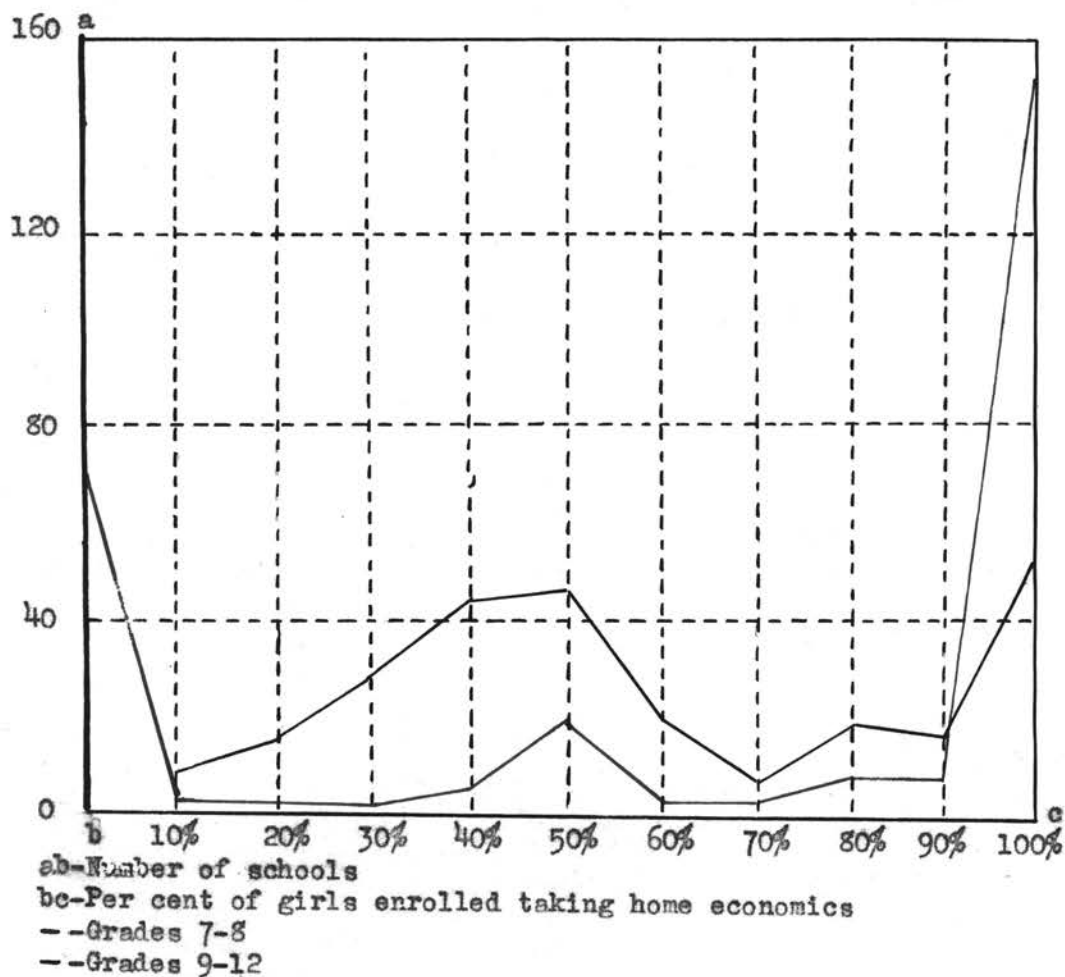


Diagram V. Shows the per cent of girls enrolled in grades 7-8 and 9-12 who are taking home economics.

A comparison of the length of periods for home economics classes is shown in Diagram VI.

One hundred forty schools out of two hundred eighty-seven schools

reported home economics clubs.

Home economics was offered to boys in thirty-four out of two hundred eighty-two schools. In eleven of these schools, the course was offered for credit while in the remaining twenty-three, it was either as a part of another course or a club.

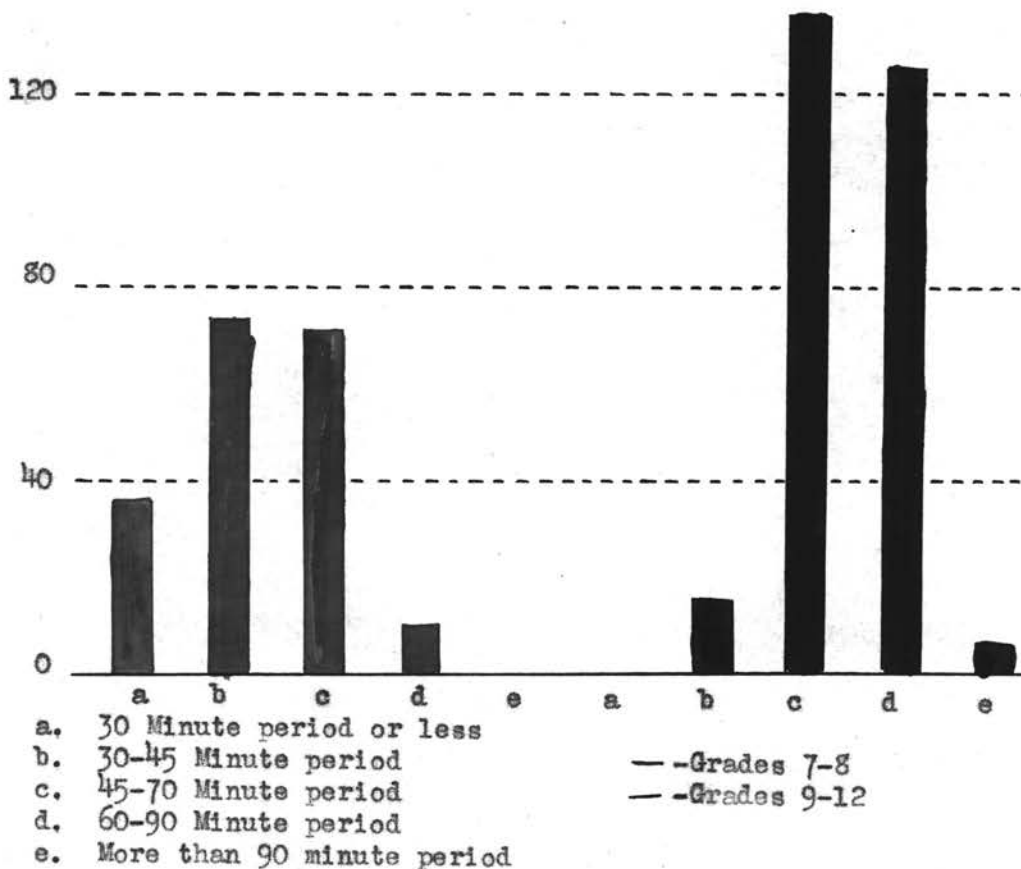


Diagram VI. Shows the comparison of length of periods for home economics classes in grades 7-8 and 9-12.

The phases of home economics being taught in the different schools are as follows:

a. Planning, cooking and serving meals	285
b. Selection and construction of clothing	283
c. Preservation, buying and care of food	276
d. General house care	266
e. Choosing, furnishing and equipping the home	254
f. Laundry and care of clothing	247
g. Home and family relations	227
h. Child development	213
i. Hospitality	210

j. Related art	195
k. Handling of money	182
l. Vegetable gardening and yard improvement	104

Ninety-two per cent or two hundred seventeen out of two hundred thirty-six of the superintendents answering, stated that they approved of home visiting while in only eighty-six out of two hundred eighty-four schools was home visiting a regular part of the home economics teacher's program, and in only seventy-three schools was the home of each pupil visited during the year.

As to the sources of financial support of the home economics departments, it was found that in two hundred seventy-four schools, the financial support was from the regular school budget, fifty-nine from earnings of the pupils, fifty-five from donations, and eighty-three from fees charged of all students enrolled in the courses.

In about seventy-eight per cent or two hundred twenty-one out of two hundred eighty schools, financing was a limiting factor in the extension of home economics. The largest number reported six checking this item, one hundred sixty-four checked "maintenance", and one hundred five checked "salaries".

In one hundred sixty-eight out of two hundred seventy-eight schools, the pupils were requesting additional courses in home economics. This report should be considered in the light of the fact that two hundred thirty-eight schools were already offering two or more years of home economics as was previously stated.

The study shows that the boards of education were favorable to home economics. In one hundred five schools, they were enthusiastic over the department, in one hundred fourteen they were cooperative, and in forty-one they were both enthusiastic and cooperative. In only

eight schools were the boards of education indifferent to home economics and in none were they opposed.

It was found that two hundred fifty-four out of two hundred seventy-two superintendents, or ninety-three per cent, favored the extension of home economics. The lines in which they desired extension included:

a. To more girls	186
b. By additional courses	175
c. To boys	140
d. To adults	121
e. By making it a required subject	94
f. By addition of home economics club program	93

In question fifteen, the superintendents were asked to state the possible weaknesses in the preparation of teachers in home economics. Although it was difficult to tabulate the replies accurately, the following answers appeared in the order listed:

Impractical	51
Lack of actual practical experience	26
Too much theory without practical application	12
Inability to adjust the program to the economic conditions of the pupils	11
Poor example in dress and manners	10
Lack of knowledge of home conditions	9
Lack of preparation for adult and community work	7
Poor methods of teaching (organization)	7
Lack of enthusiasm	6
Lack of training	5
Extravagance	5
Lack of initiative and originality	4
Lack of understanding of individuals	3
Lack of a clear understanding of the objectives and possibilities of the course	3
Lack of cooperation	1
Lack of preparation	1
Inability to interest pupils	1
Old maids	1

The suggestions given as to the improvement of in-service education of home economics teachers include the following:

More supervision	20
More visiting in homes	16

Summer school or conferences	11
More practical experience and training	9
Training in work with adults	3
Professional reading	2
More actual service in the community	1

The difficulties in expansion and development of home economics included:

More room	49
Financing	41
Equipment	30
Limited teaching staff	10
Indifference of pupils	5
Small enrollment	2
Opposition of parents	2
Scheduling	2
Crowded conditions	1

The plans to extend or improve the home economics department were:

Adding new equipment	34
Extending the course (a) To more girls	22
(b) To boys	14
Providing more room	20
Doing more home visiting	6
Enrich the present course	4
Make home economics required	3
Home project work	1
Community work	1
Add additional teacher	1
Increase the library	1
Home economics club	1

The answers to the last three questions are particularly significant since no suggestions were made in the questionnaire and the superintendents were free to give their own reactions to the situations.

## CONCLUSIONS

As a result of this study, the following conclusions are drawn concerning the growth and extension of home economics in Oklahoma:

1. That more schools have added home economics than have dropped the subject in the last ten years.
2. That the addition of home economics in schools where it is not offered at the present time would meet the approval of the superintendent, the pupils, the patrons, and the boards of education.
3. Scarcity of funds and inadequate room space are the greatest limiting factors in the inclusion of home economics in the program of studies and in the extension of the course.
4. That the superintendents approve home visiting.
5. That in nearly all schools, the boards of education are either enthusiastic or cooperative toward home economics and in some cases they are both enthusiastic and cooperative.
6. That superintendents favor the extension of home economics.
7. That the home economics teachers should make a continuous effort to make the courses practical.
8. That superintendents welcome the supervision of home economics teacher.
9. That home economics is to be added soon in a number of schools where it has not previously been offered.
10. That plans are made for extension of courses in schools which are offering home economics at the present time.

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APPENDIX

STUDY OF HOME ECONOMICS IN OKLAHOMA

(To be answered by schools not having Home Economics)

Name of School \_\_\_\_\_

Person Making Report \_\_\_\_\_ Date \_\_\_\_\_

This report is to be filled out by the superintendent and returned to State Department of Education, Box 3007, State Capitol, Oklahoma City, Oklahoma. Please consider and respond to every item in the inquiry whether home economics has ever been offered or not.

1. Has this school maintained a home economics department during the last ten years? Yes \_\_\_ No \_\_\_
  - a. Check the years: 1926-27 \_\_\_ 27-28 \_\_\_ 28-29 \_\_\_ 29-30 \_\_\_ 30-31 \_\_\_  
 31-32 \_\_\_ 32-33 \_\_\_ 33-34 \_\_\_ 34-35 \_\_\_ 35-36 \_\_\_
  - b. Check the reason or reasons why home economics was dropped.
    - (1) Lack of funds - - - - - \_\_\_\_\_
    - (2) Lack of interest on part of pupils - - - - - \_\_\_\_\_
    - (3) Inability to get a desirable teacher - - - - - \_\_\_\_\_
 State additional reasons on reverse side.
  
2. Have you served as administrator in other schools where home economics was taught? Yes \_\_\_ No \_\_\_
  
3. Do you approve of home economics in high school? Yes \_\_\_ No \_\_\_
  
4. Do pupils ask for home economics? Yes \_\_\_ No \_\_\_
  
5. Do you believe the addition of home economics would meet the approval of the patrons? Yes \_\_\_ No \_\_\_
  
6. Has your Board of Education recently considered including home economics in the program of studies? Yes \_\_\_ No \_\_\_
  
7. Is home economics to be added soon? Yes \_\_\_ No \_\_\_
  
8. Check the conditions which have prevented the inclusion of home economics in the program of studies.
  - a. Lack of interest of patrons - - - - - \_\_\_\_\_
  - b. Lack of interest of pupils - - - - - \_\_\_\_\_
  - c. Scarcity of funds - - - - - \_\_\_\_\_
  - d. Inadequate room space - - - - - \_\_\_\_\_
  - e. Inability to get a desirable teacher - - - - - \_\_\_\_\_
  - f. Difficulty of scheduling - - - - - \_\_\_\_\_
 State other conditions on reverse side.
  
9. Have you sought counsel concerning adding home economics from the State Department of Education? Yes \_\_\_ No \_\_\_
  
10. Have you sought counsel from other sources? Yes \_\_\_ No \_\_\_  
 From whom? \_\_\_\_\_

## STUDY OF HOME ECONOMICS IN OKLAHOMA

(To be answered by schools having Home Economics)

Name of School \_\_\_\_\_ Post Office \_\_\_\_\_

Person Making Report \_\_\_\_\_ Date \_\_\_\_\_

This report is to be filled out by the superintendent and returned to State Department of Education, Box 3007, State Capitol, Oklahoma City, Oklahoma. Please consider and respond to every item in the inquiry.

1. Check the years during which this school has offered home economics.  
 1927-28 \_\_\_\_\_ 28-29 \_\_\_\_\_ 29-30 \_\_\_\_\_ 30-31 \_\_\_\_\_ 31-32 \_\_\_\_\_ 32-33 \_\_\_\_\_ 33-34 \_\_\_\_\_  
 34-35 \_\_\_\_\_ 35-36 \_\_\_\_\_ 36-37 \_\_\_\_\_.
2. How many semesters in home economics are offered above the eighth grade? \_\_\_\_\_
3. Is home economics for girls required? Yes \_\_\_\_\_ No \_\_\_\_\_ Semester Credits \_\_\_\_\_.
4. Approximately what per cent of girls enrolled in grades 7-8 are taking home economics? \_\_\_\_\_ In grades 9-12? \_\_\_\_\_
5. What length in minutes are home economics class periods in grades 7-8? \_\_\_\_\_ In grades 9-12? \_\_\_\_\_
6. Have you a home economics club? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Is home economics offered for boys? Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. As a credit course - - - - - \_\_\_\_\_
  - b. As a part of another course - - - - - \_\_\_\_\_
  - c. As a club- - - - - \_\_\_\_\_
8. Check the phases of home economics which are being taught.
  - a. Selection and construction of clothing - - - - - \_\_\_\_\_
  - b. Laundry and care of clothing - - - - - \_\_\_\_\_
  - c. Planning, cooking and serving of meals - - - - - \_\_\_\_\_
  - d. Preservation, buying and care of food- - - - - \_\_\_\_\_
  - e. Choosing, furnishing and equipping the home- - - - - \_\_\_\_\_
  - f. General house care - - - - - \_\_\_\_\_
  - g. Vegetable gardening and yard improvement - - - - - \_\_\_\_\_
  - h. Home and family relations - - - - - \_\_\_\_\_
  - i. Child development - - - - - \_\_\_\_\_
  - j. Hospitality - - - - - \_\_\_\_\_
  - k. Handling of money - - - - - \_\_\_\_\_
  - l. Related art - - - - - \_\_\_\_\_
9. Is home visiting a regular part of the program of the home economics teacher? Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. Is the home of each pupil visited during the year? Yes \_\_\_\_\_  
No \_\_\_\_\_
  - b. Do you believe these visits are worth while? Yes \_\_\_\_\_ No \_\_\_\_\_

10. Check the sources of financial support of the department.  
 a. Taxation (Regular school budget) \_\_\_\_\_ c. Donations \_\_\_\_\_  
 b. Earnings of pupils \_\_\_\_\_ d. Fees \_\_\_\_\_
11. Is financing a limiting factor to the extension of home economics in your school? Yes \_\_\_ No \_\_\_ (Check items where additional funds are needed)  
 a. Salaries \_\_\_\_\_ b. Maintenance \_\_\_\_\_ c. Equipment \_\_\_\_\_
12. Are pupils requesting additional courses in home economics?  
 Yes \_\_\_ No \_\_\_
13. Check the attitude of the Board of Education toward the home economics department.  
 a. Enthusiastic \_\_\_\_\_ c. Indifferent \_\_\_\_\_  
 b. Cooperative \_\_\_\_\_ d. Opposed \_\_\_\_\_
14. Do you favor the extension of home economics? Yes \_\_\_ No \_\_\_  
 a. To more girls \_\_\_\_\_ d. By additional courses \_\_\_\_\_  
 b. To boys \_\_\_\_\_ e. By making it required \_\_\_\_\_  
 c. To adults \_\_\_\_\_ f. By addition of home economics club \_\_\_\_\_
15. What appears to you as possible weaknesses in preparation of teachers of home economics?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_
16. What suggestions have you for improvement of in-service education of home economics teachers?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_
17. What are difficulties in the expansion and development of home economics in your high school not already indicated?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_
18. List plans to extend or improve the home economics department in the near future.

Eula Mae Edge, Typist