

EVALUATION OF HOME MAKING DEPARTMENTS  
BUILT OR REMODELED SINCE 1948

by

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EVALUATION OF HOMEMAKING DEPARTMENTS  
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CHAPTER I

INTRODUCTION

The school plant is recognized as an important factor which influences and conditions to a large degree the schools' programs of activities (2, p.111). Knezevich emphasizes this point when he says:

The school plant is the physical expression of the educational philosophy of the community. Building a more functional school plant necessitates more active participation on the part of curriculum workers during school plant planning periods (8, p.495).

Educators, architects, parents and citizens alike should feel their varied responsibilities in seeing that new or rehabilitated school plant facilities proposed do not hinder the present and future philosophy of purpose and program of the schools in their community. In the First Progress Report of the School Facilities Survey, the following statements speak for themselves:

What a schoolhousing "need" is depends almost entirely upon the educational program in all its aspects--What it is expected to accomplish; what the structure or organization of the program is; what instructional methods will be used; and what uses the community will make of the school plant. Not only must the aims, organization, and methods of the present program be considered, but its future direction also must be ascertained at least tentatively

in order that the program will not be impeded by inappropriate physical arrangements. The school plant is an expensive tool intended not alone for today's life, but also for the next generation. It can be planned intelligently only after the present and future educational programs it is to serve have been carefully considered.

More and more the increasing complexity of civilization has heightened public demand for new educational services, many of which require additional and even unique housing and other special facilities more expensive than those for the traditional bookish program formerly the rule. Included in such services and facilities are homemaking laboratories and equipment..... (19, p.22).

What is needed by educators and architects is common sense, initiative, imagination and courage in planning schools so they will provide for the needs of the present, and prepare to house the trends of the future. The Second Progress Report of the School Facilities Survey says:

Constant improvement in education programs and instructional methods is necessary to provide opportunities for educational growth needed to help youth participate in an ever-changing world. Too often school buildings erected in the past have been found to be static, limited in scope and not easily adapted to educational programs of today. Educational administrators, teachers and plants which are better adapted to current educational programs than are plants erected in bygone years. They strive constantly to improve existing plants and to plan new buildings that will provide the best possible adaptations, within the funds available, to current and anticipated educational needs is necessary (15, p.5).

Schools must have classrooms which are flexible for flexibility allows for changes. There is nothing permanent

except change. Content, teaching methods, scope, organization, all have changed, are changing, and will continue to change. Schools must be designed for change. There is no difficulty in constructing a structure which will stand safely for generations, but there is a great difficulty in designing a school plant which will be of maximum usefulness through its structural life (17, p.3).

According to the findings of the American Association of School Administrators, school buildings being built now will be in use in the year 2000 and for some years thereafter (1, p.54). Today obsolescence of school buildings is recognized as one of the greatest deterrents to progress in education. Our nation is littered with buildings that are structurally sound, that provide comfortable and healthful shelters for pupils, but which do not lend themselves to the conduct of a modern forward-looking educational program (11, p.107).

The homemaking department is part of the total school program. We should think in terms of the whole as well as to one of its parts and strive to see that "our part" is in keeping with the present and possible future development of philosophy of purpose and program of schools. Let us remind ourselves that schools being built today will probably be in use in the year 2000. We must prepare our homemaking departments for this predicted life-time span.

### Need for This Study

In the years following World War II many schools throughout the country built new homemaking departments or improved old ones. Many homemaking teachers have had the opportunity to share in the planning, while others have had experiences of teaching for the first time in this new environment.

It is the common feeling that those who live and work in their departments know them best. In order for educators and architects to profit from past building experiences, they must examine their past products. Homemaking teachers in these departments are in a position to offer valuable contributions through their willingness to give reactions and suggestions in the form of an evaluation. This study should serve to point to clues revealing weaknesses which might be avoided in plans of new departments, to point out outstanding features which could become the strengths of other departments, and reveal some trends in the planning, building and furnishing of homemaking departments today.

Homemaking departments are expensive to build and remodel. Educators can contribute to wise planning and building by being constantly alert in re-evaluating the standards and practices of the past and present. If we do this we can more successfully meet the challenge of

the philosophies, purposes and scope in the teaching of home economics education through providing more adequate facilities for our teachers.

### Statement of the Problem

This study is an evaluation of new and remodeled departments in nine western states to discover the following:

1. What types of homemaking departments are being built or remodeled?
2. What kinds of classes are being taught in the homemaking departments?
3. What relation is there between the ratings given to homemaking departments by teachers and the years homemaking departments are built or remodeled?
4. What relation is there between the ratings given to homemaking departments by teachers and the types of homemaking departments built?
5. What forces influence the space, arrangement and equipment for homemaking departments?
6. What is the frequency of activities and services in homemaking departments and what is the adequacy for these uses?
7. What provisions are made for teaching a broad homemaking program?
8. What provisions are made for effective teaching in homemaking departments?
9. What provisions are made for equipment and furnishings in homemaking departments?

10. What provisions are made for physical conditions in homemaking departments?
11. What effects do the homemaking departments' environment have on those working or coming in contact with it?
12. What provisions have homemaking departments made for the future?
13. What is the maximum enrollment desirable in present homemaking departments?
14. What outstanding features do teachers feel exist in their homemaking departments?
15. What features do teachers feel need to have more careful consideration in the stages leading to completion of the homemaking department?

#### Limitations of This Problem

This study is limited in the following ways:

1. It is confined to evaluations of homemaking departments in the secondary schools of nine western states. These include Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah and Wyoming.
2. Only a limited number of departments built or remodeled since 1948 in these states have been included in this study.
3. The evaluation of space, equipment, furnishings, and storage in departments is limited to generalizations.

#### Philosophy of Purposes and Programs in Schools

The homemaking teacher shares the responsibility of guiding pupils in learning with other teachers in the school. One must recognize the philosophy of the total

school program as well as the philosophy in home economics if homemaking departments are to be planned intelligently.

The Engelhardts and Leggett state that schools have two purposes. Since in a democracy the citizens make the major choices, it is important that schools train for high quality in citizenship. And because democracy places great importance on the individual our society has expected schools to aid each child to develop to the limit of his abilities, his talents and skills, his ability to understand himself, his abilities to take successful part as a member of society, to get along with people and in all ways to be so far as he is able, a useful, healthy, happy, competent individual in a democratic society. The authors go on to say:

From these purposes derive the more detailed objectives of the school. Training in citizenship, developing the ability to think, aiding children to learn to get along with others, developing in children healthy bodies and minds, developing good character, providing students with tools of learning so that skills can be acquired useful in later life, gaining of knowledge, learning to use leisure time profitably; these are among the tasks set for our schools (4, p.1).

New ideas of values and of individual worth states Spafford, have influenced the thinking of school people in regard to the total program of education. Individual home economists differ in the emphasis they place on these values and also the means they use to attain them. Spafford



believes, however, that high school home economics programs are built upon a common acceptance of these beliefs:

1. Education for home and family living should be their major concern.
2. Home economics in schools has a special contribution to make to education for personal living.
3. Home economics is well taught only as it is taught in relation to an understanding of the larger social situation.
4. The kinds of jobs people hold affect the kind of home life they have and that their home life influences their success or failure on the job.
5. The teaching of home economics has an important part to play in education for democratic living.
6. Education should be functional.
7. Home economics should be personalized.
8. The success of their teaching is measured in the long run by the use pupils make of their learning in their daily lives.
9. Each home economics program should be especially planned for a particular school.
10. The home economics program of the individual pupil should be especially planned for that pupil.
11. The home and home economics department should work closely together in planning and carrying out a program in home and family life education.
12. Home and family life education should be part of the education of all pupils.
13. Home economics has a unique contribution to make to the general education of pupils (13, pp.16-19).



Educators are steadily beginning to recognize the important contributions homemaking education is making to the general purposes of education. It is the opinion of the writer that this factor alone will some day give those in homemaking education almost unlimited opportunities to enrich their program and offerings to all age levels.

### Trends in Educational Building

The translation of the educational philosophy into the physical plant is not easy. Perkins states that the school plant in America has evolved largely through the influence of the changing philosophy of purpose and program of the school with a similar development of remarkable progress in all phases of technology (9, pp.68,233). Not only is new emphasis on subject matter influencing the planning and building of homemaking departments, but new trends in school building bring certain trends in department planning.

What are some trends in school plant construction? The American Association of School Administrators indicate that there has been a general and continuous trend toward smaller classes. Despite the reduction in class size, the 22-foot by 30-foot classroom is no longer adequate. It is too small to serve even a class of 25 with a modern up-to-date program. The trend is distinctly toward the

classroom as a learning and growing laboratory. Another important trend is the increase in the use of the school as a community building. There are trends toward simple architectural designs, without ornamentation. The elimination of basements in new buildings has practically been accomplished. One story buildings are coming in vogue. Trends are toward more careful consideration in furniture and equipment which can be easily handled by pupils and will contribute toward the pupil's development. Today much attention is being given to the rehabilitation of old school buildings to be used during the future peak enrollments expected (1, pp.14-19,245-266).

Perkins reports recognition of the various functions and services within the school have led to complete decentralization in which units are housed separately. This is known as the campus plan. Instead of one building under one roof, most new school plants will consist of a series of simple structures designed to carry out one particular function. Such a plant will increase the efficiency in carrying out a program, and will ultimately be cheaper to build, maintain and expand. Perkins says more space will be provided for activities. Rooms will be wider not only because more nearly square spaces give utility, but also because spaces with wider spans cost less to construct. (9, pp.55,246). Perkins states:

Probably the most important future development with respect to school plants will be greater and more intelligent use of cooperative planning. Intelligent teamwork involving representatives of the community, the professional staff, architects and engineers will become the usual procedures..... (9, p.246).

Flexibility in school building is a popular subject today. Wilson's feelings are:

The basic approach to flexibility in school building is through simple, less expensively detailed classrooms and through the use of movable, storable, multiple-use furniture, cabinets, fixtures and equipment. A logical corollary to this approach is the observation that obsolete equipment and furniture are easier and less expensive to replace than the old school building (17, p.23).

What are the present trends in organization of homemaking departments? The American Association of School Administrators says:

Within the past few years there has been a definite trend away from the highly specialized, separate, so-called laboratories for foods and clothing toward the general all-purpose room for teaching all phases of homemaking education ..... The two-room department in which each room is equipped for different combinations of activities is widely used..... In schools having large enrollments, the department may have three, four or more rooms (1, p.97).

The expanding scope of home economics education has given way to a variety of plans for homemaking departments. This is revealed in Dennis's statements:

Many combinations of rooms are to be found in homemaking departments throughout the country, but the type most commonly found in the smaller schools is the all-purpose room. This

consists of one large room equipped for teaching all phases of homemaking. The all-purpose room is so designed that it is possible for the teacher to develop a well-rounded program. In such a room she can supervise or she can work with a group on only one phase of homemaking. An all-purpose room will require more floor space than either a foods or clothing laboratory taken individually, but not as much space as two rooms together would require. There is a saving also in the amount of equipment needed since many pieces of furniture may have dual use..... Further advantage of the all-purpose room is that the room itself tends to place emphasis upon broad experiences in homemaking rather than upon the development of one or two particular skills. It is desirable that these factors be kept in mind, even for schools in which more than one homemaking teacher is employed. In the environment of an all-purpose laboratory, the equipment itself conveys the idea of wholeness rather than fragmentation .....

The multiple-room department consists of two or more rooms. One is usually furnished with equipment required for teaching all phases of foods and nutrition, laundry, home safety, and home management--including adequate storage. Another room is usually furnished for teaching of clothing and textiles, home furnishings and crafts, child care and development, home care of the sick, and family relationships. There may be a living area included in each room or there may be a separate room furnished as a living-dining area. Some high schools are providing additional space for a play school in connection with the homemaking department.....

A third type of home economics department is the homemaking cottage. In this case, a building separate from the regular school building is used for the homemaking department. It may include an all-purpose laboratory in addition to several smaller rooms for specific activities, such as a living-dining area, bedroom, and bath. This plan offers an opportunity for much flexibility in teaching

homemaking since it typifies more readily a home situation. However, this type of department has some disadvantages..... (3, pp.75-76).

### Related Studies

Studies pertaining to the space and equipment in homemaking departments have been carried on in several states. Three of these studies deal with the evaluation of space and equipment in homemaking departments in the states of California, Oklahoma, and Oregon, respectively. Two others are closely related. One is concerned with the factors affecting teachers' satisfactions with school conditions in Nebraska, while the other pertains to the study and planning of space and facilities for a public school home economics department.

The Phillips study (10) was made to determine the extent to which space and equipment recommended for a functional homemaking program were provided in eight Fresno city schools. Her conclusions were: No department provided the recommended space and equipment for instruction in all areas of a functional homemaking program. Only two phases of instruction were provided for all schools. These were food and nutrition and clothing construction. The junior high schools were provided with more adequate space and equipment for a broad homemaking program than were senior high schools. Such a marked

inequality existed in the extent and condition of space and equipment provided for the same area of instruction in different schools. The writer expressed the opinion that it would seem that a minimum list of essential equipment for an effective program in each area of instruction should be established. It should be considered essential to repair and renovate departments frequently. It would be desirable to establish a plan whereby modern equipment may be added to the department from time to time.

The main purpose of Williamson's study (16) was to study the physical plant and equipment of homemaking departments in Oklahoma. The results of this study showed that the majority of teachers indicated their departments gave them real satisfaction from the standpoint of physical atmosphere. The data indicated that departments were generally well equipped for teaching foods and clothing than for all other areas. The greatest need for equipment existed in the area of child care and home care of the sick. Teachers emphasized the poor arrangement, lack of storage space and crowded conditions. Comments by students indicated that the greatest physical need in their homemaking departments were comfortable chairs.

The following conclusions are based on the findings of Hollandsworth's study (7) which was made to determine how 15 homemaking departments in Oregon rated when evaluated by the Blackwell rating scale. Although equipment

and other physical facilities are important in teaching a broad total program of homemaking, the teacher is even more important. Some departments with less adequate equipment are commended on their curriculum. In most departments, equipment and storage in areas other than foods and clothing need to be improved. Facilities for teaching foods and clothing are slightly above average. Reference and illustrative materials are old in most cases and need to be replaced. The services of these departments should be expanded to include high school boys, adult men and women, elementary school pupils, and additional high school girls.

In the Etmund study (5) according to standards set by the Nebraska State Department of Vocational Education, no department studied in Nebraska had an adequate amount of equipment for teaching all phases of homemaking. More departments had adequate equipment for teaching foods than any of the other phases of the homemaking program. According to the judgment of teachers, over half of the equipment which was available for teaching various phases of homemaking was in good or fair condition. Teachers in departments that had adequate equipment in good or fair condition were the best satisfied with school conditions.

Foster (6) as a result of her study reached certain conclusions concerning essential factors in planning the



space and facilities for a public school homemaking department. She stated that the program to be presented and the space and facilities for the presentation of this program are so interwoven that neither can be separated. The time element involved in planning is very important as efficient planning takes much time and thought. The use of a committee for planning is essential. To plan wisely for a home-like setting for education for home and family living, the viewpoint of the homemaker, student, administrator, the teacher, and parent should be represented. A broad and clearly stated philosophy of education in relation to the home economics program is needed to plan a flexible program to meet the needs of youth and the constantly changing economic and social conditions within the local community. Foster believes that certain administrative and organizational policies such as pupil load, length of classes, methods of securing supplies, et cetera, influence the planning of space and facilities. The decision as to the nature and function of the program will determine the layout. The choice of basic equipment represents an essential part of planning space and facilities and calls for an analysis of pupils to be served and the activities to be carried out. All phases of planning should be evaluated in terms of the local situation and a sound philosophy. Successful planning depends to a great



extent on the ability of the leader of the planning committee to employ the principles of group dynamics.

### Summary

The space and equipment in homemaking departments have been influenced by the changing philosophy of purpose and programs in education. In order that homemaking departments be functional for present and future needs, and in keeping with the beliefs in home economics education, there should be constant evaluation. This study should serve to reveal some strengths and weaknesses of departments, as well as reveal some clues to the planning and uses of homemaking departments built or remodeled since 1948.

## CHAPTER II

### METHOD OF PROCEDURE

A teacher's evaluation of her homemaking department can do much in the way of contributing valuable information for the future planning of homemaking departments. Because the number of departments built or remodeled since 1948 was limited in any one state, it was desirable to broaden the range of possible sampling to include a number of states. The questionnaire was selected as the means to record the reactions of teachers to their departments.

#### Source of Data

The data used in this study were gathered from a selected group of teachers in nine western states. It was necessary to enlist the cooperation of state supervisors. This was done by a letter written by the Head of the Home Economics Education Department, Oregon State College, to all state supervisors. They were asked to send the names and addresses of teachers employed in departments built or remodeled since 1948. No distinction was made between vocational and non-vocational departments.

Nine of the 11 state supervisors contacted replied, and indicated interest in the study by sending the names and addresses of teachers employed in departments coming under this classification. Several state supervisors stated they were doubtful as to the accuracy of their selections. A list of 234 names and addresses resulted from the replies of nine state supervisors.

#### Construction of Questionnaire

The trial questionnaire was prepared by studying various forms of check lists, rating scales, and other questionnaires; by reviewing recent books and periodicals; and by examining manuscripts of related studies. During the process of construction, a letter was sent to a district supervisor in another state not included in this study, asking for information concerning a research project related to department planning. Information was requested for the purpose of avoiding duplication. The reply was that this study would be a complement rather than a duplication.

Following completion of the tentative form, a typed copy of the questionnaire and a letter of explanation were sent to a jury of 17 judges consisting of members of the Oregon State College Home Economics Education staff, home management and housing specialists, supervising teachers, graduate students and a selected group of college seniors in home economics education. The judges were asked to comment on such questions as: How long did the questionnaire take to fill out? What parts are not clear? What suggestions are there for improvements? What parts could be omitted in order to shorten the form?

On the basis of the appraisal and criticisms of these 17 people, the questionnaire was revised into its final form and printed. (A copy of the form sent to 234 homemaking teachers is in Appendix A.)

This questionnaire has certain limitations. First, no definition of the meaning of the term "remodeled" homemaking departments was given. This was left to the discretion of the respondent.

Another limitation is that the questionnaire is a self-evaluation device. The standards and attitudes of teachers will influence their answers to the majority of questions.

A third limitation is that accurate layout drawings for homemaking departments are difficult to secure and use. The inclusion of the section entitled Space and Arrangement in the questionnaire was for possible clarification of answers to previous questions on the part of the respondent, and for greater understanding of the total picture of the homemaking department by this writer.

#### Letter of Transmittal

Accompanying the questionnaire was a printed letter written to the 234 homemaking teachers asking for each one's cooperation. The letter explained the purpose of the study and indicated how their names were obtained. Teachers were asked to return the questionnaires unanswered if the departments were built or remodeled before 1948. In departments having more than one teacher, it was explained that it would be advantageous to have "pooled opinions" of all homemaking teachers in the building. Teachers were asked in the letter to include separate schedules of the teaching day for each teacher employed in the department. (See Appendix A)

### Distribution and Return of Questionnaires

Of the 234 questionnaires sent to teachers in nine western states, 122 or 52 per cent were returned. In every state at least 40 per cent of those asked to contribute returned their questionnaires. Of those questionnaires returned, 85 were used in the study. Thirty-seven were discarded because nine were sent back unanswered, 11 gave incomplete information, and seven usable questionnaires did not arrive in time for tabulating. Thus, 70 per cent of those returned or 37 per cent of the total questionnaires sent were used. Oregon provided 30 per cent of the respondents. The states of Colorado and Wyoming together contributed another 30 per cent. Arizona, Montana and Utah provided 25 per cent and the states of Idaho, Nevada and New Mexico followed with the remaining 15 per cent. (See Table A, Appendix B)

### Summary

A questionnaire was constructed which contained questions concerning the teacher's evaluation of her homemaking department. Distribution was to 234 teachers in nine western states. Of the total questionnaires sent, 37 per cent were used in the study. The following two chapters will include the analysis of data which was obtained from 85 questionnaires.

### CHAPTER III

#### PRESENTATION AND ANALYSIS OF BACKGROUND DATA

This study was made to determine strengths and weaknesses of homemaking departments built or remodeled recently, and to reveal some trends in their planning, building and furnishing.

In an investigation of this kind it is important to remember a homemaking department and its program should be planned for the present and future needs of its school. Therefore, before an analysis of homemaking teachers' appraisal of their departments is given, one should recognize the general background of teachers making the evaluation, as well as consider general information about the homemaking departments in these schools and their program offerings to pupils. The analysis of background data resulted in implications at the end of this study.

#### Background of Respondents

Years Teachers Have Taught Homemaking. The 85 respondents in this study were asked the total number of years they have spent teaching homemaking. Table 1 shows that of the 85 respondents, 67 were teaching in new departments and 18 teachers were in improved departments. Thirty-nine per cent of the total respondents had from



Table 1

Years Teacher Respondents Have Taught Homemaking  
(85 Cases)

Years of Experience	Total		New Departments		Remodeled Departments	
	No.	%	No.	%	No.	%
0	7	8	5	6	2	12
1	5	6	2	3	3	16
2-3	14	17	12	18	2	12
4-5	9	11	9	13	0	0
6-10	16	19	13	20	3	16
11-15	17	20	14	21	3	16
16-20	5	6	3	5	2	12
21 or more	8	9	8	12	0	0
No Answer	4	4	1	2	3	16
Total	85	100	67	100	18	100

6-15 years' experience. It was rather surprising to find that 55 per cent of the total respondents had from 6-21 or more years of teaching experience while only eight per cent were beginning teachers. Four teachers failed to state number of years of teaching experience. This hesitancy may mean they were not first year teachers. The high rate of experience among respondents is, in the writer's opinion, an asset to a study of this kind. These

data suggest that experienced teachers tend to be prevalent in new or improved homemaking departments.

When a comparison is made between the years of experience teachers in new and remodeled departments have had, Table 1 shows that in new departments nine per cent of the teachers had from 0-1 years' experience while 28 per cent in remodeled departments have had similar length of experience. This may mean that schools with new departments are quite successful in hiring teachers with previous teaching experience.

Although remodeled departments have a higher per cent of beginning teachers than do new departments, as the data are studied further they show that on the whole there is no other great difference existing between the total years of experience teachers have had in either type of department. The study reveals a very close similarity in that 40 per cent of teachers in both new and remodeled departments have had from 0-5 years' experience. The range down the scale varies again with 58 per cent of teachers in new departments having 6-21 or more years' experience whereas 44 per cent in improved departments have had 6-21 or more years. However, if one assumes that those who did not answer were not beginning teachers, the comparison would be strikingly similar again between teachers teaching in remodeled and newly-built departments.

Generally speaking, these data show that the only important difference between the total years of experience of the two groups of teachers in new and remodeled departments is that remodeled departments have a higher per cent of beginning teachers than do new departments. The schools used in this study and having new departments have been quite successful in securing teachers with previous experience in homemaking education.

Years Teachers Have Taught Homemaking in Present Position. One third of the respondents in Table 2 reported having from 0-1 years' experience in the present position. Forty per cent reported from 2-5 years. The remaining 27 per cent have taught in present position 6-21 or more years. No teachers hesitated to state their experience in present position although four teachers failed to state their total number of years of teaching experience.

When a comparison is made in Table 2 between teachers' experiences in new and remodeled departments, it can be seen that 24 per cent of the teachers in new departments had from 6-21 or more years' experience in present position. Almost 40 per cent were in remodeled departments.

From the combined data in Tables 1 and 2, however, one cannot overlook the interesting fact about the eight

Table 2

Years Teacher Respondents Have Taught  
in Present Position  
(85 Cases)

Years of Experience in Position	Total		New Departments		Remodeled Departments	
	No.	%	No.	%	No.	%
0	15	18	11	16	4	22
1	13	15	11	16	2	11
2-3	21	25	17	26	4	22
4-5	13	15	12	18	1	6
6-10	13	15	9	13	4	22
11-15	5	6	4	6	1	6
16-20	3	4	1	2	2	11
21 or more	2	2	2	3	0	0
No Answer	0	0	0	0	0	0
Total	85	100	67	100	18	100

teachers with 21 or more years' experience. Of these, two remained in the same department at least that long and were successful in securing a new department. It is not known how long the other six teachers with 21 or more years experience have been teaching in their present position, but they too are now in new departments. Thus, all teachers with 21 or more years' experience are teaching in new departments.

Summary. The background of respondents in this study indicates that on the whole probably the younger teachers with experience are moving to positions in new departments whereas the older teachers are improving their old homemaking departments. This may be the case with the exception of teachers with 21 or more years of experience. They have all acquired new departments. In this study the data show that new departments have been quite successful in finding teachers with past experience whereas remodeled departments have a higher per cent of beginners, but also show a higher per cent of "old-timers."

#### Background of Homemaking Departments Represented

Departments Classified According to Location. The 85 homemaking departments evaluated were located in nine western states. Table 3 shows that Oregon had 25 departments or 29 per cent of those included in this study. Colorado followed with 18 departments or 18 per cent. Wyoming, Utah, Montana and Arizona together contributed 39 per cent of the cases and Nevada, New Mexico and Idaho shared the remaining 14 per cent.

The above ranking was similar when comparing the breakdown per cents of states represented in the two classifications of new and remodeled homemaking departments. The most significant changes were made in the

Table 3  
Location of Departments Evaluated

State	Total		New Departments		Remodeled Departments	
	No.	%	No.	%	No.	%
Arizona	7	8	7	10		
Colorado	15	18	12	18	3	16
Idaho	3	3	3	5		
Montana	8	9	6	9	2	11
Nevada	5	6	4	6	1	6
New Mexico	4	5	3	5	1	6
Oregon	25	29	21	31	4	22
Utah	8	10	6	9	2	11
Wyoming	10	12	5	7	5	28
Total	85	100	67	100	18	100

Arizona and Wyoming ranking. Arizona moved to third position in number of new homemaking departments represented since all seven respondents were working in new departments. Oregon with 31 per cent and Colorado with 18 per cent took first and second positions in number of new departments represented in this study. Fifty per cent of Wyoming's responses came from teachers in remodeled homemaking departments. Wyoming was in first position with 28 per cent whereas Oregon with 22 per cent and Colorado

with 16 per cent followed in number of remodeled home-making departments represented.

Departments Classified According to Years in Which Various Types of Homemaking Departments Were Built or Remodeled. According to Table 4, the largest amount of building took place during 1950 with 28 per cent of the total 85 departments included. 1953 and 1952 were also popular years with 21 per cent and 19 per cent, respectively. 1948 ranked low with only five per cent building or remodeling.

The most popular type of department represented in this study was found to be the all-purpose room. Fifty per cent of the respondents worked in a one-room or all-purpose department. Two-room and three-room combinations shared equally with 21 per cent each whereas cottages with two per cent were few. Other types of departments not coming under any of these classifications amounted to six per cent.

In studying the breakdown of new departments shown in Table 5, one will find that 51 per cent of all new departments represented in this study were all-purpose rooms. Three-room combinations were more popular than two-room combinations with 25 per cent and 15 per cent, respectively. Two new cottages were built, one in 1949 and the other in 1950. Further study of the departments

Table 4

Years in Which Various Types Homemaking Departments Were Built or Remodeled

Year Built	<u>Types of Departments</u>						
	No.	%	All-purpose No.	Two-room Combination No.	Three-room Combination No.	Cottage Type No.	Other Types No.
1948	4	5	3		1		
1949	9	10.5	3	1	4	1	
1950	24	28	14	4	4	1	1
1951	9	10.5	6	3			
1952	16	19	5	5	4		2
1953	18	21	7	4	5		2
Uncertain	5	6	4	1			
Total No.	85		42	18	18	2	5
Total %		100	50	21	21	2	6



Table 5

Years in Which Various Types of New Homemaking Departments Were Built

Year Built	<u>Types of Departments</u>						
	No.	%	All-purpose No.	Two-room Combination No.	Three-room Combination No.	Cottage Type No.	Other Types No.
1948	3	4	2		1		
1949	6	9	2		3	1	
1950	20	30	12	2	4	1	1
1951	7	11	5	2			
1952	10	15	3	2	4		1
1953	18	27	7	4	5		2
Uncertain	3	4	3				
Total No.	67		34	10	17	2	4
Total %		100	51	15	25	3	6

which were in the "other type" category revealed they all had very elaborate layouts. Each included a living room, clothing room, kitchen, pantry, fitting room, bedroom and rest room. Two of these layouts were found in departments located in the same state.

When a decision is made to build a combination type department instead of an all-purpose room, three or more rooms seem to be preferred over the two-room combination type department.

The most popular year for building new departments represented in this study was in 1950 when 30 per cent of the new departments were completed. 1953 followed closely with 27 per cent. 1948 was low with only four per cent.

One third of the departments making improvements did so in 1952 as shown in Table 6. 1950 was another popular year with 22 per cent making improvements. No departments reported in this study made improvements in 1953. Further study of the department listed in the "other type" category revealed it was similar to a two-room combination with a large pantry included.

One room or all-purpose rooms and two-room combinations were the most popular plans for remodeled departments. This may be because three-room departments were less predominate many years ago and/or today schools are

Table 6

Years in Which Various Types of Homemaking Departments Were Remodeled

Year Built	<u>Types of Departments</u>						
	No.	%	All-purpose No.	Two-room Combination No.	Three-room Combination No.	Cottage Type No.	Other Types No.
1948	1	6	1				
1949	3	17	1	1	1		
1950	4	22	2	2			
1951	2	11	1	1			
1952	6	33	2	3			1
1953	0	0	0				
Uncertain	2	11	1	1			
Total No.	18		8	8	1		1
Total %		100	44.5	44.5	5.5		5.5

finding the three or more room combinations need less remodeling.

Number of Teachers for Which Homemaking Departments Were Built or Remodeled. An analysis of Table 7 reveals that of the 85 homemaking departments evaluated, 74 per cent are one-teacher departments, 22 per cent built or remodeled for two teachers. Four per cent are planned for three teachers. Seventy-five per cent of the new departments evaluated in this study were one-teacher departments, 21 per cent for two teachers and all four per cent of the total three-teacher departments were new. One-teacher remodeled departments were slightly less represented than new departments with 72 per cent. However, two-teacher remodeled departments stood at 28 per cent, a slightly higher figure than for new departments.

Number of Full-time and Part-time Homemaking Teachers Employed in Departments Evaluated. Table 8 shows that although there were 67 respondents from new departments a total of 87 teachers were employed in new departments represented in this study. Of these 87 teachers, 77 or 88 per cent were employed full-time while 10 or 22 per cent were employed part-time. The largest per cent of part-time teachers in new departments was found in two-teacher departments with 18 per cent hired for part-time employment, followed by 11 per cent in new three-teacher

Table 7

Number of Teachers for Which Homemaking Departments  
Were Built or Remodeled

Department Type	Total		New Departments		Remodeled Departments	
	No.	%	No.	%	No.	%
One-teacher	63	74	50	75	13	72
Two-teacher	19	22	14	21	5	28
Three-teacher	3	4	3	4		
Total	85	100	67	100	18	100

departments. Eight per cent of the total number of teachers hired in new one-teacher departments were on the part-time basis.

When examining the data in Table 8 for full-time and part-time teachers in 18 remodeled departments, one will see that a total of 23 teachers were employed in these departments. Of these 23 teachers, only one was employed on the part-time basis and this was in a two-teacher department.

Table 9 shows that of the 110 teachers employed in 85 departments studied, 57 per cent were in one-teacher departments, 35 per cent in two-teacher combinations, and eight per cent in three-teacher homemaking departments. There was only one significant difference appearing in the

Table 8

Number of Full-time and Part-time Homemaking Teachers  
Employed in Departments Evaluated

Department Type	Total		Full-time Teachers		Part-time Teachers	
	No.	%	No.	%	No.	%
<u>67 New Departments</u>						
One-teacher	50	100	46	92	4	8
Two-teacher	28	100	23	82	5	18
Three-teacher	9	100	8	89	1	11
Total	87	100	77		10	
<u>18 Remodeled Departments</u>						
One-teacher	13	100	13	100		
Two-teacher	10	100	9	90	1	10
Three-teacher						
Total	23	100	22		1	

breakdown of the total group. Remodeled departments had a higher per cent of teachers employed in two-teacher departments but new departments employed all the three-teacher combinations.

Grade Levels in 85 Schools. Eight per cent of the homemaking departments evaluated were in schools which included the elementary grades one through six. One third were in schools including the seventh grade and about 40

Table 9

Total Number of Teachers Employed  
in 85 Homemaking Departments Evaluated

Department Type	<u>Teachers</u>					
	Total		New		Remodeled	
	No.	%	No.	%	No.	%
One-teacher	63	57	50	58	13	57
Two-teacher	38	35	28	32	10	43
Three-teacher	9	8	9	10		
Total	110	100	87	100	23	100

per cent had a grade level in school starting at year eight. Eighty-five per cent of the homemaking departments were in schools having the ninth grade level, but 97 per cent of the departments evaluated were associated with schools built to accommodate grades 10, 11, and 12.

Eighty-five per cent or over of the homemaking departments were in schools including grades nine, 10, 11, and 12.

There were very few departments found in schools accommodating the elementary grades. (See Table B, Appendix B)

Number Class Periods Per School Day in 85 Schools.

All 85 schools had at least five regular class periods per day. Seventeen schools or 20 per cent had a total of five class periods per day. Fifty schools or 59 per cent had

six class periods. Twelve schools or 14 per cent had seven periods and six schools or seven per cent had a total of eight class periods per day. Thus, the most common number of class periods per school day in these 85 schools is set at six. (See Table C, Appendix B)

Teachers' Daily Class Load. Of the 110 homemaking teachers employed in the 85 departments included in this study, 51 per cent of them have five or more classes each day. Twenty-three per cent of the teachers have four classes, nine per cent have two classes and three per cent have seven classes. The median was five classes. (See Table D, Appendix B)

Types of Homemaking Classes Taught. From Table 10 it will be observed that Homemaking I was most offered to pupils by the 110 teachers employed in the 85 departments evaluated. Seventy-eight per cent of the teachers taught Homemaking I while 68 per cent offered Homemaking II and 46 per cent offered Homemaking III. Approximately one fourth of the teachers included the seventh and eighth grades in their curriculums whereas no teachers reported classes taught to pupils in the elementary grades. Homemaking IV with 14 per cent was less common than curriculum offerings to seventh and eighth grade pupils. General homemaking with nine per cent and boys' classes with eight



Table 10  
Types of Homemaking Classes Taught  
(110 Teachers)

<u>Types of Class</u>	<u>Teachers</u>	
	<u>Number</u>	<u>Per Cent</u>
Below 6		
Seventh Grade	24	22
Eighth Grade	30	27
Homemaking I	86	78
Homemaking II	75	68
Homemaking III	51	46
Homemaking IV	15	14
General Homemaking	10	9
Boys' Homemaking	9	8
Uncertain	15	14
No Answer	1	1

per cent ranked low as one might expect. Table 10 indicates 14 per cent of the classes taught by teachers needed more explanation before they could be broken down into the types of classes. All 14 per cent were listed as foods, clothing or tailoring classes. The writer was in doubt as to the breadth of subject matter included in these classes and, therefore, they are listed as "uncertain."

This table shows clearly that in most departments evaluated, Homemaking I, II, and III were more often found in the curriculum program offerings and these were for high school girls. About one fourth of the teachers taught pupils homemaking in grades seven and eight whereas about eight per cent of the teachers broadened their program offerings to include either boys' classes or general homemaking.

Table 11 shows a similar ranking. Of the 477 classes taught by 110 teachers, 31 per cent of these were in Homemaking I, 22 per cent in Homemaking II, 12 per cent in Homemaking III and only four per cent in Homemaking IV.

Seventh and eighth grade classes with seven per cent and nine per cent, respectively, were more plentiful than class offerings in general and boys' homemaking. Only three per cent of all classes taught were in general homemaking whereas two per cent stood as the low for boys' homemaking. Again teachers' explanations of class offerings were "scanty" and 10 per cent were recorded as uncertain. The writer studied further this 10 per cent listed as uncertain and found all were offerings to girls and were limited to the titles of foods, clothing, tailoring.

When Tables 10 and 11 are studied together, one must not fail to recognize that homemaking in the 85 departments

Table 11  
 Number of Different Types of Classes Taught  
 (110 Teachers)

<u>Types of Class</u>	<u>Class</u>	
	<u>Number</u>	<u>Per Cent</u>
Below 6		
Seventh Grade	34	7
Eighth Grade	44	9
Homemaking I	147	31
Homemaking II	104	22
Homemaking III	58	12
Homemaking IV	19	4
General Homemaking	13	3
Boys' Homemaking	11	2
Uncertain	47	10
Total	477	100

evaluated in this study are providing very limited opportunities for class instruction to a wide age group, and to the other individual, the boy, who will some day play the father role and become part-time teacher in the practical aspects of homemaking.

Schools' Enrollment in Homemaking Classes. Sixty-one of the 85 respondents completed the data on enrollment in their schools. Table 12 shows there was a wide range of total school enrollment. Five schools had a total enrollment of 50 or less whereas five schools had enrollments of 1000-4000. With the exception of one remodeled department with the enrollment of 50 or less, the smallest and largest enrollments represented new departments. The median school enrollment was 400. Twenty per cent of all new departments evaluated had enrollments between 100-200. Twenty-two per cent of the remodeled departments were for the smaller enrollments of 51-100 students.

This writer felt the need for analyzing the enrollment data further even though 24 of the 85 respondents did not give any information on total school enrollment in homemaking. Table 13 is based on the analysis of 61 school enrollments and the range of per cent of the schools' enrollment in homemaking. The total median range of per cent of the schools' girl enrollment in homemaking was found to be from 21-25 per cent. In other words, 21-25 per cent of all girls in the school were enrolled in homemaking. The median for new departments was 21-25 per cent whereas the median for remodeled departments was slightly higher with 26-30 per cent of the total enrollment of girls in homemaking classes. Table 13 indicates

Table 12

Enrollment in 85 High Schools Where  
Homemaking Departments Were Evaluated

Total School Enrollment	<u>Homemaking Departments</u>					
	Total		New		Remodeled	
	No.	%	No.	%	No.	%
50 or less	5	6	4	6	1	5.5
51-100	8	9	4	6	4	22
101-200	14	17	14	20		
201-300	3	3	2	3	1	5.5
301-400	4	5	2	3	2	11
401-500	8	9	7	11	1	5.5
501-750	9	11	8	12	1	5.5
751-1000	5	6	3	5	2	11
1001-2000	4	5	4	6		
2001-3000						
3001-4000	1	1	1	1		
No Answer	24	28	18	27	6	34
Total	85	100	67	100	18	100

remodeled departments had a slight margin over new departments in per cent of total school girl enrollment in homemaking. This might be explained by the fact that some new departments were in schools with large total enrollments. Other new departments may not have had a chance to get fully organized in the short time since their department's completion.

Not too surprising is the range of per cent of school enrollment in homemaking classes for boys as shown in Table 13. Seventy-six per cent of the 61 schools did not

Table 13

Range of Per Cent of Total School Enrollment in Homemaking Classes  
(61 Schools Reported)

Range of % of School Enrollment	<u>Homemaking Departments</u>									
	Total				New				Remodeled	
	Girls No.	%	Boys No.	%	Girls No.	%	Boys No.	%	Girls No.	Boys No.
0			46	76			36	74		10 83
1-5			9	14			7	14		2 17
6-10	3	5	6	10	3	6	6	12		
11-15	4	6			3	6			1	8.5
16-20	11	18			9	19			2	16
21-25	15	25			13	27			2	16
26-30	7	11			5	10			2	16
31-35	7	11			6	12			1	8.5
36-40	8	13			7	14			1	8.5
41-45	1	3			1	2				
46-50	3	5			1	2			2	16
51-55										
56-60	2	4			1	2			1	8.5
Total	61	100	61	100	49	100	49	100	12	100

include boys in the homemaking program. Only 15 schools offered boys' homemaking and this was a range of from 1-10 per cent of the total school enrollment of boys. Table 13 shows that new departments included a higher per cent of school enrollment of boys in homemaking than did remodeled departments. This shows signs of progress although it is rather slight in comparison to the total school enrollment of girls in homemaking.

Maximum Enrollment Desirable in Present Homemaking Departments. Table 14 shows that of the 85 homemaking departments studied, 30 per cent had a top class enrollment of between 16-20 students. This was also found to be the median for the total group. Twenty-three per cent of the 85 departments had top class enrollments ranging from 26-55 students. The median top class enrollments in new departments was about 20-21 students while the median for remodeled departments was surprisingly lower with 11-15 students. There was one new school which had in class from 51-55 students as top enrollment.

The median low class enrollment in Table 15 is from 6-10 students in the total departments evaluated. This same median was found true in new departments. Remodeled departments had a higher median of 11-15 students as low enrollments in class.

Table 14  
Top Enrollment in 85 Homemaking Departments

Number of Pupils in Class	<u>Homemaking Departments</u>					
	Total		New		Remodeled	
	No.	%	No.	%	No.	%
1-5	1	1	1	2	1	5
6-10	7	8	6	9	5	28
11-15	12	14	7	10	5	28
16-20	25	30	20	30	3	17
21-25	20	24	17	25	3	17
26-30	12	14	9	13	1	5
31-35	7	8	6	9		
36-40						
41-45						
46-50						
51-55	1	1	1	2		
Total	85	100	67	100	18	100

In comparing Tables 14 and 15 one then finds that new departments had higher top enrollments than remodeled departments, but they also had lower low enrollments.

The maximum enrollments desirable in present departments has been worked out in Table 16. They were computed by studying a teacher's present number of homemaking classes, her present enrollment, and the maximum size class she stated would be possible in relation to space and equipment in her homemaking department.



Table 15

## Low Enrollment in 85 Homemaking Departments

Number of Pupils in Class	<u>Homemaking Departments</u>					
	Total		New		Remodeled	
	No.	%	No.	%	No.	%
1-5	13	15	10	15	3	17
6-10	31	37	26	39	5	28
11-15	26	31	20	30	6	33
16-20	12	14	9	13	3	17
21-25	3	3	2	3	1	5
Total	85	100	67	100	18	100

Table 16 shows the total median group figure of 21-25 students for 77 departments. This means the present teacher could handle an increase of not more than 21-25 students in the total homemaking enrollment in her department. This figure considers only the present use of space and equipment, present teaching personnel, and present class loads.

The median figure for 61 new departments is 21-25 students, the desirable total enrollment increase in homemaking classes. The median for remodeled departments is lower with a possible gain of from 16-20 students in the total homemaking enrollment.

Thus far the figures represent gains in enrollment possible. Unfortunately, Table 16 also shows there are

Table 16

Maximum Enrollment Desirable in  
Present Homemaking Departments

Number of Pupils in Class	<u>Homemaking Departments</u>					
	Total		New		Remodeled	
	No.	%	No.	%	No.	%
	<u>Plus</u>					
1-10	11	13	8	12	3	17
11-15	7	8	4	6	3	17
16-20	19	22	16	24	3	17
21-25	11	13	7	11	4	22
26-30	7	8	7	11		
31-35	2	3	2	3		
36-50	13	15	11	16	2	12
51-75	6	7	5	8	1	5
76-100	1	1	1	1		
Total	77	90	61	92	16	90
	<u>Minus</u>					
0-10	4	5	3	5	1	5
11-20	2	3	1	1	1	5
21-50	1	1	1	1		
51-75	1	1	1	1		
Total	8	10	6	8	2	10
Total	85	100	67	100	18	100

both new and remodeled homemaking departments which have crowded classroom conditions. Teachers in eight departments or 10 per cent of the 85 homemaking departments studied, stated that desirable conditions would call for a

decrease in the number of pupils they now have enrolled under present conditions of teacher load, and facilities for space and equipment. The median decrease for the total group would be from 11-20 students less in eight departments. This median is found to be similar in six new departments whereas the median for remodeled departments would be a decrease of from 10-11 students in two schools.

A comparison of Tables 14, 15, and 16 seems to indicate that new departments have not yet adjusted to the desirable class enrollment. Many of the new departments have too high an enrollment for best teaching and learning conditions. Still other new departments have a lower enrollment than they could normally handle. This seems like a very reasonable observation. Remodeled departments appear to be more stable in the number of students they can handle as they probably have had more time to adjust to the situation.

Summary. The 85 homemaking departments evaluated were located in nine western states. These included Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah and Wyoming. The all-purpose room was the most popular type of department represented in this study. Three or more room combinations were more popular than two-room departments. One-room or two-room departments were most popular for remodeling jobs. About 75 per cent

of the 85 homemaking departments evaluated were one-teacher departments, 22 per cent two-teacher. Four per cent were planned for three teachers.

Although 85 respondents answered the questionnaire for the evaluation of 85 departments, a total of 110 teachers were employed in these departments. New departments had more part-time teachers than remodeled departments. Remodeled departments had a higher per cent of teachers employed in two-teacher departments while new departments employed all the three-teacher combinations. Most homemaking departments evaluated were in schools including grades nine, 10, 11 and 12. There were very few departments found in schools accommodating the elementary grades.

The median number of class periods per day in schools was set at six while the median number of classes taught by homemaking teachers was five. In most departments evaluated, Homemaking I, II and III were more often found in the curriculum offerings, and these were to high school girls. Few classes were in general homemaking and there were few classes for boys. On the whole, homemaking departments in this study were providing very limited opportunities for class instruction to a wide age group and to boys.

There were both very small schools and very large schools represented in this study. The median school enrollment was 400. The median range of per cent of school enrollment in homemaking was from 21-25 per cent. Remodeled departments had a slightly larger per cent of total school enrollment in homemaking than did new departments. New departments had slightly greater per cent offerings to boys than remodeled departments.

New departments had higher top enrollments than remodeled departments, but they also had lower low enrollments. The median of 21-25 students was found to be the total maximum enrollment increase possible in 90 per cent of the departments. Ten per cent of these 85 departments stated that desirable conditions would call for a decrease in number of students enrolled. The median decrease for this total group was from 11-20 less students enrolled in homemaking classes. Thus, six new departments and two remodeled departments already state their enrollments in the 1953-1954 school year are too great under present conditions of teacher load, teaching personnel, and space and equipment.

## CHAPTER IV

## HOMEMAKING TEACHERS' APPRAISAL OF THEIR DEPARTMENTS

This evaluation study was not limited to specific factors pertaining to the building and remodeling of homemaking departments. The writer was of the opinion that teachers with varying backgrounds of experience could contribute more valuable and accurate information if they were allowed elasticity in evaluations. Thus, space was left on the questionnaire for their comments. These comments often pointed out that teachers' past experiences, their philosophy of teaching and learning, and their schools' philosophy had direct bearing on the evaluations given.

As one studies the teachers' appraisals of their homemaking departments, one must remember attitudes are presented. These attitudes must be respected for they represent the thinking of teachers who know their departments better than anyone else. Fifty-five per cent of these teachers have had from six to 21 years of teaching experience in homemaking programs.

Ratings of Departments According to Years Built or Remodeled

Table 17 shows that of those departments built or remodeled in 1948, one was rated excellent whereas the

Table 17

Ratings of Departments According to Years Built or Remodeled

Year Built	Total		Excellent		Very Good		Good		Fair		Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>New Departments</u>												
1948	3	100	1	33	2	67	0	0	0	0	0	0
1949	6	100	0	0	4	66	1	17	1	17	0	0
1950	20	100	5	25	5	25	9	45	1	5	0	0
1951	7	100	1	14	4	57	2	29	0	0	0	0
1952	10	100	1	10	7	70	2	20	0	0	0	0
1953	18	100	9	50	6	33	3	17	0	0	0	0
Uncertain	3	100	0	0	1	33	0	0	2	67	0	0
Total	67	100	17	25	29	44	17	25	4	6	0	0
<u>Remodeled Departments</u>												
1948	1	100	0	0	1	100	0	0	0	0	0	0
1949	3	100	0	0	0	0	1	34	1	33	1	33
1950	4	100	0	0	2	50	1	25	1	25	0	0
1951	2	100	0	0	0	0	2	100	0	0	0	0
1952	6	100	0	0	0	0	5	83	1	17	0	0
1953	0	100	0	0	0	0	0	0	0	0	0	0
Uncertain	2	100	0	0	0	0	2	100	0	0	0	0
Total	18	100	0	0	3	17	11	61	3	17	1	5

remaining three were considered very good. This was the only year in which no ratings of good, fair or poor were given. Sixty-six per cent of the new departments built in 1949 were rated very good and the remaining two departments had a good and fair rating. Remodeled departments in 1949 rated very low compared to other years. None of these were given an excellent or very good rating. Only one department in this study was rated poor. This was a department remodeled in 1949. Fifty per cent of the departments built in 1950 were given an excellent or very good rating, 44 per cent good and five per cent fair. Remodeled departments in 1950 were rated 50 per cent very good and 50 per cent good and fair.

Over half the new departments built in 1951 and 1952 were considered very good. Remodeled departments for these same years were for the most part considered good. 1953 received the highest per cent of excellent ratings with 50 per cent. Only 17 per cent were considered below the very good rating. Table 17 indicates that departments built or remodeled during the years 1953 and 1948, respectively, received higher ratings than departments built other years. New departments received higher ratings than remodeled departments.



### Ratings of Departments According to Types

New all-purpose rooms received fewer excellent per cent ratings than did all other departments except the cottage type, as shown in Table 18. All-purpose rooms also appeared in the lowest ratings in both new and remodeled departments. Two-room departments did not rate as favorably as three-room departments. The "other" type of new department classification rated highest. These were departments with elaborate layouts, including a living room, clothing room, kitchen, pantry, fitting room, bedroom and rest room. The "other" type of remodeled department was two rooms with pantry. It rated good.

It is evident from Table 18 that teachers ranked departments with three or more rooms higher than all-purpose or two-room departments. In studying the totals found in Tables 17 and 18, no remodeled departments were rated excellent whereas one fourth of the new departments were rated as such. About 70 per cent of the new departments were rated excellent or very good. Only 17 per cent of the remodeled departments were rated that high.

### Forces of Influence in Planning Departments

It was not surprising to find that forces of influence varied in new and remodeled departments. The rankings of these influences are found in Tables 19 and 20.

Table 18

Ratings of Departments According to Types

Type of Department	Total		Excellent		Very Good		Good		Fair		Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>New Departments</u>												
All-purpose	34	100	7	21	13	38	10	29	4	12	0	0
Two-room	10	100	3	30	3	30	4	40	0	0	0	0
Three-room	17	100	5	29	10	59	2	12	0	0	0	0
Cottage Type	2	100	0	0	1	50	1	50	0	0	0	0
Other	4	100	2	50	2	50	0	0	0	0	0	0
Total	67	100	17	25	29	44	17	25	4	6	0	0
<u>Remodeled Departments</u>												
All-purpose	8	100	0	0	2	25	5	62	0	0	1	13
Two-room	8	100	0	0	0	0	5	62	3	38	0	0
Three-room	1	100	0	0	1	100	0	0	0	0	0	0
Cottage Type	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	100	0	0	0	0	1	100	0	0	0	0
Total	18	100	0	0	3	17	11	61	3	17	1	5

Table 19

## Forces of Influence in Planning New Homemaking Departments

Forces of Influence	Amount of Influence											
	Total		Great		Some		Little		None		Do Not Know	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Architects	67	100	42	63	5	8	3	4	1	1	16	24
School Administration	67	100	33	50	14	21	3	4	2	3	15	22
School Board	67	100	30	45	18	27	3	4	3	4	13	20
Finances	67	100	28	42	17	25	2	3	3	4	17	26
Homemaking Teachers	67	100	21	31	20	29	5	8	4	6	17	26
Educational Consultants	67	100	17	26	22	33	1	1	4	6	23	34
Community Needs	67	100	14	21	22	33	1	1	5	8	25	37
Community Standards	67	100	14	21	18	27	5	7	3	4	27	41
Professional Literature	67	100	10	15	19	28	3	4	5	8	30	45
Time Element	67	100	5	8	18	27	5	8	7	10	32	47
Commercial Firms	67	100	5	8	11	16	14	21	5	8	32	47
Pupils	67	100	5	8	8	12	7	10	15	23	32	47
Parents	67	100	3	4	6	9	8	12	16	24	34	51
Other Teachers in School	67	100	0	0	4	6	7	10	18	27	38	57

Table 20

Forces of Influence in Planning Remodeled Homemaking Departments

Forces of Influence	Total		Great		Some		Little		None		Do Not Know	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Finances	18	100	10	56	4	23	1	5	1	5	2	11
School Administration	18	100	9	50	6	33	0	0	0	0	3	17
Homemaking Teachers	18	100	8	45	3	17	2	11	1	5	4	22
School Board	18	100	5	28	7	39	1	5	2	11	3	17
Educational Consultants	18	100	4	22	5	28	1	6	3	16	5	28
Community Standards	18	100	3	17	7	38	3	17	3	17	2	11
Time Element	18	100	3	17	7	38	2	11	3	17	3	17
Professional Literature	18	100	3	17	6	33	2	11	5	28	2	11
Community Needs	18	100	2	11	9	50	1	5	4	23	2	11
Commercial Firms	18	100	2	11	3	17	2	11	4	23	7	38
Architects	18	100	2	11	3	17	1	6	6	33	6	33
Pupils	18	100	1	5	7	39	1	5	4	23	5	28
Parents	18	100	1	5	1	5	2	11	8	46	6	33
Other Teachers in School	18	100	0	0	3	17	4	22	6	33	5	28

Forces checked most frequently as having great influence in new departments were architects, school administration, school board, finances and homemaking teachers. Educational consultants and community needs were more often checked as having some influence. In new departments respondents reported most frequently that commercial firms had little influence. Other teachers in the school, parents and pupils ranked as the forces most often having no influence. Between 40 and 60 per cent of the respondents did not know the amount of influence community standards, professional literature, time element, commercial firms, pupils, parents, and other teachers in the school had had in planning new departments.

Finances were considered a great influence in remodeled departments according to Table 20. Two other forces following close behind finances were school administrators and homemaking teachers. Community needs, school board, pupils, community standards and time element rated more frequently as having some influence. Parents appeared to have little or no influence. This was also true of other teachers in the school and architects. Thirty to 40 per cent of the respondents did not know the degree of influence commercial firms, architects, parents, educational consultants, pupils and other teachers had in planning the remodeled departments.

When a comparison is made between Tables 19 and 20, the most striking differences in degree of influence are found in the ranking of architects, finances and time element. Architects were found to be much more influence in new departments. Finances and time element were ranked higher in remodeled departments. The amount of influence school administrators, pupils, parents and other teachers in school had was identical in the pattern of ranking for both new and remodeled departments. A large per cent of respondents commented they did not know the influence various forces had in the planning of their departments because they were not teaching in departments at the time they were being built or remodeled.

#### Frequency of Activities and Services in Departments

Table 21 indicates that faculty meetings placed a close first with extra-curricular activities in frequency of use in new departments. Adult classes followed third in ranking of frequency. Note that over 40 per cent of the respondents reported adult classes were never held in new departments. Following adult classes in degree of frequency of use were other school departments, community functions, play school, school lunch and elementary classes. Seven per cent of the teachers in new departments reported school lunch activities occurring often or

Table 21

Frequency of Activities and Services in New Homemaking Departments

Activities and Services	Total No.    %		<u>Frequency</u>							
			Often No.    %		Occasionally No.    %		Never No.    %		No Answer No.    %	
Extra-curricular	67	100	24	36	36	53	2	3	5	8
Faculty Meetings	67	100	24	36	30	45	8	11	5	8
Adult Classes	67	100	11	16	22	33	28	42	6	9
Other School Dept.	67	100	7	11	35	52	10	15	15	22
Community Functions	67	100	7	11	26	39	25	37	9	13
Play School	67	100	7	11	19	28	24	36	17	25
School Lunch	67	100	3	4	2	3	48	72	14	21
Elementary Classes	67	100	0	0	3	5	45	67	19	28

occasionally in their departments. Five per cent of the respondents reported elementary classes using the department occasionally. Teachers in new departments reported a high per cent of "never" answers to the school lunch and elementary class activities. Between 20 and 30 per cent of the respondents in new departments did not state the frequency of use for other school departments, play school, school lunch and elementary classes.

Sixty-one per cent of the respondents in remodeled departments reported extra-curricular activities were often held in their homemaking departments. This can be seen in Table 22. Following extra-curricular activities in degree of frequency of use were faculty meetings, adult classes, other school departments, play school, community functions, school lunch and elementary classes. Six per cent of the respondents reported having school lunch programs in their departments often or occasionally. No teachers in remodeled departments reported elementary class activities in their department. One third of the respondents recorded no adult classes were held in remodeled departments. Between 70 and 80 per cent of the departments had no school lunch or elementary class activities. Twenty to 35 per cent of the respondents in



remodeled departments did not state the frequency of use for play school, school lunch and elementary class activities.

Activities and services in Tables 21 and 22 were ranked in order of greatest frequency of use. There were no significant differences in ranking by new and remodeled departments other than a slight shift in scale of the activities and services of community functions and play school. Teachers in new departments reported community functions more often than remodeled departments; however, teachers' remodeled departments had a higher per cent report occasional use. Play schools in remodeled departments were reported somewhat more frequently than in new departments. Respondents in remodeled departments also had a higher per cent of "no" answers for this activity.

In general, adult classes appeared more frequently than play schools. School lunch and elementary classes were seldom listed as a department service or activity. Respondents in new departments reported a higher per cent of "never" or "no" answers than did remodeled departments. Respondents in remodeled departments had a higher per cent of "often" or "occasionally" answers. These results seem to indicate there are new departments which have not had an opportunity to determine or fully organize their curriculum offerings.

Table 22

Frequency of Activities and Services in Remodeled Homemaking Departments

Activities and Services	Total		Often		<u>Frequency</u> Occasionally		Never		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Extra-curricular	18	100	11	61	7	39	0	0	0	0
Faculty Meetings	18	100	5	28	8	44	2	11	3	17
Adult Classes	18	100	3	17	8	44	6	33	1	6
Other School Dept.	18	100	2	11	9	50	4	22	3	17
Play School	18	100	2	11	6	34	4	22	6	33
Community Functions	18	100	1	6	12	67	4	22	1	6
School Lunch	18	100	0	0	1	6	13	72	4	22
Elementary Classes	18	100	0	0	0	0	14	78	4	22

### Adequacy of Departments for Varied Activities and Services

About 50 per cent or more of the respondents stated their new or remodeled departments were adequate for extra-curricular activities, faculty meetings, adult classes, community functions and other school departments. Tables 23 and 24 indicate departments are least adequate for school lunch programs, elementary classes and play schools. One might expect this to be true when respondents stated these were the activities and services which were less frequently found in homemaking departments. Certainly it generally would not be advocated that the school lunch program be centered in the homemaking department.

A greater per cent of respondents in new departments than in remodeled departments indicated their departments were adequate for varied activities and services. A greater per cent of respondents in remodeled departments failed to give a yes or no answer to the adequacy of their departments.

The combined study of Tables 21, 22, 23 and 24 show that a higher per cent of teachers in new departments than in remodeled departments felt they could adequately handle the less frequent activities and services. For example, teachers in new departments had fewer play school offerings than teachers in remodeled departments, but they felt

Table 23

Adequacy of New Homemaking Departments for Varied Activities and Services

Activities and Services	Total No.    %		<u>Adequacy</u>					
			Yes No.    %		No No.    %		No Answer No.    %	
Extra-curricular	67	100	52	78	3	4	12	18
Faculty Meetings	67	100	50	75	3	4	14	21
Adult Classes	67	100	48	72	3	4	16	24
Other School Departments	67	100	33	49	7	11	27	40
Community Functions	67	100	34	51	11	16	22	33
Play School	67	100	25	38	13	19	29	43
School Lunch	67	100	3	4	31	47	33	49
Elementary Classes	67	100	16	24	9	13	42	63

Table 24

Adequacy of Remodeled Homemaking Departments for Varied Activities and Services

Activities and Services	<u>Adequacy</u>							
	Total		Yes		No		No Answer	
	No.	%	No.	%	No.	%	No.	%
Extra-curricular	18	100	14	78	0	0	4	22
Faculty Meetings	18	100	11	61	0	0	7	39
Adult Classes	18	100	10	56	0	0	8	44
Other School Departments	18	100	9	50	0	0	9	50
Play School	18	100	5	27	3	17	10	56
Community Functions	18	100	10	56	1	6	7	38
School Lunch	18	100	0	0	8	44	10	56
Elementary Classes	18	100	3	17	2	11	13	72

greater adequacy to handle play schools. Teachers in new departments indicated greater adequacy for elementary classes than teachers in remodeled departments.

### Provisions for Teaching a Broad Homemaking Program

Respondents rated their departments in nine areas generally considered constituting a broad homemaking program. These include: care and guidance of children (including play school); home care of the sick and maintenance of satisfactory personal, family and community relationships; selection and purchase of foods, clothing, equipment, housing and furnishings; selection and use of home equipment; selection, care, renovation and construction of clothing; selection of the home and its furnishings, care of the house; and selection, preparation, service, conservation, and storage of food. Discussion of respondents' ratings of these areas will be simplified by the writer's use of key words to indicate these nine areas.

Approximately 55 to 60 per cent of the teachers in new and remodeled homemaking departments reported there were excellent provisions allowed for teaching the areas of buying and relationships. About one third of the teachers reported excellent provisions for teaching management, home furnishings, and study of equipment

whereas 16 per cent reported excellent provisions for teaching health and 13 per cent excellent provisions made for the teaching of care and guidance of children. (See Table E, Appendix B)

This study shows further that about 50 per cent of the respondents in new and remodeled departments believed the provisions for teaching of health and care and guidance of children were poor or lacking. About one fourth of the teachers stated provisions were poor or lacking for teaching the areas of home furnishing, of equipment and management. Only seven to 14 per cent of the teachers stated the provisions for teaching the areas of relationships, buying, foods and clothing were poor or lacking.

A comparison was made between the years departments were built or remodeled to find whether there was any great difference in provisions allowed for space, equipment and storage in teaching these nine areas. Respondents in new departments showed a definite tendency to rate their departments higher in space, equipment and storage when their departments were more recently constructed. This may indicate a favorable sign of general improvement in planning or that teachers were influenced by the newness of their departments when they answered the questionnaire. (See Table F, Appendix B)

Teachers in remodeled departments did not show this tendency to rate the provisions for space, equipment and storage in teaching the various areas higher as the year of remodeling became more recent. For example, one department remodeled in 1948 ranked higher in space, equipment and storage than did six departments remodeled in 1952. (See Table G, Appendix B)

Table 25 shows a summary for provisions for teaching a broad homemaking program. New departments had a higher per cent rated excellent in space, equipment and storage provisions than did remodeled departments. An interesting observation appears in this table. Fifty per cent of the respondents stated provisions for space were excellent, 38 per cent rated storage excellent whereas the per cent dropped to 32 per cent in equipment provisions. This seems to verify comments on the questionnaires made by several teachers working in new departments. These teachers said that every attempt should be made to fully equip a department before it was used. Teachers commented they were handicapped by lack of money to buy equipment or the necessity of having to move into a new department before it was completed. These factors prevented teachers from successfully offering pupils opportunities in a broad homemaking program.



Table 25

Provisions for Teaching a Broad Homemaking Program

Provisions	<u>Ratings</u>											
	Total Ratings		E		G		P		L		X	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	<u>New Departments</u>											
Space	603	100	299	50	178	30	49	8	38	6	39	6
Equipment	603	100	194	32	208	34	61	10	91	16	49	8
Storage	603	100	227	38	190	31	54	9	86	14	46	8
Total	1809	100	720	39	576	32	164	9	215	12	134	8
	<u>Remodeled Departments</u>											
Space	162	100	56	34	57	35	22	14	16	10	11	7
Equipment	162	100	35	22	61	38	32	20	22	13	12	7
Storage	162	100	30	19	62	38	36	22	24	15	10	6
Total	486	100	121	25	180	37	90	19	62	12	33	7

Table 25 (Cont.)

Provisions	<u>Ratings</u>											
	Total Ratings		E		G		P		L		X	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	<u>All Departments</u>											
Space	765	100	355	46	235	30	71	11	54	7	50	6
Equipment	765	100	229	31	269	35	93	12	113	14	61	8
Storage	765	100	257	34	252	32	90	12	110	15	56	7
Total	2295	100	841	37	756	33	254	11	277	12	167	7

Further study of Table 25 indicates the above observation mentioned for new departments was not true of remodeled departments. Respondents in remodeled departments reported a lower per cent of excellent ratings for storage than for equipment and space provisions in the nine areas. Remodeled departments were less adequate than new departments in providing provisions of space, equipment and storage for teaching a broad homemaking program. About 40 per cent of the respondents in remodeled departments stated equipment and storage was poor, lacking, not desirable or did not apply. One third of the respondents in new departments stated the same for their equipment and storage provisions.

Data with total ratings for provisions of space, equipment and storage in all departments are found in Table 25. Seventy-six per cent of all respondents reported excellent or very good provisions for space whereas 66 per cent reported excellent provisions for equipment and storage in teaching a broad homemaking program. About one third of the respondents reported that provisions for space, equipment and storage for teaching a broad homemaking program were poor, lacking, not desirable, or did not apply.

### Provisions for Effective Teaching

Between 40 and 50 per cent of the total respondents reported excellent provisions of space, equipment and storage in the teacher center, pupil center and discussion and demonstration centers. About one third of the teachers indicated excellent provisions for visual aids and display centers. Less than one fourth of the departments were rated excellent in provisions for a living center. (See Table H, Appendix B)

About 60 per cent of the teachers in new and remodeled departments indicated provisions for a living center were poor, lacking, not desirable or did not apply. Almost 40 per cent stated the same for visual aids and display centers. Approximately one fourth of the respondents said teacher work centers, pupil planning and studying centers, and discussion and demonstration centers were poor, lacking, not desirable, or did not apply.

A comparison was made between the years departments were built or remodeled to find whether there was any significant difference in provisions allowed for space, equipment and storage for effective teaching. The same observations noted in provisions for teaching a broad homemaking program were true in this case. Generally, respondents in new departments showed a definite tendency to rate their departments higher in provisions of space,

equipment and storage when their departments were more recently constructed. (See Table I, Appendix B) Teachers in remodeled departments did not show this pattern of rating provisions higher as the year of remodeling became more recent. (See Table J, Appendix B)

A summary for provisions for effective teaching is shown in Table 26. Fifty per cent of the respondents in new departments stated provisions for space were excellent. Forty-one per cent stated excellent storage provisions whereas 38 per cent rated equipment excellent. Here again, one will note that equipment in new departments is lacking. This may indicate insufficient funds to purchase additional pieces or a time element may be involved.

Remodeled departments when compared with new departments showed a definite decrease in excellent provision ratings given. Approximately one fourth of the respondents rated space excellent. About one fifth stated provisions for equipment and storage excellent.

Table 26 shows that remodeled departments are less adequate than new departments in providing provisions of space, equipment and storage for effective teaching. A summary of all departments indicates that 45 per cent of the respondents rated space excellent. Ratings for storage provisions were slightly higher than for equipment provisions with 35 and 34 per cent, respectively.

Table 26  
Provisions for Effective Teaching

Provisions	<u>Ratings</u>											
	Total Ratings		E		G		P		L		X	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>New Departments</u>												
Space	335	100	168	50	76	23	35	10	39	12	17	5
Equipment	335	100	127	38	94	28	44	13	51	15	19	6
Storage	335	100	136	41	80	25	47	13	47	13	25	8
Total	1005	100	431	43	250	25	126	12	137	14	61	6
<u>Remodeled Departments</u>												
Space	90	100	24	27	33	36	16	18	14	16	3	3
Equipment	90	100	19	21	41	46	14	16	12	13	4	4
Storage	90	100	16	18	40	45	15	17	12	13	7	7
Total	270	100	59	22	114	42	45	17	38	14	14	5

Table 26 (Cont.)

Provisions	<u>Ratings</u>											
	Total Ratings		E		G		P		L		X	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	<u>All Departments</u>											
Space	425	100	192	45	109	26	51	12	53	12	20	5
Equipment	425	100	146	34	135	31	58	14	63	15	23	6
Storage	425	100	152	35	120	28	62	15	59	14	32	8
Total	1275	100	490	38	364	28	171	13	175	14	75	7

Approximately one third of all respondents reported provisions for space, equipment and storage in effective teaching were poor, lacking, not desirable or did not apply.

#### Provisions for Equipment and Furnishings

Table 27 shows over 50 per cent of the respondents in new departments rated provisions as excellent for equipment of proper height, convenience and comfort, desirability for school usage, community standards and needs, storage provided, and consideration in storage. Between 40 and 50 per cent gave excellent ratings for chalkboards, storage for teacher and pupils, and tackboards. Thirty-eight respondents in new departments rated homelike appearance as excellent.

Tackboards and chalkboards were rated poor or lacking by one third of the teachers in new departments. One fourth of the teachers indicated their new departments were poor or lacking in homelike appearance. Between 15 and 20 per cent of the teachers reported provisions poor or lacking in consideration of storage, general storage provided and storage for teacher and pupil. Few respondents in new homemaking departments gave unsatisfactory ratings to equipment of proper height, convenience and comfort, community needs and school usage.

Respondents in remodeled departments rated only one provision above 50 per cent as excellent. This was the



Table 27

Provisions for Equipment and Furnishings in Homemaking Departments  
Specific Ratings

Provisions	Rating		Provisions	Rating	
	Excellent Per Cent			Poor or Lacking Per Cent	
<u>New Departments</u>					
Equipment Proper Height, Convenience, Comfort	69		Tackboards		32
Desirable for School Usage	61		Chalkboards		32
Community Standards and Needs	59		Homelike Appearance		26
Storage Provided	53		Considerations in Storage		19
Considerations in Storage	51		Storage Provided		17
Chalkboards	48		Storage for Teacher and Pupil		16
Storage for Teacher and Pupil	46		Equipment Proper Height, Convenience, Comfort		7
Tackboards	40		Community Standards and Needs		4
Homelike Appearance	38		School Usage		4
<u>Remodeled Departments</u>					
Equipment Proper Height, Convenience, Comfort	50		Tackboards		50
Homelike Appearance	33		Considerations in Storage		44
Desirable for School Usage	27		Storage for Teacher and Pupil		33
Chalkboards	22		Storage Provided		28
Community Standards and Needs	22		Chalkboards		17
Storage Provided	17		Homelike Appearance		12
Tackboards	11		Desirable for School Usage		12
Considerations in Storage	6		Community Standards and Needs		11
Storage for Teacher and Pupil	0		Equipment Proper Height, Convenience, Comfort		11

Table 27 (Cont.)

	<u>Rating</u>		<u>Rating</u>
Provisions	Excellent Per Cent	Provisions	Poor or Lacking Per Cent
<u>All Departments</u>			
Equipment Proper Height, Convenience, Comfort	65	Tackboards	37
Desirable for School Usage	55	Chalkboards	30
Community Standards and Needs	51	Considerations in Storage	25
Storage Provided	46	Homelike Appearance	23
Chalkboards	42	Storage for Teacher and Pupil	20
Considerations in Storage	41	Storage Provided	19
Storage for Teacher and Pupil	37	Equipment Proper Height, Convenience, Comfort	8
Homelike Appearance	37	Community Standards and Needs	6
Tackboards	34	Desirable for School Usage	5

provision for equipment of proper height, convenience and comfort. Thirty-three per cent of the teachers rated remodeled departments excellent in homelike appearance. This is seven per cent lower than similar excellent ratings in new departments. Desirability for school usage, chalkboards and community needs had an excellent rating between 22 and 27 per cent. Table 27 indicates few teachers in remodeled departments reported excellent provisions for general storage, tackboards, and considerations in storage. No teachers thought remodeled departments rated excellent in storage for teacher and pupil.

Fifty per cent of the remodeled departments rated poor or lacking in tackboards. Forty-four per cent of the teachers recorded poor or lacking ratings for considerations in storage. Between 28 and 33 per cent gave similar ratings for teacher, pupil storage and general storage provisions. Apparently many teachers in remodeled departments have storage facilities they still consider inadequate. (See Table K, Appendix B)

Higher ratings for equipment and furnishings appeared as departments became newer. This was not true for the ratings in remodeled departments. (See Table L, Appendix B)

Table 28 summarizes the total ratings of new and remodeled departments for provisions for equipment and

Table 28

Provisions for Equipment and Furnishings in Homemaking Departments  
(Summary)

Provisions	Total Ratings		<u>Ratings</u>							
			E		G		P		L	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>New Departments</u>										
Total	603	100	311	51	184	31	83	14	25	4
<u>Remodeled Departments</u>										
Total	162	100	35	22	89	55	26	16	12	7
<u>All Departments</u>										
Total	765	100	346	46	273	35	109	14	37	5

furnishings. Fifty per cent of the new departments showed a rating of excellent for total provisions listed in the questionnaire. Only 22 per cent of the remodeled departments received similar ratings. Eighteen per cent of the respondents in new departments recorded ratings of poor or lacking in total provisions. Twenty-three per cent of the teachers in remodeled departments stated total provisions were poor or lacking. Table 28 indicates that teachers in new departments were more satisfied with the provisions for equipment and furnishings than were teachers in remodeled departments. But this part of the study also shows there is still great need for improving provisions for tackboards, chalkboards, homelike appearance of equipment and furnishings, and storage facilities in most home-making departments.

#### Provisions for Physical Conditions

Only three physical conditions listed in the questionnaire received excellent ratings lower than fifty per cent in new departments. This is shown in Table 29. Forty-six per cent of the respondents rated safety precautions excellent, 43 per cent recorded excellent ratings for sanitation. The physical condition of homelike appearance ranked lowest in ratings by new departments. Thirty-five per cent of the respondents listed it as excellent.

Table 29

Provisions for Physical Conditions in Homemaking Departments  
Specific Ratings

	<u>Rating</u>		<u>Rating</u>
Provisions	Excellent Per Cent	Provisions	Poor or Lacking Per Cent
<u>New Departments</u>			
Color Scheme	82	Safety Precautions	24
Lighting-Natural	76	Homelike Appearance	24
Lighting-Artificial	73	Sanitation	19
Conformity to Standards and Needs	70	Electric Outlets	19
Plumbing	70	Traffic	12
Entrance Approaches	70	Heating	11
Doors and Windows	69	Surface and Display Lighting	10
Department Location	69	Department's Location	9
Over-all Decoration	66	Lighting-Natural	9
Heating	60	Over-all Decoration	9
Surface and Display Lighting	59	Floors	7
Electric Outlets	59	Lighting-Artificial	7
Floors	59	Walls	6
Acoustics	59	Entrance Approaches	6
Walls	56	Color Scheme	6
Traffic	52	Acoustics	4
Safety Precautions	46	Doors and Windows	4
Sanitation	43	Plumbing	3
Homelike Appearance	35	Conformity to Standards and Needs	0

Table 29 (Cont.)

	<u>Rating</u>		<u>Rating</u>
Provisions	Excellent Per Cent	Provisions	Poor or Lacking Per Cent
<u>Remodeled Departments</u>			
Color Scheme	60	Heating	39
Floors	50	Surface and Display Lighting	39
Doors and Windows	50	Safety Precautions	39
Lighting-Natural	44	Lighting-Natural	34
Walls	39	Floors	34
Electric Outlets	39	Color Scheme	22
Plumbing	33	Electric Outlets	22
Lighting-Artificial	33	Lighting-Artificial	22
Acoustics	33	Over-all Decoration	22
Entrance Approaches	33	Sanitation	22
Department Location	28	Walls	22
Surface and Display Lighting	28	Entrance Approaches	17
Over-all Decoration	28	Acoustics	17
Conformity to Standards and Needs	28	Department Location	16
Safety Precautions	28	Homelike Appearance	12
Sanitation	28	Conformity to Standards and Needs	11
Homelike Appearance	27	Traffic	11
Heating	22	Doors and Windows	11
Traffic	17	Plumbing	6

Table 29 (Cont.)

	<u>Rating</u>		<u>Rating</u>
Provisions	Excellent Per Cent	Provisions	Poor or Lacking Per Cent
<u>All Departments</u>			
Color Scheme	78	Safety Precautions	27
Lighting-Natural	69	Homelike Appearance	21
Lighting-Artificial	65	Electric Outlets	20
Doors and Windows	65	Sanitation	19
Entrance Approaches	62	Heating	19
Plumbing	62	Surface and Display Lighting	16
Conformity to Standards and Needs	61	Lighting-Natural	14
Department Location	60	Traffic	12
Over-all Decoration	58	Floors	12
Floors	57	Department Location	11
Electric Outlets	54	Over-all Decoration	11
Acoustics	53	Lighting-Artificial	10
Walls	53	Walls	9
Surface and Display Lighting	52	Color Scheme	9
Heating	52	Entrance Approaches	8
Traffic	45	Acoustics	7
Safety Precautions	42	Doors and Windows	6
Sanitation	40	Plumbing	3
Homelike Appearance	33	Conformity to Standards and Needs	2



The highest number of poor or lacking ratings was found to be the same as the three physical conditions with the lowest excellent ratings. Homelike appearance and safety precautions each received almost one fourth poor or lacking ratings by respondents in new departments.

Sanitation and electric outlets were physical conditions having ratings of 19 per cent in new departments. Comments by respondents indicated sanitation aspects of their homemaking departments rated poor or lacking because they were continually menaced with mice and rats. This writer was surprised to find that safety precautions ranked so high in poor or lacking ratings. Ten to 12 per cent of the respondents in new departments indicated poor or lacking ratings for traffic, heating and surface and display lighting. All but one remaining physical condition received low or poor ratings less than 10 per cent. The only physical condition in new departments not receiving this rating was the physical condition of conformity to standards and needs.

According to Table 29, respondents in remodeled departments rated only three physical conditions above 50 per cent excellent. These were the conditions of color scheme, floors, door and windows. Forty-four per cent of the respondents rated natural lighting excellent. Walls and electric outlets each had an excellent rating of 39

per cent. Thirty-three of the respondents gave top ratings to plumbing, artificial lighting, acoustics and entrance approaches. Safety precautions, sanitation, homelike appearance, heating and traffic were among the conditions receiving fewer excellent ratings.

Heating, surface and display lighting and safety precautions received the largest number of poor or lacking ratings in remodeled departments. Each had 39 per cent. One third of the respondents reported natural lighting and floors were poor or lacking. About one fourth of the teachers indicated conditions of color scheme, electric outlets, artificial light, over-all decoration, sanitation and walls were poor or lacking. Further study of the data indicates that the physical conditions for traffic and homelike appearance were considered more often good rather than excellent, poor or lacking. (See Table M, Appendix B)

A combined study of provisions for physical conditions in new and remodeled departments shows that color scheme ranked highest in the excellent category. This was followed by the physical conditions of natural and artificial lighting, and doors and windows. From Table 29 one sees that only four conditions received less than fifty per cent excellent ratings. These were the conditions of traffic, safety precautions, sanitation and homelike

appearance. Indications are that safety precautions, home-like appearance, sanitation, heating, lighting and electric outlets are important conditions which should receive more serious attention in planning of homemaking departments.

Ratings for provisions for physical conditions generally appeared to improve as departments became newer. This was not true for the ratings in remodeled departments. (See Table N, Appendix B)

A summary is shown in Table 30. Respondents in new departments rated more provisions for physical conditions excellent than did respondents in remodeled departments. Teachers in remodeled departments gave high per cent ratings as good, poor or lacking.

#### Provisions for the Future

For the first time in the study of provisions in departments, respondents in new departments did not report more adequate provisions as the year of construction became more recent. Remodeled departments also showed no relation between years remodeled and allowance for provisions. This is a most important observation. It may indicate that new departments are considering and making improvements in provisions for teaching a broad homemaking program, for effective teaching, for equipment and furnishings as the years progress, but there is little

Table 30

Provisions for Physical Conditions in Homemaking Departments  
(Summary)

Provisions	Total Ratings		<u>Ratings</u>							
	No.	%	E No.	%	G No.	%	P No.	%	L No.	%
<u>New Departments</u>										
Total	1273	100	784	63	358	28	111	8	20	1
<u>Remodeled Departments</u>										
Total	342	100	117	34	150	43	62	20	13	3
<u>All Departments</u>										
Total	1615	100	901	56	508	31	173	10	33	3

indication they are making as much progress considering and planning for provisions pertaining to the future as listed on the questionnaire. (See Tables O and P, Appendix B)

The data in Table 31 indicate that provisions for adequate budgets received the highest per cent of "yes" answers for both new and remodeled departments. Sixty-nine per cent of respondents in new departments indicated provisions for a replacement plan of equipment were allowed. Only 39 per cent of the teachers in remodeled departments indicated likewise. About 50 per cent of the teachers in new departments reported provisions for increased enrollments, long-time planning programs and adequacy and flexibility of space and equipment. Respondents in remodeled departments gave the same provisions 39 per cent, 33 per cent, and 28 per cent, respectively.

Respondents in both new and remodeled departments indicated a similar ranking of "no" provisions allowed. These were the provisions for adequacy and flexibility of space, allowance for increased enrollments and the replacement plan for equipment. In all cases respondents in remodeled departments indicated a higher per cent of "no" provisions allowed.

Referral to background data in Chapter III, Table 16, shows the actual maximum enrollment increase desirable in

Table 31  
Provisions for the Future in Homemaking Departments

Provisions	<u>Provisions Allowed</u>									
	Total No.	%	Yes No.	%	No No.	%	Partially No.	%	Do not Know No.	%
					<u>New Departments</u>					
Adequate Budget	67	100	50	75	4	6	8	12	5	7
Adequacy and Flexibility of Space and Equipment	67	100	33	49	20	30	14	21	0	0
Allowance for Increased Enrollments	67	100	33	49	14	21	14	21	6	9
Long-time Planning Program	67	100	34	51	6	9	14	21	13	19
Replacement Plan for Equipment	67	100	46	69	9	14	7	10	5	7
Total	335	100	196	59	53	16	57	17	29	8
					<u>Remodeled Departments</u>					
Adequate Budget	18	100	11	61	2	11	3	17	2	11
Adequacy and Flexibility of Space and Equipment	18	100	5	28	8	44	4	22	1	6
Allowance for Increased Enrollments	18	100	7	39	4	22	6	33	1	6
Long-time Planning Program	18	100	6	33	3	17	6	33	3	17
Replacement Plan for Equipment	18	100	7	39	5	28	4	22	2	11
Total	90	100	36	40	22	24	23	26	9	10

homemaking departments under present conditions of space and equipment, teacher personnel, and class loads.

It is evident from Table 31 that new departments had more adequate provisions for the future than did remodeled departments. About 60 per cent of the teachers in new departments reported "yes" provisions allowed whereas 40 per cent of the teachers in remodeled departments did so.

#### Reactions of Individuals to Departments

According to Table 32, all respondents answering the questionnaire indicated a very high per cent of desirable reactions on the part of other individuals coming in contact with their departments. Only seven per cent of the teachers, three per cent of the supervisors, and two per cent of the faculty and administration were recorded as having undesirable reactions. Respondents were in greatest doubt as to the reactions of business men and supervisors.

#### Specific Strengths of Departments Noted by Teachers

Respondents were asked to tell what they considered the strong points of their departments. Comments were tabulated as shown in Table 33. The writer thought it would be interesting to compare strengths of all-purpose departments with all other types including two-room and three-room combinations, cottages and departments with

Table 32

Reactions of Individuals to Homemaking Departments  
(New and Remodeled Departments)

Individuals	<u>Reactions</u>							
	Total		Desirable		Undesirable		Do Not Know	
	No.	%	No.	%	No.	%	No.	%
Pupils	85	100	82	97	0	0	3	3
Parents	85	100	81	95	0	0	4	5
Faculty	85	100	79	93	1	1	5	6
Administration	85	100	78	92	1	1	6	7
Homemaking Teachers	85	100	73	86	6	7	6	7
Supervisors	85	100	65	77	3	3	20	23
Business Men	85	100	48	57	0	0	37	43

more than three rooms. Fortunately, and only by chance, this study included 50 per cent all-purpose departments and 50 per cent other departments with more than one room. The results of the tabulating showed all other types of departments ranked higher in the number of specific strengths listed by teachers.

The most common strengths mentioned by all teachers (from 10 to 30 times) are ranked as to number of times comments were made. These strengths are: general lighting, ample amount of equipment, spacious, unit kitchens, pleasing color scheme, adequate storage space, convenience



Table 33

Specific Strengths of Homemaking Departments Noted by 85 Teachers

Specific Strengths	Total		Departments			
			All-purpose		All Other Types	
	No.	%	No.	%	No.	%
General Lighting	30	100	13	43	17	47
Ample Amount of Equipment	26	100	14	54	12	36
Spacious	23	100	10	43	13	47
Unit Kitchens	21	100	11	52	10	48
Pleasant Color Scheme	21	100	11	52	10	48
Adequate Storage Space	18	100	7	39	11	61
Convenient and Functional	17	100	7	42	10	58
Sunny With Good Ventilation	12	100	8	66	4	34
Comfortable	11	100	4	36	7	64
Location	10	100	5	50	5	50
Attractive	9	100	5	56	4	44
Homelike	8	100	1	12	7	88
Floors	5	100	3	60	2	40
Flexibility	5	100	3	60	2	40
Easy to Clean	5	100	2	40	3	60
Adequate for Size Classes	4	100	1	25	3	75
Dividers Between Activity Areas	3	100	2	67	1	33
Adequate Closets	3	100	1	33	2	67
Table Surface Practical	3	100	3	100	0	0
Table Surface Adequate	2	100	1	50	1	50
Traffic Lanes	2	100	1	50	1	50
Display Case	2	100	0	0	2	100
Living Center	2	100	0	0	2	100
Metal Cabinets	2	100	0	0	2	100
Electric Outlets	2	100	1	50	1	50

Table 33 (Cont.)

Specific Strengths	Total		Departments			
			All-purpose		All Other Types	
	No.	%	No.	%	No.	%
Glass Brick	2	100	2	100	0	0
Heating	2	100	0	0	2	100
Separate Building	2	100	0	0	2	100
Space Under Chalkboard Useful	1	100	0	0	1	100
Grooming	1	100	0	0	1	100
Nice View Out Windows	1	100	0	0	1	100
Sliding Doors on Cupboards	1	100	0	0	1	100
Tile Window Ledges	1	100	0	0	1	100
Replacement Plan	1	100	1	100	0	0
Sewing Machines Stored						
Under Counter	1	100	1	100	0	0
Movable Wall for Expansion	1	100	0	0	1	100
Adequate Room for Discussion	1	100	1	100	0	0
Outside Entrance	1	100	1	100	0	0
Show Films in Room	1	100	0	0	1	100
Separate Supply Room	1	100	1	100	0	0
Demonstration Area	1	100	1	100	0	0
Fitting Room	1	100	1	100	0	0
Laundry	1	100	0	0	1	100
Water Heater	1	100	0	0	1	100
Telephone	1	100	0	0	1	100
Total	270	100	123	46	147	54

and functional, sunny with good ventilation, comfortable and good location.

Although many strengths were listed only one or two times, each strength mentioned might serve as a clue for those planning to build or remodel departments. For example, the last two strengths listed--water heater and telephone, would certainly be strong assets to most departments.

#### Specific Weaknesses of Departments Noted by Teachers

Teachers were more than generous with comments as to what they would do differently if their homemaking departments were to be rebuilt or remodeled. The specific weaknesses mentioned by respondents in new and remodeled departments were again tabulated according to all-purpose departments and departments with more than one room. Table 34 shows the results. The per cent of replies were similar in proportion to the number of strengths mentioned by teachers.

The most common weaknesses mentioned by teachers (from 12 to 25 times) are ranked as to number of times comments were made. These weaknesses are: not enough tackboards, need more general space, general room arrangement, need storage space, need living center or furniture, heating problems, need electric outlets, poor general

**Table 34**  
**Specific Weaknesses of Homemaking Departments Noted by 85 Teachers**

Specific Strengths	Total		Departments			
			All-purpose		All Other Types	
	No.	%	No.	%	No.	%
Not Enough Tackboards	25	100	12	48	13	52
Need More General Space	22	100	10	45	12	55
General Room Arrangement	22	100	11	50	11	50
Need Storage Space	21	100	10	48	11	52
Need Living Center or Furniture	20	100	10	50	10	50
Heating Problems	17	100	8	41	9	59
Need Electrical Outlets	16	100	6	37	10	63
General Lighting	15	100	7	47	8	53
Poor Storage Space	14	100	5	36	9	64
No Fitting Area	14	100	11	78	3	22
Not Enough Chalkboards	13	100	8	61	5	39
Rodents	12	100	5	42	7	58
Teacher Area	12	100	8	67	4	23
Room Decoration	9	100	2	22	7	88
Unit Kitchens	9	100	5	56	4	45
Floors	9	100	5	56	4	45
Laundry Area	8	100	4	50	4	50
Display Case	8	100	4	50	4	50
Location of Storage Centers	7	100	1	14	6	86
Department Location	7	100	5	71	2	29
Windows Won't Open	7	100	3	43	4	57
Homelike Appearance	7	100	3	43	4	57
Large Equipment	6	100	2	33	4	67

Table 34 (Cont.)

Specific Strengths	Total No. %		Departments			
			All-purpose		All Other Types	
	No.	%	No.	%	No.	%
Traffic Problems	6	100	3	50	3	50
Tote Trays	6	100	2	33	4	67
Mirrors	6	100	4	67	2	33
Ventilation	5	100	1	20	4	80
Home Nursing Facilities	5	100	3	60	2	40
Improper Heights	5	100	2	40	3	60
Visual Aids	5	100	3	60	2	40
Lack Wall Space	4	100	3	75	1	25
Equipment Location	4	100	1	25	3	75
Student Storage	4	100	2	50	2	50
Need Shelves	4	100	1	25	3	75
Lack Pamphlet Display	4	100	2	50	2	50
Demonstration Area	4	100	3	75	1	25
Dish Towel Drying	4	100	2	50	2	50
Ironing Area	4	100	2	50	2	50
Plumbing	4	100	2	50	2	50
Unsatisfactory Table Tops	4	100	3	75	1	25
Undesirable Equipment	3	100	1	33	2	67
Drawers Have Waste Space	3	100	1	33	2	67
Equipment Not Inset	3	100	1	33	2	67
No Drawers With Locks	3	100	1	33	2	67
No Deep Freeze	3	100	2	67	1	33
Sewing Machines	3	100	2	67	1	33
Lack Flexibility	3	100	1	33	2	67
Chairs	3	100	0	0	3	100

Table 34 (Cont.)

Specific Strengths	Departments					
	Total		All-purpose		All Other Types	
	No.	%	No.	%	No.	%
Too Many Doors and Windows	3	100	1	33	2	67
Acoustics	2	100	0	0	2	100
Heavy Tables	2	100	1	50	1	50
Garbage and Cleaning Supplies	2	100	0	0	2	100
Carpets in Living Area	2	100	0	0	2	100
No Outdoor Space for Play School	2	100	0	0	2	100
Too Spacious	1	100	0	0	1	100
Other Classes in Departments	1	100	1	100	0	0
No Rest Room	1	100	0	0	1	100
Limited Provisions for Broad Homemaking Program	1	100	1	100	0	0
Pantry	1	100	0	0	1	100
Freezer Unnecessary	1	100	1	100	0	0
Refrigerator Inadequate	1	100	1	100	0	0
Room too Close to Another Building	1	100	0	0	1	100
Light Poor in Storage Area	1	100	1	100	0	0
Total	425	100	200	47	225	53

lighting, poor storage space, no fitting area, not enough chalkboards, rodents a problem, and teacher area unsatisfactory.

Respondents in all-purpose rooms had a higher range of per cent difference with the following weaknesses (listed five or more times): no fitting area, not enough chalkboards, teacher area unsatisfactory, department location poor and provisions for mirrors are lacking.

Teachers in departments other than all-purpose rooms had a higher range of per cent difference as to: electric outlets, poor storage space, room decoration, location of storage centers, large equipment, tote trays, ventilation and equipment location. Apparently teachers in all-purpose rooms had many problems caused by lack of space whereas teachers in departments of more than one room had problems caused in part by poor planning of the space which was available.

A combined study of Tables 33 and 34 shows that some specific strengths most often mentioned as such were also listed as predominate weaknesses. These involved problems of space provisions, storage provisions, lighting, heating and ventilation.

### Summary

Fifty-five per cent of the respondents making an appraisal of their homemaking departments had from six to 21 years of teaching experience. In this study only one department evaluated was rated poor by a respondent. This was a department remodeled in 1949. It was found that departments built or remodeled during the years 1953 and 1948, respectively, received higher ratings than departments built other years. New departments received higher ratings than remodeled departments.

All-purpose rooms received fewer excellent per cent ratings than did all other departments except the cottage type. All-purpose rooms also appeared in the lowest ratings in both new and remodeled departments. Teachers ranked departments with three or more rooms higher than all-purpose or two-room departments. No remodeled departments were rated excellent whereas one fourth of the new departments were rated as such. About 70 per cent of the new departments were rated excellent or very good. Only 17 per cent of the remodeled departments were rated that high.

The forces of influence varied in new and remodeled departments. The most striking differences in degree of influence were found in the ranking of architects,



finances and time element. Architects were found to be of much more influence in new departments. Finances and time element were ranked high in remodeled departments. The amount of influence school administrators, pupils, parents, and other teachers in school had was identical in the pattern of ranking for both new and remodeled departments.

There were no significant differences in the ranking of frequency of activities and services in new and remodeled departments. Extra-curricular activities and faculty meetings were ranked most frequent. There was a slight shift in the ranking of activities and services of community functions and play schools. Play schools in remodeled departments were reported somewhat more frequently than in new departments. In general, adult classes appeared more frequently than play schools. School lunch and elementary classes were seldom listed as a department service or activity.

About 50 per cent or more of the respondents stated their new or remodeled departments were adequate for extra-curricular activities, faculty meetings, adult classes, community functions and other school departments. Teachers indicated departments were least adequate for school lunch programs, elementary classes, and play schools. A greater per cent of respondents in new departments than in

remodeled departments indicated their departments were adequate for varied activities and services. A higher per cent of respondents in new departments felt they could adequately handle the less frequent activities and services.

Remodeled departments were less adequate than new departments in providing provisions of space, equipment and storage for teaching a broad homemaking program. About 40 per cent of the respondents in remodeled departments stated equipment and storage was poor, lacking, not desirable or did not apply. One third of the respondents in new departments stated the same for their equipment and storage provisions. About one third of all respondents reported that provisions for space, equipment and storage for teaching a broad homemaking program were poor, lacking, not desirable or did not apply.

This study shows that remodeled departments are less adequate than new departments in providing provisions of space, equipment and storage for effective teaching. A summary of all departments indicated that 45 per cent of the respondents rated space excellent. Ratings for storage provisions were slightly higher than for equipment provisions. Approximately one third of all respondents reported provisions for space, equipment and storage in

effective teaching were poor, lacking, not desirable or did not apply.

Teachers in new departments were more satisfied with the provisions for equipment and furnishings than were teachers in remodeled departments. But this part of the study showed there was still great need for improving provisions for tackboards, chalkboards, homelike appearance of equipment and furnishings and storage facilities in most homemaking departments.

A combined study of provisions for physical conditions in new and remodeled homemaking departments shows that color scheme ranked highest in the excellent category. This was followed by the physical conditions of natural and artificial lighting, and location and number of doors and windows. Indications are that safety precautions, homelike appearance, sanitation, heating, lighting and electric outlets are important conditions which should receive more serious attention in planning of homemaking departments.

Ratings for physical conditions, equipment and furnishings, provisions for effective teaching, and provisions for teaching a broad homemaking program appeared to improve as departments became newer.

Teachers in new departments reported more adequate provisions for the future than did teachers in remodeled

departments. For the first time in this part of the study of provisions in departments, respondents in new departments did not report more adequate provisions as the year of department construction became more recent.

All respondents answering the questionnaire indicated a very high per cent of desirable reactions on the part of other individuals coming in contact with their departments.

Respondents were generous in their comments concerning the strengths and weaknesses of departments. The most common strengths mentioned by all teachers were: general light, ample amount of equipment, spacious, unit kitchens, pleasing color scheme, adequate storage space, convenience and functional, sunny with good ventilation, comfortable and good location. The most common weaknesses found were: tackboards, general space, room arrangement, storage space, living center, heating, electric outlets, lighting, fitting area, chalkboards, rodents and teacher area. These results seem to indicate that teachers in all-purpose rooms had many problems caused by lack of space whereas teachers in departments of more than one room had problems caused in part by poor planning of space available.

## CHAPTER V

## SUMMARY

Conclusions

The space and equipment in homemaking departments have been influenced by the changing philosophy of purpose and programs in education. In order that homemaking departments be functional for present and future needs, and in keeping with the beliefs in home economics education, there should be constant evaluation. This study was made to determine strengths and weaknesses of homemaking departments built or remodeled recently, and to reveal some trends in their planning, building and furnishing.

Data were gathered from a selected group of 85 teachers in nine western states. Fifty-five per cent of the total respondents had from six to 21 or more years of teaching experience. The departments evaluated were built or remodeled during the years from 1948 through 1953.

The writer has compiled answers to the questions listed in the statement of the problem. These answers are as follows:

1. What types of homemaking departments are being built or remodeled? The most popular type of department represented in this study was found to be the all-purpose room. Fifty per cent of the respondents worked in a

one-room or all-purpose department. Two-room and three-room combinations shared equally with 21 per cent each whereas departments with more than three rooms amounted to six per cent. Cottages with two per cent were few.

Fifty-one per cent of all new departments were all-purpose rooms. New three or more room combinations were more popular than new two-room combinations. One room or all-purpose rooms and two-room combinations were the most popular plans for remodeled departments. This may be because three or more room departments were less predominate many years ago and/or today schools are finding the three or more room combinations need less remodeling.

This study reveals that of the 85 homemaking departments evaluated, 74 per cent are one-teacher departments, 22 per cent built or remodeled for two teachers. Four per cent are planned for three teachers. Remodeled departments had a higher per cent of teachers employed in two-teacher departments but new departments employed all the three-teacher combinations. Eighty-five per cent and over of the homemaking departments were in schools including grades nine, 10, 11, and 12. There were very few departments found in schools accommodating the elementary grades.

2. What kinds of classes are being taught in home-making departments? In most departments evaluated, home-making I, II and III were more often found in the

curriculum program offerings and these were for high school girls. About one fourth of the teachers taught pupils homemaking in grades seven and eight. About eight per cent of the teachers broadened their program offerings to include either boys' classes or general homemaking. One must not fail to recognize that homemaking in the 85 departments evaluated in this study are providing very limited opportunities for class instruction to a wide age group and to boys.

3. What relation is there between the ratings given to homemaking departments by teachers and the years homemaking departments are built or remodeled? Fifty per cent of the teachers employed in homemaking departments built in 1953 gave their departments a higher over-all excellent rating than did all other teachers. New departments received higher ratings than remodeled departments.

Ratings for physical conditions, equipment and furnishings, provisions for effective teaching and provisions for teaching a broad homemaking program appeared to improve as departments became newer. Only once in this study did new departments show no relation to the year built and the rating given. Respondents in new departments did not report more adequate provisions for the future as the year of department construction became more recent. Teachers in remodeled departments did not show

this tendency to rate any conditions and provisions higher as the year of remodeling became more recent.

4. What relation is there between the ratings given to homemaking departments by teachers and the types of homemaking departments built? New all-purpose rooms received fewer excellent per cent ratings than did all other departments except the cottage type. All-purpose rooms also appeared in the lowest ratings in both new and remodeled departments. This study shows that teachers rated departments with three or more rooms higher than all-purpose or two-room departments.

5. What forces influence the space, arrangement and equipment for homemaking departments? Forces of influence varied in new and remodeled departments. Forces checked most frequently as having great influence in new departments were architects, school administration, school board, finances and homemaking teachers. Other teachers in the school, parents and pupils ranked as forces most often having no influence in new departments. Finances were considered a great influence in remodeled departments. Other teachers, architects and parents had little or no influence.

The most striking differences in degree of influence are found in the ranking of architects, finances and time element. Architects were found to be much more influence



in new departments. Finances and time element were ranked higher in remodeled departments. The amount of influence school administration, pupils, parents and other teachers in schools had was identical in pattern of ranking for both departments.

6. What is the frequency of activities and services in homemaking departments and what is the adequacy for these uses? No significant differences appeared in the ranking of frequency of activities and services in new and remodeled departments. Extra-curricular activities and faculty meetings were ranked most frequent. There was a slight shift in the ranking of activities and services of community functions and play schools. Play schools in remodeled departments were reported somewhat more frequently than in new departments. In general, adult classes appeared more frequent than play schools. School lunch and elementary classes were seldom listed as a department service or activity.

About 50 per cent or more of the respondents stated their new or remodeled departments were adequate for extra-curricular activities, faculty meetings, adult classes, community functions and other school departments. Teachers indicated departments were least adequate for school lunch programs, elementary classes, and play schools. A greater per cent of respondents in new

departments were adequate for varied activities and services. A higher per cent of respondents in new departments felt they could adequately handle the less frequent activities and services.

7. What provisions are made for teaching a broad homemaking program? About 50 per cent of the respondents in new and remodeled departments felt the provisions for teaching of health and care and guidance of children were poor or lacking. One fourth of the teachers stated provisions were poor or lacking for the areas of home furnishing, study of equipment and management. Only seven to 14 per cent of the teachers stated provisions for teaching the areas of relationships, buying, foods and clothing were lacking.

Remodeled departments were less adequate than new departments in providing provisions of space, equipment and storage for teaching a broad homemaking program. About 40 per cent of the respondents in remodeled departments stated equipment and storage was poor, lacking, not desirable or did not apply. One third of the respondents in new departments stated the same for their equipment and storage provisions. About one third of all respondents reported that provisions for space, equipment and storage for teaching a broad homemaking program were poor, lacking, not desirable or did not apply.

8. What provisions are made for effective teaching in homemaking departments? Between 40 and 50 per cent of the total respondents reported excellent provisions for space, equipment and storage in the teacher center, pupil center and discussion and demonstration center. About 60 per cent of all teachers indicated provisions for a living center were poor, lacking, not desirable or did not apply. Almost 40 per cent stated the same for visual aids and display centers. The study shows that remodeled departments are less adequate than new departments in providing provisions of space, equipment and storage for effective teaching.

Forty-five per cent of all respondents indicated space was excellent. Ratings for storage provisions were slightly higher than for equipment provisions with 35 and 34 per cent, respectively. Approximately one third of all respondents reported provisions for space, equipment and storage in effective teaching were poor, lacking, not desirable or did not apply.

9. What provisions are made for equipment and furnishings in homemaking departments? Teachers in new departments were more satisfied with the provisions for equipment and furnishings than were teachers in remodeled departments. Fifty per cent of the new departments showed a rating of excellent for the total provisions listed in

the questionnaire. Only 22 per cent of the remodeled departments received similar ratings. This part of the study shows there is still great need for improving provisions for tackboards, chalkboards, homelike appearance of equipment and furnishings, and storage facilities in most homemaking departments.

10. What provisions are made for physical conditions in homemaking departments? Only three physical conditions received total excellent ratings lower than 50 per cent in new departments. These were the conditions of safety precautions, sanitation and general homelike appearance of departments. Respondents in remodeled departments rated only three physical conditions above 50 per cent. These were the conditions of color scheme, floors, doors and windows. A combined study of provisions for physical conditions in new and remodeled homemaking departments shows that color scheme ranked highest in the excellent category. This was followed by the physical conditions of natural and artificial lighting, and location and number of doors and windows.

Many provisions with a high excellent per cent rating were found to also have a high poor or lacking per cent rating. Indications are that safety precautions, homelike appearance, sanitation, heating, lighting, and electric outlets are important conditions which should receive more

serious attention when homemaking departments are built or remodeled.

11. What effects do the homemaking departments' environment have on those working or coming in contact with it? All respondents answering the questionnaire indicated a very high per cent of desirable reactions on the part of other individuals coming in contact with their departments. Only seven per cent of the teachers, three per cent of the supervisors, and two per cent of the faculty and administration were recorded as having undesirable reactions. Respondents were in greatest doubt as to the reactions of business men and supervisors.

12. What provisions have homemaking departments made for the future? Provisions for adequate budgets received the highest per cent of "yes" answers for both new and remodeled departments. Seventy-five per cent of the respondents in new departments and 60 per cent of respondents in remodeled departments reported provisions for adequate budgets. The replacement plan for equipment was provided in 70 per cent of the new departments but in only 40 per cent of remodeled departments.

About 50 per cent of the teachers in new departments reported provisions for increased enrollments, long-time planning programs and adequacy and flexibility of space and equipment. Respondents in remodeled departments gave

the same provisions 39 per cent, 33 per cent, and 28 per cent, respectively.

Respondents in both new and remodeled departments indicated the greatest number of "no" provisions allowed for adequacy and flexibility of space and equipment, increased enrollments and replacement plan for equipment. In this study new departments had more adequate provisions for the future than did remodeled departments.

13. What is the maximum enrollment desirable in present homemaking departments? The median range of per cent of schools' girl enrollment in homemaking was from 21-25 per cent. Remodeled departments had a slightly larger per cent of total school enrollment in homemaking. New departments had slightly greater per cent offerings to boys than remodeled departments.

New departments had higher top enrollments than remodeled departments, but they also had lower low enrollments. The median of 21-25 students was found to be the total maximum enrollment increase possible in 90 per cent of the departments. Ten per cent of these 85 departments stated that desirable conditions would call for a decrease in number of students enrolled. The median decrease for this total group was from 11-20 less students enrolled in homemaking classes. Six new departments and two remodeled departments already state their enrollments in the 1953-1954 school year are too great under present conditions

of teacher load, teaching personnel, and space and equipment.

14. What outstanding features do teachers feel exist in their departments? A list of 45 specific strengths was compiled from 270 comments made by 85 teachers. The outstanding features (mentioned from 30 to 10 times) are ranked as to number of times comments were made. They are: general lighting, ample amount of equipment, spaciousness, unit kitchens, color scheme, adequate storage space, convenience and functional, sunny with good ventilation, comfortable and good location.

15. What features do teachers feel need to have more careful consideration in the stages leading to completion of the homemaking department? Teachers in all-purpose departments had more specific problems with fitting area, chalkboards, teacher area, department location and mirrors. Teachers in departments other than all-purpose rooms had more specific problems related to electric outlets, location and adequacy of storage space, room decoration, large equipment, tote trays, ventilation and equipment location. Teachers in all-purpose rooms appear to have more problems caused by lack of space whereas teachers in departments of more than one room had problems caused in part by poor planning of the space which was available.



These most common features mentioned by teachers (25 to 12 times) should have special consideration in the building and remodeling stages: tackboards, spaciousness, general room arrangement, storage space, living area, heating, electric outlets, general lighting, fitting area, chalkboards, rodent control and teacher area.

### Implications

As a result of evaluating homemaking departments built or remodeled since 1948, this writer saw the following implications:

1. All-purpose rooms should be seriously re-evaluated as to their adequacy for present and future needs and purposes in homemaking education. All-purpose rooms in this study did not receive more favorable ratings than departments with more than one room. This writer questions the adequacy of these departments to accommodate the predicted increasing enrollments and changing philosophy of purpose and program in homemaking education. Schools being built today may still be in use after the year 2000. Thinking in terms of an all-purpose room or a several room combination, which one will have a better chance to survive the lifetime expectancy of the school building and still provide a wholesome and sound learning and teaching environment?



2. Provisions and facilities for teaching a so-called "broad homemaking program" should be more clearly defined.

Perhaps educators are placing too much emphasis on the importance of good physical conditions and beauty in homemaking departments, and are forgetting other essentials of more importance to the pupils' welfare. They may be substituting too many fancy stoves, automatic washers, freezers and sofas for the basic essentials of good learning, the "old-fashion" chalkboards, tackboards and books which help teach pupils to investigate and think as well as do.

3. Concentrated effort should be given to planning homemaking departments for greater flexibility of purpose and use. By concentrated efforts this writer includes architects, educational consultants, school administrators, homemaking teachers, past and present pupils, and those most often forgotten people in this study, the parents. If homemaking teachers are to consider a broad homemaking program and include a wide age group, boys and girls, as well as plan for increased enrollments, we have no choice but to think in terms of flexibility. Flexibility in planning comes best when the thinking is done by many instead of few. Our standards and practices must be continually re-evaluated if homemaking education is to progress instead of regress. Greater flexibility in department layouts will be one sign of progress.

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## APPENDIX A

January 7, 1954

Dear Homemaking Teacher:

This questionnaire is being sent to you because it is believed that a teacher's evaluation of her homemaking department can do much in the way of contributing valuable information for the future planning of homemaking departments. Very limited research has been done in this area, and therefore I have selected this subject for a research study I am doing under the guidance of Dr. May DuBois at Oregon State College.

The purpose of the study is to determine the strengths and weaknesses of departments built or remodeled since 1948 in regard to teaching a broad homemaking program. Your state supervisor cooperated by sending us your name and address. If your department was built or remodeled before 1948 will you please return the questionnaire unanswered. You do not need to have been responsible for the planning of the remodeling or building in order to answer this questionnaire.

I realize you are busy but your help is needed if this study is to be a success. About an hour is sufficient time required for completion of the form. In homemaking departments having more than one teacher, it would be advantageous to have "pooled opinions" of all homemaking teachers in the building, and so the questionnaire may be answered cooperatively. Limited time may make it necessary for you to answer it alone. For these departments, however, I am asking that separate schedules of the teaching day be filled out for each teacher including those on part-time as well as full-time basis.

Early replies are necessary for compilation of material, therefore prompt return of the completed questionnaire will be greatly appreciated. Thank you very much.

Sincerely,

Valeria Smola  
27 North 26th Street  
Corvallis, Oregon



**D. Planning** (Forces influencing the space, arrangement and equipment for a homemaking department. Check each of the following)

FORCES OF INFLUENCE	GREAT	SOME	LITTLE	NONE	DO NOT KNOW
1. People sharing in planning					
-Architects					
-Commercial firms					
-Educ. consultants					
-Hmkg teachers in school					
-Other teachers in school					
-Parents					
-Pupils					
-School administration					
-School board					
2. Professional literature					
3. Community needs					
4. Community standards					
5. Finances					
6. Time element					
7. Others (Explain)					

**E. Activities and Services** (Check each item as to uses made of hmkg department other than for regular secondary homemaking classroom activities. Then check adequacy for these uses)

USES	FREQUENCY			ADEQUACY		COMMENTS
	Often	Occas	Never	Yes	No	
1. Adult classes						
2. Community functions						
3. Elementary classes						
4. Extra curricular						
5. Faculty meetings						
6. Other school depts						
7. Play school						
8. School lunch						
9. _____						

**F. Provisions for Future** (Check each of the following)

	PROVISIONS ALLOWED				
	Yes	No	Partially	None	Do Not Know
1. Adequate budget for upkeep and repair					
2. Adequacy and flexibility of space and equip for increased community and school use					
3. Allowance for increased enrollment with classes proportioned to space, equipment and teacher load					
4. Long-time planning prog. for improvements					
5. Replacement plan for equipment					
6. _____					



- G. Effects of Environment (From general observations and comments heard, how has the hmkg department been evaluated by those working or coming in contact with it? Check each of the following)

CONTACTS	REACTIONS			COMMENTS
	DESIRABLE	UNDESIRABLE	DO NOT KNOW	
1. Administration				
2. Business Men				
3. Faculty				
4. Hmkg Teachers				
5. Parents				
6. Pupils				
7. Supervisors				
8. Others				

- H. Provision For Teaching a Broad Hmkg Program (Check (a)space (b)equipment (c)storage for teaching all areas of hmkg and for general use. Use this key: E-Excellent; Provisions extensive and functioning excellently. G-Provisions moderately extensive and functioning well. P-Provisions limited in extent and functioning poorly. L-Provisions lacking but needed for teaching this area. X-Not desirable or does not apply)

AREA		E	G	P	L	X	COMMENTS
1. Care and guidance of children (including play school)	Space Equip Storage						
2. Home care of the sick and maintenance of family health	Space Equip Storage						
3. Management in home and family living	Space Equip Storage						
4. Maintenance of satisfactory personal, family and community relationships	Space Equip Storage						
5. Selection and purchase of foods, clothing, equipment, housing and furnishings	Space Equip Storage						
6. Selection and use of home equipment	Space Equip Storage						
7. Selection, care, renovation, and construction of clothing	Space Equip Storage						
8. Selection of the home and its furnishings, care of the house	Space Equip Storage						
9. Selection, preparation, service, conservation, and storage of food	Space Equip Storage						



- I. Provision For Effective Teaching (Check each of the following using this key:  
 E-Excellent; Provisions extensive and functioning excellently. G-Provisions  
 moderately extensive and functioning well. P-Provisions limited in extent  
 and functioning poorly. L-Provisions lacking but needed for teaching this  
 area. X-Not desirable or does not apply)

GENERAL USE		E	G	P	L	X	COMMENTS
1. Discussion and demonstration center	Space						
	Equip						
	Storage						
2. Living center	Space						
	Equip						
	Storage						
3. Planning and study center for pupils	Space						
	Equip						
	Storage						
4. Visual aids and display centers	Space						
	Equip						
	Storage						
5. Work center for the teacher	Space						
	Equip						
	Storage						

- J. Equipment and Furnishings (Check each of the following using this key: E-Excellent;  
 G-Good; P-Poor; L-Lacking but needed)

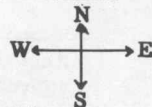
	E	G	P	L	COMMENTS
1. Adequate, convenient and desirable chalkboards					
2. Adequate, convenient, desirable tackboards					
3. Equipment and furnishings proper height, convenience, comfort					
4. Storage provided for materials and equip not in frequent use					
5. Considerations in storage - ease of cleaning, light, ventilation, convenience, practical					
6. Storage of teacher and pupils' belongings					
7. Conform to desirable but practical community standards and needs					
8. Quality, design, durability desirable for school usage					
9. Homelike appearance					

**K. Physical Facilities** (Check each of the following using this key: E-Excellent;  
G-Good; P-Poor; L-Lacking but needed)

	PROVISIONS AND CONDITIONS				COMMENTS
	E	G	P	L	
1. Accessibility of entrance approaches					
2. Acoustics					
3. Adequate number and placement of doors and windows					
4. Color scheme in relation to good lighting					
5. Dept location in relation to rest of school					
6. Electrical outlets - number and location					
7. Floors comfortable, durable, safe, quiet, attractive, easy to clean					
8. Heating - ample, possible to control, filtered					
9. Homelike appearance					
10. Lighting - artificial					
11. Lighting - natural					
12. Lighting for all working surfaces and displays					
13. Over-all decoration of walls, ceiling, floors					
14. Physical facilities conform to desirable but practical community standards and needs					
15. Plumbing - adequate and functioning					
16. Safety precautions - fire extinguishers, first aid kits					
17. Sanitation - control of insects and rodents					
18. Traffic areas well planned					
19. Walls attractive, unbroken areas, easy to clean					
20.					

L. Space and Arrangement (Please make a ten-minute sketch of the homemaking department floor plan giving approximate dimensions for each room. Indicate location of doors, windows and major equipment by using numbers and letters suggested in key below. Two suggestions: (a) You may wish to have a student make the drawing (b) You may use separate paper if desired.

- |                   |                           |                           |
|-------------------|---------------------------|---------------------------|
| 1. Sink           | W - Window                | D - Door                  |
| 2. Range          | 10. Wall cabinets         | 19. Closet                |
| 3. Refrigerator   | 11. Teacher's desk        | 20. Display case          |
| 4. Freezer        | 12. File                  | 21. Illustrative material |
| 5. Washer         | 13. Sewing machines       | 22. Books and magazines   |
| 6. Dryer          | 14. Tables (indicate use) | 23. Blackboard            |
| 7. Aprons         | 15. Wardrobe              | 24. Bulletin board        |
| 8. Garbage        | 16. Shelves               | 25. Bed storage           |
| 9. Cleaning equip | 17. Pressing equipment    | 26. Child care equipment  |
|                   | 18. Mirrors for fitting   | 27. _____                 |



Total Over-All Measurement of Homemaking Department (Please indicate in feet and inches)

\_\_\_\_\_ Width \_\_\_\_\_ Length

**M. Strengths and Weaknesses**

1. Please tell what you consider the strong points of your department.

2. If you were to rebuild a department soon, what would you do differently?

Teachers' Comments. Teachers wrote many interesting and valuable comments concerning the strengths and weaknesses of their departments. The following are selected quotations which could lose their full strength of meaning if recorded otherwise.

### Strengths of Departments

My kitchen is separated from the recitation area by a manifold wall. When open it makes a larger area for activity. The department is separated from rest of building and activity does not disturb others. We have a separate living and dining room. New, 1948, Three Rooms.

Constructed so that it is easy to hear.... Has excellent natural lighting, pleasing colors and excellent view. New, 1949, Three Rooms.

Back side of school with outside entrance. Good storage space for pamphlets and old magazines. Has good natural and artificial lighting. New, 1950, All-purpose Room.

Glass brick eliminates glare from sun and gives all needed light. New, 1950, All-purpose Room.

The room is light and airy, suited to size of classes. Kitchen is attractive and quite well equipped for classroom use. I like the one large room for the size of classes we have here (a very small school). New, 1950, All-purpose Room.

I think that I would follow very closely the plans we used for this department. It was very helpful to have parents, pupils, teachers and school board members in on the planning. New, 1950, Three Rooms.

Good basic equipment well located in department. Department built so wall can be moved to provide more space when building program makes it possible. New, 1951, All-purpose Room.

The department has a wonderful lighting system and lots of natural light from windows and glass brick. Sewing machines are kept in cupboards giving such a neat, compact look to the room. Use of blonde woodwork for everything but kitchen units makes the room still brighter and clean. We do need more floor space and room for another kitchen unit. New, 1951, All-purpose Room.

Good janitor who sets traps for mice. Remodeled, 1951, All-purpose Room.

We have two rooms available for class discussion now. We have plenty of storage space even though poorly planned. New, 1952, Two Rooms.

The two large rooms are valuable for two teacher arrangements and the smaller rooms serve as committee rooms when we want to work in small groups. Remodeled, 1952, Five Rooms.

Location of the laundry room. This suite could be used by two teachers if the demands develop and the laundry is accessible to both units, yet shut off from either. New, 1953, Two Rooms.

Our entire building was planned by community survey of graduates, drop outs, community leaders and teachers. New, 1953, Three Rooms.

I like the location of my office very much with windows looking out on both the kitchen and sewing rooms. New, 1953, Five Rooms.

#### Weaknesses of Departments

The architects planned the complete department and altho there were specialists on the ground floor here, not one was asked to assist.... Faucets all leak in kitchen area and under sink a constant wet area. All faucets turn the wrong way, almost scalding girls when washing dishes. Mice and rats are in department. I'm catching mice all the time. Holes have been left by contractors under edge of cupboards and at corners of cupboards near floor. No space for bulletin

boards. Mirrors are in the wrong place. Ironing boards have been put in line of traffic.... The school board is very vocational minded and does everything to make Home Economics stand out but we are just a victim of architects who felt they could change anything they wished. New, 1948, All-purpose Room.

....Provide some place for plants. Eliminate carpet in dining room area. Have larger space for fitting around mirrors. New, 1948, Three Rooms.

Would like a good size "pantry" to store some equipment, quantities of staples, and assemble many items at one point to keep an eye on them. New, 1949, All-purpose Room.

I would of course like a room exclusively for Home Economics but the school as it now stands can't take this. It could be made to function for a homemaking room very nicely but the necessity of having other classes meet here makes it impossible. Remodeled, 1949, All-purpose Room.

Larger to relieve crowding of sewing machines and ironing boards. New, 1949, Three Rooms.

Improve the lighting in the good grooming area. Put more shelf space for books and magazines in living room and general purpose rooms. New, 1949, Three Rooms.

I was consulted and the superintendent, school board and I met with the architects and plans were made but never carried out because of lack of finances. The department was made entirely different from our plans..... The mice make holes through cinder blocks in places hard to locate. We have to use poison for the mice. Windows need screens badly but the expense is too great.... The arrangement of the department cannot be changed without completely tearing out walls. The walls between the kitchen and living room should be removed for the room is small and hot. New, 1949, Three Rooms.

Lighter, less cumbersome tables are needed. Remodeled, 1949, Three Rooms.



Too spread out. Patio too wide. Eliminate lower windows. Place storage nearer service center and more accessible to teachers and pupils. New, 1949, Cottage Type.

Build a two-room department with a home living center. New, 1950, All-purpose Room.

The laboratory was from appearances planned only for cooking and sewing. There is no other area planned or any other large equipment. New, 1950, All-purpose Room.

Show case in hall is hard to decorate because it opens from the back and not the front. New, 1950, All-purpose Room.

Make it larger! New, 1950, All-purpose Room.

Left no provisions for the teacher. New, 1950, All-purpose Room.

Plan more illustrative storage space. Use smaller tables and more of them. Plan more bulletin board and chalkboard space. Build a screen for dressing and fitting. Place refrigerator in centrally located spot. New, 1950, All-purpose Room.

I would have windows lower from top for better ventilation. New, 1950, All-purpose Room.

See that the plan took into consideration the heating requirements of the room. New, 1950, All-purpose Room.

I would try to use a rubber tile or some other type of flooring other than concrete. I believe there was a limited choice of floor materials as the department was built soon after the war. New, 1950, All-purpose Room.

I would like two rooms and even a nook for individual conferences. I would like plenty of storage for girls' equipment, books and our equipment not being used. New, 1950, All-purpose Room.

Chrome tables in kitchen small for four when tests are given. New, 1950, Two Rooms.



Have a separate office for conferences.  
Have the cottage a little farther away from  
main school building. New, 1950, Cottage Type.

Plan for third room to be used as class-  
room.... Allow for elasticity in provisions to  
take care of variance in size of classes.  
Remodeled, 1950, Two Rooms.

Would include a lecture and theory room  
with individual seats or desks for examinations.  
....Would put door on utility room to cover open  
cupboards, washing machine, brooms and mop....  
We could use more wardrobe space and fewer cup-  
boards with shelves in the sewing room. New,  
1950, Three Rooms.

I would include more space for the refriger-  
ator and more adequate space for towels in current  
use. We need more lighting in fitting room with  
better ventilation. More display areas are needed.  
Remodeled, 1950, Three Rooms.

We lack space for realistic management.  
More storage for large visual aid materials.  
The living room should be closer to kitchen.  
New, 1950, Five Rooms.

Need a place for students to leave wraps  
and books while cooking. Should have sewing  
tables at least 36 inches wide with drop leaves.  
New, 1950, Five Rooms.

Try to plan for a dressing or fitting room  
in one of the free corners or some place. New,  
1951, All-purpose Room.

Plan for more space, with provisions for  
living area, demonstration area and storage for  
other areas as home nursing, play school, etc.  
New, 1951, All-purpose Room.

Provide a small dressing room for fitting.  
Am at somewhat a loss to know how to make depart-  
ment more homelike, with modern windows from ceil-  
ing to counter tops offering little ways to cur-  
tain. Wonder if this is desirable anyway. New,  
1951, All-purpose Room.

Leave out the coal range. New, 1951, Two Rooms.

I would definitely do more planning of the space inside these four walls with an idea of a place for each thing and not just shelves and drawers. Home Economists do lots of theorizing but the ideas never seem to get used. New, 1951, Two Rooms.

Have outlets on both sides of the room. New, 1951, Two Rooms.

Locate teacher's office in central place.... Have chalkboard and tackboard in kitchen. Counter tops and cupboard heights need adjustment. Have laundry in kitchen instead of living area. Need thermostat to control heat. Locate radiators in kitchen away from windows. A fitting room is needed. Need storage space for large illustrative material. Should have windows that open and close. Need a window in the living room. Need more wall space for books and magazines. Need outlets for sewing machines. New, 1951, Three Rooms.

Plan for more bulletin board and chalkboard facilities. We need a display case. New, 1952, All-purpose Room.

Class loads have been limited in most instances so we can accommodate pupils in the various areas of the room. So far advance classes have not been scheduled. A living area and demonstration area would be highly recommended. New, 1952, All-purpose Room.

Living area is seldom used because it is in the corner of room. It should be near entrance and have an atmosphere of a living room, not apart from rest of all-purpose room. New, 1952, All-purpose Room.

I was called in for consultation for one hour. I hardly had a chance to make recommendations and the ones made were not carried out. New, 1953, All-purpose Room.

The heating system in our department needs lots of work. New, 1952, All-purpose Room.

Provide adequate chalkboard space in homemaking room. If money were available I would plan foods units for 24 instead of 12. Thus all the class could cook at one time instead of just half as it will be and was planned to be when we reach maximum capacity.... Aim to do what could be done financially to equip a new department as soon as possible upon occupancy. New, 1952, All-purpose Room.

Need exhaust fan for ventilation. Remodeled, 1952, All-purpose Room.

Lack shades to darken room for movies. Lack washer and dryer in department. Would prefer flat surface shelves on which to store large charts. It's a nuisance unrolling them each time. New, 1952, Two Rooms.

We would like to have had our department on cooler side of building where the sunlight is not so direct. We were disappointed not to have any tote drawers. New, 1952, Two Rooms.

Radiators are next to sewing machines making it too warm at times. It's not possible to move sewing machines unless new outlets are put in. Remodeled, 1952, Two Rooms.

Need more storage space for supplies. Make the demonstration unit more usable and have more chalkboards. Bulletin boards should be accessible. Need windows that open and close. Remodeled, 1952, Two Rooms.

Would not have asphalt tile on kitchen floor. Would not have teacher's desk at one end of the kitchen, you are too far away from some students. I would seriously investigate a different type of unit kitchen. New, 1952, Three Rooms.

Need two doors to the fitting room. New, 1952, Two Rooms.

Kitchen has to be used as classroom once daily and has no stationary seats..... Living center should have tile instead of carpet, as it's too hard to keep clean. Each kitchen

should be built exactly the same and furnished with the same equipment. Permanent seats for lectures and demonstrations could be used by other classes if needed. New, 1952, Three Rooms.

I would extend tops of all cupboards to ceiling as open tops are only dust catchers. New, 1952, Three Rooms.

I wouldn't have a storage pantry in the kitchen. I wouldn't have the bedroom be a hallway. Probably the architect didn't intend this, but it has worked out that way. I would put more outlets at the right level for machines. I wouldn't build a dressing table in the hallway leading to the bathroom as it is a place for girls to collect. The radiator pipes show so I'd try to do that differently. I wouldn't put asphalt tile on the living room floor. I'd make the clothing room wider and longer. The kitchen should be wider to allow space for the dining area. I would try to make the living room more homelike. New, 1952, Four Rooms.

We need a fitting room and better discussion area. Sewing machines have to be too close to tote trays. We need more space for storage. There is no living area. Bulletin board space does not exist. New, 1953, All-purpose Room.

Need to provide more storage space or small adjoining room. Space for a living area is needed. More chalkboard and bulletin board space is necessary. An office or special area for the teacher to keep records, files, etc. should be planned. New, 1953, All-purpose Room.

Too many windows or better yet, have the same number of windows but higher up to give the very needed wall space. We have a lighting problem with too much light. High windows might have prevented this. Our department is homelike if you define homelike as extremely functional. We need outlets in the kitchen units. Could use less metal storage cabinets for dishes and more for brooms, staple storage, etc. Have lower ceilings. Have windows that open. Have an office for the teacher. Chalkboards should be opposite the

windows rather than right angles to them.  
New, 1953, All-purpose Room.

Provisions should be made at each sink for hanging and drying of tea towels.... Better or more adequate arrangements should be made for fitting room. I have no teacher's desk. We need more tote drawers even though we have 36. New, 1953, All-purpose Room.

I do not care for a home living center in a separate room. New, 1953, All-purpose Room.

Architects made errors in following the plans. Chalkboards are not desirable. Don't like soft yellow chalk. It gets all over clothes. Green boards are satisfactory but prefer a board that can be washed. Green is too hard to keep clean..... We need a different type of ventilating system. The two blowers in foods room create such a draft one teacher has a cold most of the time. It's very tiring to talk above. A towel dryer is needed. There should be an entrance door from hall to dining room so guests won't have to go through classroom. Would be better if equipment and cupboards were inset into wall niches and not built into the wall. There should be drawers in clothing room with locks..... Inset every possible piece of equipment. This leaves more room space and makes more orderly appearance.... Have the display case open from the front so one can see what a display is going to look like while it's being put in. New, 1953, Two Rooms.

Don't care for sliding chalk and tack-board as they both can't be used at the same time and they are difficult to use. New, 1953, Two Rooms.

Make lower partitions between unit kitchens. In some way make kitchens more attractive and less "food lab like." New, 1953, Two Rooms.

The magazine racks are too shallow to hold pattern books. There is no convenient place for fitting. The floor outlets would have been

better if they had been flush with the floor. At present time there is no equipment in second sewing laboratory and we have no living room furniture. New, 1953, Three Rooms.

So much space was allotted for our department in the new building, and we had to make the most of it. We would have preferred to have had adjoining rooms instead of across the main hallway. However, this is such an improvement over the old building that we are satisfied. We asked for the classroom next to my discussion area to be used for a play school and other units but it was needed more by the other departments and floor space was limited due to cost. Our greatest disappointment has been the living area. We planned a large living area in the room next to the clothing room but the architect did not agree and the fireplace was cut out. We will have to use the department this year before we know all the defects in planning. New, 1953, Three Rooms.

I would try to arrange the kitchen units or extend them so that more pupils could work in them. I find that three units can really only hold two pupils nicely but we have to have three or four working in them. Work surfaces are too high and central storage is inconvenient. More drawer space is needed in the sewing room. New, 1953, Five Rooms.

## APPENDIX B

Table A  
States Included in the Study

States	<u>Questionnaires</u>					Per Cent of Participants
	Total Sent No.	Total Returned No.	%	Total Used No.	%	
Arizona	21	9	42.9	7	33.3	8.3
Colorado	42	19	45.3	15	35.7	17.6
Idaho	10	6	60.0	3	30.0	3.4
Montana	27	23	85.2	8	29.6	9.4
Nevada	10	5	50.0	5	50.0	5.9
New Mexico	11	5	45.5	4	36.4	4.7
Oregon	62	31	50.0	25	41.0	29.4
Utah	22	11	50.0	8	36.4	9.4
Wyoming	29	12	41.1	10	44.4	11.9
Total	234	122		85		100.0



Table B  
Grade Levels in 85 Schools

Grade Level	<u>Schools</u>	
	Number	Per Cent
Below 6	7	8
7	29	34
8	34	40
9	72	85
10	81	97
11	81	97
12	81	97

Table CNumber Class Periods in School Day  
(85 Schools)

Class Periods Per Day	<u>Schools</u>	
	Number	Per Cent
5	17	20
6	50	59
7	12	14
8	6	7
Total	85	100

Table D  
 Teachers' Daily Class Load  
 (110 Teachers)

<u>Number of Classes Per Day</u>	<u>Teachers</u>	
	<u>Number</u>	<u>Per Cent</u>
1		
2	10	9
3	18	16
4	26	23
5	38	35
6	14	13
7	3	3
8		
No Answer	1	1
Total	110	100

Table E

Provisions for Teaching a Broad Homemaking Program  
(Section H in Questionnaire)

Rating	Total Provisions		<u>Space</u>		<u>Equipment</u>		<u>Storage</u>	
	All Departments		New	Remodeled	New	Remodeled	New	Remodeled
	No.	%	No.	%	No.	%	No.	%
<u>I. Care and Guidance of Children</u>								
E	32	13	19	28	2	3	8	12
G	62	24	19	28	18	27	19	28
P	48	19	13	20	12	18	9	14
L	75	29	7	10	26	38	22	32
X	38	15	9	14	9	14	9	14
Total	255	100	67	100	67	100	67	100
<u>II. Health and Home Care of the Sick</u>								
E	40	16	18	27	4	6	9	14
G	66	26	19	28	15	23	18	27
P	46	18	15	24	13	20	11	16
L	77	30	10	15	28	41	21	31
X	26	10	5	8	7	10	8	12
Total	255	100	67	100	67	100	67	100

Table E (Cont.)

Rating	Total Provisions All Departments		<u>Space</u>		<u>Equipment</u>		<u>Storage</u>	
	No.	%	New No.	Remodeled %	New No.	Remodeled %	New No.	Remodeled %
<u>III. Management</u>								
E	91	36	36	53	19	28	25	38
G	87	34	20	30	26	39	23	34
P	39	15	5	8	10	15	7	10
L	18	7	1	1	6	9	6	9
X	20	8	5	8	6	9	6	9
Total	255	100	67	100	67	100	67	100
<u>IV. Personal, Family and Community Relationships</u>								
E	103	40	34	50	24	36	27	40
G	98	38	24	36	30	45	26	39
P	23	10	4	6	4	6	4	6
L	9	4	0	0	2	3	3	5
X	22	8	5	8	7	10	7	10
Total	255	100	67	100	67	100	67	100

Table E (Cont.)

Rating	Total Provisions		<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
	All Departments		New		Remodeled		New		Remodeled		New		Remodeled	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
V. <u>Buying</u>														
E	121	47	39	59	8	44	31	46	5	27	34	51	4	22
G	92	36	21	31	8	44	22	33	11	61	21	31	9	50
P	22	9	2	3	1	6	8	12	1	6	6	9	4	22
L	4	2	1	1	0	0	1	1	0	0	2	3	0	0
X	16	6	4	6	1	6	5	8	1	6	4	6	1	6
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100

VI. <u>Selection and Use of Equipment</u>														
E	78	30	28	41	4	22	18	27	1	6	24	36	3	17
G	95	37	24	36	7	39	27	40	7	39	24	36	6	33
P	30	12	4	6	4	22	6	9	6	33	4	6	6	33
L	31	13	6	9	2	11	9	14	2	11	10	15	2	11
X	21	8	5	8	1	6	7	10	2	11	5	7	1	6
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100

Table E (Cont.)

Rating	Total Provisions All Departments		<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
			New		Remodeled		New		Remodeled		New		Remodeled	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
VII. <u>Selection, Care and Construction of Clothing</u>														
E	147	58	45	68	8	44	39	59	7	39	43	64	5	27
G	87	34	18	27	10	56	22	33	10	55	16	24	11	61
P	12	5	2	3	0	0	3	4	1	6	5	8	1	6
L	6	2	1	1	0	0	2	3	0	0	2	3	1	6
X	3	1	1	1	0	0	1	1	0	0	1	1	0	0
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100
VIII. <u>Home Furnishings</u>														
E	85	33	33	49	6	33	19	28	2	11	23	34	2	11
G	89	35	18	27	7	39	27	40	7	39	23	34	7	39
P	20	8	2	3	3	16	2	3	5	27	3	4	5	27
L	43	17	10	15	1	6	13	20	3	17	13	20	3	17
X	18	7	4	6	1	6	6	9	1	6	5	8	1	6
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100

Table E (Cont.)

Rating	Total Provisions		<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
	All Departments		New		Remodeled		New		Remodeled		New		Remodeled	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
IX. <u>Foods</u>														
E	144	56	47	70	11	61	38	57	9	50	34	51	5	27
G	80	31	15	23	6	33	21	31	9	50	20	30	9	50
P	14	5	2	3	1	6	3	5	0	0	5	8	3	17
L	14	5	2	3	0	0	4	6	0	0	7	10	1	6
X	3	3	1	1	0	0	1	1	0	0	1	1	0	0
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100



Table F

Provisions for Teaching a Broad Homemaking Program  
in New Departments by Years  
(Section H in Questionnaire)

Year Built	Rating	Space		Equipment		Storage	
		All Areas No.	%	All Areas No.	%	All Areas No.	%
1948	E	4	15	2	7	1	3
	G	18	67	18	67	18	67
(3)	P	0	0	3	11	3	11
	L	2	7	1	4	2	8
	X	3	11	3	11	3	11
		27	100	27	100	27	100
1949	E	24	44	14	26	15	28
	G	15	28	22	40	17	32
(6)	P	4	8	3	6	6	11
	L	6	11	9	17	11	20
	X	5	9	6	11	5	9
		54	100	54	100	54	100
1950	E	82	46	51	28	60	33
	G	54	30	61	34	55	31
(20)	P	25	14	29	16	23	13
	L	10	5	30	17	33	18
	X	9	5	9	5	9	5
		180	100	180	100	180	100
1951	E	28	44	20	32	21	33
	G	24	38	22	35	25	40
(7)	P	2	3	4	6	2	3
	L	6	10	13	20	11	18
	X	3	4	4	6	4	6
		63	100	63	100	63	100
1952	E	48	53	29	32	32	36
	G	31	35	34	38	35	39
(10)	P	6	7	5	6	5	5
	L	2	2	15	16	11	12
	X	3	3	7	8	7	8
		90	100	90	100	90	100
1953	E	108	67	73	45	94	58
	G	29	18	42	26	34	20
(18)	P	10	6	16	10	11	7
	L	5	3	17	10	11	7
	X	10	6	14	9	12	8
		162	100	162	100	162	100
Date	E	5	19	5	19	4	15
Not	G	7	26	9	33	6	22
Known	P	2	7	1	4	4	15
	L	7	26	6	22	7	26
(3)	X	6	22	6	22	6	22
		27	100	27	100	27	100

Table G

Provisions for Teaching a Broad Homemaking Program  
in Remodeled Departments by Years  
(Section H in Questionnaire)

Year Built	Rating	Space		Equipment		Storage	
		All No.	Areas %	All No.	Areas %	All No.	Areas %
1948	E	3	33	4	45	3	33
(1)	G	4	45	3	33	1	11
	P	2	22	2	22	4	45
	L					1	11
	X						
		— 9	— 100	— 9	— 100	— 9	— 100
1949	E	6	22	1	4	1	1
(3)	G	9	33	9	33	12	45
	P	6	22	10	37	8	30
	L	2	8	3	11	2	8
	X	4	15	4	15	4	16
		— 27	— 100	— 27	— 100	— 27	— 100
1950	E	20	56	17	47	14	39
(4)	G	7	20	7	19	8	22
	P	2	5	5	14	6	17
	L	5	14	5	14	6	17
	X	2	5	2	6	2	5
		— 36	— 100	— 36	— 100	— 36	— 100
1951	E	11	61	3	17	3	17
(2)	G	4	22	8	44	8	5
	P			1	6	1	5
	L	2	11	5	28	5	28
	X	1	6	1	5	1	5
		— 18	— 100	— 18	— 100	— 18	— 100
1952	E	13	24	7	13	7	13
(6)	G	24	44	29	54	27	50
	P	7	13	8	15	9	17
	L	6	11	5	9	8	15
	X	4	8	5	9	3	5
		— 54	— 100	— 54	— 100	— 54	— 100
1953	E						
(0)	G						
	P						
	L						
	X						
Date	E	3	17	3	17	2	11
Not	G	9	50	5	28	6	33
Known	P	5	28	6	33	8	45
(2)	L	1	5	4	22	2	11
	X						
		— 18	— 100	— 18	— 100	— 18	— 100

Table H  
Provisions for Effective Teaching  
(Section I in Questionnaire)

Rating	Total Provisions		<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
	All Departments		New		Remodeled		New		Remodeled		New		Remodeled	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>I. Discussion and Demonstration Center</u>														
E	114	44	39	59	5	27	29	43	5	28	33	50	3	16
G	86	33	19	28	9	50	21	31	8	44	20	30	9	51
P	36	14	6	9	2	11	13	20	4	22	8	12	3	16
L	9	4	1	1	1	6	3	5	0	0	3	4	1	6
X	10	5	2	3	1	6	1	1	1	6	3	4	2	11
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100
<u>II. Living Center</u>														
E	58	23	22	32	6	33	11	16	3	17	14	21	2	11
G	46	18	9	14	3	17	13	20	4	22	12	18	5	28
P	23	10	6	9	1	6	6	9	1	6	8	12	1	6
L	99	38	24	36	6	33	30	45	7	38	26	39	6	33
X	29	11	6	9	2	11	7	10	3	17	7	10	4	22
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100

Table H (Cont.)

Rating	Total Provisions		<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
	All Departments		New		Remodeled		New		Remodeled		New		Remodeled	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
III. <u>Planning and Study Center for Pupils</u>														
E	117	45	39	59	5	28	32	48	4	22	33	50	4	22
G	80	32	17	25	8	44	21	31	10	56	15	22	9	50
P	25	10	3	4	3	16	6	9	3	16	6	9	4	22
L	12	5	4	6	2	11	2	3	1	6	3	4	0	0
X	21	8	4	6	0	0	6	9	0	0	10	15	1	6
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100
IV. <u>Visual Aids and Display Centers</u>														
E	80	32	27	40	3	17	20	30	3	17	24	36	3	17
G	77	30	17	25	7	39	20	30	9	50	17	25	7	39
P	48	19	13	20	4	22	13	20	2	11	13	20	3	17
L	42	16	7	10	4	22	11	16	4	22	11	16	5	27
X	8	3	3	5	0	0	3	4	0	0	2	3	0	0
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100

Table H (Cont.)

Rating	Total Provisions				<u>Space</u>				<u>Equipment</u>				<u>Storage</u>			
	All Departments		New		Remodeled		New		Remodeled		New		Remodeled			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
V. <u>Work Center for the Teacher</u>																
E	121	47	41	61	5	28	35	52	4	22	32	48	4	22		
G	76	29	14	21	6	33	19	28	10	56	17	25	10	56		
P	39	16	7	10	6	33	6	9	4	22	12	18	4	22		
L	13	6	3	5	1	6	5	8	0	0	4	6	0	0		
X	6	2	2	3	0	0	2	3	0	0	2	3	0	0		
Total	255	100	67	100	18	100	67	100	18	100	67	100	18	100		

Table I

Provisions for Effective Teaching  
in New Homemaking Departments by Years  
(Section I in Questionnaire)

Year Built	Rating	Space		Equipment		Storage	
		All Uses No.	%	All Uses No.	%	All Uses No.	%
1948	E	6	40	5	33	3	20
	G	4	27	5	33	6	40
(3)	P	2	13	2	14	4	27
	L	3	20	3	20	2	13
	X	—	—	—	—	—	—
		15	100	15	100	15	100
1949	E	14	47	8	27	11	37
	G	7	23	12	40	7	23
(6)	P	6	20	7	23	7	23
	L	3	10	2	7	2	7
	X	—	—	1	3	3	10
		30	100	30	100	30	100
1950	E	44	44	32	32	33	33
	G	30	30	34	34	29	29
(20)	P	13	13	18	18	18	18
	L	11	11	14	14	18	18
	X	2	2	2	2	2	2
		100	100	100	100	100	100
1951	E	17	49	13	37	14	40
	G	8	22	10	29	8	23
(7)	P	1	3	3	9	4	11
	L	5	14	5	14	5	15
	X	4	12	4	11	4	11
		35	100	35	100	35	100
1952	E	29	58	23	46	24	48
	G	9	18	12	24	10	20
(10)	P	3	6	2	4	3	6
	L	4	8	8	16	5	10
	X	5	10	5	10	8	16
		50	100	50	100	50	100
1953	E	56	63	44	48	51	57
	G	15	17	19	21	18	20
(18)	P	5	5	6	7	5	5
	L	9	10	15	17	9	10
	X	5	5	6	7	7	8
		90	100	90	100	90	100
Date	E	2	13	2	13		
Not	G	3	20	2	13	2	13
Known	P	5	33	6	40	6	40
	L	4	27	4	27	6	40
(3)	X	1	7	1	7	1	7
		15	100	15	100	15	100

Table J

Provisions for Effective Teaching  
in Remodeled Homemaking Departments by Years  
(Section I in Questionnaire)

Year Built	Rating	Space		Equipment		Storage	
		All Uses No.	%	All Uses No.	%	All Uses No.	%
1948 (1)	E	2	40	1	20	1	20
	G	1	20	2	40	2	40
	P						
	L	1	20	1	20	1	20
	X	<u>1</u>	<u>20</u>	<u>1</u>	<u>20</u>	<u>1</u>	<u>20</u>
		5	100	5	100	5	100
1949 (3)	E	1	6	3	20	1	7
	G	9	61	4	26	6	40
	P	4	27	7	47	7	46
	L	1	6	1	7	1	7
	X	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
		15	100	15	100	15	100
1950 (4)	E	12	60	11	55	10	50
	G			7	35	7	35
	P	2	10			1	5
	L	6	30	2	10	2	10
	X	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
		20	100	20	100	20	100
1951 (2)	E	1	10	1	10	1	10
	G	5	50	5	50	6	60
	P	1	10	1	10	1	10
	L	3	30	3	30	2	20
	X	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
		10	100	10	100	10	100
1952 (6)	E	8	26	3	10	3	10
	G	12	41	16	53	13	43
	P	6	21	5	17	4	13
	L	2	6	4	13	5	17
	X	<u>2</u>	<u>6</u>	<u>2</u>	<u>7</u>	<u>5</u>	<u>17</u>
		30	100	30	100	30	100
1953 (0)	E						
	G						
	P						
	L						
	X						
Date Not Known	E						
	G	6	60	7	70	6	60
	P	3	30	1	10	2	20
	L	1	10	1	10	1	10
	X	<u>1</u>	<u>10</u>	<u>1</u>	<u>10</u>	<u>1</u>	<u>10</u>
		10	100	10	100	10	100

Table K

Provisions for Equipment and Furnishings  
in Homemaking Departments  
(Section J in Questionnaire)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>I. Chalkboards</u>						
E	36	42	32	48	4	22
G	24	28	13	20	11	61
P	17	20	15	22	2	11
L	8	10	7	10	1	6
Total	85	100	67	100	18	100
<u>II. Tackboards</u>						
E	29	34	27	40	2	11
G	25	29	18	27	7	39
P	22	26	16	24	6	33
L	9	11	6	9	3	17
Total	85	100	67	100	18	100
<u>III. Equipment Proper Height, Convenience, Comfort</u>						
E	55	65	46	69	9	50
G	23	27	16	24	7	39
P	7	8	5	7	2	11
L	0	0	0	0	0	0
<u>IV. Storage Provided</u>						
E	39	46	36	53	3	17
G	30	35	20	30	10	55
P	9	11	6	9	3	17
L	7	8	5	8	2	11
Total	85	100	67	100	18	100



Table K (Cont.)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>V. Considerations in Storage</u>						
E	35	41	34	51	1	6
G	29	34	20	30	9	50
P	18	22	12	18	6	33
L	3	3	1	1	2	11
Total	85	100	67	100	18	100
<u>VI. Storage for Teacher and Pupil</u>						
E	31	37	31	46	0	0
G	37	43	25	38	12	67
P	14	17	10	15	4	22
L	3	3	1	1	2	11
Total	85	100	67	100	18	100
<u>VII. Community Standards and Needs</u>						
E	43	51	39	59	4	22
G	37	43	25	37	12	67
P	4	5	2	3	2	11
L	1	1	1	1	0	0
Total	85	100	67	100	18	100
<u>VIII. Desirable for School Usage</u>						
E	46	55	41	61	5	27
G	34	40	23	35	11	61
P	3	3	2	3	1	6
L	2	2	1	1	1	6
Total	85	100	67	100	18	100
<u>IX. Homelike Appearance</u>						
E	31	37	25	38	6	33
G	34	40	24	36	10	55
P	16	18	15	22	1	6
L	4	5	3	4	1	6
Total	85	100	67	100	18	100

Table L

Provisions for Equipment and Furnishings  
in Homemaking Departments by Years  
(Section J in Questionnaire)

Year Built	Rating	All Total		New Depts. Total Prov.		Remodeled Depts. Total Prov.	
		No.	%	No.	%	No.	%
1948	E	14	39	11	41	3	33
	G	10	38	8	30	2	23
	P	10	28	7	26	3	33
	L	2	5	1	3	1	11
		36	100	27	100	9	100
1949	E	23	28	21	39	2	7
	G	37	46	22	40	15	56
	P	15	19	8	15	7	26
	L	6	7	3	6	3	11
		81	100	54	100	27	100
1950	E	106	50	89	49	17	47
	G	68	31	55	31	13	36
	P	33	15	29	16	4	11
	L	9	4	7	4	2	6
		216	100	180	100	36	100
1951	E	35	43	30	48	5	28
	G	28	34	21	33	7	39
	P	11	13	7	11	4	22
	L	7	10	5	8	2	11
		81	100	63	100	18	100
1952	E	55	39	49	55	6	11
	G	64	44	27	30	37	69
	P	19	13	12	13	7	13
	L	6	4	2	2	4	7
		144	100	90	100	54	100
1953	E	109	68	109	67		
	G	37	22	37	23		
	P	12	8	12	7		
	L	4	2	4	3		
		162	100	162	100		
Date Not Known	E	4	9	2	7	2	11
	G	29	64	14	52	15	83
	P	9	20	8	30	1	6
	L	3	7	3	71		
		45	100	27	100	18	100

Table M

Provisions for Physical Conditions  
in Homemaking Departments  
(Section K in Questionnaire)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>I. Entrance Approaches</u>						
E	53	62	47	70	6	33
G	25	30	16	24	9	50
P	7	8	4	6	3	17
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>II. Acoustics</u>						
E	45	53	39	59	6	33
G	34	40	25	37	9	50
P	6	7	3	4	3	17
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>III. Doors and Windows</u>						
E	55	65	46	69	9	50
G	25	29	18	27	7	39
P	5	6	3	4	2	11
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>IV. Color Scheme</u>						
E	66	78	55	82	11	60
G	11	13	8	12	3	17
P	5	6	2	3	3	17
L	3	3	2	3	1	6
Total	85	100	67	100	18	100

Table M (Cont.)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>V. Department Location</u>						
E	51	60	46	69	5	28
G	25	29	15	22	10	56
P	9	11	6	9	3	16
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>VI. Electric Outlets</u>						
E	46	54	39	59	7	39
G	22	26	15	22	7	39
P	15	18	12	18	3	16
L	2	2	1	1	1	6
Total	85	100	67	100	18	100
<u>VII. Floors</u>						
E	48	57	39	59	9	50
G	26	31	23	34	3	16
P	10	11	5	7	5	28
L	1	1	0	0	1	6
Total	85	100	67	100	18	100
<u>VIII. Heating</u>						
E	44	52	40	60	4	22
G	25	29	18	27	7	39
P	14	17	8	12	6	33
L	2	2	1	1	1	6
Total	85	100	67	100	18	100

Table M (Cont.)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>IX. Homelike Appearance</u>						
E	28	33	23	35	5	27
G	39	46	28	41	11	61
P	11	13	10	15	1	6
L	7	8	6	9	1	6
Total	85	100	67	100	18	100
<u>X. Lighting-Artificial</u>						
E	55	65	49	73	6	33
G	21	25	13	20	8	44
P	8	9	5	7	3	17
L	1	1	0	0	1	6
Total	85	100	67	100	18	100
<u>XI. Lighting-Natural</u>						
E	59	69	51	76	8	44
G	14	17	10	15	4	22
P	12	14	6	9	6	34
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>XII. Surface and Display Lighting</u>						
E	44	52	39	59	5	28
G	27	32	21	31	6	33
P	12	14	7	10	5	28
L	2	2	0	0	2	11
Total	85	100	67	100	18	100

Table M (Cont.)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>XIII. Over-all Decoration</u>						
E	49	58	44	66	5	28
G	26	31	17	25	9	50
P	7	8	4	6	3	16
L	3	3	2	3	1	6
Total	85	100	67	100	18	100
<u>XIV. Conformity to Standards and Needs</u>						
E	52	61	47	70	5	28
G	31	37	20	30	11	61
P	2	2	0	0	2	11
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>XV. Plumbing</u>						
E	53	62	47	70	6	33
G	29	35	18	27	11	61
P	2	2	2	3	0	0
L	1	1	0	0	1	6
Total	85	100	67	100	18	100
<u>XVI. Safety Precautions</u>						
E	36	42	31	46	5	28
G	26	31	20	30	6	33
P	16	19	11	16	5	28
L	7	8	5	8	2	11
Total	85	100	67	100	18	100

Table M (Cont.)

Rating	All Depts.		New Depts.		Remodeled Depts.	
	No.	%	No.	%	No.	%
<u>XVII. Sanitation</u>						
E	34	40	29	43	5	28
G	35	41	26	38	9	50
P	13	16	9	14	4	22
L	3	3	3	5	0	0
Total	85	100	67	100	18	100
<u>XVIII. Traffic</u>						
E	38	45	35	52	3	17
G	37	43	24	36	13	72
P	10	12	8	12	2	11
L	0	0	0	0	0	0
Total	85	100	67	100	18	100
<u>XIX. Walls</u>						
E	45	53	38	56	7	39
G	32	38	25	38	7	39
P	8	9	4	6	4	22
L	0	0	0	0	0	0
Total	85	100	67	100	18	100

Table N

Provisions for Physical Conditions  
in Homemaking Departments by Years  
(Section K in Questionnaire)

Year Built	Rating	All Total		New Depts. Total Prov.		Remodeled Depts. Total Prov.	
		No.	%	No.	%	No.	%
1948	E	35	46	29	51	6	31
	G	33	44	22	39	11	58
	P	8	10	6	10	2	11
	L	—	—	—	—	—	—
		76	100	57	100	19	100
1949	E	62	36	58	51	4	7
	G	67	39	45	39	22	39
	P	33	19	8	7	25	43
	L	9	6	3	3	6	11
		171	100	114	100	57	100
1950	E	299	65	238	63	61	80
	G	118	26	104	27	14	19
	P	35	8	34	9	1	1
	L	4	1	4	1	—	—
		456	100	380	100	76	100
1951	E	108	63	90	68	18	47
	G	48	28	35	26	13	34
	P	10	6	6	5	4	11
	L	5	3	2	1	3	8
		171	100	133	100	38	100
1952	E	135	64	116	61	19	17
	G	123	40	51	27	72	63
	P	37	13	17	9	20	17
	L	9	3	6	3	3	3
		304	100	190	100	114	100
1953	E	244	70	244	71	—	—
	G	72	21	72	21	—	—
	P	21	7	21	6	—	—
	L	5	2	5	2	—	—
		342	100	342	100	—	—
Date Not Known	E	18	20	9	16	9	24
	G	47	48	29	51	18	47
	P	29	31	19	33	10	26
	L	1	1	—	—	1	3
		95	100	57	100	38	100



Table 0

Provisions for the Future in New Departments by Years  
(67 Cases)

<u>Provisions Allowed</u>										
Year	Total		Yes		No		Partially		Do Not Know	
Built	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Adequate Budget</u>										
1948	3	100	1	33					2	67
1949	6	100	5	83			1	17		
1950	20	100	17	85	1	5	2	10		
1951	7	100	5	70	1	15	1	15		
1952	10	100	8	80			1	10	1	10
1953	18	100	13	71	2	11	2	11	1	7
Uncer- tain	3	100	1	33			1	33	1	34
Total	67	100	50	75	4	6	8	12	5	7

Adequacy and Flexibility of Space and Equipment

1948	3	100			2	67	1	33		
1949	6	100	2	30	3	50	1	20		
1950	20	100	10	50	5	25	5	25		
1951	7	100	2	28	3	44	2	28		
1952	10	100	8	80	1	10	1	10		
1953	18	100	11	61	4	22	3	17		
Uncer- tain	3	100			2	67	1	33		
Total	67	100	33	49	20	30	14	21		

Allowance for Increased Enrollments

1948	3	100	1	33			1	33	1	34
1949	6	100	1	16	1	16	2	34	2	34
1950	20	100	10	50	5	25	4	20	1	5
1951	7	100	2	28	2	28	2	28	1	16
1952	10	100	7	70	2	20			1	10
1953	18	100	11	61	2	11	5	28		
Uncer- tain	3	100	1	33	2	67				
Total	67	100	33	49	14	21	14	21	6	9

Table 0 (Cont.)

<u>Provisions Allowed</u>										
Year	Total		Yes		No		Partially		Do Not Know	
Built	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Long-time Planning Program</u>										
1948	3	100	1	33					2	67
1949	6	100	1	16			3	50	2	34
1950	20	100	12	60			5	25	3	15
1951	7	100	3	40	2	28	1	15	1	16
1952	10	100	7	70	2	20	1	10		
1953	18	100	9	50	2	11	4	22	3	17
Uncer- tain	3	100	1	33					2	67
Total	67	100	34	51	6	9	14	21	13	19
<u>Replacement Plan for Equipment</u>										
1948	3	100	2	66			1	33		
1949	6	100	5	83					1	17
1950	20	100	13	65	4	20	2	10	1	5
1951	7	100	4	58	1	14	1	14	1	14
1952	10	100	7	70	2	20			1	10
1953	18	100	14	77	1	6	2	11	1	6
Uncer- tain	3	100	1	33	1	33	1	34		
Total	67	100	46	69	9	14	7	10	5	7

Table P

Provisions for the Future  
in Remodeled Departments by Years  
(18 Cases)

Year Built	Total		<u>Provisions Allowed</u>							
	No.	%	Yes		No		Partially		Do Not Know	
			No.	%	No.	%	No.	%	No.	%
<u>Adequate Budget</u>										
1948	1	100	1	100						
1949	3	100	1	33	1	33	1	34		
1950	4	100	3	75	1	25				
1951	2	100					1	50	1	50
1952	6	100	4	66			1	22	1	22
1953	0	0								
Uncer- tain	2	100	2	100						
Total	18	100	11	61	2	11	3	17	2	11

Adequacy and Flexibility of Space and Equipment

1948	1	100					1	100		
1949	3	100			3	100				
1950	4	100	2	50	2	50				
1951	2	100					2	100		
1952	6	100	2	30	2	30	1	20	1	20
1953	0	0								
Uncer- tain	2	100	1	50	1	50				
Total	18	100	5	28	8	44	4	22	1	6

Allowance for Increased Enrollments

1948	1	100							1	100
1949	3	100			2	67	1	33		
1950	4	100	3	75	1	25				
1951	2	100					2	100		
1952	6	100	3	50	1	17	2	33		
1953	0	0								
Uncer- tain	2	100	1	50			1	50		
Total	18	100	7	39	4	22	6	33	1	6

Table P (Cont.)

Year Built	Total		Yes		No		Partially		Do Not Know	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Long-time Planning Program</u>										
1948	1	100	1	100						
1949	3	100					1	33	2	67
1950	4	100	2	50			1	25	1	25
1951	2	100			1	50	1	50		
1952	6	100	2	33	2	34	2	33		
1953	0	0								
Uncer- tain	2	100	1	50			1	50		
Total	18	100	6	33	3	17	6	33	3	17
<u>Replacement Plan for Equipment</u>										
1948	1	100	1	100						
1949	3	100	1	35	1	33	1	34		
1950	4	100	1	25	2	50	1	25		
1951	2	100			1	50	1	50		
1952	6	100	3	50	1	17	1	16	1	17
1953	0	0								
Uncer- tain	2	100	1	50					1	50
Total	18	100	7	39	5	28	4	22	2	11