This study of the home economics departments in high schools of Oregon was undertaken by a foreign student and teacher from New Zealand, wishing to coordinate field trips with study at Oregon State College. It is chiefly a description of the content and activities of the departments. In developing this picture of present practices for homemaking education in the selected schools, it was hoped that the description would contain ideas that might be useful for homemaking education in New Zealand and that it might be of value to home economics teachers of Oregon who wished to compare their situation and methods with those in nearby schools. The school districts included for the study were selected because of their possible similarity in size to New Zealand school districts. Exact comparisons could not be made because of the limited data from New Zealand available, but the nature of the study did not make these essential.

From the eight school districts chosen, Albany, Corvallis, Eugene, Lebanon, Oregon City, Philomath, Portland and Salem, 13 schools with homemaking departments were included for the study. During each visit the writer endeavoured to see something of the whole school and as many homemaking classes in session as possible, to examine some of the work done by the pupils, to meet all the home economics teachers and to interview one or more of the teachers and the principal. On the average a day and a half were required for each school visit. A day was sometimes adequate when the teachers had some free periods or when they gave one or two hours out-of-school time for the interview.

As would be expected in a state where there has been efficient supervision of homemaking for a quarter of a century, there were many similar plans in use in the 13 schools. It was thus possible to make a comprehensive general description of many aspects of the homemaking education. Laboratories, programs of study, some methods of teaching, evaluating progress, and home economics for boys and adults were included in the general discussion. At the same time no two schools are alike so case studies were written to emphasize individual characteristics.

Throughout the whole study it was evident that the most influential factors in making or marring the program of homemaking education were the personality and abilities of the teacher. Well-
equipped departments make teaching easier and learning more pleasant, but their value is lost if the teacher is not alive to the possibilities and the needs of the pupils.

The value of the whole description will greatly depend on the reader's philosophy and experience in homemaking education.
A STUDY OF THE HOMEMAKING DEPARTMENTS
OF EIGHT OREGON SCHOOL DISTRICTS

by
RAE VERNON

A THESIS
submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of
MASTER OF SCIENCE

June 1944
APPROVED:

Redacted for privacy

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In Charge of Thesis

Redacted for privacy

Chairman of State College Graduate Council
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A special expression of gratitude goes to Dr. Florence Blazier for her untiring assistance and inspiration throughout the whole study.
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A STUDY OF THE HOMEMAKING DEPARTMENTS OF EIGHT OREGON SCHOOL DISTRICTS

CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

For many years the United States of America has been considered by other countries of the world a rich source of ideas for all phases of education. Not only have foreign students come to study here, but many periodicals and bulletins dealing with educational practices and research have been received from this country by leading educationists overseas.

Unusually fortunate circumstances permitted the writer to come to the United States from New Zealand in wartime. The value of the visit was increased with the acceptance of an invitation to attend the Home Economics School at Oregon State College. The State of Oregon is so much like New Zealand that ideas gained from observations and study here should be fairly easily adapted to meet conditions in New Zealand.

Home Science, as it is called in New Zealand, is based on the same principles and uses the same general methods of education as are found in the Home Economics courses of the United States. The New Zealand teachers treasure the inspiration they receive from American magazines. Although established for over a quarter of a century, it is only of recent years that the Home Science School at Otago Univer-
sity has had an entirely New Zealand born faculty. Previously they were privileged to have the supervision and assistance of American women. Many of the present staff have done post graduate work in the United States, and on the whole more graduates come to this country for further study than go to England.

While the many states of North America are united, yet they are separate and retain their individuality. Nowhere is this more evident than in education, a function reserved almost entirely for the separate states. This allows for much flexibility in fitting the program of education to the needs of the people of the locality. It also permits much experimentation in all phases. Through inter-state, regional and national conferences and surveys and through hundreds of publications there is a great pooling of ideas. Teachers can select new practices that might be valuable helps in their locality and develop the ideas still further. All through, there are the elements of trial and selection which make for progress. One can sense the vigor of the constant striving for improvement, and it is indeed a privilege to be a close observer for a short time.

A Comparison of Oregon and New Zealand

It would be of interest to compare Oregon and New Zealand more carefully, since this study might be read by homemaking educationists of either country. Oregon, with its
total area of 96,981 square miles, is nearly square in shape. According to the number of ration books issued in April, 1943, the total population of the state was 1,190,209. These figures would make the average density of the population approximately 12 persons per square mile. New Zealand, on the other hand, has a total area of 103,723 square miles for the three islands. With a total population of 1,636,248, the average density of the population is over 15 persons per square mile. However, these average figures for the population density do not give a true picture. In Oregon nearly half the people live within a radius of 30 miles of Portland. The population density of Western Oregon, the part most like New Zealand, is a fraction over 29 per square mile. That part of Oregon, nearly 70 per cent of it, east of the Cascade Mountains, is largely an arid and semi-arid region. Only one fifth of the people in the state live there, making a population density of a small fraction over three per square mile in Eastern Oregon.

The developments of both countries have taken place within the last hundred years. New Zealand was proclaimed a British Colony in 1840, and groups of pioneering immigrants started to arrive the next year. By 1907 it had attained the status of a British Dominion. Although the Pacific region of North America had been explored by 1805, and fur-trading posts were established near the Columbia River soon after, the first covered wagon trains did not reach
the Oregon country till 1843. By 1859 Oregon was the thirty-third state to be admitted to the Union. Many fascinating tales of pioneer hardships and achievements enrich the romance and history of both countries' developments.

New Zealand, being spread over a length of 1000 miles between 34° and 47° South Latitude, corresponds approximately with the land which lies between Olympia, Washington, and Los Angeles, California, and includes Oregon. The popular description of New Zealand's climate as equable, mild and salubrious is just as fitting for Western Oregon. However, such a summary does not convey an adequate idea of the variations that exist with lands so distinctly differentiated by lofty mountain chains. Nature has endowed them both with a wide selection of attractive landscapes, high mountains with snow-capped peaks, fertile valleys, vast forests, giant trees, beautiful lakes, rivers and streams, and habitable coastlines popular for holiday residences.

Agriculture, including cereal and root crops, vegetables, fruit, sheep, hogs, cattle, and poultry, is the chief economic mainstay of the countries. New Zealand has more sheep and cattle and produces more dairy products, while Oregon has greater production of walnuts and filberts, cereal, root, and vegetable crops. The comparatively new method of preserving fruits and vegetables by freezing is one in which Oregon has taken a lead in the United States. The linen flax industry has increased in both New Zealand
and Oregon in answer to a war need. It is probably further developed in New Zealand. Lumbering is an important industry in Oregon, the state having one fourth of the nation's standing timber.

With regard to the customs and home life, the people of New Zealand might be described as closely related to the people of England and Scotland. The people of Oregon, being descendants of immigrants from the Eastern and Midwestern States, can best be described as Americans. They appear to eat more fresh fruit and vegetables in salads and drink more milk and more water than New Zealanders. They also manage to exist without morning or afternoon tea. Because of the local abundance of timber, their homes are usually built entirely of wood with shingled roofs. Many homes are painted white. They have a spacious hospitable atmosphere within because the use of central heating systems does not require all doors closed to keep out draughts. The lots are rarely surrounded by fences or hedges. In all these features New Zealand customs differ. Homes there are built of brick, concrete or wood, and the roofs are usually tile or corrugated iron. Rooms are heated by separate fireplaces, and all doors have to be closed to keep in the warmth. A higher protein diet and cheaper supplies of wool blankets and wool clothing keep the New Zealanders warm.

The comparison of the two countries for this study
would not be complete without considering the education.
Because of the limited data from New Zealand it was difficult to obtain comparable figures for the numbers of schools and the enrollment, but the following approximations will give a general picture. In the public elementary schools Oregon has an enrollment of slightly over 138,000, while New Zealand has nearly 204,000. In addition New Zealand has 306 private schools with a total enrollment approximating 28,000. This difference in total numbers is to be expected, since the total populations vary in the same proportion. It was found that the elementary school enrollments are approximately one seventh of the total population in each country. When we consider the high school education, we notice a significant change in the situation. Oregon has 249 standard high schools with slightly over 57,000 pupils and 28 private high schools with nearly 3000. New Zealand has 234 public high schools and 63 private schools with respective enrollments of 36,500 and 6000 approximately—a total high school enrollment of 60,000 for Oregon as compared with 42,500 for New Zealand. There are some factors such as the age level at which pupils move from elementary to secondary school and the age at which they generally leave high school that would lessen this difference, but they would not have sufficient effect to reverse it. This illustrates the fact that while New Zealand provides post-primary education for all
who want it, Oregon, like other states in America, encourages as many pupils as possible to continue their education. The junior high schools are a very helpful instrumentality in this particular and the intermediate schools of New Zealand have not yet developed sufficiently to have the same effect.

**Purpose of the Study**

When foreign students come to study at colleges or universities in the United States, the immigration laws require them to return to their own countries as soon as their studies are completed. Many times the students would appreciate permission to remain six months or a year longer in order to have some experience in the field of their studies. Combination of field trips with their courses provides some compensation for the restriction of the law. Students in foreign countries are as interested in the practices associated with the everyday lives and occupations of the people of that country as they are in their own special studies. The more they can join in the people's way of life the more valuable and enjoyable is their visit.

The decision to study the Homemaking Departments of Oregon school systems grew out of a desire to know as much as possible about American schools. What do they look like? How are they planned? What do the pupils learn? If students are given many courses from which to select a
few, how do they decide which to take? How do American teachers compare with New Zealand teachers? How much work do they have to do? Are they interested in their work? What use is made of standardized tests? Are the Homemaking Departments all as elaborate as the ones we read about? In what ways does American homemaking education differ from the homemaking education provided in New Zealand? These and many other questions passed through the writer's mind in contemplating the study, but the formal purpose of it was two-fold. First, it was meant to furnish field trips that could be coordinated with study at Oregon State College. Second, it was hoped, by making exact recordings of observations, to furnish a picture of present practices in Homemaking Education that might be of value to teachers in local school districts or in other countries, particularly New Zealand. The description might furnish ideas with which the local teachers could compare their own aims and methods, and it might contain suggestions that could be adapted to situations in New Zealand.

Scope of the Study

Because of the restrictions on travel in wartime and because of time limitations, it was decided to limit the study to school districts in the Willamette Valley. After considering various factors, eight school districts were chosen. These school systems, Albany, Corvallis, Eugene,
Lebanon, Oregon City, Philomath, Portland and Salem, are regarded by educators of the state as typical, representing perhaps better than average educational opportunities for their young people. Philomath and Lebanon were schools serving a high proportion of rural population; Albany and Corvallis were examples of medium size towns with smaller proportions of rural students; Eugene and Salem, while being only the second largest towns visited, provided the largest schools; and Oregon City and Portland schools were examples of schools serving industrial communities. The two Portland schools visited are special girls' schools and have more extensive homemaking programs than the co-educational high schools in Portland.

In the beginning it was hoped to compare the populations of aforementioned towns and cities included with towns and cities in New Zealand, but figures for a wide range of New Zealand towns were not available. The comparison would have been especially helpful for New Zealand readers. The information about the Oregon towns and schools is given in Table IX. It is hoped that, as they read the study, New Zealand readers will have access to figures for towns and school enrollments there.

Method of Procedure

After the schools were tentatively agreed upon, the statement of the purpose of the study and cooperation needed
was sent to each school superintendent and principal and to the homemaking teachers. The responses to these letters extended most welcome invitations to the writer to visit the schools as it became convenient.

The visiting was nearly all done during the winter term of 1944. Fortunately the writer's schedule for college work left Tuesday and Thursday of each week free of classes. A list of visiting dates is included in Table VIII. The other free days were devoted to writing up accounts of all observations made and not fully recorded during the visit. Approximately one and one-half days visiting was spent in each school. This time was sometimes reduced when the teachers had a free period for interviews or when they waited for some hours after school to answer the lists of questions. As plans developed and it became apparent on which days trips could most conveniently be made to the different towns, contact was made with principals and teachers in order to conclude final arrangements.

Apart from those to Lebanon, Philomath and Corvallis, the visits required trips by bus. Those to Eugene, Salem and Oregon City were made the previous night so as not to encroach on the visiting time available the next day. The Portland schools were visited during the vacation week between fall and winter terms.

The formal descriptions that appear in the following chapters scarcely do justice to the invaluable time spent
at the schools and in the homemaking departments. Supervisors, principals, teachers, and librarians received the writer most cordially. Sometimes a schedule of classes for observation was suggested. Sometimes the writer was shown over the whole school and then left free to visit wherever she desired. During every visit the writer was a guest of one of the teachers for lunch in the school cafeteria and at such times had an opportunity to meet several other teachers in the school. Besides this gracious acceptance and informal friendliness on visiting days the writer was privileged to enjoy further informal meetings with administrators during the sojourn in the towns. Supervisors and principals placed the hospitality of their homes and transportation in their cars at her disposal. On many occasions the writer was happy to be able to talk to groups of teachers or pupils or an assembly of the whole school about New Zealand. It would be impossible to describe adequately all the observations and the enjoyable learning associated with each event.

In order to gain a vivid and at the same time more sound picture of the role of homemaking education in any school, it was deemed necessary to interview the principal as well as the home economics teachers. The interviews might be described as standardized, since the writer prepared lists of questions to be discussed and answered by principals and teachers. Two copies of each list were used so
that the respondent could be furnished with a copy and the interviewer could record the answers as they were given. As the school visiting proceeded, it became obvious that certain questions were bringing answers that covered the same aspects; therefore some questions were omitted in the later interviews. The lists in Appendix 1 include those questions to which replies were received from the majority of the schools.

There were also certain forms regarding school and grade enrollments, teacher schedules, equipment, and books that were filled in by the teachers and school secretaries. Examples of these have been included in Appendix 2. The forms for listing the equipment did not permit a complete inventory. They were required only to give a general picture. The book list checked by the teachers has not been included, but a summary of the findings is included. The names and authors appearing in Appendix 3 belong to books used most extensively throughout all departments.

When the school visits were completed, the responses for each questions were brought together and formed the basis for the descriptions that appear in the next chapter. While all schools had much in common, no two schools were exactly alike. The case studies in Chapter III emphasize individual characteristics.
Limitations of the Study

The study is primarily a description of homemaking departments and courses in eight Oregon school districts. It is not an evaluation, first, because time did not permit, and second, because the writer was not sufficiently familiar with American philosophy and methods of education to interpret fairly all observations made. It is not a comparison between homemaking education as it is provided in Oregon and in New Zealand. While the writer is familiar with conditions in New Zealand, exact data, such as would be needed for a scientific study, were not available.

The supervisors, principals, and teachers spared no efforts to be cooperative and helpful. If the description is deficient in any way, it is only because the observer failed to ask the required questions or to make proper deductions. As school visits proceeded, the writer could not help making some comparisons of different situations, and these appear from time to time through the descriptions.
CHAPTER II

GENERAL DESCRIPTION OF THE SCHOOLS

After a rough draft of the case studies had been made, many points of similarity were noted. For emphasis these have been discussed in this chapter under two headings, the Organization of the Schools and the Homemaking Departments.

ORGANIZATION OF THE SCHOOLS

In visiting the 13 junior and senior high schools in the eight school districts many items of interest concerning the buildings were observed. General information about the organization and the guidance program were discussed with the administrators. These are included in this section.

The School Buildings

All but two of the high schools included in this study were two or three stories high, and many had classrooms in the basement. Salem Senior, the newest school, was one of the exceptions where all the classrooms were on the ground floor. They all had wide corridors and spacious entrance halls. A large assembly hall, known in some schools as the gymnasium and in others as the auditorium, usually occupied the central space in the buildings and took in two floors.
to provide a balcony. The name gymnasium indicated that the halls were used for physical education, while auditoriums were used as classrooms for musical and speech practices as well as school assemblies.

There is no need for American students to carry school bags with books to and from school. As a rule high school pupils were required to own only a few of their textbooks, and these were kept in their lockers at school. Occasionally, when they happened to have an assignment requiring homework, one or two references could be carried by hand.

The student lockers were metal cupboards arranged in neat rows in different parts of the schools. In the majority of the schools it was necessary for two pupils to share a locker. Cloak rooms were always well-equipped, clean and sanitary.

The women of the faculty usually had a separate rest room, and there was nearly always a separate dining room or alcove near the cafeteria for the faculty members. Since it was the practice for the teachers to remain in the same classroom and for pupils to move from one room to another when changing classes, the teachers were able to have permanent storage space for personal belongings and teaching equipment.

There was much variation in the areas of lawns and playing fields around the school. Some were given much care and made an attractive setting for the schools; others
were neglected. Lack of attention was probably due to scarcity of labor.

Grades and Enrollment

The school districts visited have already been listed (Table VIII). Salem, Eugene and Albany each have two junior high schools. There was no particular rule followed when choosing which one to visit, but the decision was usually in accord with the advice of the local senior high school teachers or Supervisors of Home Economics. In Salem, Parrish Junior was visited; in Eugene, Woodrow Wilson; and in Albany, Central Junior.

Further information of interest when making comparisons will be found in Table I, where the number of rooms, number of teachers, grades and school hours are given. This is a summary of some of the material included on the forms like those in Appendix I. Every school had the school day divided into six periods.

A comparison of the school enrollment figures with the populations of the towns given in Table IX shows there is some correlation, but it is not perfect. This is to be expected since larger cities had other schools not included in the study. The war probably accounts for the high proportion of women teachers on the faculties.

Very early opening hours in some schools were also necessitated by war conditions because the increase in in-
TABLE I

Enrollment, Number of Teachers  
And Time Schedule of School Day

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>M.</th>
<th>F.</th>
<th>Hours</th>
<th>Length of Periods</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>Central School</td>
<td>255</td>
<td>3</td>
<td>8:30-3:45</td>
<td>58 Min.</td>
<td>7-9</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>463</td>
<td>6</td>
<td>8:49-3:45</td>
<td>57 &quot;</td>
<td>10-12</td>
</tr>
<tr>
<td>Corvallis</td>
<td>Junior</td>
<td>396</td>
<td>3</td>
<td>8:40-3:19</td>
<td>52 &quot;</td>
<td>7-9</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>516</td>
<td>7</td>
<td>8:45-3:35</td>
<td>54 &quot;</td>
<td>10-12</td>
</tr>
<tr>
<td>Eugene</td>
<td>Woodrow Wilson</td>
<td>686</td>
<td>6</td>
<td>8:56-3:50</td>
<td>60 &quot;</td>
<td>7-9</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>1045</td>
<td>19</td>
<td>8:35-3:50</td>
<td>60 &quot;</td>
<td>10-12</td>
</tr>
<tr>
<td>Lebanon</td>
<td>670</td>
<td>7</td>
<td>16</td>
<td>8:14-2:56</td>
<td>56 &quot;</td>
<td>7-12</td>
</tr>
<tr>
<td>Oregon City</td>
<td>Philomath</td>
<td>569</td>
<td>8</td>
<td>8:20-3:35</td>
<td>57 &quot;</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>1</td>
<td>5</td>
<td>9:00-3:40</td>
<td>57 &quot;</td>
<td>9-12</td>
</tr>
<tr>
<td>Portland</td>
<td>Girls' Polytechnic</td>
<td>585</td>
<td>0</td>
<td>8:15-2:45</td>
<td>47 &quot;</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Jane Addams</td>
<td>325</td>
<td>0</td>
<td>8:15-2:30</td>
<td>55 &quot;</td>
<td>7-12</td>
</tr>
<tr>
<td>Salem</td>
<td>Parrish</td>
<td>911</td>
<td>6</td>
<td>8:45-3:40</td>
<td>58 &quot;</td>
<td>7-9</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>1579</td>
<td>15</td>
<td>8:45-3:40</td>
<td>58 &quot;</td>
<td>10-12</td>
</tr>
</tbody>
</table>

dustries has created traffic problems at certain hours.
Pupils were thus going to school just after the eight o'clock rush and returning home before the afternoon change in workers' shifts.

For the most part the periods were for one hour minus the time required for the pupils to move from one class to another. At Jane Addams pupils sometimes had quite a distance to walk between nursery school, practice house and school. Nearly all the schools had a ten to fifteen minute Home Room period to begin the day and allowed between 45
minutes and an hour for lunch.

The grades included indicate the nature of the school. Lebanon and Jane Addams in Portland were six year high schools, Philomath and Girls' Polytechnic in Portland were four year high schools, and there were four junior high schools and five senior high schools included in the study.

Since it is easier to visualize pupils' accomplishments with reference to their age rather than school class, Table II has been included to show the age range of various grades in the schools visited. This will be of special value to New Zealand readers, as pupils there are grouped in Standards and Forms instead of grades. The ages given in Table II were included in the data on the forms from homemaking teachers and principals.

**TABLE II**

Age Distribution of Pupils by Grades

<table>
<thead>
<tr>
<th>Schools</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>11-14</td>
<td>12-15</td>
<td>13-16</td>
<td>14-17</td>
<td>15-18</td>
<td>16-19</td>
</tr>
<tr>
<td>Corvallis</td>
<td>**</td>
<td>**</td>
<td>14-16</td>
<td>14-16</td>
<td>15-17</td>
<td>16-18</td>
</tr>
<tr>
<td>Eugene</td>
<td>10-15</td>
<td>11-16</td>
<td>12-17</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Lebanon</td>
<td>12-14</td>
<td>13-15</td>
<td>14-16</td>
<td>15-17</td>
<td>16-18</td>
<td>16-20</td>
</tr>
<tr>
<td>Oregon City</td>
<td>**</td>
<td>12-15</td>
<td>13-16</td>
<td>15-17</td>
<td>16-18</td>
<td>16-18</td>
</tr>
<tr>
<td>Philomath</td>
<td>*</td>
<td>*</td>
<td>13-15</td>
<td>14-16</td>
<td>15-17</td>
<td>15-19</td>
</tr>
<tr>
<td>Salem</td>
<td>11-12</td>
<td>12-13</td>
<td>13-15</td>
<td>13-16</td>
<td>14-17</td>
<td>15-18</td>
</tr>
</tbody>
</table>

* indicates grades not in high school
** indicates material not obtained

The age range for each grade was not easily obtained
because the administrators often had the pupils recorded in classes rather than according to grades. Pupils from several grades could schedule the same classes. However, while not entirely accurate, the contents of the table give the general picture needed.

**Libraries**

If all public schools of the United States of America are anything like the ones under discussion, no visitor could help but marvel at the extent of their libraries and the wealth of literature at the pupils' disposal. Table III will give a picture of the situation in the schools visited. The table is a further summary of data received from forms.

The enrollment figures were included because the number of pupils in the school affects the number of new books that can be purchased each year. The general practice seemed to be for pupils to own few or no textbooks but to pay a rental fee of three to five dollars a year. The advantages of this plan were that it saved money for the students and made possible a greater variety of books, periodicals, references and other study aids without extra cost. It is interesting to observe the excellent facilities offered by Salem Senior High, where approximately 500 books were purchased each year.

In most of the schools the pupils were required to schedule a library period or a study hall each day. At
TABLE III

Number of Books and Magazines

<table>
<thead>
<tr>
<th>School</th>
<th>Enroll-</th>
<th>Approx. No.</th>
<th>No. of Periodicals</th>
<th>New Books per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ment</td>
<td>of books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>255</td>
<td>900</td>
<td>18</td>
<td>60 books</td>
</tr>
<tr>
<td>Senior</td>
<td>463</td>
<td>2,980</td>
<td>49</td>
<td>140 books</td>
</tr>
<tr>
<td>Corvallis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>396</td>
<td>2,256</td>
<td>22</td>
<td>$250 spent</td>
</tr>
<tr>
<td>Senior</td>
<td>516</td>
<td>4,753</td>
<td>37</td>
<td>$430 spent</td>
</tr>
<tr>
<td>Eugene</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>686</td>
<td>8,700</td>
<td>52</td>
<td>400 books</td>
</tr>
<tr>
<td>Senior</td>
<td>1045</td>
<td>9,600</td>
<td>59</td>
<td>250 books</td>
</tr>
<tr>
<td>Lebanon</td>
<td>670</td>
<td>2,500</td>
<td>40</td>
<td>$300 spent</td>
</tr>
<tr>
<td>Oregon City</td>
<td>569</td>
<td>3,500</td>
<td>45</td>
<td>200* books</td>
</tr>
<tr>
<td>Philomath</td>
<td>112</td>
<td>1,700</td>
<td>10</td>
<td>50 books</td>
</tr>
<tr>
<td>Portland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls' Polytechnic</td>
<td>585</td>
<td>500</td>
<td>20</td>
<td>*</td>
</tr>
<tr>
<td>Jane Addams</td>
<td>325</td>
<td>1,400</td>
<td>12</td>
<td>250 books</td>
</tr>
<tr>
<td>Salem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>911</td>
<td>4,500</td>
<td>35</td>
<td>500 books</td>
</tr>
<tr>
<td>Senior</td>
<td>1579</td>
<td>10,000</td>
<td>50</td>
<td>500 books</td>
</tr>
</tbody>
</table>

* Figure not obtained

such times they usually work in the library looking up reference material and preparing assignments.

Any book not required for immediate class use could be taken out for a period of two weeks. The governing regulations were similar to those of any public library.

Home economics books were usually found in the departments, but sometimes part were there and part in the library.

Periodicals referred to in the Readers' Guide were
usually kept and bound; less important ones were clipped by the librarian or teachers and then discarded.

The Guidance Program

Some knowledge of the records kept for each pupil was of value because a home economics teacher needs to know as much as possible about the individuals of her class if she is to plan a good program. A few remarks on some of the items discussed will show their significance to the homemaking education.

Measuring Intelligence. Intelligence tests were usually administered in the first, third, seventh and ninth grades and once in the senior high. A few senior high school pupils arriving without an I.Q. score were given individual tests. The more general practice was to use individual tests in the lower grades and group tests in the upper to save time. Special cases could be retested.

With regard to the use made of I.Q. scores, principals differed widely. Some principals preferred the teachers not to know the scores unless for some good reason. Others liked to have the teachers feel they could get them by asking. More liberal arrangements allowed the teachers to look at the records without permission. The opposite extreme to the first situation was where the principal required every teacher to have the I.Q. score beside each child's name in the grade book.
The reader will appreciate the usefulness of a knowledge of the I.Q. scores to home economics teachers who have such a wide variety of skills and subject matter on which to draw to fit each pupil's ability.

Other Standardized Tests. Reading and arithmetic tests were given frequently because of their value in predicting progress in major areas. Where necessary, they were followed by some remedial class work. Different interest, personality, achievement and aptitude tests were mentioned by different principals, and the extent of their use varied considerably. No standardized tests of achievement or aptitude in the field of home economics were named as being administered either from the main office or by the home economics teachers. This was probably due to the fact that there are few available or in general use anywhere.

Surveying Home Backgrounds. In order to develop any program of education that will be of optimum value to the pupils, it is necessary for teachers to become fairly well acquainted with home backgrounds. The principals were all aware of the need, but the quantities of information accumulated differed among the schools.

On entering the schools, the pupils brought varying amounts of information in their personal history records. Registration forms usually asked for the name, address and occupation of parents; whether or not they were living and sometimes their church preference. Occasionally they went
a little further and included questions about brothers and sisters.

In a few schools the task of accumulating more detailed information was left to the Dean of Girls and the Dean of Boys. In others a fairly detailed form was filled in by all pupils when they were in a social studies class. Some schools freed special teachers for several periods a week to do home visiting. They did not necessarily visit every home but were available to make calls when the information on hand indicated the need.

One or two of the principals were concerned because the home economics teachers did not make more use of the information available in the office. Others expected them to collect not only material needed for themselves but looked to them to make contributions to pupils' folders in the main office. The most comprehensive program for acquainting all teachers with home and family backgrounds was noted at Jane Addams. Several teachers were free to make urgent home visits, while all the staff contributed to the picture and conferred on the situation of every pupil.

Work of this nature requires not only time to collect the material but time to organize and make full and profitable use of the data.

Counselling Pupils. Ideally, counselling goes on every minute of the day, and the more teachers work and play with the pupils the more useful they can be in helping pu-
pils make wise decisions. The work of counselling varied with the time, interest and ability of the teachers.

For this study the questions were focused on the choice of school courses. Contrary to expectations there was not much time spent in this respect. The student handbooks enumerated the requirements for graduation and frequently the required subjects for each year. Electives that appeared in the lower grades did not make too much difference to the pupils' educational development. With the juniors and seniors there was a possibility of taking more electives, but these were often selected without teacher guidance. Homemaking classes received neither more nor less attention than others.

The practice of forecasting classes for the coming semester or year during the third or fourth from the last week of the old term provided opportunity for discussing special difficulties. The fifteen-minute home room period commencing each school day afforded a little time for daily conferences.
As would be expected in a state where there has been efficient supervision of homemaking for a quarter of a century, there were many similar plans in use in the thirteen schools. These will be described in this section.

**Description of the Laboratories**

All homemaking departments were made up of two or more bright, spacious, clean, well-equipped laboratories. Usually they were all adjoining one another to make a unit, but sometimes the foods and clothing laboratories were in different parts of the school, the former often being near the cafeteria. For an overseas visitor the arrangement and wealth of equipment in these departments was an inspiration to see. Besides the thirteen schools discussed in this study, six other schools were visited, and the same general standard was evident throughout.

In general, there were two rooms, one equipped for the teaching of foods and the other for clothing. The other units such as child development and family relationships were allocated to the space where they could be most effectively taught.

**The Foods Laboratories.** Nearly all of the foods laboratories provided two work tables with several drawers and cupboards each, a double sink, a gas, electric or wood stove and a small service table for the use of four girls.
(Number 26 was omitted in the typing.)
Sometimes they were arranged as unit kitchens with low partitions to separate each, but mostly they were arranged in a U-shape or square with walking space around each unit.

The drawers and cupboards for each girl contained liberal supplies of equipment for preparation and service. There would be more china, glassware and cutlery for meal service in one of the storage cupboards. Extra preparation equipment usually included a pressure cooker, roaster and equipment for canning food. Every department had a refrigerator, ample storage space for equipment, linen, illustrative material, stores of food, pupils' aprons and books and a drying cabinet or rack for teatowels. There was room for 16, 20 or 24 girls in the different foods laboratories.

For the most part, demonstrations, food preparation and meal service were carried out in the laboratory, while discussions, study and meal planning were usually done in the classroom. The classroom was frequently the adjoining clothing laboratory.

The attractiveness of the rooms was in no small measure due to their orderly arrangement, neat fittings, fresh attractive color schemes on the wood surfaces, equipment finishes and curtains and the fact that there were shelves or drawers in the rooms for student belongings.

In no department were the pupils required to wear any type of uniform protection for their clothes or head covering. Instead they wore gay aprons of any color or shape.
The Clothing Laboratories. In more than half the schools visited these opened directly off the foods laboratory or were very close by. Hence they were used for all general discussion work and sometimes the service of larger meals as well as for clothing instruction.

Only three of the smaller departments had less than six sewing machines, and most of the others had eight to ten. If they had less than six or eight work tables, it was because the tables were very large. When there was much cutting out to be done, the work tables in the foods laboratory were also used. Besides another compact section of shelves or drawers for student materials there were often two or three wardrobes to accommodate partly constructed garments. For fitting garments a corner of the room with a full length mirror was curtained off.

Sewing equipment, besides machines, to be found in the departments included folding ironing boards, one or more electric irons, sometimes a steam iron, pinking shears and skirt levellers. The pupils supplied pins, needles and thread.

Any outstanding deviations from these general descriptions have been included in the individual descriptions of the case studies.

Courses Offered in Home Economics

Home economics in American education has not only sur-
vived its period of scrutiny but has come to be accepted as one of the important courses in the program of the majority of schools.

A survey published in 1941\(^1\) showed that for the country as a whole over 70 per cent of the schools replying to the questionnaire offered home economics and that the size of the community seemed to be one of the chief determining factors as to whether or not it was offered. The schools of smaller communities offered home economics less frequently. Throughout school programs it appears as often as an elective course as it does as a required course. The required courses were usually for the seventh and eighth and sometimes the ninth grades and the elective for the higher grades. Returns showed that two thirds of the girls and five per cent of the boys graduating in 1940 from schools offering home economics had taken one or more semesters of the courses. For the country as a whole two to three years of homemaking education were commonly available to high school pupils, and the time per week was most frequently five 50 to 60-minute periods.

By asking the teachers and looking up the student registration material it was a fairly easy matter to find how much home economics was offered in the Oregon schools visi-

\(^1\)Home Economics in Public High Schools, Vocational Division Bulletin, No. 213.
### TABLE IV

Courses Offered in Home Economics

<table>
<thead>
<tr>
<th>Schools</th>
<th>Required Year Courses</th>
<th>Elective Year Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Grade</td>
<td>Course Grade</td>
</tr>
<tr>
<td>Albany</td>
<td>Elem. Hmk.* 7 8</td>
<td>Hmk. II 10</td>
</tr>
<tr>
<td></td>
<td>Hmk. I 9</td>
<td>Hmk. III 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. IV 12</td>
</tr>
<tr>
<td>Corvallis</td>
<td>Hmk. I and II 9</td>
<td>Hmk. III, IV 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. V, VI 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. VII, VIII 12</td>
</tr>
<tr>
<td>Eugene</td>
<td>Hmk. 7 8</td>
<td>Hmk. 10 10</td>
</tr>
<tr>
<td></td>
<td>Three Courses* 9</td>
<td>Hmk. 11 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adv. Cloth.** 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adv. Foods** 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tailoring** 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cafe. Mgt.** 11 12</td>
</tr>
<tr>
<td>Lebanon</td>
<td>H. Ec. I 9</td>
<td>H. Ec. II 10 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Ec. III 11 12</td>
</tr>
<tr>
<td>Oregon City</td>
<td>Elem. Hmk. 8</td>
<td>Hmk. I, II 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. III, IV 10 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. V, VI 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cafe. Mgt. 10 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H. Nursing 11 12</td>
</tr>
<tr>
<td>Philomath</td>
<td>Hmk. I 9</td>
<td>Hmk. II 10 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. III 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. IV 12</td>
</tr>
<tr>
<td>Portland***</td>
<td>Elem. Hmk.* 7 8</td>
<td>Fam. Life Ed. 9 10 11 12</td>
</tr>
<tr>
<td>Girls' Polytechnic</td>
<td>Hmk. I, II 9</td>
<td>Cloth. III, IV 10 11</td>
</tr>
<tr>
<td></td>
<td>Hmk. III, IV 10 11 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mill. I, II 10 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mill. III,IV 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vict. Corps** 10 11 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmk. V** 10 11 12</td>
</tr>
<tr>
<td>Salem</td>
<td>Elem. Hmk. 7</td>
<td>Hmk. 9</td>
</tr>
<tr>
<td></td>
<td>Hmk. 8</td>
<td>Cafe. Mgt. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clothing I 10 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clothing II 11 12</td>
</tr>
</tbody>
</table>
TABLE IV (cont.)

(Salem)  
<table>
<thead>
<tr>
<th>Foods</th>
<th>10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Ec. Survey</td>
<td>10 11 12</td>
</tr>
<tr>
<td>H. Admin.</td>
<td>12</td>
</tr>
</tbody>
</table>

* Indicates that the number of periods required is less than five periods per week.

** Courses one semester in length.

*** Jane Addams not included because girls from all grades may elect any class, and no courses are required.

ted and for how many years the courses were required. To see this data tabulated in Table IV offers an interesting comparative study.

From Table IV it will be observed that in every district some homemaking was required, and it is logical to find the required courses in the lower grades, which insured that all girls had some basic learning. As would be expected, the larger the school the more electives offered. This would be made possible by the greater number of teachers in the homemaking department.

It is interesting to note that the nomenclature of the Oregon Course of Study, namely Homemaking I or II is used more frequently than any other term.

The Proportion of Girls Taking Home Economics

As will be observed from Table IV, the seventh, eighth and ninth grade classes are segregated, whereas students in
the three upper grades are frequently combined. Having received a picture of the courses offered at different levels, we next ask what proportion of the girls take home economics.

From the principal or the office, figures were received for the total number of girls enrolled in each grade. From the home economics teachers came the numbers of girls in each grade taking courses.

**TABLE V**

Percentage of Girls Taking Home Economics in Different Grades*

<table>
<thead>
<tr>
<th>School Districts</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 N. %</td>
</tr>
<tr>
<td>Albany</td>
<td>64 100</td>
</tr>
<tr>
<td>Corvallis</td>
<td>-- ---</td>
</tr>
<tr>
<td>Eugene</td>
<td>96 100</td>
</tr>
<tr>
<td>Lebanon</td>
<td>-- ---</td>
</tr>
<tr>
<td>Oregon City</td>
<td>-- ---</td>
</tr>
<tr>
<td>Philomath</td>
<td>-- ---</td>
</tr>
<tr>
<td>Salem</td>
<td>152 100</td>
</tr>
</tbody>
</table>

* All girls in Girls' Polytechnic and Jane Addams High School take homemaking; therefore they are not included here.

** Ten per cent of this group were boys.

-- A dash indicates that H. Ec. is not offered in that grade.

Table V shows that usually 100 per cent of the seventh, eighth and ninth grade girls took home economics, but by comparing it with Table IV it will be seen that these cours-
es were required. Sometimes homemaking was not offered to
the seventh and eighth grades in order to raise the propor-
tion of girls electing the courses in the upper grades.
At Philomath, the seventh and eighth grades were not in the
high school.

There seemed to be a consistent falling off after the
ninth grade. The exceptions to this are probably more in-
teresting than the general rule. In Eugene the girls re-
ceive a fairly thorough grounding in the junior high class-
es. When they go on to the senior high, they are no longer
interested in general homemaking but are ready for the
specialized courses that come later. These courses, par-
ticularly clothing, were, in the opinion of the writer,
some of the most challenging seen for girls of the eleventh
and twelfth grades.

At Corvallis, Lebanon, Philomath and Salem the ten-
dency to come back for the twelfth grade course was pro-
bably due to the special interest in the child development,
family relationships and premarriage units given to se-
niors. Many of the girls were married shortly after leav-
ing school.

Figures for Jane Addams and the Girls' Polytechnic
have not been included in Table V because the grades were
combined in the majority of the classes and many girls
were taking several classes.
The Length of Periods

In agreement with the findings of the Vocational Division Bulletin\(^1\), the length of periods as shown in Table I was usually between 50 and 60 minutes. This length of period was regarded as too short by a number of teachers who wished they had more time especially for foods preparation.

Several principals said no change could be made in the length of periods for homemaking classes without rearranging the whole school time schedule. The practice was to have each pupil make a schedule of classes for one day, which was then repeated five times a week. In Jane Addams and the Girls' Polytechnic double or three-hour periods were used for homemaking classes, but apparently these are two of the few schools in the United States that provide periods of such length.

With the practice of repeating one day schedules five times a week pupils can take more courses per day if they are all restricted to single periods. When homemaking teachers conform to this arrangement, they can contact more pupils during the day.

For an observer from another country, where school programs do not seem so hurried, it is interesting to read the remarks of some authorities.

\(^1\)Home Economics in Public High Schools, Vocational Division Bulletin, No. 213, p. 54.
Ivol Spafford says:

It should not be overlooked that there is a definite trend in the direction of a longer period in the so-called academic fields—usually in the setting up of core or unified-studies programs. Home economists have allowed or accepted the shorter period in many schools. They may well question whether this is to the advantage of the most worth-while learning in the field.¹

"Very few studies have been made which throw light on the length of class periods for home economics. Research to determine the optimum length of period most effective for different types of home economics would be highly desirable."²

The 50 to 60 minute periods certainly make for speed. To make best use of them teachers of food preparation alternated discussions or demonstrations with class laboratories throughout the week. Meal plans usually included some foods that could be prepared the day before. For a few schools more flexibility was possible if the girls scheduled a study hall to follow their homemaking period.

¹Spafford, Ivol, Fundamentals in Teaching Home Economics, p. 86.

²Vocational Division Bulletin, op. cit., p. 58.
Size of Classes

Questions were asked of both principals and teachers about the desirable size for classes chiefly as a means of evaluating the enrollments. Answers varied in relation to the size of the laboratories, but they were usually equipped for 20. It was interesting to note that the principals' figures were either the same or from one to four higher than the teachers'. Numbers in existing classes were higher than the desired figures given, but this was considered permissible because attendance was rarely 100 per cent.

The Home Economics Teachers

Throughout the 13 schools included in this study there were 33 home economics teachers. The time available for visiting each school did not permit lengthy interviews with more than one or two teachers and the principal. However, it was possible to get an idea of their daily schedules from forms (see Appendix I.) that they were very cooperative about filling in. All but three teachers supplied the data, and a summary of it has been included in Table VI.

Many of the teachers at the Girls' Polytechnic had other classes besides home economics in their daily schedules, and their classes were not of uniform length; therefore a separate table of the data from them has been included in the case study. At Jane Addams the teachers have weekly schedules rather than daily ones; that is,
every day is likely to be different. Since they were a smaller group, no summary has been made of their schedules.

Table VI, with information from 17 teachers, will give a general picture of the qualifications and load of the home economics teachers in the Oregon high schools visited. The figures for graduations, annual salaries, and years in present positions were obtained from the Oregon School Directory 1943-44 and can be assumed to be authentic.

All teachers were graduates of colleges or universities in the United States, and it will be noted that 11 of the 17 teachers received their last degree within a period of five years. The fact that those with a Master's degree were all in senior departments was not a coincidence. It was generally accepted that the higher educational qualifications fitted teachers better for work in senior schools. Some of the teachers who had graduated a number of years ago were married and had homes and families to care for but, since teachers were so scarce, had returned to teaching as a wartime responsibility.

The annual salaries had no relationship to years of service or educational qualifications, nor was there any difference between junior and senior high school rates. One would not expect to see the latter differentiation, since teachers at both types of schools were expected to fill the same requirements. Salaries are determined by the local school districts, minimum rates for the State of Oregon be-
TABLE VI

The Degree, Salary, Years in Present Position and Daily Schedules of Home Economics Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Degree and Date</th>
<th>Annual Salary</th>
<th>Years Pres.</th>
<th>Home Ec. Classes No. Range Total per in</th>
<th>Home Ec. Classes No. of Day Size Pupils</th>
<th>Preps. Conf. Per- Day** iods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BS 1916</td>
<td>$1920</td>
<td>18</td>
<td>6 12-18</td>
<td>86</td>
<td>2 0</td>
</tr>
<tr>
<td>2</td>
<td>MS 1942</td>
<td>$1890</td>
<td>1</td>
<td>5 17-20</td>
<td>93</td>
<td>3 1</td>
</tr>
<tr>
<td>3</td>
<td>BS 1941</td>
<td>$1800</td>
<td>0</td>
<td>5 16-20</td>
<td>108</td>
<td>1 1</td>
</tr>
<tr>
<td>4</td>
<td>MS 1939</td>
<td>$2155</td>
<td>1</td>
<td>5 12-26</td>
<td>102</td>
<td>3 1</td>
</tr>
<tr>
<td>5</td>
<td>BS 1923</td>
<td>$2040</td>
<td>2</td>
<td>6 13-19</td>
<td>175*</td>
<td>2 0</td>
</tr>
<tr>
<td>6</td>
<td>BS 1936</td>
<td>$1680</td>
<td>0</td>
<td>6 14-19</td>
<td>206*</td>
<td>2 0</td>
</tr>
<tr>
<td>7</td>
<td>MS 1942</td>
<td>$2088</td>
<td>21</td>
<td>4 11-24</td>
<td>80*</td>
<td>3 1</td>
</tr>
<tr>
<td>8</td>
<td>MA 1941</td>
<td>$1944</td>
<td>2</td>
<td>5 18-27</td>
<td>109</td>
<td>3 1</td>
</tr>
<tr>
<td>9</td>
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--- means figures are not available.

* means irregular programs.

Teachers 5, 6 and 11 did not have all the girls coming every day.

Teacher 7 had one period for supervision of cafeteria.

Teacher 15 had two English classes not registered in the table.

** means that in case the teacher's program is irregular during the week, the maximum number of preparations needed on any one day is recorded.
ing set by law. A school district may set up its own standards provided these fulfill the state requirements.

Where service in present positions was less than one year, it was sometimes because the women had started teaching again on account of the war. This was especially true at Salem. No records of years of service in other positions were included in the table. Some idea can be gained by comparing dates of graduation with length of time in present positions.

Teachers had four to six homemaking classes per day if no other classes were on their schedules. For all the schools included in Table VI the periods were approximately one hour. The more classes a teacher had the fewer conference periods available, and it also frequently followed that she was teaching more girls. Since homemaking education is so closely connected with pupils' everyday lives, it is important that teachers have time to become acquainted with all the girls in their classes.

The provision of homemaking classes in any school is, in part, an indication of where the principals and teachers place their values. Is it important that as many girls as possible, taking as many classes as possible, receive a mechanical type of training in housekeeping skills, or should there be fewer classes with opportunity for the teacher to have conference periods and home visits?

The total number of pupils any one teacher met during
a school week varied from 51 to 206. With 206 girls or any of the other high numbers listed in the table a teacher would need to make at least five home visits a week to include every girl's home once during the year. This is practically impossible.

The size of the class was usually limited by the accommodation of the laboratories, which in no school was more than 24. However, in most departments it was possible to arrange temporary facilities to accommodate two or three extra girls when necessary. As would be expected, the size of classes varied according to the enrollment from the separate grades. A daily schedule showed more uniformity in size when all classes were sections of the same grade.

The number of preparations per day does not give an entirely accurate picture of the situation. For example, teacher 3 need have only one preparation because all her classes were in the same grade. However, she may choose to stagger her classes and thus make two or more preparations necessary. The greatest number of teachers were required to do at least three preparations a day.

Some statements, recorded during interviews with principals, concerning desirable characteristics in home economics teachers, made a valuable contribution to this study. While no two principals outlined exactly the same pattern of characteristics, many of them expressed the same ideas. Here are some that were recommended.
Teachers who, besides having the required educational qualifications, have had some homemaking experience were more understanding of pupil needs and organized a more functional program of studies. They need to be open-minded to receive ideas and try out suggestions coming from pupils or parents. Home economics is an ever developing and expanding field so it behooves the teachers to keep themselves informed and up-to-date in their methods. Personally they need to be good examples of what they are trying to teach. Since home economics teachers frequently receive higher salaries than other teachers in the schools, they should be at least willing to share equally in the teacher-assistance required for extra-curricular activities. Too often they wanted to be excused from this responsibility. Finally, principals preferred teachers with a good general knowledge of all phases of homemaking rather than specialists. As members of the faculty, the former fitted more easily into the school program.

Selection of Units

A summary of all the observations made in this problem shows varying degrees of teacher and pupil planning. It will be interesting to state each situation in order of the degree to which they allow pupil participation.

In some cases the teacher arranged a program for the beginning homemaking classes for the seventh or eighth grade
girls. Since the girls have had little or no experience, they have not enough background to know what units they would like to cover. Because they are interested in doing things and developing practical skills, their courses were centered around these.

The second degree was noted mostly with sophomore and junior classes where the teacher presented a tentative program for the year's work and they were given opportunity to add or take away any units or to alter the time schedule for the units. The advantages of this method were that the suggested program stimulated the pupils to make further suggestions but kept their attention concentrated on points as they were discussed.

A more liberal method allowed the pupils to start from the beginning and list all the things they wanted to learn about. The suggestions were written on the blackboard, grouped and evaluated through class discussion till the year's program emerged. The teachers said that as a result of this method it was interesting to note how units were included when the pupils were ready for them. Any individual interests not included in the program of work for school classes could always be developed as home projects.

**Becoming Acquainted with Home Backgrounds**

If homemaking teachers are to do a good job of helping the students develop a program of studies that will be of
greatest value to the majority, they need to know something of the home life of their pupils. The teachers interviewed were all keenly aware of this need and had tried several sources for information they wanted and could profitably use.

Office Records. Only a few teachers mentioned looking up pupils' general records or talking with the Dean of Girls or social studies teacher. In some schools they would have received helpful information if they had included these sources.

Questionnaires. Several teachers had all the new pupils fill out questionnaires but doubted the value of them. The best use of this method requires carefully thought out questions for the teacher to receive the information she wants, and much time is required to analyse the findings. They were valuable references to precede home visits.

Pupils' Autobiographies. A more elastic and easily changed questionnaire was used in some cases where the teacher asked pertinent questions and the pupils wrote down descriptive responses. All questions need not be asked at once but given at times when the teacher was ready to use the information. They are more difficult to check unless the pupil writes out the question before answering it.

More informal still was the practice of having the pupils write the teacher a letter about their home and family. They were given a list of items to discuss. The tea-
chers considered these could be more personal than a mimeo-
graphed questionnaire.

**Pupil Conferences.** A method favored by many teachers
was that of personal conferences. The only difficulty is
that they are time-consuming. They were frequently conduct-
ed in connection with the planning for home projects.

**Home Visiting.** The most valuable opportunities for be-
coming acquainted with home life were provided by home vi-
sits, unfortunately greatly curtailed on account of the war.
The teachers in reimbursed schools were able to make more
home visits because they were employed for one month longer
than the school year for this purpose and their travelling
expenses were refunded.

The most vivid pictures were probably not obtained by
using any one of these methods but rather by seizing oppor-
tunities to make use of all of them.

**Coordination of Home Economics Girls' Activities**

The activities of the home economics girls may be
grouped in three divisions. There were those usually found
associated with any program of student body activities,
those resulting from war time appeals to the school and
those connected with work pupils were doing after school
hours or during the summer.

The student handbooks provide an interesting study
for one not accustomed to such extensive facilities for stu-
dent activity in clubs, sports and social events. It is beyond the scope of this study to enumerate them, but it was of interest to know to what extent homemaking teachers recognized them. Teachers were glad to accept a few opportunities to link class work with the activities but said they had to be on guard to prevent their encroaching on too much class time. It was wise to assist with a few major entertainments that provided some good experiences for the girls when properly supervised.

The war time appeals that could have provided the greatest amount of activity for home economics departments were those coming from the Red Cross. There was always plenty of quantity sewing, craft work and quantity cookery to be done, but only a few departments accepted any responsibility. There is not much learning in doing the same thing over and over, but teachers were probably finding it hard to decide between their responsibilities as teachers and their own and pupils' duties as citizens in a country at war.

The activities which have had the greatest effect on home economics classes were those connected with employment. Girls' interests became developed in some phases more than others, and this was reflected in the program of units they had planned for the year. They had more money to handle so were keen to know something about budgeting and better buy-manship. The Victory Corps courses were started in response
to the need for training high school girls to fill the various wartime occupations. These courses have been described in the Girls' Polytechnic case study because they are an important part of the program there.

Integration of Home Economics Units

With so much attention to the individual pupil's needs when planning a program of studies or introducing experiences, there is a danger of catering to immediate interests emphasizing a part rather than the whole; or making the existence of an individual overshadow the existence of a society.

To quote Ivol Spafford again:

Learning is often scattered and is not organized into general principles. Planning lacks the long view. Desiring to meet the students' immediate needs, neither the teacher nor the students look ahead, seeing the larger framework into which all learning is to fit.\(^1\)

With this in view it was pertinent to ask teachers what provisions they were making to integrate the units of their programs. One practice was to precede each year's work with a short unit on The Girl in Her Home which permitted an overview of all homemaking activities. The units

\(^1\)Spafford, Ivol, Fundamentals in Teaching Home Economics, p. 264.
of particular interest that followed could then be fitted into the general picture. Some programs covered the whole field of homemaking each year, and the units in any one year built on what had been given the year before.

Where a teacher took the same group of girls for all their homemaking classes, there was likely to be more integration of their learning than when different teachers took them for different phases. When school learning was paralleled by considerable home practice, the units were more likely to be linked with family life, and the pupil in fitting her home practice into family activities was able to see the relationship of her learning experiences.

Correlation With Other Courses in the School

When the principals and the home economics teachers were asked about the extent of correlation between homemaking and other classes in the school, they would discuss the possibilities and value of correlating class work but many times concluded by saying they did not have time to meet for planning. Frequently there was much discussion pertaining to program problems at the general teachers' meeting held as the school was opening. The chief aims were to decide who could teach certain units most effectively, which courses would reach the most pupils and which units needed to be included in several courses but with emphasis on different aspects.
The courses that tied in most strongly with homemaking were physical education and health, social studies, art, science, and biology. Sometimes the homemaking teacher took the nutrition unit in health studies. A practice that made for further linking was that of exchanging homemaking classes with classes in agriculture, or trades and industries. The boys learned about homemaking procedures that were of value to them, while the girls learned something about gardening or home mechanics.

Jane Addams and The Girls' Polytechnic were the two schools where home economics permeated the rest of the school program most extensively. This was largely due to the fact that they were girls' schools and offered very full home economics courses.

**Evaluation of Learning Progress**

The title of this discussion has been written that way to remind the reader that the evaluating which is part of the modern educational program is concerned with dynamic rather than static development.

Ivol Spafford says:

A sound evaluation program is as broad as the objectives set up. It is teacher and pupil planned. It uses a wide variety of instruments. . . . It provides for pretesting. . . showing. . . where learning should be-
gin . . . It provides diagnostic measures so that teachers and pupils may know the nature and cause of difficulties . . . It also provides ways of taking stock of progress at the end of a unit, semester or year. A well-balanced evaluation program allows for . . . more effective learning experiences in the future.1

While none of the schools appeared to incorporate all these ideals, in their measuring of pupil progress they were far removed from the practice of giving examinations just to check the memorizing of facts. Many teachers said they tried to give each pupil an evaluation at least once a week. It might be focused on personal development, participation in class discussions, the completion of a project, as in clothing work, the execution of a laboratory assignment or the acquiring of understanding in a newly discussed phase of homemaking. The measuring might be in terms of grades A, B, C or D or as percentages. Informal quizzes were often given in some units, and longer tests came at the ends of units or terms. The grades put on report cards were an average of those recorded during the term.

1 Ibid., p. 218.
As far as observations went, pretesting was not always part of the program. It was used chiefly by the student teachers from Oregon State College assisting in schools near the college. It gave them an idea where to start with the new units. Several teachers said they obtained a better idea of what their pupils knew from a class conference. The high school girls were very honest and usually fairly accurate in their statements on what they knew or needed to learn.

**Garments Made in Clothing Classes**

Since the clothing field is one of particular interest to the writer, it was only natural that investigation into the types of problems done by girls at different levels should be included in this study. Clothing problems were always related to the needs of the girls' wardrobes and had to fit in with family resources. Girls of this country have considerable scope because they are not required to wear uniform dress to school, and the stores have wide ranges of suitable fabrics and plentiful supplies of commercial patterns.

Beginning classes were required to work with cotton, and the garments they made were confined to those usually made of cotton; for example, pinafores, aprons, pajamas, dirndl skirts, slacks, shorts, blouses, housecoats and dresses and sometimes children's clothes. Girls in a se-
cond year of clothing construction were permitted to use cotton, rayon or light weight wool fabrics, and the range of articles they might tackle was correspondingly widened. Tailoring was offered to third year pupils. Some of the coats and suits made by them showed a standard of work equal to that usually expected from college students.

One interesting observation was the number of make-over problems appearing in junior and senior classes. Dresses, suits, coats and men's suits of good quality material were unpicked, cleaned, pressed and sometimes turned before reconstructing a garment for a smaller child or for the pupil.

There was considerable variation between schools and between grades in the pupils' enthusiasm for clothing construction. Seventh, eighth and ninth grade girls were usually eager and industrious, but the upper grades often lacked interest.

Probably more noticeable in clothing construction work than in any other phase of homemaking education is the effect of the teacher's skill and ideals. Elective classes in advanced clothing and tailoring were more popular when the teacher showed skill in clothing. Besides this the teacher needs to know her pupils' level of attainment and help them accomplish problems that are satisfying for them. It also makes a difference if she demonstrates personally good taste in dress and immaculate grooming.
After visiting several schools and asking questions about the planning, supervision, and evaluation of home projects, it became increasingly obvious that the questions should not be limited but should stimulate statements about all home experiences. In the bulletin on Home Economics in American Public Schools such experiences are classed as home practice and home projects. Since the observations of this study fit into that classification, it would be of interest to quote the definitions given.

**Home Practice** is the repeating at home of an activity carried on in the class, as for example, making cookies for supper at home after a class lesson on cookie-making. Some device for recording and reporting on home practice by pupils is provided by the teacher.

**Home Project**—The pupil selects a personal or home problem which needs solution, sets up her objectives for the solution of the problem, formulates her plans, and carries her plans through to completion. She keeps records to note progress, and these are used as a basis for summarizing results. A project is carried on over a period of time and covers one or more major problems which the pupil meets in
her daily life.\(^1\)

Marked differences were observed in the home project work in reimbursed and nonreimbursed schools. More emphasis was placed on the work and more home visiting was done by departments in reimbursed schools. Of course, in nearly all cases the home visiting had been greatly reduced on account of the war with the resulting shortage of teachers and shortage of gasoline.

The program for home project work was usually something like this. After the teacher and pupils became acquainted, they arranged for a class discussion or personal conferences, to decide what problems could be worked out at home—ones that would give the pupils some valuable experiences. Any surveys of home backgrounds and activities were extremely helpful to the teacher at this stage. Before making final selections of problems, the girls usually consulted their mothers. Occasionally a mimeographed letter was sent to the mothers describing the nature of the proposed activity and asking for their cooperation.

Where it was possible for the teacher to make home visits before projects were started, she could make more valuable suggestions. Home economics teachers in reimbursed schools, employed for a month longer than the regu-

\(^1\)Home Economics in American Public Schools, Vocational Division Bulletin, No. 213.
lar school year, had two weeks in the spring and two weeks before school started in the fall during which to visit homes. When pupils forecast their new year's schedule before summer vacation, the teacher knew who would be in her classes in the fall.

Pupils were required to write a description of their project, sometimes including a plan of work. Some teachers reduced the amount of written description to a minimum because it reduced the girls' enthusiasm for home projects. Most teachers asked the mother to sign the pupil's report or give a report herself on the work. In order to minimize dishonesty the teacher would acknowledge the mother's report by writing a letter.

A very comprehensive plan for home visiting was part of the program at Philomath, where the home of each pupil was visited at least twice a year. The pupils fixed dates that would be convenient for their mothers. If there was a project under way at the time, the visit was just that much more valuable. In schools where no visits were made the pupils brought their finished projects to school if possible. Otherwise the teacher relied on reports for evaluation.

Some teachers encouraged one or two long projects, but a greater number of shorter ones were also acceptable. Help was given at school by personal conferences sometimes held in class periods but more frequently during a study
hail. Conferences also served to check the progress of the work.

Home practice, by all accounts, was being given more attention during the war. It was a substitute for the reduced home project program. It was also a popular requirement for seventh, eighth and ninth graders who were keenly interested in acquiring new skills and could parallel their class work with home practice. Teachers of these younger girls declared that they did not have time to organize home project work for them nor did the pupils have time to do it. For successful home practice it was necessary to have the close cooperation of the mothers. This was obtained through letters, meetings of the Parent Teacher Association or less frequently, by home visits. It was of interest to note how earnestly the girls entered into home project work and the spirit of home practice. Their reports frequently contained a group of statements made by members of their families. These were indicative of cooperation and an appreciation of their efforts.

The principals spoke very enthusiastically of the value of supervised home experience. They appreciated the contacts the home economics teachers made with the homes. One idea many of them had for post war reconstruction was to add another teacher to the homemaking department so that the home visiting program could be restored to what it used to be or extended beyond that. Both the principals and
teachers agreed that the visiting should be shared by all teachers of the department instead of being allotted to any one in particular. Teachers should call at the homes of pupils in their own classes.

Administrators of nonreimbursed schools expressed regret that they did not have the financial assistance for the home visiting program as the vocational departments did.

**Opportunity for Experience with Young Children**

Experience with young children is one feature of the home economics program that is becoming more and more popular. Every department included a discussion unit on child development for all the grades. With the exception of three junior high schools all provided opportunity for actual experience with children. The provision was met by a play school or a nursery school or experience with both.

**Play Schools.** The play schools were used more frequently than the nursery schools. None of these were observed during the school visits because of the time of year. Play schools were conducted in the spring when the weather was favorable. They lasted half the school day, and it depended on class schedules as to whether it was morning or afternoon. The children were seldom given a full meal, but juice was always served.

The children were usually taken to and from school by
the high school pupils if the parents could not conveniently accompany them. The number of children depended on the size of the home economics classes, the space in the department, the amount of equipment and the number of children living close by the school. The teachers tried to get between eight and twelve children.

The furniture and equipment were of a simple nature; articles that could be stored. They were similar in pattern to the material in nursery schools.

Nursery Schools. Nursery schools to take care of the children of working mothers have increased in number since the war due to the provision of federal funds for running them. The one conducted in two of the portables connected with the Girls' Polytechnic was started on this account. Others were started at Albany and Salem, and home economics pupils have availed themselves of the opportunity to observe and gain experience in directing and caring for children skillfully.

At Jane Addams the nursery school was considered one of their most valuable laboratories and will be described later.

Cafeterias

Only three schools out of the thirteen studied did not have cafeterias. Nine of them were run by hired help and supervised to varying degrees by one of the home economics
teachers. From an administrative point of view the principals did not all agree that this was the best arrangement. They suggested that the homemaking classes were likely to suffer because the teacher spent too much time with the cafeteria planning. Some also felt that the added responsibility deprived the teachers of time to share in extra-curricular activities. They thus missed many good opportunities of becoming better acquainted with the pupils or of letting the pupils become better acquainted with them.

In four schools, elective cafeteria courses were offered. The girls received a sound vocational training and at the same time helped with the work of the cafeterias. The classes were usually only available to advanced homemaking pupils, but the Parrish Junior High School at Salem provided an exception. This situation has been described more fully in the case study of Salem.

Apart from cafeteria classes no other homemaking classes were required to do any food preparation work for the cafeteria. There often existed a good neighbor policy between the two kitchens when it came to borrowing one another's supplies of equipment or stored foods. On days when the homemaking teacher considered it would be good experience for her pupils to prepare a family size quantity of any dish, she could usually have the extra used in the cafeteria if they knew ahead.

Boys or girls from any grade in the school were able
to find employment in the cafeterias during the lunch hour and received their lunch or a small wage for payment.

The menus served on the days visited were uniformly good. They had to be to meet requirements for accepting federal funds and to be passed by the homemaking class or teacher. But no provision was made for the nutritional education of all the pupils who selected lunches from them. So far as this provision is concerned it was interesting to note the remarks of Miss Harris, president of the American Home Economics Association, when speaking to a gathering of home economics students at Oregon State College. She said that the school cafeterias had been used for many things, such as providing employment, or using up surplus supplies of some foods, but were rarely used for nutritional education.

Reference Material

As indicated in the description of the libraries, the wealth of literature in this country seems unlimited. So far as home economics classes were concerned, there were three sources: books, periodicals and pamphlets or bulletins.

Some new books were purchased every year from the general text book fund. If there were sufficient copies of up-to-date foods, clothing and family relationship texts, the teachers preferred to purchase just one or two copies
of a greater selection. In the Appendix (no. 3) is given a list of the books most frequently found in the schools visited.

There was always a generous supply of periodicals. The latest numbers were kept out in the department so that every girl could browse through them as time permitted. Sometimes worthwhile articles were listed on the cover. Old numbers were not disposed of until they were at least a year old; then the department made clippings for the file. Pupils could have what remained for their record books. Student teachers used many of the pictures to make posters for the bulletin board. Some departments liked to change the periodicals coming in each year. In other schools all the periodicals desired were purchased.

Some magazines have several pages of coupons advertising pamphlets that are sent in class size quantities from different manufacturers. Teachers sent for a great many of these. Some were free and others required a small fee. Every department had many shelves filled with pamphlets and bulletins. The pupils could help themselves, or they were distributed when they fitted in with class discussion. The discussion would bring in an evaluation of the material presented on the pamphlets.

Home Economics for Boys

In contrast to the general situation in the Pacific Re-
gion, where 15 per cent of the twelfth grade homemaking classes were boys, very few of the schools visited had classes for boys. Salem Senior High School was the only school where the boys had a regular course, but several of the other schools planned exchange classes for the spring term when the boys received two or three weeks of homemaking instruction.

Most of the principals and teachers were keen for the boys to have an opportunity to do home economics, especially when the boys were asking for the experience. One stumbling-block was that it was not considered vocational for boys, and funds to reimbursed schools could not be used for this purpose.

The administrators in a few schools said that they had offered home economics to boys in previous years but had decided to discontinue the classes because nothing much was being accomplished. The boys must have a genuine interest in the work, and a great deal of the success depends on the teacher's ability to develop a fitting program of studies and present the units from the boys' point of view.

Successful classes were provided for junior and senior boys alone and were usually not mixed with girls. Boys in the eleventh and twelfth grades have more interest and are keen to learn something about etiquette, boy-and-girl relationship, grooming and establishing a home. Mixed classes were inclined to hamper the learning of both boys and
girls because they approach the work with different points of view and different abilities. Occasionally a mixed class discussion on family relationships or making a home might be helpful if under the guidance of an experienced, understanding teacher with a wise sense of values.

In conclusion it would be of interest to note the fact that all administrators interviewed predicted a growth in the homemaking education of boys after the war.

Budgets

Observations made during interviews with principals and teachers with regard to the budgets for homemaking departments were rarely very enlightening. Few of the teachers knew what their spending limits were but did not feel restricted. They either had money on hand to pay cash for supplies or had the accounts sent in to the school board. Larger items were procured by requisitioning at the end of each school year.

The principals did not consider the departments were receiving too high a proportion of the whole school budget but did not always know how much they were receiving.

The budgeting of school finance was apparently left completely to the discretion of the school boards, and they were not always eager to have the homemaking teacher aware of the full amount of her share. The writer can only guess at reasons for this. Perhaps there was no definite sum set
aside. Or they may have wished the home economics teacher to limit her purchases to necessities. When a teacher uses a fixed sum of money per year for the department's expenses, she tends to adjust purchases to suit and the board has no way of estimating whether the sum calls for unnecessary restrictions or provides too liberal an amount.

The reimbursed departments gave the impression of having a more liberal fund than did the nonreimbursed ones. The few total annual sums that were quoted ranged from $300 in the smaller schools to $400 in the larger. In no case was the total allowance on a pupil basis. It had to cover weekly expenses such as perishable food and laundry, repairs, some illustrative material and new equipment. Books were usually purchased with a general text book fund. With the single exception of Portland grade schools, food materials for all laboratory class work were supplied by the schools.

It would appear to the writer that the teachers and pupils were missing a good experience by not having a budget and keeping more accurate accounts.

Adult Classes

The war has had two opposite effects on the adult education programs. In so far as it has stimulated a need for food conservation, it has made for increasing attendance at classes on food preservation and nutrition, but
apart from this, adult home economics classes have practically disappeared for the duration. This would be expected, for women are working outside their homes and the supply of teachers and supervisors has been reduced.

Many of the teachers said they would be assisting with the classes for the cannery projects. Canneries have been set up in most of the larger towns where all people in the community may take their fruit and vegetables to be processed. Accompanying the project in each center is a series of lectures and demonstrations on gardening, nutrition and food preservation. Those people who attend and take part in these classes are entitled to priority rights on the use of the cannery. Usually work is done in the summer so that the home economics teachers are free from school responsibilities and can assist with the demonstrations and lectures.

On the whole, junior high school teachers were too busy to provide adult classes of any kind. They considered adult classes were the responsibility of the senior high schools. Teachers at Corvallis and Eugene were partly relieved of such work by the College, University and Vocational School. This would seem to prove the reason for the statement in the Vocational Division Bulletin:

Administrators are not in agreement regarding the desirability of having the day school home economics teacher add the re-
sponsibility of teaching adults to an otherwise full schedule.¹

CHAPTER III

CASE STUDIES

In this chapter each of the thirteen schools is discussed in detail with emphasis on their differences rather than on their similarities.

ALBANY SCHOOL DISTRICT

While Albany was the third smallest town, it belongs to the largest county visited, with the second smallest population. It would thus be expected that the surrounding districts are more sparsely populated than other parts of the Willamette Valley. This no doubt has an effect on the school enrollment and makes for greater differences in the pupils attending. On the whole, however, these effects were not so noticeable as they were at Lebanon, a smaller town in the same county. Albany, being eleven miles north-east of Corvallis, is in easy reach of Oregon State College. Before the war it was not uncommon for pupils to live in Albany while attending the college.

Albany has two junior high schools and one senior high school. At present one principal divides his time between the two junior high schools. The schools and homemaking departments do not have many features that show any great divergence from the general descriptions. The chief one observed for the whole school system was the comprehensive yet
very concise accumulative record card used for each pupil. Altogether there was a record folder, a test record slip and an envelope for records of interviews provided for each child. The collection of information commenced when they started school in the first grade. The aim was to assemble needed information with the least possible effort and still give quickly a total picture of the student. Statements of family history and background were included, but the greatest space was devoted to statements of the personal progress of the pupils.

The Central Junior High School

The two junior high schools in Albany, Madison and Central, are really elementary and junior high schools combined. Both have grades one to nine. As mentioned already, one principal divides his time between the two, and there is a vice-principal in each school to assist him. Each school provides homemaking courses for grades seven, eight and nine, and there is one home economics teacher on each faculty. There was no particular reason for visiting Central rather than Madison.

The Central School was a fairly old building compared with other schools visited. It was built over thirty years ago. The total enrollment for grades seven, eight, and nine was 255, with approximately equal numbers of boys and girls in each grade. Since the total enrollment for the
two junior high school departments was 436, Madison must have been smaller than Central. The organization of the junior high school grades was closely linked to that of the elementary grades, and the teachers for the upper grades often taught some of the lower grades too.

The Homemaking Rooms. As in many of the schools visited, this department was in the basement. It does not follow that the rooms were less attractive or more poorly equipped than departments on main or upper floors, but the heating facilities were often less satisfactory. This was the case at Central Junior High School. Heated air came from a heavy pipe along the ceiling instead of the floor. There is also a psychological factor involved in the location of the homemaking department in the basement. Many home economics educators believe that the prestige of homemaking departments is affected by a basement location.

A room adjacent to and opening out of the foods laboratory had just been made over into a new clothing laboratory. During the renovations a double wardrobe and section of student lockers had been built in. Two interesting pieces of equipment were on order. One was a three-panelled full-length mirror on a raised movable platform, with steps leading up to it. The other was a group of three screens made of light-weight material and fixed on legs with casters. Each screen was to be approximately five feet high and six feet long. One side was to be finished with a simple attrac-
tive wall covering, the other with material suitable for bulletin boards. These would be very flexible teaching aids and would not require much storage space. One screen was to be used in front of the fitting mirror. The other two might partition off a dining alcove in the foods laboratory during a meal service project. Any grouping of one, two, or three of them could be used for housefurnishing demonstrations and displays, and the bulletin board sides would always be useful for displays associated with any unit.

**The Homemaking Courses.** As seen from Table IV these homemaking courses were required for all girls, but those from the seventh and eighth grades had courses lasting only one semester. That meant that for one half of the school year the teacher was giving classes to seventh and ninth grade girls and for the second half to eighth and ninth. By the time a girl reached the ninth grade, she had had one year of homemaking and had covered all the units named under Elementary Homemaking in the Appendix (2). For the ninth grade the unit "Enjoying Young Children" was omitted from Homemaking One, and more time was given to care and construction of clothing.

The teacher in this department encouraged much home practice. She helped the pupils plan and discuss what they might do at home, and she enlisted the help of every mother to establish cooperation for the girls and a means of
checking. She always acknowledged reports from mothers by letter.

When observing the classes, the writer was very favorably impressed by the earnest enthusiasm and the industry of the girls. The teacher had six classes a day involving at least two preparations, but she did not seem as rushed as other teachers in a similar situation. The pupils appeared to be able to work independently, applying their initiative instead of requiring too much help from her.

The Senior High School

Although the building of this school was older than that of the Central Junior High School, it had been renovated in 1935. It was closer to the center of town than either of the junior high schools.

The total enrollment for 1943-44 was 463 with more girls than boys in each of the three grades. For the three high schools in Albany there were approximately 170 pupils coming to school by bus or private car from distances ranging from one and a half to 14 miles. In the senior high alone there were 33. This proportion is smaller than it was at some of the other schools visited. A different light is thrown on the picture when it is noted that the senior high school alone had 232 tuition pupils enrolled in 1943. This is exactly half the total enrollment. Tuition pupils are pupils from outside the town who usually come by bus to
school, plus some town students who pay tuition because they are not residents of the town. The number of tuition pupils can be considered as an index of the number of country students since they make up almost the entire group.

The program of studies in the school was organized as seven possible courses. The required subjects for the three years in each course were listed and a group of electives given. When registering at the school, each pupil had to choose a course, then fill in the vacant periods with electives. The courses were Agriculture, Commercial A, Commercial B, Home Economics, Industrial Arts, Language, and Mathematics and Science. Every one of them met Oregon College entrance requirements.

The Homemaking Rooms. This homemaking department was another basement department with the rooms opening one off the other. The clothing laboratory was small so the work tables in the foods laboratory were often used for cutting out garments. Neither of the rooms was sufficiently light since their windows were high and small. The equipment in the foods laboratory was fairly new, especially the ranges and the room looked very attractive.

The cafeteria was across from the homemaking department, and there was some sharing of equipment necessary, the foods department having a very limited amount of china and cutlery for meal service. The cafeteria assistant used the refrigerator and sometimes one of the ranges in the foods
laboratory. Since the two departments were so close, the clothing laboratory made a convenient lunch room for the staff.

The Homemaking Courses. The home economics course had one homemaking class in each of the three years. Other requirements were English, biology and social science. There was a much smaller percentage taking homemaking in the twelfth grade than in the tenth (see Table V). This indicated that even though a girl might select the home economics course she did not need to keep to this program for the whole three years. Her program would still meet the requirements for college entrance if she selected appropriate subjects to replace homemaking.

The units included were approximately the same as those in Homemaking Two and Advanced Homemaking as given in Appendix 2. A premarriage unit was included for the twelfth graders.

Experience with young children was being provided this year at a recently established Government Nursery School where there were between 25 and 30 children. In years previous to 1944 a play school had been conducted at the Senior Home Economics Department for three weeks of the spring term. The teacher was not sure whether they would do that this year.

The pupils were requested to do one home project every semester. There was need for the constant cooperation of
mothers, as the teacher could not hope to visit the homes of each pupil more than once a year. The home economics department was reimbursed so the teacher, like others on vocational programs, had a month more than the school year in which to do some home visiting.

The teacher's schedule was not as heavily loaded as some observed in this study. She had five classes a day, meeting over 90 different girls. None of the classes were larger than 20. Three preparations were required daily, but these were chiefly taken care of by student teachers. However, the teacher had to know what they were all about so she could be a helpful supervisor.

Because Albany is only ten miles from Oregon State College and because the administrators of the Albany schools have been cooperative, the high schools have been used as student teacher centers for prospective home economics teachers who are studying at Oregon State College. The work is arranged on a half-day basis, the student teacher gradually assuming responsibility for two classes. Each student teacher continues her work every day for half a term and all together teaches approximately 60 classes. The work has been well received in Albany, and it seems likely that the quality of the teaching has been improved rather than the reverse.
CORVALLIS SCHOOL DISTRICT

Corvallis was one of the middle-sized towns on the list for this study. It is on the main highway, and frequent bus services connect it with the other cities of the valley.

The fact that it is a college town makes a difference in some aspects of the high school education. Ninety-five per cent of the junior high school pupils go on to senior high, and over 50 per cent of the seniors go on to college. The high school teachers consider that they do not have to make provision for adult education when there are better facilities in the college.

Although the population of Corvallis is between three and four thousand more than that of Albany, the total high school enrollments for 1943-44 showed only 33 more pupils at the Corvallis schools. Although there are two junior high schools at Albany, there is only one at Corvallis.

The pupils of the schools at Corvallis have been very active war workers, collecting much scrap material and selling record amounts of war stamps and bonds.

The Junior High School

The junior high school is a two-storied building near the center of the town. Since it is the only building on the block, there is much space for playing fields all around the school. There are 19 classrooms in the school, includ-
ing a very roomy, well-lighted library.

The program of studies lists all subjects as required for the seventh and eighth grades but provides some electives for the ninth. A characteristic of the school is the extensive use of mimeographed material. It was first noticed with the student bulletin, which was 27 pages of typed material--a striking contrast to the situation in some schools where no bulletins were printed for the students.

The principal was interested in administering a good selection of standardized tests especially with regard to measuring intelligence and the ability to read and calculate. Any pupil with an IQ above 85 not accomplishing a fair standard of work was referred to a special teacher for remedial classes.

Every teacher was required to have the IQ scores beside each pupil's name in the grade book. This was to call attention to the student's ability so that the teacher could estimate the progress that should be made.

One of the weak points in the guidance program was the lack of information about home and family backgrounds. The principal looked to the home economics teacher to supply some of these data from observations made during home visits.

The Home Economics Rooms. The two laboratories are adjacent on the south side of the main floor of the school and close to a back entrance which is convenient for the
delivery of supplies. The rooms, while smaller than some visited, might be described as compact rather than crowded. There is accommodation for 20 girls in either room. The clothing laboratory has windows on two sides, providing adequate lighting.

While the work tables in the foods laboratory were more than 20 years old and inadequate according to present standards, there were excellent new gas stoves between the tables. The foods laboratory had many cupboards of various sizes which were apparently not all as convenient as would be anticipated on first sight. Some that were set in the dividing wall between the two laboratories and had doors opening on both sides were convenient for mimeographed and illustrative material.

The clothing laboratory had excellent sewing tables. They were strong yet light and easily moved. The tops were of polished hard wood and the legs were made of metal.

The Homemaking Courses. The classes were for ninth grade girls only and were required. For the year 1943-44 the units for the first semester were Girl and Her Home, Family Breakfast, Learning to Sew and Personal Grooming; for the second semester, Preparing Family Lunches, Entertaining Our Friends and Making a Cotton Garment. There were five classes of one period each during the day. To avoid monotony the three morning groups were on a different unit from the two afternoon groups. The last period was used for
conferences with student teachers; five altogether.

Student teaching at the Corvallis high schools is on a slightly different time schedule from that at Albany. Students teach one hour each day for an entire term. The home economics teachers in Corvallis are employed jointly by the Corvallis School Board and Oregon State College. In general they are selected with care, their salaries are better and a higher quality of work can be expected of them.

The teacher at Corvallis Junior High School with five classes of ninth graders was meeting 108 different girls each day. This was quite a group when we consider home visits--more than two visits a week. The conference period for each day was usually devoted entirely to conferences with the student teachers.

As mentioned before, the teacher was required to have the IQ scores in her grade book. The principal was also eager for her to check each girl's 4-H Club experience so that she would be able to give all girls challenging problems.

Mimeographed material was more abundant in this department than in any visited at other schools. The teacher had forms for the pupils to fill with data about their families, homes, home responsibilities and other activities and interests. Besides this there were sheets with a fairly comprehensive list of units that might be included in the year's program. The girls were asked to check the ones
they would like to do. An analysis of these usually showed emphasis on certain phases which could be a basis for the year's course of study and any units not included, but of interest to individual students, could be developed in home projects.

Typed sheets of information were distributed in connection with nearly every unit taught. They might be simple directions for doing certain problems, such as making a peasant apron or preparing vegetable dishes, or they might be rating scales for scoring the completed problems. Instead of pretesting before sewing units, an accomplishment sheet was given to each girl to check. They not only showed whether or not they had accomplished each item mentioned but gave themselves a rating of excellent, good, fair, or poor. In the writer's estimation every effort was being made not only to fit the learning experiences to the girls' requirements but also to keep a careful check on progress and ensure that the girls were getting full learning experience from every problem.

During the first semester home practice is linked with school study as far as possible, and during the second every pupil does at least one home project. Mimeographed letters of explanation are sent to the parents. The teacher usually managed to visit the home of each girl at least once a year. Since Corvallis schools are reimbursed, the running expenses of the car were paid by the school
board. Home projects were quite an important feature of the homemaking education of these ninth grade girls. Instead of requiring them to write reports, the teacher gave the girls special cards on which they made entries from day to day. The three columns on a card were headed Date, Progress, and Comments and Suggestions. Remembering this state of affairs in Corvallis, it will be interesting to note the sentiments of different teachers with regard to home project work for ninth grade girls in other case studies.

Neither the principal nor the homemaking teacher considered home economics classes necessary for seventh or eighth grade girls. They declared that the girls started with more enthusiasm in the ninth grade when not taking any previously. The principal said seventh and eighth grade pupils already had very full schedules and there was no time for further subjects. Another reason for waiting to start homemaking until the ninth grade is that so many country girls enter the junior high school at the beginning of the ninth grade and the required course makes an excellent means of integrating these pupils.

The starting point for home economics classes seems to be a controversial matter and can only be decided by each school district to suit the life and requirements of its pupils and the facilities of its schools.
Corvallis Senior High School

Situated on the northern outskirts of Corvallis, this comparatively new senior high school is surrounded by spacious lawns and playing fields. On approaching the school, the writer, as a visitor to this country, could not help but notice the cars parked on the edge of the school block. If it were not wartime, there would be many more pupils driving cars to school.

In the total enrollment of 516 for 1943-44, there were about 40 more girls than boys. Nearly 130 of the pupils travelled distances of two to 16 miles to school in buses. Since 61 of these were girls, home visiting in connection with home projects might have been difficult to arrange in some cases.

All pupils were required to carry five subjects and schedule one library period per day. The required subjects for sophomores were English and biology; for juniors, English, American History and physical education; and for seniors, English, social economics and physical education. Fifteen elective subjects were provided in the sophomore year, 24 more in the junior, and nine more in the senior year. About two fifths of the electives listed in the bulletin were underlined to show that they could be taken for one semester only. The homemaking courses were underlined but two sections were provided for each year.
The testing and guidance program was not as comprehensive as the principal wished. All pupils were given an intelligence test in the tenth grade. Any pupil of special interest was retested either at school or by someone in the Education Department of Oregon State College. The achievement tests receiving special emphasis were those connected with the different service corps for boys. They were all administered to the senior boys so that they could be preregistered in the service for which they were most suited. The principal looked forward to a time when the home economics department would be expanded to require two teachers and allow them more time for home visiting.

The Home Economics Rooms: The home economics department was in the basement. The foods and clothing laboratories were separated by an intervening stairway. It was necessary to go through the corridor from one room to the other and the unity of the department was broken. It would be a good arrangement if there were two teachers. The rooms were on the southeast corner of the school. Both were adequate in size and have been newly equipped since the school was built. Although there were many windows, the lighting was not as good as it would have been with the rooms on another floor.

At one end of the foods laboratory there was a family-size kitchen and storeroom which was not in use and a family-size dining room used for meal service. The work tables
in the foods laboratory were arranged in a U-shape with two small dining tables and chairs in the center.

The clothing laboratory, which was on the corner of the school, had windows on two sides. The dark-colored concrete walls spoiled the attractiveness of the room. There were six large, oak work tables, of which four placed together made a suitable unit for round-table discussions when they were not in use for clothing construction.

Homemaking Courses. There were three homemaking courses: Homemaking III and IV, each a semester in length, elected by tenth grade girls; Homemaking V and VI, elected by eleventh graders; and Homemaking VII and VIII, elected by twelfth graders. At the time of the visit three periods a day were required for tenth grade classes, one for eleventh and one for twelfth. The sixth period was used for conferences with the student teachers.

One hundred per cent of the ninth grade girls took homemaking; there was a slight drop to 70 per cent in the tenth grade, but a much smaller proportion, only 16 per cent, were taking courses in the eleventh grade. There was a slight increase to 24 per cent in the proportion of seniors. With just one and one-half days' observing, it was difficult to analyse the situation or venture an explanation for the variations in enrollments. It must be remembered, however, that in a large school homemaking classes are usually in competition with a great many other subjects and
to get a true picture it would be necessary to ascertain what percentage of the pupils are enrolled in the other classes. The principal stated that for the past two or three years home economics senior students had propogan-
dized the courses during forecasting because the enroll-
ments had been very low. The practice was discontinued this year, as the teacher now had as many classes as could be managed in one day.

With the five classes a day the teacher was teaching 102 girls. At least three lesson preparations were re-
quired per day. The conference period time was nearly all devoted to conferences with the five student teachers.

Units provided for the tenth grade girls were the same as those under Homemaking Two in the Appendix except for the unit on Family Relationships. This was omitted and one on 'Teen Age Situations was included. The Family Meals unit stressed lunches.

The eleventh graders covered all those under Homemaking Two plus the Money Management and Consumer Buying units from Advanced Homemaking. Dinners were stressed in the Fa-
mily Meals unit and tailoring in the Clothing Construction.

The seniors included units from Advanced Homemaking but omitted the Consumer Buying and included a unit on Per-
sonality Development.

Experience with young children was provided by a play school in the spring term.
Home projects were being carried on all the time. The relationship between them and school study was immediate and informal. The situation more nearly approached home practice than home projects. Owing to the wartime shortage of teachers and gasoline, the home visiting program had been greatly curtailed.
EUGENE SCHOOL DISTRICT

Eugene, 40 miles south of Corvallis, is on one of the main highways and railroads between Portland and San Francisco and was the third largest town visited. It is part of a large county, Lane, which has an area of 4,954 square miles. The population in the surrounding districts is somewhat scattered. The University of Oregon, a large vocational school, two senior high schools and two junior high schools make Eugene quite an educational center. Besides those at Eugene there are 18 other high schools in Lane county.

The existence of the University and the vocational school has something of the same effect on different aspects of the high school program as Oregon State College has on the Corvallis high school program. One of the senior schools is associated with the University at Eugene for teacher training and is known as the University High School.

Eugene high schools are of the first class. The seventh to ninth grades are in the junior schools and the tenth to twelfth in the senior.

The regular senior high was the one selected for the study because it provided home economics and the University High did not. There was no particular reason for visiting the Woodrow Wilson Junior High instead of the Theodore Roosevelt unless it was because the former is nearer the
center of town.

None of the home economics departments were reimbursed so were not supervised frequently by the State Supervisor of Home Economics Education. At the same time they did not have a supervisor of their own, but all the homemaking teachers met frequently to coordinate their work.

Woodrow Wilson Junior High School

For 1943-44 the Woodrow Wilson Junior High School had a total enrollment of 686 with exactly as many boys as girls. The faculty numbered eight men and 17 women. In every way it was a larger school than the Theodore Roosevelt.

The students' bulletin showed that all the subjects provided for the seventh and eighth grades were required, while three electives, art, music, and algebra were included for the ninth grade. Mathematics, social living, science, physical education, industrial arts and homemaking were required in all three years.

All seventh grade pupils and new pupils entering after the seventh grade filled in a questionnaire about their homes and outside-of-school activities. There was not much need for instruction about vocations in this school because 90 per cent of the pupils went on to senior high school. However, the field was surveyed in a unit towards the end of the ninth grade. This awakened new interests and pro-
vided a time when pupils could become familiar with senior high school courses and plan their programs for three years.

In order to accumulate more uniform records of each pupil, the principal was planning a new complete record sheet. He considered the teachers would use the information more readily than they were using the existing folders with their miscellaneous collections.

The Home Economics Rooms. The home economics department consisted of two widely separated laboratories. The foods laboratory was the larger of the two but was old-fashioned in the arrangement of equipment compared with others visited. There were five work tables with space and equipment for four pupils at each. The sinks were in separate tables and there were only three between the five units. All the ranges were electric, some new and some old. Only two of them were placed near work tables. The other three were together against one wall of the room. Beyond one end of the laboratory was an attractive family-size dining room. Beside the dining room and opening both into it and the foods laboratory was an unused pantry. The laboratory had plenty of storage space without this. It could have been finished as a unit kitchen to be used in connection with the dining room.

The clothing laboratory was too small and the equipment was cramped for space. There were eight work tables arranged in pairs together and eight machines. There was
also a liberal supply of drawers for the pupils' equipment. Since the classes were never over 20, the equipment was ample, but the limited space made working conditions difficult.

**The Homemaking Courses.** As mentioned in the general description, the homemaking courses were required in each grade. The ninth grade girls had three hour periods a week while the seventh and eighth grade girls had only two. There were two teachers in the department, and each taught half the girls for half the year. The classes then changed units from foods or clothing and were with the other teacher for the second half of the year. At the time of the visit the teacher in the foods laboratory had six sections of eighth grade girls on Tuesdays and Thursdays and half the ninth grade, also six sections on Mondays, Wednesdays, and Fridays. The teacher in the clothing laboratory had all the seventh grade girls on Tuesdays and Thursdays and the other half of the ninth grade girls on the other three days. Some ninth grade girls who had come to the school from country elementary schools and had had no homemaking in the seventh or eighth grades were given an extra three periods, making six periods a week for them instead of three.

The teachers seemed to be rushed with classes. One would scarcely finish before the next group appeared. However, when it is remembered that all the Tuesday and Thursday groups were the same for the six periods and all
but one of the Monday, Wednesday, and Friday groups were doing the same work, the programs do not seem so strenuous. The exception to the last groups was the class of ninth grade girls who were new to the school. With such an arrangement as just described the two teachers had one preparation a day on two days of the week and two preparations on the remaining three days.

The cafeteria, in a shop across the street from the school, was supervised by the teacher in the foods laboratory. She said that it took considerable time to check accounts and make out reports as required for the receiving of federal funds. None of the homemaking classes were linked in any way with cafeteria activities.

The units included for the seventh and eighth grade classes were the same as Elementary Homemaking (Appendix 2) with the one on Child Development omitted and short units on Mending, Personal Laundry and Stain Removal included instead.

The ninth grade units were Foods and Health, Construction and Care of Clothing, and Knitting. The problems were closely linked with the girls' abilities and needs.

The home project type of work was not used. The teachers considered their own schedules and the pupils' days were too full to leave time for this phase of homemaking education. One may well question whether it would not be better to offer homemaking to fewer groups in order that
the teachers might spend more time in supervision of home projects and in visiting homes.

When asked about the emphasis placed on home economics, the principal said he had made it required for all girls because he believed interest followed skill. The better a girl could do a thing the better she liked it, and this was very important for seventh, eighth, and ninth grade girls.

The Senior High School

The senior high school is farther from town than Woodrow Wilson. It is an old, three-storied building with 41 classrooms besides the gymnasium. Plans have been drawn for a new high school because the accommodations of this one are not adequate.

The enrollment with over 100 more girls than boys totaled 1045. There were no rural school buses, but the fact that there were 533 tuition pupils attending the two senior high schools from 1943-44 gives an idea of the proportion of country pupils.

Nineteen men and 19 women made up the faculty. There was a Dean of Boys and a Dean of Girls, and two of the teachers were in the home economics department.

Reports and records made for each pupil were chiefly in regard to attendance and scholastic progress. Several small cards were used for separate subjects. The permanent
record card was not more than six inches by eight inches and had compact spaces for a summary of the data from all the other cards.

The students' registration bulletin listed over 70 semester classes under ten departments from which electives might be chosen. The juniors and seniors were also permitted to schedule some classes at the Vocational School. Required subjects distributed throughout the three years included social living, biology, physical education, English, U.S. Government and history, socio-economic problems and senior counselling. Students were expected to take at least five subjects a day. The sixth period was to be used as a study hall period unless the pupil was above average ability, when a sixth subject might be scheduled.

The Board of Education for Eugene Public Schools had recently fixed additional requirements for graduation that had a definite bearing on the preparation of the students for participation in the war effort. They first applied to the juniors and seniors of 1943-44. These pupils on graduating had to have completed two pre-induction courses. These courses were of vocational nature. At the senior high school any two years of commercial work, home economics, agriculture, or shop, including drawing or art, would give credit for one pre-induction course. Any three years of the first four mentioned gave credit for two pre-induction courses. Classes at the Vocational School were also
given credit. These requirements had the same aim as the Victory Corps courses provided at Jane Addams and the Girls' Polytechnic.

The Home Economics Rooms. Originally the rooms of the home economics department were together on the third floor, but the foods laboratory had since been moved to the lower floor beside the cafeteria to facilitate supervision of both kitchens by one teacher. The foods laboratory was adequately equipped, but the arrangement did not permit entirely efficient work. The light in the room was dim because it was cut off from direct sunlight and there were no bright surroundings to reflect light. They missed the dining nook that had been part of the laboratory when upstairs. Another classroom was used for discussion and planning work.

The clothing laboratory was a spacious well-lighted room with equipment a little more elaborate than that in the majority of clothing laboratories visited. There were six large work tables and nine sewing machines. Five of the machines were electric and one of them had an attachment for making buttonholes. Opening off each end of the laboratory was another smaller room. The room at one end was used for fitting, pressing and storage and was equipped with an ironing-board, irons and full-length mirrors. The room at the other end might be described as a living area. It had built-in wardrobes, pressing equipment, a large table, four of the sewing machines, a figure analysis frame,
a davenport, an armchair, and an all-over carpet on the floor. The arrangement made for a friendly yet dignified and restful atmosphere such as becomes the study of dress design, clothing construction or interior decoration.

The Homemaking Courses. The students' bulletin outlined the following home economics classes: Homemaking 10, Homemaking 11, Advanced Foods, Advanced Clothing, Tailoring, and Cafeteria Management. Homemaking 10 and 11 were whole year courses, while the others were just for half a year. The only class a sophomore might take was Homemaking 10. The units for this were the same as those listed under Homemaking Two in Appendix 2. Homemaking 11, planned for juniors and seniors, included some of the same units as Homemaking 10 but with different emphasis and problems. In addition, the units of Advanced Homemaking (see Appendix 2) were included.

The advanced classes listed were specialized ones which concentrated on the skills and techniques of the field. Homemaking 10 and 11 were pre-requisites.

As for the teachers' schedules, they both had one free period during the day, and the foods teacher had one period in the cafeteria when there was no class. They both had three preparations per day and their classes ranged from 11 to 27. The clothing teacher taught units on Consumer Buying and House Furnishing besides all aspects of clothing work, while the foods teacher included the units on Child
Development, Money Management and Family Relationships besides all the foods work.

For some years in the past the students had organized each year a play school to gain practical experience with children, but this practice was discontinued when the nursery school started at the Vocational School. The girls now go over there to observe and help.

Home projects had not been emphasized during the past few years. To do justice to such work there was need for another teacher and a means of travel for home visiting. Since the department was not reimbursed, there was no readily available fund to cover travelling expenses.

The feature of the whole department that greatly impressed the writer was the clothing work. The instruction given was interestingly challenging for all the girls and fitted their age and ability. Too often in other schools the atmosphere of junior and senior classes was not one of industry. Everything the Eugene girls did showed good quality workmanship as well as expressing consideration for the appropriateness of the design and color. The girls were always greatly encouraged by the success that attended their efforts. One could sense the growth that was taking place.
As mentioned in the Albany case study, Lebanon is in Linn county, one of the more sparsely populated districts visited. It is almost due east of Corvallis but the connecting route goes through Albany, a total distance of about 25 miles. At the time of the 1940 census Lebanon had a population of 2729, but it has more than doubled that figure since then. In the heart of a great stand of virgin timber, Lebanon has entered a period of rapid growth, the result of logging and allied activity. No fewer than 20 mills have started in the surrounding districts during the past five years.

The high school is a first class six-year high school and had an enrollment of 670 with between 80 and 150 in each grade. Approximately 120 pupils came to school by bus for distances ranging from two to 20 miles. Many students came in private cars, and others were boarded in Lebanon while they attended school. Altogether there were about 260 tuition pupils.

A very unexpected feature in the organization of the school was the early time schedule. The classes started at 8:14 A.M. and closed at 2:56 P.M. Although it meant that many pupils coming long distances were leaving home shortly after 6 A.M., the principal felt that the farming community preferred these hours. Early rising was no hardship
for farm families, and boys and girls could do much to help with the farm work if they arrived home from school earlier in the afternoon.

It was unfortunate that the school had no cafeteria. There was a real need for one when pupils left home so early in the morning, but the school was expanding in other directions and had no room for a cafeteria.

The courses provided at the school were clearly listed in a registration bulletin for students. Only required subjects were offered to the seventh and eighth grades. The ninth grade pupils could elect two subjects; the tenth and eleventh, three; and the twelfth grade, four subjects. Grades seven, eight and nine were expected to carry six subjects, but in the upper grades one study period and five subjects might be scheduled. For this study it is not necessary to list the subjects for the six grades; it is sufficient to say that the general program was very like that in other schools, and English, physical education, social studies and U.S. History and Government were some of the chief required subjects included.

It was interesting to read a mimeographed bulletin, distributed among the faculty, outlining their ideals for a philosophy of education in wartime. Not only was the general philosophy adjusted to keep abreast with wartime emphasis, but pre-induction courses made up a large part of the curriculum. Several workshops had been set up in
separate buildings around the school. The machine shop was probably the most advanced, as orders for machine parts required in wartime production were being filled.

The faculty consisted of seven men and 16 women. There was a Dean of Boys and a Dean of Girls to cope with student counselling, and there was one home economics teacher.

The Home Economics Rooms. The home economics department was in a building apart from the main school. The rooms were the full width of the building so had windows along the two long sides. On the whole it was very satisfactory to have the whole department as a separate unit; the main disadvantage was heating facilities, as the department had to use stoves in each laboratory for that purpose. Both rooms had separate entrances from the outside but were connected by a central archway inside.

The foods laboratory was the larger of the two rooms and, so far as the equipment was concerned, might be described as half new and half old. On one side of the room were four of the old type work tables with one sink, in a separate table against the wall, between them. The other side of the room was finished as three unit kitchens. There were four large electric stoves situated close to the unit kitchens but shared by girls working at the other tables. The drawers and cupboards of the unit kitchens had been poorly planned so the teacher was waiting till all the needed improvements had been exposed before consenting to have
the rest of the room made over.

The laboratory was used considerably for preparing meals or refreshments for meetings of school groups and the faculty. The service was always done in the clothing laboratory or classroom, as it was more frequently called.

The partition between the two rooms was fairly wide because it supported built-in wardrobes and storage cupboards on the clothing laboratory side. The sides of the connecting archway had bulletin boards fixed to the wall.

The clothing laboratory had four large work tables arranged as a hollow rectangle with a passage-way going diagonally from one corner to another. Chairs were arranged around the outside of the rectangle. Four of the seven machines were electric. Under the windows on one side of the room was a row of four cupboards with pigeonholes for students' sewing. The top of these cupboards made a very convenient and attractive display ledge. Further space for displays was provided by an alcove in one half of the dividing partition. Students are always interested in this type of activity and there is much for them to learn in displaying articles effectively and artistically.

On the whole the department was very convenient for the uses that were being made of it, but should there be an increase in the number of girls taking homemaking after the war, adjustments would be necessary to permit the use
of both rooms at once by two teachers. During the class-
work observed there was free movement between the rooms.

The Homemaking Courses. Three years of homemaking ed-
ucation were offered starting with the ninth grade. Only
the first year course was required, and the majority of
the girls scheduled it while in the ninth grade. However,
there were a few who did not and had to take it in the
tenth grade. The proportion of girls scheduling home eco-
nomics in the sophomore, junior and senior years was lower
than at the majority of other schools (see Table V). The
principal considered the smaller numbers were due to the
existence of new pre-induction courses to which the girls
were admitted.

As was the case in other schools, the units finally
included for the course of any grade depended on the stu-
dents' selection. In this department the teacher did not
even present a tentative program to start the pupils' dis-
cussion. It all developed from a listing on the blackboard
of all the things they wanted to learn. The program for 19-
43-44 included for Home Economics I, in the ninth grade,
units on The Girl and Her Home, Foods, Clothing, Enjoying
Small Children, and The Girl and Her Friends. Home Economics
II included Food Preservation, Nutrition and Food Prepara-
tion, Clothing and Child Guidance. Home Economics III for
juniors and seniors included units on The Livable Home, Ad-
vanced Clothing, Consumer Buying, Child Development, in-
cluding Play School, and Management for Family Living.

Comparison of these units and those in Appendix 2 shows many to coincide, so that, although the pupils start by listing all their desired learnings, they can usually be grouped under general headings common to the different grade levels in the different departments.

Lebanon Home Economics Department had never organized a play school but were planning to have one in the spring of 1944. Fifty dollars had been donated to them by a commercial firm for the purchase of equipment, so that was a good beginning.

Home projects were carried on to a certain extent. The pupils were only required to write their plan of work for a project because the teacher thought that too much writing lessened their interest in the work. Home visiting was difficult; many of the pupils lived a distance out of town. Although the department was reimbursed, the fact that the teacher did not have a car made it difficult for her to use travel funds. She used a bicycle for some visits. Frequently she was invited to spend a week-end at homes that were many miles out. On such occasions she would travel in the school bus. The extra two weeks at the beginning and end of the school year gave her more time, and she estimated that she visited the majority of her pupils' homes at least once a year. At the same time many projects were done at home and never seen by the teacher.
A further handicap to the development of the program was the lack of conference periods for pupils and teacher. There need to be times when they can get together for conferences on personal problems. The bulk of the discussion on home projects had to be handled during a class period.

This department was the only one from which the writer received a report on recent adult classes. The home economics teacher had conducted a unit of six lessons, on clothing construction, during November and December of 1943. They were a follow-up of classes that had been started by the itinerant teacher in 1942-43. The latter had offered units in foods and nutrition, and the classes had met in the foods laboratory one afternoon a week. The clothing classes met between eight and ten in the evening but usually found it hard to stop once they were started, and they seldom finished until after 11 P.M. The teacher considered the work too strenuous to follow a full day's work.

The Lebanon case study presented a picture of homemaking education for a high proportion of country girls and in that respect was a little different from many of the others. The picture was enriched by the study at Philomath. The principal at Lebanon said they had presented homemaking courses to seventh and eighth grade girls in years past but they had not been successful. He wondered if it might not be a good idea to make the courses required in the twelfth grade rather than the ninth. The senior girls were
more nearly ready to put their learning into practice. A high percentage of them get married shortly after leaving school.
OREGON CITY SCHOOL DISTRICT

Oregon city, a town in Clackamas county, is 13 miles south of Portland. At the time of the last census the town had a population of 6124, but it has increased considerably since the war because of the growth in industries there and in Portland.

The high schools are of the first class and are organized as a junior high with grades seven, eight and nine and a senior high with grades ten, eleven and twelve. The two schools are close together, and, although there is much linking of their programs, they have separate faculties.

During 1942-43, with a total enrollment of 815, the schools had 302 tuition pupils. There are many families residing on acreages in the county so the pupils come from homes scattered over a wide area. For the senior high school alone there were 250 pupils coming by bus for distances ranging from two to 20 miles.

There is only one homemaking department and it is situated in the senior high school. On that account only one day was scheduled for visiting the school, but another could have been spent with much profit. The general observations about the schools and their courses were limited, and the junior high school was not visited at all.

The senior high school had a total enrollment of 569 pupils with between 20 and 40 more girls than boys in each
grade. The staff consisted of eight men and 15 women.

A students' bulletin provided information about all the courses offered. Required subjects included English for four years, gymnasium and health for the first three, history and government for the juniors, and economic problems for the seniors. The inclusion of ninth grade scheduling in the senior bulletin was probably a measure to link the programs of the two schools in the pupils' minds.

In their guidance program there existed one thing the writer had been looking for throughout the whole study; though possibly it was done in other places too, this was the first mention of it. As in other schools some time during the spring term was devoted to planning school courses for the next year. All pupils from the final term of the eighth grade to the juniors were concerned with this. The interesting observation, pointed out by the principal, was that during forecasting home economics courses were subjected to much propaganda, with the result that, although they were elective, approximately 90 per cent of the ninth grade girls and 64 per cent of the tenth grade ones scheduled the classes.

So far as pupil records were concerned, the principal believed in collecting as little material as possible since the work needed two full-time counsellors, one for the girls and one for the boys. It was impossible to secure counsellors so the records were seldom used and the efforts were
scarcely justified. Vocational guidance was left to the class teachers. They could point out the possibilities in their own subjects.

The Home Economics Rooms. The home economics department was quite extensive and provided facilities for nearly all phases of homemaking education. All rooms were together on the upper floor of the school. There were two laboratories with an apartment in between and another class room across the passage for discussion and planning work. The apartment was more spacious than any other of its kind seen. It included a comfortably furnished bedroom with double bed and built-in clothes closet, a roomy, well-equipped bathroom, an attractive dining-living room with compact kitchenette and an entrance vestibule with clothes closet.

The foods laboratory was a large room with work tables, equipment and desks for 24 girls. The desks, which had tables and seats combined, were not as flexible as small tables and chairs would have been. They were grouped in the front of the laboratory. The work units were arranged in three rows with two units in each. Each work unit provided a large work table with cupboards and drawers on two sides, a double sink and large electric range for four girls so were similar to those in other departments. Folding tables were used in the dining room of the apartment for meal service.
The clothing laboratory, on the other side of the apartment, was somewhat cramped. The work tables were arranged in rows with no central aisle, and the machines were along two sides of the room under the windows. The other room, which was a regular classroom with desks, blackboard and teacher's desk, allowed for expansion of the department to cope with variations in the number of pupils taking home economics.

The cafeteria, which was in the basement, was a laboratory for one class. There were hired women responsible for the work, and one of the home economics teachers was responsible for the management. She taught an elective class in cafeteria management.

The Homemaking Courses. Homemaking classes were offered to girls from the eighth grade up. They were required in the eighth grade, but the classes were for two periods a week only. As mentioned in the general description of the school, the principal estimated that about 90 per cent of the ninth grade girls scheduled the course. An exact percentage cannot be given since figures for the enrollment in the junior high grades were not obtained. The percentage of girls taking the tenth, eleventh and twelfth grade courses were 64, 15.5 and three respectively. Observations were not sufficiently detailed to provide data for a sound explanation for the lack of interest among juniors and seniors.
Elementary Homemaking for the eighth grade was an introduction to basic skills. None of the units were named the same as those under Elementary Homemaking in Appendix 2 but they included many of the same learnings. The names used were Introduction to Foods and Nutrition, Helping Mother at Home, Clothing and Care of Children.

Homemaking I and II for the ninth grade were a combination of the units common to Homemaking One and Two in Appendix 2. The work included Clothing Construction, Nutrition and Food Preparation, Child Care and Etiquette. To enlarge on work covered by some girls in the eighth grade, many variations of a standard recipe or principle were introduced.

Homemaking III and IV covered the same general field of subject matter as Homemaking I and II with Family Relationships instead of Etiquette. The students, under teacher guidance, planned the content of the course and generally followed up the units which were featured during their previous year.

Homemaking V and VI were the same as Advanced Homemaking in Appendix 2, except that short units on make-over garments and nutrition were also included.

Cafeteria Management was open for all girls who had had two years of homemaking courses. Besides large quantity food preparation and service the students studied public relationships, menu planning, food buying, budgeting, book-
keeping, health, and sanitation as they applied to cafeteria management. At the time of this study there were two periods during which one of the teachers had to supervise activities in the cafeteria and she had groups of four students in each period.

There were three homemaking teachers in the department; two were listed on the senior high faculty and one in the junior. One of the two on the senior staff was recognized as the supervisor. All three teachers had the first period in the morning free for conferences, and the supervisor had the last period in the afternoon free too. The teacher listed on the junior faculty had five sections of ninth grade homemaking so that meant one preparation per day unless the groups were staggered with their work to make her daily program more interesting. If such was the case, it only concerned daily lessons because the whole class was working on the same unit. The supervisor had four sections of tenth grade homemaking all on a clothing construction unit at the time of the visit.

The third teacher had three preparations per day because she had two sections of eighth grade homemaking, two cafeteria groups and one class of junior and senior homemaking. Although her daily schedule appeared to entail more preparation than the other teachers had, her weekly schedule was lighter. She only had two eighth grade preparations per week because those girls only had two per-
periods of homemaking. Two sections came to class on Tues-
days and Thursdays, and two other sections came on Wednes-
days and Fridays. The periods were free for conferences,
preparation or cafeteria report on Mondays. The cafeteria
groups were small, and their work synchronized with the
general cafeteria activities so the teacher planned for both
at the same time.

The cafeteria manager was also responsible for the
serving of other large quantity meals to students, faculty
or visitors. The home economics teachers were often called
on to assist with school functions, and the supervisor of
the department estimated that they devoted about 200 hours
per year to this work.

All classes were provided opportunity for experience
with young children through the organizing of a play school
during the spring. The visual aid room was utilized for
the purpose. The ninth grade girls cared for the equip-
ment, the tenth grade discussed child development and ob-
served the children's activities, and the juniors and se-
niors were responsible for the organizing of the play school
and the care of the children. The children coming to the
play school were from homes contacted by the home economics
pupils.

So far as home practice and home projects were con-
cerned, there was more scope for the former during war
years. Girls had to help more in their homes because fre-
quently their mothers were working in essential industries. It was easy for them to parallel school work with home practice or home activities with school study. Teachers' home visits had been reduced in number because parents were away from their homes more.

Many of the outstanding conditions governing homemaking education in Oregon City schools have been outlined in this description, but one interesting observation has been omitted: that was the enthusiasm of the principal and superintendent for the courses. They consider there was no other course in high school education that was of so much service to the community. The principal estimated they would lose 15 per cent of the girls if the courses were not provided. They were planning to offer classes to boys during 1944-45. Much praise was given the teachers for their earnest endeavours to coordinate the learnings in their department with those in other departments in the school, and for their readiness to cooperate in school activities.
PHILOMATH SCHOOL DISTRICT

Philomath, with a population nearing 900, was the smallest town included in this study. It is about six miles northwest of Corvallis and is the center of a timber milling district.

The Philomath High School is a small, two-storied, brick building about 33 years old. It is a four-year high school of the second class and had an enrollment of 112 for the 1943-44 school year. All but the ninth grade had more girls than boys.

Two school buses conveyed 38 of the pupils for distances ranging from two to 17 miles. This is of special significance when considering the home project work done in connection with the homemaking courses.

Besides the principal there were five women on the staff. One was a full time home economics teacher.

Although the school was a smaller building and the enrollment was less than at any other school visited, the equipment and educational facilities were not correspondingly reduced. There was a very good library with approximately 1700 books. The program of studies was enriched by offering some electives one year and different ones the next, then alternating.

The students were usually required to take four subjects, one study hall and one physical education period per day. Their schedules were the same for the whole year. En-
English was offered for four years and required for three. Physical education was required for three years. Home economics was offered for four years but required for the freshmen only. Other required subjects distributed through the four grades were orientation, mathematics, biology, U. S. History and sociology.

All grades were given an intelligence test once in two years, but no other standardized tests were administered. The general records on each pupil were limited, and the principal did not consider there was a need for guidance with regard to school courses or vocations. No electives were offered till the sophomore year, and by that time the pupils knew what the courses were about and which they wanted to take. On leaving school the girls usually go into homemaking and the boys into timber milling or agriculture. During wartime many of the boys were ready to go into the army on leaving school. Although the school and township are close to Oregon State College, very few of the pupils went on to college.

The principal and the home economics teacher both stressed the need for some community activities for the students. After school was closed in the afternoon, there was nothing for them to do and no place where they could meet for playing activities.

The Home Economics Rooms. The home economics department was the freshest and most attractive part of the school.
It consisted of two adjacent rooms on the main floor and occupied about a quarter of the school building. The rooms had a long wall in common and were connected by a double glass door. Both had separate entrances from the main hall of the school.

The foods laboratory had accommodation for 18 pupils, but the work units were not as compact as in some departments. The sinks and ranges were not connected with the work tables. However, they were placed so that more than one group could use them conveniently. There were two medium-sized new electric stoves and one enamel-finished wood stove. The laboratory part of the foods department occupied about two thirds of the room. The other third was furnished with dining tables and chairs, bookcase and sideboard. There was also a smaller dining table with four chairs in the center of the room. These dining units were further marked off from the rest of the room with linoleum squares on the floor.

Opening off one end of the foods laboratory was a small room, probably meant for storage. The teacher and students were gradually equipping it as a home nursing unit. They had a bed and small chest of drawers and were busy painting and making furnishings.

The clothing laboratory was about the same size as the foods laboratory. Approximately one third of this room was furnished as a living room unit with davenport, arm chair,
two small tables, piano, bookcase and linoleum square on the floor. In the rest of the room there were four work tables and chairs and five machines besides the teacher's desk, bookcases and file. The tables were usually arranged in a U-shape with the chairs around the outer edge. With this arrangement they were convenient for cutting-out work or for discussions.

The small room opening off the lounge end of the clothing laboratory was used for a fitting and storage room. It was equipped with a cupboard for illustrative material, a rod for hanging clothes and a long mirror.

Any visitor could not help but be impressed with the attractiveness of the whole department and its ideal facilities for a smaller country school. The pupils would find many ideas in the furniture and arrangements they could carry over at home.

The Homemaking Courses. As stated in the general description, homemaking was offered for the four grades of girls, and since the school was small, there was not more than one section from any grade. It is interesting to note that the percentages of girls taking home economics at each grade level in this school were probably second only to those in Jane Addams. Definite percentages were not obtained for each grade at Jane Addams, but the principal estimated that 90 per cent of all the girls there took homemaking. At Philomath 100 per cent of the ninth grade girls,
94 per cent of the tenth grade, 57 per cent of the eleventh and 72 per cent of the twelfth grade girls were taking homemaking courses. A further observation was that 52 per cent of the seniors had taken homemaking through all their years at high school. Although the program of studies in this smaller school did not present many other courses that were in competition with homemaking, in the writer's estimation much of the credit for the high percentages is due to the teacher's provision of work that was so satisfying to the girls.

The six periods of the teacher's daily schedule were taken up with one section each of the four homemaking courses and two conference periods for student teachers.

The description of student teaching in Albany Senior High School is adequate for the work at Philomath. The home economics teacher at Philomath lived in Corvallis and furnished transportation for the student teachers. To cope with this she had to come to Corvallis for lunch every day in order to bring the morning student teacher back and take out a different one for the afternoon.

The units to be included in each course were largely decided by each class at their first meeting. The teacher presented a tentative outline, and they changed the items or time schedule to suit the needs of the majority.

Homemaking I for the ninth grade girls included the units in Elementary Homemaking and Homemaking One (see Ap-
They were not always named the same but covered approximately the same work. One unit included and not listed in these sections was Personality Development.

Homemaking II for the tenth grade was the same as Homemaking Two in the Appendix with units also on Moving from one Place to Another and on Textiles.

Homemaking III was the same as Advanced Homemaking plus a special unit on Social and Personal Relations.

Homemaking IV was almost entirely special units. Costume Design, Patternmaking, Tailoring, Nutrition and Gardening, with food preservation in mind, Budgets, Questions on Marriage, Home Mechanics, Entertaining and Etiquette and Money Management were included. The Home Mechanics course was scheduled for five weeks and was to provide an opportunity for the senior boys to take a homemaking course.

The school lunch program, while not under the direct supervision of the home economics teacher, required her assistance. A salad and a hot dish, which was sometimes a hot beverage, is supplied to supplement the pupils' lunches. They know the menus ahead and bring sandwiches to suit. Each pupil pays ten cents a day for the salad and hot dish together. They are prepared in the foods laboratory, and the students eat their lunches at the work tables in the clothing laboratory. Two students spend the last period of the morning preparing the food. The pupils all take turns at the preparation. The home economics teacher
checks their menus, collects the supplies from town and keeps the accounts. The supplementary lunch is provided from November through March.

During the latter part of the spring term the junior home economics girls organize a play school, while the freshmen and sophomores observe the children. The play school included about eight children, and whether they came in the morning or the afternoon depended on the scheduling of the junior class.

As in other schools no adult classes were organized because the parents seemed too busy. However, the teacher, student teacher or senior pupils who were available at the time did not fail to use the opportunity for interesting or helping those parents who brought children to the play school. Frequently the parents waited to take the children home.

One of the most strongly emphasized features of the program for homemaking education in this department was the home project. In this probably lay one of the secrets of the teacher's success. She visited the homes of every one of her pupils at least twice a year and sometimes more frequently. Of the 38 pupils coming to school by bus, 21 were girls so home visiting was not always an easy task. Fortunately the teacher had a car and travelling expenses were refunded. The student teacher frequently accompanied her. Visits were made after school or on Saturdays. The
teacher, being in a reimbursed department, had the extra two weeks in the spring and fall during which to make more visits.

The pupils usually arranged a visiting time that was suitable to their parents and would be helpful for a project. Any reader at all familiar with homemaking education will readily appreciate the tremendous value of such a comprehensive home visiting program. It afforded opportunity not only for the teacher to better understand her pupils but also for her to make friends with the parents, to give them helpful suggestions on home problems if necessary and to enlist their cooperation in their daughters' education. Of great value also was the friendly atmosphere that usually developed between the teacher and pupils.
PORTLAND SCHOOL DISTRICT

Portland is the largest city of the State of Oregon and had a population of over 305,000 in 1940. Since the war the population has increased many thousands on account of increased industrial activity, especially shipbuilding. Portland is in Multnomah County in almost the northwest corner of the state. This county has the smallest area, 424 square miles, and the largest population of any of the counties (see Table IX).

There are 15 high schools in the Portland area, and all but two of them are four-year high schools. Of the 15 three are technical schools, two are special six-year schools, and the remainder are regular co-educational academic high schools. The schools selected for this study were one of the technical schools and the special six-year school for girls known respectively as The Girls' Polytechnic High School and Jane Addams High School.

Family Life Education is required of all girls in the seventh and eighth grades in Portland elementary schools. They meet twice a week, each meeting covering two periods of 80 minutes. This makes a total of 160 minutes of work for the week. The teachers found the 80 minute period a very good length for girls of that age. All units outlined for the seventh, eighth and ninth grades could be grouped under those in Elementary Homemaking and Homemaking
One in the Appendix and include all the units in these two courses. The Director of Family Life Education and her teachers are working on a plan to reorganize the curricula. The girls were required to supply their own food materials for the food preparation lessons. This plan is not approved by the Director and teachers and they desire to furnish all supplies from school funds as soon as possible.

The aim of all the education program for the tenth, eleventh and twelfth grade pupils in Portland high schools was to have them realize responsibilities of citizenship in relation to expanding horizons. Family Life Education was part of the curriculum, and some emphasis was placed on the home in the community. Although the units were not named the same, they covered the same phases as those in Homemaking One and Two and Advanced Homemaking in the Appendix.

The writer had opportunity to pay short visits to the homemaking departments in Grant High School and Alameda Elementary School, but time did not permit a complete survey of these schools. Four days were spent visiting Jane Addams and the Girls' Polytechnic. The first visit to Jane Addams was made in November, 1943.

Jane Addams High School

Jane Addams was situated on the west side of Portland in a block adjacent to the Administration Building of the
Portland School Board. As mentioned before, it is a six-year high school for girls and has much to offer all pupils from the seventh through the twelfth grades. Since one of its chief functions is to provide helpful education to girls who are maladjusted, those wishing to start in the seventh or eighth grades must have permission from the Department of Research of the Portland School Board. All girls who have spent one year in the eighth grade may enter with or without fulfilling the requirements for the 8B Diploma.

For the school year 1943-44 the enrollment was 325 girls with between 50 and 60 in each of the six grades. The ages of the pupils ranged from 14 to 21 years, which is two or three years older than the age range in other schools.

Since the school was the only one of its kind for girls in Portland, the homes of the pupils were scattered over a wide area. Very few pupils were within walking distance.

As in other public schools of this country, the girls were not required to wear uniform dress.

At present, due to wartime regulation of traffic, the school opens at 8:15 A.M. and closes at 2:30 P.M. with the lunch hour starting at 11 A.M. The principal hopes to return to their old time schedule of 9 A.M. to 3:30 P.M. when the war is over.

The spirit of the school is a very real expression of
the working out of a philosophy of freedom. There is freedom for each girl to develop her own possibilities in her own way, also for her to be active in school affairs. There is freedom of the school from hampering requirements so that it may find new ways to help each girl towards self-understanding and self-realization.

Courses Other Than Homemaking in the School Program. The school does not aim at preparing people for college but is interested in giving each girl a very practical education that will help her to earn her own living and to meet satisfactorily those situations which sooner or later enter into the lives of all women.

In the lower division, that is, the seventh and eighth grades, remedial classes are given to assist girls who are having some difficulty in school. Remedial reading and remedial arithmetic are therefore included along with English, mathematics, general science, history, social studies and prevocation commercial classes. Every girl at Jane Addams takes some creative work in such fields as arts and crafts, group singing, orchestra, oral English or dramatics. In the craft classes girls may learn textile weaving, ceramics, wood carving, basketry, reedwork, metal work and a number of others.

No class in the school is compulsory for any girl unless in special cases where the subject matter or training is what the pupil needs. With pupils having wide va-
riations in intelligence and coming from so many different home and scholastic backgrounds, general programs of study can only be suggested for the lower division. Beyond that any number of other programs may be worked out for individual cases. To cope with this situation every teacher acts as advisor to a group of pupils. As far as possible they are pupils she has in her classes.

The Guidance Program. As mentioned in the general discussions, Jane Addams appeared to have the most comprehensive guidance program of any school visited. The principal spent much time and effort in making the records of each pupil as complete as possible. The report cards provided space for figures and statements with regard to personal and scholastic development to be added each term. Anecdotal records, reports on home visits or other items of interest about home background, medical reports and attendance records were all collected. Standardized testing and retesting was part of the program. The principal thought the retesting was worthwhile because some decided improvements even in IQ scores were often shown. Although the folders were in the principal's desk, any teacher was permitted to look through them at any time. The staff never lost any opportunities for becoming better acquainted with pupils.

The Home Economics Rooms. A very complete and realistic program for Family Life Education was offered. Besides the three-room clothing department, foods laboratory and
cafeteria in the main school building there were a Nursery School and a Practice House to serve as laboratories.

The foods laboratory was poorly arranged and equipped and not very attractive. The principal was planning to have it renovated as soon as convenient. It was adjacent to the cafeteria and widely separated from the clothing department.

The clothing department was made up of three rooms in a row open to one another by wide archways. The work was supervised by two teachers who had separate classes in the two end rooms. The center room had high long tables for cutting out garments. All concerned were not in agreement as to the convenience of the three-room arrangement. The middle one, not always being supervised, was a place where girls could loiter.

**The Homemaking Courses.** The principal estimated that 90 per cent of the girls took some homemaking courses. Those who did not schedule any had had classes at other schools.

It is difficult to give a concise description of the homemaking education program, but an outline of some of the pupils' weekly schedules will be helpful.

Pupils in the seventh or eighth grades may schedule two periods a day, that is, ten periods a week for homemaking. Four of these would be used for Clothing, three for Foods, two for art and one for physical education.

In the ninth grade 15 periods a week were available
and Social Relationships, Health, Orientation and Homemaking were included as well as the items mentioned for the lower division.

By the time a girl was in the tenth grade she could schedule ten or more periods but eight of them were usually spent in the Practice House and two in the Nursery School.

Schedules beyond the tenth grade vary widely. The girls could specialize in any phase where they showed particular ability and interest, and they tended to lose sight of grade designations. Beyond the eighth grade they could spend half their school time in homemaking education. Besides advanced work in the major areas mentioned many Victory Corps classes were offered. These are described more fully in the case study of the Girls' Polytechnic.

Practice House. The most valuable laboratories were the Practice House and Nursery School. The Practice House was a two-storied home next to the school. It provided a situation for an integrated program as described by Ivol Spafford:

The classroom situation is planned presumably to parallel more nearly the home situation. A variety of activities is going on at the same time. Some students may be cleaning the living room; others sewing . . . . One girl may be working with the department accounts; another acting as hostess for the day.
Such teaching calls for a department that has all the features of a home and the whole department in use all the time.¹

In the Jane Addams Practice House a class was usually divided into three groups. One group worked in the basement with laundry, special cleaning or study. There was a classroom in the basement. The second group on the first floor were able to cook, clean, sew or renovate and rearrange furniture. The others, on the top floor, would be cleaning or redecorating, that is, painting and papering rooms. Besides duties connected with the house the work included the laundry from the school laboratories and the service of many luncheons and dinners for outside groups. Since these were paid for, the house was practically self-supporting. At the time of the first visit the writer was a guest for lunch at the Practice House and was interested in the skill shown by the girls in meal preparation and service.

The Nursery School. The nursery school, in a home which had been adapted to suit requirements, was two blocks from Jane Addams. It was a large two-storied house with a spacious lot for accommodating outdoor playing equipment. The playrooms for the children were all on the first floor,

but the children went upstairs to rest. The dining room, also used as a playroom, opened directly off the kitchen and was on the sunniest corner of the ground floor. Altogether there were three playrooms, all easily connected with one another. This was an ideal arrangement for a nursery school where there are many students to help. It meant that children of different ages could be partly separated for play and students were not observing or caring for too large a group at one time.

The nursery school was open throughout the school day and provided invaluable experience for both children and pupils. There is no better method for training girls in the care and development of young children. All homemaking pupils could have experience there preceded by a discussion and study unit on Child Guidance. Their participation, graded to suit their ability and experience, included observation, supervision of child play and routines and the preparation and service of meals. The students dined at the little tables with the children during the noon hour. The children were frequently from families connected with the school.

Since it is important that pupils fully appreciate the significance of their observations and are of one mind in regard to child direction, classes in Nursery School Aide work paralleled their nursery school experience. These classes were held in one of the upstairs rooms of the
same building.

In concluding this description of Jane Addams High School, it might be observed that, although the school was intended to provide training for maladjusted and backward girls, it does this not only very effectively but also without attaching any stigma to the pupils. In fact the nature of the program is such as to attract many girls capable of work in the regular high schools of Portland.
The Girls' Polytechnic High School

The Girls' Polytechnic is a four-year high school for girls, and the enrollment for 1943-44 was 585. In addition to the regular basic courses required for high school graduation in the state of Oregon, special training is provided to help girls prepare themselves for earning their own living and becoming future homemakers. Any girl holding a regular eighth grade diploma may register at the school.

During the interview with the principal it was learned that the programs of the school were going through a stage of transition. When the principal came to the school in 1942, there were two main courses, Academic and Vocational. The Academic course provided the essentials for college entrance, and the Vocational was supposed to be giving training for different vocations. Actually, however, the latter was just a simpler academic course. Both groups of pupils were taking the same classes, and the vocational group were allowed to pass on a lower standard. The first step in changing the situation was to change the name of the courses to Regular and Special. The name Regular was adopted for the academic course in order to lessen any differences that might be inferred with regard to the pupils' academic abilities. The vocational courses are being called Special until they have developed sufficiently to
be called Vocational.

During this transition another policy was being incorporated. To prevent too early specialization, which might occur easily in a school of this nature, the freshmen and sophomore years were being devoted to required subjects. With pupil programs changing at the end of every semester, a large number of short courses could be required. The principal considered that all academic girls need some homemaking and all homemaking and vocational girls need English, arithmetic and citizenship. Two years of general required subjects gave the pupils time to become acquainted with the special courses offered by the school and to analyse their own interests and abilities with more certainty.

The guidance program was also undergoing development. The records of the pupils were very irregular in the kind and amount of information included. It was interesting to note that the new practices were being started with the juniors and seniors rather than with the freshmen. This enabled these girls to have the benefit of some standardized testing. A profile was being made of the results for each senior. The principal, aware of the urgent need for a thorough testing and guidance program in a vocational school, was in the midst of planning record cards that would include material of optimum value.

The Home Economics Rooms. This was about the most extensive homemaking department visited. To give an idea of
the size, some of the rooms might be described. There were three large foods laboratories with apartment kitchens at one end of each laboratory. The laboratories had accommodation for approximately 24 girls and were on the lower floor near the practice apartment and cafeteria. The practice apartment contained a comfortably furnished living room with dining alcove, a kitchen, and a small vestibule with cloak and linen closets. A large, well-equipped laundry was also on the lower floor. It contained concrete wash tubs, an electric washing machine and a drying unit. The floor of the laundry was finished with smooth concrete.

Nine rooms throughout the school were finished as clothing rooms, though not all were being used for this purpose. They had five or six machines, one spacious built-in wardrobe with glass doors, numerous drawers for pupils' equipment, an arrangement of full-length mirrors and six large tables in each room.

On the main floor was a stockroom with all kinds of supplies needed for school use. Pupils could purchase smaller quantities than they could at a regular store. This and the fact that the supplies were close to the classrooms were features greatly appreciated by the teachers especially in art and clothing. Students from the commercial classes shared the supervision of the stockroom for practical experience.

In two of the portables attached to the school a Gov-
ernment Nursery School was being conducted. The children were those of working mothers so usually had to be taken care of all day. The school provided an excellent situation for students at Girls' Polytechnic who wished to train as Nursery School Aides.

In another portable adult classes were organized by the Vocational Education Supervisors of the Portland Schools. The school girls could attend these if their schedules allowed time. An interesting feature of the portable was the power sewing machine that had thus been brought into the school.

The Homemaking Courses. Five basic homemaking courses were offered, the first four of which were required of each student. They included training in family relationships, social relationships, care of children, clothing construction and selection, nutrition and food preservation. Homemaking V, home furnishing, was required of the special students only, but others could elect it.

In addition to the basic courses four more semesters of clothing and two more of foods were described as electives in the student handbook. These advanced classes were all double period classes. Art courses including Costume Design and many crafts related to homemaking were also provided. Retailing, a new course in the school, provided not only for class study but for practical experience in local stores. It was meant to be the counterpart of Con-
sumer Education and train intelligent saleswomen.

A most valuable development as a response to wartime needs was the introduction of Victory Corps classes. Their aim was to equip girls to accept employment in different occupations. The ones included depended on the needs of Portland and the vicinity. It was from these courses that the principal hoped many valuable vocational courses would develop and remain part of the school program. The Victory Corps courses, pertaining to home economics and part of the school program for 1943-44, were Nursery School Aide, Production Sewing for the Red Cross, Managing the Home Front, Fountain and Waitress Training and Retailing.

The Teacher's Load. When discussing home economics teachers' schedules in general for the study, the Girls' Polytechnic teachers were not included because of some irregularities in their classes. Another table has been devised to show the degree, salary, and information about classes for these teachers.

Many of the statements made about the other teachers in the general description also apply here. The degrees were the most recent graduations, and in some cases other college certificates had been received before these. The salary is not in relation to the years of service or the degree but is allocated by the Portland School Board. The rest of the table is self-explanatory. It is interesting to note the great variation in the sizes of classes. The
TABLE VII

The Degree, Salary, Service and Daily Schedules of Home Economics Teachers in Girls' Polytechnic

<p>| Tea- | Degree | Annual | Yrs. | Pres. Ac | No. of | Home Ec. Cl | Other | Preps. |
| chers | and | Sal- | No. | ary | Pos. | Classes | per | preps. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Teachers</th>
<th>ary</th>
<th>Size</th>
<th>Per-</th>
<th>per</th>
<th>Day</th>
<th>Range</th>
<th>Ids</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BS 1910</td>
<td>$2700</td>
<td>38</td>
<td>0</td>
<td>3</td>
<td>7-29</td>
<td>2</td>
<td>Caf.</td>
<td>2*</td>
</tr>
<tr>
<td>2</td>
<td>AA 1912</td>
<td>2500</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>16-24</td>
<td>1</td>
<td>S.H.</td>
<td>4*</td>
</tr>
<tr>
<td>3</td>
<td>BS 1938</td>
<td>2600</td>
<td>23</td>
<td>3</td>
<td>3</td>
<td>16-63</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>BS 1926</td>
<td>2600</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>S.H.</td>
<td>2**</td>
</tr>
<tr>
<td>5</td>
<td>BS 1915</td>
<td>2600</td>
<td>211/2</td>
<td>0</td>
<td>3</td>
<td>15-20</td>
<td>1</td>
<td>S.H.</td>
<td>2**</td>
</tr>
<tr>
<td>6</td>
<td>-- ----</td>
<td>2600</td>
<td>30</td>
<td>0</td>
<td>3</td>
<td>20-26</td>
<td>1</td>
<td>S.H.</td>
<td>2**</td>
</tr>
<tr>
<td>7</td>
<td>BS 1929</td>
<td>2600</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>23-31</td>
<td>1</td>
<td>S.H.</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>BS 1924</td>
<td>2600</td>
<td>30</td>
<td>0</td>
<td>4</td>
<td>10-28</td>
<td>0</td>
<td>4**</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>BS 1919</td>
<td>2600</td>
<td>28</td>
<td>0</td>
<td>5</td>
<td>25-34</td>
<td>1</td>
<td>S.H.</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>-- ----</td>
<td>1800</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>20-25</td>
<td>2</td>
<td>Coun.</td>
<td>1</td>
</tr>
</tbody>
</table>

* One two-hour period included.

** Two two-hour periods included.

One numbering 63 was a drawing class. Nearly all the teachers had some periods without classes, and many of them had classes for double periods. The Girls' Polytechnic and Jane Addams were the only schools providing two or three hour periods in their weekly schedules. The girls covered the same amount of work at the Girls' Polytechnic as at other schools because, although they were able to take fewer classes if they scheduled a double period one, they changed classes each semester.

From observations the writer was impressed with the standard of work in the home economics and art fields at
Girls' Polytechnic and the comprehensive nature of the training provided for girls in many vocations. According to all accounts, the post war program promises some unusual opportunities for vocational education for girls.
Salem is the capital of the State of Oregon and is the second largest city in the state. The population was over 30,000 in 1940 and is probably many thousands more than that at present due to neighboring army camps and wartime activities. The town is part of Marion county, which has an area of 1173 square miles and is fairly thickly populated throughout.

There are three first class high schools in Salem. Leslie and Parrish are the junior high schools, with seventh, eighth, and ninth grade pupils, while the senior high has the tenth, eleventh, and twelfth grades. Home economics was part of the program of studies in all three schools and was a required subject for seventh and eighth grades. The departments were not reimbursed with federal funds.

It was customary for the principals to spend some time counselling the pupils in the grade just below the lowest grade in their own school. The junior principals visited the elementary schools and explained to the sixth grade pupils what junior high school was like. The senior principals would describe the senior high school program to the ninth grade students and if possible help them plan schedules for their work in the tenth, eleventh, and twelfth grades. There was a student bulletin provided in the senior school but not in the junior.
Parrish Junior High School

Parrish, with an enrollment of 911, was the largest junior high school visited. The building was approximately 22 years old and had 36 classrooms. Sixty of the pupils came to school by bus for distances ranging from two to fifteen miles.

The faculty consisted of six men and 28 women, three of whom were connected with the home economics department.

The records accumulated for each pupil were not very extensive. The pupils brought varying amounts of information from elementary school, but it was chiefly concerned with health and scholastic progress. A limited number of standardized tests were administered, and the principal did not attach too much importance to the results, especially to IQ scores.

The guidance of pupils with regard to school courses was reduced to a minimum by offering few electives and then only in the fields of art and music. The principal considered that girls and boys of this age were not experienced enough to make major decisions that might affect their life careers. He also pointed out that exploratory facilities which had been one of the main characteristics of junior high schools when they first started, had been greatly reduced. They were now serving more as links between elementary schools and senior high schools, and their programs were of an introductory nature to those existing in senior
high schools.

The subjects that made up the greater part of the work at Parrish were English, mathematics, industrial arts, homemaking, social studies, physical education, art and music of different kinds.

The Home Economics Rooms. The home economics laboratories were inadequate but plans were being made for new ones. There were two clothing laboratories, one classroom and a very large foods kitchen. The latter was arranged to facilitate cafeteria preparation and service and was better suited to that than to use as a school foods laboratory. The clothing laboratories were very small rooms.

The 358 girls in the homemaking classes for one period a day each were taken care of by two full time home economics teachers and one other who taught three homemaking classes and two English classes. The teachers have very full schedules with large classes, two or three preparations per day and no conference periods.

The Homemaking Courses. The course of study used in the department was one that had been developed for Salem schools from the Oregon State Course of Study. The units included for the seventh and eighth grades were Family Relationships, Food Preparation and Clothing Construction. For the ninth grades the units were similar to those listed under Homemaking One in Appendix 2. A cafeteria course was also offered to the ninth grade. With this class the
school differed from other schools, and it made an interesting study for the writer.

Since the foods laboratory and the cafeteria were one and the same thing, the number of foods laboratory classes was limited. Two measures were taken to overcome this difficulty. The first was to introduce one or two classes where the discussion and planning took place in the classroom and the practice was done at home. This was far from being a satisfactory arrangement, since homemaking education is concerned with operations as well as theory. So much of the learning is accomplished by doing that it requires careful, trained supervision. The second measure was to offer a cafeteria class. The help of the girls reduced the time required to prepare the school lunch, and the laboratory was free for more classes during the morning. At the same time the girls in the cafeteria class were getting the experience they wanted. It was a very popular class lasting only one period. The 27 girls in it required the supervision of the hired assistant as well as one of the homemaking teachers.

One is inclined to associate the idea of many routines and much repetition with cafeteria work and thus doubt its educational value. In some other schools visited a class on Cafeteria Management was reserved as an elective for advanced students. The Supervisor of Home Economics in Salem Public Schools stressed very emphatically that only
those pupils really wanting to do the work should be allowed into the class. She also pointed out though that with a rotating work schedule, which is part of a well organized school cafeteria, there is a wealth of education experience.

After observing the group of girls at work the writer was inclined to ask if, after all, this was not the best age for such a class. Ninth grade pupils enjoy purposeful activity and the skills were not too difficult. They learn to work quickly by standardizing operations, and much confidence is gained with successful accomplishment. Above all, the girls became aware of the value of cooperation.

The existing program of classes required the pupils to change to different teachers for each new unit because some rooms were equipped for clothing work only and others for foods. The teachers recognized the weakness of this arrangement and had decided to change next year so that the one teacher would have the same group of girls throughout the year. All units would then not have to be exactly twelve weeks long, and the teachers could better integrate the pupils' learning experiences.

The unit on Child Development for the ninth grade girls was chiefly discussion. They made a field trip to the nursery school during the unit. A film showing the activities and routines of young children had also been shown as illustrations for the discussions.
Home practice was more definitely part of the home-making education program than were home projects. Home practice was a necessary part of the so-called "dry" laboratory classes. The teachers considered that both they and the pupils were too busy to organize home projects. This is not any wonder since the teachers had six classes each a day and no conference periods. The classes nearly all had from 21 to 27 pupils in them. The same question could be asked here as was asked in the Eugene study—might it not be better to offer fewer homemaking courses and devote more time to conferences, planning home projects and making home visits?

The Senior High School

The Salem Senior High School was the largest and one of the newest buildings visited. The enrollment for 1943-44 was 1579 and the number of teachers on the staff 51—36 women and 15 men. The building was eight years old, and although it was just one story high, there were 70 classrooms.

As in all other cases the school was operated on a six-period day plus a short home room period in the morning. All students were required to take physical education for one period a day. The tenth and eleventh grade pupils normally took four subjects and had one study period each day. Twelfth grade pupils of average and above average a-
bility were urged to take five subjects. Besides English and physical education every year biology, American History and social problems were required in the tenth, eleventh and twelfth grades, respectively. The students' bulletin outlined various possible combinations of subjects that would emphasize particular fields.

The Home Economics Rooms. In keeping with the rest of the school the home economics department was new-looking and a little more elaborate than the majority of others visited. It contained two clothing laboratories and one spacious foods laboratory arranged in an L-shape with an apartment in the corner. The apartment kitchen was actually in one corner of the foods laboratory. The dining-living room of the apartment had no outside walls, so to overcome the lack of windows, mirrored imitation ones had been set in the wall dividing the apartment from the first clothing laboratory. A bathroom was partitioned off from one corner of the living room, and from one of its walls a double bed could be lowered into the room. The fireplace, bookshelves and large clothes closet completed the built-in equipment of the apartment. At the opposite end of the foods laboratory space had been provided for a few rows of desk chairs.

The clothing laboratories were large rooms, and the equipment was similar to that in other schools.

The Homemaking Courses. The question that was often uppermost in the writer's mind when visiting a senior high
school department was: How does the amount of homemaking offered and required in the junior high school affect the proportion of girls taking the courses in the senior high school? The question had real significance in the Salem departments because more homemaking was included and required in the program of the junior high school departments than in the seventh, eighth and ninth grades of any other district. By the time girls had graduated from Par- rish Junior they would have had two or more years with six periods a week of homemaking. If they elected the two courses offered in the ninth grade, they would have had twelve periods a week for their third year.

With this in mind it is interesting to refer to Table V. and compare the proportions taking homemaking in grades ten to twelve at Salem and the proportions taking the courses in the same grades at other schools. The proportion is smaller in the tenth grade at Salem, but there are larger increases in the eleventh and twelfth grades. It would seem that when so much homemaking is offered and required in the seventh and eighth grades, there is a tendency for the pupils not to schedule the classes in the ninth and tenth but to elect them in the eleventh and twelfth. However, this study did not include enough cases to make too definite a statement on this point, and there are many other factors that may influence the proportion taking homemaking in the upper grades.
The courses offered by the home economics department in Salem Senior High School included two years of clothing and one year of foods, a home economics survey course for those who had had no seventh, eighth or ninth grade courses, and a home administration course open to seniors only. The clothing and foods courses were specialized ones following up the fundamental units included in the junior high school courses. By the time pupils were doing a second year of clothing, they were working with wool, silk and rayon in tailoring problems or garments for other people. At all times they were encouraged to do remodeling, especially in cutting down garments to fit smaller wearers, in combining two partly worn garments into one wearable piece or in re-modelling men's clothing into jackets and suits for themselves.

The home economics survey was popular for girls who had had a limited amount of homemaking education and were more interested in other high school courses. Some clothing construction, personal grooming, home nursing, home furnishing, food preparation and nutrition were included.

Home administration was open to senior girls only and had no pre-requisites. Attempts were made to touch on all phases of successful family life. One of its purposes was to develop an intelligent attitude toward household and personal buying. The personal, occupational and financial problems of the family and marriage problems were discussed.
Some time was spent studying child care and habit formation, particularly in relation to its effect on adolescent and adult behavior.

One original feature of the department was the inclusion of senior boys in the regular foods classes. Ten boys scheduled the classes and they had to fit into the regular foods courses. The teacher considered that more satisfactory units could have been organized for them if they had been in a class by themselves.

For experience with young children the girls in home administration visited the local nursery school. The Supervisor of Home Economics for Salem did not consider a play school to be an entirely satisfactory arrangement. Too much attention could be focused on the students' learning experiences at the expense of the best interests of the children.

Home practice was given more emphasis than home projects. The students were required to do a specified amount of home practice work for each homemaking course. Their mothers reported on the work, and sometimes the girls were able to bring the completed problems to school.
CHAPTER IV

SUMMARY AND CONCLUSIONS

This study of the home economics departments in high schools of Oregon was undertaken by a foreign student and teacher from New Zealand wishing to coordinate field trips with study at Oregon State College. It is chiefly a description of the content and activities of the departments. In developing this picture of present practices for homemaking education in the selected schools, it was hoped that the description would contain ideas that might be useful for homemaking education in New Zealand and that it might be of value to home economics teachers of Oregon who wished to compare their situation and methods with those in nearby schools. The school districts included for the study were selected because of their possible similarity in size to New Zealand school districts. Exact comparisons could not be made because of the limited data about New Zealand, but the nature of the study did not make these essential.

Letters were sent to supervisors, principals and home economics teachers in order to arrange the visits. These people were exceedingly cooperative in making the best use of the limited time available. Some of the administrators provided transportation and hospitality which greatly enriched the whole experience.
During each visit the writer endeavored to see something of the whole school and as many homemaking classes in session as possible, to examine some of the work done by the pupils, to meet all the home economics teachers in the school, and to interview one or more of the teachers and the principal. On the average, a day and a half were required for each school visit. A day was sometimes adequate when the teachers had some free periods or when they gave one or two hours out-of-school time for the interview.

The interviews with the teachers and principals were standardized in so far as the writer had prepared lists of questions to be answered and always presented a copy to the person being interviewed. The responses were recorded as they were given. Further data were received from forms which the teachers, principals and school secretaries filled in. Information on each item was then brought together and formed the basis for the general descriptions. Since practices varied considerably between schools, case study descriptions were included to bring out individual characteristics.

From the eight school districts chosen: Albany, Corvallis, Eugene, Lebanon, Oregon City, Philomath, Portland and Salem, 13 schools with homemaking departments were included for the study.

Little more than a description of the observations could be made because time did not permit properly justi-
fied evaluations, nor was the writer well enough acquainted with the philosophy and methods of American education.

For the schools visited, some indication of the variations in size may be gained from these comparisons: the number of classrooms ranged from six to 70, the total enrollments from 112 to 1579, and the number of teachers on the faculties from six to 51. The schools usually had two or three floors and many had basement rooms. It was interesting to note that one of the exceptions was the newest school where all the classrooms were on one floor. One of the most arresting features of all the schools was their extensive libraries. The pupils were usually required to schedule a study hall or library period for each day.

Many questions were always asked about the guidance program, first, to detect any practices that may have influenced the proportion of girls taking home economics, and second, to see what records were kept for each pupil that would be of value to the homemaking teachers. In all but one of the schools providing elective home economics courses there was no tendency to emphasize one elective course more than others when students were making up new programs. Home economics was in equal competition with the other courses. In the school that was the one exception the principal admitted that homemaking courses for grades nine and ten were subjected to considerable propaganda during forecasting. It certainly increased the enrollments for the
classes. With regard to pupil records, the amount of data accumulated varied considerably, and in a few cases the home economics teachers had more information on some pupils in folders they had compiled. Frequently the principals were loath to accumulate extensive records because the work required much time and the data were used very little. They sometimes expressed surprise that the home economics teachers did not avail themselves of more of the information. The exception, Jane Addams, had comprehensive records and all teachers strove to make optimum use of them.

The home economics departments, made up of specially equipped classrooms, were usually in the main school building. In the majority of cases it was deemed preferable to have all the rooms together as one unit, but sometimes the foods laboratory was adjacent to the cafeteria and separated from the clothing laboratory. The foods laboratories, if anything, were more spacious than the clothing rooms. It was considered satisfactory if the work units contained two work tables with their double sets of drawers and cupboards, a double sink and one large stove to be shared by four girls. On this basis the foods laboratories had accommodation for 16, 20, or 24 girls, depending on the size of the schools. There was always an ample supply of small equipment for the preparation and service of food and the processes connected with preservation.

The clothing laboratories varied in size and attrac-
tiveness. Rarely were there fewer machines than one between three girls, and frequently there was one to every two girls in the average-sized classes. Large work tables and chairs, built-in wardrobes, full-length mirrors, bookcases, student lockers, blackboards, and bulletin boards made up the rest of the equipment in the clothing rooms. Foods and clothing laboratories in the same school usually accommodated the same maximum number of pupils.

One school had a practice house, three had apartments adjacent to the laboratories, and several of the others had sections of the foods or clothing classrooms equipped or furnished as family size units. Some of the rooms in the apartments were given little use and would have been better omitted. The baths and double beds were superfluities. The kitchenettes and dining rooms, on the other hand, were extensively used and enjoyed by pupils and faculties.

In the school districts studied, four to six years of homemaking education were frequently offered and the first two years were often required. Variations in the percentages of girls taking the elective courses were due to a number of factors. The newly introduced Victory Corps or pre-induction courses have attracted many girls. Home economics was credited as one of these courses, but in some cases the girls preferred newer fields. In the larger schools home economics is always in competition with a great variety of other courses, and the enrollments varied
with the quality of the work offered. Where the homemaking courses were challenging and satisfying to the girls and the personality and the ability of the teacher were admired by them, the enrollments were always higher.

Throughout the schools the periods were between 50 and 60 minutes long, and only the two Portland schools provided double or three hour periods for some of the home economics classes. In the other schools it was the practice for each pupil to make up a schedule for a day, then repeat it five times a week throughout a semester or a year. If the home economics classes had lasted for double periods, it would have reduced the number of classes a pupil could have taken in a day, and it would have reduced the number of girls the home economics department could have taught. Many teachers considered the hour periods too short, especially for laboratory classes, but under the conditions they were the most convenient length in which to fit the units of learning.

On the whole, more classes were named Homemaking I, II, III, IV, and so forth, rather than Clothing or Foods, indicating that many related units were included instead of devoting the full time to any one phase. When the classes were of a specialized nature, they were usually offered in the upper grades and had to be preceded by one or more of the homemaking courses.

The units included in homemaking courses were similar
to those listed in Appendix 2. Those for grades seven and eight corresponded with Elementary Homemaking, while the ninth and tenth grades would have some units from both Homemaking One and Homemaking Two. The eleventh grade work for the most part approximated Advanced Homemaking. Many specialized classes on marriage, house furnishing, cafeteria management, child care and tailoring were often provided for the eleventh and twelfth grades. Although many classes made up their own programs for the year from items of special interest to the class as a whole, the general pattern of units frequently worked out the same as the list in the Appendix. The girls' interests would seem to be governed more by their developmental age than by any external factors.

Of the classes observed, the seventh and eighth and frequently the ninth grades worked more industriously than the upper classes. There were often greatly reduced numbers in classes from the tenth and eleventh grades. Increases in the eleventh and twelfth grade enrollments depended on the nature of the work offered.

Teachers were required to use much discretion when deciding how many of the girls' outside activities should be coordinated with home economics courses. Such activities could be arranged in three groups: those associated with any program of student body activities, those resulting from wartime appeals to the schools, and those connec-
ted with the work pupils were doing after school hours or during the summer. Teachers had to be on guard to prevent student body activities from encroaching on too much class time, but they were willing to have their pupils accept a few responsibilities. Some club entertainments provided good experience for the girls when the work was properly planned and supervised. As a general rule Red Cross work was given little class time, since there is not much learning experience in doing the same thing over and over. It was outside activities that influenced homemaking courses to the greatest extent. The pupils' interests were focused on their out-of-school work, and there was a corresponding change in emphasis on different units in the school courses. The Victory Corps courses also developed in response to this need.

The teachers were able to do better work if their classes did not exceed 24 pupils and if they had at least one conference period a day. The majority of the teachers and administrators stated 20 as the ideal laboratory class. Teachers could become better acquainted with each girl and were thus able to suggest more satisfying problems for them to do. The greatest number of the teachers had three preparations per day. Three preparations should not be too many and with five classes per day should make the daily program more interesting. On the whole the principals placed considerable value on the work of the homemaking teachers
and were very appreciative of their cooperation in school activities.

The principals of junior high schools showed their esteem for home economics by making it a required course for one to three years. The senior principals were just as enthusiastic about the emphasis placed on the homemaking education and often expressed regret that more girls were not electing the courses.

Integration of home economics units was increased in several ways. In some schools a unit on The Girl in Her Home preceded each year's work and provided opportunity for an overview of the work to follow. Usually each year's work was built on what had been covered the year before. Where the same teachers took a group of girls for all their homemaking classes, there was likely to be more integration. Paralleling school courses with considerable home practice and home projects tied the units to every day life and to one another.

Correlation of home economics courses with other courses in the school was limited chiefly because the teachers did not have time to meet for planning. This was unfortunate because unnecessary duplication can be eliminated and desirable reinforcing can be provided when teachers plan their programs together.

The evaluation of pupils' progress was a continuous process. Grades were usually given for one feature or a-
another at least once a week. Attention might be focused on personal development, completion of a project, participation in class discussions, and so forth. Objective tests were more popular than essay-type examinations. Pretests were sometimes administered at the beginning of a unit to help the teacher decide where to start or as a teaching device to show the pupils what they ought to know. Standardized tests in any phase of homemaking education were not used in any school.

It was chiefly in the work of clothing construction that finished projects could be examined by the writer. On the whole, beginning classes worked with cottons and made a variety of attractive garments for school and home use. Ninth and tenth grade girls were permitted to handle rayon or wool if they had had a year of clothing construction. Tailoring and advanced clothing problems were frequently provided as elective courses for girls interested in taking a third year of clothing. The workmanship shown on some garments made by advanced pupils was equal to that done by college girls of average ability. Where the teacher was skillful in clothing construction and dress design and kept the standard of work at a satisfying level for the girls, the elective classes were usually very popular. Many times teachers in the senior high schools did not adequately appreciate their pupils' ability and had them going over techniques that had been covered in junior
high classes.

Home practice was always part of the homemaking education program but was encouraged and checked by teachers to varying degrees. Home projects were organized more thoroughly in reimbursed schools and were accompanied by more home visiting by the teachers. Home practice, home projects, and home visits were such essential and helpful features of the programs in some of the schools that it ill behooves any teacher to leave them out. It would be wise to give the girls shorter school courses in homemaking just to make time for the planning and supervision of related home work.

Some phase of child development and experience with young children was generally considered desirable for grades nine to eleven. Play schools had been successfully organized in the majority of senior high schools and had provided valuable learning experiences for the girls. Opportunities for nursery school experience had increased with the establishment of wartime nursery schools. However, except for Portland, the experience was limited to field trips or regular periods of observation for a short time. Jane Addams and the Girls' Polytechnic provided elective courses in nursery school work for which the pupils scheduled two or three periods a day. They not only made thorough studies of child development but worked, played and had lunch with the children and had experience in preparing
the food. The study of child development is one of the newer phases of homemaking education and is now considered very important.

Ten out of the 13 schools had cafeterias, and nine of these were supervised to varying degrees by the homemaking teachers. The principals were divided in their opinion as to the advisability of teacher supervision. Harmonious work called for a teacher with the right personality. As the use of federal funds for the school lunch program requires careful checking of accounts and the making of extensive records and reports, the work frequently encroached on too much of the teacher's time. In all the nine schools where there was supervision the home economics teacher or class at least checked the menus, but in none of them was there any scheme for nutrition education. Much has been written on the possibilities and methods for training or encouraging good nutrition habits among children. It was therefore interesting to observe the limited use so far being made of the cafeterias as a field for education.

Besides the books in the school libraries the home economics departments usually had a large collection in their own laboratories. Some were text books and between 20 and 30 copies of each were available. Many periodicals contained important reference material, and old numbers of some were good sources of illustrations for bulletin boards and student notebooks. In addition to these, the depart-
ments received unlimited supplies of pamphlets from commercial companies. These were made available to pupils when they applied to class work but their contents needed to be discussed and evaluated.

Homemaking courses for boys were not only commended by the teachers and principals but were spoken of as one of the needs of the curriculum. While they were not very extensive at present, school administrators predicted they would become a permanent part of the post war school programs. The boys need to be alone for laboratory classes, but for some discussions, especially in family relationships, it would be helpful to have the boys and girls together if the teacher has sufficient experience and the right personality for handling the situation.

The wartime need for food conservation has stimulated interest in nutrition and food preservation. Adult classes are therefore centering their attention on these. Home economics teachers are able to assist with the classes accompanying canning projects, as some of the work is done in the summer. There are differing opinions as to whether home economics teachers should be asked to add the responsibility of adult classes to an otherwise full schedule.

Apparentely budgeting of school finance, including that for home economics departments, was left almost entirely to the school boards, as neither principals nor teachers were always aware of the amounts available. The home economics
allowances were never on a pupil basis. The teachers either had money on hand to pay cash for supplies or had the accounts sent to the boards. Larger items were requisitioned. The total allowance had to cover weekly expenses such as perishable foods and laundry, repairs, illustrative material and new equipment. Books were usually supplied from the text book fund at the schools. While teachers did not consider they were unduly restricted, it would appear they were missing good budgeting problems by not paying more attention to the expenditure of the departments.

In concluding this summary, it would be fitting to draw attention to what was proved again to be the most important factor in successful homemaking education—the teacher. Size and arrangement of departments, amount and quality of equipment, number and date of publication of text books all make a difference, but together they can not make or mar the quality of a course as a teacher can. All through the study it was evident that the enrollment in the classes and the enthusiasm shown by the girls for the work were in proportion to the ability and ideals of the teacher. Teachers need to be well-read and skillful in as many phases of homemaking as possible and should keep up to date in their methods; they need to be open-minded in order to evaluate new ideas and learn from their pupils; they need to have optimum health so that they are not easily fatigued
and their minds are alert to cope with the many problems that arise in a class; personally they should demonstrate good habits and ideals if these are what they hope to develop in their pupils. Above all they need to understand and be sympathetic with student problems and the point of view of students. Much also depends on what a teacher expects from her pupils. If she credits them with average intelligence and sets standards in accordance rather than aiming too high or being satisfied with too low, the pupils are more likely to develop to their own capacity and gain some satisfaction and confidence in their accomplishments.

The study has provided an experience of infinite value to the writer, and it is hoped that the description will be of some value to the readers. Once teachers finish their training and start working in their profession, it is seldom possible for them to have the privilege of observing other teachers at work. Yet everyone likes to know how his work compares with what others are doing. The study might have been more valuable to Oregon teachers if an evaluation of different characteristics and practices had been included, but the writer believes this aim would have entirely changed the nature of the experience for her. While people like to compare themselves with others, they are not always at ease when a third party is making a critical comparison. The fact that the writer was just observing and learning as
much as possible made for a much appreciated informality, where an evaluating situation might have set some teachers on guard. In so far as the description has emphasized the beliefs and methods of the majority it has partly made an evaluation. The interpretation will depend on the philosophy and experience of the reader.

New Zealand readers may have found many ideas they could adapt to their own situations. Probably one of the chief values of the description for them was the extent to which it shows that actual practices in homemaking education are following the theory and principles outlined by many authorities. If they are conversant with these ideas, they will have found that interest. One thing New Zealand teachers ought to notice is the value of experimentation followed by teacher conferences where all the ideas can be pooled. It seems to add spice to the teaching profession. Since home science is one of the newer subjects in the New Zealand schools and is not too rigidly governed by Education Board requirements or limited textbooks, there is plenty of scope for trial and selection. Teachers there are keen to receive bulletins, periodicals, and ideas from America, but it is not too vain to suggest that they might develop something teachers here would find useful. The universal sharing we hope to see in the life of the post war world is going to require everyone to give and take. So far as the New Zealand and American ways of life are con-
cerned, our little differences are not be compared with what we have in common.
APPENDICES

APPENDIX 1. QUESTIONS AND FORMS USED

Interview with the Principal

A. The System of Guidance

What provision is made for the following:

1. Surveying of pupils' homes and family backgrounds.
2. Measuring their I.Q.'s--Individual and group tests.
3. Measuring aptitudes and achievement--Individual and group tests.
4. Preventing too early specialization.
5. Educating pupils about vocations.
6. Counseling pupils about their personal programs.
7. Following up the pupils when they leave school.

B. Permanent and cumulative records may contain any of the following items:

   a. Survey of home and family background.
   b. Physical and medical status.
   c. Personal and social developments.
   d. Scholastic progress.
   e. Information from tests.
   f. Any other items (enumerate).

(Note which ones are recorded at the school.)

1. Who is responsible for the whole guidance program?
2. Who can examine the records?

C. What are the principal's opinions about the present conditions of home economics in the school with regard to the following:

1. Units included in the courses.
2. Size of the classes.
3. Number of pupils, boys and girls, taking home economics.

4. Number of teachers.

5. The qualifications of the teachers.

6. The teachers' division of the class work.

7. The location of the department.

8. The size and arrangement of the rooms.

9. The quality and quantity of equipment.

10. The payment of expenses and the department's share in the school budget.

11. The length of the periods and the time spent per week by each class in home economics.

12. The correlation of subject matter between home economics courses and other courses in the school.

13. The use of home projects.

14. The arrangement for adult or evening classes.

15. The department's share in school community activities.

Is the principal satisfied with the emphasis made on home economics in the school? If not, what emphasis would he like to see?

If possible, obtain a copy of the program of studies and be sure of answers to the following:

1. The courses offered in the school.
2. The subjects that are compulsory in each grade.
Questions to be answered by the school secretary:

School Population—enrollment this year:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelfth Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td></td>
<td></td>
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<tr>
<td>Tenth Grade</td>
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<td></td>
</tr>
<tr>
<td>Ninth Grade</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Eighth Grade</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Seventh Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate--full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate--part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupils coming to school by bus
- Number of Boys:  
- Girls:  
- Range of Distances travelled:

Teachers
- Number of full time teachers in the school:  
  M:  
  F:  
- Number of teachers in home economics:  
- Number of part time teachers:
  In home economics:  
  In other courses:  

School Hours

Give the times of:

1. Opening in the morning:  
2. Closing in the afternoon:  
3. Lunch hour:  
4. Length of periods:  
5. Recess:  
6. Evening classes:  
7. Adult classes

Are there any limits to the size of a class in any course? If so, briefly describe the situation. Write on the back of this paper if necessary.
School Secretary

Make brief answers to the following:

1. What is the age of the school building?
2. What is the total number of classrooms?
3. How adequately is the school supplied with classrooms? Is the present number sufficient or could extra ones be used? If so, give reasons.

4. What private accommodation is there for teachers in the way of cloak rooms, lounge and places for them to keep books and personal belongings?

5. What arrangements are made for accommodating coats, hats and books or other belongings of the boys and girls?

6. Library arrangement
   a. Give the total number of books
   b. The number of periodicals coming in regularly
   c. Approximately how many new books are bought each year
   d. What is the arrangement for pupils using books at school:
      at home:
   e. What happens to old numbers of the periodicals?
Home Economic Interviews

Make brief notes on the following: (The notes should clearly indicate general practices and present conditions.)

1. The Program or Course of Study—if possible, obtain a copy.
2. What material is used in the preparation of the course of study?
   a. Use made of survey material.
   b. Use made of Oregon State Course of Study.
   c. Other criteria used.
3. To what extent is there integration within the home economics course?
4. To what extent is there correlation between the home economics course and other courses taught in the school?
5. What garments are made in clothing classes?
6. Is any use made of the Home Project Method? How is the work supervised and credited?
7. What outside activities of the various groups are related to class work or partly done in class time?
8. What opportunity is there for experience with young children?
9. The Cafeteria—How is it used? In what way do the home economics teachers and pupils help?
10. Adult or evening classes—What units are taught and for whom are the classes provided?
11. What use is made of free illustration material and pamphlets?
12. Reference Books—Check the numbers and age on the special list. Where are they kept? How are they used by the pupils?
13. Periodicals—Check the names on the book list sheet. Where are they stored? What use is made of the new ones? What use is made of the old ones?
14. How are the bulletin boards and exhibit cases used by the pupils and teachers?
15. The Budget—How is the money provided?
   a. Approximately how much is provided?
   b. On what basis?
   c. What is the money used for—perishable food, repairs, illustrative material, books, equipment, other things.
16. What is the procedure for measuring pupils' achievement?
17. The pupils' records—What do they contain? Where are they kept? Who can look at them? What use is made of them?

Has the teacher any post-war plans with regard to the
following: (Make brief notes.)

1. Survey of pupils' homes and family backgrounds.
2. Pre-testing pupils before they start the class work.
3. Program of studies for class.
4. Size of classes.
5. Inclusion of boys.
7. Size of classroom and arrangement of furniture.
8. Books—number and use.
10. Use of home projects.
11. Adult classes.
12. Integration within home economics classes.
13. Correlation between home economics courses and other courses in the school.
14. Greater opportunity for pupils in community activities.
15. Budget and payment of expenses.
16. Measuring pupils' achievement or aptitudes.
17. Keeping records.
18. Vocational guidance.
   a. At school.
   b. When the pupils leave for work.
Name of School: 
Name of teacher: 

Schedule of teacher's school day:

<table>
<thead>
<tr>
<th>Period</th>
<th>Hours</th>
<th>Name of Class</th>
<th>Grades</th>
<th>No. in</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Schedule of year's work for classes:

Basis for Opportunities Choice of for Pupils'

<table>
<thead>
<tr>
<th>Name of Class</th>
<th>Units to be Covered</th>
<th>Units</th>
<th>Choices</th>
</tr>
</thead>
</table>
Name of school____________________________________

Population of Home Economics classes--Enrollment 1943-44

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Age</th>
<th>Range</th>
<th>Bus Pupils</th>
<th>Longest Distance Traveled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelfth grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh grade</td>
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<tr>
<td>Tenth grade</td>
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<tr>
<td>Ninth grade</td>
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<tr>
<td>Eighth grade</td>
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<td></td>
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</tr>
<tr>
<td>Seventh grade</td>
<td></td>
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<tr>
<td>Earlier grades</td>
<td></td>
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<tr>
<td>Post graduate--</td>
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<tr>
<td>full time</td>
<td></td>
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<tr>
<td>Post graduate--</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>part time</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Equipment in the Home Economics Department
(Make notes on the following:)

1. The location of the Home Economics Department rooms.
2. When was the department last renovated?
3. Rooms

Types of No. in Other
Room Class For class work--state units Activities

4. What class activities are carried on in the Foods Laboratory--check below:
   discussion study cooking for cafe.
   demonstration meal planning others (list)
   food prep. meal service

5. What arrangements are provided for serving meals to:
   a. Members of the class
   b. Visitors
Name of School

Make notes on the number and description of the following:
(Description might include size, finish, use, age or arrangement).

<table>
<thead>
<tr>
<th>Equipment Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work tables in foods laboratory</td>
<td></td>
</tr>
<tr>
<td>2. Serving tables</td>
<td></td>
</tr>
<tr>
<td>3. Work tables for sewing</td>
<td></td>
</tr>
<tr>
<td>4. Drawers and cupboards in unit kitchens</td>
<td></td>
</tr>
<tr>
<td>5. Sinks in each</td>
<td></td>
</tr>
<tr>
<td>6. Sinks in other parts of the room</td>
<td></td>
</tr>
<tr>
<td>7. Gas or electric plates</td>
<td></td>
</tr>
<tr>
<td>8. Stoves (a) gas (b) wood (c) electricity</td>
<td></td>
</tr>
<tr>
<td>9. Exhibit cases</td>
<td></td>
</tr>
<tr>
<td>10. Bulletin boards</td>
<td></td>
</tr>
<tr>
<td>11. Shelves for books Shelves for magazines</td>
<td></td>
</tr>
<tr>
<td>12. General storage space for:</td>
<td></td>
</tr>
<tr>
<td>a. dishes</td>
<td></td>
</tr>
<tr>
<td>b. silver</td>
<td></td>
</tr>
<tr>
<td>c. glassware</td>
<td></td>
</tr>
<tr>
<td>d. utensils</td>
<td></td>
</tr>
<tr>
<td>e. cleaning equipment</td>
<td></td>
</tr>
<tr>
<td>f. food</td>
<td></td>
</tr>
<tr>
<td>g. linen</td>
<td></td>
</tr>
<tr>
<td>h. pupils' belongings</td>
<td></td>
</tr>
<tr>
<td>i. pamphlet material</td>
<td></td>
</tr>
<tr>
<td>j. illustrative material</td>
<td></td>
</tr>
<tr>
<td>k. first aid</td>
<td></td>
</tr>
<tr>
<td>l. play school equipment</td>
<td></td>
</tr>
<tr>
<td>m. housefurnishing material</td>
<td></td>
</tr>
<tr>
<td>n. other things list</td>
<td></td>
</tr>
<tr>
<td>13. Machines</td>
<td></td>
</tr>
<tr>
<td>a. treadle</td>
<td></td>
</tr>
<tr>
<td>b. electric</td>
<td></td>
</tr>
<tr>
<td>14. Wardrobes</td>
<td></td>
</tr>
<tr>
<td>15. Ironing boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16.</td>
<td>Irons</td>
</tr>
<tr>
<td>17.</td>
<td>Dining room furniture</td>
</tr>
<tr>
<td>18.</td>
<td>Living room furniture--list</td>
</tr>
<tr>
<td>19.</td>
<td>Filing cabinets</td>
</tr>
<tr>
<td>20.</td>
<td>Teachers' desks</td>
</tr>
<tr>
<td>21.</td>
<td>Other large pieces</td>
</tr>
</tbody>
</table>
Make a sketch plan of the home economics rooms indicating size of room and placing of the following equipment:

1. sinks
2. stoves
3. refrigerator
4. cooler
5. teacher's desk
6. work tables
7. food storage
8. utensils
9. illustrative material
10. books
11. linen
12. student's belongings
13. dining furniture
14. living room furniture
15. bedroom furniture
16. drying closet
17. machines
18. blackboard
19. exhibit cases and notice boards
20. other large pieces
APPENDIX 2. COURSES AND UNITS IN OREGON STATE COURSE OF STUDY FOR HOMEMAKING EDUCATION

Elementary Homemaking

1. The Girl and Her Home
2. Looking One's Best and Learning to Sew
3. Helping with Family Meals

Homemaking One

1. Personal Appearance and Clothing
2. Keeping Clothes in Good Condition
3. Enjoying Small Children
4. Foods and Health for the High School Girl
5. The Girl and Her Friends

Homemaking Two

1. Food Preservation
2. Clothing for the High School Girl
3. Child Guidance
4. Management for Family Living
5. Family Relationships
6. Satisfying Family Meals

Advanced Homemaking

1. Making the House Livable
2. Personal Money Management
3. Consumer Buying
4. Child Development
**APPENDIX 3. BOOKS AND PERIODICALS USED MOST EXTENSIVELY THROUGHOUT SCHOOLS STUDIED**

<table>
<thead>
<tr>
<th>Author</th>
<th>Name of Book</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Betty; and Briggs, Mitchell Pirie.</td>
<td>If You Please, 1942.</td>
<td>J.B. Lippincott Company.</td>
</tr>
<tr>
<td>Baxter, Laura; and Latzke, Alpha.</td>
<td>Modern Clothing, 1938.</td>
<td>J.B. Lippincott Company.</td>
</tr>
<tr>
<td>Baxter, Laura; Justin; Margaret M.; and Rust, Lucile Osborn.</td>
<td>Sharing Home Life, 1941.</td>
<td>J.B. Lippincott Company.</td>
</tr>
<tr>
<td>Denny, Grace G.</td>
<td>Fabrics and How to Know Them, 1942.</td>
<td>J.B. Lippincott Company.</td>
</tr>
</tbody>
</table>

Gorell, Faith Lanman; McKay, Hughina; and Zuill, Frances. Food and Family Living, 1942. J.B. Lippincott Company.

Graves, Mildred; and Ott, Marjorie M. Your Home and Family, 1935. Little, Brown and Company.

Green, Charlotte C. Your Home and You, 1942. Allyn and Bacon


Harris, Jessie W.; and Everyday Foods, Lacey, Elizabeth V. 1941. Houghton Mifflin Company.


Justin, Margaret; and Rust, Lucille M. Home and Family Living, 1941. J.B. Lippincott Company.


Trilling, Mable B.; Eberhart, E. Kingman; and Nicholas, Florence W. When you Buy, 1939. J.B. Lippincott Company.


Trilling, Mable B.; Williams, Florence; and Reeves, Grace G. Problems in Home Economics, 1939. J.B. Lippincott Company.

Periodicals

American Home, 3401 Franklin Ave., St. Louis, Missouri.
Better Homes and Gardens, Meredith Publishing Company, Des Moines, Iowa.
Consumers' Guide, Consumers' Council, Agricultural Adjustment Administration, Washington, D.C.
### TABLE VIII

List of Schools and Dates Visited

<table>
<thead>
<tr>
<th>Town</th>
<th>Name of School</th>
<th>Dates Visited in 1944</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>Central Junior High School</td>
<td>Feb. 17 and 24</td>
</tr>
<tr>
<td></td>
<td>Senior High School</td>
<td>Feb. 15 and 24</td>
</tr>
<tr>
<td>Corvallis</td>
<td>Junior High School</td>
<td>Feb. 8 and 10</td>
</tr>
<tr>
<td></td>
<td>Senior High School</td>
<td>Jan. 27 and Feb. 8</td>
</tr>
<tr>
<td>Eugene</td>
<td>Woodrow Wilson Junior High School</td>
<td>March 7</td>
</tr>
<tr>
<td></td>
<td>Senior High School</td>
<td>Mar. 9 and Apr. 11</td>
</tr>
<tr>
<td>Lebanon</td>
<td>High School</td>
<td>Feb. 3</td>
</tr>
<tr>
<td>Oregon City</td>
<td>High School</td>
<td>March 16</td>
</tr>
<tr>
<td>Philomath</td>
<td></td>
<td>Jan. 20</td>
</tr>
<tr>
<td>Portland</td>
<td>Girls' Polytechnic</td>
<td>Jan. 5 and 7</td>
</tr>
<tr>
<td></td>
<td>Jane Addams</td>
<td>Jan. 6</td>
</tr>
<tr>
<td>Salem</td>
<td>Parrish Junior High School</td>
<td>March 23</td>
</tr>
<tr>
<td></td>
<td>Senior High School</td>
<td>March 24</td>
</tr>
</tbody>
</table>

### TABLE IX

Population of Towns Visited with Population and Area of their Counties

<table>
<thead>
<tr>
<th>Towns</th>
<th>Counties</th>
<th>Pop.</th>
<th>Names</th>
<th>Area</th>
<th>Pop. per Sq. Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>Linn</td>
<td>5,5654</td>
<td>2,294</td>
<td>30,485</td>
<td>13</td>
</tr>
<tr>
<td>Corvallis</td>
<td>Benton</td>
<td>8,392</td>
<td>647</td>
<td>18,629</td>
<td>28</td>
</tr>
<tr>
<td>Eugene</td>
<td>Lane</td>
<td>20,838</td>
<td>4,594</td>
<td>69,096</td>
<td>15</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Linn</td>
<td>7,427</td>
<td>2,294</td>
<td>30,485</td>
<td>13</td>
</tr>
<tr>
<td>Oregon City</td>
<td>Clackamas</td>
<td>6,124</td>
<td>1,890</td>
<td>57,130</td>
<td>30</td>
</tr>
<tr>
<td>Philomath</td>
<td>Benton</td>
<td>856</td>
<td>647</td>
<td>18,629</td>
<td>28</td>
</tr>
<tr>
<td>Portland</td>
<td>Multnomah</td>
<td>305,394</td>
<td>424</td>
<td>355,099</td>
<td>837</td>
</tr>
<tr>
<td>Salem</td>
<td>Marion</td>
<td>30,908</td>
<td>1,173</td>
<td>75,246</td>
<td>64</td>
</tr>
</tbody>
</table>