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## A Proposed Survey Course For Freshman Home Economics Students At Prairie View State Normal And Industrial College

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A PROPOSED SURVEY COURSE FOR FRESHMAN  
HOME ECONOMICS STUDENTS AT  
PRAIRIE VIEW STATE NORMAL AND  
INDUSTRIAL COLLEGE

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PHILLIP

1944



A PROPOSED SURVEY COURSE FOR FRESHMAN HOME ECONOMICS  
STUDENTS AT PRAIRIE VIEW STATE NORMAL AND  
INDUSTRIAL COLLEGE

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Jimmie Ruth McDonald Phillip

A Thesis in Home Economics Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

Master of Science

In The

Graduate Division

Of

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1944

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J. R. M. P.



DEDICATION

Gratefully dedicated to my loving mother

Mrs. Lucy Sanders McDonald

and

to my husband

The Reverend Lee C. Phillip,

and precious daughters

Jimmie Lee Ruth and Cecelia Maria Annette,

whose love and devotion have given me inspiration.



## BIOGRAPHY

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PART I



## CHAPTER I

## INTRODUCTION

The present world conflict indicates something more than competition for political and economic power. Involved, also, is a concept of life.

Education today finds it imperative to reappraise the past in order to determine, if possible, what worthwhile elements were included in its culture. A great amount of new information has been accumulated and a careful sifting of these facts is necessary in order to find out what is useful for the individuals of today and tomorrow. True<sup>(14)</sup> stated, "It has been said that the prime function of an education is to fit one for life." If so, what is education? According to Spafford,<sup>(11)</sup> "Education is concerned with improving and enriching the living of each group."

Coon<sup>(6)</sup> stated, that home economics has long been called the "4th r" and has a tradition of being based on life needs. However, she believes that much time has been devoted to developing subject matter and little time to the task of demonstrating how this information can be made to function in promoting student growth.

Concentration has been placed to a marked degree on training the student. In doing so, has the planned program



of training failed to educate him? Does the training help to guide the student in an intelligent and practical use of any knowledge gained, to the extent that through the development of an investigative mind, everyday problems are discovered and tentative procedures set up for solving them?

Such a procedure is calculated to prepare one to make necessary adjustments for satisfactory living under present world conditions and under conditions as they may be found in the post war era.

Each individual must make life meaningful for himself by deciding what he wants most and by counting the cost of different courses of action. Young people, especially, are apt to set up for themselves, goals not reasonably attainable.

The survey courses offered in some colleges are intended to help freshman students to attain a part of their general education. The survey course cuts across subject matter departmental boundaries, and introduces students to a part of that body of knowledge which may enable one to understand himself mentally, physically and emotionally. Such guidance, it is felt, will stimulate students to further self-propelled study and exploration in solving problems of living for themselves and others associated with them. These guidance courses, then, should aim to help the



student to set up objectives in terms of his aptitudes and abilities and in consideration of the society in which he lives, whether or not he approves of that society.

According to Spafford<sup>(1)</sup> many present educators believe that the philosophy of education is, that one is fit for life if he has the ability to focus his knowledge on the solution of real life problems. The ability to solve such problems is believed by some authorities to be the foremost criterion in measuring a successful life.

The fact that women have gone into gainful employment has altered the pattern of life within the home. Several factors have brought about the entrance of women into industry as wage earners. It is generally believed that present-day standards of living demand a larger family income. Throughout the recent years there has been noted a marked shortening of the child bearing period, and, this of course, frees women earlier from attendant family and home responsibilities.

Sociologists and recreation advisers have advocated more leisure without, at the same time, formulating some plan for helping people to use such leisure advantageously. Increased educational opportunities have encouraged women to continue learning in fields new and formerly untried by them and along with this factor, there is the all important recognition of woman's rights in a democracy and a



somewhat general acceptance of the belief that the world's work is done better when all participate in it who are to profit therefrom. Buck's<sup>(4)</sup> writing in the Practical Home Economics, January, 1943 under the subject: Colleges Adjust to War, quotes, James Madison Wood, President of Stephens College as saying, "Four tasks confront the college women today: to acquire some skill which will contribute to the war effort; to develop some occupational ability to the end that she may earn her own living; to prepare for intelligent and responsible citizenship in these days of confusion and change; and to enlarge and deepen her concepts of beauty and spiritual values which are the basis of successful homemaking."

Cornell University has notified all women students that, though still undrafted, they should plan their college programs so as to be ready to fill wartime jobs at the end of one year, if possible.

Amidon<sup>(9)</sup> advocates a need for more research in the field of home economics. This research should be aimed at providing a more satisfactory type of educational opportunity for all. Whatever the new development is to be, home economists should be on the ground floor in the planning.

Brown<sup>(9)</sup> feels that rigid and inflexible prerequisite requirements and teacher domination are definite foes to education and should be abolished. Looking ahead, Miss Brown points out a number of post war problems that likely



must be faced. As a tentative solution for some of them she proposes that area vocational schools may be a means of enlarging the opportunities for vocational education. When fighting has ceased many women and men will be demobilized from military services, and some opportunities should be given them to enter into peace time pursuits for a livelihood and successful living. Many adults now employed in war industries and for whom the end of hostilities is likely to bring unemployment or change of jobs, will need help in bridging the gap between war and peace.

As a matter of fact, there are now and probably always shall be men and women in civilian life who need help in solving the problems of everyday living.

It has been proposed that the curriculum offered in an area vocational school should provide all types of instruction needed for specific job skills, along with all training necessary in order to gain the technological knowledge required on the particular job.

What, then, do all of these suggestions imply when one plans to help prepare freshmen to solve problems in their daily living? What direction should Home Economics Education take in the decade that has just begun in order to meet the changing needs?

The implications for the education of students in the present decade are rather clear cut and specific and es-



pecially is this true regarding Home Economics Education. It seems necessary for teachers to prepare themselves for giving the kind of instruction through which young people may gain experience in planning and working out solutions for their own present day problems. Teachers should be in the position to offer such educational guidance to youth that would tend to enable them to live better and develop to her capacity as home maker, paid domestic employee or as other wage earner.

In order for home economics to make its richest contribution to education, special curricula must be set up that will provide for further modifications in line with the needs and interests of the individual students and the communities in which they live.

In order to meet the needs and interests of Freshman Home Economics students (1941-42), and freshmen with similar problems, currently, enrolled at Prairie View State College, the writer proposes a survey course of practical training for daily living. It is hoped that such training shall help these students to think for themselves, to work out satisfactory solutions for their own individual problems, and to think in terms of their responsibilities in post war world.



## CHAPTER II

### METHOD

The writer believed that in order to make a worthwhile contribution to the information already available concerning Freshman Survey Courses in Home Economics, a great deal of material should be gathered as a basis for careful thinking and planning.

The writer realized the importance of this problem more when considering the number of freshman home economics girls who did not return to Prairie View State College after one year of study.

The college registrar's records showed that each year freshman girls enrolled in the home economics division from all sections of the State of Texas. It was found also that an approximate total of six hundred eighteen (618) freshman students enrolled in the home economics division during the school years, 1937-1941. Two hundred thirteen (213) or approximately thirty four per cent (34%) of these Freshman Home Economics students did not return to college for their sophomore year. The information gave somewhat conclusive evidence of the need of a proposed survey course for freshman students in the division of Home Economics attending Prairie View State College. Since the work was to be planned for freshman students, it seemed



logical to begin the investigation with the freshmen currently, enrolled in Home Economics. Consequently, a form was prepared, and presented to forty-three (43) out of one hundred four (104) Freshmen enrolled in the Home Economics Division during the months of April and May, 1942. (See Appendix, Exhibit A).

The writer obtained permission from matrons of dormitories to present the questionnaires to the Freshman Home Economics students during their evening study hours. It was felt that visits at this time would give the writer an opportunity to meet each girl in person, visit with her, and to ask and answer questions, if need be, pertaining to the meaning of the questionnaire. The students were granted as much time as they needed to fill out the questionnaires.

The sophomore students had just completed a year of work as freshmen and were so near, yet far enough away from that experience to have gained, perhaps, some measure of perspective relative to their first year's work. A few questions were, therefore, presented to them for answering. (See Appendix, Exhibit B). Thirty-one (31) sophomore students enrolled in the Home Economics Division were contacted in their dormitory rooms on several afternoons during May, 1942. They were asked to answer the questionnaire without time limit. Most of them answered the questions promptly, consuming about eight (8) minutes. Several stu-



dents commented freely on certain points taken up in the questionnaire.

The freshman students attending Prairie View State College were, for the most part, graduates of high schools in various sections of Texas. Some of these students would probably, return to their high school communities to live and work. Therefore the writer consulted the home-making teachers in some of the high schools as to jobs available for the Freshman Home Economics students in their respective communities. These homemaking teachers also were asked to list home-making subjects which they taught in their schools.

Inquiry forms were delivered, personally, to thirty-two (32) high school homemaking teachers, while they were attending joint vocational Homemaking and Agriculture Conferences. During the conference recess periods, the teachers were asked to fill out an inquiry form. (See Appendix, Exhibit C). These conferences were held at Tyler, Texas, Prairie View State College and Austin, Texas, during the months of October, and November, 1941. The informal discussions with teachers, and the planned discussions of the conferences gave to the writer a new insight into some of the acute problems of the particular schools and communities in which these teachers taught. Experts in the fields of home economics and agriculture served as lecturers and



consultants during these meetings.

Since some authorities rate interviews as a very reliable and valid method of obtaining information, the writer contacted many individuals for interviews beginning in October, 1941 and continuing at intervals through February, 1944.

Interviews were held with persons in the several departments at Prairie View State College, the purposes of which were to get an index of group opinions. The writer conferred with those persons who had had considerable experiences in their given fields. These individuals were consulted because the writer felt they had a mutual interest in the persistent problems of the Freshman Home Economics students at Prairie View State College.

The persons to be interviewed were contacted in advance and asked for the appointments. The writer made plans to consume as little of their time as possible, therefore a written statement of the problem was presented to each person to be interviewed. (See Appendix, Exhibit E). Some of the persons answered briefly in writing while others who desired to discuss the problem with the writer, did so. Interviews were held (See Appendix, Exhibit F) with some members of the Prairie View State College Home Economics faculty, with the College Personnel Director, with Heads of the Departments of Social Science, Mathematics, Physical Education, Natural Science, Music, English and



Education; with members of the Mechanic Arts and Agriculture faculties; the Assistant State Leader for the Extension Service in Texas; the State Home Demonstration Agent; College Minister and with the Itinerant Teacher Trainers in Vocational Home Making and Agriculture.

It is believed, by many, that training must help one to do better the things one is going to do anyway; in other words, ones education must be functional.

Accepting this statement as true, the writer interviewed several campus housewives to secure from them, if possible, some of the experiences which they had had that would contribute to the information needed for the solution of the problems. An unannounced visit was made to each housewife interviewed. Such visits in the home made it convenient for the writer to observe the home maker functioning in the home. Questions from the information blank were not addressed directly to the home maker, but the trend of conversation enabled the writer to get the desired answers.

Persons not on the faculty of Prairie View State College were interviewed. Most of them worked with youth daily and advocated programs of training which were designed to help individuals to solve problems having to do with living and making a living. The individuals were told in advance the purpose of the interview, and appointments were made convenient for the person to be interviewed.



The writer felt that a lead question would be sufficient to get the discussion started. This proved to be true and as the interview progressed significant points were written down by the interviewer. (See Appendix, Exhibit G).

The writer was interested in the problems of the home makers living in various sections of Texas. Thus home makers of some rural communities, small towns and cities were interviewed to secure suggestions pertaining to a training program for Freshman Home Economics students.

A number of high schools and communities (See Appendix, Exhibit H) were visited at intervals during the months of March, April and May, 1943. These visits were made for the purpose of meeting prospective high school graduates who planned to enter Prairie View State College as freshmen. The amount of time given to this part of the study varied, but in most cases the writer was able to consume as much time as seemed desirable. The material was studied, findings summarized, and tentative plans for a survey course were made based on the summary.



## CHAPTER III

## REVIEW OF LITERATURE

Allred<sup>(1)</sup> made a study in 1939 of five hundred fourteen of the five hundred twenty seven students who entered Texas Technological College as beginning freshman in the Home Economics Division, during the five year period, 1933 to 1938. This study was based on the entire group of girls who entered Texas Technological College as majors in the Home Economics Division, exclusive of transfers and a few students about whom information was lacking.

Information was obtained in three ways:

(1) That portion of the data which was collected from the offices of the Dean of the Home Economics Division, the Dean of the Engineering Division, and the Registrar included age at entrance, previous training in home economics, part-time work, parental occupations, psychological examination percentiles and information concerning passing and failing grades.

(2) By use of a questionnaire sent to a part of the group.

(3) By interviews with a part of the group.

Mortality was considered from two standpoints, gross and net mortality. Gross mortality involved all students who left the division, including those who later returned



to resume their study. Net mortality included those who left the division and had not resumed their work at the time the study was made. Figures for gross and net mortality for the five year period were 40.79 per cent and 37.80 per cent, respectively.

The study revealed the immediate causes of freshman mortality with the exception of dismissal for academic failure, were, illness ranked highest, with 35.90 per cent. Later 21.43 per cent returned to resume their study. Financial difficulties, with 33.33 per cent was second highest. Marriage was third, with 23.07 per cent who dropped out for that reason. Others left to take jobs.

Previous training in home economics, engagement in part-time work and parental occupations were not found to be factors in freshman mortality.

There was evidence that social and academic maladjustment and dissatisfaction with certain courses and teachers were factors of considerable importance.

Backstrom's<sup>(3)</sup> study in 1929, suggested need for a more critical evaluation of the beginning clothing course offered in the college curriculum for freshmen. The report showed that a large percentage of all girls included in her study, then enrolled in high schools, had had one or more courses in home economics. The inclusion of home economics among the courses carrying credit for college entrance by many states, doubtlessly had a stimulating ef-



fect on the enrollment of high school pupils in those courses. Judging by description of the courses in college catalogues, there has been little adjustment in the beginning college courses in the past decade. It was found in comparing the list of garments made by high school pupils and freshman students that there was obviously useless repetition and waste of time. One inevitable result of such lack of coordination between high school and college planning is the lack of normal development of the clothing field in the college. The situation may be summed up to the effect that either the high schools are encroaching upon college subject matter or that the college is maintaining work below college grade.

Coon's<sup>(7)</sup> report of a recent study revealed that time had not permitted a critical evaluation of both procedure used and findings of studies of college curriculum problems in home economics. Miss Coon stated that she was not in a position to release the findings on the new college program as it was functioning in some of the colleges and universities. However she included in the review of the college curriculum study, those which have resulted from faculty discussions of needed changes in certain home economics curricula. Studies of the mortality of students in various colleges have caused investigations in the division of home economics.

It was found by home economics educators concerned, that large numbers of students drop out at the end of the



freshman and sophomore years. This fact, together with the belief that college education should deal with problems thought by the student to be important has led some institutions to shift the emphasis in all beginning home economics courses from that which is thought to be essential background for advance work to that which concerns itself with such problems as the maintenance of health, the use of funds, the understanding of self, and the adjustments to new relations with the family and college community.

Michigan State College<sup>(5)</sup> and University of Nebraska<sup>8</sup> evaluated the needs of college students and of home makers in relation to their physical, social, economic, technological, and esthetic development. After clarifying the goals in relation to each of these points, they have studied experiences which can be provided for college students to aid them in practical living.

Cornell University<sup>(7)</sup> focused all freshman home economics courses on the problems important to the college student at that period.

In the orientation course, guidance is given on program planning by the faculty. Rather free election is allowed in all phases of college work, social and personal as well as academic needs are considered in approving the program for each student. The various divisions have made contacts with the community and some opportunities are provided for student participation in the solution of commu-



nity problems.

Merrell-Palmer School<sup>(13)</sup> discarded the usual college method of teaching subjects by lecturing and discussion. Departmental divisions of subject matter were minimized in order to facilitate the development of individual capacities as contrasted with the acquisition of facts.

In order to discover student interests and needs, a major is selected by each student which is developed by individual study with guidance furnished in discussion periods and individual conferences. The responsibility for learning is placed directly upon the student and also there is created a situation in which staff and students are learning together.

"The New College" Teachers College, Columbia University<sup>(14)</sup> bases its program for teaching on the assumption that it is not what an individual knows alone, is sufficient, but having ability to focus the knowledge gained in the solution of problems, during any situation at all times.

The persistent problems which are thought to be inescapable in the life of every individual constitute the common core of the curriculum such as how to keep well; how to make a living; how to get along with people; how to adjust oneself to the environment and how to develop a sustaining philosophy or set of values for life.

The "New College's" educational program is directed toward helping solve principles for the guidance of conduct.



## CHAPTER IV

## FINDINGS AND DISCUSSION

The data were secured by means of questionnaires and interviews. They were analyzed first, to determine the most apparent needs and interests as expressed by freshman students enrolled in the Home Economics Division at Prairie View State College during the regular session of 1941-42. The writer assumed that it was logical to use such a sample group as a part of the basis for planning a flexible survey course, since it is to such a group that the work is to be offered. In order to make further plans to meet the needs of the students, the writer considered it necessary to know the number of years in high schools that home-making units had been pursued by the freshman students.

Table 1. Years of Home Making in High Schools as Reported by 43 Freshmen

Years of Home Making in High Schools as Reported by 43 Freshmen	Students	
	N	%
Four	12	27
Three	10	23
Two	8	19
One and one-half	2	4
One	4	9
None	2	4
No answer	5	11

Table 1 shows that approximately 50 per cent of the Freshman Home Economics students included in the study had



taken homemaking three or four years while attending high school. The remaining students had had two year's or less with the exception of two who had had none and five who for some reason or other failed to answer the question. The homemaking curriculum for Texas has been set up on a three year plan, with an optional fourth year suggested for the use of those schools who have need of offering it. Evidently, some of these students graduated from such schools, because twenty seven per cent (27%) of them had studied some phases of homemaking throughout their entire high school career. It is evident, also from a study of Table 1, that at least a representative group of high school are offering home making for less than three (3) years, which must undoubtedly be taken into consideration when offering a survey course, or an orientation course for all freshmen. The matter of personality social and economic differences complicated by differences in previous training must be given special consideration in planning problems and projects.

Thirty two high school teachers from various sections of Texas were asked to state the number of years that they offered some phases of homemaking in their schools. It was found that seventy seven per cent (77%) or 25 of the high schools reporting offered some phases of homemaking throughout three and four years. Some had homemaking two years and two schools taught homemaking five years. Those schools



offering five years of work evidently permit girls who are below high school grade, yet who are fourteen years and over to form a class. This is in line with the policy of helping overage pupils to become better prepared to take up duties of maturity which they shall no doubt do soon. Therefore, these teachers were questioned concerning the percentage of drop-outs in the freshman college year of students living in their communities. The answers reveal that most of those schools offering homemaking the four years had drop-outs after the freshman year of college ranging from 50 per cent to 95 per cent. Two schools failed to answer the question, therefore one may be justified in saying that the teachers showed some evidence of awareness of their community problems, to the extent, that the homemaking offerings were so extended. The two schools offering the five years of homemaking stated a drop-out after freshman college of 10 per cent.

The units taken in high school by 43 freshmen possibly could help to form some basis for planning subsequent courses. Consequently the students were requested to recall by memory which units they had studied.



Table 2. Home Making Units Taken in High Schools By 43 Freshman Students

Home Making Units	Students	
	N	%
Foods	26	60
Clothing	26	60
Art	12	27
How to Secure a Job	5	11
Home Management	15	35

It is shown in Table 2, therefore that the old traditional plan of teaching home making still prevailed in some schools in that more than half of the 43 freshman students had been taught foods and clothing and only a much smaller per cent had had instruction in some of the newer phases of home making now considered as integral parts of subject matter. Foods and clothing had been studied by 60 per cent of those included in this study, while only 27 per cent had studied any phase of art. Some units which were listed less frequently were included under the heading of home management of the home, for instance laundering, care and guidance of children, home nursing (care of the sick and first aid), family relations, and home improvement. Although some of the 43 freshmen stated that they wanted to secure employment after the one year of study in college and even gave the kinds of jobs which they wished to hold, Table 2, shows that only five of the number or 11 per cent had been given any organized information upon "How to Secure a Job."



In addition to the units shown in Table 2, eleven of the 43 freshmen had had some experiences in agriculture courses such as, gardening, poultry and cattle production. It has become a part of the joint program in vocational home making and agriculture to promote such experiences for girls and boys, and this, perhaps, was a marked evidence of cooperation in the joint program. It was vital to the discussion that detailed information be secured concerning the high school subjects or units which have been taken in order to prevent unnecessary repetition of subject matter and activity experiences in the units planned for the freshman college students. The 32 high school teachers included in their lists of homemaking programs, units in foods and clothing, most frequently listed, along with others less frequently listed as: Home Economics I, IIA, IIB, III home management including child care and guidance, home nursing (care of sick first aid) gardening, poultry, home improvement, family relations and personal hygiene.

Freshmen responded to the question as to whether they considered that the homemaking units which they took in high school had sufficiently covered the subject matter and activity experiences to help them cope with the problems of living as home maker or wage earner. The "yes" response was given by 50 per cent, whereas one or two students qualified the "yes" response by adding "partially,



or in some ways" while the remainder gave an emphatic response of "no." This is particularly interesting in view of the fact that a large per cent of the students not included in the survey had completed their formal training with the high school commencement or before. It therefore became a part of the aim of the writer to plan for those persons who might be fortunate enough to spend one year in college. It is hoped that such a course as planned shall prepare these students to more adequately face life and living.

Since the courses in the high schools had not met the needs of the freshman students as reported by them, one became interested in finding out whether freshmen, if they were so privileged would make suggestions of units to be offered in high school and if so would their needs be taken care of more adequately.

A group of persons working at the University of Minnesota<sup>(2)</sup> used some such scheme in trying to find out which group of objectives set up by the high school pupils themselves, would represent the things which they wanted to do and learn about. One of the many important facts brought out was that high school pupils wanted to learn specific things. At any rate, the 43 freshman students were asked to list units which they wished they might have studied in high school.



Table 3. High School Home Making Units  
Suggested by College Freshmen

Suggested Units	Students	
	N	%
Clothing (dress designing, Tailoring of garments)	14	32
Foods (meal planning)	14	32
Art	8	19
Home Management	3	6
Consumer Education	2	4

Table 3 reveals that more than 75 per cent of the freshmen suggested units in foods and clothing which causes one to question further just what phases of foods and clothing they desire. Foods and clothing, were the units most frequently studied in the high school homemaking course, as stated by the high school teachers and freshman students. However one may assume that the student's desire for these units is based largely on their acquaintance with them. They made no references, because of the lack of information, no doubt, of the methods of teaching, which would give to them basic experiences in personal problem solving. It is, perhaps, also, evident from Table 3, that some few students attempted to classify into groups their foods and clothing needs, such as dress designing and tailoring of garments. However the data show that only one of the 43 freshmen suggested tailoring of garments and only two listed dress designing. The others undoubtedly needed other phases of the units to meet their needs. One listed meal planning in the food group. Art, too was found to be a much desired unit, 50



per cent of the students approved of it as a helpful course to be offered to high school pupils.

It is shown in Table 3, that there were some qualifying descriptive titles, but they are neither sufficiently numerous nor clearly stated.

It must be remembered that these students were having a course in related art, their first real contact in that field and were no doubt strongly influenced in making the choice. It was found in the group of units listed as taken in high school that, 62 per cent of them had had a kind of art course, so one is to believe that the type of art given them as freshmen, more nearly met their needs as they saw them. Of course no information on this point was available in the data. Art units have such a wide application in so many different units that it should be no problem for the high school home making teachers and freshman college instructors to prevent overlapping, if units were offered at both levels. Home management was also listed, but only 6 per cent of the freshmen considered this unit helpful. Some phases of house cleaning and home laundering were included, too, in the home management unit.

With the information at hand as to the units in home making which the students had taken, and which they think they should have taken, it seemed that the logical next step was to discover whether or not they believed that the college courses which they were then pursuing would meet



their needs. Some of their needs were preparation for marriage, that is, home making and ability to engage successfully in wage earning pursuits such as domestic labor and personal service. There were opportunities also for persons interested in cooking for large groups and dress designing. The persons interviewed suggested that the most helpful courses to be offered in the freshman college year might be foods (meal planning, food preservation), clothing and grooming. These appeared most often along with home management, home nursing, care and guidance of children, elementary nutrition, consumer education, art and others. Since this course was being planned for freshmen, it was the logical approach to consult them concerning the courses desired which would benefit them most after the one year of study. These freshmen were interested in taking courses in the college curriculum not only in home economics, but in other departments of the college as well.

A few students were interested in some phases of physical education, political science, music and civic art. They realized there were community problems in which the college woman might help. These activities would offer an outlet for energy and worthwhile experiences in the community. As a good citizen must not think only of her family.

In Table 4, is noted courses desired by the 43 freshmen.



Table 4. College Courses Desired by 43  
Freshman Home Economics  
Students

Name of Courses	Students	
	N	%
Clothing	14	32
Tailoring garments	13	30
Foods	16	37
Child Care and Guidance	10	23
Art	5	12
English	6	14
Home Management (laundry)	5	12
Household electrical repair	2	4
Dry Cleaning	1	2
Mathematics	2	4
Consumer Education (Economics)	2	4
Family Relations	1	2
Typing	1	2
Occupational Guidance (How to get and hold a job)	1	2
Broom and Mattress Making	3	7

Table 4 shows that the 43 freshman students desired more of some of the same courses which they had taken in high school. It is interesting to note that they previously suggested that some of these be taught in high school, also. It is not easy to discern what is the implication here. More than 85 per cent of the freshmen desired additional training in some phases of foods. Clothing also was desired by 74 per cent. So undoubtedly clothing and foods are believed at least by the students included in the survey to be the basic courses for Home Economics Freshman students. Certainly they seem to be greatly preferred over others of the Home Economics major offerings. One phase of clothing desired was tailoring. Since so many desired tailoring, it was not listed as clothing, but was given a



place of its own as will be seen in Table 2 and Table 3.

In view of this great expression of interest, desire or need it may be indicated that freshmen should be given some training in the fundamentals of tailoring garments along with selection and construction of clothing. Child care and guidance was desired by approximately 53 per cent. Such an interest is expected due to the number of them who expressed a desire to become home makers. Some training along the line of care of children might help the student to assist in their own homes and to secure employment in caring for children of other families in homes or nurseries. Some other courses which the 43 freshmen felt would help them to better solve problems of living whether in their own homes or as wage earners were art, English, home management, household electric repair, dry cleaning, mathematics, consumer education, family relations and typing. Occupational guidance was desired by only one of the 43 students. This was startling due to the fact that a large number stated that they desired early employment. Broom and mattress making was also listed. The writer assumed that the interest was more in the phase of mattress making than broom construction. It has been noted for a few years that in the communities of Texas, where the home demonstration agents are working, occasionally, a program in mattress making is in progress. It is not known, however, by the writer if similar instruction is being given in broom



making. Therefore, it is thought that the few students, 7 per cent, may need the information for use in making mattress out of materials on hand in their own homes. Forty-three Freshman Home Economics students checked home mechanics as essential for improving every day living.

Table 5. Home Mechanics Unit 43 Freshmen considered Essential for Improving Every Day Living

Name of Unit	Students	
	N	%
Broom and Mattress Making	20	46
Practical Wood Work and Repair	14	32
Laundering and Dry Cleaning	25	58
Mending Tailored Garments	27	63
Household Electrical Repair	25	58
Checking and Care of the Family Car	11	25

The writer admitted the error of listing two units in the class of Home Mechanics - laundering and dry cleaning and mending tailored garments.

Table 5 shows that most of the freshmen consulted believed that the home mechanics unit would be very beneficial in the efficient performance of jobs in the home. Those students may or may not have realized the effect which the war had on securing carpenters, electricians, mechanics as well as other skilled workers to render services in private homes. The freshmen also suggested that a few of the courses now offered in the sophomore, junior and senior years be included in the freshman year to meet the needs of those individuals who drop out.



The effectiveness of instruction offered in the various fields may be determined by an evaluation of the knowledge gained by students plus their achievement in situations. Since this program of study was proposed for freshmen, it was wise to know of them, their beliefs concerning the best methods of instruction used in the classes by former instructors. Most of the freshmen replied "group discussion, as we get better ideas," of different courses offered. Approximately 75 per cent of them felt capable of solving problems better where there were actual experiences after planning a possible solution. Others felt that freshmen needed more laboratory periods in contrast rather to lectures. The following expressions were taken from the papers, in response to the question concerning the value of activity experiences in home economics courses.

"You learn by doing," "demonstration and student practice," "a thing is better understood when actually experienced in activity," "clear explanation, consideration, because, freshmen are just coming in and it takes time," "both theory and practice, as one should have some practice along with theory", "some consideration given to the background of a student in class assignments." Of course there were some students who felt that along with activity experiences there should be lectures and class discussions. This would help in the understanding of more technical



subject matter as they saw it.

The answers as quoted above give one some idea as to the understanding which freshman students have gained through reading, or discussion, of the methods of teaching in relation to their needs and achievements.

Since the sophomore college is just a step above the freshman year, questions were asked of 31 sophomores concerning freshman courses as a basis for their understanding.

Table 6. Freshman Courses found Helpful as a Basis for Better Understanding of Sophomore Courses

Freshman Courses	Students	
	N	%
English	8	26
Mathematics	7	23
Clothing	15	48
Chemistry	8	26
Art	16	51
Psychology	8	26
Physical Education	1	3
Education	6	19

In Table 6, it is seen that freshman courses such as English, mathematics, chemistry and education were found to be helpful for the sophomore since the elementary principles of each were applicable in the advanced courses. More than 50 per cent considered the art principles and clothing as well as psychology vital courses which would bring about a better understanding in further study. Of course only 6 per cent of the 31 sophomores felt that the clothing course would help individuals to live better. It is no



doubt what the remaining 94 per cent felt since they failed to fill out the questionnaire. Therefore one may assume that it was probably questionable to them as to whether any of those courses listed in Table 6 would meet their needs, as they knew them.



## CHAPTER V

## SUMMARY

The students who did not return to college for further study after the freshman year had become of such concern to the Home Economics Staff at Prairie View State College that the writer proposed to make an investigation of some important points having vital relationship to the problem. It was assumed among other things that these students drop out of college to become home makers and to accept jobs as wage earners. It was evident that these students would need guidance in solving problems of living in those two areas.

In order to determine what the past experiences had been and what their needs for the present and somewhat immediate future might be, certain questions were answered of some freshman and sophomore students. These were presented by means of lists, which the students were asked to check.

The teachers of Homemaking in some high school were asked to give information, as were many other persons, who were in position to have gained and could give valuable facts, and figures.

The general idea gleaned from all of this material



was that whatever had been taught both in high school, and during the freshman college year, had not met the needs, as expressed by both students and advisers - this need was a well-rounded course in home economics, a survey, or orientation course, based on both the economical and social needs of the young students. Therefore, a skeleton of such a course was organized with objectives and some experiences which may be used for guidance in teaching.



## CHAPTER II

PROPOSED SURVEY COURSE FOR INCREASING POST SECONDARY ATTENDANCE

Organization of the Proposed Survey Course

The function of Prairie View State College is to make possible for its students a better life in all phases of relationship and a wider range of service. Opportunities for training are provided in the major fields of agriculture, economics, education, health, liberal arts, and science.

### PART II

These facts noted the writer was convinced that presenting a survey course for students was essential to the college's aim to use students in solving daily problems of living.

The course proposed is an exploratory survey course in social patterns, of the participant type, based on the needs of the college. Appendix Exhibit I shows the proposed course which meets the needs of students from the college and the community at Prairie View State College. The course begins with a survey of the college and its community and then moves to the core. The writing of the survey is the primary activity in acquiring the technique of writing and in the development of relationships of other agencies with the individual aspects of life.



## CHAPTER VI

## PROPOSED SURVEY COURSE FOR FRESHMAN HOME ECONOMICS STUDENTS

## Organization of the Proposed Survey Course

"The function of Prairie View State College is to make possible for its students a better life in all areas of relationship and a wider range of service. Opportunities for training are provided in six major divisions, Home Economics, Agriculture, Mechanics Arts, Nursing Education, Arts and Sciences and Graduate study."

These facts noted the writer was concerned in proposing a survey course for Freshman Home Economics students who wish to use such training in solving daily problems of living.

The program proposed is an exploratory survey course, mosaic pattern, of the participant type, (see definition of terms, Appendix-Exhibit I) based on the persistent living problem needs of Freshman Home Economics students, who may enroll at Prairie View State College. One unique value of such a course lies in its concern for home and family life as the core, the unifying of instruction, and its emphasis on acquiring the techniques of living whether these be human relationships or others concerned with the material aspects of life.



It is expected that the course be flexible. This kind of educational training is co-extensive with life and tends to offer a freshman girl that which will best enable her to use to advantage whatever experiences she may gain in living. The individual who determines the values most worth working for in personal and family living may eventually feel that what she learns in the class room is an integral part of what she does outside.

The writer used in the development of this program data secured in the survey of some Freshman Home Economics students. It is expected that students be admitted to take the survey course on the same conditions as those upon which they are admitted to the freshman class. The writer suggests that a pre-test be given upon entrance into the unit and a test after teaching. These tests, while not within the scope of this study, should have for their purpose, guidance of advisors and students in determining needs, interests, achievements, personality, and cultural background. In other words, these tests should be preliminary to laying out individual educational patterns for each student. The data revealed in the tests, together with those gathered from the student's home, social and civic life would be the major tools for personnel guidance. While the student should remain at all times the center of interest in this program, he is not the sole, perhaps not even the greatest beneficiary. It will require the teacher working



constantly with the student to set up and study the objectives and to determine after teaching the extent to which objectives have been realized. It is suggested that the survey course should aim to sample, rather than to survey the several fields of learning. Since this program is flexible and is designed so as to be co-extensive with life, it is intended that each college division offer distinct contributions to a student's cross section picture of contemporary life. It is desired that the instructor sample with comprehensiveness and penetration into the area of his special interest and training, but that it should be done so that students may fully understand. No instruction is effective unless it results in generalizations and concepts which serve to interpret experiences and to guide behavior. The primary purpose of this course is to assist the Freshman Home Economics students in mastering persistent problems of living, which every individual must face in responsibilities and privileges of mature living. All of these needs and interests of the freshman students have been considered in planning, both in relation to the world at large and in relation to the local situation.

The objectives and experiences which are to be used in teaching the course have been set up. These experiences have been tentatively organized into sections of work covering several weeks each in the four core areas of human



relationship (see Appendix J) in which each individual must function in life. The units are not equal in length and altogether they probably represent about eighteen weeks work for a class. The projects or problem selected by individual students may be based on her living problem needs. Further study of this sample group of Freshman Home Economics students (1941-42) might reveal additional needs and also a change in the world or national situation may create new problems or increase the problems in evidence.

The writer would suggest as the knowledge of these characteristic needs grow, under personnel study, and analysis, that they may alter somewhat the course offerings. Due to the students persistent life problems forming the core of this program, it is inevitable that subject-matter lines and divisions be eliminated whenever possible.

The following outline makes no attempt to describe the subject-matter content, the methods to be used in teaching, the class organization, the illustrative material, the references, nor the evaluation procedures. The order of the units listed does not necessarily indicate the sequence which is best to be followed since the units are optional. There has been no effort made to show what will be done between classes in the way of student problem personal guidance nor to schedule the time required to



complete the units. The course is therefore, an outline of the objective for experiences which can be used to help Freshman Home Economics students solve their daily living problems.



## Program of Study

### General Objectives for the Teacher -

1. To offer a survey course in home economics which will function in the daily living of the freshman students. It is that the course may help these students to arrive at the kind of self-realization that will contribute most effectively to the development of experiences calculated to improve the individual personality and to benefit society in general.

2. It is expected that such a course may lead one to the acceptance of an appreciation for higher standards of living in one's home and community. It is generally believed that improved standards of living bring about more satisfaction in life and in earning a living.

3. To develop ability of the student to effectively use the home and community activities to earn a living is necessary or desirable.

(6) Ability to make the choices that are best for us.

(7) Understanding of what causes friction with relatives and other friends.

(8) Ability to find out why some people are happy after marriage and why some are not.

(9) Ability to find out what causes some people



## SECTION I

## A. Personal Problems

1. Social needs and helps for getting along with other people.

a. Objectives:

- (1) A desire for self improvement and a willingness to profit by constructive criticism.
- (2) An appreciation for the advantages of good personal appearance in the home and outside of the home.
- (3) Ability and skill in appearing at ease under all circumstances.
- (4) Ability to be the kind of person one would like to have as a friend.
- (5) Understanding of why people of different ages have such different ideas as to what is right - parent-child problems.
- (6) Ability to make the choices that are best for me.
- (7) Understanding of what causes friction with relatives and other friends.
- (8) Ability to find out why some people are happy after marriage and some are not.
- (9) Ability to find out what plans have been



used successfully in the guidance of children.

- (10) Interest in personal hygiene and health habits.
- (11) Ability to be a gracious hostess or a thoughtful guest.
- (12) Interest in a stimulating hobby.
- (13) Learn how to cooperate with room mates and matrons in dormitory living.
- (14) Skill in performing some kind of job.

b. Suggested Experiences

- (1) Organize a "Personal Problem Clinic" for members of the class.
- (2) Engage a competent person to talk on boy and girl relationships.
- (3) Select and give reports on marriage topics.
- (4) Read and report on some articles on family relations. Make and try some suggested procedures in your home or at school.
- (5) Plan and give a party for friends.
- (6) Attend musical programs, book reviews and visit art museums and parks.



## 2. Budgeting Time and Money

### a. Objectives

- (1) Interest in planning a systematic guide for performing necessary daily activities.
- (2) Ability to realize the importance considering the sequence of ones action.
- (3) A desire to learn how to proportion and allow sufficient time and money to meet all needs and some wants.
- (4) Learn through actual experience how to recognize values in buying.
- (5) Interest in working out problems involved in spending and saving money
- (6) Understanding the advantages and disadvantages of buying by cash, charge, lay by, and installment.
- (7) Learn how to get most for one's money when buying certain articles and services.
- (8) Ability to understand the facts and processes involved in solving simple mathematical problems.

### b. Suggested Experiences

- (1) Make a list of the various activities in which you are now engaged in the pattern of a weekly time schedule. Follow it for a week,



making notes of any desired changes as they occur to you. Revise your schedule each week for one month. List advantages, if any.

- (2) Show a distribution of expenditures for your room and board, clothing, tuition fees and school supplies, laundry, transportation, medical care, recreation and gifts, and church and welfare. (War stamps, bonds, community chest, Red Cross, etc.)
- (3) Make plans for the food, clothing, recreation, household upkeep for a family of four including father, mother, two children, ages 10 years and 6 months old for one year. (Student may use her own home if she desires)
- (4) Experiences in reading a balance sheet, understanding simple calculation in life insurance.
- (5) Learn to read newspapers, magazines and journals intelligently.
- (6) Learn how to bank money on savings account.



### 3. Health Habits

#### a. Objectives

- (1) Recognition of one's physiological limitations and the inclination to live within them.
- (2) Knowledge and appreciation of the agencies which guard public health and a disposition to cooperate with these agencies for the promotion of physical welfare.
- (3) A knowledge of the effect of nutrition on health, understanding how certain activities affect health.
- (4) Ability to render first aid in an emergency.
- (5) Learn safety first practices that are useful in play, work and travel.
- (6) Learn how often people should have physical and dental examinations.
- (7) Find out what makes children healthy.
- (8) Some experience in helping children to learn good health habits.

#### b. Suggested Experiences

- (1) Select meals from a list of foods posted in a cafeteria. Discuss the meals in terms of the essentials of a wholesome breakfast, luncheon, or dinner.



- (2) Show movies on the effects on health of milk and other foods.
- (3) Read and discuss case studies of children with nutritional difficulties.
- (4) Plan and give a playlet showing causes of good and poor health in children.
- (5) Lecture to class by physical education teacher.
- (6) Show movies of first aid and safety first practices.
- (7) Engage a doctor and nurse to conduct a health clinic.
- (8) Consider methods of preventing certain types of illness in persons such as colds, and over fatigue.
- (9) Find out weight and height. Compare with standard scale. Discover, if possible, the best state of health for you.



## SECTION II

## A. Keeping Physically Fit.

## 1. Food Essentials for Health.

a. Objectives

- (1) Appreciation for the factors to be considered in planning adequate meals for the family.
- (2) Knowledge of what foods are good for the college girl.
- (3) Ability to select, prepare and serve attractive well-balanced meals.
- (4) Ability to plan an adequate diet for children of various ages in relation to menu planning for the family.
- (5) Ability to plan, prepare, and serve foods to someone who is ill.
- (6) Knowledge of how to prepare meals for people who require special diets.
- (7) Learn how to prepare formula for babies.
- (8) Learn how to introduce new and desirable foods into the child's diet.
- (9) Ability to learn a variety of ways of preparing different kinds of foods.
- (10) Skill in laundering table linen.



- (11) Interest in becoming a competent waitress.
- (12) Skill in selecting and storing food products.
- (13) Knowledge of how to select foods from home gardens and from consumer markets.

b. Suggested Experiences

- (1) Check your self on the physical signs of good nutrition. Check your food requirements list with the meals that you ate last week.
- (2) Calculate your own caloric requirement for a college. Do the same while at home on vacation. If these requirements differ, explain why.
- (3) Make several concise statements as to why you as a college young woman are interested in the selection of your meals.
- (4) Plan a series of meals for your family.
- (5) Prepare an exhibit to show the sources of the various foodstuffs.
- (6) Talk by school dietitian or school nurse on the nutritional needs of children of different ages.



## SECTION III

## A. Helping Myself, My Family and My Country Through Wise Selection of Clothes.

## 1. Planning and Purchasing the Wardrobe.

a. Objectives

- (1) Understanding and practicing good shopping ethics.
- (2) Learn how to recognize quality of fabrics in relation to price.
- (3) Learn how to judge quality of fabric and workmanship in ready-made garments.
- (4) Knowledge of what information may often be found on labels.
- (5) Recognize quality in dress trimmings.
- (6) Become acquainted with materials as they come out on the market and the meaning of new textile terms.

b. Suggested Experiences

- (1) Make score cards for judging ready-made and home-made garments.
- (2) Study leathers and other fabrics used in shoe construction.
- (3) Visit ready-to-wear shops, arrange with the salesman for an interview on points to look for in well made garments.



- (4) List factors which are usually present in cheap, poorly made garments.

## 2. Constructing Our Clothing

### a. Objectives

- (1) Ability to conserve the family resources through the construction of new and attractive garments.
- (2) Appreciation for contribution which individuals can make in the present emergency through home sewing.
- (3) Learn what fabrics are suitable for the garment to be made at home.
- (4) Skills necessary to produce attractive garments.
- (5) Appreciation for the value of attractive garments to the individual wearing them and to others.
- (6) Skill and taste necessary for remodeling, renovating and care of clothing.
- (7) Ability to construct garments for children of different ages.

### b. Suggested Experiences

- (1) Demonstrate taking of measurements.
- (2) Bring samples of materials and decide which are suitable for garments to be made.



- (3) Study fabrics in relations to pattern design and becomingness to wearer.
- (4) Demonstrate methods of preparing material for cutting and fitting a garment.
- (5) Select from your clothes one garment which needs renovating. Make a score card for judging made over garments.

### 3. Grooming and Care of the Wardrobe

#### a. Objectives

- (1) Learn when clothes can be cleaned at home with safety and without injury to the fabric (and persons doing the cleaning).
- (2) Learn how and where to store out of season clothes.
- (3) Knowledge of how to tint and dye clothing.
- (4) Knowledge of how to care for shoes of any material.
- (5) Knowledge of the right processes of laundering to use on fabrics.
- (6) Learn the methods of mending and repairing garments.
- (7) Knowledge of the equipment needed in the care of clothes.



b. Suggested Experiences

- (1) List clothes and fabrics that require dry cleaning. Check those that can be cleaned at home and those that cannot.
- (2) Exhibit different kinds of cleaning equipment needed for successful home dry cleaning.
- (3) Make a list of precautions to take when doing dry cleaning at home.
- (4) Display pictures and literature about the storage of clothes. Determine how they can be adapted to your own situation.
- (5) Make class reports on the origin of dyes. Correlate with chemistry.
- (6) Demonstrate tinting and dyeing.
- (7) Exhibit different kinds of polish and cleaning agents used in the care of shoe materials.



## SECTION IV

## A. Our House Means Home

a. Objectives

- (1) Knowledge of things to be considered in selecting the location of a home.
- (2) Understanding the problems involved in finding a suitable place to live.
- (3) Learn the relative costs and the advantages of renting and of owning a home.
- (4) Learn how much it costs to furnish a home.
- (5) Understand how much it costs to manage a homes.
- (6) Ability to determine which home duties are most important.
- (7) Learn some things about the responsibilities of the woman in the home.
- (8) Understanding the factors involved in deciding whether to keep on working after marriage.
- (9) Knowledge of what play equipment children of different ages need and like.

b. Suggested Experiences.

- (1) List necessities which must be provided for by family income and try to find out how much these cost.



- (2) Discuss ways of adding to real income of family by service of the family members. Point out advantages and disadvantages of each plan suggested.
- (3) Plan entertainments for the family and friends.
- (4) Make field trips to various localities in the city which are representative of life at the various income levels.
- (5) Find out what your town is doing in community planning.
- (6) Find out how much certain pieces of furniture in your home cost. Use these figures as a basis for beginning a budget for a house you would like to furnish.
- (7) Observe children at play in nursery school or in supervised play and learn how the director manages the group.
- (8) Rearrange the furniture in your dormitory room. What changes have you made?
- (9) Select pictures that are suitable for you and for your own room at college.
- (10) Demonstrate several flower arrangements in different containers. Select a few for use in your home. Be able to give the reason for your selections.
- (11) Write a paper on curtains and draperies used in the home.



## SECTION V

## A. Total Fitness

## 1. Spending One's hours of Leisure.

a. Objectives

- (1) Learn how to plan your work so there will be time for recreation.
- (2) Knowledge of how to choose places to go for entertainment.
- (3) Learn how to use leisure time more wisely.
- (4) Ability to play games at parties.
- (5) Appreciation for College dances.
- (6) Knowledge of physical education.

b. Suggested Experiences

- (1) Plan ways of using time when one is alone during the evening.
- (2) Name some things you like to do with your family better than with any one else.
- (3) Plan with own brothers or sisters a surprise for mother or father, such as a trip on a picnic, or a good movie.
- (4) Plan a dormitory gathering without refreshments.
- (5) Take field trips with a school group (freshman class or Y. W. C. A.) and learn to build fires, make bean holes, roast potatoes, or broil meat.



- (6) List the most popular leisure time activities which are accessible to you on the campus.

- (2) Learn which jobs should be done by hand and which ones should be done by machine.
- (3) Learn how to get the most for one's money when paying for certain services and buying household fixtures.

V. Suggested Experiments

- (1) Consult the instructor in the classroom and ask for instructions in
  - (a) How to select and replace a light bulb.
  - (b) Assemble or repair the electrical cord of a home electrical appliance.
  - (c) Wire an extension cord.
  - (d) Read the meters for gas, water and electric service.
  - (e) Install a radio set.
- (2) Refinish furniture in your home.
- (3) Practice in the class the details of sharpening knives and repairing tools in vital cooking processes.
- (4) Attend a demonstration class in physics and find out how to do the following:



## 2. Home Mechanics

### a. Objectives

- (1) Knowledge of how to help in the work of the family home.
- (2) Learn which jobs should be done in the home and which ones should be done outside the home.
- (3) Learn how to get the most for one's money when paying for certain services and buying household fixtures.

### b. Suggested Experiences

- (1) Consult the instructor in the electric work and ask for instruction in
  - (a) How to detect and replace a blown fuse.
  - (b) Assemble or repair the attachment cord of a home electrical appliance.
  - (c) Wire an extension cord.
  - (d) Read the meters for gas, water and electric service.
  - (e) Install a radio set.
- (2) Refinish furniture or wood work
- (3) Practice in the class the methods used in sharpening knives and repairing leaks in metal cooking utensils.
- (4) Attend a demonstration class in plumbing and find out how to do the following,



## 1. How to be Employable

### a. Objectives

- (a) a leaking compression faucet,
- (b) a fuller-ball faucet,
- (c) a flush tank,
- (d) Clean a drain pipe.
- (5) Visit the Auto Mechanics shop for a few hours and practice servicing an automobile. Consult the mechanic on points a driver should know about the car.

### b. Suggested Experiences

- (1) Secure a speaker on department.
- (2) Determine what makes a good speaker.
- (3) List points to be expressed in a letter for jobs.
- (4) Write letters of application.
- (5) Discuss the rights of the employer and employee.
- (6) Interview people in various jobs. Find out the future possibilities for these jobs.



### 3. How to be Employable

#### a. Objectives

- (1) Learn a number of ways to earn money.
- (2) Learn how to apply for a job.
- (3) Find out how home economics can help one to secure and hold a job.
- (4) Knowledge of the advantages of good health in getting and keeping a job.
- (5) Understanding causes of friction between employers and the people whom they employ.
- (6) Learn about possible jobs and the preparation needed for them.

#### b. Suggested Experiences

- (1) Secure a speaker on vocational opportunities.
- (2) Determine what makes a job desirable.
- (3) List points to be considered when applying for jobs.
- (4) Write letters of applications.
- (5) Discuss the rights of the employer and the employee.
- (6) Interview people in various lines of work. Find out the future possibilities of some jobs.



## SECTION VI

## A. Social and Community Problems

a. Objectives

- (1) Knowledge of the conditions under which people work to produce and sell the things we use.
- (2) Find out what protection the community offers to the homes in it.
- (3) Understand the extent to which people should be guided by community standards.
- (4) Knowledge of how community regulations help to prevent disease and accidents.
- (5) Knowledge of how to plan and carry out a project in community improvement.

b. Suggested Experiences

- (1) Have a member of the class investigate and report on city ordinances regarding factors, such as pavement around the home, garbage disposal, water supply, fire protection.
- (2) Investigate local, state, and national welfare agencies and set up differences in function.
- (3) Invite health officer or nurse to talk upon community health regulations.
- (4) Show movies on spread of diseases.
- (5) Invite a safety officer to talk on safety.



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APPENDIX



## EXHIBIT A

## FRESHMAN HOME ECONOMICS QUESTIONNAIRE

1. Did you take home making in high school? \_\_\_\_\_ No. of years? \_\_\_\_\_
2. Some of the courses (subjects) you took in high school were  
(Name them) 1. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 6. \_\_\_\_\_  
3. \_\_\_\_\_ 7. \_\_\_\_\_  
4. \_\_\_\_\_ 8. \_\_\_\_\_
3. Did you have any subjects in Agriculture (such as gardening, poultry or dairy cattle production)  
List courses 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_
4. Should you have stopped school on completion of your high school work, do you think these courses would have helped you to live better?  
Or earn a living? \_\_\_\_\_
5. List the courses of your opinion which would have been most helpful had they been offered in the high school.  
1. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 6. \_\_\_\_\_  
3. \_\_\_\_\_ 7. \_\_\_\_\_  
4. \_\_\_\_\_ 8. \_\_\_\_\_
6. Are you satisfied with your Freshman Home Making Course to the extent that you could stop out of school now and feel you are fitted for employment?  
Or become a home maker? \_\_\_\_\_  
Care for children, etc.? \_\_\_\_\_
7. Name some jobs your training in Home Making perhaps has prepared you for (such as maid, waitress, seamstress, etc.)  
1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_ 6. \_\_\_\_\_
8. Check any of the following courses if you feel they are needed to improve ones living or prepare for a job.  
(1) Broom and mattress making (3) Tailoring and garment making  
(2) Practical woodwork re- (4) Household electrical Re-  
pair pair



(5) Laundering and dry cleaning.

(6) Checking and hints on care of your family car.

9. List other courses that you think should have been included in freshman year due to their value in general should you drop out of school.
10. Which methods of instruction do you think should be used in teaching freshman courses? \_\_\_\_\_  
Why \_\_\_\_\_
11. Have you received more benefit from activity experiences that from class discussions or lectures in presentation of the Home Making Courses? \_\_\_\_\_
12. Are there other home making courses offered in the sophomores, junior or senior years that you think should be included in the freshman year for the benefit of those persons who drop out of college after the freshman year? \_\_\_\_\_
13. Which of your freshman courses should be continued in the sophomore year in order that you may have more advanced training toward the degree in homemaking. \_\_\_\_\_  
\_\_\_\_\_
14. If you had just one year to attend college what are some of the courses or experiences you would like to have in order to make a living (earn wages) \_\_\_\_\_  
Or live better in your own home? \_\_\_\_\_
15. What kind of work do you plan to do this summer? \_\_\_\_\_  
Are you going to return to college next school session?  
\_\_\_\_\_



## EXHIBIT B

## HOME ECONOMICS SOPHOMORE QUESTIONNAIRE

What freshman courses have you found helpful as a basis for better understanding in some of your sophomore courses?

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Had you dropped out of school during your freshman year, what courses do you think would have benefitted you most in getting a wage earning job or becoming a home maker?

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## EXHIBIT C

## HIGH SCHOOL TEACHERS OF HOME MAKING

1. Name of School? \_\_\_\_\_ County \_\_\_\_\_  
Population of town or community (approximate) \_\_\_\_\_
2. How many years of homemaking do you have in your school?  
\_\_\_\_\_
3. What courses are taught? \_\_\_\_\_
4. If one of your graduates wanted to take homemaking one year only.  
Freshman Course in College - what do you think she would need in order to make a living or to be a better liver in her community?  
\_\_\_\_\_  
\_\_\_\_\_
5. About what per cent of your girls who go to college for one year drop out? \_\_\_\_\_
6. What do they do after dropping out of school? (college)  
\_\_\_\_\_  
\_\_\_\_\_



## EXHIBIT D

Box 2  
Prairie View College  
Hempstead, Texas  
October 25, 1941

Director of Home Economics Division:

I should like very much to have your cooperation in securing the enclosed information which is very necessary to complete a study based on the percentage of freshman girls, who drop out of college after one year of study in the Home Making Course in the Negro colleges of Texas.

Will you kindly give the following information, if available in your Home Making Division files, or in the office of the Registrar in your college?:

1. The per cent (approximate) of freshmen girls taking the home making course for the last few years who dropped out of college after one year of training: \_\_\_\_\_
2. What courses are offered in the Home Making Division during the freshman year? \_\_\_\_\_
3. Do you have records of what some of these girls are doing? If so, please give a list of the jobs being performed by them. \_\_\_\_\_
4. Would you or the registrar give me the addresses of at least five (5) of these girls who dropped out after taking one year of Home Making in order that I may contact them? (No special year is desired).
5. What courses would you recommend for freshman girls who take Home Making one year, in order to meet their practical needs as home makers or wage earners?

I am indeed grateful to you for your cooperation in this matter.

Sincerely yours,  
(Mrs.) Jimmie Ruth Phillip



## EXHIBIT E

PERSONS IN SEVERAL DEPARTMENTS OF PRAIRIE VIEW STATE  
COLLEGE

Please answer the following question in writing:

## Problem:

A number of Freshman College girls, from rural communities, towns and cities, who take Home Making for one year drop out of school to become domestic servants and homemakers. In the light of this fact:

What courses would you suggest for a Freshman College course to meet the needs of these girls in order that they may become better liverers?



## EXHIBIT F

## INTERVIEWS

Persons interviewed at Prairie View State College, Prairie View, Texas:

Mrs. Louisa Taylor Bonham - State Itinerant Teacher-Trainer of Vocational Home Making.

Mr. O. J. Thomas - State Itinerant Teacher-Trainer of Vocational Agriculture.

Mr. B. S. Luter - Instructor in the Division of Agriculture.

Mr. R. Von Charlton - Chairman of Music Department

The Reverend Lee C. Phillip - College Chaplain

Dr. S. E. Warren - Chairman of Social Science Department

Coach S. B. Taylor - Physical Education Director

Miss Lillie Mae Paley - Resident Teacher-Trainer of Home Making.

Miss Pearl Foreman - Instructor in Foods Department

Mrs. I. W. Rowan - State Home Demonstration Agent

Mr. Marshall Brown - Assistant State Leader for the Extension Service in Texas

Mrs. M. A. Cleaver - Home Maker

Mrs. C. E. Carpenter - Home Maker

Mrs. Harry Woolfolk - Home Maker

Miss A. C. Preston - Supervisor of Negro Schools in Waller County

Dr. R. P. Perry - Chairman of Natural Science Department

Mr. A. W. Randall - Mathematics Department

Dr. E. L. Sasser - English Department

Mr. J. H. Windom - Education Department

Mr. C. L. Wilson - Mechanic Arts (Director) Division

Mr. R. W. Hilliard - Personnel Director



## EXHIBIT G

## OTHER PERSONS INTERVIEWED

- Mr. Alvin Collins - Vocational Agriculture Teacher,  
Mexia, Texas
- Mrs. H. W. Carter - Director of Home Economics, Bishop  
College, Marshall, Texas
- Mrs. W. L. Campbell Glass - Director of Home Economics,  
Texas College, Tyler, Texas
- Mrs. Gladys Hudnall - State Supervisor of Home Making for  
N. Y. A. Resident Projects, Texas  
University, Austin, Texas
- Miss Pauline Watkins - Jeanes Supervisor of Brazos County,  
Bryan, Texas
- Mrs. Helen Blount - Jeanes Supervisor of Cass County, Texas
- Mr. and Mrs. W. L. Singletary - Home Makers, Palestine,  
Texas
- Mr. and Mrs. W. J. Carter - Home Makers, Luling, Texas
- Mrs. M. B. Collins - Home Maker, San Antonio, Texas
- Mrs. R. Tapscott - Jeanes Supervisor of Washington County,  
Brenham, Texas
- Mrs. Robnett Young Spates - Adult Home Making Teacher,  
Prairie View State College, Texas



## EXHIBIT H

## HIGH SCHOOLS VISITED

Town	County	Name of School	Name of Principal
1. Crockett	Houston	Colored High School	Wm. Henry
2. Bastrop	Bastrop	Colored High School	E. L. Fair
3. Ennis	Ellis	Colored High School	B. F. Thomas
4. Groveton	Trinity	Colored High School	G. E. Hubbard
5. Hempstead	Waller	Sam Schwarz Training School	W. M. Davis
6. LaGrange	Fayette	Colored High School	William Collins
7. Pledger	Matagorda	Williams Hi- School	Isaac Williams
8. Richards	Grimes	Colored High School	E. E. Brown
9. Somerville	Burleson	Colored High School	C. Greene
10. Wilcox	Burleson	Hendrix School	B. Taylor
11. Teague	Freestone	Booker T. Washington High School	
12. West Columbia	Brazoria	The Charlie Brown School	Ewitt S. Myers
13. Wallis	Austin	Colored High School	Prof. Pruitt
14. Smithville	Bastrop	Colored High School	M. M. Thomas
15. Prairie View	Waller	Prairie View High School	H. E. Wright
16. Tyler	Smith	Emmett Scott	R. S. Austin



## EXHIBIT I

## FOUR COPY DEFINITION OF TERMS

1. Exploratory Survey Course: One which cuts across departmental boundaries, introduces students to a part of modern culture, integrates this part with others, and stimulates students to further self-propelled study and exploration.
2. Mosaic Pattern: Areas of general home economics and other fields are presented in a series of sections treated as a unit.
3. Participant Type: A problem approach based upon the assumption that the student is consciously or unconsciously facing a baffling group of problems for which effective solutions are not available or are not in operation and that he should be aware of the conflicts, know the data on both sides, and learn how to arrive at a reasonable solution of his own.



## EXHIBIT J

## FOUR CORE AREAS OF HUMAN RELATIONSHIP

(1) The area of personal relationship involves ability to know, to accept and to be oneself, and to have a sense of values which does not depend on other people for its approval, to be of worth to the individual.

(2) The area of family relationships - The individual making adjustments, in the home with his family, in the living quarters with friends or in the new home with husband, wife or children.

(3) The area of occupational relationships involves individual adjustment to business, trade or employee life.

(4) The social relationships of the individual as a citizen in the community, state, nation and in the world.