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THE INTEGRATION OF FAMILY LIFE EDUCATION  
IN AN INNOVATIVE ELEMENTARY SCHOOL IN  
WATERTOWN, SOUTH DAKOTA

BY

SHARON LOHR DEVANEY

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in Home  
Economics Education, South Dakota  
State University

1969

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THE INTEGRATION OF FAMILY LIFE EDUCATION  
IN AN INNOVATIVE ELEMENTARY SCHOOL IN  
WATERTOWN, SOUTH DAKOTA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

\_\_\_\_\_  
Thesis Adviser

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### ACKNOWLEDGMENTS

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by:

- (1) The principal and teachers of Lincoln Learning Laboratory, Watertown, South Dakota.
- (2) The home economics teachers of the Watertown Junior High.
- (3) Her adviser, Dr. Lilyan Galbraith.

SLD

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### TABLES AND CONTENTS OF THE VOLUME

With the help of a fine, voluntary organization, teachers of  
elementary schools throughout the country, with their attention to  
improve family life conditions, took the initiative in the second  
semester of the present year, 1944-45.

#### How the Family Life Situation

In formulating the objectives of this volume, Kappas and  
authors closely

have been long hours of planning and work for  
family life situation throughout the year, beginning

at the University of Virginia, Charlottesville, in  
the Department of Education, Director's Bureau of Home Economics, Fall,  
1944-45.



## CHAPTER I

### INTRODUCTION

The writer feels that the message of this graduate project is embodied in the following quotation:

If an elementary school teacher were asked: 'Do you teach home economics?', her immediate reply would probably be a negative one. However, if she were asked: 'Are you, as an elementary school teacher, concerned with education for personal, home, and family living?', her affirmative answer would probably be followed by descriptive accounts of numerous activities and projects designed to provide her students with opportunities for growth and development as individuals and family members.<sup>1</sup>

### STATEMENT AND IMPORTANCE OF THE PROBLEM

With the help of a home economics consultant, teachers at Lincoln Learning Laboratory, Watertown, South Dakota, attempted to integrate Family Life Education into the curriculum in the second semester of the school year, 1967-68.

#### Need for Family Life Education

In discussing the objectives of home economics, Hatcher and Andrews stated,

. . . there has long been a recognized need for family-life education for all ages, beginning

---

<sup>1</sup> Mary Below and Virginia Endly, "Home Economics in Elementary School," Illinois Teacher of Home Economics, 7:91, November, 1963.

with the elementary level. Since it is generally agreed that the school should be responsive to the total growth needs of the pupils, the movement to integrate family-life education with the elementary curriculum is gradually taking place . . .<sup>2</sup>

### Why and How to Integrate

Lockwood concluded that the consensus of home economics educators was that homemaking instruction in the elementary school should be an aspect of the total program. "This prevents it from becoming an isolated, specialized field of study and fulfills the goal of homemaking education to relate school learnings to family experiences."<sup>3</sup> She went on to say that when the so-called special area subjects such as art, music, physical education, and homemaking are conceived of as being part of the child's daily living and necessary to interpret communication and reasoning skills, they will be considered an integral part of the classroom experiences.

Integration of Family Life Education can be accomplished by having the homemaking teacher

. . . act as a consultant who works with classroom teachers of all grade levels, kindergarten through sixth, or by teaching scheduled classes in homemaking in grades four through six, and by acting as a consultant, or resources person, in grades kindergarten through three. She can make significant contributions by carrying out homemaking experiences which have been planned cooperatively

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<sup>2</sup> Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Home Economics. Boston: Houghton Mifflin, 1963, p. 386.

<sup>3</sup> Margaret Lockwood, "An Examination of Homemaking Programs in Grades One Through Six in Selected Public Elementary Schools," A Doctoral Dissertation, New York: Columbia University, October, 1963, p. 56.

with the classroom teacher and which correlate, extend, and enrich the regular classroom work in progress.<sup>4</sup>

### PROCEDURE FOLLOWED

#### Action Method Studied

Some understanding of action research aided the writer to develop this study:

. . . The first step in setting up the action research project is for the teacher or group of teachers to identify a problem that they perceive to be critical in their everyday teaching activity. The most widespread application of the action research approach has been in the field of curriculum development. . . .<sup>5</sup>

. . . Because action research has as its primary goal the in-service training of the teacher, it is desirable to call in a consultant to help teachers gain the necessary insights needed to plan, conduct, and evaluate their projects. . . .<sup>6</sup>

#### Problem Development

During a speech at the South Dakota Home Economics Teachers Association fall meeting in Pierre, South Dakota, on September 15, 1967, Dr. Don Glines, Innovative Schools Coordinator for the Lake Region of South Dakota, challenged home economists to include the elementary grades in their teaching, if possible.

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<sup>4</sup> Suzanne Sickler, Homemaking in the Elementary Schools. State of New Jersey: Department of Education, Vocational Division, November, 1964, Preface.

<sup>5</sup> Walter R. Borg, Educational Research an Introduction. New York: David McKay Company, Inc., 1965, p. 315.

<sup>6</sup> Ibid., p. 318.

Later Dr. Lilyan K. Galbraith, Head of Home Economics Education at South Dakota State University, Brookings, South Dakota, spoke of the Family Life Education programs she had worked with in Pennsylvania and Michigan. The writer, being the mother of two young children and having been interested in becoming an elementary teacher before she prepared for a career in home economics education, became interested in Family Life Education, reviewed literature on the topic, and decided to engage in research.

Since Lincoln Learning Laboratory (formerly Lincoln Elementary School) in Watertown, South Dakota, was to be an example of innovative practices in curriculum content, teaching methods, and organization beginning in the fall of 1967, Dr. Glines expressed the hope that some home economics could be taught at Lincoln although they had no qualified home economics teacher or departmental facilities. A tentative decision was reached by Glines, Galbraith, and the writer to use Lincoln as the setting for the integration of Family Life Education into the curriculum.

Conferences were arranged with Glines and Phil Vik, then Acting Principal at Lincoln, and later with the teachers at Lincoln to explain the curriculum enrichment afforded by the integration of Family Life Education. A decision was made at the teachers' meeting that Lincoln could be used as the location of the study.

It was felt that the following objectives could be accomplished:

- (1) To enrich the curriculum of Lincoln Learning Laboratory through the integration of Family Life Education.
- (2) To give the participating teachers some in-service training.
- (3) To create an awareness of the possibilities for integration of Family Life Education in teachers in the area since Lincoln was being promoted through communications and observations as an innovative school.
- (4) To assemble resource materials such as books, pamphlets, charts, filmstrips, etc. used during the experiment and others available for this level of learning.

### Setting

Under the guidance of Dr. Don Glines, a philosophy was formulated for students and teachers of Lincoln Learning Laboratory as they began an innovative program in the fall of 1967. The purposes, program and organization reflected many of the principles which are foremost in educational thought and practice today.

The major purpose of the Lincoln Learning Laboratory is to develop self-directing, self-educating, responsible individuals who are capable of thinking critically, making decisions, and reaching value judgments. To achieve this goal, the individual must be able to discover, to inquire, to create, to participate, and to exhibit traits of emerging independence; if reasonable decisions are to be made, the individual must search for the information which will give him the knowledge necessary to make the decisions.

A second purpose of the school is to provide in-service and pre-service training in new materials and methods for teachers; a third purpose is to expose innovative practices in education to all the educators in Northeast South Dakota.

Program -- The philosophy, the learning process, the curriculum, the organization, the facility, and the evaluation of the Lincoln Learning Laboratory shall be developed to correlate with the purposes. Process, discovery, inquiry, concepts are all more worthy objectives than content.

An attempt will be made to interrelate the subjects around common themes and concepts. All of the new materials introduced will be explained to parents in individual and general meetings. Because of a lack of funds, not all of the desired new content in any of the subjects will be available by September.<sup>7</sup>

Organization -- The School will move students via a daily teacher-controlled schedule. Team teaching and team planning will be the major instructional tools. Each student will work with all the teachers in the school, as the teachers will be semi-specialists in certain disciplines. The school will be non-graded--students will just be in school. No attempt will be made to label them to any particular level, as each will be working with materials geared toward his present needs, interests, and achievements.<sup>8</sup>

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<sup>7</sup> Don Glines, "Lincoln Learning Laboratory," Watertown, South Dakota: Lake Region Educational Planning Center, Tentative as of August 20, 1967, p. 2.

<sup>8</sup> Ibid., pp. 4-5.

## LIMITATIONS OF THE STUDY

Through the review of literature, the writer realized that there were limiting factors which would be a hindrance and some that would be helpful. Borg emphasized this point:

. . . In action research projects carried out in a single classroom, the lack of a control group, the possible sampling errors, the small number of cases, and the presence of uncontrolled variables such as teacher attitude and ability combine to make the results of limited value from a scientific point of view. Such results, however, can still have meaning for the teacher carrying out the project and can lead to better teaching. If the action research is carried out by a team, however, so that the new methods or materials involved are tried in a number of different classrooms, the results probably will be sufficiently generalizable for use throughout the school district . . .<sup>9</sup>

Of help is the fact that the action research worker is a participating part of the situation in contrast to the scientific research situation in which the research worker strives to be an objective and unbiased observer. The action research worker's

. . . enthusiasm and ego-involvement in the situation, which lead to biasing and reducing the generalizability of his research findings, are considered by many to be desirable in action research as they increase the likelihood that the teacher is learning better ways of solving at least his own problems.<sup>10</sup>

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9 Borg, op. cit., pp. 317-318.

10 Ibid., p. 318.

Many of the above-mentioned factors could have affected the results at Lincoln Learning Laboratory.

Hatcher and Andrews identified another element that may have been applicable--the fact that few elementary teachers have had pre-service preparation for teaching family-life education. They add,

. . . However, it is generally believed that if they are given pertinent information, instructional aids, and equipment, along with the guidance of a home economist, elementary teachers can usually do an effective job in integrating some aspects of education for family living with the subjects they teach. . . <sup>11</sup>

Another hindrance was the fact that Lincoln Learning Laboratory in Watertown, South Dakota, was 60 miles from Brookings, South Dakota, residence of the writer. It was recognized that the Junior and Senior High School home economics teachers in Watertown might be asked to help with the project.

As mentioned, there was no home economics department at Lincoln and the lunchroom facilities were limited and usually occupied.

#### DEFINITION OF TERMS

The following words are defined in the specific connotations appropriate to this study:

Home economics: (2) a discipline that draws from the biological, physical, and social sciences and the humanities the content needed to help people

---

<sup>11</sup> Hatcher and Andrews, op. cit., p. 386.



solve problems of food, clothing, shelter, and relationships, and that deals with the development of understandings, skills, and attitudes essential to the improvements of the ways of living of individuals, families, and community groups.<sup>12</sup>

Home economist: One who holds a bachelor of science or bachelor of arts degree or an advanced degree with a major in one of the fields of home economics.<sup>13</sup>

Family-life education: (1) In the broad sense, education that is designed to promote satisfying and successful family living, offered at any level from pre-school to adult, in separated classes or integrated.<sup>14</sup>

Integration: (2) The process or practice of combining different school subjects and presenting them as aspects of one unifying project or activity.<sup>15</sup>

Innovation: . . . a new idea for a given area at a given moment in time. In other words something that was innovative in California ten years ago and now no longer is in that particular area may still be innovative this year in South Dakota.<sup>16</sup>

Elementary school: A school having a curriculum offering work in any combination of grades 1 to 8 or from the pre-primary grades to grade 8. Synonym--grade school.<sup>17</sup>

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12 Carter V. Good, Editor, Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1959, p. 271.

13 Ibid.

14 Ibid., p. 224.

15 Ibid., p. 292.

16 Don Glines, Letter to writer, December 18, 1967.

17 Good, op. cit., p. 197.

## CHAPTER II

### REVIEW OF LITERATURE

The writer began the review with a summary of the development of home economics in elementary schools. This was followed by recent statements relative to the topic as expressed by home economics, elementary, and general educators. Then several research projects were reviewed.

#### THE DEVELOPMENT OF HOME ECONOMICS IN ELEMENTARY SCHOOLS

Lockwood traced the evolution of homemaking programs in the elementary schools of the United States. She briefly summarized this history as follows:

The early years development from approximately 1800 of homemaking education found a sporadic budding known as 'domestic economy,' 'domestic science,' or just 'cooking and sewing.' Because of the focus of this study, it is interesting to note that the early beginnings of homemaking started in the primary and intermediate grades, and that sewing preceded cooking. Manual skills in homemaking subjects were emphasized, for it was through the manual training movement in the elementary schools that homemaking education made its way in the form of sewing and cooking courses.

In the public elementary schools, prior to the passage of the Smith-Hughes Act in 1917, subjects within the homemaking program were quite unrelated to one another. Sewing was taught by one teacher whose training was in that area only, while cooking would be taught by a teacher trained especially in foods work.

Offerings in homemaking were limited because of space and equipment or the teachers' training. Sewing, knitting, embroidery, cooking, laundering and cleaning seemed to be the extent of homemaking courses to which girls below seventh grade were exposed.

During the years following the Smith-Hughes Act, homemaking education became established as a definite part of many school curricula. Homemaking programs were built on a broader base than just teaching girls how to sew or cook, and the homemaking teacher's function was no longer merely to teach cooking or sewing. Homemaking teachers were concerned with nutrition, home management, child care, interior decoration and family relations. More schools and school systems were offering homemaking as a regular part of the curriculum for fifth and sixth grade girls.

During the period of 1930 to 1940, homemaking programs in grades one through six were becoming integrated with the classroom program. The periodical literature described various experiences that could take place as the result of cooperative planning between the homemaking and the classroom teachers. The homemaking teacher was finding a new role in working with the classroom teacher as teacher-consultant, although there were many schools in which she taught separate classes of girls in grades five and six, or below. During this period, emphasis was placed on helping pupils attain a reasonable development in meeting their personal needs, according to their maturity. The family-centered approach to the teaching of homemaking developed during this period.

During the war and post-war years, 1940 to 1960, there seemed to be relatively little change in emphasis in homemaking education in grades one through six. The ideas and concepts of previous years were not yet fully tried. This was evidenced by the repetition of the same themes: integration of homemaking experiences in grades one through six, the homemaking teacher working as a consultant, and home and family education for all grades. As more thought and emphasis was placed on integration of subject matter within the elementary school curriculum, the homemaking teacher in some systems found herself assuming a new role as a resource person. In order that all grades one through six could be included

in the homemaking program, some school systems limited the regularly scheduled classes, or did away with them entirely in order that the homemaking teacher could work as teacher-consultant with all grades. Thus, there have developed three types of organization for homemaking programs: (1) departmental, (2) semi-departmental, and (3) consultant.<sup>1</sup>

#### RECENT STATEMENTS

The following statements about educating elementary students for family living were arranged chronologically.

In 1950, Leahy identified national trends in homemaking education:

- (1) First, there is a definite tendency to extend and to expand homemaking education vertically in the program of the school, beginning with the kindergarten or first grade and extending it to the 12th or 14th grade. Concomitant with this extension of the program has come a shifting of emphasis in goals from the home-making skills as an end in themselves to the social development of the individual as a person and as a member of a family . . .<sup>2</sup>
- (3) . . . Many schools are attempting to integrate homemaking in the total educational program or to establish it as a functional part of the core in the curriculum . . .<sup>3</sup>

Fleck and Fernandez believed that individuals of all ages, of both sexes, and of all backgrounds can profit from family life

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1 Lockwood, op. cit., pp. 42-45.

2 Dorothy M. Leahy, "Trends in Homemaking Education," Journal of Home Economics, 42:269, April, 1950.

3 Ibid., p. 270.

education. They offered concrete evidence that persons of each age have a specific need for instruction. About children, they wrote:

With most children, going to school is the first break from home. Now it becomes necessary to integrate home and school experiences. During these years, certain developmental tasks become paramount. Children become increasingly responsible for their physical needs. They develop habits of eating, cleanliness, and grooming . . . Getting along with people in general, not only with their age mates, is important. The acquisition of a system of values and attitudes becomes apparent. A sensitivity as to differences in families, with regard to their social class, religion, and cultural backgrounds, comes to the fore. The growth of independence from parents becomes evident. These are some of the important characteristics of this age.<sup>4</sup>

According to Fleck and Fernandez, the prime purpose of the content of family living courses is the preparation of individuals for the achievement of personal and family happiness at any age;

" . . . This broad objective can be refined into specifics by the teacher and her students in a particular setting . . ."<sup>5</sup>

Cowles found the field fertile for growing cooperation between the elementary teacher and the homemaking specialist.

. . . significant indication of the growing interrelationship between home economics and

---

4 Henrietta Fleck and Louise Fernandez, "Who Should Be Taught Family Life?" Forecast for Home Economics, 71:23, February, 1955.

5 Henrietta Fleck and Louise Fernandez, "What Shall Be Taught in Family Life?" Forecast for Home Economics, 71:11, April, 1955.

all teaching . . . Some school systems give home economics teachers periods for consultative service; others engage special home economics personnel for work with the elementary grades.<sup>6</sup>

After developing and working with a home and family living program in the Public Elementary Schools of Great Neck, Long Island, Smey stated:

The addition of a home economist to the staff in the elementary school is desirable and would be an invaluable asset to the classroom teachers, children, parents, the entire school, and home economics education. The home economist could serve as a consultant and a teacher. She could work in a variety of ways. Circumstance, the classroom teacher's need and past experiences would determine the best possible service. She could engage in teacher or pupil consultation, class discussion, committee work, classroom visitation, demonstration, or classroom teaching.<sup>7</sup>

Dixon used Paul Glick's analysis of 1960 census data to provide evidence for his statement that the family is durable in its existence but changing in its character. He went on to say that the family remains the basic reproductive and economic unit, but ". . . its social functions of education are being relinquished to the schools . . ."<sup>8</sup>

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6 Ruth C. Cowles, "Instruction in Homemaking," NEA Journal, 45:287, May, 1956.

7 Justine Smey, "Nutrition Education in the Elementary Schools," Journal of Home Economics, 50:339, May, 1958.

8 James P. Dixon, "Our Changing Society: Impact on Families," Journal of Home Economics, 55:499, September, 1963.

Kenworthy listed a number of apparent trends and some implications for the Social Studies. Among them were the following:

<u>Trend</u>	<u>Implication</u>
Increasing numbers of persons in the United States living close to each other.	More attention to the skills and attitudes involved in human relations, such as group work. Attention to the rights of minorities and a desire to help them to attain these rights by peaceful means.
Increasing mobility of the population, with movement inside the United States and abroad.	The need to develop 'roots' in families and to know more about new communities in which pupils live.
Increasing changes in family life and pressures on families.	As thorough a study of family life as possible, drawing upon the work of sociology and social psychology. <sup>9</sup>

Kenworthy urged groups involved in the process of curriculum change to work for a comprehensive, cumulative program from nursery school to college. Such a program would be based on the six segments of society: The Individual, The Family, The Neighborhood Community, The Larger Community or Region, The United States of America, and The World. "Some attention would be given to each of these segments in almost every grade level. But the emphasis would shift from year to year or every two years in some cases, permitting more depth than has been possible in the past."<sup>10</sup> For a diagram form of this curriculum, see Appendix A.

<sup>9</sup> Leonard S. Kenworthy, Guide to Social Studies Teaching. Belmont, California: Wadsworth Publishing Company, Inc., 1962, pp. 23-24.

<sup>10</sup> Ibid., p. 74.

Trump visualized the following for home economics in the school of the future:

**Curriculum content in the future--**Home economics curriculum planners will identify the knowledges, skills, and attitudes that are essential for all boys and girls as they participate concurrently and also prepare for their future roles in home and family living. This content will be organized logically and sequentially to cover a thirteen-year period. Students will start the homemaking program when they first enter school at ages five or six. They will continue through it until they leave school or graduate at ages sixteen to eighteen.<sup>11</sup>

**Staff organization--**During the primary period of education (K-3), "home base" teachers will do most of the homemaking teaching with home economics teachers assisting and making some presentations-- in a team teaching relationship. The school no longer will assume that all elementary school teachers are sufficiently qualified in home economics education to do all of the teaching themselves.

Starting with what is now termed grade four, home economics instruction will be done by qualified home economics teachers. In most instances the teachers will work in teaching teams . . . In most schools, team planning also will cut across subject lines so that appropriate relationships among school subjects may be exploited to help students see such relationships . . . However, home economics teachers will present their own specialties, thus illuminating the idea that theirs is a separate subject discipline . . .<sup>12</sup>

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<sup>11</sup> J. Lloyd Trump, "Home Economics A Look Into the Future," National Association of Secondary School Principals Bulletin, 48:81, December, 1964.

<sup>12</sup> Ibid., p. 83.



The need for Family Life Education was recognized by Ragan:

In recent years such movements as parent-teacher associations and child-study programs have caused educators to plan school activities with the values and needs of home life in mind and have led teachers and parents to become partners in curriculum making. Educators and laymen alike are realizing that strengthening family life will help solve many economic and social problems and provide a better basis for national defense against unsound ideologies.<sup>13</sup>

American teachers of 1966 returned an overwhelming verdict, more than 85 per cent, in favor of the seven cardinal principles of education as formulated in 1918 by the NEA-appointed Commission on the Reorganization of Secondary Education. However, teachers did not believe that all the principles were being given appropriate emphasis. The survey showed,

. . . The three greatest deficiencies were the worthy use of leisure, worthy home-membership, and ethical character . . . Nearly 57 per cent of the sample indicated that there was too little emphasis on the worthy use of leisure; 52 per cent, that worthy home-membership and ethical character were underemphasized.<sup>14</sup>

#### CONTEMPORARY RESEARCH

The problems, conclusions, and recommendations of recent studies were of interest to the writer as she developed a project. The studies reviewed seemed to be quite representative of those done in recent years. They were arranged topically.

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<sup>13</sup> William B. Ragan, Modern Elementary Curriculum, Third Edition. Chicago: Holt, Rinehart and Winston, 1966, p. 308.

<sup>14</sup> NEA Research Division, "A New Look at the Seven Cardinal Principles of Education," NEA Journal, 57:53, January, 1967.

## The Establishment of Family Life Education Programs

In 1956 McMillan worked to establish clearer concepts of the goals of family life education and to suggest implementation of these goals in an educational program for the elementary school.

From her research, she developed this list of principles:

Family life education is related to the needs of children.

Family life education is for all students in all grades.

Family life education is the responsibility of every teacher.

Family life education needs prepared teachers.

Family life education calls for organization and administration.

Family life education is integrated with the total school program.

Family life education needs supporting techniques and materials.

Family life education programs must be continuously evaluated.<sup>15</sup>

The desire to discover more about the manner in which homemaking programs were organized in grades one through six inspired Lockwood's study, for it appeared that in these grades the homemaking teacher worked in several different ways: departmentalized, semi-departmentalized, and as a teacher-consultant. Using the interview technique, she collected data from 26 schools in a particular geographic area of New Jersey, New York, and

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<sup>15</sup> Phyllis Buchanan, "A Study to Determine Family Living Areas That Could Enrich Elementary Education if Integrated Into the Present Curriculum," A Master's Thesis, Carbondale: Southern Illinois University, August, 1966, pp. 19-20. (Citing Marian McMillan, "An Experimental Program of Family Life Education for Elementary Schools," A Doctoral Dissertation, Pennsylvania State University, 1956, p. 62).

Connecticut and rated their homemaking programs on a five-point rating scale. The five criteria were: integration of subject matter, continuity in learning experiences, experiences related to the child's growth and development, experiences related to conditions peculiar to the community, and scope of the program.

Conclusions of the study are: (1) Variations in organizing homemaking programs are necessary because of particular school and community characteristics. (2) Any one of the three types of organization for teaching homemaking can be effective. (3) The consultant homemaking program is the newest type of organization, and it is gaining in popularity and interest. (4) The five-point rating scale was found acceptable for evaluating the homemaking programs.<sup>16</sup>

Hawley undertook to develop a program in which home economics could contribute to all levels of elementary at the Ohio State University School. She concluded:

. . . (1) that developing home economics concepts within the group study in the elementary school provides a satisfying educational experience; (2) that home economics can enrich the elementary program by providing meaningful experiences which relate to the group study or by becoming the basis for the study; (3) the materials for working with elementary children can be devised easily; and (4) that the major problem was the home economics teacher's lack of skill and experience in working with young children in large groups.<sup>17</sup>

Walton distributed a questionnaire to 194 elementary teachers in 17 schools in Cecil County, Maryland, to determine the extent

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<sup>16</sup> Lockwood, op. cit., p. 2.

<sup>17</sup> Alice Hadley Hawley, "Home Economics Experiences for the Elementary Level," Journal of Home Economics, 54:289, April, 1962.

to which the teachers were integrating home economics in the elementary curriculum. She found that home economics was being incorporated in the elementary curriculum but with no regularity or with any plan. Food and social graces were taught with the most frequency, and science classes were utilized more often for the integration of home economics. The following statements were part of her recommendations:

- (1) The investigator found that the cooperation of the elementary supervisor was essential for this study and would recommend that elementary supervisors be considered and consulted as resource persons when working in the area of elementary education.
- (2) Home economists as individuals and/or as members of committees should study the elementary programs; compile lists of references, resources, films, techniques, methods; and assist in developing units which are easy for the elementary teacher to implement in the present curriculum.<sup>18</sup>

### Nutrition Education Projects

Similar problems--planning the integration of food and

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<sup>18</sup> Hester Jane Walton, "A Study of the Integration of Home Economics in the Elementary Curriculum of Cecil County, Maryland, Schools," A Master's Thesis, Newark, Delaware: University of Delaware, June, 1965, pp. 87-88.

nutrition concepts into related curriculum areas of the fourth grade--were studied by Brice<sup>19</sup> in 1964 and Thurber<sup>20</sup> in 1966.

Brice felt that foods education gives emphasis to nutrition as it affects appearance, social acceptance, physical endurance and other personal traits which are important at this age and grade level. She identified twelve concepts from foods and nutrition then developed and compiled home and school learning experiences and teacher activities to enrich social studies and science and health subject matter. The tentative plans were designed with flexibility so that they might be used to enrich the selected area at any given time that the teacher recognized the need for enrichment of the area. Their use and subsequent evaluation, if accomplished, was not reported as part of the study.

Thurber believed that if nutritional concepts were taught to children at the elementary level when impressions were easily made, as adolescents they would be conscientious about their food habits. A second concern of hers was to generate an interest in food and nutrition concepts, then capitalize upon this interest to involve the children in evaluating and endeavoring to improve the food resource problems of the world.

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19 Eddie Ruth Livingston Brice, "Home and Family Life Experiences as Enrichment for Elementary School Curriculum at the Fourth-Grade Level," A Master's Thesis, Prairie View, Texas; Prairie View Agricultural and Mechanical College, August, 1964.

20 Mary Anne Thurber, "Meeting the Challenge of Teaching Foods and Nutritional Concepts in the Fourth Grade Classroom," A Master's Thesis, Detroit: Wayne State University, June, 1966.

Thurber stated that effective teaching must depend to a larger extent upon mass communication media because textbooks become obsolete almost as soon as they are written. She gave several examples of such materials.

### Teacher Preparation Studies

The last two studies reviewed dealt mainly with teacher preparation.

Buntin's dissertation was concerned with the home economics education program at the State University Teachers College, Plattsburgh, New York. On the basis of school observations and teacher and administrator interviews, changes were proposed for the home economics education program at the College:

. . . Modifications were considered in light of the increasing tendency to see the role of the home economics teacher in the modern elementary school as that of consultant. Thus, the teacher's major efforts should fall into the following categories: (1) developing and guiding a program in home and family life education which can become part of a well-unified program, (2) developing good working relationship with classroom teachers, (3) assisting with learning situations in and out of the classroom as teacher, guide, observer, or evaluator.<sup>21</sup>

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<sup>21</sup> L. Ann Buntin, "Education of Home Economics Teachers Preparing to Guide Home and Family Life Education in the Elementary School Program," (Abstract of Doctoral Dissertation), Journal of Home Economics, 50:223, March, 1958.

The purposes of Buchanan's thesis were to investigate ways in which home economics majors utilize their home economics background to enrich their elementary program through family life education, and to compare, where possible, ways in which home economics and elementary majors integrate family life education into various areas of their programs. She developed and analyzed two questionnaires: one for homemaking majors with elementary teaching experience and one for experienced elementary teachers. She concluded,

. . . it seems that family life materials could be used in all phases of the elementary program. The subjects which provided the most opportunities for integration of family life education were health and social studies. . . . Home economics majors made more use of their educational background in social studies than did the elementary majors . . .<sup>22</sup>

In her recommendations for increasing the integration of home economics, Buchanan said,

. . . Many elementary teachers approved requiring courses they felt would be helpful as part of their college preparation. They suggested such home economics courses as: parent-child relationships, family relationships, cultural differences, and sex education. Another way to increase integration would be to have home economics consultants working and planning with the elementary faculty to utilize opportunities.<sup>23</sup>

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<sup>22</sup> Buchanan, op. cit., p. 91.

<sup>23</sup> Ibid., p. 93.

### CHAPTER III

#### PROCEDURE

##### STATEMENT OF THE PROBLEM

With the help of a home economics consultant, teachers at Lincoln Learning Laboratory, Watertown, South Dakota, attempted to integrate Family Life Education into the curriculum in the second semester of the school year, 1967-68.

##### DEVELOPMENT OF THE PROBLEM

As explained in Chapter I, Problem Development, the idea for this research grew from a challenge by Dr. Don Glines, Innovative Schools Coordinator for the Lake Region of South Dakota, that home economics be included in the curriculum of the Lake Region's innovative elementary school, Lincoln Learning Laboratory.

The writer's review of literature indicated that educators felt there was a need for family life instruction as part of the total program in elementary schools. The integration of this Family Life Education could be achieved by elementary teachers with the help of a home economics teacher who served as consultant or taught scheduled classes.

With these thoughts in mind, the writer explained the curriculum enrichment afforded by the integration of Family Life Education to the Lincoln teachers at a meeting. A decision was



reached that Lincoln could be used as the location of the study. Time was allowed for the teachers to consider the implementation of this area into their fields--teachers were not assigned on the basis of grades but according to the disciplines in which they felt most capable and for the age level of students with which they were most experienced. At this time there were five full-time teachers and two part-time teachers. Three aides were employed and student teachers were in assistance although some were present for only four weeks.

### IMPLEMENTATION

The integration of Family Life Education at Lincoln Learning Laboratory was accomplished in a variety of ways: through lessons taught by the Junior High home economics teachers in their laboratories, through lessons taught by the writer serving as consultant, as part of the social studies curriculum for the lower grades, and as separate lessons or units.

#### Beginning Stages

When the writer met with individual teachers to determine experiences through which home economics could best contribute, it became apparent that the social studies teachers, Mrs. W. and Mrs. P., were the most interested in the integration of Family Life Education. New materials were being used in social studies and the teachers were involved in gaining familiarity with the major concepts and the manner of presentation suggested.

After the Christmas holidays a new organizational structure was developed for the school. The students and the teachers were divided into two teams--upper and lower. The upper team consisted of 83 children of approximately sixth through third grade. The lower team consisted of 83 children ranging from kindergarten through third grade. Criteria used in separating the third graders were ability and maturity. The teams were further sub-divided into clusters of ten to 14 children. Clusters on the upper team were designated as Kappas, Deltas, or Alphas; lower team clusters were the Goofies and Woody Woodpeckers. The names were chosen arbitrarily.

The planning of the daily schedule was done independently by the two groups of teachers in team planning sessions each afternoon.

Another development was the departure of the upper team social studies teacher, Mrs. W., at the end of the semester necessitating the hiring of a new teacher.

About this time, Mr. H., the Acting Principal at Lincoln requested that some lessons on grooming be taught to the Kappa (sixth grade) girls.

#### Lessons in Grooming for the Kappas

Mrs. M., Watertown Junior High home economics teacher in the area of Grooming and Personality Development, Clothing, and Family Health, was asked by the Lincoln Principal to teach some grooming classes for the Kappas. She consented and the arrangement was

approved by the Junior High Principal. The Kappas were to come once a week to class at the Junior High building which was just four blocks from Lincoln. The grooming lessons were planned by Mrs. M. and the writer; materials were contributed by each.

At the first meeting, Mrs. M. introduced the group of twelve girls to such thoughts as "My Reflection, Pretty and Personable, and What Are Good Looks?" They discussed the privilege of being a girl, why we do or do not like being girls and explored the thought of what we can and cannot be--that we must learn to accept what we cannot change but change and improve what we can.

At this point, three well-groomed ninth grade girls modeled for the class. Since they had no previous notice, they were dressed and groomed as they normally would be for school. After the models left, the Kappa girls spoke of things they liked about the models. Then it was time to decide what topics were of greatest interest to the Kappas and that they would like to know more about. The list included skin care, nails, hair, posture, and clothing tips.

Mrs. M. gave suggestions for materials to read on grooming and asked the girls to find definitions for a list of terms: grooming, health, diet, posture, complexion, acne, cuticle, bacteria, perspiration, odor, deodorant, and anti-perspirant.

During the second lesson, "The Well-Groomed Girl," transparencies and a filmstrip on grooming were viewed and discussed. Mrs. M. displayed a variety of deodorants, anti-perspirants, and hand and body lotions and explained their uses. Realizing that

for some the cost of these items may be prohibitive, she showed the preparation of a homemade deodorant (equal portions of baking soda and talcum powder mixed together).

Definitions of the assigned terms were checked and the girls completed a "thought sheet." (Partial phrases related to grooming are listed and the student responds by writing the first thought or feeling that the words bring to mind.) Standards of good grooming were formulated by the class and written on the board.

"The Beauty of You," Avon Products, Inc. booklet, was assigned for out-of-class study and the girls were asked to analyze their grooming habits and identify any problems they felt they had. These papers were handed in at the next class.

"Care of the Nails" was the topic for the third meeting. This was an activity lesson as three ninth grade girls were invited to demonstrate the giving of a manicure. The Kappas were divided into groups of four and one in each group received a manicure from a ninth grader. The session was very informal and the younger girls asked many questions. A check sheet, "Are You Proud of Your Hands?", was distributed to help the girls work for improved nail care at home.

"Posture and Hair Styles and Care" were presented at the fourth lesson. The right and wrong way to sit, stand, lift, walk up and down stairs was shown by models from the ninth grade class.

Overlays on face shapes and hair styles were shown. Then the girls used a study sheet to identify the appropriate styles for a

variety of face shapes. Hair cleanliness had been included in the second lesson.

Nails were checked as a follow-up of the previous lesson on manicures.

A "Grooming Gram" was given to the girls to remind them to continue working to improve their grooming practices. It was to be checked for one week and then again at the end of a month. It listed such items as "took a bath or shower," "used a deodorant," "brushed hair and kept it neatly combed," and "practiced good posture" as daily practices and others such as "shampoo," "manicure," "shoe and clothing care," etc. as weekly practices.

Bulletin boards in the laboratory where the classes were held were changed each week by the eighth grade girls. They attracted the attention of the Kappas, particularly one on posture which featured Suzy Slump, Hortense Hump, and others.

The Kappa girls expressed the wish that they could keep on coming to the Junior High for classes. In answer to their questions, Mrs. M. described the learning experiences received by eighth and ninth grade girls when enrolled in Home Economics.

#### Kappas Have Foods Classes

Because of the interest shown by the Kappas, the Acting Principal at Lincoln arranged for them to continue classes at the Junior High home economics department. Some experiences in foods were planned and Mrs. C., Junior High home economics instructor in

Food, Nutrition, and Child Care, was asked to assume the teaching responsibility.

Mrs. C. introduced the lessons by demonstrating table setting while at the same time emphasizing the application of art experiences in combining various colors, patterns, and textures in dishes, place mats, and napkins. The simple centerpieces located in the laboratory were considered for use with the different combinations. The girls "showed a good background from their art work in their suggestions and were very interested in the discussion of what silverware to use when."

Their assignment was to sketch a table setting for one with correct placement of dishes and silver and using a good color scheme and an appropriate centerpiece.

At the second class, the principles of table setting were quickly reviewed, then the girls were divided into groups of three and assigned to a kitchen. From the total accumulation of dishes, mats, etc. from the five kitchens, each group chose what they wanted to use and set a table. Then the whole class visited each kitchen to see and evaluate the table settings.

A filmstrip on serving meals attractively was shown. It illustrated the need for variety in color, flavor, texture, and temperature of foods. This provided a continuation of the thought that meal time should be made as pleasant a time as possible for families.

The third lesson was on serving and clearing the table. Mrs. C. demonstrated proper procedures and each girl received a sheet, "Some Simple Rules for Serving." Then plans were made for a laboratory lesson; bar cookies were to be baked and served with juice.

Mrs. C. suffered a fractured ankle and the class was not held until later when the writer, Mrs. D., began making weekly visits to teach family life classes to the two Delta groups of the upper team.

When classes for the Kappa girls resumed, Mrs. D. had spoken with five of the twelve in the class and gained some idea of their foods experiences at home. Each of the five had mentioned helping with meals and doing some baking--cookies, brownies, and cake were named by all.

At the first class, Mrs. D. had a copy of the Betty Crocker "How-To Booklet," "Cooky Wise, Cooky Perfect," and three very simple recipes on a duplicated sheet for each. After checking the kitchen assignments made previously by Mrs. C. and reviewing general directions such as pre-heat the oven, assemble ingredients and equipment, and how to divide the duties, the girls went to work measuring ingredients and mixing their chosen recipes. They had asked to make something from "scratch" instead of using a mix as was planned. Brownies, chocolate chip bars, drop sugar cookies, and chocolate chip cookies were produced with good results although it became apparent that some needed help with measuring, some with mixing, and some with baking tips. For this lesson an additional amount of time was allotted on the flexible schedule and the upper

team instructional aide assisted in the laboratory. The lesson seemed a combination of math and language arts experiences and might well have been used as the preparation of refreshments for a class party.

Parts of the Betty Crocker booklet were assigned for study and the girls were requested to try another baking experience at home and report on it the following week.

To become more familiar with measuring and mixing techniques and to include some observance of the approaching Easter holiday, a cake baking and decorating demonstration was planned, but severe weather forced a cancellation of one of the two classes to be held before Easter. At the class before Easter, Mrs. D. brought a cake and decorated it. This meant that the girls did not get a chance to practice in school but were exposed to the ideas and skills employed.

Mrs. D. explained the procedures for making basic cakes and frostings and distributed a direction sheet for decorating an Easter chicken, a bunny, and a butterfly cake.

The cake decorated in class resembled a chicken and involved baking the cake in two different sized pans, placing the cake layers on a large sheet, cutting two pieces (one for a beak and one for feet), and icing the cake in two shades of yellow. Coconut for feathers and a candy eye were added. Skills needed



for the preparation of the other two designs were similar and considered suitable for a beginning decorator. Class members volunteered other ideas for decorating and for observing Easter.

The following week the girls reported on their home experiences in cake baking and decorating. Mrs. D. had spoken in class with regard to the use of mixes; that they were time-saving and gave good products. She spoke of the disadvantage of the greater cost involved but made no requirement that the girls do other than follow the wishes of their mothers when baking at home.

The girls asked to bake again, but Mrs. D. felt it was more essential to work on the fundamentals of measuring, mixing, and planning before another laboratory session was held.

A simple quick bread, coffee cake, was demonstrated at the next class. An opportunity to point out the variations of leavening agents was utilized (application of science learnings on leavening by yeast and other agents such as baking powder, baking soda, and steam). Questions from a study sheet on measuring revealed that the girls knew their abbreviations and equivalents quite well but could not explain correct procedures to follow when measuring.

Small group planning for the next laboratory occupied the rest of the lesson. On a work sheet, "Let's Plan Carefully," the girls designated their kitchen, the project they wanted, ingredients and size of pan needed, and listed the duties of each person

indicating what jobs needed to be done first, second, etc. Two groups requested to bake and decorate butterfly cakes; one group wanted to make a chocolate rabbit cake; and the fourth group asked to make muffins. The principle of permitting choices was consistent with other Lincoln School practices--exploration and individual development being considered more valuable than working for a high degree of skill at this age (for example, all baking cookies or bars again or all making the same quick bread).

It was necessary to schedule two periods for this lesson--one for baking the cakes at the Junior High Laboratory and one for preparing the frosting and decorating. After the cakes were baked and cooled the girls carried them back to the Lincoln lunch room. Originality in the decorating was encouraged.

The kitchen group that baked muffins made two batches--one following a regular recipe and one with Bisquick. They compared the differences in preparation and analyzed the results.

The girls had requested other ideas for cakes besides Easter subjects so Mrs. D. located directions for a heart cake, a clown, and an angel. Some students brought decorating plans from magazines. All the recipes and directions for decorating were compiled into a booklet by the group who had baked muffins while the other groups decorated their cakes.

Later Mrs. D. asked the girls to indicate what help the foods and grooming classes had been to them by checking yes or no on an

evaluation. Because of the high interest shown in foods preparation and because these activities are readily correlated to other curriculum areas, Mrs. D. asked the girls to show a preference for other activities or to make suggestions on their own. For evaluation, see Appendix B.

A questionnaire and a letter of explanation were sent to the Kappas' parents to learn if the parents felt these classes were of help to their daughters. The results of the students' evaluations mentioned above and the parents' questionnaires were tabulated, conclusions were drawn, and recommendations were made. For letter to parents, list of parents contacted, and questionnaire, see Appendices C, D, and E, respectively.

The writer asked Mrs. F., upper team coordinating teacher at Lincoln, to evaluate the Kappas' lessons on grooming and foods using questions from Guidelines for Elementary Social Studies.<sup>1</sup> Dr. Fern Horn of Wisconsin State University suggested the questions as criteria for evaluation of curriculum development when she spoke to the Lake Region Home Economics Consortium on April 8, 1968, at Brookings, South Dakota.

#### Interest Groups Started

In mid-February interest groups were started at Lincoln. For two one-hour periods on Wednesday afternoons, the students could

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<sup>1</sup> John Jarolimæk, Guidelines for Elementary Social Studies. Washington, D. C.: Association for Supervision and Curriculum Development, A Department of the National Education Association, 1967, pp. 11-27.

attend the group of their choice. As broad a range of interest groups as possible was offered. The groups were conducted by volunteer teachers (mothers, aides, and student teachers); the certified teachers were free at this time to work on lesson plans and preparations. The use of volunteer teachers was seen as an opportunity to involve others with special skills in the school and to give the students contact with new personalities and ideas.

Three groups related to home economics were offered--knitting, taught by one of the instructional aides; clothing construction for older girls; and creative stitchery for beginning sewers, taught by mothers. Eighteen girls ranging from kindergarten through sixth grade level enrolled in these groups. Near the end of April, the Acting Principal, George Heaton, commented to the writer that these three groups were the most successful due, he thought, to the students' interest and the strong support of the volunteer teachers. Portable sewing machines had been obtained from the local Singer Company for the construction class. The two mothers teaching were experienced in 4-H or business and did not ask the writer for help.

It was proposed that a cooking group be started but, due to limited facilities in the school lunch room and its being in use all except the first hour or hour and a half of the school day and lacking a teacher, no group was started.

### Food and Nutrition Studies for the Deltas

The social studies teacher for the upper team moved and a new teacher was hired at the beginning of the second semester. He was a young man, newly graduated, and his experience and training did not seem to lend itself to the inclusion of Family Life Education. The children were progressing through reading, discussion, and seeing films but seemed to lack the correlated activities which Mrs. W. had begun the first semester and planned to include, with the writer's suggestions and contributions of materials, during the second semester.

The possible lack of curriculum enrichment because of the change in teachers, the inability to start an interest group in foods, and the urging of the Lincoln Principal caused the writer to start classes in Family Life Education. In selecting food and nutrition as an area of Family Life Education to teach, the writer was influenced by the stress on food and nutrition teaching among home economists who had worked as elementary consultants and in the available curriculum guides.

The following recommendations were used in the establishment of an experimental class in food and nutrition at Lincoln:

. . . homemaking and classroom teachers should have the following purposes for foods and nutrition teaching in the elementary schools:

- (1) to develop favorable attitudes toward a variety of foods that are essential for growth and good health.

- (2) to establish desirable habits of food selection.
- (3) to develop acceptable practices in the handling of food.
- (4) to develop the ability to plan, prepare, and serve simple meals.<sup>2</sup>

and

Activities and experiences that have meaning at each grade level are used in teaching nutrition and will help the children understand these concepts:

- (1) Good food habits include a willingness to increase the number of foods children eat and enjoy.
- (2) Good foods in adequate amounts are important in the growth and well-being of children.
- (3) Three meals a day that have adequate amounts of foods from the Four Foods Groups help children grow and feel well.<sup>3</sup>

The foods laboratory at the Junior High was available for two periods and there were two upper level groups at Lincoln that approximated fifth grade level. Some classes had already been held for the Kappa (sixth grade) girls and boys and girls were wanted for this experiment. The two fifth grade groups (Delta Pi and Delta Chi clusters) were organized according to capabilities and this provided a contrast for the teacher. One group was more capable and responsible and the other needed more

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<sup>2</sup> Sickler, op. cit., p. 39.

<sup>3</sup> Nutrition Association of Greater Cleveland, "Materials and Concepts for Teaching Nutrition," Cleveland, Ohio: (no date), p. 1.

supervision and, while interested and generally responsive to class activities, did not prepare class assignments as well.

Even with the convenience of Lincoln's daily variable scheduling, arranging for a class time involved planning around instructional television programs in science and the fixed class schedule at the Junior High. Classes one day a week for several weeks were decided upon although it was anticipated that this arrangement would be less desirable than a number of lessons closer together.

In preparing for the first lesson, the writer was mindful of Sickler's statement that the most successful food experiences are those where:

- (1) Learning experiences are integrated with the regular classroom program.
- (2) Foods are taken into the classroom so that children are able to see, prepare, and taste them.
- (3) Lessons are planned with emphasis on simple directions, sanitation, and safety measures.
- (4) The teachers can use the cafeteria, mid-morning snack time, and class parties as occasions for the children to practice nutrition learnings.
- (5) Learning experiences are so well understood by the children that they are able to explain them to their parents. Thus, it becomes possible for the school and home to work together to accomplish the objectives of a good nutrition education.<sup>4</sup>

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<sup>4</sup> Sickler, loc. cit.

The writer, Mrs. D., wished to get acquainted with the children so prepared the following questions for them to answer:

What are some foods that you like?

What are some foods that you dislike?

What do you usually eat for breakfast?

What do you eat for after-school snacks?

What are your jobs at home?

What foods have you made at home or helped your mother make?

Because of the time limit (fifty-minute class periods at the Junior High), the first lesson began with the preparation of two very simple foods, pudding and Jello, and then the questions were answered. Preparing these foods permitted the illustration of some very basic principles:

- (1) Time management--The Jello was set using ice cubes instead of cold water and the pudding was prepared by shaking, not cooking, so that the product could be tasted before the end of the class period.
- (2) Measuring--It was necessary to measure the correct amount of liquid for each food and to use a liquid measuring cup.
- (3) Following simple directions.
- (4) Cleanliness--It was necessary to wash hands before handling the food, to be sanitary in preparing it, and to clean up afterwards.



- (5) The healthful quality of the food when used as a dessert or snack.

The children's assignment before the next class was to prepare one food at home that involved measuring. Foods suggested were frozen juice, Kool-Aid, Jello, chocolate milk, cocoa, pudding, or soup. They were to write a paragraph telling what they made, whether they followed the directions correctly, if they worked safely, and if they cleaned up afterwards. They were also to review what they had learned in math about measuring.

A letter was sent to each Delta's parents explaining the classes and asking for their support and cooperation when the children asked to prepare foods at home. The purpose of these classes as stated in the letter was:

Besides reinforcing what the children already know about good nutrition, we hope to encourage them in the development of good food habits (such as trying new foods, eating adequate amounts each day of foods that are important for growth and well-being, and practicing cleanliness when working with food both in preparation and in cleaning up afterwards).

In analyzing the answers to the questions, "What do you usually eat for breakfast?" and "What do you usually eat for after-school snacks?", Mrs. D. found that seven children ate a

good breakfast and thirteen did not and that twelve ate good snacks and eight did not. One student was absent. For the analysis Mrs. D. followed the basic breakfast pattern of fruit, cereal or other protein food, bread, spread, and milk endorsed by the Cereal Institute, Inc.<sup>5</sup> Foods considered as good snacks were milk, fruit, sandwiches, cookies, and similar baked items. On the whole, milk and fruit received less mention than Mrs. D. felt they deserved (as foods liked, as part of breakfast, and as snacks).

Mindful of the conclusions of the "Iowa Breakfast Studies" that "the omission of breakfast results in decreased efficiency in the late morning hours, which is reflected in poorer physiologic performances" and "poorer attitude toward school work and to detract from scholastic attainments."<sup>6</sup> Mrs. D. decided to emphasize the preparation of simple foods for breakfast and the selection of a balanced breakfast.

Sickler, too, indicated that ten-year-olds were "inclined not to eat breakfast"<sup>7</sup> and that this should be considered in planning homemaking experiences.

In addition to the emphasis on nutritious foods for breakfast, an objective of the second lesson was to introduce the

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5 Cereal Institute, Inc., "Better Breakfast Activities," Chicago: 1967, p. 4.

6 Cereal Institute, Inc., "Breakfast Source Book," Chicago: 1966, p. 13.

7 Sickler, op. cit., p. 18.

students to work in individual kitchens. The instructional aide was well acquainted with the children and helped make the kitchen assignments.

Pancakes were chosen for preparation since they are quite a favorite with children and aren't difficult to mix or fry. In mixing the pancakes, Mrs. D. demonstrated a variety of measurements and differentiated again between liquid and dry measures. Heating the pan to the correct temperature and pouring and turning the pancakes were shown. Safety practices when working at a stove were discussed. One half of the laboratory was under the supervision of the aide during the actual cooking. A tasting bar with butter, syrup, and juices was set up. Students could have their choice of apple or pineapple juice; many took both saying that these were new to them.

As an assignment they were asked to make or help make pancakes at home or some other food for practice in measuring and following directions. Questions for study were "What foods should a good breakfast contain?" and "What would you add to each of these breakfasts to make it a good breakfast?" followed by ten breakfast menus that were lacking one or more essential food.

After viewing several commercial posters of breakfasts, the third lesson was begun with discussion of the necessity of eating a good breakfast. Protein foods were best explained by a class

member as "food that fills you up and keeps you full (satisfied)." This discussion related to the class' television program on digestion and circulation in the body and they were quite interested.

While explaining how protein foods should be cooked, Mrs. D. scrambled eggs. The tasting bar this time was set with buttered whole wheat bread and grape and tomato juices. At least one child who insisted that eggs made him sick found that he liked scrambled eggs. The children were asked to make a list of the many ways eggs could be cooked and indicate with an "X" the kinds they ate. To begin a study of cereals, they were to name cooked and ready-to-eat cereals and identify the grain that was their source. Other study questions dealt with the nutrients furnished by eggs and cereals.

This week's assignment was to help their mother make one breakfast and, in particular, to prepare some food for it by themselves.

For the fourth lesson, cereals were cooked by the group that met in the forenoon and sandwiches and relishes were fixed by the afternoon class. The following week they alternated lessons.

Four kinds of cereals were cooked and each kitchen gave a taste of its product to the others. One person was designated as cook; the other was in charge of measuring, giving directions, and timing the cooking. A third person set the table and mixed frozen juice. The teacher anticipated that there might be a few adverse

comments to cooking something as "old-fashioned" as hot cereal but the girls and boys apparently enjoyed it.

Some did extra study finding sources of the nutrients (proteins, fats, carbohydrates, etc.) and indicating how they helped the body. In addition to their own textbooks, resource materials for them to use were placed with the librarian at Lincoln.

The Deltas, who had the afternoon lesson, briefly reviewed measuring, the components of a good breakfast, and foods that were sources of protein, then wrote a short evaluation.

During the laboratory part of the lesson, one student in each kitchen made grilled cheese sandwiches, another did egg salad sandwiches on dark bread, and a third fixed one kind of fresh vegetable relish that went on a tray for all to share. Problems involved were finding the right temperature for the cheese sandwiches (there were no electric fry pans), peeling, chopping, and flavoring the hard cooked eggs, and cleaning the vegetables. After class the group read "Jane and Jimmy Learn About Fresh Fruits and Vegetables." This lesson, because of the time of day it was held, was concerned with lunch or snack foods. It, or any of the other lessons, could have been used individually by a teacher when it fitted material the class was studying.

The next two lessons were not held in the Foods Laboratory. This proved to be disappointing to the children, but Mrs. D. felt that they should be aware that there were other aspects to the

study of food than preparation and tasting. The results of the written evaluation showed a need for more emphasis on selecting a balanced breakfast.

The film, "Better Breakfasts, U.S.A.," was shown (large group presentation). The purposes of the film were:

- (1) To help students understand why an adequate breakfast is important to them.
- (2) To help students understand what foods should be included in an adequate breakfast.
- (3) To present breakfast cereal's contribution to an adequate breakfast.
- (4) To assist teachers in follow-up activities.<sup>8</sup>

After comments on the film, the pictures from the Kellogg Pin-Up Breakfast Kit were placed on the bulletin board. The use of visuals helped the students in deciding if a food was missing from the breakfasts presented. Then a circle with four quarters, each representing one of the Four Food Groups, was pinned up. The Four Food groups were named: milk, meat, bread-cereal, and fruit-vegetable. These were marked with the number of servings needed daily from that food group. Students could see that someone who neglected to eat the right amount of a food group each day had an incomplete diet.

They worked in small groups for two extra mods of time on selecting a day's menu for themselves from a list of foods and then analyzing their choices and their friends to see if they had

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<sup>8</sup> Cereal Institute, Inc., "Better Breakfasts, U.S.A.," Brookings, South Dakota: South Dakota State University Audio-Visual Center.

included the correct number of servings for each food group. For a few, this was a difficult concept, but the majority were able to work it out with a minimum of help. The idea of the Four Food Groups as a daily food guide was new to the students. They seemed pleased to find that this was about the way they ate or said they would eat.

The final class was held with the art teacher in the art room. Using magazine pictures and original drawings, health posters were made by the class members working alone or in small groups. They chose their own titles--most were about breakfast. Near the end of the session, Mrs. D. had the students explain their posters and simultaneously recorded their comments on tape. The posters and tape could have been used in other classrooms to stimulate interest in eating healthfully.

#### Family Life Integration for the Lower Team

The responsibility for the social studies instruction for the lower team shifted from Mrs. P. to Mrs. A., an instructional aide, early in the second semester. The writer and Mrs. A. conferred on the curriculum content as often as possible. Mrs. A. commented at the end of the semester, "I hadn't realized how closely Social Studies and Family Living were connected . . . Nearly everything we studied was related to Family Life."

The series of books and workbooks written by Lawrence Senesh for Science Research Associates, Inc. were used. Correlated films were shown.

Some notes about a few of the lessons from conversations with

Mrs. A. are as follows:

Our Working World--Families at Work<sup>9</sup> used by the Woody Woodpeckers (first grade)--Families sometimes work in their free time. Acted out a play, 'Should Father Fix the Sink?' The play is about a family who is eating breakfast and the sink does not drain properly. Should father stay home and fix it thus saving the cost of the plumber or should he go to work and call a plumber? The class solved story problems. Sometimes mother could fix things but father couldn't (mending).

Families sometimes play in their free time. Childhood hobbies often become an adult occupation. Children drew pictures and made displays of their hobbies. Studied the effect that hobbies have on a family and how hobbies could make a home more enjoyable. Made lists of things the whole family could do together.

How choices are made. Talked about people wanting things and choosing the ones that are important to them. Do parents make better choices than children? What would happen if parents said 'yes' to all demands by their children? All drew three pictures of things they wanted and numbered them according to which they wanted most. From dittoed sheets the children chose which items a family would buy first. Another sheet showed many items with price tags and the children chose what they would buy with \$5.00.

Our Working World--Neighbors at Work<sup>10</sup> used by Woodies and Goofies (second grade clusters)--Factories in the neighborhood. What is good and bad about a factory? How would it affect the lives and homes of people in a neighborhood?

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9 Lawrence Senesh, Our Working World--Families at Work. Chicago: Science Research Associates, Inc., 1964.

10 Lawrence Senesh, Our Working World--Neighbors at Work. Chicago: Science Research Associates, Inc., 1965.



Children whose parents worked in factories told about the parents' jobs. Made lists of clothing, furniture, appliances, etc. that are found in homes and discussed their origin. Prepared displays of goods the pioneers had to make at home. Had a clock factory to illustrate the speed and efficiency of assembly lines in factories. Worked out the cost of making a batch of chocolate caramels and compared it to the cost of store candy. Discussed why it was cheaper to buy the candy than make it. Children pretended they were the heads of families that decided they had to save money; what things would they continue to buy and how would this affect factories? Observed and discussed television and magazine advertising.

Volunteers in the neighborhood--Discovered that some of their mothers were or had been volunteer workers. What happens at home when mother is performing volunteer duties? What can volunteers do to help conditions? Thought about 'children less fortunate than we' and told how they have helped someone or some way they could in the future.

How neighborhoods change--Studied in depth the fact that neighborhoods change because of disasters, new discoveries, families moving, etc. Each child drew a picture chart of changes in his neighborhood.

Neighborhood planning--Acted out several plays concerning families that were upset by what other families did and what people have to do to keep the neighborhood happy.

Our Working World--Cities at Work<sup>11</sup> used by Goofies (third grade level)--What keeps people together? What keeps people apart? Discussion of the reasons groups are formed: similar occupations, interests, nationality, race, and religion. Sometimes groups are formed by people who simply live near each other.

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<sup>11</sup> Lawrence Senesh, Our Working World--Cities at Work. Chicago: Science Research Associates, Inc., 1966 and 1967.

The Negro--Happened to read about Martin Luther King just before his assassination. It made quite an impression on the children. Explained prejudice, slum problems, poverty, then looked up information on people who have helped others in need. Learned about settlement houses, the Red Cross, and school lunch programs. Class acted out differences that neighbors might have with one child serving as 'judge' to help resolve the differences.

Welfare--Discussed and brought pictures of people who were desperately poor. Saw before and after picture of slums. Learned what welfare can do for the unfortunate. Heard story of the 'Silent Army' (the Army for health composed of doctors, food inspectors, garbage collectors, etc. that keep cities disease free). Stories of bubonic plague and malaria were included.

Fluoridation--Found out what fluoride was from the story of 'Charlie's Tooth.' Checked on their toothpaste to see if it contained fluoride and voted whether or not they wanted fluoride in their city water supply.

Why must cities plan?--Learned about physical, economical, and social planning. One aspect of social planning was thinking of the ideal situation next door--the ideas ranged from an empty lot big enough for a game of baseball to a nice family with three little girls and a daddy that knows how to make a kite fly.

### Other Lessons and Units

The communicative arts teacher for the upper team asked for help in finding some sort of visual lesson on manners and courtesy in the classroom. She felt that the children in their class and committee work needed more emphasis on taking turns, politeness, consideration of others' rights, and respect for property than

she had been able to bring out through class lecture and discussion. The writer located information on filmstrips and records and sent to her.

For a social studies lesson (fourth grade level) on seeds, Mrs. W. brought a variety of seeds for the children to observe and taste. Among them were pomegranates and avocados. One boy said to her later, "You sure eat funny things at your house." This teacher cooked grits for the class when they studied corn and other grains.

A student teacher taught a unit on Mexico for kindergarten and first grade clusters. She made a life-size standing model of a boy from cardboard and dressed him in serape, sombrero, and sandals. After the children learned about the environment, they drew in typical animals, plants, and shelter on a picture of a Mexican child. They dressed him in native garb also. They studied the market place, cooperatively made a mural of a market, and acted out bartering situations. They saw pictures of Mexican families engaged in recreation, travel, and work. They sang songs and ate tacos that the student teacher prepared in the classroom. As a culminating activity, they had a show for other clusters of the lower team and through the performance of skits on the different phases of Mexican life showed what they had learned.

Clusters from the lower team had a science lesson on the senses through a smelling, feeling, and tasting party. The student

teachers brought many foods such as lemons, cheese, mayonnaise, candy, peanut butter, and the students (blindfolded) guessed as they smelled, tasted, and felt. Cloth samples were used to feel different textures. This was in conjunction with the A.A.A.S. science program entitled, "Science--A Process Approach." Another day they popped popcorn and analyzed its appeal to the senses.

The Lincoln Principal and the writer secured four white rats through the Animal Science Department of South Dakota State University for an animal feeding demonstration. The control pair were to receive powdered milk in addition to protein food and the second pair were to receive no milk, just water and the protein food, thus showing the benefit of milk to growth and well-being. A number of other animals were kept at the school and cared for by the children thus encouraging responsibility in carrying out feeding and cage-cleaning assignments. The upper team science and social studies instructor was in charge. He did not report the outcome of the feeding experiment.

While teaching, the writer found it necessary to ask for help from the other teachers--review on measuring with the math teacher, help with written summaries of home experiences from the communicative arts teacher, and suggestions and materials from the art teacher on the poster making.

### Resource File Established

The writer undertook the establishment of a file of materials suitable for use on the elementary level as part of this project. Throughout the year letters requesting information and supplies were sent to agencies and corporations considered possible sources of materials. Many free items were received; others had to be ordered, usually at cost only. They were placed on file in the office of the Home Economics Education Department at South Dakota State University. The file was arranged to correspond with South Dakota high school home economics department files as nearly as possible. For a list of materials and the current address of their sources, see Appendix G.

The most interesting aspect of obtaining these materials was contacting the Home Economics Supervisors in sixteen states. These people were contacted because they had indicated that there was interest or work being done in Family Life Education in schools in their states in response to a thesis questionnaire by Bryan.<sup>12</sup> Their replies and any materials received from them were placed on file also.

It was learned that Wisconsin has "organized at the State level to begin looking at Family Life Education, K-12, with all other discipline supervisors interested in families, such as

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<sup>12</sup> Elsie Louise Bryan, "The Elementary School Homemaking Teacher as a Resource Person," A Master's Thesis, Normal, Illinois: Illinois State University, 1966, p. 60.

social studies, health, physical education, biology, guidance and home economics."<sup>13</sup> They hope to have groups working on this problem by next year (1968-69).

In Palm Beach County, Florida, a workshop was held in June, 1968, to establish the objectives and to review available materials for family life education in grades K through 12.<sup>14</sup>

The City School District of Rochester, New York, planned to develop material for family living at the elementary level during summer 1968, experiment with it in some schools during the following year, and edit and print the material in the summer of 1969.<sup>15</sup>

#### Information Presented

It was hoped that an awareness of the integration of Family Life Education at Lincoln and the possibilities for it in other schools could be created among teachers in the Lake Region and in South Dakota. It is not known if specific information about it was disseminated by Don Glines, Innovative Schools Coordinator, or from the offices of the Lake Region Educational Planning Center, Watertown, South Dakota. Many teachers visited Lincoln during the school term and may have heard of the project.

The writer spoke to the spring semester graduates in home economics education at South Dakota State University in Brookings,

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<sup>13</sup> Esther Brown, Letter to Lilyan K. Galbraith, May 1, 1968.

<sup>14</sup> Ruby R. Cannon, Letter to Lilyan K. Galbraith, May 14, 1968.

<sup>15</sup> Ruth S. Kimpland, Letter to Lilyan K. Galbraith, May 23, 1968.

South Dakota, on May 22, 1968, explaining what Family Life Education was and how a home economist could work with elementary teachers to integrate Family Life concepts and materials into their curricula. Guides and teaching materials from the file were displayed.

The list of resource materials for Family Life Education contained in Appendix G will be made available to all home economics teachers in South Dakota.

## CHAPTER IV

### RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this project was to enrich the curriculum of the Lincoln Learning Laboratory through the integration of Family Life Education. Lesser objectives were to provide some in-service training for the Lincoln teachers, to make other teachers aware of the possibilities for the integration of Family Life Education, and to establish a file of materials which could be used in the teaching of Family Life Education on the elementary level.

### RESULTS

A brief summary of the project is given followed by tabulation of the students' and parents' questionnaires and the evaluations by the coordinating teacher.

#### Summary

As planned, the project of enriching the curriculum of Lincoln Learning Laboratory through the integration of Family Life Education would have been carried out principally by the Lincoln teachers. The writer, a home economics teacher, was to serve as consultant--suggesting experiences, supplying materials, and occasionally teaching. Changes in personnel and teaching assignments plus the



demands placed on the teachers as they attempted to achieve a non-graded, individualized progress program caused a shift in emphasis of the consultant's role.

The home economics teachers from the neighboring Junior High were asked to give the older girls some help on grooming. The interest groups which were started at Lincoln provided another aspect of enrichment. The teachers of the sewing and knitting groups did not ask for help although it was offered. There were requests for a cooking group but facilities and a teacher were lacking. The writer began classes with two clusters of children from the upper team because they apparently lacked enrichment activities in social studies. The instructional aide who taught the lower team social studies and the kindergarten teacher enthusiastically supported the family life concept. Their inclusion of it into the curriculum was coordinated with the new materials they were using. Some other lessons and units incorporated Family Life Education and more would probably have been attempted had the teachers not been trying so many innovations at once.

The writer felt that more of an awareness of Family Life Education was created in the Lincoln teachers than actual accomplishment of in-service training. South Dakota State University's 1968 graduates in home economics education were informed of the role of the home economist as elementary consultant and home economics publications in the State have briefly described the project.

Resource materials on Family Life Education were obtained and organized into a file. For this study home economics sources were explored extensively, but the writer feels that sources generally used by elementary teachers should be checked. For example, some useful new materials for studying families both in and outside of the United States are suggested by Kenworthy.<sup>1</sup>

#### Kappa Student Questionnaire

After several lessons, the twelve Kappa (sixth grade) girls evaluated the lessons they had on grooming and foods and indicated their interest in other foods activities. Table 1 shows their

TABLE 1

#### KAPPAS' PREFERENCE FOR MORE FOODS ACTIVITIES

	Yes		No		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Foods from other countries.	6	50.0	5	41.7	1	8.3
B. Making breakfasts.	7	58.3	5	41.7	-	-
C. Preparing sandwiches and other foods for lunch.	7	58.3	4	33.3	1	8.3
D. Eating the right foods for health.	7	58.3	5	41.7	-	-
E. Buying food for the family.	7	58.3	5	41.7	-	-
F. Giving a party for your friends.	12	100.0	-	-	-	-
G. Helping mother to entertain.	11	91.6	1	8.3	-	-
H. Helping younger brothers or sisters to eat better.	3	25.0	9	75.0	-	-

<sup>1</sup> Leonard S. Kenworthy, "Extending the Study of Families," Childhood Education, March, 1968, pp. 431-2.

preference for more foods activities. One hundred per cent of the students wanted to learn about giving a party for their friends and 91.6 per cent wanted to learn about helping mother entertain.

Fifty-eight and three-tenths per cent expressed interest in making breakfasts, preparing sandwiches and other foods for lunch, eating the right foods for health, and buying food for the family.

The Kappas were asked if the foods experiences at the Junior High Foods Laboratory were of help to them. Table 2 illustrates their responses. For each item, 75 per cent or more answered "yes."

TABLE 2

## LESSONS IN FOOD OF HELP TO KAPPAS

	Yes		No	
	No.	Per Cent	No.	Per Cent
A. Setting the table.	9	75.0	3	25.0
B. How to serve food and remove dishes.	10	83.3	2	16.7
C. Learning about measuring.	10	83.3	2	16.7
D. Baking cookies or bars.	10	83.3	2	16.7
E. Working together in the kitchen.	9	75.0	3	25.0
F. Baking and frosting a cake.	11	91.6	1	8.3
G. Decorating a cake.	11	91.6	1	8.3

In Table 3 the Kappas' replies to the question of receiving help from the grooming lessons are shown. The lesson on hair styles, rated as helpful by 58.3 per cent, was the lowest. The other lessons rated from 75 to 100 per cent.

TABLE 3  
LESSONS ON GROOMING OF HELP TO KAPPAS

	Yes		No	
	No.	Per Cent	No.	Per Cent
A. Being clean and caring for your skin.	11	91.6	1	8.3
B. How to manicure your nails.	12	100.0	-	-
C. How to have good posture.	9	75.0	3	25.0
D. Hair styles.	7	58.3	5	41.7

The Kappas were asked "What should be done differently if the classes are taught another year?" On the whole, the girls wanted more lessons with some topics covered more thoroughly.

#### Kappa Parent Questionnaire

A questionnaire was sent to the Kappas' parents to ascertain their opinion of the classes their daughters had and to learn if they approved of the emphasis on family life in the curriculum. Due to a mistake, ten (not twelve) parent letters were sent. There were six replies or a 60 per cent return.

All six parents, or 100 per cent, who returned the questionnaire expressed approval of the lessons. Specific comments of approval were made by five parents:

1. I think it is a real good thing for the girls.
2. I believe this is very good for a child and certainly does help in school and at home.

3. Polly has always been a good help in the kitchen--but there is always something more to learn.
4. Has taken more interest in cooking alone.
5. The cooking program was enjoyed very much.  
Helps make school much more interesting.

The Kappas' parents were asked to indicate if specific lessons had been of help to their child. Table 4 shows that of the 11 items which were to be checked "yes" or "no," three were marked "yes" by 100 per cent, four items were rated "yes" by 83.3 per cent, and four items were marked "yes" by 66.7 per cent. "No" was not checked at all.

TABLE 4

## PARENTS' OPINIONS OF HELP RECEIVED BY KAPPAS

	Yes		No		Undecided		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Being clean and caring for the skin.	6	100.0	-	-	-	-	-	-
B. How to manicure nails.	6	100.0	-	-	-	-	-	-
C. Practicing good posture.	5	83.3	-	-	-	-	1	16.7
D. Hair care and styles.	4	66.7	-	-	1	16.7	1	16.7
E. Setting the table.	6	100.0	-	-	-	-	-	-
F. How to serve food and remove the dishes.	4	66.7	-	-	1	16.7	1	16.7
G. Learning about measuring.	5	83.3	-	-	-	-	1	16.7
H. Baking cookies, bars, or a quick bread.	4	66.7	-	-	-	-	2	33.3
I. Working and planning together in the kitchen.	5	83.3	-	-	-	-	1	16.7
J. Baking and frosting a cake.	5	83.3	-	-	-	-	1	16.7
K. Decorating a cake.	4	66.7	-	-	-	-	2	33.3

Again five of the six parents made comments:

1. Have really noticed the difference at home-- seems to take more interest in herself and setting the table and baking. I am very much in favor.
2. I do hope they will be continued as our other girls are not as willing in the kitchen as Polly is.
3. She seemed quite interested in the things she learned and was proud to practice them at home.
4. My daughter enjoyed Home Ec. Has always helped with work at home but we don't get to bake too often so she can try out these things.
5. Seems to take more interest at home. Looks forward to going to Junior High next year. Helped her to get acquainted with Junior High and prepared to go there next year.

Answers to the third question on the evaluation, "Are there topics that you would like to have included another year?", were "sewing," "baking," "cooking," and "good grooming."

#### Delta Parent Questionnaire

Parents of the two clusters of Deltas (boys and girls of fifth grade level) were contacted to learn their opinions of the lessons at Lincoln. Fourteen of twenty-one parents responded, giving a 66.7 per cent return.

All fourteen parents, or 100 per cent, indicated approval of the lessons. Twelve wrote specific comments:

1. Created an interest in my child.
2. We think it is a very good idea because it teaches them correct balance of foods.
3. As I am a working mother and often not home to start a meal, my daughter usually starts preparing it for me.
4. Our daughter enjoyed the experience.
5. It makes them more conscious of the fact they should eat the right foods for a good reason--and not just because their mother says so.
6. My child was very excited about being able to take Home Ec--she enjoyed making breakfast for the family.
7. I believe that children this age should learn these basic facts.
8. It is good for both boys and girls to learn about food--eating right and preparation of simple foods.
9. Until taking home ec as an extra class in school, she never showed any interest in making things at home.
10. We believe these should be taught at an early age.

11. Did not have very much opportunity to observe but lessons seemed O.K.

12. You have taken a tomboy and turned her into a person who enjoys being in the kitchen (except for washing and drying dishes).

Table 5 reveals the parents' opinions in regard to the individual learning experiences. Learning about measuring was

TABLE 5

PARENTS' OPINIONS OF HELP RECEIVED BY DELTAS

	Yes		No		Undecided	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Learning about measuring.	14	100.0	-	-	-	-
B. Being clean when working with food.	13	92.9	-	-	1	7.1
C. Cleaning up after cooking.	8	57.1	2	14.3	4	28.6
D. Making, or helping make, easy foods such as pancakes, hot cereal, pudding, jello, grilled cheese and egg salad sandwiches.	13	92.9	-	-	1	7.1
E. Tasting foods not previously liked or tasted such as different juices, hot cereal, and eggs.	9	64.3	-	-	5	35.7
F. Eating a good breakfast.	9	64.3	1	7.1	4	28.6
G. Eating the kind and amounts of food needed each day.	10	71.4	1	7.1	3	21.4

considered helpful by 100 per cent. Being clean when working with food and making easy foods was rated as helpful by 92.9 per cent. The item



rating lowest, cleaning up after cooking, received 57.1 per cent "yes" answers; this item would possibly be hard for children to comply with naturally. Items E, F, and G which identify good nutrition practices were considered helpful by 64.3 or 71.4 per cent.

In reply to the third question on the evaluation, the parents wanted lessons started at the beginning of the year, records kept of homemaking areas covered, and wished that there was a facility closer to the school.

#### Teacher Evaluation of Kappa Grooming and Food Lessons

Mrs. F., upper team coordinating teacher at Lincoln, made the following comments in reply to the writer's request that she evaluate the Kappas' classes in grooming and foods:

The major purposes of the grooming lessons, as they were clearly stated in the objectives of the program, in terms of pupil behavior were realistically attained.

The results of the lessons showed evidence of provision for balance in its attention to cognitive as well as skills objectives of this type program.

The instruction provided was relevant to the lives of the pupils. The pupils' personal analyses of the program were definite indications of its relevance to their lives.

Effective learning activities that motivated pupils to practice good grooming as well as the instructional resources were consistent with stated purposes of this program.

I, personally, feel the program might have been even more effective and satisfying had it been possible to meet for a longer period of time at

closer intervals. This would have allowed the teacher to know her pupils better and understand their immediate needs in grooming.

More frequent meetings may have provided for more individual initiative and creativity by pupils as well as by the teacher.

The classes were definitely worthwhile and they proved that a course of this type is vital in elementary curricula.

The lessons on food, as I saw them, were very successful.

The need of many in the group to learn proper food service and how to make meal time a pleasant experience for families was met, since many pupils of this group are directly involved with meal making and serving at home.

The interest shown by the girls to make something from scratch rather than from a mix definitely showed they wanted to learn about food preparation.

I feel the limited time at long intervals between classes prevented pupils from gaining as much from the course as they would have could they have met for a longer time and oftener.

The correlation of math, art and language arts was valuable.

Creativity shown by the girls in making the cake in shape of a chicken and a rabbit for Easter was rewarding.

The awareness that mixes had advantages and disadvantages provided for experience in critical thinking on the part of the participants.

It also provided for a learning experience in science.

The philosophy of our innovating school was surely implemented in that pupils were permitted to make choices and individual development was provided for.

## Teacher Evaluation of Delta Food and Nutrition Lessons

The major purposes of the Family Life Education course for the Deltas were clearly stated in terms of pupil behavior, quite realistically attainable--with very limited facilities--and consistent with the philosophy of a democratic society.

The cognitive, effective, and skills objectives were well provided for with balanced attention in all areas.

The instruction in the program was relevant to the lives of the pupils.

Learning activities and learning resources were consistent, too, with stated purposes of the program.

Teachers could readily understand and were able to implement and support the course.

I'm sure that one could see many good results if one was able to follow up on the effects the program had on everyday lives of pupils concerned.

### CONCLUSIONS

Mindful of Borg's statement on the evaluation of action research, "In addition to whatever objective data are available for analysis, the teacher should be encouraged to make a subjective analysis . . ." <sup>2</sup> the following conclusions have been drawn:

- (1) Through the integration of Family Life Education some curriculum enrichment was accomplished at Lincoln Learning Laboratory, as evidenced by the students' class participation and written work.

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<sup>2</sup> Borg, op. cit., p. 323.

- (2) That parents approved of Family Life Education as it was presented at Lincoln Learning Laboratory.
- (3) That elementary teachers at Lincoln Learning Laboratory were made aware of some of the possibilities for the integration of Family Life Education.
- (4) That home economics teachers (the Junior High teachers and the writer) helped elementary students through classroom instruction and by advising elementary teachers.
- (5) That available facilities were utilized. In this instance, some lessons were held at the neighboring Junior High.
- (6) That certain innovations of Lincoln Learning Laboratory such as clusters of students, flexible scheduling, and the help of a teacher aide contributed to successful teaching, particularly laboratory work.
- (7) That excellent materials can be obtained for use in teaching Family Life Education. Among these are guides which have been developed by certain states or school systems.

## RECOMMENDATIONS

On the basis of the literature surveyed and the conclusions drawn upon completion of the project at Lincoln Learning Laboratory, the following recommendations were made:

- (1) That, in response to students' and parents' requests, the integration of Family Life Education be continued at Lincoln Learning Laboratory.
- (2) That other areas of Family Life Education be included and teachers work for greater correlation within the curriculum.
- (3) That a survey be made to learn the awareness of and emphasis given to Family Life Education by elementary teachers in South Dakota.
- (4) That a summer workshop on Family Life Education be held for elementary and home economics teachers.
- (5) That home economics teachers in South Dakota be informed of the services they can provide to elementary teachers.
- (6) That additional projects of this type be attempted in the elementary schools of South Dakota.
- (7) That the list of resource materials be made available to those interested.

- (8) That Family Life materials be developed to facilitate instruction by individualized progress.
- (9) That contact be maintained with school systems in other states that are working on similar projects.

APPENDICES

The following appendixes are included in this report...

Appendix A: List of abbreviations and symbols used in the report.

## APPENDIX A

## ORGANIZATION OF THE CURRICULUM

<u>Grade Level</u>	<u>The Individual and The Family</u>	<u>Neighbor- hood and Community</u>	<u>The Larger Community or Region</u>	<u>The United States of America</u>	<u>The World</u>
Nursery School and Kindergarten	XXXXX	XXX		X	X
One	XXX	XXXXX		X	X
Two	XX	XXXX	XX	X	X
Three	X	XX	XXX	XX	XX
Four	X	X	X	XXXX	XXX
Five	X	X	X	XXXX	XXX
Six	X		X	XXX	XXXXX
Seven	X	XXX	XXXX	X	X
Eight	X	X	XX	XXXXX	X
Nine	X	X	X	X	XXXXXX
Ten	X	X	X	X	XXXXXX
Eleven		X	XX	XXXXXX	X
Twelve	XX	X	X	XXX	XXX

For comparative purposes the figure of ten is used for each grade level.



## APPENDIX B

## EVALUATION - KAPPA GROUP--LINCOLN LEARNING LABORATORY

1. Which of the following activities would you like to do or learn more about?

Yes    No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. Foods from other countries.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | b. Making breakfasts.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Preparing sandwiches and other foods for lunch.    |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Eating the right foods for health.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | e. Buying food for the family.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | f. Giving a party for your friends.                   |
| <input type="checkbox"/> | <input type="checkbox"/> | g. Helping mother to entertain.                       |
| <input type="checkbox"/> | <input type="checkbox"/> | h. Helping younger brothers or sisters to eat better. |
| <input type="checkbox"/> | <input type="checkbox"/> | i. Other ideas: _____                                 |

2. Were the following experiences at the Junior High Foods Laboratory of help to you?

Yes    No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. Setting the table.                   |
| <input type="checkbox"/> | <input type="checkbox"/> | b. How to serve food and remove dishes. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Learning about measuring.            |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Baking cookies or bars.              |
| <input type="checkbox"/> | <input type="checkbox"/> | e. Working together in the kitchen.     |
| <input type="checkbox"/> | <input type="checkbox"/> | f. Baking and frosting a cake.          |
| <input type="checkbox"/> | <input type="checkbox"/> | g. Decorating a cake.                   |

If these classes are taught next year, what should be done differently? \_\_\_\_\_

3. Were the lessons on grooming at the Junior High of help to you?

Yes    No

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. Being clean and caring for your skin. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. How to manicure your nails.           |
| <input type="checkbox"/> | <input type="checkbox"/> | c. How to have good posture.             |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Hair styles.                          |

If these classes are taught next year, what should be done differently? \_\_\_\_\_

## APPENDIX C

April 30, 1968

Dear Parents,

Among the many new ideas tried at Lincoln Learning Laboratory this year with your children was that of home economics teachers assisting on the elementary level. Although this experiment was carried out on a small scale, we would appreciate knowing how you feel about it. Would you please answer the questions on the enclosed sheet and return them in the stamped envelope by Wednesday, May 8, if possible.

For the Kappa girls, this experiment meant lessons at the Junior High on grooming (care of skin, hair, and nails and practicing good posture) and work in the Foods Laboratory on setting a table and serving and measuring, mixing, and baking cookies, cake, or quick bread and decorating a cake for Easter.

For the Delta Pis and Chis, the experiment meant lessons on nutrition and simple food preparation (correct measuring, cleanliness, some simple skills in cooking, tasting foods not previously liked or tried, and eating a good breakfast were stressed). The study of the kind and amount of food needed each day for growth and well-being was begun.

For the younger children, emphasis was placed on families (where they live, their work and recreation, etc.) in their social studies. It is hoped that another year, more emphasis can be placed on similar aspects of family living as the children of the upper team study other countries and times in their social studies.

It should be explained that this sort of teaching need not be done by a home economics teacher. The child's classroom teacher is perhaps better suited for it because she knows the children and is more used to working with them. In other states, home economics teachers have worked with programs like this--but mostly by advising and assisting the elementary teachers.

Your help in evaluating this program will be appreciated.

Sincerely,

(Mrs.) Lilyan K. Galbraith  
Adviser, Home Economics Education  
South Dakota State University

(Mrs.) Sharon DeVaney  
Graduate Student  
Home Economics Education  
South Dakota State University

## APPENDIX D

## PARENTS CONTACTED

Kappa

Hanthorn, Melvin E.  
 Little, Philip  
 Longworth, Dr. D. W.  
 Matteson, Walter  
 Nesheim, Gene C.  
 Olson, Wallace  
 Ries  
 Rowe, William  
 Schreurs, Robert  
 Teske, Herb

Delta

Blanchard, Billy  
 Bludorn, Roger  
 Brenden, Milton  
 Carlson, Jerry  
 Christians, Lloyd  
 Dahl, Delbert L.  
 Hunter, Kenneth J.  
 Kahnke, George  
 Landon, Howard  
 Longworth, Dr. D. W.  
 Meisenheimer, Alvin  
 Meyer, Ralph H.  
 Miller, Dr. Maclyn  
 Moen, Hilmer  
 Nelson, Orville G.  
 Phipps, Harold D.  
 Rowe, William  
 Spenst, David  
 Sprague, Robert  
 Timmerman, Leonard H.  
 Zillman, Harold A.

## APPENDIX E

## QUESTIONNAIRE - KAPPA GROUP - LINCOLN LEARNING LABORATORY

1. Do you approve or disapprove of the type of lessons described in the preceding letter?

Approve                       Disapprove                       Undecided

Specific comments of approval or disapproval: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

2. Do you feel that the lessons your child had were of help?

Yes No Undecided

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Being clean and caring for the skin.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. How to manicure nails.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Practicing good posture.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Hair care and styles.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Setting the table.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. How to serve food and remove the dishes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Learning about measuring.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Baking cookies, bars, or a quick bread.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Working and planning together in the kitchen.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j. Baking and frosting a cake.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k. Decorating a cake.

Comments about these lessons: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

3. Are there topics that you would like to have included another year?

\_\_\_\_\_  
 \_\_\_\_\_

Please return in the stamped, addressed envelope by Wednesday, May 8, if possible.

## APPENDIX F

## QUESTIONNAIRE - DELTA GROUPS - LINCOLN LEARNING LABORATORY

1. Do you approve or disapprove of the type of lessons described in the preceding letter?

Approve                       Disapprove                       Undecided

Specific comments of approval or disapproval: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Do you feel that the lessons your child had were of help?

Yes    No    Undecided

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. Learning about measuring.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Being clean when working with food.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. Cleaning up after cooking.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. Making, or helping make, easy foods such as pancakes, hot cereal, pudding, jello, grilled cheese and egg salad sandwiches.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e. Tasting foods not previously liked or tasted such as different juices, hot cereal, and eggs.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | f. Eating a good breakfast.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | g. Eating the kind and amounts of food needed each day: 3 or 4 servings from the milk group of foods, 2 servings from the meat group, 4 servings from the fruit and vegetable group, and 4 servings from the bread and cereal group. |

Comments about these lessons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Are there topics that you would like to have included another year?
- \_\_\_\_\_
- \_\_\_\_\_

Please return in the stamped, addressed envelope by Wednesday, May 8, if possible.

## APPENDIX G

## RESOURCE MATERIALS FOR FAMILY LIFE EDUCATION

## Curriculum Guides

- Board of Education, City of New York, Teaching Guide for Home Living in Grades Kindergarten--Five. Brooklyn, New York: 1965, Experimental.
- Family Health Association, "A Conceptual and Topical Guide for Family Life Education," \$2.00.
- Great Neck Public Schools, Great Neck, New York, "Home Arts Education, Kindergarten through Sixth Grade," 75¢.
- Kansas City, Missouri, Public Schools, "Homemaking Enrichment Experiences in the Elementary School Grades Five and Six," Kansas City, Missouri: June, 1963; Rerun May, 1965. Curriculum Bulletin No. 139.
- New Jersey Department of Education, Vocational Division, Homemaking in the Elementary Schools, 1964, \$4.00.
- Nutrition Association of Greater Cleveland, "Materials and Concepts for Teaching Nutrition," 50¢.
- San Francisco State College, "Taba Curriculum Development Project in Social Studies," 1600 Holloway Avenue, San Francisco: Revised guides for social studies, grades 1-8, ready for public distribution in September 1969.
- Teachers Publishing Corporation, Handbook of Instructional Devices for Intermediate Social Studies, \$3.00.

## Food and Nutrition

Animal Feeding Demonstrations

- National Dairy Council, "Animal Feeding Demonstrations," Booklet. "Milk Made the Difference," Chart.
- Pennsylvania Department of Health, "Animals as a Tool for Teaching Nutrition," Pamphlet.

Beverages

National Soft Drink Association, kit containing film strip, "Sparkling Taste Treats," teacher's manual, script, and student recipe sheets.

Bread

American Institute of Baking (courtesy of South Dakota Wheat Commission).

"Bake-A-Bread Book"

"Bread in the Making," booklet for intermediates.

"Enriched Bread," (history, ingredients, nutritive value).

"How Much Do You Know About Bread?"

"Your Daily Bread and Its Dramatic History."

General Mills Audio Visual Department, "One Loaf of Bread," (story of milling), 15 min. color film, free loan.

National Dairy Council, "Our Bread and Butter in Pioneer Days and Today."

National Livestock and Meat Board, "8 Great Sandwich Ideas."

Wheat Flour Institute, "From Wheat to Flour," reference booklet.

"Kernel of Wheat," wall and notebook charts.

"Story of Wheat," color filmstrip.

Breakfast

Cereal Institute, Inc., A Basic Breakfast Pattern, chart.

"A Complete Summary of the Iowa Breakfast Studies," reference.

"Better Breakfast Activities," elementary teachers' guide, 1967.

"Bill's Better Breakfast Puppet Show," 13 1/2 min. color film for primary.

"Breakfast Source Book," teacher reference, 1966.

"Cereal and Milk Breakfast Offers Many Advantages".

"Skimpy and a Good Breakfast," color filmstrip for primary, free loan.

Florida Citrus Commission, charts.

**Kellogg Company**

"Breakfast Wheel," student leaflet.

"Pin-Up Breakfast Kit"

"To Breakfast or Not to Breakfast" with ready-to-eat cereal guide.

**National Dairy Council, child feeding posters.**

"It's Always Breakfast Time Somewhere," booklet for intermediates, chart, and food models.

"Surprise for Mother," booklet for primary.

**Pennsylvania Department of Health, "Give Them A Good Breakfast."**

South Dakota State University Audio-Visual Center, "Better Breakfasts, U.S.A.," 11 min. color film for intermediates. (by Cereal Institute, Inc.)

United States Department of Agriculture, "Eat A Good Breakfast to Start A Good Day."

**Butter**

National Dairy Council, "Let's Make Butter," activity folder and chart.

"Our Bread and Butter in Pioneer Days and Today."

**Buying**

Grocery Manufacturers of America, Inc., "ABC's of Food Prices."

"Food Facts," a graphic presentation.

"The Label Tells the Story."

"What Housewives Want to Know About Packages."

Pennsylvania Department of Health, "Get the Most for Your Food Money."

**Cereal**

Cereal Institute, Inc., "Cereal Glossary," source book for teachers.

"The Good Grains," elementary teacher's guide, 1967.

"Grain from Farm to Table," color filmstrip for intermediates.

"Grains--Origin of Breakfast Cereals," chart.

United States Department of Agriculture, "Rolled Oats," recipes, February 1968.

Kellogg Company, recipe leaflets.



Cheese

- Kraft Foods, "An ABC of Cheese," pamphlet.  
 "Learning for Living," kit of 5 filmstrips on breakfast, meats, vegetables, cheese, and cheese making, \$4.00 each or kit for \$15.00.  
 "Romance of Cheese," 30 min. color film, free loan.  
 "World of Cheese," booklet.
- National Dairy Council, "Cheese," leaflet.  
 "Cottage Cheese," information sheet.  
 "Newer Knowledge of Cheese," Second Edition, booklet.
- United States Department of Agriculture, "Cheese in Family Meals," Bulletin No. 112.

Chocolate

- Chocolate Information Council, "Chocolate--America's Favorite Flavor," student leaflet.  
 "Exploring the World of Chocolate," 15 min. sound, color film.  
 "The Favorite Flavor," 5 min. sound, color film.  
 "The Story of Chocolate," booklet.  
 Wall chart.

Eggs

- United States Department of Agriculture, "Eggs in Family Meals," Bulletin No. 103.  
 "How to Buy Eggs," Leaflet No. 442.

Four Food Groups and Meal Planning

- American Institute of Baking (courtesy of South Dakota Wheat Commission), food mobile.  
 "Foodway to Follow," student leaflet and chart.
- General Mills, Inc., "A Teacher's Guide for Developing Desirable Food Habits and Attitudes About Food," pamphlet.  
 "Mealtime Can Be Magic," Betty Crocker "How-To" Leaflet.
- Kellogg Company, "Choose Your Calories Wisely."  
 "Food for Your Family."  
 "Foods for Growing Boys and Girls."

Maltex Company (courtesy of Standard Milling Company), Height-Weight Chart.

"Eat the Basic 4 Every Day," student weekly record.

National Dairy Council, "A Guide to Good Eating," leaflet, miniature, and poster.

Child feeding posters.

"The Four Food Groups," chart and activity piece.

"How I Grow," record tag for primary.

"Your Guide to Good Eating and How to Use It," teacher reference.

National Livestock and Meat Board, "Food to Grow On," booklet.

"My Daily Food Record," student leaflet.

"Tips for Teens on Food and Fun," leaflet.

Nutrition Association of Greater Cleveland, "Preparing Our Noon Lunch at Home Alone," leaflet.

Pennsylvania Department of Health, "A Daily Food Guide."

"All Systems Are Go," student leaflet.

"Food for Your Child."

"Good Health Train," student leaflet.

United States Department of Agriculture, Follow the Food Guide Every Day.

"Food for Families with School Children," Bulletin No. 13.

"Food for Fitness," Leaflet No. 424.

"The Good Foods Coloring Book," booklet for primary, April, 1968.

Wheat Flour Institute, "Judy's Family Food Notebook," color filmstrip, introduction to food and its relation to health.

Shield of Good Health, wall and notebook size charts.

## Fruit

Florida Citrus Commission, charts.

Citrus monthly calendar.

"Florida Citrus Favorites," recipes.

"Orange Juice Refresher Course."

"Word Picture Story of Florida Citrus."

United Fresh Fruit and Vegetable Association, "Jane and Jimmy Learn about Fresh Fruits and Vegetables," booklet for primary.

United States Department of Agriculture, "Apples in Appealing Ways."

"Fruits in Family Meals," Bulletin No. 125.

"Raisins," February 1968.

### Lunch

Armour and Company, "Platter Chatter," an album of snack treats.

"Snack Foods Swing to the Teen Tempo," leaflet.

Association Films, Inc., "Kids and Cookies," 14 min. color film for primary (by Nabisco).

Campbell Soup Company, "Campbell's Scoops."

"Go Modern with Convenience Foods."

National Dairy Council, "Cooking is Fun," booklet for primary.

"Make Lunch Count," chart and student sheet.

"School Lunch," student booklet.

National Livestock and Meat Board, "8 Great Sandwich Ideas."

Wheat Flour Institute, "Your Physician, Your Dentist . . . Look at Snack Foods."

Nutrition Association of Greater Cleveland, "Preparing Our Noon Lunch at Home Alone," leaflet.

### Meat, Fish, and Poultry

Armour and Company, "Armour Food Source Map."

"Armour Fresh Meat Study Guide."

United States Department of Agriculture, "Poultry in Family Meals," Bulletin No. 110.

### Milk

National Dairy Council

"Animals That Give People Milk," booklet for intermediates.  
Dairy farm panorama kit.

"Hello from Alaska," also South America and U.S.A.  
Booklets on dairying.

"Ice Cream Is Good," booklet for primary.

"Maybe I'll Be A Dairy Farmer," also Milkman and Ice Cream Maker booklets.

- "Milk from Farm to Family," flow chart and leaflet.
- "Milk Made the Difference," poster on animal growth.
- "More Milk, Please," booklet and posters for primary.
- "My Friend, the Cow."
- "Uncle Jim's Dairy Farm," booklet for primary and 12 min. color film (free loan from Association Films, Inc.).
- We All Like Milk, 21 photographs of zoo animals.

United States Department of Agriculture, "Getting Enough Milk," Bulletin No. 57.

### Nutrition

American Institute of Baking (courtesy of South Dakota Wheat Commission).

- "Food and You," booklet for intermediates and junior high.
- "The Wonder of You."

Ball Brothers Company, "The Science of Food Preservation," booklet for intermediates.

Grade Teacher, series of articles on food and nutrition, September 1964, pp. 99-115.

Metropolitan Life Insurance Company, "The Big Stretch," A Guide for Teachers on Teen-Age Nutrition Education.

National Dairy Council, "How Food Comes You," color filmstrip for intermediates, \$2.00 purchase.

"Nutrition Handbook for Family Food Counseling," teacher reference.

"Where We Get Our Food," booklet for primary.

"How Your Body Uses Food," booklet for intermediates.

Wheat Flour Institute, "Judy's Family Food Notebook," color filmstrip.

### Recipe Books

Baker's Coconut and Chocolate, "Party Cut-Up Cakes," Box 5034, Kankakee, Illinois, 60901, 10¢.

Evaporated Milk Association, "Ground Beef," foreign recipes.

General Mills, "Cooky Wise, Cooky Perfect," Betty Crocker "How-To" booklet.

Golden Press, Betty Crocker's New Boys and Girls Cookbook, \$1.95.

International Milling Company, Inc., "Let's Bake."

Meredith Publishing Company, Better Homes & Gardens Junior Cook Book, \$1.95.

National Dairy Council, "Cooking is Fun."  
"Surprise for Mother."

Procter & Gamble, "Better Baking."

Westinghouse Electric Corporation, "Sugar an' Spice And All Things Nice."

Wonder Books, Girls & Boys Easy-To-Cook Book, 69¢.

### Sugar

Sugar Information, Inc., "Sugar," (What it is, how it's made, why it's important).

### Units

Nutrition Association of Greater Cleveland

"Animal Friends at Home and School," 20¢

"Foods in the Easter Tradition," 20¢

"Food in Lincoln's Time," (Pioneer life), 30¢

"Food in Washington's Boyhood," (Early colonial life), 20¢

"Foods in Mexico," 30¢

"Nutrition in the Kindergarten," 35¢

"On the Way to the Arctic Circle," 35¢

"Seasonal Experiences," 20¢

"Skits for Upper Elementary Grades," 20¢

### Vegetables

Michigan Bean Shippers Association, "Beans Enjoyable the World Over."

Pennsylvania Department of Health, "Cabbage for Lunch or Dinner".

"Salads Every Day."

United Fresh Fruit and Vegetable Association, "Jane and Jimmy Learn About Fresh Fruits and Vegetables," booklet for primary.

United States Department of Agriculture, "Vegetables in Family Meals," Bulletin No. 105.

## Clothing

### Buying

United States Department of Agriculture, "Clothing the Family," Yearbook of Agriculture Separate No. 3386, reference.  
"Selecting Easy Care Clothes."

### Care

South Dakota State University Extension Service, "Mending the Family's Clothing," FS 108.

### Construction

Coats & Clark, Inc., student leaflets such as ABC of Knitting and ABC of Embroidery.

Lily Mills Company, "Sewing Glossary," packet of leaflets.

McCall's Patterns' Educational Service, booklets of tips for the sew-set and charts.

### Cotton

National Cotton Council of America, "The Story of Cotton," booklet for intermediates.

### Linen

Irish Linen Guild, "History and Production," color filmstrip, \$4.00.

"This Is Irish Linen," booklet for grades 5-12.

"The Story of Irish Linen," teacher reference.

### Silk

International Silk Association, "Teacher's Guide to the Study of Silk," cocoon box, etc.

Japan Silk Association, "Silk and Japan," booklet and samples.

### Wool

Wool Education Center, American Wool Council

"Glossary of Wool Terms"

"The History of Sheep"

"Sheep in America:

"Sheep Production in the United States"

"Story of Wool"

"Wool From Fleece to Fabric" and chart

## Individual and Home

### Baby Sitting

Gerber Products Company, "Sitting Safely," student leaflet.

Kimberly-Clark Corporation, "Sitting Beauty," teen guidebook, teacher's guide, and five charts.

Metropolitan Life Insurance Company, "Sitting Safely," 1966.

### Care of the Home

Hoover Company, "An Introduction to Cleaning," student leaflet.

### Community Helpers

National Dairy Council, "What Will I Be from A to Z?", booklet for primary.

### Dental Health

American Dental Association, "A Visit to the Dentist," booklet for primary.

"Casper and the Friendly Dentist," cartoon book for primary.

"Diet and Dental Health," teacher reference.

"Grow Up Smiling," charts.

"Home Care of the Mouth," intermediates.

"I'm Going to the Dentist," booklet for primary.

"You Can Teach Toothbrushing," teacher reference.

Colgate Professional Services Department, "Toothbrushing Instruction Kit for Grades 1-6."

Lever Brothers Co., Super Stripe Honor Roll Chart and Activity Piece.

National Dairy Council, "Do You?" dental poster and miniature for primary.

"Food and Care for Dental Health," teacher reference.

"How We Take Care of Our Teeth," booklet and poster.

"Make Your Teeth the Best in the Neighborhood, chart and miniature.

## Family Relationships

Cathedral, Quality Filmstrips for Education by, "Tales of the Wise Old Owl," Series 1, 2, and 3 for Kindergarten and Grades 1, 2, and 3.

"Little Citizens," set of six filmstrips with study guides and three records for Kindergarten and Grades 1, 2, and 3.

"Children Around the World," four filmstrips and two records include our friends in Brazil, Trinidad, Hong Kong, and Korea for primary and intermediates.

Equitable Life Assurance Society of the United States,  
"Looking Forward to School."

Hogg Foundation for Mental Health, "Adults Look at Children's Values."

"Families of America, Variations on a Theme."

"The Family: Its Role and Function."

South Dakota State Commission of Mental Health and Mental Retardation

"Understand Your Child from 6 to 12."

South Dakota State Health Department, "Your Child from 6 to 12."

United States Department of Agriculture

"Families Grow Through Sharing," Circular 528.

"The Family and Free Time," Circular 622.

"Family Strength: Getting Along Together," Circular 539.

"Growing in the Family," Circular 548.

## Grooming

Avon Products, Inc., "The Beauty of You," booklet for girls, 1967.

"Clean . . . Sweet, Nice to Meet," 1966, and chart.

"Know How to Dress and Look," booklet for boys.

"Teaching Grooming to Teen-age Girls and Boys," teacher's manual.

Coed/Forecast Visual Masters, "Face Shapes and Hair Styles," 1967.

Johnson Wax, "How to Be Well Groomed from Heel to Toe."



Kimberly-Clark Corporation, "Sitting Beauty," teen guidebook, teacher's guide, and five charts.

National Dairy Council, "Charm Course for Sixth Grade Girls."  
"Nutrition News," 30:10, October, 1967.

3M Transparencies, "Fundamentals of Grooming," Home Economics Packet No. 19, 1967.

### Health

Equitable Life Assurance Society of the United States,  
"Protection Against Communicable Diseases."

Florida Citrus Commission, "How to Get in Shape and Stay There," student leaflet for intermediates.

Metropolitan Life Insurance Company, "Every Teacher Is A Health Teacher."

"Florence Nightingale," booklet and color filmstrip for upper elementary.

"Growing and Learning the Early School Years," teacher reference.

"Memo to Parents . . . About Immunization."

"Memo to Parents . . . About Your Child's Eyesight."

National Dairy Council, "Doing Better At Work and Play," unit for grades 3 and 4.

"How Am I Doing?" student folders for intermediates.

"Your Health--How Can You Help?" booklet for primary.

3M Company, "Health Education: A Conceptual Approach to Curriculum Design K-12."

"A Teaching Learning Guide."

"A Student Resources Bibliography."

Sets of prepared transparencies.

### Home

University of Minnesota Agricultural Extension Service  
Service, "The House Your Family Lives In," Folder 178.

### Menstrual Hygiene

Kimberly-Clark Corporation, "A Practical Guide for Teaching Menstrual Hygiene," student booklets, and film.

Personal Products Company, Portfolio of teaching aids includes  
 "Growing Up and Liking It," (booklet for ages 9-14).

Scott Paper Company, "World of a Girl," booklet and film.

### Safety

Johnson Wax, "National Standard Check List for Teaching Home  
 Safety," teacher reference.

Metropolitan Life Insurance Company, "First Aid for the  
 Family," small wall chart.

"Panic or Plan?" prevention and care of emergencies.

## ADDRESSES

- American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.
- American Institute of Baking, 400 East Ontario Street, Chicago, Illinois 60611.
- American Social Health Association, 1790 Broadway, New York, New York 10019.
- Armour and Company, P. O. Box 9222, Chicago, Illinois 60690.
- Avon Educational Services, Avon Products, Inc., 30 Rockefeller Plaza, New York, New York 10020.
- Ball Brothers Company, Muncie, Indiana 47302.
- Campbell Soup Company, Camden, New Jersey 08101.
- Canadian Government Travel Bureau, Ottawa, Canada.
- Cathedral, Quality Filmstrips for Education by, 2921 West Alameda Avenue, Burbank, California 91505.
- Center for Mass Communication, Columbia University, 1125 Amsterdam Avenue, New York, New York 10000.
- Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois 60603.
- Child Study Association of America, 9 East 89th Street, New York, New York 10029.
- Chocolate Information Council, 777 Third Avenue, New York, New York 10017.
- Coats and Clark, Inc., Educational Mail Department, P. O. Box 383, Fair Lawn, New Jersey 07410.
- Colgate Professional Services Department, 740 North Rust Street, Chicago, Illinois 60611.
- Equitable Life Assurance Society of the United States, 1285 Avenue of the Americas, New York, New York 10019.
- Evaporated Milk Association, 228 North LaSalle Street, Chicago, Illinois 60601.

Family Health Association, 3300 Chester Avenue, Cleveland, Ohio 44100.

Florida Citrus Commission, Institutional and School Marketing Department, Lakeland, Florida 33802.

General Mills Audio-Visual Department, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440.

Gerber Products Company, Fremont, Michigan 49412.

Golden Press, 850 3rd Avenue, New York, New York 10022.

Grocery Manufacturers of America, 205 East 42nd Street, New York, New York 10017.

The Hogg Foundation for Mental Health, University of Texas, Austin, Texas 78712.

International Milling Company, Inc., General Offices, Minneapolis, Minnesota.

International Silk Association, Education Department, 185 Madison Avenue, New York, New York.

The Irish Linen Guild, 36 West 40th Street, New York, New York 10018 or 1271 Avenue of the Americas, New York, New York 10020.

Japan Silk Association, Inc., 385 Fifth Avenue, New York, New York 10016.

Johnson Wax, Racine, Wisconsin.

Kellogg Company, Department of Home Economics Services, Battle Creek, Michigan 49016.

Kimberley-Clark Corporation, Educational Department, Box 551, Neenah, Wisconsin 54956.

Kraft Foods, Educational Department, 500 Preshtigo Court, Chicago, Illinois, 60690.

Lever Brothers Company, Consumer Education Department, 390 Park Avenue, New York, New York 10022.

Lily Mills Company, Shelby, North Carolina 28150.

Mental Health Materials Center, 104 East 25th Street, New York, New York.

- Meredith Press, 1716 Locust Street, Des Moines, Iowa 50303.
- Metropolitan Life Insurance Company, One Madison Avenue, New York,  
New York 10010.
- Michigan Bean Shippers Association, 500' Eddy Building, Saginaw,  
Michigan.
- National Cotton Council of America, P. O. Box 12285, Memphis,  
Tennessee 38112.
- National Dairy Council, 111 North Canal Street, Chicago, Illinois  
60606.
- National Livestock and Meat Board, 36 South Wabash Avenue, Chicago,  
Illinois 60603.
- National Soft Drink Association, 1128 Sixteenth Street, Northwest,  
Washington, D. C. 20036.
- Netherlands Information Service, Holland, Michigan.
- Nutrition Association of Greater Cleveland, 1001 Huron Road,  
Cleveland, Ohio 44115.
- The Nutrition Foundation, Inc., 99 Park Avenue, New York, New  
York 10016.
- J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York,  
New York 10019.
- Pennsylvania Department of Health, Pittsburgh State Office Building,  
Pittsburgh 22, Pennsylvania or Commonwealth of Pennsylvania,  
Department of Health, P. O. Box 90, Harrisburg, Pennsylvania  
17120.
- Personal Products Company, The Education Department, Milltown, New  
Jersey 08850.
- Procter and Gamble Company, Home Economics Department, Box 322,  
Cincinnati, Ohio 45201.
- Quaker Oats Company, Merchandise Mart Plaza, Chicago, Illinois  
60654.
- Royal Norwegian Embassy, Information Service, Norway House,  
290 Madison Avenue, New York, New York 10017.

- Scott Paper Company, Home Service Center, International Airport,  
Philadelphia, Pennsylvania 19113.
- Services Culturels Francais, 972 Fifth Avenue, New York, New York  
10021.
- Sex Information and Education Council of the United States,  
1855 Broadway, New York, New York 10023.
- South Dakota State University Audio-Visual Center, Brookings,  
South Dakota 57006.
- South Dakota Wheat Commission, 115 East Sioux Avenue or Box 549,  
Pierre, South Dakota 57501.
- Standard Milling Company, 1009 Central Street, Kansas City,  
Missouri 64105.
- Sugar Information, Inc., 52 Wall Street, New York, New York 10005.
- Teachers Publishing Corporation, Darien, Connecticut 06820.
- 3M Company, St. Paul, Minnesota.
- United Fresh Fruit and Vegetable Association, 777 14th St., N.W.,  
Washington 5, D. C.
- United States Department of Agriculture, Agricultural Research  
Service, Federal Center Building, Hyattsville, Maryland  
20782 or Office of Information, Washington, D. C. 20250 or  
Superintendent of Documents, United States Government  
Printing Office, Washington, D. C. 20402.
- University of Maryland.
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Fourth Street, Mansfield, Ohio 44902.
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