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A STUDY OF THE EFFECTIVENESS OF THE THREE YEAR HOME MAKING PROGRAM
AT BROOKINGS HIGH SCHOOL AS EVIDENCED BY GRADUATES WHO
HAVE ESTABLISHED HOMES--WITH IMPLICATIONS
FOR CURRICULUM REVISION

By
Orthula Doescher

A thesis submitted
in partial fulfillment of the requirement for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts

August, 1958

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This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to the many persons who helped to make this study possible:

To her advisor, Dr. Lilyan K. Galbraith, for her patience, understanding, help and guidance throughout the study.

To Dr. Frances Hettler and other members of the home economics faculty for their interest, encouragement and suggestions.

To Mrs. Esther MacLean for her helpfulness, suggestions, and cooperation in carrying through the study.

To former students of Brookings High School who cooperated so well in returning the questionnaires.

To Mr. L. D. Horrigan for his patience and cooperation throughout the year.

To Mrs. Fred Finch, Egan homemaking teacher, and her former pupils for cooperating in making a pilot study.

To Mrs. George Gilbertson for her check on the authenticity of certain facts.

To all other persons who helped with suggestions throughout the study.

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INTRODUCTION

Facts About Brookings

Brookings, population approximately 10,000, is located in southeastern South Dakota. It is in a productive, progressive, prosperous agricultural area. Much emphasis is placed upon the production of registered stock and livestock feeding.

The town, according to the Chamber of Commerce (6) report, is the county seat of Brookings County and the trade center of 35,000 people. It is the home of South Dakota State College, the state's largest institution of higher learning. Fourteen churches minister to spiritual needs. There are a municipal hospital, two clinics, a public library, a radio station, and a bi-weekly newspaper. Many women's organizations and men's service clubs as well as Extension and 4-H clubs are ambitious in promoting social and cultural advantages. Main Avenue has six blocks of shops, restaurants, and service centers. An armory-auditorium is the location of many city and rural activities. Two parks, a municipal swimming pool and other recreational areas serve the community needs in that capacity.

Brookings is a thriving city with much expansion in the past few years in businesses, schools, and three new residential additions. It is made accessible by air, rail, bus and modern highways. The Chamber of Commerce (6) reports that "families have moved into the city simply because it is a spot where children can grow to adulthood in an ideal manner."

The Brookings school system has approximately 1570 pupils and 75 teachers. It is in the process of expanding in buildings, enrollment, and in number of teachers. It has an active, organized teachers association and

a Parent Teachers Association. Teachers are members of the South Dakota Education Association, the National Education Association and other professional organizations. The Brookings High School is accredited by the North Central Association. As a whole, the teachers are interested in all of the children's welfare as expressed in the philosophy of the Brookings City Schools (7):

"The school should guide the individual in the development of a personality capable of adjusting itself to the changing way of life in our American democracy and international conditions. Through this development the individual should be encouraged toward creativeness and should acquire certain basic skills, appreciations, attitudes and fundamental truths which will serve as a foundation for present and future needs in solving his everyday problems."

The Homemaking department of the Brookings City Schools progressed from the classroom where "domestic science" was taught to the modern department on the main floor of the high school building. Emphasis in the 1920's was placed on skills. It was very necessary to make perfect samples of perfect stitches. The girls were required to make a cookery outfit--a cover-all white apron with pockets, buttons and buttonholes, and a headband. Sewing perfection was more important than fit or appearance of the garment as was evidenced by a perfectly tailored blouse. Later, the pupils were allowed to make a dress on the treadle sewing machine. The foods unit included individual preparation of fractional recipes--girls worked best and assumed more independence when working alone! Single dishes were cooked on single gas burners over tables that were scrubbed to hospital-like cleanliness. The subject matter in this domestic science era was classified under three headings: food, clothing, shelter. Often classes ran double periods so it was possible to accomplish a great deal in the line of skills. Teach-

ing was organized around the subject with not too much thought of the pupils' needs. Pupil accomplishment was tested by the question and answer method, and promotion was based on the memorization of factual material. Workbooks aided pupils in acquiring facts about and in gaining further practice in the homemaking skills.

Homemaking has progressed a long way from those days in the Brookings system. The course is so designed through parent-pupil-teacher planning that it takes a prominent place with other course offerings in fulfilling all or parts of the objectives as set forth by the school (7). These objectives include:

1. To provide experiences which will make probable the realization of happiness
2. To provide opportunities to weigh values, to develop sound judgment, and to establish ideals for wholesome living
3. To provide further opportunities for the individual to develop desirable physical, moral, spiritual and mental health
4. To provide further opportunities for the development of the individual for intellectual interests, for esthetic interests and for the inquiring mind
5. To help the student to develop an appreciation of human relations--the home, the family, and the community
6. To help the student become a productive member of society
7. To recognize individual differences of students and seek to meet their needs
8. To prepare students to assume full responsibilities of American citizenship.

It is the aim of this vocational homemaking department to provide instruction, experience and guidance in certain aspects of home living.

The course in Homemaking I includes the following areas:

Basic family nutrition

Planning, preparing, and serving simple meals--emphasis on breakfast, luncheon and supper

Care, use, appreciation of equipment for the home

Selection, care and construction of clothing suitable to girls' needs and abilities

The girl in relation to self, family and friends.

Homemaking II includes these areas:

Planning and preparation of satisfying and nutritionally adequate meals for the family with emphasis on dinners (This includes buying of food, modern methods of food preservation, and the place of food in the social life of the family)

Responsibilities for care and appreciation of children with emphasis on baby sitting

Wholesome family living and a girl's responsibility in achievement of family cooperation and happiness

Textile study; selection, buying and care of clothing

Construction problems in clothing in keeping with girls' needs and abilities

Appreciation of acceptable social graces in the well-rounded personality.

Homemaking III includes:

Consideration of careers for women

The development, care and appreciation of children

Creation of satisfying homes for individuals and for families

Appreciation of wholesome family living

Responsibilities and satisfactions of adulthood and marriage

Home care of the sick

Management of time, money, and energy

Leisure time activities

Advanced foods

Advanced clothing--construction and buying problems.

The homemaking program is directly concerned with the individual.

The community shares this interest. Community and school work together for the physical, intellectual and social development of children and youth.

The Purpose of the Study

Homemaking education, like all other phases of education must be appraised, evaluated and revised at intervals in order that one may be reasonably sure that it is accomplishing what it purports to do. One purpose is to help girls to assume happily and successfully their inevitable roles as wives and mothers in the fast changing society.

The purpose of this study was to have graduates of Brookings High School, who have taken three years of Homemaking, evaluate the course offerings to determine the effectiveness of the program in the light of help and confidence given the girls in their roles as homemakers; to determine what should be included or deleted; to find where to place emphasis so that time can be used to best advantage and experiences can be more profitable; and to study needs and receive suggestions for adult education.

Limitations of the Study

The data collected for this study was concerned with one high school and the girls who had taken Homemaking I, II and III. The needs and interests of graduates who went on to college or who chose careers in business were not investigated.

Hypotheses Tested

The homemaking program as offered in Brookings High School provides girls with the help they need in their roles as homemakers.

The homemaking curriculum has played an important part in the general high school curriculum in achieving the objectives of the school.

The homemaking course has provided some help in developing skills, good attitudes and appreciations in many areas of homemaking as related to everyday living.

REVIEW OF LITERATURE

The educational field of Home Economics evolved from an interest in family life, and this interest has controlled its development at every stage.

Historical Preview

In 1899, the first of ten Lake Placid conferences in New York gave attention to the possible contributions of home management to home economics. Yearly conferences were held until 1908. At the 1908 meeting Mrs. Ellen H. Richards (13:25) said:

The present aim of the Lake Placid conference is to teach the American people, chiefly through the medium of the schools, the management of their homes on economic lines as to time and energy. Once the essentials of the home life are settled, they must be made a part of every child's education.

Mrs. Richards and the other pioneers helped form the pattern of home management as it is known today. Its aim was to get the best results with the least expenditure of time, strength and energy. Home management included housekeeping and furnishing the home, cooperative housekeeping, utilization of machinery in the home, and ethics of the home.

The first National Vocational Education Act--the Smith-Hughes Act of 1917--organized, promoted and administered vocational education in home economics. The purpose of the Act was to fit boys and girls for useful employment, but the training received prepared them for the responsibilities of homemaking as well.

In the earliest courses in home economics subject matter was analyzed and presented to pupils with little attention given to their interests or the use they might make of the information. As stated by Williamson and

Lyle (24:68), "The course mainly embodied skills and knowledge in sewing, cooking, housekeeping, and later in home nursing and care of children."

Changes in Homes

As the home changed from a producing to a consuming unit because of industrial progress, the manipulative skills which had evolved in homemaking decreased in value or changed in type.

The transfer of many traditional functions of the home, the center of family life, to other agencies was reported by Goodykoontz and Coon (11:14,15) as follows:

Food...is to be found increasingly in restaurants and cafeterias, and much of that which is consumed in the home...is prepared by canning factories, bakeries, ice cream factories.... The care of the sick and the maintenance of health are becoming institutionalized in hospitals, sanatoria and clinics,.... The care and nurture of the child are likewise moving outside of the home to clinic, nursery school, kindergarten, school,...and youth organization.... The making of clothes... is being industrialized, as is their cleaning and laundering. These transfers and losses of home functions mean that young people have even greater needs for affection, for security, for a place to come back to for a perspective on the...changes in their world,.... This creates a challenging responsibility for education in home and family life today.

McGinnis (17:9) reflects the present trend in teaching when she says,

A family is a group of interacting individuals related by bonds of love and affection, by ties of blood and tradition....A family centered program in home economics will relate all phases of subject matter to the entire life cycle of the family.

Family Life in a Democracy

Because democratic living is the ideal in the United States, all educational efforts should foster it. A quotation, from a report by the Commission on Education for Family Life (2:43), emphasized the place of the

family in a democracy:

Democracy not only begins in the home where individual personalities who can live cooperatively with others without threatening or destroying them must be developed, but democracy can flourish only as far as the family and the homes are dedicated to a continuous affirmation of the integrity of human personality and its conservation through warm, affectionate, cherishing child rearing. Upon the families of today is laid the major task of translating our aspirations toward a higher ethics into daily life and especially into the creation of the personalities of children.

To improve homemaking programs, Alexander (1) says that attention has been focused on basic social and economic changes taking place in society which affect family life. All modern homemaking teaching should foster satisfying relationships in families. There should be a concern for democratic values. Education for home and family living in a democratic society is of vital importance because it is in the family where those values most characteristic of democracy as a way of life are first learned. Schools, especially in homemaking, are a natural setting for the propagation of the democratic way of life. Alexander (1:578) states:

Homemaking experiences should help students to clarify and cherish such democratic values as:

Cooperative action for the good of all;

Participation of each member of the group according to his ability in planning, carrying out and evaluating group experience;

Concern of the group for the welfare of each member and of each member for the good of the group;

Profound respect for individuality and for differences in opinions, skills, abilities and appreciations.

The Homemaking Curriculum in General Education

Home economics has much to offer at each educational level--elementary, secondary and college. Curriculum improvement is a major obligation of every educator and of concerned lay people if schools are to achieve the

kind of education that will fit young people to enter adult society with self-fulfillment and satisfaction.

Stratemeyer (22:110, 121, 145, 511) supports this view when she states:

A curriculum that develops maximum effectiveness in meeting the problems of modern living makes use of the immediate situations learners face as a basis for developing competencies and understanding for future action...in this changing world, it is important to educate for change.... Learners and teachers working together on problems and interests of everyday living will help develop a meaningful curriculum...the curriculum resides, after all, in the actual experience of boys and girls; not in a course of study written for teachers...the curriculum must help each individual to become competent not only while he is in school but also when he leaves school...in his home and family relations, his work, and leisure time activities, his spiritual and civic-social life....Conferences with pupils, parents or both is a means of systematically collecting evidence for curriculum planning and evaluation.... Evaluation of the educational program...is a continuous process and one which must be based on evidence gathered as teachers and learners...parents, other laymen and administrators together consider the educational program.

The homemaking program is directly concerned with individuals and what can be done to help them become better equipped to live effectively in society today. In a report by the Federal Security Agency (7:50), the following statement appears:

The purpose of home economics education as provided by the vocational education acts is to prepare individuals for the responsibilities and activities involved in homemaking and in achieving family well-being. It is to provide instruction which will enable families to improve the quality of their family life through the more efficient development and utilization of human and material resources. Therefore,

Vocational programs need to provide for instruction in all of the following aspects of home living and homemaking.

1. Selection and purchase of goods and services for the home.
2. Maintenance of satisfactory personal and family relationships.
3. Selection, preparation, serving, conservation and storage of food for family.
4. Selection, care, renovation and construction of clothing.
5. Care and guidance of children.
6. Selection, use, and conservation of home equipment.
7. Selection and care of the house and of its furnishings.

8. Maintenance of health and home safety.
9. Home care of the sick and first aid.
10. Consumer responsibility and relationships.
11. Selection and provision of educational, recreational and occupational experiences for family members.
12. The interrelation of the family and the community.

Home economics has much to contribute to general education today.

Spafford (20) declares that the program is concerned with the individual and his needs within his home and his community. It applies materials from many areas to home life areas. It has kept pace with changes in home life--such changes as smaller families, more compact living conditions, the new position of women. All of this means that students need to grow in ability to solve problems and in responsible self-direction.

The objectives of Homemaking education are listed by Spafford (20:11):

1. Guiding the individual in determining the values most worth working for in immediate personal and home living....
2. Assisting the individual in achieving a wholesome personality and in working out satisfying personal and social relationships.
3. Helping the individual in discovering his needs, interests, and capacities as they relate to home life activities...
4. ...Assisting the individual in using individual and family resources for the attainment of the values set up as most worthwhile in life...
5. ...helping the individual in preparing for a vocation when a vocational interest has been found within the field.

More recently, Spafford (20) holds the view that today's world is constantly growing smaller. It is a battleground of two conflicting ideologies as to what makes up the good life. Democracy and communism are totally unlike in their beliefs concerning individual worth and human freedom. She says (21:411, 412, 413):

Our whole direction of development is to bring people closer together. This closeness demands greater rather than less respect for personality, accompanied by a concern for the common good.

Today's world is the result of great advances in science. The life span has been lengthened. Fewer hours are required to earn a living. people have more free time. The variety and number of labor and time-saving devices and equipment are legion. The pressure to buy... is hard to withstand.... The number of emotionally disturbed people of all ages; the number of broken homes, the number of immature adults are increasing. The effect of all these things on children, the waste in human resources, the unhappiness they cause, the cost in money are beyond our ability to calculate.

If we are to meet the challenges of today's world, certain courses of action are called for. The first is to rethink our values...understand the meaning of democracy...know and understand ourselves and others...face realistically our resources and how we may use them...weave together all of these things--our set of values, our understanding of and desire to follow the democratic way of life, our understanding of other people and the use of our resources--into a pattern of living satisfying to ourselves and others.

Teachers need to look critically at their teaching to see whether the goals they have set are being achieved. They need at the same time to help students look critically at their own learning and its meaning in their own everyday living.... Each of us can evaluate our own work--our objectives, our practices and our achievements.... To do this...calls for cooperative action...and work of the entire group ...teachers and all other interested persons.... Education for home living should become a major objective of the entire school.

Curriculum Planning

The home economics teacher needs the help of her administrator, other teachers, parents, community leaders, pupils and other persons in planning cooperatively for a well-rounded homemaking program. Causey (10) maintains that curriculum planners must be concerned with building better homes, more stable families and with gaining richer family living for all people. Planning helps one to see the contribution of homemaking to the educational goals of the school. It opens up new fields of service to school and community and provides opportunity to evaluate the needs of those groups to which the home-making program can be of service.

A curriculum should never be considered permanent. It should be changed to meet the needs of the learners. Former students can best evaluate their experience and suggest needed changes in the curriculum.

Lyle (16:9) says:

Curriculum building is a continuous process, and many kinds of facts and value judgments are needed in this process. Facts about the lives the alumnae have lead after graduation are useful in deciding the probable experiences of today's students. Although our society is in flux and the responsibilities and roles of women in the home, in the community...are rapidly changing, life experiences of the alumnae furnish some clues to the needs of students.

The important emphasis in home economics today should be to make the curriculum more family centered and broad enough to include all phases of homemaking, Scully (19) maintains. It needs to be adjusted to meet continual changes in home and community life. In order to accomplish this, the program needs planning and evaluating with others in the school and community. Provision should be made for some education for home and family living for all family members with consideration for individual differences.

Johnson (12) believes that a broader program would attract more people. Learning experiences that would help prepare young people to assume increased responsibility in their homes should be included in the program. New and current experiences should be taught and carried out to maintain interest.

If educators are to improve homemaking programs, Alexander (1) believes that they need to be aware of the basic social and economic changes in society which affect family life. Consideration should be given to the type of homemaking program provided for boys and girls in order that it help them to contribute to better home and family living. Because of this the program has been broadened and teaching is focused on values, practices and problems of families in the community.

Teachers need to know about the customs, traditions and habits of the pupils' families. The size of families, living conditions, number of working mothers, and the number of elder persons in the household are all indications of problems to be considered.

Further considerations for the development of the homemaking programs may be found in the everyday life of graduates. Alexander (1:578) states:

Studies of graduates are made to find answers to questions such as "What did you gain from your experiences in homemaking in high school?" "What experiences didn't you get that you believe would have helped you as a homemaker?" The results of such surveys help homemaking teachers set up teaching goals and plan learning experiences.

Trends in Homemaking Education Today

The following are considered trends in homemaking education by Leahy (14:269, 270):

1. There is a definite tendency to extend and expand homemaking education vertically in the school program, beginning with kindergarten and extending it to grade 12 or 14.
2. The work in 7th, 8th, 9th and 10th grades in homemaking is being expanded toward a comprehensive program to include all phases of homemaking with emphasis on personal and social development.
3. Experimentation is being carried on in homemaking programs to find out what constitutes a good program and how it can be developed.
4. Home economics encompasses several subject matter areas.
5. There is evidence of more cooperative planning among pupils, teachers, and parents in an effort to gain a more functional program in terms of pupil needs.
6. More emphasis is given to evaluation, especially self-evaluation.
7. More instruction is given to boys.
8. Awareness that education is a continuous process, enrolls greater numbers of adults and out-of-school youth in classes.

9. Homemaking departments are changing in style and arrangement of equipment.

10. More women are becoming both homemakers and wage earners.

There is indication that the homemaking program is becoming more family centered. McGinnis (17:12) says:

A family centered program in home economics is one related to the realities of family living, including all the stages through which the family goes. It considers backgrounds and traditions of persons and families, it includes men as equal partners in homemaking and child rearing. Each aspect of family life and homemaking is taught in relation to cost in terms of personal or family goals in money, time, energy and fatigue.

Alexander (1:577) wrote:

There is more and more, a belief that homemaking is a 'family affair', and that boys as well as girls and men as well as women should be educated for home and family living.... Home and family life offerings in education programs for adults are increasing in number, and many include classes which will interest men as well as women....

"Home and Family Living" "Living for Young Adults" or "Homemaking" are names used for the high school course. Anthony (4) states that these titles for the course indicate that boys, as well as girls are enrolled. Homemaking classes that include boys are increasing in number. They are a part of the future family so boys and girls both need education to find satisfaction and value in cooperative, democratic family living. She says that since the mode of living is changing with more and more women working outside the home, men need to share home responsibilities. Both have need of basic understandings of family life in order to establish successful homes.

Over a ten year period, the enrollment of boys in homemaking classes more than doubled. Anthony (3) reported in 1954 that there were 26,490 boys enrolled in homemaking day classes. This is evidence of their interest in and need for the course.

Some consideration is being given the personnel in the school program.

More men teachers, mixed classes, more family experiences, joint teaching from other departments and the cooperation of homemakers in the community, McGinnis (16) believes are indications for the future of the field.

Adult Homemaking

Three million adults enroll annually in courses offered by public schools reports Walsh (23). It is critically important that homemakers continue learning if they are to keep abreast of the technological developments and social changes in this rapidly changing world. The impact of these changes is as great upon family life as upon any other area of today's world. Adult education is a necessity for social progress.

Since more and more women are entering industrial occupations, Otteson (17) declares that change will of necessity be made in home and school. The adult homemaking program offers those women opportunities to increase their skills, broaden their education and improve their leisure time pursuits. She stated also, that course offerings must be streamlined to be of value to the double duty homemakers.

Barnhart (5) has recommended that a wider scope be developed in each area of homemaking with the addition of more and varied activities and an adult program offered.

Curriculum Evaluation

After a curriculum has been developed, it is necessary to constantly examine it to determine its usefulness and effectiveness. In relation to evaluating the curriculum, Lehman (15:573) says:

We commonly evaluate students in relation to their progress in a course--the knowledge they have acquired while taking it, the skills they have gained, perhaps something of their attitudes, appreciations, or interests...the success of a curriculum is discovered only as one evaluates the product of that curriculum...the graduate at home...and this in terms of the broad goals of the curriculum.

Lyle (16) reported on a study made of the judgments of alumnae to reveal the strengths and weaknesses of their college education. Similar studies would provide material worthy of consideration by those responsible for present-day curriculum changes.

Curriculum revision, if it is to keep pace with today's world, is never static. It is necessary for educators and lay people to be continually alert to improvements and progress that may be made in order that it may best serve the people.

PROCEDURE

Changes come about so rapidly in home and family living that leaders in the Home Economics field need to study diligently and to examine critically valid studies on this subject. Teachers need to evaluate goals, subject matter and methods in the light of present and future needs of their pupils.

After a review of trends in the homemaking field in current literature by home economics persons, it seemed important to attempt to evaluate the homemaking program in Brookings High School to see if it met the needs of former students who are now married.

A questionnaire was deemed the best possible means of obtaining the data as many of the graduates had left Brookings. It would make for uniformity in checking results to determine: (1) to what extent the homemaking course met the needs of homemakers; (2) whether or not a certain item should be studied in school; and (3) what importance should be attached to various items of study. Further considerations concerned student teachers, discussions on family relationships and the need for adult education. For questionnaire see appendix, Exhibit D.

The questionnaire was developed to see what help for everyday living was received by high school graduates who had married and established homes of their own. These respondents were those who had taken Homemaking I, II, and III in high school and may or may not have taken 7th and 8th grade homemaking. The areas of homemaking considered were those studied in the three year program in high school. The areas were divided into items or subjects for such study with no grade placement. See appendix, Exhibit A.

The questionnaire was pretested by sending it as a pilot study to nine graduates of Egan High School who had taken three years of Homemaking and were married. Results of this study showed need for some revision. For letter and questionnaire, see appendix, Exhibits A and B.

It was revised in Column 5. The directions for answering in this column were changed so that area items would be numbered in order of importance for teaching, see appendix, Exhibit D.

The revised questionnaire was mailed to 70 Brookings High School graduates of the years 1951-1957, now married and living in homes of their own. Names were secured from homemaking class record books; addresses from parents and friends. These graduates were chosen because they were in positions to use information and skills gained in homemaking courses.

A letter of explanation about the study and a self-addressed, stamped envelope accompanied the questionnaire. Questionnaires were returned by 73 percent of those contacted. Postal cards were sent to late respondents. For letter and card see appendix, Exhibits C and E.

Raw data from the questionnaires were tabulated by tallying responses for each area in chart form. These results were totaled and the numbers listed in table form. Percentages were used in some areas. The areas included the general information about the personal status of the graduates; the evaluation of amount of help received from the course; the placement of the items in rank order of importance; a listing of yes--no answers for questions pertaining to student teachers; the need for adult education and discussions on family relationships. Suggestions for topics to include in the course and comments from letters received were included in the appendix, Exhibits F and G.

In the area of evaluation of help received from the course, numbers of tallies and percentage values were listed. The percentages were rounded off to next place if it would produce an even number, or dropped if an odd number would have resulted.

In the area of ranking items in order of importance whole numbers were used to find rank order with a check on these using a frequency distribution rating.

The number of returns of respondents was listed with each table.

An analysis of the findings was reported with recommendations for changes in order of curriculum offerings and in emphasis.

RESULTS OF THE INVESTIGATION

The primary purpose of this survey was to make a study of the effectiveness of the Brookings High School homemaking program as it pertains to home and family living in homes of its graduates who had taken Homemaking I, II, and III. Further aim was to determine whether or not certain items should be stressed in school and in what order they should be given in the program of study.

The findings are presented in four areas: (1) general information concerning the former students, now married; (2) the evaluation of the course by these former students; (3) a listing in rank order, the items to be taught; and (4) further suggestions for the program in appendix, Exhibit C.

General Information About Former Students

Questionnaires were sent to 70 graduates from the years 1951 through 1957. Fifty-one girls returned them. This was a 73 percent return. The response by years in Table I shows the returns to be: 1951, 75 percent; 1954, 83 percent; 1955, 100 percent; and 1956-57, 87 percent. The marriage rate for the years 1951-1956 inclusive, ranges from 45 percent to 87 percent.

Table I. Record of Returns by Years

Year	Number sent	Number Returned	Percent of response	Percent of Class Married	H. Ec. III Class Enrollment
1951	12	9	75	80	15
1952	13	7	54	87	15
1953	15	8	53	71	21
1954	6	5	83	50	12
1955	9	9	100	45	20
1956-57	15	13	87	1956--59	22
Total	70	51		1957--11	18

(Since only two 1957 graduates met qualifications of participants, returns from years 1956 and 1957 were considered together.)

Table II shows the number of girls married in relation to the year of graduation. Thirty-four percent were married the same year of graduation or previous to graduation. Twenty-nine percent were married the first year after graduation; 19 percent, two years after; and 18 percent from three to five years after graduation.

Table II. Year Married and Graduation

Married same year or before	1st year after	2 years after	3 to 5 years after
No. %	No. %	No. %	No. %
17 34	15 29	10 19	9 18

In response to where do you live, graduates listed themselves as 35 percent in town; (Brookings was classified as a town); 29 percent on the farm and 35 percent in a city as shown in Table III.

Table III. Where Do You Live?

	Number	Percent of graduates
Town	18	35
Farm	15	29
City	18	35

Table IV indicates the number of children. The total number is 50.

Table IV. Number of Children in Families

Year of graduation	Number of children
1951	8
1952	13
1953	11
1954	5
1955	8
1956	4
1957	1
	<u>50</u>

The number of wives who worked was 12. This was 24 percent or about one-fourth of these graduates.

Table V. Wives Who Work Outside the Home

	Number	Percent of respondents
Working Wives	12	24

Table VI indicates that since establishing homes, 69 percent of these rent their living quarters; and 31 percent own their own homes.

Table VI. Homes of Graduates

	Number	Percent of graduates
Rent home	35	69
Own home	16	31

Farming was the occupation of one-fourth of these families. Preparing for a career was listed for 20 percent; salesmen, 14 percent; pharmacists, engineers, and the service following for six percent. The miscellaneous included unskilled labor.

Table VII. Occupations of Husbands of Graduates

	Number	Percent of respondents
Farmers	13	25
College students	10	20
Salesmen	7	14
Pharmacists	3	6
Engineers	3	6
Service	3	6
Miscellaneous	12	23

Evaluation of the Course by Former Students

The following tables VIII through XIV reveal the number and percentage rating of the items taught in the various areas of the homemaking course. Ratings considered were: enough help, some help, no help, and not important to stress in school. The items are listed across the top of the table with the evaluation ratings in the left column.

The majority of the former students found the area, Adulthood and Marriage, in the homemaking course of some help or enough help in their lives as beginning homemakers. Those indicating enough help and some help as shown in Table VIII were as follows: in knowing responsibilities in marriage 41 percent enough help and 53 percent some help, in knowing disadvantages of too early marriage 39 percent enough help and 45 percent some help, in knowing wedding etiquette 37 percent enough help, 35 percent some help and 28 percent no help. Some help in the other items were listed as follows: 65 percent in understanding oneself, 67 percent in becoming an adult, 69 percent in choosing a life partner, and 65 percent in finding happiness in marriage.

Eighteen and 19 percent listed no help in choosing a life partner, in finding happiness in marriage, and in knowing complications of mixed marriages.

The rating of 65 percent and 67 percent for some help in understanding oneself and becoming an adult fulfills in part some of the objectives of the school.

Table VIII. Help Received in Area of Adulthood and Marriage

Items	Enough help		Some help		No help		Not important to stress	
	No.	%	No.	%	No.	%	No.	%
A. Understanding oneself	13	25	33	65	5	10	0	0
B. Becoming an adult	13	25	34	67	2	4	2	4
C. Choosing a life partner	7	13	35	69	9	18	0	0
D. Knowing about wedding etiquette	19	37	18	35	14	28	2	4
E. Finding happiness in marriage	9	18	33	65	9	18	0	0
F. Knowing disadvantages of too early marriage	20	39	23	45	8	16	0	0
G. Knowing complications of mixed marriages	17	33	22	43	10	19	2	4
H. Knowing responsibilities in marriage	21	41	27	53	3	6	0	0

(51 married graduates rated the items in this area)

Least help was received in knowing about wedding etiquette. This item was the one assigned by the respondents to receive least emphasis in teaching in school.

In comments at the end of the questionnaire, regarding this area, Adulthood and Marriage, the respondents felt that further emphasis should be placed on these items: how to live with parents (with the adjustments and understandings needed), learning about wedding etiquette and help for all students, both boys and girls, in this area.

In the area of family planning, percentages for enough help on these items ranged from 16 percent in saving systematically to 57 percent in planning for work or career. The indication is from Table IX that slightly more than one-third of the respondents felt they had enough help in this area.

Some help was listed by 39 percent in planning for work or career, sharing housework and in changing occupations; 41 to 43 percent in spending for food, in spending for clothing, in accepting things you can afford, and in making home a safe place; 47 to 49 percent in working outside the home for the wife, planning an attractive home, and in simplifying work; 50 to 60 percent in developing family hobbies; in entertaining in the home, in furnishing the home, in living within the income, in securing satisfactory housing, in saving systematically, and in accepting responsibility of children; 63 percent had some help in planning worthwhile recreation and in managing time for leisure.

Little or no help was received by 28 percent in establishing credit, by 17 percent in accepting things you can afford, by 26 percent in sharing housework, by 31 percent in changing occupations, by 12 percent in entertaining in the home, and by 21 percent in developing family hobbies.

Nine percent said that the item, accepting things you can afford was not important to stress in school. This same item was rated in seventh place in order of importance for teaching.

More than 50 percent indicated enough help in planning for work or a career, spending for food and clothing. These items help the individual to find happiness and weigh values. Accepting responsibility of children does help the student develop an appreciation of human relations. Managing time for leisure helps individuals to find happiness.

Table IX. Help Received in Area of Family Planning

Items	Enough help in school		Some help in school		No help in school		Not important to stress in school	
	No.	%	No.	%	No.	%	No.	%
A. Planning for work or career	29	57	20	39	1	2	1	2
B. Securing satisfactory housing	9	17	29	57	10	20	3	6
C. Living within the income	22	43	28	55	1	2	0	0
D. Spending for food	29	57	21	41	1	2	0	0
E. Spending for clothing	28	55	21	42	0	0	2	4
F. Furnishing the home	23	46	27	52	1	2	0	0
G. Establishing credit	10	19	25	49	14	28	2	4
H. Saving systematically	8	16	31	60	10	20	2	4
I. Accepting things you can afford	16	32	22	43	9	17	5	9
J. Working outside the home--wife	18	35	24	47	9	17	1	2
K. Sharing housework	12	22	21	39	14	26	6	3
L. Changing occupations	9	17	20	39	16	31	6	12
M. Entertaining in the home	18	35	27	52	6	12	0	0
N. Planning worthwhile recreation	14	28	32	63	4	8	1	2
O. Accepting responsibility of children	18	35	31	60	2	4	0	0

Table IX. Help Received in Area of Family Planning--Continued

Items	Enough help in		Some help in		No help in		Not impor- tant to stress	
	school		school		school		in school	
	No.	%	No.	%	No.	%	No.	%
P. Developing family hobbies	13	25	26	50	11	21	2	4
Q. Managing time for leisure	11	21	33	63	5	9	3	6
R. Simplifying work	23	46	25	49	2	4	1	2
S. Making home a safe place	28	55	22	43	1	3	0	0
T. Planning for an attractive home	25	49	24	47	1	2	1	2

(Respondents in this area numbered 51)

In the area of Foods and Nutrition as shown in Table X, the items rated from 67 percent and above for enough help in school for the respondents were as follows: meeting nutritional needs of each family member, planning economical meals, saving food nutrients, serving a meal correctly, and practicing acceptable table manners. For some help in this area, percentages rated as follows: making good use of leftovers, 63 percent; being a good guest, 55 percent; recognizing thrifty buys in food, 52 percent; knowing correct procedure when eating out, 50 percent; feeling at ease when entertaining, 48 percent. Little or no help was received in the items, preserving foods by freezing, 14 percent; preserving foods by pickling, 15 percent; knowing when to use a mix, 36 percent; and preparing home mixes, 32 percent. The last three mentioned items were the same ones listed to receive least emphasis in the course.

Table X. Help Received in Area of Foods and Nutrition

Items	Enough help in		Some help in		No help in		Not impor- tant to stress	
	school		school		school		in school	
	No.	%	No.	%	No.	%	No.	%
A. Meeting nutri- tional needs of each family member	36	71	15	29	0	0	0	0
B. Planning economical meals	34	67	17	33	0	0	0	0
C. Knowing how to market wisely	28	55	22	43	0	0	1	2
D. Recognizing thrifty buys in foods	23	46	27	52	1	2	0	0
E. Saving food nutrients	39	77	12	22	0	0	0	0
F. Preparing tasty foods for family	37	73	13	25	1	2	0	0
G. Making good use of leftovers	14	26	32	63	4	7	1	2
H. Caring for kitchen equipment	27	52	22	43	2	4	0	0
I. Preserving foods by canning	28	55	20	39	3	6	0	0
J. Preserving foods by freezing	22	43	22	43	7	14	0	0
K. Preserving foods by pickling	20	39	23	46	8	15	0	0
L. Knowing when to use a mix	14	26	13	24	19	36	7	14
M. Preparing home mixes	15	29	16	31	17	32	4	8
N. Serving a meal correctly	35	69	16	31	0	0	0	0

Table X. Help Received in Area of Foods and Nutrition--Continued

Items	Enough help in school		Some help in school		No help in school		Not important to success in school	
	No.	%	No.	%	No.	%	No.	%
O. Practicing acceptable table manners	41	80	10	20	0	0	0	0
P. Feeling at ease when entertaining	14	26	34	48	3	6	0	0
Q. Being a good guest	21	41	28	55	2	4	0	0
R. Knowing correct procedure when eating out	22	43	26	50	3	6	0	0

(51 respondents in this area)

Textiles and clothing area seemed to satisfy needs of graduates as indicated in Table XI.

Seventy-three percent and 71 percent reported enough help in ~~school~~ in choosing becoming colors for themselves and in selecting patterns. ~~Seventy-~~ seven percent listed enough help in constructing garments for themselves, while 60 percent of the graduates felt they had received enough help in recognizing importance of labels and in choosing becoming fashions. ~~Forty-~~ one percent rated enough help in caring for clothes.

For some help in school the respondents listed the items as follows: 60 percent for making over garments, 57 percent for constructing children's clothing and for recognizing quality in textiles, 55 percent in altering ready made garments, 45 percent in caring for clothes and in buying clothes for the family, 43 percent had some help in storing seasonal clothing. The former students rated as receiving no help in the following items: 31 percent

in constructing children's garments, 33 percent in buying clothes for the family, 45 percent in doing family laundry and 60 percent in making curtains.

Making curtains was listed as least important to stress in the course in the Table on Rank Order of Items.

Table XI. Help Received in Area of Textiles and Clothing

Items	Enough help in school		Some help in school		No help in school		Not impor- tant to stress in school	
	No.	%	No.	%	No.	%	No.	%
A. Recognizing impor- tance of labels	30	60	17	33	4	7	0	0
B. Selecting patterns	36	71	15	29	0	0	0	0
C. Choosing becoming colors	37	73	14	26	0	0	0	0
D. Choosing becoming fashions	31	60	19	38	1	2	0	0
E. Constructing children's clothing	6	12	29	57	16	31	0	0
F. Constructing garments for self	34	67	16	31	1	2	0	0
G. Altering ready- made garments	12	22	28	55	11	23	0	0
H. Making over garments	10	19	31	60	10	19	0	0
I. Caring for clothes (mending, pressing, cleaning)	26	51	23	45	2	4	0	0
J. Storing seasonal clothing	14	28	22	43	15	29	0	0
K. Buying clothes for the family	12	22	23	45	16	33	0	0

Table XI. Help Received in Area of Textiles and Clothing--Continued

Items	Enough		Some		No		Not impor-	
	help in		help in		help in		tant to stress	
	school		school		school		in school	
	No.	%	No.	%	No.	%	No.	%
L. Recognizing quality in household textiles	17	33	29	57	5	10	0	0
M. Making curtains	8	15	13	25	30	60	0	0
N. Doing family laundry	7	14	21	39	23	45	0	0

(51 responses in this area)

The Child Development area was given an appreciably sound rating in satisfactory help for these married graduates as shown in Table XII.

Forty-seven percent felt they had enough help in the understanding of how children grow and develop physically, while 51 percent rated this item some help in school. Forty-three percent had enough help in selecting toys for children and 51 percent said they had some help in this. Thirty-nine percent listed enough help in appreciating the child; 50 percent, some help. Thirty-three percent felt they had enough help in understanding how children develop emotionally and mentally and 60 percent had some help. Although 22 percent reported enough help and 51 percent reported some help, the item, knowing where to get dependable guidance for child care, was listed by 17 percent as having no help in it.

Table XII. Help Received in Area of Child Development

Items	Enough		Some		No		Not impor-	
	help in		help in		help in		tant to stress	
	school		school		school		in school	
	No.	%	No.	%	No.	%	No.	%
A. Understanding how children grow and develop physically	24	47	26	51	1	2	0	0
B. Understanding how children develop emotionally and mentally	17	33	30	60	4	7	0	0
C. Knowing where to get dependable guidance for child care	15	22	26	51	9	17	0	0
D. Appreciating the child	20	39	25	50	4	7	2	4
E. Selecting toys for children	22	43	26	51	2	4	2	4

(51 responses in this area. This unit was not included until 1953)

In explanation of the following Table XIII, this area, The Home Care of the Sick, was not offered in the years 1951, 1952, 1953, 1954. This explains, the writer feels, the large percentage rating of "no help" in this part of the course.

Items rating highest in enough help in school were: 61 percent in making a bed with a patient in it, 55 percent in appraising the home medicine chest, 50 percent in giving medications and in preventing spread of contagion. These were over half of the responses in these items.

Over 40 percent of the appraisals fell in the 'some help' rating for the items, administering first aid, preparing food for the sick, recognizing illness, giving medications, improvising equipment for the sick and in preventing spread of contagion. Approximately one-third rated some help in appraising the home medicine chest and in knowing what to do in civil defense. Ten girls reported no help in bathing a bed patient, eleven no help in making a bed with a patient in it, and 25 no help in knowing what to do in civil defense.

Table XIII. Help Received in Area of Home Care of the Sick

Items	Enough help in school		Some help in school		No help in school		Not important to stress in school	
	No.	%	No.	%	No.	%	No.	%
A. Recognizing illness:	22	43	26	51	3	6	0	0
B. Giving medications	25	50	23	44	3	6	0	0
C. Appraising the home medicine chest	28	55	21	39	1	2	1	2
D. Preparing food for the sick	19	36	30	60	1	2	1	2
E. Improvising equipment for the sick	23	44	23	44	4	7	1	2
F. Bathing a bed patient	31	60	9	17	10	21	1	2
G. Making a bed with a patient in it	31	61	9	17	11	23	0	0
H. Preventing spread of contagion	25	50	22	43	4	7	0	0
I. Knowing what to do in civil defense	9	17	18	31	25	50	1	2
J. Administering first aid treatment	17	33	31	61	3	7	0	0

(51 responses from former graduates)

Approximately one-third or more of the responses for the area of Careers, Table XIV rated the items of enough help for them, as graduates. Lowest rating, 13 percent listed no help for understanding business ethics. Sixty percent stated they had enough help in the matter of job application; 39 percent stated some help in this. Sixty-three percent had some help in recognizing job opportunities. Sixty-one percent had some help in learning requirements of jobs for women and 61 percent in understanding of business ethics. Selecting work suitable for women rated 55 percent and 39 percent for applying for a job in the same help rating.

Table XIV. Help Received in Area of Careers

Items	Enough help in		Some help in		No help in		Not impor- tant to stress	
	school		school		school		in school	
	No.	%	No.	%	No.	%	No.	%
A. Recognizing job opportunities	16	31	32	63	3	6	0	0
B. Learning requirements of jobs for women	17	33	31	61	2	4	1	2
C. Selecting work suitable for self	21	39	27	55	3	6	0	0
D. Applying for a job	30	60	20	39	1	2	0	0
E. Understanding of business ethics	14	26	31	61	6	13	0	0

(51 responses from graduates in this area)

Rating Items of the Areas in Order of Importance

Tables IV through XXI show the rank order for items in the areas of the homemaking course for order of stress in school as reported by the graduates.

The criterion utilized to effect this ranking was the determination of the highest frequency to the lowest frequency for each of the items. The Fx column was determined by multiplying the frequency times its respective rank.

Listed in order of importance to consider in teaching in the area Adulthood and Marriage were the following: understanding oneself in first place, becoming an adult, choosing a life partner, knowing responsibility in marriage, finding happiness in marriage, knowing disadvantages of too early marriage, knowing complications of mixed marriage, and knowing about wedding etiquette as shown in Table XV.

Table XV. Rank Order in Area of Adulthood and Marriage

Items	Fx	Rank order	Position							
			1	2	3	4	5	6	7	8
A. Understanding oneself	94	1	31	5	7	3	0	1	2	0
B. Becoming an adult	129	2	8	28	2	4	2	3	1	1
C. Choosing a life partner	177	3	3	5	23	7	4	4	1	2
D. Knowing about wedding etiquette	332	8	0	0	2	8	3	3	3	30
E. Finding happiness in marriage	235	5	1	5	6	7	15	5	7	3
F. Knowing disadvantages of too early marriage	252	6	1	2	5	7	10	15	8	1
G. Knowing complications of mixed marriages	312	7	0	0	2	2	9	7	21	8
H. Knowing responsibility in marriage	211	4	6	5	5	11	5	10	5	2

(There were 49 respondents in this area. Two returns were not checked.)

In the area of Family Planning, in the first ten places in order of importance, former students ranked items as follows: living within the income, planning for work or career, spending for food, furnishing the home, saving systematically, accepting things you can afford, spending for clothing, securing satisfactory housing, accepting responsibility of children, establishing credit, and the wife working outside the home.

Items considered of lesser importance included in order: the sharing of housework, making home a safe place, simplifying work, changing occupations, managing time for leisure, planning for an attractive home, entertaining in the home, planning worthwhile recreation, developing family hobbies.

In the area of Foods and Nutrition, the items meeting nutritional needs, planning economical meals, knowing how to market wisely, recognizing thrifty buys in foods, saving food nutrients, preparing tasty foods for the family, making good use of leftovers, serving a meal correctly, and preserving food by canning are listed in that order for consideration in the homemaking course. Lesser emphasis, the chart indicates may be placed upon the following items: preserving food by freezing, caring for kitchen equipment, practicing acceptable table manners, knowing correct procedure when eating out, being a good guest, preserving food by pickling, knowing when to use a mix, feeling at ease when entertaining, and preparing home mixes.

The 46 girls checking the area of Textiles and Clothing ranked the following topics in the first ten places: recognizing importance of labels, choosing becoming fashions, choosing becoming colors, selecting patterns, caring for clothes, construction of garments for self, buying clothes for the family, altering ready-made garments, constructing children's clothing and

Table XVI. Rank Order in Area of Family Planning (37 respondents answered to rank items)

Items	Fr	Rank order	Position																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A. Planning for work or career	190	2	16	4	1	3	1		2	1	1	1	1	1		2			2			1
B. Securing satis- factory housing	309	7		5	3	2	3	6	4	4			3	2	1		2	1	1	1		1
C. Living within the income	79	1	14	12	4	1		1			1	1										
D. Spending for food	216	3	1	4	4	6	7	3	1	3		3	1	1					2			
E. Spending for clothing	278	6		1	2	4	6	5	4	3	3	2	3		1		1	1		1		
F. Furnishing the home	229	4			2	3	6	5	4	4	1		1	3					1	1		
G. Establishing credit	359	9		1	3		3	6	3	3	4	2		4				1	1	1	3	2
H. Saving systema- tically	229	4	2	2	4	8	1	2	8	3	2	2		1		1				1		
I. Accepting things you can afford	264	5		2	6	4	1	4	3	3	6	1	3	2		1			1			
J. Working outside the home--wife	430	10		1	2		3	1	1		4	4	2	3	1	1		2	3	3	4	1

Table III. Rank Order in Area of Family Planning--Continued

Rank	Order	Position																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Sharing housework	476	11				1		1	3	1	4	7	5	1		4	3		2	3	2
Changing occupations	515	14			1		1	1		1	3	4	6	1	1	1	2	1	4	4	5
Entertaining in the home	554	17	1			1					3	1	1	2	5	4	5	3	3	5	3
Planning worthwhile recreation	593	16				1						2	1	3	4	5	2	2	10	2	5
Accepting responsibility of children	351	6	3	2	3	3	1	1	3	1	2	2		10		2	1	1	1	1	
Developing family hobbies	596	19				1			1	2		1	1		2	3	6	5	3	6	6
Spending time for leisure	525	15			1			1	2	2	2	1		4	3	2	6	8	2	2	1
Simplifying work	486	13				1		2	1	1	3	3	3		3	7	3	1	1	4	2
Making home a safe place	481	12			1			1	2	3	1	2	2	3	4	2	6	4	1	1	2
Planning for an attractive home	585	16					1			3	2	1	3	2	8	4	2	3	2	1	5

Table XVII. Rank Order in Area of Foods and Nutrition (46 respondents answered to rank items)

Items	Fr	Rank Order	Position																	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A. Meeting nutritional needs of each family member	102	1	31	6	3	2	2											2		
B. Planning economical meals	125	2	7	16	11	6	1	1	1			1								
C. Knowing how to market wisely	166	3	5	6	16	12	3			2		1		1						
D. Recognizing thrifty buys in foods	243	4		4	5	15	11	3	2	1	2	2			1	1				
E. Saving food nutrients	257	5	2	13	4	2	6	4	2	3	2	1	1	4	1				1	
F. Preparing tasty foods for family	265	6	2	2	4	2	12	16	5	2	2					1				
G. Making good use of leftovers	289	7	1			1	3	11	16	6	1	1	1		1					
H. Caring for kitchen equipment	520	11			1			1	9	6	2	3	4	3	6	3		4	2	3
I. Preserving food by canning	499	9				1	1		2	9	7	5	4	2	2	5	4	2	1	1
J. Preserving food by freezing	503	10					1	1		5	10	6	7	2	4	4	4	1	1	

Table XVII. Rank Order in Area of Foods and Nutrition--Continued

Items	Fr	Rank order	Position																	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K. Preserving food by pickling	605	15							1		2	9	5	6	3	2	4	6	4	4
L. Knowing when to use a mix	664	16								1		1	4	7	6	5	3	4	9	6
M. Preparing home mixes	695	18						1			1	1	3	3	3	4	6	3	10	11
N. Serving a meal correctly	480	8			3	1		1	4	4	5	3	6	4	6	5	1	2	1	
O. Practicing Ac- ceptable table manners	546	12				2	2		1	4	5	2	2	7	2	4	8	5		2
P. Feeling at ease when entertaining	691	17			2	1	3	1	2		4	4	2	3	4	1	7	7	7	6
Q. Being a good guest	609	14				2			2	1	3	4	6	1	4	7	4	6	6	1
R. Knowing correct procedure when eating out	588	13						4	1		1	5	2	4	5	3	4	4	1	10

Table XVIII. Rank Order in Area of Textiles and Clothing (46 respondents)

Items	Fr	Rank Order	Position													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. Recognizing importance of labels	226	1	14	6	2	3	4	5	2	1	2			2	2	3
B. Selecting patterns	247	4	2	10	6	4	6	3	3		1	3	3	3		1
C. Choosing becoming colors	245	3		5	12	4	5	5	6	3	3		1	2		
D. Choosing becoming fashions	237	2	7	4	9	8	4	4	4	6	3		2	1		
E. Constructing children's clothing	357	9	2		4	2	2	8	2	5	5	6	5	3	1	1
F. Construction of garments for self	309	6	2	2	3	5	6	2	4	6	7	3	1		4	
G. Altering ready-made garments	354	8		5	1	2	3	4	5	7	3	7	4	3	2	
H. Making over garments	388	11			3		3	3	6	8	7	6	5	3	2	
I. Caring for clothes	270	5	2	7	5	5	4	3	2	2	8	2	3	1		1
J. Storing seasonal clothes	507	13				2	1	2	4	3		7	8	8	6	7

Table XVIII. Rank Order in Area of Textiles and Clothing--Continued

Items	Fr	Rank Order	Position													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
K. Buying clothes for the family	310	7	10	3	1	6	1	2	2	2	5	7	5	2	2	
L. Recognizing quality in household textiles	407	12	3	1	2		6	2	3	2	1	1	4	9	8	3
M. Making curtains	569	14				3			1		1	2	1	6	10	22
N. Doing family laundry	364	10	5	4	6	2	1	3		1		2	7	3	7	5

doing the family laundry. The four items of lesser importance--ranked 11, 12, 13, 14: making over garments, recognizing quality in household textiles, storing seasonal clothing, and making curtains. (Note: in former years, emphasis was mainly placed upon sewing skills.) The placement of selecting patterns in fourth place before buying clothes or construction of garment for self may be due to the fact the graduates considered construction of children's clothing as well as for self, thus making pattern selecting more important in the area.

Ranked in order of importance to stress in teaching the items in the area of Child Development are as follows: understanding how children grow and develop physically, understanding how children develop emotionally and mentally, knowing where to get dependable guidance for child care, appreciating the child, and selecting toys for children.

Table XIX. Rank Order in Area of Child Development

Items	Fr	Rank order	Position				
			1	2	3	4	5
A. Understanding how children grow and develop physically	109	2	11	18	15	3	1
B. Understanding how children develop emotionally and mentally	80	1	22	18	6	1	
C. Knowing where to get dependable guidance for child care	171	4	3	3	7	29	5
D. Appreciating the child	123	3	12	7	19	10	
E. Selecting toys for children	224	5		2	1	3	41

(48 responses)

In the area Home care of the Sick, graduates indicated the importance of recognizing illness, administering first aid treatment, giving medications, preventing the spread of contagion in that order for consideration. Appraising the home medicine chest, preparing food for the sick, knowing what to do in civil defense, improvising equipment for the sick, bathing a bed patient, and making a bed with a patient in it were weighted in that order.

Table XX. Rank Order in Area of Home Care of the Sick

Items	Fr	Rank order	Position									
			1	2	3	4	5	6	7	8	9	10
A. Recognizing illness	67	1	29	8	4	1		1				
B. Giving medications	186	3	1	14	10	10	7	3	1	1	1	1
C. Appraising the home medicine chest	248	5		3	6	8	9	10	6	2	1	2
D. Preparing food for the sick	261	6	1	2	5	4	9	10	7	3	3	2
E. Improvising equipment for the sick	309	8		1		6	7	8	8	11	4	2
F. Bathing a bed patient	380	9			1	3			8	12	17	6
G. Making a bed with a patient in it	414	10			1	1		3	3	9	14	17
H. Preventing spread of contagion	188	4	6	9	8	4	7	4	3	2	2	1
I. Knowing what to do in civil defense	308	7	2	2	1	8	6	3	8	3	1	13
J. Administering first aid treatment	172	2	8	8	14	4	2	4	2	3	2	

(47 responses)

Girls rated selecting work suitable for women of first importance in the Careers area. Recognizing job opportunities rated next place with learning requirements of jobs for women, applying for a job and understanding business ethics following in that order.

Table XXI. Rank Order in Area of Careers

Items	Fr	Rank order	Position				
			1	2	3	4	5
A. Recognizing job opportunities	134	2	11	13	12	9	5
B. Learning requirements of jobs for women	150	3	8	10	13	12	7
C. Selecting work suitable for self	96	1	26	11	7	3	3
D. Applying for a job	155	4	3	14	11	19	3
E. Understanding of business ethics	206	5	4	2	8	6	30

(49 responses)

Further Suggestions Concerning the Program

Thirty-seven percent stated that student teachers did help progress in homemaking; 63 percent said no.

Class discussions on family relationships improved family relationships in 82 percent of the respondents' opinions and did not in 18 percent.

Ninety-three percent of the respondents indicated a need for adult education classes.

Table XXII. Further Suggestions Concerning the Program

Question	Yes		No		Other
	No.	%	No.	%	
1. Do you feel that student teachers helped your progress in homemaking class?	18	37	30	63	2--somewhat
2. Did class discussions on family relationships improve your relationships with your family?	40	82	9	18	
3. Is there need for adult education classes in the home-making department for young couples?	43	93	3	7	3--it would be helpful

SUMMARY AND CONCLUSIONS

The purpose of this study was to have graduates of Brookings High School, who have taken three years of Homemaking, evaluate the course offerings to determine the effectiveness of the program in the light of help and confidence given the girls in their roles as homemakers; to determine what should be included or deleted; to find where to place emphasis so that time can be used to best advantage and experiences can be more profitable; and to study needs and receive suggestions for adult education.

A questionnaire including all areas of the program was used to obtain such information. It was sent to 70 former pupils from the years 1951 through 1957, now married and living in homes of their own. The number of responses was 51 which was 73 percent. These girls were married within five years after graduation; 63 percent were married in the first year after graduation. Approximately one-third of these graduates live on farms; one-third in towns; one-third in cities. Sixty-eight percent of these families rent their homes; 32 percent own their homes. Farming is the means of livelihood for 25 percent of the respondents and their families. Salesmen, pharmacists, engineers, college students, and miscellaneous pursuits account for the occupations of the remaining husbands. Approximately one-fourth of the wives work outside the home. There are fifty children within these family groups.

Analysis of the questionnaire returns revealed that the homemaking course as taught in this school has been of help to former pupils.

In the area of Adulthood and Marriage five items ranking highest for consideration in teaching included: understanding oneself, becoming an adult, choosing a life partner, knowing responsibility in marriage and finding

happiness in marriage. Twenty-five percent received enough help in the first two, and 67 and 65 percent respectively rated them as of some help. Eighteen percent received enough help in finding happiness in marriage with 65 percent some help. Choosing a life partner was rated by 13 percent as enough help and by 69 percent as some help. Knowing responsibility in marriage was rated enough help by 41 percent and some help by 53 percent of the participants. Because these items ranked low in percentage for enough help and were high in rank order one may infer that greater emphasis needs to be placed on these in teaching. Wedding etiquette rated low in rank order.

In the area of Family Planning, 50 percent or more of the homemakers indicated they had some help in developing family hobbies, furnishing the home, entertaining in the home, living within the income, securing satisfactory housing, saving, accepting responsibility of children and planning recreation. Fifty-seven percent listed enough help in planning for career and spending for food; 55 percent enough help in spending for clothing and making home a safe place. Items rated to receive first consideration in the school curriculum were living within the income, planning for work or career, spending for food, furnishing the home and saving systematically, accepting things you can afford and spending for clothing. These data indicate that the course should include more help in these items.

In the area of Foods and Nutrition, enough help was listed by 70 percent or more of the respondents in the items, meeting nutritional needs of family members, preparing tasty foods, saving food nutrients and in practicing acceptable table manners. Fifty-two to 69 percent had enough help in caring for kitchen equipment, wise marketing, planning economical meals,

food preservation by canning and serving a meal correctly. Fifty-five percent listed some help in being a good guest; 63 percent in using leftovers; and 50 percent in knowing procedure when eating out. In rank order for teaching, the former students listed: meeting nutritional needs, planning economical meals, wise marketing and thrifty in foods, saving nutrients, preparing tasty foods, making use of leftovers and serving a meal correctly. Least emphasis was to be placed upon use of mixes and food preservation by pickling. This would indicate sufficient emphasis in this area.

In the area of Textiles and Clothing items rated enough help were 67 percent in constructing garments for self, 71 percent in selecting patterns, 73 percent in choosing becoming colors, and 60 percent in choosing becoming fashions. Some help was listed as 60 percent in making over garments, 57 percent in constructing children's clothing, in recognizing quality in textiles and 55 percent in altering ready-made garments. Sixty percent listed no help in making curtains and that item was listed as least important to stress in school. For buying of clothes, no help was indicated by 33 percent, some help by 45 percent and enough help by 22 percent. The first places in rank order for these items included: recognizing importance of labeling, choosing becoming fashions, colors and patterns, caring for clothes, constructing garments for self and buying clothes. The lower rating for help in buying clothes and its high rating in rank order indicates greater stress should be placed on it. It was listed as important, also, in the Family Planning Area. Clothing construction, as indicated in this study, had adequate help.

In the area of Child Development, over one-half of the respondents felt they had enough help and some help in all items: understanding how

children develop emotionally and mentally, how they grow physically, selecting toys, knowing where to get dependable guidance for child care and appreciating the child. No help was listed by 17 percent in knowing where to obtain dependable guidance for child care. Understanding the mental and emotional development of the child was ranked first for consideration in teaching. It seems, in the light of this study, that more emphasis should be placed upon these items.

In Home Care of the Sick, an area not offered in years 1951 through 1954, the physical aspects of caring for a home patient was rated enough help by 50 to 61 percent of the former students. These items: recognizing illness, giving medications, administering first aid, improvising equipment, and preparing food for the sick were rated of first importance for teaching. Least important was knowing what to do in civil defense. The writer feels that further investigation is needed to see if this item should receive greater emphasis.

In the Career area, 63 percent felt they had enough help in recognizing job opportunities and 61 percent enough help in learning of job requirements for women and in understanding business ethics. Considered as important to stress in school were selecting work suitable for self, recognizing job opportunities, learning requirements for jobs and applying for a job.

Twenty-four percent of the graduates responding were working outside their homes in gainful employment. Since girls are assuming the dual role of homemaker and career woman, they will need help in management of time, energy and money. This indicates, too, the need for fathers and sons

helping in the home--a wife and mother could not manage alone. This implies a need for boys' homemaking to help them become somewhat proficient in skills and in understanding what homemaking involves. This need was indicated by respondents in their comments about the program.

Ninety-three percent of the respondents indicated a need for adult homemaking.

Sixty-three percent of the participants said student teachers did not help progress in homemaking classes.

Class discussions on family relationships were helpful to girls in appreciating families in 82 percent of the cases.

From overall consideration of the various areas in this particular study, one might infer, in the light of the data, that the Areas adequately taken care of in school were: Foods and Nutrition, Clothing, HomeCare of the Sick and Careers. More help and consideration seemed to be needed in the areas: Adulthood and Marriage, Child Development and Family Planning.

Further examination of the data reveals that the course does fulfill some of the objectives of the Brookings school in helping the individual to understand herself and to become adult, in finding happiness, in providing opportunities to weigh values, develop judgment, and establish ideals. It helps the student to develop an appreciation of human relations--the home and family. Knowledge and skills help the student to become a productive member of society. The program is planned to recognize individual differences as the subject matter is planned around their needs.

The homemaking program must be broad in scope and emphasize many areas if it is to be of greatest help in modern living.

RECOMMENDATIONS

Recommendations for Brookings High School Curriculum

As a result of the study, the following recommendations are made for the curriculum in homemaking in Brookings High School:

1. More stress on understanding oneself and help in becoming an adult.
2. More help in choosing a life partner and in knowing responsibilities in marriage.
3. Less emphasis on wedding etiquette in comparison to other more important items.
4. More stress on selection and purchase of clothing for the family.
5. Less stress on clothing construction.
6. More help in understanding the mental and emotional development of the child.
7. Some work in adult education.
8. More help for student teachers so that teaching may be more effective.
9. More emphasis on management of time, energy and money.
10. More help in making social adjustments.
11. Some help and consideration to boys in the homemaking area.
12. More emphasis on freezing and knowing when to use a mixer.

Recommendations for Further Study

1. A study of the needs and interests of college girls and career girls with implications for the course in high school homemaking.
2. Further study of needs of and helps for student teachers in this field as recommended by them and by pupils.
3. A study to find interest in and need for boys' homemaking in high school and how it might be fitted into a schedule.
4. A survey to find interests and needs of adults in homemaking courses.
5. A study of the effect of working mothers upon the lives of other family members.

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APPENDIX

Exhibit A

Letter as sent to Egan High School Graduates for Pilot Study.

Brookings High School
February 4, 1957

Dear Mrs. _____:

We are working to improve the effectiveness of the homemaking program in Brookings High School.

I asked Mrs. Finch for help with checking the questionnaire being prepared. She suggested that I contact you because you would be interested in improving the homemaking program in high school. Since you have had Homemaking in high school and are now a homemaker, your opinion would be a help.

Would you take a few minutes right now to fill out the questionnaire and return it in the enclosed self-addressed envelope?

To check the questionnaire, use two check marks for the response to each item--making one choice from the first three columns and one choice from the last two columns.

Thank you very much. Your cooperation is greatly appreciated.

Yours truly,

Orthula Doescher

BROOKINGS HIGH SCHOOL **Homemaking Course Information**

Check or fill in the blanks.

Name _____ Graduated 19 _____ Married 19 _____
 Where do you live? Town _____ On a farm _____ City _____
 How much Homemaking did you have in school? 7th grade _____ 8th grade _____
 9th grade _____ 10th grade _____ 11th grade _____ 12th grade _____
 How many in your family? Children: boys _____ ages _____
 girls _____ ages _____
 Husband: Living _____ Deceased _____ Separated _____
 Other Persons: Number _____ Who? _____
 What is your husband's occupation? _____
 What is your occupation, if any, outside the home? _____
 How many hours a day do you work outside the home? _____
 Do you own your home? _____ Rent? _____ Share a home? _____

 In order to determine what items in your High School Homemaking Course were or were not helpful to you, will you please check (✓) in Column 1, 2, or 3.

If you feel the item is not important enough to stress in school, check in Column 4. In Column 5, check (X) if you feel the High School Homemaking Course should include the item...

	1	2	3	4	5
	Enough help in School	Some help	No help	Not important to stress in school	Should be included in high school homemaking
AREAS IN HIGH SCHOOL HOMEMAKING					
I. ADULTHOOD-MARRIAGE					
A. Understanding oneself					
B. Becoming an adult					
C. Choosing a life partner					
D. Knowing about wedding etiquette					
E. Finding happiness in marriage					
F. Knowing disadvantages of too early marriage					
G. Knowing of complications of mixed marriages					
H. Knowing responsibilities in marriage					
II. FAMILY PLANNING					
A. Planning for work or career					
B. Securing satisfactory housing					
C. Living within the income					
D. Spending for food					
E. Spending for clothing					
F. Furnishing the home					
G. Establishing credit					
H. Saving systematically					
I. Accepting things you can afford					
J. Working outside the home--wife					
K. Sharing housework					
L. Changing occupations					

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	1	2	3	4	5
	Enough help in School	Some help	No help	Not im- portant to stress in school	Should be included in high school Homemaking
FAMILY PLANNING (continued)					
M. Entertaining in the home					
N. Planning worthwhile recreation					
O. Accepting responsibility of children					
P. Developing family hobbies					
Q. Managing time for leisure					
R. Simplifying work					
S. Making home a safe place					
T. Planning for an attractive home					

III. FOODS AND NUTRITION

- | | | | | | |
|--|--|--|--|--|--|
| A. Meeting nutritional needs of each family member | | | | | |
| B. Planning economical meals | | | | | |
| C. Knowing how to market wisely | | | | | |
| D. Recognizing thrifty buys in foods | | | | | |
| E. Saving food nutrients | | | | | |
| F. Preparing tasty foods for family | | | | | |
| G. Making good use of left overs | | | | | |
| H. Caring for kitchen equipment | | | | | |
| I. Preserving foods by canning | | | | | |
| J. Preserving foods by freezing | | | | | |
| K. Preserving foods by pickling | | | | | |
| L. Knowing when to use a mix | | | | | |
| M. Preparing home mixes | | | | | |
| N. Serving a meal correctly | | | | | |
| O. Practicing acceptable table manners | | | | | |
| P. Feeling at ease when entertaining | | | | | |
| Q. Being a good guest | | | | | |
| R. Knowing correct procedure when eating out | | | | | |

IV. TEXTILES AND CLOTHING

- | | | | | | |
|---|--|--|--|--|--|
| A. Recognizing importance of labels | | | | | |
| B. Selecting patterns | | | | | |
| C. Choosing becoming colors | | | | | |
| D. Choosing becoming fashions | | | | | |
| E. Constructing children's clothing | | | | | |
| F. Constructing garments for self | | | | | |
| G. Altering ready-made garments | | | | | |
| H. Making over garments | | | | | |
| I. Caring for clothes (mending, pressing, cleaning) | | | | | |
| J. Storing seasonal clothing | | | | | |
| K. Buying clothes for the family | | | | | |
| L. Recognizing quality in household textiles | | | | | |
| M. Making curtains | | | | | |
| N. Doing family laundry | | | | | |

	1	2	3	4	5
	Enough help in School	Some help	No help	Not im- portant to stress in school	Should be included in high school Homemaking
V. CHILD DEVELOPMENT					
A. Understanding how children grow and develop <u>physically</u>					
B. Understanding how children develop emotionally and mentally					
C. Knowing where to get dependable guidance for child care					
D. Appreciating the child					
E. Selecting toys for children					
VI. HOME CARE OF THE SICK					
A. Recognizing illness					
B. Giving medications					
C. Appraising the home medicine chest					
D. Preparing food for the sick					
E. Improvising equipment for the sick					
F. Bathing a bed patient					
G. Making a bed with a patient in it.					
H. Preventing spread of contagion					
I. Knowing what to do in civil defense					
J. Administering first aid treatment :					
VII. CAREERS					
A. Recognizing job opportunities					
B. Learning requirements of jobs for women					
C. Selecting work suitable for self					
D. Applying for a job					
E. Understanding of business ethics					

VIII.

Please answer the following:

- A. Do you feel that Student Teachers helped your progress in Homemaking Classes? Yes _____ No _____
- B. Did class discussions on family relationships improve your relationships with your family? Yes _____ No _____
- C. Is there need for Adult Education Classes in the Homemaking Department for young married couples? Yes _____ No _____
- D. If you have suggestions for topics that should be in the High School Homemaking Curriculum, please list in this space.

Brookings, S. Dak.
April 7, 1958

Dear Mrs.

Mrs. Maclean and I always enjoy hearing from our graduates or about them from mutual friends. It is especially nice to have you drop in for a visit.

We are anxious to meet the needs of the girls enrolled in homemaking. We believe you can help us evaluate our courses and make suggestions for improvement. What did you have in Homemaking I, II, and III which helped you to take part in establishing and managing a liveable home for a happy family?

Your opinion as to what the courses should include will be carefully considered. Your answer to the enclosed questionnaire will give the helpful information. The results will be used to help improve the Homemaking course in our high school.

For the response to the questionnaire, make one choice of the first three columns. Check Column four as you think necessary. In Column Five number (1,2,3, etc.) the items A,B,C,D, etc. in order of importance to teach in homemaking classes. Do this in each area I through VII. (For example, if you think item F is most important in Area I, number it 1; if B is next, number it 2, and so on. Then do the same for Areas II, III, IV, V, VI, and VII).

Will you take a few minutes right now to fill out the blank and return it in the enclosed, stamped, self-addressed envelope? It is so easy to forget and a prompt reply will be most helpful.

I shall look forward to hearing from you and about you and your family.

Thank you very much.

Sincerely,

Orthuia Doescher
Homemaking Teacher

BROOKINGS HIGH SCHOOL

Homemaking Course Information

Check or fill in the blanks.

Name _____ Graduated 19 _____ Married 19 _____
 Where do you live? Town _____ On a farm _____ City _____
 How much Homemaking did you have in school? 7th grade _____ 8th grade _____
 9th grade _____ 10th grade _____ 11th grade _____ 12th grade _____
 How many in your family? Children: boys _____ ages _____
 girls _____ ages _____
 Husband: Living _____ Deceased _____ Separated _____
 Other Persons: Number _____ Who? _____

What is your husband's occupation? _____

What is your occupation, if any, outside the home? _____

How many hours a day do you work outside the home? _____

Do you own your home? _____ Rent? _____ Share a home? _____

 In order to determine what items in your High School Homemaking Course were or were not helpful to you, will you please check (✓) in Column 1, 2, or 3.

If you feel the item is not important enough to stress in school, check in Column 4. In Column 5, number 1, 2, 3, etc., the items A, B, C, D, etc., in order of importance for homemaking classes. Do this in each area.

	1	2	3	4	5
	Enough help in School	Some hel	No hel	Not im- portant to stress in school	Important as numbered in area
AREAS IN HIGH SCHOOL HOMEMAKING					
I. ADULTHOOD-MARRIAGE					
A. Understanding oneself					
B. Becoming an adult					
C. Choosing a life partner					
D. Knowing about wedding etiquette					
E. Finding happiness in marriage					
F. Knowing disadvantages of too early marriage					
G. Knowing of complications of mixed marriages					
H. Knowing responsibilities in marriage					
II. FAMILY PLANNING					
A. Planning for work or career					
B. Securing satisfactory housing					
C. Living within the income					
D. Spending for food					
E. Spending for clothing					
F. Furnishing the home					
G. Establishing credit					
H. Saving systematically					
I. Accepting things you can afford					
J. Working outside the home--wife					
K. Sharing housework					
L. Changing occupations					

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	1	2	3	4	5
	Enough help in School	Some help	No help	Not im- portant to stress in school	Important as numbered in area
FAMILY PLANNING (continued)					
M. Entertaining in the home					
N. Planning worthwhile recreation					
O. Accepting responsibility of children					
P. Developing family hobbies					
Q. Managing time for leisure					
R. Simplifying work					
S. Making home a safe place					
T. Planning for an attractive home					
III. FOODS AND NUTRITION					
A. Meeting nutritional needs of each family member					
B. Planning economical meals					
C. Knowing how to market wisely					
D. Recognizing thrifty buys in foods					
E. Saving food nutrients					
F. Preparing tasty foods for family					
G. Making good use of left overs					
H. Caring for kitchen equipment					
I. Preserving foods by canning					
J. Preserving foods by freezing					
K. Preserving foods by pickling					
L. Knowing when to use a mix					
M. Preparing home mixes					
N. Serving a meal correctly					
O. Practicing acceptable table manners					
P. Feeling at ease when entertaining					
Q. Being a good guest					
R. Knowing correct procedure when eating out					
IV. TEXTILES AND CLOTHING					
A. Recognizing importance of labels					
B. Selecting patterns					
C. Choosing becoming colors					
D. Choosing becoming fashions					
E. Constructing children's clothing					
F. Constructing garments for self					
G. Altering ready-made garments					
H. Making over garments					
I. Caring for clothes (mending, pressing, cleaning)					
J. Storing seasonal clothing					
K. Buying clothes for the family					
L. Recognizing quality in house- hold textiles					
M. Making curtains					
N. Doing family laundry					

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	1	2	3	4	5
	Enough help in School	Some help	No help	Not im- portant to stress in school	Important as numbered in area
V. CHILD DEVELOPMENT					
A. Understanding how children grow and develop physically					
B. Understanding how children develop emotionally and mentally					
C. Knowing where to get dependable guidance for child care					
D. Appreciating the child					
E. Selecting toys for children					
VI. HOME CARE OF THE SICK					
A. Recognizing illness					
B. Giving medications					
C. Appraising the home medicine chest					
D. Preparing food for the sick					
E. Improvising equipment for the sick					
F. Bathing a bed patient					
G. Making a bed with a patient in it.					
H. Preventing spread of contagion					
I. Knowing what to do in civil defense					
J. Administering first aid treatment:					
VII. CAREERS					
A. Recognizing job opportunities					
B. Learning requirements of jobs for women					
C. Selecting work suitable for self					
D. Applying for a job					
E. Understanding of business ethics					

VIII.

Please answer the following:

- A. Do you feel that Student Teachers helped your progress in Homemaking Classes? Yes _____ No _____
- B. Did class discussions on family relationships improve your relationships with your family? Yes _____ No _____
- C. Is there need for Adult Education Classes in the Homemaking Department for young married couples? Yes _____ No _____
- D. If you have suggestions for topics that should be in the High School Homemaking Curriculum, please list in this space.

Exhibit E

Postal card sent to those who did not respond promptly.

Dear Mrs. _____

I still need your answer to the ~~Homemaking~~ questionnaire. Would it be possible for you to complete and send it in the next day or so.

I would really appreciate that for then I can complete my study.

Thank you.

Orthula Doescher

Exhibit F

Unsolicited Comments

"When I was in High School, I never realized how much I was getting out of Homemaking until I married. The courses that were included in Homemaking have been very much help. I have especially found those in planning meals, cleaning my home, buying of food, and the most important of all how to get along with my husband. This summer Home Ec. will help me for I will put child care into use."

"I remember especially the tests on the cuts of meats--that has helped me a lot in cooking."

"I enjoyed filling out the enclosed questionnaire. One doesn't realize how worthy the homemaking course is while they are still in school. I, myself, am guilty of that. It truly is one of the most worthwhile courses for young girls as all will find out when they have homes and families of their own."

"In area I, I think 'happiness in marriage' is most important but you have to have the background in all the other things in order to find happiness."

"Understanding oneself and knowing responsibilities in marriage will tend to make a happy marriage and show adulthood."

Adult education: "I'm for it."

"I believe the Homemaking Courses are adequate and very helpful."

In area of Adulthood and Marriage: "I feel that if you thoroughly understand all these things it will lead to a happy marriage."

"I feel that our home ec department is quite complete."

"I personally benefitted so many ways from my Homemaking background, I wish each student could realize how valuable it is. I think a coed class for seniors would be wonderful so that the boys and girls would be informed. the boys need to know the makings of a successful marriage as well as the girl as it has to be a partnership to be successful."

"This form sent to grads is a good way to keep your teaching up to date."

"I think a young homemaker's class would be wonderful."

"I have been very grateful for my home ec training especially in sewing, as I still seem to be wearing homemade clothes and liking it."

"Thanks to you it was not hard for me to adjust to being away from home. I have been gone for 15 months and we don't plan on a trip back to South Dakota until November."

I wish that somehow every girl in B. H. S. would be required to take homemaking. Those of us who didn't care for Chemistry had to take it, and what is the difference, there will always be likes and dislikes. It is my honest opinion that I could not manage our home if it weren't for the instructions and instructors I had at Brookings High School."

"I remember more of the sewing skills than anything else, and now I'm capable of stitching up most anything. As far as I'm concerned, the unit on preserving, canning and freezing was a waste--people in the South have no need for it."

Exhibit G

Suggestions for topics that should be included in the
High School ~~Homemaking~~ curriculum as listed by graduates--
(Suggestions did not lend themselves to tabulations)

1. How to live with parents--adjustments--understandings needed
2. Knowing wedding etiquette
3. Knowledge about wedding preparations in last year
4. Some training in the ~~manual~~ training department would help for the
"odd" jobs (husbands put off or don't have time for)
5. Beautifying the yard--gardening and growing flowers
6. Boys could use training in household duties, sharing responsibility of
the children, and understanding the duties and responsibilities of the
mother of the house.
7. Discussions by both boys and girls about the part of the father in
helping with children and household duties. (The men in the house-
holds seem to feel that the ~~home~~ should be the complete responsibility
of the women.)
8. A day nursery so high school girls planning marriage would have a
chance to ~~manage~~ a few children for awhile.
9. Show films of learning of love and making plans for marriage and how
to become a good wife.
10. Budgeting one's time--so as to get everything done in a day that needs
to be done.
11. Include all topics, listed in questionnaire, in the course.
12. Offer a course in high school that all students, boys and girls, could
take in adulthood and marriage.

13. Discussion on choosing a career--to realize the stiff competition in business.
14. Emotional development---understanding oneself.
15. Fundamentals in graceful walking, sitting and dressing properly.
16. Planning time and work so there is time to enjoy the family and keep a household running smoothly.
17. Preparation of meat is important.
18. Use of home freezer.
19. Stress how to care for children and their needs.