

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1922, No. 5

REORGANIZATION OF HOME ECONOMICS  
IN SECONDARY SCHOOLS

A REPORT OF THE COMMISSION ON  
THE REORGANIZATION OF SECOND-  
ARY EDUCATION, APPOINTED BY THE  
NATIONAL EDUCATION ASSOCIATION



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1922

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## PREFACE.

The reorganization of home economics recommended in this report involves important and far-reaching changes in both teaching and administration. The committee on home economics distinguishes two types of courses which it designates as general and intensive. To achieve the necessary results in the general courses, the teachers must be broadly trained, the time allotments adequate, the classes reasonable in size, the equipment skillfully planned, and the lessons learned at home must be applied not only at school but also by the girls in their own homes. The committee on home economics recommends that the intensive courses be offered wherever the needs warrant, but never to the exclusion of the general courses adapted to the majority of the girls.

The Commission on the Reorganization of Secondary Education, in its report on Cardinal Principles of Secondary Education, includes *worthy home membership and vocation* among the seven objectives of education essential in the education of every boy and girl. Home economics instruction is, therefore, an integral part of secondary education. The home economics committee invites the cooperation of all teachers in realizing the objective of home membership for both boys and girls. This report is in harmony with the other reports of the commission in recognizing the vocational values in general subjects and the general values in vocational subjects, and stresses the interrelation of the vocational objective with the other objectives of education.

The report contained in this bulletin has been approved not only by the committee on home economics of the commission but also by the reviewing committee. Approval by the reviewing committee does not commit every member individually to every statement and every implied educational doctrine, but it does mean essential agreement as a committee with the general recommendations.

CLARENCE D. KINGSLEY,  
*Chairman of the Commission.*

Bul. No. 33, 1918, U. S. Dep. of Education.

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# REORGANIZATION OF HOME ECONOMICS IN SECONDARY SCHOOLS.

## INTRODUCTION.

### DISTINCTION BETWEEN GENERAL AND INTENSIVE HOME ECONOMICS.

Though home economics is one of the newer subjects in school programs, it is now supported in 8,000 high schools (usually as an elective) and in two-thirds of all the larger city schools as a required subject in the seventh and eighth grades.

This widespread interest in home economics among public-school authorities has resulted from a realization that home-life conditions have undergone many modifications, owing to changed economic and social conditions in America; that science has illuminated and inventions have changed household practices; and that, as a consequence, greater intelligence by women regarding health, sanitation and the wise use of material goods is essential.

The participation of home-economics students and teachers in many activities during the war disorganized the established courses, and revealed alike their value and their weakness. It is opportune, therefore, that consideration now be given to the reorganization of home economics along broader lines and under administrative conditions assuring more satisfactory results.

In this report general home economics and intensive home economics will be treated separately. The main distinctions between these two types may be set forth as follows:

#### 1. Differences in persons for whom adapted.

General home economics may be defined as courses appropriate to all girls as actual members of families with present home duties and relationships and as future home makers.

Intensive home economics may be defined as home-economics courses appropriate for those girls and women who desire to prepare specifically for specialized vocations based on some aspect of home economics or who desire to prepare specifically for household management as an occupation either in their own homes or in the homes of others.

#### 2. Differences in time allotment.

General home economics should not occupy more than one-fourth of the total time of the girl in any one year because of the rightful claims of other subjects in the broad education of girls and women.

Intensive home economics should occupy more than one-fourth of the time of the girl, the proportion depending upon the vocation for which she is preparing as well as on her needs as an individual and as a member of society.

#### 3. Distinction in aims.

Both intensive and general home economics courses must aim to develop an appreciation for, and an understanding of, the social significance of the work in hand. Both must establish sound standards of excellence. Both must



cultivate taste and inculcate high ideals of service. Both must create an appreciation of the duties of the members one to another within the home, and the dignity and joy of home life. General home economics must develop skill, good technique, and establish standards of critical judgment concerning foods, dress, home-making budgets, care of children, and related subjects. General home economics must develop ability to solve the personal problems relating to foods, clothing, and personal hygiene. On account, however, of the larger time allotment given to intensive home economics, skill may receive relatively greater emphasis in intensive courses than in general courses.

#### 4. Contribution to vocational efficiency.

While general home economics courses have a limited time allotment, nevertheless, well-planned and well-conducted general home economics courses ought to afford a basis for the vocational efficiency of girls as home makers or in vocations growing out of home economics. Intensive home economics courses should give a greater degree of skill than can be obtained from general home economics courses on account of the larger time allotment of the former.

*In the larger high schools, several types of home economics should be offered:* (a) The general courses herein suggested to be required of all girls throughout the junior high-school cycle, and to be made elective for all in the senior high school; (b) intensive courses for certain girls over 14 years of age without regard to their academic preparation; (c) intensive courses specifically organized for employed young girls; and (d) intensive after-school courses for actual home keepers and house workers. Suggestions regarding the general (a) courses will be found in Part I of this report, and suggestions regarding the intensive courses (b), (c), and (d) in Part II.

*If courses of but one type in home economics can be maintained in any high school, then they should be the general courses suggested in this report.* Two out of every five young women between 15 and 24 are wage earners in gainful occupations other than home making. To become highly efficient these girls need training in those vocations. To place all home economics on an intensive plan excludes many girls from the benefits of home economics education because they, of necessity, must stress preparation for these other vocations, and the remainder of their time is not sufficient to permit of intensive home economics in addition to the work needed by the other essential objectives of secondary education. Many high-school students will enter normal schools or other institutions of higher education. To require of these intensive home economics is to leave inadequate time for the other objectives. *Intensive home economics should never be the only type of home economics available in any high school.*

Intensive courses in which half of the time is devoted to home economics and related subjects should be provided wherever there are enough girls over 14 who need and can profit by such instruction to justify the formation of a class. These intensive courses should be open to all such girls without regard to their academic advancement.

Intensive home economics classes should be maintained whenever a sufficient number of mature women signify their intention regularly to attend classes of the special type suitable for their particular needs. Different types of work may be provided in alternate years when too few desire the instruction to justify all types every year. These courses should be organized into short units.

In a school having enough pupils in the junior and senior high schools require more than one home economics teacher, no increased expense will be entailed if both general and intensive courses are maintained. In smaller

school systems an attempt should be made to secure a teacher who can teach both types. It is unjustifiable to restrict all girls to a choice between intensive home economics and no home economics. It is also undesirable to fail to provide intensive home economics for those pupils who need it.

## PART I.—GENERAL HOME ECONOMICS.

### CHAPTER I. NEED FOR REORGANIZATION.

General home economics is the prevalent type in public schools. Its development has been affected by many forces: Unwise economy has dictated the use of small quantities of material; large classes have necessitated uniform progress by all pupils; the employment of inexperienced and young teachers has resulted in methods imitating those used by academic teachers; the employment of untrained teachers has led the directors to provide uniform and rigid courses; long hours of teaching have prohibited the establishment of contacts with the homes of the school community. These and other causes have resulted in much unsatisfactory teaching. Yet the general judgment of school patrons and school authorities has supported the continuance of the teaching of home economics and has led to a demand that the work be so reorganized that these defects may be removed.

1. *Heretofore the aims have been too narrow and the content has been too limited.* Whatever the causes in any particular place, the result too often has been a limited interpretation of home economics to courses in cookery or in sewing or in both of these to the exclusion of all other subject matter relating to home economics. In such cases home economics has followed the lines of least resistance and not the lines of greatest value in the life of the student.

The volume of knowledge affecting home conditions has increased so rapidly that it is difficult to select the most important information for courses of study. When such selection has been made, it should be subjected at frequent intervals to criticism, reorganization, and readjustment to changing conditions. Especially should home economics instruction be much broader in scope, in order that the girls' interests may be related to both home and community.

2. *The methods in home economics have been too didactic.* In home economics, as in other school subjects, lock-step teaching has always been much easier than that which provides consideration for the personal equation; hence, in many school systems every girl has cooked exactly the same little portion of food at exactly the same place in her course and in her sewing has cut the same sized hole in the same kind of cloth to be darned with the same colored thread at the same lesson period. No effort has been made to adjust the problems to be met to the need, to the intelligence, to the previous experience, or to the initiative of the pupil. A degree of mechanical dexterity may have been acquired, but originality and a sense of personal responsibility have not been fostered. In the light of newer educational theory, not only must the content of the courses be changed and broadened, but the methods of teaching and administration must undergo radical modifications.

3. *Teaching in home economics has not been adequately articulated with home life and home experiences.* Because of the rigid uniformity of instruction and methods, necessitated by previously mentioned conditions, home economics instruction has failed fully to function in the home life of the child. Foods have been cooked under laboratory conditions differing so greatly from possible home conditions that no incentive has been provided to tempt their reproduc-

tion in the home. Articles have been chosen for preparation and recipes have been followed that have directly conflicted with racial or religious traditions, and which have called for materials with which the parents were unfamiliar or which they were financially unable to purchase. Similar ill adjustment has been common in sewing courses. To a considerable extent these ill-adjusted courses have been due to the physical impossibility for the teacher in charge to acquaint herself with the home life of her pupils, owing to the size and number of her classes, to the methods adopted for the purchase of supplies, and to enforced economy in the use of school materials.

*With courses reorganized as hereinafter recommended and with improved conditions of administration, it is expected that home economics teaching in the schools will carry over into the life of the pupil.*

#### CHAPTER II. GENERAL PURPOSE, AIMS, REASONS FOR TEACHING, AND ANTICIPATED RESULTS.

*A. General purpose.*—The purpose of general home economics education is to help to secure and to maintain the best type of home and of family life as vital forces in American society.

The best type of home is a place in which children may be protected, nurtured, and developed into men and women, sound of body, trained in mind, disciplined in character, and prepared to assume their rightful duties and responsibilities in a working world. A satisfactory home is, moreover, a place in which the worker may secure rest, refreshment, and recreation, and wherein he may be revitalized for his contact with the outside world. Such a home is also a place in which those material comforts essential to the well-being of the members of that home are either made or provided.

*B. Aims.*—The aims of general home economics in the elementary and high schools should be:

First: To prepare the pupils for helpful and worthy membership in their present homes by establishing such standards of character as will result in consideration of the comfort and convenience of others and in willing service for the common good. To accomplish this aim it is necessary to develop skill in the use of household materials, utensils, and machinery, to inculcate such personal habits and standards as to foods, clothing, and surroundings as will insure good physical health; to train in thrift, economy, and business methods that the pupil may appreciate the problems confronting the administrator of the family income; to apply to daily life the fundamental laws of beauty of color, line, and form.

Second: To give prevocational training to such girls as may discover within themselves special ability for those occupations and industries that have evolved from the household crafts.

*C. Reasons for teaching home economics.*—Formerly children received most of their education through contacts in the home and community life—industrial, social, and religious. The daughters learned the skills with which their mothers were familiar. These skills took the forms of carding, spinning, weaving, and garment making; of food preparation, vegetable growing, meat curing, and poultry raising; medical herb gathering and curing, and the care of the sick; of washing, ironing, and general house cleaning. There were few diverting social activities and but a limited number of books for perusal. Almost no scientific information relating to health or household occupations was available. The time spent in school was inconsiderable and to have used



much of that time for teaching household arts might have been unwarranted. At present pupils are in school a major part of their time and they have school duties assigned for many out-of-school hours. Hence there is less opportunity for most mothers to train their daughters in home economics. At the same time, certain skills needed by the women members of almost all households are more easily acquired in childhood than at any later period of life. As with piano playing, writing, and singing, so with the needle crafts and many household activities, real dexterity in the use of muscles and established habits of successive motions are easily acquired in childhood and if not so acquired may never be mastered in later life. Nor is it only because muscle habits are most easily acquired in youth that household skills should be given girls at that time. Never can these skills be attained at so little expense of valuable time as during those years when the real pressure of life's duties is as yet unmet. There is pleasure for the worker when the processes have been mastered and have become automatic, while distaste for home duties is almost inevitable if such duties are discharged under the disadvantages of inexperience and unskillfulness.

So rapid has been the advancement of scientific knowledge relating to health and household management that few housekeepers have been able to keep abreast of it. If the daughter is to be made familiar with and interested in this new knowledge, she must be introduced to it during her years of school attendance and as a part of her actual school work.

The fact that a pupil is now living in a home gives an added reason for teaching her or him to share in the duties and to appreciate the social responsibilities existing both within and without that home.

*Many American school children are from homes wherein the parents are foreign born.* Many such parents are ignorant of American standards of living. Unless these children acquire these standards in school they will grow to maturity seeing only the superficial evidences of American home life and ignorant of the principles and standards underlying this life. It is not possible to undo in school all the evils of poor home environment, but it is possible to awaken a girl's desires for simple and genuine home life which in later years will lead her to mold her own home along better lines.

*Many girls and young women leave home when entering wage-earning occupations.* They need a knowledge of wise spending that they may secure from their income a maximum of physical welfare and a margin for saving. They need a knowledge of textiles and clothing to assist them in purchasing and caring for suitable garments that they may be well and appropriately clad. They need a knowledge of food values and body needs that they may be so fed as to retain vigorous good health. They need both theoretical and practical knowledge of sanitation and hygiene that they may secure for themselves a healthful environment and thus prevent sickness. They need instruction in expeditious methods of performing the usual household activities that they may secure satisfactory results in their limited spare time.

*Many girls enter vocations that have developed from household industries.* Instruction in sewing and dressmaking may prove to the young student that she has ability in this type of work and lead her to enter intensive courses in trade dressmaking; millinery may lead to trade millinery; household decoration and furnishing to courses in commercial household decoration; food work may awaken a desire for training in catering or in lunch-room management; and the general home economics course may stimulate a desire for vocational home economics training.

*Home economics is pre-vocational for many professions into which women now enter.* Nurses, dietitians, kindergarten teachers, social workers and settlement

workers need this prevocational home economics upon which to base their professional courses.

*D. Anticipated results.*—Home economics should lead to increased appreciation of scientific knowledge which relates to the welfare of the family, to more expeditious and efficient household methods, to a higher degree of physical health for the members of the household, to a greater margin for saving, to a greater love of the truly beautiful, and to increased leisure for the administrator and the workers within the home that they may be enabled to discharge their rightful responsibilities to the community.

Home economics should contribute to the discharge of various community responsibilities. Knowledge of sanitation should function alike in the home and in the inspection of markets and dairies, in the encouragement of clean streets and public conveniences, and in the enforcement of healthful factory working conditions; training in clothing should result in greater sympathy and understanding on the part of the woman who buys for the woman who produces or who sells; food instruction should react upon conditions in public places; and studies in child care should awaken an intelligent and active interest in the welfare of all children.

Home economics in schools can never teach a girl all she will need to know as the administrator of her own home, but it should and can establish a respect for home making, keener interest in the home, right health habits, habits of neatness, a good degree of skill in ordinary household operations, a spirit of helpfulness, and ideals and standards of healthful, satisfactory family life.

#### CHAPTER III. ORGANIZATION.

*A. General suggestions.*—The work of each year should be so organized that it will be of the utmost value to those girls who do not continue longer in school, and each year's work should build upon and be correlated with the work of preceding years. In other words, each year should be primarily a preparation for those duties of life that are within the present comprehension and power of the girl. Moreover, the work of each year should also be adapted to the ability, experience, and maturity of the pupils of that grade, while the work of all the year as a whole should give an adequate and well-rounded training in those sciences and arts that affect the welfare of the home and its members.

The attainment of this even development of knowledge and skill necessitates a number of radical changes in present practices.

In many schools the entire time in home economics in the seventh grade is given to sewing, in the eighth grade to food preparation, and in the ninth to either foods or clothing. With this arrangement, the girl leaving school at the end of the seventh grade may be familiar with many sewing processes but is untrained in food preparation, home sanitation, housewifery, and accounting. Even if she continues through the eighth grade and elects one phase of home economics in the ninth, her training has been unfortunately limited to these two of the many phases of home economics.

In other schools lessons in foods and clothing are alternated. There are many objections to this plan. By this method projects extend over many weeks and even months, and it is impossible to sustain the interest and attention of the pupil. The student desires to see the result of her labor and the teacher has definite results in view. Both student and teacher will therefore

have the largest satisfaction if the project selected can be carried rapidly to completion.

The alternate week plan is not more satisfactory because the week is too short a period in which to get one's bearings and to secure tangible results.

The course recommended in this report is based upon this ideal—that there should be short units of intensive work, each based upon projects necessitating a number of fundamental processes; that these units should be so varied within each year that training may be given in hand and machine sewing, knowledge of textiles, appreciation of beauty of design and color, simple food preparation, the relation of food to health, habits of dextrous work, housewifery practices, ideals of personal hygiene and cleanliness, careful use of money, and in co-operation of effort for the common good. Each unit should extend the knowledge of the pupil so far along each line as to insure a suitable development of the whole subject of home economics.

*B. Establishment of home contacts.*—Since home economics is intended to deal with every-day home life, school instruction should be closely associated with present home activities and home activities with school instruction.

Foods are cooked, served, and eaten in the home, dishes are washed, beds are made, mending is done, children are cared for in health and in sickness. The work in the home is not, in all cases, well done, but in many homes it is beautifully and effectively performed. Indeed, the most valuable of the home economics literature is based upon the best practices of women within their own households. The ways of the expert needlewoman have been observed and recorded and have become the basis of the instruction in sewing, mending, and dressmaking. Instruction in household management is based upon the actual practices of many efficient housekeepers and home administrators. Many food lessons are taken from old family recipes with measurements translated into level spoonfuls and cupfuls. Added to this accumulated wisdom of home makers, are the explanations of the scientific bases of home customs and the elimination of useless or detrimental habits of procedure. Many household methods have evolved after countless failures. It remains for the home economics teacher to apply the successful methods and explain the causes of failure.

It is especially necessary that religious, racial, and national customs be understood and that instruction be modified so as to give no cause for offense. Every home economics teacher should therefore be familiar with these customs.

While it is generally admitted that home economics instruction should articulate with the home life experiences of the pupil, yet teachers are often scheduled to teach 15 to 20 different groups of children during the week, these groups often number 25 to 30 pupils. Stated otherwise, one teacher is often expected so to give her instruction that it may satisfactorily function in the lives of from 375 to 600 pupils who come from homes varying from those of the poorest and most illiterate to those where the best American standards of living predominate.

To meet even 375 different pupils each week, to arrange for the necessary supplies, to adjust the instruction to each pupil, assisting, encouraging, stimulating, directing and modifying the tasks that the maximum of benefit may be derived by each individual; and in addition to acquaint herself with the home life of each of the 375 pupils is impossible. *The desired results can not be secured until the number of pupils assigned to one teacher is so reduced that personal acquaintance can be established and contacts with the homes maintained.*



*C. Adjustment of teacher's work.*—Every home economics teacher should be assigned one day or two half days each week for home visiting for the purpose of establishing home contacts and of supervising assigned home work.

Sixty pupils a week in the senior high school is a reasonable number for one teacher to instruct and represents the number of homes with which she may become acquainted. This estimate is based upon the assumption that each pupil will report for three double periods and one single period and will be assigned to home problems for 90 minutes per week; that the groups will average about 20 pupils and that the teacher will meet three different groups each week. If the classes must average 24 pupils, then it may become necessary for her to instruct a total of 72 pupils.

In grades seven and eight the time allotment recommended is less and the teacher may instruct five different groups.

*D. Length of periods for practical work.*—Periods for practical work should never be less than 60 minutes in length. Periods of from 80 to 120 minutes are recommended.

In clothing classes the time available for work is shortened by preliminary preparation, such as washing hands, taking out materials, receiving general directions, and preparing the sewing machine. It is also shortened at the close of the period for similar causes. This shortening is the same whether the total period be long or short and hence is proportionately greater the shorter the period. For certain types of work, such as placing patterns and cutting material, a short period makes satisfactory results impossible.

In food preparation a short period is even more unsatisfactory, since almost all foods require fixed lengths of time in which to complete the cooking process. If but 60 minutes be scheduled for food work and 10 minutes is required for personal cleanliness and preliminary preparation, so simple an article as a potato can not be boiled or baked and served and the laboratory put in order in the remaining 50 minutes.

From two to three times as much progress can be made in a 90-minute period as a 60-minute period. In addition, better methods of housekeeping can be secured and there is time for courtesy and good manners inevitably overlooked in the rush incident to short-class periods.

Work periods double the length of the recitation periods prevailing in the school are recommended. A 60-minute period is not advocated by the committee, but at times may have to be accepted.

*E. Need for broadly trained teachers.*—A course designed to give the necessary diversified knowledge and skill in home economics calls for a teacher well trained in foods, clothing, the fundamental sciences and art, and the social sciences, and experienced in the actual administration of a household. If each teacher is not familiar with all these phases, then it will be necessary to assign a given class to several teachers in turn during the year. Among the objections to this latter plan is the serious objection that the teachers do not become adequately acquainted with the individual pupils, their abilities, their home conditions, and their special problems.

*F. Seasonal topics.*—Certain subjects become of dominant interest during particular seasons of the year and in so far as possible should be given at such times.

Clothing is of special interest in the spring and fall. So also is millinery and the cleaning, pressing, dyeing, and seasonal care of garments.

Food preservation must be given when fruits and vegetables are available for use, which, in most parts of this country is in the fall.

Sickness enters the home at any season, yet epidemics are most prevalent in the winter months and at that season there frequently is disregard of the

rules of sanitation and personal hygiene. Hence winter is a suitable season for home nursing and personal hygiene.

Sanitation can be taught best where visits to buildings under construction can be made to locate water supplies, storage reservoirs, and water mains in process of laying and when country trips may be taken to dairy farms, markets, market gardens, and sewage-disposal plants. Hence sanitation may well be taught in the spring.

General food work is appropriate at all times of the year, though the topics chosen should correspond to seasonal and market conditions and must be readily adapted to home conditions.

*G. Conclusion.*—With broader interpretation of the range of home economics, with closer articulation between home experiences and class instruction, with increased recognition of the importance of home contacts, with a definite assignment of the teacher's time for acquaintance with the homes, with fewer pupils for each teacher, and with adequately and broadly prepared teachers, home economics will become a vital and effective subject in all public schools.

*H. Relation of home economics to other school subjects.*—The home economics teacher should not teach subject matter already taught in some other department, but should enlarge upon and vitalize such knowledge by applying it to household problems. Where there is cordial interdepartmental cooperation, the departments of physical and biological sciences, social studies, and art will contribute greatly to the value of home economics instruction and the home economics department should, in turn, adjust its work, as occasion arises, to the enrichment of other teaching. The home economics teacher should familiarize herself with projects in other departments, and place her own projects before other teachers that there may be mutual understanding and assistance.

The lessons in general science and biology on yeast, molds, bacteria, insects as disease carriers, and the conditions determining their multiplication or destruction should be utilized by the home economics teacher in food preservation, sanitation, and housewifery. Lessons in hygiene should be constantly applied in home economics. Physics and chemistry should give the mechanics of the sewing machine and the application of electrical power to household appliances; the chemistry of air, water, food, cleaning materials, and disinfectants; the testing of fabrics; and the science of the heating and ventilation of the home. The principles learned in the art department must form the basis of the home economics instruction in household furnishing and decoration, dress design and color, and external beautification of the home.

The aid that the social studies should give to home economics is scarcely realized in any school. The social studies should supply information concerning savings, investments, home ownership, and the economic principles relating to production, distribution, and consumption. The teacher of the social studies should interest and instruct in civic matters, such as the maintenance of sanitary streets, markets, and alleys, the preservation of the beauty of parks and forests, and the management of the water supply from the source until it reaches the consumer. It is the paramount duty of the social studies teacher to develop a sense of personal responsibility for the welfare of society and for each member of the social group, and this sense of personal responsibility should be further strengthened by the home economics teacher.

There are many ways in which home economics teachers should cooperate with other teachers. Projects arranged in other departments should be further developed in home economics; assistance should be gladly rendered to the

departments of music, art, athletics, and English at times of exhibits or pageants, and time should be yielded for excursions and field trips for the departments of health, social studies, or biology. Such cooperation, as is above suggested, has been secured in some secondary schools and should be in all.

1. *Project method in home economics.*—The advantages of the project method in home economics are now generally recognized. Projects should be carefully selected and adapted to the interests, age, and maturity of the pupils and to the financial ability of the families. The most successful teachers will use all of the following types: Observation and report projects; working-school projects; working-home and community projects; assignment of topics for study and discussion. The predominance of any type should depend upon the conditions existing in the school community, the maturity of the pupils, and the adequacy of the training of the teacher.

1. Observation and report projects may be illustrated by the following:

*Project.—The local food situation.*

Investigate the sources of local food supply. (1) Foods produced near by: (a) Transported by rail; (b) transported by water; and (c) brought in by trucks. (2) Foods from distant points: (a) In the United States; (b) in foreign countries. (3) Conditions affecting the supply and demand for each of these types. (4) Local store and market conditions. (5) Local food wastes: (a) In transport; (b) in retailing; (c) in homes. (6) Number of days of food supply held in reserve.

*Project.—Labor saving in the home.*

Study of the home kitchen: (a) Size; (b) arrangement of kitchen furnishings; (c) water supply (d) fuel supply; (e) sketch of paths of travel in meal preparation, service, and dish washing, with number of steps required; (f) plan of rearranged kitchen and cost prices of labor-saving devices.

2. School working projects may be illustrated by the following:

*Project.—A child's gingham dress.*

(1) Gingham; weaves, dyes, grades, widths, test for colors. (2) Colors suitable for intended use and for child selected. (3) Design of dress, suitability and beauty. (4) Trimming selected—art principles involved. (5) Mathematics of measurement and also of cost. (6) Hand sewing involved. (7) Management and care of machine. (8) Principles of mechanics illustrated in machine. (9) Cost of completed garment compared to ready-made garment. (10) Laundering colored cotton goods. (11) Mending gingham.

3. A working home project may be based upon the preceding school project. It may consist of the weekly mending of colored cotton garments used in the family and reported in number and kind by the mother. Much of the instruction given in school should be practiced at home. Supervised home work is therefore an essential aspect of the teaching of home economics, as before discussed under the topic of "organization." It is the sense of this committee, however, that it is unwise to give school credit for reported but unsupervised participation in household duties. When a test can be applied at school ascertaining the skill acquired by home practice, then credit should be given for such work.

4. Out-of-school observation projects, necessitating visits to buildings under construction, water mains in process of laying, city water supply plants, heat or lighting plants, creameries, markets, stores, and industrial plants, are strongly advised.

5. Home observation projects should be carefully chosen that there may be no intrusion into the personal affairs of the household. A teacher has no right



to inquire for definite information as to a pupil's breakfast, or the family grocery bill, or the family clothes budget, but when she can get this information without giving offense it should be utilized.

#### CHAPTER IV. COURSES OF STUDY.

*A. Introduction.*—It is the consensus of opinion that in the first four years of the elementary school both boys and girls should be given progressive instruction in industrial arts. During these years they should become familiar with simple common tools and acquire control of the coarser muscles of the hands and arms. The instruction should prepare them for more specialized training in the succeeding grades.

In some schools the needs of the pupils make it desirable to begin definite home economics training in the fourth grade, but under ordinary circumstances this should begin in the fifth.

Simple food preparation and housewifery should be the chief topics in the home-making classes throughout the fifth grade and sewing and food preparation should be given in the sixth grade with a constant review of the housewifery practices taught in the preceding grade.

The dominant thought of the fifth and sixth grade food work should be "What foods are needed by children of this age in order that they may grow and be strong." The actual cookery should be of the common and least expensive foods and by the simplest methods. Breakfast cereals, rice, soft-cooked eggs, toast, plain custards, cocoa, and similar preparations should be chosen as lesson subjects with especial stress placed upon the care and use of milk, the value of cereals and vegetables in the diet, neat methods of work, and scrupulous cleanliness of person, utensils, and methods.

The sewing should consist of simple projects adapted to the interests of the children at the period of their development. Work which requires close application and fine exact motions is physiologically objectionable.

Housewifery lessons should consist of teaching the care of a bedroom, table setting, careful dusting, and dish washing.

The spirit and motive of home economics teaching should differ in these grades from the spirit and motive in the junior high school.

It is concluded that a girl entering the seventh grade should know how to follow a simple recipe accurately; to measure food materials correctly, and to regulate temperatures for boiling and baking. She should be able to assist dexterously in making a bed, caring for toilet articles, setting a table, dusting a room, washing dishes, and putting away fresh and cooked foods. She should be able to sew a straight seam on the sewing machine, cut by a two-piece commercial pattern, baste seams, darn her stockings, sew on buttons, work buttonholes, and wash and iron small light articles of cotton and linen. She should understand the more elementary facts concerning the right choice of foods and clothing, correct food habits, personal hygiene, and careful use of foods and household furnishings. With this foundation she will be prepared to profit by the course hereinafter recommended.

Adjustment of the home economics courses in junior and senior high schools should be made in schools where home economics is not given before the seventh grade. But the committee desires to urge the importance of introducing the work into the fifth and sixth grades as rapidly as possible.

*B. Time allotment.*—The importance attached to home work by the committee on home economics and approved by the reviewing committee calls for a different distribution of time from that now prevailing in most schools.

In grades 7 and 8, whether organized on the 6-3-3, the 6-2-4, or the 8-4 plans, the committee suggests that all girls be required to devote not less than 270 minutes each week to home economics. The committee on home economics holds that this requirement should be increased. Dr. Alexander Inglis, of the reviewing committee, however, believes that the requirement should not apply to all girls unless the courses are so organized as to recognize individual differences. This time may well be distributed as follows:

(1) With 45-minute periods there should be: 2 double periods per week totaling, 180 minutes and one recitation period of 45 minutes; study, practice, and observation at home, 90 minutes; total at school and at home, 315 minutes.

(2) With 60-minute periods there should be: 2 double periods, 120 minutes; home practice and observation, 90 minutes; total at school and at home, 270 minutes.

In grades 9, 10, 11, 12, the work in general home economics may be so organized each year as to receive one unit of credit that is, be equivalent to any subject having five recitations per week with outside preparation. The distribution of work in school and at home may well be as follows:

With 45-minute periods: 3 double periods, 270 minutes; 1 single period, 45 minutes; home study, 45 minutes; home practice and observation, 90 minutes; total, 450 minutes.

(2) With 60-minute periods: 2 double periods, 240 minutes; 1 single period, 60 minutes; home study, 60 minutes; home practice and observation, 90 minutes; total, 450 minutes.

It may be observed that the above time allotment under the 60-minute periods makes it possible for one group of pupils to use the school equipment in any two consecutive periods for one-half of the week and for another group to use the same equipment for the other half of the week. These days may be alternated in the schedule thus:

Period.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1.....					
2.....	A	B	A	B	A
3.....	C	D	C	D	B
4.....	E	F	E	F	C
5.....					D
6.....					E
					F

"While I believe that all girls in the earlier grades of the junior high school should be expected to take some work in household arts, I do not believe that one would be justified in making that a requirement for all girls in the seventh and eighth grades as long as we are likely to have conditions as at present. I have particular reference to the fact that in any grade of the school system there will be found girls of degrees of acquaintance with household arts which range all the way from "0" to considerable knowledge and skill, at least as far as the commoner occupations of the home are concerned. Ordinarily, this means that when any given unit of household arts is set down as a constant for girls, for example, in the eighth grade, those girls of varying degrees of previous attainment are indiscriminately grouped. This is unjust to those girls and bad for the work in household arts. I must insist on expression of dissent with the recommendation on page 12 that all girls in the seventh and eighth grades be required to study household economics, unless the committee is willing to say that this requirement should not be absolute unless provision can be made for the grouping of pupils according to previous attainment in household-arts work."—Dr. James Alexander Inglis.

If the school has a rotating program the plan might be as follows:

Period	Monday	Tue-day	Wednes-day	Thurs-day	Friday
1	A	B	C	B	E
2	C	B	E	D	F
3	E	D	A	F	C
4					D

By the latter plan four classes have double periods in the third and fourth periods when food can best be prepared in quantity for the lunch service.

*C. Elective courses.*—Elective courses in general home economics should be offered in all senior high schools. These courses should be full unit courses and be the equivalent in time and value to other elective subjects. The ratio of practice to class time should vary with the subject. In small high schools it is well to rotate the various elective courses in home economics from year to year since it is quite probable that the classes will be small. The greatest difficulty in such a rotation is that of schedule making, but is a difficulty not impossible of satisfactory solution. Girls over 14 years of age should be admitted to the high school home economics class and where the number of retarded girls justifies the formation of half-day classes these should be maintained. This is more fully discussed in Part II, which is devoted to intensive home economics.

*D. Outline of courses required in junior high school.*—All of the following courses are intended to be suggestive. It is anticipated that the intelligent teacher will modify, eliminate, or substitute projects as the needs of her pupils justify changes. It is assumed that not all of these projects can be covered during any one course, and that not infrequently the project here selected for one unit may be most suitable in some later unit. Time allowance, seventh and eighth grades: Two hundred and seventy or more minutes distributed as above.

SEVENTH GRADE.

Motives: Promote home helpfulness, form right health habits, awaken an interest in the economics of clothing and food, and train in the performance of certain household operations.

SEVENTH GRADE: FIRST QUARTER.

Topic: The care of clothing; thrift in selection and making. Correlated with geography, English, arithmetic, art, and general science.

Suggested school projects.	Suggested school projects—Continued.	Home projects—Continued.
1. Care of clothing. (a) Stocking darning. (b) Patching, repair of undergarments. (c) Laundering of undergarments. (d) Making soiled clothes bag. 2. Selection and making. (a) Kimono night dress. (b) Apron. (c) Bloomers.	2. Selection and making—Continued. (d) Middy. (e) Underskirt. (f) One project requiring cooperation of several pupils. Home projects. 1. The family work basket. (a) Family darning. (b) Buttons replaced.	1. The family work basket—Continued. (c) Buttonholes repaired. 2. Care of stockings, as affecting wear. 3. Care of own shoes. 4. Expense account of necessary clothing of child at this age. Investigation reports and recitations. 1. Cost of homemade versus ready-made garments.



*Investigation reports and recitations—Continued.*

2. Samples of white cloth with cast, fineness, and weave. Samples mounted and named.

*Investigation and recitations—Continued.*

3. Samples printed cotton cloth.
4. Samples gingham.
5. Experiments as to shrinkage of cotton cloth.

*Investigation reports and recitations—Continued.*

6. Tests of colors.
7. Cost of home-made trimming.

SEVENTH GRADE: SECOND AND THIRD QUARTERS.

Topic: Meal preparation and service. Correlated with English, geography, arithmetic, hygiene, and general science.

*Suggested school projects.*

1. The cooking of food.
  - (a) Combustion experiments.
  - (b) Fuels.
  - (c) Types of stoves.
  - (d) Effect of heat on different food-stuffs.
  - (e) Types of utensils.
2. Preparation of the family breakfast.
  - (a) Fruits.
  - (b) Cereals.
  - (c) Hot breads.
  - (d) Meat dishes.
  - (e) Fish dishes.
  - (f) Egg preparations.
3. Daily service of breakfasts.
  - (a) Individual.
  - (b) Class groups.
  - (c) Teachers.
  - (d) Guests.
4. Care of kitchen.
  - (a) Dish washing.
  - (b) Care of stove.
  - (c) Washing windows.
  - (d) Care of floor.
5. Care of foods.
  - (a) Milk.
  - (b) Raw food.
  - (c) Cooked foods.
6. Care of food containers.
  - (a) Ice box.
  - (b) Window box.
  - (c) Bread box.
  - (d) Flour cans.
7. Care of dining room.
  - (a) Sweeping.
  - (b) Dusting.
  - (c) Airing.

*Suggested school projects—Continued.*

7. Care of dining room—Continued.
  - (d) Table setting.
  - (e) Care of table linen.
  - (f) Laundering table linen.

*Home projects.*

1. Prepare at home each article cooked at school.
2. Help prepare Sunday breakfast.
3. Help wash dishes each day.
4. Keep table cutlery polished.
5. Set supper table daily.
6. Care for foods from market.
7. Do marketing.
8. Prepare Sunday supper.
9. Take care of refrigerator.
10. Assume care of dining room.

*Investigation reports and recitations.*

1. Fuels.
  - (a) Cost of different fuels.
  - (b) Sources of different fuels.
  - (c) Cost of different stoves.
2. Water.
  - (a) Uses of water in the household.
  - (b) Uses of water in the body.

*Investigation reports and recitations—Continued.*

2. Water—Continued.
  - (c) Local water supply.
3. An adequate diet for a growing child.
  - (a) Value of milk.
  - (b) Milk sanitation.
  - (c) Local milk supply.
  - (d) Visit creamery.
4. Value of cereals in the diet.
  - (a) Kinds of cereals.
  - (b) Visit mills.
  - (c) Visit bakery.
5. Value of green vegetables.
  - (a) Study vegetables.
6. Marketing.
  - (a) Visit markets and stores.
  - (b) Study sanitation of markets.
  - (c) Compare sanitation of markets.
  - (d) Compare prices in "cash and carry" stores and in "charge and delivery stores."
7. The home luncheon or supper.
  - (a) Cream soups.
  - (b) Scalloped vegetables.
  - (c) Cream vegetables.
  - (d) Eggs in luncheon dishes.
  - (e) Simple desserts.
  - (f) Salads.
  - (g) Light breads.

SEVENTH GRADE: FOURTH QUARTER.

Topic: Choice and making of simple clothing. Correlated with arithmetic, bookkeeping, general science, art, and hygiene.

<i>Project.</i>	<i>Project—Continued.</i>	<i>Home projects—Continued.</i>
1. Seventh grade girl's wardrobe: Wash dress of simple design— (a) Choice of material as to color, design and suitability to wearer. (b) Choice of trimming as to design, suitability, etc. (c) Making dress—development of skill and standards of workmanship. (d) Care of sewing machine. (e) Washing colored cotton materials—setting colors, etc.	1. Seventh grade—Contd. (f) Cost of dress—comparison of material, workmanship and cost of ready-to-wear dress. 2. Children's garments: Rompers and dress. For child in family or in charitable institution. (Subdivide subject as in Project 1.) 3. Cooperation project for school activity or benevolent purpose. <i>Home projects:</i> 1. Family mending basket. (a) Stocking darning. (b) Buttons and buttonholes. 2. Entire care of personal wardrobe.	3. Daily care of own bedroom. 4. Keeping account of laundry. 5. Making garments for younger child. <i>Investigation reports and recitations.</i> 1. Textiles. (a) Visit textile mill, or (b) Study weaving. (c) Test colors. (d) Collect samples of material. 2. Figure clothing budgets. 3. Visit stores with ready-to-wear garments. 4. Study making leather and shoes. 5. Essentials of healthful dressing.

Motives: Health, home helpfulness, thrift, efficiency in household occupations, and an awakened social consciousness.

EIGHTH GRADE: FIRST QUARTER.

Topics: Food preservation, marketing, food study, food accounts. Correlated with general science, geography, arithmetic, and hygiene.

<i>Suggested school projects.</i>	<i>Home projects.</i>	<i>Investigation reports and recitations—Continued.</i>
1. Food preservation. (a) Fruit canning. (b) Vegetable canning. (c) Jellies and jams. (d) Preserves and pickles. (e) Fruit drying. (f) Storage of winter vegetables. 2. Wholesome and economical family foods. (a) Cooking of dried fruits. (b) Cooking of legumes. (c) Bread making. (d) Meat cookery. (e) Winter vegetables. (f) Desserts.	1. Home canning. 2. Home marketing. 3. Food accounts. 4. Bread baking. 5. Preparation of breakfast. 6. Washing supper dishes. 7. Saturday kitchen cleaning. 8. The home luncheon or table container. 9. Care of bathroom. 10. Care of own room. 11. Care of dining room. 12. Assistance in family laundry. <i>Investigation reports and recitations.</i> 1. Food preservation. (a) Yeast molds and bacteria in foods.	1. Food preservation—Con. (b) Food spoilage, causes of. (c) Destruction and exclusion of microorganisms: by heat and sealing; by drying; by chemicals. (d) Choice of foods for preservation. 2. Yeasts in bread making. 3. Molds on household clothing or linen. 4. Disposal of waste. 5. Prevention of insects. 6. Sanitation of bathroom.

## EIGHTH GRADE: SECOND QUARTER.

Topics: Continuation of first quarter's work. Preparation of food in family quantities. Keeping food accounts. Establishing habits of swiftness and good workmanship. Correlated as in first quarter.

<i>Suggested school projects.</i>	<i>Suggested school projects—Continued.</i>	<i>Investigation reports and recitations—Continued.</i>
1. Choice and preparation. (a) Soups. (b) Meats. (c) Vegetables. (d) Salads. (e) Breads. (f) Desserts. (g) Beverages. 2. Daily service of dinners at school. All cooking in family quantities either sold in lunch room or sold to teachers or homes. 3. Sanitation of the home. (a) Elimination of insects and other disease carriers. (b) Care of cellar or basement. (c) Sanitary care of floors and floor coverings. (d) Sanitary plumbing and its care.	3. Sanitation of the home—Continued. (e) Practice in care of teachers' rest rooms and other rooms in school.  <i>Home projects.</i> Continuation of those first quarter. Increase time spent in meal preparation at home.  <i>Investigation reports and recitations.</i> 1. Principles of selection of diet. (a) Constituent of an adequate diet. (b) Diet in relation to age. (c) Economic consideration. (d) Labor considerations in choice of food.	1. Principles of selection of diet—Continued. (e) Suitable dinner menus for special conditions. (f) One hundred calorie portions of cooked foods. (g) Nutritive ratio. (h) Growth determinants. (i) Comparative cost of fresh and canned milk, fruits, vegetables, etc. 2. Study of plumbing conditions in school and home. 3. Visits to houses in process of building. 4. Visits to garbage dumps and sewerage disposal plants.

## EIGHTH GRADE: THIRD QUARTER.

Topic: Economy in the use of clothing. Study of costs.

Aim: To establish habits of good workmanship, especially in the use of sewing machine and commercial patterns. To relate the study to the personal hygiene and work in color and design. Correlated with geography, general science, arithmetic, art, and hygiene.

<i>School working projects.</i>	<i>Home projects.</i>	<i>Home projects—Continued.</i>
1. Wool dress or middie blouse and wool skirt. 2. Use of old woolen garment by remaking for a child. 3. Care of clothing, cleaning and pressing articles of wool, such as mother's skirts, or brother's suit. 4. Dyeing woolen articles. 5. Care and cleaning of sewing machine.	1. Care of clothing. (a) Home mending of woollens. (b) Removal of stains and cleaning woolen garments. (c) Help in family laundry. (d) Care of the table linen.	2. Housekeeping. (a) Help in making bedding, etc. (b) Cleaning home sewing machine. (c) Care of personal garments. (d) Care of own rooms. (e) Care of bath room.

*Investigation reports and recitations.*

1. Textiles and clothing.
  - (a) Samples and prices of woolen goods.
  - (b) Household tests for wool.
  - (c) Household tests for linen.
  - (d) Cost of ready-to-wear versus home-made garments.

*Investigation reports and recitations—Continued.*

1. Textiles and clothing—Continued.
  - (e) Quality of material in ready-to-wear garments.
  - (f) Points in the selection of ready-to-wear garments.
  - (g) Extravagance of extreme styles.

*Investigation reports and recitations—Continued.*

1. Textiles and clothing—Continued.
  - (h) Summer care of winter garments.
  - (i) Personal and family clothing budget.
  - (j) Purchases and care of accessories, such as gloves.
  - (k) Clothing as related to health.

EIGHTH GRADE: FOURTH QUARTER.

Topic: (1) Summer clothing—its use and care. (2) Garments for infants; home nursing and care of little children during summer. Correlated as in previous quarter.

*School working projects.*

1. Summer dress.
2. Summer undergarments.
3. Baby outfit.

*Home projects.*

1. Making dress for baby.
2. Care of baby.
3. Making summer dress at home.
4. Preparing food for sick person.
5. Care of bedroom.
6. Any of previous home projects.

*Investigation reports and recitations.*

1. Summer clothing.
  - (a) Discussion of materials and collection of samples.
  - (b) Collection of trimming samples.
  - (c) Cost of garment made.
  - (d) Cost of ready-to-wear garment.

*Investigation reports and recitations—Continued.*

2. Care of children.
  - (a) Garments needed by infant.
  - (b) Materials and patterns suitable for infant.
  - (c) Bathing and care of little children.
  - (d) Foods for little children.
3. First aid in emergencies.
4. Food for the sick.

NINTH GRADE: SURVEY COURSE.

The following suggestions for a survey course are offered for the ninth grade. The value of such a course would be—

1. To give the girl a well-rounded conception of the many studies contributing to worthy home membership.
2. To arouse interest leading to elective studies in the 10, 11, and 12 years of more detailed courses.
3. To help the girl who must leave school at the end of the ninth grade to give her daily life more wisely and to find her place in the working world.

First quarter: Topic—Clothing studies in relation to healthful and economic living.

Second quarter: Topic—Food studies in relation to healthful and economic living.

Third quarter: Topic—The home and its care. Studies dealing with making the living place a healthful, attractive home wherever it may be.

Fourth quarter: Topic—Family and personal finances. Wise and thoughtful spending and saving.

## NINTH GRADE: FIRST QUARTER.

Topic: Selection and care of clothing and its relation to healthful and economic living. Correlated with art, general science, social studies, and instruction in hygiene.

<i>School working projects.</i>	<i>Home projects.</i>	<i>Study and report projects--</i> <i>Continued.</i>
1. Care of clothing. (a) Make fall hat. (b) Remodel a woolen garment. (c) Make collars or other forms of neckwear. (d) Freshen ribbons. (e) Clean laces. (f) Mend laces and gloves. (g) Remove spots and stains from actual garments.	1. Care of own wardrobe. 2. Care of own bedroom. 3. Entire care of one other room. 4. Assistance in household laundry. 5. Share in weekly mending. 6. Personal accounts for clothing. <i>Study and report projects.</i> 1. Study of textiles—adaptation to use.	2. Conservation and care. 3. Substitutes. 4. Selection of ready-to-wear garments. 5. Hygiene of clothing. 6. Credit or cash buying. 7. Clothing expense account. 8. Visit clothing industries employing women. 9. Choice of clothing by employed women. 10. Prices and qualities of various ready-to-wear garments.

## NINTH GRADE: SECOND QUARTER.

Topic: Selection of food and its relation to healthful and economic living. Correlated with hygiene, social studies, and general science.

<i>Working school projects.</i>	<i>Working school projects--</i> <i>Continued.</i>	<i>Investigation reports and recitations.</i>
1. Inexpensive meal preparation. (a) Luncheons. (b) Soups. (c) Made dishes. (d) Hot breads. (e) Salads. (f) Simple desserts. 2. Study of purchased cook foods as to cost, flavor, and components. (a) Estimate of foods in 100 calorie portions. (b) Restaurant foods and cost and approximate composition. 3. Preparing and packing cold lunches.	4. The school lunch-room lunch. (a) Assistance in preparation. (b) Assistance in serving. (c) Period of responsibility in preparation and service. <i>Home projects.</i> 1. Prepare one meal daily. 2. Do the family marketing. 3. Keep family food accounts. 4. Take care of refrigerators. 5. Care of left over foods. 6. Care of own room. 7. Put up cold lunches daily.	1. The adequate luncheon. (a) Choice of foods in public eating places. (b) Sanitation of public eating places. (c) Conditions affecting the cost of cooked foods. 2. Sanitation of markets. 3. Sanitation of public wash rooms, etc. 4. Visits to food industries employing women. 5. Personal hygiene for employed girls.



NINTH GRADE: THIRD QUARTER.

Topic: The sanitary home, prevention of disease, first aid, and care of the sick. Correlated with hygiene and general science.

<i>School working projects.</i>	<i>Home projects.</i>	<i>Study and recitation projects. Continued.</i>
1. Sanitary care of the house: (a) Care of sink. (b) Care of garbage and refuse. (c) Care of bath room equipment. (d) Cleaning, dusting, sunning, and airing rooms. (e) Care of lighting appliances. (f) Renewal of wall and woodwork finishes.	1. Clean one room weekly. 2. Care of sick, etc. 3. Assist in care of child. 4. Renew kitchen floor finish. 5. Refresh finish on bed room articles. 6. Make window curtains. 7. Make table linens.	3. Prevention of spread of disease - Continued. (c) Unhygienic personal habits. 4. First aid in sickness: (a) First aid in fainting, cuts, bruises, fractures, burns. (b) First care at onset of sickness. (c) Prevention of spread of sickness. (d) Public aids, such as hospitals, public dispensaries, visiting nurses, visiting physicians, etc. (e) Health, accident, and life insurance.
2. Foods for the sick: (a) Preparation and choice under special conditions.	<i>Study and recitation projects.</i> 1. Sanitation of homes: (a) Ventilation. (b) Cleanliness. (c) Heat. (d) Light. (e) Plumbing. (f) Surroundings.	
3. Care of sick room: (a) Making bed for patient. (b) Bathing the sick. (c) Use of hot-water bottles, etc. (d) Taking temperature. (e) Recording symptoms. (f) Making bandages, etc. (g) Disinfection and sterilization of sick-room articles.	2. Sanitation of public places: (a) Street cars. (b) Offices and places. (c) Of public amusement.	
	3. Prevention of spread of disease: (a) Spread of colds and other diseases of respiratory tract. (b) Personal responsibility for health of others.	

NINTH GRADE: FOURTH QUARTER.

Topic: Family and personal finances. Correlated with bookkeeping and social science courses.

<i>School working projects.</i>	<i>Home projects.</i>	<i>Investigation reports and recitations. Continued.</i>
1. Economies of clothing. (a) Revivation of spring clothing. (b) Making or re-making spring suit. (c) Making summer wash dress. (d) Washing and cleaning delicate fabrics. (e) School problems connected with school activities.	1. Keeping family accounts. 2. Making garments for younger children. 3. Freshening ribbons, laces, etc., for other members of family. 4. Assisting in household duties as suggested in previous outlines.	3. Dividing the personal clothing budget. 4. Dividing the wage-earning woman's income. 5. Relation of education to income earning. 6. Laws as to working conditions of wage-earning women. 7. Occupational diseases of women. 8. Recreational opportunities for women. 9. Savings accounts. 10. Investments.
	<i>Investigation reports and recitations.</i> 1. Dividing the family income. 2. Dividing the family clothing budget.	



*E. Outline of elective courses in home economics for the senior high school grades 10, 11, 12.*—These courses are based on previous work in the elementary and junior high school years. For time allotment see page 12.

A practice house or apartment is necessary if these courses are to be given under the most advantageous conditions. Especially is this true of the eleventh and twelfth grade work.

#### GRADE TEN: FIRST SEMESTER.

Topic: *Feeding the family in health.*

<i>School projects.</i>	<i>Home projects. Continued.</i>	<i>Investigation and recitations. Continued.</i>
1. Determination of chemical and physical characteristics of foodstuffs. Experimental methods should supersede previous empirical modes of instruction. All experiments should lead to, and if possible be applied to, actual food preparation.	1. Keeping family food accounts. Meal preparation. Care of kitchen equipment. Care of fresh and cooked foods. Obtaining home supply of fruits, etc.	5. Food classification. (a) Definitions; (b) occurrence in nature of each of the five groups of foodstuffs; (c) toxic acids; (d) growth determinants.
2. Meals for families under normal conditions.	<i>Investigation and recitations.</i>	6. The balanced diet. Modification of diet to meet special requirements in certain diseases and in old age and infancy.
3. Diets for the sick, the aged, and for children.)	1. Local markets and market conditions.	7. Computation of the caloric value of meals planned and prepared.
<i>Home projects.</i>	2. Municipal regulations as to garbage, milk, etc.	
1. Planning home meals.	3. Local bakeries, packing houses, etc.	
2. Doing all marketing. Keeping all marketing. Keeping	4. Study and report on the butcher and street markets.	

#### GRADE TEN: SECOND SEMESTER.

Topic: *Clothing the family.*

A. Investigation reports and recitations.

*School projects:* (a) Cotton—where and how grown; kinds of cotton fibers; conditions affecting cost of production, ginning, spinning, and weaving cotton goods; conditions of labor in cotton mills; American production compared to other countries; growing cotton; mercerization of cotton fibers; types of weaves; dyeing in yarn and in cloth; figured cotton fabrics; permanency of dyes; tests of dyes and of materials. (b) Linen—subdivided in similar manner with adulteration of linens by other fabrics considered. (c) Wools—subdivided in similar manner with added attention paid to mixing of cotton, linen, and silk with wool, reworked wool of various types, etc. (d) Silk and silk adulterations and substitutions; subdivided subject somewhat similar to above groups.

1. Personal wardrobe.
2. Child's wardrobe.
3. Family clothing, renovation and remaking.
4. Hat making.
- B. Special suitability of various textiles to particular types of uses.
- C. Costume design with brief historic study of costumes.
- D. Economics of clothing.

*Home projects:* The family sewing. Buying textiles for family. Cleaning and repairing boys' clothing. Keeping family clothing accounts. Care and cleaning of sewing machines. Making of household linens and bedding.

#### GRADE ELEVEN.

The year's topic: *The home and its upkeep.*

Motive: To prepare for intelligence in matters relating to the home. The double periods should be used for excursions.

First quarter. *House construction:*

Home construction. Building materials. Conditions to be considered when purchasing a home. Laws affecting titles. Assumption of indebtedness. Building liens. Rented versus owned home. Building and loan associations. Conditions considered

when renting a house. Rights and responsibilities of a renter. Upkeep of a house. Care of surroundings of house. Individual house versus an apartment. Alteration of old houses.

Second quarter. *Household decoration and furnishing:*

Purchase of household furniture. Cash against installment plan. Local stores and order houses. Woods used in making furniture. Finishes used on different woods. Renewal of finishes. Home finished furniture. Standards of good taste in the selection of articles. Minimum essential furnishings for four-room house. Floor finishes and care of same. Wall coverings. Carpets, rugs, matting, oilcloths, and home-made floor coverings. Renovation and repair of floor coverings. Types of bed springs and mattresses. Blankets, prices, kinds and care. Materials and making of bed comforts. Selection and making of curtains and hangings. Selection, framing, and hanging of pictures. Selection and care of lighting devices. Selection of dishes, glass, and silver. Selection and care of linens.

Third quarter. *Household sanitation:*

A. Effect upon health of inmates of house by adjacent forests, streams, ponds, etc.  
 B. Household water supply: City water system, village and rural water supplies. Contamination of water supply. Prevention of contamination. Purification of water.  
 C. Heating and ventilating of dwelling. Types of heating systems and advantages of each. Methods of securing adequate ventilation of dwelling.  
 D. Insect-borne diseases. Prevention of flies. Exclusion of flies. Prevention of mosquitoes.  
 E. Destruction and prevention of annoying insects.  
 F. Standards of lighting.  
 G. Sanitation of cellar, kitchen, bathrooms, bedrooms, and living rooms.  
 H. Sanitation of markets, milk-producing farms, abattoirs, and bakeries.  
 I. Sanitation of public buildings, streets, schools, etc.  
 Visits to water supply, to places where water mains are in view, to sewage-disposal plants and to public markets, bakeries, etc.

Fourth quarter. *State and municipal laws affecting the home:*

Pure-food laws. Pure-textile laws. Laws relating to weights and measures. Taxation and exemptions. Liability for debt and garnishment of wages. Property rights of married women. Rights of married women and minors to wages earned. Inheritance laws. Compensation of wage earners for industrial injuries. Insurance laws. Local laws relating to keeping of poultry, cows, pets, etc. Local laws relating to obstruction of streets or walks by wood, etc. Local laws relating to the disposal of waste and refuse. Local rulings as to traffic. Local protection of property from fire, etc. Law as to school attendance, school age, etc.

Visits to factories where women are employed, such as clothing factories, food-packing plants, wholesale groceries, meat-packing companies, etc.

*Home projects for year:* Care of certain rooms in the house. Responsibility of certain amount of general cleaning. Management of family laundry. Any of previous year's projects.

## GRADE TWELVE.

Topic: *The administration of the home and care of children.*

First quarter. *Home administration:*

- A. Function of the home to its inmates.
  - B. Relation of home to community.
  - C. Division and subdivision of income. Keeping of household accounts.
  - D. Purchasing household supplies, fuel, food, and furnishing.
  - E. Thrift in use of household supplies.
  - F. Use and economy of electricity, gas, and water.
  - G. Advantages of cash purchases.
  - H. Methods of saving and kinds of investments.
  - I. Employed house service.
  - J. Wage earning by home maker.
  - K. Labor-saving devices: First cost, operating expense, and manipulation.
  - L. Division of labor organization of household duties and responsibilities.
  - M. Time schedule and adjustment of labor.
- Excursions should be made to stores selling labor-saving devices and demonstrations of these should be given at the school.
- Excursions of local interest should be taken such as to coal mines, oil wells, refining plants, gas plants, etc.
- Shopping excursions should be made to cash stores, credit stores, and second-hand stores.
- Prices for staple groceries should be collected from credit stores and cash-and-carry stores and for quantity buying.

Second quarter, *Child welfare:*

A. In the home: (a) Physical care—Foods for different ages; clothing needs; personal hygiene, baths, sleep, recreation, and personal habits. (b) Prevention of transmission of disease—Eczema; boils; eye infections; colds, tonsillitis, pneumonia, etc.; measles, scarlet fever, etc. (c) Mental development of child from infancy to school age. (d) Moral development in childhood. (e) Social development in childhood.

Practice should be given in preparing food for infants and small children and in making garments. The garments may be for children in families of pupils or for children in philanthropic institutions.

Members of this class should be delegated to assist the school nurse and physician in making examinations of children for conditions of malnutrition.

Throughout this year the pupils in this grade should be chosen to assist and to assume responsibility for many of the school activities.

Third quarter, *Child welfare:*

A. Outside the home: (a) Schoolroom physical conditions, light, ventilation, heat, seating arrangements, blackboards, etc. (b) Sanitation of school buildings, sweeping, dusting, conditions of toilets, etc. (c) Child labor—State laws, exceptions allowed under laws, especially forms of child labor injurious to physical health or to moral development. (d) Municipal playgrounds, parks, etc.

Fourth quarter, *The social home:*

Community responsibilities: Clean streets, safe water, garbage disposal, Street beautification, Public parks, playgrounds, and bathing beaches, Cooperative laundries and public washhouses, Street safety and fire prevention, Public conveyance and conveniences.

Community organizations: Social, Educational, Purchasing or selling, Benevolent, Community service, Among the less fortunate, Individual Americanization work, Sewing, knitting, and bandage work, Volunteer mothers' helpers, Church entertainments and social gatherings, Fraternal organizations.

*Home projects for year:* Any project of previous year. Projects connected with school activities or community organizations.

*F. Modifications of home economics courses to meet the needs of village and consolidated rural schools.*—Certain definite modifications of the courses presented are necessary for village and rural consolidated schools. In the country, the pupils are familiar with many forms of food production. They, to a considerable extent, are accustomed to hear discussions of foodstuffs and the adaptation of foods to the needs of various animals under different conditions and at different ages. They know much in regard to plant cultivation and something in regard to plant foods.

With this basis of knowledge, foods and nutrition can most effectively be presented by reviewing their present information and from that developing the newer material.

In the place of courses in sanitation, applied first to the home and then to the community, the rural pupils need intensive courses in rural sanitation, which should be required of boys as well as girls. The rural or small-town family determines largely for itself what the surroundings of its homestead shall be, but the urban dweller depends upon the municipal authorities for the maintenance of sanitary conditions, and is only indirectly able to determine what the nature and quality of the public service shall be. Sanitary production and care of food in quantity is to the rural home what sanitary markets and shops are to the city resident.

Thus far there has been no effort to adapt clothing courses to the peculiar needs of farm girls and women. That which is in good taste for the girl living on paved streets, with readily accessible street cars, may be, and probably is, unsuitable for the girl exposed to harsh weather conditions and frequently occupied with outdoor work.

Hence, home economics instruction should be adjusted to the altered conditions. It should be not less in amount nor inferior in material, but should prepare the pupil for helpfulness in the rural home and for easy adjustment to rural living conditions.

## CHAPTER V. TEACHERS, DIRECTORS, AND SUPERVISORS OF GENERAL HOME ECONOMICS.

*A. Introduction.*—In the early history of home economics, women skilled in the arts of sewing and cooking were considered competent to teach what was termed domestic science and domestic art, which ordinarily consisted of little more than cooking and sewing. These teachers were generally fine practical women and they rendered splendid pioneer service. With a broader conception of the scope and values of the subject and with the development of educational theory, there has come the demand for adequately trained teachers. In addition to technical training, the teacher must have a grasp of related subject matter and a knowledge of educational theory and be able to apply educational theory to her practice as successfully as do the best teachers in other fields.

Home economics is frequently called a "special" subject and the home economics teacher a "special" teacher, but there is no reason for isolating the subject or the teacher or for being satisfied with anything short of the best in organization and method of presentation. The home economics teacher should be able to cooperate in school affairs and in solving school problems as effectively as any teacher on the staff. Her unusual opportunity to become acquainted with individual students and groups of students growing out of the nature of the subject should make her a strong influence in the school. In addition to her classroom work, every teacher of home economics is expected, especially at the present time, to take her place in the community as an active advocate of her subject. She has a great opportunity, especially in small towns and rural communities, to exercise leadership in establishing boys' and girls' clubs and mothers' clubs whose aims should be the betterment of home and community conditions. She should have a training that will lead her to desire to participate in such activities and to cooperate with others in carrying forward all projects that make for better living.

The home economics teacher should realize the necessity for "keeping up" with recent progress in home economics as well as in general education. Acquaintance with recent developments can be made at summer schools and by attending teachers' institutes or conventions. The meetings, journals, and printed proceedings of the American Home Economics Association, the National Education Association, the National Society for Vocational Education, and various State and professional organizations furnish opportunities for keeping in touch with the latest thought. Much help may be secured also from Government publications, current magazines on education, and books on general education and on home economics topics.

*B. Teachers for junior high schools.*—Specialization on some phase of home economics should not occur in courses in general home economics in either junior or senior high schools. The aim of general home economics instruction in elementary or junior high schools is to lay a broad foundation for the problems, activities, and duties of the home and community, and to give a degree of skill in home processes commensurate with the pupils' needs in their home life. On this foundation the higher schools may and should build their more specialized and intensive studies. It follows, then, that the home economics teacher in elementary, junior, and senior high schools must have broad sympathies, be capable of appreciating the needs of her pupils, and be conversant with their environment and problems. To this end her training must be general in character rather than specialized along narrow lines. Her knowledge of child study and psychology should help her to understand her pupils at the various stages of their development and should assist her in determining



just what material will make the strongest appeal to them at the particular time, and how to present it most effectively. Her training should give a broad understanding of the sciences, the social studies, and art as related to home economics so that she can correlate her work with that of the other instructors. It should include such phases of textiles and clothing, food, sanitation, and home management as will give her the underlying principles, together with sufficient skill, to teach the technical processes accurately. She should gain a vision and an appreciation of the value of these studies in teaching right principles of personal and social conduct and in developing sterling character.

Where shall this teacher be trained? She should have as a basis a high-school course or its equivalent, followed by at least three years of normal or technical training in home economics and related subjects, including the study of methods of teaching her subjects, and practice teaching in her field. The training should in every case be as thorough and comprehensive as that demanded for the teacher in any other subject in the same schools.

*C. Teachers for general home economics in senior high schools.*—The teacher of general home economics in the senior high school should have had a four-year college course leading to the degree of bachelor of science and offering intensified home economics training, or the equivalent of such a course in an approved teachers' college or university.

Her preparation should be so organized as to give her a broad vision of the relation of her subject to the rest of the program of studies as well as to the interests of the community. She should also have had practical experience in her own home. It is of paramount importance that the present and future welfare of her pupils should be of greater interest to her than the development of the subjects which she is presenting.

She should not be a specialist in dietetics or costume design, or in household administration, but should have pursued such specialized courses in all phases of home economics as will enable her to teach a comprehensive course in which these various subjects shall receive just weight, but in which one shall not overshadow the importance of others.

*D. Director of home economics.*—By the director of home economics is meant a person in charge of all the home economics in a school or system of schools. She may be assisted by a number of supervisors and teachers, or, under some conditions, she may have to do some teaching with few or no teachers to assist. It is her duty to bring about the most effective organization of home economics and to see that the best modern methods of teaching are used. A person wishing to qualify as such a director should be a woman of maturity and good scholarship. She should have had experience in teaching home economics, experience in the management of a home, and knowledge of its practical activities. She should have a degree of bachelor of science or bachelor of arts, and, in addition, at least two years of training in home economics. The general and special training should acquaint her with the best modern educational theory and prepare her to apply it in home economics teaching. She should be familiar with the arts and sciences related to home economics. Tact, a keen sense of justice, adaptability, much patience, high ideals, and executive ability are necessary. Physical fitness is indispensable, for such work requires untiring energy and strength. She must be able to enlist the interest of organizations and groups of citizens in the work of her department, and be able to cooperate with those interested in various plans for social betterment.

It is always unwise to place home economics under a man who is in charge of industrial arts, for no matter how well intentioned he may be, he can not establish the necessary contacts and properly direct the instruction in home economics. The occasional grouping together of these two types may be a

survival of the conflict when school people were divided into antagonistic camps under the colors of "cultural" and "practical" education. Since this antagonism no longer exists in the minds of sound thinkers on education, there is no good reason why home economics should not be granted its rightful place and be administered by a trained home economics woman.

#### CHAPTER VI. TEXTBOOKS.

Failure to use textbooks has been due in part to the fact that home economics, to be successful, must vary greatly in different sections of the country, in different sections of any one State and, to some extent, in different sections of a large city. In part, the neglect of textbooks is traceable to the preference of many teachers for the note-giving type of teaching. The recent graduate from college too often adopts her college notes for her secondary-school classes without adapting them to the needs of her classes. The lecture method, commonly used in university teaching, is of doubtful value with junior and senior high-school students, and especially so when used by a young, inexperienced, and overburdened teacher. Some of the failure to use textbooks is due to the unsuitable books that were earlier published by even the best houses. Recipe books, while valuable in themselves, are not suitable textbooks. Many books for sewing classes contained merely directions as to the setting of stitches and the making of seams. Books on general housekeeping, sanitation, and household accounting were almost unknown. Many of the textbooks were written with restricted local conditions in mind and hence were unsuited for general use.

The use of good textbooks is recommended. A teacher may choose from the material presented in a textbook and supplement it by reference work and dictated notes. Even a mediocre textbook provides better instruction than is afforded when each teacher attempts to rely on her own dictated material. Home economics is so new a subject that difficulty in securing satisfactory texts is not surprising. The more recent publications supply good theoretical instruction, are logical in arrangement, and prove a valuable permanent addition to the home library of the pupil. The prejudice in regard to their use is no longer excusable.

#### CHAPTER VII. ROOMS AND EQUIPMENT.

*A. In village and small consolidated schools.*—The minimum space in which home economics may be satisfactorily taught is that offered by one well-lighted room having approximately 768 square feet of floor area. If this room be about 32 by 24 feet, with the windows on the long side, and walls finished in light soft shades, it can be so arranged that it will accommodate classes in almost all types of home economics.

Such a room is practicable only in village high schools and in small rural consolidated schools. It will serve for the home economics work in a school having not more than 48 junior high and 16 senior high-school girls. Gas burners and pipes should not be supplied to the tables since they must serve many purposes in sewing as well as in cooking. The following equipment is needed:

One four-burner gas or oil stove for each four students, and in addition one wood or coal range in the room.

One dining-room table with eight chairs for meal service.

A large screen that may at times partition off a corner as a sitting room and at other times convert a section of the room into a dining room.

At least one large closet or store room and, when possible, additional storage space.



One sewing machine for every four girls.

Comfortable sewing chairs and folding sewing tables.

One mirror, one china closet, one cupboard, two sinks, and two lavatory basins.

Some system of hot and cold running water is essential to effective home economics work.

The teachers' rest room may well be placed in the care of the home economics department in order that practice in housekeeping may be made possible.

For districts where great economy is necessary, it is recommended that a good quality of the larger equipment be purchased and that the small equipment be of the cheaper grades, since this may be easily replaced when more funds are available. Small individual equipment is necessary, but enough larger equipment should be supplied to equal that which would be considered adequate for a family of six or eight persons, since practice in quantity cooking is essential for all students above the seventh grade.

It is quite as essential that the home economics room be supplied with a good microscope and some chemical apparatus as that there be machines and cooking utensils, unless there is close cooperation between the general science and home economics departments.

*B. In small city schools and in the larger rural consolidated schools.*—It is desirable to have at least two rooms equipped for home economics classes.

One of these should be arranged for individual and group food preparation and for special practice in housewifery. Besides such equipment as has been previously mentioned there should be a power washing machine and some other modern laundry machinery and one or more types of modern house-cleaning machinery and utensils.

The second room should be equipped for classes in clothing and in home nursing and be so arranged that when not used for these purposes it may be used as a recitation room for either home economics or other classes as the need may be.

A third room, adjoining the food-preparation room, is greatly to be desired. It should be furnished as a dining room and sitting room combined, and may become a teachers' rest room upon occasion.

With these three rooms properly furnished and agreeably located really excellent work in general home economics is possible. These rooms when not in actual use by the home economics classes may well be used by small and informal classes in academic studies and for teachers' conferences, or as teachers' rest room or as hospital room for girls and women.

The first cost of adequate equipment for home economics is considered more than for any academic subject, but not more than for physics, biology, or industrial arts. But most of the equipment will be serviceable for a number of years. Good wood-topped desks will be of service for 20 years, and it is probable that some of the recent composition tops will wear quite as well. Stoves and sinks last from 15 to 20 years. Cooking utensils may be in daily use from 5 to 10 years and the wearing qualities of a sewing machine are great if properly cared for. Hence the first cost of equipment should not be an obstacle in the establishment of a home economics department. The only costs, therefore, that merit real consideration are interest on the investment and annual deterioration.

Unless there are enough students to use the home economics rooms continuously for home economics classes, the rooms should be so planned that they may be used at other times by classes in biology, art or academic subjects. Many home economics rooms are not now so used because they are unpleasantly

located in basements. It is far more economical to locate them properly and then use them continuously.

*C. Standard conditions for teaching home economics in the larger high schools.*—By the above title is meant such conditions as should obtain in junior high schools with an enrollment of 150 or more girls, assuming that all junior high-school girls are required to take full courses in home economics; and in all four-year city high schools of similar enrollment which, as recommended, require one year of home economics and offer electives for students in the upper three grades.

The following home economics rooms should be provided in a large high school: One or more class kitchens with individual equipment, stoves, cupboards, sinks, refrigerators, laundry equipment, exhibit charts and cabinets; one or more supply closets or pantries; one lecture room to be used as needed; one or more sewing rooms supplied with suitable tables, chairs, lockers, sewing machines, pressing boards, electric irons, exhibit cabinets and charts; fitting rooms with suitable equipment and of sufficient size so that fittings may be made class lessons; one complete apartment or home of kitchen, dining room, bedroom, living room, and bath, all simply, economically and attractively furnished.

The inclusion of an apartment is desirable. In the class kitchens many are taught, each a little. In the apartment fewer are taught much more. The nearer the school conditions for home economics teaching approximate the conditions of an ideal home, the more valuable will the practical work be. The small kitchen and dining room give possible the daily service of a luncheon, affording not only practice in preparation and service, but also in marketing and accounting. The bedroom makes possible lessons in bed making, the care of the furnishing of a sleeping room, practical work in home nursing, and opportunity to make bed-linens, curtains, comforts, etc. The dining room and living room may be used by advanced classes in dressmaking as sewing rooms, and the bedroom proves to be an excellent fitting room. Either the dining room or living room may be the office of the department of home economics.

This committee does not hold that valuable instruction may not be imparted by a good teacher with inadequate equipment and undesirable rooms, but such conditions are an extravagant waste of the most valuable assets of the school system, namely, the time and strength of a good teacher and the interest and attention of the girls.

*D. A residence as a place for teaching home economics.*—In some overcrowded city high schools, a residence has been secured and equipped for home economics classes. This arrangement has some distinct advantages, but can not remove the need for rooms equipped for individual work in which from 16 to 20 children may be taught at one time. Such a residence should be as good as the average patron of the school should afford. It should be sanitary, comfortable, and easily accessible to the school. It should be furnished in good taste and simply. It affords opportunity for the study of certain problems for which the schoolrooms do not usually provide, such as problems related to the water, gas, and electric meters, the management of a furnace, the regular care of a cellar or basement, laundering under conditions similar to those in a home, the care of a yard, and small garden and accounting for household expense. Especially is the residence recommended for schools among the foreign born and among the poorer of our large cities. The effect upon the homes of the section is far-reaching, if the work is in charge of a superior teacher and contacts with the homes are established.

*E. Equipment for home economics teaching in each building.*—The committee recommends that equipment for teaching home economics be installed in each

Junior and senior high-school building, when these buildings are not contiguous, since all girls in these schools should be required to carry this work to the end of the ninth grade and be able to elect these courses in any year above that grade. When the buildings are widely separated, the necessity of going from one building to another during the school day involves a loss of pupil's time, exposure to unfavorable weather conditions, disturbance of the class schedules, and not infrequently a tendency on the part of the girl to loiter on the streets or even absent herself from class work. The interest on the money invested in building and equipment is inconsiderable when compared to the other losses that occur when the teaching of home economics is centralized.

*F. Location of home economics classrooms.*—Especially does the committee wish to impress upon school authorities the importance of a suitable location for home economics rooms. One of the main reasons for teaching home economics is that ideals of home life and right standards of living may be established. To accomplish this, the home economics department must embody these ideals and standards. No American home with high standards as to what constitutes good living conditions will be established in a basement. In the minds of children from homes where undesirable living conditions exist, home is not a clean, light, attractive, and agreeable place, a pleasanter place to spend leisure time than any other. It is merely a place to eat, sleep, and go from to work and to pleasure. Therefore for these it is especially important that the home economics department should be made to represent good conditions of home life.

Under no circumstances, therefore, should the home economics rooms be in the basement. It is well to place these rooms on the first floor, especially if the lunch room is upon the floor. There are, however, no serious objections and a good many advantages in placing them upon the top floor, but such a placement necessitates dumb-waiter service for the reception of groceries and ice and the removal of garbage and waste, and also, if the lunch room is on a lower floor, for conveying to the lunch room the cooked foods. The home economics rooms should be so attractive that students consider it a privilege to attend these classes.

## PART II.—INTENSIVE HOME ECONOMICS.

### CHAPTER VIII. NEED FOR REORGANIZATION.

Intensive courses in home economics are needed for the following groups of girls and women: A. Retarded girls; B. Household employes; C. Part-time students; D. Wage-earning women; E. Engaged young women; F. Experienced housekeepers; G. Foreign-born women; H. Girls and women in sparsely settled rural regions.

Up to the present time, the varied needs of these groups have been recognized only very incompletely and inadequately.

*1. Better provision for retarded girls.*—The Commission on the Reorganization of Secondary Education, in its report, "Cardinal Principles of Secondary Education," recommends "that secondary schools admit and provide suitable instruction for all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school."

In school systems in which this principle is observed practically all girls over 14 years of age will be found in the high school, and if such systems have junior high schools practically all retarded girls 13 years of age will be pro-

noted *per vim* to the junior high school and special courses will be provided for them.

The need for this change in our current school practice is clearly evidenced by statistics, such as the following, as to the number of retarded girls in the elementary schools whose needs have not been and can not be satisfactorily met until they are thus promoted to a school in which they can associate with girls of their own age and receive the special instruction adapted to their interests, aptitudes, and abilities:

The San Francisco survey tabulates 1,033 girls 14 years of age, 377 girls 15 years of age, and 132 girls 16 years or over in grades below the seventh.

In Wilmington, Del., there were 348 children below the seventh grade who were 14 years or older.

The Butte, Mont., survey found 608 children of 14 years or over in the elementary schools. Of these 476 were in grades below the eighth.

The Cleveland survey showed that one-third of the children who were in school in the sixth grade of that city left school before the eighth grade. While these figures were not for girls alone, there is no doubt that in Cleveland—and in many other cities—one-third of the girls leave school before reaching the eighth grade.

In every school system surveyed there have been large numbers of overaged girls in the lower grades. The badly retarded girl leaves school when about 14 years old. A considerable percentage of these girls could be retained in school if their interest were aroused and held by rightly organized intensive courses in home economics. For such as these, whose needs are great, the intensive course as commonly given at present in high schools are valueless.

In certain of our Southwestern States, of which a considerable portion of the population is Mexican, the age of marriage is frequently as low as 12 or 13 years. In localities where this custom of early marriage prevails intensive courses in home economics should be provided for girls under 14 years, perhaps for girls of 11 years or over.

2. *Better provision for adults.*—Many cities have maintained night schools for adult women, but rarely has any city-school system had sufficient money to employ the number of teachers needed for such work or to supply adequate and suitable equipment.

*Too much of the night-school work has been offered in the sections of the city in which there is least need.* High schools are often used for night classes. They are generally a considerable distance from the congested and foreign sections of the city, yet in these sections are the women whose need of such instruction is greatest. Intensive courses in home economics should be offered close to the homes of these needing the work and at hours most convenient for their attendance.

*Day teachers have too often been employed for night classes.* When a day-school teacher is employed for night classes for adult women, the tendency is to carry into the night classes the same subject matter and the same methods as those adopted for the children during the day. In all such cases the work is doomed to failure. A few day-school teachers are sufficiently versatile to adjust their instruction to the needs of the women, but as a general rule the teacher of day classes should not be employed for night work.

*Cost.* Much of the instruction for adults in home economics has been under such auspices as those of the Y. W. C. A. and the Red Cross. These organizations usually have not been able to secure the most satisfactory teaching conditions nor to afford the most valuable types of teachers. Generally, a considerable fee is charged, and for many women this cost has been prohibitive.



Women of widely varying needs and home experiences too frequently have been enrolled in the same classes and given the same instruction. The reorganized courses should be planned to meet the specific needs of special groups of women, and only those with similar needs should be taught together. Therefore, intensive home economics should be reorganized for:

(1) Retarded and over-aged girls and for all girls of 14 and over whose needs make such courses desirable, regardless of academic requirements, and

(2) For adult women in places and under conditions most convenient for their attendance.

#### CHAPTER IX. AIMS.

The aims of intensive home economics courses are similar to those of general home economics courses. In addition to the aims of general home economics, intensive courses should:

First. Prepare the many girls in all sections of the country who carry the burden of a major portion of the housework in their own homes and the many who inevitably will leave school early and marry soon thereafter, for effective management of these homes.

Second. Train girls and women who anticipate remunerative employment as house workers for greater efficiency in their work.

Third. Hold the retarded and overaged girl in school and prolong her contact with school influences.

Fourth. Instruct wage earners, who are in occupations other than home making, in the choice of environment, food, and clothing, that they may be able to secure for themselves the maximum satisfaction from the expenditure of their incomes. A well woman rightly fed, clothed, and housed is a more efficient employee, and the permanency of her position is more secure to her than if, through ignorance of the laws of health, she becomes ill, or because untrained in the intelligent choice of clothing, she is unsuitably clad or is unable to save for additional training.

Fifth. Reach the foreign-born mothers and teach them American standards of home life, especially teaching them the care of infants, the feeding of children, and the effect of insanitary household practices.

Sixth. Instruct both foreign and American born women of small incomes to select, purchase, and use household materials that their homes may have the greatest degree of well-being possible under their financial conditions.

Seventh. Awaken among educated women and women of means a greater realization of the importance of a knowledge of home economics in the management of their own homes, in the aid rendered to the less fortunate, and in their activities in civic affairs.

#### CHAPTER X. COURSES.

Intensive home economics courses should be organized for the following groups of girls and women:

A. *For retarded girls.*—In every school system of considerable size there are many retarded girls for whom intensive half-time home economics courses are essential. These girls may be foreign born or from foreign homes with so limited a knowledge of English that they have failed to progress as rapidly as their schoolmates. They may have been overburdened with the responsibility of the care of younger children. They may be subnormal as well as retarded. The classroom work no longer holds their attention. The correlation of that in which they are interested with the abstract studies enlivens the latter. The concrete instruction appeals to the foreign parent who is willing that the

school life continue where this intensive instruction is offered. Usually these overage, under-grade girls do take an active part in the home, in the care of the younger children, in the actual labor of the household. In general, the marrying age among these girls is early; they frequently become household workers for wages; they often early assume the care of the household for the working mother; and they compose a considerable percentage of all girls and women in the Nation.

Courses of this type should be taught during the usual school hours. The courses should be one year in duration, though local conditions should determine when a second year is desirable. It is best that these courses be taught in high-school buildings, because of the fact that these girls are of high-school age and find an added incentive in the opportunity to associate with others of like ages.

In order to give the extended training in the technique of food preparation that this type of student should have, it may be well to conduct a tea room and to contract for sales of cooked foods.

The sewing in intensive home economics should be done by hand, foot-power and electric-power machines. The garments selected should be those needed by the student herself and the members of her own family, though as the instruction progresses, garments for benevolent organizations and community projects may be produced. Speed, accuracy, and good workmanship should be secured. Mending, making over, and dyeing should be thoroughly taught. The use of pieces of materials in children's garments, quilts, and rugs should be advocated and throughout this clothing course the proper cleaning and laundering of each kind of material and type of garment should be taught.

The project method should be used. Parallel with instruction in technique should be the teaching of the economic value of the fabric chosen, the hygienic qualities of the material, the sanitary care of the same, the suitability of the cloth, color, and design to the purpose for which the garment is intended, and the appropriateness of the chosen pattern and material to the proposed wearer of the completed garment. Repetition is necessary for increase in skill, hence the projects chosen should repeat the lessons taught in previous projects but should also build upon and extend the knowledge and skill acquired in the earlier projects.

Clothing and textile work gives an opportunity to teach the purchase, making, and care of household linens, draperies, bedding, etc.

A yearly sale of the household supplies, prepared for the practice course, affords an opportunity to teach to each succeeding class the lessons of household furnishing.

*B. For household employees.*—Girls anticipating paid employment as household workers and those now so employed need courses especially planned to increase their efficiency as wage earners.

Some of these need courses in elaborate cooking and serving and in the laundering, others need training for general housework, and still others for advanced positions as housekeepers.

Part-time house workers are a needed class of employee. It is recommended that instruction be offered in anticipation of the demand for specialized part-time service within the home. Local conditions will determine the content of the courses offered. Seamstresses, laundresses, skilled cooks, and visiting housekeepers are all in demand for this hourly employment.

Short unit courses on selected topics should, from time to time, be organized. The frequency and content of such courses should be determined by local conditions.

*C. For part-time students.*—By special State laws, employed girls below a certain age are required to attend school a fixed number of hours per week. The home economics offered these students may be exactly similar to that offered in the regular intensive home economics half-time courses, but, of necessity the student will not progress so rapidly as those attending school more hours per week. The motive dominating the teacher in charge should be to aid these girls to secure for themselves satisfactory healthful living conditions and to establish a standard of living which is within their income. Business methods, methods in managing their own financial affairs, and careful economy should be stressed.

Ungraded classes should be maintained in academic work.

Intensive classes should be limited to 20 pupils and whenever possible reduced to 16.

Lessons in food purchase and preparation, courses in textile and clothing, studies in housewifery and home administration should all be organized into one well-rounded thorough course in home making.

Meal service should be the basis of all food work. In connection with this will be taught economical methods of purchase of food materials, proper storage and care of foods, standards of sanitary market conditions, food preservation and food economy, pure-food laws, and the elementary science of nutrition.

A dally lunch served to a group of teachers gives an opportunity to instruct in systems of accounting and also cultivates in the student the desire for gentle manners, courtesy, and hospitality. Weekly afternoon teas to the mothers extend this same training.

In housewifery there should be special instruction in the selection and care of furniture and household furnishing; sanitary care of storage rooms, cellar, etc.; management of heating plant; use of laundry equipment and manner of doing good laundry work; use of cleaning material and utensils; care of plumbing; and the economical use of light, gas, heat, and household supplies in general.

*D. For wage-earning women.*—The employed woman may in time depend upon the commercial concerns for all her physical necessities such as food, laundering, ready-to-wear garments, garment repair, etc. It is quite possible that her efficiency as a wage earner would be enhanced if she did so free herself from traditional customs, but it is a condition and not a theory which confronts those planning serviceable education for women since the majority of all wage-earning women seek to extend the purchasing power of their income by personal care and repair of their clothes. A very considerable percentage make some of the smaller and more easily made garments and retrim their own hats. Many from choice, and some from necessity, care for their own rooms and prepare their own breakfasts.

Many wage-earning women find the maintenance of a home either necessary or desirable. In some instances, the wage earner is a contributor to the support of others for whom she must supply, in part or entirely, a home; in other cases, one or more women unite in the establishment of a home and find it possible to secure under such conditions a "higher standard of living" than when dependent upon boarding houses.

These women frequently desire short intensive courses in certain phases of home making and for them such courses are essential.

The necessity for such courses may be but temporary. Wage earners may come to wearing standardized dress. Clothing care may be so cheapened, with the organization of repair shops, as to be within the purchasing power of the wage-earning women on a \$25 per week income. Prepared food may be so



improved in quality and decreased in cost that the low-waged woman may be untroubled to prepare it for herself. But until woman's wages are higher and the purchasing power of her dollar greater, home-making courses should be made available for her.

*E. For engaged young women.*—Young women who are engaged to be married and who will, in the near future, assume the management of a home should find in the intensive courses in home making the instruction which they need. Usually these young women are occupied during the day in various wage-earning pursuits. Classes for such students should be offered in the evening and should be designed to meet their special needs. Successful instruction can not be given if groups of women having different motives for work be enrolled in the same classes. The young woman wage earner with little experience but with intense interest in learning to be a successful home maker will not work happily with the experienced housekeeper. Neither does the young woman respond best to the same methods of approach nor the requirements of the same projects. If the teaching force provided for intensive home economics is not large enough to provide several types of instruction simultaneously, then the different groups should be served at different times of the year. Certainly they should not be forced into composite classes.

*F. For experienced housekeepers.*—The adult woman occupied in the administration of her own home needs assistance in solving the problems arising in her household and also she needs help in increasing her own efficiency.

Intensive home economics offered her should consist of unit courses and special subjects so organized that she can enter any one such unit course though she has not attended the preceding courses nor anticipates entering the later ones. It is advisable that these unit courses extend over but five or six weeks and consist of 10 to 12 lessons.

Such courses may consist of 10 lessons on cleaning and ripping old garments and the making of children's clothing from these; 10 lessons on children's clothing from new materials; 10 lessons on shirt waists and dress skirts for women; 10 lessons on hat making; 10 lessons on the economics of the home; 10 lessons on home care of the sick; 10 lessons on child care; and 10 lessons on meat cookery or light bread making or on simple desserts.

In food classes it is desirable to provide for class work in the afternoon just after the closing hour of the high school. If the foods chosen be within the purchasing power of the student, as they should be, then each woman can bring enough of the raw materials to provide sufficient quantity for her family and the cooked food can be taken home to contribute to the evening meal. This home-supplied material offers excellent opportunity for market and price discussions.

*G. For foreign-born women.*—All women are conservative about the management of their household affairs. Perhaps this conservatism is an inheritance from the days when a man's home was indeed his castle wherein entrance, save to those known to be friendly, was vigorously repulsed. Perhaps it is traceable to the old instinct for the protection of the young by repelling the entrance of intruders.

This conservatism results in an active resistance to innovations threatening established household customs, a resistance which must be gradually overcome if the immigrant from Europe is to attain American standards of living.

Customs and traditions which have gradually evolved through centuries of adjustment to climatic conditions in the old country may be and often are undesirable and unsuited to the new environment in America.



Foods are different; methods of securing supplies are new to the immigrant; a few rooms in a tenement or a cheap and unsatisfactory little frame house in a small and dirty yard is a poor substitute for the open country and permanent house of the original home. How can the foreign woman be expected to be interested and loyal to a people and a country which imposes upon her so many hardships with which she is so illly prepared to cope?

Home economics of the right type will go far toward Americanizing the adult foreign woman. Through it she may come to understand the customs and living standards of her adopted country and be enabled to secure for her family better sanitary conditions, more healthful foods, more adequate clothing and a general sense of well-being that will go far toward giving her a sympathetic understanding of conditions in the new land.

Learning a new language is desirable but alone will not lead to an understanding of the new country. Classes that will actually help the woman to meet and solve the pressing problems of her daily life and that will lead her to appreciate the free education provided for her children will stimulate her loyalty to her adopted country.

*H: For girls and women in sparsely settled rural regions.*—Two types of intensified home economics courses are possible for girls and women in sparsely settled regions. The first is the itinerant school of from two to six weeks which comes into a locality and brings necessary equipment for all instruction given. This teaching is given in school buildings, halls, churches, or even private houses.

Because of the conditions governing its organization and administration it belongs under college extension, rather than regular school authorities. It may be made a most valuable kind of vocational education.

The second type of intensive home economics education for the rural or village girl or woman is that which is organized upon a college or university campus.

The course should be of less than college grade, of not more than a year's duration, with entrance requirements based only upon age and intelligence, and should include intensive lines of work in foods, clothing, sanitation, home nursing, household management, and in certain agricultural subjects such as dairying, floriculture, poultry culture, and home gardening.

It is more practicable to bring to the institutions those needing the instruction than to take the instruction to the student when the prospective students are widely scattered over an agricultural State.

*I. For college graduates.*—Many liberal arts colleges have not yet introduced courses in home making, and the highly educated home maker is in no less need of courses in home economics than her less highly trained sister woman; hence, wherever there is a demand for intensive courses by this type of woman it should be offered. It is probable that such courses should be managerial rather than technical. For such women courses in the scientific, social, and economic relationships of the home are more essential than those in the individual operative processes within the dwelling. A managerial course consists largely of instruction in the problems of household administration, of family accounting, of study in labor-saving devices and methods, of consideration of questions relating to employment of household laborers, of the sanitation of the dwelling and of the markets, public buildings, public conveyances, etc., of child development and child welfare, of intelligent choice and wise buying of household material together with such laboratory instruction as is absolutely necessary for intelligent oversight of household operations.

## CHAPTER XI. TEACHERS OF INTENSIVE ECONOMICS.

The kinds of training and the desirable qualifications for teachers of the various types of intensive home economics are not identical.

(1) *Teachers of part-time classes.*—The most successful teacher of intensive classes for part-time pupils and for half-day classes of girls of 14 and over will be a woman who is mature, is thoroughly trained as a teacher, has had actual experience in household affairs, and has a general knowledge of practical home economics.

For these adolescent girls, generally retarded in academic work and frequently somewhat difficult to interest, the majority of the best candidates for teachers will probably be found among successful and experienced elementary-school teachers. Women of sympathy and understanding, interested in holding the retarded or less fortunate girl in school and believing in training in home economics, can secure her technical training in home economics through intensive courses especially planned. Such training should be given under economic conditions similar to those under which their prospective students live.

It is doubtful, in the minds of this committee, whether four years of college work in home economics is so much needed in preparation for this type of instruction as is knowledge of elementary education; experience in handling difficult school conditions; a sympathetic understanding of social and racial environment; good physical health; executive ability proven by the management of a home; and, superimposed upon these qualifications, one or more years of intensive training in home economics. Some graduates of liberal arts courses have these preliminary qualifications and will be successful after receiving the special training.

Training for teachers of this type of intensive home economics can not be successfully combined with that given to young college students preparing to teach general home economics. Experienced teachers preparing for this intensive teaching will of necessity enroll upon the campus of the institution providing training for general home economics, but they certainly should not have the same kind of training. They need to practice home making in small houses, in apartments, or in larger homes. They require extended experience in managing and performing the entire work of the household. No State will in any one year require a large number of recruits for this intensive teaching. One institution in a State, therefore, can adequately prepare all these teachers, but the expense per student will be great because of the peculiar equipment necessary. Since many teacher-training home economics departments are located in small cities where the special home economic, social, and educational problems to be considered do not exist, it may be necessary, in some cases, to establish branches for this special training at a distance from the parent department or institution.

(2) *Teachers for employed girls.*—Teachers for employed girls may be drawn from the teachers just described or from the more successful teachers of general home economics. They need to have enthusiasm, adaptability, and a mastery of the technique of the subject.

(3) *Teachers for mature women who are college graduates.*—The college women's intensive home economic courses will be best served if taught by specialists in the various fields of home economics education. The physician, the trained nurse, the sanitarian, the market inspector, the expert on heating and lighting, the trade dressmaker, and the milliner may be called in as occasion makes desirable, but one capable executive home economics woman of experience should be, at all times, in charge of the class.

(4) *Teachers for adults.*—The untrained but experienced housekeeper of limited education will require the most carefully selected teacher. The mature, trained home economics teacher who has had responsibility for the management of a family's affairs will most quickly gain the confidence of these women. It is most desirable that this teacher have had a broad social experience.

There is a large group of home economics graduates who have married, maintained homes of their own, and who could be secured for teaching positions if special inducements of salary and permanency of position were assured them. Such women would profit by a brief intensive course planned to acquaint them with the newer thought and progress in home economics.

#### CHAPTER XII. TEXTBOOKS.

Probably no one textbook on the market will meet all the needs of the types of girls who will be enrolled in the intensive home economics courses. Because their academic standing and their mental development are so unequal, probably most of the teaching should be by the direct method of having actual tasks performed until skill has developed and by oral explanations and instruction, much of which must be individual. Various Government and State publications can be used upon occasion, and some students will profit by the use of well-written textbooks. No rigid rule can be made, because each group will be of differing needs and abilities.

Thus far there is no textbook in home economics adapted to the foreign-born woman. Textbooks could be prepared to teach English while teaching the elemental facts in regard to foods, child health, and home care.

There are excellent textbooks for classes of engaged young women which will also be valuable to them as a nucleus for their own libraries of home economics literature.

The college trained women will profit most by reference work demanding familiarity with the works of many authorities rather than by the selection of one book.

It may be concluded that textbooks should be carefully selected and used whenever such selection and use will meet the needs of the students and remove the necessity of note taking, and that in many classes in intensive home economics neither notes nor textbooks can be used.

This committee holds that intensive home economics courses can be most effectively taught if departments are supplied with a residence or suite of rooms in which a large portion of the work may be done. This residence should be not better than the best type that can be afforded by the members of the social group represented by the pupils in the class, but it should be so clean, so sanitary, so well and so economically furnished, so altogether desirable in its appearance, and its homelike atmosphere that it creates in the pupils and the community a desire to reproduce the same conditions in their own homes. A day nursery connected with the school makes this work especially valuable.

### PART III.—THE SCHOOL LUNCH.

#### CHAPTER XIII. HOME ECONOMICS DEPARTMENT AND THE SCHOOL LUNCH.

(1) *Management.*—In the campaign for bettering the physical condition of school children it has become an axiom that every school should make available hot lunches for all school children. These lunches are administered in various ways. In many places the school officials dodge their responsibilities by permitting an outside agency to furnish unsupervised lunches. The con-



cessionaire provides the food and service with one dominant motive, which is, to make the maximum profit. Any business carried on in school which profits at the expense of the students is fundamentally wrong and is unjustifiable. Supervised concessionaire service is attempted in some places but rarely is it so well supervised that the objectionable features are obviated. Employed unsupervised service is scarcely more desirable than that of the supervised concessionaire. If a competent and well-trained home economics woman is employed on salary as a manager, the food will probably be economically purchased, carefully used, and selected with a knowledge of the needs of the pupils. Only schools having a large number of pupils using the lunch food can afford this plan.

The most satisfactory and economical management of the school lunch in any school, large or small, is attained by placing it under the direction of the head of the home economics department of the school. The advantages are several:

First, expert knowledge of foods and dietetics is available for the benefit of the pupils;

Second, the lunch room may be more effectively articulated with the home economics department, thereby opening an avenue for the sale of the products of that department;

Third, the lunch room may more easily be made an educational factor in health education work.

A lunch room that provides food but does not train in intelligent choice of foods has but partially performed its function. Not only should food be properly prepared and well served but the menu list should give caloric values and food components as well as prices, suggested combinations should be listed, and daily brief explanation of body needs and food value should be presented to all classes. All this can be accomplished best when lunch rooms are under the direction of the home economics department.

Home economics pupils should not be exploited for the sake of the lunch room. The educational value of the work in foods should not be encroached upon but enhanced by the opportunity of preparing foods in quantity and expeditiously, and disposing of them in the lunch room. The school authorities must take care not to subordinate the educational work to the needs of the lunch room. Not all the food needed, even in a small lunch room, can be supplied by the foods classes, nor should these classes be expected to do the dish washing and other work, the repetition of which has slight educational value.

The city supervisor of home economics, or one of her assistants, should assist the head of the home economics department by advice and cooperation. Many matters of administration must of necessity be under the general direction of the principal of the school, but the expert knowledge of those trained in the administration of school lunches and in the purchase of supplies and equipment should be used to the fullest extent possible.

The head of the home economics department should never decide upon matters of policy or the administration of the affairs of the lunch room without first assuring herself that the principal of the school is in full agreement with her. Unquestionably the head of the home economics department will know more about dietetics than the principal, but even conceding this, she should consult with him concerning the general types of food and general manner of service which he, knowing his own school constituency, deems most desirable.

(2) *The lunch room.*—All too frequently the lunch room has been placed in the basement. One reason for this bad practice was that the basement space



was so unsuitable for school purposes that no one would condemn any teacher to its continuous use. The best practice now in building a high school is to have no basement, or to have a basement under only a part of the building, a low air chamber being provided under the rest of the building.

The lunch room may well be placed on the first or ground floor. It should connect readily with the yard and articulate with the auditorium and gymnasium or other place for recreation after lunch. Such articulation will also help the building to meet community needs, as refreshments can then be served on many community occasions. The lunch room should have a height proportioned to its size. Too frequently the lunch room has such a low ceiling as to be unattractive and badly ventilated. It should have as much natural lighting as feasible. It certainly should have an attractive outlook upon the street, school yard, or at least upon a good-sized court. It should not be in close proximity to toilets, but there should be both ample facilities in the building and sufficient time in the lunch period for pupils to wash hands and faces before coming to the lunch room. *The school lunch is the one school function touching the life of every child and affording an opportunity to teach standards of American living, courtesy, and good manners, and to establish right habits of food selection.*

(3) *The lunch period.*—Sufficient time should be allowed for thoughtful selection of food and leisurely and companionable eating. The noon lunch period should be one of relaxation and refreshment. Hence the seating facilities should be comfortable and adequate and surroundings in good taste and sanitary. The lunch period should not be shorter than 40 minutes. In the larger high schools the pupils should report to the lunch room in several divisions, thus lessening the congestion in serving and the space and equipment required in the lunch room and also relieving the demand for classrooms to the extent of the use of the lunch room. This contributes to the efficient use of the entire school plant. In schools having 50-minute periods, the following approximate division of time is recommended: Five minutes for preparation preliminary to going to the lunch room; 30 minutes for service and eating; and 15 minutes for recreation outdoors in good weather and in the gymnasium or hearing music in the auditorium during stormy weather.