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ACHIEVEMENTS IN  
HOME ECONOMICS EDUCATION

By

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# ACHIEVEMENTS IN HOME-ECONOMICS EDUCATION

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CONTENTS.—Introduction—Findings of statistical study of home economics in the public high schools—Curriculum making—Child development and parental education—The school lunch—Nutrition—Economics of the home—Social relationships of the family—Home economics for boys

## INTRODUCTION

Among the outstanding achievements in home-economics education during the biennium are general revision of State and city curricula in home economics, formulation of a child development and parental education program in home-economics departments of elementary, secondary, and higher education, recognition of the school lunch room as a means of education, general inclusion of a course in economics of the home, organization of courses on social relationships of the family, and on home economics for boys.

Reorganization of the home-economics curriculum has been the rule rather than the exception. This revision is based upon findings secured by the approved scientific method of educational investigation as to the home activities, physical, economic, and social needs, and present and future interests of the girl.

Interest in child development and parental education work from the elementary school through the college has increased rapidly. Although home economics has always been concerned with the betterment of the child and the home, yet more has been accomplished during the biennium in the establishment of nursery schools in home-economics departments and in the development of subject matter, policies, and practices concerned in child development and parental education than during any corresponding period since the beginning of home-economics education.

School lunch rooms and cafeterias are looked upon in many sections as educational laboratories for the training of students in proper nutrition and hygienic habits of eating.

The principles of economics of the home have been taught for some time in connection with other home-economics courses, such as

foods, clothing, budgets, and household management. Within recent years, the tendency is to make this a separate course, with special emphasis upon habit formation concerned with recording expenditures, saving money, thoughtful and orderly use and management of money.

Likewise the subject of social relationships of the family has developed into a separate course of instruction and is offered in the junior and senior years of many high schools. The "plans and work committee" of the vocational home-making teachers of Illinois chose for 1925-26 to include in the home-economics curriculum more work dealing with family and social relationships. This committee agreed that the entire field of human relationships is most interesting, but the most important relationships to emphasize with high-school students are those within the home.

Home economics for boys has been offered sporadically for a number of years, but within the biennium there has developed an attitude among school administrators that phases of this subject have an educative value helpful to the well-being of the boy. Tulsa, Okla., has gone so far as to require "home crafts" of all its boys in the junior year of Central High School.

#### STATISTICAL STUDY OF HOME ECONOMICS IN THE PUBLIC HIGH SCHOOLS

A statistical study of home economics in the public high schools of the United States has recently been made in the Bureau of Education.

Questionnaires were sent to 19,449 high schools, the number recorded by the bureau for 1924. Because of the large number of high schools involved, the questionnaire was sent only once. Replies were received from 9,504, or 48.9 per cent, of the entire number of schools to which questionnaires were sent. Of the number of schools reporting, 5,737, or 60.4 per cent, reported as offering home economics.

The 5,737 high schools reporting as offering home economics comprised 373 junior, 113 senior, 760 junior-senior, and 4,491 regular high schools; or, expressed in per cents, 52 per cent of the 717 junior, 66.5 per cent of the 170 senior, 57.8 per cent of the 1,314 junior-senior, and 26 per cent of the 17,248 regular high schools to which questionnaires were sent.

*I. Number of teachers.*—In the 5,737 schools offering home economics, 8,111 teachers were teaching this subject, and of this number, 6,569, or 81 per cent, had received special training in that subject. The number of teachers of home economics and the number of teachers with special training in the subject are distributed among the four different school organizations as shown in Table 1.

TABLE 1.—Teachers of home economics

High schools	Teachers of home economics	Teachers trained in home economics	
		Number of teachers	Per cent of total
Junior.....	937	824	87.9
Senior.....	242	205	84.7
Junior-senior.....	1,153	927	80.4
Regular.....	5,779	4,613	79.8
Total.....	8,111	6,569	81.0

These figures reveal that 81 per cent of the teachers of home economics have received special training for their work. Undoubtedly the other 19 per cent of teachers who teach home economics have had considerable practical experience in home making and found it necessary to complete their teaching schedules by the addition of one or two subjects in home economics for which they had special aptitude either by inheritance or through experience, or both. Often in high schools where there is too much work for one home-economics teacher and not enough for two teachers, some woman member of the faculty not especially trained in home economics is asked to teach the "overflow" from the home-economics classes.

Similarly, teachers trained in home economics may give academic instruction in emergency; for in small high schools desiring to offer home economics, if student enrollment does not justify a full-time teacher of the subject, the home-economics teacher may combine her subject with that of some other high-school subject. Most home-economics teachers in the smaller high schools thus teach one or two other subjects.

II. *High-school students enrolled in home economics.*—The entire enrollment of girls and boys, respectively, in the 5,737 high schools offering home economics was 976,882 and 850,852. Of these numbers, 424,817 girls, or 43.5 per cent of the entire number enrolled, and 7,017 boys, or 0.8 per cent, were enrolled in home-economics courses.

TABLE 2.—Girls and boys enrolled in home economics

High schools	Girls			Boys		
	Entire enrollment	Enrolled in home-economics courses	Per cent of entire enrollment	Entire enrollment	Enrolled in home-economics courses	Per cent of entire enrollment
Junior.....	146,641	107,001	73.0	127,902	2,396	1.9
Senior.....	44,228	13,708	31.0	40,406	121	.3
Junior-senior.....	142,916	71,053	49.7	131,734	856	.7
Regular.....	643,097	233,055	36.2	550,720	3,644	.7
Total.....	976,882	424,817	43.5	850,852	7,017	.8

III. *Number of years home economics is offered.*—The number of schools reporting as offering home economics for one year, is 863; the number for two years is 2,125; for three years, 1,018; for four years, 1,306; for five years, 34; and for six years, 115. These schools are distributed among the four school organizations as shown in the following table:

TABLE 3.—*High-school years in which home economics is offered*<sup>1</sup>

High school	One year	Two years	Three years	Four years	Five years	Six years
Junior.....	14	79	236	37		
Senior.....	11	26	74			
Junior-senior.....	68	221	131	172	34	115
Regular.....	770	1,799	577	1,097		
Total.....	863	2,125	1,018	1,306	34	115

<sup>1</sup> On this item 276 schools did not report.

IV. *Home economics required.*—Of the 5,737 high schools offering home economics, 3,856, or 67.2 per cent, require it. The distribution and grades are given in Table 4.

TABLE 4.—*High schools requiring home economics*

High schools	Total	Seventh year	Eighth year	Ninth year	Tenth year	Eleventh year	Twelfth year
Junior.....	347	320	300	131	12		
Senior.....	57			1	34	31	26
Junior-senior.....	613	432	460	350	180	101	90
Regular.....	2,839			1,995	1,432	770	684
Total.....	3,856	752	760	2,477	1,669	902	732

Of the 373 junior, 113 senior, 760 junior-senior, and 4,491 regular high schools reporting as offering home economics, the following figures, respectively, represent the per cents of schools of the above organizations which require it: 93, 50.4, 80.7, and 63.2.

Of the 4,491 regular high schools reporting as offering home economics, many report that in their school systems home economics is required in the elementary school. For example, 225 regular high schools reported that in their public-school systems home economics was required in the sixth grade, 909 reported that it was required in the seventh grade, and 1,001 reported that it was required in the eighth grade.

V. *Home economics counts toward high-school graduation.*—Out of the 5,737 high schools reporting home economics, 5,452, or 95 per cent, count home economics toward high-school graduation. This number is distributed among 303 junior, 112 senior, 723 junior-senior, and 4,314 regular high schools.

VI. *Home economics fulfills college entrance requirements.*—Of the high schools from which reports were received, 4,519, or 78.8 per cent, state that their home economics fulfills the usual college en-

trance requirements. This number is distributed among 148 junior, 96 senior, 605 junior-senior, and 3,670 regular high schools.

VII. *Home-economics subjects offered.*—The home-economics subjects offered in the four types of high schools are foods, nutrition, dietetics, clothing, clothing design, textiles, dressmaking, millinery, child care, personal hygiene and health, social and family relationships, household management, housewifery, household budgeting, including accounts, institutional and tea-room management, home nursing, house planning and furnishing, and landscape gardening.

The number of the different high schools offering the various home-economics subjects is shown in Table 5.

TABLE 5.—*High schools offering certain home-economics subjects*

Home-economics subjects	High schools				
	Junior	Senior	Junior-senior	Regular	Total
Foods	343	104	722	3,980	5,149
Nutrition	180	57	438	2,203	2,977
Dietetics	119	62	364	1,969	2,514
Clothing	305	177	680	3,709	4,871
Clothing design	159	81	439	2,325	3,004
Textiles	187	97	445	2,356	3,085
Dressmaking	203	73	479	2,597	3,352
Millinery	94	50	217	1,094	1,455
Child care	102	31	211	1,128	1,472
Personal hygiene and health	175	38	304	1,799	2,316
Family relationships	54	18	142	783	997
Household management	113	60	337	1,647	2,157
Housewifery	94	29	164	899	1,186
Budgets, household accounts	116	37	257	1,345	1,755
Institutional or tea-room management	37	12	93	524	666
Home nursing	79	37	235	1,301	1,652
House planning and furnishing	112	50	315	1,569	2,046
Landscape gardening	11	3	42	177	233

VIII. *Home-economics enrollment.*—The number of girls enrolled in the specific home-economics subjects cited in the four types of high schools is given in Table 6.

TABLE 6.—*High-school enrollment in home economics subjects*

Home-economics subjects	High schools				
	Junior	Senior	Junior-senior	Regular	Total
Foods	77,186	6,396	44,975	142,947	271,494
Nutrition	49,412	3,265	28,049	81,743	162,459
Dietetics	33,393	2,903	20,179	66,299	122,774
Clothing	64,178	7,968	45,289	144,817	264,252
Clothing design	35,417	5,080	25,753	88,558	154,808
Textiles	36,005	5,507	27,285	93,362	162,059
Dressmaking	45,465	4,968	27,480	108,689	181,602
Millinery	25,267	3,208	14,386	46,496	89,357
Child care	27,428	2,389	11,809	40,215	81,841
Personal hygiene and health	43,236	4,181	21,978	77,705	147,100
Family relationships	18,240	1,189	8,171	29,308	56,908
Household management	32,956	3,568	18,983	68,978	114,472
Housewifery	27,855	1,196	10,995	33,327	73,373
Budgets, household accounts	27,680	2,713	15,235	52,931	98,559
Institutional or tea-room management	6,697	633	3,731	16,853	27,414
Home nursing	20,440	2,959	14,318	43,733	81,450
House planning and furnishing	23,784	3,151	16,903	52,536	96,374
Landscape gardening	2,681	33	1,212	6,086	9,012

IX. *Salaries of home-economics teachers.*—The average minimum and the average maximum monthly salaries for home-economics teachers for all schools reporting home economics are, respectively, \$147 and \$183. The average minimum and the average maximum monthly salaries in junior high schools are, respectively, \$149 and \$224; in senior high schools, \$156 and \$212; in junior-senior, \$146 and \$181; and in regular high schools, \$146 and \$178.

X. *Cost of equipment.*—The average initial cost of equipping the home-economics departments of the 5,737 high schools reporting is \$1,423; for junior, \$2,672; for senior, \$3,057; for junior-senior, \$1,599; and for regular high schools, \$1,275. The largest initial equipment cost reported is \$15,000 and the smallest \$100. The median for all the schools is \$1,514.

The 5,737 high schools report for each high school an average annual expenditure for food-laboratory equipment and supplies to be, respectively, \$132 and \$173; for clothing-laboratory equipment and supplies, \$91 and \$81.

The average annual equipment and supply expenditures for food and clothing for the four types of schools are shown in Table 7.

TABLE 7.—Average annual equipment and supply expenditures

High schools	Foods		Clothing	
	Equipment	Supplies	Equipment	Supplies
Junior.....	\$205	\$280	\$214	\$115
Senior.....	170	77	104	100
Junior-senior.....	147	208	102	90
Regular.....	133	157	80	73

### CURRICULUM MAKING

"The task of curriculum improvement is as unending as are the changes in society and in the pupil population."

The truth of this statement by one of the pioneers of the junior high-school movement has been recognized in every section of the country by curriculum makers of home-economics education, if one is to judge by the number of new and revised courses of home economics received during the biennium and by some of the research studies made as a basis for curriculum reorganization.

The Bureau of Education was among the first to conduct a research study to determine the home activities, economic and social needs and interest of junior high-school girls as a basis upon which to build a home-economics curriculum for those girls. For this research study the bureau chose 570 girls enrolled in two junior high schools of the District of Columbia. These girls were asked to fill out a questionnaire which was formulated by a committee named

in 1924, by the Commissioner of Education, and composed of the supervisors of domestic art and science, three junior high-school teachers, and two home makers of Washington, D. C., the acting chief of the office of home economics of the United States Department of Agriculture, and the home economics specialist of the United States Bureau of Education. The study was completed in 1925 and the findings of the questionnaire reveal that the majority of the junior high school girls are general assistants to their mothers in the various activities of the home.

This fact is of the greatest importance to the junior high-school home-economics curriculum makers, for it indicates to them that the home-economics training for the girls of these years should do several things: First, teach girls to perform on a higher level and with greater efficiency the daily routine of home activities; second, enrich their home experiences by classroom subject matter and laboratory practices; third, provide such training as will help the girls to establish habits of thrift as related to health, money, time, and ability; and fourth, help the girls develop right attitudes and appreciations concerning American home life. All of these are important attributes of a junior high-school girl's education, and the training for these attributes is not considered anywhere else in the girl's junior high school experiences.

*Denver, Colo.*—A notable research during the biennium for curriculum reorganization of public-school home economics was conducted in Denver, Colo., where in November, 1924, committees were appointed to study the activities, interests, and social needs of the junior and senior high school girls. These committees prepared questionnaires to ascertain the home activities of these girls. The questionnaires were answered by 5,106 junior and senior high school girls and by 876 mothers.

The findings of the study were used as the bases for Denver's Course of Study Monograph No. 12, entitled "Home Economics for Junior High School—Grades Seven, Eight, and Nine," and Course of Study Monograph No. 13, entitled "Home Economics for Senior High School—Grades Ten, Eleven, and Twelve."

The aim of the Denver home-economics courses of study is to help the girls to meet better their present personal and home living problems and to give to them insight into and preparation for adult life. This philosophy underlying curriculum making is in accord with that of the committee of 12 on curriculum making of the National Society for the Study of Education. This committee says:

As to the need for building the curriculum around the activities and interests of children or the necessity for adult life, both points of view should be incorporated, for they are coordinate in importance.

*San Francisco, Calif.*—The junior high school home-economics committee based the organization of their course of study upon their analysis of the job of home making, for 75 per cent of the homes of San Francisco are servantless. In accordance with these findings, the committee organized a junior high school home-economics curriculum, composed of units ranging from 1 to 15 weeks, for the purpose of giving students a purview of the many activities found in the home.

The committee placed the major emphasis on those activities and attitudes contributing "most to wholesome and harmonious home life," with the hope that the information and skill gained in the classroom would function in the home duties of the girls. Therefore food selection and preparation based on health and thrift, labor-saving devices, clothing (its selection, construction, cost, upkeep, and laundering), care of children, daily house care, economics of the home, care of the sick, culture and social relationships of the members of the family, and care of the yard and garden are all outlined for the orientation of the girl in accordance with her interests, activities, social needs, preparation for adult life, and with the "exploratory idea" of the junior high school.

*Cleveland, Ohio.*—A committee was appointed by the supervisor of home economics of the Cleveland public schools to study home economics in the junior high schools to determine the home-economics needs of the girls of these years. The findings of the committee were used as a basis for the revised course of study, which emphasizes behavior or good manners and conventions (1) in the home, (2) on the street, (3) in public assemblies, and (4) at the table. The course of study includes care of little children, use of pocket money, household budgeting, home appreciation, use of leisure time, personal appearance, as well as the relation of food, clothing, and hygienic living to health. Wherever it is feasible, the committee in the new course of study has correlated home economics with health, art, English, the social sciences, and mathematics.

*Baltimore, Md.*—A committee of the home-economics department made a survey of the food habits of the families in one of the industrial centers to ascertain whether the food instruction of the classroom in that community meets the health needs of its children.

This committee with the help of the home-economics girls of the school, studied each of 3,647 breakfasts, dinners, and suppers—in all, about 11,000 single meals. They found that these meals were high in starchy vegetables, grain products, meats, and coffee. To illustrate, children in 70 per cent of the families had for breakfast, coffee, pastry, frosted buns, and doughnuts; only 25 per cent of the breakfasts listed the use of any fruit, fresh or dry; and cereals were rarely used except the ready-to-eat brand.

It was also found that children accustomed to this meat, coffee, starchy vegetable, and pastry diet were pale, of poor posture, underweight, and had poor teeth, a tired expression, and "unreasonable food prejudices."

To overcome these undesirable food habits is clearly the duty of the school, by teaching graphically that (1) "food makes the difference"; and (2) fresh vegetables, fruits, cereals, and milk furnish elements indispensable to growth, optimism, and physical well-being.

The analysis of the food habits of this industrial community convinced the committee that such studies are imperative to enable the school to fulfill one of the cardinal functions of education.

*Detroit, Mich.*—The home-economics faculty of the Cass Technical High School, under the direction of the dean of girls and head of the home-economics department of this school, experimented for five years with their home-economics classes in developing the contents of a course which would, first, teach the girl how to make the proper social adjustment and to develop responsibility and character, and second, make the contents so attractive that its appeal would be universal among the girls.

Cass Technical High School offers to its girls ten 4-year technical curriculums. The student body is composed of girls of various social strata—rich, fairly well to do, and poor; of high, normal, and low intelligence; of academic and of vocational abilities and interests.

After the five years of experimentation a course was evolved which was offered in 1924 for one semester. The results were so outstanding that the course since that time has been required of all high-school girls for one semester as a part of their general education. This course is composed of three distinct sections, namely, "social cooperation," "health," and "thrift."

The head of the home-economics department reports that Cass Technical High School has had no breach of moral conduct among its girls for the past three years. She attributes this high standard of behavior largely to the helpful teaching given for the past six years in the home-economics department.

The time allotted to the course is distributed to the three sections named in the following proportion: For social cooperation, 16⅔ per cent; for health, 50 per cent; for thrift, 33⅓ per cent.

The course has four objectives: (1) To instill a feeling of responsibility within each girl toward the establishment and maintenance of good home training for approved social relationships, health, and thriftiness for the individual herself, the family, and the community; (2) to give information that will support and amplify previous home instruction and at the same time teach conduct, health, and thriftiness to girls who have not been so fortunate as to receive such home training; (3) to teach girls that the home is the ideal place

to receive such training and assist them in deciding how they may cooperate with their present homes and establish similar attitudes toward good home training in their future homes; and (4) to bring a realization to the girls of the true meaning of an ideal American home.

Some of the other cities conducting researches for the purpose of giving scientific data on which to build curriculums in home economics, for lack of space, can only be mentioned. These cities are New York, N. Y., South Bend, Ind., Chicago, Ill. and Fresno, Calif.

Among the States publishing new State courses of study during the biennium are Connecticut, California, Florida, Georgia, Kansas, Kentucky, Mississippi, New Hampshire, New York, Ohio, and Pennsylvania.

*Massachusetts home-economics committee, of elementary and secondary schools.*—The commissioner of education of Massachusetts appointed a representative home-economics committee to make a study of the present "policies and practices" in home-economics work in that State.

This committee formulated a questionnaire which was sent to 197 superintendents of schools. Reports were received from 178. Of this number, 128 thought that the home-economics instruction as given in the schools functions in the home. Only four superintendents felt that it did not.

The findings of the committee were presented under the following topics:

- a. Administrative problems affecting home-economics subjects.
- b. Rooms and equipment for home-economics work.
- c. Qualifications of teachers and supervisors of home economics.
- d. Building of curricula and criteria for evaluating a course of study in home economics for different types of schools in a given community.
- e. Aims, objectives, general plans, and anticipated results to be accomplished at the completion of the work in (a) rural schools, (b) elementary schools, grades one through six, (c) junior high schools, grades seven through nine, (d) senior high schools, (e) vocational schools.
- f. Correlation of home economics with other subjects in the sixth, seventh, eighth, and ninth grades.
- g. Vocational aspects of home economics.
- h. Contribution of home economics to the school lunch room.
- i. Recognition and evaluation of home economics by the women's colleges attended by graduates of the Massachusetts secondary schools.
- j. Selected bibliographies for home-economics students and teachers.

The committee's next step is the promotion of more and better home economics for the State of Massachusetts. It means to accomplish this by developing home-economics subject matter which suits the particular needs of the girls in the various schools and sections of the elementary and secondary schools of its Commonwealth.

*The California Home Economics Association*, through its committees composed of prominent home-economics teachers of the State, has during the biennium made an outstanding contribution to home-economics education in that it has outlined subject matter for three high-school home-economics courses which the State Board of Education of California recognizes as alternatives for three other high-school subjects for graduation credit. These courses are called "science of the household," "nutrition," and "citizen homemaking."

The scope and purpose of the first course is similar to the general science course in the California high schools and is designed to meet the graduation requirement of one unit of a laboratory science. The second course is designed as an advanced course to succeed the course in the "science of the household," or it may be offered for high-school graduation credit in lieu of another laboratory science. The last course as outlined is offered as an alternative for a social-science course in a social-science major for high-school graduation.

This contribution to home economics makes it possible for more high-school girls of California to elect home-economics work, since courses in home economics may be offered in lieu of other high-school subjects required for graduation. Further, the courses outlined are also open to high-school boys.

In formulating the course in the "science of the household" the committee had in mind the following:

First, that scientific facts and procedure are more readily understood and appreciated from concrete lessons dealing with familiar materials. Second, that in the home the selection and operation of equipment, the utilization of food, clothing, and other household goods, and the physical life of the family group bring into play the principles of all the sciences.

The course is designed for ninth and tenth year high-school pupils and is offered as an alternative for the usual general-science course.

The course in "nutrition" is outlined for eleventh and twelfth year students and is distinguished from some other nutrition courses in that the information to be learned by the student is based upon his own experimental studies in the laboratory rather than on what has already been achieved and recorded on the printed page.

The central theme of the "citizen home making" course is the family. It aims to give boys and girls information which will aid them to make better adjustments to the changing conditions of society and the American home and family life.

*Teachers College, Columbia University, New York, N. Y.*—The office of research in home-economics education at Teachers College made a study of 100 home-economics courses. The office found that the present courses place the emphasis upon service; the needs of girls in everyday living, their specific abilities, appreciations, and attitudes; the activities of the pupils; suggested projects and problems; the study of home and family life, and homes of varying types, as compared with the emphasis of a few years ago when the basic principles in curriculum making were learning; subject matter; aims for future home making; generalized ideals; skills and standards; technical and logical subject matter; dictated practice; memorization; stated lessons; a study of food, clothing, shelter; and the standard American home.

This study points out clearly, even to the "doubting Thomases," that teachers of home economics quickly turn from the old to the new when enough scientific evidence is produced to warrant the change.

#### CHILD DEVELOPMENT AND PARENTAL EDUCATION

In home economics, during the biennium, great progress has been made in formulating subject matter for child development and parental education courses and in providing laboratory facilities for this work.

The reasons for this marked interest are many, but undoubtedly the outstanding ones are due to the large percentage of mortality and morbidity of children of the first few years of life, to the declining birthrate in civilized countries, to the demand for sound bodies to meet the exigencies of life, and babies temporarily adopted into the home-management houses of home-economics departments have thrived. Instruction in this subject is offered in—

##### I. HIGHER EDUCATION

*Household-management houses.*—A number of State colleges during the biennium have increased from one to three the number of their household-management houses, and have increased the number of children in each of the houses from one to several. Residence in the household-management house is required of every home-economics senior in those colleges which have these practice laboratories. During the student's term of apprenticeship she assumes the directorship of a child. As a child director, she (1) supervises the child's health as to (a) personal cleanliness, play in the open air, bath, toilet, bedroom, and play; (b) food—its amount and kind, if properly prepared and served; (c) clothing—its suitability for play, rest, and sleep; and (d) physical development concerned with growth, weight,

freedom from defects, colds, indigestion, and other ailments; (2) observes the child's abilities as to formation of speech, motor control, manual skills, and new accomplishments; and (3) keeps a daily record of the child as to his physical, mental, and social progress.

*Nursery schools.*—The successful experiment of placing children in the household-management houses and the demand for home-economics teachers trained in child development and parental education for secondary and higher education have given impetus to a rapid development of nursery schools in colleges and universities in connection with home-economics departments.

During the biennium a score or more of these institutions have added well-equipped and staffed nursery schools with an enrollment of a dozen to twenty or more children ranging from 1½ years to kindergarten ages.

The nursery schools in higher education provide both theory and practice in child development and parental education for the qualified students of home economics of other departments.

The theoretical work includes courses in psychology, child training, hygiene, clothing, and nutrition; while the practical phases cover the study of preschool children in the nursery schools, where an equipment so attractive is provided that the most timid is challenged to experiment with the tiny lockers labeled with a favorite animal, washbowls just high enough to make washing hands a delight, and small cots, tables, and chairs just right for short legs and arms. In fact, the child finds himself in an environment planned for himself and not for grown-ups. He enjoys hanging up wraps on hooks when they are within his reach.

The housekeeping game is played by putting tiny chairs and tables in order, dusting them, watering the flowers, arranging the playthings, washing the dishes, setting the tables, and doing many other chores in keeping with little hands and feet. Work under such conditions becomes a joy and group cooperation a frolic.

The home-economics students observing soon learn that the child is as well satisfied with the old things at hand, such as large blocks, chairs, go-carts, old pots, and pans as he is with expensive toys; that the stimulation of the child's imagination is not dependent upon a cash outlay, but anything will answer which fits into his scheme of building—anything suitable for the side, roof, chimney, or any other part of the house, school, church, or store that he is constructing; that in the playground outside the nursery the sand boxes, ladders, jungle gyms, swings, and teeters are excellent tests for motor control; and finally, that when little tots are given duties to perform commensurate with their abilities, are provided with playthings which arouse imagination and test motor control and manual skills,

and are placed in a child's, not a grown-up's, environment, happiness prevails and discipline disappears.

Dr. John E. Anderson, director of the institute of child welfare of the University of Minnesota, in his publication on "Education of the Preschool Child," states that there are 13,000,000 children of preschool ages, and that this number is equal to the number of children of all the grammar grades of our country. It seems highly improbable that society will establish enough nursery schools to care for 13,000,000 children of tender years—but it does seem entirely feasible to prepare the present and potential home makers for this important task which, when "boiled down," appears to consist of three important features, namely, the hygienic care of the child; the development of proper habits in eating, sleeping, eliminating, and recreating; and the establishment of a happy home environment where children are wanted and expected to contribute to the sum total of the family's happiness, where there is time to play, work, and study with the child, and where his physical, intellectual, and emotional life will receive equal attention.

## II. SECONDARY EDUCATION

*Highland Park (Mich.) High School*, since the fall of 1924, maintains, as part of the home-economics department, a nursery school in which are 16 children of preschool age and a baby. Here junior and senior girls observe these children from three standpoints—the physical, mental, and behavioristic.

The girls' preparation for the observation work in the nursery school consists of class lectures and discussions on child psychology; the educational importance of play and work in the daily routine; behavior problems and conflict of wills; positive versus negative method; food, clothing, play, stories, songs, and toys; habit formation; the physical, mental, social, and moral development of the child; and on the methods used in the nursery schools to fit children for home and society.

During their observation period, emphasis is laid upon the important part food plays in the growth and development of children and the methods used with children to popularize foods.

In relation to clothing the attention of the girls is directed to appropriateness, comfort, beauty, and ease with which young children can get into their play clothes and wraps; the independence exhibited by children in caring for themselves is observed.

The girls record the playthings as to popularity, educational value, attracting and holding children's interest for long and short periods; children's favorable and unfavorable behavior; methods of handling the situation; responses to the environment, and possi-

bilities for duplicating them in the home; kinds of plays and playthings observed in the nursery school; ways in which the nursery school cares for the health, happiness, and general welfare of the child; and methods used in developing the child's abilities and independence in caring for himself.

*Detroit, Mich.*, uses local nursery schools as laboratories for observation. For a number of terms high schools have so used the Merrill-Palmer School of Home Making, which maintains two nursery schools for children ranging from 1½ to 5 years.

*Peterborough (N. H.) High School* in 1926 offered to five of its senior girls in the department of home economics an eight-weeks' unit of class instruction in child care and training, and made possible for these students observation privileges in the nursery school of that city.

The *Philadelphia, Pa.*, home-economics report of June 30, 1926, submitted by the superintendent of schools to the board of education of that city, states that—

Child care as taught in the junior high school means such care as the daughter of the household can give to the baby brother or sister, and by this help relieve the mother. It is not the intention to make of these little girls "little mothers." That instruction in baby bathing and dressing, in the principles of sterilization of bottles and the correct care of milk, and in the careful and gentle handling of an infant carries over into the home can not be doubted, and untrained and ignorant mothers learn something from their daughters about modern ideas of the care of children. In the senior high schools *child care* becomes *child welfare*, and includes not only the care of infants but the welfare of the preschool child, children's diets, behavior problems, legislation for the protection of children, public playgrounds, and day nurseries.

Somewhere the tide setting away from the home must be stemmed. Where could a beginning be better made than in the home-economics teaching of home and child care?<sup>1</sup>

*Bureau of Education Bulletin*, 1925, No. 40, entitled "Statistics of Public High Schools, 1923-24," shows that only 26 per cent of the girls graduating from high schools in 1923 entered college in the following school year. If one-half of the future home makers are to receive any training in child development and parental education, it must be given below the high school, and since only 26 per cent of the high-school graduates enter colleges, and probably only 25 per cent of these women elect home economics, the need for a thorough course commensurate with the development of the girls of junior high schools is obvious.

<sup>1</sup> For further information concerning child development and parental education in home-economics departments of elementary, secondary, and higher education, see the following: *Bureau of Education Bulletin*, 1927, No. 17, "Typical Child Care and Parenthood Education in Home Economics Departments," and Merrill-Palmer School (Detroit, Mich.) publication entitled "A Survey of Public School Courses in Child Care for Girls."

## III. ELEMENTARY EDUCATION

Los Angeles maintains 16 or more day nurseries where children from 9 months up to kindergarten age are brought by mothers employed outside their own homes. These nurseries have the assistance of elementary and junior high-school students of home economics in the preparation and serving of food, in the making and laundering of the children's clothes, in keeping the nursery clean and comfortable, and in entertaining the children with stories, music, and games.

## IV. STATE PROGRAMS

Wisconsin has made child care an integral part of its public-school system by beginning this work in the elementary school and continuing it through the university. The "infant hygiene course" is required of all girls in the home-economics department of the 44 vocational high schools and is strongly recommended by the superintendent of public instruction for all the girls beyond the fifth grade of all the other public schools of the State.

The State has adopted the slogan "Every Wisconsin girl educated for intelligent motherhood," because of the high infant mortality and morbidity, with the hope that education will reduce both and will help to increase the number of citizens devoid of defects and deficiencies, and thereby increase the happiness and success of the people of the State.

The States of New York, Nebraska, Nevada, Ohio, North Dakota, Georgia, Oregon, California, Utah, and others have established child welfare study centers for adults through funds obtained either from the United States under the Smith-Hughes Act, Smith-Lever Act, or from private agencies.

## V. PRIVATE ORGANIZATION

The Laura Spellman Rockefeller Foundation in 1926 made a grant of \$34,000 to the American Home Economics Association for the study of child development and parental education. A field worker was appointed September 1, 1926, whose duties are to gather and disseminate this information for the association.

Recently another substantial grant was made by the same foundation to the American Home Economics Association for the establishment of a child-welfare center in Washington, D. C.

## THE SCHOOL LUNCH

Public-school lunch rooms in dark, poorly ventilated, musty basements are rapidly being replaced by well-lighted, ventilated, and cheerful ones, equipped with the most modern appliances and super-

vised by trained dietitians, who not only prepare food suitable for growing boys and girls, and serve it in an environment conducive to the development of high ideals and standards of conduct, but make the essential food products so appealing to the eye and appetizing to the taste that food selection by children becomes a pleasurable exercise.

Too often the lunch is hurriedly swallowed and is devoid of nutriment needed for muscle and bone building, formation of good blood, teeth, and all the other factors which help to produce health. This is one of the important reasons why the person in charge of school feeding should be a trained dietitian, so that the right kind of foods will be supplied.

If the breakfast is insufficient, there is every reason why the school lunch should make up the deficiencies. Investigations concerning the breakfasts of school children show that from one-fourth to one-half of the children go to school without breakfast, and many of them go after having had only a cup of coffee. This situation may be due to poverty, slovenly habits of living (not rising in time to eat properly), or ignorance on the part of the parents of the needs of growing children.

It is the duty of the school, in so far as its educational resources will permit, to counteract these deficiencies. For this purpose the school lunch room is gradually being recognized as one of the greatest health agencies in the entire school system.

#### I. SCHOOL FEEDING SURVEYS

1. *Inquiry of the New York lunch committee.*—In 1926 the New York lunch inquiry committee studied school lunch rooms in 120 cities of 50,000 population and more. This committee found that 43 of the 120 lunch rooms were under the direct supervision of departments of home economics, 29 under cafeteria managers, 21 under lunch-room directors, 7 under parent-teacher associations, 3 under the principal of the school, and the others under miscellaneous management.

According to this study, several cities have their lunch rooms organized according to the following combinations: Joint directorship of the cafeteria director and penny-lunch association; the home-economics department and parent-teacher association; supply commission and penny-lunch association; cafeteria manager and home-economics department; and one of several other combinations.

2. *Department of superintendence committee on curriculum making.*—The home-economics committee of the 1926-27 commission of curricula, appointed by the department of superintendence<sup>a</sup> of the National Education Association, made a survey of the lunch rooms

in the 180 public schools enrolled in the cooperative plan of curriculum revision of that association.

This committee found that 65 schools have lunch rooms managed or the menus directed by home-economics teachers; 78 schools have the assistance of home-economics girls especially trained for this project; 78 or more schools have the home-economics girls prepare all or some of the food served in the lunch rooms; 32 schools give the home-economics girls an opportunity to assist with the marketing for the lunch rooms; 65 or more schools teach guidance in food selection by means of posters, publicity in the school papers, and class instruction; 43 schools provide extra nourishment for the malnourished, destitute, and anemic children, and the expense entailed for these purposes is met either by the school board, philanthropic organizations, or the parent-teacher associations; 93 or more schools train students in proper conduct while serving in the lunch room; and 78 of the schools give training in proper conduct to the students served; 32 schools cooperate with the department of agriculture of the school in securing vegetables and flowers, with the art department in making posters and in giving suggestions for beautifying the room, and with the commercial department in securing assistance with accounts.

This study indicates that in a large proportion of the cities in the cooperative plan of curriculum revision the departments of home economics either manage or cooperate with the lunch rooms; that in a number of cases the lunch room is of mutual benefit to the departments concerned with it, either as offering opportunities for subsidiary instruction in home economics, health, conduct, and accounts, or for utilizing the salable products of home economics and agriculture. This study found no exploitation of home-economics students for the benefit of lunch rooms.

*3. Massachusetts committee of home economics in elementary and secondary schools.*—This committee's report shows questionnaires were sent to 197 superintendents. Of these, 167 reported on the school lunch; 85 reported that home-economics teachers are responsible for the school lunch; 65 made a negative reply on this question; and 18 did not report on it. The recommendations of this committee concerning home economics and the school lunch room are given below as to—

(a) *Organization.*—Unless the schools are large enough to employ the service of a full-time lunch-room manager, the lunch room should be under the management of the home-economics teachers, for this arrangement gives better coordination and cooperation between the foods department and the lunch room; gives control of food standards; gives students an opportunity to apply knowledge learned in

The classroom; and affords a better salary arrangement for the lunch-room director, as she is not obliged to *make her salary*, but is paid from school funds like any other teacher.

If the above arrangement is in effect, the lunch-room manager should not be expected to carry a full teaching load. If she is not a foods teacher, she should have received training in home economics with reference to the health point of view; and she should be in entire charge of the lunch room, with the principal of the school acting in an advisory capacity. The lunch-room manager should have the same status as the teachers.

The school lunch-room manager, even if she has received home-economics training, is recommended to have an advisory committee composed of the principal of the school, a mother, a member each of the home-economics department and of the student advisory organization.

Home-economics departments should not be expected to prepare all the food served in the lunch room. This custom produces a hardship on the students and lowers the quality of the food served, but the surplus food from the home-economics departments may find a profitable outlet in the lunch room. However, it should be kept in mind that the purpose of the lunch room is not to make money to defray the expenses of other school activities, but to produce wholesome food for growing boys and girls at a reasonable price.

(b) *Qualifications of manager.*—The lunch-room manager should be a person of excellent health, executive ability, and imagination. She should have a knowledge of the costs, values, and preparation of food; and of the psychology of selling foods to growing boys and girls. She should be experienced in the buying and managing of food supplies, and in keeping daily records, and she should have the ability to produce artistic surroundings.

(c) *Location of lunch room.*—The lunch room should not be in the basement, because of the insanitation and unattractiveness of dark, inadequately ventilated rooms, but if possible, on the same floor with the foods division of the home-economics department.

(d) *Equipment and serving facilities.*—These should be of such a type as to provide arrangements for the students to wash their hands and to insure rapid service. The length of time for serving should not be less than 20 minutes; 30 minutes is preferable.

(e) *Kinds of foods.*—Only foods healthful for growing boys and girls should be served. Candies of any kind, pastries, rich desserts, doughnuts, frankfurters, pickles, tea, and coffee should have no place in the school lunch room, even though they may be good sellers and profitable. In certain localities where children insist on having candy and frankfurters and will buy them outside, it is preferable to provide them in the lunch room, and of a good quality.

## II. SOME ACHIEVEMENTS IN SCHOOL FEEDING

*New York, N. Y.*—One of the outstanding achievements in the progress of school feeding during the biennium is the adoption, by the board of education, of the resolutions offered by its board of superintendents concerning the development and improvement of school lunches in that city. The points covered in the resolutions are that—

(1) The administration and operation of school lunches in the elementary and junior high schools of New York City shall be a part of the department of home making. The director of this department shall be the director of school lunches.

(2) The assistant director of home making shall be assigned as "operating manager of school lunches." She shall be a qualified dietitian. Her duties shall include the planning, preparing, and serving of all food, and the training and directing of employees in elementary and junior high school lunch rooms, and the opening of new school lunch rooms, and such other duties as may be prescribed by the director of home making. Any supervisory assistants in the operating department shall be trained dietitians.

(3) The former position of "manager of school lunches" shall be changed to "business manager of school lunches." Her duties shall be the hiring of help in the various school lunch rooms and kitchens as requested by the director, and of discharging such employees as may be inefficient in their work, when so reported by the operating manager of school lunches to the director, provided each dismissal is approved by the associate superintendent assigned to the department of home making. With the cooperation of the superintendent of school supplies, the business manager of school lunches shall have charge of the purchase of supplies and equipment. All requisitions for supplies and equipment shall be signed by the director of home making. The business manager shall also have charge of the transportation of food and shall perform such other duties as may be prescribed by the director of home making.

(4) The price of food in the school lunch rooms shall be determined by the board of superintendents after consideration and recommendation of the director of home making, the operating manager of school lunches, and the business manager of school lunches.

(5) No further concessionaire service in elementary and junior high schools shall be permitted.

(6) Concessionaires who are now operating in schools shall be shown due consideration, but as soon as practicable their services shall be discontinued.

(7) In order to arrange a plan of financing the introduction of lunches in schools in which they are not now maintained, or to conduct lunches in schools in which concessionaires are now in charge, a sum of \$10,000 shall be allotted to the department of home making as a "turnover" or "revolving" fund for the purchase of such equipment and for such other expenses as may be necessary to organize and enlarge the school lunch work.

*Winston-Salem, N. C.*—In the school cafeterias, individual attention is given to proper feeding of malnourished students; the trays of all the boys and girls are supervised; diets for underweights and overweights are posted in the school corridors and dining room; conferences are held with groups of students regarding the wisest expenditure of their budget allowance for lunches. — Food facts are

presented through posters, movies, plays, special talks in school assemblies, and striking slogans, such as "A balanced meal makes a balanced mind," and many others.

After 12 weeks of this cafeteria program it was found that one student, 20 pounds underweight and subject to fainting spells, gained 13 pounds and improved generally in health and school work; a student 30 pounds underweight had gained 9 pounds, with improved attitude and scholarship; and that another student had reduced his absences on account of illness from 40 to 11½ days per school term.

*The successful school lunch room.*—During the biennium there has developed an attitude which is general among school administrators and teachers regarding school feeding. It is that the successful school lunch room requires efficient management, preparation, and serving of very attractive and nutritious food, psychological methods of incorporating into the daily thinking of growing boys and girls that physical growth, development, and vigor are dependent upon the following regimen: (a) A generous intake of milk, a quart a day if possible, no less than a pint; fresh fruit and vegetables; no coffee or tea; (b) a substantial breakfast, an adequate luncheon, and a desirable evening meal; (c) plenty of sleep, fresh air, and sunshine to give food a chance to promote health; and (d) sufficient knowledge of food values to select, if necessary, an adequate diet with the least possible expenditure.

### NUTRITION

Interest in child nutrition within the past decade has increased greatly, as is evidenced by a recent survey made in the University of Chicago by R. V. Bennett. For 1912-1922 she found 230 articles on this subject in 20 representative magazines, including 5 each of educational, scientific, popular, and special organizations, and 82 per cent of these articles were written during the latter half of the decade.

Encouraging as this interest is, it is confined largely to the food and child-welfare specialists and scarcely extends to the laity, for according to a 1927 publication entitled "The Organization of a Nutrition Service," by the American National Red Cross, in the schools where attention has been given to nutrition it has been found—

that from 15 to 50 per cent of the children, rich and poor alike, are suffering from malnutrition. At the same time medical inspection has shown that a large percentage of the children have physical defects needing attention, many of these being due to faulty nutrition. This means that the efficiency of America's schools is being lowered; since year by year they are forced to handle children who from the very beginning are below par physically and are at least as much hampered mentally.

This condition may be due to an inadequate amount of food or to the wrong kinds of food, or both, for it is often lost sight of that—

Up to the age of 11 years both boys and girls require fully half again as many calories per unit of weight as does an adult; and that in the years from 11 to 14 in both sexes, there is no lowering of this high energy requirement, but rather an increase as shown by studies of boys by Dr. E. V. Du Bois, of the Russell Sage Institute of Pathology, and of girls by Prof. Grace MacLeod, of Teachers College.<sup>1</sup>

In a large number of cases children are underfed because the day's intake of food is not enough in quantity. Boys and girls urgently need education in the use of milk and eggs, green vegetables, salads, fruits, whole-grain breads, and in the nutritional value of proteins, mineral substances, and vitamins, and in what foods these elements are found. Sherman and his associates have shown that, for a proper storage of calcium in growing children ranging from 3 to 16 years of age, 1 quart of milk is needed daily. Calcium is an essential dietary element for the formation of teeth and bones in children. Too often school children, due to poverty, ignorance, or a dislike for the bland taste of milk, substitute coffee, tea, or "pop." This condition is especially true of those children whose appetites have been spoiled with sweets, pastry, and the like.

Much graphic material based on animal-feeding experiments, as well as of faulty feeding of children, can now be had in teaching children that "food makes a difference."

The findings of recent surveys reported in this publication—and the writer's observations—show that the importance of proper nutrition for the normal development of boys and girls is gradually but certainly receiving proper recognition in the schools. Knowledge of the direct causes of malnutrition is slowly percolating from the scientist's laboratory through the school and into the home. The millenium is still in the distance, but an appreciation is beginning to be apparent as regards the bad effects of insufficient and wrong kinds of food, of faulty hygiene, poor posture, physical defects, ignorance, and lack of home control.

A growing child receiving a diet which fails to provide his requirements for energy, growth, and regulating purposes is almost certain to suffer from malnourishment. Malnutrition in children results in stunted growth and an impaired nervous system with its attendant difficulties, such as headaches, disturbed sleep, hysterical manifestations, chorea, and susceptibility to disease.

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<sup>1</sup> Rose, Dr. Mary Swartz. What metabolic research has taught in nutrition of children. *Nation's Health*, Vol. IX, No. 2, Feb., 1927.

## ECONOMICS OF THE HOME.

During the biennium the subject matter concerned with economics of the home has developed from a few lessons into a specific unit or course, which has a definite time allotment of 6 to 12 weeks. This material as now organized may stand as a distinct course in the home-economics curriculum or form a specific unit of some other course in the home-economics program. This new unit or course may be given formally in the last year of the junior high school and in any year of the senior or regular high school. The tendency is to offer it in the eleventh or twelfth year of the high school.

The evolution of this course from an unimportant place is shown by the bureau's recent study of home economics in the high schools of the United States. This study shows that departments of home economics in the high schools of every State of the Union offer specific instruction in economics of the home and that the total number of girls enrolled in such instruction is 98,559, as compared with 2,847 enrolled in the former course, which was made up of a number of other subjects.

Undoubtedly the reason for the change from a heterogeneous to a homogeneous course dealing with specific economic problems of the household is that girls of the junior and senior high-school ages help to spend a goodly share of the family income in doing some, and in many cases all, of the family's marketing and shopping.

The course in home economics for the Baltimore city schools, published in 1925, divides the home economics survey course recommended for all ninth-year girls into four specific units, according an equal time allotment to each unit. One of these units, which is on the same plane with the other units, namely, food, household management, and clothing, is accorded to economics of the home and the girl's personal finances.

The citizen home-making course planned by the California Home Economics Association is designed for both boys and girls of the eleventh or twelfth year in high school. This course is offered in California as an alternative for one unit of credit in a social science major for high-school graduation. The course outlines in detail only the unit concerned with the economic problems of the home. It emphasizes the household as the chief agent of consumption—that is, the use of money in supplying the wants of the family—and discusses (a) expenditures of American housewives, (b) problems of consumption from the standpoint of the consumer, (c) standards of consumption, (d) standards of living, (e) variations in standards of living, (f) cost of living, (g) influences responsible in determining the scale of wants for all classes, (h) responsibilities of women as directors of family consumption, and (i) quantity and cost estimate for a typical family with a normal standard of living.

## SOCIAL RELATIONSHIPS OF THE FAMILY

Since 1924 a course in social relationships of the family has been organized for students of home economics in certain regular and senior high schools. The status of this subject in the home-economics curriculum until within recent years was similar to the subject of economics of the home, namely, that smatterings of it were offered in a number of other courses. But the increasing number of divorces and broken homes has led home economists to realize that the study of human relationships is as important as the one concerned with home activities, and that home economics has a worthy contribution to make to the social relationships of the members of the family and in turn will help raise the standards of home and family life.

The objectives of such a course are to develop in the high-school girl certain family ideals, a finer sense of appreciation for the more cultured things in life, a sense of responsibility for her relationships to the rest of the family, a personality which will help raise the standard of the family morale, and a higher degree of home contentment, home interest, and a home-loving attitude.

The subject matter of such a course includes a study of (a) history and function of the family; (b) home as a place of rest, comfort, inspiration, physical, mental and spiritual health; (c) responsibility of members of the family to each other in regard to sympathetic understanding, loyalty, affection, truthfulness, courtesy; (d) cooperation involved in the development of a higher standard and improved conditions of living, and in the sharing of household tasks in a cheerful manner, at the sacrifice of one's own pleasure, if necessary; (e) uses of leisure, with and without expense at home and outside of the home, shared by the family; (f) family's responsibilities to the community in regard to its civic progress; (g) personal responsibilities to the family as to obedience, sharing work without complaint, setting good examples to younger members of the family, high regard and affection for other members of the family, avoidance of borrowing, monopolizing conversation, contradicting, self-praise, or interrupting; (h) establishment of correct personal habits pertaining to health and thrift; (i) development of qualities such as fairness, unselfishness, patience, poise and stability, orderliness and system, cheerfulness, exactness and composure in making decisions; (j) responsibility for care in home training of younger brothers and sisters and in unusual circumstances, such as illness in the family, guests in the home, and absence of family members; and (k) behavior of the well-bred girl at home, in school, in the community, and in traveling.

## HOME ECONOMICS FOR BOYS

Instruction in some phases of home economics for boys is not a new venture. For some time, in various sections of the United States, there have been sporadic offerings of this work to boys. But within the biennium a feeling has developed among school superintendents and the laity that boys need instruction in the fundamental principles underlying successful American home life.

The universal interest in health, keeping fit, longevity, efficient living, and fine citizenship, has superseded the false notion held by some people that home-economics instruction for boys "will develop them into cooks and seamstresses."

It is now recognized that boys are called upon daily to select food either at home, in the school, or in restaurants, often to buy clothing, and later in their lives to build, purchase, or rent a home and to become copartners in the rearing of a family.

It is also recognized that some phases of home-economics education are needed for boys to become intelligent consumers of "economic goods" and sympathetic participators in home and family life.

*Bureau of Education home-economics survey.*—The home-economics survey made by the Bureau of Education shows that in all the States save six home-economics instruction is offered to boys, and that the total enrollment of boys in home-economics courses is 7,017. This enrollment is distributed among the four types of high schools, but the larger proportion is found in the junior and regular high schools.

*Tulsa, Okla.*—Dr. P. P. Claxton, superintendent of public schools of Tulsa, Okla., was quick to see the physical, aesthetic, ethical, and social values of home-economics education for boys.

Accordingly, a questionnaire was prepared and sent to the parents of all the boys in the junior year (about 500 in number) of the Tulsa Central High School. The parents were invited to express their opinions as to the desirability of including home-economics instruction in the high-school education of their sons. Practically 100 per cent of the parents indorsed the idea so enthusiastically that in September, 1925, a year's work in home economics, called "Home crafts for boys," was required of all boys in the third year of high school.

This experiment proved so successful that in the fall of 1926, the course, with minor changes, was again required of boys in the third year in high school.

*Philadelphia, Pa.*—The superintendent's report of the division of home economics, for June 30, 1926, submitted to the board of public education, states that—

There should be some means by which boys may be given courses in household mechanics, household sanitation, household finances, and elementary

nutrition. At present, some boys in junior high schools are in camp cookery clubs, and some boys in high schools have requested, and have been given, an elective foods course. Better provision for such instruction should be made.

*Long Beach, Calif.*—Through special request of the committee of 15, composed of principals of schools, a course in home economics for boys in the senior high school will be made elective in the near future. A group of junior high school boys, by request, were given instruction in home economics during the past year.

*Los Angeles, Calif.*—The Manual Arts High School has, for a number of years, offered to groups of boys composed of the high-school boys, a successful course in home economics.

*Denver, Colo.*—The home-economics department has outlined a home-economics course entitled "Applied economics," which is elective to boys in the senior high school. A request from boys in the junior high school for home-economics instruction was urgent, but, due to the inadequate laboratory space, their wish has not been met.

*Massachusetts.*—The home-economics committee, appointed by the State commissioner of education reports the direct aims of home economics to be worthy home membership, health education, and training for vocations; and the indirect aims to be command of fundamental processes, citizenship, worthy use of leisure, and ethical character. The committee invites the cooperation of all teachers in realizing all these objectives for girls and most of them for boys.