A Survey of Courses Offered in Home Economics in Representative Junior High Schools in the United States

Lenora Ida Larson
Loyola University Chicago

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A SURVEY OF COURSES OFFERED IN HOME ECONOMICS IN REPRESENTATIVE JUNIOR HIGH SCHOOLS IN THE UNITED STATES

BY

LENORA IDA LARSON

A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Arts in Loyola University 1933
VITA

Lenora Ida Larson


Member of the Homemakers' Section of Chicago of the Illinois Home Economics Association.
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INTRODUCTION

The establishment of junior high schools has come about as a gradual development over a period of years. Many forces are responsible for this movement for educational reorganization which is finding expression in the widespread establishment of junior high schools. During the later years of the common school most children are undergoing physiological and psychological changes in their approach to adulthood; changes which make their adjustment to that school rather difficult. In 1893 a committee working under the leadership of Charles W. Eliot argued for the "shortening and enrichment" (43:4) of the elementary school program. The committee concluded that the work of the seventh and eighth grades "must be enriched by eliminating non-essentials and adding new subjects formerly taught only in the high school" (43:6). They maintained that "the seventh grade, rather than the ninth, is the natural turning point in the child's life, as the age of adolescence demands new methods and wiser direction" (43:6). They were aware of the high student mortality due to the fundamental differences of organization in the elementary school and in the high school, and they expressed the opinion that the transition from one to the other "might be made more natural and easy by changing gradually from the one-teacher regimen to the system of special teachers, thus avoiding the violent shock now commonly felt on
entering the high school" (43:6). A junior high school, of three years, might have the additional advantage of retaining in school many who for various reasons would otherwise drop out. One of the outstanding purposes of the junior high school is to provide an enriched curriculum for the period of early adolescence, involving in particular grades seven and eight of the traditional elementary school. The underlying principles of junior high school instruction call for a lengthening of the secondary school program, and demand that all subjects should be taught through the medium of the child's own interests, that they should be given in such a way as to appeal to the child as being useful to him in his future career.

The writer is interested in home economics. "Home economics education itself in the schools", says Cora M. Winchell, "is reevaluating its purposes, its selected experiences, and its methods in the light of changing needs" (76:418-22). As important as any problem of the curriculum is that of selecting the subject-matter which should be included in home economics courses for the junior high school.

"Mrs. Ellen H. Richards was the first to say that the schools ought to teach 'right living'; and, largely through her efforts and her inspiration, plans have been worked out whereby girls while in school can be taught many things about right living. Right living begins in the home. Who makes the home? The man may furnish the money to build the house, but it is the
woman who plans and manages the home. It is her business to see that the family lives in a sanitary and an attractive house; that every member of the family has clean, properly and well cooked food; that every one is suitably clothed; that the family income is wisely spent, and that all in the home are helped to lead a happy and useful life. No girl should consider the making and managing of a home an easy piece of work, for in fact nothing is harder to do and do well. When a girl takes work in school and college that covers all phases of homemaking, we say that she is taking a course in Home Economics (47:vi)."
Statement of the Problem: The purpose of this investigation is to make a survey of the home economics courses offered in certain representative junior high schools of the United States to determine:-

1. The aims of home economics as revealed in the various courses of study in home economics in the junior high schools;

2. The extent to which these aims agree with the aims as expressed by experts in the field;

3. The phases of home economics most commonly emphasized in the junior high schools as shown by a survey of thirty courses of study;

4. The nature and grade placement of the subject-matter found in the courses of study in home economics used in representative junior high schools in the United States.

No attempt has been made in this thesis to determine the desirability of the goals set up by curriculum-makers. It has been the purpose of the writer to consider the educational value of the content of certain representative texts and courses of study in the light of the generally accepted needs and aims, and to determine to what extent the materials of instruction fit these needs and aims.
The writer decided to study the curricula of a large number of junior high schools through the printed courses of study issued by these schools. The junior high school courses of study in home economics are no doubt intended for the rather specific guidance of the teacher and, therefore, it is reasonable to expect that the curricula and courses offered by the junior high schools will be outlined more or less in detail. Requests for these curriculum bulletins were sent to 66 schools. A few did not respond at all, a small number replied that no printed material was available, and several promised to send catalogues as soon as they came from the printers. Table I presents the returns to the writer's requests.
### TABLE I

Results of The Requests for The Courses of Study*

<table>
<thead>
<tr>
<th>No.</th>
<th>State</th>
<th>City</th>
<th>Replied</th>
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<th>Sent Promised</th>
<th>Incomplete Later</th>
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<td>6.</td>
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<td>X</td>
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*Note: X indicates in column three that a reply was received; in column four that a complete course of study was received from the city in question; in column five that an incomplete course of study was received; and in column six that the course of study was promised later.
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<th>State, City</th>
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<th>Sent Incomplete</th>
<th>Promised Later</th>
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<td>32.</td>
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<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>59</td>
<td>Utah, Salt Lake</td>
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<td>X</td>
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<td>-</td>
</tr>
<tr>
<td>60</td>
<td>Vermont, Rutland</td>
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<td>X</td>
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<td>61</td>
<td>Virginia,</td>
<td>Richmond</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>62</td>
<td>Washington,</td>
<td>Spokane</td>
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<td>X</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>63</td>
<td>West Va.,</td>
<td>Charleston</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note: X indicates in column three that a reply was received; in column four that a complete course of study was received from the city in question; in column five that an incomplete course of study was received; and in column six that the course of study was promised at a later date.*
TABLE I (continued)

Results of the Requests for the Courses of Study*

<table>
<thead>
<tr>
<th>No.</th>
<th>State</th>
<th>City</th>
<th>Replied</th>
<th>Sent Complete</th>
<th>Sent Incomplete</th>
<th>Promised Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.</td>
<td>West Va., Wheeling</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>65.</td>
<td>Wisconsin, Fond du Lac</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>66.</td>
<td>Wisconsin, Madison</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note: X indicates in column three that a reply was received; in column four that a complete course of study was received from the city in question; in column five that an incomplete course of study was received; and in column six that the course of study was promised at a later date.
Materials: The materials used in this survey included junior high school courses of study, representative textbooks used in Grades VII, VIII, and IX in home economics, and professional literature. Table II presents the courses of study received.

**TABLE II**

Courses of Study Received

<table>
<thead>
<tr>
<th>No.</th>
<th>State</th>
<th>City</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arkansas,</td>
<td>Little Rock</td>
<td>1931</td>
</tr>
<tr>
<td>2.</td>
<td>California,</td>
<td>Long Beach</td>
<td>1929</td>
</tr>
<tr>
<td>3.</td>
<td>California,</td>
<td>Pasadena</td>
<td>1928</td>
</tr>
<tr>
<td>4.</td>
<td>California,</td>
<td>San Francisco</td>
<td>1927</td>
</tr>
<tr>
<td>5.</td>
<td>Illinois,</td>
<td>Chicago</td>
<td>1932</td>
</tr>
<tr>
<td>6.</td>
<td>Illinois,</td>
<td>Rockford</td>
<td>1930</td>
</tr>
<tr>
<td>7.</td>
<td>Indiana,</td>
<td>South Bend</td>
<td>1928</td>
</tr>
<tr>
<td>8.</td>
<td>Indiana,</td>
<td>Fort Wayne</td>
<td>1929</td>
</tr>
<tr>
<td>9.</td>
<td>Iowa,</td>
<td>Osage</td>
<td>1931</td>
</tr>
<tr>
<td>10.</td>
<td>Kentucky,</td>
<td>Frankfort</td>
<td>1931</td>
</tr>
<tr>
<td>11.</td>
<td>Louisiana,</td>
<td>Baton Rouge</td>
<td>1929</td>
</tr>
<tr>
<td>12.</td>
<td>Maine,</td>
<td>Augusta</td>
<td>1929</td>
</tr>
<tr>
<td>13.</td>
<td>Maryland,</td>
<td>Baltimore</td>
<td>1925</td>
</tr>
<tr>
<td>14.</td>
<td>Massachusetts,</td>
<td>Boston</td>
<td>1931</td>
</tr>
<tr>
<td>15.</td>
<td>Michigan,</td>
<td>Detroit</td>
<td>1930</td>
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<tr>
<td>16.</td>
<td>Minnesota,</td>
<td>Minneapolis</td>
<td>1928</td>
</tr>
</tbody>
</table>
TABLE II (continued)

Courses of Study Received

<table>
<thead>
<tr>
<th>No.</th>
<th>State</th>
<th>City</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Missouri</td>
<td>Jefferson City</td>
<td>1926</td>
</tr>
<tr>
<td>18.</td>
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<td>St. Louis</td>
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</tr>
<tr>
<td>19.</td>
<td>New York</td>
<td>New York City</td>
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<tr>
<td>20.</td>
<td>Ohio</td>
<td>Galion</td>
<td>1931</td>
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<tr>
<td>21.</td>
<td>Oklahoma</td>
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<td>1927</td>
</tr>
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<td>22.</td>
<td>Pennsylvania</td>
<td>Harrisburg</td>
<td>1928</td>
</tr>
<tr>
<td>23.</td>
<td>Pennsylvania</td>
<td>Philadelphia</td>
<td>1930</td>
</tr>
<tr>
<td>24.</td>
<td>South Dakota</td>
<td>Mitchell</td>
<td>1930</td>
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<tr>
<td>25.</td>
<td>Utah</td>
<td>Salt Lake City</td>
<td>1928</td>
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<tr>
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<td>Vermont</td>
<td>Rutland</td>
<td>1928</td>
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<tr>
<td>28.</td>
<td>Washington</td>
<td>Spokane</td>
<td>1926</td>
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<tr>
<td>29.</td>
<td>West Virginia</td>
<td>Charleston</td>
<td>1929</td>
</tr>
<tr>
<td>30.</td>
<td>Wisconsin</td>
<td>Madison</td>
<td>1927</td>
</tr>
</tbody>
</table>
In addition to the courses of study, six current textbooks in home economics for the junior high school were also analyzed. These books were selected from Table VI page 93 because of their frequency of mention in the various curricula. The six books most frequently mentioned are shown in Table III. Each textbook with the date of publication is listed below.


<table>
<thead>
<tr>
<th>Authors and Book Titles</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>Total Times Suggested for Use</th>
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<tbody>
<tr>
<td>Harris, Jessie W. and Lacey, Elizabeth V. &quot;Everyday Foods&quot;</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>18</td>
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<tr>
<td>Trilling, Mable B., Williams, Florence, and Reeves, Grace G. &quot;A Girl's Problems in Home Economics&quot;</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>14</td>
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<tr>
<td>Wellman, Mable T. &quot;Food: Its Planning and Preparation&quot;</td>
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<td>4</td>
<td>3</td>
<td>11</td>
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<tr>
<td>Kinyon, Kate W., Hopkins, L. Thomas. &quot;Junior Food and Clothing&quot;</td>
<td>4</td>
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<td>10</td>
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<tr>
<td>Matthews, Mary Lockwood. &quot;Elementary Home Economics&quot;</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Greer, Carlotta C. &quot;Foods and Home Making&quot;</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: See previous page for explanation of this table.
Method of Procedure: The general procedure followed in gathering, classifying, and interpreting the data of the present study included:

1. The classification of the aims and materials through an objective analysis of the courses of study;
2. Tables and figures;
3. Frequent study of the tables to determine the significance of the findings;
4. Data cited from the writings of progressive thinkers and theorists in the field as a check on the writer's interpretations;
5. A comparative study of the aims of junior high school home economics as found in the junior high school courses of study and in the writings of authorities in the field;
6. An analysis of the units of work found in certain home economics texts used in these grades;
7. An analysis of the subject-matter found in the courses of study;
8. A classification of the topics found in these same courses of study according to their chief grade placement.
CHAPTER I

THE OBJECTIVES OF HOME ECONOMICS INSTRUCTION IN THE JUNIOR HIGH SCHOOL AS REVEALED IN THE LITERATURE OF THE FIELD
THE OBJECTIVES OF HOME ECONOMICS INSTRUCTION IN THE JUNIOR HIGH SCHOOL AS REVEALED IN THE LITERATURE OF THE FIELD

The present writer has consulted the literature in the field of home economics to determine if possible what the major objectives of the study of home economics should be in the junior high school. Julia Frank Nofsker made a study of educational literature relative to home economics covering the period 1920-1930. This study was made to determine what experts believe to be the objectives of our junior and senior high school courses in home economics. In this study are found statements of objectives based upon both scientific studies of present conditions and the forward-looking thought of our leading educators. This piece of research confirms the impression that in the last decade there has been a trend toward objectives which contribute to family and homemaking values and ultimately to general social values. "These writers in the field of home economics education still believe that one of the main objectives in home economics should be the maintenance of a wholesome home and family life; but they also believe that, because of the changes in the family as an institution and because of the changing status of women, there are new needs in the lives of the modern girl which home economics education must meet. Hence, we find mentioned with increasing frequency those objectives which
which have a more intimate and personal value for the girl. They are listed as follows:

**Personal values**

1. Maintenance of personal health.
2. Development of broad cultural background.
4. Preparation for a vocation.
5. Development of personality.
6. Worthy use of leisure time and enjoyment of the beautiful.
8. Improvement of personal relationships.

**Family and homemaking values**

1. Maintenance of wholesome home life.
2. Performance of daily routine of home activities commensurate with the present needs of the boy or girl.
3. Promotion of wholesome family relationships.
4. Training in child care and parenthood.
5. Selection and utilization of household goods.
7. Development of esthetic qualities in the home.

**General social values**

1. Development of civic social consciousness.
2. Development of social efficiency.
3. Development of ethical character and right conduct.

In setting forth the objectives of home economics studies, it seems advisable to present first the comprehensive list of these objectives which the curriculum committee for the Fifth Year Book had in mind in compiling their report, and to refer to other statements and discussions of objectives that ought to prove helpful to makers of home economics courses of study in their attempt to formulate the basic aims of
this subject. The list of objectives is as follows:

I. The development of:
   A. An understanding of the relation to health of:
      1. Foods, as determined by their preparation and their appetizing quality.
      2. Clothing, as determined by materials and styles.
      3. Home sanitation, as determined by the personal hygiene of the members of the family and their care of the home.
   B. Good health habits relative to the use of food and clothing and the care of home and rooms.

II. The development of a sense of personal responsibility to contribute as a member of the family to the general well-being and happiness of the home circle and to assist in home tasks.

III. The development of ability and dexterity in the manipulation of domestic materials, tools and machinery.

IV. The development of an understanding of individual and home needs and costs, as related to food values and to quality and appearance of materials; some practice in the making of individual and domestic budgets.

V. The development of an appreciation of aesthetic qualities as related to dress, to the furnishings of the girl's own room and her home.

VI. The ability of a desire and ability to participate in home activities, both the work and social activities within the family and the hospitality activities incident to social contact with others not belonging to the family.

VII. The development of an appreciation of the home as a place in which to spend leisure hours and the gaining of ability to spend such leisure hours in ways that will contribute to the improvement of the individual and the home (53:362).
An important aim of home economics is that of contributing to the education of youth for worthy home membership and of developing attitudes of both immediate and future value to the girls in solving problems of food, clothing, and personal and home living (75:4).

The purpose of home economics in the junior high school may be stated briefly as follows: to teach girls the fundamental facts and processes concerned with foods and clothing for personal use and for the family; and to develop an appreciation of their present share in the processes of homemaking and home living. These aims are more completely analyzed in the following statement of objectives as formulated in the course of study in home economics in the public schools of South Bend, Indiana (1928):

"To appreciate that nutrition is a definite factor of health.
To inculcate proper food habits.
To develop an appreciation of what is meant by a well-dressed girl.
To acquire good habits of buying.
To acquire such information concerning foods, clothing, and the home as may reasonably be expected to be within the comprehension of girls of junior high school age and ability.
To develop ideals of workmanship.
To develop skills and to obtain control of tools commensurate with the age and ability of a junior high school girl.
To develop habits of observation and self-criticism.
To develop a basis of judgment for the selection of food and clothing.
To stimulate an interest in the care of children through some elementary information concerning them.
To suggest ways to use leisure time, and to guide and direct use of same.
To give the girl an appreciation of her relationship to the family as a whole.
To arouse an interest in the arrangement and furnishings of the home (75:42-43)."

In the Journal of Home Economics, March 1924, there is a discussion by Frances Zuill, formerly supervisor of home economics education, Baltimore, but at present Head of the Depart-
ment of Home Economics, State University of Iowa, under the caption, "Objectives in Home Economics for the Seventh, Eighth, and Ninth Grades". The outline given below points out the specific contributions which in the judgment of Miss Zuill the subject of home economics may and should make the attainment of some of the big objectives or cardinal principles of education, namely, health, worthy home membership, wise use of leisure, and prevocational training. Miss Zuill recommends to home economics teachers the formulation of programs in the junior high school in harmony with the general educational program so that the girls may acquire not merely "skills and information", but also right attitudes, good habits, and ideals of health, citizenship, leisure and work. She suggests the following objectives for junior high school home economics courses:

Specific contributions of home economics to:

I. Health:
   a. Nutritional phase of health
   b. Facts of personal hygiene
   c. Relation of home sanitation to health
   d. Relation of clothing to health

II. Worthy home membership:
   a. Right attitudes toward home and family
   b. Recognition of the importance of the family group in society
   c. Feeling of responsibility toward the home in which the girl lives
   d. Respect for and appreciation of woman's work in the home
   e. Ability efficiently and intelligently to save and spend her part of the family income or her own earnings
f. Desire to possess a working knowledge of the processes carried on in the home
g. Desire to develop a degree of skill commensurate with her present needs and age.

III. Wise use of leisure:
a. Familiarity with and appreciation of the beautiful as applied in the attractive home
b. Instruction and experience in the practice of hospitality and the making of social contacts
c. Opportunities to show how to make the most of spare time for improvement of body, mind and spirit.

IV. Prevocational:
In some schools home economics is the only subject offered to girls that gives any training whatever of a prevocational type (53:363-64).

The following statement of objectives was used by Kate W. Kinyon, Denver, in working out home economics courses of study:

The objectives for home economics education, accepted by the home economics committee, were derived from the combined investigations of the activities of pupils and the opinions of their parents. The conclusion reached was that the main function of home economics education was to contribute to worthy home membership.

The objectives were analyzed into the specific elements:

1. Proper health habits and attitudes
2. Right attitudes toward home and family life, together with
   a. A working knowledge of processes carried on in the home
   b. A degree of skill commensurate with the present needs and age of the individual
3. Recognition of the importance of the family group in society
4. The ability to save and spend the family income or individual earnings efficiently and intelligently
5. Ability and inclination to participate in a variety of unspecialized enjoyable and fruitful spare time activity (53:363).

An effort has been made to offer suggestions that would indicate how to discover through simple research what are the home and community conditions and consequently what the content of a home economics course should be in a given school. It has been decided to eliminate much of the subject matter given at present and to base the curriculum on the need for supplementary knowledge. One way of doing this is to give each pupil a list of questions upon entering the class and have her answer all she can. In this way we know what the pupil already knows and what she does not know.

Believing in this theory, Miss Emma Conley, a member of the curriculum committee for the Fifth Year Book, offers the following list of studies, "which could and should be made concerning the actual life activities, and responsibilities of the junior high school girl, with the thought of using their findings in curriculum revision."

1. What do girls do at home?  
2. What they learn at home by observation or "instinctively."
3. How they learn.
5. What they are interested in.
6. What they know before starting the course.
7. What they should know and be able to apply at the completion of each year of work.
8. What supplementary home practices and knowledge may be acquired at home.
9. Investigation of present day practices and activities in the home, in various types of home and communities. (53:359).
The following are some questions that face those making a course of study in junior high school home economics:

1. Questions growing out of differences in communities, and in different localities in the same community, involving:
   a. A lack of homogeneity in social and home conditions. 
   b. A preponderance of the foreign element. 
   c. The reverse of this; a general high standard of living not favorable to the development of the spirit of self-help.

2. Questions arising from
   a. High per capita cost of maintenance. 
   b. Unfavorable conditions of school finances, necessitating large classes, short periods, meager equipment.

3. Questions of emphasis
   a. social 
   b. aesthetic 
   c. utilitarianism 
   d. prevocational 
   The utilitarian emphasis will lead to much instruction designed to teach the using and renovation of materials. 
   Example 1. Making over of garments. 
   Example 2. Use of left over food.

4. Questions growing out of the age and general character of high school students.
   a. The restive period. 
   b. The time for general, rather than specialized education. The interest of the student can be kept and their activities directed through projects. This will give information and experience in the various skills and appreciation of home economics.

5. Factors operating against home economics teaching that create difficulties and call for adjustment.
   a. Registration of girls of unequal ability to grades and trying to teach the same subject-matter to all. 
   b. Disposition on the part of some administrators to recommend home economics courses to girls who fail in other subjects (53:360-61).
The following is a list of objectives for home economics in the junior high school as stated in the Fifth Year Book:

**Aims: Budgeting**

To lay a foundation for wise saving and spending of money by the use of budgeting.

To teach a sensible evaluation of a dollar so that it may be an important factor in developing a wholesome appreciation of money.

**Care of the Sick and Convalescent**

1. To stress that health depends to a large extent on following prescribed rules of diet and hygiene. By knowing the laws of health one grows to appreciate them.

2. To enable girls to rise to the emergency when sickness visits the home because of a general understanding of the duties of a nurse.

3. To set before the girls correct standards of invalids' trays, varying in accordance with the nature and degree of illness.

4. To give as many girls as possible the opportunity to prepare a meal in the unit kitchen without the constant oversight of the teacher.

**Personal Hygiene**

To develop a healthy body and a pleasing appearance by studying the principles of healthful living and the relation of a few simple rules of personal hygiene to the health of young women.
Family Marketing

To train in those performances of household operations in which the child may take part. Help with the marketing (53:382-87).

Paul Popeneoe suggested the following objectives in teaching family relationships:

What will make me more attractive: to improve personal living or to promote individual growth through a knowledge of what makes people attractive.

Food habits and their effect on family happiness: to develop appreciation of an adequate diet for health (hence happiness); the social possibilities of meal time; and the relation of the cost of food to the family happiness.

Spending the family income: to show that spending is a family rather than merely an individual affair; to develop an appreciation for the desirability and necessity of saving; and to encourage the giving of an allowance and develop a plan for spending it.

Leisure time and recreation as they affect family relationships: to develop through recreation and leisure time activities such qualities as will make for best home life and citizenship and for happiest childhood and youth.

Clothing from the standpoint of effect on family relationships: to show the effect of clothing in family and outside relations; to show how to manage clothing problems intelligently for the satisfaction of the individual and the group; and to present the clothing problems usually found in a family of members of varying ages.

Making the home livable: to improve personal living or to promote individual growth through a knowledge of what constitutes a livable home; to stimulate the desire to contribute one's share in making a home livable; and to develop traits that make a worthy home member.

Home care of the sick as it affects family relationships: to encourage an appreciation for health and improved health habits; to show the value of precaution and results of the common diseases; and to give knowledge helpful in case of illness in the home.

Working towards complete personal development: to give an appreciation and desire for normalcy - physically, mentally, and emotionally; to foster analysis of factors which secure and retain friendships and ultimately a
mate; to picture marriage as an achievement not easily won but worth striving for (9:120-121).

A revised list of "Proposed Objectives for Home Relationships" for junior high schools has also been prepared by Marcia E. Turner and Mabel M. Hall of Iowa State College. The revised list reads as follows:

1. Interests
   a. An interest in the relation of spiritual harmony within the home to successful family life.
   b. An interest in family life in which each member contributes to the development of others to the extent of his ability.
   c. An interest in the right use of leisure time in the family.
   d. An interest in social manners and customs related to family life.
   e. An interest in the relation of the choice of a life mate to the establishment of a happy and successful home.
   f. An interest in the development of personal traits desirable for a home member.
   g. An interest in the inter-relation of home and community life.
   h. An interest in the effect on family life of legislation relating to the home.

2. Ideals
   a. The ideal of growing in loyalty and affection toward one's family.
   b. The ideal of doing all in one's power to help each member of the family to develop to the extent of his ability.
   c. The ideal of having a home in which leisure time is used to promote the best development of each individual.
   d. The ideal of becoming a person with genuine good manners.
   e. The ideal of having a happy and successful married life.
   f. The ideal of developing personality traits essential to good home membership.
g. The ideal of doing all in one's power to make one's home of the highest service to the community.
h. The ideal of giving one's support to the laws protecting family life.

3. Abilities or skills.
a. Skill in strengthening by one's attitudes and actions the bonds of affection in the family.
b. Ability to judge whether responsibilities, income, and privileges are equitably shared by all members of the family.
c. Skill in making necessary adjustments in sharing responsibilities, income and privileges.
d. Ability to plan and carry out wholesome recreation for the family.
e. Ability to practice good manners in the home.
f. Ability to recognize and evaluate those traits in a person which are essential to home-making and home membership.
g. Skill in planning and carrying on a program for developing worthy home membership traits.
h. Ability to cooperate in community activities which are for benefit of family life.

4. Appreciations
a. An appreciation of family life united by bonds of affection and mutual service.
b. An appreciation of beautiful manners.
c. An appreciation of the desirable personal qualities of others.
d. An appreciation of wholesome recreation.

This list is presented merely as indicating present trends in such courses and perhaps as suggesting a way by which their objectives may be critically examined (71:238-43).

In connection with a study of the teaching of home relationships in the public schools by the home economics education department of Iowa State College a list of objectives proposed
by Mable M. Hall was recently evaluated by a number of experienced teachers and supervisors. To test further the validity of the objectives, a similar appeal was more recently made to rural homemakers as represented by women whose homemaking efficiency had been recognized by awarding them the title of master farm homemaker.

The revised list was as follows:

Abilities:

To strengthen by one's attitude and actions the bonds of affection in the family.
To appreciate one's own (boy's or girl's) responsibility in maintaining a successful home life.
To make necessary adjustments in sharing responsibilities, income, and privileges.
To recognize the contribution of each parent to successful home life.
To use simple home facilities for recreation (reading, music, games, picnics).
To improve simple home facilities for recreation.
To be a correct and gracious hostess.
To be a desirable guest.
To use good table manners at home and in public places.
To extend, accept, and regret invitations correctly.
To make introductions correctly.
To meet people with ease.
To use the correct form for special social occasions (parties, weddings, etc.).
To be habitually courteous to members of the family and to hired employees.
To respect habitually the privacy of others.
To appreciate the part which the proper choice of a mate plays in the establishment of a happy and successful home.
To recognize and evaluate those traits in a person which are essential to successful homemaking and membership.
To plan and practice ways and means for developing worthy home membership traits in oneself.
To cooperate in community activities which are for the benefit of family life.
The questions which accompanied the list were:

Do homemakers need the abilities named in the accompanying list in order to maintain successful home relationships?
Do these abilities vary in importance?
Where do you believe the average boy or girl acquires these abilities? (9:122).

Practically all believe that young people need school training in home economics in order to become successful homemakers. The majority believe that the abilities proposed as objectives for the teaching of home relationships are very important and used frequently by homemakers. They agree that the development of the designated abilities is a cooperative and continuous task, beginning in the home, strengthened and continued in school.

The quotations given below are indicative of the attitude of the majority of the master farm homemakers.

A girl may be a very successful homemaker without this training in school but it would surely help.
A believe that unless a girl has an exceptionally wise mother she does not get the proper training at home to make her a successful homemaker with up-to-date methods, and so I think home economics one of the most necessary school subjects. In fact, I think at least a foundation course should be compulsory for every girl.
I should like to see home economics a four-year compulsory course for both boys and girls in high school. Homes and health should be understood by every young person before he is allowed to marry.
I consider all these adjustments best taught in the home, but where this is not done, to teach these subjects in school and college is the next best plan.
Many homes do not have the background to give the necessary training which must then be learned elsewhere or not at all. Too many things learned in good homes are strengthened by continued practice in college.
Practically all of these abilities should be started in the home. If the home fails, then certainly the task should be taken up by the school.

I think the home is the best place to begin this development which should continue through high school and college and after marriage. Where the home environment is not conducive to this development it may be acquired in the schools, and I know instances where parents were not qualified to teach their children these important things but later when the children were given better educational advantages the parents were quick to profit by what the children had learned. I have seen instances where an entire family was raised to a higher plane through one member having come in contact with the better and finer things in life.

I am old-fashioned enough to believe that if we are to continue in good American home life, the foundation should come in the home. The modern way of training even tiny tots away from home and mother seems to me to be training away from home life.

I consider these abilities very important and very useful in all walks of life (9:121-124).

In response to the requests for suggestions and additional objectives considered important in the education of young people in home relationships, valuable suggestions were made. One woman, referring to the family income, said, "No matter how small the income an allowance for each child gives a knowledge of money that sooner or later every individual must have. Early training in this respect may save serious failure" (9:121-124).

The report of the Cooperative Studies Committee on Family Relationships, under the chairmanship of Miss Goodspeed, indicates that out of 213 questionnaires returned from 40 states and the District of Columbia, only 39 reported Family Relationships as a separate course. Thirty-five per cent reported work on the family relationships in the Junior High School; sixty-
eight per cent reported topics on the Senior High School level.

It is interesting to note the first ten objectives of the Family Relationship courses which were listed in order of frequency.

1. Healthy home membership.
2. To develop spirit of cooperation in all life relationships.
3. To help girls and boys find themselves and to make wholesome adjustments to living.
4. To prepare for married life.
5. To encourage happier home life.
6. To develop desirable personality traits.
7. To point out the contribution of the home to the community.
8. To acquire higher ideals.
10. To create an abiding interest in the welfare of the children.

Of this group of objectives Miss Wile asks whether the sixth, namely, "To develop desirable personality traits," is not basic to the securing of all the other objectives mentioned. Without desirable personality traits, which include life attitudes, wholesome adjustment to living is difficult; healthy home membership is unlikely; and the acquisition of higher ideals is difficult (73:9).

The following list of objectives are found in the Syllabus of Home Economics for the High Schools of Illinois:

1. Introduction to Food and Nutrition (Objectives)
   Some appreciation of the homemaker's responsibilities with reference to food.
   A conviction of the fact that it is more important to be a good manager than an expert cook.
   An understanding of the general procedures to be followed in class work.
The ability to judge personal cleanliness in handling foods and equipment.
A knowledge of how to measure and weigh food materials accurately.
A knowledge of approved methods of caring for typical cooking utensils and equipment.
An attitude of cooperation.
Experience in washing dishes and cooking utensils in an approved manner (14:16).

II. Food Preservation (Objectives)
A knowledge of the principles of food preservation.
A conviction of the importance of sterilization in the canning of foods.
Acquaintance with the different methods of sterilizing food and equipment in canning.
Acquaintance with various kinds of simple equipment used in canning.
The ability to select fruits and vegetables of desirable quality for canning in the best quantity for family use.
The ability to recognize the factors which influence the cost of fruits and vegetables.
The ability to judge when it is desirable to can fruits and vegetables and the amount to can.
Experience in judging the amount of canned goods desirable for an average family.
Acquaintance with approved ways of preparing fruits and vegetables for canning.
The ability to judge when it is better to buy canned foods.
The ability to recognize the desirable qualities in finished products.
Experience in judging the value of advertised sales of canned goods.
Some experience in canning fruits and vegetables.
The ability to recognize indications of spoilage in home canned products.
A knowledge of fruits rich in pectin.
Some experience in making jelly, jam, pickles, etc.
A knowledge of methods of preserving eggs.
A conviction that it is socially wrong to let food spoil (14:18).

III. Food for Health (Objectives)
A conviction that a well balanced diet is essential for health.
A desire to eat what one should.
A knowledge of the approximate amount of goods in terms of fruits, vegetables, milk, etc., necessary for health.

An understanding of why certain foods are essentials in the diet.

Some knowledge of the factors which influence the kinds and amount of food required to maintain health for different ages under various conditions.

The ability to distinguish between foods which are essentially protective, regulating, building, or energy-producing foods.

A knowledge of the commonly used foods rich in carbohydrates, proteins, fats, vitamins, and mineral matter and their function.

Experience in including in the diet the correct amount of milk, fruits, vegetables, eggs, meats, fish, fats, cereals, and water.

An understanding of the processes of digestion concerned with the body's use of carbohydrates, proteins, fats, mineral matter and water.

A knowledge of the foods which are laxative (14:20).

IV. Courtesy at Meals (Objectives)

A conviction that conforming to certain social customs is desirable.

An understanding of the value of good table manners.

A desire to practice good table manners.

A knowledge of table equipment, table setting, table service, and table etiquette.

Judgment in determining the best methods of table service to use under varying circumstances.

Experience in table setting, table service, and table etiquette.

Judgment in meeting various situations which arise in table etiquette (14:22).

V. Breakfast Planning, Preparation, and Service (Objectives)

A knowledge of the foods which are suitable for breakfast at different seasons of the year.

A knowledge of the food value of the different foods served for breakfast.

A knowledge of the source of the most commonly used foods which are served for breakfast.

A knowledge of the characteristics which denote quality of the foods as purchased which are most commonly served for breakfast.
Some experience in planning breakfasts which require a minimum expenditure of time, energy, and money.

A knowledge of the principles involved in the preparation and care of foods in the home which are served for breakfast, such as fruits, cereals, eggs, hot breads, beverages, etc.

A knowledge of the desirable characteristics of the finished product of foods served for breakfast, such as cut grape-fruit, muffins, omelet, cocoa, etc.

Some experience in preparing and serving foods used for breakfasts, such as stewed fruits, cereals, hot breads, etc.

Some experience in preparing and serving breakfasts of various types.

An appreciation of the cost and of the time and energy required in the preparation and service of various breakfasts.

Judgment in the planning of breakfasts to meet different requirements.

A conviction that breakfasts are essential for health (14:24).

VI. Holiday Foods (Objectives)
An appreciation of the social and economic significance of the foods which we serve.

A spirit of sociability.

A knowledge of etiquette, menus, and the service for social functions.

Some experience in planning and serving at a social function.

A knowledge of the principles of cookery for the foods which are characteristic of the holiday season.

Judgment in determining the type of social function suitable for various individuals and occasions (14:26).

VII. The Planning, Preparation, and Service of Luncheon or Supper (Objectives)
A knowledge of the foods which are suitable for luncheon at different seasons of the year.

A knowledge of the food value of the different foods served for luncheon.

A knowledge of the source of the most commonly used foods which are served for luncheon.

A knowledge of the characteristics which denote quality of the most commonly used foods as purchased, served for luncheon.
Some experience in planning luncheons which require a minimum expenditure of time, energy, and money.

A knowledge of the principles involved in the preparation and care of foods in the home which are served for luncheon - such as cream soups, salads, meat substitutes, simple desserts, etc.

A knowledge of the desirable characteristics of the finished products of foods served for luncheon.

Some experience in preparing and serving luncheons of various types.

An appreciation of the cost and of the time and energy required in the preparation and service of various luncheons.

Judgment in the planning of luncheons to meet different requirements (14:28).

VIII. Thrift in Meal Planning and Marketing (Objectives)

A knowledge of the different types of grocery stores and meat markets.

A knowledge of the factors which influence the cost of good.

A knowledge of methods of ordering and buying food supplies.

A knowledge of the characteristics which denote quality to be looked for in the buying of food supplies.

A knowledge of foods available at different seasons.

A conviction of the importance of sanitation in the handling of food.

A knowledge of desirable sanitary conditions in the handling of food supplies.

A knowledge of the principles of a food budget.

A conviction of the value of a food budget.

Some experience in making food budgets.

Some experience in buying food supplies.

Judgment in ordering and buying food supplies to meet varying needs.

Judgment in planning a food budget to meet individual needs.

Some knowledge of legislation affecting food.

Some experience in judging the value of advertised food sales (14:30).

IX. Dinner Planning, Preparation, and Service (Objectives)

A knowledge of what constitutes a well-planned dinner.
A knowledge of the foods which are suitable for dinner at different seasons of the year.
A knowledge of the food value of the different foods served for dinner.
A knowledge of the source of the most commonly used foods which are served for dinner.
A knowledge of what combinations of food flavors have been found to be satisfactory.
A knowledge of the characteristics to be looked for when purchasing the foods most commonly served for dinner.
Some experience in planning dinners which require a minimum expenditure of time, energy, and money.
A knowledge of the principles involved in the preparation and care of food in the home, which are served for dinner, such as meats, vegetables, etc.
A knowledge of the desirable characteristics of finished products of foods served for dinner, such as broiled chops, mashed potatoes, etc.
Some experience in preparing and serving foods served for dinner.
Some experience in preparing and serving dinners of various types.
An appreciation of the cost and of the time and energy required in the preparation and service of various dinners.
Judgment in the planning of dinners to meet different requirements (14:32).

I. Planning the Wardrobe and Starting the Clothing Expense Account (Objectives)
Some appreciation of the homemaker's responsibilities with reference to clothing and textiles.
A conviction of the fact that it is more important to have skill in selecting clothing than in making it.
Some appreciation of the money value of one's wardrobe.
An appreciation of the value of a plan for buying clothing.
A knowledge of the things which affect the cost of clothing.
A knowledge of the things which should influence one in deciding between home-made and ready-made garments.
Experience in planning one's wardrobe for the school year.
Experience in keeping a clothing expense account (14:36).
II. The Sewing Machine - Its Use and Care (Objectives)
The ability to operate a sewing machine.
The ability to adjust stitch length and tension.
Some practice in cleaning and oiling the machine
and in making simple repairs and minor adjustments.
The ability to use the attachments - hemmer, tucker,
binder, gatherer (14:38).

III. Fundamental Sewing Processes and Procedures (Objectives)
A knowledge of the characteristics of good sewing
equipment.
A knowledge of good sewing habits.
Practice in good sewing habits.
Some appreciation of the importance of observing
good sewing habits.
Some experience in following printed directions
for work.
Practice in making and judging fundamental stitches
and seams - such as French and felled seams,
running stitch, hemming stitch, overcasting,
cutting and joining bias strips, straight hems.
The ability to distinguish between facings and
bindings (14:40).

IV. Pattern Use and Alteration (Objectives)
A general understanding of how commercial patterns
are made.
A knowledge of the essential lines of type patterns
- their proper direction and intersection.
The ability to read and interpret patterns - their
symbols, charts and directions.
Accuracy in taking and recording measurements of
patterns, clothes and pupils' figures.
Some experience in testing pattern sizes and shapes
(back length, arm hole, neck curves).
A knowledge of the principles of pattern alteration.
Some experience in measuring satisfactory garments,
and altering patterns to suit those measurements.
The ability to use a simple pattern.
1. Discover and select number and size of
pattern needed.
2. Distinguish between the views shown and
select the pieces of pattern needed.
3. Place and pin pattern correctly.
4. Mark notches and necessary construction
performances (14:42).
V. How to Make Simple Cotton Garments (Objectives)
Some experience in judging suitability of fabric, design, and trimming of ready-made garments.
Some experience in choosing and testing fabrics for the garments to be made.
Some experience in choosing patterns suitable for chosen fabrics.
Experience in making simple calculations concerning amounts of material needed for garment.
Experience in taking accurate measurements.
Experience in using and altering patterns.
Experience in judging suitability and durability of laces, embroideries, and other findings to be used in these garments.
Experience in selecting seams suited to cotton cloth and to the types of garments chosen.
Practice in selecting the type of finish suited to purpose, style, and quality of garment to be made.
Experience in making and following a working plan for garment construction.
The ability to make:
1. Tailor's tacks.
2. French and felled seams.
4. Outward curving hems.
The ability to:
1. Do the running stitch, the hemming stitches.
2. Cut, join, and use bias binding.
3. Cut and apply a fitted facing.
4. Match and join lace and embroidery.
The ability to use a score card in judging garment construction.
Some appreciation of the comparative value of these garments and similar ones ready-made (14:44).

VI. How to Judge Textiles (Objectives)
The ability to name and explain the sources and characteristics of the fibers commonly used in clothing and household textiles.
A knowledge of processes in manufacture which affect the serviceability, beauty, and cost of the fabric.
The ability to recognize and name commonly used fabrics and give their appropriate use.
Some experience in judging fabrics as to their suitability, serviceability, and attractiveness.
Some experience in determining the fiber content of fabrics.
The ability to determine from the appearance of a
fabric, the general method used in producing design. Some appreciation of the factors influencing the price of fabrics (14:46).

VII. How to Recognize Beauty in Garments (Objectives)
A knowledge of the principles of design and their expression in dress.
A knowledge of criteria for judging color harmony in dress.
An appreciation of the meaning of harmony of texture, design, and color.
The ability to recognize garments which accord with the principles of design and color harmony.
The ability to recognize fabrics which are "good" in design.
Some appreciation of the difference between beautiful clothes and stylish clothes (14:48).

VIII. How to Judge the Becomingness of Garments (Objectives)
A conviction of the fact that one's choice of clothes affects one's apparent size, proportions, and coloring.
A knowledge of those colors, lines, textures, and designs which are considered becoming to individual types - blonde, brunette, short, stout, slender, athletic, ingenue, etc.
An understanding of the effect of color and line, and of the reasons used in judging their use.
A knowledge of criteria for use in judging becomingness of dress.
Some experience in analyzing individual characteristics and selecting suitable clothing designs.
Some experience in judging the becomingness of clothes to individuals (14:50).

IX. Garment Fitting (Objectives)
A knowledge of standards for a perfectly fitting garment.
The ability to use these standards in judging the fit of garments.
The ability to recognize the most common "misfits."
A knowledge of the remedies for common "misfits."
Some ability to fit garments (14:52).
X. How to Make School Dresses with Set-In Sleeves (Objectives)
Experience in testing, judging, and selecting fabrics for service garments
Experience in interpreting, altering, and using commercial patterns.
Experience in selecting seams, finishes, and fastening suited to the texture of cloth and type of dress.
Experience in judging the fit of several dresses, analyzing difficulties and suggesting remedies.
A knowledge of how a correctly set sleeve looks and the ability to set a sleeve.
The ability to make false French seams, patch pockets, set-in pockets, etc.
The ability to sew on snaps, hooks and eyes.
The ability to attach collars and cuffs to a garment.
The ability to "pink" raw edges.
The ability to make a curved hem.
The ability to make and use the catch stitch.
Experience in making and following a plan for work.
The ability to distinguish between good and poor construction technique.
Experience in scoring garments according to construction, design, and becomingness to the wearer (14:54).

XI. How to Dress Appropriately (Objectives)
A conviction of the importance of dressing appropriately for all occasions.
Some appreciation of the fact that it is more important to be dressed suitably than to be dressed beautifully or stylishly.
A knowledge of those lines, colors, fabrics and accessories which are considered appropriate for school or business, sport, afternoon, and evening.
Some appreciation of the fact that one's costume should be appropriate for one's age, purse, and social position as well as to the occasion.
Some experience in criticizing costumes from the standpoint of appropriateness (14:56).

XII. How Clothing Influences Health (Objectives)
A knowledge of the requirements of hygienic garments.
A desire to dress healthfully in spite of fashion.
Experience in judging clothing by health standards (14:58).
XIII. How to Make Afternoon Dresses (Objectives)
Experience in testing, judging, and selecting fabrics for thin summer dresses.
Experience in selecting patterns for use in making garments of sheer fabrics.
Experience in interpreting, altering, and using commercial patterns.
Experience in selecting seams, finishes, and fastenings suited to the texture and type of dress.
Experience in judging the fit of several dresses, analyzing difficulties and suggesting remedies.
The ability to do such new processes as are called for by the requirements of the garments such as shirring, ruffling, tucking, inserting lace or embroidery, piecing lace, draping fabrics, tacking drapery in place, etc.
Experience in cutting and making a garment.
Experience in making and following a working plan.
Experience in scoring garments according to construction, design and becomingness (14:60).

XIV. How to Care for Clothing and Textiles (Objectives)
Some appreciation of the importance of keeping one's clothes in good condition.
Some appreciation of the fact that much care can be avoided by wisdom in selection.
A knowledge of the typical devices available for the care of clothing such as cedar chests, moth-proof bags, dress covers, shoe trees, drying frames, etc.
Ability to patch and to darn clothes.
The ability to darn hose and mend "runners."
Experience in washing typical articles such as silk hose, wool sweater, etc.
Experience in brushing and pressing wool.
Experience in removing typical stains.
A knowledge of the relative advantages of typical soaps and bluings.
A knowledge of the approval procedures to be followed in "doing a washing."
A knowledge of how to store furs and wools so that they are protected from moths (14:62).
XV. The Clothing Budget (Objectives)
Some appreciation of the money value of one's wardrobe.
Some appreciation of the value of a plan for buying clothing.
An appreciation of the value of keeping an expense account.
Some experience in comparing a tentative budget with an expense account and modifying the budget accordingly.
A knowledge of one's clothing expenditures for the school year.
Experience in analyzing expenditures and judging their wisdom.
A knowledge of the percentages of income usually spent for clothing a typical income levels.
A knowledge of approved relationships of the parts of a clothing budget.
Experience in planning a clothing budget for a definite period (14:64).

I. Family Relationships (Objectives)
Some appreciation of the relationships desirable in family life.
Some knowledge of the attributes of successful family life.
An appreciation of the fact that housekeeping and home-making are not synonymous.
Some appreciation of the family's responsibility in preventing divorce, juvenile delinquency, and improper moral standards.
Some appreciation of the family's responsibility for character building.
Some appreciation of the fundamental personality traits desirable in every member of the family, and some knowledge of how they may be developed.
An appreciation of the obligations of each member of the family to the other members of the family.
A knowledge of some of the most common causes of family troubles and some suggestions for preventing them.
Some practice in analyzing family situations and suggesting reasons for successes and failures.
An appreciation of the importance of practicing good manners at home.
An appreciation of the importance of definitely planning leisure-time activities.
Some knowledge of ways of providing exercise, recreation, and amusement for the family.
Some knowledge of several worthwhile interests which men and women can have outside the home and an appreciation of their value.
A knowledge of some worthwhile interests for children within and outside the home.
Some knowledge of how time and money may be spent for personal development.
Some experience in judging the wisdom of typical uses of leisure time.
Some experience in planning leisure-time activities for a typical family.
Some knowledge of home activities of interest to persons of different ages - adults, young people, adolescents, grade school pupils, young children (14:68).

II. Budgeting and Accounting (Objectives)
An appreciation of plans and budgets as the basis of sound business organization.
An appreciation of the economic value of women's work in the home.
Some knowledge of sources of incomes and the approximate amount derived from representative trades, businesses and professions.
A knowledge of the divisions of the budget; what is included in each division, and the relations of the divisions.
A knowledge of the percentage of the income commonly assigned to these divisions at typical income levels.
Some knowledge of changes that may be made in budgets to fit personal or family problems.
Experience in planning theoretical budgets for type families.
An appreciation of the value of keeping accounts and a knowledge of a few of the most satisfactory methods in use.
Some experience in managing a personal allowance.
Experience in studying and analyzing a family expense account.
Experience in making a budget based on an actual expense account; (14:70).

III. Saving and Investing (Objectives)
A conviction of the importance of systematic saving and the investment of savings.
A desire to start or continue systematic saving for
or more specific purposes.
Some knowledge of typical methods of saving.
Some appreciation of the advantages and disadvantages of typical investments.
Some knowledge of investment criteria.
Some experience in judging investments by these criteria.
The ability to compute interest on investments.
Some experience in finding out current prices of typical good investments (14:72)

IV. Home Selection and House Planning (Objectives)
Some knowledge of locations and characteristics desirable in a site.
Some knowledge of factors which influence the cost of site and building.
Some knowledge of desirable housing standards.
Some knowledge of lot sizes and building limitations current in the district.
An appreciation of the advantages and disadvantages of renting, owning one's own home, living in an apartment, and living in a house.
Some knowledge of characteristics desirable in the house itself such as in the heating system, lighting, ventilation, plumbing, floor plan, etc.
Some experience in reading architectural plans.
Some appreciation of what constitutes good room arrangement.
The ability to recognize good and poor features of floor plans.
The ability to recognize good and poor design in house exteriors.
An appreciation of the desirability of an attractive lawn.
An appreciation of the desirability of laying out the house and lot with reference to convenience and attractiveness (14:74).

V. Furnishing and Equipping the House (Objectives)
An understanding of how a home expresses the personality of its occupants.
Some knowledge of the fundamental principles of art as applied to interior decoration.
Some knowledge of the practical and artistic characteristics desirable in background treatments - floors, rugs, walls, wall papers, draperies, and curtains, and simple tests for judging them.
Some knowledge of the practical and artistic characteristics desirable in furniture, pictures, and accessories and simple tests for judging them.

A knowledge of criteria for judging pleasing combinations and arrangements of backgrounds, furniture, pictures, and accessories.

Some experience in rearranging furniture and rehanging pictures.

Some knowledge of the kinds, desirable characteristics, and tests for judging such furnishings as mattresses, table linen, bedding, towels, silver, china and glassware, and kitchen utensils.

A knowledge of what labor saving devices are on the market and the satisfaction they give in the home use.

Some knowledge of the factors to be considered in choosing typical devices.

Some appreciation of the intelligent care needed in using such devices (14:76).

VI. House Management and Care (Objectives)

Some appreciation of the responsibilities of a house manager.

Some appreciation of the importance of efficient house management.

Some experience in planning the routine activities involved in housekeeping.

A knowledge of how to perform the routine and seasonal duties involved in the care of the house.

Experience in typical household activities, such as dusting, silver cleaning, etc.

Some knowledge of the problems and processes involved in typical household activities such as laundry work, cleaning, etc.

Some experience in making and using a schedule for household tasks per day and per week.

Some appreciation of the possibility of saving time and energy by intelligently planning and analyzing one's activities.

Some appreciation of the economic value of woman's work in the home.

Some knowledge of the care required by plumbing, lighting, and heating systems.

Some knowledge of the identity and habits of common household pests and protection against these pests (14:78).
VII. Health and Personal Hygiene (Objectives)
A conviction of the importance of positive health.
A knowledge of what constitutes good health.
An appreciation of the importance of sufficient weight.
A knowledge of standards for judging household sanitation.
Some knowledge of how to protect one's self and family from typical ailments and the spread of disease.
A knowledge of the principles involved in selecting a well-balanced diet.
The ability to correct unbalanced diets.
An appreciation of the contribution which clothing should make toward health.
Some knowledge of the health services furnished by the community, the state, the nation, and certain commercial concerns such as the Life Extension Institute.
Some knowledge of first aid and correct care for the sick (14:80).

VIII. Child Care and Training (Objectives)
An appreciation of the privilege and responsibility that the care of children represents.
An appreciation of the importance of intelligent and systematic training for babies and young children.
A conviction of the inadequacy of the knowledge of which most mothers bring to their duties as mothers.
A knowledge of proper sources of information and opportunities for training.
An appreciation of the importance of forming proper habits early.
Some knowledge of how proper habits may be formed.
Some appreciation of the importance of surrounding children with worthwhile and beautiful things - books, songs, pictures, toys, etc. (14:82).

IX. The Family's Responsibility to Society (Objectives)
Some appreciation of the homemaker's responsibility for the "larger housekeeping."
An appreciation of the fact that national and state government and local civic administration are important parts of home-making.
An appreciation of the necessity for laws, law keeping, and intelligent voting.
A knowledge of specific laws and pending legislation, both local, state, and national, which affect the security and comfort of home life.
An appreciation of the family's responsibility for the condition of public property.
Some appreciation of the importance of cooperation in the advancement of community interests.
Some appreciation of the responsibility that the family has for maintaining good community, state, and national organizations.
Some appreciation of the state's financial burden in caring for the mentally and physically unfit.
A knowledge of the minimum standards of living desirable in American homes.
An appreciation of the responsibility of persons of good mental and social inheritance in establishing and maintaining right standards of living.
A knowledge of the responsibility of the family in determining the physical welfare of society.
Some knowledge of the social agencies available for aiding families in need, such as Associated Charities.
Some knowledge of the purposes of important voluntary social organizations such as Y. M. C. A., Camp Fire Girls, Boy Scouts, etc.
Some knowledge of those social forms and conventions which facilitate human associations.
A knowledge of good manners and good form for typical occasions (14:84).

X. Yard and Garden (Objectives)
The ability to care for either the vegetable, fruit, or flower garden.
The ability to care for the lawn.
The ability to cut flowers and to arrange them for decorative purposes.
The ability to use and care for the lawn-mower and garden hose.
Some experience in keeping yard, porches, gardens, etc., clean and in order.
Some experience in arranging ornamental plants or shrubs in accordance with principles of decorative design.
Some knowledge of how to care for domestic animals of various kinds (14:86).
According to Prof. Franklin Bobbitt, no one can speak with entire certainty as to what the curriculum should be, but there appears to be developing a common understanding among curriculum builders that the curriculum should aim definitely at the improvement of human living and behavior for all persons.

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

The aim of education then appears to be high-grade living. To this the departments of home economics and home mechanics are making a worthy contribution by offering training to girls and boys in the daily pursuits of living. Such training aims to lift to a higher level many of the activities of human living (16:4).

Prof. Thomas Briggs thus summarizes the purpose of the junior high school:

1. To continue, in so far as may seem wise and possible and in a gradually decreasing degree, common, integrating education;
2. To ascertain and reasonably to satisfy the pupil's important, immediate and assured future needs;
3. To explore by means of material in itself worth while, the interests, aptitudes, and capacities of pupils;
4. To reveal to pupils, by material otherwise justifiable, the possibilities in the major field of learning (15:35).
SUMMARY

It will be seen from the representative authorities quoted that:

The general objectives of secondary education form the foundation upon which home economics must develop. Home economics is being recognized more and more as a social study concerned with the improvement of homemaking and life within the home and community. Appreciation of the beautiful as applied to an attractive home, hospitality, and social contacts which home life affords are but a few of the ways in which home economics can contribute to the leisure time objective. There is some question as to the interpretation of the term vocational when it is applied to home economics. If it is interpreted as meaning the training of the student to go outside the home and be employed in a gainful occupation, the majority of home economics courses are not vocational. If it is interpreted as meaning the preparation of better home-makers, then it may perhaps be considered vocational. Health is one outstanding general objective of education. Many of the subjects in the curriculum emphasize this objective and home economics is one of them. The health program should not be confined wholly to the home economics teachers, but certain parts of it belong to the home economics curriculum. One of these is the nutritional phase of health emphasizing the positive aspects of good feeding.

Out of these general objectives grow the immediate objectives which bring about the realization of the general objectives. The immediate objectives of home economics are based upon the immediate and future needs of the pupils. These needs must be constantly evaluated and adjusted to meet the response of the ever-changing demands of society (14:13-14).

It is doubtless apparent from the foregoing citations of the objectives as set forth by authorities in home economics that they naturally follow the heading of the "Seven Cardinal Principles."
These Seven Cardinal Principles were set up in 1918 by the Commission on the Reorganization of Secondary Education.

These have served since that time as a point of departure for most of the thinking that educators have done on this problem. In general the objectives of home economics in the secondary schools are in accord with these principles. The objectives outlined by this committee are as follows:

Health. This includes provision for health instruction, the inculcation of health habits in individual pupils, and the awakening of an interest in the development of right health standards for the home and the community.

Command of the fundamental processes. This, in general, applies to the mastery of the tool subjects of reading, writing, and arithmetic.

Worthy home membership. This objective applies to both boys and girls, and involves the development of right attitudes toward the home responsibilities and privileges of the present and those of the future.

Vocation. Preparation for earning a living should include the exploring of one's capacities and aptitudes, becoming acquainted with the types of work the world offers, and acquiring information about the training that is necessary for the different vocations. People should be equipped to earn their living through vocations that are beneficial not prejudicial to society, and to maintain the right relationship with their fellow workers. Moreover, the work by which they earn their living should be of a kind that they enjoy doing. There are too many "square pegs in round holes."

Civic Education. This includes training for participation in school activities, such as student self-government associations, advisory councils, and the like, as well as for those activities in which the pupils will engage later as citizens in the community. Heretofore too great emphasis has been placed on training for future participation in civic affairs. The best education for future responsibilities is in participation during the school period in activities with aims and procedures similar to those in which the pupils will later engage.

Worthy use of leisure. The development of an appreciation of nature, art, music, literature, drama, social intercourse, and other desirable forms of recreation is a function to which the school has given far too little attention.
Ethical character. This means the gaining of an appreciation of the moral and spiritual values upon which our civilization rests. This can be accomplished through a wise selection of subject matter and methods of teaching, through social contacts between teacher and pupils, and by providing constant opportunities for making decisions as a means of developing a sense of personal responsibility. People have always felt the need for inculcating good morals, and in earlier days this was supposed to be attained through religious instruction. Later, in many States, legislation made it unlawful to teach religion in the public schools. The newer conception is that such training is a prerogative of the school, providing it is of the broad, undenominational type, with the emphasis on the development of character and right ethical standards.

Since these cardinal principles were set up, those interested in the work of the secondary schools have been trying to check against these standards the content of the courses which are a part of the usual high-school curriculum, as well as the methods used in teaching them. The subjects which made the most significant contributions to the largest number of these objectives are, presumably, the most deserving of a place in the secondary-school curriculum (13:54-56).

It is one of the purposes of this thesis to show to what extent the courses of study under consideration have been founded on the objectives of authorities in the home economics field. As has been shown these objectives are in practical agreement with the seven cardinal principles.
CHAPTER II

THIS CHAPTER CONSISTS OF TWO DIVISIONS:

A. THE AIMS OF HOME ECONOMICS AS FOUND IN THE REPRESENTATIVE JUNIOR HIGH SCHOOL COURSES OF STUDY

B. THE AIMS OF HOME ECONOMICS AS FOUND IN THE REPRESENTATIVE TEXTBOOKS USED IN THE JUNIOR HIGH SCHOOL
A. THE AIMS OF HOME ECONOMICS AS FOUND IN THE REPRESENTATIVE JUNIOR HIGH SCHOOL COURSES OF STUDY

In order to gain a fair notion regarding the specific adequacy or inadequacy of prevailing material used in junior high school home economics courses it is essential first to determine the goals toward which teachers attempt to lead pupils. The initial step, therefore, in this survey is an attempt to discover, (1) what these goals are as revealed by representative junior high school course of study, and (2) their relative significance as shown by the emphasis given to each aim. Educational literature will be studied in this connection for comparative data.

Thirty available courses were carefully read. While this list is not an exhaustive one, it is representative of junior high schools in the United States. The states represented include the New York, Pennsylvania, Illinois, Ohio, Massachusetts, Michigan, California, Missouri, Indiana, Wisconsin, Minnesota, Iowa, Kentucky, Oklahoma, Tennessee, Louisiana, Arkansas, West Virginia, Maryland, Washington, Maine, South Dakota, Utah, and Vermont.

A critical analysis of the courses reveals numerous aims with variations in frequency of mention. Generally speaking, the aims were clearly stated. In some cases they appeared as
general statements such as is shown in the following quotation from the Little Rock, Arkansas course of study. The aims and object of home economics in the junior high school are as follows:

1. To aid pupils in becoming more efficient home makers; and to encourage respect for manual effort in the duties of home life.

2. To broaden the pupils experience in forming appropriate standards for home life; and to train pupils in their social obligations as citizens of the community.

3. To give pupils specific training in knowledge of the principles of health as effected by food, clothing, shelter, and health habits; and sanitation.

4. To give pupils such training as will aid them in solving the economic problems confronting the home maker -- the relation of production and consumption; budgeting; house planning; house furnishing; and similar problems.

5. To give opportunity and preparation for a more profitable and worthy use of leisure.

6. To give added opportunity for special preparation of those who choose the field of Home Economics as their profession (44:12).

Long Beach, California, has a course of study called "Home-Making Course of Study for Junior High Schools, Grades Seven, Eight, and Nine" which is the product of the constructive thinking of teachers, principals, supervisors, and specialists. These courses of study provide the teacher with subject-matter and methods, which, when wisely interpreted will stim-
ulate the child to acquire knowledge and skill for the purpose of solving a problem that to him seems both important and necessary. The course of study is subject to revision as long as society is changing and the objectives of education are evolving (45:5).

The aim of education in the public schools of Long Beach, California, is to develop individuals so that they have:

- Healthy bodies
- Minds capable of effective thinking
- Wholesome attitudes, appreciations, emotions, and conduct
- Reverence for the spiritual values of life

To the end that both in the present and future they may contribute to good citizenship in school, community, nation and world by

- Meeting adequately the commonly recognized needs of life
- Participating in the cultural aspects of civilization
- Enjoying right home relationships
- Making wise use of leisure time
- Respecting and obeying laws
- Utilizing special abilities in rendering service for the welfare of all.

To contribute to worthy home membership by developing in the pupils

1. A working knowledge of the everyday problems of the home. An understanding of the economic problems of the home and the knowledge of how to save and spend wisely that part of the family income with which they are vitally concerned.

2. An amateur ability, fulfilling the present needs of the individual, to do selective, productive, creative and interpretative work in the arts and sciences pertaining to the home.
3. Proper health habits in relation to foods, clothing and housing.

4. The ability to act and react happily and sensibly in relation to work and recreation, and to make adjustments readily (45:9).

Pasadena, California, has put practically all members of the teaching corp to work to contribute to a democratic, cooperative study. The idea was to have no duplication at various grade levels. They also claim that such a study can never be finished but must be carried on continuously if the school is to meet the changing needs of life. This should enable the children more fully to organize, integrate, and interpret all their life experience, and hence achieve a "continuous reconstruction of experience," or growth. The aims are outlined as follows:

I. Health

A. Nutrition

To gain knowledge of the nutritive value and function of foods, and practice in planning well balanced meals which will maintain a high standard of health and provide for the needs of all members of the family.

To establish good food habits and attitudes.

To develop ability to prepare food so as to preserve its full nutritive value.

To grow in ability to read intelligently advertisements, newspaper and magazine articles and to discard that which is misleading and unscientific, thus avoiding harmful food fads and practices.
B. Sanitation

To gain knowledge of the sanitary handling of food in the markets and at home, and of the sanitary disposal of garbage and waste by the family and by the community.

C. Personal health habits

To gain practice in the formation of general health habits which have to do with posture, elimination of waste products, exercises, fresh air and sunshine, sleep and recreation.

D. Personal and clothing hygiene

To gain knowledge of hygiene of personal and clothing with such appreciation as will result in improved personal appearance and health.

E. Efficient Working conditions

To gain knowledge of factors which should be considered in planning working conditions so that health may be maintained, and practice in regulating these conditions such as ventilation, lighting and placing of equipment.

F. Home care of the sick

To develop ability to care for minor illnesses in the home.

G. Mental hygiene

To appreciate the importance of establishing right mental habits and their relation to our physical well-being.

II. Command of fundamental processes needed for further growth.

To gain knowledge of the fundamental principles underlying child care, preparation and service of food balance and cost, marketing, food preservation, selection of clothing for the family, garment making, and care of the home.
To afford opportunity for practice in the fundamental skills in performing certain minimum household activities.

To gain knowledge of sources of information relating to foods and nutrition, clothing and textiles and household management and child care.

To gain knowledge of agencies of welfare in the community.

To develop ability to budget income and weigh values regarding time, energy, and resources.

To develop taste in dress and in home furnishings, and appreciation of beauty in texture, color, and design.

III. Growth in vocational fitness and a vocational resourcefulness.

To gain knowledge of such phases of homemaking as satisfy the students' immediate needs, appreciation of the importance of the profession of homemaking, and a growing realization of the responsibility of the father and mother for upholding high standards in maintaining a home.

To develop a desire to explore one's own interests, aptitudes and capacities, and ability to evaluate vocational opportunity in occupations allied to homemaking, such as costume designing, interior decoration, cafeteria and tea room management, teaching, (nursery school and kindergarten), child dentistry and child psychology.

IV. Citizenship: Cooperation, followership, self-dependence, and world-mindedness.

To appreciate the spirit and purpose of family life, the child as the central interest in the family, and the care and training of children as the most vital function of the home.

To realize that training in most home membership is training for citizenship and that right social attitudes in the home assure right social attitudes in the community.
To gain knowledge of social attitudes which should be stressed in the home such as (1) attitude toward authority (obedience); (2) attitude toward reality (conception of truth, of telling the truth and of facing facts); (3) attitude toward property; and (4) attitude toward love and affection.

V. **Maximum character development:** To develop the following habits:

A. Cleanliness of person and of home.

B. Thrift in buying and using food, clothing, household equipment, and furnishings.

C. Accuracy in measurements and computations of costs.

D. Industry through practice in evaluating time.

E. Reliability through working out projects that call for continued effort and careful attention to detail.

F. Resourcefulness in locating and using information pertaining to foods and nutrition, clothing and textile, and household management and child care.

G. Initiative by being able to create something which expresses one's self, of being able to think a problem through and organize it before starting out.

H. Cooperation by working with classmates on joint plans and by working on school and community projects.

I. Service through practice in serving family and school.

J. High ideals as to the quality of one's work by continued practice judging one's own work fairly (58:6-8).

San Francisco, California, has a course of study complete in outline and suggestion. The course of study has been in the process of development for three years. The teachers gathered and organized the material of the courses of study. The following objectives are listed:
1. The development of
   A. An understanding of the relation of health to:
      1. Foods, as determined by their nutritional 
         value, their preparation and their appetiz­
         ing quality.
      2. Clothing, as determined by materials and 
         styles.
      3. Home Sanitation, as determined by the personal 
         hygiene of the members of the family and their 
         care of the home.
   B. Good health habits relative to the use of food 
      and clothing and the care of room and home.

2. The development of a sense of personal responsibility 
   to contribute as a member of the family to the per­
   sonal well-being and happiness of the home circle and 
   to assist in home tasks.

3. The development of ability and dexterity in the 
   manipulation of domestic materials, tools and ma­
   chinery.

4. The development of an understanding of individual 
   and home needs and costs, as related to food values 
   and to quality and appearance of materials; some in 
   the making of individual and domestic budgets.

5. The development of an appreciation of aesthetic 
   qualities as related to dress, to the furnishing of 
   the girl's own room and her home and in an elementary 
   way to the use and laying out of yards and grounds.

6. The development of a desire and ability to partici­
   pate in home activities; both the work and social 
   activities within the family and the hospitality 
   activities incident to social contact with others 
   not belonging to the family.

7. The development of an appreciation of the home as a 
   place in which to spend leisure hours and the gain­
   ing of ability to spend such leisure hours in ways 
   that will contribute to the improvement of the indi­
   vidual and the home.

   It has been our endeavor to formulate a course in 
   home economics that will function in the present day life 
   of our pupils because it recognizes their needs, abilities, 
   and interests.
We feel that the cardinal principles of education should be served by home economics teaching, and it is our aim that our girls should acquire not merely "skills and information," but also right attitudes, good habits, and ideals of health, citizenship, leisure and work (64:8).

The Chicago, Illinois, course of study in household art, is the result of a study of the educational needs of the children of Chicago by a committee chosen for experience, skill and scholarship. A suggestive outline is prepared for groups of grades (20:3).

The general aims of the work in Household Arts in grades seven and eight in the Chicago schools are:

Training for Home Living

The chief objective is to teach the knowledge, skills, and attitudes which will contribute to an appreciation of home life and encourage responsibility for its welfare. It is not the aim to relieve the home of responsibility but to supplement its efforts by taking advantage of the stimulus of group activity. In teaching techniques and skills it is with the purpose of giving an opportunity to learn facts that at first hand through experience with real materials rather than that of preparing for a gainful occupation. We are anxious that pupils shall gain from the work in class an ability to do and an interest in doing which will make them happy and helpful members of their present homes.

Furtherance of the Health Program

There should be constant and direct relation between the Household Arts courses and the health program in the schools. In addition to the basic information which is given as a foundation for the work in nutrition, laboratory lessons in foods offer a chance to develop the right attitudes toward proper food habits. The preparation of meals gives an opportunity to stress the importance of the various factors in an adequate diet and may be the means of widening the pupil's choice of different kind of foods. This is accomplished by introducing new foods or new methods and standards of preparation and also through
the encouragement to put precept into practice. Frequently a dish which has been refused at home is eaten as a matter of course when prepared as part of a class problem.

Posters in halls and talks given in home rooms give an opportunity for extending the influence of the food classes throughout the school as well as furnishing the added incentive to follow rules which are self imposed. In some schools the Household Arts teacher can be given time in her program for health lessons in the regular class rooms (20:9-10).

Rockford, Illinois, in its course of study in home economics, has a list of general objectives and a list of specific objectives. The general objectives "help the girl to see her own home in its most ideal light, to cultivate an appreciation of the home and to train for active membership in the home and in the community." Some of the objectives are as follows:

1. To understand and appreciate the home and develop a desire to share its responsibilities.

2. To emphasize the ideals of family life and social relationship.

3. To develop a degree of skill and self-confidence in the manipulation of tools and materials.

4. To appreciate accuracy and personal pride in good workmanship.

5. To cultivate habits of thrift in economy of materials, time and energy.

6. To learn the underlying principles of food, shelter and clothing and the relation of these subjects to home economy, to health, and happiness and to the community at large.

7. To develop standards of beauty and suitability in the home and community.
8. To weigh returns against expenditures that standards may be formed for the wise spending of money.

9. To judge results accomplished (60:1).

The South Bend, Indiana, course of study had committees work on various units as food, etc., both for the junior and senior high schools. The department as a whole discussed the objectives and the various units. The objectives are as follows:

To appreciate that nutrition is a definite factor of health.

To inculcate proper food habits.

To develop an appreciation of what is meant by a well-dressed girl.

To acquire good habits of buying.

To acquire such information concerning foods, clothing and the home as may reasonably be expected to be within the comprehension of girls of Junior High School age and ability.

To develop habits of observation and self-criticism.

To develop a basis of judgment for the selection of food and clothing.

To stimulate an interest in the care of children through some elementary information concerning them.

To suggest ways to use leisure time and to guide and direct use of same.

To give the girl an appreciation of her relationship to the family as a whole.

To arouse an interest in the arrangement and furnishing of the home (66:10).
The State of Indiana has a very complete method of working out the plan of the course. It is based upon the statement in the Twenty-sixth Yearbook of the National Society for the Study of Education (Part II, Chapter I). The statement claims analysis of social needs and methods of learning must be known to the teacher. The general objectives of home economics are shown as ten in number as follows:

1. An understanding of health in relation to foods, clothing, home and community sanitation, developing a desire to practice health habits.

2. An ability to contribute as a member of the family to the general well being and happiness of the home.

3. An appreciation of aesthetic qualities as related to dress, to the furnishing of the girl's room and to the interior and exterior of the house in which she lives.

4. A desire to anticipate and to participate in work and social activities of the community.

5. An increased ability and desire to plan for and to use leisure hours in ways that will contribute to the well being of the individual and the home.

6. An ability to apply the fundamental principles in meeting new situations in the home.

7. Some ability and joy in sharing in the physical, mental, and social development of young children.

8. Ability to apply fundamental principles in meeting new situations in the home.

9. A desire for further study of home problems and familiarity with sources from which help may be obtained.

10. A desire for traits of character needed for living satisfactorily with others (29:7-8).
Osage, Iowa, has a course of study which is put in a form to include very many projects. Consideration is given to the changes in the home of today. The objectives are as follows:

To have the girls learn the proper use and care of kitchen equipment and utensils, the making of simple breakfast and luncheon dishes, and the planning and serving of simple breakfasts and suppers. The meal plan is followed in taking up the preparation of the various dishes (57:1).

To have the girls learn the use of sewing equipment and also the proper use and care of the sewing machine; to have them become familiar with the common stitches and seams and with the less difficult processes of sewing, as patching, darning, the making of button holes, etc. The projects taken up are the making of simple articles, as plain underwear, aprons, bags, towels, etc. (57:2).

To have the girls establish high standards regarding the proper care and upkeep of the home; to give them some knowledge of, and as much practice as possible in, the selection and purchasing of equipment and supplies for the home; to have them gain some knowledge of cleaning processes, of the planning of the work of the household and the division of labor; to give them some practice in keeping household accounts and in making household budgets, and to give them an appreciation of the many responsibilities of the home maker. A study is made of the different modern labor-saving devices (57:7).

To give the high school girl an understanding of clothing problems by teaching the sources, uses and cost of standard fabrics and the construction of garments and house furnishings (57:8).

To have the girls become familiar with the history of the home; to have them appreciate the factors which they have helped to develop the home into what it is today; to have them learn something of the construction, planning, decoration and furnishing of a home; to have them gain a knowledge of some of the essential points to consider in selecting a home. The students are given as much practice as possible in the selection of furnishings for the home, and in house planning and decoration (57:10).
Frankfort, Kentucky, with its course of study has specific objectives and suggested content, methods, and teaching aids. These are set up for each unit. The objectives are as follows:

A realization of the value of good health and a desire to obtain it for self and family (30:8).

Ability to use proper table etiquette and a feeling of responsibility in contributing pleasant table conversation (30:13).

Ability to organize work (30:17).

A realization of the importance of possessing desirable personality traits (30:22).

The ability to make and keep friends (30:23).

To develop an appreciation of the value of a real home, and create a desire to make home life happy (30:24).

A realization of relationships that should exist between members of a family in a real home, and an appreciation of the parents' efforts to provide for the family (30:26).

An interest in working for the welfare of the Community (30:27).

Judgment in providing proper entertainment and recreation for children (30:37).

The State Department of Louisiana has a course of study in home economics which is prepared "as a guide for the home economics teachers, the principals, and the superintendents. The problems, subject-matter, and accompanying learning activities are organized around the family, the home and the various duties ordinarily performed by the mother and daughter for the general welfare and happiness of those in the home (8:9). The object-
ives are as follows:

1. To develop an appreciation of spending time and money wisely.
2. To impart some information relative to the cost of clothing, food, and shelter for a family.
3. To develop an appreciation of individual responsibility in contributing to the welfare of the home.
4. To instill habits of thrift in everyday living (8:15).

1. To instill habits of politeness in everyday living.
2. To develop an appreciation of the rights of others.
3. To teach some of the accepted social customs.
4. To give some confidence and ease in meeting and receiving friends in the home.
5. To develop a desire to contribute to the happiness of the members of the family (8:16).

1. To develop a sane attitude towards personal attractiveness.
2. To inculcate habits of personal cleanliness, neatness, and careful grooming.
3. To instill a spirit of helpfulness in the home.
4. To develop some ability in choosing becoming, suitable, and economical clothing.
5. To develop some appreciation of the family income and expenditures (8:18).

1. To develop a desire for and an appreciation of a happy home life.
2. To develop a sense of responsibility in home life.
3. To develop habits of helping others.
4. To develop appreciation of good books, magazines, and music in the home.
5. To enable pupils to use leisure time advantageously.
6. To develop some appreciation of community problems (8:58).

Augusta, Maine, in the course of study in home economics, considers the present and future needs of the pupils as the basis for organizing the courses of study. The aims are as follows:

To arouse an appreciation of the personal habits a girl should develop, so that she may fulfill her duty to herself and others (3:10).
To give the girls an appreciation of the pleasure to be derived from living in a well ordered home (3:13).

To give the girls practical instruction in home nursing and first aid to enable them to meet unusual situations in the home (3:13).

The city of Baltimore, Maryland, in "Home Economics Education" says "the aim is, or should be, primarily to establish standards of judgment and ideals." The girl is to see herself as a member of a group with definite social and economic responsibilities (7:9). The objectives are as follows:

To give the girl sufficient information about food and nutrition so that she may choose intelligently and economically and develop good food habits (7:38).

What should a girl know about preservation of food and selection of healthful dinner dishes (7:51).

To develop skills and technique in caring for the home as well as the appreciation of art and beauty in the home (7:62).

1. To give the girl a well rounded conception of the whole field of home economics and to help girls to see that home making is a composite vocation. Opportunity is given in this course for the girl to "measure up" to real home situations.

2. To arouse a greater interest in home economics which would lead to the election of home economics studies of more intensive nature in the second, third, and fourth years of high school work.

3. To sum up the work in food and clothing which has been given in the elementary schools and junior high schools (7:71).

Boston, Massachusetts, has "the purpose of this bulletin is to set up a clearer conception of what home economics is,
namely, training for the management of the home in its broadest aspects" (11:3).

The chief objectives of general home economics work for boys and girls, a major subject in the junior high school, should be:

1. To continue to build on that desire and ability to be worthy working members of the family - qualities that were initiated in the first six grades.

2. To assist girls and, wherever organization permits and there is interest, boys also, to buy, prepare, serve, and care for food in accordance with the family's need and income.

3. To enable girls to make simple garments and to assist in the selection and care of their clothing. To instruct boys in the selection and care of their clothing.

4. To interest the girls in the care, management, and expenditure of the family income and influence boys' attitudes toward proper expenditures of money.

5. To develop an appreciation of good selection and artistic arrangement of furnishings and equipment.

6. To stimulate a sympathetic attitude toward younger members of the family.

7. To give the information and instruction necessary for the care and training of young children (11:8).

In the Detroit "Handbook on Home Economics and Vocational Education for Girls" the purpose in general, aims to teach the vital relationship of foods, nutrition, clothing, and housing to healthful and serviceable living. The process of teaching is worked out in a consistent program of activities designed to affect and to build up ideals and attitudes of home loyalties.
The aims of food instruction are to develop an appreciation of right health habits for growing children, especially in relation to proper diet, to teach the value of such foods as fruits, vegetables, milk, cereals, and eggs, and the suitable and desirable combination of these foods for children for breakfast, luncheon, and dinner. The simple processes of cooking are taught in relation to the preparation of these foods. Stress is laid upon cleanliness of person and utensils, and upon neat methods of work (25:13).

The objectives of home economics in academic high schools may be listed under two main headings:

(a) Home Economics for the Home: This purpose of home economics is an academic high school is essentially a part of the cultural or liberal education of every high school girl. It aims to lay the foundation for intelligent appreciation of values, processes, and certain techniques pertaining to the "whys" and "wherefores" of the home problems, which will inevitably come into the life of every girl.

(b) Home Economics for Pre-vocational Training: Home economics in high school is a valuable preliminary training for the following occupations: cafeteria work, tea room work, catering and producing specialties in foods, altering of garments in retail stores, home dressmaking, assisting in private dressmaking shops, millinery, selling in all departments in which the housewife if interested, -- and household supplies (25:16).

Minneapolis, Minnesota, has "the general objectives of this course in the seventh and eighth grades are to cultivate an appreciation of the home, to promote home helpfulness and to help develop good health and personal care habits" (50:438).

The specific objectives are:

To teach the girl to perform those duties which should reasonably be expected of every daughter in any household (50:439).
To help pupils to appreciate the home as a center for recreation and hospitality and to assume their share of the responsibility of providing for these (50:441).

To teach each pupil the value of proper food and its relation to health (50:442).

To teach the girl to take pride in the appearance of her own room and to assume the responsibility for the care of it (50:444).

To help the pupil to take more intelligent care of the younger members of the family (50:446).

To teach the girl to take more pride in and to care for her personal appearance (50:448).

The Jefferson City, Missouri, course of study, entitled "Home Economics Syllabus," is a full outline of the work for the junior high school grades, but the six electives for senior high schools are given in abridged form. An effort has been made to center the work around the pupil's problems.

The chief aim of Home Economics, as taught in our school system, is to provide such an experience for students as will concretely contribute to the establishment and maintenance of happy homes in the fullest sense of this term. Such courses should meet with the approbation of everyone, for since we are educating for better citizenship it necessarily follows that the home, the very foundation of society, must be wholesome in every detail. No person ever outlives his or her home environment and for this reason it is essential to the welfare of the various communities, state and nation that home life be as highly desirable as possible. To obtain such home life as we desire we must have healthy children (39:3).

The city of St. Louis, Missouri, in "Home Economics" requires the group and community needs to be studied. The girls are to know the underlying principles of homemaking and
their application to individual needs (68:5).

The general objectives are as follows:

To acquire ideals and appreciations of the home as a social institution.

To cultivate right habits toward home responsibilities.

To obtain a general knowledge of the arts and sciences allied to the home.

To acquire knowledge and to establish correct habits in the use of food, clothing, and sanitation that will assist in maintaining health.

To learn the use and care of household equipment.

To learn how to assist in planning and performing the home activities (68:8).

The course of study in cooking for the city of New York, outlines a list of aims. These are followed by two and one-half pages of teaching suggestions. The subjects are very comprehensive. Some of the aims are as follows:

To know the relation of food habits and housekeeping processes to the general health rules.

To know processes of housework and to be able to apply these at home.

To have an appreciation (a realization of the value) of home and home problems.

Home as a social center.
The house beautiful.
Care of children.
Cleaning the house.
Laundry.

To develop an intelligent interest in the laws which immediately affect the home (54:21-22).
Galion, Ohio, has its course of study worked out in "Contract assignment" form. The "contract assignments" average about two weeks (31:1).

They do not start with a group of aims, but the following questions are discussed at the beginning of the unit.

1. What is the difference between the human and animal family?

2. Name the different members of the family.

3. What are the qualities of a well bred family?

4. What are the duties of the parents? of the children?

5. What are the special duties of the 7th grade girl?

We have decided that one of the duties of a seventh grade girl is to help select her own clothing (31:2).

A seventh grade girl is capable of assuming the responsibility of the daily care of her own room. This should be one of her duties in the home (31:6).

Okmulgee, Oklahoma, has a course in general home economics. The subject is introduced by "believing that all girls should have at least one year of home economics training in high school, each girl in the ninth grade is required to take one year of general home economics" (56:1).

The aims are as follows:

1. To acquaint the pupil with the possibilities in the fields of food and nutrition, textiles and clothing and home management by a tryout or a sampling process.
2. To give a glimpse at the represented typical cross sections of food and nutrition, textiles and clothing and home management. To offer a choice of future work; to explain the more advanced courses and to show the possibilities if the pupil will persist in school.

3. Through a previewing procedure to acquaint the pupil with the laboratories and finished products of the advanced classes in Home Economics.

4. Through reliable experience of economy of buying and using of materials and of fundamental skills in household activities to give the pupil an estimate of its adaptabilities.

5. To present only material which the girl needs in every day life and that is entirely justifiable in this course. (56:1)

Harrisburgh, Pennsylvania, has prepared a bulletin, "Home Economics in Secondary Schools." It contains reasons for teaching home economics and objectives in home economics, both general and vocational. They are as follows:

1. The objectives in a satisfying home life and what comprises efficient homemaking.

2. The activities of the homemaker.

3. The provision for training for the necessary home activities with special emphasis on those problems where efficiency is lacking in the performance of managerial tasks.

4. The necessity of constantly examining what is taught in home economics to vitalize teaching.

   The aims of general home economics include a general appreciation of high ideals, high purposes, enthusiasm for service, interest in the enterprise of homemaking with a vision of its possibilities.

   The aims of vocational home economics include all that general home economics includes plus productive
skill and managerial efficiency. The time element is larger and the individual responsibility of the student is greater.

General home economics must aid in developing emphatically health values, economic values, and social values (37:6).

Philadelphia, Pennsylvania, follows modern procedure in presenting home economics. "Home economics education to be successful must be based on home experiences of the children taught. The teacher proceeds from the known and familiar to the new and unknown, hence a home economics teacher must know the home environment of her pupils and local habits and traditions" (59:3).

The objectives, worthy home membership, health, a degree of skill in household arts, intelligent use of time, materials and money, and an appreciation of satisfactory home relationships remain the same in all school communities (59:3).

Mitchell, South Dakota, has the following list of objectives:

1. To stimulate an interest in health.
2. To form right food habits.
3. Ability to prepare toast, cereals, fruits and eggs.
4. Ability to interpret recipes, use a pattern recipe and select suitable recipes.
5. Ability to measure ingredients, to organize, to use laboratory equipment.
6. To establish habits of right handling of foods as:
   a. Cleanliness of person.
   b. Cleanliness of kitchen.
   c. Cleanliness of storage places, utensils, dishes.
7. Ability to plan, prepare and serve breakfast and luncheon in good condition.
   a. To set table attractively.
   b. To keep several processes going on at the same time.

8. Ability to use silver, napkins etc., properly.

9. Ability to contribute to conversation.

10. Willingness to do own share of work (51:2).

In Knoxville, Tennessee, the course of study in home economics will help the pupils to become useful members of the community. Ideals are established in the home economics work which cannot be conceived by the non-participant therein.

In the junior high school the purpose of the home economics course is to acquaint girls with the proper methods of doing the work in a house, to develop liking for home life and work and to make each girl familiar with the means of providing the surroundings that should be available for human beings.

Home economics should awaken interest, right attitudes and a sense of responsibility. The training should develop the abilities actually needed now, instead of only those which will be useful in later life.

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

Home economics should develop understanding of, stimulate interest in, and give greater appreciation of, those problems which contribute to health and comfort of better homes.

Home economics should further develop the girl's interest in her home, its functions and organization, and give her ideas and ideals as a basis for worthy home membership by helping her to participate more effectively in the life of her own home.
Home economics encourages neatness and orderliness in the home, and promotes a love for it; teaches a judicious use of time, and economy in buying and the use of materials. One aim of home economics is to cultivate judgment and skill in the use of tools and selection of materials; to develop good taste, and promote a desire for beautiful, harmonious, simple and restful surroundings.

Home economics will endow the girl with the power to analyze and solve household problems and the ability to form judgments of qualities, conditions, and situations that will lead to good selection of the essentials of correct living.

Home economics may train for the vocation of homemaking to a greater or less degree depending upon the specific objectives of the course. Not all girls will be home makers, but it is possible to conceive of home economics courses formulated which through training given in better habits of living, will contribute to any vocation a girl may choose.

Home economics further aims to give to the girl an appreciation of home, its benefits and relations; to render her capable of meeting the home problems with intelligence and a consciousness of power; to teach an appreciation of the beautiful as applied in the attractive home; and to show how to make the most of spare time for improving mind and body (42:2-3).

Salt Lake City, Utah, has a course in "Homemaking." To be successful in establishing right habits, attitudes, and ideals in homemaking, as in other subjects, the teacher must build these into the teaching process. Some of the objectives are as follows:

1. To determine, select, and purchase equipment for sewing box or basket.

2. To learn fundamental principles of making household articles by hand or machine.
3. To know kinds and characteristics of materials and findings used for underwear, and to plan and make simple garments.

4. To run machine smoothly and know simple care of it.

5. To test and use simple patterns and learn fundamental principles in cutting garments.

6. To select styles suitable and becoming to self and have an interest in being becomingly dressed.

7. To know what is necessary in order to keep clothing clean and in repair.

8. To know how to select and apply simple forms of hand decoration for underwear.

9. To develop pleasure and satisfaction in having suitable and appropriate clothing (63:19-20).

Rutland, Vermont, starts out with "the aim of this course of study is to aid the home economics teacher in giving a broad course in home economics, one which will meet effectively the needs of each individual community in the State of Vermont, and to help her in teaching the student those fundamental principles which will give an appreciation of a homemaker's job, and an opportunity to apply certain fundamental processes so that she may understandingly assume her share of responsibility as a member of a family (62:5).

In Spokane, Washington, home economics is required of all seventh and eighth grade girls and their lessons have been planned to contribute to these aims through the mediums of food and clothing. The aims are as follows:
1. Giving knowledge of proper health habits and attitudes in such a way that the girl will be inspired to adopt them in her own life and to encourage them in other members of her social group.

2. Inspiring an appreciation for family life by developing a spirit of loyalty, cooperation, and respect for the rights of various family members.

3. Developing proper attitudes in regard to the dignity of labor and skill in carrying out the processes required to make a happy, healthy and attractive home.

4. Bringing to realization the importance of intelligent spending of the family income to insure a balance in the necessities of life.

5. Creating a desire and ability to use leisure time profitably (67:6).

Charleston, West Virginia, realizes that the present living which demands better training in the part of homemakers is the strain of economic pressure and competition. The list of six objectives formulated and adopted by the West Virginia Curriculum Project are as follows:

1. To acquire and use skills, habits, attitudes, appreciations, ideals, knowledges, and the fundamental intellectual processes needed in our American life.

2. To participate with discernment, self-control and honesty in affairs pertaining to the general welfare of the State of West Virginia and the nation.

3. To do one's part as a worthy member of a home in securing and maintaining the best family standards.

4. To secure and maintain a condition of personal good health and physical fitness.
5. To engage successfully in vocational activities.
6. To employ leisure time in a worthy manner (19:9).

Madison, Wisconsin, has a "High School Manual of Home Economics." Four very good suggestions are listed within the manual, the first one as follows: "Students should see a reason for and have an interest in the subjects being studied. This means that they must see the relation of each lesson to the whole scheme of work, and must have some part in the selection of problems" (46:5). The aims are as follows:

To give the girl a working knowledge of her needs in foods, clothing and health habits (46:11).

To develop a fair degree of skill in the simple processes involved in meeting these needs (46:11).

To create an active appreciation of her responsibility in the home-making activities of her home (46:11).

To assist the girl to realize the family needs in foods, clothing, and child care (46:35).

To encourage her to assume responsibility for meeting these needs intelligently and skilfully (46:35).

To establish standards for an ideal family life (46:35).

To develop some appreciation of the beauty of simplicity and genuineness in personal dress, in home furnishings, in home hospitality (46:49).

To develop economic judgment and practices that will make such beauty possible (46:49).

To give further practice in technical work in foods and clothing to the end that greater skill may be developed (46:49).
To teach such related subject matter as will form a basis for the development of judgment and appreciation (46:49).

THE RELATIVE IMPORTANCE OF THE AIMS

In addition to the revealing of the goals in teaching home economics in the junior high school, it is desirable to determine the emphasis curriculum-makers attach to the aims. The frequency of mention will determine this in a sense, since the aims mentioned most frequently in the different courses are probably considered more important in the minds of curriculum-makers than those mentioned less frequently. Table IV represents the aims of home economics teaching in the junior high schools according to the courses of study examined and shows their frequency of mention.

A glance at the column of frequencies in Table IV shows that the aims "Worthy Home Membership," "Civic Education," and "Health" are most important as indicated by the large number of mentions. Since these aims have been mentioned in at least twenty-four or more of the courses of study they may be considered of large significance in the minds of curriculum-makers.

Obviously, curriculum-makers consider "Worthy Home Membership" as the most important goal. Out of the possible thirty courses of study, as shown in the table, 29 mentioned this aim. X means that representative courses of study lists the aims in respective column.
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<th>Fundamental Processes</th>
<th>Home Membership</th>
<th>Vocation</th>
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It may be of interest to read a page from a Junior High School Course of Study in Home Economics. The following sheet is a sample for Grade 7A. The title of the work for the semester is "Clothing, Choice and Construction." All this work is to be accomplished in one semester, consisting of eighteen weeks. The pupils attend class twice per week and stay for two periods or ninety minutes each time.

The work is divided into four units. Each unit involves a certain number of weeks for completion. The units are as follows:

Unit I. Clothing in relation to health, comfort, and appearance 2 weeks
Unit II. Undergarments and dress construction 12 weeks
Unit III. Selection and ready made garments 2 weeks
Unit IV. Care and upkeep of clothing 2 weeks

In the approach to Unit I the aims are set forth as follows:

To give girls an understanding of the importance of such factors as health, comfort, good grooming, certain mental traits in direct relation to their personal appearance, and to base the work of later units upon an appreciation of the influence which the factors have in the selection, construction, and the care of the clothes which they wear.

At the bottom of the sample sheet are the aims listed definitely under the three numerals. The pupil as well as the teacher should know what the aims are for a unit.
A Page from a Junior High School Course of Study in Home Economics.

Grade 7A
Clothing, Choice and Construction

Time: One Semester - Eighteen weeks
Two double periods per week

Unit 1. Clothing in relation to health, comfort, and appearance 2 weeks
Unit 11. Undergarments and dress construction 12 "
Unit 111. Selection of ready made garments 2 "
Unit IV Care and upkeep of clothing 2 "

Unit 1. Clothing in Relation to Health, Comfort, and Appearance. Time: Two weeks

Approach to Unit 1.

The aim in this unit is to give girls an understanding of the importance of such factors as health, comfort, good grooming, certain mental traits and physical traits in direct relation to their personal appearance, and to base the work of later units upon an appreciation of the influence which the factors have in the selection, construction, and the care of the clothes which they wear.

In a clothing course the girls are impatient "to make things" and it is the teacher's business to prove to them that the actual construction process in which they are interested depends upon certain knowledge and techniques which they may not realize they need at the beginning of the course.

Aims

1. To establish values in the selection of clothing with regard to health and personal appearance.

2. To develop skill in the construction of garments suitable to the seventh grade girl.
3. To stimulate the formation of habits of good grooming and of caring for one's clothing (45:44-45).

B. THE AIMS OF HOME ECONOMICS AS FOUND IN REPRESENTATIVE TEXTBOOKS USED IN THE JUNIOR HIGH SCHOOL

The textbooks selected for analysis of the aims are the six now used in the majority of the public schools as determined by the writer's survey of the thirty representative courses of study. These include one book published in 1927, one in 1928, one in 1929, and three in 1931. The textbooks analyzed have been written by teachers or supervisors in schools and colleges. The texts and their indicated aims in home economics are as follows:


The subject matter has been based on studies of girl's interests and on their activities. The units deal with problems of food, clothing, and family relationships as they are experienced in the home (70:2).

It is the aim that the girls become better acquainted with the textile fabrics which they use every day (70:3).

It is assumed that the class will purpose to learn how to be well dressed (70:2).

Knowledge of how the food she eats affects her health, how to make wise choices (70:3).

Care of the kitchen (70:4).
2. Wellman, Mable T. "Food: Its Planning and Preparation" 1928 (72:vii-x):

The practical household facts which they need to know, as well as their relationship and responsibilities in this connection to the other members of their families (72: vii).

It is an attempt to make girls enjoy taking part in family life (72:vii).

The development of a true appreciation of the home and the beauties of the highest type of home life (72:x).

Help make one of the Healthful and Happy Homes needed in any town (72:xvi).


Its chief aim is to help girls create a more abundant life in their individual homes as they exist at the present time. Specific contributions are made toward this and through instruction in proper attitudes and habits, the wise selection of foods and clothing, a working knowledge of the process carried on in the home, and skills commensurate with the present needs and age of the individual. The desirable outcomes to be attained by each girl are a growth and an improvement in her ability (41:iii):

1. To select food in relation to her individual needs and those of the family (41:iv).

2. To plan, prepare, and serve wholesome meals within the family income (41:iv).

3. To develop acceptable standards of skill in all work of the home (41:iv).

4. To dress suitably and becomingly, taking into consideration the family budget (41:iv).
5. To plan and make the clothing which can be economically constructed in the home (41:iv).

6. To select ready-made garments best suited to her individual needs (41:iv).

7. To have a well-groomed appearance on all occasions. (41:iv).

8. To plan and perform satisfactorily units of work in the home, making those adjustments which the situation demands (41:iv).


"Everyday Foods" has two objectives:

1. It is written with the idea of making food study a science comparable to the other school sciences. It is a health and nutrition text (36:iii).

2. The book is equally usable at home and at school. The home work is as carefully suggested as the class work (36:iii).

The materials used come within the experience of the high school girls and is selected in accordance with their daily contacts, interests, and responsibilities both at school and at home in matters pertaining to food; the wise selection of food for themselves and others; food manners and courtesy; marketing; preparing and serving meals; planning for special occasions (36:iii).


The aim of this book is to help the student to understand her relationship to her home and family and to the community. The book includes exercises for the development of
skills, but for major importance is the development of good standards of habits (47:v).

It is necessary that the girl should have the right personal qualifications for homemaking. One of the most important is good health; no woman can do her share of the work when she is not strong, when she is irritable and nervous. A girl should learn to take care of her health through wearing comfortable clothing, eating properly planned meals, sleeping, resting, and exercising in proper amounts. She should have a happy disposition and poise, should be sympathetic and patient with others, generous, and always willing to do her part. She should be neat and careful of her personal appearance; no home-maker is attractive when she goes about the house with her hair uncombed or wearing dirty or inappropriate clothing (47:2).


To stimulate pupils to participate in home activities and to do their share in making their homes attractive and happy (33:iii).

Since health education has been generally accepted as a necessary preparation for everyday living, many terse rules for maintaining health have been formulated (33:iv).

Stimulation of boys' interest in home making contributes to their appreciation of home life (33:v).

Courtesy or thoughtfulness for others is the basis of peace in the home (33:xvi).

Courtesy in the home is a part of worthy home membership (33:xvi).

Every boy or girl should learn to do better the worth-while things he is doing and is going to do (33:xvi).
Studying home making may be the beginning of an interesting life's work (33:xvii).

Whether your life's work is in the home, school, factory, office, hospital, store, or bank, you will find need for a study of home making. A woman may not cook food, but she will select it; she may not make her clothes, but she will buy them (33:xvii).

Table V lists the aims of home economics as found in the representative junior high school textbooks. A glance at the columns shows that all the aims are mentioned in the textbooks.
### TABLE V

The Aims Of Home Economics As Found In The Representative Textbooks

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<th>Home</th>
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<th>Worthy Ethical Use of Character</th>
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</table>
SUMMARY

The statements by leading specialists in the field, obviously, are basic and essential, so further review or comment seems unnecessary. They indicate a reasonably persistent attitude toward clearly defined aims. The aims which stand out as most significant are those which instruct or inform, those which inspire, and those which lead to effective habits. Specifically, the aims emphasized consistently by curriculum experts may be summarized as follows:

1. Worthy home membership
2. Civic education
3. Health
4. Worthy use of leisure
5. Command of the fundamental processes
6. Ethical character
7. Vocation

It will be noted, furthermore, that these are the aims and that this is the order, according to frequency of mention, in which they were stated in the courses of study.

In the textbooks the aims are given equal value. They are mentioned in all of the textbooks, sometimes the same wording is not found, but the aims are indicated in some form or other.
CHAPTER III

THIS CHAPTER CONSISTS OF TWO DIVISIONS:

A. SUBJECT-MATTER FOUND IN THE REPRESENTATIVE HOME ECONOMICS TEXTBOOKS USED IN THE JUNIOR HIGH SCHOOL

B. SUBJECT-MATTER INDICATED IN REPRESENTATIVE COURSES OF STUDY IN HOME ECONOMICS USED IN THE JUNIOR HIGH SCHOOL
A. SUBJECT-MATTER FOUND IN THE REPRESENTATIVE
HOME ECONOMICS TEXTBOOKS USED IN THE
JUNIOR HIGH SCHOOL

It is the purpose of this chapter to determine to what extent the subject-matter provided for home economics instruction in the junior high school is in accordance with the aims presented in Chapter II. Such a study can be made by analyzing the available texts which are designed for use in these grades. This study will also reveal to what extent the materials of instruction conform with educational theory, for textbook writers should, obviously, provide materials which conform to the ideals set up by curriculum-makers, if teachers in their classroom instruction are to attain the desired goals.

In Table VI, the writer has tabulated the textbooks mentioned in the thirty available courses of study according to their frequency of mention, and also as to the grades in which the books were used. For instance, Harris and Lacey, "Everyday Foods," appeared eight times in the seventh grade, six times in the eighth grade, and it was used in the ninth grade in four cities, (making a total of eighteen). Trilling, Williams and Reeves, "A Girl's Problems in Home Economics," was mentioned five times in the seventh grade, six times in the eighth grade, and three times in the ninth grade, (making a total of
fourteen). Wellman, Mable. "Food: Its Planning and Preparation," is used as much in the seventh grade as in the eighth grade, the number of times mentioned in each being four in number. In the ninth grade the book was mentioned three times. These are just examples of the first three books and their grade placements.
TABLE VI
Textbooks Used In Representative Junior High School Courses of Study In Home Economics And The Grades In Which They Are Used

<table>
<thead>
<tr>
<th>Authors and Book Titles</th>
<th>Number of Courses of Study placing textbook in grade:</th>
<th>Total number times used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>1. Harris, Jessie W., and Lacey, Elisabeth V. &quot;Everyday Foods&quot;</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2. Trilling, Mable B., Williams, Florence, and Reeves, Grace. &quot;A Girl's Problems in Home Economics.&quot;</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Wellman, Mable T. &quot;Food: Its Planning and Preparation.&quot;</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5. Matthews, Mary Lockwood. &quot;Elementary Home Economics.&quot;</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Greer, Carlotta C. &quot;Foods and Home Making.&quot;</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7. Bailey, Pearl L. &quot;Food Preparation and Serving.&quot;</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8. Winchell, Florence E. &quot;Food Facts for Everyday.&quot;</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Authors and Book Titles</td>
<td>Number of Courses of Study placing textbook in grades:times used</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Authors and Book Titles</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Authors and Book Titles</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18. Willard, Florence E. and Gillett, Lucy H. &quot;Dietetics for High Schools.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Rose, Mary Swartz. &quot;Feeding the Family.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authors and Book Titles</td>
<td>Number of Courses of Study placing textbook in grade: times used</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23. Kinney, Helen and Cooley, Anna M. &quot;Shelter and Clothing.&quot;</td>
<td>1 1 2</td>
<td></td>
</tr>
<tr>
<td>26. Holt, Dr. L. Emmett. &quot;Care and Feeding of Children.&quot;</td>
<td>- - 1 1</td>
<td></td>
</tr>
<tr>
<td>27. Denny, Grace G. &quot;Fabrics: How to Know Them.&quot;</td>
<td>- 1 - - 1</td>
<td></td>
</tr>
<tr>
<td>28. Groves, Ernest R. &quot;Wholesome Childhood.&quot;</td>
<td>- 1 - - 1</td>
<td></td>
</tr>
<tr>
<td>30. Allen, Lucy. &quot;Table Service.&quot;</td>
<td>1 - - - 1</td>
<td></td>
</tr>
<tr>
<td>31. Farmer, Fannie M. &quot;Boston Cooking School Cook Book.&quot;</td>
<td>1 - - - 1</td>
<td></td>
</tr>
<tr>
<td>32. Sherman, Henry Clapp. &quot;Food Products.&quot;</td>
<td>- 1 - - 1</td>
<td></td>
</tr>
<tr>
<td>33. Woolman, Mary S. &quot;Clothing: Choice, Care and Cost.&quot;</td>
<td>- 1 - - 1</td>
<td></td>
</tr>
<tr>
<td>34. Baldt, Laura. &quot;Clothing for Women.&quot;</td>
<td>- - 1 - 1</td>
<td></td>
</tr>
</tbody>
</table>
In the following table (Table VII) is a list of subject-matter items which are frequently found in home economics textbooks. They deal with homemaking problems, the sewing machine, what you can make from the kimona pattern, clothing and health, how to make bloomers, how to dress in good taste, fabrics that we use every day, making a dress, a plan for buying your clothing, what is your share in helping to keep house, what shall we have for breakfast, preparation and serving of the breakfast, the main hot dish for luncheon or supper, marketing, the kitchen, courtesy at the table, feeding the sick, labor saving devices for cleaning, furnishing your own room and good times for the family in the home.

All these topics are desirable for the junior high school girl. But there are no doubt too many for the time which is available for this type of instruction.

We know the junior high school girl is old enough to do
some shopping, to help in the keeping of house, and to do her
share in good times for the family in the home. Usually, a
selection is made by the teacher in accordance with the needs
of the children or the community in which they live.

For a person who is not acquainted with home economics
textbooks the following list will give them some notion of the
subject-matter covered.
<table>
<thead>
<tr>
<th>SUBJECT-MATTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homemaking Problems</td>
</tr>
<tr>
<td>2. Sewing Machine</td>
</tr>
<tr>
<td>3. What You Can Make From the Kimona Pattern</td>
</tr>
<tr>
<td>4. Clothing and Health</td>
</tr>
<tr>
<td>5. How to Make Bloomers</td>
</tr>
<tr>
<td>6. How to Dress in Good Taste</td>
</tr>
<tr>
<td>7. Fabrics That We Use Every Day</td>
</tr>
<tr>
<td>8. Making a Dress</td>
</tr>
<tr>
<td>9. A Plan for Buying Your Clothing</td>
</tr>
<tr>
<td>10. What is Your Share in Helping to Keep House</td>
</tr>
<tr>
<td>11. What Shall We Have For Breakfast</td>
</tr>
<tr>
<td>12. Preparation and Serving of the Breakfast</td>
</tr>
<tr>
<td>13. The Main Hot Dish for Luncheon or Supper</td>
</tr>
<tr>
<td>14. Marketing</td>
</tr>
<tr>
<td>15. The Kitchen</td>
</tr>
<tr>
<td>16. Courtesy at the Table</td>
</tr>
<tr>
<td>17. Feeding the Sick</td>
</tr>
<tr>
<td>18. Labor Saving Devices for Cleaning</td>
</tr>
<tr>
<td>19. Furnishing Your Own Room</td>
</tr>
<tr>
<td>20. Good Times for the Family in the Home</td>
</tr>
</tbody>
</table>
A girl's homemaking problems are made up of a variety of activities in which she may participate. She has problems in regard to her own clothing: how to dress attractively, how to keep her clothing clean and in good order, how to select healthful clothing, how to design and make garments, and how to select intelligently when she buys them ready made. Every girl also has certain housekeeping responsibilities that are her own. She keeps her own room in order, and she may help with the weekly cleaning. And every girl has some responsibility for the food problem in her home. She helps wash the dishes, sets the table, prepares special dishes, and she may help to do some of the marketing for the family. What is most important is that she know how to select healthful food for herself. Another homemaking responsibility for the girl is her personal relationship with the other members of the family. She must know how to do her share in keeping the family life happy.

As girls grow older they should begin to assume more responsibility for their own clothing. They should know how to use a sewing machine intelligently and something of the way in which it works. A knowledge of all the subject-matter listed is, no doubt, desirable for the junior high school girl if she is to become familiar with the various phases of homemaking.
The practice of adopting a textbook for a particular school without making investigations as to the purpose for which the book was written, is very common. A critical analysis of the subject matter, and a careful evaluation of the content from the criteria of social use is necessary. Adaptability of the subject matter to the needs and educational growth of the child can not be too strongly emphasized.

The writer realizes the fault does not necessarily lie with the author, for the kind or type of school for which the book was intended is usually set forth in the preface. Books which do not clearly set forth aims or purposes should not be considered in selecting basic texts.

The writer during her student years in college and normal school heard and read discussions on textbooks. One reason for adopting college texts for junior high school use seems to be that students who have studied these texts in colleges and universities recommend them for use in their own classes, when they become teachers, because of their acquaintance with the book. The class notes in many cases parallel the textbook. Many teachers do not realize that the junior high school pupil is not mentally prepared to comprehend college material.

An inappropriate textbook may not affect the results secured by an unusually successful, well trained, experienced teacher. It is no secret, however, that these qualifications
are not common to the majority of teachers. Neither is it unknown that the inexperienced teacher, the untrained teacher and the tactless teacher, usually are very reliant upon the adopted textbook, for her guide in the order of presenting her projects, and for the content which she presents to her classes. There seems to be a great need for training teachers in methods of selecting textbooks.

The limited use of textbooks has been due to the fact that home economics, to be successful, must vary greatly in different sections of the country. The preference of many teachers for the note-giving type of teaching is noticeable (13:340). Many of the older textbooks were written with restricted local conditions in mind and hence were unsuited for general use. Books on general housekeeping, sanitation and household accounting were almost unknown. Today we have a wealth of books to select from with many worth while improvements. A teacher may choose from the material in a textbook and supplement it by reference work and dictated notes. Even a mediocre textbook provides better instruction than is afforded where each teacher attempts to rely on her own dictated material. The more recent publications supply good theoretical instruction, are logical in arrangement, and prove a valuable permanent addition to the home library of the pupil.

The analysis of the textbooks under consideration in this study indicates that textbook writers have not determined the
proper or most logical sequential order for presenting topics. It seems that they have not made a study of the subject matter for the purpose of organizing the topics in progression of difficulty, and thus challenging the student's mental ability.

There is a great need for arranging home economics material in a progressive sequential order, so that the same subject-matter will not be repeated. Textbooks should not only meet the needs of society, but they should present the subject-matter in such form as to give thought training, or in other words, develop problem-solving ability (47:v).

Every textbook should be suited to the needs and educational growth of the class in which it is used. The contents should be presented in an interesting manner and it should have problem-solving characteristics. The type of presentation which would appeal most to the child's interest should be taken into account (13:335).

Textbooks have certain characteristics by which they may be judged. For example, a good textbook in any subject should first meet the needs of society in that portion of the educational field in which the book treats. In other words, the subject-matter must measure up to the standard of social use (13:v).

The high cost of living demands care in buying. It is, therefore, very necessary that the subject-matter in textbooks
which discuss textiles, dress design and sewing, and house planning and furnishing should contain much subject-matter which will develop the ability to judge materials, such as the text for fibers and fabrics.

This book should contain subject-matter which will develop ability to make wise choice in selection of design or pattern, and appropriate color combinations. Such ability should be secured through a study of art principles as applied to dress, interior decoration, weave construction and design in materials.

Ability should be developed to evaluate workmanship through experience in the construction of garments, to conserve health and nervous energy through an understanding of and use of modern appliances and labor saving devices, to understand and to make out budgets by using the family income as the basis.

B. SUBJECT-MATTER INDICATED IN REPRESENTATIVE COURSES OF STUDY IN HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

In the following table (Table VIII) is a list of subject-matter items which are frequently found in representative courses of study. They are food, clothing, the house, economics of the home, child care, home and family relations,
sanitation and home nursing, art in the home, and science and the home.

An analysis of the subject-matter found in the home economics courses of study is given in Table IX. Under the main headings of Food, Clothing, The House, Economics of the Home, Child Care, Home and Family Relations, Sanitation and Home Nursing, Art in the Home, and Science and the Home, are listed subdivisions. Vertical columns (to the right) show the grades of junior high schools, namely the 7th, 8th, and 9th.

In the analysis of the various courses of study that were received by the writer, the grade placement of each subdivision was tabulated on a work sheet. Thus the grade placement was either 7th, 8th, 9th, any two, all three, or none, depending upon the particular course of study.

The results as found from the work sheet are given in Table IX. The "chief grade placement" indicates the grade in which more of the particular work is taught. It is the heading of the right hand vertical column.

The various subdivisions were not devised by the writer, but were actually found in the courses, although each subdivision was not found in every course. Also, the various subdivisions were not mutually exclusive.

The data shown in Table IX are limited by the fact that the present study is "qualitative" only and not "quantitative" with respect to time allotment.
# TABLE VIII
Subject-Matter Found In Representative Courses of Study

<table>
<thead>
<tr>
<th>SUBJECT-MATTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food</td>
</tr>
<tr>
<td>2. Clothing</td>
</tr>
<tr>
<td>3. The House</td>
</tr>
<tr>
<td>4. Economics of the Home</td>
</tr>
<tr>
<td>5. Child Care</td>
</tr>
<tr>
<td>6. Home and Family Relations</td>
</tr>
<tr>
<td>7. Sanitation and Home Nursing</td>
</tr>
<tr>
<td>8. Art in the Home</td>
</tr>
<tr>
<td>9. Science and the Home</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Foods

Table IX gives the relative frequency of the sub-topics in food, the grade placement of subject-matter found in representative courses of study in home economics and the chief grade placement.

The subject of food has come to be a comprehensive one. Buying, nutrition, preparing and serving meals, care of food, cooking of other peoples, preservation of food as well as the various groups such as milk, vegetables, breads, meats, fruits, salads are all mentioned.

It is apparent that certain of these topics stood out far above the emphasis given to others. For example preparation of food was given mention in 24 courses of study in the seventh grade, thirteen in the eighth grade and eleven in the ninth grade. The chief grade placement is the seventh grade, having mention in that grade more times than in the other grades. It is interesting to note that table service, eggs, fruits, and milk receive mention in 23 courses of study in the seventh grade. Table service is mentioned in 10 courses of study in the eighth grade and 11 in the ninth grade. The chief grade placement is the seventh grade. It is interesting to note that planning, preparing, and serving meals were mentioned sixteen times in the eighth grade and in the ninth grade. However,
having received twenty-one mentions in the seventh grade, its chief placement is the seventh grade.

A survey of the courses of study showed food as the principal subject. Under food study came the problems of organization of the course, food preparation, food preservation, classification of food, care of food in the home, manufacture and source of food, buying, table service, weight and measures, and pure food laws.

Organization of the course - The meal as the basis of the course was followed in the majority of the courses.

Food preparation - A large number of the courses list work in the problem of food preparation. This is mostly individual food preparation. It includes the study of the principles and methods underlying the cooking of foods. Actual preparation of food was studied in relation to groups of food and the preparation of individual dishes.

Food preservation - The courses of study include some phase of food preservation. Different methods were covered.

Food classification - This was noticed in some courses. In the study of vegetables, their classification always came as leaves, stalks, roots, tubers, seeds, flowers, and fruits.

Care of food in the home - It was noticed that all foods courses listed work in the care of food in the home as a part of the general course of food study. Milk was always given
special emphasis. One course of study listed the "Three C's," Clean, Cool, and Covered.

Manufacture and source of food -- The courses of study are giving some information in the manufacture and source of food. Some are giving this through slides and films.

Buying -- All the courses of study have outlined some work in the problem of buying. In one course of study it has been suggested that the girls note the range of price for a few common vegetables from the beginning to the end of the season.

Table service -- Practically all of the courses of study give work in the problem of table service. Emphasis in simple home service and the duties of the children in taking responsibility for serving the meals are stressed.

Weights and measurements -- One course of study suggested a table of proportions should be studied and memorized as was the multiplication table in the elementary school.

Pure food laws -- Some courses of study mention the pure food laws. This seems to be used as the teacher sees fit. The children are told to read the label on the cans but the courses of study do not go into detail how to explain them. It may be that detailed information in this subject is received in another course that would give the child knowledge in sanitary laws governing the food and water supply.

Dietetics -- In the courses of study the writer saw the
application of the study of food requirements, planning and serving of adequate meals, a study of certain phases of physiology and special diets. Certain problems which are ordinarily considered as a part of the courses in dietetics are listed in other courses. This is true of the problems of infant feeding and child feeding. This is classified with the subject of child care although at one time this subject was taught as a separate subject, and came in with dietetics.

Food requirements -- This takes in the topics of the study of the energy requirement, the protein requirement, the mineral requirement and a study of vitamins.

Adequate meals -- The planning and serving of adequate meals was given in the course of study. Planning and actual preparation of meals formed the subject matter.

Physiology -- This was to correlate with the Health and Physical Education Department.

Special diets -- The problems of dietetics in malnutrition, constipation, tuberculosis, typhoid, and rickets were listed.
### TABLE IX

The Grade Placement of Subject-Matter Found In The Representative Courses of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Food Selection-Buying</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Food Selection-Nutrition</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Planning, Preparation, Serving Meals</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Preparation of Food</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Table Service</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Care of Food and Dishes After Meals</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Appetizers and Soups</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Beverages</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Bread and Cakes</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Candy and Sugar Products</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Cereals and Starch Products</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Desserts</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Eggs</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Fats and Fried Foods</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Fish</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Fruits</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Subject-Matter</td>
<td>Number of Courses of Study placing item in grade:</td>
<td>Chief Grade Placement</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Foods</strong></td>
<td>7 8 9</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Gelatine</td>
<td>18 12 7</td>
<td>7</td>
</tr>
<tr>
<td>Meat</td>
<td>20 14 9</td>
<td>7</td>
</tr>
<tr>
<td>Milk</td>
<td>23 13 6</td>
<td>7</td>
</tr>
<tr>
<td>Nuts</td>
<td>21 11 5</td>
<td>7</td>
</tr>
<tr>
<td>Salads</td>
<td>18 16 8</td>
<td>7</td>
</tr>
<tr>
<td>Sandwiches</td>
<td>18 16 6</td>
<td>7</td>
</tr>
<tr>
<td>Vegetables</td>
<td>20 14 8</td>
<td>7</td>
</tr>
<tr>
<td>Cooking of Other Peoples</td>
<td>20 10 6</td>
<td>7</td>
</tr>
<tr>
<td>Care of Food</td>
<td>21 14 6</td>
<td>7</td>
</tr>
<tr>
<td>Preservation of Food</td>
<td>18 15 10</td>
<td>7</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Clothing

In Table X the various sub-topics for clothing are shown. The relative frequency and the chief grade placements are also given.

A study of this topic reveals planning and construction of garments receiving major attention in emphasis and placed in the seventh grade. Factors in buying clothing, selection-buying clothing, care and repair of clothing, sewing processes and technique stand second in order. Art of dressing and selecting-buying fabrics come third. Millinery and history of dress get the least mention. Their placement is in the seventh grade, while garment making is emphasized in thirteen courses of study in the eighth grade. Planning and construction of garments are mentioned in twelve courses of study in the eighth grade. Art of dressing, care and repair of clothing are mentioned in eleven courses of study for the eighth grade. The chief grade placements of these subjects come in the seventh grade.

A survey of the courses listing sewing showed problems in construction, patterns, care and repair, machine sewing, and hand sewing.

Problems in construction -- The problem of construction was the most emphasized problem under the subject of sewing. Directions in the courses of study accompanying the suggested
construction problems were very often explicit and detailed. The construction problems listed were problems which had a direct bearing on the needs of the student. They were taught in connection with real problems, such as the making of a garment.

Patterns -- Many of the courses in sewing stated that commercial patterns were to be used in construction problems. Some courses of study explained the use of commercial patterns.

Care and repair of clothing -- The problem of care and repair of clothing was one of the problems under the subject of sewing which received great emphasis. The topics considered in the majority of the courses were mending, remodeling, renovating, storage, and pressing. Under mending came the problems of darning, patching and general repair. The work of remodeling was of two kinds, (a) making over an old garment entirely, (b) making some slight change in a garment such as adding new collars and cuffs, or a new belt, changing the length of a skirt, or taking in the seams. The making over of a dress (entirely) was often listed with the problems in construction. Under the topic of renovating, the general cleaning of garments and working in dyeing was considered. Some of the courses listed work in pressing of clothing.

Machine sewing -- Practically all of the courses of study stated the use of a machine. All schools which definitely
state that machines are used in their work list problems in machine work for the first year. In the majority of the courses of study the first problem is a construction problem in which the machine is used.

Hand sewing -- Practically all hand sewing problems were made a part of the general construction problems. The problem of hand sewing is reduced to a minimum.

In a survey of the courses of study listing textiles were the following problems: woman's responsibility as a buyer of textiles, kinds of fibers, characteristics of fibers, historical data, tests and adulterations, materials, buying, care, budgets, and hygiene.

Woman's responsibility as a buyer of textiles -- This is becoming very popular. A realization of the importance of this unit of work and a knowledge of the need of including it in the courses of study has been noticed.

Kinds of fibers -- Most of the courses in textiles made definite mention of the kinds of fibers studied. They are cotton, silk, rayon, wool, and mixed fibers.

Characteristics of fibers -- Some mentioned the characteristics of fibers. These were studied in regard to microscopic, physical, and chemical qualities.

Historical data -- Some courses in textiles listed work in some phases of historical data, such as textile fiber or
referred to the manufacturing processes through which the fiber passes.

Testing and adulteration -- The problem of testing and adulteration was listed in a number of the courses of study. The knowledge of the types of adulteration and how to test for this adulteration is a great aid in buying.

Materials -- Many of the courses in textiles included work in the study of materials. These materials were woven and knitted fabrics, laces, embroideries, and leather goods. This topic included the characteristics of individual materials, the use of the different materials, their weaves, and durability.

Buying -- The problem of buying is becoming very popular.

Care -- The topic of laundry was listed in many of the courses of study. Some considered the question of setting color in materials. The topic of shrinkage of materials and removing stains was considered in a number of the courses.

Budgets -- Many of the courses are stressing the problem of textile budget.

Hygiene -- The study of the hygiene of textile fibers was listed in many of the later courses of study.
# Table X

The Grade Placement of Subject-Matter Found In The Representative Courses of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wardrobe Planning</td>
<td>19 7 9</td>
<td>7</td>
</tr>
<tr>
<td>Factors of Selection-Good Taste</td>
<td>17 10 12</td>
<td>7</td>
</tr>
<tr>
<td>Factors in Buying Clothing</td>
<td>21 8 11</td>
<td>7</td>
</tr>
<tr>
<td>Selection-Buying Clothing</td>
<td>21 10 10</td>
<td>7</td>
</tr>
<tr>
<td>Art of Dressing-Grooming</td>
<td>20 11 10</td>
<td>7</td>
</tr>
<tr>
<td>Care and Repair of Clothing</td>
<td>21 11 9</td>
<td>7</td>
</tr>
<tr>
<td>Selection-Buying Fabrics</td>
<td>20 12 9</td>
<td>7</td>
</tr>
<tr>
<td>Planning and Construction</td>
<td>23 12 8</td>
<td>7</td>
</tr>
<tr>
<td>Sewing Processes and Techniques</td>
<td>21 10 7</td>
<td>7</td>
</tr>
<tr>
<td>Garment Making</td>
<td>19 13 8</td>
<td>7</td>
</tr>
<tr>
<td>Altering, Remodeling Clothes</td>
<td>18 9 7</td>
<td>7</td>
</tr>
<tr>
<td>Trimming-Decoration of Clothing</td>
<td>16 9 7</td>
<td>7</td>
</tr>
<tr>
<td>Millinery-Making Hats</td>
<td>14 7 5</td>
<td>7</td>
</tr>
<tr>
<td>History of Dress</td>
<td>14 7 5</td>
<td>7</td>
</tr>
</tbody>
</table>
Analysis of the Subject-Matter in the House

In Table XI the various sub-topics for the house are shown. The relative frequency and the chief grade placements are also given.

The subject of house furnishing and equipment came first, it being mentioned in seventeen courses of study. The chief grade placement was in the eighth grade. All the other sub-topics were given equal mention of sixteen. These were also placed in the eighth grade.

Household care and cleaning was mentioned in ten courses of study in the ninth grade. It received mention in only three courses of study in the seventh grade. The chief grade placement of this subject is the eighth grade.

Many of the courses examined listed work in some phases of house furnishing and planning. The main subject was divided into the problems of cost of the home, the exterior of the home, the interior of the home, the art principles, furnishings, treatment of special rooms, etc.

Cost of the home -- This is taken up very generally.

The exterior of the home -- The topics considered were choice of the site, type of house, and yards and gardens. The emphasis was placed on the study of the types of houses.

Interior of the home -- The topics listed were the study
of the house plans and a study of the woodwork.

Art principles -- The topics listed under this problem were a study of line and color.

Furnishing -- The division under this problem included a study of wall finishes, floor finishes and coverings, light fixtures, drapes, furniture, pictures, and accessories.

The treatment of special rooms -- The emphasis under this topic were the treatment of the hall, living room, dining room, bedroom, kitchen, and bathroom.
### TABLE XI

The Grade Placement of Subject-Matter Found In The Representative Courses Of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>The House</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Housing a Family</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Exterior, Structure</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Interior</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Household Systems</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>House Furnishings and Equipment</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>The Living Areas of the House</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>The Working Areas of the House</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Personal Areas of the House</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Storage Areas of the House</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Exterior Surroundings</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Organization of Housework</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Household Care and Cleaning</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Disposal of Household Waste</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Household Pests</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Household Repairs, Remodeling</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>
Analysis of Economics of the Home

In Table XII the various sub-topics for economics of the home are shown. The relative frequency and the chief grade placements are also given.

Household finance was mentioned in seventeen courses of study in the ninth grade. Accounting was mentioned sixteen times in the ninth grade. On a frequency basis the finances of boys and girls, standard of living, budgeting, spending money, how to buy, where to buy, what to buy, making payments, investments and business and legal forms were receiving equal mention in fifteen courses of study. The chief grade placement of economics of the home is in the ninth grade according to the writer's survey of the thirty representative courses of study in home economics used in the junior high school.

Under the subject of economics of the home were listed the problems of social and economic phases, household finance, managerial procedure, cost analysis, and general care.

Social and economic problems -- Nearly all the courses of study made mention of some phase of this problem. The individual topics mentioned were the modern conception of the home, the legal status of women, renting versus owning a home, public recreation, moral standards of home and community. The topic of the modern conception of the home is given greatest emphasis.
The aim of this topic was to develop a sense of community and civic responsibility. A discussion on renting versus owning a home was also emphasized.

Household finance -- Many courses of study consider household finance. Under these came the banking, account keeping, budgeting, insurance and buying. The problem of budgeting is receiving great emphasis.

Managerial procedure -- The organization of the work is considered important in many courses of study today. The topics mentioned under it were time studies, use of labor saving devices, scheduling of work, scientific arrangement of rooms, and standardizing routine. Labor saving devices receive great emphasis.

Cost analysis -- The problem of cost analysis was included in some courses in household management. Under this came distribution of labor in the home and services in the home.

General care -- Many of the courses are stressing the general care of the home and its equipment. The topics considered were the care of the rooms, furniture, silver and glassware.
TABLE XII

The Grade Placement of Subject-Matter Found In The Representative Courses Of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economics of the Home</td>
<td>7</td>
</tr>
<tr>
<td>Household Finance</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Finances of Boys and Girls</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>The Family Income</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Standard of Living</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Budgeting</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Saving, Thrift</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Spending Money</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>How to Buy</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>What to Buy</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Where to Buy</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Making Payments</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Investments</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Business and Legal Forms</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Child Care

In Table XIII the various sub-topics for child care are shown. The relative frequency and the chief grade placements are also given.

The chief grade placement of child care was found to be in the eighth grade. The topics receiving the highest mention were factors affecting conduct of children, habit formation, motor, physical and social, growth and development of children, and food requirements of children. All these were mentioned in sixteen courses of study. The rest of the subjects, such as children's clothing, children's play and recreation, care of sick children, care of infants, food for infants, and infant's clothing are mentioned in fifteen courses of study in the eighth grade.

In the ninth grade, food requirements of children and children's clothing is mentioned eleven times in the courses of study. Children's play and recreation, care of the sick children, care of infants, food for infants, and infants' clothing were given in ten courses of study. The topics such as factors affecting conduct of children, habit formation, motor, physical and social, and growth and development of children are given mention in nine courses of study. All the topics are mentioned in the seventh grade in only two courses of study.
The subject of child care was divided into the problems of infant feeding, children's feeding, clothing, habit formation, hygiene, recreation, education, and child welfare.

Infant feeding -- The topics considered were types of foods, amount of food, feeding intervals, and the introduction of foods other than milk in the diet of the child. The amount of food and infant requirements were also listed.

Child feeding -- This problem included a study of the proper feeding habits, as well as the kinds and amounts of food for children of different ages and varying degree of activities.

Clothing -- The correct clothing and care of the clothing for children is emphasized.

Habit formation -- Many of the courses are emphasizing good habits. One course of study recommends that babies should be encouraged to form good habits of eating, sleeping, and of consideration of others.

Hygiene -- The topics under hygiene would be the bath, care of the teeth, sleep and general care. The topic of bathing of children received the highest mention. This is usually demonstrated in school with a doll. Time and amount of sleep required at different ages are mentioned in the courses of study.

Recreation -- Recreation has a part in the course for
child care.

Education -- The topics considered under this were songs, stories, and general education.

Child welfare -- This just receives mention in some courses of study.

### TABLE XIII

The Grade Placement of Subject-Matter Found In The Representative Courses Of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>7 8 9</td>
<td>8</td>
</tr>
<tr>
<td>Factors Affecting Conduct of Child</td>
<td>2 16 9</td>
<td>8</td>
</tr>
<tr>
<td>Habit Formation</td>
<td>2 16 9</td>
<td>8</td>
</tr>
<tr>
<td>Motor, Physical and Social</td>
<td>2 16 9</td>
<td>8</td>
</tr>
<tr>
<td>Growth and Development of Child</td>
<td>2 16 9</td>
<td>8</td>
</tr>
<tr>
<td>Food Requirement of Children</td>
<td>2 16 11</td>
<td>8</td>
</tr>
<tr>
<td>Children's Clothing</td>
<td>2 15 11</td>
<td>8</td>
</tr>
<tr>
<td>Children's Play and Recreation</td>
<td>2 15 10</td>
<td>8</td>
</tr>
<tr>
<td>Care of Sick Children</td>
<td>2 15 10</td>
<td>8</td>
</tr>
<tr>
<td>Care of Infants</td>
<td>2 15 10</td>
<td>8</td>
</tr>
<tr>
<td>Food for Infants</td>
<td>2 15 10</td>
<td>8</td>
</tr>
<tr>
<td>Infants' Clothing</td>
<td>2 15 10</td>
<td>8</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Home and Family Relations

In Table XIV the various sub-topics for home and family relations are shown. The relative frequency and the chief grade placements are also given. The chief grade placement of all sub-topics comprising home and family relations is the eighth grade.

The problems included in the study of the subjects of home and family relations are a realization of relationship that should exist between members of a family in a real home, and an appreciation of the parents' efforts to provide for the family, working for the welfare of the community, and acceptable manner in home and society.

Relationship between members -- In this study the class will discuss the close bond which exists between members of the family. Ideals to be carried out: Girls list or describe ideals for family life. How to be most helpful: Cooperation of all members of the family, and a balance of responsibilities.

Working for the welfare of the community -- The study of what the community does for the home through organizations; such as churches, schools, health, and employment.

Etiquette -- Knowledge of etiquette in different situations; hospitality and courtesy in home to members of home and guests; recognition of aged and superiors; manners on street
and manners at different social functions.

TABLE XIV

The Grade Placement of Subject-Matter Found In The Representative Courses Of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade: 7 8 9</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home and Family Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Home</td>
<td>5 17 11</td>
<td>8</td>
</tr>
<tr>
<td>Homemaking</td>
<td>5 17 11</td>
<td>8</td>
</tr>
<tr>
<td>The Family</td>
<td>6 17 10</td>
<td>8</td>
</tr>
<tr>
<td>Family Life Within the Home</td>
<td>5 17 10</td>
<td>8</td>
</tr>
<tr>
<td>Family Community Relations</td>
<td>5 17 10</td>
<td>8</td>
</tr>
<tr>
<td>Home Culture</td>
<td>5 17 10</td>
<td>8</td>
</tr>
<tr>
<td>Home Customs and Manners</td>
<td>5 17 10</td>
<td>8</td>
</tr>
<tr>
<td>Home Sociability</td>
<td>5 17 11</td>
<td>8</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Sanitation and Home Nursing

In Table XV the various sub-topics for sanitation and home nursing are shown. The relative frequency and the chief grade placements are also given.

The major emphasis on, and major frequency of, these topics appears in the eighth grade. They are listed as sanitation in the home, community or public hygiene, health and safety, importance of health, personal health and prevention and control of disease. They were mentioned in thirteen courses of study. Illness in the home, the room for sick, care of patient, medicine and first aid cabinets, food for sick, first aid, emergencies in the home and appreciation of nursing and health are listed in twelve courses of study. In the ninth grade personal health and food for the sick are mentioned in ten courses of study. The rest of the topics are listed in nine courses of study. In the seventh grade the courses of study give each topic the same number, namely five.

The problems included in the study of the subject of sanitation and home nursing are personal care, the room for sick, care of the patient, prevention and control of diseases, first aid and ability to administer in cases of emergency.

Personal care -- The courses in this subject include the care of the body, hair and teeth. All of the courses of study
are including this in their studies.

The room for the sick -- Including in this work were the location of the sick room, care and equipment necessary for the room.

Care of the patient -- This included the keeping of records, giving of medicine and special care. Some gave training in the giving of medicine.

Prevention and control of diseases -- Isolation was mentioned as one way for protection of the rest of the group. Microbic diseases and their prevention is also emphasized in the courses of study.

First Aid--This topic included the treatment of burns, bruises, cuts, and injuries of various types.
TABLE XV

The Grade Placement of Subject-Matter Found In The Representative Courses of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanitation and Home Nursing</td>
<td>7 8 9</td>
<td></td>
</tr>
<tr>
<td>Sanitation in the Home</td>
<td>5 13 9</td>
<td>8</td>
</tr>
<tr>
<td>Community or Public Hygiene</td>
<td>5 13 9</td>
<td>8</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>5 13 9</td>
<td>8</td>
</tr>
<tr>
<td>Importance of Health</td>
<td>5 13 9</td>
<td>8</td>
</tr>
<tr>
<td>Personal Health</td>
<td>5 13 10</td>
<td>8</td>
</tr>
<tr>
<td>Prevention and Control of Disease</td>
<td>5 13 9</td>
<td>8</td>
</tr>
<tr>
<td>Illness in the Home</td>
<td>5 12 9</td>
<td>8</td>
</tr>
<tr>
<td>The Room for Sick</td>
<td>5 12 9</td>
<td>8</td>
</tr>
<tr>
<td>Care of Patient</td>
<td>5 12 9</td>
<td>8</td>
</tr>
<tr>
<td>Medicine and First Aid Cabinets</td>
<td>5 12 9</td>
<td>8</td>
</tr>
<tr>
<td>Food for Sick</td>
<td>5 12 10</td>
<td>8</td>
</tr>
<tr>
<td>First Aid, Emergencies in the Home</td>
<td>5 12 9</td>
<td>8</td>
</tr>
<tr>
<td>Appreciation of Nursing and Health</td>
<td>12 9</td>
<td>8</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Art in the Home

In Table XVI the various sub-topics for art in the home are shown. The relative frequency and the chief grade placement are also given.

The chief grade placement of this subject is the eighth grade. No mention was given of this subject at all in the seventh grade. Emphasis is given to art appreciation, creativeness, and originality-design. These subjects are mentioned in twelve courses of study, in the eighth grade. Composition and line arrangement receive mention in ten courses of study. Effect of color, application of art to textiles and art crafts are mentioned nine times. In the ninth grade application of art to textiles receive mention in eight courses of study, the rest with the exception of art crafts, which is mentioned in three courses of study, receive mention in seven courses of study.

Art in the home includes the study of the principles of design, including both form and color, unity, rhythm, and balance. Many of the courses of study examined contain material relating to the subject of design. Some courses of study listed work in the theory of color.
**TABLE XVI**

The Grade Placement of Subject-Matter Found In The Representative Courses of Study In Home Economics Used In The Junior High School

<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art in the Home</td>
<td>7 8 9</td>
<td></td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>- 12 7</td>
<td>8</td>
</tr>
<tr>
<td>Creativeness, Originality-Design</td>
<td>- 12 7</td>
<td>8</td>
</tr>
<tr>
<td>Composition</td>
<td>- 10 7</td>
<td>8</td>
</tr>
<tr>
<td>Line Arrangement</td>
<td>- 10 7</td>
<td>8</td>
</tr>
<tr>
<td>Effect of Color</td>
<td>- 9 7</td>
<td>8</td>
</tr>
<tr>
<td>Application of Art to Textiles</td>
<td>- 9 8</td>
<td>8</td>
</tr>
<tr>
<td>Art Crafts</td>
<td>- 9 3</td>
<td>8</td>
</tr>
</tbody>
</table>
Analysis of Subject-Matter in Science and the Home

In Table XVII the various sub-topics for science and the home are shown. The relative frequency and the chief grade placements are also given.

The major emphasis is given to textile chemistry in the eighth grade. The number of courses of study that give mention to textile chemistry are eleven. Food chemistry and science in general are given emphasis in eight courses of study in this grade. Chemistry of cleaning is mentioned in seven courses of study. The topics listed as atmosphere and compounds are mentioned in six courses of study. The rest of the topics, such as oxidation and combustion, heat, water, elements, matter and energy, light, sound, electricity, biology, the study of living things, and plants and animals are listed in five courses of study in the eighth grade. Very few courses of study mention these topics for the seventh grade. In the ninth grade, science in general comes first, then chemistry of cleaning, both of which are mentioned eight times. These are followed by textile chemistry which is mentioned in seven courses of study. The rest of the topics are listed in six courses of study. The chief grade placement for science in general and compounds are the eighth and the ninth grades. Food chemistry and textile are also placed in the eighth grade. The chief grade placement for
oxidation and combustion, heat, water, elements, chemistry of
cleaning, matter and energy, light, sound, electricity, biology,
the study of living things, and plants and animals is the ninth
grade.

In the study of the home, sanitation becomes a great prob-
lem. In with this the courses include the water supply, the
food supply, the disposal of waste, ventilation, plumbing, heat-
ing, lighting, responsibility of the home to the community,
public health laws, and the function of the board of health.

Water supply -- Most all the courses of study included the
study of the water supply.

Food supply -- Work relating to the sanitary aspect of the
food supply was listed in nearly all of the courses of study.

Disposal of waste -- This subject is emphasized and is a
great problem. It is further divided into the topics dealing
with the disposal of sewerage and garbage.

Ventilation -- This problem is given some time in all
courses of study.

Plumbing and heating -- Some time is given to this subject.
It all depends upon the requirement of the class and the type
homes the children live in as to the time devoted to the topic.
The work outlined in these problems varied from a detailed and
extensive study of different types of heating and plumbing
systems to the brief statement that the study of plumbing and
heating was to be included in the course of study.
Lighting -- The problem of lighting included a study of the different lighting systems and the type of material used for lighting purposes.

Responsibility for community sanitation -- This subject is receiving great emphasis among the courses of study.

Board of health and health laws -- Courses of study in household sanitation listed work in the study of the function of the board of health and public health laws.
<table>
<thead>
<tr>
<th>Subject-Matter</th>
<th>Number of Courses of Study placing item in grade:</th>
<th>Chief Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 8 9</td>
<td>Grade</td>
</tr>
<tr>
<td>Science and the Home</td>
<td>3 8 8</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>Science in General</td>
<td>3 6 6</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>Atmosphere</td>
<td>2 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Oxidation and Combustion</td>
<td>3 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Heat</td>
<td>3 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Water</td>
<td>3 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Elements</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Compounds</td>
<td>1 6 6</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>Chemistry of Cleaning</td>
<td>2 7 8</td>
<td>9</td>
</tr>
<tr>
<td>Food Chemistry</td>
<td>2 8 6</td>
<td>8</td>
</tr>
<tr>
<td>Textile Chemistry</td>
<td>2 11 7</td>
<td>8</td>
</tr>
<tr>
<td>Matter and Energy</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Light</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Sound</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Electricity</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Biology, the Study of Living Things</td>
<td>1 5 6</td>
<td>9</td>
</tr>
<tr>
<td>Plants and Animals</td>
<td>1 5 6</td>
<td>9</td>
</tr>
</tbody>
</table>
Table XVIII shows a total of 125 sub-topics. The largest amount of content is in food subject matter, and the least amount is in art in the home.

The purpose of this table is simply to show the number of topics and the sub-topics that the writer found in her survey of the representative thirty courses of study in home economics used in the junior high schools. The names of the topics are listed on the left hand side of the paper and the sub-topics are shown in the right hand column.

**TABLE XVIII**

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>SUB-TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>26</td>
</tr>
<tr>
<td>Clothing</td>
<td>14</td>
</tr>
<tr>
<td>The House</td>
<td>16</td>
</tr>
<tr>
<td>Economics of the Home</td>
<td>14</td>
</tr>
<tr>
<td>Child Care</td>
<td>11</td>
</tr>
<tr>
<td>Home and Family Relations</td>
<td>8</td>
</tr>
<tr>
<td>Sanitation and Home Nursing</td>
<td>13</td>
</tr>
<tr>
<td>Art in the Home</td>
<td>7</td>
</tr>
<tr>
<td>Science and the Home</td>
<td>16</td>
</tr>
</tbody>
</table>

Total.......... 125
SUMMARY

Table XIX shows a summary of the one hundred and twenty-five sub-topics according to the grades in which they appeared in the representative thirty courses of study in home economics.

Food: Its preparation is mentioned most frequently and even though it is placed in the seventh grade it is mentioned in the eighth and ninth grade also. We must all eat; therefore, meal planning is suggested in all grades, but the emphasis is in the seventh in the courses in use at the present time. The actual assembling of meals is stressed. At present the lessons suggested show meal planning to be a regular part of the work rather than an occasional practice. Units on breakfast, luncheon, and dinner appear in all of the courses of study. Table service and etiquette is deserving of mention also.

Courses offering work on the relation of food to health have increased. Every course of study includes nutrition. Child feeding is also popular. Many more people are getting their meals out, therefore, the selection of food has become popular in the course. Cookery is given only a little or a minimum of time.

Clothing: The planning and construction of garments is emphasized in the seventh grade. Comparatively little sewing is done by hand now; it is practically all done by machine. Many
lessons are on selection of costume accessories, shoes and hose, hats and outer clothing as well as materials.

Emphasis is placed on patching, mending and laundering. Included also is the daily care, dry cleaning, storing and renovating. Health in relation to clothing has been increasing immensely. It helps to carry out one of the major objectives of the entire educational field. Many more lessons have been noticed in grooming. This surely is meeting the need of the pupils. Unless styles change millinery will be eliminated within a few years.

Many schools are offering textile economics. It is of value to the pupil to learn how to select materials that will last.

The House: Many courses in use at present are suggesting lessons in housewifery. Placing of furniture has become popular. Actual performance of duties is also stressed. The material offered on the care of the home is improving with the study of labor saving devices and organizations of house work. Housewifery is emphasized in the eighth grade.

Economics of the Home: The majority of the girls who do not go beyond high school will be untrained in spending of the family income for food unless it is included in more courses in the seventh grade. At present it is placed or emphasized in the ninth grade.
Selection and buying of clothing is emphasized in the seventh grade. Today we find the girl's clothing budget in use. This includes standards of judging, shopping methods and clothing economics.

The study of family budgets, method of buying and keeping accounts, has increased in recent years.

Child Care: In this study is included the physical care, daily care, selection of food, selection of clothing, mental development, habit formation, directed play and recreation. These courses are becoming very popular. It is interesting to see that both phases of child development, mental and physical, are being included in over half of the courses of study. The chief grade placement of this study is in the eighth grade. The chief emphasis is placed upon the food requirements of children.

Home and Family Relations: Many of the courses are including recreation, the responsibility of the family to the community, the responsibility of the various family members to each other, characteristics of a home, etiquette, etc. All this is valuable to the junior high school students.

Sanitation and Home Nursing: This subject includes sanitation in the home, community or public hygiene, health and safety, importance of health and personal health, etc. Personal health is emphasized in the eighth grade. Included in this
study are prevention and control of disease, illness in the home, the room for the sick, and appreciation of nursing and health.

Art in the Home: Art appreciation is emphasized in the eighth grade. Creativeness, originality-design have equal mention.

Science and the Home: Science has become very popular in the home. This subject is stressed in both the eighth and ninth grades. Textile chemistry is receiving the emphasis in the eighth grade according to the representative courses of study used in the junior high school in home economics.
TABLE XIX

Summary Of The Grade Placement Of Subjects Found In Thirty Courses Of Study In Home Economics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of times Mentioned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Food</td>
<td>536</td>
</tr>
<tr>
<td>Clothing</td>
<td>264</td>
</tr>
<tr>
<td>The House</td>
<td>48</td>
</tr>
<tr>
<td>Economics of the Home</td>
<td>38</td>
</tr>
<tr>
<td>Child Care</td>
<td>22</td>
</tr>
<tr>
<td>Home and Family Relations</td>
<td>41</td>
</tr>
<tr>
<td>Sanitation and Home Nursing</td>
<td>65</td>
</tr>
<tr>
<td>Art in the Home</td>
<td>-</td>
</tr>
<tr>
<td>Science and the Home</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1042</strong></td>
</tr>
</tbody>
</table>
CHAPTER IV

CONCLUSIONS
CONCLUSIONS

The questions raised in this study were (1) what are the aims of the home economics as revealed by the courses of study examined; (2) to what extent are the aims of the courses of study examined based upon the ideal aims as stated by representative authorities in the field; (3) what are the phases of home economics most commonly emphasized in the junior high schools as shown by the survey of thirty courses of study; (4) what is the nature and grade placement of subject-matter found in courses of study in home economics used in representative junior high schools in the United States.

It has also been the purpose of the writer to consider the educational value of the content of certain representative texts in the light of the generally accepted needs and aims, and to determine to what extent the materials of instruction fit these needs and aims.

In this survey, thirty home economics courses of study for junior high schools were examined, the topics arranged according to their grade placement, and the frequency noted. Study of the topics showed the following: (1) The courses of study in home economics now include content on more subjects than foods, clothing and shelter. Much subject-matter is crowded in the
economics of the home, child care, home and family relations, sanitation and home nursing, art in the home, and science and the home. (2) There is a tendency to place some content of most of the home economics subjects, food, clothing, house, economics of the home, child care, family relations, home nursing, and science and the home in all grades. This content is usually organized in units. (3) The subject-matter seems to be unified around some central theme of home living such as woman's work in the home or future homemaking, girls' activities as present home helpers: girls personal living: appreciation of the home and its problems or vocations and trades related to homemaking. (4) Many of the topics are emphasized in all grades.

In the preparation of this dissertation the studies of several authorities, representative experts in the field, have been canvassed and examined in order to determine the ideal aims of home economics courses.

The aims of home economics as revealed are:

1. Worthy home membership
2. Civic education
3. Health
4. Worthy use of leisure
5. Command of the fundamental processes
6. Ethical character
7. Vocation
That the aims of the experts form an integral part of the courses of study has been shown in the fact that all aims have been mentioned in all the courses of study.

The subject-matter treated in the courses of study includes food, clothing, the house, child care, home and family relations, sanitation and home nursing, art in the home, and science in the home. The chief grade placement of food and clothing is in the seventh grade; that of the house, child care, home and family relations, sanitation and home nursing and art in the home is in the eighth grade; that of economics of the home and science of the home is in the ninth grade.

An examination of the most frequently used texts in home economics showed that, like the courses of study, they are based upon the aims mentioned by experts in the field as desirable for home economics courses.
BIBLIOGRAPHY


The thesis, "A Survey of Courses Offered in Home Economics in Representative Junior High Schools in the United States," written by Lenora Ida Larson, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements of the degree conferred.

Austin G. Schmidt, S. J. 
John W. Scanlan 
Dr. William H. Johnson

April 3, 1933  
March 17, 1933  
January 23, 1933