Proposed plan for furthering adult education in family relationships and homemaking

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A PROPOSED PLAN FOR FURTHERING ADULT EDUCATION
IN FAMILY RELATIONSHIPS AND HOMEMAKING

by

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B.A., St. Ambrose-Marycrest College, 1943

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
1953

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Date
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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Results have shown the inadequacies of previous Adult Education programs in that they have not fully accomplished their purposes in a democratic way of living. There is a growing recognition of the importance of knowing homes and community and of adjusting teaching to meet the needs which today are felt so keenly. One of the greatest difficulties lies in the fact that training is lacking in human relationships and the knowledge of how best to bring out the capabilities of individuals. There must be training in habits of mental as well as physical health if home and family are to reach their highest development. It is with a sincere hope that this research may be instrumental in bringing about a scheme of action whereby attitudes and ideals of democracy may be sustained.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to: stimulate interest in adult education, point out the urgent need for the program, make the path easier and simpler for persons already enthusiastic thereby causing the establishment of an adult school to become somewhat more successful.
Importance of the problem. Adult education should establish the ideas that the profession of homemaking is worth what it costs; that it cannot be static; that it calls for study, for adaptability, for open-mindedness, and for courage; and that it is something to improve throughout life.

"It is vitally important to bring to American womanhood a white glow of appreciation of the role of the homemaker in our rapidly changing society. Homemaking is more than housekeeping. It is more than the acquisition and utilization of technical skills and aids. It is, in its ultimate essence, the creation of a social institution in which a normal family life may develop. It is the homemaker who stands revealed today as the maker of men and of women in an era desperately in need of the best that favorable circumstances can develop from human capacities."  

Education for homemaking is a means to an end. It is the development of strong characters, the building of well-integrated personalities, and the strengthening of human qualities which make for happiness. Education designed to improve home life helps to develop strong American citizens. No nation is stronger than its homes; and America is in dire need of stronger homes, with members who have great spirits, alert minds, vigorous bodies, and an unswerving purpose to serve willingly and unselfishly. Building strong homes through being successful homemakers is a most difficult and challenging task. Many adults as yet have little or no preparation for the profession and, as a result, often feel inefficient and most unhappy in their work in the home. In order to become more efficient, adults today must develop

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deeper sympathies, broader vision, and greater understanding.

Limitation of the problem. Home Economics is the broad area of specialized subject matter that governs the home life in our world today. Foods and nutrition, clothing, child care, and consumer education are only a few of the units, when interwoven, make up this extensive field. This study is confined to just two phases of home economics, homemaking and family relationships which is also vast in scope. The focus is necessarily internal as the home is an organized unit within a community. This plan is an attempt to produce something tangible which will function for the good of society. It is offered as the beginning step in a continuing project which should be revised from time to time in order that it may continue to function as an aid to better family life education.
II. DEFINITIONS OF TERMS USED

Homemaking. Just when the term, homemaking, came into general use is not clear. The terms homemaking, and vocation of homemaking were used quite generally in the bulletin entitled, A Survey of the Needs in the Field of Vocational Home Economics. Homemaking as contrasted with "housekeeping" had also been used generally in another bulletin written by Dr. Benjamin Andrews for the Bureau of Education in 1914, which had a great influence at the time. Dr. Andrews wrote:

"...new emphasis upon vocational training makes necessary a comprehensive term indicating the profession of household management. "Homemaking," and "housekeeping," especially the former have come into use to indicate the complete field of responsibility—the two terms have a different connotation, and both fields indicated are to be included in education for the home."

In some states "homemaking" was used early in vocational education; in others there was considerable hesitancy about using it, since home economics had achieved a certain prestige and homemaking was a new term.

Perhaps the influence of a new and still broader philosophy of education for home living which was emerging in various groups also caused some confusion. Home living was coming to mean more than food, shelter, clothing, and care of children.

Family Relationships. The term includes two or more specific terms namely, "husband and wife relationships," and

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"parent-child relationships".

In all early forms of marriage, polygamy, polyandry, and our own monogamie patriarchal types, the most important factor in producing success was probably the economic one. Men and women drew up marriage contracts based on the amount which each could contribute to the financial security of the family. A wife might be chosen not for looks but because she was a good worker and strong or because she came from a family which could be counted upon to have a large number of children.

In colonial times the choice of a mate on the basis of the amount of money which he or she possessed occurred frequently. The papers carried congratulatory notices to men who had been successful in marrying women with large estates or large sums of money.

The family relationship is the only one which affords adequate emotional security under modern conditions. In the advancement in social culture where the primary motive is the fact that the couple have fallen in love with each other, psychological factors, as feelings and actions, become more meaningful and take precedence over the financial matters unless the couple are at starvation level.

Both men and women need to realize that there are a great number of opportunities, responsibilities, and satisfactions outside of the job relation. These come only from family life. If there is a lack on the part of either in the realization of all of the elements involved, the family may actually disintegrate. Burgess pointed out that during the depression the "integrated" families clung together in spite of all the hardships which a depression presents. Those which

5 Arlitt, op. cit., p. 127.
were not integrated went to pieces under the additional pressure brought on by the depression.

Research has found evidence that people are more likely to be happy in marriage if they have well-adjusted personalities in general and that domestic discord is the result rather than the cause of personality disorganization.

Parents who rear children today have far more obligations and a far more difficult task than did parents in any time previous. Heretofore, all forms of the family have depended upon a single head as the final authority.7

The child is at first absolutely dependent on his parents for the satisfaction of all his needs; for food, care, comfort and well-being. The child's fundamental wishes must be satisfied by the parents without enslaving them. The child must feel free to play "rough house" when he feels in the mood or when he asks it. Children today feel themselves far more a part of the total family group. The affection which they give is not in response to favors or privileges but is the result of the human relation between parent and child.

In a democratic family, every member has a voice, or at least asserts his views in the formation of family policies. The father is no longer the dictator--yet if we reflect upon a title given to one of our modern radio programs "Father Knows Best", he prefers to shoulder that responsibility.

7Arlitt, op. cit., p. 154.
The art of good parenthood in a democracy is based on four major principles:  

1. We need to observe the whole behavior of the child.
2. Parents are to build a new democratic family discipline by inculcating new rituals or revitalizing the old.
3. We need to help the child develop positive values and interests and to minimize aversions and dislikes.
4. Real needs are ascertained by the principles that fundamentally each person is the best judge of his own needs.

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CHAPTER II

ADULT EDUCATION—HISTORY AND BACKGROUND

Smith-Hughes Classes for Adults. Courses providing for vocational instruction in agriculture and homemaking have been provided through the Smith-Hughes Act of 1917, and the George-Reed Act of 1929. These Acts are administered by the Federal Board for Vocational Education. However, in order to secure this financial aid, the states must appropriate an amount equal to the Federal funds, instruction must be under public control, and it must be given to persons of fourteen years or over. Federal money is now available for other sorts of education—such as manual training, industrial arts or vocational guidance.

The adult evening classes in agriculture and homemaking are rapidly expanding. Practically every state has this type of work in some communities with even a larger enrollment in adult work than in the all-day classes for students of high school age. In a number of states, practically every home-economics teacher organized and taught one or more groups of adults as they were seeking assistance in the solution of their problems. This service through evening schools was rendered with little additional expense to the local communities, the state, or the Federal government, since teachers assumed this responsibility as part of their job.
The American Association for Adult Education reports that in 1932, there were frequent references to adult classes being conducted by Smith-Hughes teachers. For example:
"Delano, Minnesota, is to have evening classes again this year. Classes will be held in agriculture and home economics departments on a plan that is similar to that followed last year."
"Adults are studying community needs," says the Foyston, Georgia, Record. In Winterset, Iowa, forty-three persons completed courses in feeding the family and in soils and legumes. In Hatfield, Pennsylvania, a class of adult farmers was announced. The school buses were used in Waldron, Arkansas, in an effort to enlist "every farmer" in the night classes, and sixty-eight attended the first night. Audubon, Iowa, reported 110 men attending a unit course of twelve lessons.2

All the state's a school. The program of the State Bureau of Adult Education of Delaware, represents an outgrowth of beginnings in "Americanization." Opportunities for study are provided in subjects of recognized adult education value that have been requested by ten or more residents in the district in which the center is located. Any resident over sixteen years of age may join any class. An intensive ten week's program is followed, with classes meeting once a week.3

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2Landis and Willard, op. cit., p. 55.
3Landis and Willard, op. cit., p. 55.
The interests of adult groups include music, handcraft, art appreciation, child study, sewing, foods and nutrition, public affairs, health, and agriculture. Reasons cited for taking these courses are varied. They wish to "acquire a new view point," "to broaden the mind," "to keep up with my grandchildren," and to combine pleasure and knowledge.\(^4\)

At St. Georges, classes were organized in home decorating, dramatics, and public speaking. At Richardson Park, a child study class was requested.

The work in Delaware, a small state of only three counties, illustrates a program financed solely by state funds and given as requested by residents. There has been closer co-operation with the parent-teacher associations. The cost has been small, yet, will not be adequate to carry on an expanding program. The experience demonstrates, however, what can be accomplished with a relatively small proportion of the state's educational resources.\(^5\)

**Psychology of adult learning.** Until recently it was taken as a matter of course that school was for youth only. From past performances which have proved that "none is too old to learn" educators believe that people learn best when they have need for that knowledge. Tomorrow holds great hope for advancing such programs to the point that they are available to all homemakers who need and want them.

\(^4\)Landis and Willard, *op. cit.*, p. 56.

\(^5\)Landis and Willard, *op. cit.*, p. 56.
There seems to be an increasing interest and need in homemaking education for adults. If the economic conditions change, homemakers, both men and women, ought to have programs set up under the supervision of trained home-economics teachers to help adults learn such things as buying wisely, living within a budget, and how to select new equipment and services available today. Information about cold-storage, food lockers, new synthetic textiles and new mechanical and electrical devices is needed. Present day society prefers smaller living quarters which makes for crowded living conditions. This causes friction in the home by tensions arising between children and parents or between husbands and wives. So, adults need help in thinking through situations which are common, yet, complex and confusing.

Since adults are more mature, their interests are directed toward their families. They are more set in their ways and, so, not too easily influenced. Still, they know their domestic problems and are eager for solutions. That being the case, the adult may more than welcome the opportunity to attend an adult class where people having similar problems can examine them and perhaps come to satisfactory conclusions.
CHAPTER III

ADULT EDUCATION IS INFORMAL EDUCATION

Promoting the program. The best and most effective promotion for the program of homemaking education for adults is (1) a slow process of interpretation, (2) making friends and keeping them, (3) the personal contacts, (4) no payment of fees. The persons most concerned—the supervisors and the teachers—should co-operate in any promotional venture, especially in the preparation of the subject matter for promotional material.

One does not have to go about ringing door bells to urge people to attend classes set up in homemaking and in family relationships; "word of mouth" praise that comes from the satisfied customer has a magical effect. The woman who learned to care for her baby, the business girl who had helped with the budget, the puzzled mother who learned that adolescent boys and girls are bumptious and flighty more often than they are thoughtful and considerate, are the most effective "advertisers." They do the best job of publicity by talking to their neighbors across the back fence, in the grocery store, and at the church circle.

Newspaper publicity is the second best method of acquainting the community with a program. Neighborhood papers, as well as the city daily, are usually thoroughly read. If

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the shopping journal news will carry the news of homemaking education for adults on its front page, this will make the response from the community gratifying.

All avenues of approach to the public should be welcomed, evaluated, and used if effective. Announcements over the radio and interviews with teachers by an announcer arouse interest. The neighborhood movie house may agree to flash brief notices on the screen; guest speakers may give short talks to P. T. A. groups, to women's clubs and other organizations, even to men's noonday clubs. These are all valuable ways of interpreting the work of the homemaking department. Speeches before clubs and other groups must tell a story of the department, but tell it with a "light" and exciting touch.

When women attend classes, they do so usually because they believe they can learn to do their work better, to do it more quickly or with less effort, and with greater understanding, to have more fun in the doing and in seeing their efforts rewarded in the successful accomplishments. These are some of the reasons for going to an adult school.

In interpreting adult educational opportunities, homemakers' purposes in attending classes should be kept in mind. Benefit may be derived from bill-board advertising, and clever words and phrases. Posters can be made to cover much information, or mimeographed notices in rhyme or catchy little sayings enhanced by an artistic stroke of the pen or brush.
Location of classes. Classes in homemaking education for adults can be held in many interesting places. The home economics room in the school provides a central spot and homemakers are often pleased to be near when their children are dismissed so they can walk home together. Churches make another place suited for classroom activities. For social functions such as, church bazaars, ladies aid meetings, community suppers, and family night affairs, equipment is usually available and free for use by the members of the community. Community halls also provide excellent quarters for the carrying on of group programs.

Time suited to homemakers. In the past many of the adult classes in homemaking were carried on only at night; however, this is not necessary. Since science has given the modern housewife the equipment which insures leisure, she now has much more free time than did her relatives of yesterday.

Most homemakers prefer daytime classes and are able to attend them when the class is held in the neighborhood center at an hour after the children have gone to school, and which permits the mother to return by the time the youngest child is dismissed.

Schedules could be set up to accommodate the mothers. In the morning from 9:15 to 11:15 would be an ideal time; in the afternoon from 1:15 to 3:15 would be desirable. This gives time for a satisfactory discussion in class and allows mothers to take the kindergarten child home upon dismissal.
Many women may become acquainted with the principal and the teachers through their attendance at adult classes.

Regardless of the presumption or custom of the evening classes, women would still attend. And too, there would be a possibility to bring the husband or an older son. Fathers are parents too, and as such should be familiar with the new ideas given at the respective meetings.

In classes developing manual or managerial skills, at least a two-hour period is required. Less time than that would be inadequate in order to obtain satisfactory results as the work, of necessity, makes this a busy period. Periods that are too short force the teacher to devise and develop many and tactful methods to close her class on time. In classes such as "Problems of the Adolescent," the discussion may close ten or twenty minutes before the dismissal hour to permit some members to gather at the desk for personal help.

A broad program. The entire community may be served by a program in which adults are eager to participate. One group may be interested in foods for their families, while another's needs are caring for the children. Therefore, the broader the program, the greater number will be attracted. The teacher is the main one to stimulate interest by setting up a program which includes a variety of subjects such as consumer education, family relations, child development, home management, foods for the family, etc.
Food of the proper quality and quantity should be eaten at regular intervals. The protective foods should be included daily. This means that each day's diet will contain from one pint to one quart of milk; two vegetables, other than potatoes, one of which is of the green leaf variety and one of which is raw; two fruits, of which one is fresh and preferably citrus, or tomatoes, either canned or fresh; meat, fish, poultry, or sometimes, other protein rich food; one egg; two cereals, which frequently are the whole grain type; six to eight glasses of water, of which one or two are drunk soon after arising; and other foods as needed. Three regular adequate meals should be the rule, with no in-between-meal eating unless it be milk or orange juice.

Foods. The study of foods includes such phases as nutrition, menu planning, marketing, food preparation, serving, table manners, food preservation and storage, gardening, and feeding the sick. The first assignments may deal with the foods commonly used by the people of the locality, their nutritive value, and the method of preparation. Or they may begin with the study of lunches which the mothers prepare for their families or the food selected in the school cafeterias. Many teachers may create interest in the study of foods by having the homemakers keep a record of what the family eats during the week. These diet records may be used as a guide in deciding what foods to prepare or what to use to illustrate adequacy or deficiency of diets.

Food preparation work is usually planned around an entire meal rather than a single dish. In the same way, in studying nutrition and meal planning, the meals are planned for an entire week rather than just for any one single meal.

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How to follow a recipe, how to take care of cooking equipment, and how to schedule each activity required for the preparation of a meal are basic to the study of food preparation.

In studying marketing, one learns at school, at stores, and at home, not only how to make up complete market lists and judge the quality in foods, but also seasonal variations in foods, good buys considering cost and food value, factors which contribute to cost of food, and the characteristics of the various kinds of markets.

Study of food preservation is important. Instruction may cover different methods of preservation, how to determine the quantity needed by different families, causes and prevention of spoilage, and how to store preserved food.

All aspects of food study should not be covered at one time, but may be included with other areas of homemaking education. For example, the feeding of the sick might well be taken up as a class studies health and home nursing. Table manners may be considered during the study of family and social relationships.

Clothing. The clothing problem of the family may be solved by studying the needs, considering the resources, and making a plan known as the clothing budget. The selection of clothes will depend upon the suitability of the garments, the durability, color, design, and the cost. A person should learn how to plan a year-round wardrobe by taking into consideration a fair share of the family clothing budget.
One should know how to select ready-made clothes and accessories and how to judge quality, style, and colors. Caring for one's clothing by mending, cleaning, and storing should also be included in a good clothing lesson. For the inexperienced group, re-styling and the study of clothing construction should begin with a simple garment made from material that is easy to handle such as cotton. Aprons, slips, and neckwear are simple to make, and the cost is slight, taking just a short time for completion. After several attempts, persons interested will be permitted to select the garments they wish to make. Lessons in the use of standard patterns, cutting, seams, buttonholes, and the fitting of a garment may be demonstrated to the class.

**Consumer buying.** Consumer buying may be included in part with other phases of homemaking education, such as the purchase of food, clothing, and household furnishings. When consumer buying is taught as a separate unit it should include how to buy goods and services, a study of the goods and services one needs to purchase, and their costs and qualities. Labeling, grading, and the laws which affect the quality of foods, drugs, and other products on the market should be known by every homemaker so that she may buy wisely, safeguard her family from inferior as well as harmful products, and use her money economically. Costly buying habits help to raise prices.3

Child Development. Child study helps in gaining an understanding of how children grow and develop, and one acquires some skill in giving young children the kind of care and guidance that promotes wholesome growth. Simple principles of child development should be emphasized. To learn how to feed, bathe, and dress babies is an accomplishment of great importance. Opportunities for the actual experience with children should be provided for a class of young homemakers. They may be supplied through various mediums, such as the nursery school, day nursery, kindergarten or the playground.
CHAPTER IV

METHODS IN HOMEMAKING EDUCATION FOR ADULTS

Methods of teaching. Much of the success in helping homemakers think through their own situations depends upon the skill with which the teacher handles the informal methods that are recommended for teaching adults. Ways of improving or changing their conditions will no doubt have to be found. Although adults should do much of the planning for their own learning, the teacher must have clearly in mind a number of problems which might be of interest to the group. The lessons should be planned in detail so that information may be given readily so as to help in the selection of a project. The plans should be both tentative and flexible so that the teacher may adapt them to the situation at hand. For example, from four to six lessons may be selected from the following questions:

1. Are you training your child to like all foods?
2. Do you know the effects of wrong food, deficiency diseases?
3. What are ways in which to stimulate poor appetites?
4. Are you aware of new ways to serve common foods?

In presenting material of this kind, many methods may be used as demonstration, discussion, panel, or laboratory. If the demonstration seems to be the one to convey the idea in a more realistic manner, the actual preparation, cooking,
and serving of appetizing food may be done during the class period.

**Demonstration.** A demonstration is frequently used to provide information to create interest, or to develop standards of work by showing how a process is done. Since most of us are visual-minded, we grow interested in the things we see, and so teacher may develop interest by showing and explaining at the same time, how a certain procedure may bring about the desired results. Slides, film strips, moving pictures, charts, and exhibits may also be used at times to supply necessary information. If the subject is new or if the process is rather involved, a group discussion may be necessary to make the subject clear.

**Discussion.** The discussion method is usually successful once the teacher has developed the art of productive questioning, i.e., asking questions which will encourage the members of the group to continue the discussion. Frequently we hear that this method takes up too much time, that it does not progress, or that people wander from the subject. The fault does not lie in the method itself, but in the manner of its use. In order to use the method to bring about satisfactory conclusions, the instructor should take more time to frame her questions and practice asking the kind of questions she believes will improve her discussion technique. Any question will not do because some questions ask for information; some can be "Yes" and "No"; still others stimulate thinking and bring out the
feelings, experiences, and information that people have about a subject. As an example, the question is given, "Should a child have an allowance?" A "Yes" or "No", answer is hastily given. This tends to divide the group on the basis of their opinions because of their individual experiences and knowledge, making further discussion more difficult or even impossible.

Panel. The "panel discussion"—a small group which discusses a subject before a larger group—offers an opportunity for several class members to join forces in presenting interesting and vital material to their own group. They gain in subject matter and improve their own techniques in self-expression, as well as increasing the information of the group. To call it a "panel" distinguishes it from the ordinary discussion while sitting around the table. It provides a learning situation for the panel members and encourages the group to participate. Panel discussions are most likely to be effective when there is an unsolved problem or a controversial issue at stake because that can be discussed from several approaches. The audience will be more apt to take part should a question arise such as, Should junior high school children use the family car at will? Panel members may be chosen to represent different points of view about such a problem but they must be people who are able and willing to express their views, yet be tolerant of others viewpoints.
A panel discussion may be considered successful if the discussion has gone smoothly, if each member has made his contribution, if considerable give and take between the members has taken place and if the chairman has drawn out each member so that the thinking of the audience has been challenged. Audience participation is further evidence of success. If the discussion is spontaneous, tolerant, eager to come to the point, the group has without doubt been stimulated.

Laboratory. Learning is the primary goal and production is secondary in the laboratory class. A laboratory period has three parts, a planning and direction period, a work period, and a summary and evaluation period. During the first period, plans for work are developed, needed information is given and directions for work are made clear. All this is done with the group as a whole. The group then proceeds to the work period, working individually or in small groups. When the period ends, the entire group may again be brought together to evaluate and summarize what has been done. Such a laboratory may be experimental or it may aim to develop skill. A "doing" period in adult education should develop capabilities in members of the class. It should result in increased ability of the class members to do the job more effectively, more skillfully, and more nearly independently than they could before entering the class. In some homemaking classes for adults, however, the outcome desired seems to be the finished product or perhaps even a social experience.
A woman may be more interested in getting a new dress from an old coat than in learning to do tailoring independently. She may even be more interested in working with other women and having a pleasant social experience than in learning to sew. There can be no doubt that the social element in an adult class is important, but it should not dominate the class and the teacher to the exclusion of educational purposes.

Increased interest may also be expected from a good laboratory class. However, if work is slow, if a successful product is not made, or if a woman loses confidence in the instructor, interest will be lost rather than increased. In practice, the true laboratory organization may be greatly modified and the work period may approximate a workshop. Adults tend to want to work on an individual basis and expect the instructor to work with each one individually. Each person makes her own plans, and does her own work with as much help from the instructor as she can obtain. In considering a group of twelve women in a class of home furnishings, one woman may want to refinish an old walnut table; another may have a painted table she wants to renew; still another, has several chairs which need tightening and bracing. Each woman is interested primarily in her own product or project and only secondarily in the accomplishments of the others. The first concern may be the want of a new article; her desire to learn in order to carry out future projects at home may be secondary. In clothing construction classes
for adults, there is usually the same diversity of projects, with a strong inclination to get a new garment made. In such classes, the teacher may find herself doing individual teaching almost to the exclusion of group teaching. One may have two hours to divide among ten or more women, or a maximum of twelve minutes for each. There is so much demand for the instructor's help and she will go from person to person, project to project, helping and teaching each one individually. Naturally she will be busy, so the early comer is the one most likely to get and hold her attention first and perhaps the longest.

Lecture. Where the majority or all of the group lacks needed information, it is unwise to attempt to carry on a discussion. At such times some other method through which information can be given should be used. Some one in the group may ask a direct question for which a direct answer is expected, as when a mother says, "I've heard that I can give tomato juice to my baby in place of orange juice, but I've been afraid it won't be as good for him. Does it have the same food value?" The teacher will need to give a short interpretation of the facts, yet not become involved in a lengthy explanation, for it may not hold their attention, or if too detailed, will soon be forgotten.

The lecture is a useful means of presenting information that is new, unusual, or not available to the group. A teacher with a pleasing voice, who can speak clearly and
fluently, can give life and vividness to the material so that the interest is held. In this instance, the telling method may be used to good effect.

Active thinking needs to be stimulated, however, or the lecture may be a waste of time—or worse, because it may only bewilder and confuse the learner. The average homemaker thinks in terms of concrete experiences which she has had in her own home, and in her own family. For example, if she is listening to a talk on child behavior, she will be thinking of her own child and interpreting what she hears in terms of her experiences with that child or her sister's child. She will seldom be thinking in terms of generalities relating to all children. The good lecturer helps the mother to analyze for herself the cause of a certain weakness by citing real experiences and explaining the principle or principles involved in them. There should be stories, anecdotes, and jokes throughout the talks to help relieve the strain of close attention and help build rapport between the audience and the speaker. The teacher can tell if her hearers have that mutual feeling by watching the facial expressions, the posture and movements of the individuals. Listeners who look directly at the speaker, sit quietly, have an interested expression, are being held by the speaker. Visual aids in some form, as charts, slides, etc., may be used since people learn better by both hearing and seeing than by hearing alone.
Talks on such topics as the use of a freezing locker or on the value of a community playground, will be much more effective if well illustrated with slides or films, or still better, as the old slogan states it, "Use the real thing, if possible; if not, use pictures."

**Summary of methods.** Ordinarily, teachers in homemaking for adults use a variety of methods. In a class in family life, there is likely to be considerable discussion and some dramatization. Motion pictures and slides are also used as the core of a talk or lecture. If some in the group do have the information required for the solution of the problem at hand, the teacher may ask them to tell the group or demonstrate the procedure or results. It may also be possible to have them act as panel to discuss the problem before the group and thus impart the information to the rest.

A practice which will have value long after the class has closed is the use of reference material and library facilities. The teacher has a good opportunity to encourage this, thereby attempting to stimulate the group to thinking through their seemingly unsolvable problems. The teacher may select the methods which present the necessary subject matter and by this selection rests the success of the entire program.
CHAPTER V

ECONOMIC SECURITY

Standards of living. There are successful families in the various stations in life, but their standards of living may vary greatly. One family may require a much larger income to maintain its standard of living than another. Our American standard of living implies that there are sufficient funds for nourishing food, clean, comfortable living quarters, presentable clothing, and means for maintaining the health. Recreation and education are also included in order to make a well-rounded program for as we rise to a higher standard, we find ourselves asking for just a little more.

The acquisition of wealth enables one to retain the cultural patterns of the old world and at the same time by democratic attitudes in home affairs, women and children are at liberty to act, to get an opportunity for self-expression, and complete freedom from the toil of unreasonable customs. Liberty of action and freedom of choice in all decisions affecting the personal careers of the younger members of the family, have the effect of producing in the minds of younger people a sense of responsibility for their own successes and failures.

Economic security. Economic security means that there is an income sufficient to provide for a decent standard of
living making allowances for illness and old age. Future civilization depends upon economic security because our growth and development as a nation must keep up with the physical development if stability is to be had. The change from a rural civilization to an urban civilization is now taking place.

**Economic insecurity.** Economic insecurity is determined by three factors: forces of nature, society, and the individual. Floods, famines, old age, and adversity are the results of natural causes. If continued health and strength could be assured, the future could be faced with more confidence.

It is the consensus of opinion among experts based upon the data from the number of surveys of the problem, that not less than one-third of all our old people reach old age without competence. The number of persons 65 years and over in the United States has been recently estimated to total 7,200,000. Based upon these facts it is probably safe to say that there are approximately 2,400,000 persons, aged 65 and over who are dependent either on public charity or the support of relatives, friends, and private charity. The surveys upon which the above proportions are based were taken during the relatively prosperous years from 1920 to 1929.

A few of the causes of economic insecurity that are controlled by society are low wage level, credit, and unemployment. When workers are not paid a sufficient wage to keep up with the standards of living they cannot have economic security. No provision can be made for security for old age and illness. And, too, when workers receive extremely high wages, the value of the dollar decreases so that the worker is in a far worse predicament than he was before.

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In the United States a small percentage of the business is transacted by actual cash, the greater amount being carried on by credit. Credit means faith in the ability of the debtor to pay and is based upon his position and his income. If conditions change suddenly so that he receives no income and cannot find work, he then faces economic insecurity.

In the past and even to the present time we have done much of our buying on the installment plan, making a small down payment and promising to pay the greater part out of future earnings. This method is all right if there is no change in economic conditions.

Seasonal changes, the supplanting of men by machines, and depressions are a few of the reasons for unemployment. Farming, millinery, and ice cream making are only three of the many industries that of necessity are seasonal. Many persons working in the three industries mentioned, seek other work in other industries, also seasonal, thus alternating jobs whereby they can achieve fairly steady work by regularly transferring from one industry to another. Such an arrangement gives a greater variety of work, which some persons prefer to continuous employment in one industry.

Many of the workers may be injured, maimed, or killed in this machine civilization. Industries assume obligations by meeting medical needs, by fair compensation to maimed and to dependents in case of accidental death of the worker.
Industry sets aside sums for repair and maintenance of machinery, but it has failed to note that money should be set aside for illness and old age, also. Since the majority of people are not independent but are dependent upon wages from industry, a few states have experimented with social insurance.

"Let everyone prosper in exact proportion as his ability, industry, and wisdom contribute to the prosperity of others. The social group, whether large or small, that serves notice upon each citizen that his prosperity is to be limited only by the amount which he contributes to the prosperity of the whole will have found the surest means of inducing everyone of its citizens to go about literally doing good."2

The individual ought to be told that it is important to know how to work with people, that he must adapt himself to situations, and that he must develop a desirable personality. Energy is needed by the individual, therefore, he must have good health.

In the successful family, each individual assumes his share of the responsibility of economic security by controlling desires, living within his income, and contributing in some way to a savings fund. The social changes affect home life so vitally that many economic problems for the family arise. These changes are the cause of difficult adjustments but with persistency of purpose may be met satisfactorily.

The home has become a consuming unit rather than a producing one and the woman is the purchasing agent since she

is the homemaker and buys most of the goods consumed. It is very necessary that both husband and wife in the successful family have adequate knowledge concerning the things that their income must provide, namely—clothing, shelter, advancement and savings.

People live longer today than they did ten or twenty years ago. On the other hand, fewer children are born each decade. Such a combination of factors results in a larger proportion of older people in the total population than we had several generations ago. Experts believe that this proportion will continue to grow for at least twenty-five years.3

The modern family in a society of rapid social change, lives in a state of tension. The problems outnumber the solutions which results naturally in the strains and the stresses of life. Never has there been a greater need than today for a kind of family living that gives people poise to cope with the confusions in the world around them. It is certainly important to have one place where the individual re-creates himself—rebuilds his hope, his courage and his dreams. One must find faith in good intentions in order to get the assurance to arouse faith in others. If the home is the place where this re-creation and systematic living is to be found, then homemaking education for adults becomes of great concern to communities and to the nation. The homemaker must make adjustments which call for new ambitions, new understanding, and new skills.

3H. M. Jordan, and J. F. Brown, op. cit., p. 156.
In any program for adults, subject matter alone is not sufficient. The homemaker needs assistance in applying new facts and new ideas, in getting the knowledge of how to use the new information, in trying out new principles. So many of the procedures heretofore have been by trial-and-error.
CHAPTER VI

IMPROVING THE HOME

Making the home more livable. The quality of home life which individuals and families enjoy is closely related to the physical environment. For example, the house that fails to provide adequate privacy for all individuals may lead to relationship problems among the members of the family; the unscreened windows and doors of the house which is located on a poorly drained lot, may lead to illness in the home. The individual who does not have reason to feel some pride in the place where he lives and its surroundings, may develop serious personality difficulties. The danger is that individuals who are unhappy, physically unfit, or ill-adjusted to life because of their home conditions become a liability in one way or another upon the rest of society.

The effects of bad housing can be measured directly in general welfare. It lessens industrial efficiency, encourages inferior citizenship, lowers the standard of family life and deprives people of reasonable comfort. There are also direct relationships between poor housing and poor health, and between poor housing and crime.\(^1\)

There are areas in society that present significant social problems for which even specialists have no immediate solution; and, therefore, they should be brought to the attention of the people.

An average family was found to live in a rented, three-room, unpainted, unscreened and unlandscaped house. It suffers a total of thirty days of confining illness and consults the doctor once a year.... It has a yearly income of ten dollars and seventeen cents from the sale of vegetables, fruits, nuts, berries, poultry, eggs, meat, lard, hogs, butter and milk. It has for recreation and education one copy of a daily newspaper each week, a farm journal every four months, one copy of a magazine of some sort every year and a total of seven family-owned books in a lifetime. It has no hobbies of any sort.... It does not co-operate with its neighbors in any matters which individually it cannot have. What is still worse, it does not know of any advantage which could come to it by co-operation.2

The condition here is undoubtedly more acute than in many other locations. Farm families in the south are generally poorly housed and equipped, and it is estimated that "more than a third of the southern farm houses do not have screens to keep out mosquitoes and flies".3

The teacher has the responsibility of pointing out the unsanitary and unsightly housing on a large scale, such as is now the case in society, can only act as a boomerang upon the whole social order.

What then is a home? A home should be a place which satisfies those who live in it, whether an individual or a group.

Homemaking is housekeeping plus. The plus is the art, the individual variation, the creative work--whereas the housekeeping is the science, the necessary activities which must be carried out in order that one may have more time and energy for the rest. The homemaker may feel that much of her work is mechanical, "machine like", monotonous, or uninteresting. This attitude may be completely changed to one of joy, inspiration, and satisfaction by learning to be an efficient

3National Emergency Council, op. cit., p. 35.
manager, in planning, operating, and maintaining her household. As manager, she will determine how to use new ideas and new methods in order to harmonize the work to her own needs and for her own satisfaction. No homemaker will ever discover that her training will be useless.

One should not always be too sure that the homemaker exercises all the functions in the household. Father may often be very helpful in managing affairs where the children are concerned, or in matters of finance as he has had more and varied experience in planning in industry. He should at the same time, train an older boy or girl, or perhaps both, to take over the job when he is away.

Good grooming for homes. Most homemakers love their homes and to each one the home is a place where one can rest and relax and find relief from strain. It may not be beautiful or might not be economical, but the home is convenient. It is neat and orderly with a place for everything and everything in its place. Keeping all cleaning equipment in one place is a worth-while practice. A tidy cleaning closet is a good spot for brooms, carpet sweepers, mops, brushes, dustpan, and polishes since a small amount of space is required in order to keep such equipment intact and out of sight.

Daily grooming or cleaning is easy. If one is sweeping with a brush, a broom, or sweeper, the sweeping must be done first and the dust allowed to settle before dusting and mopping. Then the rooms should be aired, magazines straightened,
ash trays and wastebaskets emptied. If any clothes are lying about, those should be picked up and put in their proper place. Weekly cleaning routines should be thorough. Curtains, blankets, and slip covers may be checked in these intervals so that the general spring and fall house cleaning may be reduced. Seasonal cleaning means the cleaning of closets, bureau drawers, and the mending, cleaning, and storing of unseasonable clothing. Regular house cleaning periods take care of the rugs, walls, wallpaper, and the washing and waxing of woodwork. To wax a floor one should remove dust and dirt—apply a thin film of wax. After the wax has dried, buff using long parallel strokes. To give more lasting results, apply a second coat. A preventive of moths may be to wash or clean any wool, fur, felt, or feathers, before storing them. Spraying with a moth repellent is a good idea, then adding moth crystals or balls before wrapping or boxing, or placing garments in sealed containers. To protect rugs, upholstery, draperies, one should clean, brush, or vacuum carefully and frequently, checking all seams, pockets, and other possible moth egg nests. Walls should be dusted frequently from the top down, including molding, door frames, and baseboards. Cobwebs should be removed by an upward and outward motion.

Make sure that the equipment is always ready for use, by cleaning and drying everything before putting it away. Hang brooms and brushes so as to protect their bristles.
Brushes should be washed every few weeks in warm, soapy water to which a few drops of ammonia have been added. Rinse and dry them in the sun.

Actually housekeeping is a complex business, made up of hundreds of operations and tasks, yet, all must be fitted into each day's twenty-four hours, and each week's seven days with time left over for fun, leisure, and sleep. The housekeeper is the boss so it is up to her to do her planning by setting up a schedule which will reduce household tasks to a minimum. A well planned program may be followed to make her day easier. The following program may be adopted for easier housekeeping.  

1. "Constantly experiment with all household tasks to find new and improved methods. Thus you will avoid boredom and monotony.
2. Use both hands at the same time while you dust, wash woodwork, other similar tasks. Working with both hands is less fatiguing.
3. Combine tasks whenever possible such as making several pies instead of one. It takes a little more time, saves much time later. Freeze all except for immediate use.
4. Eliminate all unnecessary motions or tasks whenever possible. Dishes washed, placed in a drainer, scalded, covered with a clean dish towel and allowed to air dry are sanitary: eliminates hand drying.
5. Let the appliances do the work and you will eliminate much physical effort. Besides, using the vacuum cleaner attachments for floors, walls, draperies, upholstery, venetian blinds, radiators, will take more dirt out of the house.
6. Duplicate tools when necessary for efficiency, keeping a cleaning basket and a mending basket both upstairs and downstairs.
7. Store utensils and supplies at place of first use to save steps, avoid unnecessary walking. Flour, sugar, condiments, mixing bowls, sifter, measuring cups and

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baking pans belong next to the refrigerator where eggs, milk, and fat are stored.

8. Plan a place for everything and keep everything in place. Plan dish and utensil cupboard shelves to hold unlike items without stacking.

9. Follow a working plan in logical sequence and use rhythm in the job. Avoid hopping from one activity to another before the completion of the first task undertaken.

10. Avoid duplication of tasks by planning ahead. Planning menus for a week enables you to shop once weekly instead of shopping daily.

11. Arrange for adequate lighting at all work centers as a safety measure, to protect the eyes and to make for ease in doing tasks.

12. Make work counter heights comfortable for you and arrange the height of the stool or chair so that alternate sitting and standing are easy.

13. Sit at work whenever possible with feet resting firmly, using a posture-back chair for ironing, peeling vegetables, clearing silverware and many other tasks.

14. Use the large muscles as much as possible since the smaller muscles tire more easily. Learn the correct way to lift and carry, stoop and bend as well as reach.

15. Keep most often used articles within easy reach to eliminate straining or stretching as well as fetching the stepstool.

16. Use only those gadgets which are easy to operate, favoring those which can be used for more than one job and have lasting use.

17. Eliminate work by shopping wisely, selecting clothing for the children that requires little or practically no ironing.

18. Choose fabrics that are easily maintained and can adjust to the antics of children. Upholstery fabrics as well as floor coverings and other surfaces that clean easily will look better and last longer.

19. Let simplicity be the key note of good taste by clearing away the bric-a-brac or other non-essentials which require frequent dusting or cleaning, or which have to be moved when cleaned.

20. Develop a flexible housekeeping schedule that will permit you to cope with emergencies and that will provide extra hours for you to spend with your family.

Home safety. Presumably the safest place on earth for each of us is in the home but actually it isn't. During each year, the number of mishaps from one cause or another
are unusually high, many resulting in the death of one member of the family—frequently the housewife. These fatalities could be reduced considerably if family members learned ways and means of prevention. Every one, from the man of the house to the youngest child has a right to expect a truly safe home.

The kitchen is the most dangerous room in the house with its many possibilities for fire. Electric stoves in contrast to the gas stove or the oil stove of yesterday, have made for greater safety in that there is no actual flame and no matches are needed to light the burners. Not all families have electric stoves. That means that matches are still needed. These should be safety matches and they should be kept far above the reach of children. Accidents often happen in lighting an oven. To prevent accidents in this regard, the person should always open the oven door before striking the match.

Pot holders should be kept handy in order to pick up a hot dish as one should never try to handle hot dishes with the bare hands. Hot fat is tricky and may sputter or bubble causing one to be burned painfully. One should keep handles away from the stove edge since pans are apt to be overturned when an apron pocket or bib catches hold of them. Waxy or oily rags should be put in metal containers and not be left in the lower compartment of the sink. Cupboard doors and drawers should be kept closed as coming up suddenly against
the sharp edge of a door can cause more than a mere bruise. Often-times the ironing is done in the kitchen. Three precautions in this regard are to check all cords, plugs, and sockets to see that all are intact. An iron should be disconnected when one goes to answer the door or the phone.

Some home safety slogans that should be noted are:
think twice before you smoke in bed; touch nothing electrical when hands and feet are wet. place all harmful drugs high in the medicine cabinet; sew jar rings at the corners of scatter rugs to prevent their slipping; if the phone rings during the baby's bath, remove the baby from the tub; (innumerable children have been drowned or scalded because such precautions were not heeded); don't stand on tables or chairs to hang pictures, curtains, or to reach the high spots as one is likely to fall. Falls take a high toll every year.
Housewives, often in a hurry to accomplish their daily tasks, fall down the stairs or fall from a stepstool or ladder. Perhaps the best slogan for the prevention of mishaps in the home should be: "Watch your step and take your time."
CHAPTER VII

HOME AND FAMILY RELATIONSHIPS

"What do we live for, if not to make life less difficult for others?"

Charles W. Eliot

Relationships in a successful family. Everyone belongs to a family and almost all have homes of one form or another. The topic is such a familiar one which automatically raises the question, Why give it so much consideration? The family, being the first social unit, still ranks as one of the great institutions in the history of the human race.

Not every home has all of the things that may contribute to comfortable living as in some homes even the necessities are lacking. Material possessions, however, do not make for complete happiness though they add to the comfort and the enjoyment of the members of a family. There are attitudes such as co-operation, tolerance, unselfishness, and mutual affection, which are more important than mere things. The sense of family unity, mutual confidence, and love between the parents are most important in the wholesome development of the children. The conveying of the sense of security and social responsibility to the child usually accompanies satisfactory relations between the parents. A great amount of knowledge, a number of skills, and thoughtfulness are

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necessary in the modern home. Even the savage had to know how to secure and prepare food to feed his family; he had to learn how to make his clothing from the skins of animals; to erect a tent to provide care and shelter for his wife and children. There are countless duties such as directing the servants, budgeting the income, and directing the activities of the family, that require the ability of a good manager. Both the father and the mother should co-operate to make the home most satisfying.

How much more complex is the life of our modern civilization which brings an endless number of questions to be answered, questions that are constantly arising in the home. One general assumption, often over-looked, is that every family consists of at least two persons and that one of them is a man. He too, must know the family problems and with the help of his family try to find solutions. He has as many problems as any one else in the building of a successful family life. His children need plenty of care and affection, but they often suffer from the wrong amounts of each. A child can be over-pampered, while selfish, thoughtless parents may starve the child who needs affection. On the other hand, an only child may be handicapped because he receives too much attention and service from his parents. In the successful family, the parents help to provide normal outlets for the emotions of their children by directing their impulses so

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2 Folsom, op. cit., p. 59.
that they may be self-controlled and self-reliant. They are taught how to face difficulties and permitted to make trivial mistakes so that they may form habits of success. Parents usually find deep satisfaction in life with their children through recreation, vocations, and religion.

The satisfying home must meet the needs of the family and the individuals and help them to attain both the family goals and the individual goals. There are forces that are disorganizing the family, but there are also forces that may be used to unify the family. The husband and wife have definite responsibilities which involve both management and skill; fortunately, they have resources with which they can meet these responsibilities. These resources may be classed as human and material. The satisfying home has a definite influence on the individuals in the home due to the atmosphere of the home. An atmosphere of affection and co-operation makes the relationships happy and satisfying.

The trouble with homemaking. Why should there be any problem about the homemaking job? If it is really a full-time job, why not do it and take one's pay in the customary form of "support" from the husband's income, if that is adequate, without yearning for some other "career"?

First, because the job itself as now organized is needlessly frustrating, needlessly cramping to the development of the average person who holds it.

Second, because it is unfair and undemocratic that this job should be imposed peculiarly upon women except by their own free and enlightened choice.

Third, because love and marriage would be more stable and more satisfying to both sexes if homemaking were reorganized and made truly optional to women.

Folsom, op. cit., p. 585.
Fourth, because by such a change children would profit through happier and more creative relations with their parents and thereby develop personalities suitable to maintain democratic society.

Fifth, because such a change will be eventually necessary to maintain an adequate birth rate in a democracy!

These are bold assertions. If the first can be shown to be well founded, the rest may appear as more or less natural consequences.

We have seen that many if not most of the situations which produce marital conflict are in the last analysis due to overwork, within the home itself, and in outside occupations which send the husband or the gainful worker home in a state of fatigue and irritability, ready to express his hostilities within the home atmosphere. The husband expects the wife to comfort him and to be relaxed and gay. But he is often unaware that her work, frustrations, and tensions may be as great as his, and may be more continuous. Overwork is not merely "hours put in," but essentially it is working under strain, which means undue muscular tension plus undue frequency of unpleasant emotions.

Adjustments. Adjustments must be made many times because conflicts arise between parents and children since they are individuals and may differ in temperament and in desires. Wishes, demands, and attitudes change constantly, so there is of necessity a constant adjustment to meet the need. At times there needs to be a re-adjustment, because two persons may be unaquainted with one another's habits. The husband may have been reared on the farm and his wife in the city. They have different ways of life and each must adjust to the other. The birth of the first child brings a new series of adjustments; but, after the family begins to grow, parents have a sense of confidence. New problems arise when the first child starts to school.
Then the child also, has a problem of learning new associations, school discipline, and the guidance by the teacher. Later as the children mature, institutions of higher learning where they may continue their education are sought. And so, family life may be a perpetual source of strain to those who do not understand how to cope with their responsibilities. So much of the adult's mental health depends upon the kind of relationships that existed in his childhood home. Whether the relationship within the family was one of security, kindness, and consideration or dominance, frustration, and bitterness, the life of the individual is determined by the previous behavior.

Differences in family customs and backgrounds, if not discussed, should at least be well known to each of the couple. Where the man and woman have been reared in entirely different environments, each may refuse to accept the other's. They may compete as to the relative merits of each environment, or they may use environmental differences to taunt and disturb each other.

Case G came from a western town in which the social customs of the eastern seaboard appeared inconsequential and silly, or even downright evil. Table service, greeting friends, all entertainment of friends in his home and their entertainment of him in theirs were irritating. He felt inhibited and deeply annoyed. The girl to whom he was engaged, on the other hand, reacted against what she called crudeness of his early environment. Neither discussed these matters since both felt that they could be "ironed out" after marriage. They believed in the common fallacy that marriage produced marked changes in the individuals that contracted it. We are all aware that the irritating qualities of individuals which seem difficult to bear before marriage become even more so after, but G did not realize this. Even during the honeymoon the couple were in constant conflict and at the end of a year they agreed to return each to the environment which they preferred, since neither could accept the environment of the other.  

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\[\text{\textsuperscript{4}}\text{Arfitt, op. cit., p. 8.}\]
Changes in family structure. The changes that are characteristic of other social organizations affect the family structure in many ways. Wars tend to speed up changes. The husbands and fathers are taken from the homes, the wives and mothers leave the home to work in the factories; and the children are left to shift for themselves, making delinquents of otherwise good boys and girls. In short, wars cause the youth to become independent and hard to handle.

In this enlightened day and age man should try to settle national differences in other ways than by wars. The wives and mothers of the nation who now enjoy the freedom, remuneration, and decreased responsibilities of a man's world should be in homes, rearing their families so as to preserve the high standards set up by democracy.

Will the family disintegrate or will new patterns evolve which may bring ever deeper personal satisfaction and truer realization of the democratic ideal in family life? Some of the best thinkers in the field, notably Ernest A. Burgess of the University of Chicago and Joseph K. Folsom of Vassar College maintain that the new patterns evolving really have greater potentialities for promoting basic family values than the older patterns which placed primary emphasis upon the family as an institution for meeting material needs, with one or both parents submerged as individuals.

Families have come to be a unit in a larger whole. The home has survived through the ages; it will not vanish, but its nature will change in order to adapt itself to social and economic conditions. Home is the ideal place in which to live well, because of the naturalness of life in it.

Common mistakes of family relationships. An unfortunate condition is one in which a person becomes over-dependent upon another. A little child loves to cling to its mother, and it is usual for a mother to enjoy this feeling by giving her protection to the child but she may treat him as a child long after he has reached the age where he should show self-responsibility. Such a person may continue in child life; and, when he no longer has a mother, may lean upon a sister or some other person as a substitute. He never grows up. Good family management provides for intellectual weaning as young people come to adulthood. Wise parents anticipate this for their own protection as well as for the desired result that their child should become a mature, self-reliant adult.

Another evil that may come out of family relationships is jealousy. The child who is blamed constantly and compared unfavorably with his brothers and sisters is easily made jealous. This feeling eventually becomes part of the personality and it is carried into life. The person is always jealous of the success and praise of other people. He feels irritable when he is defeated in sports, games, or work. People are not born jealous; they are made so by their early treatment. The family is usually responsible.

Self-sacrifice is a mistake which may creep in unsuspectingly. It is looked upon sometimes as a great virtue, especially in mothers. While sacrifice is required in the
family as in other associations between persons, it should be shared by all and not fall entirely upon any one member because it tends to weaken that person's character. The first appearance displays the happiness in self-denial and the other members eventually become selfish until the sacrifice is expected and taken advantage of at every opportunity.

Children need for their finest development the companionship of both a mother and a father. Broken homes are bound to bring harmful results on the children. Since children are very sensitive to the attitudes of their elders, they may be conscious of a feeling of enmity, suspicion, and dislike between their parents. Effects of discord, bitterness, and conflict in the home during childhood, often has a harmful effect upon their own marriages.
SUMMARY

The purpose of this study was to stimulate interest in adult education in order to continue in democratic ways of living, to learn the importance of knowing homes and community and to develop the skills necessary to good housekeeping. The intimate relationships of the family group, the necessity for shared responsibilities, and the understanding of human behavior, require study in order to build strong homes.

Fortunately, the women of today may continue their education in home living after their school days are over. While the woman is responsible for her own home, she may study ways to meet the problems of the home in one or more of the various forms of adult education. The opportunity is never closed by age, race, or social status but it is limited only by her own interest and desire to know.

The increased and increasing body of knowledge available which can be applied to the problems of family living, if known and intelligently used, makes possible an improvement of home living. Since some adults lack this knowledge, this plan for furthering adult education was proposed.
BIBLIOGRAPHY


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EUREKA ADULT SCHOOL
OF
HOMEMAKING

A Community Project

ANNOUNCEMENT OF COURSES

1953-1954 SESSION

"Living in the Present"

IMPORTANT
Registration Date: October 5, 1953
7:30 P. M.
at
COMMUNITY HALL
EUREKA ADULT SCHOOL

Attendance Card for Members of Study Groups
or for More Informal Programs

Homemaking Education for Adults

Miss
Name Mrs. ------ Address --------- Phone ------
Mr.

Date of Entrance -------- Name of Instructor --------

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