T H E S I S

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DEVELOPMENT OF HOME ECONOMICS EDUCATION IN ARIZONA FROM 1917 - 1942

Dept.

Submitted by

Rosabelle G. Leetham

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado Agricultural and Mechanical College
Fort Collins, Colorado

August, 1945

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ENTITLED DEVELOPMENT OF HOME ECONOMICS EDUCATION IN ARIZONA FROM 1917 to 1942

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MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 4½

David R. Morgan
In Charge of Thesis

APPROVED Ward Williamson
Head of Department

Examination Satisfactory

Committee on Final Examination

Ward Williamson — Olive J. Hamilton

David R. Morgan — Naoma Norton

Rowan E. Ellzey

W. E. Dawson
Dean of the Graduate School

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

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Chapter I

INTRODUCTION

> Home economics in its present development and its potential values has much to give education today. The very nature of the materials with which it deals lends a richness and vitality to secondary school experiences that adolescents need. Children at the elementary level are learning to appreciate what it takes to make a home and to get real joy from homemaking activities. Education in home and family living is proving of special interest to adults and out-of-school youth. Both its place in general education and its values for boys and men are only beginning to be explored. Today most school people alert to educational problems are making every effort to broaden their knowledge of and increase their insight into the development, not only within their own fields, but in others as well. No field will repay this effort more than home economics (60:1).

With the passage of the Smith-Hughes Act in 1917, a national program of vocational home economics was introduced into the country, and since that time the homemaking program in Arizona has been in an almost continuous process of reconstruction and development. The program has broadened its scope and shifted its emphasis to parallel social and economic conditions.

Today it must be adjusted to meet the changes brought about by the war, because basic changes in society force basic changes in educational patterns.

If home economics education is to take its place in the education for the reconstruction of American life by meeting the needs of the individual in the basic aspects of living, it must replan its program. This replanning can best be done if an understanding of past development is available for comparison of conditions.

Statement of the problem

What development has been made in home economics education in high schools in Arizona since 1917?

Problem analysis.-- What has been the development in legislation and administrative policies concerning vocational home economics in the high schools?

Whas been the development in the phases:

1. Number of departments
2. Curriculum
3. Rooms and equipment
4. Home projects
5. Home economics for boys
6. Clubs
7. Supervision
8. Publications

Delimitation of the problem.-- The study was limited to the development of vocationally reimbursed home economics programs in Arizona high schools for the period (from) 1917-1942.

Chapter II

REVIEW OF LITERATURE

Literature pertaining to the national development of home economics has been reviewed by the writer in order to furnish a background for this study. Included in this review have been historical studies showing the development of homemaking in several different states.

In 1919, Miss Josephine Berry, Chief of Home Economics for the United States Federal Board for Vocational Education, was appointed agent to assist in the task of interpreting the policies of the Smith Act as they applied to the vocational homemaking program. Miss Berry stated in Bulletin No. 28, Home economics education organization and administration, 1919:

> . . . that the underlying purpose of the vocational education legislation is the production of a nation of trained people and the increase in the number of skilled workmen. Hence the vocational education law proposes a program for the promotion of certain forms in our systems of education. These forms are vocational education in agriculture, in trade and industries and in home economics. (64:0)

In this bulletin, Miss Berry interpreted the provisions of the Smith-Hughes Act as they applied to homemaking education as follows:

1. Such education shall be given in schools and classes under public supervision and control . . . .

2. The controlling purpose of such education shall be to fit for useful employment . . . . Home Economics may be defined as that form of vocational education which has for its controlling preparation of girls and women for useful employment as house daughters and homemakers engaged in the occupations and the management of the home.

3. That such education shall be less than college grade and shall be designed to meet the needs of persons over 14 years of age who have entered upon, or who are preparing to enter upon employment . . . . If girls of age are admitted to such classes it must be clearly shown that they are mentally and physically fitted to carry on the work designated.

4. Every dollar of Federal funds must be matched by a dollar of State or local funds, or both. . . .

5. Federal money is to be expended for:

   (a) Reimbursement in part for salaries of teachers.
   (b) Reimbursement for expenses incurred in the maintenance of the training of teachers of vocational subjects. (56:11 - 14)

6. Work may be set up in three kinds of schools for home economics:

   (a) All-day.
   (b) Part-time schools.
   (c) Evening schools.

7. Types of all-day schools:

   (a) Separate schools.
   (b) Departments in schools (64:16)

The Federal Board for Vocational Education interpreted the provisions of the Smith-Hughes Act and set up standards for the plant and equipment as a guide for state programs.

The George-Reed Act (59:142-143), passed February 5, 1929, authorized an appropriation of $500,000 for the year beginning July 1, 1929, and for each year thereafter, for four years, this appropriation to be increased by $500,000 over the appropriation for the preceding year. One half of the appropriation was for vocational agriculture and was allotted to the states and territories on the basis of the farm population. The other half of the appropriation was for home economics education which was allotted to the states and territories on the basis of their rural population. The requirements made of the states were the same as those of the Smith-Hughes Act, except that the standards set for home economics were more liberal under the George-Reed Act, in that clearly defined or definite standards were set up for home economics and a more flexible program was possible.

The George-Reed Act expired on June 30, 1934 to be supplanted by the George-Ellsey Act. This act authozied Congress to appropriate for vocational education each year for three years the sum of $3,000,000.

> . . . one third of the sum appropriated for each fiscal year shall be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors and directors of home economics subjects in such states and territories . . . . (68:274)

The interpretation of policies relating to the George-Ellsey Act and its application to the high school program in home economics was presented in a leaflet sent out by the United States Office of Education in 1934, and may be summarized as follows; (71:1-4)

Program I was the same as the program used in interpretation of the Smith-Hughes Act.

Program II required schools with classes scheduled on 40-45 minute periods should schedule homemaking classes for 90 minutes each day.

Schools having a 60 minute period schedule, should schedule homemaking classes for 60 minutes daily. Each homemaking teacher should have three periods a week for conferences with pupils concerning home experiences. A nine-month school was required to spend 45 hours a year on home practice in the first year and 45 hours a year to be spent in at least two properly planned and supervised home projects in two phases of home economics

in the second year. Related subjects could be taught by the regular science or art teacher if there was cooperation between the home economics teacher and the related subject teacher.

Program III made provision for five double periods of 90 minutes daily for home economics classes and at least five periods a week on the teacher's schedule for individual conferences. Schools with 60 minute periods and a three year program for homemaking classes could meet for one period daily. The home project requirement was the same for the 90 minutes and the 60 minute classes. In the first year a minimum of 90 hours a year in a nine-month school should be given to three properly planned and supervised home projects in three phases of home economics. In the second year a minimum of 45 minutes daily or 135 hours per year in nine-month school should be devoted to home projects in not less than three phases of home economics. The teachers should be allowed five periods a week for pupil conferences for home projects. The tenth-month or so called summer program should be used to carry out the requirements of the program. The related subjects may precede, parallel, or follow the home economics subjects if closely integrated with them.

On June 30, 1937, the George-Deen Act was passed. This act took the place of the George-Ellsey

which had expired. Mr. L. H. Dennis, Executive Secretary of the American Vocational Association, in a circular letter to its members, summarized the provisions of the George-Deen Act as follows:

> 1. An annual authorization for an appropriation of $12,000,000 for agricultural education, trades and industrial education, and home economics education. This $12,000,000 will be divided equal between the three fields.
>
> 2. An annual authorization for an appropriation of $1,000,000 for teacher training in vocational education.
>
> 3. An annual authorization for an appropriation of $1,200,000 for training for the distributive occupations.
>
> 4. An authorization for these appropriations on a permanent basis.
>
> 5. Fifty per cent of the Federal fund may be used without matching until 1942.
>
> 6. A minimum allotment of $20,000 per year for each state for each of the fields of agricultural education, trade and industrial education and home economics education. Fifty per cent of these funds may be used without matching. In the case of minimum allotments, the fifty per cent may be used without matching on a permanent basis. The unmatched portion is not limited to five years.
>
> 7. A minimum of $10,000 per year for each state for training for the distributive occupations.

8. A minimum of $10,000 per year for each state for vocational teacher training.

9. . . . . .

10. Appropriations may be used for salaries and necessary travel expenses of teachers (50:1-4).

Adelaide S. Baylor (66:0-4), Chief of the Home Education Service, made a report of the growth and development of vocational home economics from 1917 to 1929 under the influence of the vocational bills. She interpreted the provisions of the national vocational act as they applied to home education, traced the expansion and the development of the program from 1917 to 1929, and recorded the outstanding achievements by States and Territories (66:71-107), as taken from descriptive reports from the 1915-16, 1920, and 1927-28 surveys of the United States Bureau of Education and drew the following conclusions:

Increasing numbers of girls and women are assuming two-fold responsibility for homemaking and wage-earning girls in the wage-earning pursuits marry younger, and continue their wage-earning pursuits after marriage. This situation should influence the type of education

they receive and should be taken into account, whether the schools are training girls for wage-earning or for homemaking.

In the survey by the United States Bureau of Education (1927-1928), 44 per cent of the public schools reported provision for home economics instruction as an enrollment in such classes of 28 per cent of the girls in ghigh schools. While an increase in the number of high school girls who are pursuing oourses in home economics, it must be noted that over 50 per cent of the high schools reporting the later survey do not offer home economics instruction and that 70 per cent of the high school girls are not pursuing courses in home economics.

Census figures show that a large proportion of the population in the United States is composed of women whose influence as individuals and members of the family and community groups is inestimable. They have special responsibilities to discharge in these roles for which determined training is needed. The traditional courses of study will not meet the situation. The responsibilities of girls and women among which were those of the homemaker, demand careful study that their needs may have competent appraisal and that plans be made to meet them. (76:152-154)

Emeline S. Witcomb, senior specialist in home economics, United States Bureau of Education, made a

survey and described the trends in home economics education from 1926 to 1928 as follows:

> Curriculum in home economics in our public schools is constantly proceeding. It is stimulated by the desire of supervisers and classroom teachers to keep abreast with the time, a little ahead of the industrial, social, and economical changes in our civilization and to incorporate into their classroom practices, the reforms needed for better living.
>
> The aim of education though appears to be high-grade living. To this the departments of home economics and home mechanics are making a worthy contribution by offering training to girls and boys in their daily pursuits of living. Such training aims to lift to a higher level many of the activities and human living. (62:4-5).

Following these comments, Miss Whitcomb (62:5), described how the curriculum should be improved. She suggested first that needs and interests should be determined, and second, the curriculum content should be determined by these needs. Evaluation should aid in determining whether subject matter taught functions in the daily lives of the pupils, and an appreciation for home and family life should be developed.

In 1929 economic depression influenced the status of vocational homemaking. From 1930 to 1932 retrenchments were necessary in the schools. Some administrators felt that homemaking courses were "frills and fads" that should be eliminated during the depression. Leaders in the field of education, including those in

home economics, were called together in regional conferences throughout the United States by United States Commissioner of Education, William John Cooper.

In 1933, Dr. Ernest W. Butterfield, Commissioner of Education, Connecticut, reported at a Conference as follows:

> This conference recommends that at the State Conference the members of this conference define and declare the scope and extent of school courses and educational instruction that we hold essential for adequate homemaking.
>
> This conference recommends that its members in their public addresses, in their private discussions, and in their conferences with those who direct the financial and administrative policies of our public schools, declare that, in a changing civilization of all educational offerings, the social sciences are most important, that we may live well together: next in importance are the arts, the skills and the recreations, that we may live happily; then the vocations, that we may live prosperously; and last, the academic subjects, that we may live traditionally (70:VIII).

At this 1933 conference Mr. William John Cooper made the following statements;

> If homemaking is to justify its place in the curriculum it must prepare young men and women to make homes. This it does not do fully now, nor does it hardly reach any of the men.
>
> . . .
>
> I know that some have abandoned the home economics philosophy which devotes most of its time to teaching skills in foods and clothing but I fear that there is still in most schools too much time spent in development of skills.
> . . .
>
> The time is here when education must part

> from its hard fast division of subject matter and attach projects. . . . If this is done, it will be necessary to make over homemkaing education. Instead of being considered a fad or frill of the curriculum, to be dismissed when hard times come, it will become one of the last things to be dispensed with. (70:1-2)

Status of home economics in the Colorado high schools

Lory (57), in 1933, made a study of the status of home economics in the high schools of Colorado from 1931 to 1933. The study included the following major divisions: "A Survey of the Current Situation;" "A Study of the Changes During the Period 1931 to 1933;" and "An Analysis of the Outlook for Home Economics Education for the Immediate Future."

This study is similar to the present study in that the data for the above study were gathered through questionnaires sent to teachers and superintendents in 103 high schools. Lory found that during the period 1931 to 1933, educational systems of the State of Colorado had been subjected to many changes, chief of which were the reduction of the tax income, the depression, and the resulting psychological influences upon the attitude of the public toward social institutions, Many people were thinking that home economics was losing its status in the school.

The study revealed that home economics courses had become more practical as a result of the economic

conditions. The schools were affected by the depression but met the situation and came through the depression in a creditable manner which was shown by the small percentage forced to discontinue the work. Fifty-five per cent of the teachers reporting changed the course of study to meet the economic needs of the time. The extent to which teachers and girls enrolled in home economics were assuming outside civic and social responsibilities had greatly increased. Lack of sufficient funds was the largest factor in causing home economics education to be discontinued from the school curriculum. The course of study for home economics in Colorado Schools had been broadened since 1931, boys' work having progressed with emphasis on foods and nutrition for 16 out of 17 classes giving this unit. She found that a more balanced course of study seemed to be an urgent need and that home economics teachers needed training in school finance, management, and budgeting, to prepare them to meet unfriendly attacks toward the work. Teachers needed to gain the confidence of the community and sell home economics education to the community. The study showed that home economics not only maintained itself during the depression, but also improved its content and teaching personnel with increased community influence and enrollment in homemaking classes in the schools where homemaking was offered.

As a result of this analysis, Lory predicted that the outlook for home economics for the year 1934 was favorable in more than two thirds of the schools; rural schools were feeling the pressure of the depression more than the larger schools; and a majority of the communities were favorable toward the home economics program and its work in the school.

Home economics education in the southern states

Kent (56) in 1934 completed an historical study of the results of planning for home economics education in the southern states, limiting her study to home economics programs organized under the Smith-Hughes and George-Reed National Acts for Vocational Education in the public schools for white children of the southern region from 1917 to 1933. The data for the study were gathered from the complete files of plans submitted by the 12 southern states to the United States Office of Education for the period 1917 to 1933.

The points investigated by Druzella Kent in the study have similarities or differences in the plans for the various state programs, the direction of planning within the region and within the individual states, and the relation of the plans to the development of the program. This study showed that requirements for teaching, space, and equipment in high schools varied most

between the years 1927 to 1932. The two-room laboratory gave way to the cottage or apartment which more closely resembled the home situation. Equipment requirements were indefinite with selections being left more in the hands of the classroom teacher. Miss Kent (49:42) found that before the Smith-Hughes Act was adopted there was no direct statement as to the qualifications of teachers. She also found that the program was being developed as a coordinated whole: instruction, teacher training and administration were developed in relation to the objectives set up for the entire program. She found that the instruction in home economics education was no longer confined to the all-day schools, but that classes for adult instruction were expanding and part-time classes for out-of-school youth were beginning to receive attention. The trend was to relate instruction to the home. The home economics teacher had a definite schedule for making home visits. This emphasis was reflected in changes in method of instruction resulting in a more closely approximated home condition.

In her summary she stated:

> 1. Supervision has been an increasingly important factor in the development of the home economics program. . . .
>
> 2. . . .
>
> 3. In the southern region, expenditures of State and local funds far exceed the expenditure of Federal funds for home economics in vocational

schools during the fifteen-year period.

4. The greatest increases in local and State expenditure occured after 1929 in all States save one.

5. . . .

6. Improvement of instruction was reported as a major responsibility by all state supervisors. . . .

7. A rapidly broadening home economics curriculum in the vocational schools necessitated the development and mastery of techniques and methods of instruction. . . . The most widely accepted of the newer methods was home project; supervised observation and problem method. . .

8. Home economics instruction at the beginning of the period was based largely upon theory; at the close of the period, instruction was being based upon home problems. . . .; there was a trend toward local, rather than State courses of study.

9. The conference method has been used successfully in the development of the program. . . .

10. . . .

11. . . .

12. . . .

13. . . .

14. . . .

15. The reports for the final five-year period show that the homemaking program was being extended to men and boys.

16. . . .

17. There was a decided trend, toward employing home economics teachers for a period beyond the regular school year in order to provide additional time for supervising home projects and conducting evening school classes.

18. . . . Course of study was the most frequently reported type of publication during first five years. . . .

19. . . .

20. Publications during last five years reveal a distinct shift from state to local problems (56:128-129).

The evidence presented in this study, in regard to the effect of planning upon the development of vocational home economics in the southern region indicates that the rapid and uniform progress was due to careful planning (56:135).

Home economics program in Texas

Williams (72), in 1939, made an historical study of the development of home economics in Texas for the period 1917 to 1937 which was limited to the regu-

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lar home economics classes in the vocational high schools of Texas of B and C type for the years 1917 to 1937.

> The B type of schools refer to those schools having two or more teachers of home economics classes
>
> The C type of schools refer to those schools having only one teacher for home economics classes (72:10)

The data for this study were obtained from annual reports to the Superintendent of Public Instruction and reports to the Federal Board for Vocational Education, newsletters on file in secondary schools, publications of the Texas Department of Education, bulletins, courses of study, school laws, and back issues of newspapers published in towns where conventions and rallies were held.

The terms "domestic science" and "domestic art" were used in 1917 to designate the subject matter which is today termed home economics. At that time there were 108 classified and accredited high schools of Texas in which domestic science and domestic art were taught. Skills in cooking and sewing were stressed. There were no classes for boys, and annual conferences and rallies were not held at that time.

To meet the requirements of the National Vocational Acts, the State Board for Vocational Education at various periods determined policies in order to receive subsidy from the federal government, as one of the re-

quirements of the National Vocational Education Acts. The plan for the distribution of funds was changed from time to time because of favorable or unfavorable state and federal legislation and economic conditions. Originally subsidies were granted for five-year periods, but the depression changed this plan to one of continuous subsidy. As additional directors and supervisors were needed, they were selected by the Board for Vocational Education.

The changes brought about by the National Vocational Education Act were shown in the changing of titles from domestic science and domestic art as taught in 1917 to home economics which in 1937 included every phase of homemaking. The objectives of the courses became more clearly defined and more closely correlated with other phases of subject matter. The emphasis changed from skills alone to skills, attitudes, appreciations, abilities, and interests of the students.

In 1930 classes for boys were conducted and boys were admitted to the regular home economics classes. In 1930, 75 boys were enrolled in classes for home economics, and in 1935 to 1936 there were 1,248 boys enrolled.

The first home economics conference for training the home economics teachers in service was held in

1922. The object of the conference was to discuss subject matter and methods of instruction of home nursing and methods of conducting home projects.

In 1920 the state clothing contest was organized by Lillian Peek, the object of whichw as to raise the standards in clothing. It was felt that the clubs needed a state program of work so the Girls' Clothing Contest was changed to The Homemaking Education Rally in order to emphasize the complete course of Study. In 1935 boys were allowed to enter the features. The name was then changed to the Future Homemakers' Rally.

From 1917 to 1937 the home economics program in Texas had broadened in scope, increased enormously in enrollment, gained substantially in the amount of funds available, included boys in the program, and formed a state-wide organization of high school boys and girls.

Development of home economics in New Mexico

Buer (46), in 1940, studied the development of home economics in public high schools of New Mexico from 1912 to 1939. She was interested in determining the influence which directed the development of home economics education in New Mexico.

Three main influences played a part in the development of homemaking in New Mexico during the

period 1912 to 1939: legislation, funds, and the depression. In 1912 the first legislative influence was a provision made for introducing industrial education, which included domestic science. The second legislative influence was the acceptance of the Federal Act, commonly called the Smith-Hughes Act, which gave impetus to vocational education by providing funds which were to be matched by the state for use in vocational work. Other acts such as the George-Dean Act, the George-Reed Act, and the George Ellsery Act provided additional funds for home economics program making possible the adjustment of the home economics program to the schedule of the high schools of the state. Out of the depression came more practical objectives and plans to meet the needs of the communities.

Bauer found that the number of schools introducing home economics into their curriculum in New Mexico steadily increased; in 1913 three towns reported home economics teachers; in 1914 six had home economics, and in 1923 there were 63; from 1926-28 there were 74; during the depression there was a drop to 52, but since that time there has been a steady increase, and in 1939, there were 89 departments.

The home-project program had a slow start in New Mexico, but by 1938 it had become a vital part of the program, and in eight towns teachers were employed

on a year-round basis to supervise summer home-projects and to aid in adult education.

The curriculum changed from "domestic science" and "domestic art" in 1913 to home economics which was considered as training for vocational hom economics in 1917. By 1939 the term "homemaking" or "education for home and family living" indicated the broadness of the program being taught in New Mexico high schools.

The study revealed that requirements for equipment were very limitedat first but by 1917 requirements suggested the "hollow square type" of kitchen or the "unit type" with provision for home nursing and laundry work. By 1939, 11 departments had complete areas for teaching family living.

Through the above analysis Bauer predicted that the homemaking work in the future in New Mexico would follow the development of general and progressive education; that the curriculum would continue to be modified to meet the problems of boys and girls and men and women in a changing world.

Development of homemaking in the high schools for colored students in Oklahoma

Black (45) in 1941, made a study which included the progress of the homemaking departments for solored students in the high schools in Oklahoma during the period 1918 to 1939.

Black was interested in the following phases: the legislature acts passed between 1918 and 1939 concerning homemaking departments in colored students' high schools, the development in classes and the development in enrollment during the period 1918 to 1939, the changes which had taken place in the curriculum, and the progress that had been made in teacher-training.

The purpose of the study was to provide a basis for comparison with homemaking departments in other states which would indicate changes in the various stages of development, help evaluate the present situation, and give a broader outlook on the future development of homemaking departments.

Data for the study were secured from reports in the office of the state and district supervisors of home economics education, bulletins and state and federal publications from the United States Office of Education and from authorities in the field of homemaking.

She found that since 1890 home economics had been included as a part of the curriculum in the public schools and private colleges for Negroes in Oklahoma, and that by 1937 20 public colleges and eight private colleges were offering teacher-training in home economics to Negroes. The development was slow before passage of legislative acts fostering vocational education.

Since 1930 there have been rapid strides in homemaking education in the secondary schools for Negro students in Oklahoma.

The Smith-Hughes Act provided the first federal aid for vocational education of less than college grade. It was accepted by the State of Oklahoma on March 24, 1917, but not until 1933 did the day-school homemaking program for Negro students get under way. During 1937 to 1939 15 all-day schools qualified for reimbursement. Adult homemaking education for Negroes had been offered since 1920 in the form of evening classes. She found that the greater sum of money spent from 1918 to 1939 was for home economics teacher training at Langston University; that local and federal funds were the main support for the homemaking program for Negroes in secondary schools; and that the number of classes in federally reimbursed homemaking centers for Negroes increased rapidly from 1937 to 1939 due to the passage of the George-Deen Act. Classes for boys were organized in 1937-38 and in 1939 there were 10 classes for boys in federally reimbursed centers. From 1918 to 1937 there were no adult evening classes held by day-school teachers in federally reimbursed centers. In 1930 evening classes were stressed and increased from four to 19. She found that the content of courses increased from doemstic

science and domestic art to a program including four years of home economics with all phases of homemaking being taught. The home economics teacher training department had its beginning in 1923 but received no federal aid until 1926. The first annual conference for Negro homemaking teachers was held in 1927 for the purpose of developing effective teaching methods for evening classes and to promote interest in home improvement. The first home economics certificate for Negro teachers was issued from Langston University in 1924 and the first bachelor of science degree was given in 1931. University courses consisted of general, related, professional, and technical courses, and in 1939 nursery school education was added. All in all, much progress had been made since legislative acts were accepted by the state. The requirements and standards set up by the federal government have brought about an increase in teachers' salaries, and have resulted in better trained teachers, better housing and better equipment, which has meant much to the Negro boys and girls in the way of occupational training.

Conclusions in this study showed that rapid changes were being made in homemaking trends throughout the country and that the traditional non-vocational program of skills in foods and clothing has given way to

the vocational homemaking program consisting of units in all phases in homemaking necessary to meet the need of a happy and successful family life.

Development of vocational Home Economics in ~~Arizona~~ Arkansas.

William (73) in 1941, in a study of the development of the vocational home economics program in Arkansas from 1917 to 1938, traced the changes that had taken place in the philosophy, policies, plans, and cost of vocational home economics in the high schools of Arkansas. Her study resembles the present study in that it was an historical survey and similar methods of gathering data and compiling it were used.

Williams used reports of legislation pertaining to the acceptance of the vocational educational acts, state plans, and annual statistical and descriptive reports of the Arkansas State Board of Vocational Education.

According to Williams the acceptance of the benefits and provisions of the Smith-Hughes Act created a favorable situation for the development of the home economics program in the schools of Arkansas. Educational requirements for local supervisors were raised during the period from 1927 to 1939; requirements for the professional training for white teachers were increased to 20 hours in education with specified inclu-

sion of methods and practice teaching under supervision, and Negro teachers were required to have 12 hours in education including methods and supervised practice teaching. Both white and colored teachers must have homemaking experiences in actual care of children and management of a home. During this period the home economics departments were moved from basements and 78 per cent of the departments for white students and 71 per cent of the departments for colored students were housed in cottages which were planned to meet community needs, providing home-like situations.

In regard to equipment, Williams found that at first statements for requirements of equipment were very indefinite and equipment adequate for work undertaken was all that was required. During the secomd period the requirements were raised to include a foods laboratory equipped for individual work and meal service plus available equipment for related work, equipment for teaching home nursing and laundry work, and a clothing laboratory with tables of definite length. During the third period requirements were increased to include furnishings for an entire cottage and for teaching all phases of home economics included in the course of study.

Improvement was made in the home economics curriculum during the period from 1918 to 1939. It

developed from a narrow curriculum including skills in food and clothing confined to work in the classroom to a course including every phase of homemaking in well-equipped laboratories, with pupil-teacher planning to meet the needs of the particular community.

Policies relating to home projects changed the number of hours required from 32 and no credit to 135 hours in at least three different phases of homemaking, and a half unit of credit with supervision. The results were: improvement in instruction and supervision; improvement in selection, planning, conducting and reporting of projects; and a better teacher-pupil-parent relationship.

The establishment of new departments for homemaking was promoted by the passage of the George*Reed Act in 1929, the George Ellzey Act in 1934, and the George-Deen Act in 1936. Seventeen George-Reed departments were established; 25 under the George Ellzey Act, and in the year ending 1938 to 1939 there were established homemaking departments in 66 schools for white children and 17 for colored children under the provisions of the George-Deen Act.

By comparing what was taught in 1917 with what was offered in 1939, Williams showed the evolution of the philosophy of home economics education in Arkansas, which was from home economics training for a few

with no money provided to a broad program which included every phase of homemaking with provision of all the money the state could afford for the development of homemaking education.

She made the following prediction:

> In light of the changes and the developments in homemaking education in Arkansas from 1917 to 1939, one may make the prediction for homemaking education in the future that its development will follow the changing methods in general education, its curriculum will continue to be modified to meet changing social and economic conditions, and it will continue to make increasingly valuable contributions to the home and family life in Arkansas, particularly for boys and men (64:189).

Chapter III

MATERIALS AND METHODS

The approval of the State Supervisor of Vocational Home Economics Education at Phoenix, Arizona was obtained for this study in order that the unpublished annual reports to the Federal Board for Vocational Education and the U. S. Office of Education at Washington by the State Board for Vocational Education, could be read for data pertaining to the growth and development of home economics education in Arizona from 1917 to 1942.

During the year 1942 the State Supervisor of Vocational Home Economics Education and the State Superintendent of Public Instruction were interviewed to find out what additional data, needed for the study of the development of home economics education in Arizona, could be obtained from their offices.

From the office of the State Board of Education reports of legislation pertaining to vocational education on policies, rules, and regulations, as recorded in the minutes of the State Board of Education governing the promotion and administration of vocational

education, were found and recorded.

State plans and annual statistical and descriptive reports of the State Board for Vocational Education on file in the State Supervisor's office were examined to discover what development had taken place in the curriculum of home economics education in the subsidized high schools of Arizona. From the first stateplans which were made in 1917, and with modifications used until 1922, and from subsequent plans which covered periods of five years, required qualifications of supervisors and teachers, general objectives of programs, curricula, general requirements for housing and equipment, and home project requirements were obtained and recorded in table form.

From the annual statistical and descriptive reports the number of departments, enrollment, in home economics day classes, and federal, state and local expenditures for vocational home economics in Arizona were obtained and recorded in table form by years.

Supplementary reports published by the State Deparment of Vocational Education, and scrpbooks of newspaper clippings were examined. Conferences with past supervisors and with teachers were held to obtain additional material on the development of home economics in the State of Arizona.

News letters, on file in the office of the State Supervisor of Home Economics Education, were sent out every month during the school year and contained helpful material for teachers to assist them in keeping informed and up-to-date. They included activities of schools, subject matter suggestions, summaries of accomplishments of teachers and students of all-day schools, announcements of outstanding events, and progress made in the state during the year. These news letters furnished data for many of the items in this study.

Charts showing the growth in number of schools, and enrollment in schools were secured from Annual Descriptive Reports of the State Supervisor of Home Economics Education.

As pictures show changes in equipment more clearly than does writing, pictures from the annual descriptive reports of the early domestic science departments in Winslow and St. David were selected and reproductions of them were made. As a contrast to these early departments, pictures of modern departments were obtained at Phoenix Union High School.

The library at the State Capitol in Phoenix, Arizona, yielded much data.

To obtain data concerning the development

that has taken place in the curricula of home economics education in Arizona, courses of study for secondary schools were examined, and the following persons prominent in education of Arizona were interviewed during the winter of 1942: Mrs. Waller Scully, State Supervisor of Vocational Home Economics Education; Mrs. Mildred W. Wood, Chairman of the Home Economics Department of the Phoenix Union High School; Miss Isabelle MeQuestion, State Coordinator, Homemaking Education; Miss Ruth E. Oelke Hendrix a former State Supervisor of Vocational Home Economics.

Vocational homemaking teachers both past and present were interviewed during the spring of 1942, and much valuable data concerning the development of curricula, courses of study, and rooms and equipment were obtained.

At the 1942 fall Home Economics Teachers Conference the State Adviser for Home Economics Student Clubs was interviewed and valuable data were obtained relating to the organization, projects, and general objectives of the clubs.

The "Arizona Student Club Newsletters," which are issued once a year by Arizona Home Economics Association and the State Department of Vocational Education, were reviewed and data pertaining to number of

clubs, enrollment, activities, mottoes and location of clubs were obtained.

The sources of information may be summarized as follows:

1. Annual descriptive reports of the Supervisor of Vocational Home Economics Education of the State of Arizona to State Board for Vocational Education and the Federal Board for Vocational Ecucation in Washington, D. C., on file in the Arizona Vocational Department, at Phoenix, Arizona, for the years 1917-1942.

2. Annual reports of the State Superintendent of Public Instruction, 1917-1942, in bulletin form, published by the State Department, and on file in the State Capital Library, Phoenix, Arizona.

3. Monthly newsletters for the years 1929-1942 bound and on file in the Office of the Supervisor of Vocational Home Economics Education, Phoenix, Arizona.

4. Circular Letters and Inclosures for years 1937-1942, including copies of questionnaires sent out to the public schools by the State Supervisor of Home Economics and the Director of Vocational Education.

5. Student Club Handbooks for the years 1932 and 1939, issued by the State Department of Vocational Education and on file in the Office of the Supervisor of

Vocational Education, Phoenix, Arizona.

6. Student Club Newsletters, 1935-1940, issued by the State Department of Vocational Education, Phoenix, Arizona.

7. Annual and District Conference Reports for years 1929-1930 to 1941-1942 issued by the State Department of Vocational Education, Phoenix, Arizona.

8. Annual Financial and Statistical Reports of the State Board for Vocational Education to the Federal Board for Vocational Education for years 1919-1920 to 1941-1942.

9. Bulletins published by the State Board for Vocational Education as:

a. State and Federal Aid, Bulletin No. 1 published in 1917-1918.

b. Plans for the Administration of The Smith-Hughes Act In The State of Arizona For The School Year 1918-1919, Bulletin No. 2 published in 1918.

c. Vocational Legislation Passed at the 1919 Session of Arizona State Legislature and Statement of Requirements and Qualifications to Secure State and Federal Aid, published in 1919, Bulletin No. 3

d. First and Second Annual Reports of the Department of Vocational Education 1917-1918 published in 1918, Bulletin No. 4

e. Statement of Policies, published, 1920, Bulletin No. 5.

f. Suggestions For Home Economics Courses, published 1920, Bulletin No. 6.

g. Third Annual Report, 1919-1920, published, 1921, Bulletin No. 7.

10. Mimeographed Bulletins, issued by the Department of Agriculture and Home Economics Education, University of Arizona and The State Department of Vocational Education, Phoenix, Arizona, as:

a. Business Management for Homemaking Departments, Bulletin No. 1, 1939.

b. Evaluation of Teaching For Home Economics Teachers, Bulletin No. 2, 1939.

c. A Handbook For Self-Evaluation For Home Economics Teachers Bulletin No. 3, 1939.

d. Home Economics Programs For Out-Of-School Groups Bulletin No. 4, 1939.

e. Your Moneys Worth in Foods, Bulletin No. 5, 1940.

f. Filing and Storing Materials Used in Home Economics Department Bulletin No. 6, 1940.

g. Teaching Foods on the Meal Basis, Bulletin No. 7, 1941.

h. Interpreting The Homemaking Program, Bulletin No. 8, 1942.

i. Arizona Schools, Bulletin, 1941, 1942.

11. Mimeographed units for the state course of study in leaflet form;

a. One Semester of Foods and Nutrition on the Meal Basis, 1942.

b. The Girl and Her Wardrobe, 1942.

c. Home Economics for Boys in Arizona, 1932.

d. Courtship and Marriage In Wartime, 1942.

e. Home Management in Wartime, 1942.

f. Housing and Safety in The Home, 1942.

g. Vocations for Women, 1942.

12. Courses of Study:

a. Course of Study for Homemaking III, mimeographed, 1933.

b. Course of Study for Homemaking I and II mimeographed, 1935.

c. State Course of Study for Homemaking in the Secondary Schools, published, 1938.

13. State Plans for Vocational Education in Arizona 1927-1932. State plans for Vocational Education 1937-1942 mim.

14. School Laws published, 1917, 1924, 1938, 1941. (14)

15. Session Laws of Arizona, 1916, 1917, 1918, 1919, 1921, 1922.

16. The Signal (a vocational newsletter) published, 1929-1932.

17. Conferences with;

a. Past and present Supervisors of home economics education

b. Past and present Vocational home economics teachers

c. Assistant Director and Supervisor of Agriculture Education.

d. Past and present Superintendent of Public Instruction.

Chapter IV

ADMINISTRATIVE POLICIES AND PLANS FOR HOME ECONOMICS EDUCATION IN THE HIGH SCHOOLS IN ARIZONA, 1917-1942

The development which took place in policies and plans for vocational home economics in the subsidized high schools of Arizona, through the period 1917-1942, is shown by tracing the changes which were made in legislation and administrative policies and by the changes which were made in policies relating to the following: qualifications of supervisors; teachers; number of departments; curriculum; rooms and equipment; home projects; home economics for boys; student home economics clubs; supervision and publication. With the exception of number of departments, these changes are traced by periods corresponding to the periods of years covered by the state plans -- 1919-1922; 1922-1927; 1927-1932; 1932-1937; 1937-1939; 1939-1940; 1940-1941; 1941-1942.

Legislation and administrative policies

First period, 1917-1922.--In order for the Smith-Hughes Act to become effective in Arizona, it was necessary that state legislation provide for the acceptance of the National Vocational Act, designate a state board as the administrative and cooperative agency, and

appoint as custodian for appropriations alloted the State Treasurer, who would receive and provide for disbursement of all money paid to the state by federal appropriation. (7:1-2). The third legislature of Arizona accepted the provisions and benefits of the Smith-Hughes Act on March 17, 1917, and set up the following provisions;

> Section 1 -- The State of Arizona hereby assents to the provision and accepts the benefits of an act passed by the senate house of representatives of the United States of America in congress assembled entitled; an act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture, trades and industry, and to provide with the states in the preparation of teachers of vocational subjects and to appropriate money and regulate its expenditures.
>
> Section 2 -- designated the state board of education; as a state board for the purpose of the said act and is hereby given all necessary power to cooperate with the federal board of vocational education in the administration of the provision of the act.
>
> Section 3 of the act designated the state treasurer as custodian for vocational education to receive and provide for proper custody and disbursement of moneys paid to the state from the appropriations.
>
> Section 4 -- For the purpose of meeting requirements of said Federal act there is hereby appropriated out of the general fund of the State a sum of money sufficient to meet the requirements of said act; provided however that said sum of money shall not be less than Fifteen Thousand dollars ($15,000.00) annually (1:58).

After the acceptance of the Smith-Hughes Act nothing was done to develop the vocational program in

Arizona until September 14, 1917. (5:1). At that time, the State Board for Vocational Education met and proposed tentative plans for a program in vocational home economics. Mr. C. O. Case, Superintendent of Public Instruction, and Dr. A. O. Neal, a board member, were appointed by the board to act as a committee to take these plans to Washington, D. C., to secure approval by the Federal Board for Vocational Education.

At the October, 1917, meeting of the State Board for the Control of Vocational Education, Dr. A. C. Neal and Superintendent C. O. Case reported the results of their trip to Washington, D. C., and submitted the plans with the suggestion for amendments made by the Federal Board. After carefully reviewing the plans and considering the amendments, the State Board accepted the plans. Yet no effort was made to put the program into action until in December, 1917, (5:5), when Dr. W. G. Hummel and Dr. B. W. Johnson, agents of the Federal Board, made a visit to Arizona to check the status of work in the state and to observe the extent to which it had been carried out according to the plan which had been approved by the Federal Board of Vocational Education. A special board meeting was called on December 20, 1917, (5:6) at which these two representatives discussed and explained the features of the Smith-Hughes Act and made recommendations for the development of the vocational

program in Arizona. At the request of the State Board for Vocational Education, the following recommendations were made by Dr. B. W. Johnson and Dr. W. G. Hummel in a written statement;

> . . . the reason that more progress has not been made since the acceptance of your plan by the Federal board which took place on or about November 1, 1917, is that no agreement has been reached as to how the measure of the work in Arizona is to be carried out. It is our opinion that this matter is most urgent, and that the interpretation of the act of the Federal Board is given in memo C, ...
>
> The Federal Board believes it to be the intention of the Smith-Hughes Act that States should provide directors. . . . Owing to the amount of $15,000.00 of Federal money appropriated, the first quarter of which has been paid into your State Treasury, with the other quarter due the first of January, and owing to the amount of time which has lapsed since the approval of your plan, we urge that immediate action be taken by your State Board of Control for Vocational Education looking to a solution of your situation, and to adequate supervision of vocational work under the Smith-Hughes Act that may be done in your state (5:5-6).

On January 25, 1918, the State Board for Vocational Education met (5:7), and appointed the Secretary of the State Board of Education as the Executive Officer of the State Board of Control for Vocational Education. The Board discussed the advisability of employing a state director for vocational education. Assistant Attorney General George W. Harbin was called before the board to give an opinion as to whether the Board could legally employ a State Director for Vocational Education and pay

his salary out of the general fund of the State. The opinion of the Assistant Attorney General was that it could legally be done. In 1918, the State Board of Vocational Education consisted of Governor George W. P. Hunt as Chairman and State Superintendent, C. A. Case as Executive Officer, and the following as members: R. B. Van Klin Smid, President of the University of Arizona; A. J. Mathey, President of the Tempe Normal; John D. Loper, City School Supervisor of Phoenix; G. E. Cornelius, President of Arizona Normal School; Grant Van Hoose, High School Principal, Yuma, Arizona. On February 6, 1918 the Board met and elected I. Colodny as State Director of Vocational Education, and specified his duties as follows:

> To promote and organize, supervise and inspect, under the authority of the State Board such vocational educational education as shall come under the provisions of the Smith-Hughes Act in the State of Arizona, and perform all duties necessary to carry out the plans adopted by the State Board of Vocational Education and as approved by the Federal Board for Vocational Education (7:2).

When Mr. I. Colodny (the first Director of Vocational Education in Arizona) took office in 1918, the schools had entered the second semester, and it was very difficult to bring about changes in the courses and methods of instruction during the balance of the term. However, the rest of the school year was devoted to a study of the conditions in the state.

The following account was given by Director I. Colodny in a report for the school year ending June 30, 1918.

> When the present director took office the schools had entered upon the second semester and it was naturally very difficult to bring about any radical changes in the courses and methods of instruction. However, the rest of the school year was devoted to a study of conditions of the state.
>
> Owing to the fact that we have but one city with a population of more than 25,000 and only three others with a population approximating 15,000, there were some difficulties encountered in organization of all-day industrial classes. The fact that we understand that the federal board insists on the segregation of Smith-Hughes has contributed no small amount to these difficulties, and I am not prepared now to say but what the small high schools in Arizona will always find the matter of segregation an insurmountable hardship. (34:4).

The state plans for 1917-1918 provided for (7:5) all-day, part-time, and evening schools for the subjects of agriculture, trades and industries, and home economics. But they did not provide for evening or part-time classes in agriculture or home economics. All the money available for part-time and evening schools was used for classes in trades and industries.

The State Board for the Control of Vocational education, (8:7-8) defined vocational education as:

> To the extent that it is subsidized by the Federal Government under the Smith-Hughes Act, Vocational Training must be training for common wage-earning employment. The Act excludes commercial subjects and limits instruction to agriculture, home economics, and trades and industries (7:7).

The Board designated that the training should be for:

(1) Boys and girls who having selected a vocation, desired preparation for entering it as a trained wage earner.

(2) Boys and girls who, having already taken up a wage earning employment seek greater efficiency in that employment.

(3) Wage earners established in their trade or occupation who wish to advance . . . . (7:7*8).

Smith-Hughes funds for home economics were available for day schools and classes only. The plans stated that all schools and classes wishing to qualify for Smith-Hughes funds would be subject to inspection by a representative of the State Board for the Control of Vocational Education and approved only as long as the plant and equipment and instruction were such as to conform to the requirements of the Smith-Hughes Act and to the regulations of the State and Federal Boards for Vocational Education. A school would receive funds for home economics only if the following conditions existed

(1) a well appointed room for demonstration in cooking

(2) a sewing room with sewing machines

(3) Home nursing as part of the course in home economics.

Local school boards were required to keep the equipment efficient for the practical work to be done. They were expected to provide for the up-keep on all

buildings and classrooms used, materials required in the work, the salaries of the non-vocational teacher, and part of the salaries of the vocational teacher not covered by Smith-Hughes funds. The local boards were required to employ at least one qualified teacher for home economics. The State Board of Vocational Education urged that this teacher be employed for 12 months in the year for the purpose of carrying on project work during the summer months, with one month's vacation (7:49).

During the first few years after the passage of the Smith-Hughes Act (69:13), the Federal Board of Vocational education felt it was desirable that the states present plans for the use of federal money every year. The Federal Board felt that in this way the states would be able to improve their plans and standards from year to year to conform to the development of the work and to conditions in the State and its communities. To meet this requirement the State Board for the Control of Vocational Education published Bulletin No. 2, Plans for the Administration of the Smith-Hughes Act in the State of Arizona, for the school year 1918-1919 (6). The plans remained the same as those published in 1917-1918. The following general requirements for schools wishing to receive reimbursement were included:

1. Must be Under Public Supervision or Control

   All classes or schools to be approved for

Smith-Hughes subsidy will be under public supervision or control.

2. The Controlling Purposes to Fit For Useful Employment
   The controlling purpose of instruction in Smith-Hughes classes will be to fit for useful employment on the Farm, in trade and industrial occupations, and for homemaking.

3. Less than College Grade
   The character of the subject matter taught in Smith-Hughes classes will be of less than college grade.

4. For Persons Over Fourteen Years of Age
   The instruction will be designed to meet the needs of persons over fourteen years of age.

5. Every Dollar of Federal Funds Must be Matched By a Dollar of State or Local Money, Or Both
   Each dollar of Federal funds must be matched by a dollar of State or local money, or both (6:5).1

On March 13, 1919, two vocational bills were passed by the Legislature of Arizona. The first (16:1919-124) was to provide for the reimbursement to schools of three fourths of the expenditures for the salaries of teachers of vocational subjects (Table I). A sworn statement and reports from the districts covering the details of such expenditures were required. This new law made it the duty of the State Board of Vocational Education to submit to the State Board of Equalization a budget of the necessary funds over and above the funds then made available to meet claims against the state, on or before July 1st of each year. This same

bill made it possible for any school district having established vocational schools or classes to share in the industrial school fund for maintenance and supplies. The Industrial School Fund provided in Chapter 13, sections 2791-2797 of the School Laws of Arizona, 1917, has been open only to high schools, a maximum of $25000 being given each school, provided an equal amount has been expended by the school. It should be noted that the present law will allow districts other than high schools to share in the Industrial School Fund for maintenance and supplies only. (8:3).

On August 17, 1921, the State Board of Vocational Education voted not to reimburse local districts for rent on building, laundry work, or janitor service. They would reimburse for fuel if the local boards presented an itemized bill.

At the same session (4:14) a bill was passed which provided for compulsory part-time instruction for youth under legal age. This law made it compulsory for school boards to set up instruction for at least 150 hours a year, at five hours per week, wherever there were 15 pupils 14 to 16 years of age regularly employed. When such classes were established, persons and corporations who did not arrange for such employees to attend classes were subject to a fine of from $5 to $50 for offense against the law. The instruction must be given

Table 2.--EXPENDITURES OF FEDERAL, STATE, AND LOCAL FUNDS FOR HOME ECONOMICS EDUCATION IN VOCATIONAL SCHOOLS IN ARIZONA FOR YEARS 1917 to 1942. (63:1917-32) (67:1933-42)

YEAR	TOTAL	FEDERAL MONEY	STATE AND LOCAL MONEY		
			TOTAL	STATE	LOCAL
1917-1918	2,000.00	1,000.00	1,000.00	1,000.00	*
1918-1919	8,963.81	958.90	8,004.91	999.91	7,005.00
1919-1920	21,023.90	857.03	20,166.87	20,166.87	*
1920-1921	51,472.96	719.53	50,752.62	50,752.62	*
1921-1922	35,717.90	1,185.68	34,532.22	34,532.22	*
1922-1923	37,198.60	2,000.00	35,198.60	16,599.30	18,599.30
1923-1924	17,111.52	395.82	16,715.70	8,159.94	8,555.76
1924-192 5	38,897.12	200.00	38,697.12	15,619.72	23,077.40
1925-1926	6,036.40	1,606.40	4,430.00	2,215.00	2,215.00
1926-1927	9,454.50	2,000.00	7,454.50	2,727.25	4,727.25
1927-1928	9,117.76	1,925.37	7,192.39	2,633.51	4.558.88
1928-1929	13,802.86	2,000.00	11,802.86	4,901.43	6,901.43
1929-1930	49,447.11	3,049.18	46,397.93	16,801,82	29,596.11
1930-1931	74,174.48	3,278.36	70,896.12	16,896.12	54,282.13
1931-1932	82,195.83	5,434.58	76,761.25	17,342.64	59,418.61
1932-1933	53,349.22	4,335.95	49,013.27	5,644.45	43,368.82
1933-1934	57,976.48	3,774.17	54,202.31	14,217.99	39,984.32
1934-1935	56,507.25	6,089.44	50,417.81	12,746.31	37,671.50
1935-1936	64,748.20	6,567.29	58,180.91	15,248.73	42,932.18
1936-1937	70,287.63	6,438.54	63,849.09	13,899.83	49,949.26
1937-1938	100,080.03	19,823.38	80,256.65	66,682.24	13,574.41
1938-1939	116,176.17	21,764.83	94,411.34	77,450.78	16,960.56
1939-1940	118,892.91	22,408.59	96,484.32	79,261.94	17,222.38
1940-1941	124,356.24	22,408.60	101,947.64	82,904.16	19,043.48
1941-1942	106,024.13	22,375.92	83,648.21	66,484.97	17,163.24
	1,325,013.01	162,597.56	1,162,414.64	645,889.75	516,807.02

*Figures not available

between the hours of 8:00 a.m. and 6:00 p.m.

Second Period, 1922 - 1927.-- The plans for the second five-year period were not available, but the minute book of the State Board for Vocational Education, and the Annual Descriptive Reports gave evidence of the revision of plans.

> The vocational education program progressed, however, to such an extent that beginning July 1, 1922, States were encouraged to submit plans for approval by the Office of Education for five-year periods. (69:13)

In 1922-23 vocational home economics education in the state suffered restrictions due to a general financial depression. (17:1922-23:1). The State Board of Vocational Education set up the following policies:

> That no school be reimbursed for the salary of teachers in vocational subjects unless each vocational subject be ninety (90) minutes per day. Schools teaching vocational subject to regularly enrolled students be reimbursed for 25% of the teachers' salary for the time devoted to vocational subjects (17:1922-23:1)

The fifth Arizona legislature (1:1922:387) met in 1922 and changed the reimbursement for the salaries of teachers of vocational subjects from 75 per cent to not more than 50 per cent and required a sworn statement and report from the districts covering the details of such expenditures (Table1).

A total of $92,660 was appropriated by the special session of the fifth legislature of Arizona for

The State Board of Vocational Education to be used for salaries of the director of vocational education, supervisors of agriculture and home economics, stenographers, clerical help, reimbursement of teachers' salaries and expenses connected with operation, travel, office equipment, and repairs. Maximum salaries which could be paid were as follows: $3,000 per annum; the supervisors of agriculture and home economics, $2,800.00, stenographers', $1,800, with $500 being allowed for extra clerical help. This appropriation was made subject to the following conditions:

> That the Federal Government shall allot to this State $20,000 per Annum, said $20,000 shall be expended concurrently with the above appropriation. So much money as shall be received from the Federal Government for the encouragement of Vocational Education is hereby appropriated for that purpose. (1:1922:288).

Third Period, 1927 to 1932.-- In the plans for the years, 1927-1932 (13:37-40) the kinds of home economics which the State Board intended to reimburse from federal funds included, (1) part-time home economics schools or classes for minors, (2) part-time home economics schools or classes for adults, and (3) evening home economics schools or classes.

The requirements for plant and equipment were enlarged to include equipment for (1) the preparation and service of food, such as sufficient china and silver-

ware (2) a simple table and cooking equipment for the service of meals. For teaching clothing construction there should be (1) adequate cutting space, (2) adequate number of sewing machines, (3) some fitting space with a mirror, and (4) provision for illustrative and reference material for all fields of homemaking.

According to state law all schools should be in session not less than 36 weeks per year, and cities of more than 25,000 inhabitants were required to give at least 30 hours of instruction per week. In the cities of less than 24,000 inhabitants at least 25 hours of instruction per week was required.

In 1929, the George-Reed Act was passed. This bill made definite provisions and appropriations for a program of vocational education in home economics (Tabe 2) A more flexible program was permissible and appropriations were made to equal those of agricultural education (68:142-143).

The Board for Vocational Education met on September 6, 1929, and approved amendments to the state plan which made it possible for the state to take advantage of the new allotment of funds under the George-Read Act (5:94). The amendments effected the types of programs that could be reimbursed. Program II was changed as follows:

Table 3 -- GROWTH OF HOME ECONOMICS PROGRAM IN FEDERALLY REIMBURSED HIGH SCHOOLS IN ARIZONA FROM 1917 to 1942. (63;1917-32) (67:1933-42)

	Schools		Teachers
Year	Number	Enrollment	Number
1917-1918	5	215	5
1918-1919	5	128	6
1919-1920	5	128	6
1920-1921	7	155	7
1921-1922	7	180	7
1922-1923	12	256	12
1923-1924	12	249	12
1924-1925	5	135	5
1925-1926	3	39	3
1926-1927	4	59	4
1927-1928	5	103	5
1928-1929	3	52	3
1929-1930	2	237	5
1930-1931	26	1034	33
1931-1932	28	1162	36
1932-1933	26	1271	31
1933-1934	28	1278	32
1934-1935	25	1350	31
1935-1936	29	1543	36
1936-1937	35	1860	43
1937-1938	38	2313	45
1938-1939	42	2310	49
1939-1940	46	3489	59
1940-1941	45	3452	52
1941-1942	47	3444	59

> There shall be two consecutive years of work provided in which at least 120 minutes daily shall be given to home economics subjects and related subjects, with a minimum of 60 minutes daily to home economics subjects and the remainder of the time to related subjects in segregated classes.
>
> It is strongly recommended in addition to the foregoing that in the first year of the course an average of approximately 15 minutes daily (1½ hours per week - 45 hours per year in a 9 months' school) be alotted to home projects properly planned and supervised and carried to completion in at least two phases of home economics. (13:48)

Program III differed from Program II (13:48-50) in the time element. It provided for two consecutive years of work in which a double period with a minimum of 90 minutes daily was given to home economics subjects; devotion of 30 minutes each day were for home projects, and three projects were to be completed in three different phases in the first year of home economics. In the second year 45 minutes daily were to be devoted to home projects in not less than three phases of home economics. In the second year 45 minutes daily were to be devoted to home projects in not less than three phases of home economics. The amendments also required that the teachers teaching under Programs II and III be allowed at least three 45-minute school periods each week for planning and supervising home experiences.

In 1929, a general appropriation bill was passed (1:1928-29:407) providing an appropriation of $136,000 to match federal aid provided by the George-Reed Act.

The appropriation was to be used for teacher training and development of vocational agriculture, industrial education, and home economics education.

Fourth Period, 1932 - 1937.-- Plans for the period 1932-1937 were not available, but records found in the minute book for the Board of Vocational Education gave the following information in regard to federal funds (5:126)(Table 1). The federal funds were increased by 10 per cent for the fiscal year 1932-33; this meant $1,000 reduction for trades and industry and home economics. The governor recommended a reduction of $23,000 in vocational education expenditures for the year 1932-33. The State Board for Vocational Education met and approved the reduction.

Appropriations for vocational education were made for the 22nd and 23rd fiscal years to be matched by federal funds (Table 1). This bill also provided that from combined state and federal funds, no salary should exceed $2,800 per year (1:1933-34:212).

The George-Reed act expired June 30, 1934, and was supplanted by the George-Ellsey act (29:274). This act authorized Congress to appropriate for vocational education each year for three years the sum of $3,0000,000, one third of the sum for each fiscal year to be allotted to the states and territories in the proportion that their rural population bear to the total rural population

of the United States, according to the United States census last preceding the end of the fiscal year for paying the salaries to teachers, supervisors, and directors of the vocational home economics programs in the states and terriborles. The George- Ellzey Act had been in force for three years 1935, 1936, 1937, before the George-Deen Act was passed to take its place.

The 12th Legislature met in 1935 (1:1935:455-456) and made an appropriation of $45,700 for a period of two years, which was subject to the condition that at least a like amount would be allotted to the state by the federal government and expended concurrently with the appropriation. The appropriation was also subject to the condition that it be used only for reimbursing schools for salaries of regularly approved certified vocational teachers as are reimbursable from federal funds (Table 1).

The George-Deen Act was approved June 8, 1936 and became effective July 1, 1937. This act was a continuing act and similar to the Smith-Hughes Act in most respects. In providing for funds, however, there was an outstanding dissimilarity. The Smith-Hughes Act actually appropriated federal funds on a permanent continuing basis while the George-Deen Act merely provided permanent authorization for appropriation for vocational education and appropriations were later made by congress. This necessitates on the part of the states, continuous recording

and reporting of essential information which could be used in preparing budget estimates from year to year. The authorization for an appropriation of $12,000,000 was to be divided equally between the three fields- agricultural education, trade and industrial education, and homemaking education (69:7).

Fifth period, 1937-1942.-- In the 1937-42 set of plans changes were made to parallel development made in the National Vocational program by the George-Deen Act:

> If the George-Deen funds are to be used by the State Board, in order to insure adequate direction for their use, the State Board shall provide for the employment of the State Director of Vocational Education; who shall devote his full time to work of the State Department of Education in combination with the direction and supervision of one of the fields in which Federal funds are to be use, or in any other capacity in the field of education designated by the State Board (13:1937-42:2),

According to the policies for this period the administrator of vocational education in the State of Arizona is, by law, under the direction of the Arizona State Board of Vocational Education. This law designates that the Executive Officer of the State Board of Vocational Education be the State Superintendent of Public Instruction. He is elected by popular vote biennially. The director is required to devote approximately one third of his time to the administration of the vocational education program in Arizona.

The purpose of the home economics program for this period was defined as:

> Homemaking education is that type of education that fits in useful employment, hence it follows that the controlling purpose of vocational acts, should be to fit for those pursuits and occupations connected with the home. (13:1937-42:51)

Not more than 20 per cent of the trade and industrial fund shall be used for homemaking education (1937-42:51). The Smith-Hughes money was to be used for reimbursement of teachers' salaries up to 50 per cent for adult, day, and part-time classes, teacher training, and supervision. The George-Deen fund was to reimburse salaries of supervisors or directors of homemaking, teachers in day schools, part-time and evening classes. And in addition the George-Deen fund was to be used for paying traveling expense of teachers of vocational homemaking to conferences called by the State Board for Vocational Education. The reimbursement in travel of teachers and supervisors in the local communities, especially in home visits in directing home projects, was also possible.

The $2,800 maximum limit for the annual salary for supervisors in the vocational field was removed and a total of $46,200 for development of vocational education in Arizona was alloted by the 13th Arizona Legislature, which convened on January 11, 1939. The amount given to trades, industry, and home economics was in-

creased by $500. The appropriation was subject to the condition that like amounts be alloted to the state by the federal government and that the reimbursement to schools be subject to the condition that it be used only for reimbursing schools for salaries of regularly approved certified vocational teachers (1:1937-276-280).

Table 1.--SUMMARY OF FEDERAL AND ARIZONA STATE LEGISLATION FOR VOCATIONAL EDUCATION, 1917-1942.

Years	Federal Laws	State Action
1917	Smith-Hughes Act	The Third Legislature accepted Smith-Hughes Act March 12.
1918		
1919		The Fourth Legislature Passed two vocational bills. House Bill 57 made it possible for any school district to organize vocational courses in Home Economics, Trades and Industry, and Agriculture. The money was available for every school district. The State undertook to reimburse 75 per cent of the expenditure for teachers' salaries. Bill 95 provided compulsory part time vocational instruction for youth under legal age.
1920		
1921		

Years	Federal Laws	State Action
1922		Chapter 134 of Session Laws of 1919 was amended to provide not more than 50 per cent for reimbursement of salaries of vocational teachers instead of 75 per cent as previously allowed. Section 2 was amended and the amendment required a sworn statement and report from the district to cover the details of such expenditures. The section allowing reimbursement for supplies and maintenance for vocational classes was repealed.
1923		
1924		
1925		
1926		
1927		
1928		
1929	On February 5, George-Reed Act was approved. The Act authorized $500,000 for the year beginning in July and for each year thereafter for four years the appropriation increased over the appropriation for the year preceding.	The Eighth Legislature of Arizona met in 1929 and passed an appropriation bill which allotted a total of $136,000 to match federal funds made available by the George-Reed Act.
1930		
1931		
1932	The State Director reported a 10 per cent decrease in Smith-	State Board for Vocational Education approved the Governor's recom-

Years	Federal Laws	State Action
	Hughes Federal Allotment for current fiscal year. This meant a $1,000 reduction for Trades and Industry and Home Economics.	mendation for a $23,000 reduction in vocational education expenditures. (5:126)
1933		The 11th Legislature of Arizona met and made appropriation for the 22nd and 23rd fiscal year; no salary to exceed $2800 per year from combined State and Federal Funds.
1934	On June 30, The George-Ellsey Act granted $1,000,000 annually to each of the three fields of vocational education for a period of three years.	
1935		The 12th Legislature met and appropriated $45,700 for a period of two years subject to the condition that it be used only for salaries of certified vocational teachers.
1936		
1937	On June 30, the George-Deen Act was passed and took the place of the George-Ellsey Act, The George-Deen Act authorized an appropriation of $2,000,000 to be divided equally between Agriculture, Trades and Industry, and Home Economics.	The 13th Legislature of Arizona met and appropriated $46,200 for Vocational education and increased the amount given to trades, industry and home economics. $500.
	1938	
	1939	The general appropriation bill reduced the vocational education appropriation $7,500 for years 1941-42 and 1942-43.

The following table gives the Federal, State and local funds used for vocational home economics in Arizona from 1917 to 1942. These funds were a significant factor in the growth of the program within the state.

The table on expenditures shows that in the first year of the first period, 1917-1918, expenditures for state and federal funds were the same. At the close of the first five year period the state contribution was considerably more than the federal. During the second period of this study 1922 to 1927, state expenditures were considerably smaller in some years and not much more than the federal expenditures. In one year, 1924-25 the local expenditures exceeded those of both the state and the federal, which dropped from $2,000 to $200.

During the third period, 1927-32, the expenditures of local funds for vocational home economics increased considerably over that of the other two periods so that in 1931-32 the amount of expenditures reached a new high of $59,418.61.

In the fourth period, 1932-37, the state expenditures increased twice as much as federal or local expenditures, and more than three times as much as did the state. During the first year of the fifth period, 1938, the expenditures of the federal government were

more than tripled, and that of the state was more than four times that of the preceding year, while the local expenditures decreased to less than one third that of the preceding year. For the rest of the period the relative expenditures remained the same. A total of $106,024.13 of federal, state and local funds was spent for home economics education in the subsidized high schools in Arizona in the year 1941-42 while in 1917-18 only $2,000 was spent for this purpose. During the 25-year period, 1917 to 1942, a total of $1,325,013.01 was spent for the development of home economics education in subsidized high schools in the state (Table 2).

Policies relating to qualifications of home economics supervisors 1917-1942

First period, 1917-1922.-- The State plans for 1918-1919 included the following policies in relation to supervision:

> The Smith-Hughes school in home economics with and without subsidy will be visited at regular intervals and whereas, the general object will be to improve the instruction and to extend the enrollment, the specific purpose will be to check up on equipment, course of study, methods of instruction, age of students, and segregation of classes as required by the Smith-Hughes Act. The supervisor of home economics will visit the schools of the state and make careful survey embracing local conditions and needs (6:15).

Specific statements in regard to qualifications of the state supervisor of home economics were as follows:

> . . . Graduation from a four-year home economics curriculum of a standard college will be required.
>
> . . . The course of study will have included at least 16 hours of professional work in education, including special methods in home economics education and practice teaching in home economics.
>
> . . . Four years experience teaching in a public school will be required.
>
> . . . The state board of Control for Vocational Education will require that supervisors of home economics will have had at least one year actual experience in the management of a home (6:15).

The first general report from the department of Vocational Education of Arizona, in 1918, stated that plans were made for a part-time supervisor (4:7). Arrangements with the University of Arizona resulted in the loan of Miss Beulah I. Coon for a period of six months to supervise vocational home economics education in the schools. Her duties, which began on October 15, 1918, were to visit home economic classes, aid the teachers in organizing courses suited to the needs of their communities, to promote new work in the field wherever there was a need, and to see that the requirements of the Smith-Hughes Act were met, such as; course of study, age limit, segregation of classes, equipment, qualifications of teachers, methods of instruction, and division of time in school.

Second period, 1922 - 1927.-- The annual Des-

cription Report for 1922-23, reported (17:1922-23:3) that, instead of having a State Supervisor and a Teacher-Trainer, the work was to be under one person called State Supervisor-Teacher-Trainer. If an assistant was needed, she was to be called Assistant State Supervisor-Teacher-Trainer. The office was located at the University of Arizona at Tucson. The person sleected had to be recommended by the Dean of Education; however, she was to be paid directly from the State Department of Vocational Education.

The duties of the Supervisor as outlined by the State Board of Vocational Education for this period were:

> The supervisor of home economics will visit the schools of the state and make careful survey embracing local conditions and needs. She should stimulate communities to organize classes in day, evening and part-time work wherever conditions show much need, and assist them to establish satisfactory courses and select satisfactory teachers.
>
> The supervisor shall also be responsible for the preparation of policies and plans dealing with home economics education in the state, shall prepare and disseminate literature in connection with her official work and use any other legitimate means of promoting home economics education in the state.
>
> It is the duty of the state supervisor to check up the work of the teacher and schools to determine whether or not the schools meet the standards set up by the state (17:1922-23:3)

Supervisor Kate Bear, in the annual descriptive report for 1923-24, reported a new phase and the development of supervision for Arizona;

> The Smith-Hughes schools in home economics with and without subsidy will be visited at regular intervals. . . .
>
> Through these personal visits, state and regional conferences, the supervisor should seek to improve the teacher in service. (17:1923-24:2)

In 1919, Miss Coon was employed on the 12 month basis, (10:1920:5-6) beginning in April. The university also secured a teacher-trainer who would be able to work with the teachers in the field for half the school year, training them on their job and following up the work of the graduates from the home economics department for the first few years while they were in the field.

Third period, 1927-1932.-- The policies relating to qualification for supervisor teacher-trainer for this period changed and the standards were raised to include the following:

The preparation included 27 hours instead of 16. The types of courses changed to include, "Special Methods in Supervision of Home Economics" and "Supervision of Home Economics." The supervisor was required to have completed the work for a master's degree. The number of years of teaching experience was changed from four to three. The supervisor was required to be a woman who had proven her ability in assuming leadership.

The policies as to the duties of the supervisor-teacher-trainer for this period (13:1927-32:36-37) were quite different from those in the second period in

that the supervisor through personal visits, state and regional conference, and through correspondence was to improve the teacher in service; visit the schools of the state, make surveys of local conditions and needs, stimulate communities to organize classes in day, evening and part-time work, and assist in establishment of satisfactory courses giving special attention to promotion of evening and part-time work. She was also expected to prepare and distribute materials for promotion of home economics education, inspect the work of the teachers and schools, and determine whether or not the schools were meeting the standards set up by the State Board of Vocational Home Economics Education.

In this set of plans for 1927-32, policies for local supervisors were set up for the first time. As the occasion demanded, a qualified person could be employed as a local supervisor of evening schools and classes of a city or district. Her qualifications were the equivalent of 20 semester credit hours in education, including the following:

1. Philosophy of vocational education.

2. Special methods and supervised teaching in vocational schools and classes in home economics that meet the minimum standards provided in the State Plan.

3. Curriculum organization of home economics including analysis of teaching content and organizing the same on a teaching basis, in accordance with the needs of selected groups.

4. Methods of training home economics teachers (13:1927-32:37)

Technical and general education were required of the local supervisor to meet the minimum vocational standards as set up by the State Board of Vocational Education. The practical experience which was required was homemaking experience, part of which had been in the actual management of a home. The local supervisor was required to have had experience in teaching both day and evening classes. It was her duty to plan her work in conjunction with the State Supervisor of Home Economics Education. She was to assist teachers under her direct supervision in planning courses and units of instruction and in methods of presentation. An assistant state supervisor-teacher-trainer of home economics could be employed if the need arose; her qualifications were the same as those of the local supervisor.

Fourth period, 1932-37.--State plans for this period were not available in the State Department of Vocational Education, but the annual descriptive reports for this period, 1932-1937, gave the following in 1932-33,

> Arizona has one full-time state supervisor whose time is devoted to the promotion, organization and development of the types of work outlined in the state plan (17:1932-33:4).

In 1933-34 the annual descriptive report gave the following policies relating to the duties of the State Supervisor of Vocational Home Economics Education;

> The State supervisor devotes her full time to the promotion, organization and development of homemaking education in the state. This year she was asked to help with all homemaking work in the state, whether a vocational department or not.
>
> The Supervisor Teacher-Trainer at the University devotes about half of one semester to assisting the State Supervisor in this work (17:1933-34:10).

Fifth period, 1937-42.--The policies for this last five-year period of this study as found in the State Plan were stated under the title of "Qualifications and Duties of State Supervisors."

As plans were not available for the fourth period, 1932-37, comparisons of policies are made with the third period, 1927-32, plans. The significant changes were:

1. Master's degree in field of homemaking in a recognized higher institute of learning, or a major in homemaking in undergraduate work and master's with major in general education and minor in homemaking field.

2. . . .actual experience in outside of the practice house is highly desirable. Varieties of experiences in teaching i.e. adult, day school, some vocational are also highly desirable.

3. Administrative experience is highly desirable. The supervisor should be a person who has qualities of leadership.

4. An understanding of the public school system and a public school viewpoint.

5. The supervisor should have an understanding of the whole field of general education so that homemaking education may better fit into the whole program (13:1937-42:52).

The duties required of the State Supervisor of Home Economics Education for the fifth period, 1937-42, were quite different in scope and in number.

1. The federally aided schools in homemaking shall be visited at least once a year by the supervisor-teacher-trainer. All schools having homemaking will be visited, but not necessarily each year. Purpose of visits is to improve instruction.

Through personal visits, including conferences with homemaking teacher and her administrator, state and district conferences, through mimeographed material, and through correspondence and news-letters, the supervisor shall be of help to the in-service teachers. The policy of inviting all homemaking teachers to state and district conferences will be continued. All teachers will be called upon in making plans for conferences and in all progressive movements such as curriculum developments and revisions.

2. All schools in the state may be visited by the supervisor with the idea of making a

careful survey of local conditions and needs. If a community is in need of any type of class, the supervisor shall encourage the organization of same and, if possible, and necessary, select proper courses and qualified teachers. Work for special groups in adult and part-time classes is one of the general needs.

3. The supervisor shall set up standards by which an individual department may be organized or run. It shall be the duty of the supervisor through personal visits to make a careful check of the carrying out of these standards.

4. It shall be a duty of the supervisor to assist in planning for summer school courses or for institutes or special meetings for all homemaking teachers.

5. The supervisor through school visits shall:

a. Assist in making a long-time plan for the development of the homemaking program in each locality.

b. Check progress in the long-time plan and to further interest the teacher, the administrator, and the community in a progressive homemaking program.

c. Keep in close contact with new problems arising which affect the development of programs.

d. Evaluate with the local teachers and administrators all aspects of the program and then suggest developments which will be an improvement.

e. Verify reports of programs and secure new data as a basis for the maintenance of old policies or the development of others better adapted to situations.

6. In general the state supervisor shall encourage, carry on, or cooperate with studies

> which would aid in developing and effective statewide homemaking program.
>
> 7. The state supervisor shall cooperate with all organizations and agencies concerned with family welfare to make for stronger and more efficient homemaking training.
>
> 8. The supervisor should work with the teacher-trainer or trainers on any progressive developments in connection with teacher-training. The state supervisor shall visit the teacher-training center no less than three times during the regular school year. If summer session work is done in the teacher-training, she shall visit at least once. (13:1937-42:52).

The policies set up for qualification of local supervisor for the fifth period, 1937-1942, had very few changes; the number of hours of professional education required was reduced to 18 hours; the professional subjects required were the same with the addition of a course in supervision. Teaching in the elementary and high school levels of learning as well as teaching adult classes was desirable.

During this period the following duties for local supervisors were added:

> The local supervisor shall make a study of local conditions and needs and organize classes to meet these needs and develop community programs if possible. Community programs shall consist of day, part-time or evening school classes.
>
> She shall visit the classes which are under her supervision and determine whether or not the work meets with the standards set up for the state (13:1937-42:54).

The only change in the policies relating to the assistant state supervisor of home economics as set up in the state plans for this period was that the assistant supervisor could be a supervisor in charge of a special group, in which case she should have experience or training in the work of the special group. (13:1937-42:54).

Policies relating to qualifications of home economics teachers 1917-1942

First period, 1917-1922.-- The first state plans 1917-1918, for the promotion of vocational education in Arizona contained the following requirements concerning qualifications of vocational economics teachers:

> 1. The teacher should have graduated from a standard college (7:54) with a four-year home economics curriculum.
>
> 2. With not less than 12 semester hours of work in professional eucational subjects, or an equivalent preparation was required, however, during the period of the war, the board could approve teachers upon credentials which they considered were sufficient.

During 1919-1920, a second set of state plans was published in which more definite requirements concerning qualifications of teachers were given as follows:

> Teachers whose salaries are reimbursed for the giving of vocational home economics in the day schools are required to have:

a. Practical experience--The State Board will require evidence of practical experience involving a large measure of responsibility in the management of a home for at least 12 months.

b. Training in home economics--Graduation from a four year home economics curriculum of a standard college.

c. Credit for not fewer than 12 semester hours of work in professional educational subjects, including special methods in home economics education and practice teaching in home economics (8:34).

On April 20, 1921, the State Board for the Control of Vocational Education met and developed policies relating to the certification of teachers as follows:

> Motion was made and seconded that teachers now in service in Smith-Hughes work in order to secure a renewal of their certificate be required to present credits showing the completion of a regular summer course of 5 weeks covering subjects relating to Smith-Hughes work (5:49).

In October of the same year, the Board of Vocational Education of Arizona, voted to issue original vocational certificates for one year, which could be renewed for four years if the work done by the holders was approved by the state Superintendent of Public Instruction or Director of Vocational Education. The applicant for a vocational certificate was required to furnish evidence of 18 credit hours of work in education in addition to graduation from an approved course (5:53).

The second period, 1922-1927.-- No published plans were found for second period of this year; yet there was evidence of a revision and restatement of policies for the administra tion of Vocational home Economics Education in Arizona. The minute book (5:65) of the meetings of the Board for the Control of Vocational Education revealed state plans for Vocational Education by amended and policies for teacher training at the University of Arizona be set-up.

The third period, 1927-1932.--The policies relating to qualifications of vocational home economics teachers for the period 1927-32 in Arizona were revised (28:1927-32:40-41) to meet the development of the fedderal vocational home economics program. The new policies set up were graduation from a four-year approved home economics course of the equivalent to be determined by the State Supervisor, with at least 18 semester credit hours of professional work, evidence of practical experience involving responsibility in the management of a home, capability in assuming leadership, interest in young people and ability to analyze their need and to assume the responsibilities of a teacher of vocational home economics.

Related-subject teachers were required to hold certificates to teach the related subject in the secondary schools of Arizona, to be a graduate of a four-year

course of an approved college or its equivalent with a major in the related subject to be taught.

The related-subject teacher was required to outline the course she planned to teach with the home economics teacher so that the instruction would parallel and correlate with that offered in vocational home economics.

Fourth period, 1932-1937.-- State plans for period, 1932-1937, were not available, but in 1936 the State Board of Education published a booklet Rules and Regulations for the Certification of Teachers and Administrators in Arizona (12). In this booklet the following policies for the certification of vocational home economics teachers in Arizona were given:

> By statute Arizona has given the State Board of Education the sole authority to grant and revoke certificates to teach in the public schools. The law in this regard is very broad in that it leaves the matter of the regulation of requirements to the wisdom and discretion of the State Board. This provision in our laws has a definite advantage in that it enables the Board to keep teaching standards at a high level and leaves the authority of the setting up of requirements to an educational body. This, in effect, gives them the authority to change the requirements for teachers to meet the changing conditions, and plays a major role in the equalization of educational apportunities for the children of our State. By virtue of this broad provision, the quantity and quality of training for teachers and administrators for rural areas are as high as they are for the urban centers. Each certificate is issued upon the basis of a definite training to fit the applicant for the position which he is to hold. Thus, certifi-

> cation of teachers becomes a basic factor in determining the educational policy of the State. (13:6,7).

A vocational Certificate in Homemaking (12:28-29) would be granted to the holder of a bachelor's degree in Home Economics Education from an accredited institution if the training was in accordance with the State Plan. The minimum requirements were not less than 130 semester hours of credit, 40 of which must be in home economics, including the following courses; the family, child guidance with observation and participation in a nursery school, consumer education, and home management house, 18 semester hours in professional courses, including methods of teaching home economics and practic teaching in home economics; 26 semester hours in related work such as chemistry, bacteriology, physics, biology, physiology, hygiene, sociology, instruction in humanities, and art.

Fifth period, 1937-1942.-- In the 1937-1942 set of plans the standards for the teaching of vocational home economics education remained the same as for the third period, 1927-1932, (13:1937-42:57) with the additional require ments:

Residence in a home management house, experience with pre-school children through observation and participation in a nursery school, qualities of leadership and ability to assume such responsibilities as

home visits, development of a community program and guiding learning and a course in "social and family or human relationship" or "the family".

The following changes were made in the policies for the related subject teachers:

> 2. The related science teachers shall have a major in the special subject to be taught. If the homemaking teacher has had training in the related science to be taught, she may teach the subject.
>
> 3. The related art teacher shall have had special training in related art. The latter usually would be the regular homemaking teacher.
>
> 4. If related subjects are taught by another teacher and not by the homemaking teacher there should be close contact and conferring between the related subject teachers and the homemaking teachers (13:1937-42:58).

Development of home economics programs in federally reimbursed high schools in Arizona 1917-1942.

Table 3 shows the number of pupils enrolled in the high school and the number of high schools which received federal reimbursement for the vocational home economics program in Arizona from 1917 through 1942. The table also shows the number of teachers employed in carrying on the vocational home economics program in Arizona from 1917 through 1942.

The figures for the table were taken from the annual statistical reports of the State Department of Vocational Home Economics Education to the State Super-

intendent of Public Instruction and to the Federal Board of Vocational Education, (3:1914-1932) and the Digest of Annual Reports of State boards for vocational education to Office of Education (67:1932-1942).

Table 3, on the growth of federally aided home economics programs in the schools of Arizona from 1917 to 1942, shows that in the year 1917-1918 there were five schools, Phoenix, Prescott, Winslow, Tucson, and Tempe federally reimbursed with an enrollment of 216 students and 5 teachers, and in 1942, 47 schools with an enrollment of 3,44 pupils, an increase of 3,288 pupils and 50 teachers. From the year 1917-1918 to the year 1922-23 when the number of school doubled, the enrollment increased by 41 and the number of teachers increased to parallel the number of schools. This increase was probably due to the fact that a supervisor for vocational home economics had been appointed and through her supervision, and aid the schools had been able to meet the requirements for federal reimbursement. The slow development in the number of schools and enrollment was probably due to the fact that the program was new to the State Board of Vocational Education. Teachers, directors and supervisors had not yet been trained to carry on a vocational education program. The long distances of travel to the scattered towns in Arizona made it very difficult for the state supervisor to visit all the

schools as frequently as she should in order to help the in-service teacher in developing a vocational home economics program for her school.

During the year 1924-1925, the number of schools decreased to five and continued to vary from five to three until in 1929-1930 the number dropped to two. This might indicate a lack of funds or facilities on part of the Vocational Home Economics Supervisor to get out into the state and work with the teachers.

In 1930-31, the number of schools increased 12 times that of the preceding year and the enrollment increased almost five times; there were 28 more teachers employed. This change, no doubt, was due to additional funds made possible by the George-Reed Act in 1929. An assistant supervisor for vocational home economics and a new director of vocational education were also appointed.

There was little change after 1930-31 in number of schools, enrollment or teachers until 1935-36 when there was an increase of five in the number of schools, and enrollment increased six times that of 1930-31 with the number of teachers increasing six times also.

After the year 1935-36 there was a steady increase in the number of schools, teachers, and enrollment.

Table 3.--GROWTH OF HOME ECONOMICS PROGRAMS IN FEDERALLY REIMBURSED HIGH SCHOOLS IN ARIZONA FROM 1917 to 1942. (63:1917-32) (67:1933-42)

	Schools		Teachers
Year	Number	Enrollment	Number
1917-1918	5	215	5
1918-1919	5	128	6
1919-1920	5	128	6
1920-1921	7	155	7
1921-1922	7	180	7
1922-1923	12	256	12
1923-1924	12	249	12
1924-1925	5	135	5
1925-1926	3	39	3
1926-1927	4	59	4
1927-1926	5	103	5
1928-1929	3	52	3
1929-1930	2	237	5
1930-1931	26	1034	33
1931-1932	28	1162	36
1932-1933	26	1271	31
1933-1934	28	1278	32
1934-1935	25	1350	31
1935-1936	29	1543	36
1936-1937	35	1860	43
1937-1938	38	2313	45
1938-1939	42	2310	49
1939-1940	46	3489	59
1940-1941	45	3452	52
1941-1942	47	3444	59

Policies relating to vocational home economics curriculum 1917-1942

First period 1917-1922.-- State plans for 1917-1918 contained the following policies relating to a course of study, which was published by the State Board of Vocational Education. The course of study was only suggestive and was to be used as a guide. The State Board hoped that each community would work out its own course of study and evolve methods of instruction to meet local needs. The one thing the State Board insisted on was that the course of study comply with the spirit of the Smith-Hughes Act, which required that half of the school day be spent in vocational subjects, the other half in such subjects as will make a well-rounded course of study. (7:5-6). The State Board, however, maintained the right to approve courses of study.

Course of Study: The course of study in the day home economics classes should be designed to meet the needs of pupils over fourteen years of age. It should include such subjects as garment making and dressmaking, food study and cookery, millinery, home planning and home furnishing, sanitation, home nursing, textiles, laundering, and home management. (4:3).

The method of instruction should be such as to train efficient homemakers. The course in home economics should deal not only with sewing and cooking but also

with how to make and choose clothes which are the most appropriate for the purpose, howe to feed the family so as to maintain the highest standards of nutrition and health, how to care for ones self and for children, how to make the home attractive and sanitary, and its management economical and efficient (4:3).

The following suggested weekly program was published in 1918-1919.

SUGGESTED WEEKLY PROGRAM OF VOCATIONAL HOME ECONOMICS.

FIRST YEAR

45 minute periods

	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	English	English	English	English
2) 3)	Food Study	Clothing	Food Study	Clothing	Food Study
4	U. S. History	U. S. History	U. S. History	U. S. History	U. S. History
5) 6)	Drawing & Design	Applied Science	Drawing & Design	Applied Science	Drawing & Design
7) 8)	Electives	Electives	Electives	Electives	Electives

SECOND YEAR

1) 2)	Home Management	Home Management	Home Management	Home Management	Home Management
3) 4)	Dress Making	Household Chemistry	Dress Making	Household Chemistry	Dress Making
5	English	English	English	English	English

SECOND YEAR
(Continued)

Per.	Monday	Tuesday	Wednesday	Thursday	Friday
6	Civics & Citizen-ship	Civics & Citizen-ship	Civics & Citizen-ship	Civics & Citizen-ship	Civics & Citizen-ship
7) 8)	Elect-ives	Elect-ives	Elect-ives	Elect-ives	Elect-ives

Note. Home Management includes housekeeping, planning and serving of meals, laundry, household account, home nursing, etc. (6:19).

A suggested four year course for vocational home economics was included in the state plans for 1918-1919 as follows:

SUGGESTED FOUR YEAR COURSE IN VOCATIONAL HOME ECONOMICS

FIRST YEAR

	English	5 periods
	Elective	5 periods
**	Drawing and Design	3(90 min.) periods
*	Garment Making	3(90 min.) periods
**	General Science	2(90 min.) periods
*	Food Study & Cooking	2(90 min.) periods

SECOND YEAR

	English	5 periods
	Elective (Civics and Citizenship)	5 periods
**	General Science	3(90 min.) periods
**	Housekeeping, Household Accts. Planning & Serv. Meals	3(90 min.) periods
**	Physiology, Hygiene & Home nursing	2(90 min.) periods
*	Elementary Dress-making	2(90 min.) Periods

THIRD YEAR

	English	5 periods
	Elective	5 periods

**Household Chemistry	7 to 8 (90 min.)	Periods
*Clothing Design; House Planning & Furnishing	3 (90 min.)	periods
*Textiles, Millinery & Dressmaking	2 (90 min.)	periods

FOURTH YEAR

English		5 periods
Elective		5 periods
** Household Physics	7 to 8 (90 min.)	periods
* Textiles, Millinery & Dressmaking	3 (90 min.)	periods
* Elementary Dietetics & Home Management	2 (90 min.)	periods

> This divison of time--one half of a six hour day devoted to instruction in Home Economics--is required in Smith-Hughes Schools in cities of over 25,000 population (6:20).
>
> **In cities of less than 25,000 population the law allows a modification of the length of course and of the hours of instruction per week. The half day, devoted to vocational work, may include instruction both in Home Economics subjects, such as those marked* and in related subjects as those marked**. A number of conditions will modify the selection of these courses. If food study has been taught in the eighth grade, garment making may be given two periods a day thruout the first year of the high school. If there has been little or no instruction in physiology and hygiene in the grammar grades this subject may be taught in the first year of high school. There may be reasons for teaching general science and drawing and design and any other vocational subject five double periods per week for a shorter time rather than two and three periods per week for a longer time (6:20).

Plans for this period recommended that the method of instruction in home economics be a combination of laboratory and discussion:

> Discussion and laboratory periods should be combined so that one grows into the other and both stand together as a unit, so that conclusions can be drawn from problems solved which will form a basis for later practice.

> The aim should be to develop independent workers. The problem should be clearly stated, the understanding of it assured by class discussion, and students guided in working out a correct solution (6:21).

Records show that in this early period, vocational high schools in Arizona failed to use the suggested course of study, and the content of vocation home economics course as it was being taught in 1919 still consisted largely of foods and clothing work (4:12).

In the first annual report of the Department of Vocational Education given by Beulah I. Coon, State Supervisor, in 1917-18, the following conditions were reported:

> In a number of schools it has been found that there was no organized course of study -- Related subjects were not taught. In a majority of the schools little was taught besides pure sewing and cooking. In many of the schools home economics subjects were given for such short periods as to make their vocational value very limited. The equipment in some places is so expensive and elaborate as not to be practical in the average home. In spite of the fact that in some communities there are no commercial laundries, still there was no provision for the teaching of laundering in school. "This prevented the girls," reports Miss Coon, "from following such a course as would give them a preparation for the vocation of homemaking.
>
> . . . On close inspection this year it was discovered that Phoenix Union High School, Tucson High School and Prescott High School failed to comply with the requirements of the law. An earnest effort was made to change the course of study planned to enable the schools to offer a well-rounded course in vocational home economics (4:12-13).

The State Department of Vocational Education

published in 1920, a suggested course of study (9) for home economics education in Arizona. In this bulletin the Arizona State Board for the Control of Vocational Education attempted to put before the administrators, and teachers a plan for a well-rounded program that would meet the standards set up by the Federal Board for vocational Education.

This course of study was drafted in 1920 by Beulah I. Coon, Supervisor of Home Economics Education for the State of Arizona, Lulu R. Lancaster, instructor of Home Economics at the University of Arizona, Tucson, and Helen H. Halm, instruction of Home Economics at the University of Arizona. The authors (9:13) gave the following suggestions to Vocational home economics teachers;

> . . . such courses at best offer only general suggestions and cannot possibly be sufficiently adapted to the needs of all communities. . . . The suggestions for courses of study are expected only to assist in meeting the present need for courses in Arizona. As soon as there is better organization in the field for vocational home economics and the firle for vocational home economics can be better defined revision will need to be made. . . .the authors earnestly request that they be given the benefit of teachers criticisms and suggestions whenever the courses are found not adapted to the needs of the community (9:3).

In order to meet suggestions for a course of study for day school vocational homemaking classes in Arizona six subjects were selected to be included in the course of study for the home economics department; namely, "Home Art", "Clothing", "Foods", "Household Manage-

ment", "Laundering", "Hygiene", and "Home Nursing".

The groups to be reached in day school classes in Arizona were of such widely different types that there were only a few schools in the state where a given schedule could be followed (8:5). So it was deemed necessary to break up the subjects into units. These units could be better adapted to each individual school's need.

With the introduction to this suggested course in vocational homemaking the idea of adjusting the course to meet the needs of the group to be reached was stressed.

> Every effort should be made to make the courses meet the needs of the group to be reached. To do this will necessitate frequent adjustments, as to content, time allowed for a given course, and sequence in the courses. Vocational home economics work is subsidized by state and federal funds because of the feeling that our girls need to be prepared for their profession of homemaking. It is therefore important then, that whether a one, two, three or four-year course is given in a community, that the course be organized so that it will train the girls as completely as possible for their work as home makers. Food preparation and serving, the management of the home, laundering, home nursing and child care and some clothing repair and construction are essential parts of a home maker's problem. Therefore the course should be arranged so that the girl will be given as much assistance in each of these phases of home work as the length of time allows (9:6).

The subject of clothing was outlined in six units, "Garment making," "Children's Clothing," "Cotton Dresses," "Clothing for School Wear," "Afternoon and Street Costumes," and "A Graduation Outfit." (9:21-34)

The contents of the units were, in most cases, a study of needs according to seasons of the year, styles most practical, and available materials for the type of garment being made; tests for strength of cloth, color fastness, and sizing were made. Trimmings were studied; laces and embroidery were tested for strength. In all cases, prices were studied in relation to quality of material. The pattern was studied for interpretation of directions, perforations, and notches. The sewing machine was studied, its parts were learned, and the care and use were stressed. When all these phases had been studied the actual construction of the garment began.

The first articles to be made in the unit on "Garment Making" were a kimona, nightgown or a kimona apron; the second, a princess slip or a corset cover and petticoat; the third, drawers, pajamas, or pants. In the process of construction, seams were stressed - methods of making seams, types of finishes, such as bias facings, rolled hem and laces, french hem and lace, scallopes with embroidery stitch, and buttonholes. When completed the garment was evaluated according to technique, fit, daintiness, and cost. As a conclusion to the unit a study was made of conditions under which garments were made commercially, and reports were made on state and national conditions of labor, consumers'

league, and child labor laws.

The content of the unit in "Children's Clothing" (9:26-32) was the study of children's wardrobes, the making of practical wearing apparel and the study of suitable as well as durable materials. The advisability of making usable garments from old material was studied as to the durability and the economical point of view.

The units on "A Cotton Dress," "Clothing for School Wear," and "Afternoon and Street Costume" (9:33-53) were a continuation of the problems begun in the other units, with the study of appropriateness of the costume for the occasion. Even the construction of hats was undertaken. These units were to be climaxed with the making of the "Graduation Outfit," which was to be a summary and application of all the processes learned in the previous clothing units. At the close of the units, the girls wear their costumes, which were evaluated by the other students.

The study of "Food" (9:54-64) began with what a girl should know about food and methods of work in order to assist with the cooking at home. Planning, preparing and serving meals of all types were the main points stressed in the course. This included some study of nutrition, planning, menus, and arranging calorie portions of food. Each food was studied with regard to

the composition, cost, and principal method of cooking. The different methods of cooking, such as boiling, sauteing, baking, and braising. As a final summary to the study of foods the girls were to plan, prepare, and serve a family dinner suited to the needs of their home group; to plan, prepare, and serve a formal dinner, which would require the study of table service, issuing invitations, table decoration, and table etiquette; amd, to plan, prepare and serve a school banquet which would give the girls experience with cooking in large quantities.

A suggested unit in "Special Problems in Food" included (9:65-66) the preserving and canning of fruits in season, making of jams, conserves, marmalades, and fruit butter from available materials. A study was made of spores found on vegetables and methods of killing them, and advisable processes for canning of vegetables. Methods of drying fruits and vegetables were studied. As a concluding lesson a study of commercial products and the cost compared with home canned products was made.

Units were outlined for "Infant and Child Feeding" which included such problems and activities as (9:67-68): the best food for the baby in the family; preparing a day's diet for nursing mether; making up a day's feeding for a bottle-fed baby living in the

locality; how food will differ for a child one year old, one year and a half, and three or four years old. A suggested activity was preparing a day's dietary for children of these ages, the food to be fed to the children secured by a school nurse. Preparing and estimating calorie totals and protein requirements for a 14 year old boy and for the girl herself might be undertaken.

A short unit on "Feeding Adults in Health and Disease" included such problems as: how food needed by father and mother differs in kind and amount from that needed by girls (9:68-70); some suggested activities were: planning a day's menu for father and mother, considering total calorie requirement and protein adjustment; diet for grandparents, preparing and serving meals to a group of older people in the community. Dietaries were to be planned and served to undernourished children. Corrective diets were to be planned for constipation, meals for tuberculous patients, liquid diets, and the preparation and serving of attractively arranged trays. Also selection of well-balanced meals from the restaurants and cafeteria was discussed. Entertaining included a mother's tea and a buffet luncheon for the school faculty.

The "Home Management Course" (9:71-74), contained such suggested problems as how the girl might help to make her home a better place in which to live

and grow, and how she might help to plan the income so that the family would be able to improve their standards. Some suggested activities were the keeping account of cost of food for one month, necessitities and luxuries, and making a list of clothing bought by the family during a six-month period. Suggested discussions, were: what should a girl know about shopping in order to buy intelligently, about standards of quality, cash and credit, buying by mail order, the advantages and disadvantages of buying by telephone, the best method for keeping household accounts, the keeping of accounts for the family, and practice in making checks and keeping a check book. Further problems were suggested in planning house work so that it would be a pleasure rather than drudgery. Interesting activities suggested to accompany these problems were to list tasks at home, record time used in performing each, then arrange tasks to save time and energy, making a schedule for daily and weekly duties and carrying it out. The girl's responsibilities in helping to care for younger children were to be listed followed by discussions of desirable methods to use when feeding, dressing, bathing and entertaining children. Some interesting suggestions for activities in connection with the girl and her responsibilities toward the public and community were; the study of sanitation, investigation of the water supply,

garbage disposal, the study of food markets, the city milk supply, the sources for child betterment, becoming familiar with child life of the city, study of conditions of streets and alleys, and reports on sanitation. Home projects were suggested to accompany the various phases discussed.

The unit on "Laundering" (9:75-79) included: the washing of the garments, ironing, softening the water, and the correct temperature for different kinds of material. Problems were carried out by doing the different processes. Discussion and demonstration of the washing, ironing, and folding of all types of garments were some of the suggested activities. Among the many interesting suggestions were: washing silk and wool dresses and caring for garments which could not be laundered, the use of clothes beaters and whisk brooms to remove the dust, removing spots with commercial spot remover, hanging garments in the sunshine and wind, and preventing destruction by moths.

The "Hygiene and Home Nursing" unit included such problems as what the girl could do to keep herself strong and well (9:80-86). The causes of sickness were to be discussed and a study of bacteria made as follows: make culture, expose media to air, breath, dishwater, sterilized fruit jar, bandage, pasteurized milk, fruit juice, disinfected hands and bed linen, and note the

changes. The prevention of common ailments was discussed and included common causes and methods of preventing illness. A study was made of diseases common to children and how to prevent or relieve them. This was to be accompanied by a discussion of the symptoms of common diseases, how they were carried, precautions to use to prevent carrying, and a demonstration of methods of dealing with diseases; the taking of temperatures, reading clinical thermometer, taking pulse and counting respiration to be given by a nurse and opportunity provided for the girls to practice these procedures.

Other interesting activities suggested were: selecting and preparing a room for a sick person, making unoccupied and occupied bed, practicing turning the patient in bed, bathing, caring for hair and clothing, prevention of bed sores, feeding the patient, and entertaining the patient. Demonstrations suggested were: making poultices, icebags, and cold compresses; bathing and dressing a baby and bottle feeding; planning menu for expectant mother and nursing mother; and observing and reporting on the care given children in the community. A suggested project assignment was to work out a project on the care of children, stressing the Girl's responsibility toward the health of the individual and of the community.

In the course in "Home Art" (9:14-15), color

was studied from the standpoint of what girls should know about color in order to use it successfully in the selection of their wardrobes and in the home. The suggested activities were: making a color wheel from colored paper; making a color scale showing hue, value, and chroma; a study of color harmonics produced in nature and art, and making color harmonies with paper and fabric.

Design was studied from the standpoint of fundamental principles of art, proportion, balance, rhythm, harmony, and centers of interest. Some interesting activities were suggested, such as: making spot designs with ink blot and folded paper, monograming, constructing a design suitable for applique on dresses, making natural and conventional designs for use on household linens or under muslins.

The unit on "Costume Design" (9:15-17), as outlined, was based on the art principles of balance, rhythem, harmony, proportion, and emphasis. The influence and arrangements of tucks, hem, ruffles, yokes, wide and narrow collars, panels, tunics, sashes, belts, pockets, and capes were to be studied. Girls were to be classified as to types and to try out color effects on each other in order to find the color combination most suitable to them. As a final problem the girls were to design school outfits, a wash dress, including all

accessories, a graduation outfit, party dress, and street costume for winter.

The unit on "House Planning and Furnishing" (9:17-20) contained suggestions as to the application of the principles of art to architecture; a study of some of the desirable features needed in the home, such as, fireplaces, entrances, closets, built-in features, cupboards, storage space, hardware, plumbing and lighting fixtures; the application of color harmonies to the selection of wall finishes, rugs, draperies, furniture selection and arrangement, and a visit to local furniture stores to study furniture arrangement.

A special conference, at which only selected science teachers were asked to attend was held at Tucson, Arizona, in 1920-21, suggestions for a course in related science was worked out and later printed and presented for criticism at the 1921-22 Annual State Conference.

Second period, 1922-1927.--State plans for this period were not available, but annula descriptive reports (17:1922-1927) show that there was constant revision and development of the vocational home economics curriculum.

Curriculum revision and development in Arizona was accomplished largely through in-service training and appointed committees who worked during the school year and reported at annual state conferences. The changes in the curriculum were based upon teacher

experiences and the suggested revisions were compiled and published in mimeographed form either as a separate pamphlet, or in the conference report or as a section of the quarterly newsletter sent out by the State Department of Vocational Education to vocational home economics teachers.

The work of the Arizona State Vocational Home Economics Education Conference for 1922-23 (17:1922-23:4) was carried on through round-table discussions and committee work with emphasis on home projects and the use of goals as a basis for the course of study. The group outlined a state program of work for the vocational high schools having a two-year course. The content was broadened and additional units in personal hygiene, first aid, and the making of household linens were added to the first year of work. The study of the exterior of the house, the grounds, trees, flowers, and walks were added to the Home Planning Unit. A unit in Home and Community Hygiene was also prepared.

The needs of the Mexican girl were considered at the 1924-25 Annual State Vocational Home Economics Conference, with home problems as the basis of the discussion.

During the year 1926-27 a conscious effort was made by Ruby L. Coffin, State Supervisor of Vocational Home Economics, to stress child development, family and

social relationship, home management, and house furnishing. Arrangements were made with Mrs. Mildred Weigley Wood to prepare during the summer months outlines and suggestions for teachers to be used as the beginning of a type of syllabus of home economics on the above-mentioned phases, and if time permitted clothing units would be organized on problems met in the planning, selection, care and use of garments, and house furnishing, as well as in the construction of such items (17:1926-27:7).

Third period, 1927-1932.--During this period state plans were revised for the use of funds made available under the George-Reed Act. The character and content of the Course of Study was defined as follows.

> a. . . .the course of study shall be an all-around homemaking course meeting the needs of the home in the community in which the school is located.
>
> The home economics subject matter shall include nutrition, food preparation and meal planning; clothing construction, clothing selection and fabric study; personal care, home nursing and community health; home management, home furnishing and equipment; child care and guidance, and social and family relationship.
>
> b. . . .The related subject shall include science as applied to the home, such as chemistry, physics, biology, physiology and hygiene; and related art, including dress design and interior decoration; social science (13:1927-32:49).

Three types of programs were outlined (13:1927-32:48). Program I-- was to remain the same as Program I under the George-Reed Act.

Program II - Two consecutive years of work should be provided 120 minutes daily to be given to home economics and related subjects, a minimum of 60 minutes daily to home economics subjects and the remainder to related subjects in segregated classes.

Program III - Two consecutive years of work provided in double periods with a minimum of 90 minutes daily given to home economics subjects.

It was recommended that science and art preceding, paralleling, or following the home economics courses be taught in as close correlation to that field as possible.

The method of instruction should closely correlate principles and their application. The teacher was encouraged to use a variety of methods in helping students in solving home problems.

PROGRAM I

FIRST YEAR

First Semester	Second Semester
Home Economics. Units included: Nutrition Food Preparation Meal Planning	Home Economics. Units included: Personal Care Selection of Clothing Clothing Construction Clothing Management
Related General Science	Related Art

SECOND YEAR

First Semester	Second Semester
Home Economics. Units included: Food Management Home Furnishing and Equipment Clothing Design Fabric Study Related Art.	Home Economics. Units included: Nutrition of the Family. Home Nursing Home Management Social and Family Relationships Child Care and Guidance Related social Science (13:1927-32:39)

PROGRAM II
(120 minutes daily)

FIRST YEAR

First Semester	Second Semester
Home Economics 60 min. daily United included: Nutrition Food Preparation Meal Planning	Home Economics 60 min. daily Units included: Personal care Selection of Clothing Clothing Construction Clothing Management
Home Projects 15 min. daily	Home Projects 15 min. daily
General Science 60 min. daily	Related Art 60 min. daily

SECOND YEAR

First Semester	Second Semester
Home Ecohomics 60 min. daily Unites included: Home Furnishing and Equipment Clothing Construction	Home Economics 60 min. daily Units included: Nutrition of the family Home Management Child Development
Home Projects 15 min. daily	Home Projects 15 min. daily
Related Art 60 min. daily	Physiology and Hygiene 60 min. daily

PROGRAM III

FIRST YEAR

First Semester	Second Semester
Home Economics 90 min. daily	Home Economics 90 min. daily
Units included:	Units included:
Nutrition	Personal Care
Food Preparation	Clothing Construction (a)
Meal Planning and Preparation	Selection of Clothing
	Clothing Construction (b)
	Clothing Management
Home Projects 30 min. daily	Home Projects 30 min. daily

SECOND YEAR

First Semester	Second Semester
Home Economics 90 min. daily	Home Economics 90 min. daily
Units included:	Units included:
Home Furnishing and Equipment	Nutrition of the Family
Clothing Design	Home Nursing
Clothing Construction	Home Management
Fabric Study	Social and Family Relationships
	Child Development
Home Projects 45 min. daily	Home Projects 45 min. daily

(13:1927-32:49-50)

The content of the course of study remained much the same with the addition of clothing selection and clothing management added to first year and nutrition of the family, social and family relationships and child care and guidance being added to second year.

The order in which the units of work were presented differed in 1918-19. Clothing design and fabric study and home furnishing were taught in the fourth year.

A comparison of the home economics units in the above-outlined programs with those for the first and second year of home economics in 1917-18 shows the following changes in methods of presenting the phases of work instead of presenting one unit of work at a time as shown in above outline. All phases of work were presented each week. Given days of the week were devoted to certain phases of the program, for example, in the first year clothing was taught on Tuesday and Thursday, foods study and cooking on Monday, Wednesday and Friday, drawing and design on alternate days with applied sciences.

A two-year course of study, the separate units of which had been tried out by the vocational home economics teachers was revised at the 1931 Annual State Conference and issued in the conference report for that year (29;1931). The objectives for this course of study were set up in terms of interests, ideals, standards habits, appreciations, abilities, and judgments, with the needs of the community, the girl and her family as guides. Units were set up in the areas of Family Relationships; Nutrition; Food Preparation and Preservation; Meal Planning; Preparation and Management; Child Guidance; Clothing Construction; Selection of Clothing; Clothing Management; Home Furnishing; Clothing Design; Fabric Study; Home Care of the Sick; Home Management,

a

b

c

Fig. 1.--PLAYSCHOOL ACTIVITIES IN HIGH SCHOOLS IN ARIZONA, 1941-42.

(management of time and energy, management of food, financial management); Child Care; and Social and Family Relationship.

The year 1931-32, (16:1931-32:1-5) found the State of Arizona in a serious depression; many families were living on charity. At the Annual Conference each phase of homemaking was discussed and suggestions were given on how to meet the economic situation that existed at that time. There were many problems in the field of foods such as: use of inexpensive ingredients, inexpensive menus for the family, producing food in home gardens, the storage and preservation of extra food, and different ways to use supplies of foods distributed by the welfare organizations. In clothing the problems were: how to utilize any and all material within reach of their finances, and use of good foundation pattern. If possible, teaching the replenishing of the home furnishings with articles made from orange crates. Also toys were to be constructed from useless articles around the home.

Home Economics for Boys was the new phase of the curriculum to be developed in 1931-32 (21:1932:1-6). The objectives for these units were set up in the selection of clothing, management of clothing, personal improvement, nutrition, marketing, food preparation and serving, home management, and family relationships.

A short three-week unit in "Better Buymanship" was added to the course of study at the 1934-35 Annual State Conference. Also some major objectives were set up as follows:

> (1) an interest in securing greater satisfaction from money spent than is secured at present; (2) ability to select goods and services as the basis of definite qualities; (3) judgment in use of guides which consumers commonly use in selecting goods. (16:1935:15).

The separate mimeographed units which had been developed and revised at the State Conferences and tried out by the teachers in their classrooms since 1921 were combined in the year 1934-35 to form a course of study for Homemaking I and II, (18:1). This was a voluminous edition one and one half inches thick, contained 200 pages and was termed "The Sears Roebuck Catalogue" edition. Objectives were re-stated for each unit of work. The material was set up in terms of some desired outcomes, suggested problems and questions, activities, pupil experience, and teaching aids.

In 1934 a new phase of the development of the curriculum was the introduction of play schools (Fig. 1). At the annual state conference the objectives set up were:

> (1) To stimulate interest in children through observation and contact with children

(2) To provide problems of common interest to the girls for class discussion and to provide a common background for this discussion.

(3) To help girls with possible solutions of some simple problems that arise (29:1934:19).

Fifth period, 1937-1942.--State plans for this period contained the following policies relating to the character content of the course of study.

> The character and content of the course of study shall be an all-round homemaking course meeting the needs of the home in the community in which the school is located. (13:1937-42:56).

The two year course should include:

Homemaking I

Semester one: Nutrition, Food Selection, Preservation and Preparation, Meal Planning, Preparation and Management, and Child Guidance.

Semester two: Personal Care and Personality Development, Clothing Selection, Clothing Construction 1-A-cotton dress, Clothing Management, Clothing Construction 1-B-Child's garments.

Homemaking II

Semester one: Home Furnishing and Equipment, Clothing Design, Clothing Construction II-A-summer Dress, Home Management, Home Nursing (or Consumer Buying).

Semester two: Nutrition of the Family, Human Relationships, Child Development, Clothing Construction II-B-Heavy Cotton or Linen Dress (13:1937-42:56-57).

The third and fourth-year program was to be planned on the basis of the two-year course of study. The related subjects included science as applied to the home, such as bacteriology, chemistry, physics, biology,

physiology and hygiene. The related art included dress design and interior decoration. Any other subjects which would contribute to the course might be included also (13:1937-42:5-7).

The content of the course of study for this period had additional units in Homemaking I. Food preservation, food management, personal development and clothing for children were added. To Homemaking II consumer buying was added and fabric study was omitted.

In 1938-39, Miss Ruth E. Oelke gave an account of the following development in the curriculum: (17:1938-39:4) A tentative plan for the years work on the following units, (1) vocations for women, (2) the child in the home, (3) courtship and marriage, (4) money management, (5) housing, (6) the girl and her wardrobe. The objectives, major and specific, were presented by the chairman of each group, and were discussed and criticized by the group. Areas of interest for each unit were discussed and offered as a suggestive third year course of study.

A new development in the curriculum of Vocational Homemaking Program for 1937 (29:1937:16) was Suggestive Units for a third year of Homemaking, where students have had regular Homemaking I and II, the following phases were suggested:

Semester one:

Human Relationship, 7 to 8 weeks; more preparation for marriage stressed.
The Child in the Home, 7 to 8 weeks; which stressed more of physical care of child, prenatal care of mother, and choice of doctor.
Money management, 3 to 4 weeks; use of money as applies to individual.

Semester two:

Housing and home improvement 5 to 6 weeks, selection of equipment for safety, varying costs of housing.
Selection and Care of Equipment, 3 to 4 weeks;
Clothing construction, 3 to 4 weeks; a tailored garment, formal or graduation dress, wool suit or dress, alteration of ready made garment. This unit might be one hundred per cent clothing selection and design since pupils have had some construction in previous homemaking.
Meal management -- meal preparation emphasizing management (29:1927-16).

Also units were suggested for a third year of homemaking for juniors and seniors who had not had homemaking before. This course of study was planned for both girls and boys based on one semester of work:

Semester one:

Related art, Consumer buying, Housing and Home Improvement (exterior as well as interior), Meal planning including some nutrition, Human Relationships, Home Management, Clothing construction or Clothing selection and management. Vocational Guidance - a short unit. (29:1937: 16-17).

Policies in the state plan for this period required an expansion of the program through the teaching of related art and science, discussions were held on the teaching of related art, and science at the fall confer-

ence for vocational home economics in 1937. The teaching of Related Science was discussed by Miss Oelke, State Supervisor of Homemaking Education (29:1937:17-18), who defined related science as a more adequate application of science teaching to the home. It might be taught parallel to or preceding homemaking courses and if taught by the science teacher there should be close cooperation and planning with the homemaking teacher. It was felt that home experiences in the field of Related Science would strengthen the homemaking course. Miss Oelke listed the following outcomes for the course: (1) Better understanding of all kinds of appliances (2) Better background for further homemaking work (3) Create and broaden one's interest in one's environment.

Miss Faye C. Jones, Teacher Trainer in Home Economics, University of Arizona (29:1937:19-20), defined Related Art as a course or unit of work that provides an opportunity for students to learn to apply art principles to the solution of everyday art problems in the home, and to develop an appreciation for beauty in daily surroundings and things we use. Miss Jones listed the desired outcomes as (1) Develop interest in seeing and having those things that are beautiful (2) Develop ability to use available furnishings and clothing (3) Develop ability to use native arts and crafts more wisely (4) Help these girls to realize what their own home

surroundings are (5) Develop the ability to make choices, combinations and arrangements that are interesting.

The first printed course of study on the secondary level was a loose leaf type and came from the printers in Phoenix, Arizona, March, 1938 (22). This course of study evolved out of seven years of work during which time 50 teachers in Arizona, representing different sections of the state, actively participated in formulating the course (22:III). The homemaking teachers were divided in committees and each committee was assigned a certain phase of the course of study to work out. The work was based on the home situations as revealed by formal and informal surveys of home conditions in order that the course of study might meet the needs of the girls in Arizona.

The philosophy underlying the cirriculum development program in 1938 was best illustrated by the following statement taken from the introduction to the Vocational Home Economics Course of Study for Secondary Schools,

> The philosophy which underlies the course is that learning is best accomplished when it is based on present day needs and interests, and that the individual's needs can only be met by providing opportunities for learning which bring satisfaction. Every person should have opportunity to develop to maximum capacity. This necessitates the provision of a variety of experiences from which choice may be made in terms of individual and group needs. To

> this end, a comprehensive homemaking program is suggested and a wide range in units and experiences with in units is indicated.
>
> Within any curriculum there needs to be integration in planning. This course of study attempts to get away from excessive compartmentalization by basing the plans on problems of the student rather than on outlines of subject matter. (22:III).

The content of the 1938 Course of study for vocational home economics (22:VII), was the same as the 1935 course, with the addition of units in "Consumer Buying" and "Home Care of the Sick". The material was set up in terms of some desired outcomes, suggested problems activities and experiences, and teaching aids. Figures 1, 5, 6, 7, 8, 9, 10, 11, 13, 17 and 18 illustrate activities and experiences which helped to attain the objectives set up for the various units in the Course of study.

The curriculum committee (22:IV,V) felt that the maximum value of the course of study could only be achieved if each teacher using it would evaluate it from standpoint of effectiveness in her situation and make note of additions which might be made profitably. Provision for this constructive use of the course was made by the insertion of a blank page at the end of each unit. These notes were intended to be used for further development and revision of the course of study. Goals were set up in each unit of the course of study in terms of

objectives for pupil growth, with emphasis on the objectives to be reached and problems activities and experiences which would serve to help the student reach the objectives.

The units for Homemaking III for the state course of study and plans for a course of study in home economics for boys were presented and discussed at the annual state conference in 1939-40 (17:1939-40:1). Treva Leftridge of the Wilcox High School, Wilcox, Arizona, had worked out a unit on "Home Economics for Boys" at a summer session in Fort Collins. Miss Leftridge was asked to try the unit out and report on the results at the next conference. It was hoped that this unit might become a nucleus for a curriculum in "Home Economics for Boys".

As some of the specific achievements in curriculum development for the year 1940-41 (15:1940-41:7), Miss Ruth E. Oelke gave the following developments in an attempt to adjust the curriculum to meet present needs. (1) The unit on "Housing" (25) was worked out by the committee, mimeographed and sent out to teachers who tried it out and gave the results of its use at the State Conference. (2) The committees on "Vocations for Girls and Women," (32) "Courtship and Marriage" (20) worked out units which were presented and discussed at the State Conference. (3) The Committee working on the

revision of the foods unit in the State course of study blocked out a unit on "Foods on the Meal Basis" (41) which included nutrition, food planning and management.

In 1941-42 (17:1941-42:2) curriculum work was centered around the adjustment of the curriculum to meet the economic conditions and continued with emphasis on nutrition, (Fig. 5) home care of the sick, (Fig. 13, a, b, c, d, f) low cost foods, family relationships, and housing.

A tentative unit for Homemaking III, "The Girl and Her Wardrobe" (21) was prepared by the special methods class at the University, and presented at the summer conference. The unit on "Courtship and Marriage," (20) for Homemaking III, which had been worked out and presented to the conference group at the 1941 conference, was mimeographed and presented to all the Home Economic teachers.

Table 4 gives a picture of the development of the vocational home economics curriculum in Arizona for the 25-year period, 1917-1942. Table 4 also shows the years in which the various units of the state course of study were introduced. During the first three years of the first period of this study, 1917-1921, only five phases were taught, two in the area of food, and three in the area of clothing. In 1921-22, the largest number during the 25-year period 1917-1942 were added; there

Table 4.--THE YEAR OF INTRODUCTION OF VARIOUS UNITS IN THE HOME ECONOMICS PROGRAM IN ARIZONA FROM 1917-1942.

	1917-1922	1922-1927	1927-1932	1932-1937	1937-1942
Foods					
Food Preparation	XXXXXXXXXXXXXXXXXXXXXXXXX				
Food Selection	XXXXXXXXXXXXXXXXXXXXXXXXX				
Food Preservation	XXXXXXXXXXXXXXXXXXXXXXX				
Meal Planning	XXXXXXXXXXXXXXXXXXXXXXX				
Food Management			XXXXXXXXXXX		
Nutrition			XXXXXXXXXXX		
Clothing					
Clothing Construction	XXXXXXXXXXXXXXXXXXXXXXXXX				
Clothing Selection	XXXXXXXXXXXXXXXXXXXXXXXXX				
Clothing Design	XXXXXXXXXXXXXXXXXXXXXXXXX				
Laundering	XXXXXXXXXXXXXXXXXXXXXXX				
Tailoring	XXXXXXXXXXXXXXXXXXXXXXX				
Childrens' Clothing	XXXXXXXXXXXXXXXXXXXXXXX				
Millinery	XXXXXXXXXX				
Fabric Study	XXXXXXXXXXXXXXXXXXXXXXX				
Clothing Management			XXXXXXXXXXX		
Personal Care			XXXXXXXX		
Girl and Her Wardrobe			X		
Personal and Family					
Child Guidance	XXXXXXXXXXXXXXXXXXXXXXX				
Child Development		XXXXXXXXXXXXXXXXX			
Family Living		XXXXXXXXXXXXXXXXX			
Playschool			XXXXXXXXXXX		
Personality			XXXXXXXX		
Social Customs			XXXXXXXX		
Courtship and Marriage			XX		
Boy and Girl Relationship			XX		
Home Management					
Home Furnishing		XXXXXXXXXXXXXXXX			
Housing			XXXXXXXXXXX		
Financial Management			XXXXXXXXXXX		
Time Management			XXXXXXXXXXX		
Consumer Buying			XXXXX		
Management for Victory			X		
Miscellaneous					
Related Art	XXXXXXXXXXXXXXXXXXXXXXX				
Related Science	XXXXXXXXXXXXXXXXXXXXXXX				
Hygiene	XXXXXXXXXXXXXXXXXXXXXXX				
Home Economics for Boys			XXXXXXXXXXX		
Home Care of the Sick			XXXXXXXXXXX		
Vocations for Women			X		

were two new phases in food, six in clothing, one in personal and family relationships, and three in miscellaneous. No new phases were added until the end of the second period when two new phases were introduced, one in child development, and one in home furnishings. At the end of the third period, eight new phases were added, one in foods, one in clothing, one in personal and family relationships, three in home management, and two in miscellaneous.

At the beginning of the fourth period, nutrition was introduced and three others added during this period all in the third-year hygiene, personality, and social customs. In the fifth period, consumer buying made its appearance during the first year, and boy and girl relationship and courtship and marriage was first offered in 1941. In the last year of this study, 1941-42, vocations for women and the girl and her wardrobe were added.

Only one phase, millenery, was dropped after it was introduced.

Policies relating to rooms and equipment 1917-1942.

First and second periods, 1917-1927.-- The Arizona State Board of Vocational Education, in order to comply with the requirements of the Smith-Hughes Act, and qualify for reimbursement, published a bulletin in

1918 in which the following policies for rooms and equipment were set up:

> No school will receive aid for home economics which does not have:
>
> (a) A well appointed room for practical work in cookery.
>
> (b) A sewing room with sewing machines and other necessary equipment.
>
> (c) Some equipment for the teaching of home nursing.
>
> (d) Some adequate equipment for the teaching of laundry work.
>
> (e) A reference library and illustrative material in home economics.
>
> (f) No new departments are to be installed in a basement half underground. Such departments are unsanitary, too poorly lighted, and odors from cooking are likely to permeate the rest of the building. (7:1918:4-7)

The teaching of vocational home economics required a well-selected and equipped laboratory to be used for the vocational training of the pupils. Sufficient equipment was required so that all members of the class could participate in all of the activities. It was necessary, however, that provision be made for the teaching of food preparation and serving, garment construction, laundering, home nursing, and home management (7:1918:1-7).

Home economics departments of the high schools in Arizona, in 1917, were located in one or two rooms and in many instances in basement rooms which could not

be properly lighted and ventilated. The equipment in the cooking laboratory, (Fig. 2) was in the form of a hollow square, with individual gas plates or coal oil stoves, complete with portable ovens for individual cooking. There was also a large oil, gas, wood, or coal range located in the corner of the room, and a central sink. A supply table was in the center of the square, or at one end of the square, at which the students procured their supplies.

The clothing laboratory in the majority of the schools served two purposes, (1) for clothing construction and (2) for a recitation room for both foods and clothing classes. The equipment in this room consisted of long tables for garment cutting, chairs, sewing machines, a full-length mirror, and storage space for individual equipment.

In 1920 the State Board of Vocational Education in Arizona published, Bulletin No. 5, Statement of Policies, (8) which gave a lengthy description of what the schools wishing to qualify for federal aid should be expected to furnish. In purchasing the home economics equipment (8:51) it was necessary to keep in mind community conditions and the requirements for good teaching. The aim, of course, was to provide instruction which would function in the homes of that community. Therefore, the use of equipment which was not too far

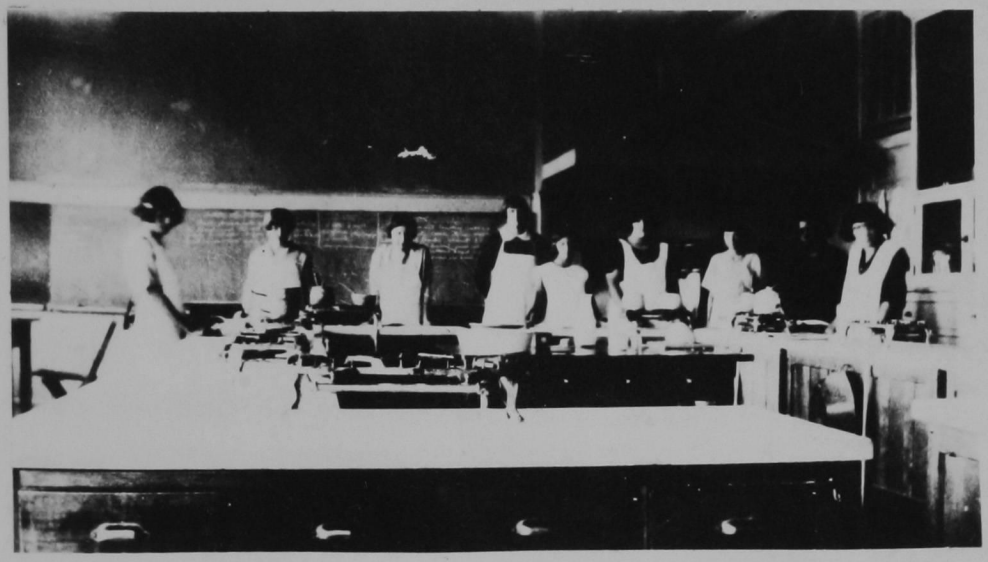

Fig. 2.--HOLLOW SQUARE KITCHEN ARRANGEMENT WINSLOW, ARIZONA, 1923-24.

Fig. 3--MODIFIED UNIT KITCHEN ARRANGEMENT ST. DAVID, ARIZONA, 1923-24.

above the financial level of the families living in the community was recommended. It was hoped that such equipment would provide an incentive for raising the standards in the homes. The use of efficient labor-saving devices was encouraged, and the pupils were given an opportunity to become familiar with the best and the most economical types.

For the cooking laboratory, (8:49) the schools were advised to buy practical equipment similiar to that found in the home kitchens rather than the formal desk so frequently found in food laboratories. The schools were also advised to have plenty of working space and storage cabinets. These recommendations stated that a sufficient number of sinks should be provided to minimize the amount of energy required in getting water, that the stoves should be of the type used in the homes of the community, that the utensils should be family size rather than individual, and that there should be tables, dishes, silverware, and linen for the serving of meals. The arrangement of the equipment suggested resembled a home kitchen rather than the hollow square or parallel rows. Suggestions were given that a better motive would be supplied if the cottage plan or unit kitchen were used. Recommended equipment for the unit kitchen was a kitchen cabinet, a sink and a stove for each two or four girls, with the laboratory tables placed back to back rather

than in the hollow square (Fig. 3). Sinks, tables, and other working spaces were to be placed at a proper height from the floor.

Adequate ventilation was required with flues to carry off the cooking odors, but it was pointed out that even this does not prevent the odors permeating the building if the room is placed in the basement. It would be impossible to provide desirable work conditions if the department is placed in basement rooms, because they cannot be well lighted or ventilated.

The floor covering recommended was that which could be cleaned easily, was not too noisy, and not too difficult for the teacher and pupils to stand on for long periods of time. Since cement floors had not proved satisfactory, a soft pine floor covered with linoleum or a hardwood floor was considered more desirable. It was recommended that the color of the woodwork and walls be light and not too glaring, also of a finish that could be cleaned easily. (8:1920:49-52).

For the clothing laboratory (8:50) the schools in 1920 were required to have large tables for the cutting of the garments, and additional tables low enough for the student to sit at and work. The tables were to be arranged so the light would fall over the left shoulder of each pupil in order to prevent eye strain. Sewing machines of standard makes were to be provided, allowing

at least one sewing machine for every four pupils. Sufficient cabinet space for individual equipment was recommended. A full length mirror or triple morrors were required for use in fitting garments and for studying line and design in costumes.

The type of laundering equipment, (8:50) according to the standards of 1920, should be chosen to meet the standards of the homes of the community. If no electricity was available, a hand-power machine was advisable, Stationary tubs were to be installed if there was running water. In some instances portable tubs and wash boards might be the only equipment that was practical along with irons heated by the available heat in the community. Also, clothes lines or racks, clothes pins, and ironing board were to be provided.

In order to teach home nursing, (8:50) it would be necessary to have some portable sick room equipment or a completely furnished bed-room. The equipment recommended included a bed, bedding, bed-side table, a doll for a patient, a medicine case equipped with first aid supplies, and also sick room appliances such as thermometer, hot water bottle, and eye dropper.

The best equipment for the teaching of home management (8:50) was a home in the community or a school practice apartment. Either plan furnished an opportunity to teach "housewifery," the use of labor-

saving devices, the care of home furnishings, woodwork, and utensils. The regular laboratory could be used for class work with occasional excursions to homes and stores in the community to assist the pupils in studying the home and its management.

Third, fourth and fifth periods, 1927-1942.-- Since the policies for rooms and equipment for home economics departments in the state plan, for the two five-year periods, 1927-1932, 1932-37, were much the same they are discussed here together.

State plans for the two periods gave more definite requirements for room and equipment. They specified that rooms and equipment should be adequate for the types of work undertaken.

> There shall be provided a room or rooms properly equipped for the instruction in the various fields of home economics. The room shall provide adequate equipment for the preparation and service of food, such as sufficient china and silver, a simple table and cooking equipment for the service of meals. There shall be provisions for teaching of clothing construction, including adequate cutting space, adequate number of machines and some fitting space with mirror. There shall also be provision for illustrative and reference material for all fields of homemaking taught (13:1927-32: 38).

Reports (17) were given at various intervals during the latter part of the fourth period, 1935-1936, to the effect that new departments were being added, others were adding new equipment, and many were doing

remodeling. These activities showed the close relationship of the course of study to the development of rooms and equipment. As the course of study developed to include all the phases of home and family life, so did the rooms and equipment expand to adequately take care of the type of instruction to be undertaken.

Miss Ruth E. Oelke, State Supervisor of Vocational Home Economics reported (17:1935-36:7) that during the year 1935-1936 two new departments were equipped and six departments made improvements by adding equipment, installing more plumbing, and redecorating and rearranging laboratories. One reinstated the work; two of the new vocational departments had never offered any homemaking work before. Clifton was reinstated, Fredonia and Seligman were entirely new departments (17:1936-37:9) Phoenix Union High School had one room reconstructed and newly equipped for a foods laboratory in 1936-37, (Fig. 5) (17:1936-37:9). Fredonia and Seligman added one-room homemaking departments since home economics was offered for the first time. Lakeside completed the equipment of their one-room laboratory; Peoria redecorated the clothing laboratory.

In the Tombstone High School at Tombstone, Arizona, the old foods laboratory was made into home-like unit kitchens, and $200 worth of equipment was purchased.

Miss Ruth E. Oelke, State Supervisor of Arizona, in her annual Description Report, for 1937-38 reported;

> Four high schools with vocational departments taught homemaking in brand new departments. Schools in general had more teaching materials; several added files. Some did repainting and refinishing. Seligman completed the equipping of their department this year. Coolidge and Parker introduced the work for the first time. Mesa built an additional building in which the homemaking work is housed. Coolidge has a four unit kitchen as part of its department. Parker built a cottage. Mesa has allowed for four teachers as the program develops and funds permit. It is a beautiful six-room suite consisting of two rooms for food work (unit kitchens), dining room, a clothing laboratory, another room used this year for child development. (17:1937-38:12)

State plans for 1937-42 required the "minimum plant and equipment must be adequate for type of work undertaken" statement, that the equipment must conform to the standards of the community and added that changes and improvements should be made as the need arose in the particular school.

Policies as to the type of equipment were more specific for this period:

> The type of equipment selected for any one school should be influenced by the particular community where the department is located; for example, electric machines could not be used in a community where electricity is not generally used; ranges and coal oil stoves are better in a community where there is no gas or electricity. One-room laboratories are to be encouraged in the small high school. (13:1937-42:55).

During this period, there was rapid development in the number of departments. Many excellent and attractive departments were built and equipped with modern

equipment to conform with the standard of the particular community in which they were located. Many departments were remodeled and new equipment was purchased.

In 1938-39 four departments, Amphitheatre, Pima, Snowflake, and St. David, were housed in new quarters. St. David built a cottage with a large discussion room, a three-unit kitchen, a fitting room, a bedroom and storage space. (Fig. 4). Phoenix Union High School made some changes in its department, a dining room was added along with an office for the supervisor and a play school room (Fig. 6).

The foods department of the Glendale High School in Glendale, Arizona, was completely reconstructed in 1940, and seven large attractive unit kitchens replaced the old square. The large room in which were housed the seven unit kitchens, adjoined an apartment which consisted of a large combined dining room and living room, small kitchen, bedroom, and bathroom. Figure 7 and 8. A combination sewing room and discussion room equipped with sewing machines for 38 girls, cutting tables, individual table space, a fitting room, storage closets, and storage space for girls. Equipment is not shown in diagram. The two departments are joined by a large room which is used as a banquet room and as a play-school room when play school is in session (Fig. 9).

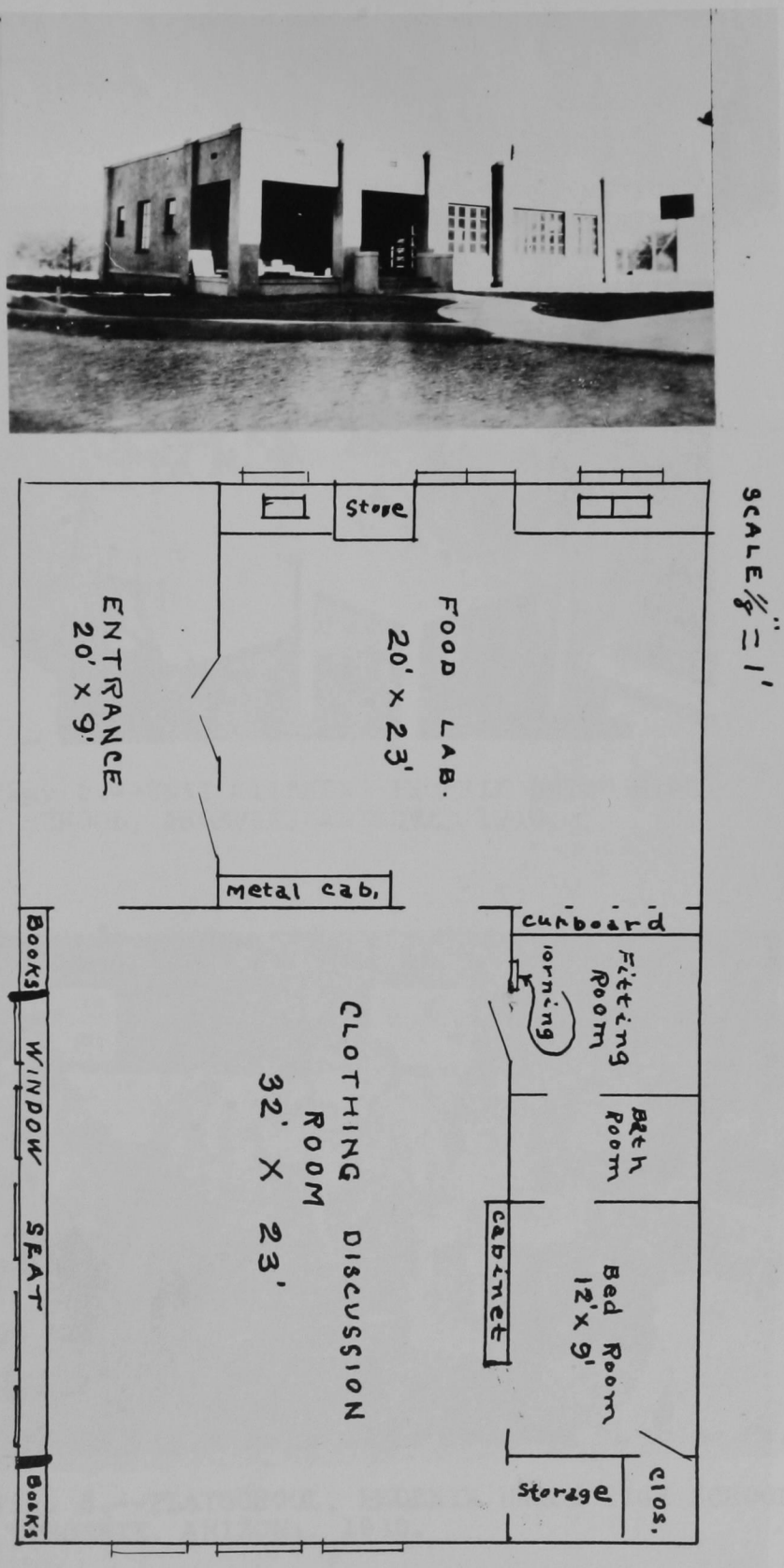

Fig. 4.--ST. DAVID HIGH SCHOOL, ST. DAVID, ARIZONA, 1939.

Fig. 5.--UNIT KITCHEN, PHOENIX UNION HIGH SCHOOL, PHOENIX, ARIZONA, 1940.

Fig. 6.--PLAYSCHOOL, PHOENIX UNION HIGH SCHOOL, PHOENIX, ARIZONA, 1940.

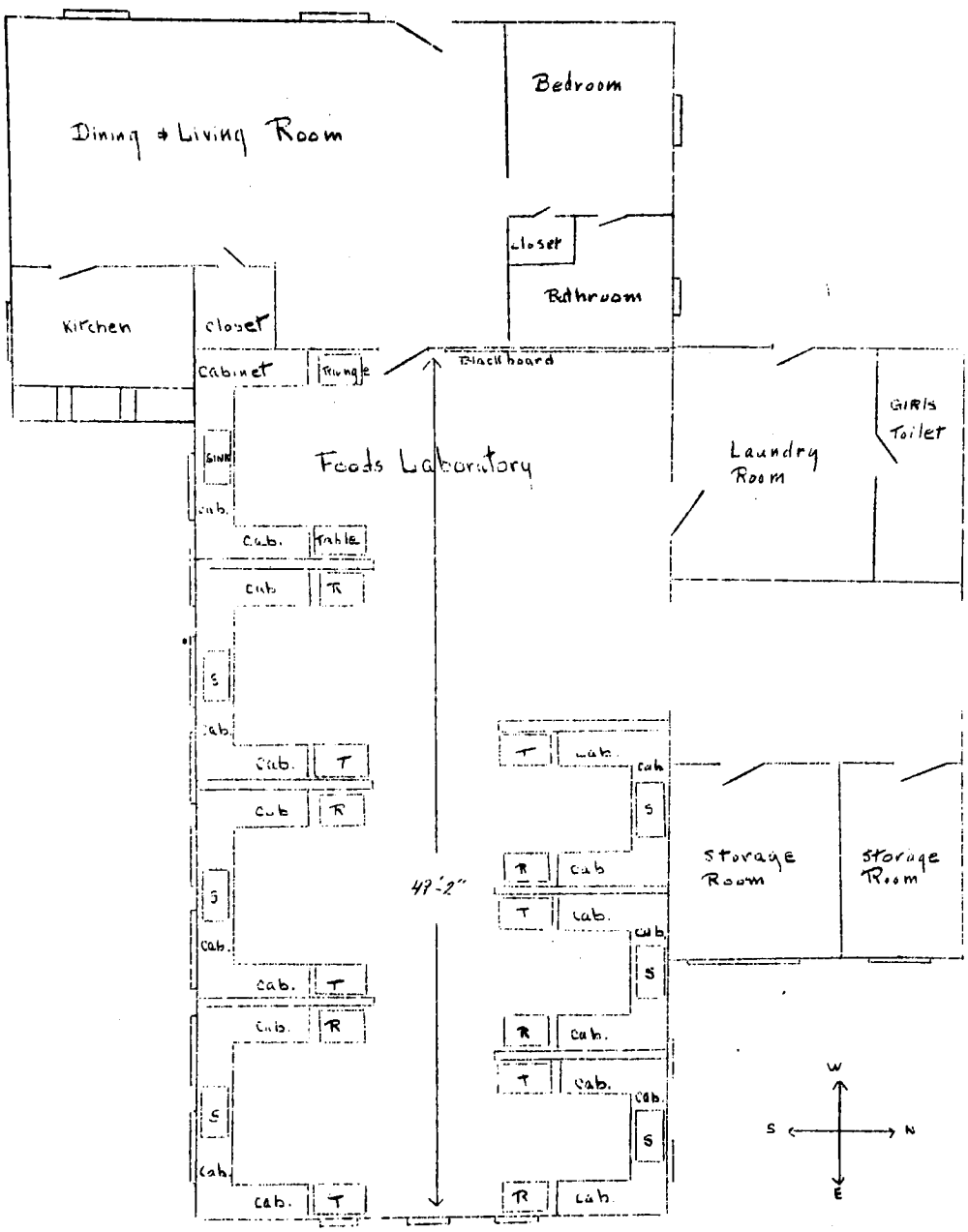

Fig. 7.--FLOOR PLAN FOR GLENDALE HIGH SCHOOL, GLENDALE, ARIZONA, 1940.

Fig. 8.--BOYS CULTURAL CLASS IN KITCHEN, GLENDALE HIGH SCHOOL, GLENDALE, ARIZONA. 1941-42.

Fig. 9.--BANQUET ROOM GLENDALE HIGH SCHOOL, GLENDALE, ARIZONA, 1941-42.

State Supervisor Miss Ruth E. Oelke made the following comments about the development of departments over the state for 1938-39.

> The homemaking departments as a whole throughout the State are more attractive because of the fact that they are being made more home-like and interesting with pictures, potted plants, colorful and attractive curtains and drapes. All the departments have files so that it makes for better organization of teacher material (17:1938-39:9).

The new Home Economics Department of the Prescott High School was located in the Science Building (43:1940:4). It occupies one-fourth of the building. The department was located on the west side with windows on both the south and west. The Foods laboratory had five good-sized unit kitchens and a large space with blackboard and bulletin board. This end of the room was used for Play School and Home Care of the Sick. The unit kitchens were built in "U" shape and were satisfactory for four girls. The work surfaces were covered with heavy linoleum. The kitchen was equipped with electric stoves. The discussion room joined the kitchen with a connecting door so that the two rooms could be used together. The room had ample space for classes of 20 to 25 girls, equipped with large cutting tables and electric sewing machines. A full length built-in-mirror, and a movable full-length mirror provided two fitting units with a built-in space for hanging garments.

A new department, (43:1940:2) a one-room combination type, was installed in the Mammoth High School at Mammoth, Arizona in 1939-40. One end of the room had two built-in unit kitchens used for food preparation and meal service; the other end of the room was used for class discussion and sewing. A small adjoining room was used for a dressing room and storage space. The room was 21 feet by 26 feet. Plenty of light was given from windows on three sides of the room (Fig. 10).

The home economics department of Tolleson Union High School, Tolleson, Arizona, was representative of school in rural communities of Arizona (Fig. 12). The foods laboratory was equipped with six unit desks which provided space for 24 girls, two electric ranges, an electric refrigerator, and two sinks. Figure 11, a, c, d, e, and f.

The clothing room was well lighted and equipped with a cutting table, individual table space, sewing machines for 28 girls, a fitting room, triple mirrors, and storage space which was provided in connection with the fitting room; lockers were provided for the girls individual equipment. A glass partition separated the clothing room and the foods laboratory planned to enable the teacher to supervise activities in both rooms. (Fig. 11, b).

The construction of the building which houses

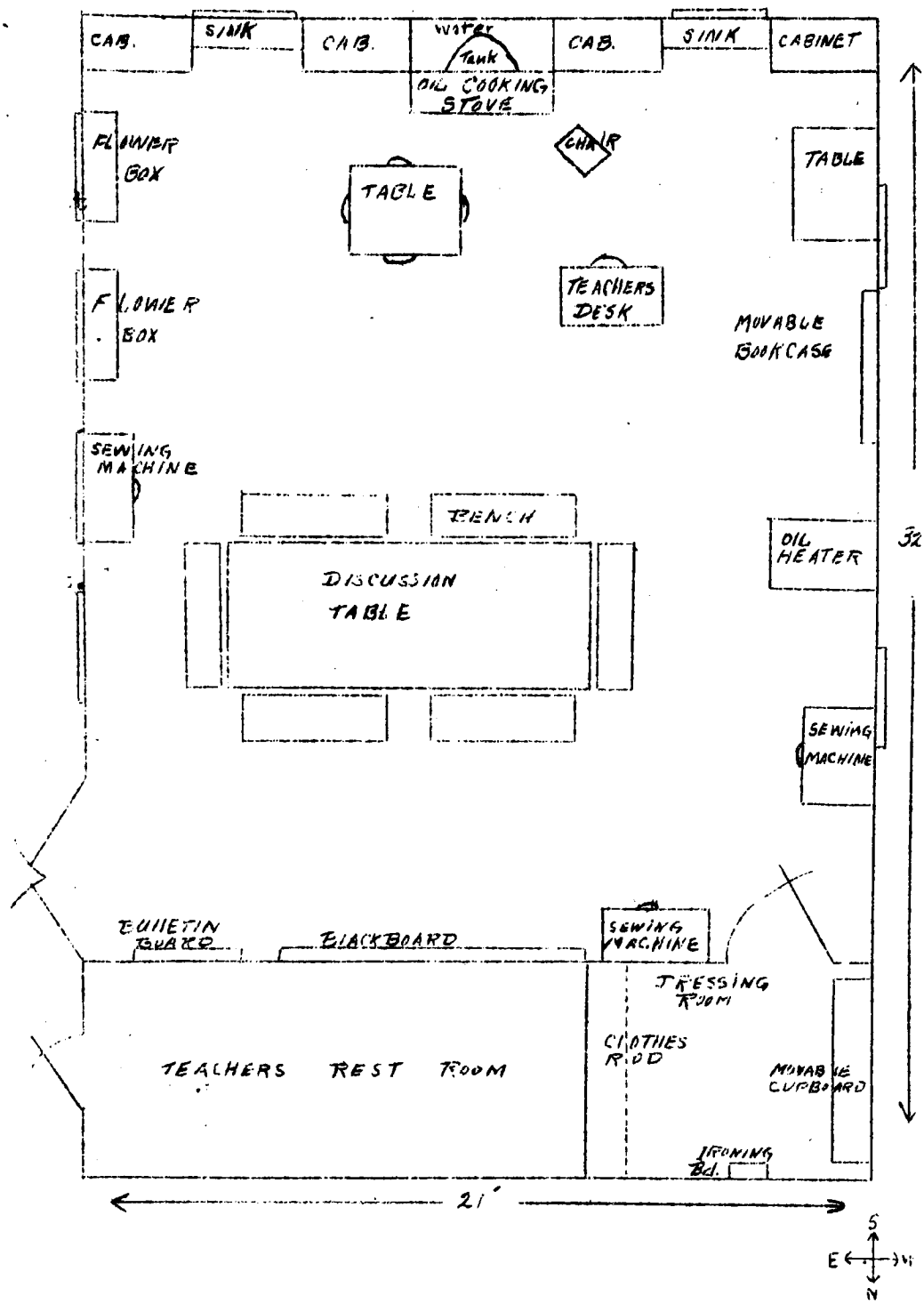

Fig. 10.--FLOOR PLAN FOR MAMMOTH HIGH SCHOOL, MAMMOTH, ARIZONA, 1940.

Fig. 11.--ACTIVITIES IN THE KITCHEN AND CLOTHING ROOMS, TOLLISON HIGH SCHOOL, TOLLISON, ARIZONA, 1942.

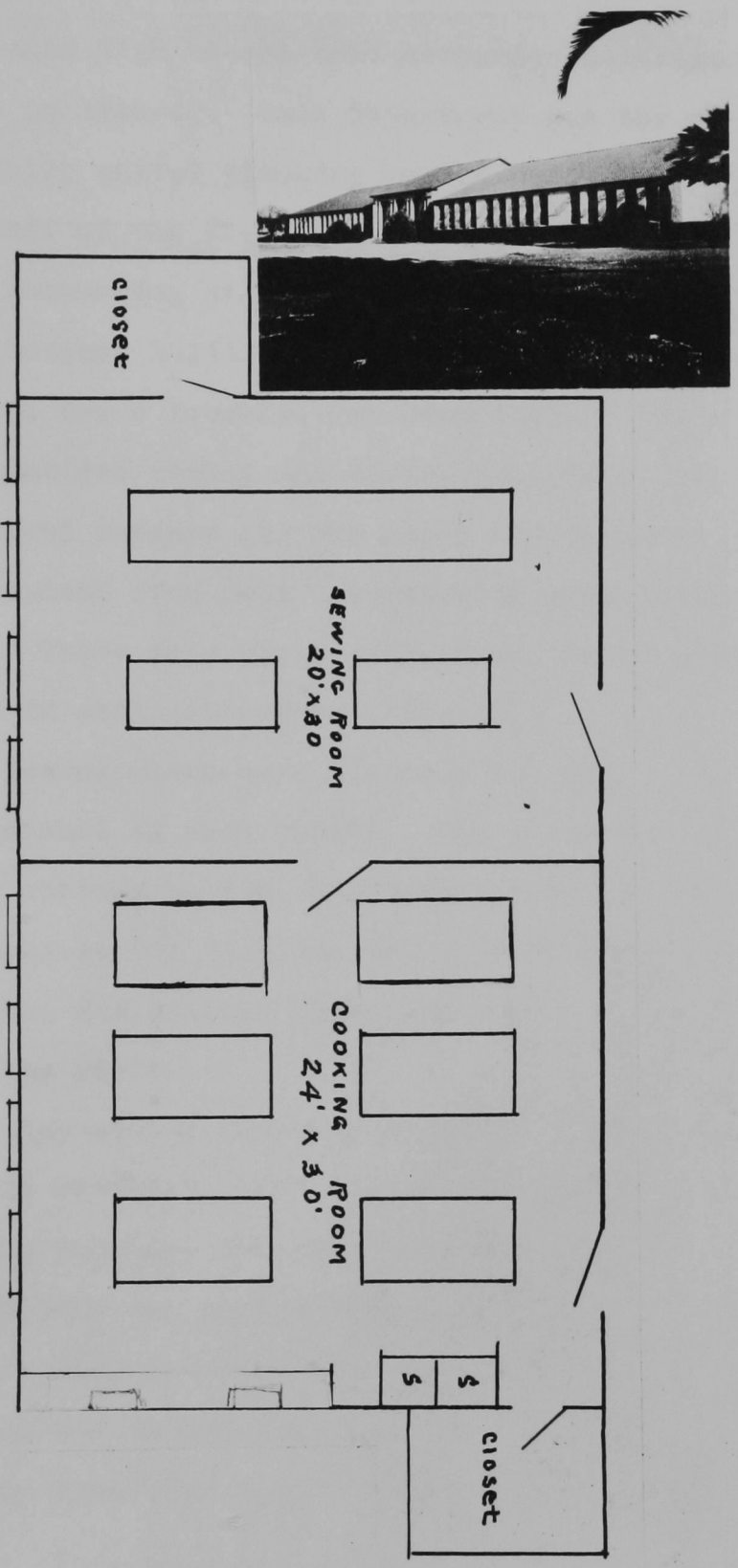

Fig. 12.--FLOOR PLAN AND EXTERIOR FOR TOLLISON UNION HIGH SCHOOL, TOLLISON, ARIZONA, 1942.

the North Phoenix High School home economics department was completed in 1940-41. This department was the result of carefully united planning on the part of the homemaking staff of the Phoenix Union High School.

The homemaking department occupies the first floor of the Science Building. Figure 13 and 14. The arrangement was for a four-teacher department. There was a large combined dining and living room (Fig. 16) which was located between the two foods laboratories so that the student from both laboratories could have access to it. There were eight good-sized, well-equipped unit kitchens in each laboratory (Fig. 15).

The sewing rooms were spacious and well lighted with walls finished in soft colors. The rooms were well equipped with cutting tables, individual table space, and sewing machines for 32 girls, a large fitting room, storage closets, and storage space for the individual equipment of the girls.

The play-school room was very well planned with space for child activity, sand box, slide, wagons, and tricycles. The room was provided with cupboards and closets for storing the play equipment books, toys, and supplies. This room was used for a discussion room when play school was not in session.

In the Snowflake High School the home economics

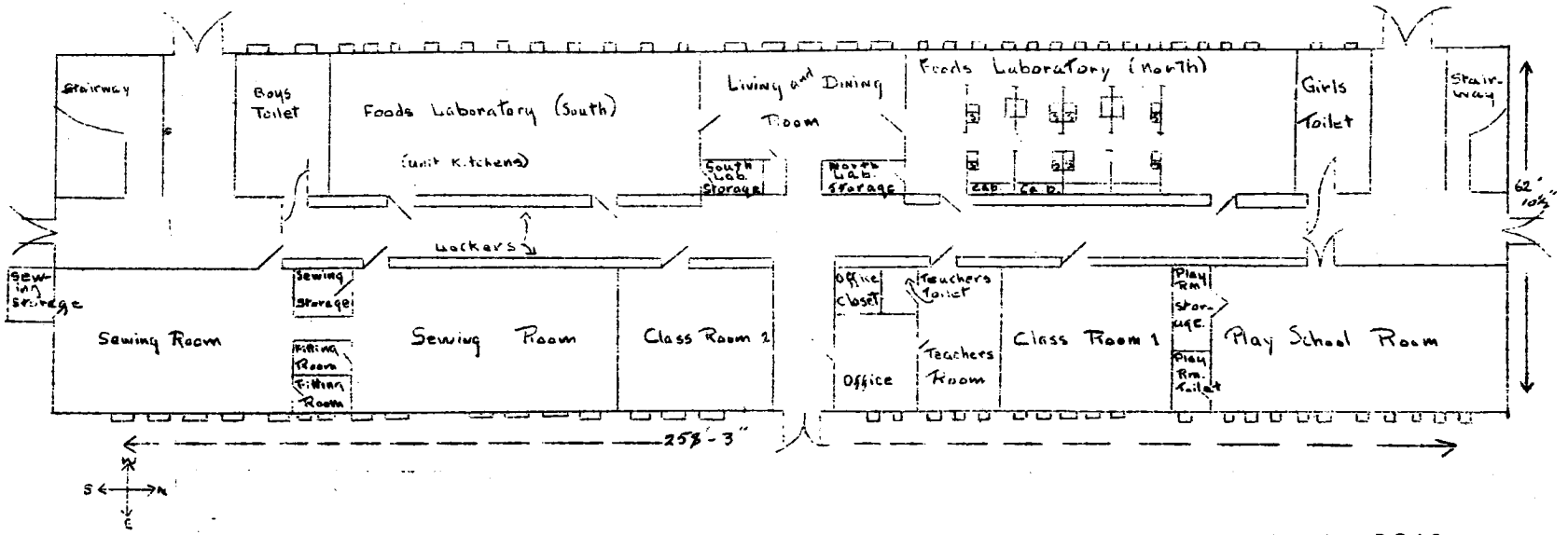

Fig. 13.--FLOOR PLAN FOR NORTH PHOENIX HIGH SCHOOL, PHOENIX, ARIZONA, 1940.

Fig. 14.--NORTH PHOENIX HIGH SCHOOL BUILDING, PHOENIX, ARIZONA, 1940.

Fig. 15.--UNIT KITCHEN, NORTH PHOENIX HIGH SCHOOL, PHOENIX, ARIZONA, 1941-42.

Fig. 16.--COMBINATION LIVING ROOM AND DINING ROOM, NORTH PHOENIX, ARIZONA, 1941-42.

department was moved from the ground floor to a very light, pleasant good-sized room on the second floor. Two large rooms made up the department, one of which was used for clothing construction and discussion, and the other made up into unit kitchens. Modern equipment such as, new electric refrigerators, gas and electric ranges, and water heaters was installed (43:1940:3).

The high schools in Pima, Arizona, and Amphitheatre, Arizona, were provided with large two-room departments consisting of a foods and clothing laboratory.

The following development in rooms and equipment was reported for Arizona by State Homemaking Supervisor, Mrs. Eva W. Scully during 1940-41:

> A new modern homemaking cottage was built at the Safford High School by N.Y.A. boys, This cottage consists of a large room, dining room, clothing laboratory, and play school combination, a foods laboratory, storage room and a fitting room and girl's rest room.
>
> At the Thatcher High School the foods laboratory was completely remodeled. Cabinets and tables were made by the boys working on N. Y.A. Unfinished chairs were bought. The chairs, table and cabinets were painted by the boys in the shops classes and by the girls in the department. Two new stoves and refrigerator were bought and the equipment arranged into six unit kitchens. A survey had been made to determine the type of fuel being used in the homes as a result but gas and electric stoves were purchased.
>
> The Carver High School at Phoenix was added to the list of reimbursed schools last year and equipped the department to meet the minimum standards set up in the State. Until this time there had not been sufficient equipment for any individual work in the foods laboratory. (17:1940-41:8).

Policies relating to development of home projects, 1917-1942

First and second periods, 1917-1927.--Records show that during the first two periods policies relating to home projects changed very little therefore they will be considered together.

Josephine T. Berry, Assistant-Director of Federal Home Economics Education, interpreted the Smith-Hughes Act as it applied to home economics education in 1919 and set up the following policies relating to home projects:

> The real project is the doing of a piece of home work in a real home, and no course in homemaking is complete that does not provide for home work either as a regular part of the homemaking course or as summer work. . . . a home project should offer experience in the occupation under the conditions of the occupation. It should involve a real problem, should provide for the repetition of previous practice and the application of knowledge gained to a more extended problem under conditions of lesser supervision and instruction and hence should be the means of increasing skill and independence. (64:28-29).

With these policies as guides the Arizona State Board for Vocational Education included in the 1919 state plan the following statement of policies in relation to home project.

> Vocational home training which is successful functions in the homes of the community. The number of home projects that are necessary to enable the work to function will differ with different groups and courses. A real project provides for the doing of a piece of home work in a real home either as a part of the home-

> making course or as summer work. It will offer experience in the occupations under the conditions in which those occupations are most frequently carried on. It should involve a real problem, provide for repetition of previous practice and the application of knowledge gained to a more extended problem under conditions of lesser supervision and instruction. Skill is then increased and independence developed. It is advised that as many home projects as possible be arranged for in connection with each course and that the teacher be allowed time sufficient for adequate supervision of these projects (6:16).

The first definite attempts to promote the home project program in Arizona were reported during the year 1920-21. Kate L. Bear made the following comments in her annual descriptive report for the year 1920-21 which gave an interesting picture of the program in its beginning stages in Arizona:

> This method applied to home economics has been slow to develop and the teachers needed much assistance in working out the plans satisfactorily with their girls. . . .In many of the foreign homes we have found it difficult to carry on adequate home projects which will develop skill, efficiency and careful management. In such cases group projects were carried through by the whole class. . . .Some teachers have this year succeeded only in interesting their girls in a more systematic scheme of home practice work. Others have carried on very successful home projects; carefully planned by the girls, carried through, summarized and reported upon. Enough well-planned and conducted projects were completed to prove to the satisfaction of observers and participants that this method provided opportunity to develop initiative, to increase a sense of responsibility, and to encourage the girls to acquire skill in various phases of home living (17:1920-21:3).

Two high schools, one at St. Johns and the other at Eager, Arizona, (17:1920-21:3) carried on home-project work during the summer of 1920. This plan proved to be more satisfactory than trying to do home projects during the year since the girls had more time in which to work on their projects, they carried more extensive projects, and were more interested in them because of concentrated effort.

Home project reports (17:1922-23;17) for 1922-23, showed 12 out of 18 all-day schools in Arizona carrying on home projects. This was an increase of six over the previous year. The State Supervisor stated that this increase in home project work was due to the impetus given home projects at the Annual State Conference for Home Economics teachers which had been held that fall.

Records show that attempts were made by the State Supervisor of Homemaking Education and the Teacher Trainers to assist homemaking teachers to plan and conduct home project work.

State Supervisor Kate L. Bear gave the following account of the development in Home projects in 1923-24:

> Following the spring conference at which time home projects received much attention, project work has been greatly improved in that the majority of teachers have taken time to help the students to determine the problems which

> would be met, that would be necessary in solving them, together with a working plan. The improvement has been very marked and most gratifying (17:1923-24:13).

Miss Bear reported projects of the following types for the second period: food preparation, meal planning and serving, remodeling and rearranging the home kitchen, child care (one of the prominent features with the Mexican group), cleaning processes and laundering, feeding chickens and milking cows. The majority of projects was in the area of care and construction of clothing, such as, laundering, removing spots, mending, storing of clothing, pressing father's suit and removing the shine, constructing garments for other members of the family, and making hats. (Fig. 17), showing the type of projects carried on in 1923-24.

State Supervisor Ruby L. Coffin reported that 33 all-day schools completed projects in 1926-27. She made the following criticism of the projects completed during that year: The projects showed that there was a predominance of garment construction with little attention being given to problem solving, that many of the food preparation projects lacked problem solving were too short in duration, and that the scope of the problems was too simple.

Third period, 1927-1932.--During 1927-1932 the Federal Board of Vocational Education interpreted

Fig. 17.--HOME PROJECTS, 1923-24.

home project work as follows:

> One of the essentials of a home project is that there be close correlation between the home project and classroom instructions and another that the student be given intelligent supervision when carrying out the project. Linking up the home and the school work offers the biggest opportunity for educational training. This can best be done when the project runs parallel with class instruction. So important does this seem that time spent in home project work may be accepted as a part of the vocational half day. (65:21-22).

For the period 1927-32 the states were required by the Federal Board for Vocational Education to include a statement of maximum time allowed for project work, time allotted the teachers for supervision of projects, and a list of projects which indicated relationship to the course in home economics since there was a limitation to the time that might be used for home projects during the school day, this time to be distributed or cumulated to meet these requirements. The following policies were included in the state plan for the third period;

> The amount of time allowed for home project work in the vocational half day shall not exceed one fifth of the vocational half day.
>
> Not less than an average of 120 minutes daily shall be given to home economics. Home projects up to one fifth of total 90 minutes to home economics, 30 minutes to projects, 60 minutes to related work. Time and facilities for supervision must be afforded the teacher (13:1927-32:39).

Amendments were made in the State Plan for the use of funds made available under the George-Reed Act in 1929 and policies relating to home projects were included:

The amount of time to be devoted to home projects during the school day should be: in Program I a minimum average of 15 minutes per day or 1¼ hours per week in a 9 months' school; in Program III for the first year an average of 30 minutes per day or 2½ hours per week; in the second year an average of 45 minutes per day or 3 3/4 hours per week should be devoted to home projects.

The amount of time that the teachers should be allowed for the supervision of projects was the same in both Program II and III and allowed at least three school periods of 45 minutes each per week for the planning, supervising and checking of home projects.

Recommendations were made that the teacher be employed for one or more months longer than the regular school year for special direction and supervision of projects and that transportation for such supervision be furnished the teacher. (13:1927-32:50).

A list of the types of projects to be carried on in Arizona for this period was included and an outline for project evaluation (13:50). Also policies of given credit for home project were included. Credit

could be given in proportion to the amount of school time devoted to the work outside the home economics or related class work. In Program II, because of the low minimum requirements, it was recommended that the project work be given credit as a part of the successful completion of the home economics course in the same way that the laboratory part of the course is credited (13:1927:32:51).

A supplementary Report of Home Economics Education for the State of Arizona for the 10-year period 1917-1927 was made in 1927 by State Supervisor of Home Economics Education, Mrs. Mildred Weigly Wood, which included the following statements:

> The type of home project work offered this year has shown a marked improvement over that of the previous year; and that of the second semester has indicated that the teachers in service are beginning to appreciate the need and aims in conducting well planned and supervised home projects and practice work.
>
> Much of the home work of students has been little more than simple home practice work with too little attention to any particular aims or objectives in the doing, other than improved quality of workmanship and saving of time, even though the same practice often presented opportunities for increased and new knowledge had the work been well planned with the student.
>
> It is evident that the discussion in the state and district conference brought greater appreciation of the value of home projects, and continued efforts on the part of the state department should bring increasingly better results. (17:1926-27:12,13).

Mrs. Wood reported (17:1927-28:18) that the work in projects improved from the standpoint of an increase in definite purpose and in managerial emphasis and that there was still much to be done to improve these aspects of the work. The outstanding improvement in her estimation was the increased interest on the part of both the teachers and students. Mrs. Wood reported a definite increase over the previous year of 1927-27 in the number of home projects undertaken. Each girl had completed projects in more than one phase of homemaking and in many instances in several. A total of 709 projects was completed in the eight all-day vocational schools of Arizona. The types of project completed were: (1) Clothing remodeling and repair; (2) Preparation of meals in given length of time; (3) Baking for the family; (4) Caring for children; (5) Bringing members of the family up to weight; (6) Food buying.

During this period 1927-1932 the project work gradually broadened in scope and interest to both students and teachers as the years progressed. During 1932, a total of 1,980 projects was carried on in 28 vocational schools with a variety of interest in fields other than clothing construction. There were projects in nutrition, personal care, home furnishing, home nursing, home management, social and family relationship, and child development.

Fourth period, 1932-1937.--State plans for this period were not available but "Annual Descriptive Reports," (17) "Conference Reports," (29) and "Homemaking Newsletters" (43) all gave evidence of development and efforts on the part of the state supervisor to improve the home project program.

In 1932 Eva M. Waller, State Supervisor of Home Economics Education, included the following in the annual reports.

> The interest in home projects has increased and the quality of the project has improved. There is an increase over the previous year in the number of schools carrying home projects. Also an increase over previous years in the number of schools in which there is a definitely scheduled time for supervision of home projects on the school program of the teacher. All of the twenty-nine schools had a definitely scheduled time for supervision of home projects. (17:1931-32:12)

In 1935 State Supervisor, Miss Ruth E. Oelke, attributed the improvement in home projects (14:1934-35: 22-23) to the very fine work done by the Home Project Committee at the 1934 annual State Conference. The material was presented to the conference group by a panel discussion in which the following phases were discussed (16:1934-35:38): "Should home projects be a part of the homemaking program?" "Ways of Interesting Girls in Home Projects," "Methods For Guiding The Girl in Selecting a Project," "Planning and Executing Their Project," "Ways in Which Home Projects Might Be Evaluated."

Other favorable developments as indicated by Miss Oelke in this same report were: that home experience programs had become a part of every vocational home economics high school program in the state of Arizona and that in all the high schools the superintendents were allowing homemaking teachers one period a day for the supervision of home projects.

Fifth period, 1937-1942.--Policies included in the state plan for this period were quite different from those during the former periods. Policies relating to the number of projects required of each student changed.

> Each student in the vocational home economics classes shall be encouraged to carry at least one project per semester. Year-long projects may be undertaken if desired. Home practice during the first part of a vocational program will be encouraged, depending upon the individual pupil's previous home experience as well as previous training. (13:1937-42:57).

The time to be allotted to home projects during the school day was not mentioned in the plans for 1937-1942. It was recommended that projects should be selected which would best achieve the objectives set up in the units of the home economics course of study, that home projects should insure individual growth through recognizing the needs and problems in the home of the student and family living, through planning possible solutions for these problems, through executing the plans and evaluating the results.

Miss Ruth E. Oelke reported in 1937-1938 progress in the home project program.

> Projects seem to be chosen more with the home and pupils needs in mind. Two-thirds of homemaking teachers were able to visit homes, with the result that better direction and guidance of home projects was possible, the projects covered a wider scope of interests in their plans and organization. The conference period was used to much better advantage. Parents comments indicated their approval of home projects and the value that comes from home projects. There was an increase in the number of projects. There was a decided increase in the areas of home management and personal care and improvement (17:1937-38: 15).

Miss Ruth E. Oelke, in her supervisor's report for 1938-39, gave the following development in the home project program.

> More time was spent in class by pupils and teachers together so that pupils had an opportunity to hear what the others were doing as well as help them in their plans and their difficulties. Through home contacts 759 home visits were made, teachers report not only a better opportunity to direct the home activity of students but also state that considerable adult education is done along with the visit. (17:1938-39:16).

A table summarizing information about home projects in Arizona given in the annual descriptive report for 1939-40 revealed that there were 109 less projects in 1939-40 than in 1938-39. The report showed that the number of miscellaneous projects decreased 35, consumer buying decreased 58, home improvement increased 150, home management increased 10, clothing increased 139 (17:1939-40:31).

The high school at Clarkdale, Arizona, reported home experiences for boys in 1940-41 (43:1940:3).

Miss Ruth E. Oelke gave the following helpful suggestions for teachers in supervising projects: (17:1939-40:9) simplify the written report of the project; guide the pupils to plan their projects more carefully prior to doing the project, let girls give an oral report, enlist cooperation from the English department in writing up the projects, begin home experience early in the semester so that the girls will have an opportunity to carry them to completion, appoint a committee of girls to be responsible for scoring or evaluating the project.

The types of projects reported at the close of this period 1941-42 were similar to those in preceding periods. Some new types were joint programs with pupils in agriculture and distributive education. The largest number of projects being done still remains in the area of clothing with 1,596 projects, and next, foods with 1,213 and third highest number being in the area of home improvement. (Fig. 18) shows types of project for 1941-42.

Table 5 shows methods of supervision used in guiding home experiences 1934-1940. No records were available for the years 1940-41, 1941-42, or before 1934-35. This table also shows that individual conferences were used by all teachers in directing home ex-

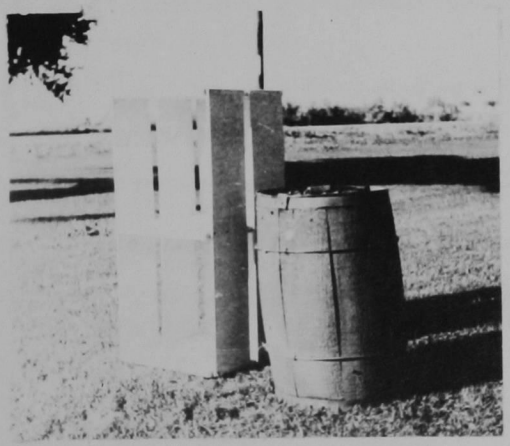

Fig. 18.--HOME PROJECTS, 1941-42.

Table 5.--METHODS OF SUPERVISION USED IN GUIDING HOME EXPERIENCES IN ARIZONA 1934-35 to 1939-40 (37:1940:5)

Method of Supervision	34-35	35-36	36-37	37-38	38-39	39-40
Individual conferences	29*	36*	43*	49*	54*	55*
Class discussion and reports	15	17	40	47	54	54
Home visits	6	13	24	32	37	41
Conferences with mothers at school	5	7	14	14	15	13
Questionnaire regarding selection	1	1	7	8	6	5
Letters to parents regarding proposed plan	1	1	14	12	18	12
Telephone calls		1	4	11	12	16
Class visit home project in a home		1	9	10	6	8
Group conferences with students		2	30	38	41	38
Class exchange in form of individual reports			18	20	21	29
Parent reports a project to the class			1	2	2	2
Group parent conferences at school						6
Others						5

*Exact number of vocational homemaking teachers directing projects.

periences. Class discussion was being used by more teachers from year to year, thus giving the group or class an opportunity to assist one another.

In 1937-38 the telephone became increasingly popular as a means of supervising home projects. From 1934-1940 the number of home visits increased about seven times. Group conferences were used more each year, but group parent conferences held at school in the interest of home experiences were just beginning in 1939-40. The five "others" which were miscellaneous methods of supervision used in 1939-40, were: (1) talks to parent groups, (2) notes received from others expressing approval, (3) card of approval was sent to the parents, (4) conferences with mothers on casual encounter such as in the store or on the street or at a meeting, and (5) conference arranged with mothers who work whenever time allowed.

No records were available for the years 1940-41, and 1941-42, yet teachers were still being asked to report methods of supervision on the home project report blank. A probable reason for this might be that the report outline sent out from the federal office did not include it. Therefore, records did not appear in the Annual Descriptive Reports.

Table 6 shows the development of home projects for 1934-40, the year 1939-40 shows the largest number of projects completed. There was a marked increase in

Table 6.--CLASSIFIED SUMMARY OF HOME PROJECTS COMPLETED DURING THE YEARS 1934-35 to 1941-1942 (17:1934-42).

Projects	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42
Care and guidance of children	57	62	89	85	142	114	85	85
Consumer buying	4	49	62	49	119	61	42	43
Family and Social Relationships	24	20	62	58	101	118	153	55
Health and Home Care of the Sick		9	168	13	29	22	14	13
Home Improvement	194			327	762	912	541	685
Home Management	124	72	168	214	224	224	137	185
Homemaking problems that cut across several areas		13	339				1	47
Laundering		6			1		1	2
Personal Care and Improvement	164		234	375	437	416	353	234
Provision of food for the Family	586	261	889	1170	1284	1089	1109	1213
Selection, Care and Construction of Clothing	530	1178	1000	1389	1665	1794	1494	1596
Miscellaneous	61	73	425	117	43	8	228	302
Total	1841	2725	3363	3878	4797	4688	4146	4460

the number of home experiences done in home improvement (interior and exterior). During the entire period, with the exception of one year (1934-35), more experiences were done in selection, care, and construction of clothing than in any other phase of homemaking. Provision of food for the family ranked second in the total number of home experiences carried out in each category. There were more home experiences in care and guidance of children in 1934-35. There were very few home experiences involving health and home care of the sick. There was a definite upward trend in the number of experiences chosen by pupils in family and social relationships until the school year 1941-42 and a marked increase in personal care and improvement during the same period of time.

In 1938-39, the largest total number of projects reported was 927 more projects in 1938-39 than in 1937-38, with a decided increase in the projects done in home management and personal care and improvement. Even though there was the greatest number of schools receiving reimbursement for homemaking teachers salaries, the more pupils enrolled in homemaking. In 1939-40 and 1940-41, the total number of experiences decreased. The year 1941-42 shows a small increase in number of projects reported, the increase being in the selection, care and construction of clothing, and provision of food for the family and home improvement.

Policies relating to home economics Courses for boys, 1917-1942

Period one and two, 1917-1927.--Reports show that during the first two periods no boys were enrolled in vocational home economics classes in the high schools in Arizona (17).

Period three, 1927-1932.--During the later part of the third period of this study a class in home economics for boys was organized by Lola Wright, home economics teacher at Glendale High School. In an article written by her for the Signal, March 1931, (53), the following account was given:

> One of the most interesting courses offered by the home economics department of the Glendale Union high school is Cutural training for boys which is being offered for the first time in this school and is open to juniors and seniors. The class meets for a period of 45 minutes, 5 days a week and is given the same credit as any academic subject. Fourteen boys were enrolled this semester (45:10).

A unit on social customs was studied first (53: 10). The points of interest receiving emphasis were the development of personality, the responsibilities of boys and men in the home, making and keeping friends, correct forms of introductions, table etiquette, and other problems in every-day manners. The clothing unit was introduced through a brief history of costume. Current styles were studied through the use of style books for men. The style books, secured from a tailor, were studied from the standpoint of color in suits, shirts, ties, hats, and

shoes for different occasions and personality types. The merchants of the town cooperated with Miss Wright and loaned illustrative materials. Salespersons gave talks on selecting materials for suits, selection of ties from standpoint of good design and color to harmonize with various shirts and suits and their own personal coloring. Quality was considered, and materials were compared. In "Care of Clothing" a demonstration was given by a cleaner of the community on how to clean and press suits. The foods unit was approached from the selection angle and discussion was held on the selection of nourishing food at cafes and school lunch room. Food requirements for the family were developed and the boys planned, prepared, and served simple nourishing meals. The family relationship unit proved to be a very interesting unit. The boys were asked to bring in instances of good family relationships and the many relationships found in families and ways of improving these relationships were discussed. Stories with pictures of family life were read and discussed. In child guidance, the fundamental needs of children were studied, the importance of recognizing them, and ways of developing these needs. Methods of handling children were stressed; eating habits, health habits, punishments and awards were studied. The unit on budgeting was introduced by having the boys take an inventory of the clothing on hand, estimate costs by keeping ac-

counts, and then by studying budgets already set up to determine what should be spent for clothing, shelter, and food.

During the year 1931-32 the State Department of Vocational Home Economics issued a mimeographed course of study (22) for boys in the eleventh and twelfth grades. Objectives were set up in the following units: (1) Selection of Clothing, (2) Management of Clothing, (3) Personal Improvement, (4) Nutrition, (5) Marketing, (6) Food Preparation (7) Home Management, (8) Family Relationships, and (9) Friend and Community Relationships.

Fourth and fifth period, 1932-1942.--During the middle of fourth period, 1934-35, the Glendale Union High School, Glendale, Arizona, (37:1935-17) offered home economics to boys, in the second semester of 1935. The class was limited to juniors and seniors. The 14 boys who enrolled in the class chose the following units: human relationships, personal grooming, clothing, food selection and meal preparation. According to the class, the most benefit was derived from the human relationship unit, which consisted of such units as, "How to Introduce People," "How to Be a Good Host," "How to Act in Public," "How to Set The Table," and "Eat Properly," "How to Treat a Speaker Who Comes to Speak," and "How to Carry on An Interesting Conversation."

The high school at Holbrook, Arizona, (37:1935:

14-17) first introduced a home economics class for boys the last semester of 1935. The class met one day a week after school hours for an hour and a half. Twenty boys enrolled in the class and called themselves "The Dough Boys." They were interested in the preparation and serving of food.

The Litchfield High School (37:1937:15-16) also reported through the Arizona Newsletter in 1935, that a homemaking class for boys was added to the curriculum. The boys selected the units, nutrition, food preparation and meal planning, social customs, human relationships, clothing selection, consumer buying, household mechanics, safety in the home and driving lessons. The students at the Litchfield high school expressed the opinion that it was one of the most interesting subjects offered.

The following remarks, taken from a report written by one of the members of this class, Sam Hale, and published in the Spring Issue of the Home Economics Newsletter in 1937, (37:1937:16) tells an interesting story of the development of home economics for boys at Litchfield High School.

> . . .We surely were cute in our aprons and how we could cook. We were allowed only forty-five minutes which required a well planned schedule. Everyone in the class did a home project, as; Planning and preparing my school lunch, gaining weight, preparing meals with my mother as a dinner guest.

> There comes a time in everone's life when he longs for the great out doors, especially in Arizona, therefore we included a study of camp cookery; we were allowed five dollars to feed two people for three days on a hunting trip. It was humorous to note the different menus that were prepared.
>
> We enjoyed the unit in human relations better than any other. The problems discussed were problems that high school boys need to know as; how to ask for a date with the best girl, how the girl should accept the date or refuse it, whether or not high school boys should go steady, what the well dressed man was wearing, how to spend our money wisely. . . . In household mechanics we were taught how to mend a flat iron cord, replace a burnt fuse, repair a leaky faucet, repair oil stoves and the care and sharpening of cutlery (37: 1937:17).

During the school year, 1936-37, 11 high schools in Arizona offered home economics for boys, according to the annual descriptive reports (17:1936-37-3). The boys interests had changed and now they were studying home management, and consumer buying, rather than the camp cookery, meal planning, social customs, and selection of clothing of previous years.

Miss Ruth E. Oelke, State Supervisor, in the annual Descriptive Report to the State Board of Vocational Education in 1938-39 said:

> There have been some boys enrolled in either regular or segregated classes for several years in Arizona. From 1936 to 1938 eleven of Arizona's high schools gave such offerings. Boys are interested in practically every phase of homemaking with the possible exception of clothing construction. Through the homemaking courses, boys and girls in high school have an opportunity to learn to live together. Boys as well

> as girls have a part in their present homes, so they need a chance to understand that part or reponsibility better (17:1938-39:22).

By 1941-42 (17:1941-42:4) the development in the units of home economics for boys had reached the stage of trying to meet the needs of the boys in all phases of living. Classes were being arranged for mixed groups or for exchange classes. Two high schools, one in Snowflake, and one in Wilcox, had exchanged classes between the agriculture and homemaking departments. It was also suggested that a high school boy have the opportunity to enroll in a food preparation class as a possible aid in preparing him for military service.

Mrs. Eva Waller Scully, State Supervisor, in the 1942-43 Annual Descriptive Report, stated:

> It will probably be impractical to stress the addition of special boys' classes to the program after the war. It will be well to encourage the enrollment of boys in mixed classes such as home management, child development, family relationship and nutrition. Another method of meeting the boys' needs for home and family life education might be to suggest that the homemaking teacher work with the science and physical education teachers to include accurate nutrition in formation in connection with the physical fitness program. (17:1942-43:7).

Pictures of home economics for boys at the Glendale High School, (Fig. 8) serving a meal, and (Fig. 9) boys cultural class serving at the "All Girls" banquet, illustrate the type of activities in classes designed to help attain the objectives set up in the course of study

in home economics for boys.

Table 7 indicates that perhaps 1935-36 was the first emphasis given to home economics for boys. Home economics for boys was a fairly new phase of the vocational home economics program. A probable explanation might be that teachers had had little training in home economic courses for boys and were hesitant to offer such courses. Another reason might be that administrators and school boards were not convinced that homemaking courses were valuable for boys.

The largest number of boys enrolled in home economics classes occurred during the years 1938-39 and 1939-40, and records for the first time were complete. A probable explanation for this might be the impetus given due to passage of George-Deen Act in 1937 which was the first of the National Vocational Acts to specify that boys as well as girls might be considered in classes. The consistent drop in enrollment from 1939-40 to 1941-42 no doubt was due to the fact that the boys were in pre-military courses and accelerated programs and did not have time in their schedule for home economics.

Policies relating to student homemaking clubs 1917-1942

Periods one, two and three, 1917-1932.--Reports show that during the first three periods student homemaking clubs received little attention. Club policies

Table 7.--SUMMARY OF HOME ECONOMICS INSTRUCTION FOR BOYS IN ARIZONA FOR THE YEARS 1936 to 1942. (17:1936-1942)

	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42
1. Number of schools in which offered	10	11	9	16	14	8	
2. Number of boys reached in mixed groups				41	314	119	97
In segregated groups				184		105	
In Exchange classes				25			
3. Number of schools provided with such instruction							
In mixed groups	3	5	2	4		1	
In segregated groups	7	6	7	5		6	
In exchange classes				2			
4. Average length of course							
In mixed groups		1 sem. to 1 yr.	1 sem. to 1 yr.	1 sem. to 1 yr.	1 sem. to 1 yr.	1 sem. to 1 yr.	1 sem. to 1 yr.
In segregated groups				1 sem. to 1 yr.			
In exchange classes				2 wk. to 4 wks.			

Table 7.--SUMMARY OF HOME ECONOMICS INSTRUCTION FOR BOYS IN ARIZONA FOR THE YEARS 1936 to 1942. (17:1936-1942) (Continued)

	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42
5. Number of schools reporting the main purpose of home economics instruction for boys as:							
Homemaking	1	11	9	14	14	7	
Wage-earning							
Occupational guidance. .							
6. Number of schools reporting home projects required of boys taking home economics		1			1		

for these early periods in Arizona were given in an article that appeared in the 1939 student club handbook:

> Early records of the Arizona Home Economics Association reveal that as early as 1929 students home economics clubs were organized in different parts of the State and were affiliated with the State and American Home Economics Association. These clubs have been formed to meet definite needs of girls and hence objectives of clubs are based upon similar ideals such as; to provide an opportunity for individual personal development in leadership and "fellowship" through educational and social activities; to make it possible for members to investigate some phases of homemaking not completely covered in class work; to aid home economics department of the school; and to serve the school, community and nation in any way possible (34:1939:1).

Period four, 1932-1937.--During this period the first state organization for student homemaking clubs was sponsored by Lola Wright in 1932 (33:1939:1). Miss Wright invited the Phoenix Union High School Club and the advisors to meet with the Glendale Club. A joint program was held and advantages of organized clubs were discussed. The first meeting of the State Homemaking Club Association was held in Phoenix in November, 1934. The constitution presented by the Glendale club was adopted as the state constitution. "As our Girlhood is, So Will our Womanhood Be" was chosen as a motto.

Each year following the state organization, Student Homemaking Clubs of Arizona held a meeting at which all clubs of the state were invited to send delegates, and a variety of interesting phases for the devel-

opment of leadership and fellowship and further development of knowledge in the field of home economics were emphasized at these meetings.

State Supervisor of Vocational Education, Mrs. Eva M. Waller, realizing the value that the girls in Arizona would derive from Student Homemaking Club organizations in the way of personal development and leadership, enlisted the help of Miss Lola E. Wright, State Club Chairman, and together they prepared a handbook as an aid and encouragement to teachers in organizing and conducting homemaking clubs. (34:1932:204). This handbook contained a suggestive constitution adapted from the American Home Economics Association to be used as a guide for student club organizations. Objectives for the development of club work were as follows:

1. Personal development of individual girls - personality, leadership, initiative, etc.

2. To form a connecting link between the school and the home.

3. To develop an appreciation of the field of home economics - its function in the life of the high school girl and vocational opportunities based on home economics training.

4. To assist in the development of the home economics department.

5. To cooperate with all organizations and in all activities of the school (34:1932:1).

Other articles of this constitution set up

policies in relation to membership, methods of selecting officers and the duties of each officer, pins, committees, amendments and affiliations with the State and National Association.

The 1932 Handbook also included suggestions for an initiation ceremony adapted from "Home Economics Programs" by Lulu Gillian (34:1932:4-8). In this ceremony the spirit of home economics was portrayed by a member who wore a long white robe with a train made of panels which represent colors of the rainbow, a crown with six points, each point a color of the rainbow, which corresponded with rainbow colors worn by other iniation officers. Each of these six colors symbolized policies of the club; blue for strength of character meaning truth, constancy and purity; yellow for wisdom; red for health; lavender for light, beauty, and character; green for service; and orange for the symbol of the hearth fire to be kept replenished by the fuel of kindness, patience, and love.

The entire ceremony was carried out in the light from a single white candle symbolizing the Spirit of Home Economics. The new members were introduced one at a time by an old member who gave some good quality of the incoming member. Each of the new members was given a white candle and the girls passed by in rows before the spirit of Home Economics and lighted their candles

as the president spoke;

> The white light of this candle represents the Spirit of Home Economics. It is made of the blue light of character, the yellow light of wisdom, the red light of health, the lavender light of beauty, the green light of service and the orange light of home.

The girls repeated,

> In joining this club I promise to be guided by this rainbow of virtues in the conscientious fulfillment of my pledge.

The pledge was as follows:

> Follow the light of service as we journey
> Along the pathway of our Home Economics club.
> We pledge to make its rays shine even farther
> Than just our local school and student club.
>
> Oh, may its radiance, all its joy and beauty
> Spread happiness to others in this world.
> May all our lights make one great service banner
> That round the earth its rays may be unfurled.
> (34:1932:7)

At the close of the ceremony, club pins were awarded. The design used on the pins was the Betty Lamp, with the lamp and lettering in gold relief. This emblem was interpreted as the lamp of joy, knowledge, fellowship, cooperation, service, and achievement.

The Vice-President of the State Home Economics Club, Leona Sills (34:1935:3), announced at the 1934 state meeting of home economics student clubs, plans for a state scrapbook, which was to contain such items as the state constitution, state color, flower, motto and pin, the date of the first state home economics club meeting, clubs represented, officers elected and pro-

grams. She suggested that a picture of each state officer be sent to the Vice-President to be added to the scrap book. The book was to be put into circulation and each club in the state was to place in the book interesting things they had accomplished during the year.

The Scrap Book was a large black cloth-bound book containing 50 pages of heavy white paper (35:1936: 12). When the book was planned it was thought that it might be sent to other states so it should be typical of Arizona; therefore, a water color sketch of Superstition Mountain was placed inside the cover with the legend of the mountain.

The title page had the National and State emblem, The Betty Lamp and at the top of the page underneath was given the State motto, flower, color and song. The State Constitution, first state officers, the interpretation of the Betty Lamp as given by Mrs. Mary U. Broach, and the song "Follow the Betty Lamp," history of the club, a newspaper clipping of the first meeting and a list of affiliated clubs made up the part of the book devoted to state organization. The second division of the Scrap Book was for interesting material from each club wishing to make contributions. The clubs were asked to include such things as pictures, newspaper clippings, programs, and other items of interest to the particular club.

The 1935 meeting was held at the Young Women's Christian Association in Phoenix under the sponsorship of Isabelle McQuester (24:1935:2). The theme was, "Better Living in the Home." Many interesting phases were developed: proper lighting of the home, beautifying the home, and consumer buying.

A Student Club Newsletter was published in 1935 and each year thereafter this was a joint project, sponsored by the Arizona Home Economics Association and the State Department of Vocational Education. In 1941 the newsletter was discontinued due to shortage of help in State office and inactivity of the State organization due to lack of traveling facilities.

The purpose of the newsletter was (34:1935: 1-24) (1) to keep Arizona student home economics clubs informed about what other clubs in the State were doing (2) to give helpful suggestions and materials for organizing and promoting clubs, (3) to give important announcements and letters from the Presidents of the Arizona Homemaking Clubs and state student club advisor. A section of each newsletter was devoted to "Echoes" from the clubs in the State Reports of state and district meetings, news flashes from clubs of other states. A section of suggested songs and yells appropriate for club programs, and suggestions for club programs and themes.

The newsletter for 1936 contained interesting "Echoes" from (34:1935:4) Glendale and the Christmas tree they sponsored for the needy children in the community, and the method they used to bring out hidden talents and using them at club meetings as a part of their program.

"Echoes" of Student Club development in 1936 (34:1936:15) came from Round Valley, Arizona, The club served a Spanish supper after one of the games and the funds were used to re-furnish the home economics department, and to pay dues to State and National and become an affiliated club.

During the fall of 1936 a study was made of the organization and plans of the clubs in Arizona through a questionnaire developed to provide a basis for future planning. The summary of the responses from 11 student High School Clubs for girls was given in the Student Club Newsletter for 1937.

> All of the clubs reported were for girls only. The majority of the clubs limited their membership to those girls who had taken homemaking classes.
>
> Clubs were organized because the girls in the school wanted a Home Economics Club, because a club to work in cooperation with the Future Farmers Association was needed, and because girls felt there were some things we connect with homemaking that could not be included in class work.
>
> These clubs have various names in our state. Some of these names are: Owlets, Royal

> Order of Homemakers, and various Greek letters, The dues for the clubs range from ten cents to one dollar. The average amount paid by clubs is twenty-five cents per semester.
>
> Student home economics clubs have proved their worth in communities by cooperating with Future Farmers Association, preparing food for activities presented by the school, preparing toys and candy for community Christmas tree, and planning and organizing more "family fun."
>
> The club benefited the homemaking department by increasing the interest, by increasing enrollment in the department, and by purchasing and making needed articles for the department.
>
> Clubs get publicity so vital to the development of a good club by use of the school paper, local newspaper, bulletin board, school bulletin, women's clubs, P. T. A., and neighboring schools.
>
> Some suggestions for those interested in organizing a club are: create a felt need for such a club, interest the outstanding leaders, have a definite time and place to meet, set up objectives for the clubs that can be reached, and let members set up program.
>
> The financial problem was solved by clubs in such ways as: selling candy and popcorn at ball games, food sales, preparing father and son banquet, sponsoring dances and picture shows, and serving soup at noon (34:1937:9).

Period five, 1937-1942.--During the period 1937-1942, policies relating to student homemaking clubs changed to parallel the development in vocational home economics education.

In 1937 the clubs of the State of Arizona met in district meetings (35:1939:5). The Northern District met in Holbrook, Arizona, with Leona Johnson as district advisor. "Personality development" was the

theme of the Conference. There were representatives from Holbrook, Lakeside, Flagstaff, Winslow, and Eager.

The Southern District met in Tombstone, Arizona, with Margaret Pipes as their advisor (35:1938:15).

The theme was "Home Economics Around the World" with representatives from Benson, Patagonia, St. David, Nogales, Wilcox, and Tombstone. The hostess club planned a luncheon in keeping with the theme of the meeting and developed it around Mexico and Latin-America. A globe of the world was used as a centerpiece and place mats were in the shape of maps, and the luncheon menu was Mexican.

The Salt River Valley District meeting was held at Litchfield Park, Litchfield, Arizona, (35:1938:16) in 1938, with Miss Vivian Strack as their sponsor. The theme was, "What it Means to be a Buyer." The motto for the district was; "We build the ladder by which we climb."

In December, 1938, Miss Ruth E. Oelke presented the State Student Club of Arizona with a leather "Branding Iron" scrapbook to replace the one introduced in 1935 which was circulated from club to club over the state for them to add their contribution.

> On November 2, 1938, the members of the Phoenix Union High School Club had the privilege of installing the officers and initiating the charter members of the first Junior Home Economics Club in Phoenix City schools at the Lowell School. The club was sponsored by Miss Ennis

> Taber. Evelyn Taylor was installed as president of the club. Three other junior clubs were organized in the city schools. These new clubs whose members were eighth grade pupils were affiliated with the State Clubs during the annual meeting on December 3rd (34:1939:2).

The fifth annual meeting of Arizona Student Homemaking Club met at the Young Women's Christian Association Club rooms in Phoenix in 1938 (34:1939:2). Representatives from the Phoenix club and the Tombstone club were co-hostesses. The theme of the meeting was, "Choices Girls Must Make." A panel developed the topic, "Girls and Their Friends" and Miss Weaver of Phoenix Union High School discussed "Books and Magazines Girls Enjoy."

The 1938 district meeting of the Salt River Valley Home Economics Clubs was held at the Junior College with club members of Phoenix Junior College as hostess, (35:1939:14) at which time they were members of the District Club. Mr. Harvey Taylor of Mesa Union High School led the discussion on "Problems in Boy and Girl Relationship", assisted by a panel of club members.

On November 17 and 18, 1939, a State convention was held in Phoenix. (35:1939:3). The theme was "Know your State". A banquet was held on Friday evening at the Round-up Room of the Adams Hotel. The theme of the evening was "Our Arizona." The Hopi girls from Phoenix Indian School sang a song from the Hopi Sunrise Ceremonial Dance. The Apache group sang an Apache but-

terfly song. The guest speaker of the evening, Mr. Harry L. Crockett of Phoenix Union High School, spoke on Arizona birds and presented a movie to explain his hobby. At the Friday morning meeting Dr. Charl Williams, Field Secretary of the National Education Association, spoke on "Personality."

In 1939 the handbook was revised under the direction of Miss Isabelle McQuesten. The purpose of this handbook was to serve as a guide and an inspiration to all those who were interested in organizing new clubs and improving those clubs which were already established.

The new handbook contained a brief history of Homemaking Student Clubs in Arizona. The Constitution was revised and made to parallel the developments in Vocational Home Economics. The suggested initiation ceremony was simplified. Information about the association pin was given more in detail (34:1939:7). The symbol used on the design of the pin, the Betty Lamp, is a symbol of learning, and since the Betty Lamp was used for household tasks it was thought to be particularly fitting for the American Home Economics Association. An interpretation of the emblem by Mrs. Mary U. Broach was included (34:1939:7) and suggestions given that it be adopted for use in an initiation or installation service; the importance and methods of giving publicity to clubs was discussed; how clubs might affiliate with the

State and National Association was explained in detail. Tips for good club work, suggestions for planning the year's program, suggestions for raising money, and projects which might help clubs to render service to their community were listed. Ideas for programs, reference material for Home Economics Club programs, and a section on songs suitable for home economic clubs were included in the 1939 Handbook for Student Clubs.

Another interesting "Echo" came from the Student Homemaking Club at Benson, Arizona, (34:1936:11) which reported the publishing of a printed handbook for their club in which they included the constitution, initiation, songs, yells, members, and activities.

The Arizona Student Homemaking Club Newsletter for 1937 gave suggestions for club meeting programs. Some of the topics that could be used for either single meetings or for a years program were: Choices a girl must make such as; friends, books, magazines, pictures, recreation, music; The Popular Girl, her voice, speech, conversation, manners; Fashions Yesterday and Today, style show, history of costumes; Leisure Time, Hobbies; Leaders in American Home Economics, past, present; Home Economics in Foreign Lands; Exchange Programs; Mother and Daughters Tea; Book Reviews and Motion Pictures. Suggestions were given for assembly programs using playlets and one-act plays.

The 1938 student club newsletter gave an interesting report of "Arizona Student Clubs on The Air" in which the organization had an opportunity to explain its objectives, and give a brief history of clubs.

Another interesting phase in the club development in Arizona was given in the 1939 (34:1939:3) student club newsletter which presented helpful suggestions on how to make the best use of the New Scrapbook which Miss Ruth E. Oelke had presented to the organization.

The 1940 newsletter gave an interesting discussion of the International Fellowship Fund (35:1940: 9-10) and suggestions that club might use for raising money to make contributions to this fund. It also contained suggestive themes and topics that clubs might use for club programs which show an effort on part of State Club leaders in Arizona to assist Local Club leaders adjust club programs to meet the needs of their girls in a changing social and economics environment, they were:

> (1) An all round life; (2) Hobbies; (3) Bringing out our hidden talent; (4) Our part in the world today; (5) Study famous pictures; (6) Pioneers of our State; (7) Latest development in various fields of homemaking; and (8) The popular girl. Some suggested themes for yearbooks were: (1) Garden of personality; (2) Treasure chest; (3) Round-up; (4) Pressing along; (5) Airway of life; (6) Highways of life; (7) Picture Books; and (8) Famous Dates. (35:1940:28).

The seventh annual Salt River Valley District Club meeting for 1940 was sponsored by the Phoenix Union High School Student Homemaking Club with Mrs. Gwendelyn Jensen Beaver as the sponsor. (34:1940:19-20). The theme of the meeting was; "Vocations of Interest to Club Girls." As the roll call was taken a delegate from each club responded with a suggestion on the most successful way to increase membership in the club. The topics discussed at this meeting were "A day in the life of a Y. W. C. A. Worker," "The Field of Buying," "The Florest Shop," "In Social Service Work" and "Radio Advertising."

The State Student Club Association held their seventh annual state convention at Tucson in 1940, (34:1941:7), under the direction of State Director Margaret Pipes. The theme of the meeting was "Design for Living," Mary Alice Holy of Casa Grande, Arizona, reviewed lives of outstanding women in Arizona and Miss Isabell McQuestion discussed, "Design of the Girl Today."

In 1940 the meeting was the last State Student Homemaking Club to be held for the duration of the war due to restricted travel.

Sponsoring student homemaking clubs had been one of the objectives of the Arizona Home Economics Associations since 1923, yet not until six years later, in 1929-30, was any record found of the organization of student homemaking clubs in high schools of Arizona

at which time only two were affiliated, Table 8, with the State and National Home Economics Association. A probable reason for this small number might be that student homemaking clubs were in their infancy and no impetus had been given to their organization on a State basis. Teachers were not required to sponsor clubs, this might indicate another probable reason for so few clubs; those teachers who had had some training or experience perhaps were the ones who organized clubs.

No record of assistance from the State Office of Home Economics Education was found until 1932 when the first handbook was issued by Mrs. Eva Waller Scully who at that time was State Supervisor of Home Economics and Miss Lola Wright who at that time was Club Chairman.

After 1932 the affiliated clubs increased by one each year until 1934-35 when the number doubled, which was due perhaps to the fact that in November, 1934, the State Homemaking Club Association held its first meeting and the first club newsletter was issued by the Arizona Home Economics Association and the State Department of Vocational Home Economics. The number was not more than 10 until 1939-40 when 17 clubs affiliated with the State Home Economics Association and the National Home Economics Association. This no doubt was due to impetus given the organization by the State Department of Home Economics which cooperated with the Arizona

Table 8.--AFFILIATION OF HOMEMAKING CLUBS IN ARIZONA WITH STATE AND NATIONAL 1929-1940
34: 1939:9)

	Year of Affiliation											
	29 30	30 31	31 32	32 33	33 34	34 35	35 36	36 37	37 38	38 39	39 40	
Benson							x	x	x	x	x	5
Casa Grande			x	x			x		x	x	x	6
Clifton					x							1
Coolidge									x	x	x	3
Duncan		x										1
Florence											x	1
Fredonia										x	x	2
Ft. Thomas		x	x									2
Gila Bend								x				1
Glendale			x	x	x	x	x	x	x	x	x	9
Holbrook					x	x		x	x	x	x	6
Litchfield Park					x	x	x	x	x	x		6
Mesa							x				x	2
Miami			x			x	x	x	x	x	x	7
Morenci	x											1
Peoria											x	1
Phoenix High	x	x				x	x	x	x			6
Round Valley							x		x	x	x	4
Safford											x	1
Scottsdale							x					1
Seligman											x	1
St. David							x	x				2
Tempe High										x	x	2
Tombstone									x	x	x	3
Wilcox											x	1
Winslow											x	1
Total	2	3	4	2	4	5	10	8	10	11	17	

Home Economics Association in the publishing of a new edition of the Student Club Handbook.

One club was affiliated nine out of 11 years, another affiliated for seven years, four clubs affiliated for six years, one club affiliated five years, three affiliated for three years, three affiliated for two years and 10 only affiliated for one out of the 11 years.

There were no doubt more clubs organized than are shown in the table, but the only records of student homemaking clubs kept in the State of Arizona were those who affiliated with the Arizona Home Economics Association and the American Home Economics Association.

Policies relating to supervision 1917-1942

First period, 1917-1922.--The policies in the state plan for the first period of the study in relation to supervision were that through personal visits, state and regional conferences, the state supervisor of vocational education would attempt to improve the teacher in service (17:1923-24:2).

The improvement of teachers in service is one of the most important responsibilities in the entire field of supervision. The United States Office of Education recognized this responsibility and extended the use of teacher-training funds to provide for this phase of teacher training more directly through local supervision.

Arizona being a young stage with a rather scattered population and many of her resources yet undeveloped, had only one city, Phoenix, large enough to necessitate the employment of a local supervisor. Therefore, the development of the supervisory program in Arizona was largely the responsibility of the State Supervisor of Home Economics Education. She was expected to develop a supervisory program which would have for its purpose a better organized Vocational Home Economics Program.

During the first five years of the development of home economics education in Arizona the contribution to in-service training of teachers was made through visits to schools and conferences. The courses of study for day schools organized on a vocational basis was developed at the annual state conferences.

The value of the conference as a method of training the in-service teachers was recognized by the first Vocational Director and Home Economics Supervisor. Records show that a conference was held as early as Oct. 29, 1918, under the direction of Miss Beulah I. Coon, first State Supervisor of Home Economics Education in Arizona. (4:30). Miss Louise Stanley, Federal agent for Home Economics Education, was present and gave many helpful suggestions for the organization of vocational home economics classes.

In 1919 the second state conference was held which had for its purpose the discussion of common pro-

blems, to explain the Smith-Hughes program and interest teachers in developing vocational programs in Arizona, also to work out plans for the solution of state needs (7:12).

In order to reach more teachers and help them develop local programs and discuss advisable content for the course of study, local conferences were held during the year 1920-21.

A special conference was held in Tucson in April in connection with the State administrators' meeting. Only selected science teachers were asked to attend, that they might work out suggestions for a course of study in related science (17:1920-21:2).

Beulah I. Coon in her annual descriptive report for 1920-21 made the following comment in relation to teacher training in the State of Arizona:

> The teacher training work in Arizona will no doubt always be the most important phase of work in this State. The turn over of teachers is very large and the small number of graduates in home economics from other institutions makes it necessary for us to depend upon teachers from other states. These teachers find conditions in our mining towns and rural communities quite radically different from those in states where they have been trained. How to help the teacher organize her courses and methods to meet the needs of her community is a most important part of the supervisor's work. During the past year this teacher training work has consisted of the writing of a bulletin for use of teachers, of holding conferences both state and local, of visiting the localities from one to four times to help the teacher on the job, and of starting the organization of a course of study in related science (17:1920-21:1).

In 1921-22 (15:1921-22:3) Beulah I. Coon, State Supervisor, reported 96 visits to teachers and six visits of promotion to school principals. She spoke before the Woman's Club at Wilcox, State Federation of Mother's Clubs, Kingman, Arizona, and at the University of Arizona during Farm and Home week. The teacher trainer visited 24 teachers in 20 towns and after the early part of February returned to assume her duties on the campus of the University of Arizona at Tucson.

At the time that Adelaide S. Baylor, Federal Agent for Vocational Home Economics, was visiting Arizona three district conferences were held. The phases discussed were organization of courses of study, analysis of homemaking in the teacher's own community, the project method, standards for sewing classes, short cuts in sewing and an analysis of a laundry course based on local conditions.

Second period, 1922-27.--At the first conference of this period 1922-23 plans were made for promoting the vocational home economics program in the state and communities. Ways of developing the program were discussed such as local exhibits, contests, and newspaper articles. At this conference a state program of work for day schools having a two-year course was worked out. The following units were included, "Foods," "Clothing," "The House," "Personal Hygiene," "First Aid,"

"Home Management," "Child Care and Training," "Home Care of the Sick," "Home and Community Hygiene." (17:1922-23: 4). In 1922-23 of this period Beulah I. Coon resigned as State Supervisor and Kate L. Bear was appointed. Policies stressed at the second conference of this period 1923-24 were; cooperation between home economics teachers, extension work, public health organizations and women's clubs. Emphasis was placed on the home economics teachers in relation to the health need of her community (17:1923-24:3).

A joint conference was arranged between the Vocational Home Economics State Supervisors of Arizona and New Mexico at the time of the visit of Miss Mabel V. Campbel, Federal Agent for Home Economics Education in 1924-25. The (17:1924-25:14) conference was attended by county superintendents, principals and teachers and the purpose of this conference was to work out problems in homemaking based upon the needs of the Mexican girl. At this time Miss Bear resigned, after three years of service, and Callie May Bliss was elected as State Supervisor for Home Economics Education.

Due to the fact that Miss Bliss was not sufficiently acquainted with the state problems she did not plan a state conference for 1924-26 (17:1924-26:6), but participated in the programs of the State Teachers Association divisional conference developing the home pro-

ject program. Miss Bliss presented the following philosophy about teachers' conferences:

> In order that the vocational homemaking program be better understood by teachers, that the work become better standardized, there is a great need for well planned teachers conferences. The fall teachers conventions allow too little time and opportunity for the very progressive work, and both teachers and administrators have expressed the desire for a more extended and state wide conference program. Such is being planned for September, to be followed by small district conferences as well as small informal group conferences (3:1925-26:3-4).

Third Period, 1927-32.--In 1926-27, (15:1926-27: 8) Miss Bliss recognized the lack of understanding on the part of administrators of vocational home economics education in the State of Arizona so she organized a two-day conference for administrators. Following the conference Miss Bliss prepared outlines and guides for the promotion of Vocational Home Economics Education and sent them to all administrators and home economics teachers. This same year a four-day general conference was held with Mrs. Mildred Weigly Wood and Miss Birdie Vorhies, state supervisor of Nebraska, as conference leaders. Child development, family and social relationships and problems were discussed.

There was a great need for available material to be put into usable form for the home economics teachers in the state. In order to have this ready for teachers in the fall, Mrs. Mildred Weigly Wood was employed to work

on outlines and suggestions which would be the beginning of a type of syllabus for home economics which would include work in "Child Development," "Family and Social Relationships," "Home Management," and reorganization of the clothing units basing it upon problems met in planning, selecting, caring for and using garments and home furnishings (17:1926-27-7).

Third period, 1927-32.--The policies relating to supervision during this period as found in the state plans were:

> Federally aided schools in home economics shall be visited at intervals by the supervisor-teacher-trainer.
>
> Through these personal visits, state and regional conferences, and through correspondence, the supervisor shall seek to improve the teachers in service (13:1927-32:36).

One of the objectives set up in the supervisors promotional program for the early part of this period was the development of new units of work to meet the changing needs and interests of girls (17:1928-29:3). At the 1928-29 conference under the direction of State Supervisor, Mildred Weigley Wood, the methods of handling "Family Relationship for High School Girls" were discussed. The following methods of approach were worked out.

1. Relations of girls to her family.
   a. Use of a problem in school.
   b. Case problem.
   c. Case studies.
   d. Problem questions.

2. Relations of girls to her social group introduced with a problem.

3. Personality traits.
Let girls set up traits, give girls list of traits.

4. Reading some poem, article or part of book relating to the home and family.

5. Give a pre-test (48:9).

Miss Jane Hinkley of the Federal Board for Vocational Education was present at the 1930 state conference and assisted throughout the week, giving much help and inspiration. The general topic was "Meeting the Needs of the High School Girl."

The major activities of the in-service teacher training program for the year 1930-31 (17:1930-31:6) were, testing out and checking the units of course of study set up by the teachers during the previous year and at the state conference. Special interest was given to methods of interesting the girls in doing home projects. Building up reference and illustrative material and installing a filing system in Home Economics Departments where new phases of the program could be developed.

The problem facing the Supervisor of Vocational Home Economics Education and the teachers in-service in 1931-32 was the adjustment of the vocational home economics program to meet the needs of people during an economic depression (29:1932:6). At the 1932 conference under the leadership of Mrs. Wood and Mrs. Eva M. Waller,

Assistant Supervisor, ways were presented by which the vocational homemaking program could be made to function in the homes of the community, in order to meet the needs of people in a depression.

A suggested outline was given on ways of adjusting home economics work to reduce the cost to the individual girl and her family, and meet the needs in her home. Each phase of homemaking was discussed and suggestions given which might help the teachers adjust their programs to meet the economic situation that existed at that time.

Methods of handling family and community relationships for the high school girls were presented with a complete unit of work.

In 1932 four district conferences for Arizona home economics teachers were held in Phoenix, Holbrook, Safford, and Nogales. The general theme of the conferences was "How can Home Economics be of Greater Service to the Community in which it is Offered." Mimeographed material on "Home Economics for Boys," and for the Teaching of "Child Development and Family Relationship" was distributed at these various conferences.

Fourth period, 1932-37.--At the beginning of this period Mrs. Wood resigned as state supervisor and became a local supervisor for the Phoenix area. Eva M. Waller was appointed to succeed her. (Table 9).

Table 9.--STATE SUPERVISORS OF VOCATIONAL HOME ECONOMICS IN ARIZONA AND LENGTH OF CONFERENCES 1917-1942 (52)

Year	Type of Conference	Name of State Supervisor	Length of Conference	Place Held
1918-1919	First State	Beulah I. Coon		Phoenix
1919-1920	State	Beulah I. Coon		Phoenix
1920-1921	State	Beulah I Coon	3 days	Phoenix
1921-1922	District (3)	Beulah I Coon	2 days	Tucson
		Kate L. Bear (Jan. 20, 1921)	2 days	Safford
			2 days	Phoenix
1922-1923	State	Kate L. Bear	5 days	Prescott
1923-1924	State	Kate L. Bear	2 days	Tucson
1924-1925	Conf. with New Mexico	Callie May Bliss	2 days	
1925-1926	None	Callie May Bliss Ruby Coffin		
1926-1927	State	Ruby Coffin	4 days	Phoenix
1927-1928	State	Ruby Coffin and Mildred W. Wood	5½ days	Phoenix
1928-1929	State	Mildred W. Wood	5 days	Flagstaff
1929-1930	State	Mildred W. Wood Eva Waller, Assistant	5 days	Prescott
1930-1931	State	Mildred W. Wood Eva Waller, Assistant	5 days	Prescott

Table 9.--STATE SUPERVISORS OF VOCATIONAL HOME ECONOMICS IN ARIZONA AND LENGTH OF CONFERENCES 1917-1942 (52) (Continued)

Year	Type of Conference	Name of State Supervisor	Length of Conference	Place Held
1931-1932	State	Eva M. Waller, Acting Supervisor after Jan. 1931	5 days	Prescott
1932-1933	District (4)	Eva M. Waller	2 days	Prescott
1933-1934	District (4)	Eva M. Waller Scully	2 days	Prescott
1934-1935	State	Eva M. Waller Scully	5 days	Prescott
1935-1936	State	Eva M. Waller Scully to Jan. '35, Ruth E. Oelke	5 days	Prescott
1936-1937	State	Ruth E. Oelke	4 days	Prescott
1937-1938	District (4)	Ruth E. Oelke	2 days	Winslow, Safford Tucson, Phoenix
1938-1939	State	Ruth E. Oelke	4 days	Prescott
1939-1940		Ruth E. Oelke	4 days	Prescott
1940-1941	State	Eva M. Waller Scully	4 days	Presdott
1941-1942	State	Eva M. Waller Scully	4 days	Prescott

During this particular period some outstanding conferences were held. Dr. Lemo Dennis Rockwood visited Arizona in March, 1934, (17:1932-33:17-18) at which time a special conference was called, and vocational homemaking teachers, parent-education leaders, and parents were invited to attend. "The Teaching of Social and Family Relations on The Secondary Level" was discussed.

Another special visitor to the State of Arizona for the early part of this period (29:1935:1-13) was Miss Hazel McKibben of Iowa State College, Ames, Iowa, who was the special leader for the 1935 fall conference. Miss McKebben lead discussions on: "Standards In The Homemaking Laboratory," why they were important, how to set them up and maintain them, and gave emphasis to the type of work done in the laboratory to keep it on the economic level of the people in the community. The first week on the job was discussed by Miss McKibben and suggestions were given for getting acquainted with the girls and introducing the home economics course. Methods by which a home economics teacher can best evaluate the results of her teaching and a score card to each were presented by Miss McKibben.

Miss Hazel McKibben and Miss Isabella McQuesten, assistant teacher trainer from the University of Arizona, presented helpful objectives and methods for teaching students on a secondary level to solve consumer buying

problems.

At the 1935 (29:1935:35-37) conference Miss Faye C. Jones, Teacher Trainer in Home Economics at the University of Arizona, led a discussion on play schools. Miss Jones defined the purpose of the play school as being to acquaint the high school girls with situations and age groups about which they are studying and to become familiar with problems presented by children, to develop desirable attitude toward children, and to help them enjoy children. Miss Jones presented material on how to plan for a play school; she gave suggestions on preparing high school pupils for observation and participation in play school, how to plan for pupil participation, suggestions for planning discussion periods, and what they should include.

A third unusual conference was held at the close of the fourth period. This conference (16:1936:10) was the first that had been held in Arizona where staffs of the three teacher training institutions could meet with members of the department of vocational education to discuss mutual problems.

The distinguished visitors present included Mrs. Dora S. Lewis, the Western Regional Agent of the Federal Office of Education. Mrs. Lewis discussed "How The Betterment of Home and Family Life Contributed to The Welfare of Individual Lives."

She saw as the great problems of homemaking education such matters as food, clothing and shelter, supplemented by more cultural pursuits of home beautification and enrichment of individual life, in which the struggle for existence was a minor consideration and in which the emphasis would be placed upon rich and abundant living. (29:1936:4-5).

Dr. Grayson N. Kefauver, Dean of the College of Education, Stanford University, was an interested visitor at the conference. He expressed an appreciation at the things attempted by the conference and said he was happy to see an articulated program between the schools and the teacher training institutions.

Dr. Job Evvard, a national authority on animal husbandry and nutrition gave the following thoughts:

> "What to teach," he said, "is always a big problem and it always will be, but this is a good thing because we shall never do it so well that it cannot be done better."
>
> "Whether it be in matters of education or everyday life outside the school room people want proof," he said. He indicated that the present philosophy is more or less scientific because of that fact.
>
> "People do not want to be told what to think or how to think. They want to be shown what happens under given circumstances and then be allowed to draw their own conclusions."
>
> Applying this same principle to vocational education he said that the most effective phases of the vocational education program have developed from evidence which resulted from scientific research. (29:1936:5).

Dr. Eleanor Johnson, head of the department of home economics at the University of Arizona, spoke on the topic "Home Economics--Vocational or Academic."

> . . .Early home economics was considered cultural rather than practical, and that only recently has it been considered of real value in good home life. Because home life is vital to society and because the home is so important in relationship to the school and to the church, home economics is assuming a place of importance in the educational scheme.
>
> . . .The trend is toward a socially functional curriculum which meets the requirements of health, leisure, social relations and vocations. Social phases can not be segregated in the program of homemaking into general, vocational or academic education. They touch each other and each serves to prepare the individual for better living. Integration of the general knowledge, skills and attitudes for successful living with the specialized techniques and particular subject matter of vocational courses is absolutely necessary in a successful program. (29:1936:10)

The characteristics of a good teacher were presented at the 1936 Arizona Annual State Homemaking Conference by Miss Faye C. Jones, teacher-trainer at the University of Arizona, they were:

> (1) ability to stimulate interest; (2) an effective organization of subject matter; (3) well developed assignment; (4) provision for individual differences; (5) effective methods of appraising the work of pupils; (6) freedom of disciplinary difficulties; (7) knowledge of subject matter; (8) frequent use of the experience of pupils; (9) skill in measuring results; and (10) willingness to experiment. This was the first suggestion of personality development for teachers. (29:1936:14)

Fifth period, 1937-1942.--Policies relating to supervision for this period were,

> Through personal visits, including conferences with homemaking teacher and her administrator, state and district conference, through mimeographed material and through correspondence and news letters, the supervisor shall be of help to the in-service teacher. (13:1937-42: 52).

At the close of the fourth period a change in supervisors occurred in Arizona. Mrs. Eva Waller Scully 1/ resigned and Miss Ruth Oelke was the newly appointed Supervisor of Vocational Home Economics Education. Miss Oelke took office January, 1935.

An interesting phase of the first conference of this period was, How could the elementary and high school home economics teachers cooperate more closely in encouraging more girls to enroll in home economics in the high schools? This phase grew out of a study conducted in Phoenix by Mrs. Wood, and Miss Wright.

The 1938 (29:1938:10-42) state conference for home economics gave evidence of an effort on the part of the state supervisor to develop a well-rounded program in all phases of home economics education as follows: (1) equipment needed in order to teach home care of sick; (2) using unit kitchens; (3) how can our philosophy help us? (4) home economics in the general education program; (5) working on units for the course of study including

1/ Eva M. Waller became Mrs. Eva Waller Scully in 1934

housing related art, vocations for women, and prenatal infant care.

The theme for the 1939 conference was "An Advancing Homemaking Curriculum and Program." Much of the conference time was devoted to evaluating the present units in the course of study (29:1939:5).

At the close of year 1939-40 there was another change in supervisors. Miss Ruth E. Oelke resigned and Mrs. Eva Waller Scully was appointed as her successor.

Susan M. Buson, Federal Agent for Home Economics Education, was a special visitor at the 1941 annual state conference and led a discussion on "Meeting Present Day Needs in Homemaking," Miss Burson emphasized "The Challenge to Homemaking Education in Meeting Present Needs." She pointed out that one of the first responsibilities of teachers at that time was that of becoming acquainted with problems families are facing in the community as the basis for planning the homemaking program. The goal of home economics workers should be a more satisfying home and family living for all family members. (29:1941:1-4). At this same conference discussion was held on such topics as suggestions for inexpensive home improvement, demonstrations of inexpensive improvised equipment for home care of the sick and relationship of the home economics teacher and the material and infant welfare program. Fig. 11 e and f.

In 1941-42 (29:1942:1-5) the emphasis of the annual state conference was on adjustments in the vocational home economics programs to parallel the war situation. The main emphasis in the homemaking program was in the field of home management. The theme was "Managing for Victory." An unusual phase of the conference was the joint meeting of home economics and agricultural groups.

A joint meeting was held with agriculture teachers at the annual conference in 1941. The following problems were considered: (1) challenge that is offered by joint program planning (2) difficulties in developing an effective joint program; (3) features of a 'Live at Home Project' in a community; (4) general problems that must be met in evolving such a program; (5) organization needed to develop a 'live at home project'.

Mrs. Eva Waller Scully, State Supervisor of Home Economics Education and L. D. Klemmedson, State Supervisor of Agricultural Education in Arizona met during the year 1941-42 with agriculture and home economics teachers, school administrators, and community members in three Arizona communities, Snowflake, St. David, and Wilcox, to block out plans that might be followed in order to develop a community program.

During the school year of 1941-42 a start was made toward the development of visual aids for the State

Home Economics Program. Mrs. Eva Waller Scully, State supervisor of Vocational Home Economics, prepared a colored motion picture film showing the activities of play schools in the different high schools during the year 1941-42 (17:1941-42:9). The film was shown at the annual state conference to illustrate interesting activities and give suggestions to the teachers for introducing the Play School as an observation laboratory for all home economics students in the vocational high schools. Figures 1 and 6 illustrate the types of activities carried on in three different high schools in Arizona, Mesa Union High, Mesa, Arizona, (Fig. 1b and c) North Phoenix High, Phoenix, Arizona (Fig. 1a) and Phoenix Union High, Phoenix, Arizona (Fig. 6).

Policies relating to publications 1917-1942

First period, 1917-1922.--During the first years of the period of this study no statements were made in reports relating to publications, but during the latter part, 1922, a statement appeared in connection with the duties of the supervisor as follows:

> The supervisor shall also be responsible for the preparation of policies and plans dealing with home economics education in the state, shall prepare and disseminate literature in connection with her official work (17:1922-23:3).

The first publication that dealt with home economics education was published by the Arizona Board

of Vocational Education in 1918-19, as Bulletin No. I (7). This bulletin explained the early plans for the administration of the Smith-Hughes Act in the home economics subsidized programs of Arizona High Schools. This was followed in 1920-21, by bulletins No. 5 (8) and No. 6 (9); the first dealt with questions and answer regarding policies and plans for the establishing and maintaining of vocational home economics departments under Smith-Hughes regulations in Arizona; and the second, contained a suggestive course of study for vocational home economics under the Smith-Hughes program. At that time no textbooks had been adopted and as an aid to the home economics teacher a list of reference books on the various subjects were included, with suggestions that they be supplemented with bulletins from the federal government and state colleges and universities (9:8).

Courses of study for Social Hygiene and General Science were introduced during the year 1921-22, (17: 1921-22:5). These courses organized on the problem plan were mimeographed and sent to the various teachers. Each teacher in the state of Arizona was asked to use the plan and to give opinions on the advisability of them.

Second period, 1922-1927.--There were no changes in plans for publications during the second period.

The Arizona Vocational Home Economics teachers at the 1922-23 conference (17:1922-23:4) expressed a

desire for a newsletter which would bind the workers of the state closer together, and promote greater knowledge of work. The first newsletter was printed following this conference under the supervision of Kate L. Bear, State Supervisor, who reported in the Annual Descriptive Report:

> Through the newsletter we not only reported the work of the state, new books and literature available, but we aimed to give systematic teacher training work that would reach all teachers alike and would effectively supplement our visits to the school. (17:1922-23:10)

The monthly newsletter was maintained until January, 1923, (17:1922-23:10) when it was discontinued owing to the change in work and lack of office facilities.

The next report on publications did not appear until 1925-26. The publications for this year as reported by the State Supervisor, Ruby L. Coffin, in the annual descriptive report, included copies of studies, investigations, and surveys. Early in the year a preliminary bulletin on home projects and home practice was sent out by Miss Coffin (17:1925-26:6). An outline for a short course in care of clothing was prepared at the request of several teachers. A list of possible phases of home economics which might be incorporated in a homemaking course of study was prepared and sent to various teachers to aid them in outlining their course of study.

An outline and guide for the promotion of vocational homemaking training under the policies of the

Arizona State Department was prepared by State Supervisor of Vocational Home Economics, Ruby L. Coffin, during 1926-27 (17:1926-27:10). Miss Coffin also prepared, at the request of various teachers, a suggestive list of home economics plays, pageants, songs, and so on, together with costs and sources. A list of companies and other organizations from which exhibits, charts, booklets, and illustrative materials might be obtained for assisting teachers in presenting various phases of work was included.

Third period, 1927-1932.--State plans for this period contained the following short statement of the responsibility of the State Supervisor of Home Economics Education in regards to publications.

> She shall use every legitimate means of promoting home economics education in the state, including the preparation and dissemination of pertinent material (17:1927-42:37).

In October, 1927, (17:1927-28:7) a mimeographed bulletin on "Child Care and Development," set up in terms of problems with essential information for solving them was issued under the direction of Mildred W. Wood then State Supervisor.

No publications were reported for vocational home economics in Arizona for the year 1928-29 (17:1928-29:7), but plans were made to issue a newsletter the following year and also a publication on "Social and Family Relationships," similar in plan to the one on Child Be-

havior Problems published in 1927-28.

In November, 1929-20 a newsletter known as The Signal was published, (44:5). The Signal was a printed publication which had for its purpose the circulation of information that the Arizona State Board of Vocational Education wished to convey to the vocational teachers and superintendents. It was published once every two or three months and contained conference reports, reports of progress from teachers over the state, successful projects, messages, and interesting projects and news-items from other states.

Other than The Signal and a summary of the conference for Vocational Home Economics teachers were the only publications for 1929-30, 1930-31. (17:1929-30:7).

A mimeographed course of study for "Homemaking III" (17:1931-32:8) was issued in 1932. This course of study was based on two semesters of work, requiring 45 to 60 minutes daily. It was published to meet the requests for a course that could be taught without laboratory equipment. The course was set up so that it could also be used for (1) 11th and 12th grades in high schools already providing a two-year homemaking vocational program, or (2) the second year of work, or (3) schools where no previous homemaking training had been provided. Suggestions were given for the use of the course in 11th and 12th grades for boys' home economics classes, and the

problems were stated in terms of the boys' interests and needs.

This same year a Handbook for Student Homemaking Clubs containing a suggestive constitution, initiation ceremony, club pins, club help, general theme for the year, songs, and yells, was published.

The Signal was discontinued in 1932-33 and a newsletter for vocational Home Economics Education was published. The news letter was a mimeographed bulletin containing teaching helps and news items similar to those that appeared in The Signal except that the entire publication was devoted to homemaking education. Also a conference report which contained follow-ups of the conference, activities, and helps presented at the conference was published.

The Fourth period, 1932-1937.--Other than the regular yearly and monthly publications nothing was reported for this period until 1935 when a two-year course of study for vocational home economics was issued in mimeographed form (52:8). This course of study had been used and tried out, and phases of it had been revised at the Annual State Conferences since 1931.

In 1935 the first vocational home economics club newsletter was published. This was a yearly publication and was a cooperative project between the Arizona Home Economics association and the State Department of

Vocational Education.

The fifth period, 1938-1942.--Policies in the state plan for this period in relation to publications were; "that through mimeographed material, correspondence, and newsletters, the supervisor should help the in-service teacher to develop her program and revise it to meet the needs created by World War II." (13:1937-42).

The first printed course of study on the secondary level was a loose leaf type and came from the printers in Phoenix, Arizona, March 1938, (22). This course of study evolved from a period of seven years of work. Formal and informal surveys of home conditions were made and used as Bases for the work on this course of study. Teachers from the various sections of the State participated in formulating the course after they were divided into committees, each committee working on a particular phase of the course.

The 1939 publications included the regular conference reports, newsletters to teachers, student club newsletters and the second edition of the Arizona Student Club Handbook. This handbook contained a brief history of student homemaking clubs in Arizona, the revised club constitution, suggestions for initiation, an interpretation of the official emblem of the association pin, "The Betty Lamp," instructions as to how new clubs affiliate with State and National Organizations, ideas for programs,

service projects, and the songs of the Arizona Student Home Economics Club.

The Department of Home Economics at the University of Arizona planned with the State Department of Vocational Education a series of bulletins to be prepared and introduced at the annual State Conferences, as aids to the Vocational Home Economics teacher in developing the vocational program. The first in the series was introduced at the 1938 State Conference, Business Management for Homemaking Department bulletin, Financial Management, Bulletin No. 1 (37) containing suggestions for keeping accounts in home economics departments, forms for accounts to be used in food unit, clothing unit, summary of accounts, methods for management of money in home economics departments; and suggestions for using financial management of the department as a learning situation for students. Also, a bibliography for use in the course "Home Economics for Boys" which had been prepared in Miss Burnham's class at Fort Collins was issued with her permission. It was mimeographed and distributed to all the home economics teachers in Arizona.

At the 1939 Conference three bulletins of the mimeographed series published by State Department of Vocational Education in cooperation with Department of Agricultural and Home Economics Education of the University of Arizona at Tucson were introduced to the teachers.

The second in the series was Evaluation of Teaching for Home Economics Teachers, Bulletin No. 2 (35). A bulletin organized to test the program, with suggestions to help the teacher plan tests which would show evidences of continued student progress toward desired outcomes.

The third, A Handbook for Self-Evaluation for Home Economics Teachers, Bulletin No. 3 (38) was prepared to help those teachers who wanted to "check up" on themselves. It contained a discussion on professional growth; suggestions for presenting the daily lesson, atmosphere of the class, teaching methods, teaching techniques, extra class activities, home contacts, and the contribution of home economics to the community program. The fourth, Home Economics Programs for Out-of-School Groups, Bulletin No. 4 (30) contained material to acquaint teachers, who had not participated in programs for out-of-school groups, with the possiblities of planning community programs. Your Money's Worth in Food, and Filing and Storing Material were two bulletins in the series published in 1940-41, in cooperation with the State University at Tucson, Arizona. Also an annotated bibliography of recent text and reference books for homemaking in high schools was brought up to date.

Your Money's Worth in Food (42) a bulletin prepared to help those teachers who were interested in pre-

senting units for out-of-school groups gave helpful suggestions for organizing, presenting, and evaluating units for the course as follows: enrollment blanks, helpful points in making interesting approaches to introducing the units, lesson sheets, summary sheets, illustrative material, reference material, and suggested readings for group leaders.

Filing and Storing Materials (36) contained helpful methods and suggestions for planning the organization of materials, systems for filing in home economics departments, teacher's file drawer, suggestions for storing teaching aids not kept in the file drawers, and checklist for records, reports, plans, and teaching aids and illustrative material used in the home economics department.

The publications in 1941-42 included the state conference report and a summary of program and committee work developed at the annual summer conference. A mimeographed bulletin, Interpreting the Homemaking Program, Bulletin No. 8, in the series, 1942 (40), was prepared and published in cooperation with the University of Arizona and introduced at 1942 State Conference. The purpose was to help the home economics teacher create a better understanding of the goals and scope of the homemaking program among the student body, faculty, and patrons of the school.

A tentative unit for Homemaking II, The Girl and Her Wardrobe (21) was prepared by the special Methods Class at the University of Arizona and was presented at the 1942 summer conference for the teachers to use and revise during the following year. This unit was to extend over a period of three to four weeks and has as its major objective, "The increased ability to determine and solve clothing problems." The specific objectives were: (20:1942:1) (1) Recognition of the clothing needs for the basic wardrobe for a year. (2) Understanding of the need for planning and budgeting clothing expenditures. (3) Ability to choose basic garment for a year's wardrobe. (4) Ability to select accessories that complement many garments. (5) Recognition of factors that affect time and cost in care of clothing. (6) Ability to improve the appearance and serviceability of garments by altering and making over.

The State Department of Vocational Education and Department of Agricultural and Home Economics Education of the University of Arizona published and introduced at the 1941 State Conference, Bulletin No. 7, 1941 (41) Teaching Foods on the Meal Basis, which was to assist teachers throughout the state with problems they would encounter in teaching foods on the meal basis.

The bulletin on Management for Victory on the Home Front was presented at the 1942 Annual State Confer-

ence for Homemaking Teachers (24:1942:1) and later appeared in the Annual State Conference report. The general aim of this unit was to include principles of Home Management and apply them to the current pressing management problems of wartime.

Housing and Safety in The Home (25) a mimeographed leaflet on the importance of adequate housing in the community; Vocations for Women (23) a second leaflet, the major objective of which was to increase judgment in choosing a vocation wisely both were presented at the 1942 state conference. The unit on Courtship and Marriage (20) for Home Economics III was also presented at the 1942 conference.

Chapter V

SUMMARY

It was the purpose of this study to trace the development of the vocational home economics program in the high schools of Arizona through the 25-year period, 1917-1942. Changes in the vocational home economics education program can be best understood in terms of accurate historical analysis. In order to discover the contributions made to the development of vocational home economics education in Arizona by specific individuals, legislation and administrative policies, changes were traced by five year periods corresponding to the periods of years covered by the state plans.

The plans for the distribution of funds were changed from time to time because of favorable or unfavorable state and federal legislation and economic conditions. Federal and state funds were allotted for the purpose of developing and extending desirable vocational home economics program. In the original plan no school was granted subsidy for longer than five years, but favorable supplementary legislation changed this plan to one of continuous subsidy. During the first two years, 1917-1918 and 1918-1919, the State of Arizona

matched Federal funds after which it continuously exceeded Federal funds.

There has been a marked development with fluctuation during various periods in subsidized home economics programs in Arizona, increase in number of students enrolled, number of schools offering home economics and number of teachers. In 1917-18, there were five subsidized high schools with an enrollment of 215 students and five teachers; in 1941-42, there were 47 high schools, 3,135 students and 62 teachers, an increase of 2,920 students, 33 schools, and 57 teachers.

The first attempt to carry on home projects was during the year, 1920-21. In 1921-22, home projects were carried out satisfactorily in five schools. In 1934-35, 1,841 home projects were completed in 29 subsidized vocational home economics high schools. This number increased to 4,460 projects in 47 subsidized vocational high schools in 1941-42.

Departments have developed from the one-room formal hollow square located in the basement to departments with complete areas for family living; from the unit desk to the modified unit and unit kitchen with home-like furnishings.

Curriculum has developed from the cultural domestic art and science to include the practical in all phases of present family life. Emphasis has shifted from skills alone to skills, attitudes, apprecia-

tions, abilities, and interests.

The first home economics class for boys was organized in 1931 and was called "Cultural Training For Boys." It was given in segregated groups, and had an enrollment of 14 students. Complete records for boys' classes were first given in 1938-39 at which time the number of boys had reached 250. The largest number in any year was in 1939-40, when 358 boys were reported in home economics classes. In 1941-42, 97 boys were reported in home economics classes.

In 1929-30, there were two affiliated student homemaking clubs; in 1939-40 there were 17. In 1933, the Salt River Valley District Club held its first meeting. In 1937-38, the Northern District organized, and one year later the Southern. In 1934, the clubs were organized on a state basis and held meetings once each year at the same time that the Arizona Home Economics Association met. Two handbooks for clubs were published, one in 1932 and one in 1939. A student Club Newsletter was published once each year as a joint project of the State Department and the Arizona Home Economics Association.

The phases in the supervisory program developed from aid given the teachers through annual, state, and district conference, visits, correspondence, and publications to include such phases as promoting all state study for evaluating the status of home

economics in Arizona, cooperation with all organizations and agencies concerned with family welfare, setting up standards for organizing departments, assisting local communities with surveys, and assisting teachers and administrators in developing long-time planning programs working with state advisors and teachers of student clubs in the promotion of club work.

The first state conference was held in Phoenix in 1918, 28 teachers being present. The themes for the conferences were connected with improvement of instruction and gave aid to the in-service teacher in interpreting the vocational home economics program. Conferences have progressed from the type "supervisor planned" to the "supervisor-teacher planned" in which all teachers participate.

Publications had increased from one 68-page bulletin in 1917-18 to include three or four bulletins each year. From a two or three page section in a Vocational State Department Newsletter to a separate quarterly home economics education newsletter of 43 pages. From a one page report in the state department newsletter, the conference report increased to a 61-page report. Other yearly publications in 1942 included surveys, annual descriptive reports, circular letters and enclosers, and three tentative units for homemaking III curriculum.

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