

ABSTRACT OF THESIS

COMPARISON OF TEACHING PROCEDURES
USED IN REIMBURSED AND NON-REIMBURSED
HOMEMAKING PROGRAMS IN OKLAHOMA

Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

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COMPARISON OF TEACHING PROCEDURES
USED IN REIMBURSED AND NON-REIMBURSED
HOMEMAKING PROGRAMS IN OKLAHOMA

A comparison was made of the reimbursed and non-reimbursed homemaking programs in the north-east district in Oklahoma to discover good and poor teaching practices and to determine places where improvements were needed in the teaching situations.

The Problem

How do the teaching procedures used in the reimbursed homemaking programs compare with those used in the non-reimbursed homemaking programs in Oklahoma?

Problem Analysis

1. How do the procedures used in the recognition and selection of problems compare?
2. How do the procedures used in determining objectives compare?
3. How do the types of situations provided for learning experiences compare?
4. How do the relationships between the teachers and pupils compare?
5. How do the personal standards of the teachers compare?

6. How do the procedures used in evaluation compare?

7. How do the procedures used in planning the next lesson compare?

Delimitation. -- This study was limited to the white day school homemaking programs in the northeast district in Oklahoma.

Procedure. -- Visits were made in both the reimbursed and non-reimbursed schools during which, homemaking classes were observed, conferences were held with the homemaking teacher, and records, reports and evaluation devices were examined. Information was recorded on evaluation forms. Data were tabulated and organized in tables and from these an analysis was made of the procedures used in twenty reimbursed and twenty non-reimbursed homemaking programs.

Summary of Findings. -- It was found that satisfactory problems were recognized and used in twice as many of the reimbursed programs as were used in the non-reimbursed.

Definite objectives based on the needs of pupils were evident in only one half of the reimbursed programs and in one fourth of the non-reimbursed.

There were good situations provided for learning experiences in homemaking in a greater number of the reimbursed programs than were provided in the non-reimbursed.

Standards of beauty and order were much higher in the reimbursed programs than in the non-reimbursed.

There was a better supply of teaching aids in the reimbursed programs than in the non-reimbursed but the supply was good or fairly good in both programs.

Resources in homes and in the communities were used adequately or fairly adequately in three-fourths of the reimbursed programs but in only a few of the non-reimbursed.

Class work was organized into group experiences with a purpose in more than half of both programs.

A variety of teaching procedures were used in a greater number of the reimbursed programs than were used in the non-reimbursed ones.

Procedures most commonly used in both programs were discussion, problem solving and reading reference materials.

Standards of work were definitely in terms of home situations in only 55 percent of the reimbursed programs. In 30 percent of the non-reimbursed programs there was no evidence of this at all.

There was evidence that the relationships between the teachers and pupils were good in a greater number of the reimbursed programs than the non-reimbursed. Pupils were interested and enthusiastic

about their work in twice as many of the reimbursed programs as the non-reimbursed. However, in 35 percent of the reimbursed programs there was only a fair amount of interest. Individual guidance was available during a conference hour in all of the reimbursed programs but in none of the non-reimbursed ones.

The personal standards of the teachers were high in both the reimbursed and non-reimbursed schools. The majority of the teachers were well groomed, appropriately dressed and healthy in appearance.

Appropriate evaluations were used in a greater number of the reimbursed programs than were used in the non-reimbursed. However, there was definite evidence of this in less than 50 percent of the reimbursed programs. There was fair evidence that a variety of evaluation devices were used in both programs. Evaluation devices were used to measure information attained in a greater number of each of the programs than they were used to measure the total growth of the pupils.

There was no great difference between the reimbursed and non-reimbursed programs in the method of planning the next lesson. In the majority of both programs the following lesson seemed to be planned as a result of evaluation of

status in relation to a pre-planned direction. In only a few of either of the programs was there evidence that the lesson to follow grew out of special interest in the activities of the day.

Conclusions

Good teaching procedures were used in the reimbursed programs to a greater extent than they were used in the non-reimbursed programs, though in many of the non-reimbursed programs teaching procedures were good, and in an appreciable number of the reimbursed programs they were not good.

Suggestions for further study.

1. How can the standards of non-reimbursed schools be improved under present policies for reimbursement?
2. How can the standards in all of the reimbursed schools be raised to a higher level?

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Helen Nichols ENTITLED COMPARISON OF TEACHING PROCEDURES USED IN REIMBURSED HOMEMAKING AND NON-REIMBURSED HOMEMAKING PROGRAMS IN OKLAHOMA BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF Science MAJORING IN Home Economics Education CREDITS 3.5

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Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School.

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TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION.....	7
Statement of Problem.....	8
II REVIEW OF LITERATURE.....	13
III METHOD OF COLLECTING DATA.....	33
IV ANALYSIS OF DATA.....	36
Comparison of Problems.....	36
Comparison of Objectives.....	37
Comparison of Learning Situations Provided.....	39
Comparison of Teacher-Pupil Relationships.....	47
Comparison of Personal Standards of Teachers.....	50
Comparison of Evaluation Techniques.....	51
Comparison of the Sequence of Lessons.....	52
V DISCUSSION.....	54
Conclusions.....	61
Suggestions for Further Study.....	61
VI SUMMARY.....	62
APPENDIX.....	65
Evaluation of Procedures Used in Homemaking Programs.....	65
Raw Data From Reimbursed Homemaking Programs.....	65
Raw Data From Non-Reimbursed Homemaking Programs.....	65
BIBLIOGRAPHY.....	66

LIST OF TABLES

Table	Page
1. COMPARISON OF PROBLEMS USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN OKLAHOMA, 1941-1942.....	36
2. COMPARISON OF OBJECTIVES USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	37
3. COMPARISON OF METHOD OF DETERMINING OBJECTIVES IN REIMBURSED HOMEMAKING PROGRAMS WITH THAT USED IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	38
4. COMPARISON OF STANDARDS IN THE DEPARTMENTS IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	41 42
5. COMPARISON OF METHODS USED IN ORGANIZATION OF CLASS IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOME- MAKING PROGRAMS.	43
6. COMPARISON OF TYPES OF METHODS USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS..	44
7. COMPARISON OF STANDARDS OF WORK USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	45
8. COMPARISON OF RELATIONSHIP BETWEEN TEACHER AND PUPILS IN REIMBURSED HOMEMAKING PROGRAMS AND NON-REIMBURSED HOMEMAKING PROGRAMS.....	47
9. COMPARISON OF PUPIL PARTICIPATION IN REIMBURSED PROGRAMS WITH PUPIL PARTICIPA- TION IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	48
10. COMPARISON OF GUIDANCE USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THAT USED IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	48

LIST OF TABLES

Table	Page
11. COMPARISON OF PERSONAL STANDARDS OF TEACHERS IN REIMBURSED HOMEMAKING PROGRAMS WITH PERSONAL STANDARDS OF TEACHERS IN NON- REIMBURSED HOMEMAKING PROGRAMS.....	49
12. COMPARISON OF USE MADE OF EVALUATION IN REIMBURSED HOMEMAKING PROGRAMS WITH USE MADE IN NON-REIMBURSED HOMEMAKING PROGRAMS.....	51
13. COMPARISON OF SEQUENCE OF LESSONS IN REIMBURSED HOMEMAKING PROGRAMS WITH NON-REIMBURSED HOMEMAKING PROGRAMS.	52

Chapter I

INTRODUCTION

Effective homemaking education should originate in the home life of the people and good teaching should guide individuals through those experiences which will enable them to build toward a better home life in a better social order. Thus the process of constructing these experiences should be a cooperative enterprise in which home and school together recognize needs and resources, plan for and guide improvements and continually evaluate progress.

In the creation of this process the good teacher is a social engineer. She is discerning in recognizing the pupil's needs that are inherent in their every day living. She explores individual interests and aptitudes so that she may aid pupils in a greater realization of needs and possibilities. Together, the teacher and pupils plan for those experiences which should facilitate growth. They innovate situations in which desirable learning may take place and through investigation, experimentation and creation, they evaluate and integrate the entire process in terms of all relevant factors.

8

It is pertinent to determine the extent to which good teaching does exist in homemaking education programs. The enlargement and enrichment of these programs has been made possible through the use of federal and state appropriations. It is relatively easy to point to the growth in numbers of programs, but the greater problem is to determine their effectiveness. At this time when so much attention is being directed to values in homemaking education, it seems not only appropriate but urgent that concern be given to the quality of work being done. A study of the teaching procedures in both reimbursed and non-reimbursed programs should help to evaluate the progress which is being made. It should direct attention to good practices and reveal places where improvements are needed. It should show how reimbursed teachers compare with non-reimbursed teachers in using some of the procedures which are recognized at present as being conducive to the growth and adjustments essential in personal and family life in our society.

The problem

How do the teaching procedures used in reimbursed homemaking programs compare with those used in non-reimbursed homemaking programs in Oklahoma?

Problem analysis.--1. How do the teaching

procedures used in reimbursed programs compare with those used in non-reimbursed programs in recognition and selection of problems?

2. How do teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in setting up objectives?

3. How do the teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in types of situations provided for learning experiences?

4. How do teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in relationships between teacher and pupils?

5. How do teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in the personal standards exemplified by the teacher?

6. How do teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in evaluation techniques used?

7. How do teaching procedures used in reimbursed programs compare with those used in non-reimbursed programs in sequence of lessons?

Delimitation.--- This study is limited to the white day school homemaking programs in the northeast district in Oklahoma.

Definitions.---The "reimbursed teachers are those teachers in schools which receive federal aid for the development of a vocational program in homemaking for pupils over fourteen years of age.

"Non-reimbursed" teachers are in accredited high schools but do not receive federal aid for the development of the homemaking programs.

The term "teaching procedures" refers to directed experiences both in-school and out-of-school.

Background of the problem

The first constitution of Oklahoma in 1907 provided for the teaching of domestic science in the common schools of the State. The approval of the Smith-Hughes Act in 1917 marked the entry of the federal government into the support of a program for vocational education in the secondary schools. However, because of the small amount of money for day-school programs under this act and the limitations of the plan specified, the day-school vocational program did not make significant progress until the passage of the George-Reed Act in 1929.

A marked expansion followed the George-Deen appropriation in 1937. In 1937-38 there were 508 accredited schools offering homemaking in Oklahoma. One hundred eight white teachers in 93 of these schools were reimbursed from federal funds for a vocational program in homemaking. In 1941-42 there

were 886 accredited schools offering homemaking and 204 white teachers in 180 of these programs were reimbursed.

The northeast district in Oklahoma is made up of 23 of the 77 counties in the state. In 1941-42 this district had approximately 230 accredited homemaking programs and there were 59 reimbursed white teachers in 49 of these programs. Thirty-two of these teachers had full time homemaking work and 27 had part time work. There was a total enrollment of 4,943 pupils in these 49 programs.

The state plan for homemaking education specifies that as much as 45 per cent of the time of supervisors may be given to assisting in non-reimbursed schools. Such assistance has been given on request and has generally had to do with the selection of a teacher, the planning of new departments or remodeling old ones, and the selection of teaching aids. A relatively small amount of time has been given to assisting in improving teaching procedures.

There are a number of standards which are expected in those programs where teachers are reimbursed. The teachers are required to have a vocational certificate. It has been necessary for them to attend school every third summer to keep this certificate in good standing. The program must

consist of two years of homemaking above the eighth grade. Each class must be either 60 or 90 minutes in length and one class hour must be scheduled for conferences with individual girls. A fifty dollar library is required as a minimum for a beginning reimbursed program. A budget in which a specified amount is set up for supplies, maintenance, repair and replacement of equipment, and reference materials must be submitted with the application for a reimbursed program each year. Reports of work being done are sent by the teacher to the state office once each nine weeks; a more inclusive annual report is given at the end of the fiscal year. Teachers are expected to attend state and district conferences.

Teachers in non-reimbursed programs are not expected to meet any of the above requirements. They must have a general home economics certificate. They are invited to attend all state and district conferences and they receive all newsletters sent from the state office. As has been stated, they may receive further assistance upon request.

Chapter II
REVIEW OF LITERATURE

Every statement of educational purposes including this one depends upon the judgment of some person or group as to what is good and what is bad, what is true and what is false, what is ugly and what is beautiful, what is valuable and what is worthless in the conduct of human affairs.
(25:1)

It is believed that in order to determine the role of homemaking education it must be seen in relation to all education. It is also believed that each step in educational procedure should be determined by the purposes of education. With this as a guide the review of literature is presented in the following order:

1. Philosophy of general education.
2. Philosophy of vocational education.
3. Philosophy regarding the relation of general education and vocational education to homemaking education.
4. Trends in homemaking education with special emphasis upon teaching procedures.

Philosophy of general education

In 1936 Kilpaterick (18) stated that

14

education in the past had been considered a specified content to be mastered whereas at the current time it was considered a process in living. He believed that there are two considerations in this process of living: on one hand a growing individual, on the other hand the surrounding group and its cultural life. The goal of education should be a rich and full development of the individual who is disposed to share more responsibly and helpfully in the common social life. (18:55)

In 1937 the Progressive Education Association (32) gave further interpretation to relevant factors in the learning process. This group believed that the manner in which physical, intellectual, social, and emotional needs have been met in the past affects reaction to all other experiences. They believe that an individual's needs and desires and his ways of meeting them should define the approach to his unique personality. Everything that happens to him in the total situation affects his whole development--he learns as a whole. (32:21-22)

Dewey (11) analyzed a philosophy of education in 1938. He said that in the traditional scheme, organized bodies of knowledge which adults thought were important were imposed upon pupils. Subject matter and standards of conduct from the books and from the heads of elders were considered authority.

Teachers were the agents for transmitting knowledge, skills, and rules of conduct.

In contrast with this Dewey believed that in the newer philosophy there is a fundamental unity between the process of actual experience and the process of education. He believed, however, that everything depends upon the quality of the experience and that if growth is arrested or distorted the experience is miseducative. There is the immediate value in satisfaction or dissatisfaction and the future value in its influence upon later experiences. Thus, it is shown that the central problem is to select experiences that live creatively in other experiences. It was believed that failure to adapt elements of situations to needs and capacities of individuals caused the experience to be non-educative. It is highly important for the pupil to participate in the formation of purposes which direct his activities. Failure in pupil participation may mean failure to arrange in advance for the kind of work that will create a situation in which all pupils may participate effectively.

Objective conditions in the situation include: What is done by the teacher and the way in which it is done; what is said, and the way in which it is said. They also include equipment, books,

and other necessary materials.

Dewey stated that individuals live in a series of situations and that fully integrated personality exists only when successive experiences are integrated with one another. Thus education is seen as a continuous process of reconstructing experiences.

In 1938 the National Education Association (25) formulated objectives which are most pertinent in a democratic society. This association believed that objectives should be centered upon the fullest possible development of the individual: (1) as an educated person (2) as an educated member of the family and community (3) as an educated producer or consumer (4) as an educated citizen. (25:47)

Philosophy of vocational education

In 1925 Prosser and Allen (33) explained that a form of vocational education has existed since the earliest days. Many skills and trades were passed from one person to another before such a transfer of training became a part of organized education. In its organized form it is defined as that education which provides opportunities for learning to carry on a gainful occupation (33:4:5). Its ultimate goals are seen as a better utilization of human and natural resources. It is believed that this utilization is secured as each individual is trained so that his

native ability and aptitude can be marketed and used to the best advantage, thus resulting in greater opportunities for social development (33-62).

In 1938 the U. S. Advisory Committee on education (40) gave the following interpretation to vocational education:

All education may be considered vocational in the sense that it should prepare for satisfactory living. The line of division between general education and vocational education is not sharp. The classification varies with the individual purposes of the learner (40:13).

Philosophy regarding the relation of general education and vocational education to homemaking education

In 1913 Talbot (37) spoke of the strong movement in favor of vocational education and the dissatisfaction with the prevailing education (37:232). She said:

It is only when the cultural and vocational value of domestic science and all its implications can be appreciated and interpreted will this important branch of study fulfill its proper mission (37:236).

In 1928 Bevier (5) gave a report of the Syllabus of Home Economics published in 1913 by a committee of people who had been most active in the early developments. In this "home economics" is defined as a study of the economic, sanitary and aesthetic aspects of food, clothing and shelter as connected with their selection, preparation and

use by the family, in the home, or by groups of people. Among contributing subjects are art, history, anthropology, sociology, esthetics, economics, physiology, hygiene, mathematics, chemistry, physics and biology. This report stated that courses could either be cultural, technical, or vocational.

In 1930 Bonser (6) expressed the belief that all education should be presented so as to utilize contributory science, art, economics, psychology and sociology in the full measure of each girl's ability to understand and appreciate their applications. He believed that all home economics work should be both vocational and liberalizing (6:109).

In 1931, Sweeny and others (36) quoted from Richardson's report given in 1930 to The Council of The American Home Economics Association. Richardson said that home economics is fast emerging from a group of special subjects to a consideration of all of these in terms of their contribution to family life. This change in emphasis entails integration of the subject matter divisions of home economics with a new organization of materials and methods. The test of the success of homemaking lies in terms of human relation and adjustment, human experience and development (36:517).

In 1930 the U. S. Office of Education (44) stated that the field of homemaking was the least

standardized of any included in the Vocational Act. There had been some provisions in the public schools for what was termed household art, domestic science, and home economics, which was to increase the general intelligence of girls and women relative to the work of the home, but there was very little real instruction in homemaking as a vocation (44:5).

In 1937 Amidon (2) said that the needs of people cannot be served by seeing home economics only as a special subject (2:549).

U. S. Advisory Committee on Education (40) in 1938 made the statement that instruction in homemaking had moved toward an integration of general and vocation education, and that approach to the subject in the past had been on the social rather than the individual.(40:140).

Folgatter (12) in 1938 stated:

For the broadest service to society, federal financial assistance in this field of education should be conceived as a means of making education for family life a vital part of the whole education program (12:309).

In 1938 the National Education Association (25) gave recognition and emphasis to the need for education for family life in all education (25:80)

In 1939 Lewis (19) reported progress in secondary schools in home economics education in the United States since 1934. She said that there was more awareness that home economics has a vital

contribution to make to the general education of all boys and girls (19:454).

Atwater (3) in 1939 stated that federal vocational homemaking was not established to train for gainful occupation but rather for homemaking, and that the differences between its content and methods and those of home economics programs not receiving federal reimbursement were steadily becoming less(3:447).

Spafford (34), in 1940, stated that neither federal nor state aid ought to be essential in making a program vocational and that there is need for both general and vocational education to continue throughout life, not conflicting but rather supplementing each other in contributing to a well-rounded life personally satisfying and socially useful (34:218).

In 1941 Williamson and Lyle (45) further clarified the relationship between general and vocational homemaking. They stated that homemaking classes not reimbursed or administered under the Federal Vocational Acts may be vocational if home and family life education is their aim (45:40) and that both vocational and general education may be going on in a class at the same time.(45:41).

Trends in homemaking education

This part of the review of literature is organized in relation to the sequence in which it will be used.

1. Problems, objectives, content.
2. Cooperative planning.
3. Standards in the Department.
4. Methods and Teaching Aids
5. Teacher-Pupil Relationships.
6. Personal Standards of the Teacher.
7. Evaluation.

Problems, objectives, content

In 1937 the U. S. Office of Education (43) issued a statement of policies for vocational education. This gave the controlling purpose of vocational education in home economics as preparation for the responsibilities in homemaking. Essential characteristics were given as follows:

- a. That consideration be given to the
fundamental problems in the
many aspects of home living and
homemaking.
- b. That each problem studied be
be adapted to the maturity of the
pupil in relation to home and
community needs for satisfactory
living.

- c. That pupils reached through the program be sufficiently mature to have a realization of the social significance of homemaking and to assume managerial responsibilities in the home.
- d. That the program be sufficiently intensive and extensive to enable pupils to participate effectively in homemaking.
- e. That the long time program in any one center meet the homemaking needs of the various age groups, taking into account other opportunities which the home, the school, and the community provide.(44:61).

In 1937 Amidon (2) said that future needs in home economics education include:

Illustrations of how courses can be adjusted to meet local situations; more thoughtful study of the present social situation and its implication on home life; more analysis of the place of home economics in the entire school program; more consideration of administration that will permit home economics to make its optimum contribution; more co-operation with many informal agencies, as a basis for further instruction; more evaluation of what children bring to school and to home economics courses; and more evaluation of the results of instruction (43:549).

U. S. Advisory Committee on Education (40) reported that there was need for studying problems in present living rather than for stressing future homemaking responsibilities. It was thought that social and economic factors should receive greater stress (40:141).

Falgatter (11) in 1938 said that the George-Deen funds had not only established more programs in homemaking but had provided possibilities for demonstration centers and that:

As a result of such demonstrations some of the non-reimbursed schools had already seen the value of a close tie-up with the home and had made home visiting and home project work an integral part of their programs. (11:306).

In 1939 Lewis (19) reported that home economics had been directing attention to centering class experiences around actual personal home and community problems of pupils, giving pupils maximum responsibility for planning and carrying out plans, building more definitely on previous experiences, obtaining cooperation of parents, working with teachers of other subjects to effect desirable correlation, developing pupil teacher evaluations of goals that have been cooperatively set up in terms of life values (19:453).

In the report of the conference on Home Economics Education, Southern Region (8), 1941, are suggestions for helping teachers overcome difficulties in the guidance of students in the recognition of needs and in the planning of work to meet these needs. These suggestions included a need for: visits to homes of pupils, revealing standards of work which pupils are able to achieve, and the use of democratic procedures in teaching (8:24).

In 1941 the Joint Committee on the Curriculum Aspects of Education for Home and Family Life (17) emphasized that practices and skills in housekeeping, home management, preparing and serving meals and innumerable other activities are seen as instruments to be employed for creating a design for living that seeks rich and satisfying human relations (17:51). This report emphasized that educational preparation for homemaking must be conducted in terms of flexibility and adaptability to meet the many and varied conditions of home living (17:53).

In 1941 the American Association of School Administrators (1) likewise stated that instead of emphasis upon standardized methods and techniques of housekeeping, educational programs in homemaking should stress the values and purposes of family life and the development of rich and satisfying human relations (1:125). This commission advised that for

such a program teachers of home economics will need to work with other departments in building a coordinated plan that will utilize the wide variety of subject matter, skills and understanding (1:130).

In 1942 the National Commission on cooperative curriculum planning (23) gave suggestions for building a homemaking program. This commission believed that the planned educational experiences in a home economics program at each school level are designed to help the individual function more effectively in his intimate relationships in the home, community and in personal living, to improve the ways he conserves and uses human and material resources, and to guide him toward a set of values for achieving purposes that will contribute to his personal satisfaction and the social good.

Cooperative planning

Hatcher (15) reported in 1940 on two methods of teaching. In one, the teacher did the planning and taught according to objectives set up in a prescribed course of study; in the other the students assisted in planning the course and in evaluating their achievements. The report showed that the achievement of the group in which there was extensive cooperation between teacher and pupils was significantly higher than the achievement of the teacher directed groups. Students who helped plan tended to show

better judgment, more interest, initiative and independence than did the students in the teacher directed groups.

The Denver Public Schools Report (10) in 1941 explained how pupil-teacher-parent planning had aided in the building of curricula out of the life experiences of boys and girls. This planning included: a cooperative exploration into possibilities, a period of research and study, a selection of significant problems, a setting up of objectives, a planning and carrying out of varied experiences and an evaluation of results. This report stated that teachers who have planned in this way believe that it encourages initiative, originality and independence of pupils; that it becomes a means of answering immediate needs; that it offers opportunity for guidance; that it provides motivation; that it makes for democratic cooperation and social responsibility; that it develops foresight and resourcefulness; that it gives chance for individual work; makes choices possible; that it encourages appreciation for ability of others and for opportunities afforded by the school.(10:55)

Mills (21), in 1941, found that cooperative planning resulted in the use of more varied experiences in solving individual and group problems. She said that in group activity the students learned from others and looked for common

interests.

Methods

In 1940 Thompson (38) reported a study in which she compared the results of home economics instruction when organized around selected courses of study with those based in individual problems. The report gave evidence that the problem method made greater allowance for individual differences. It also revealed that the wide range of problems allowed for more flexible use of equipment; that activities grew out of needs and interests and that students assumed responsibility for the evaluation of their own work.

Use of resources

In 1936 the U. S. Office of Education (42) explained that rooms and equipment play an important part in the attainment of goals in homemaking to the extent that they provide for efficiency in achieving objectives, afford opportunities for evaluating equipment for home use from the standpoint of type and arrangement, set attainable standards for homes in the community represented, and demonstrate the possibilities of new or improved equipment for the home. This bulletin states that the department should create an atmosphere conducive to the spirit of homemaking in young people and should facilitate good

management (42:11).

In 1940 Mooreland (22) stated that increasingly homemaking teachers in Oklahoma are cooperating with many organizations and agencies in an attempt to utilize the resources of the community.

Teacher-pupil relationships

In 1931 Frank (13) said that the teacher should be able to guide in the creation of aesthetic and emotional experiences which, of their own virtue, bring forth overwhelming enthusiasms. He also said that it is the quality of the relationship between the teacher and student which is of utmost importance, not the subject matter or techniques (13:218).

In 1938 Strang and others (35) said that the guidance of pupils in their individual development is the homemaking teacher's main responsibility. This group believed that courteous, considerate teachers evoke courteous behavior in pupils and that spontaneous teachers tend to evoke spontaneity. The successful teacher was described as one who takes a constructive attitude toward people rather than a destructive, domineering attitude and who seeks to understand children before she attempts to guide them. It was believed that personalities develop through contact with cultured, radiant persons.

Baxter (4) reported a study of teacher-pupil relationships in 1941. She found that the group of

children who gave evidence of social growth and critical thinking were those in which teachers were found to be tolerant, resourceful and interested in pupils as individuals (4:11-31). The study of 42 teachers revealed the need for responsiveness, adaptability and personal resiliency (4:10).

The teacher

In 1928 Goodykoontz (14) said that a teacher of homemaking should have a broad general education and thorough technical or specialized training in home economics. She believed that teachers should understand the way people grow and learn and get real pleasure in watching the process without undue anxiety to get any given place in their education immediately, and they should possess analytical ability in discovering pupil needs and resourcefulness in supplying it appropriately (14:443).

Evaluation

In 1940 Orata (29) stated that the trend is to regard education as growth and development rather than as skills and information. Recognition is given to the importance of attitudes, interests, purposes, emotional stability and control, personal and social adjustment, functional information, application of principles, interpretation of data, social sensitivity and creativeness (29:641).

Orata also stated that the function of evaluation is to provide more intelligent guidance of teaching and learning, more effective educational experiences, more effective cooperation with parents and community and to provide an objective basis for measuring progress that facilitates, rather than hinders, learning (31:642). He believed that a variety of means must be used for securing evidence and that for evaluation to be an integral part of the learning process, it must grow out of that process. He also believed that the function of guidance is to integrate evaluation function with teaching procedures (29:653).

Brown (7) in 1941 said that evaluation is a never ending cycle of forming goals, measuring progress toward them, and determining new goals. She said that evaluation is broader than measurement for it implies that consideration has been given to value standards and that interpretation of evidence has been made in the light of the particular situation (7:5).

In 1940 the Tulsa Curriculum Council (39) stated that they believed that the educational value of any activity depends upon the degree to which it effects desirable changes in behavior. In evaluating work they believed that progress is being made if each pupil has had a learning experience within the problem he studied, if he has grown in critical

thinking and if he sees his problem in respect to the whole, and his findings contributing to the objectives set up by the group. This group stated that the ultimate test is the use students make of appreciations and knowledge as they advance from one problem to another.

Democratic procedures

In 1942 Pearson (31) reported that students are quite capable of assisting in the determination of worthwhile class goals and in suggesting suitable class content and procedures by which goals can be reached. She said that students preferred democratic learning situations and that students who participate in the evaluation of their own class work are better pleased with the accomplishments achieved and better satisfied with personal and group ratings than they are in classes conducted in a more traditional manner.

Summary

This review of literature reveals that education is a continuing dynamic process; that both general and vocational education are important in homemaking education if an individual is to grow in ways that are both personally satisfying and socially useful.

The trends in homemaking programs are toward developing fine attitudes and basic understandings

about values in family living. Skills and techniques are seen as instruments for creating a design for living.

Values in the use of democratic methods are being demonstrated. In using these methods, teachers are working with pupils and parents in discovering needs, revealing choices, weighing values, carrying out plans and evaluating results.

Chapter III
METHODS AND MATERIALS

The procedures used in the reimbursed and non-reimbursed homemaking programs were compared by studying them through personal visitations to each school, during which classes were observed, conferences were held with the teacher and records, teaching aids and evaluation devices were examined.

During the visits in homemaking classes, observations were made of the following:

- (a) activities under way
- (b) teaching techniques
- (c) standards in the care of the department.
- (d) personal standards of the teacher.
- (e) relationship between the teacher and pupils
- (f) evaluation techniques
- (g) sequence of lessons

Conferences were held with the teacher concerning the following:

- (a) problems
- (b) objectives
- (c) teaching techniques
- (d) home and community resources
- (e) teaching aids
- (f) evaluation techniques

The following were examined during the visit:

- (a) teaching aids
- (b) organization of teaching aids
- (c) evaluation techniques

An evaluation sheet was devised to check the teaching procedures being studied. Ideas for this sheet were obtained from a device called "The Analysis of a Lesson" which was developed by the writer in a course in supervision in 1938. This device was used with a number of teachers in reimbursed programs as a basis for discussing problems in relation to teaching procedures. Teachers were also encouraged to use it for self-evaluation.

After this device had been used for a year, a few additions were made by the district supervisors in Oklahoma. The following year more pertinent changes were made to include suggestions given by the Head of the Home Economics Department at the Oklahoma Agricultural and Mechanical College. The title was changed to "Analysis of Class Procedures."

The evaluation form 1/ used in this study contains many of the essential features of the above device. It includes a study of problems used and the method of determining them; definite objectives, the extent to which they are in evidence, and method by which they have been set up; situations provided for the learning and method of use; teaching techniques, and how they are determined and used. It also includes

1/ See appendix for "Evaluation of Procedures Used in Homemaking Programs."

a study of the relationship between the teacher and pupils, of the personal standards exemplified by the teacher, of evaluation devices--the extent to which they are being used, and the sequence of lessons.

In both the reimbursed and non-reimbursed programs, it was frequently necessary to spend all available time in working on one or two pertinent problems. Data from a good many schools were not used because of insufficient information. Of the 49 reimbursed programs in the northeast district, 20 are included in this study, and of the 230 accredited programs in the northeast district, 20 are included.

Chapter IV

ANALYSIS OF DATA

The analysis of data will be presented in the order of the questions raised in the problem analysis. The procedures used in the reimbursed homemaking programs are compared with those used in the non-reimbursed homemaking programs. These include a comparison of the use of problems, objectives, standards in departments, teaching aids, resources in homes and communities, teaching procedures, teacher-pupil relationships, personal standards of teachers, evaluations, and sequence in lessons.

Comparison of problems

Satisfactory problems related to real life and to the personal and social development of pupils were used in a greater number of the reimbursed programs than were used in the non-reimbursed, (Table 1). However, in some of the reimbursed programs the problems used were not satisfactory. In 10 per cent of the reimbursed programs problems related to real life were not used at all, nor were they used in 25 per cent of the non-reimbursed programs.

Table 1.--COMPARISON OF PROBLEMS USED IN REIMBURSED
HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED
HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN
OKLAHOMA, 1941-42

Problems	20 Reimbursed Programs						20 Non-Reimbursed Programs					
	Evident		NS		Not Evident		Evident		NS		Not Evident	
	No	%	No	%	No	%	No	%	No	%	No	%
Related to personal and social development.....	14	70	6	30	0	0	7	35	10	50	3	15
Related to real life problems.....	13	65	5	25	2	10	6	30	9	45	5	25
Diversified..	12	60	6	30	2	10	7	35	5	25	8	40

¹S-Satisfactory

²NS-Not satisfactory

Comparison of objectives

Definite objectives were evident and were based on needs of pupils in a larger number of the reimbursed programs than in the non-reimbursed programs, (Table 2). There were twice as many of the reimbursed programs in which objectives were based on needs, interests, and aptitudes of pupils as there were in the non-reimbursed programs, but in 40 per cent of the reimbursed programs objectives were not

satisfactory. There was no evidence of objectives at all in 10 per cent of the reimbursed programs and in 20 per cent of the non-reimbursed programs.

Table 2.--COMPARISON OF OBJECTIVES USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Objectives	20 Reimbursed Programs				20 Non-Reimbursed Programs							
	S ¹ Evident No	NS ² Evident %	Not Evident No	%	S Evident No	NS Evident %	Not Evident No	%				
Objectives evident.....	11	55	7	35	2	10	6	30	10	50	4	20
Objectives based on needs, interests, aptitudes of pupils.....	10	50	8	40	2	10	5	25	7	35	8	40
Objectives such that progress can be measured.....	10	50	8	40	2	10	7	35	3	15	10	50

¹S-Satisfactory

²NS-Not satisfactory

Cooperative planning was used in determining objectives in both the reimbursed and non-reimbursed programs. Teachers and pupils planned objectives in

55 per cent of the reimbursed programs and in 50 per cent of the non-reimbursed programs. There were 35 per cent of the reimbursed programs in which people, other than the teacher and pupils, assisted in planning the objectives. In the majority of both programs objectives in the Oklahoma Teacher's Guide were used only for suggestions.

Table 3.--COMPARISON OF METHOD OF DETERMINING OBJECTIVES IN REIMBURSED HOME MAKING PROGRAMS WITH THAT USED IN NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Method of Determining Objectives	20 Reimbursed Programs		20 Non-Reimbursed Programs	
	Number	Percent	Number	Percent
Teacher.....	2	10	10	50
Teacher-Pupil.....	11	55	10	50
Teacher-Pupil-Others	7	35	0	0
<u>Objectives in the Oklahoma Teacher's Guide Used:</u>				
For suggestion...	18	90	17	85
Not at all.....	2	10	3	15
In their entirety	0	0	0	0

Comparison of the learning situations

There was a very great difference between the reimbursed and the non-reimbursed schools in the types of situations provided for the homemaking program. The most noticeable differences were in the standards of orderliness and beauty, and in the standards maintained

in the care and use of teaching aids, (Table 4). There was also a great amount of difference in the use made of resources outside the classroom. Home-making departments in 85 per cent of the reimbursed programs were orderly; whereas, there was evidence of order in only 15 per cent of the departments in the non-reimbursed programs. Departments were definitely disorderly in 35 per cent of the non-reimbursed programs. Although most of the departments in the reimbursed programs were home like and attractive to a certain extent in only 30 per cent were they entirely so. Departments in 70 per cent of the non-reimbursed programs were definitely not attractive.

The supply of books, bulletins, and equipment was better in the reimbursed programs than in the non-reimbursed, but it was good or fairly good in both programs. However, in 10 per cent of the non-reimbursed programs there were no books at all. There was illustrative material in most of the reimbursed programs and in 70 per cent of the non-reimbursed, but there was none at all in 30 per cent of the non-reimbursed programs. Teaching aids were much better organized in the reimbursed programs than in the non-reimbursed. In all of the reimbursed programs there was some organization of teaching aids whereas there was no organization at all in 60 per cent of the non-reimbursed programs.

In all of the reimbursed programs the pupils assumed some responsibility for the care of their individual property and for the care of the department, whereas pupils were responsible for individual property in the majority of the non-reimbursed schools, but in 55 per cent of these schools they did not assume any responsibility at all for the care of the department. In all but 10 per cent of the reimbursed programs pupils assisted with the care of teaching aids, but in 60 per cent of the non-reimbursed programs they assumed no responsibility for this.

In the majority of both programs teaching aids were used adequately or at least fairly so. However, in 10 per cent of the reimbursed programs and in 25 per cent of the non-reimbursed programs books and bulletins were not used well at all. There was also an inadequate use of equipment and illustrative material in 15 per cent of the non-reimbursed programs. There was a great amount of difference between the reimbursed and non-reimbursed programs in the use made of resources outside the class room. Resources in homes and in communities were used adequately or fairly so in 75 per cent of the reimbursed programs but in only 10 per cent of the non-reimbursed programs.

TABLE 4.-- COMPARISON OF STANDARDS IN DEPARTMENTS IN THE REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Standards	20 Reimbursed Programs						20-Non-Reimbursed Programs					
	Y ¹		F ²		N ³		Y		F		N	
	N	%	N	%	N	%	N	%	N	%	N	%
The homemaking department is:	:	:	:	:	:	:	:	:	:	:	:	:
Orderly.....	17	85	3	15	0	0	3	15	10	50	7	35
Clean.....	15	75	5	25	0	0	9	45	5	25	6	30
Homelike.....	6	30	14	70	0	0	3	15	3	15	14	70
Attractive.....	6	30	11	55	3	15	2	10	4	20	14	70
	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:
There are teaching aids for area studied	:	:	:	:	:	:	:	:	:	:	:	:
Books.....	15	75	5	25	0	0	3	15	15	75	2	10
Bulletins.....	14	70	6	30	1	5	8	40	12	60	0	0
Equipment.....	13	65	6	30	1	5	8	40	12	60	0	0
Illus. Mat.....	12	60	7	35	1	5	4	20	10	50	6	30
	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:
Teaching aids are well organized...	10	50	10	50	0	0	1	5	7	35	12	60
	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:
Pupils assume responsibility for:	:	:	:	:	:	:	:	:	:	:	:	:
Indiv. Prop....	15	75	5	25	0	0	8	40	10	50	2	10
Department.....	13	65	7	35	0	0	4	20	5	25	11	55
	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:
Teaching aids....	10	50	8	40	2	10	0	0	8	40	12	60
	:	:	:	:	:	:	?	*	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:
Resources outside the classroom are used.....	9	45	6	30	5	25	0	0	4	20	16	80
	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:

¹Y-Yes

²F-Fairly

³N-No

TABLE 4.-- COMPARISON OF STANDARDS IN DEPARTMENTS IN THE REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42--Continued

Standards	20 Reimbursed Programs						20 Non-Reimbursed Programs					
	Y ¹		F ²		N ³		Y		F		N	
	:N	%	:N	%	:N	%	:N	%	:N	%	:N	%
Teaching aids are used adequately:	:	:	:	:	:	:	:	:	:	:	:	:
Equipment.....	:17:85:		3:15:		0:0:		9:45:		8:40:		3:15:	
Illus. Mat.....	:12:60:		7:35:		1:5:		6:30:		11:55:		3:15:	
Bulletins.....	:12:60:		6:30:		2:10:		5:25:		10:50:		5:25:	
Books.....	:9:45:		9:45:		2:10:		5:25:		10:50:		5:25:	
Resources outside classroom.....	:5:25:		10:50:		5:25:		0:0:		2:10:		18:90:	

¹Y-Yes

²F-Fairly

³N-No

In comparing the methods of organizing classes used in the reimbursed and non-reimbursed homemaking programs, Table 5, shows that group experiences with a purpose were used in over 50 per cent of both programs, but individual experiences with a purpose were used in only 40 per cent of the reimbursed programs and in 15 per cent of the non-reimbursed programs.

Table 5.--COMPARISON OF METHODS USED IN ORGANIZATION OF CLASS IN REIMBURSED HOME MAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

	20 Reimbursed Programs		20 Non-Reimbursed Programs	
Organization of class	Number	Percent	Number	Percent
Group experiences with purpose.....	12	60	17	85
Individual experiences with purpose.....	8	40	3	15

A variety of teaching procedures were used in a greater number of the reimbursed programs than in the non-reimbursed programs, (Table 6). Nine different procedures were used by the reimbursed programs. Procedures most commonly used in both programs were discussion, problem solving, and reading. Problem solving was used in 45 per cent of the reimbursed programs and in 35 per cent of the non-reimbursed programs. In 35 per cent of the non-reimbursed programs, problem solving procedures were democratic, but in an equal number they were teacher dictated.

Table 6.--COMPARISON OF TYPES OF METHODS USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Types of Methods	20 Reimbursed Programs				20 Non-Reimbursed Programs			
	Teacher:		Teacher:		Teacher:		Teacher:	
	Democratic	Dictated	Democratic	Dictated	Democratic	Dictated	Democratic	Dictated
No.:	%	No.	%	No.	%	No.	%	
Discussion.....	10	50	3	15	7	35	1	5
Problem Solving	9	45	0	0	7	35	7	35
Reading.....	7	35	1	5	5	25	4	20
Oral Report....	5	25	0	0	0	0	0	0
Free Activity..	3	15	0	0	3	15	2	10
Demonstration..	3	15	0	0	0	0	0	0
Dramatization..	1	5	0	0	0	0	0	0
Experimentation	1	5	0	0	0	0	0	0
Home Project Reports.....	1	5	0	0	0	0	0	0

Standards of work were in terms of home situations in a greater number of the reimbursed programs than the non-reimbursed, (Table 7). However, there was substantial evidence of this in only 55 per cent of the reimbursed programs. In 30 per cent of the non-reim-

bursed programs there was no evidence at all that this was done. It was not clearly evident that related areas of home living were included in a very high per cent of either of the programs. In only 35 per cent of the reimbursed programs and in 15 per cent of the non-reimbursed was there evidence that related areas were included. In 30 per cent of the reimbursed programs and in 50 per cent of the non-reimbursed programs there was no evidence of this at all.

Table 7.--COMPARISON OF THE STANDARDS OF WORK USED IN REIMBURSED HOMEMAKING PROGRAMS WITH THOSE USED IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

	20 Reimbursed Programs				20 Non-Reimbursed Programs							
	Evident		Fairly Evident		Not Evident		Evident		Fairly Evident		Not Evident	
	No	%	No	%	No	%	No	%	No	%	No	%
Standards are in terms of home situation.....	11	55	8	40	1	5	4	20	10	50	6	30
Related areas of home living are included	7	35	6	30	7	35	3	15	7	35	10	50

Comparison of relationships between teachers and pupils

There was evidence that the relationship between the teachers and pupils was good in a greater number of the reimbursed programs than in the non-reimbursed ones, (Table 8). Interest and enthusiasm were definitely shown by the pupils in more than twice as many of the reimbursed programs as in the non-reimbursed. However, interest and enthusiasm were just fairly evident in 35 per cent of the reimbursed programs. In 20 per cent of the non-reimbursed programs pupils were definitely not interested. Suggestions of pupils were welcomed, evaluated, and used in a greater per cent of the reimbursed programs than in the non-reimbursed programs. This was evident or fairly evident in more than 50 per cent of the reimbursed programs, whereas they were welcomed in 40 per cent of the non-reimbursed programs but were evaluated and used in just 20 per cent of these programs. Pupils expressed opinions freely in less than half of both programs. In 30 per cent of the reimbursed programs and in 65 per cent of the non-reimbursed they did not express opinions at all.

Table 8.--COMPARISON OF RELATIONSHIP BETWEEN TEACHER AND PUPILS IN REIMBURSED HOME MAKING PROGRAMS AND NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

	20 Reimbursed Programs				20 Non-Reimbursed Programs							
	Evident	Fairly Evident	Not Evident		Evident	Fairly Evident	Not Evident					
	No	%	No	%	No	%	No	%				
Pupils show interest and enthusiasm	13	65	7	35	0	0	6	30	10	50	4	20
Pupils are courteous	20	100	0	0	0	0	18	90	1	5	1	5
Suggestions of pupils are:												
welcomed.....	12	60	1	5	7	35	5	25	3	15	12	60
evaluated.....	11	55	2	10	7	35	3	15	1	5	16	80
used.....	10	50	3	15	7	35	3	15	1	5	16	80
Pupils express opinion freely	9	45	5	25	6	30	6	30	1	5	13	65
The relationship is cooperative..	16	80	4	20	0	0	11	55	8	40	1	5

It was evident that pupil participation was better in the reimbursed programs than in the non-reimbursed, (Table 9). In 70 per cent of the reimbursed programs the pupil participation was good, whereas it was good in only 45 per cent of the non-reimbursed programs.

Table 9.--COMPARISON OF PUPIL PARTICIPATION IN REIMBURSED PROGRAMS WITH PUPIL PARTICIPATION IN NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

	20 Reimbursed Programs				20 Non-Reimbursed Programs							
	Good	Fair	Poor	%	Good	Fair	Poor	%				
All pupils participate.....	14	70	6	30	0	0	9	45	8	40	3	15

Individual guidance was available during a conference hour in all of the reimbursed programs but in none of the non-reimbursed ones, (Table 10). However, there was no great difference in the programs in the use of individual guidance during class. In 65 per cent of both programs there was individual guidance during class.

Table 10.--COMPARISON OF GUIDANCE USED IN REIMBURSED HOME MAKING PROGRAMS WITH THAT USED IN NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

	20 Reimbursed Programs				20 Non-Reimbursed Programs			
	Evident	Fairly Evident	Not Evident	%	Evident	Fairly Evident	Not Evident	%
There is individual guidance:								
During conference hours.....	20	100	0	0	0	0	0	0
In class.....	13	65	0	0	7	35	13	65

Comparison of personal standards of teachers

The personal standards of all the teachers were high in both the reimbursed and non-reimbursed programs, (Table 11). In both programs the majority of the teachers were well groomed, appropriately dressed, and healthy in appearance. A higher per cent of the reimbursed teachers than of the non-reimbursed teachers were definitely enthusiastic about their work.

Table 11.--COMPARISON OF PERSONAL STANDARDS OF TEACHERS IN REIMBURSED HOME MAKING PROGRAMS WITH PERSONAL STANDARDS OF TEACHERS IN NON-REIMBURSED HOME MAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Personal Standards	20 Reimbursed Programs			20 Non-Reimbursed Programs								
	Good	Fair	Poor	Good	Fair	Poor						
	No	%	No	%	No	%						
Well groomed.....	20	100	0	0	0	0	13	65	7	35	0	0
Courteous and cooperative.....	20	100	0	0	0	0	20	100	0	0	0	0
Healthy.....	19	95	1	5	0	0	18	90	2	10	0	0
Appropriately dressed.....	19	95	1	5	0	0	17	85	3	15	0	0
Sympathetic and appreciative.....	19	95	1	5	0	0	14	70	6	30	0	0
Alert and enthusiastic about work	15	75	5	25	0	0	9	45	11	55	0	0

Comparison of evaluations

Appropriate evaluations were used in a greater number of the reimbursed programs than of the non-reimbursed programs, (Table 12). However, there was definite evidence of this in less than 50 per cent of the reimbursed programs. It was evident or fairly evident that appropriate evaluations were made by the teacher, individual pupils, and the entire class in more than two thirds of the reimbursed programs and in more than one half of the non-reimbursed programs. In 50 per cent of the reimbursed programs and in 80 per cent of the non-reimbursed programs there was no evidence that groups of pupils made appropriate evaluations. A variety of evaluation devices were definitely evident in only 10 per cent of the reimbursed programs, but in 40 per cent of these programs and in 20 per cent of the non-reimbursed programs it was fairly evident that a variety of evaluations were made. In 85 per cent of the reimbursed programs and in 90 per cent of the non-reimbursed programs devices were used to measure information, but it was definitely evident that devices were used to measure growth in 25 per cent of the reimbursed programs and in 10 per cent of the non-reimbursed.

Table 12.--COMPARISON OF USE MADE OF EVALUATION IN REIMBURSED HOMEMAKING PROGRAMS WITH USE MADE IN NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Evaluation	20 Reimbursed Programs				20 Non-Reimbursed Programs			
	Evident	Fairly Evident	Not Evident	%	Evident	Fairly Evident	Not Evident	%
There are appropriate evaluations made by:								
Teachers.....	9:45	9:45	2:10		3:15	12:60	5:25	
Individual pupils.....	4:20	12:60	4:20		3:15	8:40	9:45	
Entire class	4:20	11:55	5:25		3:15	10:50	7:35	
Groups of pupils	3:15	7:35	10:50		0:0	4:20	16:80	
A variety of evaluation devices used.	2:10	8:40	10:50		0:0	4:20	16:80	
Devices are used to measure:								
Information attained.....	17:85	1:5	2:10		18:90	1:5	1:5	
Growth.....	5:25	10:50	5:25		2:10	6:30	12:60	

Comparison of sequence of lessons

There was no great amount of difference between the reimbursed programs and the non-reimbursed programs in the sequence of lessons, (Table 13). It was evident or fairly evident that the teacher and pupils planned the following lesson in 55 per cent of the reimbursed programs and 35 per cent of the non-reimbursed programs.

In both programs it was evident or fairly evident that the next lesson was planned as a result of evaluation of present status in relation to the desired direction. In only 10 per cent of the reimbursed and 5 per cent of the non-reimbursed programs was it evident that the following lesson was planned as an outgrowth of interest in the activities of the day.

Table 13.--COMPARISON OF SEQUENCE OF LESSONS IN REIMBURSED HOMEMAKING PROGRAMS WITH NON-REIMBURSED HOMEMAKING PROGRAMS IN THE NORTHEAST DISTRICT IN OKLAHOMA, 1941-42

Sequence of Lessons:	20 Reimbursed Programs				20 Non-Reimbursed Programs							
	Evident	Fairly Evident	Not Evident	%	Evident	Fairly Evident	Not Evident	%				
The next lesson is planned by:	No	No	No	%	No	No	No	%				
Teacher.....	7	35	2	10	11	55	6	30	3	15	11	55
Teacher and pupils.....	7	35	4	20	9	45	2	10	5	25	13	65
The next lesson is planned as a result of evaluation of present status in relation to desired direction.....	12	60	6	30	2	10	7	35	11	55	2	10
The next lesson is an outgrowth of interest in today's activities.....	2	10	4	20	14	70	1	5	1	5	18	90

Chapter V

DISCUSSION

Good teaching procedures were used in both the reimbursed and non-reimbursed homemaking programs in the Northeast District in Oklahoma. Many of the procedures used in the reimbursed programs were definitely better than those used in the non-reimbursed and there were opportunities for improvements in both programs.

There was recognition and use of satisfactory problems in twice as many of the reimbursed programs as in the non-reimbursed. However, satisfactory problems were not being used in one third of the reimbursed programs and were being used in one third of the non-reimbursed.

Definite objectives, based on the needs of pupils, were evident in twice as many of the reimbursed programs as of the non-reimbursed. However, objectives were based on needs in only one half of the reimbursed programs. Some of the teachers did not have definite objectives at all. This was evident in 10 per cent of the reimbursed programs and in 20 per cent of the non-reimbursed. Cooperative planning by teachers,

pupils, and parents was used in determining objectives to a greater extent in the reimbursed programs.

There were a number of significant differences in the provisions made for the homemaking program in the reimbursed and non-reimbursed schools. The appearance of the rooms was much better in the reimbursed programs than in the non-reimbursed. The difference in the standards of beauty and orderliness was especially noticeable. In 30 per cent of the reimbursed programs the departments were decidedly attractive and homelike and all of the others were fairly attractive, but in 70 per cent of the non-reimbursed programs the departments were definitely unattractive. Most of the departments were orderly in the reimbursed programs, but only a very few were in good order in the non-reimbursed ones.

There was a better supply of teaching aids and a much more satisfactory organization of these aids in the reimbursed programs than there was in the non-reimbursed. In the non-reimbursed schools there was a fairly good supply of books, bulletins, and equipment, but in 60 per cent of these schools there was no organization of these teaching aids. Although there was illustrative material in most of the reimbursed programs and in 70 per cent of the non-reimbursed programs, there was none at all in 30

per cent of the non-reimbursed programs. The supply of bulletins and equipment was definitely good in 40 per cent of the non-reimbursed programs, whereas in 30 per cent of the reimbursed ones this supply was only fair.

Teaching aids were used adequately or fairly so in the majority of both programs. However, in 10 per cent of the reimbursed programs and in 25 per cent of the non-reimbursed programs they were not used well at all. In 15 per cent of the non-reimbursed programs equipment and illustrative material were not used adequately.

In all of the reimbursed programs pupils assumed some responsibility for their individual property and for the care of the department. Pupils were responsible for their individual property in the majority of the non-reimbursed schools but in over half of these schools they assumed no responsibility at all for the care of the department. However, in 20 per cent of the non-reimbursed programs pupils did assume definite responsibility for the care of the department while in 35 per cent of the reimbursed programs pupils assumed only a fair amount of responsibility for this.

There was a great difference in the use of resources outside the classroom. Resources in the homes and in the community were used adequately or

fairly adequately in 75 per cent of the reimbursed programs but in only 10 per cent of the non-reimbursed. While there was a good use made of resources outside of the class room in 25 per cent of the reimbursed programs there was also no use made of these resources at all in 25 per cent.

The methods of organizing the class were varied to a somewhat greater extent in the reimbursed programs than in the non-reimbursed programs. Group experiences with a purpose were used extensively in both programs but individual pupil experiences with a purpose were used only in 40 per cent of the reimbursed programs and 15 per cent of the non-reimbursed.

Teaching techniques were more varied in the reimbursed programs than in the non-reimbursed ones. There were nine different techniques used in the reimbursed programs. The techniques most commonly used in both programs were discussion, problem solving and reading of reference material. In most of the reimbursed programs the procedures used were democratic. Procedures used were also democratic in many of the non-reimbursed programs, but teacher-dictation was evident in an appreciable number of these programs.

The standards of work were in terms of home situations in a greater number of the reimbursed

programs than of the non-reimbursed, though there was definite evidence of this in only 55 per cent of the reimbursed programs. In 20 per cent of the non-reimbursed programs standards were definitely in terms of home situations, whereas in 40 per cent of the reimbursed programs there was only a fair amount of evidence that standards in homes were considered. There was definite evidence that related areas of home living were included only in 35 per cent of the reimbursed programs and 15 per cent of the non-reimbursed programs. In 30 per cent of the reimbursed programs and 50 per cent of the non-reimbursed programs there was no evidence of this at all.

Pupils expressed opinions freely in less than half of both programs. While it was evident in 30 per cent of the non-reimbursed programs there was only a fair amount of evidence in 25 per cent of the reimbursed programs. In 30 per cent of the reimbursed programs and in 65 per cent of the non-reimbursed there was no evidence of this at all. Pupil participation was better in the reimbursed programs than in the non-reimbursed ones. In over two thirds of the reimbursed programs the pupil participation was good, whereas it was good in less than one half of the non-reimbursed. In all of the reimbursed programs guidance was available for individual pupils during

a conference hour, but no guidance was available at all during a conference hour in the non-reimbursed programs. In over half of both programs guidance was given individuals during class.

The relationship between the teachers and pupils was good in a greater number of the reimbursed programs than of the non-reimbursed ones. Interest and enthusiasm in work were definitely shown in more than twice as many of the reimbursed programs as the non-reimbursed programs. Though in 35 per cent of the reimbursed programs there was only a fair amount of interest, in 20 per cent of the non-reimbursed programs pupils were definitely not interested. The suggestions given by pupils were welcomed, evaluated, and used in more than 50 per cent of the reimbursed programs. There was evidence that suggestions were welcomed in only 25 per cent of the non-reimbursed programs, but they were evaluated and used in only a few of these programs.

The personal standards of all of the teachers were high in both the reimbursed and non-reimbursed programs. The majority of the teachers in both programs were well groomed, appropriately dressed, and healthy in appearance. A higher per cent of the teachers in reimbursed schools were enthusiastic about their work than in the non-reimbursed.

However, 45 per cent of the non-reimbursed were enthusiastic about their work, whereas 25 per cent of the reimbursed teachers were just fairly interested.

Appropriate evaluations were made in a larger number of the reimbursed programs than of the non-reimbursed. However, it was evident that appropriate evaluations were made in less than one half of the reimbursed programs. There was no evidence of appropriate evaluations by groups of pupils in 50 per cent of the reimbursed programs and in 80 per cent of the non-reimbursed programs. A good variety of evaluation devices were definitely evident in only a few of the reimbursed programs. In 40 per cent of these programs and in 20 per cent of the non-reimbursed there was only fair evidence that a variety of devices were being used. In the majority of both programs there were devices used to measure information, but devices were used to measure growth only in 25 per cent of the reimbursed programs and in 10 per cent of the non-reimbursed programs.

There was no great amount of difference in the reimbursed and non-reimbursed programs in the sequence of lessons. Teacher-pupil planning was used in a larger number of the reimbursed programs than of the non-reimbursed. In both programs the lesson to follow was evidently planned as a result

of evaluation of present status in relation to the pre-planned direction. There was evidence that the next lesson was planned as a result of an out-growth of interest in the lesson of the day in only a very few of either of the programs.

Conclusions

Good teaching procedures were used in the reimbursed homemaking programs to a greater extent than they were used in the non-reimbursed programs, though in many of the non-reimbursed programs teaching procedures were good and in an appreciable number of the reimbursed programs they were not good.

Suggestions for further study

1. How can the standards of the non-reimbursed schools be improved under present policies for reimbursement?
2. How can the standards in all of the reimbursed schools be raised to a higher level?

Chapter VI

SUMMARY

A comparison was made of the reimbursed and non-reimbursed homemaking programs in the northeast district in Oklahoma to assist in the evaluation of quality of work being done, to discover good and poor teaching practices, and to determine places where improvements were needed.

Visits were made in all of the schools included in this study, during which homemaking classes were observed, conferences were held with the homemaking teacher, and records, reports, and evaluation devices were examined.

It was found that satisfactory problems were recognized and used in twice as many of the reimbursed programs as were used in the non-reimbursed.

Definite objectives based on the needs of pupils were evident in only one half of the reimbursed programs and in one fourth of the non-reimbursed.

There was a better supply of teaching aids in the reimbursed programs than in the non-reimbursed but they were good or fairly good in both programs.

Resources in homes were used adequately or fairly adequately in three fourths of the reimbursed programs but in only a few of the non-reimbursed.

Class work was organized into group experiences with a purpose in more than half of both programs.

A variety of teaching procedures were used in a greater number of the reimbursed programs than were used in the non-reimbursed ones. Procedures most commonly used in both programs were discussions, problem solving and reading. Standards of work were definitely in terms of home situations in only 55 per cent of the reimbursed programs and in 30 per cent of the non-reimbursed programs there was no evidence of this at all.

There was evidence that the relationship between the teacher and pupils was good in a greater number of the reimbursed programs than in the non-reimbursed. Pupils were interested and enthusiastic about their work in twice as many of the reimbursed programs as in the non-reimbursed. However, in 35 per cent of the reimbursed programs there was only a fair amount of interest.

Individual guidance was available during a conference hour in all of the reimbursed programs, but in none of the non-reimbursed ones.

The personal standards of all the teachers were high in both the reimbursed and non-reimbursed schools. The majority of the teachers were well groomed, appropriately dressed and healthy in appearance.

Appropriate evaluations were used in a greater number of the reimbursed programs than were used in the non-reimbursed. However, there was definite evidence of this in less than 50 per cent of the reimbursed programs.

There was fair evidence that a variety of evaluation devices were used in both programs. Evaluation devices were used to measure information attained in a greater number of each of the programs than they were used to measure the total growth of the pupils.

There was no great amount of difference between the reimbursed programs and the non-reimbursed programs in the method of planning the next lesson. In the majority of both programs the following lesson seemed to be planned as a result of evaluation of status in relation to a pre-planned direction. In only a few of either of the programs was there evidence that the lesson to follow grew out of special interest in the day's activities.

APPENDIX

- A. "Evaluation of Procedures used in Homemaking Programs."
 - B. Raw data from Reimbursed Homemaking Programs.
 - C. Raw data from Non-Reimbursed Homemaking Programs.
-

EVALUATION OF PROCEDURES
USED IN HOME MAKING PROGRAMS

Reimbursed _____

Nonreimbursed _____

County _____ Teacher _____

School _____ Date _____

Class: 7th _____ 8th _____ I _____ II _____ III _____ IV _____

Grades

Mixed group _____

Boys _____

Number of pupils in class _____

Length of time observed _____

1. PROBLEMS	Evident	Satisfactory	Evident not	satisfactory	Not	evident	Comments
(a) A variety of problems are explored by teacher and pupils.							
(b) Real life problems are being used.							
(c) Problems used relate to personal and social development of the pupils.							

2. Objectives	Evident satisfactory	Evident not satisfactory	Evident	Not evident	Comments
(a) There are objectives.					
(b) Objectives are determined by: 1. Teacher _____ 2. Teacher and pupils _____ 3. Teacher pupil and others _____ Objectives in the • Oklahoma Teacher's Guide are used: 1. Not at all _____ 2. Entirely _____ 3. For suggestions _____					
(c) Objectives are based on needs, interests, and aptitudes of pupils.					
(d) Objectives are such that progress can be evaluated					

3. Types of situations for learning experiences.	Yes	Fairly	No	Comments
(a) The homemaking department is:				
1. Clean				
2. Orderly				
3. Attractive				
4. Homelike				
(b) There are teaching aids for area studied.				
Area studied: _____				
1. Equipment				
2. Books				
3. Bulletins				
4. Illustrative Materials				
(c) Teaching aids are kept in a manner that is systematic and conducive to timely use.				
(d) As a part of regular work pupils assume responsibility for care and management of:	Evident	Fairly evident	Not evident	
1. Individual property				
2. Department				
3. Teaching aids				
(e) Resources outside the classroom are used.				
(f) Teaching aids are used adequately	Yes	Fairly	No	
1. Equipment				
2. Books				
3. Bulletins				
4. Illustrative Materials				
5. Resources outside the classroom				

	Democratic Procedure	Teacher Dictated	Used	Not used	Comments
(g) Methods used					
(1) Group experiences with purpose _____					
(2) Individual exper- iences with purpose. _____					
(3) Types of procedures:					
1. Heading					
2. Discussion					
3. Lecture					
4. Panel					
5. Forum					
6. Oral report					
7. Written report					
8. Dramatization					
9. Experimental					
10. Free activity					
11. Problem solving					
12. Class projects					
13. Home projects					
14. Field trip					
15. Talk by other teacher					
16. Other					
	Evident	Fairly evident	No	evidence	
(h) Related areas of home living are included.					
(i) Standards are set up in terms of home situations.					
(j) There is individual guidance of pupils:					
1. In class					
2. During conference hour					
(k) All pupils are participating	Good	Fair	Poor		

4. Relationship between teacher and pupils	Evident	Fairly evident	Not evident	Comments
(a) Pupils show interest and enthusiasm.				
(b) Pupils are courteous.				
(c) Suggestions of pupils are:				
1. Welcomed				
2. Evaluated				
3. Used				
(d) Pupils express opinions freely.				
(e) The relationship is cooperative.				
5. Personal standards exemplified by the teacher.	Good	Fairly	Poor	
The teacher is:				
(a) in good health Well groomed				
(b) Appropriately dressed				
(c) Courteous and cooperative				
(d) Alert and enthusiastic about her work.				
(e) Sympathetic and appreciative.				

6. Evaluation

Comments

(a) There are appropriate evaluations made by:	Evident	Fairly evident	Not evident	
1. Teacher				
2. Individual pupils				
3. Groups of pupils				
4. Entire class				
(b) A variety of evaluation devices are used.				
(c) Devices are used to measure:				
1. Information attained				
2. Growth				
7. Sequence of lessons.				
(a) The next lesson is planned by:				
1. The teacher				
2. Teacher and pupils				
(b) The next lesson is planned as a result of evaluation of present status in relation to desired direction.				
(c) The next lesson is an outgrowth of interest in today's activities.				

Reimbursed

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Problems	(a)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Objectives	(a)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B	(a)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Situations Provided	(a)	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN	Y	FN
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G	(a)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Relationships	(a)	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN	FE	FN
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Personal Standards	(a)	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Evaluation	(a)	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE	E	NE
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Sequence	(a)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(b)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(c)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Legend:

E5-Evident Satisfactory	NE-Not Evident
EN5-Evident Not Satisfactory	DP-Democratic Procedure
NE-Not Evident	TD-Teacher Dictated
Y-Yes	U-Used
F-Fairly	NU-Not Used
N-No	G-Good
E-Evident	F-Fair
FE-Fairly Evident	P-Poor

Nonreimbursed

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1 Problems	(a)	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
	(b)																					
	(c)																					
	(d)																					
	(e)																					
2 Objectives	(a)																					
	(b)																					
	(c)																					
	(d)																					
	(e)																					
	(f)																					
	(g)																					
	(h)																					
	(i)																					
	(j)																					
3 Situations Provided	(a)																					
	(b)																					
	(c)																					
	(d)																					
	(e)																					
	(f)																					
	(g)																					
	(h)																					
	(i)																					
	(j)																					
4 Relationships	(a)																					
	(b)																					
	(c)																					
	(d)																					
	(e)																					
	(f)																					
	(g)																					
	(h)																					
	(i)																					
	(j)																					
5 Personal Standards	(a)																					
	(b)																					
	(c)																					
	(d)																					
	(e)																					
Evaluation	(a)																					
	(b)																					
	(c)																					
	(d)																					
	(e)																					
7 Sequence	(a)																					
	(b)																					
	(c)																					

Legend

<ul style="list-style-type: none"> ✓ Evident ○ Satisfactory △ Not Satisfactory □ Not Evident ○ Fairly Evident ○ Fairly Satisfactory ○ Fairly Not Satisfactory ○ Fairly Not Evident ○ Democratic Procedure ○ Teacher Dictated 	<ul style="list-style-type: none"> U-Used NU-Not Used G-Good F-Fair P-Poor
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