UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, Secretary
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, Commissioner

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A SYMPOSIUM ON HOME AND FAMILY LIFE IN A CHANGING CIVILIZATION

ADDRESSES DELIVERED AT THE
SECOND REGIONAL CONFERENCE ON HOME MAKING
HELD AT AMES, IOWA
NOVEMBER 10 AND 11, 1930

By
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., January 24, 1931.

SIR: The Office of Education is committed to a program which necessitates, first, keeping its studies on an objective basis, and second, leaving to volunteer agencies activities that might be considered as promotional or propaganda in character.

We should be negligent, however, if we failed to heed the requests for leadership in helping to solve some of the serious problems which confront education in this period of rapid change. We are attempting to render this kind of assistance through conferences. To cite an instance: In December, 1929, we conferred with some half a hundred persons of various types of training, experience, and educational position. The two days' discussion centered about the effects of the present industrial order on the American home. One of the conclusions of the conference was that the Commissioner of Education should hold a series of regional conferences. It does not appear to me that holding a meeting and making speeches are likely to make for much progress in solving a problem of such seriousness as the breakdown of the home. Yet we have not the resources in staff or funds to carry on a program of studies; and we have reason to believe that conditions will vary sufficiently throughout our country to warrant different solutions. The best procedure is to experiment allowing each region to arrive at and try out its own solution. Accordingly, we are now attempting a series of regional conferences held in cooperation with higher institutions which have the facilities to guide and assist committees working in the field. Two institutions have already invited us to participate in conferences of this kind on this particular problem—the University of Cincinnati and the State College of Agriculture and Mechanic Arts at Ames, Iowa. The conference at the last institution was held November 10 and 11, 1930. Approximately 60 persons attended, many of whom participated actively in the discussion. The half-day programs were built about themes attacking the general problem from the points of view of economics, sociology, and education. I believe it will be helpful to the committees which were appointed as a result of this meeting and are now at work under the general direction of

the faculties of the State College of Iowa, the University of Iowa, and the Kansas State Agriculture College, at Manhattan, Kans., to have before them some of the major papers presented. Furthermore, if members of college faculties have opportunity to read these materials, interest in conferences of this kind may be stimulated in other parts of the country.

Accordingly, I transmit a manuscript which sets forth the problem as it was stated at the Ames conference and the chief paper read in each of the fields—economics, sociology, and education—and recommend that it be printed as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

FOREWORD

This bulletin comprises a symposium on Home and Family Life in a Changing Civilization by William John Cooper, United States Commissioner of Education; Karl E. Leib, professor of commerce, University of Iowa; Arthur J. Todd, professor of sociology, Northwestern University; and William H. Lancelot, head, vocational education department, Iowa State College of Agriculture and Mechanic Arts.

These educators presented the information contained herein before the second Regional Conference on Home-making Education, called by Commissioner Cooper at the Iowa State College of Agriculture and Mechanic Arts at Ames, Iowa, November 10 and 11, 1930. The region comprised the West North Central States, composed of Minnesota, Iowa, Missouri, North Dakota, South Dakota, Kansas, and Nebraska.

The persons attending this conference from the above region included the presidents of the University of Iowa and the Iowa State College of Agriculture and Mechanic Arts, deans of education, city school superintendents, heads of home economics departments in colleges and city school systems, those in charge of teacher-training in home economics departments, and representatives from college departments of economics, sociology, psychology, as well as home-economics students of the college and graduate levels interested in home economics teaching.

A SYMPOSIUM ON HOME AND FAMILY LIFE IN A CHANGING CIVILIZATION

Introduction

By WILLIAM JOHN COOPER

United States Commissioner of Education

The most impressive fact about the development of this country is that the social environment into which we must fit ourselves is not static.

Less than a month ago I had occasion to go from Council Bluffs to Chicago by airplane. I thought how little the country itself has changed with civilization. It has remained practically the same as when Columbus discovered America. Looking down from the airplane the earth appeared as a checkerboard. You recognize a yellow square as a corn or grain field, a green square as a pasture or a woodland, and a square the color of the street pavement as a plowed field. Cities are tiny and confused masses, and single houses, automobiles, and trains appear toylike. Here and there a bluish-green streak, like a bolt of ribbon that has been dropped from a counter and unwound itself, is a river. These things are fairly fixed.

Man fits into a natural environment that changes slowly. It would seem that the people in the natural sciences could outline their courses with great certainty. They know that it is useless to try to raise bananas in this climate, and they do not recommend tea and coffee plantations. They are also able to control quite well plant pests.

But in the social environment there is no such static situation. The social situation in Iowa is quite different from that of 100 years ago, or even 30 years ago. So our whole attitude toward the social institutions must be that they are not static. It is rather difficult for some of the social institutions to recognize this rapidity of change. The Christian Church, as a social institution, has found it difficult to meet problems of growth and change. If this institution is to have great influence, it, too, must recognize these factors.

Economic Forces Affect Family Life

The family also is a social institution. Unfortunately we have no good records of its beginning, but from what we have it seems to have developed in a pastoral stage of civilization. To Jacob it made

no great difference whether he worked at home or for his uncle, Laban. In any case his duties would involve the care of animals. There was just one job for him to do.

When the agricultural stage came it cemented the family more closely, in that it gave it a headquarters and pinned it down. If the girls of the family did not see fit to marry they stayed at home and managed the spinning. Thus came the term "spinster." If a girl did not care for that life she exchanged the one tyrant, her father, for a younger; her husband.

But the lot of woman was well settled. Modern economic conditions have changed this. A girl can now escape to almost any type of occupation she desires, and this is the real reason for the present breakdown of the family.

The economic forces that compelled the family to stay together have ceased to operate, and it would be useless to try to bring things back to the former condition. In urban communities where the father works in one place, the mother in another, and perhaps the children in yet others, the family does not exist as one unit. The very nature of industrial enterprise tears the family apart and makes it possible for any one of them who finds it disagreeable to live at home to go elsewhere. If the husband's conduct is displeasing to the wife, she does not have to stay, and if the husband does not find it agreeable at home he may desert. In the larger cities, and in the wealthier circles, it is entirely possible for the husband to set up a second establishment.

That is one of the outcomes of a life in which no one knows what his next door neighbor is doing or who he is. I wonder where people who reside in the large apartment hotels have their friends. Often no one in the hotel knows anyone else there. The friends of each may all live across the city, probably in another such hotel. The older social forces which regulated people's conduct have been dissolved by the kind of life we live to-day.

Education and Social and Economic Changes

To what extent does education consider these conditions? I need to get around the country and am, of course, greatly interested in the different schools and colleges in different parts of the country. On the eastern seaboard I find colleges exclusively for women and note the curricula. These colleges are supposedly landmarks of the emancipation of women. But their curricula are largely those of the colleges for men. They serve chiefly to keep the sexes apart.

The change in the economic position of women has brought many new problems some of which affect men as well as women. The attitude of the average man toward marriage and the home must be

changed if we are to retain permanence in the home life with the economic influences gone. A happy marriage now is largely a question of psychology.

But what has happened to home-economics courses? The standardization of the machine age has taken the millinery course out of our home-economics curriculum. Standardization is also eliminating cooking, and reducing the time spent in household tasks. Apparently this movement is in its infancy. Another fundamental change that holds serious implications results from changing a rural population to an urban population in a very short period of time. The moving of a rural population to a city environment like Pittsburgh creates a new diet problem. The shutting out of the sun and its vitamin D makes children more subject to rickets and lowers resistance to other diseases. There should be also a change in diet when a man changes to a sedentary life from one of hard manual labor on a farm.

Fifty years ago 70 per cent of the population of this country was rural, and only 30 per cent urban. Figures for 1930 show an opposite trend; that is, 56 per cent urban and 44 per cent rural. Therefore some farmers are at starvation standard, for it takes less than 30 per cent of our population to feed us. Yet it takes over 40 per cent of Germany's population to feed Germany and in most other European countries the percentage is probably larger. Yet 30 per cent of Americans can produce food enough for themselves and the other 70 per cent.

It is not necessary here for me to name the reasons for this. Large scale production, machinery, power, and research in agriculture have made material changes in the past few years. But the moving of this large percentage of the population from the farms, where a fuel diet is necessary, to the more sedentary life of the city, has increased many ailments, especially constipation, for the relief of which patent medicine manufacturers now offer many remedies. Yet what has been done about changing our diet? Very little by the schools. I believe that commercial interests have done more in this direction than any other interests.

The dairymen by their advertising have helped people to realize that ice cream is a food. The heavy puddings that used to top a heavy meal are giving place to ice cream and fruits. Another group which has been working toward changing American diet habits is the citrus growers. With a small percentage of our girls getting home-economics training, and that mostly a matter of attaining skills, and boys not even getting that, we have left this problem largely to the dairymen, the citrus growers, and the canners.

Nutrition and the School Child

This change in population residence also brings up another problem. We make studies frequently of children who are undernourished and underweight. We find that these children come from two types of homes, the very poor and the very rich. In the homes of the very poor there is a lack of sufficient proper food for children. Among the wealthy the children are allowed to pick and choose their food or are entrusted to servants. Consequently the healthiest children often come from the homes of the laboring class, for food that is good for rebuilding the muscles of the working man is good also for building muscles in the growing child.

But what about the problem in homes which operate on a sedentary basis? What foods, if any, are good for adults and also good for the growing children? The ordinary parent will also find it somewhat of a problem to select foods that the children and adults both need. Someone may be neglected. But there is no use taking time to raise other aspects of this diet problem. You know what they are better than I do.

I know that some have abandoned the home economics course which devotes most of the time to teaching skills in food and clothing, but I fear that there is still in most schools too much time spent in the development of skills. I am not saying that this is true only in home economics. Teachers in business education have also, I think, been guilty of teaching technique to the exclusion of almost everything else.

In our teaching we have simply failed to realize that in the last decade or two society has undergone great change. Teachers are not alone in this. Periods of unemployment come because business men lack the vision to see and understand economic and social changes. Large-scale production and increased efficiency in all lines of industry must eventually be followed by shorter working hours, a shorter day or shorter week, or by prolonged periods of unemployment unless foreign trade can be developed to utilize this surplus for other goods.

Object of Conference

It is to improve our vision and change our ideas, and not to give a specific program, that such conferences as this are called. We have no authority to develop and carry out an educational program except for a group of Alaskan natives whom Congress has seen fit to intrust to us. So if there are any good ideas that come from the specialists from our office you are at liberty to accept them, but you are under no obligation to do so. If our specialists have mistaken ideas, they

have no authority to force them upon you. That is as I should wish it. I would not want the Federal Government to be able to give programs and plans for all schools to follow. The policy of getting people to do things for themselves is slow and often painful, but it is consistent with the democratic spirit.

This is the second regional conference in home making that we have held. At first divorce, broken homes, and child rearing seemed to be the big problems for home-making education. We called to Washington a group of men and women. We put these problems before them. Out of that conference came these suggestions: That we hold a series of regional conferences and that we appoint a nation-wide council on education for the home. We have held one regional conference at the University of Cincinnati. When some problems had been singled out for study by those present, I gave them my blessing and retired.

They are carrying on; appointment of a nation-wide council has not been made. I think that we are not ready for it, and I do not feel wise enough to undertake it now. Before we get through I hope we shall hold conferences of this sort in the Southwest, South Central, Northeast, and other sections. Now this conference will attack such problems as it wishes to study.

Recent Economic Changes and Their Effect on Home and Family Life

By Karl E. Leib

Professor of Commerce, University of Iowa

Because of the tremendous emotional significance of the ideas "home" and "family life," it is desirable to make clear at the beginning that the discussion which follows is based on certain definite assumptions.

It is easily conceivable that the family, as it exists to-day, may be regarded with differing degrees of emphasis upon its several features by different people or groups. If a particular point of view be allowed to result in an intolerant attitude toward the investigations or conclusions of others whose own interests or beliefs may be different, an intelligent and scientific study may be made most difficult.

Respect must be accorded to the deep conviction of many people that the family is a divinely ordained institution and that any failure to realize this fact means a fundamental misconception of the relation to be discussed.

Even those who are not ready to go quite so far as to accept this view might possibly find a similar sanction for the family to that which Herbert Spencer advanced for religious belief: namely, the mere fact that we find indications of belief in some divine power as far back as our knowledge of man goes, tends to prove a need in human nature which is met by the belief in divinity.

Family Satisfies Human Wants

If we approach the study of the effect of recent economic changes upon home and family life by first asking what wants of human beings home and family life tend to satisfy, we have at least set up a definite method of approach to our problem.

In speaking of home and family life, this paper refers to a cooperative organization, socially approved and sanctioned, having among its primary purposes the rearing and protection of children, gratification of the need for affection, and provision for comfort, protection, and seclusion. Such an organization may also secure economic advantage for its members, facilitate the winning of social favor, lead to sympathy and assistance in common interests, and provide an agency for education or training.

From the point of view of the individual who attempts to estimate the value of a family to himself, some consideration of the purpose of life and the values to be found in living may be involved. Consciously or subconsciously, he may be weighing his course of action in terms of the four social wishes which W. I. Thomas has stated as a basis for the classification of human behavior. Family life may present itself to him in terms of the extent to which the desire for response, recognition, security, and new experience may be satisfied.

The next question to be considered is what changes, for the purpose of our discussion, may be considered as having recently taken place within the United States. It will perhaps be best to select those which show a significant shifting of conditions affecting the family, whether the shift has been taking place over a period of several generations or whether it has become noticeable within the last few years.

Changes Affecting Home and Family Life

The survey of Recent Economic Changes which was completed under the auspices of the National Bureau of Economic Research in February, 1929, represents the opinion of a carefully selected committee, headed by Herbert Hoover, and composed of business men, educators, economists, statisticians, Government officials, and

representatives of the more prominent associations and learned societies. Their studies were carried on under unusually favorable conditions. From their conclusions have been selected certain changes whose nature, effect, and significance in their relation to the family may now be considered.

I. Power-Driven Machinery

We readily accept the statement that we are living in a period in which production is based upon an increasing use of power, but it is doubtful whether we as yet can fully grasp the implications of such a situation. Since 1850 we have been engaged in the process of substituting power for labor. We have been transferring skill from the man to the machine. By such devices as the drilling jig, the drill press, the automatic lathe, we have made possible the production of thousands of units of output where one was possible before. Accuracy of measurement within millionths of an inch has made possible interchangeability of parts which has centralized production and minimized delay in making repairs.

In order to provide the capital necessary for large-scale production it has been necessary to change the form of the business organization from the individual enterprise to the corporation and to thus make possible the utilization of even small savings for the furtherance of business. The capitalization of the average steel industry in 1850 was approximately $50,000. To-day the United States Steel Corporation has a capitalization approximating $2,000,000,000 and the Supreme Court of the United States has held that this tremendous organization is not a monopoly in a sense which would justify its dissolution in an action based upon the Sherman Antitrust Act, because it controls less than half the output in its own line of business. Other great businesses familiar to us are of almost equal importance in our organization for production.

Through the growth of corporate activity, management has been gradually separated from ownership of capital, and the majority of the owners of common stock in many of our great enterprises have neither voice nor interest in the direction of the affairs of the business, so long as the dividends are regularly paid. The management and direction of industry are rapidly evolving into a specialized and highly technical profession for which years of intensive study and training as well as practical experience seem likely to be necessary within the near future.

The introduction of electrical machinery since 1900 has pushed out the margin of the territory to which power may be transmitted from the source of generation. From a local use the distance advances

to 50, 100, 200 miles and more as modern methods of insulation and improved apparatus are introduced. The power of the waterfall in the mountain is transmitted to the city on the plains and people congregate and build their dwellings about the centers of production and transportation.

The occupation of the people changes. The proportion of total population to be found in the cities goes, by 10-year periods, from 29 per cent in 1880 to 35 per cent in 1890, 40 per cent in 1900, 46 per cent in 1910, 51 per cent in 1920, and 56 per cent in 1930. People tend to group themselves near those locations where employment is to be had. Consequently cities spring up at centers of production or distribution. Power is increasingly substituted for the simpler forms of labor and people become makers, tenders, and supervisors of machines. Production of goods to satisfy human wants has become predominantly a machine process and the groups of machines used for production are located in such a manner as to secure the best possible balance between the cost of securing raw materials at the factory and transporting finished products to the consumer. Production and transportation centers complement each other and a New York, a Chicago, or a Philadelphia becomes a beehive of industry and a congested center of population.

This substitution of power for labor and concentration of labor in centers of production and transportation have had their effect upon production. Power is equivalent to a greater supply of labor. The division of labor and the supervision of machines by men would have increased production even though there had been no change in methods or technique assuming the existence of an adequate and remunerative market. Along with the increase in available labor has come an improved technique of management, however, which has enormously increased the possible effectiveness of labor. The achievements of Taylor and of the students of management who followed him have now become so well known that it is unnecessary to recount them. It is sufficient to say that practically every great nation which is interested in manufacturing has made a study of modern American methods and has to some extent adopted them.

It therefore becomes possible to create tremendous quantities of manufactured goods in a remarkably short period of time. Annual production increased from $1,000,000,000 in 1849 to $11,000,000,000 in 1899 and $63,000,000,000 in 1925. The value of income from crops and animal products on farms in the United States was estimated by the United States Department of Agriculture at about $12,000,000,000 in 1925. The occupation by which most of our wants are satisfied is now closely and unavoidably related to manufacturing activity.

II. Growth of Markets

Increased markets were necessary to absorb the tremendous output which improved methods of production had made possible. Various methods of stimulating wants and providing increased purchasing power were developed. Stimulated by the needs of an expanded productive organization and increased wealth, as well as by the necessity for increased credit, our banking system grew in power and resources. With the introduction of the Federal reserve system new forms of currency were made possible and the purchasing power of a gold dollar in the vaults of the Federal reserve banks may be multiplied considerably by the time it takes the form of loans made to customers of the Federal reserve member banks.

Through bank credit it has become possible to procure ready cash without being compelled immediately to dispose of other forms of property in which money may be invested, and it is also possible to utilize future income before it has actually been realized.

The development of installment buying, whereby goods of reasonably long life and stable value may be purchased and payment spread over a considerable period of time, has been one of the interesting developments of the past few years. We may regard with apprehension the possibility that inexperienced buyers may be misled by ill-founded delusions of wealth and may consequently make injudicious purchases, but if experience up to the present time can be relied upon, there are at least some fields in which such a system of credit may be useful.

III. Improved Means of Communication

Along with accumulation of wealth and increased buying power there has been a development of improved means of communication. Railroads, automobiles, paved highways, and even airplanes have made possible greater and greater increases in the speed with which commodities may be moved to market. The increased speed and facility with which raw materials may be assembled for purposes of manufacture and new processes by which perishable commodities may be preserved during transportation have helped to push out the boundaries of possible markets. It should be remembered in this connection that the area which can be included within marketable distance of a given point increases not as the direct proportion involved in the increase of speed, but rather as the proportion between the squares of the original and the increased speed. The real significance of the transition from the ox team to the silk train and from foot travel to the airplane is greater than is generally realized. It is true, of course, that the consuming power of a market

does not increase in direct relation to its area; but within areas of more or less equal density of population and relatively constant earning power the effect of increased speed of transportation would be great.

An interesting feature of an increasingly mechanized civilization has been the development of what may be termed "mass services." The committee on recent economic changes of the President's Conference on Unemployment mentions the application of the philosophy of large-scale production to service functions and gives the following as illustrations: Travel, entertainment, education, insurance, communication; the facilities of hotels, restaurants, delicatessen stores, steam laundries, and public libraries. This development is interesting in that it provides an occupation for many persons who find themselves displaced by machine processes and perhaps significant in that many of the functions now carried on as organized services were formerly incidental to home and family life.

IV. Rise in the Standard of Living

With an increasing real wage and increasing public expenditures for social services it seems clear that the standard of living or quantity and variety of goods and services which are within the reach of an ordinarily capable and industrious person has also increased. Hours of labor are likely to be less in industry than on the farm, the 8-hour day has become general, and talk of the 5-day week is more frequent than in times past. With the increase in the value of electric household appliances[1] from $38,748,242 in 1919 to $72,933,274 in 1927, with 4,303,388 washing machines sold from 1923 to 1927, inclusive, with $82,000,000 worth of electric refrigerators (estimated) sold in 1927, and 21,630,000 automobiles registered in 1928, it would seem easier to argue that men are freed from drudgery by machines than that men are being enslaved by machines.

The fact that Bureau of Commerce figures showed 7,500,000 radio sets in use in homes on January 1, 1928, indicates a standard of living and possibilities of leisure which the idealized laborer of an idyllic agricultural civilization might have found it interesting to contemplate.

Our newspapers and even the much-abused movies have done much to spread the desire for such a mode of life to less fortunate peoples. China, Malaysia, and India, to say nothing of more modernized nations in South America and Europe, have had opportunities to see and envy the possessions of what they believe to be the typical American. It is true that at the same time they have been given

[1] Under household appliances are included vacuum cleaners, flatirons, domestic ranges, air heaters, percolators, toasters, waffle irons, and grills.

impressions which are not so flattering to our character and mode of life, but a demand for the good things of life is being created which must in time be felt and reckoned with.

V. Unbalanced Economic System

The vast extent of present-day markets and the tremendous scale of modern production have brought about a degree of interdependence in our national life which is still hard to realize. One manufacturer of low-priced automobiles decided not so long ago to make a decided change in model. For months, pending the production of the new car, his factories were closed while new machinery was being installed and new processes prepared. The result was that the total freight-car loadings for the whole United States fell off to a marked degree and dealers all over the country were left with money invested in showrooms in which there were no cars to show and sales forces who had nothing to sell. Employment in Detroit was seriously curtailed and markets for raw materials were affected.

A change in the style of women's clothing, resulting in the use of less material, has seriously affected the market for cotton and threatened the continued existence of the present form of organization for production in the woolen industry. The farmer alone has preserved something of his former independence, but the farmer without modern machinery, automobile, radio, or mail-order catalogue would lead a troubled life. The prosperity, and even the comfort of each of us, has come to depend upon the soundness and prosperity of our whole productive system.

If this be so, it behooves us to look to it that no pains be spared to maintain that prosperity. What progress are we making in that direction? Intelligent guidance of such a complicated system requires a better understanding of its characteristics. Not only does it seem probable that a new profession, that of business management, must be evolved, but better education of the public in general is necessary if the skilled manager is not to find his efforts balked through lack of understanding and sympathy on the part of the general public. The increased sums which are being spent on education, increased enrollment in our schools and universities, and the development of schools and colleges for the intensive study of business and of our economic system are steps toward a planned control of production and a more intelligent adaptation of effort to needs which should ultimately lead to increased welfare for all.

Desirable as this end may be, it will be necessary to have a more exact knowledge of the consuming habits of the public and a more definite control of production than has been possible up to the present

time in order that definite purposes and standards may be set up and that they may be supported by popular sentiment.

VI. Characteristics of Changed Economic System

Thus we find ourselves in a civilization which is remarkable for the kaleidoscopic variety and rapidity of its changes. Almost before we have adjusted ourselves to one set of surrounding conditions another is upon us with new problems and conditions to be met; and yet in this dynamic system with its constantly forming new combinations certain continuing tendencies are apparent. The present tendency is from the farm to the city—from agriculture to industry. From the rural independence of the pioneers we shift to specialization and interdependence; from the farm and the accompanying small scale units of production we change to the factory and the large city with its congested population; from simplicity to scientific complexity. The institutions—economic, political, and social—which had their inception in an agricultural society with a comparatively stable and widely distributed population are carried on in a period of industrial production carried on by an extremely mobile and intensely concentrated population.

VII. Effect of Economic System on Home and Family

Against these two backgrounds, agricultural and industrial, let us project our conception of home and family and judge, if we can, what conditions gave rise to such a grouping of individuals, what values were to be found in it, whether these values are now to be found to the same extent, and, if they are not, what new values have arisen or what old ones may be expanded and accentuated.

At this point it might be well to repeat the warning that the family here discussed is the family as it exists in our own homes or those of our neighbors. It is composed of a man and a woman with perhaps one or more children. It is of value in so far as it aids them in more satisfactorily living out their existence or in so far as such an existing relationship is desirable from the point of view of other individuals who compose the society of the age in which they live. It is not an emotional concept evolved out of wishes, imagination, and romance as depicted by the poetry of the Victorian age. Its desirability is modified by the nature and attitude of the individuals who compose it, and by the surrounding circumstances in which they live.

In the past, the family was strengthened by the fact that it was the customary form of organization for production and that the home was in many instances the workshop. In an agricultural civilization the wife performs part of the labor in the fields when neces-

sary, cares for many of the domestic animals, prepares the meals, maintains the home as a place of shelter and rest, and rears the children who are potential laborers. She is a partner in the actual work of production and her disabilities growing out of her sex have a minimum effect upon her value as a worker in the common endeavor. This same condition seems to have been true during the earlier industrial development when weaving was done in the home and even the wife of the miller commonly operated the mill during the sickness or absence of her husband. In the early craft guilds, wife and husband were both members, and in case of the husband's death the wife and not the heirs succeeded to the management of the business. In fact, it would seem that only in comparatively recent years has it been possible for women of the working classes to confine their activities to housekeeping and childbearing.

VIII. The State's Interest in the Family

The State had a twofold interest in the maintenance of the family during this period. In the first place, the family was essential to the system of production by which the wealth of the State was produced. In the second place, a large population was desirable not only for its labor value but also in order to provide adequate man power for large armies which were essential for national protection. For centuries, a wealthy nation without a powerful army would have been an irresistible source of temptation to its neighbors. Hence it was perfectly natural that the concept of the State as a third party to the contract of marriage should be advanced and that legal safeguards should be placed about so important a relationship. Penalties were placed upon irregular relationships. The disintegration of a marriage was permitted only with reluctance, and alimony not only provided safeguards for mother and children, but came dangerously close to being invoked as a penalty.

Before the growth of a power industry the home was also the medium through which certain services were rendered to the child, which are now to a great extent provided by other agencies. Food was produced and prepared, clothing was created from wool produced by the family flocks, and the child was nursed and treated for most of its illnesses by the mother. Such education as it received in trade or craft skill was largely imparted at home until the growth of the apprenticeship system. The home was also the agency through which the customs of society were transmitted.

Under former conditions, certain economic advantages were associated with the foundation of a home. The social and legal system was such that the husband was in fact, as well as in theory, the head of the family. In many instances his wife brought with her a gift

of property which became his. He was both manager and owner of wealth produced by their joint efforts. The manner of life was such that little expense was connected with bringing children into the world and the children themselves contributed material services to the family business at a very early age. The father either made use of the children as laborers or apprenticed them to others and received all or a large part of their wages. Expense for food and clothing was relatively small.

IX. The Cost of Raising Children

At present the father exercises much less control over family property and little more than moral suasion over conduct. Dowries have gone out of fashion and in many cases, either by law or by mutual consent, the wife retains her separate property. Children come into the world at considerable expense, contribute little or nothing to the family income, and under modern standards and at present price levels for food and clothing represent a serious outlay of capital. The cost of rearing a child to maturity varies greatly according to its position in life, but $5,000 would certainly be a modest figure and one father has estimated that each of his daughters, at the close of her college career, represented an investment of $20,000. The advantage secured at the age of 50 by the single man who saves his money and puts it out at compound interest is perfectly apparent and helps to explain how the family, from the dollars and cents point of view, may be regarded as a liability rather than an asset. Where agriculture remains the chief occupation of the people there is no need to worry about race suicide, but the factory worker, living in an apartment, finds the problem worthy of consideration.

The home is no longer the workshop. The old cottage industries, such as weaving, lace making (perhaps as common to the nunnery as to the home), cheese making, and shoe making and repairing, have been taken to industrial plants where motors and machines duplicate the work of human hands. From the production point of view the home bids fair to become a luxury rather than a necessity. Just as ownership and management of capital tend to become separate functions in large-scale production, so the work place has been taken out of the home and has been enlarged and built up into the factory.

Nor is this all. Because of the tremendous importance of the home in an agricultural system, social attitudes and legal provisions were developed which punished the individual severely for variations from ideal home-minded behavior. As a practical matter, alimony became almost a matter of course if a marriage were broken and the wife happened to be minded to demand it. In many instances some social

stigma followed the dissolution of a marriage relation which had become unbearable and an actual source of danger to the health and sanity of the contracting parties. Children as well as parents had to bear their share of this burden. Both husband and wife found their social contacts and their activities and modes of recreation seriously restricted because of the relation which had been assumed. However justifiable such restrictions may have been or may be, the fact remains that any person intelligent enough to realize their existence will weigh them before assuming them.

X. How Valuable Is the Home To-day?

Does the fact that the home no longer bears its old relation to economic life, that some of its functions have disappeared or have been taken over and developed by other agencies, that certain disadvantages and sacrifices may be associated with its maintenance, indicate that it has become of doubtful value? Those who see only the apparent increase in the divorce rate, the decreasing birth rate, and other signs of what they consider increasing moral laxity are inclined to view it with alarm, but there is another side to the picture.

The young people of to-day are sometimes accused of being iconoclasts, without courtesy, modesty, or reverence. If there be weight to the accusation, nevertheless there is a certain wistful idealism beneath the skepticism with which their inexperience and distrust of clichés is concealed. The whole world has passed through an experience during the last two decades in which many of our accepted standards were overthrown or reversed, and what had been right became wrong and what had been wrong became right. Add to this the fact that with increasing education we are taught to attempt to think out questions which the ignorant must leave to authority; that science has taught us that many things which we held to be accepted facts are not even tenable theories; that modern improvements are daily displacing outworn processes; and it is not to be wondered at if questions be raised which to an older generation in a more static environment seemed sacrilege.

It is not the truth, however, which need fear investigation and it may be that in the end the questioning of previously accepted canons will bring a more complete understanding and a more intelligent appreciation of the values upon which home and family have survived. Romantic conceptions must not be allowed to interfere with the intelligent analysis of conditions nor to set up false standards which help to beg the question. It is no service to man or woman to build up an expectation of happiness based on misrepresentation of human nature and the basic conditions of existence. It is not things as a dreamer, seeking compensation for his own heartbreak, which

should be our goal. Rather it should give us an intelligent appreciation and, if possible, a happy adaptation to what Jack London called the hard, irrefragible facts.

Management engineers have developed a tool known as the "job analysis." It involves the scientific determination of purpose and an equally careful study of the simplest and best way of directing energy to the achievement of that purpose. Such a study of home and family life at the present time with the proper resultant modifications of our social, legal, industrial, and educational systems would be of tremendous value in our national life.

Social Values Resulting from Home and Family Life

What values, then, remain to make home and family worth the effort and sacrifice by which their existence is achieved?

In the first place, here is a tried and proved method of relationship between man and woman which would seem to involve fewer possibilities of harm or danger than any which has yet been evolved. No temporary association will give the community of interest, the confidence of status, the freedom from distraction, the conditions that make for physical and mental health, and the possibility of mutual understanding and sympathy that can be found in the best types of home and family. In view of the training and standards of conduct which the majority of us have accepted, no other relationship can be maintained with the same assurance of continuing self-respect. In this field, as in any other, moderation and self-control have their values, and a series of emotional pyrotechnics may be an unsatisfying and dangerous substitute for a clearer and steadier flame.

If the rearing of children be considered as a worthy or gratifying activity and not a mere incident, there is as yet no agency which can operate as efficiently as a properly organized family. Judges and heads of charitable institutions have testified that more seems to be necessary to the proper development of a child than mere provision for its physical wants. Interest, affection, appreciation, and intimate understanding can be more freely supplied by even ignorant parents than by the most intelligent and efficient of professional nurses. Affection may degenerate into indulgence, but artificial affection never passes current for the real article. Our schools and nurseries may guide, direct, and educate, but there is a human relationship possible in the home which it is surprisingly difficult to generate elsewhere. The home has a clear purpose in contributing to the rearing of healthy, intelligent, and well-adjusted children.

I. Home as a Place for Rest and Relaxation

The increasing complexity and the nervous wear and tear and intense competitiveness of our modern industrial system should emphasize the value of the home as a possible center of rest and recreation. Here may be given the opportunity for recuperation which must be had if the human mechanism is to stand the strain of changes in diet and conditions of life. Relaxation of tense nerves, opportunities for quiet study and planning, hobbies which vary the monotony of some types of occupation, proper diet and exercise for the maintenance of physical efficiency, all these give possible developments in usefulness which the home may provide. The argument that the presence of children does not favor such conditions and that the apartment hotel may give the same advantages without the disadvantages is common enough. But no hotel or restaurant gives the individual dietary service which the home may provide. A plan for proper care and development of children without unnecessary pain and distraction for adults is surely not beyond attainment.

Even though some of the economic advantages of a home have been lost in the development of a new type of organization for production, some benefits remain. Two may not be able to live as cheaply as one in a modern home, but there is good reason to believe that two may live in a home more cheaply and much more satisfactorily than in two entirely separate establishments furnishing anything near the same degree of utility and comfort. Combination of certain items of expense for food, light, space, and heat should surely make possible a decrease in the total expenditure. The benefits of efforts during leisure time which result in an increase in living comfort may be shared by two as easily as they may be enjoyed by one.

II. The Need for More Than Satisfaction of Economic Wants

It is undeniable that something more than the mere satisfaction of economic wants is vital to a well-rounded and happy existence. There are human needs which must be met, and in the home lies the opportunity for the creation of the essential gratification of these most important cravings. Here may be provided recognition for the qualities which outsiders may be slow to appreciate. Honesty, kindliness, gentleness, and trustworthiness may be held at their true worth and the little triumphs of outside life may be doubled in value by the fact that they are perceived and shared by those whose good opinion is of value. Affection should be found here and certainty of understanding and sympathy. If these values are not present, we need more knowledge of the reasons which

prevent their development and of the technique by which their existence may be favored and promoted.

New experience and some of the greatest adventures of life are surely to be found in the home. The man or woman who has known the unquestioning faith and loyalty of a child or who has faced death or seen it patiently and bravely risked knows that those who live for themselves alone live incompletely. These experiences are facts of life and not romantic fictions. How far does education go in fitting us to bring out in a home the best of which we and it may be capable?

Here lies the challenge to our knowledge and abilities. There seems little question that with the further development of industry we may greatly increase the sum total of goods which may be produced for the satisfaction of human wants. Millions of people are still unsatisfied. There is room in our productive system for utilization of the efforts of every individual if that effort be properly planned and intelligently directed. Women in greater and greater numbers are seeking to find again their places in the productive system, from which in the earlier development of the machine age they were temporarily ousted. There is no reason why they should not again assume a position calling for the exercise of their utmost abilities and permitting them some choice as to the direction in which they will exercise their capacities. If they find happiness in devoting their entire time and attention to home and children, they should have that opportunity. If, on the other hand, they find that under modern conditions many of the functions formerly inevitably connected with the home are now better cared for by outsiders, that children are not the chief interest in their lives, and that childlessness leaves them free for other interests, or that an appreciable portion of their life span is still available after the duties of child bearing and rearing have been performed, then they should not be thrust aside from modern activity under a pretext of gallantry or with a contemptuous reference to home as the woman's sphere. It seems quite probable that there will be not only room for them but also need for them in the economic world.

In office work, as statisticians, as dietitians, in the professions, the work of women is daily becoming more essential. In work calling for delicate manipulation, such as the handling of small machine parts, in the artistic and literary world as well as in science and education, their services are needed. Our institutions must adapt themselves to this need. The problem of maintaining home values and yet permitting other interests and occupations should not be unsolvable.

Schools Should Free Mothers for Other Tasks

Our educational systems must care for younger children and provide for proper development in the extremely important and impressionable early years. It should be possible to give better training in our schools than is given in any but the very finest of our homes, thus giving more free time to mothers and at the same time opening more positions outside the home to married women. That married women should be barred from teaching positions is a peculiar situation, difficult to explain and justify on any logical basis. The only test of availability for such work should be fitness and ability. In order to live up to its full responsibility our educational system must set higher standards for teachers, and the discrimination which would force married women to be parasites should be set aside. We need more training in human relationships and more knowledge of how to best bring out the capabilities of individuals. Our schools must undertake training in habits of mental as well as physical health if home and family are to reach their highest development.

Industry must play its part in the new scheme of things. Intelligent provision must be made for utilization of the services of women. In those occupations in which female labor is effective and valuable there must be an adaptation of conditions and hours of labor and a planning of tasks which will make the best use of this source of supply. New occupations and professions for the taking over of what have been merely incidental home activities will develop and have already developed. In these, women will find new opportunities. Department store buyers, personnel directors, X-ray technicians, and many other occupations already point to the possibilities which differentiation of function will create.

Laws must be closely scrutinized and some vestigial remnants removed. The laws of community property by which the wife's possessions and earnings are protected should be made general. Alimony should be carefully restricted and held to its proper use of compensation for disability or harm to previous or normal status and should not be allowed to become a weapon of exploitation. Minors should be even more carefully provided for, but the interest of the State in home and family might here be allowed to show itself in more tangible form and if the interest of the State in children is as strong as is commonly alleged, it is even possible the unmarried adults and childless couples might be required to assume some part of the responsibility which has been entirely that of the parents in the past, by the creation of a properly graduated tax.

At this point protests may arise, to the effect that the suggested proposals seem better adapted to taking women out of the home

than to preserving it. That depends on what is meant by a home. If it be necessary in order to preserve home and family that the wife be tied to the kitchen range, if the weight of social opinion is to be invoked, and if laws are to be passed to bar her from any outside occupation, if her range of interests must be narrowed and the growth of her intellect checked because she assumes the obligations of wifehood, if the husband is to be placed under the burden of financial obligations which it is next to impossible to meet, if he is to be forced without assistance from his wife to assume the entire burden of support of another adult as well as an uncertain number of children, if his wife is nervous, unsympathetic, or nagging as a result of thwarted interests or hated occupations forced upon her against her will, then indeed we have reason to fear for the future continuance of homes and families.

Extension of Home Economics Training

If the profession of home making can be studied with the intelligence with which the problems of industry are approached the future would seem more certain. If the home of the future can be based upon the voluntary cooperation of independent and self-respecting persons rather than upon social coercion and if the purpose of a home and the attitudes and methods which seem best fitted to the attainment of that purpose can be carefully studied and understood, we may hope to give real education for home making.

The problems of the home are capable of scientific solution. Psychology, physiology, biology, philosophy, economics, sociology, all have their relationship to home life and its difficulties. In the light of present educational theory we can not begin too early if we wish our children to secure the best that life has to offer in such a relationship. Schools of home economics have given wonderful training in home management, in textiles, in dietetics. Why should they not extend the scope of their studies to a scientific analysis of home values and actual home conditions? When this has been done, there will be hope that both boys and girls may be trained to realize that tolerance and understanding, consideration, and self-respect are as truly elements in happy home life as well-cooked meals, modish dresses, batiked hangings, or properly spaced paintings on the wall. Marriage must be allowed to reach its full development as a mutually advantageous relationship between men and women who are as nearly as possible free agents and economic equals, rather than having for its sanction coercion and economic need.

Social Trends and Their Effect on Home Life and Family Relationships

By Arthur J. Todd

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The same forces that have been playing upon the other social institutions have been playing upon the family. These forces may be reduced to four in number—the new science, the new industrialism, the new democracy, and the new woman's movement.

I. Effect of the New Science

The new science is the physical science that has given rise to modern industry. This science has put into our hands the means for a larger life, new incentives to demand more of life, and higher standards for it. But it has also put into our hands a tool for social analysis which on one side spells the scientific attitude and on the other side cynicism and agnosticism, not only in religion but in doubting all human values. The same scientific attitude which has begotten many of our great inventions has applied itself to human history and to the origin and development of social institutions.

In particular it has had the effect of questioning many divine sanctions for human institutions. The divine right of kings was one of the first to go. The divine right of property and the divine sanction for the family have been questioned. The scientific mind has utilized the study of anthropology and custom. It has concluded that man is the measure of all things, that institutions simply represent local adjustments to life, and have no sanction except to meet human convenience and need. If that were all it might not be so bad, but combined with faulty psychology this belief may lead to license. It may result in people doing as they please, in believing that government, law, and custom are only conventions and may be violated at will. This has been only one of the results of social analysis.

II. Effect of the New Industrialism

The application of scientific methods and tools has permitted the development of large-scale production, taking the center of gravity out of the home and placing it in the factory. Most economists overlook some essential economic facts which still make the home a productive unit. It is a consuming unit. The advertising pages of a metropolitan newspaper demonstrate that. For a large percentage of its advertisements are geared to the family; demonstrating the types of advertisement in which the family, or some member of the family should be interested.

But it is a much more important fact to keep in mind, that the family is also a productive unit. My wife and I are apartment dwellers, and we are fairly liberal people who are willing to utilize the chain grocery stores for purchasing fruits and vegetables. I am quite sure that if my wife went to the store, bought a can of peas or string beans, opened the can and set it on the table before me, that I would not think that I had much of a home. Most men would feel the same about that. We have not yet reached the place where man can live by the can opener alone. The modern home maker is a productive agent in precisely the same way as most American manufacturers are productive agents.

The housewife who prepares food for the table is just as much a producer as industrial workers. Most industry is of that type. The amount of capital invested in the raw productive processes is comparatively small. Most of the population is engaged in transforming raw materials and converting them into more desirable goods. This is an essential point. There is an attempt to put women on the defensive, to say they are parasites and have no economic function. There may be some women who do not perform any economic function, but the number of women who live in apartment hotels and spend their time at bridge and fancy work is small. The great majority of women are economic producing units.

III. Effect of the New Democracy

The third factor to bring out is the new democracy. This comes as a consequence of the new science. The family is no longer the exclusive social unit. It never was, not even in tribal society. At least a dozen different social units were significant in primitive society; the clan, the age group, the tribal secret society, etc. It is true that in more recent times legislation and theology have tended to back the family as the social unit. Under the old common law the woman was compelled to lose her identity in marriage, or merge it with that of her husband. But this has largely changed, and now there is scarcely any place where a woman is not the guardian of her children. Illinois has just taken a step forward in allowing women to sit on juries. This will probably lead to fewer husband murderers in Cook county for women are likely to be less sympathetic than men toward a pretty murderer. This is a sample of the new individualism which cuts through the family.

In a Chicago court recently an injunction was issued on behalf of a 19-year-old boy against his parents, because they had collected his entire earnings. He had come to the age when he wanted friends outside. His parents refused to allow it. He left home and his parents threatened to have his employer discharge him. The injunction forbade the parents to interfere with his job. That is the

new democracy in the home. Anyone who has a car knows perfectly well how this individualism works. It is apparent in the modern conception of marriage which is no longer between this and that clan for its reciprocal benefits, except in royalty. For the average person marriage is an individual matter.

IV. Effect of the New Woman's Movement

These processes express themselves in the new aggressive movement of feminism, which has become almost a military organization. It has not struck England or the United States as strongly as it has some parts of Europe. This is probably because English and American women have not had so much to overcome. This movement is questioning discrimination against women arising out of law, management of the home, and wages.

The interplay of these forces results in a changed concept of the home and its functions. While the home is still the economic and reproductive center, there is a tendency more and more to shift the emphasis from biological and economic production to the growth of personality, ethics, esthetics, and the affectional side of the human family. Perhaps it is symbolical of this that marriage is no longer regarded as purely an arrangement for reproduction but of affection.

The second result is the fact that there is a growing feeling that marriage should be a partnership, not an arrangement for the mutual welfare of two families, and not simply an arrangement for the indulgence of lust, but a partnership in which the lives of both are enriched. The idea of romance goes back about five or six hundred years. The high idealism of some of the Roman lawyers before the dark ages has come to light recently. It is a spiral process through which we seem to go. Modern marriage tends to take on more and more a voluntary character. Figures show that the marriage rate has been increasing in the last 30 or 40 years. Men and women still seem willing to take a chance. Women no longer need to seek marriage as the only occupation open to them. Many of the opportunities that are open to men are also open to women. They do not need to enter marriage as a means of support. In fact, many women continue their work after they marry.

There is a story of two young people who were contemplating marriage. The girl asked the boy if he thought she should continue her work after they were married. He asked, "How much do you make?" She replied, "$45 a week." He answered, "Keep it up by all means; that isn't a job, that is a career." Marriage is a voluntary arrangement because both parties accept the responsibility. They feel that they want to work out a partnership of mutual advantage. The union is voluntary and not forced upon them.

Children No Longer a Form of Savings Bank

There is also a new attitude with regard to children. In civilized homes, they are no longer looked upon as a form of family savings bank. They are no longer considered much of an asset, rather they are a liability. The higher the tuition in State universities, the greater the liability of children. They tend to become increasingly an economic liability, and the motive for having children tends to change. The law still recognizes the obligation of a child to support his parents but the law is difficult to enforce. The average patent does not want the law enforced. That is different from the attitude which prevailed a generation ago. In a family very close to mine, a father about 45 years of age decided that it was time for him to retire and for his son to take over the business and support him. He had reason to expect good health and to be self-supporting for many years, but he was carrying on the old tradition of the parents sitting on the shoulders of the children. With the development of higher wages, larger savings accounts are possible to help meet the problem of old age. The problem still exists but we are finding new ways of meeting it. Children are not considered as useful economic factors, but as desirable in themselves: not as playthings, but as home schools for certain social discipline and for companionship. Parenthood draws out the finest qualities of human nature.

One other result should be added. The combination of this mobility plus this pseudoscience of relativism, tends to bring out the attitude that anything goes, the old ideas are "bunk" and we can do anything we please. Follow your instinct is one of the favorite bits of advice. Any psychologist will tell you that instincts are poor things to follow or depend upon. If such ideas are applied to the family they are more likely to produce errant promiscuity rather than an organized, permanent social institution.

These changes indicate the necessity of changing our educational attitude and program. In setting up courses for parenthood under these new conditions, and in teaching children to function in the new type of homes, we shall have to bring new subject material and new techniques, that is, new methods of teaching. But in the first we are hindered by taboos and reticences which exist. It is not only that parents do not want to communicate these facts to their children, but that they do not know how. Teachers, doctors, settlement workers very often do not know how. There have been so many failures in trying to give instruction to children that we can sympathize with the feeling of inadequacy of the average parents in getting this teaching over to their children. There used to be a theory that a woman was fully equipped to care for her own children, and that at their birth she received a sort of instinct that would lead her

interringly in the care of the child. Infant mortality rates have rather exploded that idea.

Needed Research on Human Relationships

It is very difficult to obtain funds for research in the social sciences. People smile at the idea of educating the human family. But if this analysis of social change is true, it is possible to change and adjust conditions and to train children in such a way that the family, in this time of strain and stress, may adjust itself to the new conditions. People are willing to give money to experiment on guinea pigs, cats, and dogs, but unwilling to give money to study human relationships and to make analyses that will help toward better social and family conditions. There are even some legal restrictions in making surveys and studies in the social sciences. There are certain vital facts which we need to know, before we can even promote social legislation. There are problems in family disorganization, domestic discord, courts of domestic relations, parent and child conflicts, divorce, adjustment of children to divorce, divorce and suicide, employment of married women outside the home, and many other problems that we need to know much more about. If we could have studies that cover a period of 5 or 10 years on these subjects we would have a much better understanding of social problems and be more able to help adjust them.

What is the normal family, what is the basis for successful family life, changes in the standard of living, changes in the attitude toward marriage, size of the family, the only child, the youngest child, parent education, organized labor and birth control. These are only samples of the sort of research we need; and are projects which should interest home economics workers. We need these essential facts, we need study and research of social trends in order to make home economics teaching effective in the changing social order.

Education for Home and Family in the Light of Recent Economic and Social Changes

One Suggestion for Curriculum Revision

By WILLIAM H. LANCELOT

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The preceding discussions emphasized: That there is a tendency for marriage to be deferred; that the birth rate is on the decrease; that the home as an institution is becoming less stable; that the in-

fluence of parents in determining the ideals, the conduct and the character of the young seems to be waning; that the tendency of young people to seek recreation outside the home appears to be on the increase; that the young people appear in some degree to be throwing off the restraints of convention and of authority; that living standards are steadily rising; that children are in the way of becoming, or have already become, economic liabilities; and that because of the last, it is becoming increasingly necessary that parents accumulate a competence for their declining years.

These things which matter most, the ones which really determine the happiness, efficiency, and permanence of the home, have not, in my opinion, been given their proper place in the home economics curriculum in the past. Indeed we might almost say that they have been entirely overlooked, though very lately there are signs that we are becoming unhappily conscious, at least, of their existence. These are the very basic, ultimate elements of domestic happiness and efficiency; and—shall we say it?—they are immutable, not changing as to their nature, with modern modes of thinking or living.

It is clear that there should be a new conception of the basic character of home life on the part of those who are determining the content of home economics curricula and a new evaluation of its elemental parts. As a result, there should be a basic shift of emphasis away from the things which are of relatively minor consequence to those which actually determine the happiness and efficiency of the home. I mean by this that we should set about it to make our teaching touch the very heart and center of home life in such manner that the latter shall be made finer, sweeter, and nobler by reason of this teaching. At the National Conference on Home Economics called by Commissioner Cooper at Washington last December, Dr. Frederick G. Bonser expressed this thought so well that it will easily bear repeating before this group. To quote his words—

> There could and should be developed a body of ideals, attitudes, convictions, purposes, understandings, and loyalties. These should be organized into a general conception that will give proportion and appropriate value to all of the manifold details of home life in relation to the social and spiritual purpose which they serve. Such a conception can result only from the use of imagination, vision, intelligence, and emotion. It can not come from the mere achievement of skill in routine activities. It lies in the growth of an appreciation of the human factors of home life which give meaning to the material means for maintaining physical existence for the sake of spiritual satisfaction.

New Objectives for Home Economics

As for the actual abilities and skills that are given they should perhaps tend less to be of the manipulative type, and more toward

the judgment and creative types, since the latter clearly determine in far greater measure than the former true success and efficiency in home-making.

The work should be planned in such a manner that its nature would change according to the changing interests of the adolescent girls.

It should be so planned, too, that it would really be progressive as to difficulty to the end that the sense of satisfaction and progress would contribute in maximum degree to the development of lasting interest in home making.

It should give, along with the abilities or skills, a well-organized system of knowledge capable of generating enduring interest and of leading to understanding and retention of knowledge rather than merely a group of more or less unrelated fragments of knowledge. To this end, it appears necessary to organize the work into relatively few major divisions, each of which would be so rich in associative elements or internal relationships that it would actually become an organic whole in the minds of the students.

The foundations of the work should be laid in the social, no less than in the natural sciences. Furthermore, such social sciences should tend to center about the study of the family as a social unit, its internal relationships and problems, and likewise its relationships to other social institutions and to society at large.

The Need of a 4-year Course

Every effort should be made to extend the period of home-economics training to four years. The reason for this is twofold. The judgment and creative skills which must be developed, unlike the manipulative skills, can not, by intensive effort, be given quickly; and aside from this, if we are to keep the interest of the girls in home-making constantly growing, it is necessary that the study not be broken off while competing interests, many of which lead away from the home, continue to be developed.

As the best means of combating the divorce evil, we should endeavor to train for a type of home life in which the bonds of affection would be strong and the causes of domestic discord reduced to a minimum.

We should give the most effective training possible in child development and in the guidance of older children as to right ideals and standards of conduct, to the end that the influence of parents over the young may become greater in the future.

We should train for a type of home life that will provide adequate and satisfying recreation for the children.

What Should the Curriculum Be?

What might the curriculum include? What might be the centers of its organization? How large each of the resulting units? And in what order might they be presented?

There are apparently four major classifications under which virtually all of the material that might be taught in home economics may fall. They are: (1) Manipulative abilities; (2) nutrition; (3) applied arts; and (4) home relationships. Each, save the first, might serve as an excellent center or organization; and there is no reason apparent to me why each might not, in turn, give a distinct character to a year's work.

I do not mean that in any given year, all else would be rigorously excluded save that which was included under the chosen classification. Rather, the present flexibility might be preserved in some degree; but a distinct check would be set upon the prevailing use of relatively small and more or less unrelated and fragmentary teaching units. That is, each year's work would in itself represent a well-knit unit of functioning material of sufficient magnitude and difficulty to command the interest of students and would be presented so that it would actually become properly organized in their minds.

Such an arrangement would obviously provide the needed organization. However, it would apparently have other advantages. The first year's work, for example, which would consist mainly of manipulative operations, would rest upon a basis of mixed elementary natural science and art; the second, which would be devoted mainly to nutrition, would be based upon more advanced natural science; the third, consisting chiefly of applied art, would rest upon a more advanced study of the principles of art; and the fourth, devoted primarily to home relationships, would have for its foundation the social sciences. Thus such a plan would automatically reduce the proportion of time devoted to related natural science and increase that devoted to related social science.

It seems true that the changes in the character of the work from year to year would follow somewhat closely the changes in the interests of the girls. The manipulative operations, for example, in the first year would come at a time when such work would be relatively interesting to them as it would not be, say two or three years later, at least to the more capable girls. So, too, the esthetic interest is apparently becoming relatively strong by the third year and the interest in human relationships, including those of home and family by the fourth.

In the same way, there would be a progression as to difficulty such as is desired; and because of this and of the advantages previously

shown, such a sequence should be capable of securing and holding the interest of high-school girls of superior ability.

Still another advantage worthy of notice would be that an entire year, the last, would be devoted to the study of the supreme things in home life—the human, the sacred, the spiritual values.

Some Details of the Plan

All that has been said has related to the general outline, or "framework," of the home economics curriculum. Let us turn our thought to a brief consideration of some of its details; for it is here that we shall find provisions for adjusting our training to recent economic and social changes.

I. Manipulative Abilities

As has been said, the manipulative abilities would be featured during the first year. However, such simple and vital material as could be organized about them might properly be taught at the same time. Indeed, as far as the subject matter to be taught during this year is concerned, it would probably tend at least to represent a brief overview of the really salient parts, or phases, of home making. The result should be threefold. The manipulative abilities would be so well taken care of that they might properly be given a strictly subordinate place thereafter; the subject matter that would be taught would be really that of most value to those girls who do not remain long in high school; and it would at the same time, because of the broad, general character, prove an excellent introduction for the more detailed studies of the three following years for the girls who remain in high school until graduation.

II. Nutrition

In the second year, devoted to a carefully organized study of foods and nutrition, the girls would become familiar with the dietary values of common foodstuffs. By this I mean that they would become able to think in terms of these dietary values. That is, they would become really skillful in judging the health-giving qualities of any ordinary combination of foods whether found in a printed menu, on a cafeteria counter, or in a day's dietary for the family at home; and they would also be able to plan skillfully the daily dietaries for themselves and others. In all such judgment and creative or planning problem they would take into account other standards besides dietary values, as cost, ease of preparation, and attractiveness.

We would, then, have here a group of judgment and creative skills of critical importance in home making owing to their vital

relation to the health of members of the household. To develop them would require practice in the solution of many carefully chosen judgment and creative problems. It follows that the development of these high abilities might properly become a function of the laboratory work, and that work of this kind would tend to displace the manipulative processes there during this year. However, this does not mean that manipulative processes would be excluded. Rather, they would have a place; but this place would be subordinate to the judgment and creative processes as it ought to be. Included in this manipulative work would be the preparation of meals as a whole and the serving of meals. Other material closely related to this nutrition study might be woven into it as opportunity offered. Thus this year's work, taken with that of the preceding year, would constitute quite satisfactory training in home making for girls who would go no further. Yet the two taken together would function quite satisfactorily in the 4-year sequence as has been shown.

III. Art in the Home

The third year, devoted to a study of the application of the principles of art in the home, should resolve itself primarily into a quest for the beautiful. In this all normal girls are interested. The selection of fabrics and of ready-made garments and accessories would be included and would, of course, have an important place. However, an even more important part would be an intensive study of home beautification. Home interiors and furnishings, landscape architecture, sculpture, painting, and other fine arts, and even music, should be studies as means to the great end of making the home a more beautiful and pleasant place in which to live. If beauty is tangible and attainable, as we believe it is, and if it can be brought into our homes, it would add an important element of happiness to home life. This would be the great contribution of this third year of work though it is manifest that from the standpoint of its sheer cultural value, it would likewise be of very great worth indeed. In view of the controlling purpose of the year's work to make the home a happy place of abode, it seems that a study of ways and means of providing wholesome recreation there might also be properly made at this time. Such a study would be timely in view of the apparently increasing tendency of the members of the family to find their recreation elsewhere. Indeed, such a study seems to represent the very smallest measure of performance on our part that may be regarded as a fulfillment of our true obligations in respect to this serious problem, which has not so far been properly recognized by home economics workers.

IV. Home Relationships for Fourth Year

The fourth year, the dominant theme of which would be home relationships, presents alluring possibilities along with serious difficulties. In it, we should endeavor to do most of the important things that we have failed to do in the past. Here we should give a considerable part of the training that is needed to safeguard the home from the social and economic forces that are operating to weaken it. Here we should train for habit formation in little children and for the establishment of ideals in older ones.

The trouble is that we do not know very well how to do these things. We can teach child development well, I think, at present; and it seems true that if we should do this, with the result that right habits were fixed in the children of the next generation, the homes of the future would be nearly transformed.

We are apparently able, also, to influence to some extent the development of traits of character, or of personality in older children, even up to adolescence; and in the degree in which we are successful in this, we shall be contributing largely to the happiness, efficiency, and stability of the homes of the future. It is quite clear that most domestic infelicity has its real source in undesirable personal traits of man or wife; that in allowing the young to fix such traits without hindrance, we have been sowing the wind; and that we are but reaping the inevitable whirlwind in the present harvest of domestic infelicity and broken homes. Even now, we are able to do something to reduce this evil; but there is every reason to believe that if we should once undertake to solve the problem, we would find better ways than we now know.

A Twilight Zone of Human Knowledge

We shall not, however, try merely to reduce unhappiness, but to increase true happiness in the home as well. We must find out how to train that the bonds of affection in future homes shall be strengthened to the uttermost. The development of desirable traits will help, but there are other things to be done before this great purpose can really be accomplished. Probably no task more difficult or of more momentous consequence has ever been attempted by any teachers anywhere. Yet in assaying it, we shall come near the very heart of the home-making training that we must learn to give; and the obligation rests upon us to undertake it, even though we are not able to perform it as well as we might wish.

This problem, along with others, falls strangely in the twilight zone of human knowledge, though still in one of universal human experience. The obligations of parents to children, of children to parents, and of man and wife to each other; the manifold relation-

ships, not in the nature of obligations, of the family circle; the deep, secret emotions that are kept alive and the invisible influences that are exerted there; these are among the things that should be studied by the girls who are soon to be wives and mothers. Indeed there is a whole broad category of so-called attitudes, including ideals, appreciations, interests, and others that are as yet nameless, which should in some manner be given by the home-economics teacher in connection with this important unit on home relationships.

The economic relationships of the home, such as thrift, investment, allowances, budgeting, business management, and others, which should also be studied in connection with this unit will apparently be less difficult to teach satisfactorily. Because of this, there will doubtless be a tendency for this phase of the study to displace that of the difficult social relationships already mentioned. Yet it is obvious that such a shift of emphasis would mean a great impairment in the actual value of this fourth year's work.

I have not discussed the curriculum herein suggested in such detail in order to win approval for it. Perhaps the main divisions as proposed are not the best that could be chosen. Perhaps their arrangement as to sequence is not right. I have only been trying to show by what a simple reorganization of our work in high-school home economics, most of its faults, which seem really so serious as to place a definite limit upon its expansion, might be remedied. The simplicity of such a plan as has been suggested, together with its obvious advantages, commend it to my mind. Yet every detail in it is, in my own thought subject to change. This is particularly true as to the third year, whose function has been given here as home beautification. I have already suggested that recreation in the home might be included in this unit; and I am not at all sure but that the study should be made even broader. Perhaps it would be better, for example, to make its general theme Living Standards, which would include, of course, all that has so far been assigned to it and other important related studies as well.

Would Require Abandonment of Vocational Half Day

It is my opinion, however, that we should not continue much longer on the present basis. I believe, further, that the way of escape from our difficulties lies at least in the general direction that has been indicated. It seems likewise clear that we can not accomplish our high purposes in less than four years. My conviction is firm that we must be guided in the future by the general principles of organization as stated. I believe further that our training must in some manner be made to extend far beyond nutrition and clothing into the great unexplored realm of essential truth relating to home and family life wherein the answers to our problems lie.

There are objections to be urged, of course, to any such plan of reorganization as has been proposed. While I recognize them as worthy of thoughtful consideration, they do not seem to me to have great weight when compared, one by one, with the manifest advantages which have been indicated. I am left, then, with the conviction that some such general plan as has been described, but with crudities and errors carefully eliminated, ought to be our next step in endeavoring to make the home-economics program function properly in the public schools.

It is apparent that the program proposed does not conform to the pattern followed in vocational home economics. Specifically it would require the abandonment of the so-called vocational half-day and of the plan of having home-economics instructors teach related science to their students. Both of these changes would, in my opinion, be highly desirable.

On the other hand, the plan of securing application through supervised home projects is to be commended, provided said applications are so difficult that the girls really need direction and supervision in making them in the home. For the teacher to devote her efforts, however, to projects calling for applications that are in themselves so simple that any girl can make them without help if she is so minded, is obviously a mistake since the girl's mind will ordinarily not be in the least changed with respect to making future applications as a result of such experiences. Behind this lies the twin thoughts that the supervision of home projects is so expensive that it should be done only when necessary, and that really good teaching should give not only the ability to apply but the ideal of applying as well, in which case such a check-up in the home as supervised project work contemplates is largely unnecessary. At any rate, home-project work is a poor substitute for good teaching. It has a place in teaching girls to make difficult applications in the home but it is doubtful whether it rightfully has any other.

Recommendations Adopted by the Conference

The conference felt that the home economics curricula in higher institutions of education have become so highly specialized that the composite nature of home making is in danger of being overlooked, and that this specialization in the higher institutions has strongly influenced the organization of high-school curricula on the same plan. In order that students may be oriented in the various aspects of the whole home-making problem, the conference recommended that a study be made of the possible content of an introductory course in home making which would emphasize the

economic, social, and psychological problems not now considered in specialized courses.

The conference realized that the current educational practices need reexamination as well as the philosophy underlying subject matter. Therefore, the conference recommended that studies be made—

1. To determine the degree that (*a*) home economics content is organized into large units of closely related functioning materials. (*b*) Sequences in presentation parallel the changing interests of adolescent girls. (*c*) Home economics curricula are organized on progressive difficulty levels which challenge the capacity of the student.

2. (*a*) Of the best available findings of curriculum studies. (*b*) Of attitudes and responsibilities of home makers under present conditions of living. (*c*) Of the major differences between present practices in home-economics teaching and needs of home makers as shown by these research studies. (*d*) Of the needed modifications in our present home-economics school practices.

3. Leading to the preparation of a symposium on the newer interpretation of home economics. This symposium to present a philosophy of home economics as related to the changing conditions of living and thereby pointing the way to sound educational practices.