

High School Teaching Of Home Economics Has Changed Rapidly

By Mary Davis and
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Home Economics Education is one major which students may elect for the degree of bachelor of science in home economics. Each year about 30 majors complete the student teaching program. These students teach for eight weeks in selected centers as near as the Tucson area or as far away as Yuma and Douglas.

The following is a description of some of the projects which developed in student teaching centers this past year. The reporter is Mary Davis, now a graduate student in Home Economics Education, but a student teacher in the fall semester of 1964 and a beginning teacher in 1965.

New areas in home economics are being emphasized in high school classes, and changes are being made in the methods used for teaching. A look at the activities of homemaking classes throughout Arizona shows interesting projects in child development, family relations, consumer education and interior decoration.

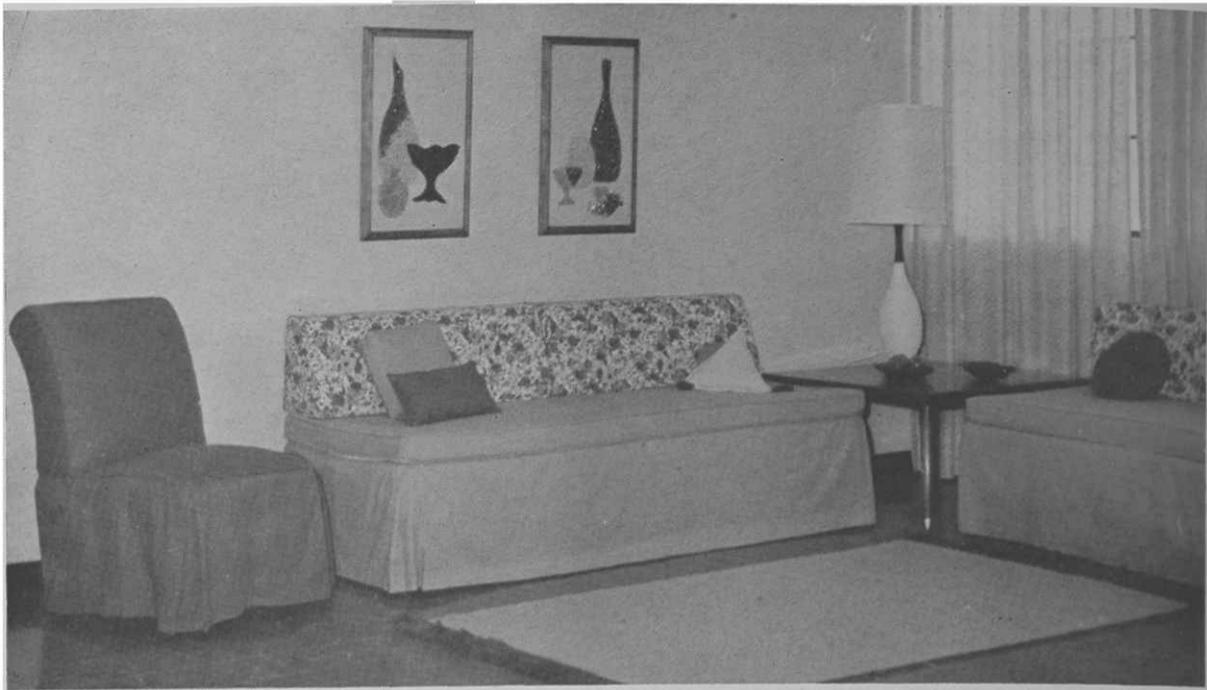
One of the most popular units for the homemaking class is the play school for children three and four years old. For this unit, the homemaking department must contain equipment for a play school usually for 10 to 15 children.

Make Own Equipment

In San Manuel, students made equipment to be used for the play school in their homemaking department. The students did research on the type of equipment that would be most suitable and how the equipment should be designed.

They studied the size of pre-school children, and from this information determined the height of painting

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TASTEFUL HOME FURNISHING project at Ajo High School.

easels and the size of toys. Interests of pre-school children and their preferences for toys and colors were considered. This project was sponsored by the Sears-Roebuck Foundation.

At Ajo High School, students completely redecorated the home economics department living area. The students applied design principles they had studied in class, choosing colors, fabrics and accessories for a room that contained only draperies and two couches. To make the project realistic the students worked within a \$50 budget. Some made slipcovers and throw pillows, others refinished a table, bound and fringed a rug, and made mosaics and stitcheries for the walls.

Study Consumer Education

Being a wise consumer is not an easy task with the wide variety of new products on the market. At Antelope Union High School in Wellton, homemaking classes completed a

project concerning consumer education. The classes bought samples of various types and qualities of cooking and dining utensils and conducted experiments to give them information on the advantages and disadvantages of the pieces.

For example, pots and pans in aluminum, stainless steel, cast iron, and other materials were purchased.

The students conducted experiments to compare the ease of cleaning and reaction of the materials to a basic substance (baking soda) and an acid substance (vinegar).

In another experiment the class baked two cakes, one in a pan with spray-on teflon and one in a pan with commercially applied teflon. The students became well acquainted with some of the kitchen and dining utensils available and gained practice in determining which pieces perform best for specified purposes.

Fabrics Evaluated

Experiments comparable to those in the consumer education project are being conducted at many schools. At Catalina High School in Tucson, students made samples of various seam finishes on assorted fabrics. The samples were laundered, and after comparing the results, the students chose the seam finish that would be best for their particular garment.

The homemaking teacher realizes that in our fast moving world the facts and skills she teaches may soon be outdated. She is not satisfied, therefore, in teaching only what is needed today. She aims to teach scientific methods for solving problems so students can make intelligent decisions both today and tomorrow.

AT SAN MANUEL, Sears Roebuck Foundation Child Development Project.

