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## Suggestions for Introducing Homemaking into Hilliard High School Bay City, Texas

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## Acknowledgment

The writer wishes to express her  
gratitude to Dr. B. May for guidance  
and suggestions in the completion of this  
thesis.

D e d i c a t e d  
to  
My dear parents.

\*  
\* \*  
\*



Contents

	Page
I Introduction .....	1
<b>A c k n o w l e d g m e n t</b>	
A. Purpose .....	4
B. Methods Used .....	5
C. List	5
The writer wishes to express her gratitude to Miss E. C. May for guidance and suggestions in the completion of this thesis.	
II Home-making .....	6
A. Contributions of home-making ....	6
III Present Status of the School .....	8
IV Suggestions and Discussion .....	10
V Summary .....	17
VI Bibliography .....	18



# Contents

## SUGGESTIONS FOR INTRODUCING HOMEMAKING INTO HILLIARD HIGH SCHOOL, BAY CITY, TEXAS

### Introduction

	Page
I Introduction .....	1
A. Purpose .....	4
B. Methods Used .....	5
C. Limitations .....	5
II Aims and Objectives of a Course in Homemaking .....	6 a
A. Contributions of Homemaking ....	6
III Present Status of the School .....	8
IV Suggestions and Discussion .....	10
V Summary .....	17
VI Bibliography .....	19

Since this time, homemaking has been added to the curriculum of both public and private schools.

But this has not solved the social problem, because it has not been as yet introduced into enough of the schools and when introduced adequate necessities for its development have been limited.

Homemaking has become a part of the school curriculum within such recent years that it has not



SUGGESTIONS FOR INTRODUCING HOMEMAKING INTO HILLIARD  
HIGH SCHOOL, BAY CITY, TEXAS

I n t r o d u c t i o n

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A few generations ago, Homemaking was introduced into the high school. The industrial revolution took many mothers and wives from the homes to the factories. Homes and children were neglected, daughters were not given adequate training for home duties as they had been in the past, and as a result divorce rate increased. It was then that it was suggested that girls be given proper training to become better housewives and mothers. Catherine Beecher suggested that the subject be placed on equality with the sciences in schools by women. Since this time, homemaking has been added to the curriculum of both public and private schools. But this has not solved the social problem, because it has not been as yet introduced into enough of the schools and when introduced adequate necessities for its development have been limited.

Homemaking has become a part of the school curriculum within such recent years that it has not



yet been accorded the same recognition as the well-established academic subjects. But the fact that it has been so widely accepted indicates that it is filling a real need.

One should realize that homemaking probably owes at least a part of its rapid growth to the tendency of the American people or public to be swayed by sentiment and to accept a new thing that is backed by convincing propaganda.

If homemaking is to justify its place in the curriculum, it must prepare young men and women to take their places in the home. This it does not do fully now, because it does not reach the boys in many cases. The course needed or used should involve the fundamental, sociological principles which underlie a happy married life and impart those facts which are necessary if one should rear children successfully. The girl or boy from the average home needs school training for the work that he or she expects to do in later life. The board of education that leaves homemaking out of its schools may wisely look over the course of study used and see



if there are not other subjects which are less important to the welfare of the homes and future, communities in which the student is to live or find employment.

Homemaking has some purposes which should bring out some of the hidden possibilities in the lives and usefulness of boys and girls. It seems reasonable to predict that in the future there will continue to be occupations which will require the technical training that can be derived from a course in Homemaking. There is also an increasing need for people to live rich, full lives in good adjustments to their environments.

through these ideas other teachers shall be inspired to go into new fields and explore regions that have not yet had any development in homemaking.

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Purpose:

The purpose of this thesis is to construct a suggestive program for homemaking in Hilliard High School at Bay City, Texas.

Realizing that the home is the foundation upon which to plan and build for life and society, it is felt that to establish homemaking in the school would be the logical step to take.

It is the author's hope that the information found in this thesis may be helpful to teachers adventuring into fields of a similar nature, and that through these ideas other teachers shall be inspired to go into new fields and explore regions that have not yet had any development in homemaking.

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Methods Used:

The material for this thesis is taken from educational literature, the author's own limited experiences and from answers to letters of inquiry addressed to the Hilliard High School officials. Material from texts and the state course of study furnishes the basis for techniques and suggested activities.

Limitation:

The only school used in this study is Hilliard High School at Bay City, Texas.

4. Ability to maintain or adjust standards of living as changing conditions demand.

---

5. A desire for personal development and adjustment.
6. Ability to establish and maintain satisfactory relations in home and related groups.
7. Recognition of the value of homemaking training in certain vocations.



## AIMS AND OBJECTIVES OF A COURSE IN HOMEMAKING

The following are objectives by The United States

Department. The major aim of homemaking education is the development of abilities to carry homemaking responsibilities. However, the objectives in homemaking are very unstandardized.

According to the course of Study in Homemaking by the State Department of Education the following personal objectives are given: time, energy, materials, capacities

aptitude 1. Attitudes, appreciations, judgments, skills, abilities and habits essential to effective functioning home and family life.

2. A constructive, functioning philosophy of personal individual, home and family life.

3. A desire for a reasonable high standard of living as changing conditions demand.

4. Ability to maintain or adjust standards of living as changing conditions demand. living needs

of the 5. A desire for personal development and adjustment.

6. Ability to establish and maintain satisfactory relations in home and related groups.

7. Recognition of the value of homemaking training in certain vocations.



The following are objectives by The United States  
Department of Interior, Office of Education,  
Vocational Division:

1. Defining and modifying goals for personal and family life.
2. Progress toward emotional maturity.
3. Judgment in the selection and use of personal and family resources (time, energy, materials, capacities, aptitudes, information).
4. Progress toward optimum health for self and family.
5. Enjoying and adding to beauty in the personal and home environment.
6. Contributing to the community through individual and family life.

The objectives of homemaking, no matter how general or specific, should meet the varying needs of the pupils, their interests and abilities.



## CONTRIBUTIONS OF HOMEMAKING

Homemaking centers its study on those problems which are closely related to the home. It deals with food and clothing, a place in which to live, the rearing of children, the management of one's resources, living with other people; all of these are directed to the realization of those values seen by the individual as most worth working for in personal and family life.

The home has changed in many ways. It is no longer a production center as it once was. Many of the materials needed by the family are bought outside of the home. The home as a social institute, however, goes on and no sign points to its discontinuance. The training in homemaking has undergone many changes, and no doubt it will continue to change. Its success is being recognized as dependent upon faint endeavor. Education for marriage and family life is thought to be necessary for successful homemaking. Homemaking has much to offer in education for home and family life. Its



teaching materials are made up in the manner in which society has met its problems, of family living, and the way in which various fields of knowledge can contribute to making home life richer and more satisfying. Homemaking can help in reaching decisions as to values most worthwhile. It can assist in utilizing the resources of the family in satisfying needs, developing interests and using capacities. These are homemaking needs different in some respects for men and women, but common in their basic aspects.

Homemaking also offers another contribution. When many of the housekeeping jobs went out of the home, they opened up new vocational opportunities. Men and women have been successful vocationally in many of these lines. Today there are men who assume as many housekeeping jobs as women. They have become skilled cooks, housekeepers and have done much in the way of caring for children. Women sometimes are employed in homes in which they are entirely responsible for planning the meals, purchasing supplies and caring for the children.



Present Status:

Hilliard High School is located on the extreme north east side of Bay City, Texas about one mile from the Colorado River. It is a part of the Independent School District of Matagorda County and is the only school for Negroes in the town. There are three-hundred fifty-seven pupils enrolled for the season 1939-40. There is a staff of ten teachers. At present there is no special homemaking teacher nor a homemaking department. Much effort has been put forth to add to the school curriculum but with little success.

The economic status of the Negro population of Bay City, Texas is considered quite low. During the harvesting seasons of the year work is plentiful and fair wages are paid, but this money is not put to wise use. During the remaining seasons of the year some persons barely earn a living and others must depend entirely upon the relief agencies for subsistence.

The housing conditions are poor. Approximately sixty percent of the dwellings are fairly decent frame structures owned by families of average and



higher income levels, whereas the remaining per cent are indecent box houses either rented or owned by people of the lower income level. The latter are located in congested areas where there is no means of encouraging children toward high moral standards. In these districts are found the vices of the town, such as the beer parlors, dance halls and gambling places. People who live in these conditions are forced to do so because of insufficient incomes.

The vocational opportunities for the Negro citizens are some what varied. One of the chief occupations is rice and cotton farming. Many find employment in the rice mills, cafes and hotels, grocery stores and in private homes. There are others who are skilled. They are employed in such occupations as sewing, proprietorship of grocery stores, cleaning and pressing businesses, cafeterias, carpetnry and teaching school. This makes up the possible employment for the Colored citizens.

There are several objectives in a course in homemaking which must be considered, first of which may be called home membership. It is the objective toward which homemaking should make its greatest contribution.



#### IV. Discussions and Suggestions:

As homemaking is well adapted to progressive educational methods, it will be found that these methods develop alertness, interest, power to analyze and the desire to progress. Character building may be stressed too through class organization idea being to arouse in the individual a conscience effort to try to eradicate undesirable habits and to establish helpful desirable habits of every day living.

Since we no longer think of home economics as a course in cooking and sewing for girls only, one of its main objectives is concerned with the development of individuals with reference to their place in society. This the program in home economics should also include training for boys since they too are concerned with making adjustments to home and family life.

There are several objectives in a course in homemaking which must be considered, first of which may be called home membership. It is the objective toward which homemaking should make its greatest contribution.



Through this objective it is justifiable to teach cooking, sewing, home management, child care, care of the sick, the economics of buying and home furnishing and other units of work needed for any situation. These titles are sufficient to give an idea of what may be a part of the homemaking course.

Another objective to be considered is that of vocational opportunities. Recent surveys show that approximately eighty-five per cent of the women in the United States marry and become homemakers. Each school year boys and girls withdraw from Hilliard High School to marry or become employed at various occupations. Since September, 1939, sixteen boys and fourteen girls have withdrawn from this school. Fourteen of this number, ten boys and four of the girls have become employed. The four girls are working in private homes while the boys are employed as follows as general helpers in private homes, 3; delivering papers, 2; washing dishes in hotels and cafes, 4; caddying, 1.

There are at present ninety-five students enrolled in the high school department. Ten of these are employed and work before and after school hours. The girls do house work in private home and



janitorial work in theaters. A course in homemaking should give adequate training for increased vocational efficiency, for these young people.

The first course should be a point-of-view course enabling the pupils to elect subsequent courses more intelligently because through it they should acquire some ideas of the scope of home making occupations open to women and men. Following this the student should take more specialized courses in which a considerable amount of definite information is taught and reasonable skills developed.

Civic, moral, and social ideals should be stressed so as to help the student develop the right ideals of conduct. Cooperation should be taught through sharing responsibilities with others. A unit in home and yard beautification would be much needed.

There is also a need for the proper instruction in how to use leisure time so that it might be pleasurable as well as profitable. This is much needed because a majority of the students spend too much of their leisure time in dance halls, movies, beer parlors and other places having demoralizing



influences.

To make a course in homemaking at Hilliard High School most effective the writer suggests:

1. The course be so organized as to meet the needs of the girls and boys in relation to their homes and the community

2. The course should be so organized as to reach the retarded students before they graduate or withdraw.

3. The course should include training for boys as well as girls.

The vocational guidance possibilities of homemaking for boys should not be overlooked. Both boys and girls should have access to all the resources of the school in finding out special talents and in following up special interests.

Although the financial responsibility rests with the administrative officers, the teacher of homemaking should accept the responsibility of making all expense consistent with good teaching, be ready



There are several factors that will operate against a course in homemaking. The first and most influential shall be a lack of finance for its maintenance. As the home has given up the responsibilities of the education of children, the schools have been asked to do more and more. The public voted money, kept children in school longer and added subjects to the curriculum. It did not, however, try to find out the natural limitation of the schools learning being acquired by children else where which would interfere with the job asked of them, or its own responsibility for having asked too much of the schools for having regulated to do its part in educating the youths.

If a homemaking department is to be successful, the school officials must see that money is appropriated for buildings and equipment and for their maintenance.

Although the financial responsibility rests with the administrative officers, the teacher of homemaking should accept the responsibility of making all economics consistent with good teaching, be ready



to make choices when necessary and be prepared to explain without prejudice the values to be lost when economy threatens to become cut off.

Another factor that will operate against the program is registering girls of unequal grades and abilities in the same classes and attempting to teach the same subject matter. In this school this procedure will be necessary for the first year or the first three years. This will be done to give the pupils who are finishing high school as much experience as possible before they graduate.

A third factor is that of the lack of co-operation from parents. This difficulty will probably be short lived for the parent will eventually learn that the homemaking program is for the benefit of their children and the community in general.

It is suggested by Spafford in, "Fundamentals in Teaching Home Economics" that a teacher who would work her way through a satisfactory solution of problems of this type and others that might arise later must first, formulate her beliefs into a philosophy of home economics education. Second, she



must understand the pupils to be taught and, third, to be able to interpret the philosophy of education in terms of the objectives set up and teaching materials and environment provided.

Generations ago the body of knowledge available concerning homemaking and family life was considerably small as compared with that which is available today. In many phases of homemaking our knowledge changes and increases at a ~~tremendous~~ rate. For this reason, the home can no longer carry the full responsibility of training the prospective homemaker.

Along with the mother, it is the responsibility of the school, through careful selection of subject matter no matter what their intelligence, economical or social status. The school must recognize the pupils' interests, environment and concerns so as to make the program effective.

Homemaking would be advantageous to students of Hilliard High School because of their low economic status, the poor housing and health conditions and their unwise use of leisure time. Through a course in homemaking many of their problems could be solved and they would be enabled to become better citizens.

S U M M A R Y

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In this community as in any other there are young men and women who shall take their places as home makers and shall be employed in some of the few occupations. For this reason it would be advantageous for the student to have some vocational training. The home life of today and the future should be broader and richer, administering to the mental, moral and social development of each member of the family as well as more adequately providing for the physical needs of each individual.

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