

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1929, No. 25

TRENDS IN HOME-ECONOMICS  
EDUCATION, 1926-1928

By

EMELINE S. WHITCOMB

SPECIALIST IN HOME-ECONOMICS EDUCATION  
BUREAU OF EDUCATION

[Advance Sheets from the Biennial Survey of Education  
in the United States, 1926-1928]



UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON : 1929

Printed by the Superintendent of Documents, Washington, D. C. Price 5 cents

# TRENDS IN HOME-ECONOMICS EDUCATION

By EMELINE S. WHITCOMB

*Specialist in Home-Economics Education, Bureau of Education*

---

CONTENTS.—Introduction—Organization of supervisors and teachers of home economics—Curriculum reconstruction—Health education—Child development and parental education—Social and family relationships—Home economics in business—Home economics for boys and men—Home economics for adults—Home-economic studies and researches

---

## INTRODUCTION.

Home-economics education during the biennium has made notable progress. Among the achievements are the formation of the Organization of Supervisors and Teachers of Home Economics, further curriculum revision, better integration of home-economics instruction with health education, larger opportunities for child development and parental education, organized courses for social and family relationships, increased interest in business opportunities for women trained in home economics, courses for boys and men, greater Federal appropriations, and more research or fact-finding studies in the various fields of home economics.

The formation of the Organization of Supervisors and Teachers of Home Economics at Asheville, N. C., June 24, 1927, was the result of the home-economics conferences held in that city June 20, 1927, and similar ones at various times and places called by the United States Commissioner of Education.

Curriculum reconstruction has occupied the time and attention of supervisors and teachers of home economics all over the United States, and with few exceptions the work of revision has been in addition to their daily school responsibilities. Many of them spent their summer vacations in study—selecting for this purpose those institutions of higher education offering courses in the techniques and methods of curriculum research and educational philosophies underlying curriculum revision.

In a number of cases members of the curriculum-revision committee of a city school home-economics department attended the same institution, registered for the same courses, received the same guidance as to how to interpret the findings of their investigations, and how to apply them to the revision of their own curriculum.

Health is one of the major objectives of home economics. The American Child Health Association found in its study of 53 schools that home-economics instruction in 30 is considered basic to health education, because of the sane attitude of home economics toward food and clothing, cleanliness, care of the home, self-control, self-respect, and individual, community, and national health habits.

The South Bend, Ind., 1928, household-arts course of study includes the statement that one of its general objectives is "to create ideals and attitudes toward health and establish such habits that girls will have an appreciation of health as a personal and family asset and will carry it over into the community as a factor of better citizenship."

Child development and parental education, according to the field worker in that subject of the American Home-Economics Association, is offered in 148 colleges as residence and in 25 as extension courses. Twenty-seven colleges cooperate with nursery schools; 17 have nursery schools administered by departments of home economics; 10 offer research in child development conducted by staff members of the home-economics departments, and 8 have research workers directing the studies in the field of child development and parental education.

During the biennium, the National Research Council and the National Council of Parental Education have awarded fellowships to 48 trained home-economics workers for further study in child development and parental education.

Instruction in "social and family relationships," under that title and others, such as "home problems," "home management," "worthy home membership," and citizen home making, is offered very generally in the departments of home economics throughout the United States.

The objectives of such courses are to develop in the students appreciation of the real functions of the home and its contributions to the happiness and welfare of society, and to the preparation of students for effective participation in the physical, social, and spiritual activities of home life.

Home economics in business is a comparatively new field in education. Business firms, including banking and publishing houses, are appreciating that this type of education trains children and adults in the wise use of economic goods. Therefore such firms are employing trained home-economics workers for the purpose of ascertaining the consumers' demands and directing purchasers so that better values received may be possible for moneys expended.

Home economics is now offered to boys in many sections of the United States. In some cases boys are permitted to take this work

with the girls. This is true in the new Everett High School of San Francisco, Calif., and in the Thomas Jefferson High School, of New York, N. Y.

The Oklahoma Agricultural and Mechanical College, at Stillwater, offers an elective home-economics course which is popular with the men students of the college; and a number of other institutions of higher education offer home-economics courses to men.

Home economics for adults was officially recognized and financially aided by the Federal Government through laws known as Smith-Lever Act (1914), Smith-Hughes Act (1917), and Capper-Ketcham Act (1928). The Smith-Lever and Capper-Ketcham Acts made possible Federal funds for extension work in home economics, and certain Smith-Hughes funds are primarily designed for vocational home economics for girls 14 years of age and above and for adults in all-day, part-time, and evening schools.

#### ORGANIZATION OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS

Since 1915 conferences have been called at various times by the United States Commissioner of Education for the consideration of problems of home economics in public schools. Such a conference was called upon the suggestion of the president of the American Home-Economics Association by the Commissioner of Education and was held at Asheville, N. C., June 20, 1927, in conjunction with the twentieth annual meeting of the American Home-Economics Association.

At the close of the conference the supervisors decided that they should organize into a homogeneous group for mutual professional helpfulness and for the advancement of home-economics education in the elementary and secondary schools, and that they should relate themselves more closely with the educational conventions conducted by the men and women dominant in the administration of elementary and secondary education. Accordingly, the "Organization of Supervisors and Teachers of Home Economics" was formed. The organization held its first national conference February 24 and 25, 1928, at Boston, Mass., in conjunction with the Department of Superintendence of the National Education Association.

The proceedings of this conference were published by the United States Bureau of Education as Home-Economics Letter No. 3, 1928, under the title "Home Economics in the Junior High School."

The members of the organization voted to affiliate with the National Education Association as the Department of Supervisors and Teachers of Home Economics.

The major purpose of this organization is to obtain "more real home economics for more pupils in our schools." It is stated that this can be accomplished more easily and quickly if: (1) Supervisors all over the United States are organized to promote general understanding of the contributions of home economics to worthy home membership; (2) there is close cooperation between classroom and special teachers, principals, and supervisors; and (3) cooperative studies are made for the improvement of home-economics instruction.

In accordance with this view the 350 or more supervisors and teachers of home economics attending the conference in Boston in 1928 voted to have their organizations undertake in the various sections of the United States cooperative studies of home economics in the junior high schools. The studies were concerned with time allotment, in what grades home economics is required or elective, and subject matter taught. For the purpose of conducting these studies the United States was divided into nine divisions, as used by the Bureau of the Census of the United States Department of Commerce.

The home-economics supervisor of Baltimore, Md., was elected chairman of these divisions and nine other home-economics supervisors were chosen as regional vice chairmen.

The regional vice chairmen were the city supervisors of home economics of Brookline, Mass.; New York, N. Y.; Detroit, Mich.; St. Louis, Mo.; Atlanta, Ga.; Birmingham, Ala.; Tulsa, Okla.; Denver, Colo.; and Long Beach, Calif.

Questionnaires for the studies were prepared by the specialist in home economics of the Bureau of Education and sent to the respective vice chairman, who in turn made copies of the questionnaires and sent them to the home-economics supervisors of the cities in their several divisions. By this method a representative picture was procured of the present practices concerning the problems cited above. The Bureau of Education compiled the material obtained by the questionnaires from the regions unable for any reason to make the compilations. Reports of these studies appear in Bureau of Education Home-Economics Letter No. 5, 1928.

### CURRICULUM RECONSTRUCTION

Curriculum reorganization in home economics in our public schools is constantly proceeding. It is stimulated by the desire of supervisors and classroom teachers of home economics to keep abreast with the times, a little ahead of the industrial, social, and economic changes in our civilization, and to incorporate into their classroom practices the reforms needed for better living.

According to Prof. Franklin Bobbitt, no one can speak with entire certainty as to what the curriculum should be, but there appears to

be developing a common understanding among curriculum builders that the curriculum should aim definitely at the improvement of human living and behavior for all persons.

This, however, should not be taken to mean uniformity of behavior, for it is recognized that individual differences of inherent abilities would make such an aim forever impossible even if it were desirable. But wholesome living commensurate with native ability to enjoy should be equal for all.

The aim of education then appears to be high-grade living. To this the departments of home economics and home mechanics are making a worthy contribution by offering training to girls and boys in the daily pursuits of living. Such training aims to lift to a higher level many of the activities of human living.

In the reorganization of the home-economics curriculum it is expected:

First. (a) To determine, by means of studies and investigations, the pupils' interests in home and community; their needs, physical, social, and economic; and their capacities. (b) To develop, in accordance with the findings of these investigations, curriculum content conforming with the interests, needs, and capacities of the pupils and as far as possible to raise these to a higher level. (c) To formulate tests which will aid in determining whether the subject matter taught functions in the daily lives of the pupils and has important educational value for them.

Second. (a) To develop in the pupils appreciation for home and family life. (b) To organize the pupils' home-economics work in such a way that it may serve, if needed, as basic training for gainful occupations whether in the professional or commercial world.

Cities that revised their courses of study during the biennium are South Bend, Ind.; Kansas City, Mo.; Baltimore, Md.; Washington, D. C.; Chicago, Ill.; Long Beach and San Francisco, Calif.; Milwaukee, Wis.; Grand Rapids, Ann Arbor, Kalamazoo, and Flint, Mich., and many others.

The States that revised their home-economics courses in 1926-1928 were Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, Oklahoma, Texas, Utah, and Wisconsin.

West Virginia during the biennium conducted a state-wide educational survey. It approached the field of home-economics education with the view of determining how well home economics in the junior and senior high schools contributes to the "controlling aims selected to guide the education of West Virginia boys and girls."

These aims are: "(1) To do one's part as a worthy member of a home in securing and maintaining the best family standards; (2)

to secure and maintain a condition of good health and physical fitness; and (3) to engage in vocational activities."

The survey commission recommends that home-economics teachers of West Virginia "give considerably more attention to this aspect of the curriculum to the end that its educational values may be realized."

The State Home-Economics Association of California issued its first bulletin on three courses entitled respectively "High-school courses in science of the household, nutrition, and citizen home making," with the purpose of promoting interest in and giving "information about these three high-school courses which may be given by home-economics teachers and accepted, as satisfying certain high-school graduation requirements."

For example, the course in science of the household is similar in scope and purpose to the general science course usually required for high-school graduation, and may be used as an alternative in satisfying this requirement of one unit of laboratory science for high-school graduation. The nutrition course is designed as an advanced course to follow the one in science of the household but may also be offered as an alternative for the laboratory science unit. The citizen home-making course may be used as an alternative for one unit of credit toward a social science major.

The State Home-Economics Association of Massachusetts gave valuable assistance to the State home-economics survey committee appointed by the State commissioner of education. The findings of the survey committee were used as a basis for building the home-economics program for the junior high schools, or grades 7, 8, 9, in Massachusetts. The committee agreed that:

I. Home economics furnishes subject matter "well adapted to training the minds of boys and girls through purposeful activity" in developing their ability to reason, plan, discriminate, and understand.

II. The home-economics objectives of the junior high school are to build upon the girls' and boys' experiences as participators in home life gained in the elementary school; and to "assist girls and boys to buy, prepare, serve, and care for food in accordance with their families' needs and income; enable girls to make simple garments and instruct girls and boys in the selection and care of their clothing; interest them in the right use of money, the care, management, income, and expenditures of their homes, and develop appreciation for the good selection and arrangement of household furnishings and equipment; stimulate sympathetic, helpful, and cooperative attitudes toward all the members of the household, particularly the younger ones; and offer training in the best welfare of the young child."

The main objective of the 1928 spring meeting of the State Home-Economics Association of Indiana was to set up a work plan for the revision of the State high-school home-economics course of study. This revision forms the present program of effort of the association, and three important studies were outlined for it. They are entitled:

I. High-school girls: (a) Their home differences, (b) attitudes toward home life and parents, (c) social conditions.

II. Working conditions of the school: (a) Housing, (b) equipment, (c) staffing, (d) financing, (e) program, and (f) instructional supplies.

III. Life needs of the girls concerned with the (a) activities of girls, (b) job of home makers, (c) cultural needs, (d) changing homes, (e) vocations, (f) scholastic aptitude-indexes or capacities, and (g) the psychology of learning.

Supervisors and teachers of home economics during the biennium have come to see more clearly that home economics in the comprehensive high school should serve the needs of various classes of girls in accordance with their interests, needs, and capacities, and that among such classes are girls who—

(1) Plan to complete their education in a higher educational institution, but desire home-economics knowledge which will aid them to meet better their daily living needs.

(2) Anticipate high-school graduation and higher educational preparation leading to a professional career for which high-school home economics is basic, such as home-economics teaching, nursing, institutional work, and various positions in the commercial world.

(3) Expect upon high-school graduation to become: Home-making assistants to their mothers, mistresses of their own homes, stenographers or salesgirls, and wage earners in various other gainful occupations.

(4) Leave school before graduation to earn a livelihood by caring for young children, assisting in lunch rooms, cafeterias, tea rooms, and other eating places, helping in clothing-alteration shops, making children's clothing and articles for novelty shops, or in similar ways.

In conclusion, many curriculum builders in home-economics appreciate that—

(1) It is not sufficient to know the pupils' needs as judged by the individual teachers or as revealed by home-economics research committees, but in addition that both teachers and committees should promptly indicate how well the subject matter recommended by them operates at the different ability levels of the pupils.

(2) Orientations in modern educational approaches to curriculum construction are necessary.



(3) An organization composed of the interested school people to carry on the studies and investigations is needed.

(4) A clerical staff to assist in the compilation of the studies is necessary, and, finally,

(5) It requires the entire teaching staff to test with an open mind the finished product.

#### HEALTH EDUCATION

Adequate nutrition and hygienic living are foremost in health education and occupy a prominent place in any home-economics program. An example of this is the Newton, Mass., school health study, inaugurated in the spring of 1919, and recently reported in Monograph No. 5 of the school-health bureau, welfare division, of the Metropolitan Life Insurance Co. The report states:

Especially significant is the health emphasis in the study of foods and nutrition. The general objective of the work is to teach the needs and uses of the different kinds of food in the body and to develop standards and judgment with regard to the selection of food in its relation to health, through the preparation and serving of meals planned on the health basis. An effort has been made to use these classes as opportunities for the teaching of health ideals and establishing health practices. Hence several years ago the name "cooking classes" was changed to that of "foods and nutrition" and the course was enlarged to include an elementary analysis of foods in their relation to health and nutrition as well as the preparation and serving of foods.

A course in "foods and nutrition" is required of all seventh-grade girls in the schools of Newton, Mass., who twice each week devote to this work two consecutive periods of 50 minutes each, or 100 minutes per class period. Special attention is given to all the class members who are physically below par, with the view of enlisting their interests in adequate dietaries suitable for them. In this city seven years ago milk lunches were inaugurated in one elementary school. To-day every elementary school in Newton, Mass., serves mid-morning milk. Forty-eight per cent of the children in these schools take advantage of this milk service, and all the children 10 per cent or more underweight who are unable to buy the mid-morning milk have it provided for them by the Junior Red Cross.

Boys and girls of the junior high schools who are 10 per cent or more underweight go to the school cafeteria every day for their mid-morning milk, and while there their nutritional progress is observed by the cafeteria director, who is a trained home-economics worker.

During the past year 100 per cent of the underweight cases passing under the observation of the cafeteria director took their mid-morning milk. Also 37.5 per cent of the average number of boys and girls served in the cafeteria, about 400 took milk as part of their luncheon. Concerning this milk service, school principals

report that "while no definite proof can be advanced of improved academic standing or discipline, it seems that the mid-morning lunch relieves much of the tension of the long morning and thereby is a possible factor in achieving a better grade of work with a lessening fatigue."

Aside from forming the habit of milk drinking, school children learn that milk is the best food for promoting growth. Schools in various sections of the country are demonstrating to children by means of actual feeding experiments that animals such as rats, guinea pigs, calves, lambs, and pigs fed on milk as compared with other foods gain in weight much more rapidly and attain a greater growth. Descriptions of such experiments are now found in many of the modern textbooks designed for home-economics classes and may also be had from various other sources, among them the United States Department of Agriculture, National Dairy Council, and nutrition laboratories in many of the privately and publicly endowed institutions of higher education.

The study, "Health Trends in Secondary Education," conducted and published by the American Child Health Association, makes the following pronouncements for departments of home economics:

1. Home economics is a vital subject in the health-education program through its food and nutrition, clothing, housing, child care and training, and family relationship units.
2. Home economics can function best in the health-education program when opportunities are presented for the work to be vitalized by way of activities in the school, home, and, if possible, a home-management cottage or apartment.
3. A home-economics trained person should be held responsible at all times for the nutrition program of the school. This may be directed by a nutritionist, the home-economics teacher, or the cafeteria director, (if adequately trained).
4. The school lunch room is and should be a vital factor in the school health program and this idea should be fostered at all times by a trained home-economics person or a trained dietitian.
5. At no time should the function of the school lunch department be exploited for the purpose of making money.
6. The health education work that permeates the home-economics course should be a part of the boys' school training as well as the girls'. Provision should be made for the boys to have an opportunity to take this work, including nutrition, food selection, care and selection of clothing, child care and training, budgets, and social-relationships of the family.
7. The home-economics department should utilize other courses in every way possible and thus work toward a coordinated health-education program.

The child-health demonstration committee in its final report, covering a 5-year health program in Fargo, N. Dak., assigns to home economics an important place in the health-education program. The Association for the Improvement of the Condition of the Poor, of New York, N. Y., in the educational work conducted by its nutrition bureau, emphasizes adequate nutrition, personal hygiene, and home

cleanliness. In school health programs generally adequate nutrition, or well-balanced meals, and hygienic habits are recognized as fundamental and essential factors.

Proper diet is an important phase of every Boy Scout's training. The official Boy Scout pamphlet on Camp Health, Safety, and Sanitation gives what Boy Scouts should know about keeping their camp sanitary, themselves fit, and what constitutes a healthful diet.

The July, 1928, number of the *Journal of Home Economics* reports a school-community health program in which the home-economics department in a consolidated rural school of Elida, N. Mex., held the central position in the entire health program for this community. The program was especially concerned with the health needs of the children, and the efforts of the home-economics department resulted in better health examination for the children, establishment of a lunch room in the grade school and interesting the entire rural community in better nutrition and general health education.

#### CHILD DEVELOPMENT AND PARENTAL EDUCATION

The status of child development and parental education in the field of home economics is described in three bulletins issued during the biennium.

These bulletins are: United States Department of the Interior, Bureau of Education Bulletin, 1927, No. 17, "Typical child care and parenthood education in home-economics departments"; Merrill-Palmer School, Detroit, Mich., "A survey of public-school courses in child care for girls"; and American Home-Economics Association, Baltimore, Md., "Child development and parental education in home economics, a survey of schools and colleges."

According to the *Twenty-eighth Yearbook of the National Society for the Study of Education*, these three publications contain the best data compiled on the subject.<sup>1</sup> The twenty-eighth yearbook was largely produced during the biennium by a committee composed of some of the outstanding leaders on preschool and parental education. Also, this yearbook ascribes to the vision, foresight, and leaders of home economics the establishment in 1922 of the first nursery school to be used as a laboratory for the education of young girls in the care and training of children.<sup>2</sup>

Since that date, and especially during the biennium home-economics departments in many State colleges, universities, and privately endowed institutions of higher education, have either established

<sup>1</sup> National Society for the Study of Education. *Twenty-eighth yearbook*. Bloomington, Ill., Public School Publishing Co., 1929. Vol. XIV, p. 366.

<sup>2</sup> National Society for the Study of Education. *Twenty-eighth yearbook*. Bloomington, Ill., Public School Publishing Co., 1929. Vol. XIV, p. 28.

nursery schools or provided other opportunities for the observation and study of young children by student teachers. In addition the Manual Arts High School of Los Angeles, Calif., opened a nursery school in connection with its home-economics department. This is the second instance of this kind in the United States. Practically all of the home-economics courses of study, State and city, revised during the biennium have provided a unit in the care and training of preschool children.

The 1927 syllabus of home economics for high schools of Illinois states its objectives in child care and training are the development of appreciations of (a) responsibilities involved in the intelligent and systematic care and training of babies and young children and the privileges attached thereto; (b) lack of adequate knowledge and training of many women for their duties as mothers; (c) sources of information and opportunities for gaining child-training knowledge and right habit formation; and (d) importance of surrounding young children with worth-while and beautiful things, such as books, toys, pictures, and songs. The syllabus outlines the learning activities for high-school pupils to be: (1) The preparation and discussion of children's problems and their solutions; (2) methods of bathing, dressing, and feeding the baby; (3) preparation of its food; (4) establishment of proper health habits; and (5) cause and cure of common behavior difficulties.

The State home-economics course of study for Texas, issued June, 1928, contains suggestions for child care and guidance for girls below the eighth grade, the eighth, and above. South Bend, Ind., includes in the hygienic course of its home-economics course, issued in 1928, lessons on the responsibility of parenthood and an understanding of the underlying principles involved in the mental and physical care of young children.

An important accomplishment during the biennium is the establishment of the Washington (D. C.) Child Research Center. Funds for this project were made available to the American Home-Economics Association from the Laura Spelman Rockefeller Memorial. During the year there were enrolled in classes offered at this center 72 students of college grade, 2 graduate students, 170 parents, and 38 other persons in study groups.

#### SOCIAL AND FAMILY RELATIONSHIPS

Practically all departments of home economics in the junior and senior high schools offer some instruction in the social relationships of the family. Outlines of such instruction in the various home-economics courses of study appear under such captions as "citizen home making," "home management," "home and community,"

"home problems," "the girl and society," "family and the home," and "the social relationships of the family."

To determine whether parents considered the above subjects of sufficient importance to incorporate them in a home-economics course Daisy Alice Kugel, graduate student in home economics at Teachers College, Columbia University, in 1927, prepared a questionnaire and distributed 800 copies, largely to mothers. The questions asked concerned the following major topics: Relationships within the family group, changes affecting family life, marriage and its responsibilities, business practices in the home, family-community relationships, infant care, and health of the family.

Replies were received from 510 persons in 14 different States. The answers were largely from mothers who had daughters in school. Practically all of the persons replying expressed themselves in favor of including such instruction as the above topics suggest in the home-economics courses.

Of the number replying 46 per cent approved introducing into the home-economics course of study at least 50 of the 53 topics outlined in the questionnaire; 51 per cent as against 49 per cent favored the inclusion of the topic on companionate marriage; from 63 to 71 per cent favored the discussion of topics on prenatal life, divorce, and desertion; and from 69 to 70 per cent approved instruction on the family income, its proper division among the members. Also 90 per cent of the parents replying feel that in the home-economics classes the following topics might be considered with profit: Cultivation of personal traits such as courtesy, loyalty, love of desirable home life; proper distribution of home responsibilities for all the members of the family; money management, investments, savings, and the wise use of the family income; effect on family life of commercially prepared foods and ready-made clothing; responsibility for law enforcement; and observance of general health habits.

The parents further expressed their interest in the questionnaire by such appended comments as, "I wish my girls had had home economics like this"; "The teaching of the above subjects should be made compulsory"; "The schools can teach these subjects much better than the home"; "Boys and girls would become better parents if we taught these subjects."

The December, 1928, number of the Home-Economics Counselor of New Mexico, reports a most helpful method in teaching to high-school girls social and family relationships. The work centers around the girl's own home and school life and has for its objectives the development of the girl's appreciations for her responsibilities in making her home the happiest place to live in and the school a delightful community to work and play in. It is suggested that the

teacher in planning the problems for the unit in social relationships bear in mind that the problems meet the interests of the class members, represent real situations in the girls' environments, and develop their thinking, reasoning, and judging, with the final outcomes of right attitudes toward the responsibilities of home and community life.

The syllabus of home economics for the high schools of Illinois gives its objectives for the course in family relations to be desirable family relationships based upon factors essential to wholesome family life, such as (1) prevention of divorce and juvenile delinquencies; (2) development of high standards of ethical behavior, moral conduct, personality traits desirable to all members of the family; (3) the best ways of using leisure time; (4) desirable attitudes to different members of the family; (5) methods of analyzing right and wrong family situations and suggesting ways and means for promoting successes and failures in family life; (6) promotion of suitable recreation for various members of the family, home activities interesting to all the members, (adults, adolescents, elementary, and pre-school children); and (7) a cooperative attitude toward the family budget.

The State Home-Economics Association of California is the first to outline a course on family relationships whose academic credit is interchangeable with a course listed in the social-science departments.

Long Beach, Calif., requires of every girl for high-school graduation a semester's course in home economics in which the students meet five times per week on budgets and home management.

The February, 1929, number of the Michigan Home-Economics News Letter presents excerpts on methods of teaching family relationships used by supervisors and teachers of home economics in the following cities of that State: Byron, Detroit, East Jordan, Flint, Fordson, Grand Rapids, Ironwood, Midland, Saginaw, Vassar, and in the Michigan State Normal College at Ypsilanti.

A high-school course on family relationships was developed during the biennium by a former director of teacher training of the department of home economics of the University of New Hampshire.

This course deals with (a) the meaning and purpose of the family, (b) the history of the home, (c) the responsibilities of the various members of the family, (d) the relations between the older and the younger generations in the home, (e) learning to live in the home, (f) qualities desirable in home members, (g) family courtesies and customs, (h) the responsibility of the home in the preparation of children for life, (i) the home as a source of character building, (j) religion in the home, (k) the use of leisure time in the home, (l) the forming of friendships by young people, (m) romance and its part

in the girl's life, (*n*) personal attractiveness, (*o*) marriage, (*p*) dangers that threaten the home, (*q*) the girl who leaves home for a career, (*r*) the relation of the home to the community, (*s*) contributions of the outside world brought into the home, and (*t*) the art of family life.

For each topic is outlined a list of thought-provoking questions and a selected bibliography bearing directly upon the problems suggested.

A course similar in nature, called "Social Training," is required for graduation of all girls in the Julia Richman High School of New York, N. Y.

During the summer of 1926 Vassar College held a "euthenics institute" whose central themes were family relationships and the young child. These things were discussed from the angles of the pediatricians, psychiatrists, sociologists, psychologists, home economists, mothers, teachers, newlyweds, and prospective brides. The personnel of the institute was composed of graduates from various colleges and universities.

This type of education on the family is now offered in home-economics departments in many institutions of higher education, both public and private. The first home-economics departments to offer such instruction are the State universities of Wisconsin at Madison and of Wyoming at Laramie.

#### HOME ECONOMICS IN BUSINESS

The services of trained home-economics women in business appear to form the link between the agencies of production and those of consumption. Evidence of this is seen in the rapidly increasing demands of business firms for trained home-economics workers to direct newly established departments of home economics. Concerning this comparatively new home-economics service Jessie M. Hoover, director of the home-economics department in one of the largest merchandising institutions in the world, says:

Business concerns recognize that the consumer is eager for reliable information regarding the merchandise she purchases and therefore seek to answer her insistent demand. Investigations have shown business that the field of home economics furnishes this direct contact between business and the home maker. Forty-five different types of business concerns are developing home-economics departments and employ more than 200 trained home-economics women to handle the work.

Our own home-economics department cooperates with the various merchandise divisions of our company and with its hundreds of chain retail stores located in all sections of the United States as well as our central analytical laboratory which tests samples of all merchandise before it is offered for sale.

Our department is organized under three main projects: 1. Home equipment—including appliances and furnishings, 2. Home beautification and color harmony. 3. Textiles and clothing—color and design.

Through our department we establish contacts with organized home makers, such as women's clubs, church groups, parent-teacher associations, home-economics extension groups, and similar organizations.

To these groups of home makers we present the facts about values, and the best methods of selecting and using merchandise. We instruct them: (1) In the application of lacquer, enamel, and other interior finishes; (2) how to refinish old furniture, do upholstering, select suitable and effective kitchen equipment, and choose suitable colors and fabrics for different types of individuals.

We send illustrative materials on consignment to certain official groups for educational talks or exhibits, such as curtains and draperies, dinner ware, kitchen equipment, health shoes, and textile fabrics for home sewing.

We cooperate with Federal departments, universities, colleges, and schools in securing their advice regarding educational trends and in turn furnish merchandising facts of value to these organizations.

Our company encourages research in home problems by supporting an annual home-economics fellowship and our home-economics department directs the extensive cooperations which our firm extends to the girls of the 4-H clubs, and furnishes authentic merchandising information as to values to millions of home makers.

Another outstanding business organization through its home-economics department keeps in touch with the interests of the housewife and with every type of organization and educational institution interested in home economics by means of published reviews of experimental work; cooperation with women's organizations; commercial food departments; releases; bulletins; recipes; motion pictures; lectures; illustrative material, such as exhibits, slides, menu plans, charts, etc.; discussions; food classes; demonstrations; institutional material for hospitals, tea rooms, restaurants, dormitories; and consultations.

The membership in the "home economics in business" section of the American Home-Economics Association has increased within five years from 17 to approximately 300 members in 1928.

Service may be rendered in this new field of home-economics education by home-economics graduates either without or with practical experience.

Majorie M. Heseltine, chairman of the home economics in business section of the American Home-Economics Association, reports that—

Positions for those of the first type are for the most part limited to assistantships in test kitchens, home service departments of public utilities/companies, and the educational departments of manufacturers of foods or of other household commodities. The work of these positions is largely of a routine nature, requiring accuracy and painstaking devotion to details. There is evidence that such assistants are rarely promoted to more responsible positions in their own companies because of their lack of experience with the broad home-economics



field. Occasionally a home-economics trained person is able to enter a more responsible position immediately upon graduation through personal contacts or outstanding ability.

Salaries for this class vary in different parts of the country and according to the qualifications of the candidate.

Positions for those of the second type are in (a) the home-service departments of public utilities which employ trained women for demonstrating foodstuffs or household equipment, broadcasting, and preparing or supervising the preparation of literature to be used in promoting "educational campaigns."

(b) The educational departments of (1) manufacturers of food products, textiles, soaps, dyes, and household supplies; (2) trade associations and life insurance companies as demonstrators, lecturers, supervisors of the field staff, testers, research workers, and editors. Some educational departments maintain a fairly large staff, but on the whole the entire activities of each establishment are conducted by one trained women.

(c) The editorial departments of women's magazines, certain trade journals, and newspapers. Some newspapers maintain demonstration kitchens in which the work done is comparable to that performed by the public utilities companies.

(d) Certain plants which manufacture foods or household appliances, department stores, and trade associations which maintain research laboratories directed by home-economics women well grounded in the physical sciences.

(e) A few department stores and banks in the large cities which maintain a budget advisory service to aid depositors and patrons in saving and in wise purchasing.

(f) A limited number of advertising agencies where trained women on a full or part time basis act as consultants on advertising copy, publications, and photography to be used in promoting "educational campaigns" on household utilities.

Salaries for persons rendering the foregoing services are not standardized. One large home-service department of a public utilities company requires two years' successful experience in teaching or home-economics demonstration work. A food company, which maintains a fairly large staff of field workers, demands some experience preferably along demonstration lines.

In general, it seems desirable that the candidate for a home-economics position in business should have familiarity with the general educational field, including the extension service, and have special training in subject matter concerned with her field.

Grants for studies in home economics have been made by individual companies and trade associations. Notable among these are the Institute of American Meat Packers, Chicago, for the study of

cooking meats; Evaporated Milk Association, Chicago, for relative digestibility and value of evaporated milk as compared with fresh pasteurized milk, and relative values of evaporated milk as compared with raw and pasteurized milk from the standpoint of content of the various vitamin B factors; Hills Brothers Co., New York, for the quantitative determination of vitamin C content of several Dromedary products, especially canned grapefruit; Fleischmann Co., New York, to determine the action of yeast in dough, to study vitamin B retention; Welch Grape Juice Co., Westfield, N. Y., for the value of grape juice in nutrition; Charles B. Knox Gelatin Co., Johnstown, N. Y., for the determination of the nutritional value of gelatin and development of feeding formulas and recipes for invalid cooking; National Cannery Association, Washington, D. C., for determining vitamin content, especially retention of vitamins B and C, in canned foods; Ball Brothers Co., of Muncie, Ind., for establishing home-canning time tables for nonacid vegetables and meats processed by the hot-water method; and the National Live Stock and Meat Board, for determining the "factors influencing quality and palatability of meat," a cooperative project in which 23 colleges are helping. Many other researches can not be mentioned for lack of space.

Manufacturers realize the need of scientific information concerning their respective products, and they appreciate that this information may be had from the research departments of colleges, universities, and industrial research laboratories. Science and business are interdependent one upon the other and through cooperation can make a greater contribution to society.

Recently a trained home-economics woman from the business group was appointed trade commissioner for Norway and Sweden, with headquarters at Oslo, Norway. She is the third woman, but the first woman trained in home economics, to be honored with such an appointment.

#### HOME ECONOMICS FOR BOYS AND MEN

Whereas the advisability of offering home-economics instruction to boys was seriously questioned even five years ago, to-day it is offered to junior and senior high-school boys in many cities of the United States.

Although handicapped for lack of sufficient laboratory facilities and teaching staff there has been a steady growth in the number of cities and in schools making this instruction possible for boys of junior and senior high-school grade.

The Thomas Jefferson High School of New York, N. Y., offered in the fall of 1928 a semester's course in nutrition to a mixed class

numbering 155 boys and girls. In this class were 87 underweight and 68 overweight children. During the term the underweights each averaged a gain from 8 to 10 pounds; the overweights averaged each a loss in weight of 10 to 12 pounds. Two students, each 60 pounds overweight, lost more than 20 pounds each and without a single day's absence from school. Ten students gained more than 10 pounds each, 2 gained 14 pounds each, 5 showed improvement, 2 were ill, and 3 did not lose weight because they could not control their appetites.

During the second semester more boys than girls registered for the course. Among the registrants were prominent members of the ball team. They wanted to become "more fit." Others have joined the class for the purpose of learning how to live properly.

The June, 1928, home-economics report for the Board of Public Education of Philadelphia, Pa., states that—

Boys' classes in food increased in the one high school in which it was offered and a boys' camp cookery club had a large enrollment in another coeducational high school.

Nutrition classes were filled to overflowing in the high schools, and in several of these schools special opportunities were given to underweight boys who are especially anxious to be of normal weight and good health, and are alert and responsive to instruction directed toward these ends.

In one special school the boys were given a chance to learn to take care of their own clothes; to learn to patch, mend, sew buttons on their garments, and to wash and iron their own blouses. An extension of this work is urged, and much more could be done for these boys were there shower baths available that would make possible an increased emphasis on personal cleanliness.

According to the report of the division of home economics of the Board of Public Education of Philadelphia, Pa., for the year ending December 31, 1927, the boys of the Overbrook High School, soon after its opening, asked for a course in nutrition and camp cookery. This request was granted and a small class was organized as an experiment.

The popularity for the course grew to such extent that at the close of the school year in June, 69 boys registered for the work to be given in the fall of the next school year. The boys showed keen interest in the work and desired information related to the "maintenance of their own health and strength."

In the special schools the home-economics work for both boys and girls was so acceptable "that deprivation of the privilege of doing this work was a punishment and opportunity for the instruction a real honor."

The 1927 report of the school superintendent of Boston, Mass., gives an account of the contributions of home economics to the boys of the Boston Disciplinary Day School. Here the boys are taught how to buy, prepare, and serve food because it was found that hun-

gry, ill-nourished children could not be taught with profit. Moreover, these boys had lost interest in their homes and it was thought they could thus be led back to their firesides. The boys look forward to the time spent in the kitchen. Three classes go there daily. The first group buys and partially prepares the food. The second group continues the food preparation, prepares the food counter, and sells the food in cafeteria style. The third group cleans up and puts the kitchen in order. Each day the menu is changed; the food is sold at cost.

Whereas many of the boys used to spend their spare cash in "smokes, sweets, and movies" they now spend it for wholesome food. This practice has resulted in better health condition for all of them. In a recent survey for anemic children by the State nurses only 5 per cent of the boys were found to be underweight. The boys take pride in keeping their uniforms spick-and-span and enjoy laundering their caps and aprons.

Many of these boys come from broken homes where the home environment is far from normal and where boys are lonely, neglected, and as a result resort to willful disobedience to show their individuality.

During the school year of 1926-27 the school enrolled 226 boys; of this number 71 per cent lacked a normal home life, 80 per cent of their parents suffered from chronic illnesses, and many of the homes were mere hovels. Despite this condition the school authorities feel that no matter how humble the home it is where the boys desire to be, and it is far better for them to be there than in the best-regulated institutions.

The goal of the school is to reduce institutional commitments, prevent homes from being broken, help the underprivileged to better conduct. To these objectives the school authorities feel that the boys' experiences and activities in the school kitchen and cafeteria are of paramount value.

The Oklahoma Agricultural and Mechanical College, at Stillwater; University of New Hampshire, at Durham; State College of Washington, at Pullman; North Dakota Agricultural College, at Fargo; and a number of other State colleges and universities offered some instruction to men students in nutrition, social etiquette, family relationships, household budgeting, and related subjects.

### HOME ECONOMICS FOR ADULTS

Home economics for adult women is now offered by many agencies. Among these are 31 institutions of higher education offering correspondence courses in home economics and the Smith-Lever Act of 1914 provided a permanent nation-wide system of cooperative

extension work in agriculture and home economics between the States and the Federal Government.

According to the Official Record of June 13, 1928, of the United States Department of Agriculture, the system under the Smith-Lever Act has grown in 14 years "from one which in its first year of operation employed men agents for agricultural work in 928 counties and women agents in 279 counties to its present size of a total staff of approximately 5,000 technically trained men and women, including county workers, specialists, and administrative workers."

The number of homes in the United States adopting better practices because of this service in 1927 was 1,179,408, an increase of 140,455 over the previous year. The practices included better food preparation and preservation, nutrition, clothing selection and construction, home management, house furnishing, and home and health sanitation.

The Capper-Ketcham Act of May 22, 1928, provided additional funds, making possible to men and women and boys and girls desired home-economics information that State agricultural colleges and the United States Department of Agriculture possess.

The value of adult education through extension services has been epitomized by the chief of the office of cooperative extension of the United States Department of Agriculture in the following:

A good home, a satisfying home, is oftentimes more a matter of work and of right planning and right thinking than of an increased income. From all past experience we know that the average increased income due to our extension efforts is going to be small. It is false doctrine to put off improvement of the home and an enlargement of one's life pending an increased income. The rose growing over the door, the shrubs screening the foundations, the smooth lawn are more matters of work and desire than of increased income. Fruits and fresh vegetables for the table, milk and honey from the cellar are more matters of planning and work than of increased income. Neighborliness is not a matter of increased income, nor is sociability, a clean and orderly home, or wholesome thinking, and yet these are the things that make up the greater part of man's life and give to him his greatest satisfactions. They are matters of the will and the spirit and all go into the making of the kind of home that men want.

The Smith-Hughes Act, passed in 1917, made possible in 1928 home-economics instruction to 175,944 women and girls above the age of 14 years. These adults were enrolled in classes held at a time most convenient for them; either in evening, part-time, or all-day schools. In addition, a total of 56,056 women and girls received home-economics training in the foregoing types of classes not Federally aided but wholly supported by State funds. Some of the States offering such opportunities to its adult womanhood are Arkansas, Georgia, Indiana, Louisiana, Mississippi, New York, North Carolina, South Dakota, Virginia, and Wisconsin.

Private organizations, national in character, offering home economics to adult women are the Young Women's Christian Association, American Red Cross, Association for Improving the Condition of the Poor, of New York, N. Y., American Child Health Organization, National Dairy Council, and others.

#### HOME-ECONOMICS STUDIES AND RESEARCHES

The spirit of research, according to Sir William Henry Bragg, Director of the Royal Institution of Great Britain, "is like the movement of running water and the absence of it like the stagnation of a pool." Research represents a belief that no matter how well things appear to be going they may be made to go better by careful seeking and a better understanding. Beyond what appears on the surface there is much to be discovered for the betterment of mankind.

Home-economics research in the land-grant colleges received a tremendous impetus through the passage of the Purnell Act in 1925. Up to that time research in these colleges was federally aided in only four States, but three and one-half years later 42 States received from the Purnell fund for research in home economics a total appropriation of \$251,474, or 10.47 per cent of the entire appropriation made available through this act. Florida, Mississippi, New York, and Texas had in 1928 for home-economics research more than 25 per cent of the total Purnell fund allotted to each.

According to the specialist in foods and nutrition of the Office of Experiment Stations of the United States Department of Agriculture, in the official record of that department, there are now under investigation in the land-grant colleges more than 100 projects in the field of home economics. Sixty of these are in foods and nutrition, 5 in textiles and clothing, 26 in the social and economic problems of the home, and 9 on home problems chiefly concerned with equipment.

The keen interest in curriculum research for elementary and secondary education manifested in educational circles all over the United States has stimulated home-economics investigations in these fields.

Bureau of Education Bulletin, 1928, No. 22, lists, among other studies in education, those completed in home economics during the fiscal year of 1926-27, and there is in preparation a list of home-economics and other studies completed for the fiscal year of 1927-28. The mimeographed bibliographies of the Bureau of Education on research studies, including home economics in progress for 1927-28, were published respectively in March and May of 1928.

Bureau of Education mimeographed Home-Economics Letters Nos. 4 and 5, published in June and September, 1928, respectively,

report studies concerning the circumstances surrounding the election of home economics in the senior and regular high schools, and cooperative home-economics studies in the junior high school as to time allotment for 1927-28; extent home economics is required or elective in grades 7, 8, and 9; and home-economics subject matter taught in these grades.

The fifth and sixth yearbooks of the department of superintendence of the National Education Association of the United States, respectively, list home-economics studies in progress and completed during the biennium for junior and senior high schools.

In addition, the Journal of Home Economics contains abstracts from periodicals and reports of studies in many of its numbers, for the years 1926, 1927, and 1928, on food and nutrition; textiles and clothing; child development and parental education; household equipment and management, including cooking, heating, laundering, lighting, house construction, refrigeration and storage, ventilation, and use and care of household appliances.

The 1928 March, April, and May numbers of the Journal of Home Economics describe the field of research as concerned with the economic and social problems of the home.

Among other notable studies in public-school home-economics education made during the biennium are: "The placement of home-economics content in junior and senior high schools," and "The administration of home-economics in city schools," by Annie Robertson Dyer (New York, Teachers College, Columbia University, 1928).

