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GROWTH MADE BY A GROUP OF GIRLS IN  
APPRECIATION OF BEAUTY IN SURROUNDINGS  
AND HUMAN RELATIONSHIPS

By

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Approved by:

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MADGE M. RHYNE: Growth Made by a Group of Girls in Appreciation of Beauty in Surroundings and Human Relationships. (Under the direction of MABEL V. CAMPBELL).

The development of the individual's appreciation of beauty in environment and human relationships was measured by pencil-and-paper tests and by analysis of anecdotal records. An effort was made to provide material beauty in cottages where these orphanage girls lived and in the home economics apartment; to give the students a chance to have different living arrangements; and to encourage enjoyment of work and play.

The fact that gains were made in knowledge and ability to apply knowledge, as was indicated by results of the tests, was of some moment; but the joy shown by living in improved surroundings was even more significant. The writer points out the fact that the eighth grade girls made more progress than the seniors in appreciation of beauty as evidenced by favorable changes in behavior. More important still, however, is the fact that the eighth grade girls who lived in "twenty-four-hour" rooms excelled those who lived in the usual living arrangements.

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## CHAPTER I

### INTRODUCTION

For several years, the writer as teacher of home economics in an orphanage has been concerned with contributions home economics might make to the improvement of housing conditions there. It is believed that environment affects the personality, which Goldstein says "is molded. . . by things which surround one."<sup>1</sup> It has been therefore the determination of the writer to make every effort possible to provide both physical and spiritual beauty in order to enrich the lives of the girls whom she teaches. It has been observed that the children in this institution have been especially well cared for as far as their clothing, food and other physical needs are concerned. The fact that so much emphasis is put on physical needs may be a logical explanation for the seeming neglect of provision for aesthetic needs. From the beginning of the study the writer has had to be aware of the fact that attempted improvements must be made at very little or no cost to the institution.

As to the importance of introducing beauty in the everyday living of children, Frank Ward,<sup>2</sup> Head of the Economics Department, University of Tennessee, wrote in the *Journal of Home Economics*, June 1940:

"The environment created in carrying out a home economics program should be calculated to have a bearing on culture, by which we mean it should tend to create in the individual a concept of a desirable way to live. Buildings, appointments, methods of doing things-- these have a definite educational value from the standpoint of culture; they help to acquaint the student with a desirable way to live."

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<sup>1</sup> Harriet Goldstein and Vetta Goldstein, Art in Everyday Life. New York, The McMillan Company, (1937), p. 2.

<sup>2</sup> Frank Ward, "An Economist Looks at Home Economics." Journal of Home Economics XXXII (June 1940), p. 370.



It was because of the writer's conviction that others believed with her that beauty in one's surroundings enriches one's life that the problem stated here was attempted. The study was made, therefore, to provide opportunity to express appreciation of beauty, and to determine the growth of a selected group of orphanage girls evidenced by changes in behavior in relation to their ability to appreciate beauty in surroundings and relationships, their joy and satisfaction in living in improved environment, and their contribution toward securing beauty.

## CHAPTER II

### REVIEW OF LITERATURE

According to Webster, beauty is defined as: ". . . that quality or aggregate of qualities in a thing which gives pleasure to the senses or pleasurably exalts the mind or spirit; physical, moral or spiritual loveliness. . ."

That the development of a love of beauty is a most essential objective of education is evidenced by the following suggestions of people who represent the fields of science, school administration, home economics and art:

From Science in General Education<sup>1</sup> one of the five major needs of adolescents is stated as being aesthetic satisfactions. The connotation of the term aesthetic is interpreted as not requiring appreciation of museum art but rather an appreciation of fine workmanship, fitness, creativeness and naturalness of everyday surroundings.

Angelo Patri,<sup>2</sup> who is making a widely recognized contribution to the education of American youth, teaches his pupils to create beauty out of whatever is at hand. Ordinary children are learning under his guidance to enjoy the satisfaction that comes from producing good results in canning, gardening, painting, sewing or whatever they are capable of doing with their hands. He believes that the habit of creativeness leads to a worthwhile life as is exemplified in Antonio De Filippo and John Amore who are two of his outstanding students. When

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<sup>1</sup> Report of the Committee on the Function of Science in General Education, Science in General Education. New York, D. Appleton Century Company, (1938) pp. 126-138.

<sup>2</sup> Dorothy C. Fisher, "Angelo Patri's Public School," Readers' Digest: 38, (June 1940) pp. 101-105.

one enters Patri's school, he is pleasantly surprised to find an abundance of color and good workmanship in tapestries, window paintings and other items made by the children. In Santa Barbara County,<sup>3</sup> California, one of the basic functions of human living is emphasized in the school program as the opportunity to express and satisfy spiritual aesthetic needs. Mr. Lyon,<sup>4</sup> principal of Barron, Wisconsin, high school says that one of the guiding principles of his school is enjoyment of beauty.

This objective is further stressed in the Guide:

"I believe that home economics teaching should stress the importance of beauty in the home and that an enjoyment of simple things should be cultivated."

As early as 1928 Brown and Haley<sup>5</sup> emphasized the fact that consumers should be taught how to use and derive enjoyment from beautiful things while in 1940 Spafford<sup>6</sup> emphasizes the importance of creativeness on the part of everyone. Elizabeth Baxter,<sup>7</sup> writing in a current periodical, suggests that the teaching of related art in secondary schools is a practical and satisfying part of homemaking." Russell and Wilson<sup>8</sup> say: "An art training which enriches the life of an individual is priceless and should be available to all." The reference is to a training which

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<sup>3</sup> Department of Education Bulletin No. 13, "Curriculum Methods." County of Santa Barbara, Santa Barbara, California, (Sept. 1, 1937), p. 16.

<sup>4</sup> Susan F. West, "Home Economics Teaching for Today," Journal of Home Economics: 33, 1-7 (January 1941).

<sup>5</sup> Clara M. Brown and Alice H. Haley, The Teaching of Home Economics. New York, Houghton Mifflin Company, (1928) p. 110.

<sup>6</sup> Ivol Spafford, A Functioning Program of Home Economics. New York, John Wiley & Sons, Inc. (1940), p. 80.

<sup>7</sup> Elizabeth Baxter, "Teaching Related Art In a Practical Way," Journal of Home Economics: 33, (May 1941), p. 318.

<sup>8</sup> Mable Russell and Elsie Pearl Wilson, Art Training Through Home Problems. Peoria, Ill., The Manual Arts Press, (1933), p. 13.

should "make us conscious of the beauty to be found in the commonplace; it should give us confidence and courage to express ourselves; and it should stimulate a desire for more attractive and artistically satisfying surroundings. . . ." Goldstein expresses the opinion that individuals are influenced by their surroundings and that it is the duty of the homemaker to select objects of beauty to live with. The same idea is carried out in the lines from Walt Whitman's poem in Leaves of Grass:<sup>10</sup>

"There was a child went forth every day,  
And the first object he looked upon and received with wonder. . .  
that object he became,  
. . ."

The importance of developing a love of beauty as an objective in the lives of orphanage boys and girls might be suggested positively by the following quotation from the president of an orphanage:

"We have defined the function of our Council as a channel for wider opportunities of self-expression for the many hundreds of boys and girls in our agencies. We have attempted-- and succeeded-- to foster and stimulate the growth of various athletic, recreational and cultural activities among our member agencies.

. . . . .  
"It has frequently been charged that institutional child care may tend to limit the social and cultural horizons of the child; to reduce the challenge for fuller living;. . . The progressive social work will not only encourage activities within his institution, but will acquaint the child with the wider avenues of community life and this will provide him with a variety of outside contacts." <sup>11</sup>

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<sup>9</sup> Harriet and Vetta Goldstein, Art in Every Day Life. New York, The MacMillan Company, (1937), p. 3.

<sup>10</sup> Walt Whitman, Leaves of Grass. Philadelphia, Sherman & Company (1900), pp. 234-235.

<sup>11</sup> Leon P. Beck, "The Children's Homes Activity Council of Philadelphia," Children's Institutions: I, No. 9, Philadelphia, Pa. (April 1941), p. 3.

With regard to criteria set up for buildings in institutions for orphan children, a handbook<sup>12</sup> published by the Department of Labor in 1927, made these suggestions:

1. The buildings should be simple, safe and durable with varied exteriors so as to produce an artistic effect.
2. Some degree of privacy should be made possible for the children as well as the staff.
3. The young children may share a dormitory with five to eight individuals, but not more than three adolescent children should sleep in a room.
4. A homelike atmosphere should pervade all rooms.
5. Cheerful colors should be chosen.
6. Windows should be curtained attractively.
7. Furnishings should include comfortable chairs, good pictures.
8. Each child should be given cultural advantages.

George Mangold puts emphasis on the importance of beauty in relationships in institutional housing by advocating the use of family size cottages.<sup>13</sup> With small groups of different ages and sex living together in a complete unit the individual develops more nearly like the child who lives in the private home. Mrs. Bertrand Russell has summed up the kind of development parents want for their children:

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<sup>12</sup> Handbook For the Use of Directors, Superintendents, and Staffs of Institutions for Dependent Children. Washington, D. C., United States Department of Labor Children's Bureau Publication No. 170, (1927).

<sup>13</sup> George B. Mangold, Problems of Child Welfare. New York, The MacMillan Company, (1936), pp. 474-475.



"... First of all the health which gives the vitality and beauty on which all their functions will be built; next an early training that will call out in them friendliness, courage in thought and action, sensitive-ness to love, to beauty, and the happiness of others. . ." <sup>14</sup>

If it is agreed that the development of a love of beauty is a worthy objective of education, how is the achievement of this goal made possible? Brown says that seeing and working with beautiful things constantly is the best way to develop appreciation of beauty. Principles are learned by putting them into practice everywhere. <sup>15</sup>

From Science in General Education <sup>16</sup> this definition of beauty suggests activity:

"Beauty is not a property intrinsic in certain objects and intrinsically excluded from certain other objects. On the contrary it inextricably involves human appreciation, and the breadth of knowledge and association are essential ingredients to lasting appreciations."

<sup>17</sup> Grace G. Denny advises providing experience in actual situations-- rooms and houses. Experience should include appreciation of things not actually owned.

One's appreciation of beauty results from being sensitive to line, color and arrangement. This sensitiveness can be inculcated by looking for the beauty in everyday surroundings. <sup>18</sup> A teacher must take each student at her level of appreciation before she can help her to

<sup>14</sup> Mrs. Bertrand Russell, The Right To Be Happy. New York, Harper and Brothers, (1927), pp. 238-239.

<sup>15</sup> C. M. Brown and A. H. Haley, The Teaching of Home Economics. New York, The MacMillan Company, (1928), pp. 112-113.

<sup>16</sup> Report of the Committee on the Function of Science in General Education, Science in General Education. New York, D. Appleton-Century Company, (1939), p. 136.

<sup>17</sup> Grace G. Denny, "House Furnishing-- An Adventure in Teaching," Journal of Home Economics, XXXI. (April 1939), pp. 217-220.

<sup>18</sup> Dora E. Wetherbee, "Teaching Design in Home Economics," Journal of Home Economics, XXVIII. (September 1936), pp. 436-438.



develop a love of beauty; but she will succeed only in so far as she is able to teach the girl to use the laws of beauty in everyday living. The teacher must act as an interpreter of the commercial advertiser to the student homemaker in order to insure the future homemaker's happiness. When the girl is taught to recognize an object of beauty, she will have gained an enviable possession.<sup>19</sup>

The kinds of houses students live in are closely related to their human relationships, which in turn affect the development of a love of beauty.<sup>20</sup> Good housing conditions tend to promote proper consideration for others in the home, ease in caring for the house, habits of entertaining, orderliness and pursuing hobbies and individual independence. Unhappiness may result from living in ugly, inconvenient houses.<sup>21</sup> Even the humblest dwellings can be made more attractive by the addition of color, flowers and improvised furniture.

It is believed that any sound educational program demands continuous evaluation in order to determine if goals are being attained and as a basis for reorganizing teaching procedures.

<sup>22</sup>  
In Ohio, teachers of vocational home economics have cooperated in measuring achievement through determining whether objectives were being attained. With the assistance of Dr. Ralph Tyler these instructors found that certain results occur when definite objectives are set up:

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<sup>19</sup>  
Grace G. Denny, op. cit., pp. 217-220.

<sup>20</sup>  
E. P. Amidon, "Better Housing An Objective of Home Economics," Journal of Home Economics, XXVIII.

<sup>21</sup>  
Ruby Clark, "Home Improvement Through Vocational Home Economics," Journal of Home Economics, XXXI. (September 1939), pp. 472-474.

<sup>22</sup>  
Hazel H. Huston, "Measuring Achievement in Home Economics," Journal of Home Economics, XXIX. (January 1937), pp. 19-22.

1. Teachers are more conscious of the student and her needs.
2. The community's needs are considered in planning the course.
3. Method is becoming more important to the teacher.
4. Teachers feel greater interest in and responsibility for the success of the State program.
5. Expansion of the program occurs as new objectives are planned.
6. Teacher-training colleges are making greater effort to meet the specific needs of prospective teachers.

Dr. Tyler<sup>23</sup> outlines the necessary steps for a measurement program:

1. Set up objectives in terms of student behavior after having them checked for adequacy.
2. Provide opportunity in testing situations for expression of desired behavior.
3. Record methodically pupils' responses.
4. Plan method to evaluate response.
5. Eliminate impracticable tests and develop more practicable tests<sup>24</sup> in their place.

In collecting evidence of pupil growth, it is necessary to employ many techniques of evaluation: pencil and paper tests, diaries, pictures, anecdotal records. Evaluation<sup>25</sup> cannot be separated from curriculum planning or teaching or learning; it is not simply the end of the unit.

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<sup>23</sup> Hazel H. Huston, op. cit., p. 20.

<sup>24</sup> By practicable tests is meant those that do not require too much time, effort and facilities.

<sup>25</sup> John J. Herrick, "Outcome of Systematic Evaluation," Elementary School Journal, XLI. (December 1940), pp. 257-268.

Brown<sup>26</sup> suggests a close relationship of objectives to the technique of measuring growth. She advocates clarifying what is to be tested and setting up a description of changes hoped for as a result of instruction. In stating objectives all terms should be defined-- such as: appreciation, habit, attitude, knowledge, ability, skill, judgment.

Observation in class room, in supervised or uncontrolled situations, conversation with a pupil informally, home experience, particularly involuntary ones, and tests are possible means of evaluation. Information collected by others who contact pupils is helpful.<sup>27</sup> The anecdotal record<sup>28</sup> is a valuable measuring device since it is actually objective evidence and not the bias of the observer. Another factor in favor of this device is that it records behavior in uncontrolled conditions.

Carroll and Eurich<sup>29</sup> assert that no tests satisfactorily measure creative ability in art, but the ability to appreciate can be developed by associating with art.

Spafford<sup>30</sup> declares it better to measure crudely than to fail to evaluate at all and that it is possible to refine devices as they

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<sup>26</sup> Clara M. Brown, "Relation of Objectives to Measurement Techniques," Syllabus for Educational Measurement. Minneapolis, Minn., University of Minnesota, (1938), pp. 60-61.

<sup>27</sup> Hester Chadderdon, "Planning a Measurement Program," Practical Home Economics, XIII. (November 1935), pp. 322, 341.

<sup>28</sup> Evaluation in the Eight Year Study Bulletin No. 1, Progressive Education Association. Columbus, Ohio, Ohio State University, (September 1935).

<sup>29</sup> H. A. Carroll and A. C. Eurich, "Abstract Intelligence and Art Appreciation", Journal of Educational Psychology, XXIII. (1932), pp. 214-220.

<sup>30</sup> Ivor Spafford, Home Economics in General Education at the Secondary Level. Minneapolis, Minn., Burgess Publishing Company, (1939), pp. 26-30.

are used. She emphasizes the importance of observing changes in pupils' growth and suggests comparing the pupil at the beginning and at the end of instruction to determine progress.

<sup>31</sup>Chadderdon has this to say concerning evaluation. When testing indicates that learning has resulted, future teaching is benefitted. And, when testing does not result in learning, there is a challenge for changes to be made in methods. If the girl is familiar with the objectives, testing will keep her aware of how near she is to her goal.

The purpose of testing, says Spafford,<sup>32</sup> is to indicate progress toward goals, thus determining the success or lack of success of the teaching. In some instances it may serve to locate difficulties. Testing may be the means of showing a student his progress in ways of working as well as in learning. The final test of a girl's growth is what she does in unsupervised situations, but formal tests are valuable too, if they test the objectives set up.

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<sup>31</sup>Hester Chadderdon, op. cit. (October 1935) pp. 308-309.

<sup>32</sup>Ivor Spafford, Fundamentals in Teaching Home Economics. New York, John Wiley and Sons, Inc., (1935), pp. 194-215.

### CHAPTER III PROCEDURE

The study was made in order to discover the changes occurring in the behavior of a selected group of home economics girls living in an orphanage and the relationship of these changes to their contribution toward and appreciation of beauty in surroundings and relationships.<sup>1</sup> The writer tried particularly to bring beauty into the girls' lives by providing different living arrangements in cottages, making and purchasing furnishings and furniture, cultivating a flower garden, and living in the home economics department on week-ends.

In order to understand the need for the above projects, and some of the difficulties involved in their execution, the setting should be described. The twenty students who participated in the study are a part of a group of some three hundred and fifty boys and girls whose home is Oxford Orphanage, Oxford, North Carolina, which is sponsored by the Masonic Order of the State. In addition to the children, the institution population is augmented by a superintendent, eleven counselors acting in the capacity of substitute parents, eighteen teachers and some twenty odd members of the staff who are the heads of departments of supplying clothing, purchasing, hospital service, dairying, farming, printing, laundering, meal preparation and service, electricity, and carpentry.

The children live in eleven cottages, to which groups of twenty-two to thirty-five are assigned according to sex and maturity except

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<sup>1</sup> Changes included those taking place during the school year, from September, 1940 to May, 1941.



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in the Dunn Building where both little boys and girls live. Provision is made in the separate homes for studying together, sleeping in ward-like dormitories and for bathing and dressing in a common room. A central kitchen and dining room take care of meal service for all except the youngest children who eat in the house in which they live.

Daily schedules have been arranged so that the children from the fifth through the eleventh grades attend school classes four hours and work in the above mentioned service departments for four hours.<sup>3</sup>

After supper supervised study is held for one to two hours in each cottage. Thus for each of the older children there is from one to two unplanned-for hours daily, while for the younger ones there is considerably more leisure time.

Twenty students, classified in three groups for comparison, were selected from a total of forty-two home economics students to participate in the study.

The following objectives were set up by pupils and teacher:

A. Making the House More Livable

1. Abilities

- a. To select attractive furnishings and furniture
- b. To recognize attractive arrangements of furniture and furnishings
- c. To arrange furniture and furnishings attractively
- d. To arrange convenient storage of clothing and other articles
- e. To plan simple improvised furniture
- f. To make simple accessories for home improvement
- g. To plan, plant and raise flower garden
- h. To maintain acceptable standards of housekeeping with minimum of time and energy

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<sup>2</sup> There are five cottages for girls, designated as Royster, 1-G, 2-G, 3-G, 4-G and five for boys: Walker, Davis, 2-B, 3-B, 4-B. Dunn building houses six to eight year olds who are cared for by two women assisted by eight high school girls.

<sup>3</sup> For this service the children receive regular remuneration, which was used in part to secure furnishings for improved rooms.



2. Development of joy in living in an environment that
    - a. Is clean and orderly
    - b. Is convenient
    - c. Provides for privacy
    - d. Provides for personal possessions
    - e. Is attractive and homelike
    - f. Provides for opportunity for one to contribute to its livableness
    - g. Has been improved at a minimum of cost
  3. Habits of contributing to the improvement of the environment
    - a. Actual contribution of accessories
    - b. Evaluating articles before buying
    - c. Using source materials for ideas
    - d. Assuming responsibility for creating and maintaining attractive surroundings
    - e. Using imagination in creating attractive things out of available material
- B. Living Happily with Others
1. Abilities
    - a. To entertain guests with ease
    - b. To recognize enjoyable recreation that is wholesome
    - c. To recognize the relation of satisfactory housekeeping standards to enjoyment of living in the house
  2. Development of joy in living with individuals who are
    - a. Thoughtful of each other
    - b. Cooperative in projects
    - c. Willing to share responsibility
    - d. Appreciative of others' efforts
    - e. Respectful of each other's feelings
    - f. Appreciative of good times
- C. Habits of Creating Beauty in Human Relationships
- a. Being courteous
  - b. Speaking in controlled tones
  - c. Using fair share of available supplies and facilities
  - d. Working in an orderly fashion
  - e. Contributing to improvement of other rooms other than own
  - f. Eating new foods

In order to achieve these objectives, the girls and the teacher planned learning experience which included:

- A. Projects carried out cooperatively by all home economics students<sup>4</sup>

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<sup>4</sup> In addition to the twenty selected students there was a second year class of fourteen girls and a first year class of eight boys.

1. Cultivation of a flower garden
2. Renovation of two bedrooms to be used as "twenty-four-hour" rooms
- B. Additional experiences for the twenty selected students
  1. Seven eighth grade girls enrolled in first year home economics were allowed to live in the home economics apartment two week-ends. These girls will be designated as Group A.
  2. The other seven girls in the class with Group A were permitted in addition to the week-end experience the privilege of using their bedrooms as "twenty-four hour rooms." These girls will be referred to as Group B.
  3. Six senior girls, enrolled in fourth year home economics, had the same week-end experiences as Groups A and B. These girls will be known as Group C.

It was believed that the girls, given an opportunity to live in more satisfying housing conditions in cottage and apartment, would develop a feeling of "belongingness," an interest in improved surroundings, a confidence in their ability to create beauty in simple surroundings and in human relationships, and an impulse to contribute. The cottages in which they lived and the home economics department were the places where plans were initiated.

Students and teacher discussed many needed improvements, which could be accomplished with little or no cost. However, because of limited time it was decided that it would be wise, perhaps, to concentrate on one cottage, 3-G. Special emphasis was to be given to two particular bedrooms, which were to be used as "twenty-four hour rooms" <sup>5</sup> by the seven girls of Group B. As there had been, heretofore, only beds in these rooms, such projects as the following were selected and carried out: securing storage space for clothing and books; planning and making of improvised dressing tables, bookshelves, bedspreads, curtains, rugs; securing study tables, chairs, lamps, flowers, shades, pictures, waste-baskets, and accessories. Special effort was made to use as much color

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<sup>5</sup> These rooms which were on the second floor were used by the girls as much as possible. The seven girls were excused from the supervised study hall downstairs to study in their rooms.

as possible and to grow potted plants.

Everything available that was usable was pressed into service, and the students supplemented with such articles as were needed and which they could buy.<sup>6</sup> Orange crates were made into dressing tables, which were draped with muslin and print. The boys' class constructed bookshelves out of discarded book cases. White bedspreads were decorated with rick-rack of several colors, while others were made of muslin and print. Curtains were made to harmonize with the spreads. Rugs were braided and crocheted of cotton strips secured from the institution sewing room. Many pretty prints from magazines framed with picture binding added color and personality. Discarded chairs were refinished to use at the study tables, which were secured from the school building. Each girl contributed an article of her own, including vases, paper weights, book ends, and pictures.

Downstairs the improvement was limited to the hall and the living room.<sup>7</sup> In the long hallway a screen was placed to break the length, and chairs were added, being placed so as to make pleasing groupings with pictures.

In the living room where the girls gathered after putting away books, a more "lived-in" look resulted from rearranging the large study tables and chairs, by putting up shades and adding window seats.<sup>8</sup>

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<sup>6</sup> These articles included a lamp for each room, two window shades for one room and three shades for the other room.

<sup>7</sup> The bedrooms were upstairs on each side of a long hall. Downstairs on one side of the hall were the rooms used for study hall and student living rooms, while on the other side were the counselor's sitting room, a locker room where clothing was kept and the bathroom.

<sup>8</sup> The window seats were made of old boxes and covered with rep.

An ill-proportioned bookcase was made over and was used for a few attractive objects as well as for books.<sup>9</sup> The curtains were not discarded as they were still in good condition. Here pictures were carefully arranged and a wall hanging of an interesting cotton print helped to provide interest. Cut flowers or growing plants were always found on the tables.

As changes began to occur in 3-G, interest spread, and in four other buildings improvement projects developed.<sup>10</sup>

Plans were made early in the fall for a flower garden. Help was secured from the farm supervisor for fertilizing the soil after it was spaded and worked thoroughly by boys and girls. Several expert gardeners were consulted and with the additional help of garden magazines and manuals, the planting and sowing began. Most of the bulbs and plants were generously donated by friends, but some were bought with the contributions of the entire home economics group. During the year there was planted in the new garden iris, tulips, narcissus, violets, ranunculus, verbenas, sweet William, pinks, pansies, corn flowers, alyssum, gladiolas, and marigolds. Most of the plants grew, and some produced blooms that were used both in the cottage bedrooms and in the department during the last week-ends of the living experiences.

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<sup>9</sup> This construction work as well as the other carpentry work involved was done by the boys but planned by the girls. The painting was done by both boys and girls.

<sup>10</sup> These improvements are referred to in the findings.

The fact that the girls lived in large groups and in a comparatively small area in their cottages was partly responsible for the enthusiasm shown while possibilities were discussed for groups to live in the home economics apartment. As the department has in addition to the classroom, a four-unit kitchen well-equipped and a "living-dining-bedroom," together with the use of a bathroom adjoining, it was not at all difficult to use it as a living apartment.<sup>11</sup>

Four girls with their teacher constituted a single group, and each group spent two week-ends, one each semester. Careful preparations were made in advance in order that greatest enjoyment might be obtained from the short period. Food supplies were brought from the institution storeroom on Friday after menus had been made and the work schedule decided upon. Often a cake was made on Friday and stored carefully for later use. Any cleaning or straightening was also taken care of prior to the beginning of the visit.

As everyone works until noon Saturday, the week-end began soon after lunch, when they moved into the apartment, bringing just the things needed for the over-night visit. Usually a hike was enjoyed before supper and games were played after the meal. Sunday morning after breakfast certain dinner preparations began so that time could be spared to attend church services and still serve dinner at a reasonable time. After a leisurely meal, often with a special guest, there was a little

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<sup>11</sup>The "living-dining-bed room" was a large airy room, furnished with studio couches, comfortable chairs, drop leaf table, desk, lamps and tables. The department is located in the "industrial building", so-called because it is in it that the laundry, mending and sewing rooms and general clothing supply room operate.



time for relaxation before "at home" guests dropped in. Then came the close of the day with an informal buffet meal by candlelight to which several students often came as guests, putting things in order, and the return to the cottage.

The cost of all changes made was estimated at a total of \$43.33. The writer thinks it important to explain that materials amounting to a cost of \$16.00 were purchased with funds contributed by the boys and girls.<sup>12</sup> It deserves mentioning also that materials already on hand were valued at \$13.00, and hence the actual current cost to the institution was less than \$15.00.

#### Measuring Achievement

What growth, evidenced by changes in behavior, was made by each member of Groups A, B and C in relation to her ability to appreciate beauty in her surroundings and human relationships, her joy and satisfaction in living in improved environment, and her contribution toward securing beauty?

Growth was measured through the use of objective tests and score cards, administered as pretests in October and as final tests in April, and through observation of pupil behavior.

The objective tests, known as Test I, included 52 test items for measuring knowledge of facts and principles and 252 test items for measuring ability to apply knowledge. The score cards, referred to as Test II, were also used to measure ability to apply knowledge to

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<sup>12</sup> In addition to the lamps and shades bought with students' allowances, the slip cover material for the chairs in the apartment living room was purchased with funds obtained by students serving a fraternal supper.



problems of planning improvised furniture and furnishings, judging arrangements of furnishings and selecting furniture and furnishings. A score card designated as Test III was used to rate the pupil's ability to create articles of furniture or furnishings.

Data from the three tests were analyzed separately to show the achievement of individuals and groups in knowledge of facts and principles as compared with ability to apply knowledge.

In Test I, achievement of individuals is indicated in terms of gain or loss in percentage of correct test items.

In Tests II and III, achievement is measured in terms of gain or loss as shown in percentage variations from scores given by teacher to the product judged or made.

In all tests achievement of a group is given in mean gain or loss.

Throughout the year records were kept of student behavior as observed by the writer, two counselors and one teacher. Incidents included happenings in school, in cottages, at work and in the home economics apartment. A check was made at intervals to discover to what extent the individuals were using available magazines, books and other reference materials related to their problems.

A summary of the data concerning each of the twenty students has been made in an effort to reveal each individual's growth or lack of growth toward the accepted goal as set up on page 2.

#### CHAPTER IV. FINDINGS

An attempt was made to answer the question: What growth, evidenced by changes in behavior, is made by each member of Groups A, B and C in relation to her ability to appreciate beauty in her surroundings and human relationships, her joy and satisfaction in living in improved environment, and her contribution toward securing beauty?

Indications of growth will be best understood in the light of the situation in which the girls found themselves. They had been accustomed to very little privacy in dressing, studying, reading or visiting. Their hours were necessarily scheduled for work, study and play, so that there was not much opportunity for normal natural contacts with others. The writer determined to make it possible for them to get away from the crowd by providing living experiences more nearly homelike. The results achieved are shown by the following:

1. The girls really enjoyed beauty in apartment and cottage.

- a. They shared their surroundings with pride.

- (1) By displaying the flower garden.

- (2) By inviting teachers, counselors and friends in town to tea.

- (3) By asking individuals to visit their rooms and see "things we made".

- b. They increased the amount, if not the quality, of work done to help themselves.

- (1) By making greater, though still limited, use of source materials.

- (2) By developing new interests in flowers, games, parties and hobbies.

(3) By being more observant of the principles of art.

(4) By assuming more responsibility for improvement because they had developed confidence in their ability to do both new and old activities. This was true particularly of the girls who had "twenty-four-hour" rooms.

c. Enthusiasm continued throughout the year, and hope was expressed at the end "that we will get to do this again next year".

d. Consideration for the rights of others became noticeable, because they felt more like "real individuals".

(1) In sharing the work schedule fairly

(2) In regarding the likes and dislikes of each other.

(a) Color

(b) Food

(c) Recreation

(d) Room arrangement

(3) In working cooperatively on projects.

2. The girls who lived in the "twenty-four-hour" rooms indicated a greater attitude of "belongingness" and displayed more initiative in carrying out improvements than did the two groups who lived entirely by cottage routine. All of the girls showed appreciation of the apartment, but the seniors failed to consider it as rare a privilege as did the eighth grade girls.

3. The enthusiasm of the twenty girls for their new experiences was so contagious that it was rivaled by the fervor of the boys' class, a group of girls not taking home economics and the girls of the second year home economics class.

a. The boys were inspired to activity while they were helping the girls with construction of improvised furniture.

(1) They recognized changes that should be made in their own cottage.

(2) They planned and executed cooperatively a renovation project in their own living room.

(a) They did extra work to "earn money to buy a lamp".

(b) They interested other boys in the cottage in helping carry out plans.

(3) They planned a tea and invited the entire campus "to see what we have done".

b. The group of grade pupils who had not had home economics, living in the cottage where the girls lived in "twenty-four-hour" rooms, slipped this note under the counselor's door:

"Dear Miss \_\_\_\_\_,

"Please let us fix up our rooms so we can study in them.

We have already made the plans in case you let us.

We will give you our word of honor that we will not misbehave. Last night, Miss \_\_\_\_\_ did not have to speak to our dormitory. She did not even have to turn off the light in our dormitory. The plans are here in this note. The other girls might begin to copy us and then you can go to your room and stay as long as you want to. Answer \_\_\_\_\_. If you let us, please help us plan.

Signed

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

As a result of this request, simple changes were made with little supervision in two rooms.

c. The second year girls expressed regret that they could not share the week-end experiences but went to work at once on the improvement of their rooms.

(1) They secured the help of counselors with their projects, which were similar to those of the select group.

(2) They showed continued interest in the activities of the twenty girls by asking questions and contributing services and visiting the apartment and "twenty-four-hour" rooms.

(3) They expressed greater enjoyment of second-year work than that of the previous year.

Pupil progress was revealed also through their achievement in the test situations which showed:

1. The seniors (Group C) made considerably less progress in the achievement of knowledge and the ability to apply knowledge than did either group of eighth grade girls. (Table 1 and Graph C).

2. There was little difference in the achievement as shown by paper and pencil tests of the eighth graders who lived in "twenty-four-hour" rooms (Group A) and Group B who continued to live under usual conditions. (Table 1 and Graphs A and B).

3. Although the seniors made slight improvement in knowledge of subject matter, the paper and pencil tests show that they made no improvement in their ability to use it. (Table 1 and Graph C).

4. Individuals within each group differed in their growth in ability to apply knowledge in practical problems such as planning improvised furnishings, arranging articles, selecting furnishings and furniture. (Table 2).

5. Little difference in growth in ability to apply knowledge in these practical situations was shown by the two groups of eighth grade

Table I. Achievement in knowledge and ability to apply knowledge based on percentage of items in Test I answered correctly on pretest and final.

Group A.	Knowledge 52 items			% Gain*	Application 252 items			Total 304 items		
	Pretest	Final	Final		Pretest	Final	% Gain	Pretest	Final	% Gain
1	63.4	71.0	71.0	7.6	67.4	81.3	13.9	66.6	79.6	13.0
2	55.7	59.6	59.6	3.9	72.2	87.7	15.5	69.2	82.5	13.3
3	69.2	76.9	76.9	7.7	74.2	83.3	9.1	73.3	82.5	9.2
4	67.2	69.2	69.2	1.7	76.5	86.1	9.6	75.0	83.2	8.2
5	76.5	82.6	82.6	15.1	73.0	84.9	11.9	72.0	84.5	12.5
6	54.0	71.0	71.0	17.0	73.0	82.9	9.9	69.6	80.9	11.3
7	59.6	59.6	59.6	0.0	77.7	75.7	-2.0	74.6	73.0	-1.6
Mean	62.4	69.9	69.9	7.6	73.4	83.1	9.7	71.2	80.9	9.5
<hr/>										
Group B.										
8	67.5	78.8	78.8	11.3	73.8	89.2	15.4	72.7	87.4	14.7
9	78.8	86.5	86.5	7.7	82.1	89.2	7.1	81.5	88.8	7.3
10	57.7	63.4	63.4	5.7	78.1	86.8	8.7	74.6	82.5	7.9
11	67.5	82.7	82.7	15.2	78.5	88.8	10.3	76.6	88.1	11.5
12	50.0	78.8	78.8	28.8	68.2	86.1	17.9	65.1	84.8	19.7
13	71.0	88.4	88.4	17.4	78.9	82.1	3.2	77.6	83.2	5.6
14	73.0	82.6	82.6	9.6	75.4	89.6	14.2	75.0	88.4	13.4
Mean	66.5	80.2	80.2	13.7	76.4	87.4	11.0	74.7	86.2	11.4
<hr/>										
Group C.										
15	69.2	69.2	69.2	0.0	89.6	86.8	-2.8	86.1	83.8	-2.5
16	54.0	69.2	69.2	14.2	78.1	75.4	-2.7	74.0	74.3	0.3
17	69.2	76.9	76.9	7.7	88.8	86.1	-2.7	85.1	84.5	-0.6
18	67.5	75.0	75.0	7.5	84.5	80.1	-4.4	81.5	79.3	-2.2
19	75.0	76.9	76.9	1.9	87.7	91.2	3.5	85.4	88.3	2.9
20	82.6	82.6	82.6	0.0	85.3	85.3	0.0	85.3	85.3	0.0
Mean	69.6	74.8	74.8	5.2	85.7	84.2	1.5	82.9	82.6	0.5

\* Loss is indicated by minus sign.



Table 2. Achievement in ability to apply knowledge based on scores on test 2 on pretest and final.

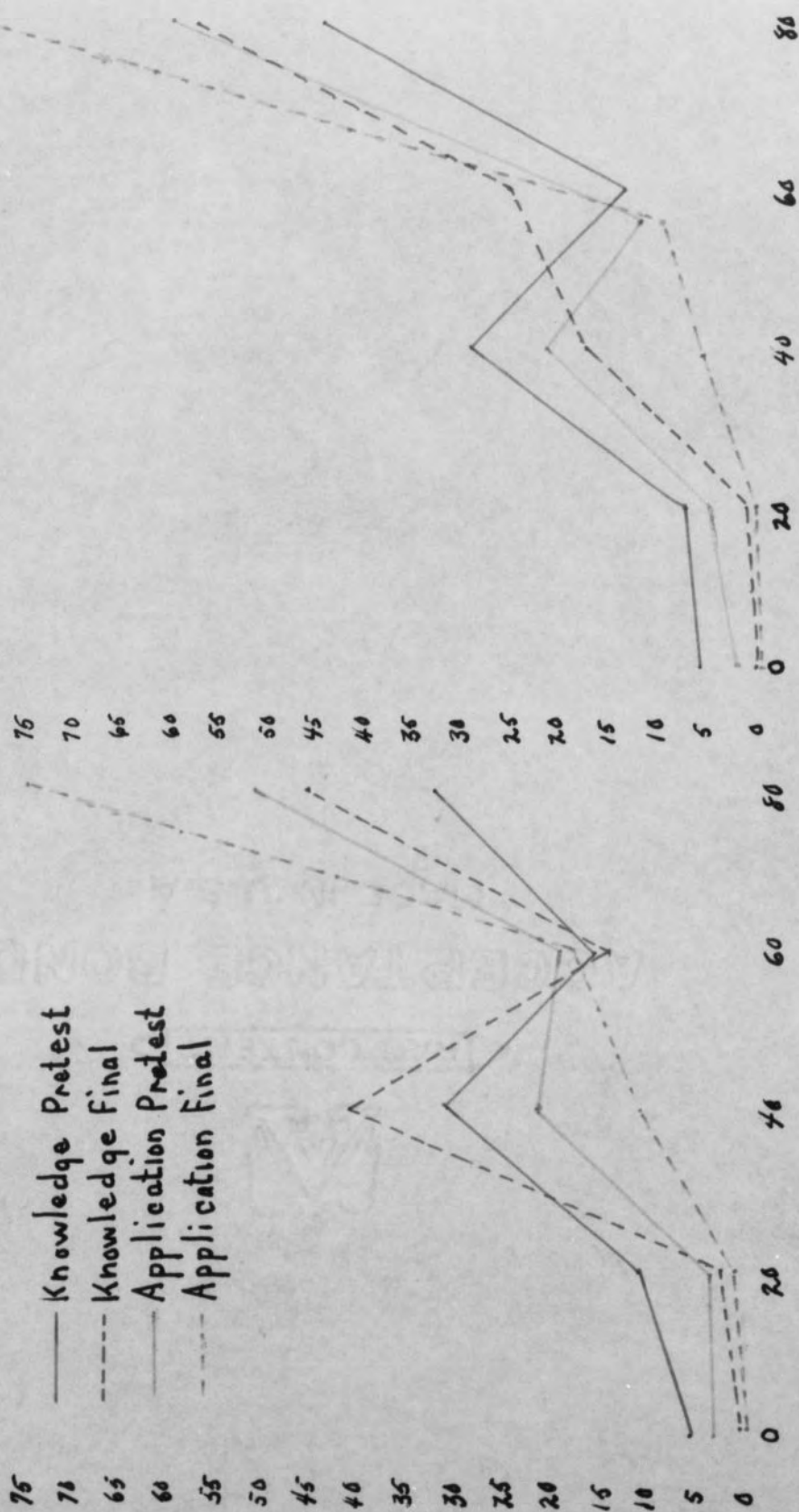
Group	Improvising Furniture			Arranging Articles			Selecting Furnishings			Average scores		
	Pretest	Final	% Gain*	Pretest	Final	% Gain	Pretest	Final	% Gain	Pretest	Final	% Gain
1	90	90	0	80	88	8	57	83	26	75.6	87	11.4
2	90	100	10	96	100	4	77	97	20	87.6	99	11.4
3	90	100	10	80	96	16	83	97	14	84.3	97.6	13.3
4	80	90	10	76	96	20	77	83	6	77.7	89.7	12.0
5	100	100	0	80	100	20	80	90	10	86.6	97	9.4
6	90	90	0	90	96	6	83	83	0	87.7	89.6	1.9
7	100	90	-10	88	96	8	90	87	-3	93.0	91	-2.0
Mean	91.4	94.3	2.6	84.3	96.0	11.7	78.2	85.2	10.4	84.6	92.9	8.2
<hr/>												
Group B												
8	60	90	30	84	96	12	93	90	-3	79	92.0	13.0
9	50	100	50	88	96	8	70	90	20	69.3	95.3	26.0
10	50	90	40	76	92	16	73	90	17	66.3	90.7	24.4
11	100	100	0	76	100	24	83	92	9	89.6	97.3	7.6
12	70	90	20	100	88	-12	93	90	-3	87.7	89.3	1.6
13	80	90	10	92	92	0	93	87	-6	83.3	89.7	1.4
14	80	90	10	88	96	8	90	90	0	86.0	92.0	6.0
Mean	70	92.9	22.9	86.3	94.3	8.0	85.0	89.9	4.9	80.9	89.5	11.9
<hr/>												
Group C												
15	90	80	-10	88	84	-4	90	87	-3	89.3	83.7	-5.6
16	100	90	-10	96	100	4	97	87	-10	97.7	92.3	-5.4
17	100	90	-10	96	88	-8	97	90	-7	97.7	89.3	-8.4
18	90	80	-10	76	84	12	90	83	-7	83.3	82.3	-1.0
19	90	90	0	100	88	-12	97	97	0	95.7	91.7	-4.0
20	90	80	-10	96	56	-40	87	83	-4	91.0	73.0	-18.0
Mean	93.3	85.0	-8.3	92.0	83.3	-8	93	87.8	-5.2	92.8	85.4	-7.1

\* Loss is indicated by minus sign.

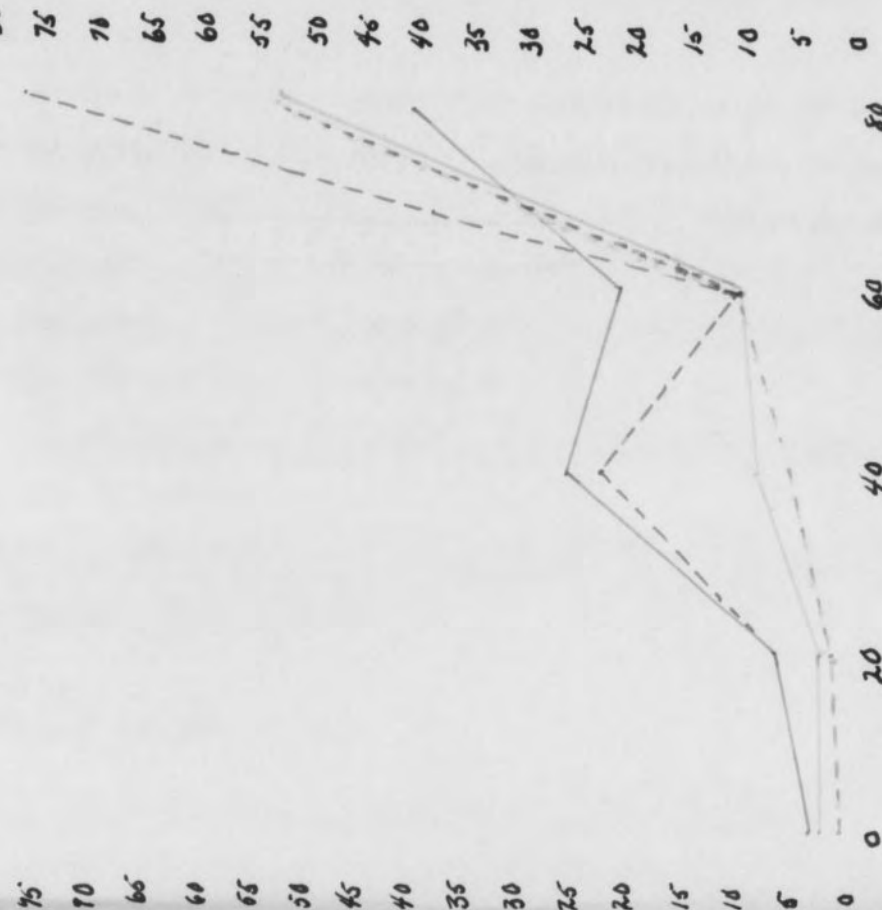
Figure I Growth in Knowledge of Facts and Principles And in Ability to Apply Knowledge.  
Growth is Shown By Average Grade of the Group on the Pretest and Final Tests.

Graph A Group A

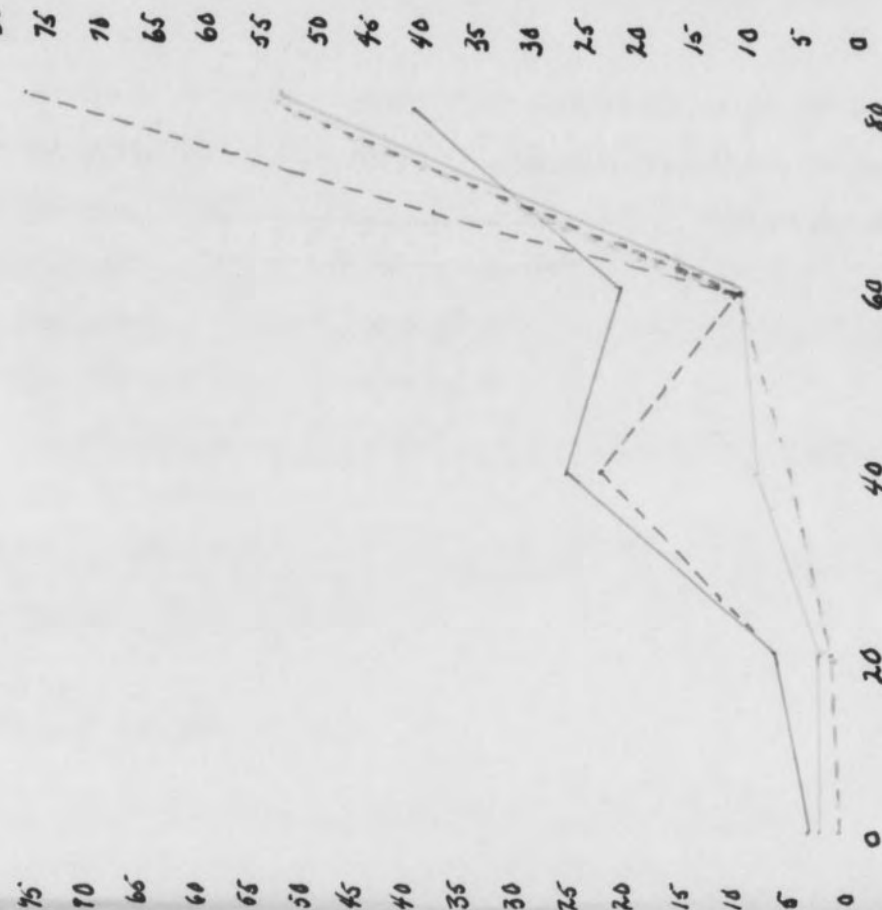
— Knowledge Pretest  
--- Knowledge Final  
— Application Pretest  
--- Application Final



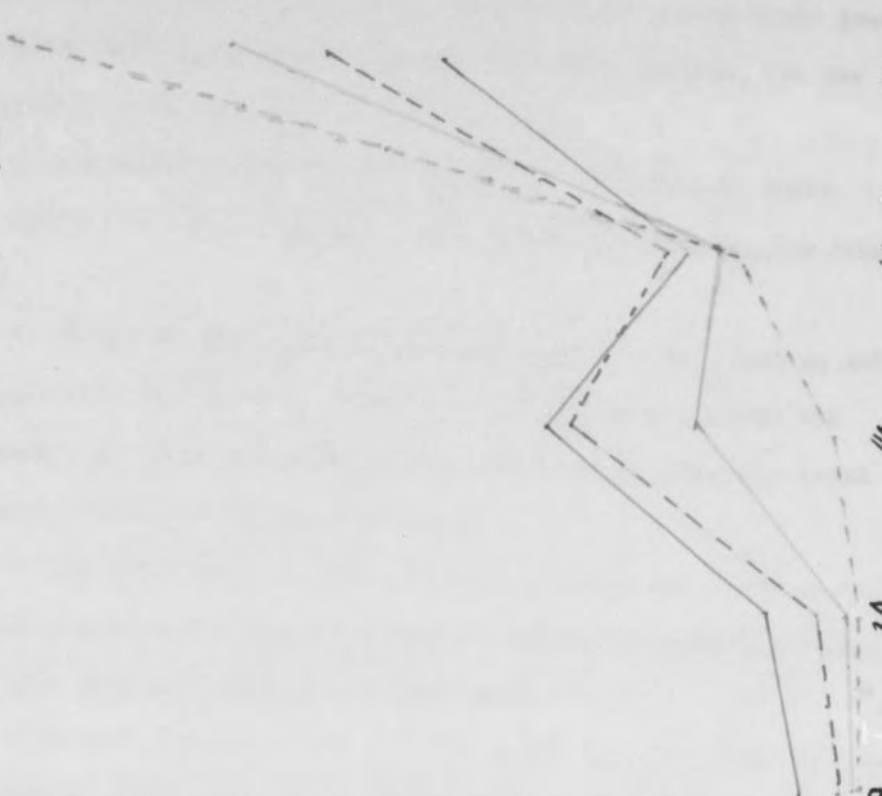
Graph B Group B



Graph C Group C



Graph D Total Growth of Groups A, B, and C.



girls. However, the senior group fell far behind the eighth grade group. They did better work on pretests than did the eighth graders, but the latter excelled on the final tests. (Table 2).

6. Individuals within each group differed widely in their growth in ability to create attractive and usable articles for the home. (Table 3).

7. It was in this type of progress, that is, the planning and making of articles for the home, that the seniors (Group C) made the most progress. In this they equalled the eighth grade group who lived in the "twenty-four-hour" rooms. (Table 3).

8. The three types of test situations indicated, as shown in Table 4, considerable difference in growth of individuals varying from a loss of .3 per cent to a gain of 19.9 per cent.

9. In the combined results of the three types of tests the two groups of eighth grade pupils made considerably more progress than did the seniors.

Although the writer considers the achievement<sup>1</sup> of pupils as revealed by the three test situations of considerable importance, she believes that the real growth in appreciation of beauty in surroundings and in human relationships are more effectively shown by pupil behavior in the changed environment. More specific information concerning individuals is given in the word pictures in the appendix.

On the basis of all the evidence it seems that the eighth grade group made more progress than the seniors; and that the eighth grade girls who lived in "twenty-four-hour" rooms progressed more than those who lived under the usual cottage set-up.

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<sup>1</sup>Table 4 and Graph D.

Table 3. Achievement in ability to create, based on test 3 on pretest and final.

Group A	Pretest	Final	*Gain in %
1	40	72	32
2	56	84	28
3	76	84	8
4	40	44	4
5	52	52	0
6	68	76	8
7	64	72	8
Mean	56.6	69.1	29.3

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<u>Group B</u>			
8	48	80	32
9	64	84	20
10	48	56	8
11	68	80	12
12	44	48	4
13	52	64	12
14	64	60	-4
Mean	55.4	67.4	12

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<u>Group C</u>			
15	48	76	28
16	56	76	20
17	48	64	16
18	64	64	0
19	68	68	0
20	56	64	8
Mean	56.7	68.7	12

\* Loss is indicated by minus sign.

Table 4. Achievement of individuals as shown by average % gain or loss\* in Tests I, II and III.

Group A	Test I	Test II	Test III	Mean
1	13.0	11.4	32	18.8
2	13.3	11.4	28	17.6
3	9.2	13.3	8	10.2
4	8.2	12.0	4	8.2
5	12.5	9.4	0	7.3
6	11.3	1.9	8	7.2
7	-1.6	-2.0	8	1.5

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Group B	Test I	Test II	Test III	Mean
8	14.7	13.0	32	19.9
9	7.3	26.0	20	17.8
10	7.9	24.4	8	13.4
11	11.5	7.6	12	10.4
12	19.7	1.6	4	8.4
13	5.6	1.4	12	6.3
14	13.4	6.0	-4	5.1

---

Group C	Test I	Test II	Test III	Mean
15	2.5	-5.6	28	8.3
16	0.3	-5.4	20	4.9
17	-0.6	-6.4	16	3.0
18	2.2	-3.0	0	-0.2
19	2.9	-4.0	0	-0.3
20	0.0	-18.0	8	-3.3

\* Loss is indicated by minus sign.



CHAPTER V.  
SUMMARY AND RECOMMENDATIONS

The purpose of the study was to discover the growth or lack of growth in twenty girls living in Oxford Orphanage, Oxford, North Carolina, in relation to their appreciation of beauty in surroundings and human relationships.

The writer believed that the girls would develop a sense of "belongingness" and a willingness to contribute toward improvements in surroundings and human relationships if they were permitted to live in more favorable housing conditions in cottages and home economics apartment.

Objectives, set up by students and teacher, were concerned with "Making the House More Livable" and "Living Happily with Others". The learning experiences selected to achieve the goals were:

1. Projects executed by all home economics students working together.

(a) Cultivation of a flower garden.

(b) Re-conditioning of two bedrooms to be used as "twenty-four-hour" rooms.

2. Additional experiences for the twenty selected students.

(a) Seven eighth grade girls enrolled in first year home economics were allowed to live in the home economics apartment two week ends. These girls were designated as Group A.

(b) The other seven girls in the class with Group A were permitted in addition to the week-end experiences, the privilege of using their bedrooms as "twenty-four-hour" rooms. These girls were Group B.

(c) Six senior girls, who had had previous training in home economics, had the same week-end experiences as Groups A and B. They were called Group C.

Achievement of each individual toward the goal stated on page 2 was measured by objective tests given in October and April and by observations recorded in anecdotes from September to May.

1. Data from Test I, in which there were 52 items testing knowledge and 252 items testing ability to apply knowledge, were analyzed separately to show progress of the individual and the group. Comparison was made of knowledge and ability to apply knowledge. Achievement of the individual is shown in terms of gain or loss in percentage of correct test items. In Test II and III, achievement is measured in terms of gain or loss as shown in percentage variation from the score given by the teacher to the product judged or made. In all tests achievement of a group is given in terms of mean gain or loss.

2. Anecdotal records have been analyzed to show development in:

- (a) Enjoyment in living in improved surroundings.
- (b) Voluntary contribution toward improvement of surroundings and human relationships.
- (c) Consideration for the rights of others.

Although individuals within each group varied greatly as to their progress, there was considerable evidence of the fact that the eighth grade group made more progress than the seniors and that the eighth grade group who lived in the "twenty-four-hour" rooms made more progress than those who lived in the usual cottage set up of the Oxford Orphanage.

The writer concludes that:

- 1. It is possible for students to develop appreciation of beauty during a school year, provided beauty is brought into their environment.
- 2. Girls living in homelike situations develop more favorably in assuming responsibility than those living according to institutional routine.

3. Students develop consideration for each other's rights by working together for a common end.

She also recommends:

1. That the study be repeated with several judges recording student behavior and scoring the article made or judged by the student.

2. That a repetition of the study place special emphasis on vocabulary development.

3. That all high school home economics students be permitted to live in their rooms.

4. That home economics be included for grade children.

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## APPENDIX

A copy of the letter sent to the group of  
teachers who checked tests

Oxford Orphanage  
Oxford, N. C.  
November 23, 1940

Miss or Mrs. ....  
.....

Dear Miss or Mrs. ....:

Thank you for consenting to help me. I am enclosing  
two copies (one for your file) of each of the following:

- (a) Situation
- (b) Objectives
- (c) Tests and score and rating cards

You may feel free to use the material as you see fit  
and to criticise it candidly; however I am suggesting that you check  
and note the following on the copies you return to me:

- (1) Which tests fail to measure the objective indicated. Suggest  
a remedial change, please.
- (2) Errors in wording of test items, such as ambiguity, etc.
- (3) Which objectives have not been properly measured
- (4) Which objectives are out of place
- (5) Additional objectives needed
- (6) Miscellaneous suggestions

You are doing me a valuable service, and I am greatly  
indebted to you for your service.

Yours very sincerely,

Madge Rhyné

Enclosure of stamps.

Statement of problem: An attempt to measure the growth of each girl in a selected group as is evidenced by the changes in behavior in relation to her ability to create beauty in her surroundings and human relationships, her joy and satisfaction in living in improved environment, and her contribution toward securing beauty.

a. Seven eighth grade girls, ages thirteen and fourteen, living in an orphanage cottage with twenty-six other girls and a counselor, enrolled in first year home economics. This cottage is known as 3-G.

b. Twenty-six girls: four in fifth grade, nine in sixth grade, ten in seventh grade, one in ninth grade, two in tenth grade. Those in fifth, sixth and seventh grades are not taking home economics; the one in ninth grade is taking second year home economics; those in the tenth grade have had two years home economics. All live in 3-G.

c. Seven eighth grade girls, five living in 4-G cottage, two living in the "baby cottage" as helpers for the small children. 4-G cottage houses thirty-three larger girls.

d. Six eleventh grade girls, living in 4-G, enrolled in fourth year home economics.

Community: These girls are a part of a group of 335 boys and girls, whose home is Oxford Orphanage, Oxford, North Carolina, which is supported by the Masons of the State. In addition to the boys and girls, the population includes a superintendent, eleven counselors, eighteen teachers and some twenty odd members of the staff who act in the capacity of heads of departments of clothing supplies, purchasing, hospital service, printing, electricity, laundry, meal service, dairying, farming and carpentry. The children live in eleven cottages, to which groups of twenty-two to thirty-five are assigned according to sex and maturity except in the "baby cottage" where both little boys and girls live. Provision is made in the separate homes for studying, sleeping, bathing and dressing while a central kitchen and dining room takes care of meal service for all except the youngest children who eat in the house in which they live. In addition to the cottages and departments mentioned, there is a school on the grounds, which provides both elementary and secondary training for a number of Oxford children as well as for the majority of children of the Home. (Children under school age number less than six.) School schedules are arranged so that the older students work four hours, one hour being devoted to each of the high school subjects, including home economics.

The home economics department is situated in Duke Building (known as the industrial building) and includes a well-equipped classroom, a four-unit kitchen and a living-dining-bedroom with a bathroom adjoining. This convenient arrangement makes it possible for the department to be used for a living apartment by the students.

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## Plan for Measuring Progress

The following program of evaluation is being developed for these two units:

- A. Making the House More Livable
- B. Living Happily With Others

1. Statement of objectives
2. Description of kinds of behavior that indicate growth or lack of growth in students toward achieving these objectives
3. Methods of observing and recording the behavior:
  - a. Anecdotal records by teachers, counselor, others
  - b. Interviews
  - c. Field trips
4. Performance tests
  - a. Controlled as in class
  - b. Uncontrolled
    - (1) In cottage
    - (2) In home economics apartment, where each of the first and fourth year girls will spend two week-ends during the year
    - (3) In the two bedrooms in 3-G where seven first year students are doing projects
    - (4) In the home economics flower garden
  - c. Pencil-paper tests
    - (1) Some used as teaching devices
    - (2) Most tests used as pre-tests and re-tests
    - (3) Tests used to develop other testing devices

	Methods of Measurement				
	Pencil Paper Tests	Anecdotal Records	Performance Tests		
			Controlled	Uncontrolled	
			Class	Cottage	Ap't
I. Making the House More Livable					
A. Abilities					
1. To recognize attractive furniture and furnishings.	X	X	X	X	X
2. To arrange furniture and furnishings attractively.	X	X	X	X	X
3. To arrange convenient storage of clothing and other articles.	X	X	X	X	X
4. To plan simple improvised furniture.	X	X	X	X	X
5. To make simple accessories for home improvement		X	X	X	
6. To plan, plant and raise flower garden.	X	X		X	
7. To maintain acceptable standards of house-keeping with minimum of time and energy.	X	X	X	X	X
B. Development of joy in living in an environment that					
1. Is clean and orderly.		X	X	X	X
2. Is convenient.	X	X		X	X
3. Provides for privacy.		X		X	X
4. Provides for personal possessions.		X		X	X
5. Is attractive and home-like.		X		X	X
6. Provides for opportunity for one to contribute to its livableness.		X	X	X	X
7. Has been improved at a minimum cost.		X			
C. Habits of contributing to the improvement of the environment.					
1. Actual contribution of accessories.		X			
2. Evaluating articles before buying.		X			
3. Using source materials for ideas.	X	X			
4. Assuming responsibility for creating and maintaining attractive surroundings.		X	X	X	X
5. Using imagination in creating attractive things out of available material.	X	X	X	X	X

Methods of Measurement					
	Pencil Paper Tests	Anecdotal Records	Performance	Tests	
			Controlled	Uncontrolled	
			Class	Cottage	Ap't
II. Living Happily with Others					
A. Abilities					
1. To entertain guests with ease		X			
2. To recognize enjoyable re-creation for others.	X	X		X	X
3. To recognize the relation of satisfactory housekeeping standards to enjoyment of living in the house.	X	X	X	X	X
B. Development of joy in living with individuals who are					
1. Thoughtful of each other.		X	X	X	X
2. Cooperative in projects.		X	X	X	X
3. Willing to share responsibility		X	X	X	X
4. Appreciative of others' efforts		X			
5. Respectful of each other's feelings.		X			
6. Appreciative of good times.		X			
C. Habits of creating beauty in human relationships					
1. Being courteous.		X			
2. Speaking in controlled tones.		X			
3. Using fair share of available supplies and facilities.		X			
4. Working in an orderly fashion.		X			
5. Contributing to improvement of rooms other than own.		X			
6. Eating new foods.		X			

### ANECDOTAL RECORDS

#### Suggestions for Recording Behavior

1. An anecdotal record has been defined as "---a report of a significant episode in the life of a student. It is interesting and should be revealing."  
Or,  
"---something which a student said, or did, or did not do, in a particular situation."  
Examples:  
a. Mary came to me and said, "I want to thank you, Miss Jones, for the flowers you gave us for our room. They are bright and cheerful."  
b. Jane, who rooms with Mary, never even mentioned to Miss Jones the receipt of the flowers.
2. Records to be kept should be related to one of two things:  
a. The girl's joy in living in improved surroundings.  
b. The girl's contribution to the improvement of her surroundings, physical or social.

## ANECDOTAL RECORDS (continued)

3. Reports of actual observation of happenings should be
  - a. Written up frequently.
  - b. Made as brief as possible.
4. The form of the record should include
  - a. Name of the student.
  - b. Date of observation.
  - c. Brief description of incident, written while it is clearly in mind, the observation having been made without the student's knowledge.
5. The anecdote should be kept confidential.

## A. Objective: Habit of using source materials

## Weekly checking device

Directions: Check the following publications with

(L) if you looked at home improvement pictures(R) if you read any articles to help with home improvement problems(P) if you carried out any suggestions found

Indicate in the appropriate column the date, name, author and pages of the reading

Source materials	Date of publication	Name of article	Pages read.
<u>1.</u> Good House-keeping			
<u>2.</u> Practical Home Economics			
<u>3.</u> Ladies' Home Journal			
<u>4.</u> McCall's			
<u>5.</u> Americal Girl			
<u>6.</u> Woman's Home Companion			
<u>7.</u> Parent's			
<u>8.</u> Consumer's Guide			
<u>9.</u> What's New in Home Economics			
<u>10.</u> Forecast			
<u>11.</u> Better Homes and Gardens			

II. Directions: Check with (x) any of the following books from which you secured help with home improvement problems. Indicate subject matter and pages read in appropriate column.

Book	Subject matter	Pages read
<u>1.</u> Art in Everyday Life		
<u>2.</u> Art Training Through Home Problems		
<u>3.</u> The Girl Today The Woman Tomorrow		
<u>4.</u> Flower Arrangement		



- | Book  | Subject matter | Pages read |
|---|----------------|------------|
| 5. Fabrics and Dress                          |                |            |
| 6. Etiquette                                  |                |            |
| 7. The House and Its Care                     |                |            |
| 8. How to Spend Money                         |                |            |
| 9. The Boy and His Daily Living               |                |            |
| 10. The Girl and Her Home                     |                |            |
| 11. Meal Planning and Table Service           |                |            |
| 12. Fabrics and Dress                         |                |            |
| 13. Charm                                     |                |            |
| 14. Growth and Development of the Young Child |                |            |
| 15. Happy Childhood                           |                |            |

B. Objective: To recognize attractive arrangements

Directions: Pictures illustrate arrangements of furniture, furnishings and pictures in rooms A and B. Check (x) each statement that correctly describes the illustration and (o) each statement which is not true.

- \_\_\_ 1 The rug at the door is placed in harmony with the lines of the room.
- \_\_\_ 2 The rugs give the floor a spotty effect.
- \_\_\_ 3 The large pieces of furniture are placed in harmony with the lines of the room.
- \_\_\_ 4 The informal arrangement of objects on the what-not is pleasing.
- \_\_\_ 5 The curtain arrangement is too great a contrast to the lines of the window.
- \_\_\_ 6 The objects on the table with the flowers are formally balanced.
- \_\_\_ 7 The objects on the mantel appear crowded.
- \_\_\_ 8 The fireplace is the center of interest in the room.
- \_\_\_ 9 The chair by the window is placed in such a way as to suggest friendliness.
- \_\_\_ 10 The curtains give the room a low effect.
- \_\_\_ 11 The picture is out of place over the piano.
- \_\_\_ 12 The objects on each side of the fireplace are informally balanced.

C. Objective: To recognize attractive use of color

Directions: In illustrations C, D, E, check

- (x) each statement which is true and  
(o) each statement which is not true.

- ☐ 1 One color predominates in this kitchen.
- ☐ 2 Smaller amounts of bright color with large areas of dull make the combination pleasing.
- ☐ 3 The color effect is monotonous
- ☐ 4 The complementary hues clash.
- ☐ 5 The use of white gives a unifying effect.
- ☐ 6 Too much bright color is used.
- ☐ 7 The sameness in the value of hues is objectionable.
- ☐ 8 There is a lack of contrast in hues.
- ☐ 9 Equal distribution of colors makes the room interesting.
- ☐ 10 The tint of the walls is restful.
- ☐ 11 The predominant color in the curtains harmonizes with the walls.
- ☐ 12 There is contrast in dark and light colors.
- ☐ 13 The color scheme is composed mainly of pastel tints.

D. Objective: To recognize attractive use of design.

Directions: In illustrations F and G, check

- (x) each statement which is true and  
(o) each statement which is not true.

- ☐ 1 Plain walls emphasize the design of the curtains.
- ☐ 2 The figured chair on the patterned rug gives a pleasing effect.
- ☐ 3 The design of the curtains appears spotty.
- ☐ 4 The pictures are properly placed on the plain wall.
- ☐ 5 The rug and the curtains are harmonious.
- ☐ 6 Too much bright color makes the patterned surfaces undesirable.
- ☐ 7 The use of designed materials in this room gives a soothing effect.
- ☐ 8 The room could be improved by the use of pictures on the wall.
- ☐ 9 The easy chair is too bulky in proportions for the other furniture.
- ☐ 10 Plain curtains would harmonize with the walls.
- ☐ 11 The design of the easy chair cover is too delicate for the other patterned materials.

E. Objective: Ability to plan, plant flowers for a garden

Directions: Check with (x) each response which you think is correct;  
check with (o) each which you think is incorrect.

1. In the fall, plant these bulbs for early spring blooms:

- ☐ a. Tulips
- ☐ b. Cannas
- ☐ c. Daffodils
- ☐ d. Narcissi
- ☐ e. Gladiolas
- ☐ f. Dahlias
- ☐ g. Tiger lilies
- ☐ h. August lilies

- \_\_\_ 1. Amaryllis
- \_\_\_ j. Iris
- 2. In order to have early spring blooms, plant these seed in the fall:
  - \_\_\_ a. Nasturtiums
  - \_\_\_ b. Zinnias
  - \_\_\_ c. Chrysanthemums
  - \_\_\_ d. Sweet peas
  - \_\_\_ e. Morning Glory
  - \_\_\_ f. Petunias
  - \_\_\_ g. Marigold
  - \_\_\_ h. Forget-me-nots
  - \_\_\_ i. Snapdragons
  - \_\_\_ j. Pansies
  - \_\_\_ k. Shasta daisies
- 3. Plants for backgrounds include
  - \_\_\_ a. Scarlet sage
  - \_\_\_ b. Hollyhocks
  - \_\_\_ c. Dahlias
  - \_\_\_ d. Iris
  - \_\_\_ e. Carnations
  - \_\_\_ f. Pansies
  - \_\_\_ g. Cypress
  - \_\_\_ h. Larkspur
  - \_\_\_ i. English moss
  - \_\_\_ j. Ageratum
- 4. The places suitable for planting shrubs include:
  - \_\_\_ a. Near foundations of buildings
  - \_\_\_ b. At Lawncorners
  - \_\_\_ c. At rear of buildings
  - \_\_\_ d. Along fences
  - \_\_\_ e. In center of lawns
  - \_\_\_ f. Around rock gardens
  - \_\_\_ g. Along the drives
- 5. Plants suitable for garden borders are:
  - \_\_\_ a. Roses
  - \_\_\_ b. Hollyhocks
  - \_\_\_ c. Moss
  - \_\_\_ d. Verbena
  - \_\_\_ e. Pansies
  - \_\_\_ f. Ranunculus
  - \_\_\_ g. Sunflowers
  - \_\_\_ h. Cockscomb
  - \_\_\_ i. Petunias
- 6. Plants that will grow in water are
  - \_\_\_ a. Geraniums
  - \_\_\_ b. Ferns
  - \_\_\_ c. Wandering Jew
  - \_\_\_ d. Ivy
  - \_\_\_ e. Narcissus
  - \_\_\_ f. Sweet potato
  - \_\_\_ g. Begonia
  - \_\_\_ h. Poinsettia
  - \_\_\_ i. Hyacinth
  - \_\_\_ j. Tulips
  - \_\_\_ k. Philodendron

7. During seasons when there are few flowers, the following may be used for attractive bouquets:

- \_\_\_ a. Crepe paper flowers
- \_\_\_ b. Colored leaves
- \_\_\_ c. Pine boughs
- \_\_\_ d. Cedar
- \_\_\_ e. Berries
- \_\_\_ f. Grasses
- \_\_\_ g. Wheat heads
- \_\_\_ h. "cat-tails"
- \_\_\_ i. Gourds
- \_\_\_ j. Fruits
- \_\_\_ k. Bittersweet

8. Attractive ways to edge garden plots include:

- \_\_\_ a. Low plantings
- \_\_\_ b. Bricks
- \_\_\_ c. Coco cola bottles
- \_\_\_ d. Trees
- \_\_\_ e. Rocks

9. In order to get favorable results, work gardens

- \_\_\_ a. After a good rain
- \_\_\_ b. On cloudy days
- \_\_\_ c. Early in mornings
- \_\_\_ d. Late in evenings
- \_\_\_ e. When ground is moist
- \_\_\_ f. When ground is dry

10. Plants suitable for growing indoors in winter are:

- \_\_\_ a. Begonias
- \_\_\_ b. Grapefruit or lemon seed
- \_\_\_ c. Marigold
- \_\_\_ d. Ferns
- \_\_\_ e. Cactus
- \_\_\_ f. Sultana
- \_\_\_ g. Daisies
- \_\_\_ h. Queen Anne's Lace
- \_\_\_ i. Geranium
- \_\_\_ j. Fuschia
- \_\_\_ k. Poinsettia
- \_\_\_ l. Colias
- \_\_\_ m. Zinnias
- \_\_\_ n. Calladium

11. Cut-glass vases are suitable containers for

- \_\_\_ a. Roses
- \_\_\_ b. Sunflowers
- \_\_\_ c. Holly
- \_\_\_ d. Snapdragon
- \_\_\_ e. Petunias
- \_\_\_ f. Hawthorn
- \_\_\_ g. Larkspur
- \_\_\_ h. Pine Cones
- \_\_\_ i. Gladiolas

12. These flowers look well in pottery bowls:

- \_\_\_ a. Carnations
- \_\_\_ b. Zinnias
- \_\_\_ c. Zinnias
- \_\_\_ d. Geraniums
- \_\_\_ e. Sunflowers
- \_\_\_ f. Lillies of the valley
- \_\_\_ g. Sweet peas
- \_\_\_ h. Scarlet sage
- \_\_\_ i. Pinks
- \_\_\_ j. Sweet peas

F. Objective I-A-7 Ability to maintain acceptable standards of housekeeping with minimum time and energy

Objective II-A-5 Ability to apply the fundamental principles of cookery

1. Directions: The following meal is to be served to five people, two of whom are responsible for the preparation. The activities concerned with the preparation and serving of this breakfast are listed below. In order to reduce the time required for preparation on Sunday morning, indicate in the appropriate column by the use of an (x) the time you consider best for doing each job.

BD refers to before dressing  
 DB refers to the day before  
 AD refers to after dressing  
 AS refers to after sitting down to table  
 JBS refers to just before sitting down

Menu Sunday Breakfast

Halves of Grapefruit	
Wheatena	Cream
Buttered Toast	Jelly
Cocoa	Water

BD	DB	AD	AS	JBS	Activities
					a. Prepare grapefruit
					b. Put grapefruit into ice box
					c. Arrange table cloth, centerpiece, "covers"
					d. Finish setting table
					e. Put water on to boil for cereal
					f. Add Wheatena
					g. Get supplies (from institution store room)
					h. Make cocoa
					i. Pour cocoa
					j. Pour water
					k. Make toast in oven
					l. Serve wheatena

2. Directions: This meal is to be served to five people with two preparing it. The work is planned so that the meal can be served soon after returning from church. All plan to be away during church hour. To the left of each of the following activities indicate with an (x) in the appropriate column the time you would suggest doing each activity.



S refers to Saturday  
 BC refers to before church  
 AC refers to after church

Sunday Dinner

Hot Roast Beef	
Buttered Peas	Potato Salad
Biscuits	Butter
Fruit Jello	Chocolate Layer Cake
Milk	Water

S	BC	AC	Activities
			a. Begin cooking the roast, using electric stove
			b. Make dough, roll, cut and put into ice box
			c. Bake biscuits
			d. Open canned peas and put into pot
			e. Prepare peas to serve
			f. Make cake
			g. Get supplies from institution store room
			h. Prepare materials for salad
			(1) potatoes
			(2) celery
			(3) lettuce
			(4) pickle
			(5) hard-cooked egg
			i. Make jello
			j. Add fruit to jello
			k. Lay "covers" and arrange centerpiece
			l. Finish setting table
			m. Finish cooking roast
			n. Mix salad
			o. Cut cake

G. Objectives: Development of joy in living in an environment that is clean and orderly

Ability to maintain acceptable standards of housekeeping with minimum of time and energy

Ability to recognize the relation of satisfactory housekeeping standards to enjoyment of living in the house

Ability to arrange convenient storage of clothing and other articles

Directions: Check with (x) those responses which you think are correct;  
 check with (o) those which you think are incorrect.

1. The following practices will tend to reduce effort and time required to keep floors clean and attractive:

At School

- a. cleaning feet before entering building
- b. sliding chairs
- c. tilting chair while sitting
- d. putting trash in waste baskets
- e. sweeping at end of each period

in the kitchen

- \_\_\_ f. cleaning up spilled things immediately
- \_\_\_ g. sweeping at the end of each meal
- \_\_\_ h. keeping tables neat
- \_\_\_ i. using plate or tray when carrying supplies
- \_\_\_ j. using paper under sieve when in use

in clothing laboratory

- \_\_\_ k. using trash can near sewing machine
- \_\_\_ l. keeping scraps on table while cutting
- \_\_\_ m. avoiding drafts
- \_\_\_ n. sweeping floor around table frequently
- \_\_\_ o. wiping trash from tables into trash cans

in living rooms

- \_\_\_ p. sweeping once each day
- \_\_\_ q. sweeping twice daily
- \_\_\_ r. sweeping every other day
- \_\_\_ s. sweeping when there are tracks and dust

2. The following suggestions reduce time and effort required for dishwashing:

- \_\_\_ a. scraping dishes and utensils before putting into dish pan
- \_\_\_ b. rinsing with hot water after washing
- \_\_\_ c. rinsing egg and sugar from dishes before it dries
- \_\_\_ d. washing silver immediately after using
- \_\_\_ e. using one device for measuring several things
- \_\_\_ f. using measuring device for dry ingredients before using it for liquids
- \_\_\_ g. using a dish mop instead of a dishcloth
- \_\_\_ h. serving fewer dishes at a given meal

3. Newspapers are ideal to use

- \_\_\_ a. to clean dishes and utensils before washing them
- \_\_\_ b. to take up trash after sweeping
- \_\_\_ c. to use as dusters
- \_\_\_ d. to wrap around garbage
- \_\_\_ e. to line a bread box
- \_\_\_ f. to put peels and other waste on when preparing foods
- \_\_\_ g. to wipe off a wood range

4. When storing clothing arrange

- \_\_\_ a. shoes on the closet floor
- \_\_\_ b. sweaters on coat hangers
- \_\_\_ c. coats on hooks
- \_\_\_ d. hats on stands
- \_\_\_ e. clean underwear in dresser drawers
- \_\_\_ f. night gowns and pajamas on hook in closet

5. When cleaning an oil range

- \_\_\_ a. wipe first with newspaper
- \_\_\_ b. polish with dish cloth
- \_\_\_ c. wipe with rag
- \_\_\_ d. dust with brush

6. When cleaning an electric range

- ☐ a. wipe with dish cloth
- ☐ b. scrape with steel wool
- ☐ c. use dust cloth
- ☐ d. use bon ami or chromium units

7. Personal articles and kitchen utensils are stored in drawers and cupboards

- ☐ a. to give more working space
- ☐ b. to get them out of sight
- ☐ c. to protect them from dust
- ☐ d. to make them more accessible for use

E. Objective: Ability to recognize enjoyable recreation for others as well as self

Directions: Check with (x) those responses which you think correct:  
Check with (o) those you think are not correct.

1. Radio programs which are usually worth listening to include

- ☐ a. Laugh and Swing Club
- ☐ b. U. S. Marine Band
- ☐ c. Information, please!
- ☐ d. Lone Ranger
- ☐ e. John's Other Wife
- ☐ f. The March of Time
- ☐ g. O. P. O.
- ☐ h. Organ Reveries
- ☐ i. Carolina Hillbillies
- ☐ j. Ford Symphony
- ☐ k. Man on the Street

2. For the personality development of eighth and ninth graders the following are recommended.

- ☐ a. Humorous stories
- ☐ b. Melodramatic tales
- ☐ c. Witty novels
- ☐ d. Murder trials
- ☐ e. Lives of great men and women

3. The senior high school student may develop his personality by

- ☐ a. Reading comic books
- ☐ b. Reading "big-little" books
- ☐ c. Reading travel stories
- ☐ d. Writing letters
- ☐ e. Talking with outstanding people
- ☐ f. Presiding at club meetings
- ☐ g. Observing games

4. In order to further his interest in school subjects the high school student might

- ☐ a. Read historical fiction
- ☐ b. Write stories or verse
- ☐ c. Study nature
- ☐ d. Read newspapers
- ☐ e. Play football

- \_\_\_ f. Write articles for school paper
  - \_\_\_ g. Read sensational romances
  - \_\_\_ h. Attend "Wild-West" pictures
  - \_\_\_ i. Conducts story hour for children
5. Valuable hobbies for high school girls to pursue are
- \_\_\_ a. Collecting pictures of actresses
  - \_\_\_ b. Gardening
  - \_\_\_ c. Hiking
  - \_\_\_ d. Making paper flowers for home decoration
  - \_\_\_ e. Listening to jazz orchestras
  - \_\_\_ f. Writing letters
  - \_\_\_ g. Studying birds
  - \_\_\_ h. Collecting poetry
  - \_\_\_ i. Reading "funny books"
  - \_\_\_ j. Going to shows every time they change
  - \_\_\_ k. Playing outdoor games
  - \_\_\_ l. Learning to dance
  - \_\_\_ m. Planning one's future
  - \_\_\_ n. Collecting wild flowers
  - \_\_\_ o. ~~Arranging~~ flowers
  - \_\_\_ p. Good grooming
6. Hobbies worthy of a high school boy's time and energy are
- \_\_\_ a. Playing a musical instrument
  - \_\_\_ b. Collecting pictures of ball players
  - \_\_\_ c. Collecting pictures of criminals
  - \_\_\_ d. Modelling
  - \_\_\_ e. Collecting autographs
  - \_\_\_ f. Photographing
  - \_\_\_ g. Playing ball
  - \_\_\_ h. Singing in a glee club
  - \_\_\_ i. Growing flowers
  - \_\_\_ j. Collecting stamps
  - \_\_\_ k. Collecting bottle tops
  - \_\_\_ l. Collecting tobacco tags
  - \_\_\_ m. Reading the funny papers
  - \_\_\_ n. Camping
  - \_\_\_ o. Studying trees
  - \_\_\_ p. Making furniture
7. Games suitable for high school parties are
- \_\_\_ a. "Giant Steps"
  - \_\_\_ b. "Bingo"
  - \_\_\_ c. Checkers
  - \_\_\_ d. Hearts Dice
  - \_\_\_ e. "Hide and Go Seek"
  - \_\_\_ f. "Post Office"
  - \_\_\_ g. Charades
  - \_\_\_ h. "Going to Jerusalem"

- A. Objectives: Ability to plan improvised furniture  
Ability to use imagination in creating attractive things out of what is on hand.

Rating device for dressing table, flower shelf, made-over wardrobe, kitchen storage, cleaning equipment cabinets, food storage, children's play equipment storage, hobby storage.

Directions: Read Carefully Score article (1), (2), (3), (4), or (5)

	1	2	3	4	5	Score
1. Suitability to purpose for which it is intended	Does not give adequate protection; or	Gives protection but takes up needed space; or	Give protection needed; or			
	Does not provide adequate storage space; or	Ample space for storage but not arranged carefully; or	Well-planned, adequate storage space; or			
	Awkward and inconvenient to use	Accessible if step ladder is provided	No wasted space; or Accessible and easy to use.			
2. Construction	Defective Material used; or	Not defective but material has rough finish; or	Good quality, well-finished; or			
	Wide cracks or splits made by careless work; or	Parts joined securely but misfitted; or	Parts put together so as to give proper support; or			
	Door latch or "catch" prevents easy use; or	Door opens and closes easily but opens from wrong side; or	Doors fit and are convenient to use; or			
	Finish makes it hard to care for	Crevices in design for catching dust but finish is durable	Durable finish or Easily cleaned			

- B. Objective: Ability to arrange furniture and furnishings attractively.

Rating device for arrangements of furniture, books, rugs, articles on a table or other surfaces, pictures and hangings, curtains.

Directions: Read Carefully - Score arrangement (1), (2), (3), (4), or (5)



	1	2	3	4	5	Score
1. Number Size	So few or skimpy that effect is bare or scatter- ed; or	Monotonous ef- fect due to sameness in sizes or num- bers		Interest gained through use of un- even numbers and pleasing variety in sizes.		
	So large and numerous as to be crowded					
2. Proportion	Absurd relation- ship due to too large or too small individual articles or groups for spaces	Mechanical looking due to equal spaces		Pleasing varia- tion of spaces and masses lead eye to calculate relation of one to the other		
3. Emphasis	All parts of equal importance	Two conflict- ing centers of interest		Parts subordinat- ed to one center of interest		
4. Balance	Appearance one- sided; or Topheavy	Perfect symme- try tiring		Informal balance gained through careful weighing		
5. Line	Annoying effect lines that are diagonal or faddish or hap- hazard or "helter- skelter."	Stiff effect due to use of too many vertical lines		Variation of curv- ed with vertical and horizontal lines contribute to "lived-in" look.		

G. Objective: Ability to select attractive furniture and furnishings

A scoring device to be used by the student in judging furniture, furnishings, and accessories.

	1	2	3	4	5	Score
1. Color	Drab, life- less, curde; or Too bright in itself; or Too dull in itself; or		Intensity un- suited to size		Each color pleasing in itself and makes harmony with others;	
2. Texture	Exaggerated roughness or smooth- ness		Characterless because of lack		Surface quality dis- tinguished and inter-	

	1	2	3	4	5	Score
3. Design	Structural lines poorly proportioned; Decoration appears "stuck-on" or Not suited to background.	Monotonous spaces	Decoration is flat but spotty		Pleasing relationship of parts to each other and to the whole  Decoration enhances the structural beauty; or All-over design with pleasing rhythm	
4. Purpose	Awkward to use; or Not durable	Useful but difficult to care for			Suitable for use; or Durable; or Easy to care for	
5. Cost	Expensive in relation to service rendered	Moderate initial cost but upkeep expensive			Price in keeping with service anticipated; or Cost of upkeep reasonable	
6. Relationship	Color clashes with that of other articles; or Texture inharmonious with that of other furnishings; or Effect of confusion from use of too much pattern; or Inconsistent with general atmosphere of room; or Emphasizes cheapness or elaborateness of other furnishings.	Color harmonizes with immediate setting but not with general color scheme; Texture not pronounced enough to be noticed; Monotonous effect due to lack of pattern; Consistent with immediate surroundings but not with general purpose; Looks well at a distance but commonplace close up			Color harmonizes with general color scheme; Surface harmonizes with other finishes;  Effective use of patterned and plain surfaces; Seems to belong with the room; In keeping with quality of other furnishings.	

- A. Objectives: Ability to make simple accessories for home improvement.  
Ability to use imagination in creating attractive things out of things on hand.

## Score Card for Activities Resulting in Finished Products.

	1	2	3	4	5	Score
1. Plan	No plan, just begins; or Has no idea what completed product should be; or Not even conscious of what is involved in job; or Depends upon what she already knows.	Plan in mind but not on paper; or General idea; or Recognizes many things but not all that are to be done; or Conscious of needing help	Writes plan down or Knows what standards she expects to achieve; or Analyzes all the things that must be done; or Checks what she knows she can do; goes to source material for help; checks plan carefully.			
2. Time	Fails to recognize importance of time allowance; or Does not organize work but proceeds haphazardly; or Uses methods easiest to follow regard loss of time wasted; or Unconcerned about finishing on time.	Vague idea of time required or Begins logically but does not follow accurate sequence; or Uses methods that require unnecessary work; rushed toward end.	Estimates time required very accurately; or Follows a logical sequence of activities; or Selects most efficient techniques of doing; or Finishes on time or ahead.			
3. Use of Materials	Wastes by being inaccurate, careless, indifferent; or Throws away scraps or left-overs.	Handles new materials carefully, but does not use scraps; or Lays scraps aside for some one else to use.	Uses scraps whenever possible; or Uses no more than is needed			
4. Standards of Work	Has no system scatters articles; or Makes no effort to put	Works orderly but very slowly; or Puts things away but in	Works neatly and with increasing speed; or Puts everything in proper place;			

	1	2	3	4	5	Score
4.	things in proper places		wrong places; or Pretends to clean working space but leaves water or cleaning supplies out		or Leaves everything clean and puts away everything used in good condition.	
5. Enjoyment	Shows no interest in problem; or Resents suggestions		Shows interest only in own product; or Erratic in accepting suggestions; or Gives little evidence of enjoyment		Indicates interest in others' problems; or Appreciates suggestions and asks the opinion of teacher and pupils or Works cheerfully and makes the job pleasurable	

# Word Pictures of Progress of the Pupils Considered in this Study.

## GROUP A.

1 Marked progress was indicated in the crocheted mats made for "flower containers" as compared with her inability to judge construction of a book case or the adequacy of a cleaning cabinet. She volunteered to make a "dressing table skirt", "to go shopping for a lamp" and "to take the rug to the cottage to work on". Frequently she brought clippings to class, one including "directions for building a bookcase". At the close of each week-end she said she "had an enjoyable time".

2 While Number 2 made little change in "mere knowledge" of flowers and plants, she demonstrated an artistic tendency in "arranging flowers for the table". She exercised extreme care in braiding "my beautiful rug" and in "setting attractive tables". Conviction was expressed that "rooms should look homelike but not haphazard" and that girls would like to stay in their rooms if they were "fixed up".

3 Magazines were examined "for suggestions for week-end menus" and for help "in making a slip cover for a barrel chair", which she planned "to cover more satisfactorily next year". The voluntary purchase of "whole wheat bread and lettuce" to supplement supplies available at the institution store room denoted a rare trait among institution children. Indication of joy during a week-end experience was: "I'm so happy; we've had the best time".

4 Development was revealed in asking for silver polish "because we think the silver needs cleaning" and in recognizing that "the dressing table is too low". Other encouraging signs included (a) "I am having a good time doing this barrel chair"; (b) "We are not going to let you sleep on a pallet - it will make your cold worse"; and (c) "I have been reading to learn how to be a hostess".

5 Interest in contributing was shown in the making of a rug, which was "too loosely crocheted to wear". A marked degree of poise was obvious in her "presiding graciously as hostess" even though "her pie was a failure". The amount of reading done was evident in "interesting conversation" and in such expressions as "I think we still need a lot of work on learning to work less and play more".

6 She "got a thrill out of" arranging bowls of nandina and fruit as well as in planning and constructing curtains "trimmed with brown, rose and green 'rick-rack'". Increased appreciation was shown in expression of enjoyment of the "two week-ends spent at the 'industrial building'" and of the desire "to stay a week". References were consulted to "learn how to entertain people with ease".

7 The explanation for lack of growth in knowledge or ability to



apply knowledge was indicated by her being "hospitalized for two months during the spring term." Interest, however, was shown in her helping "plan curtains for her dormitory" and in the exclamation, "We had so much fun this week-end! I like that game we played".

#### GROUP B.

8 Lack of personal development was conspicuous in not speaking "during a meal when there was a guest" and in the query as to whether "we have to serve the 'younguns'", who came with guests to tea. However, there was noticeable progress made in "recognition of flowers" and ability to judge arrangements. Good workmanship was displayed in the "refinishing of a chair" for her bedroom.

9 Extreme care, exercised in the framing "of magazine covers" and in "attaching ruffles to curtains", attested to her ability to create. Negative development was manifested in the comments: (a) "The counselor visits our room enough without being asked"; and (b) "The girls don't want me to room with them". However, satisfying human relationships were disclosed in the student's gratitude to the counselor "for the cotton" and in her appreciation to a teacher "for the books which fit in with our color scheme".

10 Development in several ways was signified in the facts that (a) she enjoyed entertaining because "the guests were so easy to talk with"; (b) she asked for suggestions "to serve meals correctly"; (c) she wanted "to stay in her room most of the time"; and (d) she wished "it weren't getting so late as we'll soon have to go back to the cottage."

11 Efforts to contribute toward beauty are disclosed in excerpts from meaningful anecdotes: (a) She offered "to do the department's laundering if you will let me entertain the guests"; (b) "I would like to make a rug for the living room"; (c) She brought a reference "with directions for renovating a wardrobe"; (d) She secured "an extension cord" needed for the lamp. Indications of joy in living in improved surroundings were based on such expressions as these: (a) "Please tell the boys how much we like our bookcase"; (b) "I'm so glad we get to stay in the apartment"; (c) "I wonder who arranged this ivy so well".

12 Appreciation of privacy was indicated by her staying "in her room nearly all the time" and the comment that she wanted "to buy shades for the room". Interest in improving surroundings was evidenced by her having "the lights moved" to insure more adequate lighting and by suggesting remounting "a soiled picture". Lack of growth was evidenced by taking "two weeks to make a cushion" and in "giggling" during a meal when she was hostess."

13 Interest was shown in her voluntary contributions of narcissi

which she "planted in the school garden". Skill was indicated in the making of a rag rug, which "she crocheted for a 'twenty-four-hour' room". Lack of growth was evidenced in not commenting "about the bookcase" when it was finished and in not speaking "during an entire meal".

14 She showed lack of growth in that she was required "to go back to study hall for study," but there was joy expressed when the counselor said she "could go back to her room". Interest in improved surroundings was indicated by watering flowers "sometimes" and by thanking a donor "for the lovely picture you gave us". Thoughtfulness of others was conspicuous in lending "money to buy shades" and in helping other girls "carry clothing to the apartment".

15 Ingenuity was shown in finding a way of "hanging a wall hanging" in a hospital room where neither pictures nor curtains were permitted. Interest was shown also in her request for "scraps to make pillows and paint for a waste basket, magazine rack and flower container". She consulted references "that were required".

16 In ability to create she gained considerably as shown in securing "storage for all our shoes" and making "pillows and dresser scarfs". She read source material "on personal development" and asked for references "that will help me feel more at ease". Consideration for others was shown in sharing "things of my own"; trying "to entertain guests"; commenting that Edna's "pudding surely was good" and "someone will have the satisfaction of living in our room".

17 Ability to create increased greatly and was evidenced in the construction of slip-covers with which she helped "by making my own pattern". Sharing with others was apparent in that she "made a shoe bag" for her room mates and "a cake for my dining table". Very little source material was used because she "used leisure time for required 'parallels'".

18 Contrary to the indicated lack of development in pencil and paper tests, records reveal that she "put a new color scheme in our room"; hung "a picture over the book case"; "tried out different pictures in rooms; attempted "to keep fresh flowers on the dining table"; and "arranged potted plants". She commented, "Everyone thinks our room looks more 'homey' now". Appreciation of week-end experiences was suggested when she said, "Now we don't have anything to look forward to since our last week-end is over!"

19 Some achievement was made in knowledge, but there was no indication of progress in tests measuring ability to apply knowledge or to create. She did, however, plan and "make a book case out of prune boxes", "suggest and make attractive curtains for her dormitory" and make laundry bags "for each of the seniors". During a week-end experience she ate her "first soft-cooked egg, asparagus and lamb". Her request was granted "to prepare and serve refreshments at P.T.A. meeting." Appreciation was shown in re-

IMPROVEMENT

(A)

AFTER

and

(B)

BEFORE

"TWENTY-FOUR HOUR"

Room

A

B



IMPROVEMENT

(A)

AFTER

and

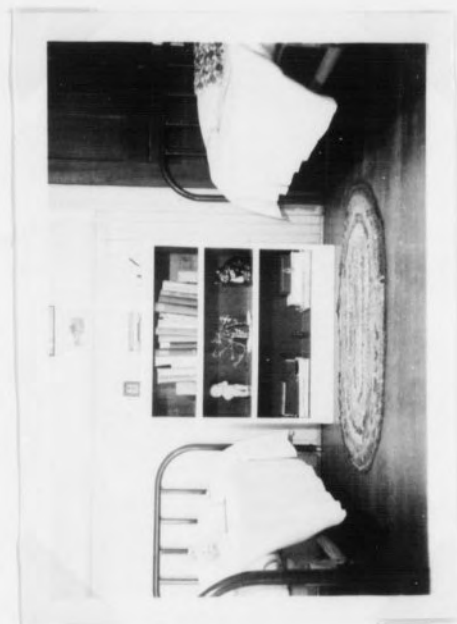
(B)

BEFORE

"TWENTY-FOUR HOUR"

ROOM

A



B

"TWENTY-FOUR-HOUR" R o o m      B E F O R E      ( B )      a n d      A F T E R      ( A )      I M P R O V E M E N T

B



A





"TWENTY-FOUR-HOUR" R o o m    B E F O R E    ( B )    a n d    A F T E R    ( A )    I M P R O V E M E N T

B



A



5-G LIVING ROOM

B

BEFORE



(B) a n d A F T E R (A)

A



IMPROVEMENT

3-G LIVING ROOM

B

BEFORE



(B) a n d (A)

A

IMPROVEMENT



## IMPROVEMENT

(A)

AFTER

(B) a n d

BEFORE

ROOMS OF SECOND-YEAR GIRLS

A



B



## IMPROVEMENT

(A)

AFTER

(B) a n d

BEFORE

ROOMS OF SECOND-YEAR GIRLS

A



B

