

A B S T R A C T  
O F A T H E S I S

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DEVELOPMENT OF HOME ECONOMICS  
IN  
NEW MEXICO

Submitted by  
Ethel Buer

In partial fulfillment of the requirements  
for the Degree of Master of Science  
Colorado State College  
of  
Agriculture and Mechanic Arts

Fort

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## ABSTRACT

Although phases of home economics have been taught in some schools for over a hundred years, it is only within recent years that the value has begun to be recognized. The growth has been rapid, so rapid that at this time it is advisable to study the development and the factors producing this growth.

### The problem

What development has been made in high school home economics in New Mexico since this territory became a state?

### Problem analysis

1. What influences directed the development of home economics in the high schools in New Mexico?
2. Who have been the people influential in the development of home economics, and what has been the contribution of each?
3. What has been the development of the curriculum in high schools in regard to:

1. Classes for day schools
2. Girls' clubs
3. Home Projects
4. Adult classes
5. Summer program
6. Boys' classes
7. Texts
8. Equipment
9. Supervision

#### Delimitation

The study covered development of home economics in all the public high schools maintained in the state of New Mexico under public support from 1912 to 1939.

#### Method and materials

Permission of the State Supervisor of Home Economics Education at State College, New Mexico, was obtained for this study in order that any reports available in her office could be checked for data pertaining to the development of home economics from 1919 to 1939, but as a fire in the State Office of Vocational Education in September, 1937, had destroyed many of the records filed there, it was necessary to search elsewhere for the data which would otherwise have been found in official files.

In the summer of 1939, the annual Reports to Congress of the Federal Board for Vocational Education were checked in the library of Colorado State College, Fort Collins, Colorado.

Teachers at the State Conference of Vocational Home Economics in August, 1939, were told of this thesis problem and were asked for and gave their cooperation.

A former State Supervisor of Home Economics Education in New Mexico, now residing in Las Cruces, New Mexico, was interviewed in August, 1939, for suggestions in locating data. She told of transfer files placed in a storage building when her office was moved from Santa Fe to State College in 1928. These files were investigated in December, 1939, and yielded many of the data for this study.

At the same time that these transfer files were investigated, data were gathered from the files in the Office of Vocational Education at State College. These files contain reports since the fire in 1937.

The libraries at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, and at the University of New Mexico in Albuquerque were checked during the winter of 1939-1940 and yielded much data.



Teachers of the State cooperated by sending in copies of the home economics news letter, the Counselor, and by furnishing pictures of modern departments.

#### Development of home economics

There were three main influences which directed the development of home economics in New Mexico between 1912 and 1939: legislation, funds, and the depression. The first legislative influence was the provision made by the State Legislature in 1912 for the introduction of industrial education, including domestic science, in the schools of the state. The second legislative influence was the acceptance of the National Act for Vocational Education, commonly called the Smith-Hughes Act, which gave an impetus to vocational education, of which home economics is a part, by providing federal funds which were to be matched by the state and used in vocational work. Other Federal acts, the George-Reed, George-Elzey and George-Deen, brought additional funds for home economics with greater ease in adjusting the home economics program to the schedule of the high schools of the state. The influence of the depression made the work in the home economics classes in New Mexico more practical. Instruction in food was based on

meals for low-income levels and that in clothing upon remodeling of garments.

Among the persons who were influential in the development of home economics in New Mexico, the first was Alvin N. White, the State Superintendent of Public Instruction, whose interpretation of state legislative acts in 1912 placed home economics in the curriculum of the high schools of the state. Theresa B. White and Manette Myers, the two Directors of Industrial Education from 1912 to 1917, laid the foundation for this work through their promotional activities. Ruth Thompson, a student at the New Mexico State College of Agriculture and Mechanic Arts at State College, New Mexico, in 1912, made a study of the cost of installing and maintaining home economics in the high schools of the state, which influenced the buying of equipment. Ruth Thompson further influenced home economics when as an instructor at the same institution in 1913, where she had been a student in 1912, she and Pearl Miller, an instructor in Household Arts, wrote the first course of study for domestic science in the high schools of the state. This course of study determined the contents of the courses for several years.

Ruth C. Miller, the first Director of Vocational Education in the state, in 1917 influenced

the home economics program through aiding in the preparation of the first State Plans for Vocational Education in New Mexico, through her supervision of home economics (although she could only devote two-sevenths of her time to this branch of the vocational work) and through her activities in teaching evening, or adult classes, and training teachers to conduct these classes.

Dr. R. McBride, County Superintendent of Dona Ana County, in 1917-1918 originated the idea of a Vocational Circuit in his county which made possible the teaching of home economics to girls who lived in the isolated districts of his county.

Ruth G. Taylor, the first full-time State Supervisor of Home Economics Education in New Mexico, in 1922 influenced the program by striving to raise the standards of work being done, rather than increasing the number of schools offering the work. She prepared the first course of study for vocational home economics by helping to standardize the work to a considerable degree and to overcome the idea that home economics was just cooking and sewing.

Mrs. Vina Gardner, the State Supervisor of Home Economics Education from 1924 until 1932, influenced home economics through the publication of

the New Mexico Home Economics Counselor, a news letter to teachers and a supervision device, through aiding teachers to improve the quality of instruction which was given, and through her philosophy that home economics should not be isolated foods and sewing, but that teachers should study their own group of girls in order to see their needs and then use actual life problems in teaching. The advancement of adult classes was marked during Mrs. Gardner's term of office.

Miss Zelpha Bates, the State Supervisor of Home Economics Education from 1932 to the present time in 1940, exerted her influence to keep the work on the live-at-home level upon which her predecessor had placed it. Under Miss Bates' guidance, home visits became an outstanding feature of the vocational program. Her philosophy is that the high school girl has so many problems that are difficult for her to solve, that these problems furnish the basis of three years of homemaking work. Adult work grew under the influence of Miss Bates until in 1938 thirty-four teachers taught at least one unit for adults in the various phases of homemaking.

Miss Mary Gillespie, itinerant teacher trainer, since 1937 has influenced method and content of courses in homemaking.

Miss Maude Williamson, Teacher Trainer at Colorado State College, Fort Collins, Colorado, and Mrs. Mildred Weigley Wood have influenced the development of home economics in New Mexico by being conference leaders in methods and the various phases of home economics education.

Two instructors in institutions of higher learning, Mrs. Elizabeth Simpson, Professor of Home Economics since 1918 at the University of New Mexico, Albuquerque, and Miss Margaret O'Loughlin, Professor of Home Economics at the New Mexico State College of Agriculture and Mechanic Arts, State College, New Mexico, since 1924, have influenced home economics by their training home economics teachers.

The growth in the number of schools having home economics in New Mexico has been fairly steady though not always rapid. In 1913 there were three towns which reported home economics teachers; in 1914 there were six, and in 1923 (one year after the appointment of the first full-time supervisor) there were 63. In 1926-1928 there was an increase of 74, but a drop to 52 during the depression in 1930. After this, the number steadily increased to 89 departments in 1939.

The home-project program was slow in starting in New Mexico, but by 1920 most of the girls who were



enrolled in home economics carried out home projects during the year and by 1938 they had become such a vital part of the work that teachers were employed on a year-round basis in eight towns of the state in order to supervise the summer home-projects and to aid in adult work. This work had grown from a cooking class in 1915 to units of work covering all phases of homemaking in 1938 and required extended summer tenure by eight teachers of the state.

The curriculum has changed from "domestic science" and "domestic art" which were isolated foods and clothing samplers in 1913, to "home economics" which was thought of by 1917 as training for the vocation of homemaking. In 1939 the terms "homemaking" or "education for home and family living" indicated the broad program which was being taught in the high schools of New Mexico and which included work on every phase of homemaking. Home economics for boys was in the beginning stages with only three classes for boys in the state.

Home economics clubs for girls were a part of the program from the beginning of the Smith-Hughes program in 1917. By 1925 there were a few clubs in the schools of the state and by 1938 there were 33 clubs reported.



Equipment which was considered sufficient for domestic science in 1913 in Tularosa consisted of a table, stove, cupboard hand-turned at the mill, and borrowed dishes. As the curriculum grew, better equipment became necessary. By 1917 requirements were suggesting the hollow square type of kitchen or the "unit type" with provision for laundry work and home nursing. By 1939 there were 11 departments in the state which had complete areas of family living, including living-dining room, bedroom, kitchen, and bath. The most unique of these departments was Clayton where everything for the department was produced by local labor except the stoves and plumbing.

#### The future of home economics in New Mexico

What direction any branch of education may take is difficult to forecast in a world made insecure by a World War, but as one follows the changes in home economics which have taken place in the last twenty-nine years, one might predict that the homemaking work in the future in New Mexico will follow the development of general education and of progressive education. The curriculum will continue to be modified to meet the home problems of girls and boys, women and men, living in a restless, changing world. Adult classes

and home projects have proved so profitable that extended summer tenure for teachers may develop further until all homemaking teachers are employed on a 12-month tenure. Home economics will continue to make a real contribution in the lives of the people in New Mexico.

#### Suggestions for further study

This study did not undertake to trace the development of home economics in the colleges of the state. Such a study would be valuable, especially if the relation between the development of high school and college programs were investigated.

Neither did this study include the changes which no doubt occurred in the qualification of teachers of homemaking. Such a study would also be interesting.

T H E S I S

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Ward Williamson  
In Charge of Thesis

APPROVED Ward Williamson  
Head of Department

Recommendation concurred in

Committee on Final Examination

Committee on Graduate Work

Ward Williamson

Alvin Keger

David H. Morgan

Geo. T. Avery

Floyd Wilson

Frances Bailey

Lucien Lee

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The writer is extremely grateful to the teachers of the state who sent in pictures of modern home economics departments and copies of Counselors and other material; and to her mother whose constant encouragement and understanding helped to make this study possible.



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## CHAPTER I

### INTRODUCTION

Among the educational movements which in recent years have engaged the attention of the public none has been received with greater favor than the attempt to introduce into schools for girls and women some systematic teaching of the arts which are practiced in the home. (5:37)

So reads an early comment in the history of the development of home economics. Sewing seems to have been the first form in which this subject was introduced into the public school system (5:52). The early records of Boston, Massachusetts, show that after the public schools were opened to girls in 1798, they were given instruction in needlework by their regular teachers. Sewing was taught to girls in the second and third grammar grades in 1835 and it was extended to the fourth grammar grade in 1854 by permission of the Board of Education.

The legislature of Massachusetts passed an act in 1872 legalizing sewing and other industrial education. By this act, Massachusetts claims the leadership in public industrial education in this country. From this beginning the teaching of sewing in the public schools has gradually spread to the home economics movement of today.

That the home economics curriculum was a broadening one was shown in an address by Ellen H. Richards (49:468-491) to the National Education Association, which met in Cleveland, Ohio, in 1908. She said that as a rule neither morals, manners nor good habits were being taught in the home, and therefore, these would have to be taught in the schools. Morals, manners, and good habits may be most easily, naturally, and effectively taught by the very means used in earlier days in domestic science courses. The words of Ellen H. Richards (49:490), "It is not cooking alone, nor sewing alone, but psychology, pedagogy and ethics that come into this home teaching," pointed the way toward the present development of the home economics work.

Many factors have influenced the development of home economics -- national and state legislation, local customs, and leaders within the various regions. National legislation applies equally to all states, since the individual states control education, but the effect has varied in the different states and although phases of home economics have been taught in some schools for over a hundred years, it is only within the recent years that its value has begun to be recognized. Its growth has been rapid, so rapid

that at this time it is advisable to study the development and the factors producing this growth.

#### STATEMENT OF THE PROBLEM

What development has been made in home economics in the high schools in New Mexico since this territory became a state?

#### Problem analysis

1. What influences directed the development of home economics in the high schools of New Mexico?
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  - c. Home projects
  - d. Adult classes
  - e. Summer program
  - f. Boys' classes
  - g. Texts
  - h. Equipment
  - i. Supervision

### Delimitation of the problem

The study was made of the development of home economics in all the public high schools maintained in the state of New Mexico under public support from 1912 to 1939.

### JUSTIFICATION OF THE STUDY

The history of home economics in New Mexico has never been written. There is an especial need for this research to be done at this time since the files in the State Department for Vocational Education at State College, New Mexico, were destroyed by fire in September, 1937. As a result, a record of the development of home economics should be made while data are available from other written sources and from people prominent in the educational work of the state who are still alive and available for interviews.

## CHAPTER II

### REVIEW OF LITERATURE

General education in the individual states of the Union has been influenced by changing philosophies and local factors. The development of home economics has been moulded in accordance with similar influences.

Four studies, made in thirteen states, show that home economics education has been far from static.

#### Planning for home economics education in Southern States.

Druzilla Kent (13) in her "Study of the Results of Planning for Home Economics Education in the Southern States," limited her work to home economics programs organized under the Smith Hughes and George-Reed Acts for Vocational Education in the white public schools of the Southern Region from 1917 to 1933. This region included twelve states: Alabama, Arkansas, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Mississippi, Virginia, Florida, Georgia, and Louisiana.

The study was concerned with discovering to what extent the States had made provision for a



program of homemaking education, for whom it was planned, what standards had been set for its guidance, and to whom the responsibility had been given for developing the program. (13:5) With the exception of Oklahoma, the foundation of the present school systems in these states was laid in the new constitutions which were written during the period of reconstruction from 1868 to 1885. Examinations of state plans showed that homemaking education grew more and more unlike in these states in the 15-year period from 1917 to 1933.

Druzilla Kent concluded that (13:130):

1. Planning led to an orderly, consistent development in the educational program within a short period of time.
2. Plans and reports developed during this time had given a detailed, systematic record of its administration and organization.
3. The administration of this program had resulted in the division of leadership in the Region rather than centering it in one purely administrative group.
4. Experimentation within the program and adaptation of it to the local needs was possible in an educational program organized

under national acts.

5. Provision for individual differences with-  
in a state were possible only in so far  
as the act itself did not proscribe  
freedom in regard to organization and  
administration of the program.

Development of home economics in  
Colorado high schools from  
1931 to 1933.

Anna Lory (15) studied the Development of Home Economics in Colorado High Schools from 1931 to 1933. The work in Colorado was divided into two groups: Denver schools, organized under good supervision, and those schools in towns and rural areas in the state which were not under central, unified supervision.

Data were collected from teachers in 103 high schools, and included these topics: (15:14)

1. Qualifications of teachers
2. Enrollment of girls in high school and in home economics
3. Organization of work
4. Types of work offered in home economics
5. Reasons for existing conditions
6. Boys' classes
7. Changes in home economics department because of general economic conditions
8. Outside activities of girls and teachers
9. Effect of depression on home economics work
10. Outlook for home economics in schools
11. Feeling in the community toward the home economics department and its work in the school.

She found that (1) teachers of home economics in Colorado in this study all held a degree with some holding two; Colorado State College led in training Colorado teachers in the field of home economics; qualification of teachers had improved in the last two years; (2) the percentage enrollment in home economics had increased in the past two years; (3) the tendency was to make home economics a requirement in the seventh and eighth grades and an elective in grades from nine to twelve; (4) the course of study had been broadened and more emphasis had been placed on the child care unit; (5) boys' work had made some progress; (6) the teacher of home economics had a definite responsibility toward the increase, decrease, or static condition of work in that she was responsible for types of work offered; (7) work was more practical as the result of the depression; (8) teachers and girls were assuming more outside responsibility than they did; (9) depression was working hardships on the departments of home economics by reducing maintenance, teaching staff and time allowance; (10) the outlook for home economics for the next year was favorable in more than two-thirds of the schools; the rural schools were feeling the pressure of the depression more than the larger schools.

Home economics program in Texas

Doris Williams (55) in 1939, reported a survey of the expansion and development of the Texas program of vocational home economics. In order to obtain the background of progress and development of the vocational program in Texas, she described briefly the development in the national problem of home economics in vocational education, citing the Smith-Hughes Act 1917, the George-Reed Act 1929, the George-Ellzey Act 1934, and the George-Deen Act of 1937.

The sources of the data were: (55:31)

1. Annual reports of the Texas State Department of Vocational Education to Federal Board for Vocational Education in Washington, D. C., on file in the Texas vocational department at Austin, Texas, for the years 1917 to 1937.
2. Annual reports to the State Superintendent of Public Instruction, 1917 to 1937, in bulletin form, published by the state department, on file in the University of Texas.
3. Bulletins published by the State Board for Vocational Education.
4. Courses of study in homemaking
5. State plans
6. School laws
7. Plans for rallies
8. Files of newspapers
9. Articles in national professional magazines
10. Monthly news letters on file in the high schools of Texas in which home economics is taught, 1925-1936.

These data were recorded under the following headings:

1. Administration policies as to legislation
2. Curriculum
3. Number of schools
4. Enrollment in schools
5. Boys' classes
6. Conferences
7. Homemaking rallies

Williams found that in 1917 the names of domestic science and domestic art were terms used to designate the subject matter, which is today called home economics. The content of the courses of study at that time was confined to cooking and sewing. There were 108 classified and accredited high schools teaching some form of domestic science and domestic art. There were no boys enrolled, no annual conferences for home economics teachers, and no annual rallies for girls in the home economics classes.

The State Board for Vocational Education at various periods determined policies in order to receive subsidy from the Federal Government as this was one of the requirements of the National Vocational Acts. The directors and supervisors were selected by the board from year to year as the program developed and additional ones were needed.



The plan for the distribution of funds was changed from year to year because of favorable or unfavorable State and Federal legislation, and economic conditions. The reasons for allotting Federal and State funds to schools were to develop a desirable home economics program in the high schools and to provide funds for as many high schools as possible.

The National Vocational Acts made changes necessary in the curriculum of domestic science and domestic art as they were taught in 1917. These subjects were called home economics after 1917 and included more phases of homemaking than skills in cooking and sewing. Additional phases of homemaking were added from time to time until in 1937 all phases of homemaking were taught in some unit of the home-making curriculum in the high schools.

Three schools, with 43 pupils enrolled in home economics, received Federal Aid in 1917. In 1937 there were 616 high schools, with 45,036 pupils enrolled, which received State and Federal aid. In 1930 boys classes were being conducted in several high schools. In 1929-1930 there were 75 boys enrolled, while in 1935-36 there were 1,248 boys enrolled.

The first home economics conference for the training of teachers was held in 1922, and the first



district conference met in 1927.

Home economics work in the high schools of Texas has broadened in scope, increased enormously in enrollment, developed in aid and supervision, gained substantially in amount of funds available, broadened to include boys in the program, and reached outside the local community to form a state-wide organization of high school girls.

Homemaking in Fort Collins high school.

May Du Bois in "Homemaking in Fort Collins High School" (8) traced the development of home economics from 1928-1939 in the Fort Collins High school. Du Bois was concerned with finding out: (8:11)

What was the place of homemaking in the Fort Collins High School during the years 1928 through 1939?

What changes had taken place in the field of education for home and family living?

What were the influences that caused these changes?

How had this type of education developed the girls of Fort Collins, Colorado, for home and family living?

In order to determine whether the present curriculum met the needs of the girls in the community, several approaches were used: 1. An information sheet was filled out from the school records for every pupil who had taken a course in homemaking. 2. Interviews, opinionnaires were used for a number

of people who had been connected with the department in either of the periods 1928-33 or 1933-1939. 3.

The courses of study for Fort Collins High school in years 1938 to 1933 were compared with that which was developed from 1933 to 1938. The latter was then compared with the Education for Home and Family Life, Teachers Guide for the Junior High School Home Economics and Vocational Homemaking in Secondary Schools of Colorado issued by Colorado State Department for Vocational Education in 1937.

Du Bois found that:: 1. A greater per cent of the girls in the high school have taken homemaking since the curriculum was revised than did before. 2. The number of girls graduating from the Fort Collins High School having homemaking had increased very greatly since the curriculum was revised. 3. The number of girls taking homemaking who have gone to college since 1933 had decreased. 4. The type of girls in the department had changed since the curriculum revision in that the average intelligence quotient was 10.5 points higher; the leadership ability of the girls increased 15 per cent in the post-curriculum period as over the pre-curriculum; the girls who were taking homemaking in 1933-1939 were slightly older than were those in 1928-1933. 5. The number

of phases of homemaking taken by the girls who graduated from high school had increased greatly since 1933. 6. The curriculum taught in the Fort Collins High school since 1933 differs from that suggested by the Colorado State Board for Vocational Education because it offers more work and offers each phase in a separate course, a semester in length, rather than units integrated into one course. 7. Most of the 22 educators interviewed about their opinions of the homemaking department of Fort Collins High school believed that since the revision of the curriculum in 1933 from cooking to a broad program in education in home and family living, the homemaking department was educating for home and family living in some measure but its usefulness could be improved by: (8:112)

1. Education for boys in home and family living should be introduced.
2. Equipment of department should be modernized.
3. More work on consumer-buying should be placed in the curriculum.
4. A better plan of guidance for each girl should be developed.

The four studies reviewed above depicted roughly the growth of home economics within 13 states. The questions in regard to the "Development of Home Economics in New Mexico" will now be answered.

### CHAPTER III

#### METHOD AND MATERIALS

Permission of the State Supervisor of Home Economics Education at State College, New Mexico, was obtained for this study, in order that any reports available in her office could be checked for data pertaining to the development of home economics from 1919 to 1939, but as a fire in the State Office of Vocational Education in September, 1937, had destroyed many of the records filed there, it was necessary to search elsewhere for data which would otherwise have been found in official files.

In the summer of 1939, the Annual Reports to Congress of the Federal Board for Vocational Education were checked in the library of Colorado State College, Fort Collins, Colorado. These reports gave the number of schools in New Mexico offering vocational homemaking, the enrollment in these classes and the beginning of evening and part time classes.

Teachers at the State Conference of Vocational Home Economics Teachers in August, 1939, were told of this thesis problem and were asked for and gave their cooperation.

A former State Supervisor of Home Economics Education in New Mexico, now residing in Las Cruces, New Mexico, was interviewed, in August, 1939, for suggestions in locating data. She told of transfer files placed in a storage building when her office was moved from Santa Fe, New Mexico, to State College, New Mexico, in 1928. These files were investigated in December, 1939. While the files were not complete from 1917 to 1928, they did contain:

1. An article written by the State Supervisor of Home Economics Education on the Growth of Home Economics for 1924.
2. Reports from three schools on the units of work for 1924-1925.
3. A report from the committee on community and family relationships, 1926.
4. Score card for the Home Economics Department 1925-1926.
5. Home Project Report Form, 1925.
6. Two home projects, 1925.
7. Two Circular Letters written by the State Supervisor of Home Economics Education to the teachers of the state, 1927.
8. Reports on Evening Schools, 1927-1928.



9. A unit on related art, 1928.
10. State plan for Vocational Education In New Mexico, 1927-1932.

At the same time that the transfer files were investigated, data were gathered from the files in the Office of Vocational Education at State College, New Mexico. These files contain reports since the fire in 1937, including:

1. State Plan for Vocational Education in New Mexico, 1937-1942.
2. Annual Descriptive Report to the United States Office of Education, 1937-1938.

This report was divided into two sections.

- a. General progress in a long-time program.
  - b. Specific achievements during the year under the vocational programs for adults and youth.
3. Descriptive Report of Home Economics Education State of New Mexico, 1939.
    - a. Promotion of home economics programs.
    - b. Specific achievements during the year in the homemaking program.
  4. Annual Statistical Report of State



Board of Vocational Education to Office of Education, 1938:

- a. List of towns where adult classes were taught.
- b. Names of units taught.
- c. Enrollment in classes.

The library at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, had on its shelves:

1. Early copies of the College Courier:  
The first issue, December, 1912, gave a portion of the first Outline for Courses in Domestic Science.
2. Course of Study for Vocational Home Economics All Day Schools, 1923.
3. Cost of Installing and Maintaining Home Economics in High Schools of New Mexico, 1912. Thesis by Ruth Thompson, New Mexico College of Agriculture and Mechanic Arts.

The office of Vocational Education issues a bulletin, the Counselor, several times during each year. This publication contains:

1. Reports from the various schools on the work being done.

2. Teaching aids
3. Accounts of district teachers meetings

The office also issues, once a year, an

Home Economics Club News Letter

News from all the clubs over the State.

An almost complete file of News Letters and Counselors was obtained by interviewing three teachers in Estancia, Las Cruces and Los Lunas, who were kind enough to bring these publications from their school files to add to those of the writer's own files in Albuquerque. The Las Cruces school also contributed:

1. Reports from the files of 1932-1934.
2. Course of Study for High School Home Economics, 1926-1927.
3. Course of Study for High School Home Economics, 1927-1928.
4. Suggested Short Unit Courses for Classes in Home Economics for Adults, 1929.

Los Lunas contributed reports from the files of 1932-1934.

The Coronado Room at the University of New Mexico yielded much data. All the publications about the state are placed in this room. The bulletins and magazines on file included:

1. Annual Report of the Director of Industrial Education to the State Superintendent of Public Instruction for 1913 and for 1915. These gave pictures of early departments, plans for supervision, work of boys and girls industrial clubs, number of girls in the domestic science classes, equipment, texts and garments made in classes.
2. New Mexico State Educational Directory from 1912 to 1938, with a few exceptions, gave names of teachers and towns where home economics departments were located.
3. Vocational Bulletin No. 1, Vocational Education in New Mexico, Plans for Vocational Education in New Mexico under Provisions of Smith-Hughes Act.
4. Vocational Bulletin No. 4, Vocational Education in New Mexico, Revised Plans for Vocational Education in New Mexico under Provision of Smith-Hughes Act.
5. State Plan for Vocational Educations in New Mexico under Smith-Hughes Act for Vocational Education, 1922-1927.
6. Programs of the New Mexico Educational Association from 1912-1939 with few exceptions.

7. New Mexico School Review, 1921-1939. News articles about schools and reports by supervisors on growth of home economics.
8. State of New Mexico Biennial Report of State Superintendent of Public Instruction to the Governor from 1922 to 1938, with a few exceptions.  
Reports from the State Supervisor of Home Economics Education.
9. Manual for County Institutes, 1913-1914.  
Beginning the work in domestic science for teachers of the state.
10. High School Course of Study in Home Economics, 1931.
11. Home Economics Education in New Mexico, 1931.

The following women, prominent in the education in New Mexico, were interviewed during the winter of 1939: the State Superintendent of Public Instruction in Santa Fe; the Director of Vocational Education in 1917; the Head of the Home Economics Department at the University of New Mexico in Albuquerque; the present State Supervisor of Home Economics Education; and the Teacher Trainer in State College. All of these women gave probable sources of data.

As pictures show changes in equipment more clearly than writing, pictures from the bulletin of

1915 of three domestic science departments in Santa Fe, Carlsbad, and Tucumcari were selected and reproductions of them were made.

As a contrast to these early departments, pictures of modern ones were furnished by the home economics teachers in Santa Fe, Tucumcari and Las Cruces. Pictures of the department at Estancia were clipped from the New Mexico School Review, May, 1938, and those of Clayton were taken from Practical Home Economics, December, 1939.

The data were tabulated by years and analyzed under the headings:

1. Development of Education in New Mexico Prior to 1912.
2. Influences which directed the development of home economics in New Mexico.
3. Persons who were influential in the development of home economics in New Mexico.
4. Growth of home economics in New Mexico.
5. Development of the curriculum.
6. Development of supervision.
7. Development of the home project program.
8. Development of the adult program.
9. Development of housing and equipment.
10. Development of clubs.

CHAPTER IV  
DEVELOPMENT OF EDUCATION IN  
NEW MEXICO PRIOR TO 1912

As New Mexico was under the rule of Spain and Mexico for many years, a brief review of the educational background of the state aids in understanding later developments in the educational system of which home economics is a part.

New Mexico, the land of manana was for untold generations before the discovery of America the home of sedentary tribes of Indians, the ancestors of the present Pueblos, as well as of nomadic predatory tribes.

Francisco Vasquez Coronado undertook the conquest of New Mexico in 1540 (48:7). He failed in colonizing the country and returned to Mexico in 1542, but he left two priests from his expedition to teach the Indians. Friar Juan de Padilla was located at Gran Quiviana and Friar Juan de la Cruz at Cicuye (now Pecos).

At the time of the first conquest by Onate, in 1598, the first regular schools were established by Friar Alonzo Martinez, Superior of the Franciscan Fathers (48:17) who came with Onate. From 1598-1617



these Fathers had 14,000 converts in industrial schools in 11 principal pueblos of the state.

Father de Benavides, in 1630, reported to the King that there were 90 pueblos and 25 missions with schools in which the Indians received "besides instruction in religion, instruction in reading, writing, music and several trades." (48:12)

In the revolt of 1680, the Spaniards were expelled. Many of them and their families were murdered, and the Spanish settlements were demolished. All that had been accomplished was destroyed.

De Vargas (48:12) made peaceful entry into Santa Fe in 1693. It took two years for him to reduce the province to obedience. In 1695, De Vargas assigned a number of pueblos to each of the Franciscan Fathers; the farms and villages were settled by Spanish families, with schools in all the villages and principal pueblos. New Mexico again became a prosperous province.

Public schools were formally established in New Mexico, in 1771 (48:16). By Royal Decree, the teachers received a share of the crops as their pay. But even in 1846, there were no public schools in New Mexico outside of Santa Fe and only one school there. When New Mexico became a territory of the United States, in 1850, there was only one public

school in the territory.

Archbishop Lamy arrived in Santa Fe in 1850, and one of his first acts during that year was the establishment of the first free English school in New Mexico. A second free English school was established in 1852, by Mrs. Howe. These two schools were the first in the state where the English language was taught.

From 1852 on, education received more attention. The Protestant as well as the Catholic Church founded schools in different parts of the Territory, but the government took no part in aiding schools.

The first school law was passed in 1860 (48: 18). This law was drafted and introduced by a native citizen in the Spanish language. It placed the management of the public schools in the hands of the justices of the peace, under the supervision of the probate judge in each county. The salary of the teachers was fixed at fifty cents per month for each child.

The second school law was passed in 1863. This law amended the first by establishing a Board of Education composed of the Governor, the Secretary, the Judges of the Supreme Court and the Bishop of New Mexico. It further created the office of Territorial Superintendent of Schools.

In 1872 another law was passed placing the care of the public schools in the hands of the Territorial Superintendent and the County School Superintendents. This law was changed in 1884 by the creation of school districts and school directors.

The Legislature continued to change and improve the system until in 1911, in the words of Benjamin M. Reed, "Today we have splendid school laws, as good as those of any of the older states of the Union" (48:18).

At the time of the admission of New Mexico into the Union in 1912, there were over 1,000 public schools with over 1,000 teachers, besides those in private and religious schools. Over 50,000 children were enrolled in public schools and over 6,000 attended private schools and colleges (48:18).

This, then, is a brief history of the educational system of New Mexico from the first recorded history until the time of statehood. This is the foundation upon which home economics, then called domestic science, was built.

The pupils in the schools today are representatives of the Anglo, Spanish, and Indian races and their culture of New Mexico is the product of this intermingling.

## CHAPTER V

INFLUENCES WHICH DIRECTED THE DEVELOPMENT  
OF HOME ECONOMICS IN NEW MEXICOThe influence of the first state  
legislature, 1912

The first real development in home economics in the schools of New Mexico (23:1923:20) came as a part of a state-wide plan, in which provision was made in Chapter 52 of the Session Laws of the first State Legislature of 1912 providing for the appointment of a Director of Industrial Education and for (23:1923:27)

...the introduction and keeping of such industrial education in such branches and in such of the public schools of the state as shall seem advisable to the State Superintendent and the said Director of Industrial Education.

The Legislature appropriated \$600 for travel expenses for the use of the Industrial Director in visiting schools (22:6).

Another section of the Senate Bill No. 187 (13:5) empowered the State Board of Education to adopt a Course of Study in Industrial Education, including domestic science, manual training and agriculture.

Section 10, Chapter 57 (22:6), of the same bill provided for the addition of domestic science, manual training and agriculture to the course of study of any county high school. This section also gave the State Board of Education the right to prepare the Institute Manuals for the coming year, to include a course of study of Industrial Education, and to require all teachers attending the County Institutes to pass an examination in one or more branches of industrial education.

Alvin N. White, State Superintendent of Public Instruction, said in 1913 (22:7),

After a most careful consideration of the wording and spirit of the law, I believe it is within my power to hold that all public schools shall teach some of the branches for which courses are herewith submitted, and I sincerely urge that the law, in this respect, be carefully complied with by all schools of the state.

The influence of the Smith-Hughes Act, 1917

The second legislative influence (23:1923:20) was the acceptance of the National Act for Vocational Education, commonly called the Smith-Hughes Act. This Act (37:3) entitled

an act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in preparation of teachers of vocational subjects;



and to appropriate money and regulate its expenditure,

was passed in Congress, February 3, 1917. It was accepted by the New Mexico State Legislature May 5, 1917.

Jonathan Wagner (37:4), State Superintendent of Public Instruction in 1917, said that the controlling spirit and purpose of the Smith-Hughes Act was to promote vocational education. The law left no doubts as to its meaning. Vocational education is the effective training of an individual for profitable employment in a particular occupation. Under the provisions of the Act, Federal Aid was limited to three fields of vocational education -- agriculture, trades and industries, and home economics. While a great deal had been accomplished in New Mexico in agriculture, home economics, and manual training along practical lines, very little training of a strictly vocational nature had been attempted below college level, and the vocational work presented an entirely new problem.

With the acceptance (23:1923:20) of the Smith-Hughes Act, a distinct impetus was given to vocational education and home economics as an integral part of the secondary school curriculum. It is impossible to measure the great value that has come



to the whole school system through the acceptance of Federal Aid and through the introduction of the practical courses in farming, trades, and homemaking. It has helped the educators in New Mexico to think more consistently regarding the functional value of all the subjects taught in school, and this has aided New Mexico to keep in harmony with a trend in educational philosophy that is world wide in its influence.

Section 3 of the New Mexico State Bill No. 4 (37:3) made the State Treasurer the custodian of all funds appropriated by the United States government to the State of New Mexico for Vocational Education and gave him the authority to pay out these funds upon the order of the auditor, provided that these payments were in harmony with the purposes of the Smith-Hughes Act.

Section 4 appropriated the sum of \$15,000 for each sixth and seventh fiscal year, (1917-18) 1918-1919) of the State of New Mexico. This sum was to be used and paid out by the State Treasurer, upon order of the Auditor for the matching of money appropriated by the Federal Government.

In order to raise this \$15,000, the auditor was directed to levy a tax on all of the taxable property in the State of New Mexico for the sixth and seventh fiscal year, sufficient to produce an

amount of money equal to that.

New Mexico was certified (53:1917:16) by the Federal Board for Vocational Education to the Secretary of the United States Treasury as being entitled to receive \$15,000 Federal money for 1917-1918 -- \$5,000 agriculture, \$5,000 for trade and industry and home economics, \$5,000 for teacher training. But no money was expended for home economics in the year 1918 (53:1918:102).

Under the Smith-Hughes Act (23:1933:137), schools which were reimbursed from Federal or State Funds conducted their programs through offering at least 90 minutes of instruction in homemaking each day, and the girls enrolled in this work were also given related work in segregated groups. Three hundred minutes of instruction in related work per week supplemented the regular homemaking units.

The influence of the George  
Reed Act, 1929

When the Second National Act for Vocational Education, known as the George Reed Act (23:1933:37), bringing additional federal funds for home economics education, came into actual operation, the requirements of 90 minutes for homemaking were reduced to 60 minutes when segregated 60 minute classes in related work were also given to the same girls. By increasing the

time devoted to home-project work and retaining the 90 minute period for homemaking classes, the segregated classes could be dropped. In order to facilitate home-project work in the home-training program, states were encouraged to try out ten, eleven and twelve months programs in order that teachers could supervise home-project work during the summer months.

The influence of the George Ellzey Act, 1934

After the funds from the Third National Act for Vocational Education, known as the George Ellzey Act (23:1934:137) replaced the funds available under the George Reed Act, there was an even more liberal arrangement for schools using the 60 minute period. Schools that offered their science work so as to correlate it with the home problems could give this work to non-segregated classes. Homemaking students could take this work in years previous to their enrollment in homemaking classes, during the same year, or the year following the home economics instruction. This arrangement enabled schools to adjust their schedules for handling larger groups and still retain their instruction on an efficient basis.

The influence of the George Deen Act, 1936

Marked developments in the program of

education for home and family living came about as the result of the availability of increased Federal funds through the Fourth National Act for Vocational Education, known as the George Deen Act (23:1938:35).

Miss Zelpha Bates, State Supervisor of Home Economics Education reported in 1938 (23:1938:35):

These funds have been used to strengthen and expand the entire homemaking program in the State -- the work of non-reimbursed as well as reimbursed departments, the teacher training programs and the adult and part-time programs.

The increased funds made possible the services of an itinerant teacher trainer in homemaking education who visited teachers working in non-reimbursed schools. In addition, she conducted part-time and adult classes in demonstration centers and assists with the preparation of materials for teachers.

The influence of funds made available  
by State and National legislation

The first money appropriated by the State Legislature, of 1912, for industrial education, of which domestic science was a part, was in Chapter 52, Section 4 (22:6) of the Session Laws, which read:

That, to the end that said Director of Industrial Education may visit the public schools so far as possible, make investigations of school conditions and report same to the State Superintendent of Public Instruction together with recommendations as to the introduction and teaching

of industrial education, an annual appropriation of \$600.00 or such part thereof as may be required is hereby made for traveling expenses in visiting schools and supervising the introduction and teaching of industrial education.

Mrs. Theresa B. White, as Director of Industrial Education, visited thirteen counties in 1912 and received, as provided for in this bill, the sum of \$320 (26:12). To December 1, 1912, she had been paid \$416 as salary for her five months' service. This shows the very meager financial beginnings of supervision of Industrial Education.

That the cost of equipment was of major concern in these early days is shown by a thesis written by Ruth Thompson in 1912 at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, on Cost of Installing and Maintaining Home Economics in High Schools of New Mexico (51). This thesis was written because inquiries at the New Mexico Educational Association meeting at Santa Fe in 1912 concerning the cost of installing and maintaining home economics in the high schools of the State had led her to believe that it was largely a lack of information on this subject which had postponed the installing of home economics in the high schools of the State. She (51:19) found that if the funds were limited and the space was small, the necessary equipment could be bought for \$154; if the space were



larger, adequate equipment for 16 pupils in spacious rooms could be bought for \$795; equipment for a one-room laboratory for both domestic science and domestic art could be bought for \$628.

Alvan N. White (23:1916:6), State Superintendent of Public Instruction, in the Biennial Report for 1916 said that much had been accomplished along the lines of Industrial Education, but that the salary of the Director was too small and the appropriations for office, contingent and traveling expenses too small. He recommended the following increases: salary to \$1,800, travel expenses to \$1,000, office to \$1,000 and stenographer to \$1,000.

This was the state of financial affairs for domestic science when the National Educational Act, commonly called the Smith-Hughes Act, was passed in 1917. New Mexico was certified (53:1917:13) by the Federal Board for Vocational Education to the Secretary of the United States Treasury as entitled to receive \$15,000 Federal money for 1917-1918. \$5,000 was for agriculture, \$5,000 for trade industry and home economics, and \$5,000 for teacher training. Under Section 3 of the Act, it was stated (54:76):

That not more than twenty per centum of the money appropriated under this Act for the payment of salaries of teachers of trade, home economics, and industrial subjects, shall be expended for



the salaries of teachers of home economics subjects.

The New Mexico State Legislature matched this appropriation in Senate Bill No. 4, Chapter 2, Section 4 (37:3):

That there is hereby appropriated the sum of \$15,000 for each sixth and seventh fiscal years of the State of New Mexico, which sum is to be used and expended and paid out as is provided in Section 3 of the Act for the payment of money appropriated by the United States.

The plans for vocational education in New Mexico under provisions of the Smith-Hughes Act, 1917 (37:15)

General conditions of Home Economics Education stated:

1. That every dollar of Federal funds must be matched by a dollar of State or local money or both.
2. That the money was to be expended only for salaries of teachers of home economics and maintenance of teacher training for teachers of home economics. Maintenance was not to include the purchase, erection, preservation, or repair of any building or equipment, or for the rental of lands, or for the support of any religious or privately owner school or college.

New Mexico did not report a teacher of vocational home economics (53:1918:96); no school

applied for aid for vocational home economics (53:1918:100); no money was expended for home economics in 1918 (53:1918:102). Of the sum of \$5,000 sent to the State by the Federal Government, only \$819 was expended for trade and industry (53:1918:102).

The new vocational program was getting under way slowly. The original plans for Vocational Education in New Mexico were revised in 1919 (20) after there had been more time for planning and the need for more detailed planning was seen. In this plan every dollar (20:7) of Federal funds was to be matched by a dollar of State or local money, or both, and it was also stated that the Federal and State funds available for vocational education were to be distributed to approved schools only as reimbursement for money already expended by the schools. If a teacher of a vocational class did not give all of his time to the teaching of vocational classes, the schools were to be reimbursed from the Federal and State funds for the salary of the teacher and for that portion of his time given to vocational subjects.

The Federal funds granted to schools were to be expended as follows: (20:7) from the fund for the salaries of teachers, supervisors, directors of agriculture, the school should be reimbursed for

50% of the salary of teachers and supervisors of agriculture from the Federal fund, and 50% from the State fund, provided that no school should be entitled to receive more than \$800 of Federal and \$800 of State funds in any years as reimbursement for the salary of any one teacher. From the fund for the salaries of teachers of trade, home economics and industrial subjects, reimbursement was to be made as follows. Schools were to be reimbursed from Federal and State funds for the salaries of the instructors of home economics and related subjects for the first year the department was established, provided the salary of any one teacher was not more than \$1,600. Thereafter the State Board for Vocational Education was to apportion funds as it deemed just and equitable (20:7).

Five departments of home economics in high schools and two evening schools were aided from federal funds in 1919 (53:1919:171).

Ruth Taylor (23:1922:15), first State Supervisor of Home Economics Education, wrote in 1922,

Schools which do not measure up fully to requirements of the State Board for Vocational Education are dropped from the list of schools eligible for reimbursement. This action is necessary since the amount of funds available for home economics is very limited.

A report (30:1) for 1924 states that:

There has been an interest shown in the vocational work and several schools have asked for

supervision even though they could not receive reimbursement. Only 25% of the teacher's salary is paid from State or Federal funds to vocational schools, but in spite of this low pro rata we have a waiting list of schools desiring aid.

In 1925 this report was made (31:1): "Elida was put on the Smith-Hughes basis last year, although no reimbursement was possible due to lack of funds."

The Annual Reports of the State Superintendent of Public Instruction, 1925 and 1926 (23:1926:20) contained this:

Due to a misunderstanding within the State Department of Education during the years preceding 1923, the general public received the impression that vocational education was viewed by trained educators as being of doubtful value. This was not the case although we are only now gradually coming to appreciate its true worth.

Because of the above misunderstanding and because of the necessity of financial retrenchment, state appropriations for teachers' salaries were reduced more than \$20,000 per annum for the years 1923 and 1924, but in 1925, realizing that a mistake had been made, the Legislature appropriated \$5,000 to restore vocational education in part to a position permitting real development.

There has been a gradual increase in the allotments from the Federal Government for vocational education (Tables 1 and 2).

Table 1.--EXPENDITURES OF FEDERAL, STATE, AND LOCAL MONEY  
FOR VOCATIONAL HOME ECONOMICS EDUCATION  
FOR NEW MEXICO, 1919-1932 (53)

New Mexi- co	Total	Federal Money	Amount of expenditure State and local money		
			Total	State	Local
1919	3,612.22	999.00	2,612.32	2,612.32	- -
1920	822.01	1,000.00	5,822.91	3,492.60	2,330.31
1921	14,142.58	1,000.00	13,142.58	8,106.90	5,035.68
1922	28,181.14	1,000.00	27,181.14	9,096.20	18,084.94
1923	14,446.23	1,000.00	13,446.23	6,295.28	7,150.95
1924	15,979.00	1,997.37	13,981.63	1,997.38	11,984.25
1925	12,895.92	2,000.00	10,895.92	1,300.62	9,595.30
1926	12,895.50	2,000.00	10,895.50	2,907.00	7,988.50
1927	14,096.73	1,866.50	12,230.23	2,437.75	9,792.50
1928	21,250.60	2,000.00	19,250.60	2,860.60	16,390.00
1929	22,824.00	2,000.00	20,824.00	3,329.00	17,495.00
1930	24,322.21	3,430.59	20,891.62	3,723.62	17,168.00
1931	36,655.54	4,861.18	31,794.36	4,009.36	27,785.00
1932	35,401.39	6,392.42	29,008.97	5,105.17	23,903.80



Table 2.--EXPENDITURES FOR VOCATIONAL HOME ECONOMICS  
UNDER THE NATIONAL VOCATIONAL EDUCATIONAL  
ACTS, 1934-1939 (52)

New Mexico	Smith-Hughes vocational trade, industry & home economics education	Vocational home economics education
1934	8,231.49	George Reed Act 3,733.56
1935	10,000.00	George Ellzey Act 5,856.57
1936	10,000.00	5,856.57
1937	10,000.00	5,856.57
1938	10,000.00	George Deen Act 22,607.48
1939	10,000.00	22,607.48

In 1934 (23:1934:41) it was reported (23:41) that where funds were available they were being spent wisely for essential and practical equipment of an economic level comparable to the typical homes of the community.

The passage of the George Ellzey Act by Congress increased slightly the funds available for the vocational program. This act was passed by Congress to replace funds appropriated under the George Reed Act, which expired in 1934, thus demonstrating the established value of the program. Even with the slight increase in funds available to the state, the



demand for financial assistance was in excess of the available funds (23:1934:41).

Marked developments in the program for education for home and family living came about as the result of the availability of increased Federal funds (23:1938:35) through the George Deen Act. These funds were used to strengthen and expand the entire homemaking program in the State, the work of non-reimbursed, as well as reimbursed, departments, the teacher trainer programs, the adult and part-time program. The increased funds made possible the services of an itinerant teacher trainer in homemaking education who visited teachers working in reimbursed and non-reimbursed departments (23:1938:35). In addition, she conducted part-time and adult classes in demonstration centers and assisted with the preparation of materials for teachers.

#### The influence of the depression, 1930

That the depression had a definite influence upon the home economics work in the state is shown in a report of Mrs. Vina Gardner (9:16), State Supervisor of Home Economics, in 1932. She reported that home economics teachers of the state were adapting their work to the present economic conditions and definitely assisting in community projects, such as

the canning of fruits and vegetables. In the home economics department at Taos, use was made of wild plums which were plentiful, and recipes were worked out and published for community use.

In Lovington, the dietetics class gave milk to twenty under-nourished children. In Santa Fe the home economics girls fed over a hundred underweight children. Funds were furnished by the town people and the home economics girls prepared a hot dish for the noon meal. At Thanksgiving and Christmas time, baskets for the needy were prepared by many home economics departments.

In all home economics departments (9:16) instruction was based on minimum expenditures. Foods work was considered from the standpoint of what a family on a very limited income could spend. The remodeling of old garments was popular and mending and patching were not neglected. Happy family relationships at Christmas time were emphasized, rather than the spending of money.

Not only was the teaching of home economics (23:1934:40) placed on a level of a live-at-home program, learning to make the most of what we have, but the close cooperation worked out between vocational teachers and relief organizations showed the benefit of the homemaking program in the community.

The depression also influenced the work in the adult classes. In one community, as the result of practical classes among the adults, where almost all the members were dependent upon the Red Cross for support (9:16), these people were enabled to utilize their gardens and preserve adequate food supplies for winter. Adult programs were carried on among the Spanish-Americans, Anglos, Navajos and negroes in such work as food preservation, adequate meals at low cost, care and training of children and the selection of clothing.

## CHAPTER VI

PERSONS INFLUENTIAL IN THE DEVELOPMENT  
OF HOME ECONOMICS IN NEW MEXICO  
AND THE CONTRIBUTIONS OF EACH

Inasmuch as the data for this study were gathered from many sources, there is a chance that some one who was influential in the development of home economics in New Mexico was over looked. However, the data were carefully checked for personnel and no one has been omitted intentionally.

The first state superintendent of  
public instruction, 1912

Alvin N. White, State Superintendent of Public Instruction in 1912, definitely influenced home economics in New Mexico by his interpretation of Chapter 52 of the Session Laws of 1912 (23:1924:20). This chapter provided for:

The introduction and keeping of such industrial education in such branches and in such of the public schools of the state as shall seem advisable to the State Superintendent of Public Instruction and the Director of Industrial Education.

Mr. White interpreted this as follows (22:1913:8):

I believe it within my power to hold that all public schools shall teach some of all of the branches of industrial education.

Thus, his influence placed domestic science, a branch of industrial education, in the high school curriculum.

Again, in 1913, he gave impetus to the development of home economics. In a foreward to the Manual for County Institutes (33:6), Mr. White stated that the subjects of agriculture, sewing and cooking, manual training and drawing had not been taught in our rural schools to any considerable extent, and only to a limited degree in town and village schools. He hoped that the children of our public schools would eventually be given the privilege of some training along these lines. For this reason he urged that teachers attending the County Institutes devote some time to discussing methods of introducing and teaching the branches of industrial education (33:9).

State directors of industrial education, 1912-1915

The Directors of Industrial Education in New Mexico from 1912 to 1915 laid the foundation upon which to build the industrial work of the state (22:1913:7). Mrs. Theresa B. White (22:12), the first Director of Industrial Education, appointed July 1, 1912, and Miss Manette Myers (22:1915:5), appointed in January 1913 to succeed Mrs. White, traveled over New Mexico and discussed conditions, planned work and equipment, visited experimental

farms, board meetings, schools (Indian, sectarian, and public), parent teachers' associations, commencement exercises, exhibits, fairs and public meetings (22:1913:9). In these contacts they influenced the thinking of the people.

Miss Myers (33:190) prepared an Outline for Industrial Branches in 1913 which was printed as a supplement to the adopted Course of Study in Industrial Education. This outline gave direction to the teaching of domestic science as teachers in their reports for 1913 referred to this outline as the basis for their courses (22:1913:33). Miss Myers (22:1913:150) gave a suggested list of general equipment for domestic science classes in her Annual Report of 1913. This influenced the thinking of administrators and teachers along these lines.

Miss Myers was the chairman of the first sectional meeting for the teachers of Agriculture, Manual Training and Domestic Science at the annual meeting of the New Mexico Education Association in Albuquerque in 1913 (45:1913:2). In this manner she gave her influence to the growing number of instructors of industrial education who felt that they should have special meetings.



Miss Ruth Thompson (51:1), a student at the New Mexico College of Agriculture and Mechanic Arts in 1912, and an instructor there in 1913, influenced the buying of domestic science equipment in New Mexico by writing a thesis (mentioned in Chapter V) for a Bachelor's Degree at the New Mexico College of Agriculture and Mechanic Arts in 1912, entitled Cost of Installing and Maintaining Home Economics in High Schools of New Mexico. She wrote this thesis because inquiries at the New Mexico Educational Association at Santa Fe in October, 1911, led her to believe that it was largely a lack of information on this subject which had postponed the installing of home economics departments in the high schools of the state. The object of the study was to give suggestions for equipment and for the prices of equipment, to outline courses of study for work in New Mexico, and to give cost per pupil per lesson. She expressed the belief that the course of study should be planned with reference to the social conditions of the pupils, to the cost of supplies and of home products. Miss Thompson's research showed that if funds were limited and the space was small the equipment for domestic science could be purchased for as low a sum as \$154, and adequate equipment for 16 pupils in spacious rooms for \$795 (51:19). No longer could school officials put

off buying such equipment because they did not know the cost, or because of the fear that the cost would be too high.

Miss Pearl Miller (47:3), Professor of Household Economics at the New Mexico College of Agriculture and Mechanic Arts, in 1913, and her assistant Miss Ruth Thompson influenced the development in home economics when they prepared an Outline for a Course in Domestic Science at the request of Miss Manette Myers, at that time State Director of Industrial Education. This outline was printed in the issues of the College Courier for 1913 and sent to all the domestic science teachers of the state. It was closely followed by the teachers, and therefore exerted a great influence (22:33).

The first state director of vocational education, 1917-1922

Mrs. Ruth C. Miller (37:1), the First State Director of Vocational Education, influenced the development of home economics in 1917, when she aided in the preparation of the First State Plan for Vocational Education in New Mexico. This plan stated that the Director of Vocational Education was to give two-sevenths of her time to supervising the work of home economics in the state, "vocational and non vocational" (23:16). In 1918 New Mexico did not report a teacher

of vocational home economics in the state (53:1918:96). In 1921, there were 17 all-day schools offering vocational work in home economics. Of this number, 6 schools received Federal Aid (53:1921:173). This shows the growth of the all-day school program from 1918 to 1921 under the direction of Mrs. Miller.

Mrs. Miller made an arrangement with a coal mining company at Raton in 1921 whereby two full-time evening school teachers were employed to give home-making instruction to the wives of the miners (53:1921:173). She taught a special course for the training of teachers of part-time and evening schools, during the summer school, and during the Christmas vacation at the State Normal University, Las Vegas, (53:1921:173) in 1921. As a result, the influence of Mrs. Miller was felt not only in supervision, but in instruction of in-service teachers.

The first record of a conference for vocational teachers was in 1921 when Mrs. Miller held a conference at Santa Fe at the close of the school year (53:1921:173).

By 1919, the section of the New Mexico Educational Association, formerly called the Industrial Section, had become the Vocational Section. Mrs. Miller was the chairman of this section for the years 1919, 1920, 1921, 1922 (45:13).

Dr. B. McBride, County Superintendent of Dona Ana County in 1917 and 1918, organized two domestic science circuits in his county (16:10). He planned the Dona Ana County Vocational Circuit (16:11). The idea of such a circuit was original with him. The plan called for a circuit of 5 schools; the instructor visited each school on this circuit for a full day each week and devoted that entire day to instruction in domestic science without reference to grades. The privilege of instruction in these branches was determined solely by age and adaptability. The plan worked splendidly and was a decided success, but had the disadvantage of disorganizing the classes as no provision was made for taking care of the boys, other than the regular school work. During 1917-1918 the idea of a larger vocational circuit developed.

The circuit extended along the Rio Grande Valley on the west side of the river from San Miguel to La Union, about 25 miles, and took in four school districts and seven schools. There were three instructors on the circuit, one for agriculture, one for manual training and shop work, and one for domestic science or home economics. The three instructors visited the same school on the same day in order to take care of their respective divisions. There were only five places of instruction, but two smaller

schools -- Liberty in the Mesa District and Alta Vista in La Union District -- sent their students to the nearest larger school for instruction.

The influence of this circuit was shown in that this instruction kept the children in school for a longer time than had been anticipated and showed the people of the community the advantages of bringing a practical education into the highways and byways where it was most needed (16:10).

The first state supervisor of home economics education, 1922-1924

Miss Ruth G. Taylor (23:1922:15), first State Supervisor of Home Economics Education, tried to raise the standards of work being done by striving toward quality of instruction rather than toward a large number of schools offering the work.

She (19) prepared a Course of Study for Vocational Home Economics in the all-day schools in 1923. ( ). This was the first course of study for vocational schools in New Mexico of which there was any record. This course outlined subject matter, laboratory work, illustrative material and carried suggestions for home projects and related work. It helped to standardize the work by striving toward the overcoming of the old idea of simply teaching foods and clothing. (19:11) New phases of homemaking were gradually finding their way into the program.



Part-time supervisor, 1923

Miss Ruth Taylor (who became Mrs. Ruth Taylor Foard during her term of office) resigned in July, 1923 (30:1). Miss Callie May Bliss of the Teacher Training Department at the New Mexico College of Agriculture and Mechanic Arts was appointed as part-time Supervisor.

The result of this small amount of time given to supervision was that the work was not so well organized as it would otherwise have been (30:1). However, there was an interest shown in the vocational work during the year and several schools asked for supervision even though they could not receive reimbursement. The home project work was not put on as workable a basis as possible (30:1). Teachers were just beginning to feel the need of such work, as they themselves were inexperienced and therefore slow about starting projects.

Miss Bliss, part-time State Supervisor of Home Economics Education, was the leader of a State Conference for Teachers of Vocational Home Economics, called by the State Department of Education at Las Vegas, November 26 and 27, 1923. Problems arising in the teaching of vocational home economics were discussed (30:1).



The second state supervisor of home economics education, 1924-1932

Miss Vina Robertson was appointed State Supervisor of Home Economics Education May 10, 1924 (17:14). In 1926 she became Mrs. H. M. Gardner and is best known as Mrs. Vina Gardner. During the eight years of her administration, many changes were effected in home economics. One of the most outstanding achievements of her first years in office was the publication of the Home Economics Counselor, the first issue of which was published in September, 1925 (40); today, in 1940, it is still being issued in the office of the State Department of Education at State College, New Mexico. The Counselor began as a monthly publication but is now, in 1940, issued three times a year. It was sent to vocational and non vocational home economics teachers of the state. The copies of the Counselor contain reports of the annual conference in the fall, the teachers over the state on the progress of their work in the schools, district teachers and club meetings, New Mexico Home Economics Association, new reference books in home economics and also articles on methods by outstanding instructors. Thus, the Home Economics Counselor helped to improve instruction (23:1926:20). It is impossible even to estimate

the influence that this publication has had upon home economics in the years since 1925.

Mrs. Gardner, in her first Annual Report to the State Superintendent of Public Instruction (23:1924:22) in 1924, said that there had been a decided increase in the number of schools offering home economics and great improvement in the quality of instruction given. In 1924 there were 75 high schools offering home economics besides the work which was being done in the grades. Not only had the number of schools increased by 1926, but the type of instruction had been kept up to standard, content of courses of study had been analyzed, and instead of giving merely cooking of isolated foods and serving by the sampler method, the teachers of the state were studying their own groups of girls to see what their needs were. This influence is being felt in 1940 as teachers are still trying to adjust courses to needs of girls. Mrs. Gardner felt that perhaps more was done in planning the courses with the needs of the girls in mind in the Smith-Hughes schools, because the work came directly under the supervision of the State Department through the State Supervisor, and better results could be obtained. In addition to Mrs. Gardner's contribution in supervision, her influence was felt

in the development of evening classes in home economics. A great many short unit courses were offered by home economics teachers without additional compensation. Many Spanish-American women were reached in this way and Americanization work was advanced (23:1924:22).

During 1925-1926 and 1926-1927, the State Department supervised the home economics instruction more closely than before in the high school and grades, regardless of whether or not they were on a Smith-Hughes basis (23:1926:22). This resulted in a unified program throughout the state. All teachers considered the actual problems which girls have to solve in their own homes and in the communities in which they live. Furthermore, the work was socialized -- that is, girls in a class began to consider not only their own problems, but also their relationship to all members of the family and others with whom they came in contact.

Under the Supervision of Mrs. Gardner, a score card for judging departments was developed in the 1925-1926 period and helped materially toward building up the departments of the state (23:1926:22).

The advancement in special classes was also marked under her influence. State Departments promoted classes for adults in home economics in all

groups (23:1926:22) regardless of nationality, but State and Federal funds were used in evening classes only for the salaries of teachers of classes of Spanish-American women and girls. Shortage of funds necessitated this restriction of financial aids. It is particularly significant that women and girls were interested not only in foods and clothing problems, but also in those of training children, health, practical home nursing, and budgeting. Mrs. Gardner wrote:

The entire program for home economics work in the State has been materially broadened and as a result all home economics workers are co-operating as never before, for the advancement of the best types of home economics education (23:1926:22).

These results within two years after she took office were a great credit to Mrs. Gardner.

In her biennial report of 1930-1932, Mrs. Gardner (23:1932:40) wrote that the development of vocational education in New Mexico had meant the development of general home economics as well. She had worked with all departments as far as time permitted. State and district meetings were open to and participated in by all home economics teachers. She reported that a spirit of unity and cooperation was being built up which meant much to the program. The student home economics club was a product of this

development. The movement was sponsored and promoted largely through the office of the State Department of Vocational Education. In 1930 practically every home economics department in New Mexico had an active student home economics club.

Mrs. Gardner also influenced the program by devoting a large portion of her time to improving teachers in service, through personal visits, district and state conferences and through news letters in the Home Economics Counselor which contained teaching helps. She lead teachers to use real home problems as a basis for class discussion (23:1932:39). In order to find these problems she lead the teachers to see the necessity of making home contacts to find out the most vital needs and adapt the work to actual home situations. A new view point was taken by teachers as a result of visits to homes where Mrs. Gardner's inspection meant much in making home economics a subject which will function in the lives of the girls.

Special surveys were made under Mrs. Gardner's supervision to secure information about home situations and individual record cards were used for each girls, showing:

1. Number in her family
2. Number of rooms in her home



3. Magazines taken in the home
4. Girls' hobbies, ambitions and home work

Great growth (23:1932:40) in adult classes was made under Mrs. Gardner, especially during the depression, when stress was placed on promotion of class work which would help homemakers better to meet their problems. Units were given in making over garments, planning low-cost meals, preparing adequate meals with available foods, making the dollar stretch, and in home gardening.

Mrs. Gardner continued the Annual Conference for Vocational Teachers of Home Economics, but she was influential in changing these conferences from 2 or 3 days duration during the New Mexico Educational Association Meeting in Santa Fe, or Albuquerque as in 1923 (45:1923:15), to one of several days' duration preceding the opening of school in August at State College, New Mexico, in 1930 (40:1930:1). These conferences began as round table discussions of problems in home economics but by 1929 leaders in the field of home economics were brought into conduct these meetings (40:1939:2).

The third state supervisor, 1932-1939

Miss Zelpha Bates became State Supervisor of Home Economics Education in September, 1932 (18:2).



She exerted her influence in keeping the work on the live-at-home basis upon which the previous State Supervisor had started it. In 1934, two years after she took office (23:1932:40), Miss Bates wrote:

The teaching of home economics during the past two years has been on such a level that it has demonstrated to all who have had even a slight opportunity to observe its development that the homemaking program in the schools is an indispensable part of our educational program.

In 1936 Miss Bates (3:16) stated that:

The philosophy of the vocational homemaking program is based on the fact that the high school girl has so many problems that are difficult for her to solve in relation to her home, her family and associates, that we have plenty of problems for two or three years work. Not only do we feel that the girl's own problems of her daily life are very worth while considering and that this is our first obligation to her, but also we know that we cannot get the girl's interest in homemaking problems that she will deal with five or ten years from now; her own problems are too vital and uppermost in her own consciousness.

Under the influence of Miss Bates, the home-making program was made up of units covering every phase of home life. Teachers were urged to teach girls, not subject matter. The main purpose of education was to help girls become better members of their homes and so develop a better understanding between the girls and their parents.

Units in Consumer Buying (3:16) were taught in all vocational homemaking departments beginning in 1936. These units lasted from three to six weeks

and were practical because they are based on the actual buying experience of the girls. Judgment in the use of guides which consumers commonly use in selecting goods, such as advertising and labeling, was one of the objectives of the course.

The influence of Miss Bates was felt in the development of the curriculum for the years 1936, 1937, 1938, and 1939, when a comprehensive program of curriculum development was carried on. This study was planned to cover a period of several years and to involve a study of needs and interests of young people in relation to their family living, looking to the production of a course of study. A curriculum study and evaluation of the training of teachers in home-making education was also being conducted (23:1938:35).

Miss Bates believed in home visits and they became an outstanding feature of the vocational home-making program during this period. Each home economics teacher visited practically all the homes of her students at least once a year, gained cooperation of the parents, and learned the actual home conditions. She felt that visiting homes was of special value in promoting the home-project program in homemaking. Home projects provided for the application of principles taught in school in a normal home situation. Through the home-project program, pupils were given

an opportunity to get practice in carrying out responsibilities in their own homes. Considerable emphasis was placed on the home-project program, as home practice exercise and home projects were considered a method of teaching which brought the school to the home. In 1934, as in later years, the home projects were vital factors in stretching the dollar in many homes (35:13). The projects were far reaching in their results and were frequently enjoyed as much by the mothers as by the girls.

Under the supervision of Miss Bates, the all-day teachers taught adult classes and cooperated with relief agencies in addition to their regular school work. The effects of the depression made necessary the teaching of points in the selection of the best articles which can be secured with available funds, getting the most for the money that there was to spend.

Marked expansion had taken place by 1938 under the guidance of Miss Bates in the program in homemaking for adults and out of school youth. In 1938 (23:1938:35), thirty-four teachers taught at least one unit for these groups in the various units covering all phases of homemaking. In addition to the programs carried on by the day school teachers, the homemaking program at Camp Capitan, a National

Youth Administration camp for girls, was reimbursed. Two centers, Carlsbad and Silver City, conducted interesting classes for girls. The training in these centers not only gave their girls help with their own homemaking problems, but also carried the training to the point where the girls were using it as a source of income in employment in homes. These programs were of particular interest because they were cooperative undertakings bringing in the Emergency Educational Program, the National Youth Administration, Community Councils and the various service organizations (23:1938:35).

Under the direction of Miss Bates, major developments have also taken place in the training of student homemaking teachers. By 1938 they were having experiences that will enable them to deal with school and community problems in homemaking education so that they will be more effective members of the high school system. Special help was given teachers by this time in training them to analyze the every day problems of young people, so that the work in homemaking will really help them with these problems. Some of the student teachers are having some added experiences in becoming acquainted with all of the responsibilities of the homemaking teacher for the full school day and school week, through being sent

to a near-by school for a week where they teach the classes and carry on all the responsibilities of the teacher under the supervision of the regular teacher. This is proving to be an invaluable experience for the girl and superintendents are finding that these teachers are adjusting quickly into the school program (23:1938:35). The influence of Miss Bates was also felt in the training of general home economics teachers as well as those of vocational home economics in the newer phases of the homemaking program (23:1932:40). She visited all home economics departments which time and funds would allow.

Miss Mary Gillespie, Itinerant Teacher Trainer in Home Economics, State College, New Mexico, since 1937, made significant changes in the methods and content of the homemaking courses in the state. She visited teachers working in reimbursed as well as non-reimbursed departments (23:1938:35). She conducted part-time and adult classes in demonstration centers and assisted with the preparation of materials for teachers. Miss Gillespie became the teacher trainer through the increased funds made available with the George Dean funds.

Conference leaders at the Annual State Home Economics Conferences, 1927-1938

The New Mexico Vocational Economics Conference is held for the purpose of helping teachers plan



their work for the year, and of giving them the newest methods in teaching and the latest developments in the field of home economics. As the Conference is really a device for the improvement of teaching, the Conference leaders have a state-wide influence. Vocational home economics teachers are required to attend the Conference and non-vocational teachers are invited to do so. Several women prominent in home economics education have been leaders. Miss Maude Williamson, Associate Professor and Teacher Trainer of Home Economics Education, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado, led a round table on Problem Solving (40:1927:2) at the annual conference in connection with the New Mexico Education Association meeting in Albuquerque in November, 1927. By this discussion, the teachers at the Conference became convinced of the value of the problem method, a desirable and much used method of teaching home economics, and are now using it.

Miss Williamson was one of four Conference Leaders at the New Mexico Vocational Home Economics Conference at State College, New Mexico, in August, 1930. Her topic was Problem and Project Teaching (40:1930:3). This talk was especially meaningful at this time, as during the depression teachers were trying to make work more practical by the use of actual



home problems, as determined in their visits to the homes of their girls.

Miss Williamson again influenced home economics in New Mexico when she gave a talk to the Home Economics Section of the New Mexico Educational Association in Albuquerque in October, 1939, on Stimulating Effective Teaching of Consumer Education Through Recent Materials Dealing with Social and Economic Conditions and Consumer Practice (45:1939:17), as all vocational home economics teachers were giving units in consumer buying, one of the newer phases of home economics in 1939.

Mrs. Mildred Weigley Wood, State Supervisor of Home Economics Education in Arizona, in 1929, and later Supervisor of Home Economics Education in Phoenix, gave two interesting talks on Home Management Problems and Family Relationships at the annual Home Economics Conference at Albuquerque in September, 1929 (40:1929:2). Her influence has been extensive, as she returned to New Mexico in 1933 to be the Conference Leader for several years. Her instruction influenced the content of courses and methods used in the high schools of the state. Mrs. Wood was the leader of the following conferences:

1. 1933 - Teaching of Child Development (40:1933:2)
2. 1935 - Consumer Buying (40:1935:2)  
Understanding the High School Age as a basis for Social and Family Relationships  
The conference group was led to see the assistance that teachers can give the high school girl to help her think through her problems in these fields.
3. 1936 - Child Development (40:1936:3)  
The group worked with actual experiences which can be given the high school girl to help her with problems with little children.
4. 1937 - Methods for Adult Education in Home-making (40:1937:2)  
This conference gave methods and demonstrations used in teaching adults.
5. 1938 - Home Management (40:1938:2)  
There is evidence that high school girls are interested in home management when the work is given in terms of the management problems with which they have contact. Mrs. Wood led the conference group in analyzing what is involved in management and in considering some of the management problems which girls meet. These conferences were the basis for curriculum revision in the state as the last source of study was dated 1931.

#### Instructors, 1918-1939

Two instructors in institutions of higher learning have greatly influenced the education of college girls who were preparing to teach home economics, and in turn the thinking and teaching of these girls. Mrs. Elizabeth Simpson, Professor of Home

Economics since 1918 at the University of New Mexico, Albuquerque, New Mexico, and Miss Margaret O'Laughlin, Professor of Home Economics at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, since 1924, have contributed to the growth of home economics by the content of their courses, by their activities in the home economics organizations, and by their personalities. Both Mrs. Simpson and Miss O'Laughlin have been in charge of the student teachers and have taught the methods courses in home economics at their respective colleges. In this way their influence has been directed upon the home economics teachers and upon the development of the home economics program of the state.

## CHAPTER VII

GROWTH IN NUMBER OF SCHOOLS HAVING  
HOME ECONOMICS

The growth in the number of schools having home economics departments in New Mexico has been fairly steady, though not always rapid (Figure 1). The New Mexico Educational Directory of 1913 (36:1913:1) recorded the first home economics departments in the state high schools by indicating the presence of home economics teachers in the high schools at Raton, Roswell, and Tucumcari (Figure 2). In 1914 the number had increased to six, with Albuquerque, Las Vegas and Santa Fe added to the first three.

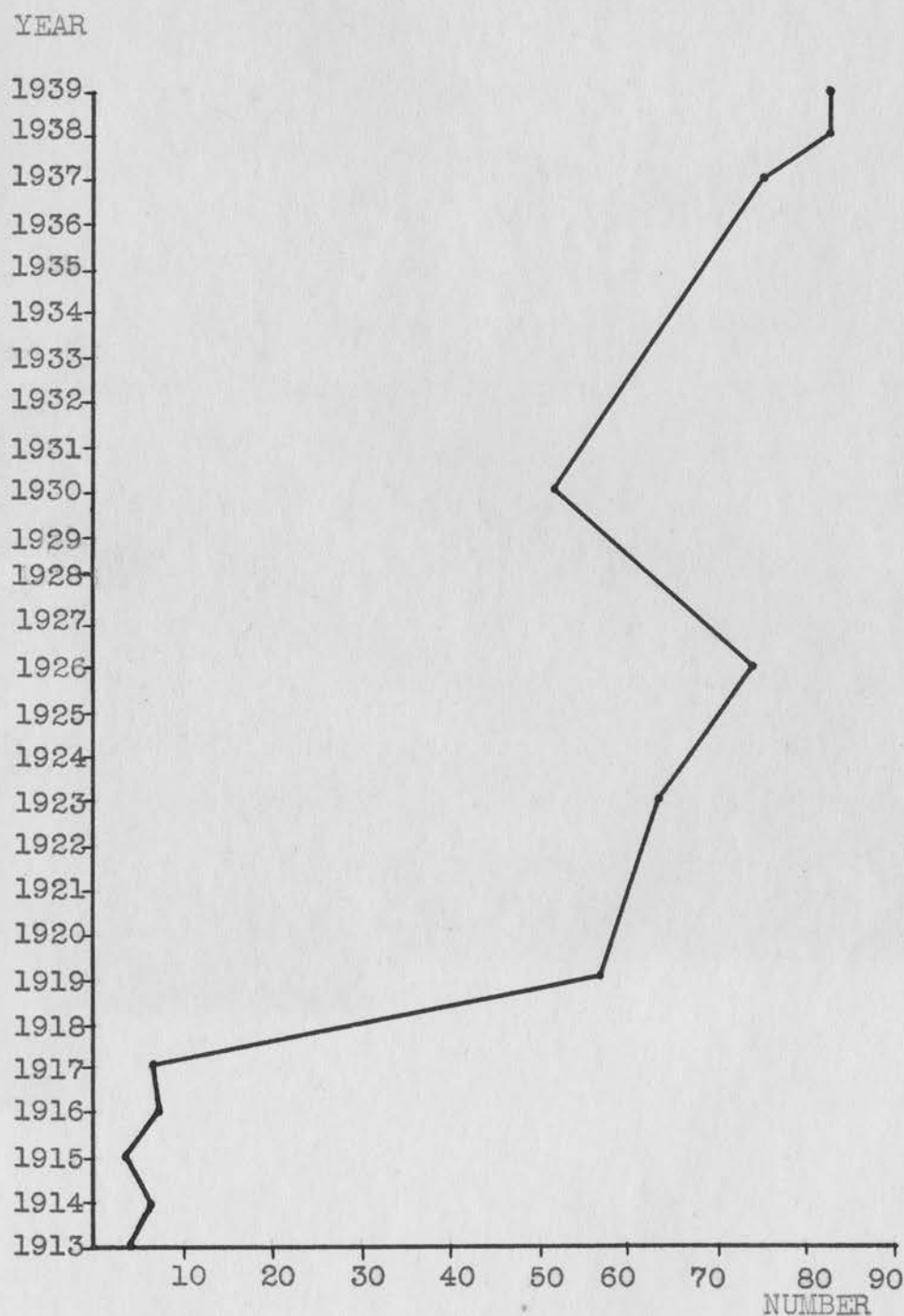
This number did not change according to any records available until the Smith-Hughes Act was accepted in New Mexico in 1917. By 1919, 57 towns reported (53:1919:171) high school home economics departments. It is reasonable to suppose that the very large increase in the number was due to the influence of the Smith-Hughes Act and the prospect of federal aid for home economics. In 1923, one year after the first full time Supervisor of Home Economics Education was appointed, the total number of home

economics departments had increased to 63 (36:1923:4). In 1926-1927 (36:1927:9) and 1927-1928 (36:1928:6), there was an increase in departments to 74, but a drop to 52 (36:1930:1) came in 1930 during the depression. After the depression years, the number increased until in 1939 there were 39 home economics departments in the state (Figure 3).

After the passage of the Smith-Hughes Act in 1917, New Mexico did not report a teacher of vocational home economics until 1919 when there were five vocational departments which received federal aid (Figure 4) (53:1919:171). In 1920 (53:1920:150) there was an increase of seven in the number of vocational home economics departments, making a total of 12. In 1931-1932 and 1932-1933, there were 24 and 28 such departments, respectively. There was an increase to 40 (44:1) departments by 1938 and this remained the number in 1939 (Figure 5).

By these figures we see that the non-vocational program and the vocational program for home economics have increased from 1917 to 1939 to approximately the same number.

Fig. 1.--Total number of schools having home economics by years, 1913-1939, (36)





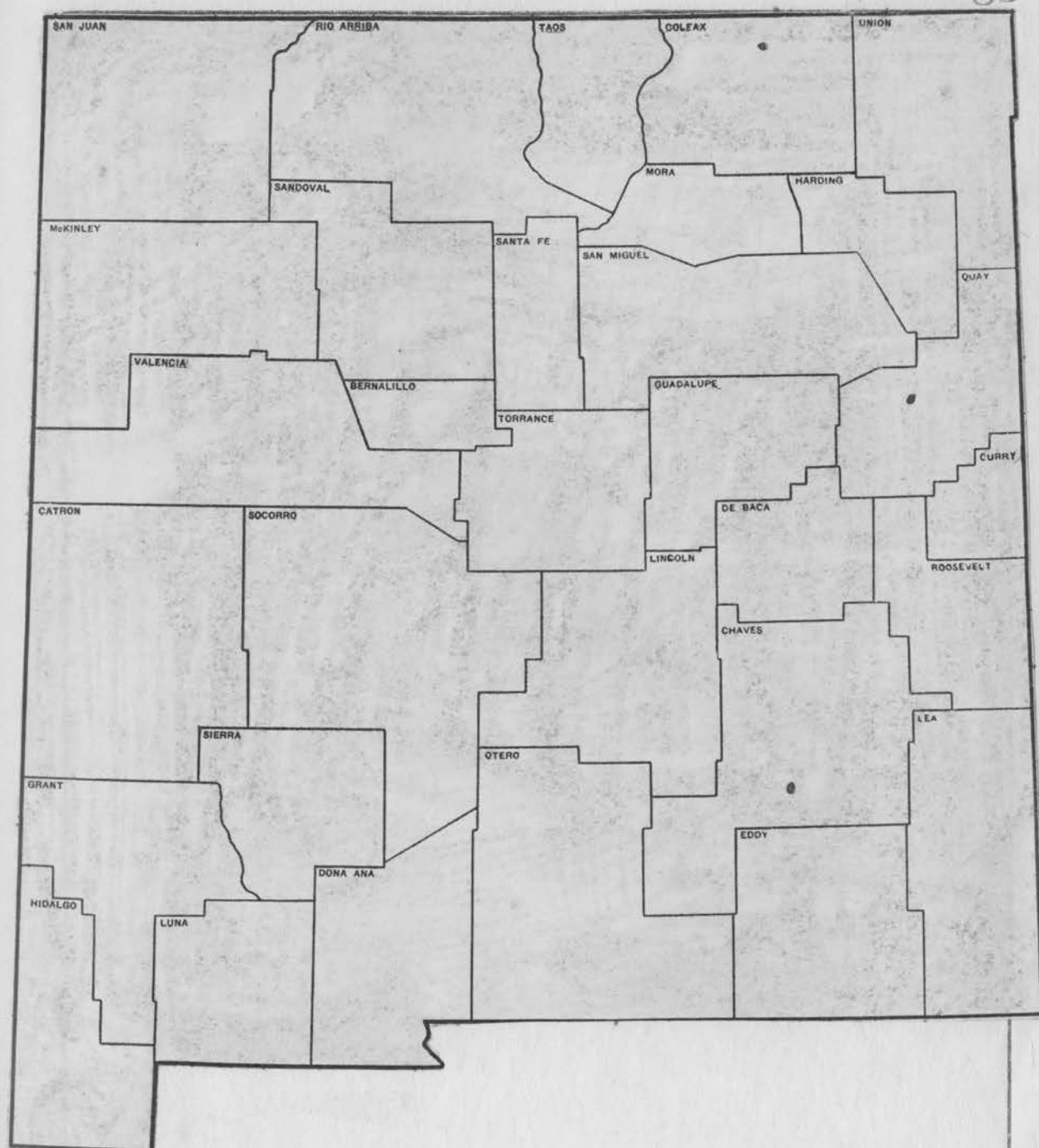


Fig. 2.--Location of home economics departments  
in New Mexico, 1913 (36:4).

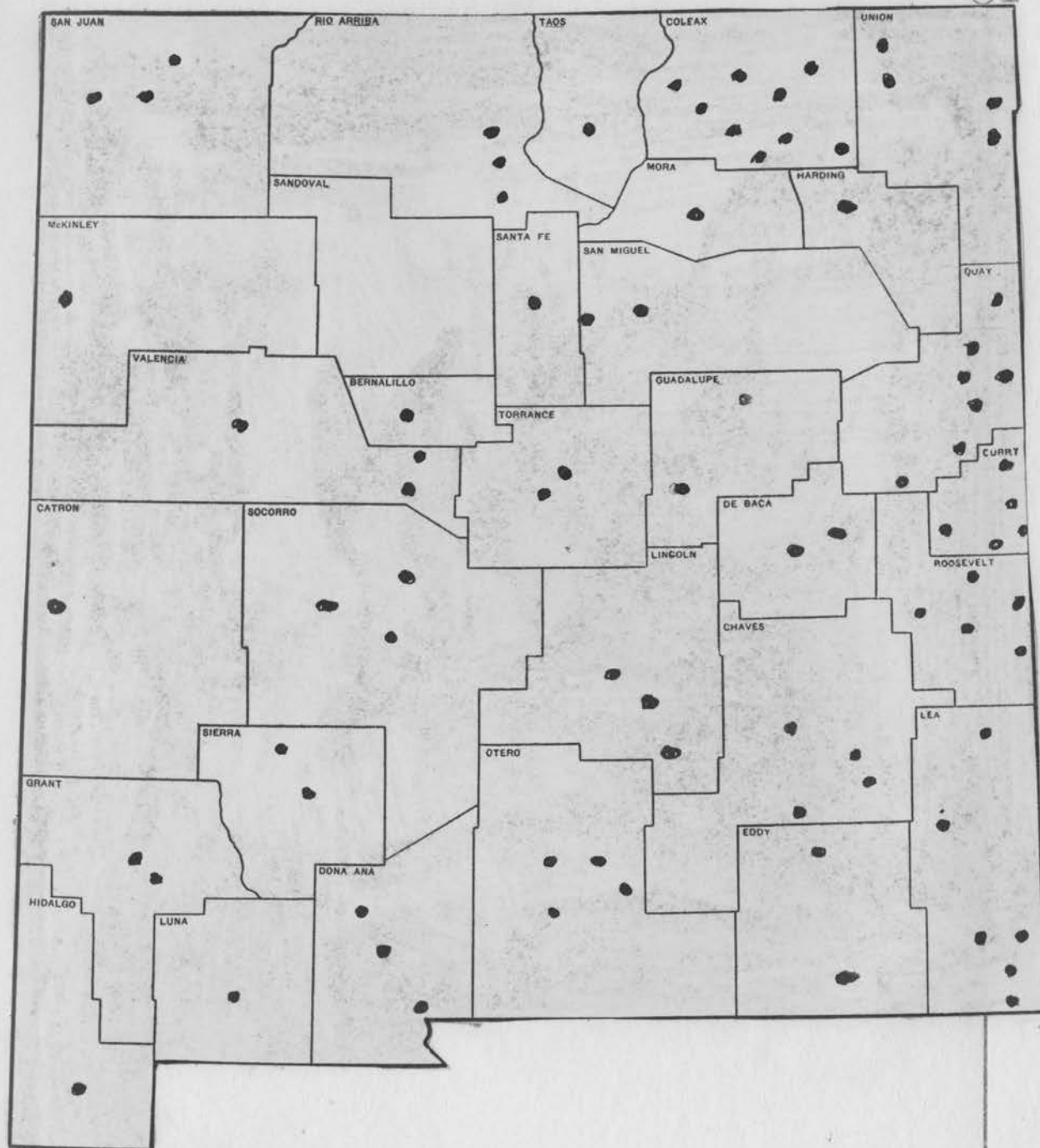
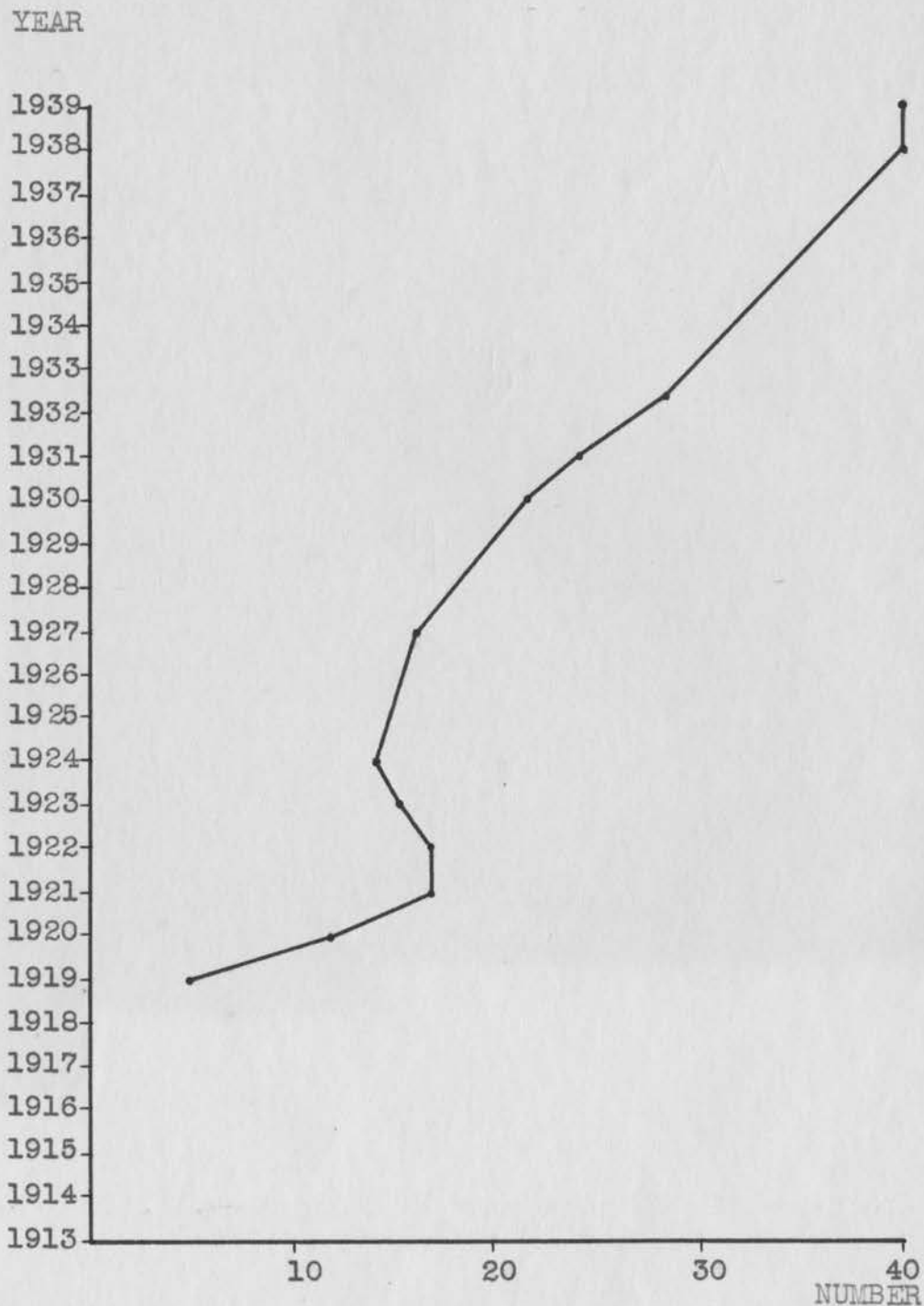


Fig. 3.--Location of home economics departments  
in New Mexico, 1939 (44:1)

Fig. 4.--Number of schools receiving federal aid  
by years, 1917-1939 (53)



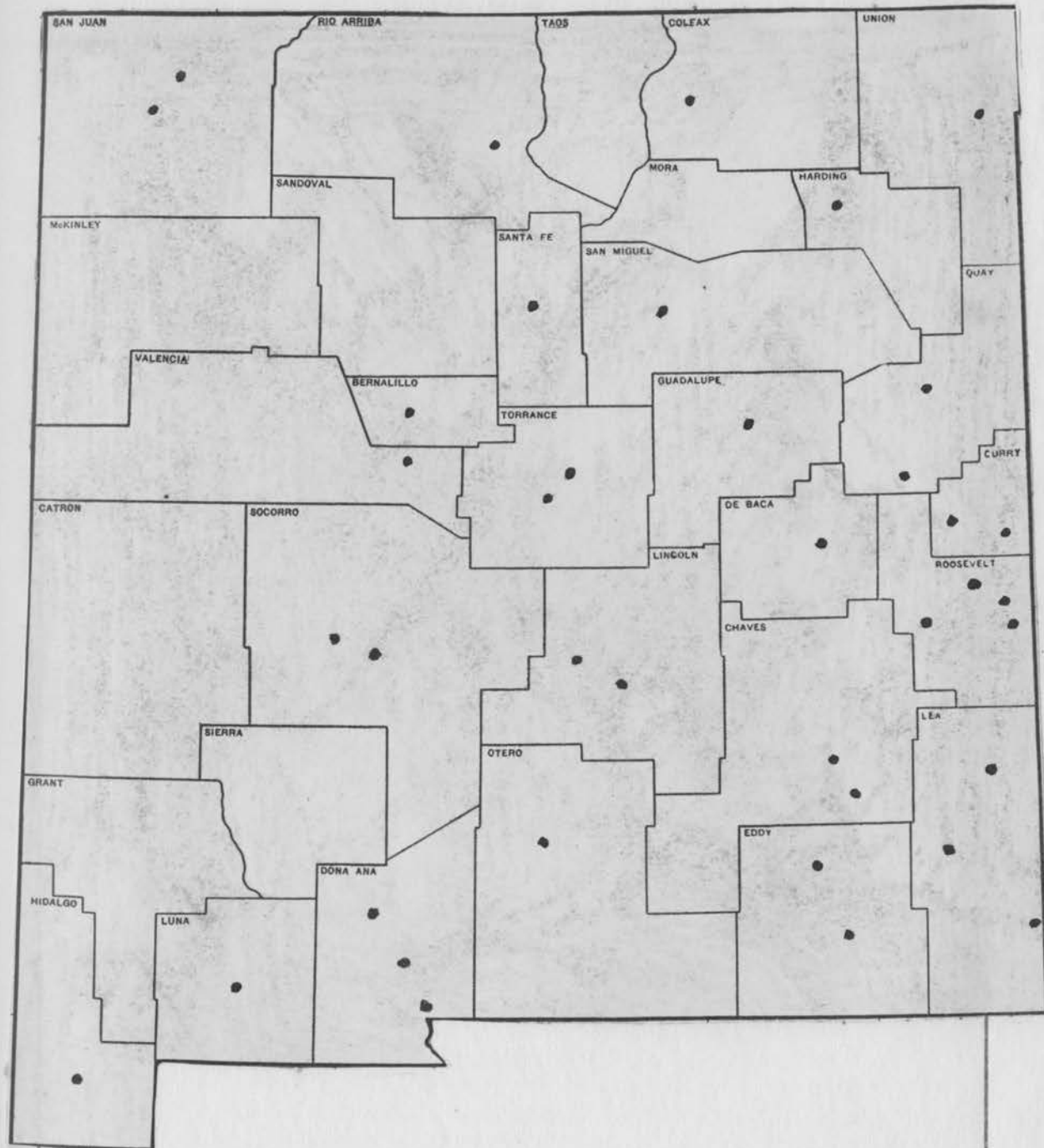


Fig. 5.--Location of vocational home economics departments in New Mexico, 1939 (44:1)

## CHAPTER VIII

### DEVELOPMENTS IN CURRICULUM

The methods of presenting the subject matter of home economics as well as the content of courses changed greatly in New Mexico between 1912 and 1939.

The first Outline for a Course in Domestic Science in the high schools, written in 1913 (Chapter VI) gave this (47:3):

Each lesson consists of a talk by the teacher, on which the pupils shall be required to take notes and an assignment of practical work to be done by the class.

#### Outline.

##### Lesson I

Notes: Purpose of work.

"Homes and Homemaking"

Introduction - Elements of the Theory and Practice of Cooking - Williams and Fisher.

Requirements: Aprons, materials, style and number. Holders, material style and number.

Notebook, size  $6\frac{1}{2}$  by  $8\frac{1}{2}$ .

Practice: Become acquainted with equipment.

Rules for dishwashing. Wash and replace cupboard equipment.

##### Lesson II

Rules for Working: Care of desks, materials, utensils.

Rules for Housekeepers: Care of fire, tea-kettles and kitchen. Abbreviations and measurements. Necessity for food: Its use in the body; to build and repair tissue and to give heat and energy.



Necessity for cooking food. To render it more attractive, palatable and digestible.  
Practice: Measurements. Directions for measuring 1 cup, 1 teaspoon and other measurements.

### Lesson III

Notes: Stoves and ranges.  
History of outdoor and indoor cooking.  
Construction of range, its parts and their uses.  
Combustion, fuels, dampers and drafts.  
Practice: Laying fire or regulating oil or gasoline stove.

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### Lesson X

Notes: Acids, source, food adjuncts. Fruits, source and nutritive value.  
Practice: Fruits, cooking of stewed apples, prunes and cranberry sauce.

### Lesson XI

Notes: Fats and oils. Source and nutritive value and effect of heat.  
Practice: Cooking in deep fat. Potato chips, codfish balls.

### Lesson XII

Notes: Albumen: Effects of heat, nutritive value.  
Practice: Eggs, soft cooked, hard cooked, poached and omelet.

Reference books for the work were given as:

1. Elements of the Theory and Practice of Cookery - Williams and Fisher, Whitcomb and Barrows
2. Domestic Science in Elementary Schools - Wilson, MacMillan Company
3. The Home Economics Library.  
American School of Home Economics, Chicago.
4. Boston Cooking School Cookbook - Fannie Merritt Farmer.

In Roswell (23:1913:35) in 1913, each lesson in domestic science consisted of a brief study of the

topic, a limited amount of notes and as much practical work as possible with special attention to cleanliness, order and exactness. In cooking, such topics as the cooking of vegetables, cocoa and chocolate, how to detect adulterated coffee, sugar and tea were studied. In preparing and serving each food, the following points were observed: the principles of cooking, the ideal results and the manner of serving. At such lessons two girls served their dishes at a small table properly set, thus giving them practice in table setting and correct service. Almost every lesson was carried on in this way, and by these practical experiences the girls were taught that there was a right way to prepare food, that there was a labor saving way and that work carefully and skillfully done was not drudgery but an interesting and pleasant occupation.

In sewing the girls were taught to use their hands, which trained the hands and mind together. The training that the girls received in hand and machine work enabled them to make and to repair their own clothing. A definite time was given to the study of textiles, which included the study of materials, cotton, linen, silk and wool. Also a study was made of the implements used in sewing, as pins, needles and

scissors. Later in the term, the girls made a special study of the materials suitable for underwear. Different samples were collected and kept. Such subjects as suitability, durability and expense were discussed before the practical work of making such garments as corset covers, underskirts, aprons, gowns and wash dresses. Along with this work was emphasized the idea of neatness, economy of work and simplicity of design.

In Carlsbad in 1913 (13:1913:56) there were 10 girls in the cooking class and as there was equipment for only 6, the class was divided into two groups of 5, each of which had practice twice a week. One period every week was devoted to the study of food, nutrition and the application of heat to foods. The study of theory was correlated with practice work. The girls were required to prepare at home all the dishes prepared at school. The work was practical and created a greater interest in the school.

In the Albuquerque high school in 1919 (1:42) the text in domestic science was Green's Text Book of Cooking. Note books were required. In the laboratory, cleanliness, order and exact measurements were emphasized. Water was studied as a cleansing agent, cooking medium and carrier of flavor. The making of beverages were taught and the least harmful methods

of making tea, coffee, cocoa and chocolate as beverages were considered. Milk was studied as a food for its composition and nutritive value. The cooking consisted of foods which composed the five food principles: water, ash, protein, fat and carbohydrate (1:43).

A course of study for home economics in the Albuquerque high school, 1919, gave:

The Principles of Carbohydrate Cooking.

Starch

- Structure and properties of starch
- Methods of combining starch with liquid
- Starch as a thickening agent
- Preparation and uses of white sauces
- Preparation of cream soups, cornstarch pudding, souffles, ice cream
- Cooking of starch vegetables
- Potatoes
- Rice as a vegetable and as a dessert
- Cooking of cereals

These, then, were the ways in which domestic science was being taught at the beginning of the influence of the Smith-Hughes Act. The acceptance by the state of New Mexico included the provisions (36:15) that the methods of instruction in home economics and related work should be a combination of laboratory, recitation and discussion. This arrangement was suggested as a means of preventing dissociated recitation and laboratory periods.

The methods used were to be such as to develop both the economic and artistic features of home keeping.

The object of the training was to produce intelligent homemakers. The courses were to be organized and taught from the point of view of home management. Conditions in the home of the average wage earner were to determine the method of instruction. This instruction had to be given in the home economics departments of public schools of secondary grades.

No course of study was printed for the vocational schools from 1917 until 1923. Mimeographed sheets were given teachers as guides, but in 1923 under the direction of Miss Ruth Taylor, the first full-time State Supervisor, A Course of Study for Vocational All Day School (19) was prepared. This two-year course of study set the work up in an entirely new way, by units, the names of which follow (19:2) (the contents of the units were not available):

#### Home Economics Subjects

##### First Semester

Food Study, Meal Planning and Serving  
Personal Hygiene

##### Second Semester

Clothing or Textiles  
Sanitation and House Care

##### Related Subjects

Applied Art  
Physiology and Hygiene  
General Art applied to home

or

General Science applied to home.

#### Second Year

##### First Semester

Advanced Clothing  
Home Nursing and Child Care



Home Management  
 Second Semester  
 Advanced Food and Dietetics  
 Advanced Clothing  
 Related Subjects  
 Household Physics  
 Household Chemistry  
 Biology

This course showed the effect of the acceptance of the Smith-Hughes Act which specified home economics was to be taught in "short unit" courses whenever possible and planned for a well-rounded program for the vocation of homemaking. (37:17)

Many books were listed in the course of study to be used in the home economics classes. These included (19:1):

#### Foods and Dietetics

##### Books

Table Service - Allen and Little  
 Domestic Science and Application - Bailey  
 Source, Chemistry and Use of Food Products - Bailey  
 Nutrition and Diet - Conley  
 Food Study - Wellman  
 Dietetics for High School - Wellard and Gillett  
 School and Home Cooking - Greer

#### Clothing, Textiles and Millinery

Secret of Distinctive Dress - Picken  
 Clothing for Women - Balatt  
 Shelter and Clothing - Kinne and Cooley  
 Textiles and Clothing - McGowan and Waite  
 Art of Millinery - Nusuf  
 Clothing Choice, Care and Cost - Woolman

#### Sanitation and House Care

Housewifery - Balderston



New Housekeeping - Frederick  
Home and Community Hygiene - Brodhurst

#### Related Art

Industrial and Applied Art Books - Bush  
Principles of Design - Bachelor  
Interior Decoration - Parsons

#### Health and Sanitation

Healthful Living - Williams  
Human Physiology - Ritchie  
Applied Hygiene - Gregg

#### General Science Applied to Home

Science of Every Day Life - Vanbuskirk and  
Smith  
Science of Home and Community - Trafton  
General Science - Brownell

#### Home Nursing and Child Care

Home Nursing  
American Red Cross Text Book on 1st Aid -  
A. R. C.  
Home Nursing - Harrison

A report for units of work, form No. 3, from the transfer files of the State Department of Vocational Education, State College, New Mexico, for one semester of 1922 showed the manner in which the vocational home economics teachers of the state were organizing their work, and the books which they used (see Appendix).

The report for the class in related work, form No. 4, 1925 (51), also from the same transfer

files, showed the type of work which was offered in related courses at that time (see Appendix). In related art these courses were "Applied Art" and "Related Art" and in related science they were "Household Chemistry" and "Physiology."

In 1926, a committee on Family Relationships was organized to work up outlines for a course in this subject. Vocational and non-vocational home economics teachers served on this committee. The reports of these teachers were of especial interest because they show that Family Relationships is not as recent an addition to our homemaking program as is sometimes thought.

Family and Community Relationships (22:1)  
Des Moines  
Lova Clingenpeel

1. Taught in the town of Des Moines
2. The material was given as a separate unit covering 3 weeks. Unit was also emphasized in Health and Related Art units.
3. We approached the unit by discussion brought out by reading and observation of family life and community. Always started discussion with something familiar to child, then brought in something new. Four results obtained were:
  1. Girls learned the true function of the family studied and considered each member's responsibility to the family.
  2. Girls formed the habit of keeping expense accounts. They studied budgets and per cent of average budgets of the home so that parents could check up if so desired.
  3. Girls formed habits in

1. Care of clothing
2. Health
3. Food
4. Table Manners
5. Thrift
4. Judged results by interest, response and application on part of student.

#### References

1. First Course in Homemaking - Calvert
2. The Economics of The Family- Taber and War-al
3. The Charm of a Well Mannered Home - Lippincott

#### Dexter

Dexter is a town of 500 people.

Emphasized following things:

1. Food and Nutrition  
Method: Class discussion. Text, "Practical Dietetics" Effort was made to overcome petty dislikes for certain foods. This was first a class project, then some members of class made it a home project.
2. Health and Health Rules were approached by class discussions when were opportunity afforded itself in Sewing and Cooking classes, especially emphasized in Hygiene classes. Text, "Hygiene of Human Mechanism and Sanitation of Its Surroundings" - Hough and Sedgwick.
3. Care of Clothing  
Emphasis of neatness and cleanliness of articles made in class. Texts, "Shelter and Clothing" - Kinney and Cooley, "Principles of Clothing Selection" - Butterick, Practical lessons in mending, darning and patching by bringing articles from home.
4. Next six weeks will study Home Management and Child Care. 3 weeks given to each course.  
Home Management  
Problems as they presented themselves in classes and tests used in cooking have been discussed. Text used was Related Science Text, "Science of Everyday Life" - Vein Bupkirk and Smith.

### Child Care

Material: "The Baby in the House of Health"  
"The Expectant Mother."

In 1926 a Course of Study for High School Home Economics (29) was issued by the State of New Mexico, Department of Education, Division of Vocational Education. As the forward gave the philosophy underlying the courses it is quoted here (29:1):

This Course of Study is to be used as suggestive material for Home Economics teachers in New Mexico to help them in organizing their work. It is in a very tentative form and is to be used merely as a guide. Each teacher must use her own judgment and initiative in determining her needs.

In order to determine the needs for a particular group and the phases of work in Home Economics that can best serve in meeting these needs it is necessary for the teacher to know the home life of the girls. Their past experiences must be evaluated and their present activities must be taken into consideration.

Objectives must be determined. Each teacher must know exactly what she plans for her girls to accomplish. The girls as well as the teacher should have definite objectives in mind.

Perhaps the biggest problem is organizing the work on a real problem basis. The problems must be student problems, not teacher problems. They must be problems in which the girls will be vitally interested, problems that they want to solve. They must be present day problems rather than problems which the girls might meet in the future. Every teacher should appreciate the opportunity for developing the habit of problem solving - a habit that is very vital to everyone.

A two year course of study in high school Home Economics is recommended as the most satisfactory. For a two year course it is suggested that, if possible, the work be arranged according to the following plan in order to take care of transfers from school to school either at the middle of the school year or at the end of one year of Home Economics work.

## HOME ECONOMICS WORK - SUGGESTIVE PLAN (29:1)

Home Economics I

## First Semester

Foods	15 weeks
Personal Hygiene	3 weeks

## Second Semester

Family and Community Relationships	- 3 weeks
Clothing	15 weeks

Home Economics II (29:2)

## First Semester

Advanced Clothing and Textiles	14 weeks
House Care	4 weeks

## Second Semester

Advanced food and Dietetics	12 weeks
Home Nursing	3 weeks
Child Care	3 weeks

If Smith-Hughes Home Economics is given, Related Science and Related Art is given paralleling Home Economics. If the plan given above for Home Economics is used it is suggested that the following plan be carried out for related work.

## In Connection with Home Economics I

First Semester

Related Science

Second Semester

Related Art  
(General art principles and art applied to clothing)

## Home Economics II

Advanced Related Art  
Art applied especially  
to interior decoration.

Physiology

By this plan science parallels foods work and art parallels clothing work. Every girl enrolled in Home Economics will be enrolled in a related subject at the same time. Special effort must be made to secure a desirable degree of correlation. In non-vocational departments it is suggested



that just as much science and art as possible be incorporated into the regular Home Economics course.

The suggested plan of work for the year follows (29:5):

## FIRST YEAR

### FOOD STUDY AND MEAL PLANNING

- A. Suggestive topics
  1. Arrangement of foods laboratory
  2. Storage of food supplies
  3. Sanitation in laboratory and at home
  4. Making foods laboratory more attractive
  5. Use of uniform aprons in foods laboratory
  6. Plans for good habits of work
  7. Types of heat for cooking
  8. Care of kitchen equipment
  9. Preservation of foods
    - a. Causes of food spoilage
    - b. Economy in preservation of foods
    - c. Methods of preservation
    - d. Canning
    - e. Jelly making
    - f. Use of certo in jelly making
    - g. Pickling and making other relishes
    - h. Preserves and jams
    - i. Advantages of drying
    - j. Smoking and salting
    - k. Cold storage processes
    - l. Preservation of eggs
    - m. Storage of fruits and vegetables for winter use
    - n. Commercial preservation
    - o. Keeping food for home use during warm weather
  10. Meal Planning
    - a. Keeping in health
    - b. Meaning of a balanced meal
    - c. Food and its relation to life
    - d. Body needs
    - e. Food groups and functions
    - f. Calorie needs of individuals
    - g. Places to buy foods
    - h. Low cost foods
    - i. Buying in season
    - j. Characteristics of well planned meals
    - k. Food prejudices and means of overcoming



- l. Acquiring good food habits
- m. Value of time during meal preparation
- n. Management during meal preparation
- o. Food for children

The procedure used in working out one of these units of work in this course of study follows (29:8):

#### PERSONAL HYGIENE

- A. Suggestive Topics
  - 1. Proportion and weight of healthy individual
  - 2. Appearance of healthy person
  - 3. Proper posture for sitting, standing, and walking
  - 4. Relation of food to posture
  - 5. Effect of improper shoes on posture
  - 6. Effect of clothing on posture
  - 7. Effect of thought on expression
  - 8. Rules of health for the family
  - 9. General living habits
    - a. Importance of sleep and rest
    - b. Regularity for sleep and rest
    - c. Good food habits
      - (1) Regular eating
      - (2) Chewing of food
      - (3) Eating slowly
    - d. Nervous conditions affecting digestion
    - e. Food poisoning
    - f. Importance of exercises
    - g. Frequency and kinds of baths
    - h. Value of cold showers
    - i. Use of deodorants
    - j. Necessity of play and recreation
    - k. Health rules for each member of family
  - 10. Importance of proper dress hygiene
    - a. Clothing and body heat
    - b. Clothing and unrestricted body
    - c. Clothing and sanitation
    - d. Weight of clothing
    - e. Porosity of materials
    - f. Adaptability of clothing to age and occupation
    - g. Value of well fitting shoes
  - 11. Care of body
    - a. Functions of skins
    - b. Care of complexion
    - c. Care of hands

- d. Treatments of corns, blisters, etc.
- e. Relation of general health to health of hair
- f. Care of hair
- g. General care of eyes
- h. Importance of properly fitted glasses
- i. Removal of foreign objects from eyes
- j. Daily care and cleaning of teeth
- k. Examination of teeth by dentist
- l. Cause and effect of adenoids
- m. Changes during adolescence
- n. Hygiene of menstruation
- 12. Prevention versus cure
  - a. Value of medical examination
  - b. Causes of constipation
  - c. Remedies for constipation
  - d. Rules for avoiding colds
    - (1) posture
    - (2) eating habits
    - (3) exercise
    - (4) water
  - e. Causes and preventions of colds
  - f. Prevention of headaches
  - g. Prevention of indigestion
- B. Suggestive problems
  - 1. What things shall I do to keep myself in good health?
  - 2. I want to help all my family to keep well and happy. What can I do?
  - 3. Mary's complexion is very bad. She wants to know what to do to improve it. What shall be advised?
  - 4. My hair isn't as glossy as my sisters. What special care shall I give it?

In 1927-1928 a Suggested Course of Study for High School Home Economics (29) was prepared by Vina R. Gardner, State Superintendent of Home Economics Education. This guide urged that the problem method of instruction be used, and set up objectives for the year's work. These were two recent developments in the home economics program. A foreward read: (29:1)

In order that all may profit by the experience of each teacher, blank pages are used after each subdivision. Any additional material which has proved valuable should be noted. This material will be collected at the end of the school year and will be used as a basis for revising the present Course of Study.

Everyone recognizes the fact that the problem solving method of teaching is the ideal method. In order to have problem solving there must be real problems to solve.

Each teacher is requested to work from the following standpoint so that the results will be comparable:

1. Set up major objectives for the whole course (To be done by teacher and class working together)
2. Break the course into units (foods, personal hygiene, family and community relationships, etc.)
3. Outline objectives for each definite unit (Teacher and class working together)
4. Select tentative major problems for each unit and arrange in probable teaching order.
5. Break the major problems into minor problems and arrange in probable teaching order.
6. Outline activities which might accompany the minor problems.

That the home economics teachers of the state had fulfilled the terms of the acceptance of the Smith-Hughes Act in providing a well-rounded program in homemaking was shown by this 1927-1928 course of study. No longer was the work merely cooking and sewing, as the following unit evidenced (29:28):

#### FAMILY AND COMMUNITY RELATIONSHIPS

##### A. Objectives

1. Appreciate value of taking care of spiritual and mental needs as well as physical needs in the home.
2. Develop closer companionship in the family.
3. Be willing to carry own share of home-work.
4. Appreciate all members of family and their contributions to the family circle.
5. Be willing to accept only own share of family money.
6. Be able to contribute intelligently to family recreation.
7. Appreciate true homemaking qualities and what home should mean.
8. Develop an interest in improving own social and moral traits of character.
9. Develop own personality.
10. Be able to choose friends wisely and be a friend.
11. Develop a sense of tolerance for opinions and habits of others.
12. Appreciate the value of the proper home atmosphere in connection with training of children.
13. Have a knowledge of vocations open to women.
14. Be able to select a vocation wisely.
15. Have a sense of civic pride.
16. Be willing to contribute to community life.

#### D. Illustrative material

1. Charts, posters, health records, scales
2. Foods and Health charts, posters - Metropolitan Life Insurance Co., New York City; Superintendent of Documents, Washington, D. C., New York Assn. for Improving Conditions of the Poor, 105 E 22nd Street, New York City.
3. Charts (Care Feet, Care Teeth, etc.) National Child Welfare Assn., 70 5th Avenue, New York City.
4. Charts - Care and Clothing of the feet. National Y. W. C. A. 600 Lexington Avenue, New York City.

#### E. References

1. Blount - Health: Public and Personal - Allyn and Bacon, Boston.
2. Conn - Physiology and Health. Silver, Burdett and Company, Chicago.

3. Hood - For Girls and Mothers of Girls. Bobb Merrill Company, Indianapolis.
4. Lippett - Personal Hygiene and Home Nursing. World Book Company, Yonkers on the Hudson, New York.
5. Broodhurst - Home and Community Hygiene, Lippincott Company, Chicago.

#### C. Suggestive Problems

1. Many high school students have the idea that home is only a place to eat and sleep. There are many real homes in this community but the attitude of high school boys and girls can do much to improve present conditions.
  - a. How much of the family income should go to a high school student?
  - b. I think it would be worthwhile for our family to have a "home night" once a week. What shall we do on these nights?
  - c. What should be our personal responsibilities to our families?
  - d. How much can our family afford to spend for recreations?
  - e. We spend \$15.00 a year for magazines. Shall we spend more or less another year?
  - f. Louise, a little sister, is four years old. She tells falsehoods to get out of being punished. The whole family should help her overcome this. What can we do?
  - g. How can we make meals at our house pleasanter?
  - h. I realize that I have a bad disposition. How may I overcome this?
  - i. My brother is terrible around home. He is always grumbling. He seems to think that everyone should try to please him. How can we help him?
  - j. My mother is to be gone for two weeks on a vacation. We will all miss her. She has left me to take her place. I know that means more than just preparing meals and keeping the house clean. What other things shall I plan to help keep everyone happy?
  - k. How can I help mother at night when she is tired?



2. Each person should try to develop her own personality as much as possible. Everyone has faults which could be overcome. What traits shall I work on in order that I will be better liked?
  - a. How may a person become a good conversationalist?
  - b. My aunt is sick in the hospital - the doctor says that she needs people who are cheerful around her. How may I become more cheerful?
3. What field of work am I best suited for?
  - a. Should women work after they are married?
  - b. How much can I afford to spend preparing for my life work?
4. We want to give a tea for our mothers. What plans must we make in order that we may be the right kind of hostesses?
5. How can I use my time to better advantage?
6. What Christmas presents can I make for a small amount of money?
7. We want to know how to act with ease on every occasion.
  - a. I am going on a trip this summer. I have never been on a pullman or a diner before. What should I know?
  - b. We are invited to a miscellaneous shower for one of our friends. What price gift is suitable to take?
  - c. How may we learn to be better hostesses in our own homes?
8. There is some improper behavior among our high school students. We want our school to have very high standards. How can we help?
9. This is a small community and we have no Kiwanis or Woman's Clubs. We want our class to start the ball rolling and help create more community interest.
  - a. Our home economics club has a committee on civic improvement. What things shall we do this year?
  - b. How can we help make our community more attractive?
10. I have a position in a confectionery store, working after school and on Saturdays. I get \$6.000 a week. How much should I save?

A unit on applied art, dated 1927-1928, showed the method by which teachers at that time worked out the content of their courses (see Appendix). This method consisted of a project, subject matter, illustrative material and plans for laboratory work.

In a circular letter to the home economics teachers of the state in August, 1927, Mrs. Gardner wrote that (23:1):

The State Department of Vocational Education recommended the following text books, if text books were used:

Home Economics I

Foods I

Food Planning and Preparation

Wellman

J. B. Lippincott Company,  
Chicago.

Clothing I

Principles of Clothing Selection

Butterick

MacMillan Company, Dallas.

Home Economics II

Foods II

Dietetics for High Schools

Willard and Gillett

MacMillan Company, Dallas.

Clothing II

Textile Fabrics

Dyer

Houghton Mifflin, Chicago

Related Work

Related Science

Either

Science of Everyday Life

Van Buskirk and Smith

or

Everyday Problems in Science

Preper and Beauchamp

Scott Foresman Company

In 1931 the High School Course of Study in Home Economics (25) was published by the New Mexico State Department of Education. This was the only course of study for the non-vocational high school home economics departments which was found. Because so many courses of study for the vocational departments were found, it is reasonable to suppose that this was the only one written for non-vocational schools. This study has shown that the vocational and non-vocational schools were supervised by the State Supervisor of Home Economics Education so that all departments probably used the vocational courses of study previous to 1931. The general objectives and organization of the units of work follow, as well as the form of one unit and the first problem within the unit (25:1):

#### GENERAL OBJECTIVES OF HOME ECONOMICS COURSE

- I. Help the student as an individual to:
  1. Understand and develop her own capacities and aptitudes
  2. Develop her own individuality and personality.
  3. Develop sensible standards of living and conduct.
  4. Develop ability to:
    - a. Solve problems through understanding of principles involved
    - b. Apply these principles to problems arising in everyday life.
  5. Develop a degree of skill which is in keeping with her needs and capacities.
  6. Provide a knowledge of the opportunities in the field of home economics.

- II. Help the student in relation to her family and community by:
1. Developing an understanding and appreciation of home responsibilities and a desire to do her part in her home.
  2. Developing some skill which will enable her to do better her part in the performance of her duties as a responsible member of her home and community.

### FIRST YEAR (25:7)

#### 1st Semester

Unit I - Clothing and related subjects - about 12 weeks

1. Personal hygiene
2. Textiles
3. Care and repair
4. Construction of simple garments

Unit II - Personal and Family Relationships - about 3 weeks

Unit III - Child Development - about 3 weeks

#### 2nd Semester

Unit IV - Foods and related subjects - about 14 weeks

1. Health
2. Breakfasts (Selecting, purchasing, preparation, and serving.)
3. Luncheons (Selecting, purchasing, preparation, and serving.)
4. School Lunch
5. Buying and care of foods.

Unit V - Home Management - 2 to 4 weeks

### SECOND YEAR

#### 1st Semester

Unit I - Foods and Related Subjects - about 12 weeks

1. Food preservation
2. Nutrition and Health
3. Dinners (Selecting, purchasing, preparation, and serving.)
4. Unusual dishes
5. Special Occasions
6. Food for Children
7. Food for the Sick

Unit II - Child Care and Training - 2 to 4 weeks

Unit III - Care of the Sick in the Home -  
about 2 weeks

2nd Semester

Unit IV - Clothing and Related Subjects - 10  
to 12 weeks

1. Clothing Budget
2. Clothing Construction with Related  
Art and Textiles
3. Buying Problems

Unit V - Home Management - about 2 weeks

Unit VI - Family Relationships - about 2 weeks

Unit VII - House Selection and Furnishing -  
2 to 4 weeks

HOME ECONOMICS I (28:9)

UNIT I - CLOTHING

General Objectives

1. To be able to appreciate self and others  
by developing the best standards of  
attractiveness and good taste.
2. To develop in the girl an intelligent  
knowledge of simplicity in line and color  
applied to clothing.
3. To give the girl the ability to recognize  
the standard and common textile fibers  
and fabrics, and appreciation of the  
various effects produced by different  
finishes.
4. To prolong the life of clothing by a  
knowledge of proper care and repair.
5. To learn to appreciate and recognize  
good workmanship, and to develop ability  
for accurate work and new processes.
6. To develop a realization of cost of  
clothing and to be able to select clothing  
in relation to its price.

Clothing Unit

- A. Personal Hygiene
- B. Textiles (Cotton,  
linen, weaves)
- C. Care and Repair
- D. Construction

Time for Each  
Approx. 2 weeks

2 weeks

2 weeks

12 weeks



Problem I. What is it that makes a girl attractive (28:10)?

Minor Problem	Subject Matter	Method of Procedure	Suggestions for Teachers
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	1. General Habits.		
1. What are the important habits of living?	A. Sleep and Rest B. Regularity of: (1) Food habits. (2) Water in diet (a) Indigestion, Headaches C. Recreation (1) Exercise (2) Games (3) Vocations	Discussion	Scales Emphasize point by illustrations of extreme in historic costume and modern day dress.
(a) Effect of clothing on posture?	D. Posture-causes and effects. (1) Height and Weight E. Personal Hygiene (1) Bathing Kinds Need of baths Time of bath Individual Necessities for (2) Care of Hair (a) Becoming hairdress (3) Care of Hands	Class discussion of full-length mirror. Assigned reading Demonstrations. Shampoo	Williams' Personal Hygiene Manicure set.

Minor Problem	Subject Matter	Method of Procedure	Suggestions for Teachers
	(a) Manicure	Manicure	
	(4) Care of skin	Class criticize each other	
	(a) Function		
	(b) Complexion		
	(c) Care		
	(5) Care of teeth		Charts of structure of tooth
	(6) Use of Cosmetics	Discussion	Charts on brushing
	Powder	Demonstration	Inexpensive make-up box.
	Rouge	Assigned	
	Perfume	Readings	
	Deodorants		
	F. Medical		Supplies (visit of a doctor or dentist)
	Exams		
	(1) Eyes		
	(2) Adenoids		
	(3) Care during menstruation		
	(4) Avoiding colds		
	(5) Constipation		
2. What can I do to be healthier and more attractive?	2. Health Habits	Make a chart for daily health habits. Group contest for practice of. Class reports of individual girls.	
3. How can our expression affect our general appearance?	3. Smiling, frowning, pleasantness, general expression, happy, sad, temper.	General discussion	

Minor Problems	Subject Matter	Method of Procedure	Suggestions for Teachers
	Manners Conduct Thoughts Disposition	Discussion	Everyday manners

The form of this course of study was slightly different from the Course of Study for Vocational Home Economics in the High School, 1931, published by the State Department of Vocational Education, though except for the related work, the content of the courses did not differ greatly. An outline of the home economics units from this course of study follows, as well as the philosophy underlying the writing of the courses (41:9):

#### Outlines for Home Economics Units

##### Home Economics I - First Semester

- Putting the House in Order
- An Apron for the Laboratory
- Planning and Preparing Breakfasts
- Money Management
- Foods for Lunch or Supper
- The Art of Entertaining
- Personal Health

##### Home Economics I - Second Semester

- Social Relationships
- Clothing the High School Girls
- Making and Selecting Undergarments
- Children and Their Development
- Making a Wash Dress
- Arrangement and Care of the Bedroom

##### Home Economics II - First Semester

- Organizing the Department
- Food Care and Preservation
- Problems in Managing the Home

The Clothing Budget  
 Winter Garments  
 A Silk Problem

Home Economics II - Second Semester  
 Foods and Dietetics  
 Child Training and Development  
 Personal and Community Relationships  
 Food for Special Occasions  
 Home Nursing

Outlines for Related Work  
 Related Science  
 Related Art I  
 Related Art II  
 Physiology

#### FOREWARD (41:4)

Home economics is a rapidly changing subject in a rapidly changing world. Home responsibilities vary markedly in individual homes and in individual communities. Thus the home economics teacher must be constantly on the alert to keep her work on the level of the home life in her particular community. This means that she must have a definite home visitation plan in order to meet the individual and family needs of the girls in her classes. She must keep up with community progress in order to guide in community relationships.

The course set up herein should be adapted to meet local needs. The two years of work have been arranged in short units, with special attention given to methods of gaining the interest of the girls. The problems suggested may be solved by class discussion, experimentation, laboratory work, and supervised study. After the students, by collecting data and necessary information, have solved inductive problems and have formulated general principles underlying the solution, there should be judgment and creative problems to apply the same principles. Class and home projects are essential also.

The vocational home economics teachers in New Mexico during the year 1930-31 completed the material for the revised course of study by contributing actual class room experiences. The units worked out by individual teachers

have been compiled by the State Supervisor of Home Economics. It is hoped that every high school girl in New Mexico may have the full two years of home economics work.

Objectives for these courses are given and the manner of presenting one unit. (41:9)

## HOME ECONOMICS I

### First Semester

#### UNIT I - PUTTING THE HOUSE IN ORDER (1 - 2 weeks)

Problem: Since we will be working a great deal in the foods laboratory this semester, we must put it in order and organize our work to the best advantage. What plans shall we make?

##### A. Specific Objectives:

1. To develop a sense of observation
2. To develop a sense of orderliness and good order
3. To appreciate the value of time saved by good arrangement and by scheduling work.
4. To know how to care for kitchen and food laboratory.
5. To know how to schedule work
6. To appreciate the value of cooperation.
7. To appreciate clean and attractive surroundings.
8. To appreciate personal cleanliness and neatness while working.

##### B. Topics for Discussion

1. Equipment for foods work
  - a. Requirements for kitchens
  - b. Analysis of needs for foods laboratory
  - c. Arrangement of laboratory for efficiency
    - (1) Furniture
    - (2) Utensils
2. Attractiveness of laboratory
3. Work Schedules
  - a. Daily tasks for all
  - b. Special daily duties
  - c. Special weekly duties
  - d. Division of labor



4. Methods of Work
    - a. Care of stoves
    - b. Care of floors
    - c. Care of refrigerators
    - d. Cleaning sinks
    - e. Washing dishes
    - f. Emptying garbage
    - g. Care of towels
  5. Food supplies
    - a. Staples
    - b. Cleaning supplies
    - c. Storage
- C. Type Problems:
1. Is our foods laboratory properly equipped?
  2. We have decided that we need a refrigerator for our department and the money is available. What kind shall we get?
  3. Some re-arrangement will be necessary to work out the best location for our new refrigerator. How can our laboratory be arranged to carry on our activities most efficiently?
  4. What kind of new curtains shall we purchase for our foods laboratory?
  5. How are we going to keep our laboratory in the best condition? What are the duties to be taken care of? How shall we divide the responsibilities?
  6. What general supplies do we need in our department? How should they be stored? Where shall we purchase them?
- D. Class Activities:
1. Work out schedules of duties for laboratory.
  2. Trips to town to select new equipment.
  3. If new curtains are needed, they could be made.
- E. Illustrative Materials:
1. Pictures of kitchen arrangements.
  2. Labor saving devices.
  3. Cleaning appliances.
  4. Materials for kitchen curtains.
  5. Illustrations of types of new equipment which is needed.

## F. References:

Matthews - The House and Its Care  
 Justin and Rust - Problems in Home Living  
 Trilling, Williams and Reeves - A Girl's

Problems in Home Economics

Greer - Foods and Home Making

## Bulletins:

The Accomplished Housewife

C. T. Murphy, 41 Union Square, New  
 York, N.Y.

Housecleaning Made Easier

U. S. Dept. of Agriculture - No. 11  
 80

The Step Saving Kitchen

Iowa State College, Ames

Planning and Equipping the Kitchen

Iowa State College, Ames

All the homemaking classes until 1934 were of two years' duration, but in that year a third year of homemaking was added because of the demand of some students for further work (23:1934:40).

In 1936 Miss Bates, the State Supervisor of Home Economics Education, wrote that the object of the vocational program (3:16) was not one of training homemakers for housewives in homes of their own five or ten years from the time that they were freshmen and sophomores in high school, but to meet the immediate problems that were difficult for the girls to solve during their high school days. This education was expected to contribute largely to their success as homemakers later, in homes of their own. Units were taught in every phase of home life and teachers were reminded to teach girls not subject

matter. The main purpose of the homemaking classes was to help girls be better members of their homes and so to develop better understanding between the girls and their parents.

Because the Course of Study for Vocational Home Economics was five years old, and home economics was changing rapidly to keep pace with other developments in education, Miss Bates listed some of the units taught in the high schools (3:16).

#### Foods:

Object is to teach girls to prepare interesting and nutritious meals satisfying the needs of the members of the family but using principally those foods which are available at home. We do not stress technicalities nor teach through fear but we do want girls to realize the importance of an adequate diet in good health and in assistance to disease.

#### Clothing:

The principal interest in clothing during the past few years has been in developing the ability to choose simple inexpensive clothing and material and in the renovation of old clothing. In addition we stress good grooming in relation to personality and success.

#### Health:

The personal health problem is approached from the standpoint of personal appearance and the relationship of food, rest, and exercise to appearance. In home nursing we stress the assistance which the girl can give in the home in assisting in intelligent cooperation with nurse and doctor and in routine care of patients as well as foods for the sick.

#### Child Development:

##### Objectives -

1. To help the girl enjoy little children
2. To give the girl a better understanding of little children

3. To help girls help children to solve their own problems
4. To teach girls good ways to help children play
5. To help girls see individual differences in children
6. To help girls see how habits are formed and replaced
7. To give the high school girl a better understanding of her own reactions why she thinks and does the things she does in relation to her early development.

#### Personality Development:

Help the girl to see how personality traits become established through habit; that traits which make us agreeable and well liked help us to fit into the social group; therefore we are happier while others make us unsocial.

#### Family and Social Relationship:

In this unit we have an opportunity to help girls think through their problems in adjustment to girl friends, boy friends and adults. We can help the girl to have a better understanding of her own responsibility in making a happy family group and in cooperation in all phases of family life in family recreation as well as in fair division in saving and spending the family income.

#### Consumer Education:

Units in consumer buying are being taught in all vocational home economics departments. Units last from 3 to 6 weeks and are practical because they are based on the actual buying experiences of the girls, that is using a basis for problems those articles which the girls themselves have opportunity to buy - dresses, materials, slips, underwear, hose, cosmetics.

#### Goals:

An interest in securing greater satisfaction for money spent than is secured at present - by recognizing that people could often get more for their money if they tried. Recognizing the kinds of mistakes consumers often make, realizing

some of the reasons that consumers are not satisfied with their purchase and that there is more than one kind of satisfaction to be secured from a buy.

Ability to select goods and services on the basis of definite qualities - by recognizing how the consumer-buyer usually determines the article to be bought, recognizing specific qualities of articles and services must have in order to serve particular purposes.

Judgment in the use of guides which consumers commonly used in selecting goods, such as advertising and labeling - by recognizing the difficulties in using these available guides, realizing some of the possibilities which make these different guides of use.

In the fall of 1937 a fire destroyed the State Office of Vocational Education. This meant the destruction of the remaining Courses of Study for Vocational Home Economics of 1931. Each teacher at the Home Economics Conference in August, 1938, was given a copy of the Arizona State Course of Study in Home Economics of 1937-1938 to use as a guide for courses in the New Mexico high schools. Immediate plans were made for the construction of a new course of study for home economics in New Mexico. As a preliminary to this work, a committee, at the 1938 Conference, worked out some brief statements of philosophy and, as a result of this thinking, need was seen for rather detailed information about girls' interests and their environment. It was decided that a check sheet would be necessary in order to



secure these data. Such a check sheet was developed and called "A Movie of a Girl at Home" (see Appendix).

The eight home economics teachers in Albuquerque, New Mexico, were selected to give certain sections of it to their classes in the fall of 1938 in order to help the State Supervisor of Home Economics Education judge its use and to indicate some necessary changes (see Appendix). In March of 1938 all the teachers in the reimbursed homemaking departments and other home economics teachers who were interested (a total of 42 teachers) gave the check sheet, "The Movie of a Girl," to their classes. Miss Bates wrote in a letter to the teachers:

This material will be of the greatest value to all of us in our work in building a state course of study as a part of a broad curriculum program. But it will probably be of as great value to you individually in having a rather complete picture of each of the girls in your classes and a total picture for your school, showing actual conditions of girls' homes in your particular community, in contrast to a composite state picture made up of communities many of which are totally different. Since this is the case, exact accuracy in preparing a statistical survey for the state is not so important as the value that will accrue to each school in having this informational picture of your own community and the home of each girl. Hence, we are asking that this survey be tabulated largely by a show of hands in class as the MOVIE OF A GIRL AT HOME is given. There are some parts of it that will have to be tabulated by a committee of girls outside of class. If you have a large enrollment it would probably be very helpful to enlist the assistance of the mathematics department in figuring some of the percentages.

Your first reaction to the tabulation being done at your school will probably be that you had assumed all tabulating would be done in the state office and that you would be spared this responsibility. The decision to ask that the tabulation for each school be done at that school came as a result of discussing this point with several people who had extensive experience with programs of curriculum development and surveys of this type. Each of them brought out the fact that, after all, one of the greatest values of the survey comes to the particular teacher in the community in having this detailed information never before available about her own group and her own community. If you will look at this from the point of view of differences that there will be in the picture as shown by your community and the total State picture when the percentages from your community are averaged in with those of many communities that are totally unlike yours in many characteristics, you will see another interesting point of view. That is, unless each teacher has very definitely in mind those characteristics peculiar to her type of community, when we sit down to discussions in committee groups at State conference, taking into consideration only the composite picture will not enable us to work out units in which are included a sufficient variety of experiences and activities suited to the needs of the marked differences in the various communities, to be really helpful in all of the different types of communities in the State.

As New Mexico had been divided into eight districts, for the purpose of making supervision more effective, for a period of at least ten years the curriculum work was divided into eight divisions because of geographical location of homemaking departments and the ease with which teachers could get together for curriculum meetings. Some of the groups of teachers chose the area in which they particularly wanted to work; some units were assigned where no selection had

been made by the teachers. After the information which was gathered from the check sheet "A Movie of a Girl at Home" was tabulated, with these conditions in mind, the teachers of the state worked on the areas of family living for the units. These areas were sent to the home economics teachers in the state so that they would know what committees other than their own were doing (see Appendix).

The State conference in 1939, which was led by Miss Susan M. Burson (see Chapter IX), Regional Agent of the Pacific Region of the United States Office of Education, fostered the idea of getting the participation of various people in the community in the plans of curriculum construction and started the teachers thinking about evaluation of the desired outcomes which they had set up in their units.

At this conference each teacher reported on the points which were of most outstanding interest to her about her own girls in "The Movie of A Girl at Home". Also, the eight committees met and worked more on the units which they had started during the winter of 1938-1939. This conference group suggested the following plan for the work of each curriculum committee for the year 1939-1940 in order to continue the curriculum construction work (40:1929:4).

1. Analyze the units in terms of the significant things about family living, what families do together. (We called them "Areas of family living.")
2. Check units by statement of philosophy.
3. Check the unit on the basis of information gained about your community, based on surveys.
4. With these in mind, what are generalizations or basic understandings that must be a part of the unit?
5. Check the outcomes and add others to carry out basic understandings.

Since evaluation is not effective unless it evaluates desired outcomes, ways of evaluating must be planned and written out at the same time that outcomes are stated.

The statement of philosophy by this group is intensely interesting and shows how very modern the thinking of this conference group was. This philosophy was part of a circular letter sent by Miss Bates to the home economics teachers of the state in 1939.

#### PHILOSOPHY

Family living is a highly significant experience in the life of every individual, affecting him as a family member as well as his development as a functioning member of society.

Because family living is an increasingly cooperative experience, a functioning homemaking education program should be available to all age groups, boys and men, as well as girls and women.

In homemaking education as well as other phases of education "there is only one subject matter and that is life in all its manifestations;" hence the core of the program in homemaking education must be those problems of home

and family living which families are facing daily. Some of the major problems, for example, are health and sanitation in the community, recreation in the community, nutritional needs, clothing, and management problems in the home.

Since family living is intricate and is made up of many different types of experiences, homemaking education should be comprehensive, including a wide range of units and a variety of experiences.

Homemaking education should be concerned with the growth of individuals through assuming responsibilities and developing abilities rather than merely obtaining factual information.

"True education builds on strengths which naturally reside in people;" teachers cannot give people something they ought to know.

Every person should have an opportunity to develop to maximum capacity, and cooperation between parents and teachers is essential to this development.

Homemaking education should help people of all ages meet with more security the situations in which they normally find themselves.

AN EXCERPT FROM THE DESCRIPTIVE REPORT OF HOME ECONOMICS EDUCATION, NEW MEXICO, 1939-1940 (38: 1940:1)

Curriculum Study in Secondary Schools shows the plan of work for that year:

The third year of the intensive program of curriculum study in high schools should show rather tangible results in organized materials used as the basis for a course of study. During the year of 1941 it is planned to bring in a group of homemaking teachers to organize the materials for the preliminary mimeographed course of study, based on work of curriculum committees through 1940-41. It is hoped that the form for the course of study will be quite well



determined and that specific phases of units will be rather definitely worked out in outline form, such as, a group of rather significant generalizations, definite suggestions for types of evaluation organized in terms of outcomes, the evaluation of problems and experiences, including suggestions for home, as well as class, experiences.

Teachers will be given help in suggested ways of interpreting the development of the work of the curriculum committees to the communities in terms of the development of the homemaking program in the particular community.

Teachers will be given help in interpreting development of homemaking program in the terms of better meeting the needs of homes in the community gained from information obtained from the survey carried on in 1938-39. This will be done on individual visits to schools, group meetings, and various kinds of conferences.

The itinerant teacher trainer in a personal letter to the writer gave this list of books used by teachers in the curriculum committees.

1. Everyday Living by Van Duzer
2. Your Clothes and Personality by Ryan
3. Home Economics Omnibus by Harris & Huston
4. Everyday Foods by Harris & Lacey
5. Foods and Homemaking by Greer
6. Living Together in the Family by Dennis
7. Home Living by Justin & Rust
8. The Family's Food by Lanman, McKay & Zuill
9. When you Buy by Trilling & Nicholas
10. Clothing Selection & Care by Mathews
11. Child Care & Training by Faegre & Anderson
12. Managing the Home by Wood, Studley and Lindquist

#### Home economics for boys

The State Supervisor of Home Economics Education gave the following information in a personal interview:

Home economics for boys in 1939 was in the beginning stages in New Mexico. In 1938-1939 there were three such classes in the reimbursed home economics departments at Floyd, Fort Sumner, and Estancia; for the year 1939-1940 there were only two -- at Estancia and Hobbs. During this year there was a boys' home economics class taught by a science teacher at Roy, New Mexico. Home economics clubs for boys were reported in 1939-1940 at Lordsburg and Santa Fe, and two in Albuquerque, one each at Washington Junior High and Jefferson Junior High.

## CHAPTER IX

DEVELOPMENT OF SUPERVISION AND  
TEACHER TRAINING, 1912-1939

New Mexico has had seven supervisors of home economics between the years 1912 and 1939 (Chapter VI).

Mrs. Theresa B. White (26:12), the first director of Industrial Education was appointed in July, 1912. She was succeeded by Miss Manette Myers in January, 1913 (22:1913:5), and served until 1915. No record could be found of the supervisor from 1915 until 1917, but in that year Mrs. Ruth C. Miller was the State Director of Industrial Education. Under the terms of the acceptance of the Smith-Hughes Act (37:5), she became the Director of Vocational Education for New Mexico. In 1922 Miss Ruth Taylor became the first full time State Supervisor of Home Economics Education. She resigned in 1923 and Miss Callie May Bliss (7:10) was appointed as part-time supervisor. In 1924 Miss Vina Gardner (17:4) was appointed as full time State Supervisor. She served in this capacity for 8 years and was succeeded in 1932 by Miss Zelpha Bates (18:25) who was still in office in 1939.

This chapter is a record of the developments in supervision under these seven women.

The first provision for the supervision of home economics was made in Chapter 52 of New Mexico Senate Bill No. 189 in 1912 (22:1912:5).

Section 2.

That the State Superintendent of Public Instruction is hereby empowered and directed to appoint a State Director of Industrial Education, who shall, under the direction and supervision of the State Superintendent, have the general charge of the introduction and teaching of industrial education in such of its branches and in such of the public schools of the state as shall be deemed advisable by the State Superintendent and the said Director of Industrial Education, and the said Director shall perform such other duties as may be prescribed by the State Superintendent.

Section 4

That, to the end that said director of Industrial Education may visit the public schools so far as possible, make investigations of school conditions and report same to the State Superintendent of Public Instruction together with recommendations as to the introduction and teaching of industrial education, an annual appropriation of \$600, or such part thereof as may be required, is hereby made for traveling expenses in visiting schools and supervising the introduction and teaching of industrial education in said schools payable upon presentation of certified vouchers duly approved by the State Superintendent of Public Instruction and warrants drawn by the State Auditor upon the State Treasurer.

In this manner did the new state provide for the supervision of Industrial Education, of which domestic science was a branch. During 1912 (22:1913:7) the State Department, acting through the State

Superintendent of Public Instruction, the State Department of Education, the State Director of Industrial Education, the various County and Town Superintendents and Boards of Directors, exercised its general supervision over all of the public schools of the state as fully as it was possible to do, and faithfully performed all the duties as prescribed by the school laws. The work in the main was laying a foundation upon which to build. The first Director of Industrial Education visited 13 County Institutes. She also visited many countries when institutes were not in season and discussed industrial education with the view to introducing it in the schools. Under the provisions of the Industrial Education bill, no provision (26:12) was made for office expenses of the State Director of Industrial Education. It is evident that the work of supervision could not go on long without an office for the Director (26:12).

The second Director of Industrial Education, Miss Manette Myers, prepared Outlines in Industrial Branches (33:190) in 1913. This was used in the teaching of domestic science in the schools of the state. Suggestions of Lesson I to teachers were:

1. Have a definite plan for every lesson. Know what you are going to do and decide in advance as to the material to be used.



2. The laboratory and field work should accompany the study of the same subject in the text. Point out the resources of the local community and use native material in preference to imported supplies.
3. Every student should keep a note book in which is carefully recorded the laboratory and field exercises. Insist upon neatness, accuracy and good English. The note book should contain the date, subject of exercise, the material used, a description of the work done, and an illustrative drawing of equipment used.
4. The teacher should get the co-operation of the parents. Much interest will be added to the work by organizing corn clubs, stock judging clubs, Camp Fire Girl clubs and school gardens.
5. A complete list of Farmers' Bulletins should be obtained from the United States Department of Agriculture in Washington, D. C.
6. Conduct your regular work, the work that you are employed to do, better than any one else can do it.
7. Arouse a respect for work by teaching the pupil that manual labor, if well and thoroughly done is not only worthy but elevating.
8. Bring the pupil to realize that the person is not educated unless he can use the hand as well as the head.
9. Impress the idea that to produce the best results in manual as well as intellectual work, thought is required.
10. Develop an appreciation of the important part that the production of textile and clothing plays in the industrial, economic and social world.
11. Teach economy and suitability in the purchase and making of clothing.
12. Give the pupil an understanding of the principles of hand and machine sewing, with practice to enable her to make and keep in repair her own clothing.
13. Teach that there is a labor saving and a labor making way of performing household tasks and that work well and skilfully done is not drudgery but an intensely absorbing occupation.

14. Remember the child wants a finished article, not a sample. Give him the principles in a way that he can put them to immediate use and make them of practical value.
15. "Let each occasion be a great occasion, for you know not when fate is taking your measure for a higher and a better calling."

These were the views of the second Director of Industrial Education as expressed for her teachers.

The State Plans for Vocational Education in New Mexico for 1917 (37:9) stated that:

1. Administration and Supervision: Under the provisions of the law the State Board of Education is the State Board of Control for the administration of vocational education under the Smith-Hughes Act in New Mexico, and all Federal aided vocational education shall be under the general direction of said Board.

For the purpose of the administration of the Smith-Hughes Act, the Superintendent of Public Instruction was designated as the Executive Secretary of the State Board for Vocational Education. The State Director of Industrial Education, appointed by the State Superintendent of Public Instruction, as provided for by law in 1912, was appointed by the State Board of Vocational Education to be the Director of Vocational Education, under the Smith-Hughes Act. The Director was to conduct the work as the State Board directed. Reports from subsidized schools were to be made quarterly to the Director. Home Economics and industry were to be supervised by the Director of

Vocational Education (37:5), agriculture was to have a separate supervisor. In 1918, New Mexico was one of four states without a supervisor of Home Economics (53:1918:23) and the state Director for Vocational Education was the representative of home economics education until 1922.

The Revised Plans for Vocational Education ,  
in New Mexico, 1919-1922, listed these duties for the  
Director of Vocational Education (20:5):

1. To make investigations and surveys concerning agricultural education, trade and industry education and home economics education.
2. To promote the establishment of vocational schools and classes wherever they may be desired.
3. To prepare courses of study and assist in the selection of teachers and the organization of such vocational schools and classes.
4. To supervise and inspect and recommend to the State Board of Education for approval or disapproval schools applying for the benefits of the Smith-Hughes Act.
5. To recommend to the State Board of Education for approval for employment by local boards, all teachers who are to be paid in part from state and federal funds.
6. To direct and inspect the work of such teachers when employed.
7. To secure such reports from teachers as may be required.
8. To prepare an annual report setting forth in detail the progress and condition of vocational education in the state.
9. To cooperate with all other agencies for the promotion of vocational education.
10. To promote vocational education through the preparation and outlining of work and free bulletins.

11. To hold conferences with teachers engaged in the teaching of vocational subjects.
12. To assist in the training of teachers in service by special conferences, correspondence, publications and personal inspection of work done.
13. To supervise and inspect the teacher training work benefiting from Smith-Hughes funds.

Because the State Board of Education learned to use not more than 15% of the total fund available for teacher training for supervision of home economics, the following plan was set up for supervision and improvement of in-service teachers and itinerant teacher training (20:17):

The supervisor of vocational home economics shall devote an adequate amount of time to supervision, itinerant teacher training and improvement of in-service teachers.

The duties of a supervisor were to be as follows:

1. Improvement of teachers in service through special courses in summer schools, conferences, extension courses by correspondence and by personal visits.

The supervisor, as the itinerant teacher trainer, will assist the teachers in service in the selection of equipment, in the collection and use of illustrative material, planning courses of study, improvement of instruction and in adapting courses and methods to meet local needs.

A special course for the training of teachers of part-time and evening schools was offered during the summer school and the Christmas vacation at the Normal University, at East Las Vegas, New Mexico, in

1921 (53:1921:173) by the State Director of Vocational Education. The students were mainly teachers who desired intensive training in special methods in this line of work. A conference of one week's duration for vocational teachers was held at Santa Fe at the close of the school year.

An unusual form of supervision was worked out between 1917 and 1922 in the Dona County Vocational Circuit (53:1922:184). It is briefly described in Chapter VI. Supervised observation and teaching were carried out in the circuit which at first included, in 1919, five rural schools whose pupils were largely Spanish American. The home economics instructor spent one day a week in each of these schools and left an outline of work to be carried out by the regular teacher for the other four days. The plan grew to include (16:10) seven schools with three instructors on the circuit, one each for agriculture, farm shop work and home economics. The instructors visited the same school the same day and took care of the three divisions of work. This system of home economics education proved to be (16:11) very effective in getting homemaking instruction to the girls who would otherwise have had no opportunity for such work.



The State Director of Vocational Education under the Revised State Plans of 1919-1920 gave two-sevenths (20:7) of her time to the supervision of home economics in those schools which were approved and which were working toward Smith-Hughes standards. A report in 1921 stated (53:1921:175):

Owing to great distances in the state and the need for promotional work, this time does seem adequate.

The State Plans for Vocational Education in New Mexico in 1922 stated (21:33):

Home economics education shall be supervised by a person recommended by the State Superintendent of Public Instruction and appointed by the state Board for Vocational Education.

1. Qualifications of the Supervisor
  - a. The supervisor of home economics education shall be a graduate of a standard four year college course in home economics.
  - b. She shall have not less than two years of successful experience in teaching home economics and at least two years of practical experience in homemaking.
2. Duties of a Supervisor
  - a. Training of teachers in service by special conferences, publications, and personal inspection of work done.
  - b. To visit communities and aid the instructors and school authorities in the organization of classes in vocational home economics.
  - c. To prepare courses of study, bulletins, publicity articles and other information for the promotion of home economics education.
  - d. To supervise departments or classes in vocational home economics; this supervision to include the rendering of

assistance for the improvement of such classes and inspection with regard to the requirements of the state plans.

- e. To supervise the teacher training in home economics.
- f. To recommend teachers for appointment as instructors of home economics.

In this manner the concept of supervision grew and in February, 1922 (53:1922:184), the first full-time State Supervisor of Home Economics Education was appointed -- Ruth Taylor.

Development of supervision in all-day schools, 1922-1939

In a report of the work of supervision in 1922 (23:1922:11), the new Supervisor, Ruth Taylor, wrote that every effort had been made to raise the standards of the work that was being done. The State Department of Vocational Education was striving toward quality of instruction rather than toward increasing the number of schools which offered the work.

A complete two-year course of study was prepared (Chapter VIII) by the State Supervisor in 1923 which outlined subject matter, laboratory work, illustrative material and carried suggestions for home projects and related work. The suggestion was made that this outline be used, with certain modifications to meet local conditions, for the home economics work in the state.

As the result of the full-time supervision during 1923 and 1924, there was a decided increase (23:1924:22) in the number of schools offering home economics (Figure 1) and the number of schools offering the work in the grades. Not only had the number of schools increased, but the type of instruction was kept up to standard; the content of the course of study was analyzed and instead of giving merely cooking of isolated foods and sewing by the sampler method, the home economics teachers of the state, under the supervision of the State Supervisor, studied their own groups of girls to see what their needs were. The object of home economics courses was to help girls meet their responsibilities as future homemakers. Therefore, the girls were given not only foods, arranged on a meal planning basis and clothing based on their own problems, but also such units as personal hygiene, home nursing, child care and training, household management and family relationships.

Perhaps more was done in the Smith-Hughes home economics program in planning a course with the needs of the girls in mind than in general home economics classes. As the Smith-Hughes work came under the direct supervision of the State Supervisor of Home Economics Education, greater results were obtainable (23:1924:22).

A biennial report for 1925-1926 and 1926-1927 stated that recognition was given to the fact that homemaking is eventually the vocation of practically every girl and woman (23:1927:22). The State Supervisor had supervised all home economics instruction in the high school and grades, regardless of whether or not the work was on a Smith-Hughes basis. This resulted in a unified program throughout the state. All home economics instruction was given from the home-making standpoint and there were worthwhile developments toward making the work very practical. All teachers were considering the actual problems which girls have to solve in their own homes and in the communities in which they lived.

Under the supervision of Mrs. Gardner, the entire program for home economics work in the state was broadened and as the result, all home economics workers in 1927 were cooperating as never before for the advancement of the best types of home economics education.

A report for 1932 stated (18:25) that during the time Mrs. Vina Gardner served as State Supervisor of Home Economics Education, the number of schools carrying on the vocational home economics work had tripled, and close cooperation had been developed

between the vocational work and the other home economics departments of the state.

A report of 1934 stated (23:1934:40) that the training of teachers, including those in service, was being constantly improved, through better training in colleges and universities and intensive training periods at state and district conferences in the newer phases which were being stressed in the homemaking program. This was true for the general home economics program as well as the vocational one.

That the concept of supervision was a growing one is shown by the qualifications and duties for State Supervisors of Home Economics Education as written in the State Plans for Vocational Education in New Mexico for 1937 to 1942(42:1942).

The qualification for a state supervisor should include completion of a four-year college course in home economics in a college of recognized standing and a Master's Degree in Home Economics Education. A minimum of 40 semester hours should have been devoted to technical subjects: foods, clothing, housing, home management, family and family relationships, and child guidance. A minimum of 40 semester hours should have been devoted to the related subjects: science, social sciences, economics, sociology, political



science and art. Twenty-four hours should have been devoted to professional subjects including recent study in the fields of philosophy of education, home economics curriculum supervision of instruction and methods of teaching various age groups.

The supervisor should have a minimum of two year's experience with managerial responsibility in a home. She should have a minimum of five years of experience, part of which had included the teaching of vocational classes in home economics for youths and adults

She should have had experience in administration as an assistant state supervisor, an itinerant teacher trainer, or local supervisor in a comprehensive program for youths and adults employing not fewer than five teachers.

She should be at least twenty-seven years of age and have demonstrated qualities of leadership and the ability to obtain cooperation. She should be tactful in dealing with people and have a friendly personality.

(These qualifications are not retroactive.)

The improvement of teachers in the day schools should be accomplished by visits to schools, conducting local and state conferences, by correspondence, by issuing helpful mimeographed and other

materials of instruction from the State Office of Vocational Education, by the guidance of study programs in curriculum and measurements.

The State Supervisor should encourage teachers to attend summer schools and national meetings. She should be responsible for the direct improvement of teaching through the work of the itinerant teacher trainer.

The State Supervisor should study conditions in the state in planning recommendations for the establishment of vocational home economics classes for day schools and out-of-school youths and adults. She should prepare articles for the press and for exhibits; she should pass on the credentials of teachers. She should check the work of schools and teachers in order to determine whether they meet the standards of the state; she should inspect the type of classroom teaching, the equipment and the library, plan budgets and check the Federal reimbursement (42:1942:16).

The Annual Descriptive Report to the United States Office of Education for the year 1937 to 1938 gave the results of supervision in home economics for the year as (39:1): Improvement of teaching through additional visits to reimbursed and non-reimbursed schools, through the use of the equipment list and

through a check sheet, "A Functioning Daily Lesson" worked out by the teachers at the Annual State Vocational Conference (by the use of these devices, the time of the State Supervisor's visit could be employed in observing the lesson and in plans for better teaching); through state conferences dealing with the teaching of homemaking and methods for adults.

Non-vocational departments were aided by more visits to individual schools by the itinerant teacher trainer, who spent the first semester visiting schools, as well as by news letters, contacts at state and district meetings, conferences, the planning of space and equipment, and by a circulating library available to all home economics teachers.

Development in teacher training,  
1912-1939

The foundation for the teacher training work in home economics in New Mexico was laid in Chapter 52, Section 1, of Senate Bill No. 187, 1912. (22:1913: 5)

That the State Board of Education is hereby empowered to prescribe and adopt a Course of Study in Industrial Education, including domestic science, manual training and agriculture, and make such necessary rules and regulations for its teaching in the public schools. In the preparation of the Institute Manuals for the coming year, the State Board of Education may include a course of study in Industrial Education and may

require all teachers attending County Institutes and Summer Normal Schools to pass an examination in one or more branches of Industrial Education.

The County Institutes in 1913 were in reality summer schools (33:11) and every possible help was given the students who attended. A model school was conducted, and teachers were shown by example how to manage a school, to make lesson assignments, to study, and to use the best recitation methods. Three days each week were devoted to agriculture, domestic science, manual training and two days to music and drawing. Several counties in the state employed special instructors in one or more of the Industrial Branches to instruct in these subjects through the entire institute season.

These institutes were held for two or four weeks and at the close, examinations for certification were held. In September, 1913, the State Board of Education ruled that:

Not to exceed two points may be added to the general average for any grade of certificate for Reading Circle work and the same credit may be given for satisfactory examinations in Industrial Branches, but when a grade in one Industrial subject is offered for an optional subject for a first grade certificate, no credit shall be given for that subject on the general average (22:1913:11).

The State Board of Education also granted Special Instructors' Certificates to teachers of

Industrial Branches for the Summer Institute season (22:1913:11). In these ways provision was made for the training of domestic science teachers in the County Institute.

The first State Plans for Vocational Education in New Mexico for 1917 (37:17) set up qualifications for teachers of vocational home economics as:

1. Graduation from a four-year college course in home economics.
2. Two years' vocational experience including:
  - a. A reasonable period involving the management of a home.
  - b. A reasonable period of vocational experience under trained supervision.

This requirement was not to hold for 1917.

With such requirements for teachers to take effect so soon, it was necessary to make plans for teacher training. These plans placed the (37:18) control and supervision of the training of teachers of home economics subjects under the Smith-Hughes Act with the State Board for Education. The State Board of Education with the approval of the Federal Board for Vocational Education were to authorize State institutions which were to provide separate professional



departments for teacher training, secure instructors having adequate technical and practical training and to offer courses equivalent to a four-year course in a standard agriculture and mechanic arts college to undertake the teacher training for home economics.

Entrance requirements for teacher training were: only persons who have had or are acquiring vocational experience in the line for which they are preparing are eligible to enter teacher training classes. Such persons must be at least sixteen years of age and must have had vocational experience covering 2 years, or 144 hours of actual experience while in training.

A four-year course of study of college grade was required, including:

1. Technical subjects embracing supervised home management, 25% or more.
2. Related sciences and arts, 20% or more.
3. Pedagogical subjects such as special methods and supervised practice in practice teaching in home economics, 12½% or more. The requirements for graduation were to include not less than 2 years of practical experience in a home, a part of which was to be actual management of the home; and a reasonable

period of vocational experience under trained supervision.

Provision had to be made (37:19) to bring all persons admitted to teacher training classes into contact with an actual experience situation. The aim of all teacher training classes under the Smith-Hughes Act was the preparation of vocational teachers.

When a person had completed the course of study and had met the requirements as to vocational experience, the State Board of Education was empowered to issue a certificate authorizing the holder to teach home economics in the secondary grades of the state.

The training of teachers of home economics was carried on in the New Mexico College of Agriculture and Mechanic Arts in 1919 (53:1919:171). During the next two years the course of study was strengthened and in 1922 there were seventeen home economics students enrolled in the teacher training course there, three of whom were seniors. Supervised observation and teaching were carried on in the Dona Ana Vocational Circuit (described in Chapter V), under the conditions similar to those which could be expected when the student went out to teach after graduation. A number of girls who had graduated from the college

department were teaching home economics in the state in 1922 (23:1922:16).

In 1922 the second State Plans for Vocational Education in New Mexico (21:40) made the following provisions for teacher training:

1. Teacher training shall be done by a person:
  - a. Who is a graduate of an approved 4 year college course in home economics.
  - b. Who has at least 2 years of homemaking experience and 2 years of teaching in home economics in high school.
2. Standards for Training
  - a. The length of the course shall be 4 years or 144 semester hours.
  - b. Each student shall teach at least 36 lessons under supervision if possible in a vocational home economics department.
  - c. At the completion of this course a Vocational Certificate was given.

In the State Plans for Vocational Education in New Mexico, 1927 (42:1927:4), the following were given:

1. A vocational home economics teacher should be a graduate from an institution approved for the training of vocational teachers or the equivalent; 25% to 35% of the credit hours required for graduation should have been devoted to home economics subjects, 20% to 25% to related subjects (science and art), and at least 15 hours of education. Part of the education should have been in methods of

teaching. Supervised teaching in home economics was required.

2. The teacher should have had at least 2 years of experience in practical homemaking in which a large share of home responsibilities have been shared by her.
3. She should have the personality necessary to make a good teacher and should be in good health.

Teachers of related work should be graduates of a standard 4 year college course with special training in the subject which they teach. They were expected to have had sufficient contact with the home to understand the essential relations between home economics and related science or art.

The funds from the George Deen Act (42:1937: 3) made possible the appointment of an itinerant teacher with headquarters at the approved teacher training institute, who visited reimbursed and non-reimbursed programs, taught some adult classes, and helped with the preparation of teaching materials.

Approved teacher training courses are given at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, with supervised student teaching in Las Cruces Union High School,

Anthony High School and Hatch High School, and at the University of New Mexico, at Albuquerque, New Mexico, with supervised student teaching in the ninth grade at Washington Junior High.

While teachers of general home economics are not required to have training in vocational homemaking, many of the teachers in non-reimbursed departments have had this type education.

The development of supervision by  
conferences, 1923-1939

The first State Conference for Teachers of Vocational Home Economics was held in Las Vegas on November 26 and 27, 1923 (7:18). As the topical program was meant to be elastic, the conference was developed on the round table plan, each teacher bringing her own problems. Because most of the teachers at the conference had not taught vocational home economics before, many problems concerning related science and art work were discussed. This was the first conference of its kind in New Mexico and was well attended, as home economics teachers, other than vocational ones, were present and helped by suggestions.

This conference was an exploratory one, seeking to find the problems of teachers. By the time that the second annual Home Economics Conference



(45:1924:1) met in Albuquerque November 6, 7 and 8 in 1924 these problems were better understood by the State Supervisor, Mrs. Vina Gardner, and a definite program was planned. This program on November 6 and 7 was a round table discussion of:

1. Analysis of Responsibilities of Home Economics Teachers.  
The selection of one or two of these responsibilities that were difficult to solve.
2. Child Care and Training in the Day Schools  
Determining definite objectives to reach through the work in child care and considering the methods of attaining these objectives.
3. Problems in Teaching Related Subjects.  
The selection of practical problems to be included in a related subject course, the method of giving instruction and the application of principles involved in other activities.

On November 8, the program consisted of talks by five home economics instructors in the state on:

1. The Value of Home Economics Training to Homemakers.
2. The Health Program in Home Economics.
3. The Use of Objective Tests.
4. The Necessity of Art Training in Homemaking.
5. Family Relationships.

In September, 1925, the first issue of the Home Economics Counselor for New Mexico was issued (40:1925). The Counselor, a supervisor device, which contained reports from teachers over the state, records of home economics meetings and articles on the newest

methods of teaching was issued monthly. The issue of the Counselor for October, 1925, contained an article by Mrs. Vina Gardner, State Supervisor of Home Economics Education on the State Vocational Home Economics Conference, as it was then called, which gave the reasons underlying the conferences (40:1925:2).

The Home Economics teachers of the state will hold their annual conference at Albuquerque, November 5, 6 and 7, in connection with the State Teachers Meeting. From such group meetings, we gain renewed inspiration and up to date knowledge which is of inestimable worth to us. We have an opportunity of meeting others who are interested in what we are interested in, and talking over our common problems together. Not only do we work on our particular subject but we have the advantage of hearing educators of national reputation speak on general educational subjects.

The Home Economics conference groups will be held each morning of the three days. Everyone, now-a-days feels that much more is gained by having round table discussion groups in which all may participate rather than having just speakers. By all working together toward some definite goal we are able to advance more materially.

One problem "Putting Home Economics on a Real Problem Basis" is being worked on at the present time by individual teachers in the state. This will form the subject of much interest. We want to know how to teach pupils to think correctly, how to break up habits of loose slipshod thinking, how to find problems which are needed and which at the same time are interesting, and how to solve the problems. Perhaps it will be feasible to actually list problem solving situations in the field of Home Economics.

A relatively new phase of Home Economics which is receiving special emphasis is that of "Family and Community Relationships". We want to know whether such subject matter should be given as a separate unit or be presented in.

connection with other phases of Home Economics; what the definite aims in teaching this material are and what subject matter should be included.

The program for the meeting on Thursday, November 5, was:

Standards of Living  
Mrs. W. W. Loggins  
Tucumcari, New Mexico.  
Aims and Objectives in Home Economics Teaching  
Miss Margaret O'Laughlin  
Teacher Trainer  
New Mexico College of Agriculture  
and Mechanic Arts, State College,  
New Mexico.  
Putting Home Economics on a Real Problem Basis  
Round Table Discussion.

On Friday, November 6:

Home, Community and Home Economics  
Miss Garnet Searle  
State Teachers College  
Silver City, New Mexico.  
Use of Home Projects in Home Economics Teaching  
Miss Margaret Spence  
Tularosa, New Mexico.  
Family and Community Relationships  
Round Table Discussion

By the time that the conference was held in Albuquerque November 3, 4, and 5, 1927, the thinking about the program had changed so much that it was decided to bring in some leaders in the education to help with questions on problem solving. Miss Maude Williamson of the Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado, and Dr. David Snedden of Teachers College Columbia University, New York City, New York, were the ones

chosen. The following program was given (45:1927:14):

Thursday Morning, November 3, 9 A.M.

- I. Round Table on Problem Solving: Leader, Maude Williamson, Colorado State Agricultural College.
- II. Should We Not More Fully Differentiate Objectives in Home Economics? Dr. Davis Snedden, Teachers College, Columbia University.
- III.. Group Round Tables on
  1. Child Care and Training: Leader, Mrs. Walter Simpson, University of New Mexico.
  2. Home Economics Clubs: Leader, Miss Catherine Hunter, Santa Fe Public Schools.
  3. Boys and Home Economics: Leader, Miss Lola Wright, Deming Public School.

Friday Morning, November 4, 9 A.M.

- I. Round Table of Problem Solving: Leader, Maude Williamson
- II. Business Meeting: New Mexico Home Economics Association: President, Miss Margaret O'Laughlin, New Mexico State Agricultural College.
- III. Reports of Committees of N.M.H.E.A. by Committee Chairman
- IV. Question Box: Leader, Mrs. W. W. Loggains

Saturday Morning, November 5, 9 A.M.

- I. Round Table on Problem Solving: Leader, Maude Williamson
- II. Question Box: Leader, Mrs. W. W. Loggains
- III. Group Round Tables on
  1. Grade Home Economics: Leader, Miss Catherine Hunter
  2. Teaching Textiles: Leader, Miss Mary Dodds, University of New Mexico
  3. Teaching Budgeting: Leader, Mrs. W. W. Loggains
  4. Teaching Foods: Leader, Miss Garnet Searle, State Teachers College, Silver City.

The same policy of having a leader from out of the state was used in the conference held in Albuquerque October 31, November 1 and 2, 1929, and a new interest, that of clubs for girls in home economics

classes, was noticed. Mrs. Mildred Weigley Wood, Supervisor of Home Economics Education in Arizona, was the speaker. This program was given (45:1929:11):

Thursday, October 31, 9 A.M.

- I. A Birdseye View of Home Management Problems, Including Child Behavior, Mrs. Mildred Weigley Wood.
- II. The Rural Student and the Club, Mrs. Katie Lee Foster, Floyd, New Mexico.
- III. The National Home Economics Convention in Boston July, 1929, Mrs. Vina Gardner, State Supervisor of Home Economics Education, State College, New Mexico.

Thursday, October 31, 2 P.M.

- I. Meeting of the Student Home Economics Club

Friday, November 1, 9 A.M.

- I. Social and Family Relationships - Why, What, How. Mrs. Mildred Weigley Wood.
- II. Report of State Club Activities, Ruth Morgan, Artesia, New Mexico.
- III. Question Box, Margaret O'Laughlin, State College, New Mexico.
- IV. Business Meeting.

By 1930 it was possible to hold a conference for 3 days at State College, New Mexico, in August previous to the opening of school. This particular time has been used each year since. Since the office of State Department of Vocational Education was located at State College, the location was a convenient one for the conference.

At this conference (40:1930:2) four leaders, two of them from out of the state, conducted the meetings:



- I. The Teaching of Family and Social Relationships  
Leader. Miss Jane S. Hinkley, Federal Agent  
for Home Economics Education, Washington, D.C.
- II. Problem and Project Teaching, Miss Maude  
Williamson, State College of Agriculture and  
Mechanic Arts, Fort Collins, Colorado.
- III. Child Training and Development.  
Miss Margaret O'Laughlin, New Mexico College of  
Agriculture and Mechanic Arts, State College,  
New Mexico.
- IV. Home Projects and Publicity  
Mrs. Vina Gardner, State Supervisor of Home  
Economics Education, State College, New Mexico.

By 1933 the custom of a conference of a week's duration (40:1933:2) with a nationally known home economics instructor as a leader was established. The leader that year was Mrs. Mildred Weigley Wood, Supervisor of Home Economics Education, at Phoenix Union High School, Phoenix, Arizona. Her topic was Teaching of Child Development. This theme plus reports from teachers on club and school work took the conference time.

That this plan was followed in the conference of 1934 is shown by the following program (40:1934:1):

Monday, August 20

8:30 - General Announcements

Play of Various Ages - Mrs. Lulu R.  
Lancaster, Professor and Head of  
Department of Child Development,  
Iowa State College, Ames, Iowa.

1:30 - Reports of Teachers

Home Visitation and the Home Project -  
Alice Hoyland, Mountainair  
Home Economics Clubs - Mary Gillespie,  
Las Cruces Union High School  
Promotional Activities - Elsie Cun-  
ningham, Aztec

Improving the Home Economics Cottage -  
 Barbara Johnson, Rogers  
 An Adult Unit in Food Preservation -  
 Mrs. Frances Zimmerly, Los Lunas  
 Committee reports and discussion.

Tuesday, August 21

8:30 - Social Adjustments - Leader, Mrs. Lancaster  
 The Use of Problems in Teaching Home Economics - Mary Gillespie, Las Cruces  
 1:15 - Health, a Fundamental Necessity in Childhood - Mrs. Lancaster  
 Use of New Type Tests - Mrs. Margery Tallant, Melrose and Lillian Sloan, Anthony Union High School

Wednesday, August 22

8:30 - National Housing Movement - Barbara Johnson, Rogers  
 Consumer Purchasing - The Economic Background - Zelpha Bates, State Supervisor of Home Economics  
 Food Purchasing - Mrs. Ruetta Day Blinks, former Professor of Marketing, Iowa State College, Ames  
 Lower Prices, Better Materials - Pearl Ludy, Assistant Professor of Home Economics, Eastern New Mexico Junior College, Portales.  
 1:30 - Use of the Contract Method - Demonstration Work by Pupils - Lillian Sloan, Anthony  
 Christmas Gifts Made without Cost - Mary Gillespie, Las Cruces  
 Stage and Costume Arrangement as an Aid in Teaching Related Art - Pauline Brockmeier, Estancia  
 The Use of Educational Films in Teaching Home Economics - Alice Hoyland, Mountainair  
 Some Basic Child Guidance Principles - Mrs. Lancaster

Thursday, August 23

8:30 - Some Child Guidance Principles - Mrs. Lancaster  
 Approved Plans for Student Child Contacts - Mrs. Lancaster

Friday, August 24

8:30 - General Meeting of Home Economics and Agriculture groups

Talk - Dr. W. T. Spanton, Regional agent, Agricultural Education, Office of Education, Washington, D.C.

Talk - Mrs. Georgia L. Lusk, State Superintendent of Public Instruction, Santa Fe

Approved Human Relationships Units

1:30 - Plans for the Year.

The conference in 1935, 1936, 1937 and 1938 were all led by Mrs. Mildred Weigley Wood (see Chapter VI).

The work of the annual (40:1935:2) State Conference of Vocational Home Economics Teachers in 1935 (so called by then) was in the fields of Consumer Buying and Social Relationships. Under the guidance of Mrs. Wood, the conference group worked with experiences which teachers can give the high school girl to enable her to think through her problems in these fields. No effort was made to present subject matter as such, since it was felt that the teachers could work that out for themselves, whereas they would have more difficulty in working out worthwhile experiences.

The work of the Annual State Conference of Vocational Home Economics Teachers in 1936 (40:1936:2) was in the fields of Child Development, Consumer Buying and Human Relationships. Mrs. Wood led the thinking of the group, even more than in the previous

years, with actual experiences which could be given the high school girl in order to help her think through her problems in these fields.

Methods for Adult Education in Homemaking were the theme of the conference for 1937 (20:1927:2). Mrs. Wood gave these methods by discussion and demonstration.

The conference for 1938 was (40:1938:2) on Home Management. There is evidence that high school girls are interested in Home Management when it is taught in the terms of the management problems with which they have contact. Under the leadership of Mrs. Wood, the conference group analyzed what is involved in management and in considering some of the management problems which girls meet. For example, the girl may have a chance to plan for the use of her own money but seldom does she have a chance to plan for the use of the family money; hence, starting a home management unit with budgets for the family would not be practical.

As a need for a new course of study was felt by the home economics workers of the state the conference for 1939 was on the program of Curriculum Development, for which topic Miss Susan M. Burson was the leader (40:1940:12). The developments of this conference are discussed in detail in the chapter on curriculum (Chapter VIII).

## CHAPTER X

## THE DEVELOPMENT OF THE HOME PROJECT PROGRAM

Home projects are so much a part of the current vocational home economics program that it is desirable to trace their development. The Second Annual Report of the Federal Board for Vocational Education made to Congress in 1918, contains this statement, "Home project work is desirable during the summer, but it cannot be required." (53:1918:147)

The Revised State Plans for Vocational Education in New Mexico in 1919 set up the following requirements (20:29) for home projects.

In connection with all classes in vocational home economics, there should be not less than 6 months of practical home training work carried out by each student, under competent supervision.

Practical work in home economics should be given either in the laboratory, in cottage maintained by the school, or in the home. The home project should be a home training enterprise undertaken by the girl with full responsibility for doing the work and should be a businesslike enterprise involving the keeping of records and the making of final statements; in connection with the project, certain home laboratory



exercises could be carried on in related subjects, such as drawing, design and applied science, making the application of principles usually taught in these subjects; if the school did not provide a cottage or other facilities adequate for project work for the pupil, the parents had to agree to provide for such practice and to cooperate in the direction and supervision of the practical work at home. A written agreement among parents, instructor and pupil was required in every case; no credit should be given in vocational home economics before the proper completion of the project work by each pupil and the filing of a report and the summary of the project with the instructor. Record blanks should be supplied by the State Board of Education; all home projects should be planned to meet local needs and conditions.

The Fourth Annual Report of the Federal Board for Vocation Education in 1920 stated that the schools in New Mexico were developing home projects and hiring teachers for 12 months to supervise the work during the summer (53:1920:150). The biennial report of the State Superintendent of Public Instruction of New Mexico for 1920 (23:1920:19) stated that most of the girls who were enrolled in home economics classes had carried out home projects during the school year, or were carrying on the work during that summer.

The State Plans for Vocational Home Economics in New Mexico for 1922-1927 (21:40) added to the plans for 1919-1920 the types of projects which could be used:

1. Making of garments
2. Sweeping
3. Cleaning the house for a week
4. Canning and preserving of fruits and vegetables
5. Keeping of household accounts
6. Preparation and serving of meals

The conception of what work could be classed as home projects was beginning to take form.

An unpublished report on home economics education for 1924 left in the office files (30:1), showed that home project work had probably not been put on as workable a basis as possible. Teachers were just beginning to feel the need of such work, and as they themselves were inexperienced in the field of home projects, they were slow in starting. As soon as it was possible to secure teachers who had been trained in home projects in their college work, better results were expected and obtained. This report also (30:7) stated that every school had carried on home projects with varying degrees of success. In many cases the

girls had been given a greater appreciation of what their mothers were constantly doing for them and were ready to help more willingly than formerly. The personal appearance and hygiene project for girls coming long distances each day in school buses with little time at home proved very valuable to the girls. The time element in cleaning rooms and preparing meals was emphasized in some places and a greater efficiency was developed along this line. The planning of meals for the whole family was used very successfully. Putting up school lunches was valuable. One girl made the layette for her baby sister.

Except in one or two instances there was no definite supervision of project work by the teacher. In the school, there was a checking up of project work by reports either verbal or written. Already, the idea of home projects had changed from work done either at school or in the home to work done at home.

A report for 1925 (10:12) told of the interesting developments in the home projects for that year. The projects had increased in scope and difficulty and had been chosen from all phases of home economics (10:12). They included the following types of work:

1. Meal planning and preparation
2. Making or remodeling garments

3. Selection of outer garments which are bought ready-made.
4. Home nursing
5. Child care and training
6. Study of child psychology
7. Personal health improvement
8. Personality improvement
9. Care of rooms at home
10. Rearrangement of rooms

A girl in one school took the Weekly Cleaning of four rooms as her project. She gained speed and efficiency at this weekly task. She studied methods of cleaning rugs, materials for polishing furniture and outlined steps in the cleaning processes.

A self improvement project had as its aim: to improve the personal appearance by correct diet, cleanliness, care of clothing, study of correct dress, and color to suit the type and manners.

The final report of a clothing project follows (10:12):

Project: Making a dress.

I had made several dresses in school, besides other things, so I knew how to sew a little, although this was the first thing I had made out of school.

Purpose: My purpose in making this was to learn how to sew by myself, also, I needed the dress.

Procedure: I cut the dress butterfly pattern and "bias taped" the side seams. I put on a panel instead of the row of buttons I had originally planned for. Then I fixed the collar and cuffs and last, the pocket and hem.

Time: It took me 8 hours in all. I did not work on it at school.

Cost: The dress cost \$5.00 -- the cloth was \$4.00, the trimming 50 cents, the thread 20 cents, the bias tape 30 cents.

Results: It was rather hard to make the pocket. The rest was easy. I learned how to make a pocket by myself. I also learned that I could make a dress if I had to.

By 1927 home projects were a recognized part of the school work and definite plans had been made about them.

The State Plan for Vocational Education in New Mexico for 1927-1932 (42:1932:3) required:

1. That not over 30 minutes per day of the vocational half day could be devoted to home project work.
2. That teachers were to be given time for adequate supervision of home projects.
3. That home projects might be based on any phase of home economics work which had been taken up in class.

Suggested types of projects were:

1. Redecorating the room including the refinishing of walls, furniture and woodwork.



2. Planning entertainment for the family.
3. Budgeting for the family or self.
4. Improving one's own personality or helping some one else along this line.
5. Making and carrying out plans for improving the health of some member of the family.
6. Supervising play for younger children.
7. Taking care of personal or the family clothing.

During the depression years of 1930-1932 the vocational home economics teachers were guided to see the necessity for making (23:1932:39) home contacts in order to determine the most vital needs and in order to adapt the work to actual home situations. In 1930, all home economics teachers were employed for  $9\frac{1}{2}$  months. They reported to their schools 2 weeks prior to their opening and spent much of the time in visitation. New view points were received as the result of these visits to homes, which were valuable in planning school work and home projects. By 1932 the visiting (23:1933:41) of homes had become recognized as of special value in promoting the home project program in homemaking. The projects provided for application of principles taught in school to normal situations in daily living. The newer conceptions of

education emphasized the necessity of giving all pupils experience in solving problems of daily life outside of the school, in order not to have a line of demarcation between life in school and life outside of school. Through the home project program the pupils were given an opportunity as part of the program of instruction, to get practise in carrying out responsibilities in their own homes.

The home visiting program was an outstanding feature of the vocational homemaking program in 1938, (23:1938:35). Each home economics teacher visited practically all the homes of her students at least once a year. She gained the cooperation of the parents and ascertained actual conditions. The visiting of homes is of special value in promoting home projects.

While home projects were required in all reimbursed programs, the requirements changed under the National Vocational Acts (See Appendix).

#### The development of the summer program

The vocational home economics work has been on a year-round basis in New Mexico for only two years (14:18). It has been in a limited number of schools: Fort Sumner, Clayton, Hatch, Los Lunas, Estancia, Mountainair, Anthony, Lovington, and Cimarron.

Home economics teachers remained in these communities for five weeks after the close of school and returned two weeks prior to the opening of school, which made an eleven month tenure. The home economics program in these communities was planned not as a nine month program with two extra months "tacked on" but as an eleven months program, which included home experiences of a comprehensive type, visits to homes of girls enrolled in homemaking classes and to other homes in the community, a school and department project, an adult class, and a community project.

The home projects, or home experiences have been stimulated by girls getting together to work on a school improvement project. While the girls were assembled to work on these projects, such as mending the library books, or making new curtains for the home economics department, the teachers guided the discussion into the progress of their home projects.

This additional time allowed the teacher, resulted in high school girls carrying on home experiences during the summer which were much more comprehensive and worthwhile pieces of work than were possible during the school term. The home economics teacher could guide and supervise these experiences more efficiently in the summer than in the winter as she

had more time for visiting the homes. Also, many home experiences that make a greater contribution to family living could be carried on only in the summer (See Appendix).

Home projects have developed in the twenty-years between 1919 and 1939 from projects of practical work either at home or in school, to a program of such importance that teachers are employed seven weeks beyond the regular school term in order to supervise these experiences in the homes.

The home project program has grown until in 1938 the annual Descriptive Report to the Office of Education contained this report on types of projects for the state for 1937-1938. (34)

#### Type Project

Housing	Number
Improvement, arrangement, care furnishing and equipment	539
Provision of food for family	651
Selection, care, and construction of clothing	945
Laundering	112
Care and guidance of children	112
Health and home care of sick	73
Home management	140
Consumer buying	38
Family and social relations	110
Related subjects	99
Imp. personal appearance	139
Money and time management	55
Needlework and household articles	21

CHAPTER XI  
THE DEVELOPMENT OF THE ADULT PROGRAM  
IN NEW MEXICO

The first mention of adult or evening classes that could be found was in the Annual Report of Manette Myers, Director of Industrial Education (Chapter VI), in 1915 (22:1915:103). At the New Mexico State Normal School at Silver City, the instructor of domestic science had classes during the entire year of 1915 for the women of the town who were interested in this line of work. Lessons were given once or twice a week, usually in cooking. The Normal School furnished all the materials used for these outside students with the provision that the finished products be turned over to the dormitories of the institution. Requests for entrance to these classes had to be declined because of lack of equipment.

Adult work as it is now known was termed "evening schools" in the beginning. The first State Plan for Vocational Education in New Mexico, 1917 (37:15), provided for evening schools as follows: Only persons over 16 years of age should be admitted; the plant and equipment should be adequate to carry



out the purposes for which the course was established; the minimum for maintenance should be sufficient to insure reasonable standards of work and to secure teachers; courses were to be given as "short unit courses" whenever possible, and were to meet the needs of those enrolled. The methods of instruction were to be similar to the methods used in the all-day schools with particular emphasis upon practical activities. The methods used were to be determined by the individual needs of the class. Teachers in evening schools should possess the same qualifications as those of day schools. In addition to these, women from the trades who possessed experience in home economics and who were especially equipped for instruction in a particular subject might be employed.

The Third Annual Report to Congress of the Federal Board for Vocational Education (53:1919:171) for 1919 reported that there were 2 evening schools in New Mexico that year.

In 1921, the State Superintendent of Public Instruction (23:1921:16) reported that evening classes had been encouraged and had proved very successful and of great value. The work was offered for the women of the community and was given in short unit courses. The preservation of foods, sewing, cooking and home

nursing were some of the courses given. More of this type of work was needed.

In 1922 many short unit courses were taught by the home economics teachers of the state without (23:1922:22) additional compensation.

During 1925-1926 and 1926-1927 the advancement along the line of special classes in home economics for women and girls who were not in school was particularly marked (23:1925:23). The State Department of Vocational Education promoted adult classes in home economics for all groups regardless of Nationality, but State and Federal funds were used in evening class instruction only for salaries of teachers of classes for Spanish-American women and girls because of shortage of funds.

During 1927-1928, evening school classes grew, according to a report from the transfer files for 1927-1928 which is given in total. It is interesting because it gives the names of towns, teachers, and type of units (Table 3).

Table 3.--FORM 10 - EVENING SCHOOL, 1927-1928  
FINAL REPORT FOR EACH UNIT

Town	No. Les- sons	Teacher	Unit	Outline of Work Covered
Madrid	6	Ruth C. Miller	Washable dress.	Use of patterns. Hem seams. Fitting
			Quick breads	Use of baking powder, soda and sour milk. Batters, soft doughs, muffins, griddle cakes, cookies, cake, sand- wiches.
Las Cruces	11	Ada Ho- agland	Luncheon	Cream soups, quick breads, meats, salads and dressings, meats and meat substitutes. potatoes - vegetables cakes, simple desserts pie.
	15		Clothing	Slips, aprons, dresses color and durability.
Las Vegas	5	Rumalda Delgado	Cooking	Demonstration on sand tarts, other cookies, vanilla wafers, lemon dishes, demonstration on cake making.
	2		Fancy work and home fi- nishing	Covering lamp shades Cone painting
San Ilde- fonso	2	Edith DuPriest		Shrinking of goods and how to set colors.
Los Lunas	6	Mrs. Be- alah Whales	Food for the fami- ly	Quick breads, Cake pastry, frying, 3 course dinners.
Silver City	11	Ora Jane Barton	Foods and Cookery	Cookies, cakes, muffins quick breads, fruit salad, egg and vege- table salad, cornstarch pudding, pie

Town	No. Teacher Les- sons	Unit	Outline of Work Covered
Roswell	16	Mrs. Le-Children's land Clothing Fellows	Everyday dress for child. Make over garment.
	12	Clothing unit	Color, line. Adult dresses
Las Vegas	4	Rumaldo Cooking Delgado	Demonstration on pie crust and pie filling. Carmel pecan, lemon cake
	3		Salads
	6		Cakes, stuffings, sandwiches.
Las Cruces	15	Ada Ho- Foods, agland lunches	Candy and fritters. Same as previous luncheon.
	8	Foods	Devils food cake, frozen desserts, cookies, salads, sandwiches, bevera- ges.
Las Vegas	5	Frances Sewing Delgado	Garments
	2		Underwear
	6		Dressmaking
	4		Cone painting, Bou- doir pillows, lamp shades.
Gibson	5	Ella Breakfast May unit	Breakfast dishes
	17	McGin- Care of ley baby	
	1	Personal adornment	Beauty operator gave talk
		Interior decoration (curtains)	Selected and made curtains
	23	Sewing	Step-ins
	10	Interior decoration	Refinishing and fur- nishing a building near school.

Town	No. Les- sons	Teacher	Unit	Outline of Work Covered
Taos	8 4	Mrs. Floyd Santis- ten	Bread Baking Candy Pastry	Desserts Bread
Las Vegas	16  6 10	Rumalda Delgado	Preserving Salads Pies  Meats  Puddings Candy Miscella- neous short units	Relishes Pickles Salads Demonstration on pies Meat loaf, potato pie Puddings Sandwiches, fritters Potatoes, fish, vegetables, beverage, desserts, hot breads
Arroyo Seco		Mrs. Floyd Santis- ten	Bread ma- king	
Vado	9 8	Mrs. Mollie Sanders	Sewing Sewing	Undergarments Fancy work on gar- ments.
Las Vegas	4 2 3 2 4 6 4 6	Frances Delgado	Sewing Sewing Sewing Sewing Sewing Sewing Sewing Sewing	Making pillow tops, Telephone flower Stenciling, scarfs and curtains and pillows. Stamping, baisting, quilting. Finishing pillows. Xmas gifts Laundry bags, scarfs, vanity sets. Bead work Children's clothing Bags (embroidered) Kimonas and under- wear.



Town	No.--Teacher Les- sons	Unit	Outline of work covered
Albuquerque	16	Mrs. MaryChild Castle Clothing Stephen- son	
Gibson	16	Ella Mc-Dinner Ginley Unit	
	13	Luncheon or sup- per	
	1	Laundering	May Tag demonstra- tion.
	1	Child Ma- nagement	
	1	Jelly Making	
	3	Rummage sale	
	1	Canning	
	1	Budgeting	
Hot Springs	30	Mary Louise Interior Ogin decoration	Aurora cone work used for hand.
Las Cruces	8	Mrs. C. Domestic B. Wil- Art in liams Clothing	Kimonas, scarfs, material and de- sign, then dresses
	24	Home ma- nagement	
	24	Child Tra- ining	
	1	Weighing Children	
Roswell	16	Mrs. Le-Adults' land clothing Fellows	Make over problem Better dress
San Isidro Fair	16	Mrs. Cooking Louise	Desserts, breads, pies, cookies
	12	Ulibar- Sewing ri	Underwear, dresses
State Col- lege	9	MargaretChild Care O'Laugh-and Train- lin ing	

In 1929 Suggestive Short Unit Courses for Classes in Home Economics for Adults was compiled by Mrs. Vina Gardner and published by the State Department of Vocational Education. A foreword shows her philosophy of adult education at that time (43):

The suggestions as offered herein must necessarily be adapted to local conditions. No standard educational prescription can be written for any one and certainly not for adults. We find all sorts of interests and needs and all levels of intelligence. As a person goes through life his needs and likes shift frequently and decidedly. We must serve real needs and equip women to better meet the demands of life.

Not only mothers, but fathers should be interested in the homemaking program. The fact that our fathers should have a prominent part in such things as planning family budget and training the children, should mean that fathers as well as mothers must devote their time to making a systematic study of some of the problems involved.

Short units were outlined in this bulletin in the following subjects (43:1):

- I. Child Care and Training
  - Parenthood and Prenatal Care
  - The Infant
  - The Runabout
  - What Shall I Feed My Child
  - Clothes for Little Folks
  - Child Development
- II. Clothing
  - Undergarments
  - Cotton dress
  - New Clothes for Old
  - Household Linens
  - Care and Repair of Clothing
  - The Clothing Budget
  - Selection of Clothing
  - Silk Dress
  - Wool Dress

- III. Foods  
Preservation of Foods  
Meal Planning  
What Shall We Have for Breakfast  
Luncheons  
Dinners  
Popular Desserts  
Foods for Hot Summer Days  
Hospitality  
Marketing  
The Lunch Box  
Advanced Dietetics  
Choosing Food in Public Places  
Convenient Kitchens

- IV. The Home and Its Members  
Home Accounts  
The Health of the Family  
Care and Management of the Home  
Household Mechanics  
House Planning  
Interior Decoration  
Beautifying the Home  
Family Relationships  
Local and Civic Relationships.

These units show that by 1929 home economics in the adult classes meant a much broader program than it had formerly when only cooking classes were offered in the adult program in the Normal School.

By 1932 the program in home economics for adults had grown (9:25) until there were special instructors who carried on this work in 30 centers as a part of the local school program. The work was extended to English-speaking, Spanish-American, Navajo and colored races. During the depression times of 1930, 1931, 1932, emphasis was placed on making over clothing, food preservation and dietary problems with

children. In 1932, Carlsbad (9:16), Las Cruces and Las Vegas had units in remodeling clothing and Tatum, Raton and Dawson had units which helped the women to meet home problems caused directly by the depression.

In 1934 in one community (23:1934:40) as the result of practical classes among adults, where almost all of the members were dependent upon the Red Cross for support, these people were enabled to utilize their gardens and preserve adequate food supplies for winter. The program was carried on among Spanish-Americans, Anglos, Navajos and negroes in food preservation, adequate meals at low cost, care and training of children and clothing selection.

The increased funds that became available with the George Deen Act made possible the employment of an itinerant teacher trainer in 1937 in the State Department of Vocational Education who taught adult demonstration classes in Las Cruces and Albuquerque in 1937-1938-1939 (34:16).

As the result of the work (36:7) of the Annual Vocational Conference in August, 1937, dealing entirely with methods for teaching homemaking for adults, the work of this phase of the program developed markedly. With the exception of 3, every day school teacher who attended the conference taught an adult

or part-time group the following year.

The adult educational movement was definitely stimulated in New Mexico through the work of eight teachers who were selected to carry out a program of extended tenure in the summer of 1938 (36:7). Each of the eight taught a minimum of two units to the same group of women, one unit during the regular school year, and one unit during the five weeks following the regular school year.

That summer the teachers at Fort Sumner, (14: 18) Clayton, Hatch, Los Lunas, Estancia, Mountainair, Anthony and Lovington remained in their communities for five weeks after the close of school and returned two weeks prior to the opening of school, thus making an eleven-month tenure. The teacher visited homes in order to build up and sustain an interest in adult classes, since each teacher taught a class for adults or out-of-school youth during the summer period. The following report is one typical of these classes (14: 19):

In the work of an adult class at Mountainair, New Mexico, a woman extensively refurnished her living room, spending only ten dollars. Her husband repainted the walls - they had the paint on hand - she bought Venetian blinds and draperies for the windows, and stained the floor around the rug. Her husband recovered a chair for her. You would never have recognized the room when all this had been done and she had arranged



the furniture. Rearrangeing and refurnishing of the room required studying color, texture, lines, proportion and picture arrangement. A very livable and attractive room was the reward of her study and their efforts.

The report of these adult classes for 1938 (Table 4) showed a contrast in the type of units which had developed since 1927.

Table 4.--SECTION XIII, EVENING HOME ECONOMICS SCHOOLS  
AND CLASSES REIMBURSED FROM FEDERAL FUNDS

Annual Statistical Report of State Board of Vocational  
Education to Office of Education Year Ending 1938

Name of School	Subject of Course	Meetings per Course	Hours per Course	Enrollment
Albuquerque	Consumer Buying	5	10	8
Aztec	Choosing Clothing	9	18	15
Capitan	Clothing Construction	9	13½	6
Cimarron	Clothing	8	12	12
Clayton	Meal Planning (5 sections)	30	60	92
El Rita	Clothing Construction	7	14	25
Floyd	Home Arrangement Deco- ration	6	6	12
Fort Sumner	Clothing Construction			
	Home Management	6-8	15-12	34
House	House Decoration	7	7	15
Las Cruces	All phases of Homemaking	60	120	18
Lovington	Clothing Construction			
	Food for Family	8	16	8
Los Lunas	Personality Development	6	9	13
Tatum	Children's Clothing	12	24	11
	Clothing Construction	6	12	10
Tularosa	Foods	6	7½	12

Thus we see that the adult program had developed from classes in cooking at the New Mexico Normal school in 1915 to classes in towns over the state in which units on luncheons, food for the family, clothing and breadbaking were taught in 1927-1928, and consumer buying, home management, personality development and all phases of homemaking by 1938.

## CHAPTER XII

## DEVELOPMENT OF HOUSING AND EQUIPMENT

Equipment 1912 to 1917

Equipment for home economics classes was a major problem work in New Mexico in the early days. In 1912 Ruth Thompson (51:1) made a study of (see Chapter VI) the cost of installing and maintaining home economics in the high schools of New Mexico, because inquiries made at the New Mexico Educational Association Meeting in Santa Fe in October, 1911, led her to believe that it was largely a lack of information on this subject which had postponed the installing of home economics in many high schools of the state. As Ruth Thompson was an instructor in the New Mexico College of Agriculture and Mechanic Arts in 1913, it is reasonable to suppose that her findings influenced the equipment of the schools of the state (51:2). She found that, assuming that no high school could afford to devote a whole building to home economics, the business of housing the work was narrowed down to the planning of the rooms in a new building, or to selection and arrangement of old rooms. The top story of a building had some advantages over any other.

She recommended that (51:3):

1. As the number of rooms available for home economics would vary, two were desirable. One to be used for the cooking and serving of meals, and where laundering and home nursing could be taught, the other a room for sewing.
2. A room 24 feet by 30 feet would allow space for a class of from 20 to 24, but classes of this size were rare in New Mexico in 1912. A dining room 14 feet by 16 feet would give room for seating twelve guests.
3. The furnishing for the cooking laboratory should include work tables, seats, stove, sink, cupboard, supply table, demonstration table and refrigerator.
4. The tables could be arranged in parallel lines, in a group, or in a hollow square. The hollow square was the best arrangement in nearly all classes.
5. The variety of stoves (51:5) to be used would depend upon the fuel burned in the community. In nearly all towns in New Mexico this was either coal or wood. Gasoline was too dangerous to be used in the class



room. Kerosene was safe and clean.

Recommended equipment for a class of 12 included:

1. Enamel ware	\$ 41.22
2. Individual equipment for a unit table.	2.22
3. General equipment	26.45
4. Equipment for serving meals	61.40
5. China	49.20
6. Home Nursing equipment	6.59
7. Portable laundry equipment	14.35
8. Domestic Science equipment	468.37
9. Domestic Art equipment	625.73

If funds (51:19) were limited and if space were small, the whole equipment could be bought for \$154. An adequate equipment for 16 pupils in spacious rooms cost \$795.

In 1913, Raton (23:1913:4) reported that the equipment for domestic art in the Colfax County High School at Raton consisted of 5 sewing tables, a cutting table and 4 sewing machines and electric irons. The equipment for domestic science consisted of 8 electric stoves, 1 range, one 4 burner oil stove with oven, a complete set of cooking utensils and a student table for each of 16 girls.

At Gallup (23:1913:41) the work in domestic science in 1913 was more preparatory than anything else as they were handicapped by the lack of a building. The classes could do no cooking. The work was limited to sewing, sanitation and hygiene and preparatory work for cooking the next year. The equipment consisted of 2 sewing tables and 4 Singer Sewing Machines.

Alamogordo reported (23:1913:39) that domestic science equipment was installed in 1913. The high school had excellent equipment for both sewing and cooking. Three sewing machines of the best makes were bought, all different, in order to teach the girls the peculiarities of each. The cooking equipment was purchased in Alamogordo and the tables and cupboard were turned out by the mill in town. The cooking was done on kerosene stoves, one burner being allotted to each 2 girls, as the general custom of working in groups of 2 was followed.

The first domestic science teacher in Tularosa found no equipment (23:1913:93). She had the girls in her classes go to the home of an excellent cake baker who taught the girls to make cakes. Another woman taught them to make bread. In 1913 the teacher considered renting a room at her own expense, but the school board finally rented the room for her. When her successor arrived she found a neat room and

lumber with which to make tables. The manual training teacher made the tables and a cupboard, and the school board borrowed the stove and dishes. The girls furnished their own materials for both cooking and sewing. The work in Gallup, Alamogordo and Tularosa must have been in the grades, as these towns did not report teachers of high school home economics in 1913.

Tucumcari in 1913 (23:1913:19) had domestic science rooms in the basement. The cooking department was equipped with a coal range, an electric plate and an oil stove. The tables were made by a local firm and accommodated 16 girls at a time.

Manette Myers (Chapter IV) in her Annual Report for 1913 (23:150) suggested the first list of equipment for a domestic science class of 16 girls as follows:

Cooking:

1. Heat:  
A range, also some form of individual stove should be supplied. Gas plates and electric plates are preferable to alcohol stoves, coal oil stoves or gasoline stoves.
2. Tables:  
Laboratory tables to supply each girl with at least 30 inches of working space, and at least one drawer for individual equipment and one bread board.
3. Other Equipment:  
One supply table and one cupboard for dishes and utensils, with drawers for linen. One teacher's desk and chair, 16 seats or stools, 1 refrigerator.

## 4. Small Equipment:

1. 16 bread tins  $4\frac{1}{2}$  x 9
2. 2 large canisters, size to hold 50 lbs. of flour or sugar
3. 2 two-quart flour canisters
4. 1 casserole
5. 16 jelly glasses with lids
6. 4 potato ricers
7. 4 frying baskets
8. 8 four-hole muffin tins
9. 8 rolling pins
10. 1 box labels
11. 4 toasters
12. 8 cake tins
13. 1 pair of scales
14. 3 wire cake coolers
15. 4 baking sheets
16. 4 meat grinders
17. 3 one-quart coffee pots
18. 3 one-quart tea pots
19. 1 large steel skillet
20. 1 quart bean pot
21. 1 roaster with cover
22. 2 thermometers: 1 Fahrenheit, 1 Centigrade
23. 8 graters
24. 12 hand towels
25. 1 steamer with 5 or 6 molds
26. 1 bread knife
27. 1 butter knife
28. 1 can opener
29. 1 cork screw
30. 1 ice pick
31. 1 knife sharpener
32. 1 trussing needle
33. 1 large milk pitcher
34. 1 pair of scissors
35. 1 quart measure
36. 1 dust pan
37. 1 broom
38. 1 stove brush
39. 2 garbage cans with lids
40. 1 clock
41. 1 quart ice cream freezer
42. 4 apple corers
43. 1 whisk broom
44. 5 dozen tea towels
45.  $2\frac{1}{2}$  dozen dish cloths
46. 1 fireless cooker
47. 1 kitchen cabinet

48. 8 biscuit cutters
49. 1 sink strainer
50. 1 pastry tube
51. 6 individual molds

Supply one of following for each pupil (23: 1913:151):

1. Vegetable knife
2. Case knife and fork
3. Table spoon, silver or metal
4. Two teaspoons, silver or metal
5. Crockery bowl
6. 1 quart glass measuring cup
7. Standard  $\frac{1}{2}$  pint measuring cup
8. Plate
9. Baking dish  $\frac{1}{2}$  pint or less
10. Tin pie pan  $4\frac{1}{2}$  inches
11. Dish pan, soap dish
12. Small sauce pan with handle and cover
13. Small steel skillet
14. Wire sieve
15. Glass lemon squeezer
16. Dover egg beater
17. Double boiler
18. Scrubbing brush
19. Small wooden spoon
20. Steel spatula
21. Tray - utensil
22. Asbestos mat

Equipment for serving 16:

1. 16 chairs
2. 4 tables
3. 3 dozen napkins
4. 4 table cloths (2 yards)
5. 2 table cloths (4 yards)
6. 4 table felts
7. 2 dozen doilies
8. 8 tray cloths
9. Dishes:

Dinner, salad, bread and butter and luncheon plates, sherbet cups, cream pitchers and sugar bowls, tumblers, pitchers, cups and saucers, vegetable dishes, platters, salt and pepper shakers, set of knives, forks, spoons and a silver carving set.



## Sewing equipment:

Each child should have:

1. Scissors
2. Tape measure
3. Thimble
4. Pins
5. Needles 5 to 10
6. Thread 50 - 70 white
7. Pin cushion
8. Emery
9. Shoe box
10. Note book
11. Material needed

## Equipment for sewing for 24 pupils (23:1913:

1. 24 chairs
2. 6 tables
3. 6 sewing machines
4. 1 exhibit case
5. 1 teacher's desk
6. 1 mirror, large and long
7. 1 gas stove
8. 6 sad irons or 1 electric iron
9. 1 screen
10. 1 dozen scissors
11. 1 roll of paper for pattern drafting
12. 1 dozen spools white cotton thread  
8 - 120
13. 1 dozen spools red thread
14. Cotton, wool, silk and flax exhibits
15. 1 black board
16. 1 ironing board
17. Lockers
18. 4 foot stools
19. 2 yards basket cloth
20. 6 tape measures
21. 6 emeries
22. 6 tracing wheels
23. 12 thimbles

In the Las Vegas (23:1915:179) schools in 1913, the domestic science room was equipped by popular subscription. It was furnished just as the average home in the community was. The school board supplied a half-time teacher. The domestic science

department was the most popular one in the school, but because of lack of funds, it was necessary for the students to meet their own laboratory expenses. At the beginning of the school year, each girl deposited a dollar with the teacher and when this was used up, another was called for.

The domestic science department in Carlsbad in 1915 (23:1915) is shown in Figure 6.



Fig. 6.--Carlsbad High school domestic science department, 1915.

A description of the room was given by the superintendent of the Carlsbad schools in the annual Report of the Director of Industrial Education. The domestic science department in the high school had 2 double-burner kerosene stoves, and shelf and drawer equipment for 12 girls. The class had 12 members who are shown at work around a long table. The class

was divided into two sections for laboratory work and each division met twice a week. The work was practical and considerable home work was required. The cost for fuel and food supplies was small, the average cost per girl being about 6¢ per week.



Fig. 7.--Tucumcari High school domestic science department, 1915.

The superintendent of the Tucumcari schools in 1915 said (23:1915:162) of the domestic science department of that school that it was probably one of the best equipped departments in the state. It was of the hollow square type of arrangement. The

domestic science room had 8 electric hot plates shown on the tops of the tables, and a range. The tables were regulation domestic science tables, equipped with the best utensils. Three classes totaling 51 girls were using the department, which was located in the basement.

The domestic science and art rooms in Santa Fe in 1915 are shown in Figures 8 and 9 (23:1915:188).



Fig. 8.--Santa Fe High school domestic science department, 1915.

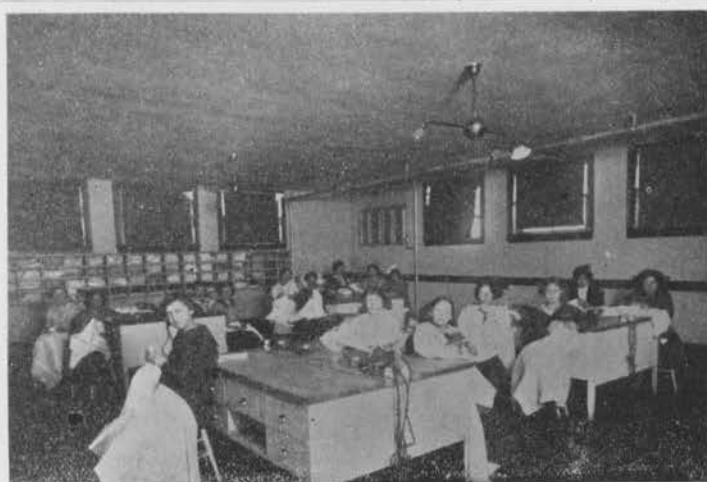


Fig. 9.--Santa Fe High school domestic art department, 1915.

The kitchen had the usual electric plates and one range with oven, with group arrangement of tables. The aim of the cooking was thus given: to teach the principles of cooking and to teach cleanliness. The sewing in the classes was all done by hand, except in the eighth grade where they made underwear and a sleeved apron on the sewing machine. No comment was made upon the equipment in the report, but the pictures show that Santa Fe must have had one of the best equipped departments in the state at that time.

The above reports showed that educators of the state were striving toward furnishing the equipment which was recommended in 1915 by Manette Myers.

Equipment after the Smith-Hughes Act,  
1917-1939

The first State Plans for Vocational Education



made the following provision for equipment (37:15):

The plant, laboratory and library equipment shall be adequate to carry out the purposes for which the courses are established.

It is evident from this that equipment was considered important, but that there had not been sufficient time for detailed planning for it.

The Revised Plans for Vocational Education in New Mexico in 1919 (20:25) added these provisions to the original ones:

1. Cooking and Preparation of Meals

The room used for food study and preparation must provide for individual laboratory work in cooking, as well as group work and facilities for group instruction and recitation, as separate periods for laboratory and recitations are not desirable. The laboratory equipment may be of 2 types, the unit laboratory desk equipment or the unit kitchen. Where the unit kitchen is used the class room should adjoin the laboratory or other means should be provided so that students may meet for directions, instruction and recitation work.

Equipment needed for serving meals includes, tables, chairs, table linen, silver and dishes. It is preferable to have a dining room for this purpose, but if a separate room is not available for serving meals, this may be taught in the school kitchen provided that there is space for tables and chairs.

2. Garment and Dress Making

Essentials for this equipment are: sufficient floor area, ample storage space, good lighting, work space of 2 or 3 feet per pupil, drawers or lockers for materials, low comfortable chairs, sewing machines (one for three or at the most four pupils), paper roll, dress forms, large mirror, and small supplies such as yard stick, tape lines and large shears.

3. Home Nursing

Portable equipment is needed, beds and bedding, thermometers, back rests, and hot water bottles.

4. Laundry Work

Tubs and wringer are needed, as well as power washing machines, irons, ironing boards and small supplies.

Thus in two years' time the requirements for vocational home economics had grown in scope.

The State Plans for Vocational Education in 1922 enlarged upon the previous plans for equipment only enough to state that (21:33):

The required minimum plant and equipment shall be adequate to meet the needs and the kind of instruction given. The state supervisor shall determine what shall constitute the equipment necessary to the needs of the community.

By 1925 the requirements for vocational home economics departments had crystallized sufficiently that a score card was issued by the State Department of Vocational Education with requirements for departments stated and points were worked out for scoring each item (see Appendix). This gave all departments a concrete statement of desirable equipment and conditions to work toward in order to have a well-equipped room.

A report to the Executive Secretary of the State Board of Vocational Education in 1925-1926 told of equipment changes (31:1):

Dexter: Refinishing kitchen equipment - building up library and the bulletin files.  
 Hot Springs: Fine department - new equipment. Met all requirements for Smith Hughes  
 Albuquerque: Lincoln Junior High and Washington Junior High were visited. These home economics departments were started only last year, so they both still need many pieces of equipment.

No record of progress in equipment was available between 1926 and 1938, but the modern departments of 1939 are evidence that provision was made for equipment and that the educators of the state were planning to meet the needs. The Hand Book on Organization and Practices for the Secondary Schools issued by H. R. Rodgers, State Superintendent of Public Instruction in 1938 (24:10) gives the result of years of thinking. As far as can be traced, most of the provisions for equipment made since 1917 were for the vocational home economics programs; the provisions of the Hand Book were for general home economics. The development of the general home economics program in instruction and equipment meant also the development of the general one along the same lines as the State Supervisor worked with problems of general home economics. The Hand Book stated (70:10):

The homemaking department shall be housed in one large room or two or more rooms adjoining each other. Basement rooms are not suited for teaching these courses. The rooms shall be equipped on the unit basis, usually 4 girls to a

unit. Equipment shall be provided according to the enrollment of the girls taking such work. It is suggested that where there are not adequate building facilities that a community organization might provide a neighboring cottage for the purpose.

The biennial report of 1936-1938 (23:1938:35) stated that the improvement in space and equipment for homemaking departments had been a major development. Six new home economics departments had been built during 1938. These were in line with the philosophy of home-making education in providing a school situation as nearly as possible like the home situations so that all phases of family living may be dealt with. Each department provided complete home arrangement and accommodated 32 girls in a class. Many other departments of this type were under construction.

By 1927 another score card had been worked out to aid in checking required equipment (see Appendix).

The New Mexico State Department of Vocational Education in 1939-1940 listed 40 schools (44:1) with teachers of vocational home economics and 49 schools with 54 teachers of general home economics. Of this total of 89 schools, 11 had home economics departments with all areas of home living represented. These departments were in Capitan, Carlsbad, Clayton, Farmington, Hagerman, Las Cruces, Santa Fe, Leah Harvey Junior High school and Eunice. Several others lacked

only a bath room in order to meet this classification.

As pictures show better than any description possibly can the equipment in the modern home economics departments, pictures are given of 6 of the departments as they were in 1939-1940.



Fig. 10.--Tucumcari High school home economics department, 1939. Corner of the living room.

The department of Tucumcari is shown in Figures 10, 11 and 12. They show the living room and kitchen in keeping with our ideas of what a homemaking department should be. Contrast this with the department



of 1915 (Figure 2), which was considered one of the best in the state.



Fig. 11.--Tucumcari High school, 1939. The clothing room.



Fig. 12.--Tucumcari High school, 1939. The kitchen - dining room.

The home economics department at Leah Harvey Junior High in Santa Fe is shown in Figures 13,

14 and 15. Even though Santa Fe had a well-equipped department in 1915 (Figures 8 and 9), Leah Harvey Junior High has an even more progressive one in 1939.



Fig. 13.--Leah Harvey Junior High, Santa Fe, 1939.  
Home economics clothing room.



Fig. 14.--Leah Harvey Junior High, Santa Fe, 1939.  
Girls at the electric mixer.



Fig. 15.--Leah Harvey Junior High, Santa Fe, 1939.  
A corner of the kitchen.

The home economics department of the Las Cruces Union High school was moved to a new cottage during 1938-1939. This was a modern cottage, complete in every detail, built on the school grounds. The front of the cottage is shown in Figure 16. Girls at work in the kitchen are shown in Figure 17, and a group gathered in the clothing room is pictured in Figure 18.



Fig. 16.--Las Cruces Union High School, 1939. The  
exterior of the home economics cottage.



Fig. 17.--Las Cruces Union High School, 1939. Kitchen in the home economics cottage.



Fig. 18.--Las Cruces Union High School, 1939.  
Clothing room in the home economics cottage.

The student teachers from the home economics department of the New Mexico State College of Agriculture and Mechanic Arts use this cottage as one of the centers in which to do their teaching.

Washington Junior High, the largest Junior High in the state, with over 1,200 pupils enrolled, was built in 1925. The home economics department was equipped at that time. The arrangement was of the hollow square type (Figures 19 and 20) with individual gas plates and one large gas stove with two ovens.





Fig. 19.--Washington Junior High, Albuquerque, home economics department, 1937. The kitchen.



Fig. 20.--Washington Junior High, Albuquerque, home economics department, 1937. The sewing room.

Very little was done in the way of new equipment until 1937 when the ninth grade was reimbursed under the George Deen Act. As the result of the increased funds, new equipment was bought. The kitchen

was made as nearly as possible into the unit type (Figure 21) and had places for five families of four or five girls. Cupboards were built, breakfast tables and chairs were placed in the kitchen, tote trays and locker space were provided, Figure 22. This made possible the teaching of a well-rounded homemaking program.



Fig. 21.--Washington Junior High School, Albuquerque, 1939. Home economics department kitchen, dining room.



Fig. 22.--Washington Junior High School, Albuquerque, 1939. A supervised study group.

In 1939-1940 the enrollment in the classes had increased to such an extent that an extra room was added and the sewing equipment was moved to it (Figure 23). This arrangement made it possible for the two teachers to have classes in home economics at the same time. The student teachers in home economics from the University of New Mexico do their teaching in these rooms with a vocational program similar to that found in smaller schools of the state.



Fig. 23.--Washington Junior High School, Albuquerque, 1939. Clothing room.

In Estancia, in 1938, the transformation of a dark, (6:12) poorly-lighted two-room school house into a cozy, home-like, attractive, orderly and well-planned cottage (Figure 24) was truly remarkable.



Fig. 24.--Estancia High School. The outside of the home economics cottage.

The little red brick school house that had been used as a grade school for several years, with rough floors, wood work without varnish, and low and slanting ceilings furnished the scene of the transformation. The larger of the two rooms was made into a clothing room with a living area (Figure 25) in one end and the dining area in the other end (Figure 26). One partition was put in to make a bed room, new floors were laid, the wood work was refinished and the walls were calsomined a light ivory. The ceiling of the room that became the kitchen (Figure 27) was raised, and adequate storage space was provided.

The entire planning of the cottage, as well as the selection and buying of all furnishings, curtains and light fixtures, was carried out in the homemaking classes.



Fig. 25.--Estancia High School, 1939. The living room.





Fig. 26.--Estancia High School, 1939. The dining room.



Fig. 27.--Estancia High School, 1939. The kitchen.

Clayton has a homemaking department which typifies the foreword look in home economics. It is more complete and attractive than most college departments from the standpoint of arrangement, space, and

equipment (2:348). The equipment was made from the materials in the community by the people living there.

The walls of the large building, of which this homemaking department is a wing, are made entirely of local materials. The building and furnishings, which were constructed under the W.P.A and the N.Y.A., are Spanish in style and are of materials native to the community. The adobe bricks in the walls are made from dirt found near the school. The dirt was made into mud and mixed with sand and straw. The mixture was then pressed into molds by hand. The bricks were removed from the molds and stacked in the sun to dry for many weeks before they were laid in the wall. The adobe bricks, although larger than the ordinary clay brick, were laid in the usual manner. This made a very strong and durable wall, and, after being plastered, a very smooth one.

The home economics department was planned on the general pattern of a home. In additions to the large foods and clothing rooms and the laundry room, there are living-dining room, bedroom, and bath. The department was so arranged that it usable not only as the very best kind of teaching situation, in that it provides a complete home arrangement, but it is also suitable for community use by groups of various sizes.

The living room is large (Figures 28, 29, 30) and is reached from the outside through an entry in which there is space for hanging wraps. This makes it particularly convenient for the meetings of small civic and women's groups.



Fig. 28.--Clayton High School, 1939, home economics department. A view of the living room.

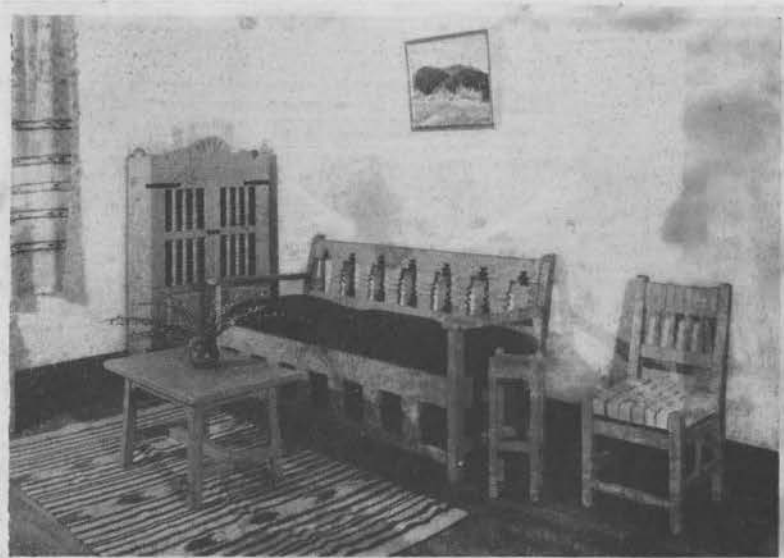


Fig. 29.--Clayton High School, 1939, home economics department. A corner of the living room.



Fig. 30.--Clayton High School, 1939, home economics department. A corner of the living room.

The doorways between the homemaking department and the adjoining gymnasium were so arranged that as many as 300 people may be served in the gymnasium from

the homemaking department. Since there was no other place in Clayton where a large crowd could be served, it is especially convenient to have this facility in the school building. Adequate china, silver, linen, and utensils were provided for serving 300 persons. The department is carefully planned; space is provided in cabinets around the walls in the foods room, for the convenient storage of this large supply of china, silver, and linen.



Fig. 31.--Clayton High School, 1939, home economics department. The kitchen-dining room.

The foods room itself, (Figure 31) although not unusually large (23 x 37 feet) has eight unit kitchens and accommodates 32 girls in each class. Each



unit kitchen was provided with family-sized equipment -- a gas stove, sink, cabinet, storage space, and a serving table with four chairs. The storage space under the sink was arranged with special drawer and cabinet space for silver, dishes, cooking utensils, and cleaning equipment. The cabinet space is enclosed but ventilated and provides bars for drying towels; there is also a space for a waste basket and garbage can in each unit.



Fig. 32.--Clayton High School, 1939, the home economics department. The clothing room.

The clothing room, next to the foods room, (Figure 32) is 23 feet by 45 feet and at each end there is extensive built-in storage space. In the

end adjoining the foods and laundry rooms there is storage space for girls' books, coats and aprons, and for food and cleaning supplies. In the opposite end, adjoining the outside entry and the bedroom (Figure 33), there are tote trays, in which all girls keep their sewing.



Fig. 33.--Clayton High School, 1939, home economics department. The bed room.

All the furnishings except the stoves and plumbing fixtures were made by projects which were sponsored by the school and carried on by the W. P. A. and N. Y. A. The furniture was made entirely by hand, no machinery was used, no nails or screws. This Spanish furniture was made by the teacher whose work

was supervised by a State Supervisor of Trade and Industrial Education.

All this came about in a community where there had been no home economics instruction for more than ten years, because formerly the courses had been taught as subject matter and not based on the real needs and problems of the people. Just as modern equipment makes possible modern instruction, modern instruction makes possible the newest in equipment.

This homemaking department with its hand-made furniture and modern equipment in 1939 is a very great contrast to the early departments in 1913, represented by Alamogordo with the mill-turned cupboards and Tularosa with tables made by the manual training teacher and with borrowed stove and dishes.

## CHAPTER XIII

THE DEVELOPMENT OF HOME ECONOMICS  
CLUBS, 1925-1939

Home economics student clubs were first organized in colleges and universities. A study made in 1926 indicates the following institutions and dates of organization for some of the earlier clubs: University of Illinois, 1902; University of Wisconsin, 1910; West Texas State Teachers College, 1913; Iowa State College, Farmington State Normal in Maine, and Santa Barbara State Teachers College in California, 1914. Each succeeding year has witnessed the organization of new ones. Almost fifteen years ago the movement to organize clubs in high schools gained momentum, and since then the number has increased steadily.

The affiliation of home economics student clubs with the American Home Economics Association was first suggested in 1921 by Miss Mary Sweeny, then president of the Association. (11:1937:17)

The first record which could be found of girls' home economics clubs in the state of New Mexico was in 1925 (31:1), when Mrs. Vina Gardner, State Supervisor of Home Economics Education reported that Des Moines had been put on a Smith-Hughes basis for home economics and that there was a strong girls' club there and that the boys had asked for a club.

In 1926 she reported that Tularosa had an active club and one of the strong Smith-Hughes departments in the state; that Deming had leased a cottage for a home economics department and a club had been

organized there.

An excerpt from a letter of Mrs. Vina Gardner to Miss Sly, State Supervisor of Home Economics Education, in Pierre, South Dakota, written in 1925 and found in the transfer files of the State Office of Vocational Education at State College, New Mexico, is quoted:

We found that we had very few clubs in New Mexico about 12 in number. The objectives varied considerably. Some clubs were organized on a purely social basis -- others were more study clubs. Groups of teachers at conferences were interested in the organization of more clubs and special effort will be made along that line during the year. We are very anxious to work out a State organization as a medium of exchange for high school clubs in New Mexico -- this will be a definite basis of work promoted by the New Mexico Home Economics Association in the state organization, we will have dues of \$2.50.

A piece of publicity for 1928 also found in the transfer files reported that the Home Economics Conference for District I was held in Roswell, March 10. Mrs. W. W. Loggains of Tucumcari was in charge of the program which was centered around family and community relationships. The student clubs had a good meeting too. This report showed that the practice of having district meetings which both teachers and girl club members attended was established by 1928.

By 1929 the clubs were strong enough to feel the need of a medium of publicity. This was called



the New Mexico Student Home Economics Club News Letter and contained a list of clubs for the state (46:1929:5).

#### AFFILIATED HOME ECONOMICS CLUBS, 1929

1.	Artesia Home Economics Club	Artesia
2.	Aztec Home Economics Club	Aztec
3.	B. Y. Club	Cerrillos
4.	Deming Home Economics Club	Deming
5.	Domestic Dames Club	Clovis
6.	Estancia Home Economics Club	Estancia
7.	Farmington Home Economics Club	Farmington
8.	Floyd Home Economics Club	Floyd
9.	Hatch Home Economics Club	Hatch
10.	Hot Springs Home Economics Club	Hot Springs
11.	Las Cruces Home Economics Club	Las Cruces
12.	Lordsburg Home Economics Club	Lordsburg
13.	Lovington Home Economics Club	Lovington
14.	Melrose Home Economics Club	Melrose
15.	Mountainair Home Economics Club	Mountainair
16.	Portales Home Economics Club	Portales
17.	R. O. H. Club	Santa Fe
18.	Socorro Home Economics Club	Socorro
19.	State College Home Economics Club	State College
20.	Stitch and Chatter Club	Tucumcari
21.	Texico Home Economics Club	Texico

A message from Mrs. Gardner showed the progress which the clubs had made by that time, 1929 (46:1929:5).

#### Congratulations!

We are proud of the record made by Student Home Economics Clubs in New Mexico. This year has been the best year yet. Already there are twenty-one clubs which have affiliated with the New Mexico Home Economics Association and with the American Home Economics Association. Many more clubs are organized and will probably affiliate next year.

At each of the district home economics meetings the student clubs have been an active

group. They have had their own efficient chairmen and have conducted their own business. And how well it has been done!

We shall look forward to another successful year with more affiliated clubs for 1929-30.

-- Vina R. Gardner  
State Supervisor  
Home Economics Education

A meeting of the Districts II and V of the Home Economics Clubs was held in the Clovis High School Building on Saturday, March 16, 1929 (46:1929:15).

A state name for the clubs and a symbol for the state pin were discussed. The name "Friends and Home Makers" was chosen and a design for the pin was selected.

By 1930 the club news letter was called the Kemawana Home Economics Club News Letter and it contained (12:1930:4):

Report of Meeting of New Mexico Home Economics  
Student Clubs Held in Albuquerque, October 31,  
1929

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All those who have followed the development of the New Mexico Home Economics Student Clubs and attended their state meetings, held in connection with the New Mexico Home Economics Association will agree that this very worth while movement has certainly taken root and is more than flourishing in our high school and college departments.

The large attendance at this meeting was surely an inspiration and makes one realize that the clubs are not only essential to the home economics departments but they are offering to the girls desired opportunities for self-expression,

development of initiative and leadership, encouraging acceptance of responsibility and fostering loyalty to one's comrades.

The meeting was called to order by the president, Harriette Campbell, of Tucumcari, who presided over the following program in a very charming and gracious way.

Reading of Minutes of 1928 Meeting -- Aletha Smith, Clovis

Minutes approved

Welcome address -- Marjorie Van Cleave, Albuquerque

Response -- Lilla Jackson, Artesia

Introduction of girls -- Each giving her name, place from and club represented.

Unfinished business

The name Kemawana was suggested by the Santa Fe Indian Club and was accepted as the state name. Kemawana means "Friends and Homemakers".

The design from Artesia by Mary Corbin was accepted. The pin is diamond shaped. The three letters HEC are in the center. Around it is the Indian symbol -- the sky band meaning Leading to Happiness. The symbol for permanent homes and crossed arrows for friends are at the sides and the top and bottom of the letters.

Each girl gave a report of her club, stating a number of objectives, nature of their programs, and several money making devices.

Reading Kathleen Donelson, Albuquerque

Demonstration of Related Art Projects -- Marian Douglas, Albuquerque

New officers were elected

President Beulah Beth Terry, Artesia  
Secretary -- Treasurer -- Olive Luye,  
Tucumcari

Mrs. Gardner, our State Supervisor, made a very encouraging talk. We were also honored by a short talk from Mrs. Mildred Weigley Wood, the State Supervisor of Home Economics in Arizona.

Adjournment.

At 6 P. M. a banquet was held at the Liberty Cafe, at which time the girls had a splendid get acquainted hour.

By this we see that the teachers of the state were combining their own New Mexico Educational Association Meetings and the girls' club meetings in 1929 -- as well as their district meetings. The same issue of the club news letter, 1930 (12:1930:10), gave suggestions for organizing a club and for drafting a constitution, as well as for an installation service for the members.

In 1931, these were the reasons for groups having clubs (12:1931:3):

1. To promote interest in home economics
2. To develop leadership and a sense of responsibility
3. To link together the home and the school
4. To be of service to the home, the school, and the community
5. To develop social culture and refinement
6. To provide pleasure and experience in social meetings
7. To work for the best in girlhood
8. To remember the ideals of truth, sociability, service, and self-reliance
9. To learn to be cheerful workers
10. To work with other state and federal organizations

In 1931 there were 25 affiliated clubs with varied and unusual names (12:1931:1):

### Affiliated Clubs 1930-1931

1. Akeyuhopi, Hatch
2. Alamogordo Home Economics Club, Alamogordo
3. Anthony Home Economics Club, Anthony
4. Artesia Home Economics Club, Artesia
5. Aztec Home Economics Club, Aztec
6. Belen Home Economics Club, Belen
7. Capitan Home Economics Club, Capitan
8. Deming Home Economics Club, Deming
9. Dexter Home Economics Club, Dexter
10. Edna Groves Home Economics Club, U. S. Indian School, Albuquerque
11. Hillsboro Home Economics Club, Hillsboro
12. Home Economics Club, State College
13. Home Economics Club, El Rito
14. Los Lunas Home Economics Club, Los Lunas
15. Lovington Home Economics Club, Lovington
16. Mountainair Home Economics Club, Mountainair
17. Merry Maiden Chapter, Elida
18. P.D.Q.Club, Hot Springs
19. Portales Kemawana Club, Portales
20. Royal Order of Homemakers, Socorro
21. Springer Home Economics Club, Springer
22. Stitch and Chatter Club, Tucumcari
23. Theta Gamma Club, Corona
24. Wetomadac Home Economics Club, Hobbs
25. Willing Workers, Santa Rita

That the clubs were taking an active part in their respective high schools is shown by these reports from two towns (12:1931:4):

#### LINCOLN JUNIOR HIGH, ALBUQUERQUE

This club was organized October 30. We have a French name "Benhi". We meet every Monday. Our ways of making money are: First, club dues of ten cents a month; and if you are tardy three times you are fined ten cents; we made candy and doughnuts and sold them at football and basketball games. We have had costume parties, picnics, hikes, and an Easter egg hunt.

We made letters for our football boys and basketball girls and boys. We plan to leave our state flag as a remembrance of the Benhi Home Economics Club. We are now working on a song



## DEMING:

One of our outstanding programs was the honor of having a woman who has been all over the world to talk to us. She limited her speech to the homes and customs of various people.

Our dues are 25 cents a semester. These dues are spent for the State and National dues, and the remainder is kept in the treasury for future use. With the amount we earned and in addition to the dues we bought a portable Victrola. The rest of the semester, we plan to spend a few minutes of the club time on music appreciation. Last meeting we began by having the high school music instructor give a talk. She gave us definite plans to follow in order to appreciate good music. She played several selections and explained each.

We are proud of the fact that the membership in our club is increasing. Last semester we had twenty-four members and now we have thirty-six.

In 1931 Mrs. Gardner wrote this message to the clubs describing their progress (12:1931:2):

## GREETINGS!

I am happy to have this opportunity to greet each and every student home economics club. If you have affiliated with State and National you are to be congratulated; if you have not, I hope you will be able to join next year. It is worthwhile to belong to a big, strong organization and help along the cause of home economics.

I am proud of the splendid record made by the Kemawana Clubs in New Mexico. Our district and state meetings are growing bigger and better each year. I like to think of the meaning of Kemawana, and I am sure we are learning to be real friends and homemakers.

I have two suggestions for home economics clubs: First, I hope every organization will have a friendship committee, composed of several girls, who make it a point to see that every one in that club is befriended and made welcome at each

meeting and to see that visitors are always properly greeted and entertained.

The other suggestion is in regard to keeping records. I believe it will mean a lot to you to keep a scrap book showing your activities for the year. This may include pictures of the girls, write-ups which have appeared in papers, place cards used at special luncheons, etc. If a loose-leaf book is kept with a record each year, a complete history will be possible. Probably you can get information about the date your club was first organized and include some back records. An historian should be elected each year to take this responsibility.

We'll all work together in all kinds of weather until every school has an enthusiastic home economics club!

Vina R. Gardner  
State Supervisor,  
Home Economics

In a Biennial report to the State Superintendent of Public Instruction of 1932-1934 from the State Supervisor of Home Economics Education, it was stated that district teachers meetings and the girls club meetings combined gave the girls an opportunity to develop poise and leadership as well as to exchange ideas with girls of their own age and of different localities (23:1934:40).

The clubs grew in popularity and in membership. A report from Kemawana News Letter for 1933 gives an insight into the type of club work and the reason for this popularity (12:1933:3).

WHAT HOME ECONOMICS CLUBS IN NEW MEXICO ARE DOING  
Fort Sumner

Thursday night, March 16, the old Kemawana members and the pledges met in the high school building for the purpose of initiating the pledge members.

The pledges were met in the auditorium by Borcille Longbotham. They played games until 7:30, when the lights were turned out except a candle which was held by their leader, Borcille Longbotham. She held the candle above her head and told them the meaning of the Swastika, that is, the Kemawana symbol, which means: Peace and Friendship.

They were told to watch the light and follow it. Then a line was formed behind the leader, and they were led into the hall which was dark except for candles along the walls. Standing by these candles were the spirits of Friendship, Girlhood, and Smiles, and a Good Club Member. The spirits were dressed in robes of white. As the girls passed each spirit, the spirit told of its good qualities. Next they were taken to the study hall door and asked for entrance into the club. They were admitted and each girl was given a candle which they lighted. Next the president, Lillian Turner, read the essentials for a Kemawana Club member.

Each girl was then required to repeat the Kemawana pledge, and after doing so, they were taken into the Home Economics department and were served a two course dinner consisting of:

Fried chicken	
Mashed potatoes	Creamed peas
Hot rolls	Butter
Cole Slaw	
Mixed fruit	Iced cake

The placards were swastikas made of red and white paper. The new members were required to wear the symbols all the next day and also to wear two different colored hose.

All the girls seemed to enjoy themselves immensely.

----

1. Our club is affiliated with State and National organizations.

2. We have our regular meetings Wednesday, every two weeks.
3. We have an aim for each year; we are now studying six of the most prominent women in the United States.
4. Our school superintendent, Mr. Charles L. Rose, at our last meeting expressed his appreciation for what the Kemawana Club has done for the school. He also gave a talk on Clara Barton.

-- June Foor

In 1936 the Kemawana became the Junior Home-makers of America Student Club News Letter (11) and the names of most of the clubs over the state became the "Junior Home Makers of America". The type of program which had become popular for the district club meeting consisted of exhibits made by the girls of the clubs which were judged on a competative basis and a talk by one member of each club about the exhibit. The exhibits and talks were judged for "place" and excitement in these competitions ran high.

A report of a typical program for a district meeting in 1936 follows (11:11-4):

#### DISTRICT IV and VIII

The Home Economics Clubs in District IV and VIII were well represented at the District meeting held in the Manual Arts Building in Albuquerque on Saturday March 21.

There were seventy five girls representing Mountainair, Estancia, Taos, Las Vegas, Santa Fe Indian School, and Los Lunas. The talks were very interesting and showed much preparation. The winners and their subjects were:

First Place----Los Lunas "Courtesy Helps the High School Girl to be Popular"

Second Place---	Las Vegas	"The Well-Dressed Girl"
Third Place----	Estancia	"The Value of Personality to the High School Girl"
Fourth Place---	Mountainair	"Care of Clothing"

#### Exhibits

The Exhibits were attractively arranged and explained by club representatives. The winners and names of displays were:

First Place----	Estancia	"Choice of a Layette"
Second Place---	Taos	"Christmas Gifts"
Third Place----	Mountainair	"Food Preservation"
Fourth Place---	Las Vegas	"Picture Arrangement"

The Club name "Junior Home Makers of America" and the proposed constitution were voted on and accepted by the girls. Officers elected for next year were:

President-----	Margaret Parker-----	Mountainair
Vice-President---	Amy Daniels-----	Mountainair
Reporter-----	Mary Eunice Paulk-----	Estancia
Secretary-----	Emilia Romero-----	Los Lunas

The meeting was adjourned and clubs look forward to an even better meeting next year.

#### Exhibits

##### First Place--Estancia

An exhibit showing two layettes, one made from flour sacks and the other from bought materials. Two dolls were also dressed and undressed, showing old-fashioned and modern methods used.

##### Second Place--Taos

A group of Christmas gifts for every member of the family were placed around a Christmas Tree. These gifts were made from various materials, most of which girls had in their homes.

##### Third Place--Mountainair



This exhibit was a display of all methods of Food Preservation which are used in Mountainair. Very attractive posters showing "Why When, What and How?" helped to explain these methods.

Fourth Place--Las Vegas

This exhibit illustrated a few of the more important principles of picture selection, grouping and hanging. Pictures well chosen and hung as good and bad examples, and placards partially explained them.

In 1937 the teachers at the Annual Home Economics conference, at State College, voted to dispense with the awarding of "places" and thus do away with competition, but to continue the same program of exhibits and talks. A program which was given as the result of this policy in 1938 is given (11:1938:2):

The schools represented in District VIII are Los Lunas, Belen, Mountainair, Socorro, Magdalena, and Reserve. The district meeting was held at Socorro, March 19. Jerry Ann Harelson, of Belen was chairman. There were about 125 girls present.

The program consisted of talks, exhibits, and a recreational program. The talks were as follows:

Jealousy -- Trina Baca, Los Lunas  
Friendship -- Nance Medley, Magdalena  
Conversation -- Anna Lee Hawkins, Belen  
Color is a Cocktail -- Judy Ann Brown, Socorro  
Panel Discussion on Child Care -- Representa-  
tive,  
Mountainair  
Dialogue on Good Manners -- Two representa-  
tives, Mountainair  
Club Unification -- Evelyn Cox, Belen

The recreational program consisted of:

Song: Rose in Bud, Rosemary Fischer, Belen  
One-Act play -- Magdalena Club  
Spanish Dance -- Lolita Luna and Delmar White,  
Socorro

Song -- Susie Otero, Los Lunas  
 Style Show -- Mountainair Club

Luncheon was served in the Socorro Auditorium,  
 by the Socorro Home Economics Club.

The towns with girls' home economics clubs  
 in 1938 are given (11:1938:21) herewith. It is notice-  
 able that the number had grown to 33.

Name of School

1. Anthony
2. Harrington Junior High, Santa Fe
3. Albuquerque Indian School
4. Las Vegas
5. House
6. Rogers
7. Socorro
8. Fort Sumner
9. Floyd
10. Washington Junior High
11. Nara Visa
12. Aztec
13. Roy
14. Corona
15. Lovington
16. Carrizozo
17. Deming
18. Pena Blanca
19. Los Lunas
20. Tohatchi
21. Magdalena
22. Allison-James, Santa Fe
23. Keeha Kewa, Santa Fe Indian School
24. Santa Cruz, McCurdy School
25. Santa Rosa
26. Crown Point
27. Carlsbad
28. Clovis Junior High
29. Magdalena
30. Tucumcari
31. Las Cruces Union High School
32. Carlsbad
33. Estancia

The Annual Descriptive Report to the Office

of Education for 1937-1938 (39:4) from the State Office of Vocational Education stated that the club program for high school girls was state wide, but that no state meeting was held. Instead the meetings were held in eight district meetings. These meetings were one-half day in length and were held the same day as the district home economics meeting for teachers. The clubs were called by various names, which were decided by the choice of the girls within each district. The term most preferred in 1937-1938 was "Future Home-makers of America". The membership of these clubs was made up of girls in non reimbursed, as well as in reimbursed departments. More than 900 girls attended meetings in the eight districts in the spring of 1938.

CHAPTER XIV  
A GENERAL APPRAISAL OF HOME ECONOMICS  
IN NEW MEXICO

SUMMARY

Although phases of home economics have been taught in some schools for over a hundred years, it is only within recent years that the value has begun to be recognized. The growth has been rapid, so rapid that at this time it is advisable to study the development and the factors producing this growth.

The problem

What development has been made in high school home economics in New Mexico since this territory became a state?

Problem analysis

1. What influences directed the development of home economics in the high schools in New Mexico?
2. Who have been the people influential in the development of home economics, and what has been the contribution of each?
3. What has been the development of the curriculum in high schools in regard to:

1. Classes for day schools
2. Girls' clubs
3. Home projects
4. Adult classes
5. Summer program
6. Boys' classes
7. Texts
8. Equipment
9. Supervision

#### Delimitation

The study covered development of home economics in all the public high schools maintained in the state of New Mexico under public support from 1912 to 1939.

#### Method and materials

Permission of the State Supervisor of Home Economics Education at State College, New Mexico, was obtained for this study in order that any reports available in her office could be checked for data pertaining to the development of home economics from 1919 to 1939, but as a fire in the State Office of Vocational Education in September, 1937, had destroyed many of the records filed there, it was necessary to search elsewhere for data which would otherwise have been found in official files.



In the summer of 1939, the annual Reports to Congress of the Federal Board for Vocational Education were checked in the library of Colorado State College, Fort Collins, Colorado.

Teachers at the State Conference of Vocational Home Economics in August, 1939, were told of this thesis problem and were asked for and gave their cooperation.

A former State Supervisor of Home Economics Education in New Mexico, now residing in Las Cruces, New Mexico, was interviewed in August, 1939, for suggestions in locating data. She told of transfer files placed in a storage building when her office was moved from Santa Fe to State College in 1928. These files were investigated in December, 1939, and yielded many of the data for this study.

At the same time that these transfer files were investigated, data were gathered from the files in the Office of Vocational Education at State College. These files contain reports since the fire in 1937.

The libraries at the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, and at the University of New Mexico in Albuquerque were checked during the winter of 1939-1940 and yielded much data.

Teachers of the State cooperated by sending in copies of the home economics news letter, the Counselor, and by furnishing pictures of modern departments.

#### Development of home economics

There were three main influences which directed the development of home economics in New Mexico between 1912 and 1939: legislation, funds, and the depression. The first legislative influence was the provision made by the State Legislature in 1912 for the introduction of industrial education, including domestic science, in the schools of the state. The second legislative influence was the acceptance of the National Act for Vocational Education, commonly called the Smith-Hughes Act, which gave an impetus to vocational education, of which home economics is a part, by providing federal funds which were to be matched by the state and used in vocational work. Other Federal acts, the George-Reed, George-Ellzey and George-Deen, brought additional funds for home economics with greater ease in adjusting the home economics program to the schedule of the high schools of the state. The influence of the depression made the work in the home economics classes in New Mexico more practical. Instruction in food was based on

meals for low income levels and that in clothing upon remodeling of garments.

Among the persons who were influential in the development of home economics in New Mexico, the first was Alvin N. White, the State Superintendent of Public Instruction whose interpretation of state legislative acts in 1912 placed home economics in the curriculum of the high schools of the state. Theresa B. White and Manette Myers, the two Directors of Industrial Education from 1912 to 1917, laid the foundation for this work through their promotional activities. Ruth Thompson, a student at the New Mexico State College of Agriculture and Mechanic Arts, at State College, New Mexico, in 1912, made a study of the cost of installing and maintaining home economics in the high schools of the state, which influenced the buying of equipment. Ruth Thompson further influenced home economics when as an instructor at the same institution in 1913, where she had been a student in 1912, she and Pearl Miller, an instructor in Household Arts, wrote the first course of study for domestic science in the high schools of the state. This course of study determined the contents of the courses for several years.

Ruth C. Miller, the first director of Vocational Education in the state in 1917, influenced

the home economics program through aiding in the preparation of the first State Plans for Vocational Education in New Mexico, through her supervision of home economics (although she could only devote two-sevenths of her time to this branch of the vocational work) and through her activities in teaching evening, or adult classes, and training teachers to conduct these classes.

Dr. R. McBride, County Superintendent of Dona Ana County, in 1917-1918 originated the idea of a Vocational Circuit in his county which made possible the teaching of home economics to girls who lived in the isolated districts of his county.

Ruth G. Taylor, the first full-time State Supervisor of Home Economics Education in New Mexico in 1922 influenced the program by striving to raise the standards of work being done, rather than increasing the number of schools offering the work. She prepared the first course of study for vocational home economics by helping to standardize the work to a considerable degree and to overcome the idea that home economics was just cooking and sewing.

Mrs. Vina Gardner, the State Supervisor of Home Economics Education from 1924 until 1932, influenced home economics through the publication of

the New Mexico Home Economics Counselor, a news letter to teachers and a supervision device, through aiding teachers to improve the quality of instruction which was given, and through her philosophy that home economics should not be isolated foods and sewing, but that teachers should study their own group of girls in order to see their needs and then use actual life problems in teaching. The advancement of adult classes was marked during Mrs. Gardner's term of office.

Miss Zelpha Bates, the State Supervisor of Home Economics Education from 1932 to the present time in 1940, exerted her influence to keep the work on the live-at-home level upon which her predecessor had placed it. Under Miss Bates' guidance, home visits became an outstanding feature of the vocational program. Her philosophy is that the high school girl has so many problems that are difficult for her to solve, that these problems furnish the basis of three years of homemaking work. Adult work grew under the influence of Miss Bates until in 1938 thirty-four teachers taught at least one unit for adults in the various phases of homemaking.

Miss Mary Gillespie, itinerant teacher trainer, since 1937 has influenced methods and content of courses in homemaking.



Miss Maude Williamson, Teacher Trainer at Colorado State College, Fort Collins, Colorado, and Mrs. Mildred Weigley Wood have influenced the development of home economics in New Mexico by being conference leaders in methods and the various phases of home economics education.

Two instructors in institutions of higher learning, Mrs. Elizabeth Simpson, Professor of Home Economics since 1918 at the University of New Mexico, Albuquerque, and Miss Margaret O'Laughlin, Professor of Home Economics at the New Mexico State College of Agriculture and Mechanic Arts, State College, New Mexico, since 1924, have influenced home economics by their training home economics teachers.

The growth in the number of schools having home economics in New Mexico has been fairly steady though not always rapid. In 1913 there were three towns which reported home economics teachers; in 1914 there were six, and in 1923 (one year after the appointment of the first full-time supervisor) there were 63. In 1926-1928 there was an increase of 74, but a drop to 52 during the depression in 1930. After this the number steadily increased to 89 departments in 1939.

The home-project program was slow in starting in New Mexico, but by 1920 most of the girls who were

enrolled in home economics carried out home projects during the year and by 1938 they had become such a vital part of the work that teachers were employed on a year-round basis in eight towns of the state in order to supervise the summer home-projects and to aid in adult work. This work had grown from a cooking class in 1915 to units of work covering all phases of homemaking in 1938 and required extended summer tenure by eight teachers of the state.

The curriculum has changed from "domestic science" and "domestic art" which were isolated foods and clothing samplers in 1913, to "home economics" which was thought of by 1917 as training for the vocation of homemaking. In 1939 the terms "homemaking" or "education for home and family living" indicated the broad program which was being taught in the high schools of New Mexico and which included work on every phase of homemaking. Home economics for boys was in the beginning stages with only three classes for boys in the state.

Home economics clubs for girls were a part of the program from the beginning of the Smith-Hughes program in 1917. By 1925 there were a few clubs in the schools of the state and by 1938 there were 33 clubs reported.

Equipment which was considered sufficient for domestic science in 1913 in Tularosa consisted of a table, stove, and cupboard hand-turned at the mill, and borrowed dishes. As the curriculum grew, better equipment became necessary. By 1917 requirements were suggesting the hollow square type of kitchen or the "unit type" with provision for laundry work and home nursing. By 1939 there were 11 departments in the state which had complete areas of family living, including living-dining room, bedroom, kitchen, and bath. The most unique of these departments was Clayton where everything for the department was produced by local labor except the stoves and plumbing.

#### The future of home economics in New Mexico

What direction any branch of education may take is difficult to forecast in a world made insecure by a World War, but as one follows the changes in home economics which have taken place in the last twenty-nine years, one might predict that the homemaking work in the future in New Mexico will follow the development of general education and of progressive education. The curriculum will continue to be modified to meet the home problems of girls and boys, women and men, living in a restless, changing world. Adult classes

and home projects have proved so profitable that extended summer tenure for teachers may develop further until all homemaking teachers are employed on a 12-month tenure. Home economics will continue to make a real contribution in the lives of the people in New Mexico.

#### Suggestions for further study

This study did not undertake to trace the development of home economics in the colleges of the state. Such a study would be valuable, especially if the relation between the development of high school and college programs were investigated.

Neither did this study include the changes which no doubt occurred in the qualification of teachers of homemaking. Such a study would also be interesting.

## APPENDIX

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A P P E N D I X

Appendix A.--REPORTS FOR UNITS OF WORK, FORM NO. 3, 1925

Town	Course	Weeks	Text	Reference
Alamogordo	Advanced Clothing	12	x	Cooley & Sphor, Kinney & Cooley, Woolman. Choice, Care, Cost
	Advanced Clothing	16	Clothing for Women, Baldt	
Lovington	Food Study Meal Planning & Ser- ving	18	School and Home Cook- ing, Greer	
Carlsbad	Everyday Manners	3	Everyday Manners, Tay- lor	Etiquette, Post
	Canning	2	None	Food Planning & Prepa- ration, Wellman
	Meal Preparation	13	None	
Tularosa	Advanced Clothing	9	None	Baldt
	Advanced Foods	9	None	Rose, Greer
Tucumcari	Advanced Sewing	12	None	Baldt. Shelter & Clo- thing, Kinney & Cooley
Alamogordo	Personal Hygiene	6	Lecture Course	Health of Family. Bul- letins
Tucumcari	First year Cooking	20	School & Home Cook- ing, Greer	Rose, "Lessons in Nu- trition"

Town	Course	Weeks	Text	Reference
Hagerman	Home Economics II Cookery & Service	18		Up-to-Date Waitress. Dietetics, Willard & Gillett
	Personal Hygiene General Science		No Text Everyday Science, Snyder	
Deming	Food's Class	18	Greer	
Capitan	First Year Home Economics. Food Study, Meal Planning & Serving, Etiquette, Personal Hygiene, Corrective Exercise, Health Problems Second Year Home Economics. Advanced Clothing, wooldress, Silk Blouse, Home Nursing & Child Care	18	Greer	
Dexter	Foods Personal Hygiene Advanced Clothing Home Nursing	15 3 10 7	Greer Lebosquit Kinney & Cooley Home Hygiene & Care of Sick, Red Cross	Wellman
Artesia	Food Study, Meal Planning & Serving	15	Greer,	

Town	Courses	Weeks	Text	Reference
Alamorgodo	Dietics	3	Willard & Gillett	
	Family Relationships	3		
	Advanced Sdwing	3		
	3 spring dresses			
	Home Nursing	8		
	Child Care			
	First Year Sewing	15	Woolman. Cooley & Sphor Burton	
	Health & Personal Hygiene	18	Lecture Course	
Hagerman	Sewing I	15	Baldt	
	Costume Color & Design	3		
	Textile Study	3	Baldt	
	Sewing II	15	No text	
Lovington	Home Nursing & Child Care	5		
	Home Management	3	Business of Household, Saber Baldt	
	Advanced Clothing	14		
	Advanced Food & Di- etics	13	Willard & Gillett	
	Clothing & Textiles	15	Baldt	
	Food Study, Meal Planning, Table Service	16	Greer	
	Sanitation & House Care	4		

Town	Course	Weeks	Text	Reference
Tucumcari	Personal Hygiene	2	P. H. Lippett. American	
	First Year Sewing	14	Red Cross Text Book for Nurses	
	House Care		Baldt	
	Second Year Sewing	6	None	
	Second Year Cookery	10	None	
	Home Management	1		
Capitan	First Year Home Eco-			
	nomics	18		
	Second Year Home Economics	18	Willard & Gillett	
Dexter	Costume Design	8	Principle of Clothing Selection	
	Advanced Clothing	6	Butterick	
	Sewing	1	Butterick	
	Advanced Cooking	12		
Artesia	Cooking	18		
	Sewing	16		
	Home Management			
	Sanitation			
Deming	Foods & Dietetics	15	Greer	
	Clothing & Textiles	15	Butterick	
	Personal Hygiene	3	P H & Home Nursing. Human Mechanism H. & S.	
Tularosa	Advanced Food	4		
	Advanced Clothing	5		
	Home Nursing & Child			
	Care	6		
	Home Management	3	Frederick's Household Engineering	



Appendix B.--REPORT FOR CLASS IN RELATED WORK, FORM NO. 4, 1925

Town	Name of Work	Text	Reference
Tularosa	Applied Art		
Deming	Applied Art	Butterick	
Capitan	Household Chemistry	Rowley & Farrel - Principles of Chemistry Applied to Household	
	General Science	Snyder - Everyday Science	
Arbesia	Related Art	Butterick	
Tucumcari	Applied Art (Better Homes)	Costume Design & Home Planning - Izor	
	Physiology	Healthful Living	
Lovington	Household Chemistry	Household Chemistry by Jones	
	Physiology & Hygiene	Health, Public & Personal - Blount	
	Applied Art, Costume Design	Elements of Costume Design - Doun & O'Leary	
	Child Care & Home Nursing	Personal Hygiene & Home Nursing.	
Hagerman	Physiology	Advanced Physiology & Hygiene - Conn & Budington	
Alamogordo	Applied Art & Interior Decoration	Lecture Course	
Artesia	General Science	General Science - Caldwell & Eidenberry	
Capitan	Household Chemistry	Rowley & Farrel - Principles of Chemistry Applied to Household	
Deming	General Science	Traffon & Macmillan	
	General Science	Science of Home and Community - Traffon	
Hagerman	Household Physics	Business of the Household - Taber	
Tucumcari	Applied Art		
	General Science	Caldwell & Eikenberry - General Science	

Town	Name of Work	Text	Reference
Alamogordo	Applied Art	Lecture	
Tularosa	Applied Art	None	
Carlsbad	General Science	Science of Everyday Life - Van Buskirk & Smith	
Lovington	Household Chemistry Physiology & Hygiene	Chemistry of Household - Dodd Health, Public & Personal - Blount	

Appendix C.--APPLIED ART UNIT, 1927-1928

Project	Subject Matter	Laboratory	Illustrative Material
Art applied I. to clothing	Principles of Design	Poster making to introduce subject and create an interest in letter making.	Posters
	1. Rhythm		
	a. Includes repetition, emphasis and movement of line	Making designs and applying them in towel ends, dresser scarfs, window curtains, motifs on dresses, etc.	Pictures showing rhythmic borders used on clothing and linens.
	2. Balance		
	a. Bi-symmetric	Cutting patterns of clothing from magazines and mounting as plates in notebook showing kinds of balance.	Posters made first in class. Criticized for balance.
	b. Occult		Costumes showing good balance.
	c. Definition - is the equalization of attraction on either side of a vertical line.	Plates in notebook	
	3. Proportion		
	a. Greek law of proportion	1. Good proportion in lines of dress. 2. Good proportion in tucks. 3. Effect of different waist-lines. 4. Effect of wide & narrow belts. 5. Effect of different neck-lines. 6. Desirable lines for self.	Pictures showing good proportion in things mentioned.

Project	Subject Matter	Laboratory	Illustrative Material
		7. Silhouettes showing types of costume for stout and slim figure.	
	4. Unity	1. Plates & discussions	Pictures & costumes showing things mentioned.
	a. Relation of dress to wearer and occasion.	2. Figure from magazine showing weak lines in dress.	
		3. Same changed to stronger lines.	
		4. Dresses for different occasions as picnics, party, home & school.	
		5. Effect of vertical, oblique & horizontal lines.	
II.	Color Theory	1. Working out color wheel.	1. Color wheel
	A. Principles	2. Individual color charts.	2. Materials in true colors
	1. Hue	3. Plates with different color harmonies.	
	2. Value	4. Designs of dresses in different color harmonies.	
	3. Intensity	5. Design of spring dress to be made in class.	
	4. Color harmonies	6. Design applied to collar & cuff sets.	
	B. Application to dress.	7. Design of hat to be made in class.	
		8. Designs on shoe trees.	

Project	Subject Matter	Laboratory	Illustrative Material
Art Applied I. to the home	The Home		
	A. Exterior of house	1. Field trip to pick out desirable & undesirable types.	Pictures of types of houses.
	1. Type suited to community	2. Typical houses	
	2. Types suited to families.	Plate	
	B. Interior	1. Rugs worked out in color harmonies with good borders.	Trip to hardware store
	1. Utility	2. Placing of small rugs.	
	2. Color		
	3. Design		
	Wall Coverings	1. Plates showing clash of wall paper with furnishing.	Wallpaper catalogue
	a. Utility	2. Plates showing same with good wall paper.	
	b. Design		
	c. Color		
	Pictures	1. Plates showing hanging of pictures.	Types of pictures
	a. Appreciation	2. Making over undesirable frames into those more desirable.	
	b. Frames		
	c. Suitability as to size & harmony with rooms in which hung.		
	Windows & Draperies	Plates of sides of houses showing suitable window spacing.	
	a. Proportion of window areas to small spaces.		
	b. Utility, design & color of draperies.	Planning and making draperies suitable for a certain room.	



Project	Subject Matter	Laboratory	Illustrative Material
	5. Heating Fixtures	1. Plates of fireplace arrangements with accessories.	Pictures of different types of fireplaces.
	a. Relation of fireplace to rest of room.	2. Decorating of candles.	
	b. Accessories and their arrangement on mantle.	3. Decorating of candlesticks.	
		4. Making vases from bottles.	
	6. Light Fixtures		
	a. Utility		
	b. Design		
	c. Color		
	7. Household Linens	Placing original designs on lunch sets made from flour sacks, either embroidery, stencil or block-printing.	
	a. Selection		
	b. Material		
	c. Design		
	d. Color		
	e. Care		
	f. Design applied to linens.		
	8. Silverware		Types of silverware.
	a. Design		
	b. Care		
	9. Dishes		Patterns
	a. Design		
	10. Bathroom		
	a. Fixtures		
	b. Floor & walls		
	11. Kitchen	Painting of cans to hold kitchen necessities. Painting of flower pots.	Pictures of types of kitchens.
	a. Floor & walls		
	b. Fixtures		

Appendix D.--A CHECK SHEET  
"A MOVIE OF A GIRL AT HOME."

# "A MOVIE OF A GIRL AT HOME"

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Your Name..... Father's Name..... Mother's Name.....  
 Your Address.....  
 Present occupation..... Your age.....  
 of Father..... Mother..... (nearest birthday)..... Grade.....  
 Check the grades in which you have studied Home Economics: 7....., 8....., 9....., 10....., 11....., 12.....

## PART I—THE HOUSE WE LIVE IN:

1. How far do you live from school?..... blocks; miles.....
2. How do you get to school?..... walk;..... bus;..... family car;..... bicycle. List other way:.....
3. How much time do you spend getting to and from school?.....
4. Does your family live on a farm.....; in town.....; on a ranch.....
5. Check: if you;..... Live at home;..... Live with relatives other than your family;..... Work for your board and room;..... Board;..... "Batch."
6. Does your family own the house in which they live?..... yes;..... no.
7. How long have you lived in your home community?..... six months or less;..... six months to two years;..... two to ten years;..... more than ten years.
8. Check persons who live in your home at present time:..... father;..... mother;..... older brothers;..... younger brothers;..... older sisters;..... younger sisters;..... grandparents;..... other relatives;..... roomers and boarders;..... hired help (women);..... hired help (men).
9. Total number in your house at present.....; of these how many are members of your own family.....
10. A. Number of older brothers living at home and not in school.....; give age of each.....  
 B. Number of older sisters living at home and not in school.....; give age of each.....  
 C. Number of younger brothers and sisters too young to go to school.....; give age of each.....  
 D. Number of brothers in your family in school at present time.....; give age of each.....  
 E. Number of sisters in your family in school at present time.....; give age of each.....
11. Is your house made of..... adobe;..... brick;..... lumber;..... rock;..... other types.
12. What kind of floors and floor coverings are there in the house where you are now living?..... dirt;..... wood;..... cement;..... linoleum;..... wood painted or varnished.
13. How many rooms do you have in your house (other than halls, bath or toilet, and storage)?.....
14. Of these, how many are bedrooms.....
15. Do you share your bedroom? Yes.....; No.....; with one person;..... with more than one person.
16. What kind of storage space do you have in your home:  
 A. How many bedrooms have closets.....; how many bedrooms have no closets.....  
 B. Storage space for storing food in large quantities:..... attic;..... basement;..... pantry;..... storeroom;..... cupboards;..... closets;..... other places.  
 C. No storage for food in large quantities.....
17. Do you have a clothes closet by yourself?..... yes;..... no.
18. Check the type or types of heating used in your home:..... fireplace;..... kitchen range;..... furnace;..... other stoves; list others.....
19. A. During the winter months is your bedroom usually warm enough to study in?..... yes;..... no.  
 B. Where do you study if you can not study in your bedroom?.....
20. Check the type or types of fuel used for cooking purposes:..... coal;..... gasoline;..... oil;..... gas;..... wood. List others.....
21. Check the kind or kinds of light in your home:..... electricity;..... gas;..... kerosene;..... gasoline. List others.....
22. In your home which of the following are screened:..... all windows;..... all doors;..... kitchen windows;..... kitchen doors;..... other windows;..... other doors;..... porches;..... none.
23. Is the water supply:  
 A. Piped into the kitchen:..... hot;..... cold.  
 B. Piped into the bathroom:..... hot;..... cold.  
 C. Piped into the laundry or other room:..... hot;..... cold.  
 D. Is the water supply near the house:..... yes;..... no;..... well;..... cistern;..... other sources (List).....
24. Do you have an inside toilet?..... yes;..... no..

## PART II—WHAT WE DO AT HOME:

25. Check the following you do at home:

	Daily	Weekly	Occasionally	Never
A. Make your bed.....	.....	.....	.....	.....
B. Put bedroom in order.....	.....	.....	.....	.....
C. Clean bedroom.....	.....	.....	.....	.....
D. Put other rooms in order.....	.....	.....	.....	.....
E. Clean bathroom.....	.....	.....	.....	.....
F. Clean kitchen.....	.....	.....	.....	.....
G. Clean living room.....	.....	.....	.....	.....
H. Do family washing.....	.....	.....	.....	.....
I. Assist with family washing.....	.....	.....	.....	.....
J. Do family ironing.....	.....	.....	.....	.....
K. Assist with family ironing.....	.....	.....	.....	.....
L. Work out of doors.....	.....	.....	.....	.....
M. Wash dishes.....	.....	.....	.....	.....
N. Others.....	.....	.....	.....	.....

26. If you have any care of children, check the things you do:

	Daily	Weekly	Occasionally	Never
A. Bathe.....	.....	.....	.....	.....
B. Buy books for children.....	.....	.....	.....	.....
C. Buy toys for children.....	.....	.....	.....	.....
D. Care for sick child.....	.....	.....	.....	.....
E. Care for them in afternoon.....	.....	.....	.....	.....
F. Care for them on bus.....	.....	.....	.....	.....
G. Dress.....	.....	.....	.....	.....
H. Feed.....	.....	.....	.....	.....
I. First Aid.....	.....	.....	.....	.....
J. Help with homework.....	.....	.....	.....	.....
K. Help train child.....	.....	.....	.....	.....
L. Make clothing.....	.....	.....	.....	.....
M. Prepare food.....	.....	.....	.....	.....
N. Put to bed.....	.....	.....	.....	.....
O. Take care of clothing.....	.....	.....	.....	.....
P. Take walking.....	.....	.....	.....	.....
Q. Tell stories.....	.....	.....	.....	.....
R. List others:.....	.....	.....	.....	.....

27. A. In your home do you take a newspaper? .....yes; .....no; check: .....weekly paper; .....daily paper; .....Sunday paper only.

B. Do you read it: .....regularly; .....often; .....never.

28. A. In your home do you take one or more magazines? .....yes; .....no.

B. List and check those you read regularly: .....

29. A. Check those activities which you enjoy doing:      Frequently      Occasionally      Never

(1) Camping.....	.....	.....	.....
(2) Dancing.....	.....	.....	.....
(3) Fishing.....	.....	.....	.....
(4) Hiking.....	.....	.....	.....
(5) Hunting.....	.....	.....	.....
(6) Indoor games.....	.....	.....	.....
(7) Other games.....	.....	.....	.....
(8) Outdoor games.....	.....	.....	.....
(9) Riding horseback.....	.....	.....	.....
(10) Skating.....	.....	.....	.....
(11) Swimming.....	.....	.....	.....
(12) Others.....	.....	.....	.....

B. What are your hobbies: .....





- B. In case of contagious diseases in your home, is the one who is sick separated from the rest of the family?  
Yes.....; No.....; by separate room.....; separate bed.....
37. Does your family have an automobile? .....yes; .....no.
38. In what ways do you receive money for yourself? .....allowance; .....ask for it as needed; .....earn it; .....others; .....none.
39. If you earn, in what ways do you earn money? .....Caring for children; .....Housework for others; .....Work in store; .....Pick fruit.  
List other ways: .....
40. A. Where does your family income come from? .....farm; .....ranch; .....salary or wages; .....others.  
B. How often? .....
41. Do you keep an account of the money you spend? .....yes; .....no.
42. Do you make a plan for spending your own money? .....yes; .....no.
43. Check members of family employed:                      Occasionally                      Regularly                      Not at All
- A. Father.....
- B. Mother.....
- C. Sisters.....
- D. Brothers.....
- E. Others.....
44. Are expense accounts kept by your family? .....yes; .....no.
45. Does your family make a regular plan for spending money? .....yes; .....yes.
46. Does your family have a regular plan for saving mon money? .....yes; .....no.
47. Does the entire family have a part in making decisions where money is concerned? .....yes; .....no.
48. If not, who makes the decisions?
- A. .....Father                      Others .....
- B. .....Mother .....
- C. .....Father and mother .....
- D. .....Children                      Do not know.....

#### PART IV—THE THREE MEALS A DAY:

49. List as accurately as possible the food you ate during the last 24 hours, even if the meals were not such as you usually have:
- Breakfast .....
- Noon .....
- Night .....
- Other food eaten.....
50. During the last week did you,                      Regularly                      Occasionally                      Never
- A. Eat breakfast.....
- B. Eat no breakfast.....
- C. Eat lunch at home.....
- D. Eat no lunch.....
- E. Eat lunch with another family.....
- F. Purchase lunch .....
- G. Carry lunch from home.....
51. Check the following:                      Every Meal                      Twice a day                      Once a day                      Occasionally                      Never
- A. Family usually eats together.....
- B. Family usually eats in kitchen or breakfast nook.....
- C. Family usually eats in dining room.....
52. Everyday Activities:
- Check which of the following you do:                      Help with                      Take Responsibility for
- A. Prepare Food Dishes:                      Regularly                      Occasionally                      Never                      Regularly                      Occasionally                      Never
- (1) Cook vegetables.....
- (2) Make cakes.....
- (3) Make muffins or biscuits.....
- (4) Make pies.....
- (5) Make salads.....
- (6) Make yeast bread.....
- (7) Prepare vegetables for cooking.....



30. A. When you have opportunities to be with friends, where do you see them?
- |                           | Usually Occasionally Never |                  |       |
|---------------------------|----------------------------|------------------|-------|
|                           | With Girl Friends          | With Boy Friends |       |
|                           | Usually                    | Occasionally     | Never |
| (1) At your own home..... | .....                      | .....            | ..... |
| (2) At their homes.....   | .....                      | .....            | ..... |
| (3) At other places.....  | .....                      | .....            | ..... |
- B. When your girl friends come to your house where do you entertain them?.....
- C. When your boy friends come to your house where do you entertain them?.....
31. If you are or have been a member of any group, check below:
- |                                     | Belong at Present | Used to Belong |
|-------------------------------------|-------------------|----------------|
| A. Campfire Girls .....             | .....             | .....          |
| B. Four-H Club .....                | .....             | .....          |
| C. Girl Reserves .....              | .....             | .....          |
| D. Girl Scouts .....                | .....             | .....          |
| E. Home Economics Club .....        | .....             | .....          |
| F. Other school clubs .....         | .....             | .....          |
| G. Social clubs .....               | .....             | .....          |
| H. Young People's Church Group..... | .....             | .....          |
| I. List any other group.....        | .....             | .....          |
32. During last week which of the following did you do with your family?
- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| A. .... Attend church               | G. .... Go for a walk               |
| B. .... Attend community gatherings | H. .... Have special family dinners |
| C. .... Go to a dance               | I. .... Listen to radio             |
| D. .... Do gardening                | J. .... Play games                  |
| E. .... Go for a drive              | K. .... Read aloud                  |
| F. .... Go on picnics               | L. .... Study                       |
- List any others: .....

#### THE FAMILY'S ACHES AND PAINS:

33. The following often cause disagreement in homes. Check those which you remember as having caused some difficulty at some time in your home.
- |                                                          |                                                          |
|----------------------------------------------------------|----------------------------------------------------------|
| A. Yes.....No.....Boarders                               | P. Yes.....No.....Lack of consideration of others        |
| B. Yes.....No.....Borrowing clothes                      | Q. Yes.....No.....Lack of cooperation                    |
| C. Yes.....No.....Cannot go places                       | R. Yes.....No.....Lack of nice things which are desired  |
| D. Yes.....No.....Criticism of family members            | S. Yes.....No.....Lack of privacy                        |
| E. Yes.....No.....Disagreement over family car           | T. Yes.....No.....Members of family late at meals        |
| F. Yes.....No.....Disagreement over money                | U. Yes.....No.....Relatives living in your home          |
| G. Yes.....No.....Disagreement over radio programs       | V. Yes.....No.....Selfishness                            |
| H. Yes.....No.....Disobedience                           | W. Yes.....No.....Shirking duties by certain members     |
| I. Yes.....No.....Disorderly appearance of home          | X. Yes.....No.....Step-parents                           |
| J. Yes.....No.....Do not get up on time                  | Y. Yes.....No.....Teasing                                |
| K. Yes.....No.....Fault finding                          | Z. Yes.....No.....Too particular about housekeeping      |
| L. Yes.....No.....Going out at night                     | Al. Yes.....No.....Trouble because of neighbors          |
| M. Yes.....No.....Jealousy                               | Bl. Yes.....No.....Unfair division of money              |
| N. Yes.....No.....Lack of approval of friends by parents | Cl. Yes.....No.....Work not divided among family members |
| O. Yes.....No.....Lack of cheerfulness                   |                                                          |
| D. List others: .....                                    |                                                          |

34. If you had any difficulties with health during the past two months, check:
- |                   |              |                  |               |
|-------------------|--------------|------------------|---------------|
| .....colds        | .....cramps  | .....sore throat | .....headache |
| .....constipation | .....earache | .....tooth ache  |               |
- Other illnesses (list) .....
35. A. What diseases or injuries did you or your family have last year which required care in bed?.....
- B. What emergencies requiring first aid have you had in your family during the last year?.....

36. A. Check number of days members of the family have been sick in bed during past year:
- |                   | Less than 5 days | 1 to 2 weeks | More than 2 weeks |
|-------------------|------------------|--------------|-------------------|
| (1) Yourself..... | .....            | .....        | .....             |
| (2) Mother.....   | .....            | .....        | .....             |
| (3) Father.....   | .....            | .....        | .....             |
| (4) Sisters.....  | .....            | .....        | .....             |
| (5) Brothers..... | .....            | .....        | .....             |
| (6) Others.....   | .....            | .....        | .....             |

Yeast bread .....  
 Others .....

# PART V—GARMENTS YOU MAKE, SELECT, OR BUY:

59. Check if you have made any garments during the last year:

At School      At Home      Neither

A. Wash dress .....  
 B. Wool dress .....  
 C. Dress-up dress for self .....  
 D. Blouse .....  
 E. Skirt .....  
 F. Jacket or coat .....  
 G. Pajamas .....  
 H. Slip .....  
 I. Underwear .....  
 J. Made-over garments .....  
 K. Dress for mother .....  
 L. Children's clothing .....  
 M. List others .....

60. If you do not sew at home, check the reason or reasons:

A. ....dislike for sewing      C. ....lack of machine      E. ....do not have time  
 B. ....less expensive to buy      D. ....do not know how      F. ....other reasons (list)

61. Check any of the following with which you have difficulty when sewing:

A. ....select pattern and material      C. ....fitting the garment      E. Other reasons .....  
 B. ....cutting the garment      D. ....finishing the garment

62. When ready-to-wear garments are not purchased, by whom is clothing made?

A. ....entirely by self      C. ....mother      E. ....dressmaker  
 B. ....self, assisted by mother      D. ....sister      F. list other persons .....

63. Does your mother make any of her own clothes? ..... Yes; ..... No.

64. Check any of the following choices with which you have difficulty, when purchasing a ready-made garment:

A. ....becoming color      C. ....proper fit      E. ....satisfactory construction  
 B. ....pleasing style      D. ....matching other garments      F. ....satisfactory material

Others .....

65. Does your family buy on the installment plan? ..... regularly; ..... occasionally; ..... never.

66. Does your family use charge accounts.....; or pay cash.....

67. Where do you buy your clothing? ..... local stores; ..... another town; ..... mail-order house. List other sources .....

68. Which of the following articles have you selected for yourself within the last year:

With Another's Help      Alone      None

A. Dresses .....  
 B. Pattern for a garment .....  
 C. Dress materials .....  
 D. Slips .....  
 E. Other underwear .....  
 F. Hose .....  
 G. Shoes .....  
 H. Hats .....  
 I. Sweaters .....  
 J. Coats .....  
 K. List others .....

69. In caring for your clothing which of these did you do during the last week?

A. ....brush      G. ....remove spots  
 B. ....clean      H. ....dry-clean dresses and other garments  
 C. ....wash      I. ....sew on fasteners  
 D. ....iron      J. ....press:  
 E. ....darn stockings      (1) ....cotton; (2) ....silk; (3) ....woolen; (4) ....rayon  
 F. ....mend garments      Others .....

Appendix E.--DEPARTMENT OF VOCATIONAL EDUCATION,  
STATE COLLEGE, NEW MEXICO, 1939. CIRCULAR  
LETTER TO TEACHERS OF REIMBURSED DEPARTMENTS

March 14, 1939

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TO TEACHERS IN REIMBURSED HOME MAKING DEPARTMENTS  
AND OTHERS:

All of us are interested in having a better guide in the form of an up-to-date course of study. Many teachers have expressed a need for a thoroughly revised course of study. With this end in view we began a curriculum program at the State conference last August, which is being followed up by the work of the various curriculum committees over the state.

You will recall that at the State conference a committee worked out for us some excellent brief statements of philosophy and as a result of our thinking about those we realized that we needed rather detailed information about girls' interests and their environment. It has taken several months to set up this sheet that will record this information. We have made every effort to make this survey sheet of interest to high school girls. It is entitled A MOVIE OF A GIRL AT HOME.

We have had some help in the preparation of A MOVIE OF A GIRL AT HOME. The home economics teachers in Albuquerque gave certain sections of it to their classes in order to help us judge its use and to indicate some necessary changes. Comments and suggestions of one curriculum committee have been used. This curriculum group brought out the fact that each teacher would find that giving the survey, A MOVIE OF A GIRL AT HOME, would take a great deal of study and time on the part of the teacher and also several days of time already allotted to the various units. This group decided, however, that when things are worth doing usually a great deal of work is involved and that the results achieved from this survey will be well worth the time and work involved. This will be a survey that has not been made in New Mexico in many years and probably will not be carried out again for a period of as many more years.

We have tried very hard to organize this material well in order to make it as easy as possible to use. The survey, A MOVIE OF A GIRL AT HOME, will be sent to you in printed form and the summary sheet in mimeographed form. Sufficient copies for your classes, based on enrollments shown on October reports, will reach you about March 20. If that number is not sufficient, please let us know by return mail.

It will be necessary for you to give A MOVIE OF A GIRL AT HOME as soon as you receive it. It will take several days for the various classes to check it and for the committees to do the tabulation.

This material will be of the greatest value to all of us in our work in building a state course of study as a part of a broad curriculum program. But it will probably be of as great value to you individually in having a rather complete picture of each of the girls in your classes and a total picture for your school, showing actual conditions of girls' homes in your particular community, in contrast to a composite state picture made up of communities many of which are totally different. Since this is the case, exact accuracy in preparing a statistical survey for the state is not so important as the value that will accrue to each school in having this informational picture of your own community and the home of each girl. Hence, we are asking that this survey be tabulated largely by a show of hands in



are  
class as the MOVIE OF A GIRL AT HOME is given. There/some parts of it that will have to be tabulated by a committee of girls outside of class. If you have a large enrollment it would probably be very helpful to enlist the assistance of the mathematics department in figuring some of the percentages.

Your first reaction to the tabulation being done at your school will probably be that you had assumed all tabulating would be done in the state office and that you would be spared this responsibility. The decision to ask that the tabulation for each school be done at that school came as a result of discussing this point with several people who had extensive experience with programs of curriculum development and surveys of this type. Each of them brought out the fact that, after all, one of the greatest values of the survey comes to the particular teacher in the community in having this detailed information never before available about her own group and her own community. If you will look at this from the point of view of differences that there will be in the picture as shown by your community and the total State picture when the percentages from your community are averaged in with those of many communities that are totally unlike yours in many characteristics, you will see another interesting point of view. That is, unless each teacher has very definitely in mind those characteristics peculiar to her type of community, when we sit down to discussions in committee groups at State conference, taking into consideration only the composite picture will not enable us to work out units in which are included a sufficient variety of experiences and activities suited to the needs of the marked differences in the various communities, to be really helpful in all of the different types of communities in the State.

It is essential that a very definite plan be made and a date be determined on which the summary sheets from your school will reach this office for tabulation on a statewide basis. These summary sheets listed in VII of the directions are to be mailed to us not later than April 24. As soon as you receive these materials take your plans for the units for the remainder of the year and make definite plans about working the survey in with these units. If, for any reason, you can not complete this work and mail it back to us by April 24, please write us immediately about your plans and give the exact date we can expect to receive these materials. (Please do not be later than April 24 unless it is absolutely unavoidable.)

You will note on reading the interest approach that a definite point is made that the girl need not put her name on the survey. It is suggested, however, that each teacher will probably want to work out some kind of a numbering plan on the back of each copy so that she will know which sheet was checked by each girl.

Sincerely yours,

*Zelpha Bates*  
Zelpha Bates  
State Supervisor  
Home Economics Education

ZB:B



We think it is likely that it will take you approximately a week, of about ten minutes a day, to go over the material thoroughly and have every detail in mind. The following week you would then begin to give A MOVIE OF A GIRL AT HOME in sections, giving a short enough section that it can be both checked by the girls and summarized by a show of hands by the tabulating committee on that same day.

- A. Read through carefully A MOVIE OF A GIRL AT HOME and directions for using it.
- B. Study carefully how to use the suggested interest approach to A MOVIE .....
- C. Study summary sheet and directions for using it, comparing summary sheet with A MOVIE.....
- D. Think through and choose carefully a committee of three to five girls in each class. The girls chosen should be ones who are dependable. They will act as a class committee to assist with the summarizing and tabulating of A MOVIE..... The teacher will ask these girls to serve on the committee at least a day or two before A MOVIE .... is given. She will meet with these groups and explain something of what they will do at the time A MOVIE ... is given. (See No. IV, A, Plan with each class committee).

- II. A. Suggested interest approach for the home economics teacher to use in introducing the survey to the home economics classes.

A MOVIE OF A GIRL AT HOME

"Wouldn't it be fun to have a movie of the everyday happenings of a girl in our town so that we may be able to make our homemaking classes more helpful to us?"

"Don't we say that our homemaking classes help us to understand our everyday experiences, and also help us to begin to work out happily some of these experiences? Suppose we give some illustrations. (Have girls give examples. For example, knowing what to do at the Junior-Senior Banquet, how to select a dress that looks nice on you, be able to plan, prepare and serve meals, be able to make a good cake.)

"We have here a sheet called A MOVIE OF A GIRL AT HOME. It looks most interesting. Suppose we look it over (hand out survey sheet). It's really a most complete picture of anybody's everyday home life, isn't it?"

"Wouldn't it be fun for all of us to fill it in and have a "Movie" of the whole class? Then, if all the girls in the other home economics classes do the same, we would have a real word-picture of a typical girl in this community."

"Now, how shall we do this? (Guide girls toward this plan.) Couldn't we have a committee from each of our home economics classes to make the picture of our class from these sheets. A Home Economics Department committee can be made up of the chairman of each class committee. This committee will work out our complete word-picture by bringing together what each class finds. Wouldn't you like to begin now? How

much shall we fill in today? Wouldn't you like to take it by divisions since it probably would be impossible to complete it in one class period? (Let teacher announce membership of class committees.)

B. Suggested method for the home economics teacher to use in having class committee present certain aspects of the findings of the survey.

After the "Movie" from each class has been summarized by the class committee, a report will be made to the class bringing out certain interesting aspects of the survey. Again after the home economics department committee completes the summaries of the various classes another such report will be made bringing out the idea that it would be interesting to see the picture of the typical New Mexico girl.

"So many interesting ideas came to us from this picture - Don't you believe that this definite picture of what the typical girl does will make our homemaking class mean more to us? (Give examples):

1. We found that in a large percent of the homes of girls coal is used for cooking purposes.
2. That a large percent of girls help train children.
3. That a large majority of high school girls earn money.

How will these results make our class more interesting?" (Discuss).

"Did you know that girls in home economics classes all over New Mexico have been working on this typical picture too? We have been asked to send in our community picture to a state committee that will summarize all of these pictures of home economics classes from all over New Mexico and then what will we have? Yes - a picture of a typical New Mexico girl. That will be something for us to look forward to seeing next fall. Do you think that a community picture and a state picture of A MOVIE OF A GIRL AT HOME will help you girls? "

"Suppose we list our opinions (summary for girls to see value of a survey to them):

### III. How to Use A MOVIE ...

- A. Give only as much on one day as you are sure can be completed. This means only that amount that can be checked by each girl in the class and those points tabulated that are to be tabulated by a show of hands.
- B. It is important that the girls understand fully the absolute necessity of checking one answer under each number. You will note that in each statement there is either a place to check "no" or "others". It will then be possible to check each statement in some way, regardless of the answer.

Example:

No. 18. Do you have a clothes closet by yourself? Yes \_\_\_\_ No \_\_\_\_

Girls either have clothes closets by themselves or they do not. Hence they must check either yes or no.

No. 21. Check the types of fuel used for cooking purposes:

coal \_\_\_\_ gasoline \_\_\_\_ electricity \_\_\_\_ oil \_\_\_\_

gas \_\_\_\_ wood \_\_\_\_ List others \_\_\_\_\_

A girl's family uses one of the types of fuel listed or some other type. If they do not use one of the types listed, they use something and would check "Others". Hence every girl will check every statement in some way.

### IV. How to Use the Summary Sheet

- A. Plan with each class committee (This is to be done before any part of the survey is given)
  1. Go over A MOVIE..... with each committee.
  2. Help the committee of girls decide which points will be tabulated on the summary sheet by the show of hands.
  3. Help committee of girls determine which points will be tabulated by the committee after class instead of by show of hands in class.
- B. Use of the summary sheet in class:
  1. After each girl has a copy of A MOVIE..... the teacher and committee will explain how to check A MOVIE ... and the number of items to be checked that day.
  2. Class committee will record on summary sheet totals of those items that are to be tabulated in class by show of hands.
- C. Work of each class committee after class:
  1. Each class committee should meet, if possible, on the same

day, and if not on the following day or as soon as possible thereafter, to complete the totals on those items that girls in class have checked and that could not be totaled by show of hands. (Percentages will not be figured by the class committees because you will send us percentages for the department only and not by classes.)

D. Work of department committees .(This committee is composed of chairman of each class committee - if enrollment is large others from the class committees may be appointed to assist, or the assistance of the mathematics department may be enlisted.)

1. Total each individual item from all the classes.

Example:

No. 17. Do you have a clothes closet by yourself?

H.E. I.....	<u>Yes</u> ...10	<u>No</u> ...15
H.E. II.....	9	18
H.E. III ....	<u>12</u>	<u>10</u>
Total .....	31	43

(Figure percentages by dividing the totals for each item by the total number of girls who filled out the Movie.)

No. 17 Summary Sheet (Total enrollment 74)

Total girls having closets  
by themselves ..... 31...42%  
Total girls who have no  
closets by themselves. 43...58%

31 divided by 74 equals % of girls who have closets by themselves, or 42%

43 divided by 74 equals % of girls who do not have closets by themselves, or 58%

Clothes closet by self: Yes 42% No 58%

3. Prepare a few simple statements bringing out interesting characteristics of a typical high school girl in that community and have class committee present them to the class.

V. Materials that must be sent to the State Department of Vocational Education immediately following the survey and by April 24, 1939.

1. One copy of summary sheet which shows totals for each item for all classes and percentage for each item based on total number of girls who took A MOVIE .... (These will be used to compile State summaries.)

2. One copy of the summary sheet for each class showing totals for each item (but not showing percentages). (These will be kept in our files and used to determine interests in relation to maturity levels should that seem advisable.)

(See NOTE above, at left.)

NOTE: Individual copies of A MOVIE.... that each girl has filled in are not to be sent to this office. They are to be kept in your files for a period of at least four years. Do not throw them away.

NOTE:

Appendix F.--AREAS OF FAMILY LIVING  
SUGGESTED FOR THE CURRICULUM CONSTRUCTION COMMITTEES  
1939



Areas of family living suggested for home management curriculum committee.

(Teachers in District VII (Mildred Thomas, Aztec, Chairman) will work with Keeping the Family Well as a phase of management. Representatives of the two committees could do some preliminary planning in October at the N.M.E.A.)

1. Managing time
2. Managing money (including buying clothing, sharing clothing resources, providing education and other necessities.)
3. Managing energy
4. Managing relationships
5. Making the home livable
6. Making the home convenient
7. Providing storage facilities in the home (food, clothing, etc.,)
8. Raising and preserving food
9. Determining and maintaining family values
10. Arranging for privacy for family members
11. Recognizing and appreciating abilities of all family members.
12. Providing and enjoying recreation
13. Providing education
14. Management in keeping the family well and caring for the sick with emphasis on safety, preventing home accidents and meeting emergencies at home.
15. Participation in efforts towards improving community, state and nation

(Emphasis in second or third year in every unit.)

(Alice Hoyland  
Mountainair High School,  
Committee Chairman)

(Underlying principles)

1. Enjoying children and understanding children (H.E.I)
2. Providing for the development of special interests. (H.E.I)
3. Recognition of affection as being a fundamental emotional need. (H.E.I)
4. Providing for the development of special interests (H.E. II & III)
5. Keeping the family well (H.E. II & III)
6. Providing for the care and growth of children (H.E. II & III)

(Naoma Peninger  
Deming High School  
Committee Chairman)

## MAINTAINING A PLEASING APPEARANCE

Because maintaining a pleasing personal appearance is so important in living and because the conference group decided it was important in practically every area of family living, and since we have no available record of work done by this committee last year, we will appreciate the efforts of the present committee in working out this unit.

(Cora Belle Scott  
Alamogordo High School,  
Committee Chairman)

KEEPING THE FAMILY WELL AND CARING FOR THE SICK

With emphasis on safety in the home, preventing home accidents  
and  
Ways of meeting emergencies at home

We are sending to this committee some materials from the National Safety Council that may suggest some points of view.

Of course, keeping the family well will run through all units, such as clothing, foods, and others. The work of this committee will be a phase of management, but in order to develop this in sufficient detail it seems best to have a separate committee. It should be noted that the emphasis will be largely prevention. Prevention of accidents at home and how to care for emergencies is more important than the care of the sick as we have been teaching it because statistics show that more people are killed through accidents at home than any other way.

(Mildred Thomas  
Committee Chairman,  
Aztec, New Mexico)

Home Economics I.

1. Tolerating and appreciating individual differences.
2. Accepting unchangeable conditions
3. Recognizing individual differences
4. Providing for the development of special interests
5. Cooperating in all phases of family and community living
6. Recognition of affection as being a fundamental emotional need.
7. Getting along with others, including our own age group
8. Maintaining a pleasing appearance
9. Providing privacy for all family members.
10. Determining and maintaining family values.
11. Recognizing that successful management involves relationships to others.
12. Participation in efforts towards improving community, state, and nation.
13. Developing and maintaining family values.
14. Sharing clothing resources
15. Encouraging and providing opportunities for hobbies for all family members.
16. Appreciating the value of friendship and how to be a friend.

Home Economics II and/or III

17. Enjoying and understanding adults in the family. (II)
18. Appreciating and using educational facilities to advantage
19. Providing opportunities for promoting and participating in cultural activities - educational, art exhibits, musical entertainments, church and other community organizations
20. Making the home livable
21. Providing for privacy for all family members.
22. Managing resources for the growth and development of all family members.

(see page 2)



Home Economics II and/or III (Continued)

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23. Providing for the development of special interests
24. Keeping the family well
25. Recognizing that each family member must continuously develop his own ability to manage.
26. Participation in efforts towards improving community, state, and nation (III)
27. Providing for care and growth of children
28. Recognizing and appreciating individual differences
29. Encouraging efforts of individuals
30. Maintaining a pleasing personal appearance.
31. Cooperating in all phases of family living.
32. Encouraging and providing opportunities for hobbies for all family members.
33. Recognizing the necessity for consciously developing attitude of tolerance.
34. Developing attitude helpful in establishing new homes.
35. Giving vocational guidance.
36. Problems of buying in relation to the economic security of the family.
37. Recognizing that management is fundamental to maintenance of economic security.
38. Realizing that values must be adapted to changing conditions.
39. Participation in efforts towards improving community, state, and nation.

Home Economics II

40. Maintaining family unity
41. Determining family values that contribute toward :  
emotional security, such as
  - a. understanding
  - b. affection
  - c. encouragement
  - d. respect
  - e. security
  - f. religion
  - g. cooperation
  - h. recreation

(See page 3)

Home Economics II (Continued)

42. Developing respect for the value of work
43. Giving vocational guidance (II and/or III)
44. Recognizing satisfaction that results from work well done, no matter what the capacity.
45. Providing and accepting affection.
46. Recognition of affection as being a fundamental emotional need.
47. Planning, preparing and serving food - as a source of pleasure to an individual.
48. Enjoying recreation - recognizing the necessity for a balance between play and work.
49. Keeping the family well (health)

(Mary Koehler  
Cimarron High School,  
Committee Chairman)

1. Providing adequate food for the family
2. Planning the family's food
3. Buying
4. Storing and caring for food at home
5. Preparing and serving food for the family
6. Preserving food for future use.
7. Family values - enjoying food, entertaining friends, etc.
8. The relationship of management to family food problems.
9. Keeping the family well through adequate food.
10. Contribution toward a better community, state, and nation

(Emphasis in second or third year in every unit.)

PROVIDING AND CARING FOR ADEQUATE AND SATISFYING CLOTHING FOR FAMILY  
MEMBERS

---

1. Buying clothing for the family
2. Caring for clothing for the family
3. Construction of clothing for the family
4. Planning clothing for the family.
5. Making over clothing for the family.
6. Sharing clothing resources
7. Keeping the family well, as it relates to family clothing.
8. Determining family values as influences by clothing.
9. Management related to clothing.
10. Participation in efforts toward improving community, state, and nation.

(Emphasis in second or third year in every unit.)

(Ellen Dupriest,  
Clovis High School,  
Committee Chairman)

SECURING AND MAINTAINING A LIVABLE HOME FOR THE FAMILY

1. Making the home livable
  2. Making the home convenient
  3. Providing privacy
  4. Selecting the site
  5. Providing healthful environment
  6. Contribution toward a better community
  7. Keeping the family well
  8. Determining values in buying
  9. Determining and maintaining family values
  10. Management of resources within the home -  
human and material
  11. Participation in efforts towards improving  
community, state, and nation
- (Emphasis in second or third year in every unit.)

(Mrs. Opal W. List,  
Lovington High School,  
Committee Chairman)



Appendix G.--PROGRAMS TO BE REIMBURSED  
1939

PROGRAMS TO BE REIMBURSED

<u>Length in years</u>	<u>Scheduled time for each class</u>	<u>Scheduled school conference periods</u>	<u>Provision for home and community contacts</u>	<u>Provision for related subjects</u>	<u>Required home projects</u>
<u>SMITH-HUGHES</u>					
Prog. I 1 or 2 yrs.	Total of two 60 min. periods daily H.E. and one 60 min. per. daily Related Sub- jects for each year.	Home project con- ferences during H.E. scheduled class time.	2 to 8 weeks	Required	1
<u>GEORGE-DEEN</u>					
Prog. II 2 years	60 min. daily H.E./1 and 60 min. daily Related Subjects in parallel class.	One 60 min. period daily.	2 to 8 weeks	Required	2
Prog. III 2 or 3 years	90 minutes daily	One 45 minute period daily	2 to 8 weeks	Recommended	2
Prog. IV 3 years	One 60 min. period daily each for Homemaking I " II " III/2	One 60 minute period daily	2 to 8 weeks. Not less than 4 weeks if enroll- ment exceeds 60	Recommended	2
Prog. V 2 years	60 min. daily when preceded by and planned in relation to two years of Home Economics in Junior High School.	One 60 minute period daily	2 to 8 weeks	Recommended	2

/1 (These related courses do not have to be taught by the home economics teacher.)

/2 (Boys' Class may be alternated with Home Economics III. Boys classes to be reimbursable must be for junior and senior boys, and the course must be two semesters in length.)

Appendix H.--HOME EXPERIENCE PLANS  
AND ACCOMPLISHMENTS  
VOCATIONAL HOME ECONOMICS, 1939

# HOME EXPERIENCE PLANS AND ACCOMPLISHMENTS

## Vocational Home Economics

### NEW MEXICO

Name of experience Improving my Bedroom

School Mountainair High School

Girl's name Rose Contreras

Home Economics Class II Semester                      Classification                     

Plan No.                     

Name of teacher Miss Alice Hoyland

## Home Experience Plans and Accomplishments

- I. The name of my experience.....Improving my bedroom.
- II. My reasons for selecting this experience.....To make my room more attractive, to know better arrangements for a room, and to learn to think out things for myself.

III. I am listing here some of the things I want to learn to do or be *as a result* of this experience.

1. How to arrange the pictures on the wall.
2. How to change different things to make them look better.
3. Where and how to find information to improve a room.
4. How to make it more attractive at less cost.
- 5.
- 6.

IV. My plan of work:

In order to have a real guide to give me definite help in carrying out my experience so that I will be satisfied with what I do, I will outline my work step by step *BEFORE* I begin my work.

### Improving my Bedroom.

- I. Arrangement of curtains
  - A. Raising them higher than the frame in order to make the window look higher.
  - B. Having the curtains wide enough.
- II. Arrangement of furniture
- III. Don't have overcrowded furniture
  - A. Chairs
  - B. Tables
- IV. Arranging the floor to look better.
  - A. Have it the same number of feet from both sides of the wall.
  - B. Have a rug at the end so that you can't tell it's smaller than the room.



- V. Covering the bed to give it better looks.
- VI. Making small articles to give the room more coloring.
  - A. Hooked rug.
  - B. Cushion covers.
- VII. Covering my chair and making a cushion to save pieces of materials I had left, and to save money by not getting paint.

(Date)

(Date)

3. These are the people who will advise or assist me in carrying out my experiments:

a. Family members

1. Mother  
2. Sister  
3. Brother

b. Teachers

1. Miss Alice Wiggins

VII. My daughter and I have talked over this plan, and she feels she is now ready to begin this experience. I will be present with her.

(Signed) Mrs. J. J. Conner

Mother

## Plan of Work - Continued

V. I expect to begin this experience about June 1, 1939 and (Date)

likely I will carry it on until about August 30, 1939 (Date)

The cost, if any, likely will not exceed Five dollars.

VI. I am listing the help I will secure.

1. These are the books or bulletins I plan to use:

Art in Home and Clothing

2. These are the magazine articles I plan to use:

1. Household
2. Needlecraft

3. These are the people who will advise or assist me in carrying out my experience:

a. Family members

1. Mother
2. Sister
3. Brother

b. Teachers

1. Miss Alice Hoyland

VII. My daughter and I have talked over this plan, and she feels she is now ready to begin this experience. I will co-operate with her.

(Signed) Mrs. J. J. Contreras

Mother

VIII. This page is for you to describe *what you did AS YOU CARRIED OUT YOUR WRITTEN PLAN.*

a. *What parts of the plan worked well?*

1. The parts of my plan which worked best was in arranging the furniture as I did in order to have everything I wanted to have in my bedroom.
2. Raising the valance to make the window look higher.
3. Making the closet in a way so that I could have a stove during the winter time.
4. Making the window seat so that I wouldn't have so many chairs.

b. Tell how you had to change your plan to meet some unexpected situation during this experience.

1. Some of the difficulties I had were in fitting the covers for the bed. First, I hadn't shaped it the way it should have been. I had to piece it of unbleached muslin in the back part in order to have enough material for other things I wanted to make.
2. My closet was made from old lumber, and here is where I had another difficulty. I couldn't paint it in the inside as it was too rough, so I thought I would paper it inside. I couldn't get the wrapping paper to be smooth. I had a wrinkle here and there.

IX. Did your experience take more.....or less..... time than you had planned?

Did your experience cost more.....X.....or less.....than you had planned?

X. What I have gained from this experience:

I will describe a situation occurring during the experience which has helped me in the following ways:

1. Thinking through things for myself -

- A. Thinking things through myself in order to save material, like I did in making my window seat, to save money.

2. Getting along more happily with my family and with others -

- A. Getting along more happily with my family by helping my parents as a clerk in the store and working in my project when I had spare time.

- B. By not asking anybody to help me solve something when they have something else to do.

3. Taking responsibility with more satisfaction -

- A. Taking responsibility with more satisfaction, by trying not to waste anything that they had given me.

#### 4. Making better use of what I have:

##### a. Using things at home -

Using things at home made me save money, by using old rags for the stool, and window seat padding.

##### b. More satisfaction for my money -

My parents got more satisfaction from my money when they saw everything I had done at a little cost.

##### c. Getting members of my family to give me special assistance in making this experience successful by helping me with something they do well -

(Examples:

- (1) Sister's help in entertaining
- (2) Brother's suggestions and help in building a shelf
- (3) Father's help in mixing paint
- (4) Mother's help in fitting my dress)

- (1) I had been sewing for my sister and I had to have my bedroom improved, so she helped me by getting all the material I needed to do the work.
- (2) Brother's suggestions and help in making the closet.
- (3) Mother's help in telling me how I could improve something.



## Experiences Other Girls Have Found Interesting

### I. Planning and Preparing Meals

- Plan, prepare and serve my family more milk dishes.
- Responsibility for caring for the family refrigerator and arranging food in it.
- Plan, prepare, and serve refreshments to members of mother's club when she is hostess.
- Plan, prepare, and serve attractive, well balanced family meals (breakfast, lunch, or dinner) within the food budget, until I can do it well with less time and energy.
- Plan well balanced, appetizing suppers for my family using home grown products, trying to reduce our food bill.
- Allow my mother some leisure time, one day each week, by planning, preparing, and serving one main meal, each time attempting to have better meals using less time and energy.
- Plan and prepare meals using cheaper cuts of meat and meat substitutes.
- Plan and prepare my own, and brother's school lunches, so they will be satisfying, appetizing, and well balanced.

### II. Management of Time and Money

- Do the family marketing to learn where to get the best values and how to select foods.
- Keep account of money I spend for one month and check weekly to see if I am managing my money to the best advantage.
- Help mother plan our Saturday's work so we can have the afternoon free.
- Taking care of my bedroom each morning and planning the work in order to be at school on time.
- Take complete charge of the care of the bathroom and try to find efficient ways of cleaning it quickly and well.
- Checking my cosmetic buying habits to see if I can improve them in order to get more value from my money.
- Plan a food budget for my family, based on our income and make a plan for carrying it out at home.
- Budget my clothing allowance for five months and follow it so that I will have money to meet all clothing needs.

### III. The Livable Home

- Varnish or paint furniture in order to improve the appearance of a room.
- Make our porch more attractive by painting furniture and flower boxes, and arranging flowers in boxes and pots.
- Make my bedroom more comfortable, convenient and attractive, by rearrangement of furniture and pictures.
- Rearrange my closet so that it will be a better and more convenient storage place for my clothing.
- Try to make our living room more pleasing in appearance by rearranging furniture and pictures.
- Make a dressing table and bench out of orange crates and a slipper chair from a keg or barrel.
- Make a useful table from an old sewing machine, finishing it to harmonize with the other furniture.

### IV. Getting Along Happily with Others

- Plan recreation for the family so we do not always have to go out and spend money to have a good time.
- Plan and carry out family celebrations for special occasions.
- Working for better relationship with my sisters or brothers though cooperation rather than trying to boss them.
- Gain the cooperation of my family to help keep the house in order.

- Cooperate with the family in a plan for the use of our car so we may all share it and not quarrel.
- Planning family cooperation in using the radio.
- Helping to interest members of my family in interesting books available in our community.

### V. Getting Along With Children

- Make and fill a sand frame for my little brother.
- Plan and give a birthday party for a small child.
- Select and tell suitable stories to children.
- Helping my small sister take responsibility for some task about the home.
- Helping my little sister learn habits of personal cleanliness.
- Plan and prepare a place for the children's toys, books, etc., and help them to put things in place.
- Help a child learn to eat and enjoy foods he does not like.
- Use backyard as a playground and select and arrange suitable homemade equipment.
- Help child learn to dress and undress himself and hang up his clothes.
- Take complete responsibility for my little sister while mother works.

### VI. Being Well Dressed

- Plan, buy and make needed wash dresses for myself.
- Put a new lining in my old coat.
- Launder and mend my own clothes for a given period of time.
- Make a skirt from father's old trousers.
- Keep my clothing in best possible condition, by cleaning, repairing, washing, and pressing.
- Make a spring suit from mother's old coat; make blouse and select accessories to go with it.
- Plan my clothing allowance and plan my wardrobe so I can be well dressed on my allowance.

### VII. Care of the Sick

- Equip a first aid medicine cabinet for my home.
- Plan and prepare inexpensive, attractive meals to meet the needs of an invalid in the home.

### VIII. Being Attractive

- Care for my hair in order to save beauty parlor bills.
- Try to improve my complexion by regulating my diet, by exercise and by better use of cosmetics.
- Planning things that are fun to do during my spare time.

### IX. Experiences for Boys

- Care for my own clothes to save shoe-shining and pressing bills and relieve mother and girls of some work.
- Learn how to carve and serve at the table.
- Select well-balanced meals away from home.
- Assume responsibility for daily care of my room.
- Learn to eat all vegetables and encourage younger brothers to eat them.
- Make needed repairs on house and equipment such as screens, electrical appliances, faucets.
- Plan my spending money; keep account of how I use it and judge the satisfaction received.
- Plan and build a clothes closet and be responsible for keeping my clothes in order.
- Help my little sister or brother develop by not teasing him, by treating him as an equal.

Appendix I.--SCORE CARD  
FOR HOME ECONOMICS DEPARTMENTS  
1925-1926

I. Rooms and Equipment

A. Rooms

1. Location and accessibility
  - a. Rooms adjacent . . . . . 4
  - b. Rooms not in basement . . . . . 6
  - c. No outside disturbances . . . . . 4
2. Size and number
  - a. Two rooms . . . . . 10
  - One room (Foods and clothing  
given alternate semesters) . . . 8
  - One room (Foods and clothing  
given same semester) . . . . . 4
  - b. Dining room adjoining foods la-  
boratory or adequate arrange-  
ments for . . . . . 6
  - c. Pantry or ample storage space in  
connection with foods labo-  
ratory . . . . . 4
  - d. Fitting room in connection with  
clothing room or adequate  
arrangements for . . . . . 4
  - e. Locker space for each girl in  
connection with clothing room . . 4
  - f. Rooms sufficiently large to ac-  
commodate classes . . . . . 4
3. Light and ventilation
  - a. Satisfactory light without use  
of artificial lights . . . . .
  - (1) Ample window glass . . . . . 4
  - (Area floor to area of window  
space 5 to 1)
  - (2) Walls and ceilings reflect  
light properly . . . . . 4
  - b. Provision for artificial light. . . 2
  - c. Satisfactory means of ventilation
  - Artificial . . . . . 5
  - Natural (with window deflectors). . 3

4.	Heat	
a.	Efficient heating system . . . . .	2
	(Ability to maintain temperature of 68° F. throughout winter)	
b.	Fuels used in foods laboratory same type as used in community . .	2
5.	Water	
a.	Hot and cold water piped to department . . . . .	8
b.	Only cold water piped to department . . . . .	4
6.	Sanitation	
a.	Hygienic towel service . . . . .	4
b.	Arrangements for disposal of waste. (Covered garbage can which is emptied weekly)	4
7.	Appearance	
a.	Orderliness . . . . .	8
b.	Attractiveness (height of ceiling, color of walls, curtains, etc.) . .	8
c.	Atmosphere - cheerful . . . . .	8
d.	Cleanliness . . . . .	8
B.	Equipment	
1.	Type of equipment best available in homes of community . . . . .	10
2.	Equipment sufficient so that no students have to waste time . . . . .	10
3.	Individual sets of equipment uniform in good condition and adequate for enrolment in classes . . . . .	10
4.	Foods	
a.	Arrangement of laboratory equipment like home kitchens (unit plan) . . . . .	8
b.	More than one type of stove . . . . .	6
c.	Porcelain sinks (one for each eight girls in class) . . . . .	8
d.	Sufficient family sized utensils. .	10
e.	Equipment for meal service	
	(1) Dining table and four chairs. .	8
	(2) Linen, silver, china . . . . .	8
5.	Clothing	
a.	Arrangement of sewing machines, tables, etc. to save time . . . . .	8

b.	Cutting tables or work tables sufficiently long for cutting . . . .	6
c.	Chairs with straight backs . . . .	8
d.	One sewing machine for each 4 students in any class . . . . .	8
e.	Pressing facilities . . . . .	8
f.	Full length mirror . . . . .	6
6.	Other phases of work	
a.	Access to home nursing and child care equipment (beds, first aid kit, bandaging) . . . . .	10
b.	Laundering equipment . . . . .	4
C.	Library (All books published 1918 or later)	
1.	Six or more foods books . . . . .	12
2.	Six or more clothing books . . . . .	12
3.	Two or more home nursing books . . . .	4
4.	Two or more child care or child psychology books . . . . .	4
5.	Four or more art books . . . . .	8
6.	Six or more science books . . . . .	12
7.	Extra copies of six of the most used books . . . . .	12
8.	Bulletins	
a.	Filed systematically . . . . .	10
b.	Adequate number on all phases of Home Economics . . . . .	10
D.	Illustrative Material	
1.	Subscription by the school for four magazines pertaining to Home Economics.	8
2.	Usable food charts, food samples, etc..	6
3.	Usable clothing materials, models to illustrate technique and construction processes in sewing, etc. . . . .	6
4.	Other illustrative material owned by department charts on home nursing, health, etc. . . . .	4
5.	Adequate filing of illustrative material . . . . .	6

## II. Provision for Maintenance

A.	School purchases necessary materials and supplies. Allowance of \$5 per pupil enrolled in Home Economics Department per year . . . . .	10
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## B. Funds for new equipment during year

\$150.00 . . . . .	15
100.00 . . . . .	10
75.00 . . . . .	6

## III. Instruction

## A. Instructor's Schedule

1. Given time for preparation (1/8 total teaching time) . . . . . 8
2. Arrangements made so that there are no overlappings of instruction . . . . . 4  
e.g. Home Economics II girl in Home Economics I class)

## B. Length of course in Home Economics

Two years . . . . .	10
One year . . . . .	5

## C. Organization of Work

1. Instructor's program for year
  - a. Workable written plans. . . . . 10
  - b. Definite objectives for the course. 10
  - c. Definite plan for reaching objectives in the course . . . . . 10
  - d. Work based on needs of community, past experiences and interests of girls (Survey made for use in correlating class work with community conditions) . . . . . 9
  - e. Plan to call on local citizens to supplement classroom instruction. . 4
  - f. Plans for development of problem solving attitude . . . . . 10
  - g. Originality of work . . . . . 10
  - h. Definite standards of accomplishment set up and required of students . . . . . 6
  - i. Objective testing of teaching . . . 5
2. Scope of Home Economics work
  - a. Foods arranged on meal basis. . . . 6
  - b. Nutrition phase emphasized. . . . . 6
  - c. Clothing selection, hygiene, care, repair, and remodeling as well as construction . . . . . 10



d.	Home nursing . . . . .	6
e.	Child care . . . . .	6
f.	Family and community relationships. . . . .	6
g.	House care, laundering, etc. . . . .	6
3.	Daily lesson plans	
a.	Aims . . . . .	10
b.	Questions and problems. . . . .	10
c.	Assignments on problem basis. . . . .	10
d.	Subject matter definite and complete	5
e.	Emphasis well placed . . . . .	5
f.	Plans for using illustrative material . . . . .	8
4.	Presentation of lesson	
a.	Developmental method used . . . . .	10
b.	All pupils take part . . . . .	5
c.	Both sides of question represented. . . . .	5
d.	Interest of all students held . . . . .	10
e.	Ability of pupils to form judgments tested . . . . .	8
5.	Related work	
a.	Science based on science principles needed in Home Economics and daily life . . . . .	10
b.	Art based on art principles needed in Home Economics and daily life. . . . .	10
c.	Definite arrangements for developing majority of science and art principles before needed in Home Economics . . . . .	10
d.	All related work carried on on real laboratory basis.	
	(1) Time - 2 ninety minute periods plus 3 forty-five minute periods per week . . . . .	10
	(2) Sufficient and satisfactory experiments arranged to develop each science or art principle . . . . .	10
e.	Related art taught paralleling clothing work . . . . .	10
f.	Related science taught paralleling foods work . . . . .	10
g.	Definite arrangements for applying science and art principles to large number of everyday problems . . . . .	10
6.	Home projects.	
a.	Girls interested in and want to	

carry on . . . . .	10
b. Type and scope suitable to group of girls (based on class work) . . . . .	10
c. One good home project planned, carried thru to completion and reported upon by each girl during the year . . . . .	10
d. Supervision of home projects by some satisfactory means . . . . .	10
D. Interest in Home Economics work	
1. Enrolment in Home Economics classes	
a. 1/3 or more high school girls in Home Economics . . . . .	30
1/4 high school girls in Home Economics . . . . .	20
1/5 high school girls in Home Economics . . . . .	10
b. Enrolment Home Economics II	
3/4 enrolment from Home Economics I class of previous year . . . . .	10
1/2 enrolment from Home Economics I class of previous year . . . . .	5
2. Functioning Home Economics club . . . . .	10
3. Attitude of Home Economics students (interest and enthusiasm) . . . . .	10
E. Schedule arrangements for Home Economics	
1. Work elective in the High School . . . . .	5
2. Way open for election without interference with other studies . . . . .	10

#### IV. Teacher.

A. Salary	
1600 or over . . . . .	40
1500 - 1600 . . . . .	35
1350 - 1500 . . . . .	30
B. Professional attitude	
1. Business management	
a. Records accurate and systematically kept.	
(1) Receipts and expenses . . . . .	5
(2) Inventory . . . . .	5
(3) Students' grades . . . . .	5
(4) Outlines of work . . . . .	5
(5) Home project reports . . . . .	5

- b. State and local school reports complete and on time. . . . . 10
    - 2. Member of a committee of N. M. H. E. A. or other professional committee . . . . 10
    - 3. Member of N. M. H. E. A. . . . . 10
    - 4. Personal subscriber to Journal of Home Economics . . . . . 10
    - 5. Attendance at State Home Economics Conference . . . . . 10
  - C. Cooperations either by teacher or teacher and class.
    - 1. School . . . . . 24
 

Note: Four points will be given for each different definite activity (up to six)

      - a. Serving hot school lunches, school banquets, etc.
      - b. Assisting in and promoting school health work
      - c. Serving eats for at least two school functions
      - d. Making costumes for school plays
      - e. Cooperation between Home Economics and other departments (English, Commerce, Manual Training, etc.)
      - f. Acting as basket ball coach, leader for glee club, etc.
    - 2. Community . . . . . 24
 

Note: four points will be given for each definite worthwhile activity (up to six)

      - a. Conducting evening classes for women of community.
      - b. Helping with county fair
      - c. Helping with community dinners
      - d. Conducting community clean-up campaign
      - e. Helping with recreation in the community
      - f. Cooperation with Parent Teachers Association, Women's Clubs, Better Baby Contest, Better Homes Week, etc. (Giving talks, class demonstrations, etc.)
  - D. Promoting Home Economics
    - 1. Articles in local news papers . . . . . 10

- (Two points for each worthwhile article  
up to five) . . . . .
2. Exhibit of work . . . . . 10
3. Other effective means . . . . . 6

Appendix J.--ACCOMPLISH<sup>ment</sup> RECORD FOR DEPARTMENTS  
OF VOCATIONAL HOME ECONOMICS  
NEW MEXICO, 1939-40



ACCOMPLISHMENT RECORD  
for  
DEPARTMENTS OF VOCATIONAL HOME ECONOMICS  
NEW MEXICO

CLASSIFICATIONS

Superior - 850 - 1000 points  
Standard - 750 - 850 points  
Inferior - 600 - 750 points

School \_\_\_\_\_ Date \_\_\_\_\_

Home Economics Teacher \_\_\_\_\_

Score \_\_\_\_\_ Classification \_\_\_\_\_

STATE DEPARTMENT OF VOCATIONAL EDUCATION  
State College, New Mexico

## I. The home economics teacher (100)

## A. Social qualities

1. Personal appearance (1-5) \_\_\_\_\_
2. Ability to meet people (1-5) \_\_\_\_\_
3. Ability to adapt self to conditions (1-5) \_\_\_\_\_
4. Refinement (voice, manners, speech) (1-5) \_\_\_\_\_

## B. Qualities of leadership

1. Initiative (has good ideas and works them out (1-5) \_\_\_\_\_
2. Cooperation (in school and community) (1-5) \_\_\_\_\_
3. Sense of humor (1-5) \_\_\_\_\_
4. Ability to win confidence of others (1-5) \_\_\_\_\_
5. Good judgment (1-5) \_\_\_\_\_
6. Spirit of service (does more than is expected)(1-5) \_\_\_\_\_
7. Interpreting the philosophy of homemaking to the community as a program of education for home and family life (1-5) \_\_\_\_\_

## C. Health

1. Energy and enthusiasm (1-5) \_\_\_\_\_
2. Practice of health habits (1-5) \_\_\_\_\_

## D. Professional development

1. Attendance at district home economics conference(4) \_\_\_\_\_
2. Reading of professional magazines regularly -  
(2 points per magazine) (6) \_\_\_\_\_

3. Reading professional books during year - (two books or more) (5) \_\_\_\_\_

4. College credit for newer phases of home economics (earned during past 3 years) (1-10) \_\_\_\_\_

Number of semester hours \_\_\_\_\_

Names of courses \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Member of New Mexico Home Economics Assn. (5) \_\_\_\_\_

6. Member of New Mexico Vocational Assn. (5) \_\_\_\_\_

TOTAL - I - The Home Economics Teacher ..... \_\_\_\_\_

## II. The teaching job (615)

### A. General plans for work (100)

1. Definite, worth while objectives based on needs of girls (1-25) \_\_\_\_\_
2. Tentative plans for courses (50)
  - a. Set up on basis of needs as evidenced by home visits (1-10) \_\_\_\_\_
  - b. All phases of home economics, including not only foods and clothing, but also family relationships, child guidance with play group for observation, problems of buying, management of money and time, personal development, problems dealing with housing and health (1-25) \_\_\_\_\_
  - c. Satisfactory correlation of related courses, science, art, economics, sociology (1-15) \_\_\_\_\_
3. The planning for home projects in correlation with and as an outgrowth of the units (1-25) \_\_\_\_\_

### B. Execution of plans (255)

1. Home visitation (25)
  - a. To determine needs (1-10) \_\_\_\_\_
  - b. To secure cooperation (1-5) \_\_\_\_\_
  - c. To contact adults (1-5) \_\_\_\_\_
  - d. To interpret homemaking program (1-5) \_\_\_\_\_
2. Planning each day's lesson (120)
  - a. A real problem for basis of the lesson (1-20) \_\_\_\_\_
  - b. Interesting and varied methods - problem project, demonstration, field trips, laboratory, etc. (1-10) \_\_\_\_\_

- c. Use of the problem (1-45)
  - (1) Interesting to the pupils and stated in their terms (1-10) \_\_\_\_\_
  - (2) Ability to bring out various points of view (1-20) \_\_\_\_\_
  - (3) Some worth while conclusions drawn by the group (1-15) \_\_\_\_\_
- d. Good balance between planning, doing, and judging (1-20) \_\_\_\_\_
- e. Well selected illustrative material used (1-5) \_\_\_\_\_
- f. Well selected references used (1-5) \_\_\_\_\_
- g. Various forms of evaluation used to determine progress; a good summary, various types of tests, practical applications (1-15) \_\_\_\_\_

- 3. Home projects (85)
  - a. Chosen to fill definite needs (1-15) \_\_\_\_\_
  - b. Written report which shows good planning, its results with evaluation by pupil (1-20) \_\_\_\_\_
  - c. Supervised largely through: (50)
    - (1) Conferences (1-15) \_\_\_\_\_
    - (2) Visits to homes (1-30) \_\_\_\_\_
    - (3) Others.....(1-5) \_\_\_\_\_

- 4. Definite written evidences of improvement in planning (25)
  - a. Goals for improving planning in teaching (discussed at State Conference) (10) \_\_\_\_\_
  - b. Small notebook of evidences, sent to State Supervisor, showing that goals for improvement have been met (15) \_\_\_\_\_

C. Outcomes of teaching (85)

- 1. Pupil interest shown by attitude of pupils (1-10) \_\_\_\_\_
- 2. Good standards of workmanship, behavior, and personal appearance that show direct application of course in homemaking (1-15) \_\_\_\_\_
- 3. Standard of products that are consistent with community standards (1-15) \_\_\_\_\_
- 4. Pupils able to plan well and think for themselves (1-20) \_\_\_\_\_
- 5. All of time spent profitably on home economics (1-10) \_\_\_\_\_
- 6. Department homelike, attractive in appearance, and well cared for (1-15) \_\_\_\_\_

(NOTE: Teacher, Superintendent, and Supervisor each check the above sections.)

D. Business Management (175)

1. A complete budget for each year filed in the department and in the State office (1-5) \_\_\_\_\_
2. Well organized system of filing (170)
  - a. Complete and written systematic record of expenditures easily available at all times (1-15) \_\_\_\_\_
  - b. Complete inventory made each spring and checked in fall on file in department and superintendent's office (1-15) \_\_\_\_\_
  - c. Complete written outlines of work for each unit and daily lesson plans on file in department (1-15) \_\_\_\_\_
  - d. A card system of personal records for each student, including specific information about the girl and her family and a record of her home projects (1-30) \_\_\_\_\_
  - e. Bulletins, magazine articles published since 1928, filed in regulation steel files (1-25)
    - (1) Card index for simple filing system (15) \_\_\_\_\_
    - (2) All phases of homemaking represented (10) \_\_\_\_\_
  - f. Library - Books and magazines kept in the department (70)
    - (1) Magazine subscriptions - at least three suitable for class reference (1-20) \_\_\_\_\_
    - (2) Adequate books published since 1928 (50)
      - Foods (5) \_\_\_\_\_
      - Clothing (5) \_\_\_\_\_
      - Child Guidance (8) \_\_\_\_\_
      - Home Nursing (3) \_\_\_\_\_
      - Art (3) \_\_\_\_\_
      - Family Relationships (5) \_\_\_\_\_
      - The Girl (5) \_\_\_\_\_
      - Science (4) \_\_\_\_\_
      - Buying (8) \_\_\_\_\_
      - Miscellaneous (4) \_\_\_\_\_

III. Promotional activities (200)

- A. Student Home Economics Club (25)
  1. Active participation of all members (1-5) \_\_\_\_\_
  2. Plans made early in year and carried out (1-15) \_\_\_\_\_
  3. Club affiliated with State and National (5) \_\_\_\_\_
- B. A community program (150)
  1. Responsible for organizing an adult or part-time class (25)
    - a. Selling program of adult education to school and community by organizing adult class (1-10) \_\_\_\_\_
    - b. Cooperating with other agencies working in field of education for family life and reaching women who are not enrolled with other agencies (1-15) \_\_\_\_\_



2. Teaching class (two units for same group) (75)
  - a. Out of school group (25)
  - b. Adult group (25)
  - c. Special group (25)

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3. Cooperation with school and community (50)

Suggestions -

Serving hot school lunches for several weeks  
Entertaining for visiting organizations  
Decorating for school function  
Helping with county fair  
Sponsoring community clean-up program  
F.F.A. banquet  
Junior-Senior Banquet  
Mother-Daughter activity  
Serving service clubs  
Community recreation programs  
Others \_\_\_\_\_

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C. Publicity program (25)

1. Five comprehensive news articles that deal with actual class units, not with social functions; clippings to be sent to State Supervisor (1-10)
2. Two news articles in Home Economics Counselor (one each semester), due before December 1 for the first semester and before April 1, second semester (1-5)
3. At least one exhibit with educational purpose (1-5)
4. A program or informal talk of educational or informatory value showing a broad program of homemaking to one of the following: School assembly, P.T.A., service club, women's club- (1-5)

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5. Others \_\_\_\_\_

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IV. Items of school administration (85)

A. Enrollment in home economics (25)

1. Percent of freshman girls enrolled in home economics classes (10)
  - 70% or more (10)
  - 60% (5)
2. Number of girls in advanced class considering enrollment from previous year, based on number who returned to school (10)
  - 70% or more (10)
  - 60% (5)
3. Boys' or third year class (5)

B. The home economics teacher (30)

1. At least one period per day scheduled for conference (1-5)
2. Tenure - 1 point for each year up to 5 (1-5)
3. Salary (20)
  - \$1600 or over (20)
  - \$1300 - \$1400 (6)
  - \$1500 - \$1600 (15)
  - \$1200 - \$1300 (4)
  - \$1400 - \$1500 (10)

C. Financial provisions (30)

1. Budget for supplies - at least \$2.00 per pupil per year (1-5)
2. Budget for necessary new equipment (1-5)
3. Budget for mileage for home visitation (20)
  - \$50 ----- (10)
  - \$60 ----- (15)
  - \$75 ----- (20)

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