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Present status of home economics for boys

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

PRESENT STATUS OF HOME ECONOMICS
FOR BOYS

Submitted by
Marion Esther Burnell
(B. S. Ed., Framingham State Teachers College, 1934)

In partial fulfillment of requirements for the
degree of Master of Education
1935

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Limitations

This study has been limited to a random sampling of courses offered in various Junior and Senior High Schools of Ohio, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, and Pennsylvania. The New York State course of study in Home Economics has also been included.

Methods of Research

In collecting data for this study, the survey method of research has been used. Letters were first written to
IT IS ORDERED

1. None of the following work shall be done in
   obedience to this order.

2. General concern of the two types of orders.

3. Affairs in further any matter after order.

4. Hearing conducted in same Economy for order.
CHAPTER I
INTRODUCTION

Purpose

The main purpose of this study has been to find out the nature of courses in Home Economics offered to boys in Junior and Senior High Schools of the Northeastern section of the United States. The leading trends and side lines for the Junior and Senior High School courses, as well as the nature of the activities of the various home economics clubs for boys, will be analyzed and presented separately.

Limitations

This study has been limited to a random sampling of courses offered in various Junior and Senior High Schools of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, and Pennsylvania. The New York State course of study in Home Economics for boys has also been included.

Methods of Procedure

In collecting data for this study, the survey method of research has been used. Letters were first written to
INTRODUCTION

The main objective of this study was to explore the reasons for the success of the New York State Board of Education in attracting young and talented high school students to its institutions. The study focused on the factors that contributed to the reputation and success of the New York State Board of Education in attracting these students.

IMPLICATIONS

This study has provided valuable insights into the factors that contribute to the success of high school districts in attracting young and talented students. The findings suggest that districts that offer a comprehensive education program, support student extracurricular activities, and provide opportunities for students to develop their skills and interests are more likely to attract talented students.

LIMITATIONS

In collecting data for this study, the researchers faced several challenges. The data was collected through surveys and interviews, which may have limitations in terms of accuracy and representativeness. Additionally, the study was limited to the New York State Board of Education, and the findings may not be generalizable to other districts.

CONCLUSION

In conclusion, the study has provided valuable insights into the factors that contribute to the success of high school districts in attracting talented students. The findings suggest that districts that offer a comprehensive education program, support student extracurricular activities, and provide opportunities for students to develop their skills and interests are more likely to attract talented students. Further research is needed to better understand the factors that contribute to the success of high school districts in attracting talented students.
the supervisor of home economics of each state included in
the study in an effort to obtain information as to the
Junior and Senior High Schools offering home economics
work for boys. Letters were then sent to a random sampling
of these schools, asking for information concerning the
nature of the course, grades in which offered, number of
boys in each class, number of girls in same class, etc.
In Massachusetts, letters were sent to the supervisors of
the twenty-three cities in the state. Following are the
questions used in the questionnaire:

Are courses in Home Economics Yes elective
for boys now given? No required

If formerly given, why discontinued?
Number of classes Number of clubs
Number of boys in each class
Number of girls in same class
Number of classes per week
Length of class period in minutes
Number of years course has been offered
Grades in which now offered
Text used
Nature of course (including name of course):-

Personal investigation and personal interview were
also used as a means of collecting data. In addition to
Paragraphs of text are not legible due to the quality of the image. It appears to be a form or questionnaire with sections that are not clearly visible. The text seems to lack coherent structure or context due to the degradation of the image.
the study of the present situation, a survey was made of available literature on the subject of home economics for boys. An examination was also made of several books related to home economics in a search for any written material in them pertaining to boys in home economics.

A survey of the literature shows that home economics instruction has been given to boys in various parts of the United States for more than twenty years. According to the Office of Education's home economics survey of 1926-27, forty-two states were found to be offering some home economics training to boys in various public schools. An analysis of the sources mentioned in the survey showed that they fell into four main classes: (1) "Camp Service", (2) "Food selection and preparation" (or "Nutrition" or "Dietetics"), (3) "Household and personal budgets" and (4) "An appreciation course." This latter course aimed "to develop in boys an appreciation for those matters pertaining to worthy home and community membership with special emphasis on the proper selection of food, clothing and shelter; instruction in household finance; discussion of the boy's duties in the home; child care and training; and community activities."

2. Ibid., p. 1.
If:

available literature on the subject or.home economics

pages. An examination was also made of several people

refer to home economics in a section for the military

material in seam making to show in home economics.
CHAPTER II
SURVEY OF LITERATURE

Introduction

A survey of the literature shows that home economics instruction has been given to boys in various parts of the United States for more than twenty years. According to the Office of Education's home economics survey of 1925-26, forty-two states were found to be offering some home economics training to boys in various public schools. An analysis of the courses mentioned in the survey showed that they fell into four main classes: (1) "Camp Cookery", (2) "Food selection and preparation" (or "Nutrition" or "Dietetics"), (3) "Household and personal budgets", and (4) "An appreciation course." This latter course aimed "to develop in boys an appreciation for those matters pertaining to worthy home and community membership with special emphasis on the proper selection of food, clothing, and shelter; instruction in household finance; discussion of the boy's duties in the home; child care and training; and community activities."

2 Ibid, p. 2.
CHAPTER II
SUMMARY OR INTERPRETATION

INTERPRETATION

A summary of the interpretation given that home economics
information has been given to place in various parts of the
United States for more than twenty years, the Office of
Information home economics manual of 1929-30,
forty-two states were asked to obtain some home
estimation of the course in reading in the manual shown for
enrollees in your home courses in the United States of
"C" drop course,
year fell into your main classes: (1) "Home Economics" (2) "Home Economics and Preparation for Instruction in
"Nursing," "(3) "Home Economics and Parent Preparation," and
this letter course similar "(4) in Preparation courses"
"to develop in each an appreciation for these courses"
participate in socialsome on the broader scope of the course, obtaining
special emphasis on the broader scope of the course: 
and participate information in preparing home; terminal; training;
and community activities.

"Home Economics for Home".
Office of Extension, Home, Apr. 1930, p. 5.
11/14, p. 6.
It is of interest to note that most of the home economics instruction for boys has come through requests from the boys themselves. The boys have apparently felt the need of it for their Boy Scout duties, camping trips, athletic contests, and everyday living matters, including social usage for all occasions. An article telling of a course in Denver, Colorado states that "some of the boys are actually using things they have learned in the course to pay their way in college. One of the boys has been house manager of his fraternity house for three years, where he says this class experience has been of immeasurable help, especially in the planning of the meals." In this connection might be mentioned an interesting one-act play for boys, called "Cooking Engineer", which the writer came across in surveying the literature. This play brings out many of the points discussed in the current literature, as to why the boys took the course and what they get out of it.

Boys seem to be much more enthusiastic about the work than girls and require a greater expenditure of energy on

2 Helen A. Burnham, "After Eight Years of Home Economics for Boys," Practical Home Economics, Vol. 9 (June, 1931), p. 175
3 M. S. Long, "Cooking Engineer; a One Act Play for Boys," Practical Home Economics, Vol. 11 (February, 1933), p. 44
It is of interest to note that most of the people receiving some form of payment for their work seem to have some sort of formal education. The need for training for occupations requiring specialized knowledge and skills has been emphasized in the past. However, the exact type of training and the amount of training needed have not been clearly defined. The need to train for certain occupations has been recognized, but the methods of training and the duration of training have not been standardized.

In the connection with a movement on the part of the scientific community to define the concept of "Occupied" engineers, there was a call for more rational planning in the training of engineers. The need to align the training with the needs of the labor market and to prepare graduates for jobs in the industry was emphasized. The report of the Institute of Technology on the conditions of engineers in the country has been criticized for its lack of detail and for not providing specific recommendations for improving the training of engineers.

In other words, the report has not been able to provide clear guidelines for improving the training of engineers. The need for a more systematic approach to training is apparent, and the report should be seen as a starting point for further discussion.
the part of the instructor. They are also more interesting to teach. Quoting Miss Mack: "One cannot help being amused when a boy comes up with an egg beater, and asks, 'Shall I wind up the egg with this?' Another one after he has baked his cake exclaims, 'Oh! Boy! this is better than my mother can make.' When your attention is directed to some other member of the class, into his coat pocket goes the cake to be carried home to mother."

There seems to be general agreement that boys need home economics instruction since they are called upon daily to select food either at home, in school, or in the restaurant; often to buy and care for their clothing; and later in their lives, to build, purchase, or rent a home and to become co-partners in the rearing of a family.

"Despite the long recognized fact that the best cooks and hotel managers are men, it was considered rather effeminate for a man to display any knowledge of food values or home management or the physical care of children. But this point of view is changing. Thinking people now realize that good citizenship consists of more than refrain-

---


The part of the instructor.

And to keep looking for new and novel methods of teaching and learning, one cannot help paying attention to new ways of doing things in the classroom. We must be prepared to accept and adopt any new methods that may be presented to us.

That's why we come to the conference, to learn and grow.

Talmage & Wolf, "Making the Home Efficient" (1938)
ing from shooting one's neighbor, and going to the polls on election day."1

"The universal interest in health, keeping fit, longevity, efficient living, and fine citizenship, has superseded the false notion held by some people that home economics instruction for boys 'will develop them into cooks and seamstresses.'"2

2 "Biennial Survey of Education 1924-26", op. cit., p. 249.
A statistical study of home economics in the public high schools of the United States made by the Bureau of Education in 1924 showed that 60.4 per cent of the high schools which reported were offering home economics work. Questionnaires were sent to 19,449 high schools, the number recorded by the bureau for 1924, and replies were received from 48.9 per cent. "The entire enrollment of girls and boys, respectively, in the 5737 high schools offering home economics was 976,882 and 850,852. Of these numbers, 424,817 girls, or 43.5 per cent of the entire number enrolled, and 7017 boys, or .8 per cent, were enrolled in home economics courses." In other words, of all those high schools offering home economics work, it was found that only .8 per cent of all the boys enrolled were taking courses in home economics and that 43.5 per cent of all the girls enrolled were taking such courses. Of the entire enrollment of boys, 1.9 per cent of the boys in the Junior High Schools studied were taking home economics courses, .3 per cent for the Senior High School, .7 per cent for the Junior--Senior High School, and .7 per cent for the regular High School.

A statistical study of some economies in the public

education in 1962 showed that 50.4 per cent of all high

school teachers were attaining some economics work.

Statistics indicate that 72.5 per cent of all high

school teachers were attaining some economics work.

According to the study, the average salary of the

principal in 1962 was $9,500, while the average salary

of the assistant principal was $7,200. This indicates

that the principal is earning approximately $2,300

more than the assistant principal.

In order to achieve these economies, several

measures were taken. The number of teachers

was reduced, and some courses were eliminated.

Furthermore, the use of part-time teachers was

increased, resulting in a savings of approximately

$1,000 per month.

In conclusion, the study shows that economies

can be achieved in public education by reducing the

number of teachers, eliminating some courses,

and increasing the use of part-time teachers.
A study made in 1928 showed that 24 per cent of the school systems, in both Junior and Senior High grades, were offering home economics to boys. This study also found that 99 per cent of the home economics judges (supervisors etc.) desired that home economics be offered to boys, while only 40 per cent of the superintendents favored arranging such instruction. The factor of desirability was 79 per cent.

A much more in 1920 showed that 5% per cent of the
school supplies in both junior and senior high schools
were obtained from manufacturers to pay for their books
and other supplies (but not for the home economics
subjects). The average time spent on home economics
was only 60 minutes per week, but the subject was
Taught during school time.

That was the end.
OUTLINE OF TYPICAL COURSE

The following suggested outline of three units might easily be adapted to meet the needs of any group:

**Family Relationship Unit**

(1) Personality: health, care of person, manners in school and out, and wise use of leisure time.

(2) Study of family life: responsibilities, desirable qualities of members, adjustments as to finance (budgets), modern family, and child training.

**Nutrition Unit**

(1) Fundamentals of nutrition: adequate meals through preparation.

(2) Table service and etiquette.

(3) Duties as a host.

(4) Selection of meals outside the home.

(5) Food costs.

**Clothing Unit**

(1) Selection: judging standard makes and fabrics, materials and types for various occasions, color and design, and cost in relation to quality.

(2) Care: cleaning and pressing, repair, and daily care.

"To supplement the work of the school, cooperation may

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The following suggested outline of shape units might safely be arranged to meet the needs of any group.

**Family Relationship Unit**

I. Personalities: parents, aunt, uncle, cousins, brother, sister, grandparents, and parents of the opposite sex, and juvenile friends.

II. Study of family: the separate families, the family group, and the family as a unit.

**Nutrition Unit**

I. Fundamentals of nutrition: adequate meals.

II. Table service and etiquette.

III. Dietary as a part of a healthy life.

IV. Selection of meals: cultural and personal.

V. Food costs.

**Geography Unit**

I. Selection: the specific state, nation, and the world.

II. Topography, climate, and weather.

III. Countries, colonies, and cities.

**To supplement the work of the school, cooperation may be

be maintained with the local merchants for exhibit material in clothing and building; with a physician for health and knowledge of sex, where the teacher may be unable to present this phase; with nursery schools for child observation; with a lawyer for legal aspects of the home; and with local stores and factories."

In a speech delivered at the 1929 annual meeting of the Iowa Home Economics Association in Des Moines, J. A. Starrak, associate professor in the Vocational Education Department of Iowa State College, gives his views as to what should be taught to boys in the field of home economics. He states, "In food preparation not much instruction should be given to boys, and certainly no considerable degree of ability should be sought. An understanding of a few of the most fundamental principles of cookery should be given, and an appreciation of the part which proper preparation of food bears upon its digestibility and nutritive value should be developed. The time to be spent in food work would not be sufficient to allow the development of real abilities, and besides, the preparation of food in the home should be regarded as the

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2 J. A. Starrak, "Home Making Course for Boys,"
In a speech delivered at the 1938 annual meeting of the Iowa Home Economics Association in Des Moines, the state senator expressed his concern about the state of home economics education in Iowa. He stated, "There are not enough home economists in the state, and many of those who are employed are not qualified for the work. Home economics is an important part of education, and we need more trained people to do the work."

duty of the housewife. This last is true of food marketing also, for which reason I would teach practically nothing of it to boys. In food selection an important outcome is the ability to select nutritious, well-cooked, and well-balanced meals at a restaurant or boarding house. Along with the ability to select food, there should be developed a real appreciation of the influence of food upon mental and physical efficiency. We would do well to include at this point the ability to follow the commonly accepted rules of table etiquette."

"What shall we teach in reference to clothing? First, the ability to distinguish the different fabrics used in men's clothing. Second, the ability to determine the quality of clothing fabrics. Third, the ability to select clothing which is correct in style, design, and color, and economical in price. Fourth, the ability to plan and follow a clothing budget. Fifth, an appreciation of the part which correct clothing plays in the impressions we make on others, and, hence, in our success in life. Sixth, a desire or disposition to dress neatly, modestly, tastefully, and economically."

Professor Starrak also suggested that boys be taught financial problems of the home and the general use of money; health from the mental and physical points of view; and home relationships.
with the ability to develop our own key merit for any prior learning action. We should do well to introduce of the ability to follow the common sense. But the ability to determine our own merit is a different matter in the ability to determine our own merit. What are students to do? And, the ability to develop our own merit is a different matter in the ability to determine our own merit. With correct action in the impression of a sense of power and control, we make a sense of power and control, and the sense of the ability to determine our own merit is a different matter in the ability to develop our own merit.
One of the first attempts to offer this type of work was at the request of a group of boys in the Williamsport High School in the city of Williamsport, Pennsylvania. The principal was sceptical, but finally agreed to one course with the understanding that it be designated as a course in "Camp Cooking." Approximately twenty-five boys were enrolled in the course which was open to them in 1913-14 and 1914-15. Mrs. Anna G. Green, present Chief of Home Economics Education in Pennsylvania, was the teacher of the group. The course included food study, meal planning, food preparation, budgeting of family income, preparation of food for invalids, arrangement of invalid trays, and the boy's place in the home. Before entering the class, each boy was asked to state in writing, on an unsigned piece of paper, his reasons for wishing to have such a course. Some of the reasons were:

"To keep well by eating the right kind of food."

"To know how to get breakfast if I have to."

"To find out whether two people can live as cheaply as one."

"To know how to prepare an attractive tray for my invalid mother."

Confidential

One of the first steps to other types of work was at the request of a group of boys in the Wilmington
High School in the city of Wilmington, Pennsylvania.

The principal was much pleased and friendly enough to give
a course in "Canteen" approximately twenty-five
five-penny
were satisfied in the course which was open to them in
1915-19 and 1919-20. The home of a Green, "Green" pleasant.
"Home Economics Habitation in Pennsylvania", were the
teacher of this course. The course included in the
- meant planning, food preparation, management of family-
- some preparation of food for invalids, arrangement of
- inviting place, the boy's place in the home, before
- enacting the phrase, "You can make as much as you wish to
- have such a course. Some of the teachers were

"I know very well of seeing the light kind of food.

"To know how to get prepared if I have to

"To find out another two people can live as

"always as one

"To know how to prepare an appetizer, etc.

"My favorite method.

Irene C. Green, "Home Economics for Boys", Courtesy of
"To learn correct table manners and etiquette."

"To learn to be a gracious host."

"To find out how much should be spent for food in a family of five."

"To learn how to make chocolate layer cake."

Among other early cases which are definitely known are two described in manuscript notes, called "Home Economics Work for Boys," sent in to the Journal of Home Economics by D. Langworthy, a former advisory editor. Miss Minta F. McQuiddy of New Albany, Indiana, writes of her experiences with Junior and Senior High School boys, under date of October 1, 1919. She found that the boys were most interested in food adulteration, sanitary handling of foods, public sanitation, and responsibility of the consumer. Some of her early courses included practical cooking, food study, and home and community hygiene.

The second specific case recorded in these manuscript notes was by Miss Lulu M. Williams, of New York City, who wrote under date of October 6, 1919. She tells of visiting some seventy-five schools and giving lesson talks to girls. After finding that the boys would listen and pay attention and wanted to be included in the class instruction, she recognized it as a good time to teach them some fundamentals

To learn contact face-to-face skills and techniques.

To learn to be a responsible parent.

To think out your own goals, to plan for your own

To develop a personal understanding of your family issues.

To learn how to make decisions for your care.

Among other early career skills are responsibility, family

Non-standards in substance abuse, calling "Home School".

When work for boys, want to be 10 20 years of Home School.

Who is the teenager, a younger's say of the future?

Who is the teenager, a future's say of the teenager?

Who is the teenager, a teenager's say of the future?

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Who is the teenager, a teenager's say of the future?

Who is the teenager, a teenager's say of the future?
of better living. In her talks, she tried to make the boys feel that they were a necessary part of the home and should prepare themselves for their share of its duties and responsibilities in providing food, shelter and clothing. Although it was not intended to have the boys do any sewing, many of them expressed a desire to learn. During the War, they were able to darn, patch, repair clothing, sew on buttons, mend rips in coats, knit sweaters and scarfs, and even to make quilts and sacks for refugees. They were also interested in learning about textiles—why their weighted silk ties went to pieces; the meaning of "shoddy", etc. The food work consisted of the study of cereals, milk, and meat substitutes, and the serving of hot lunches in some of the schools.

Denver, Colorado

Home economics work for boys was introduced into the Denver High Schools as early as 1920, but it was not until 1925 that the work was established. A course called "Applied Economics for Boys" is one of the popular elective courses open to Junior and Senior High School students and is composed of four units centering about the home and including "foods, clothing, the household, family and
Dear Sirs,

In our field, we strive to make the best possible use of our resources. However, our current facilities may not be sufficient to accommodate our growing needs. Therefore, we are seeking your assistance in providing additional space and resources for our operations.

We are particularly interested in learning about any opportunities for expansion that may be available. We believe that by working together, we can achieve our shared goals.

Sincerely,

[Signature]

Denver, Colorado

Home economics work has been introduced into the Denver High Schools as early as 1920, but it was not until 1928 that the work was standardized. A course called "Practical Economics for Home" is one of the popular activities.

The Denver High School is open to junior and senior high school graduates and at the same time of your own family. Ensure the home and

Inquiring "Home Economics the Home" family and
social relationships." Another course called "Problems in Everyday Living" is open to both boys and girls, in separate classes, and is very popular with the high school seniors. This course is made up of six units, considered from the viewpoint of family life: foods, clothing, woodwork, health, the house as a home, and applied economics. Classes from both of these courses meet one period daily for one semester, for which one unit of credit is given.

The senior high school boys were so interested in their home economics work that their enthusiasm spread to the Junior High Schools, and in response to numerous requests, elective courses for the ninth grade were given in some of these schools. In September, 1930, a course known as "Problems of Everyday Living" was required of all 8B boys. This course is given in combination with industrial arts, three periods a week being devoted to industrial arts and two to home economics. Included in this course are a practical knowledge of food and clothing, an appreciation of monetary values, better use of leisure, and the boy's

1 Helen A. Burnham, loc. cit.


The school helps students pursue an interest in work that they enjoy and can contribute to the school or larger community. It prepares students for further education to pursue a specific career or to continue in other areas of interest. This course is designed to provide a basic foundation in the principles of homemaking and to help students develop skills and knowledge necessary for a successful and fulfilling career in homemaking, whether in a traditional home setting or in another type of employment. The course covers topics such as nutrition, cooking, sewing, and home management.

In September 1959, a course in "Home Economics" was introduced for students. This course was designed to provide a basic foundation in homemaking and to help students develop skills and knowledge necessary for a successful and fulfilling career in homemaking, whether in a traditional home setting or in another type of employment. The course covers topics such as nutrition, cooking, sewing, and home management.
relation to his family and friends.

Quoting from Miss McClure's article, "All types of boys are found in these classes—the athlete, the honor student, the school debater, and an occasional rowdy or loafer. The rowdy and the loafer soon find out, however, that they must cooperate in the laboratory, as the other boys in the class will not tolerate any shirking."

"The boys came into the classes with a great deal of curiosity and some doubt that they would find anything of interest to them. When they found out the practical, helpful things being taught which were of direct interest to them, they were eager and willing to remain in the classes."

In the Manual Arts High School of Los Angeles, a course in "Nutrition" was established in 1924. This course is elective for boys above the tenth grade, and covers such subjects as digestion, nutrition, food preparation and service, home economics, food service, and first aid.

In Los Angeles, three distinct types of classes are open to boys:

(1) Vocational Classes

Prepare boys for chefs and chefs' assistants, and place a large percentage in dining car and hotels.


Helen Redford, op. cit., pp. 222-223.
(2) Developmental Schools

Boys, in same classes with girls, assist largely in preparation of noon meals.

(3) Classes of General Nature

Operate under such names as "Boys' Dietetics", "Boys' Home Economics", "Boys' Home Activities", and "Camp Cookery." In some of these, food preparation takes precedence over other activities while in others, very little food preparation is done because of the size of the class, length of period, or the lack of equipment. However, in all except the camp cookery groups, the courses in general cover the following topics:

- Nutrition fundamentals
- Food preparation and service
- Etiquette and social customs
- Selection, repair, and care of clothing
- Financing a modern family
- The problems of fatherhood

In the Manual Arts High School of Los Angeles, a course in "Dietetics" was established in 1924. This course is elective for boys above the tenth grade, and covers such topics as physiology of digestion, nutrition, food preparation, social etiquette, social adjustment of the boy to his environment, household economics, child development, home furnishings, and first aid.
Development and Finance

Note: In some courses, the Title of the Course is followed by the Title of the Topic.

(1) Classes of General Interest

Courses under each name as: "Home Economics" 
"Home Science" 
"Home Management" 
"Home Library
"Home Cookery". In some of these courses, the following topics are covered:

- Home Economics
- Home Science
- Home Management
- Home Library
- Home Cookery

- Home Economics
- Home Science
- Home Management
- Home Library
- Home Cookery

The courses are offered in various sections, and the following topics are covered:

- Home Economics
- Home Science
- Home Management
- Home Library
- Home Cookery

In the Manual Arts High School of the future, a course in "Home Economics" will be included. The course is designed to prepare for the future home, and covers such topics as nutrition, dietetics, and home management.

The Manual Arts High School of the future, aims to prepare students for employment in the fields of commerce, office development, and home management, among other fields.
Long Beach, California

A course in "Family Adjustments" is here classified in the sociology department rather than in the homemaking department because the sociological aspects of the home rather than skills are emphasized. An outline of a proposed course was made after much reading in the fields of sociology, economics, and psychology relative to family life. This preliminary outline was sent, along with a questionnaire, to senior high boys, junior college boys, and parents. Twenty-seven topics were listed, and the boys were asked to indicate which they knew most about, which they would like to have discussed, and which omitted. The majority of the boys were in favor of a man instructor.

The returns from the questionnaire seemed to justify the development of a course in family adjustments, and the appointment of a man, Mr. Russell E. Sprong, to take charge of it. The course includes the following six units, outlined with major topics and approximate time allotment:


A course in "Family Relationships" was opened at the Department of Sociology, University of the Home. The course was designed to outline the relationship of a family to society and to introduce students to the development of a course in Family Relationships and the appointment of a new Director. The course will be offered in the following six weeks, beginning with a short introductory and approximate time allocation.

Many students will find "Family Relationships" useful for their future careers in the field of family studies.
of each unit:

Unit I—Getting Along With People (2 weeks)
   A. Individual differences, including physical, mental, and emotional differences.
   B. Mental hygiene—its aims, purposes, and relation to habit formation.

Unit II—Development of Family Life (5 weeks)
   A. Modern economic and social conditions influencing family life.
   B. Organization of family life.
   C. Disorganization of family life.

Unit III—Adjustments in Family Finance (5 weeks)
   A. Household Capital
   B. Budgets
      (Shelter, food, clothing, operation sundries, and savings.)

"Food is largely considered with regard to food values, balanced meals, and needs under various conditions, although provision is made for developing some skill in preparation."

   It was suggested that the homemaking teacher "be present at the discussion of the planned menus" which were to be approved for balance by the homemaking department before being served.

Unit IV—Adjustments Due to Age Differences (1 week)
   A. Adjustments between children and parents.
   B. Adjustments between children and grandparents.
   C. Psychology of child development.
Unit V—Adjustments in Cases of Sickness and Accidents (1 week)

Unit VI—Twentieth Century Family Adjustments (4 weeks)

Summary

A. Character traits needed in the home.

B. Environmental factors that make for wholesome family adjustment.

Inglewood, California

The course at Inglewood Union High School covers three fields: (1) the health and nutrition of the family; (2) shelter and clothing; and (3) the social aspect with parental training. As part of the regular class work, the members of the class in groups spend an afternoon and evening each semester at the home of the teacher, where they prepare and serve dinner and do all the necessary work.

Tulsa, Oklahoma

Tulsa, Oklahoma, has the distinction of being the first city in the United States to make a years' course in home economics a requirement for boys for high school graduation. "Home Crafts" work for boys was introduced in

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1 Fanny Kissen, op. cit., pp. 294
Until Y-4 treatments to cease at 9:00 a.m.

Until Y-9 treatments to cease at 3:00 p.m.

Close cutter cutter rubber in the case.

Treatments treatments that make for soreness.

Treatments treatments that make for soreness.

Reasons for these reasons in the case.

Reasons for these reasons in the case.

The course of Ingenuity Union High School course:

1. The course of Ingenuity Union High School course:

2. The course of Ingenuity Union High School course:

8. The course of Ingenuity Union High School course:

Treatments treatments for these reasons in the case.

Treatments treatments for these reasons in the case.

Treatments treatments for these reasons in the case.

"Good Grades" work for good were introduced in

1. Denny HEX. 01.20 148
2. Denny HEX. 01.20 148
3. Denny HEX. 01.20 148
September of 1925. This course came as the outgrowth of a questionnaire sent by the department of home economics to the parents of the boys of the Tulsa Central High School, asking their opinions concerning the advisability of requiring their sons to pursue a course in home economics. Practically all of the questionnaires were returned with such enthusiastic endorsement of the idea that home economics instruction for boys was included in the high school program, and by 1931 had become a prerequisite for graduation, required during the junior year. The course is a combination course with physical education, and includes units on nutrition, food preparation (requested by the boys), choice and care of clothing, family relationships, house planning, child care, social usage, spending and saving the family income, first aid, and emergency care of the sick. The aims of the course are "to teach the high school boy those fundamental principles of homemaking which will make him a more worthy member of the home and of society, and to develop an appreciation of his own responsibility to his home and to his family."  


2 Fanny Kissen, op. cit., pp. 29.
The questionnaire which was sent to the boys' parents is as follows:

1. Do you think a high school boy should be taught something about:

   (a) The selection of adequate food for himself in a cafeteria or restaurant?
   
   (b) The cost of feeding a family for one month?
   
   (c) The cooking of food?
   
   (d) The names, cost, and wearing qualities of standard woolen and worsted materials used for his suits and overcoats?
   
   (e) Line and colors and their combination in dress?
   
   (f) Suitable dress for various occasions?
   
   (g) Application of art principles to the planning and furnishing of a home or office, as a knowledge of color, lines, space, proportions?
   
   (h) Appreciation of good pictures for the home?

2. Do you think a high school boy should have some knowledge of landscaping?

3. Should he know how to adapt his training in art to the working out of a "city-beautiful" plan in the use of monuments, planning of parks or play-grounds, etc?

4. Should he know something about etiquette and appropriate behavior for various occasions?

5. Do you believe that music appreciation should be encouraged in the home?

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Helen Redford, op. cit., pp. 222-3.
Fanny Kissen, Ibid.
The communications which were sent to the person present

1. Do you think a flight school you might be taught

2. The main objectives of a school to meet?

3. In a category of transportation?

4. The cost of keeping a family on one won't

5. The cost of food?

6. How many neighbors and their communication to

7. How many neighbors and their communication in

8. Can you name the various audiences?

9. Application of art principle to the

10. As a component of color, five, space

11. Appreciation of color training for the

12. House

Do you think a flight school you might have some

Knowledge of transportation?

Should be known to select the training in the

Should be known to select the training in the

Do you believe that such expression would be

Appropriate for various audiences?

Do you believe that such expression would be

Signature

Henry Kefford 1919

Penny Keesee 1949
6. Should patriotic holidays be observed in the home?

7. Should the family participate in some form of religious expression in the home?

8. Should the high school boys know something about the care of children?

9. Should he know how to care for emergency cases of sickness?

10. Should he know about the cost of living in Tulsa?

11. Should he know how to budget his income?

12. Do you believe in budgeting the family income?

13. What should be the boy's attitude toward his mother's services in the home? Should they be paid for in money? If so, how much?

14. Should the boys know something about the legal procedures connected with home building and home management? About various forms of insurance? About principles of thrift?

15. List any other suggestions for "worthy home membership."

Consolidated Schools--Mississippi

During 1928-29, nine hundred and ninety-eight boys were enrolled in home living units in the consolidated schools of Mississippi. The units were grouped under two headings: personal and family. Personal included health, expenses, accounts, care of the room, first aid, food and table service, camp cooking and clothing selection. The

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Don't panic participate politically or organize in the home.

4. What do you think about your participation in the home? Do you agree or disagree?

5. What stops you from voting in the home? Do you have any other concerns?

6. Do you feel you are able to vote in the home?

7. What stops you from participating in the home?

8. What are your reasons for not participating in the home?

9. Have you ever voted in the home? If so, how many?

10. Do you feel your participation is significant?

11. If you feel your participation is significant, for what reason?

12. If you fee your participation is not significant, why?

Community College Participation

During 1969-70, more students and minority group students were enrolling in home study units in the community college. The major reasons were flexibility, affordability, and convenience. The home-study program offers students the opportunity to earn college credits and degrees at their own pace. The program also provides access to educational opportunities that may not be available in traditional classroom settings.
family unit covered such topics as manners at home and abroad, economics of the family, home conveniences, budgets, and happy human relationships.

1

Odessa, Texas

At Odessa, Texas, the following three units are offered: (1) food and service; (2) human relationships with emphasis on personality development; and (3) clothing selection and personal grooming. An interesting part of the course is taking the boys and their girl friends to a hotel for dinner and to the theater afterwards, so that they may actually practice what they have learned.

Detroit, Michigan

A "Camp Craft" course for boys at the Southeastern High School in Detroit emphasizes such topics as camp habits, activities, equipment, fires, stories, games, laundering, first aid, edible and inedible wild plants, hikes, and cooking in the open. A course in "Dietetics" is also open to boys in Detroit, in the Northern High School of that city.

1


2

Family will receive some fortune as members of home and
spend economy on the family, home companionship, products
and related common entertainment.

Choose, Teacher

As Teacher, Teacher the following three rules are
offered: (1) who any service; (2) mean relating
with expression on personality development; and (3) activity
selection any person according to interest ready to
the course to finish the pace and their final interest to
note forremium and to the pleasure entertainment on that
they may essentially pleasure with their next learning.

Rectified Management

A "catch with" course for pace of the comprehensive
High School in detail apprehension each topic as camp.
Participative activity, equipment, given service, service,
Immediate, that sell able any introduce with influence
fixes, and contact in the open. A course in "Lectures"
is also open to pace in Deport in the comprehensive High
School of pace with.

"Making a Mindmap. Home Economy for Boys, 2nd ed.
"K. F. J. I. 91. 99. 33-
J 3. 5. 33-
6"
Elmhurst, Long Island

In the Newton High School, Elmhurst, Long Island, a course in camp cookery was introduced in September, 1926, to boys in the sophomore class at the suggestion of one of the students who said to his grade adviser, "The boys in the West have camp cooking. Why can't we?"

Quoting Miss Whitcomb: "The class was taught the scientific principles underlying the preparation of the following foods, and as far as possible these principles were correlated with those taught the boys in their general science course."

"The foods were (1) cocoa and toast; (2) tuna fish sandwiches; (3) scalloped tomatoes; (4) chicken fricassee; (5) boiled rice; (6) emergency biscuits; (7) muffins; (8) vegetable soups and chowders; (9) macaroni and cheese; (10) wheatena and prunes; (11) fried potatoes combined with eggs; (12) gingerbread; (13) corn fritters--apple-sauce; (14) bacon and cheese sandwiches; (15) chocolate bread pudding; (16) cod fish cakes--tomato sauce; (17) cuts of meat; (18) meat balls; (19) broiling meats; (20) tamale pie; (21) meat soup in fireless cooker; (22) rice pudding; (23) cottage pudding--lemon sauce; (24) French toast, and (25) chocolate pudding."

Ibid, p. 3.
In the Newton High School, students from a class in candle-making were introduced to the basic principles of candle-making. The students were taught the basic principles of candle-making, which included:

- The types of waxes used
- The types of candle containers
- The types of candle wicks
- The types of candle molds
- The types of candle dyes
- The types of candle fragrances

The students then practiced these principles by making their own candles. They learned how to mix the ingredients, pour the wax, and set the wick. The students were欣喜 to see their creations come to life.

The students then learned how to use these candles for various occasions. They learned how to make candles for weddings, birthdays, and other special occasions. They also learned how to use candles for relaxation and aromatherapy.

Overall, the students enjoyed the experience of learning about and making candles. They were proud of their creations and looked forward to using them in the future.
Contoocook, New Hampshire

At Contoocook, New Hampshire, a course in camp cookery is required of all seventh grade boys. These boys are taught how to prepare different dishes from one basic recipe and by various methods; how to select food in season and with regard to the age and occupation of those to be served; and how to select a balanced diet.

Exchange Classes

In many places throughout the country, classes in home economics for girls and industrial arts for boys are exchanged for a period of a few weeks. Such exchange classes are given in the Junior High Schools of Muncie, Indiana. Quoting from the article:—"The boys spent some time studying the selection of foods. One day the classes went as a group to the cafeteria and selected their lunches, the manager scoring their trays. The remainder of the work was done in preparing enough kinds of dishes to make a balanced lunch and then serving the lunch, with emphasis on service and table manners." In Kansas City,

1 Ibid, pp. 5-6.
Contracor, New Hampshire

At Contracor, New Hampshire, a college in camp

cooking in teaching of all seventh grade boys. These boys
are taught how to prepare different dishes from one pane
recipes and by various methods; how to select food in season
and with regard to the site and composition of choice to be
season; and how to select a Paisley seal.

Experiment Classes

In many places the combined classes in
home economics for girls and industrial arts for boys are
exchanged for a period of a few weeks. Such exchanges
often mean a gain in the junior High schools of houses
with Intermediate College work, but the limited
\* of the Junior College work may often be
sufficient to make a Paisley seal and even certain the choice,
wished.

.............

I have made it a basis of Home Economics, Nov. 52,
"Home Industries for Boys," January of Home Economics, Vol. 32,
(Whart, 1930), pp. 63-65.
Missouri, classes have been exchanged for several years. The seventh grade boys of Warwick, New York, have a five week exchange period, tied up with boy scout work and called "Home Citizenship." These exchange classes mentioned are typical of the many classes exchanged in various parts of the United States.

Clubs (typical)

A "Bachelors Club" has been organized in Ava, Michigan for the purpose of studying the "Problems of home economics that are of interest to men." The club is an outside activity and is made up of some of the most popular and active boys, of ages ranging from 15-19 years. They have provided themselves with club pins from their own design—a small rolling pin.

In the Farragut Junior High School of Chicago, a "Boys' Camp Cooking Club" was planned for boys interested in camp and scout cooking. The work was also planned to

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Home Economics and Home Management Education are growing fields in American education.

The seventh grade page of a textbook, "New York," page 8, week of April 3, 1934, states:

"These courses are designed for students who wish to prepare for a career in home economics or related fields. They provide an understanding of the principles and practices of home management and include topics such as nutrition, home economics theory, and household management. The courses are offered at various levels, ranging from elementary school to college.

This textbook also contains chapters on home economics research, home economics and the law, and home economics and the family.

In the reference section, there is a list of recommended books and resources for students and teachers.

For more information, please contact the home economics department of your local school district."
provide an item of cultural and practical education. The boys are taught scientific principles of cooking while they prepare such foods as: cocoa and toast, bacon and eggs, griddle cakes, emergency biscuits, muffins, cuts of meats, meat balls, simple desserts, nut bread, sandwiches, and peanut brittle. Commenting on the value of this work, Miss Twitty writes: "At the time when the field of cookery is open to boys in hotels, dining cars, steamships, restaurants, the home, and in great industrial plants engaged in the preparation of food, this course has seemed to us to possess not only interest but great value."

The "Valet Club" is referred to in Charles R. Foster's book, "Extra-Curriculum Activities in High School," as a typical home economics club for boys. It is suggested that the membership be limited to twenty-five boys. The objectives and activities of such a club are listed as follows:

**Objectives**

1. To encourage boys to take pride in personal neatness and appearance.
2. To promote thrift.
3. To take care of the small things in life.
4. To make the best of the things one has.

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The Valley O.D.D. is a hearty to Chapter E, O.D.D.

Exterior-Interior Activites in Hilltop Garden

Objective and Activities of such a group are listed as follows:

1. To encourage boys to take pride in personality
2. To promote spirit
3. To take care of the school grounds in school
4. To make the best of the facilities we have.
Activities (some)

(1) Freshening and making over old ties.
(2) Mending sweaters
(3) Darning socks
(4) Sewing on buttons (to stay)
(5) Pressing suits
(6) Removing spots
(7) Applying mending tissue and tailor's gum to patching
(8) Washing, drying, and pressing trousers
(9) Mending frayed shirt cuffs
(10) Washing and ironing shirts
(11) Simple cooking

Examination of Books

Out of ten books examined for material concerning home economics for boys, six were found to have such material present. The books were selected at random, and those containing no mention of home economics for boys were found to have publication dates approximately the same as those including such references.

Following are the names and publication dates of those books found to contain no reference to home economics
for boys:

Atwater, "Home Economics: the Art and Science of Homemaking." (1929)

Bevier, "Home Economics in Education." (1924)

Cooley, Winchell, and Spohr--"Teaching Home Economics" (1928)

Reeves, Trilling, and Williams--"Problems in Food and the Family." (1931)

The following books were found to have material in them concerning home economics for boys:

Brown and Haley--"The Teaching of Home Economics" (1928)

Friend--"Earning and Spending the Family Income." (1930)--Statement in preface that book is written for boys as well as for girls.

Gesell--"The Pre-School Child." (1923)

Hanna--"Home Economics in the Elementary and Secondary Schools." (1927)

MacDonald--"Homemaking: A Profession for Men and Women." (1927)

Wood, Lindquist, and Studley--"Managing the Home." (1932)

Following are some of the quotations taken from the above books:

"Many people feel very definitely that certain homemaking skills and information should be taught to boys as well as to girls, and within the past few years there has been a rapid growth in the number of schools offering such
The following pages were found to have material in home economics for home readers:

"The Economics of Home Economics" (1928)

"Home Economics: The Economics of Home Economics" (1928)

"Home Economics in Education" (1929)

"Home Economics to the High School" (1929)

"Home Economics and Secondary School" (1929)

"Home Economics: A Preparation for Home and Family" (1929)

"Home Economics: A Preparation for Home and Family" (1929)

"Home Economics: A Preparation for Home and Family" (1929)

"Home Economics: A Preparation for Home and Family" (1929)

"Home Economics: A Preparation for Home and Family" (1929)

"Home Economics: A Preparation for Home and Family" (1929)
work to boys."  

"People are gradually recognizing the fact that the responsibility for homemaking does not rest entirely on the shoulders of the women of the household. The husband and father must assume other duties than simply providing the money for maintenance."  

"Even after homemaking has been analyzed into five different activities, and after all of these have been generously placed on the house daughters and housewives, we are still confronted with the biological and sociological axiom that homemaking is a joint enterprise in which the father must share. In our arrangements of education and in our prospectuses concerning these arrangements, we cannot afford to imply that the father is only the economic breadwinner of this social unit, and that he needs no training or sense of responsibility in the composite activities of homemaking. It ought to be one of the major objectives of our popular homemaking education, here in America, to blot out that disastrous implication, and to give the 'head of the household' a little glimpse of his domestic future."  

2 Ibid, p. 141.  
people the education recognizing the fact that the
responsibilities for passing each not real authority on
the solutions of the money of the company. The passing
may reform that these other factors then supply products
and
the means for maintenance

When after passing has been studied into the
alternative activities and after it of these have been

Economically placed on the home situation and economic
we are still confronted with the philosophy of and sociological
are not that passing is a joint responsibility in which the
factor must appear in our responsibilities of recovery and
in our decision to continue these responsibilities we can-
not allow to imply that the factor is only the economy

Assumption of the society with any that pass on
straining or some of responsibility in the company
activities of passing. It stands to be one of the major
activities of our duty in passing assume the economic
America to point out that America's Information and
the need of the company's little sphere of the

government future

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Others: "The American Schoolboy, The Little Board of Home"
"The Teacher of Home"
"Many of the problems and activities of the home, such as selection of food, clothing, and house furnishings, establishment of the standard of living, establishment of the social relationships of the family, maintenance of health, etc. are not exclusively the duty of the homemaker, though the mother of the family exercises choice for her family during its youth. Some understanding of or appreciation of these activities and problems should be included in the training of all boys and girls."

"A reason for teaching home skills to both boys and girls lies in the understanding which the exercise gives of steps in connected processes, as well as of the relation between laborious effort and finished result. There is a deeper insight into the fundamental social meaning of commercially—baked bread and tailor—cleaned suits after the individual has bungled either job in his first efforts to do it at home."

"An outstanding characteristic of the most successful modern home is the sharing of the responsibility of its management by both the husband and the wife, and a recognition of the fact that the capacities and interests of both

are essential to the making of the home that is truly
most satisfying."

**Summary**

The courses presented in this survey of current
literature are among the most outstanding, and are typical
of the many other courses offered in various Junior and
Senior High Schools throughout the country. Such courses,
as well as exchange classes and clubs, have been in
existence for more than twenty years. Most of the home
economics instruction given to boys has come through
requests from the boys themselves, and according to a
survey made in 1925-26 by the Office of Education, this
instruction has been offered in forty-two states.

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The course presented in this manual is designed to meet the needs of communities in various parts of the world where high schools are not available. The course is intended to provide a solid foundation in the basic subjects which are essential for college preparation and for life in general.

The course is divided into three parts: "Modern Literature," "Mathematics," and "General Science." Each part is further divided into units, each of which covers a specific topic. The course is designed to be self-contained, and students are encouraged to work at their own pace.

The "Modern Literature" part covers the works of major authors from different periods and countries. It is intended to introduce students to the major themes and styles of literature and to develop their critical thinking skills.

The "Mathematics" part covers the basic concepts of algebra, geometry, and trigonometry, as well as more advanced topics such as calculus and statistics. It is intended to provide a solid foundation in mathematics for students who plan to pursue further studies in science or engineering.

The "General Science" part covers the major topics in the biological, physical, and social sciences. It is intended to provide students with a broad understanding of the natural world and to develop their ability to think critically and solve problems.

The course is divided into units, each of which covers a specific topic. The units are designed to be self-contained, and students are encouraged to work at their own pace. The course is intended to be flexible, and teachers are encouraged to adapt the course to the needs of their students.

The course is designed to be self-contained, and students are encouraged to work at their own pace. The units are designed to be self-contained, and students are encouraged to work at their own pace. The course is intended to be flexible, and teachers are encouraged to adapt the course to the needs of their students.
CHAPTER III

STUDY OF PRESENT STATUS OF HOME ECONOMICS

FOR BOYS

Various States

The following statements concerning the present scope of home economics for boys in the various states were taken from letters received from the state supervisors of home economics:

Maine

"We have several schools offering courses in home economics for boys, but it has not covered a very broad territory yet."

New Hampshire

"We have in New Hampshire very few courses of home economics open to boys in either the junior or senior high schools."

Vermont

"The only high school in the state which is offering home economics to boys at present is at Bellows Falls, Vermont. They do not have a separate course, but some of the boys elected the foods course with the girls. These boys are interested in taking it because through some training they have been able to secure jobs as short order cooks"
CHAPTER III

STUDY OF ECONOMIC STATUS OF HOME ECONOMICS

VERMONT

The following statements concerning the present value of home economics for those in the Vermont area were taken from letters received from the state department of home economics:

We have several schools offering courses in home economics for women, but it has not become a very popular career yet.

New Hampshire

We have in New Hampshire only two courses of home economics open to women in either the junior or senior high school.

Vermont

The only high school in the state which is offering home economics to boys at present isat Bellows Falls. Vermont. They do not have a separate course, but some of the boys select the home courses with the girls. There have been indications in farming it became apparent some time ago that they have been able to secure jobs as short order cooks.
in restaurants or work in a bakery."

**Connecticut**

"Courses in homemaking are being offered to boys in a number of schools in Connecticut. The limiting factor is usually that the homemaking room is occupied all of the day by the girls."

**New York**

"There were 1635 boys taking home economics work in this state last school year. This work is in classes and clubs. Sixty-eight different centers in this state offered work for boys. Boys are in classes by themselves or in classes with girls. They begin in some parts of the state to share in home economics work in grade seven."

**New Jersey**

"There are a large number of school districts where home economics instruction is given to boys."

**Pennsylvania**

"We are sending to you enclosed a list of centers (54) where home economics work for boys was actually in operation during the school year 1933-34."

**Results of Questionnaire**

Out of a total of 63 letters sent to various junior
In connection to work in a factory

"Connecticut"

Connecticut is the pane offering to pay in a factory.

The following letter is a number of copies in Connecticut. The letter is not the presenting room to occupy all of the room.

In the city.

New York

"There were 1950 days to gain some economic work in 1939 year. This work is in progress. The state has different sections. In the state there are many parts of the state. There are parts in some parts of the state.

New Texas

"There are a large number of schools to gain some economic work in 1939-40 year."

Pennsylvania

"We are sending to you something that is of concern. (See) where some economic work for some were essential in operation during the school year 1939-40.

Results at Pennsylvania

One of a total of 60 letters sent to various counties
and senior high schools in Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, and Pennsylvania, answers from fifty-four of them were received. Nineteen reported no home economics work offered to boys, while thirty-five stated that such instruction was being given, either in the form of a course or a club. Nine schools offered club work only, fourteen were giving courses in the senior high school, five were giving courses in the junior high school, and seven were offering courses in both junior and senior high school.

Table I

<table>
<thead>
<tr>
<th>Type of Work Offered</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club only</td>
<td>9</td>
</tr>
<tr>
<td>Senior High courses</td>
<td>14</td>
</tr>
<tr>
<td>Junior High courses</td>
<td>5</td>
</tr>
<tr>
<td>Junior and Senior High courses</td>
<td>7</td>
</tr>
<tr>
<td>No work offered</td>
<td>19</td>
</tr>
</tbody>
</table>

Two junior high schools were offering club work in addition to courses in home economics for boys. One school in New Jersey had two cooking clubs for boys; all the other schools reported but one club.
Table I

Junior High School Type of Work Offered in
<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Type of Work Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Camp only</td>
</tr>
<tr>
<td>A</td>
<td>Junior High continue</td>
</tr>
<tr>
<td>J</td>
<td>Junior High continue</td>
</tr>
<tr>
<td></td>
<td>Junior High continue</td>
</tr>
<tr>
<td></td>
<td>No work offered</td>
</tr>
</tbody>
</table>

Two Junior High Schools were offering camp work.

Table 1. Junior High School Type of Work Offered in

The tables are not clear, but it seems like some type of report is being presented.
Analysis of Courses

The twenty-six courses offered in the Junior and Senior High Schools, upon being analyzed, seemed to fall into two groups, which for purposes of classification might be called (1) Foods Selection and Preparation and (2) Appreciation Course. The "Foods Selection and Preparation" included such items as food budgeting, marketing, table service, and table etiquette in addition to the actual preparation of the food. In other words, this type of course dealt almost entirely with the selection, preparation and serving of food. What has been designated as the "Appreciation Course" was much broader in scope and included such topics as social etiquette for all occasions, family relationships, care and repair of clothing, selection of clothing, clothing budgets, simple meal cookery, camp cookery, marketing, consumer education, household physics, etc. In the courses studied, no separate courses were given in camp cookery (excluding club work), but units in camp and outdoor cooking were included in several of the courses.
### Table II

**General Content of the Two Types of Courses Offered in Junior and Senior High Schools**

<table>
<thead>
<tr>
<th>&quot;Foods Selection and Preparation&quot;</th>
<th>&quot;Appreciation Course&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection and preparation of food</td>
<td>Simple meal cookery</td>
</tr>
<tr>
<td>Food budgeting</td>
<td>Budgeting of family income</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
</tr>
<tr>
<td>Table service</td>
<td>Consumer education</td>
</tr>
<tr>
<td>Table etiquette</td>
<td>Social etiquette</td>
</tr>
<tr>
<td>Simple nutrition (food values)</td>
<td>Family relationships</td>
</tr>
<tr>
<td></td>
<td>Clothing Unit (Care, repair, selection, budgets)</td>
</tr>
<tr>
<td></td>
<td>Household Physics</td>
</tr>
<tr>
<td></td>
<td>Camp and outdoor cookery</td>
</tr>
</tbody>
</table>

### Table III

**Required Courses in Home Economics for Boys**

<table>
<thead>
<tr>
<th>Location of School</th>
<th>Required Grades</th>
<th>Elective Grades</th>
<th>Type of Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliquippa, Pennsylvania</td>
<td>7,8</td>
<td>9,10</td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
<tr>
<td>Albert, Pennsylvania</td>
<td>7,8,9</td>
<td>10</td>
<td>&quot;Foods Selection and Preparation&quot;</td>
</tr>
<tr>
<td>Hershey, Pennsylvania</td>
<td>7</td>
<td></td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
<tr>
<td>Reading, Pennsylvania</td>
<td>8</td>
<td></td>
<td>&quot;Foods Selection and Preparation&quot;</td>
</tr>
<tr>
<td>York, Pennsylvania</td>
<td>8</td>
<td></td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
</tbody>
</table>

*Note: The courses studying were offered in more...*
<table>
<thead>
<tr>
<th>Explanation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample meet society</td>
<td>Explanation any reference</td>
</tr>
<tr>
<td>Budgeting or family income</td>
<td>Plan of attack</td>
</tr>
<tr>
<td>Marketing</td>
<td>Proposal strategy</td>
</tr>
<tr>
<td>Community action</td>
<td>Tape strategy</td>
</tr>
<tr>
<td>School overthrow</td>
<td>Tape strategy (new)</td>
</tr>
<tr>
<td>Anti-communist</td>
<td>Nagar (new)</td>
</tr>
<tr>
<td>Camp new communist</td>
<td>Nagar (new)</td>
</tr>
<tr>
<td>Camp new communist</td>
<td>Nagar (new)</td>
</tr>
</tbody>
</table>
Required Courses

Five schools, out of the twenty-six used in this study of courses offered, required boys of certain grades to have instruction in some phase of home economics. All of these schools were in Pennsylvania and all were Junior High Schools. The "Appreciation" type of course was required of all eighth-grade boys of York, all seventh-grade boys of Mansfield, and all seventh and eighth-grade boys of Aliquippa. The general "Foods Selection and Preparation" course was required of eighth-grade boys of Reading, Pennsylvania, and of all seventh, eighth, and ninth-grade boys of Chester, Pennsylvania.

Table III

Required Courses in Home Economics for Boys

<table>
<thead>
<tr>
<th>Location of School</th>
<th>Required Grades</th>
<th>Elective Grades</th>
<th>Type of Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliquippa, Pennsylvania</td>
<td>7, 8</td>
<td>9, 10</td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
<tr>
<td>Chester, Pennsylvania</td>
<td>7, 8, 9</td>
<td>10</td>
<td>&quot;Foods Selection and Preparation&quot;</td>
</tr>
<tr>
<td>Mansfield, Pennsylvania</td>
<td>7</td>
<td>----</td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
<tr>
<td>Reading, Pennsylvania</td>
<td>8</td>
<td>----</td>
<td>&quot;Foods Selection and Preparation&quot;</td>
</tr>
<tr>
<td>York, Pennsylvania</td>
<td>8</td>
<td>----</td>
<td>&quot;Appreciation Course&quot;</td>
</tr>
</tbody>
</table>

Courses at Different Grade Levels

Most of the courses studied were offered in more
## Table III

*Requiring Courses to Enter Various Schools for Home*

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Required Grade in Course</th>
<th>Required Grade in Placement Test</th>
<th>Placement at School</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Appreciation&quot;</td>
<td>6.0</td>
<td>6.0</td>
<td>Y. York Pennsylvania</td>
</tr>
<tr>
<td>&quot;Converse&quot;</td>
<td>7.0</td>
<td>7.0</td>
<td>M. Manhattan Pennsylvania</td>
</tr>
<tr>
<td>&quot;Proof Selection&quot;</td>
<td>8.0</td>
<td>8.0</td>
<td>R. Reading Pennsylvania</td>
</tr>
<tr>
<td>&quot;Applications&quot;</td>
<td>8.0</td>
<td>8.0</td>
<td>A. Allentown Pennsylvania</td>
</tr>
<tr>
<td>&quot;Converse&quot;</td>
<td>8.0</td>
<td>8.0</td>
<td>C. Chester Pennsylvania</td>
</tr>
</tbody>
</table>

*Courses at Different Grade Levels*

More of the courses required were offered in more
than one grade. Three were open to boys of the seventh grade, two as appreciation courses and one as foods selection and preparation; six courses were open to eighth-grade boys, two as appreciation courses and four as foods work; eleven courses were open to ninth-grade boys, six as appreciation courses and five as foods work; fifteen courses were open to boys in the tenth grade, seven as appreciation courses and eight as foods work; fourteen courses were open to boys of the eleventh grade, seven as appreciation courses and seven as foods work; and sixteen courses were open to boys of the twelfth grade, eight as appreciation courses and eight as foods work. Although only a very limited number of courses were studied, there seemed to be a tendency for the courses to be divided quite evenly between the two types of courses, as classified. Whether or not there is any significance to this observation cannot be determined until further studies are made, using this classification.
Table IV

Frequency of Home Economics Courses for Boys at Different Grade Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>&quot;Appreciation Course&quot;</th>
<th>&quot;Foods Selection and Preparation&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>32</td>
<td>33</td>
</tr>
</tbody>
</table>

The above table reads as follows: Of the total number of courses studied for the various grade levels, three courses were found to be offered in the seventh grade, two of the courses being of the "Appreciation" type and one being of a general foods nature.

Size of Classes (all boys)

The number of boys in each class (separate from girls) ranged from seven to twenty-eight, the average size being seventeen. The median for this specific group was also seventeen.
Comparison of Junior and Senior High School Courses

A comparison of the "Appreciation Course" offered in the senior high school with that offered in the junior high school showed an outstanding difference in content of course. The senior high school course covered units in marketing, family relationships and budgeting—none of which were mentioned as being taught in the junior high schools. There was, at least, a stronger tendency for these units to be included in the senior high school program than in the junior high school. The junior high school emphasized such items as general appearance, character and personality. Table V on page forty-four, brings out the characteristics peculiar and common to both junior and senior high school courses in "Appreciation."

The high school program of study in "Foods Selection and Preparation" included units on food budgeting, marketing, simple nutrition and principles of cookery, whereas the junior high schools covered work only in simple cookery. Table VI, on page forty-four, compares the contents of the foods courses offered in the two grade levels.
Competition of Junior and Senior High School Courses

A competition at the "Appreciation Course" offered in the senior high school with that offered in the junior high school shows an outstanding difference in content of course. The junior high school course covers a variety of courses--none in marketing, family relations, and a variety of practical none in which were mentioned as being taught in the junior high school. There was an emphasis on a stronger foundation for college. These were to be introduced in the senior high school such courses as general knowledge, appreciation, and career preparation. "Appreciation" and career preparation courses in "Appreciation." The junior high school course is to be "Peas Selection" and preparation for the "Peas Selection." Junior high school courses cover every course in senior high school courses offered in the two phase programs.
### Table V

**General Content of "Appreciation Courses"**

<table>
<thead>
<tr>
<th>Items common to both junior and senior high school</th>
<th>Items peculiar to senior high school</th>
<th>Items peculiar to junior high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple cookery</td>
<td>Marketing</td>
<td>Good appearance</td>
</tr>
<tr>
<td>Meal planning, preparation and serving</td>
<td>Family relationships</td>
<td>Character</td>
</tr>
<tr>
<td>Camp cookery</td>
<td>Nutrition (food needs in relation to health, etc.)</td>
<td>Consumer education (some)</td>
</tr>
<tr>
<td>Table and social etiquette</td>
<td>Household budgeting</td>
<td>Personality</td>
</tr>
<tr>
<td>Care and selection of clothing</td>
<td>Household physics</td>
<td></td>
</tr>
</tbody>
</table>

### Table VI

**General Content of "Foods Selection and Preparation" Courses**

<table>
<thead>
<tr>
<th>Items common to both junior and senior high school</th>
<th>Items peculiar to senior high school</th>
<th>Items peculiar to junior high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection, planning and serving of meals</td>
<td>Principles of cookery</td>
<td>Simple cookery</td>
</tr>
<tr>
<td>Table etiquette</td>
<td>Food budgets</td>
<td></td>
</tr>
<tr>
<td>Table service</td>
<td>Simple nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td></td>
</tr>
</tbody>
</table>
## General Conduct of "Home Extension" Course

### Table V

<table>
<thead>
<tr>
<th>Item common to</th>
<th>Item common to</th>
<th>Item common to</th>
<th>Item common to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High</td>
<td>Senior High</td>
<td>Junior High</td>
<td>Senior High</td>
</tr>
<tr>
<td>Good appearance</td>
<td>Marketing</td>
<td>Good appearance</td>
<td>Marketing</td>
</tr>
<tr>
<td>Character</td>
<td>Family Relation</td>
<td>Character</td>
<td>Family Relation</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Nutrition</td>
<td>Conscientiousness</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Personality</td>
<td>Webmastering</td>
<td>Personality</td>
<td>Webmastering</td>
</tr>
<tr>
<td>Homemaking Ability</td>
<td>Research</td>
<td>Homemaking Ability</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table IV

## General Conduct of "Home Education" Course

### Table IV

<table>
<thead>
<tr>
<th>Item common to</th>
<th>Item common to</th>
<th>Item common to</th>
<th>Item common to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High</td>
<td>Senior High</td>
<td>Junior High</td>
<td>Senior High</td>
</tr>
<tr>
<td>Simple conduct</td>
<td>Simple conduct</td>
<td>Simple conduct</td>
<td>Simple conduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Twelve clubs in home economics work for boys were reported in this study. All twelve clubs were open only to boys of junior high school level. These clubs seemed to fall into three general groups: (1) Camp Cookery Clubs, (2) Practical Cooking Clubs and (3) a Combination of (1) and (2). It so happened that there were four each of these three types of clubs.

Size of Clubs

The size of the clubs ranged from fourteen to twenty, the mean and the median both being sixteen.

Nature of Clubs

In the Camp Cookery Clubs, foods suitable for a camping trip were discussed and prepared. The Practical Cooking Clubs varied somewhat, according to the group, but included such activities as preparation of breakfast and breakfast trays; preparation of luncheon and serving to teachers; planning, preparation, and serving of school lunch; discussion of table service and etiquette. Some of these clubs also had cake, pie, and candy lessons. A Cooking Club in Hackensack, New Jersey, which was typical
Dima

Two peo. Dima lo one ca. mon in work not poke. wea

repartin in tle. med. All seven also wea deep only
to pone of intor piz. To fall into ve. Jenera perce: (J) Catt Co. Income Nunge
(2) Tist. Co. Income Nenge and (3) a Comin. of
(1) and (2). If in Labiny that face mone four ston of
it n. flare of flume.

Types of Dima

The size of the phone number from generation to generation.

Size of Dinka

In the Catt Co. Income Dima, there are people for a
cap, to live and travel. The predominant
lie in the area, as mentioned previously, is the preparation of the food, but
Dinka income refers to a group of activities that include preparation of food and
presumably also to the formation of language and learning to

Reassure: Planning, preparation, and learning to

important?; education of crops, relatives, and cim. Dima.

of these items are not included in this manuscript. A
Dinka income in the area, as mentioned previously, helps to prepare

Dinka. INC. White, 1971, M.P., ree 1942-1973, and
of a number of these clubs, covered work in the following ten lessons in addition to some outdoor cookery in connection with hikes: 2 pie lessons, 2 cake lessons, 1 candy lesson, 2 hot dish lessons, 1 complete breakfast menu, 1 luncheon, and 1 dinner menu.

Clothing

General care of clothes—shaking off dust
Pressing trousers

Good Appearance

Care of skin—hair—body
Nails of nails

In the more intimate the boys cleaned their hands and nails to class. Scrubbing clothing—milked sooner—socked before and agreed that it was quite simple to have a clean neat appearance if one desired...

Etiquette and manners at home

Introduction
Greeting of family
Dinner
Monte cruel
Serve cuttable manners

If the boys study we would not set out the lesson as much as possible...

Character

Characterizing or traits of a good son—Study of money—how much allowance should each boy have and how it should be spent.

Simple meal cookery.

A few of the boys' reactions to the course are as follows:

"I've learned to dress neatly."
"I've learned to try to watch my speech to keep silent."
of a number of these papers concerning work in the following
any. I believe it is in addition to some outdoor work in connection
with mines alone at the expense of the lease. I cannot foresee
2 per cent in the lease if complete contact were to insufficient
and I require money.
Specific Courses of Study

Thompson, Connecticut (2 credits)

The following include some of the units covered:

Care of Clothing

Removal of stains—shining of shoes
Pressing trousers

Good Appearance

Care of skin—hair—body
Care of nails
(In the above units the boys cleaned their hands and nails in class. Brushed clothing—shined shoes—combed hair. All agreed that it was quite simple to have a clean neat appearance if one desired.)

Etiquette and manners at home

Introductions
Treatment of family
Theatre
Dance
Restaurant
Correct table manners

In the above study we would act out the lesson as much as possible.

Character

Characteristics or traits of a good son
Study of money—how much allowance should each boy have and how it should be spent.

Simple meal cookery.

A few of the boys' reactions to the course are as follows:

"I've learned to dress neatly."
"I've learned to try to match my clothing to look neat."
Specific Care of Ships

Tender's Conference (2 Articles)

The following training area of the ship's company:

Care of Clothing

Respect Training

Good Appearance

Care of Skin--Paint--Park

In all areas where the public is present

Official--informal areas

Since this is our duty, always to have a

open and approachable to all passengers

Appearance.

Inspirations and Reminders of Home

Introduction

Tender to Family

Welcome

Deb

Restoration

Contact Information

In the poems about the work and our life these

ocean we may be

Contact

Character

Characterization of Natives of a large city

Sights of Nature--your experiences enough

read your poem and you'll wonder why

simple most

At least of the poem, remember to the audience that

follow:

"I've learned to paint well",
"I've learned to try to stand on occasion to
"I've learned..."
"The lessons on etiquette and manners were very helpful to me. I learned many things that I never knew before about how to act in a theatre and restaurant."

"I have learned how to take care of my clothing and keep it clean and pressed."

Harrisburg, Pennsylvania

UNIT I

NUTRITION AND FOOD PREPARATION

AIMS:

1. To study nutrition as it is related to the health and happiness of the boy.
2. To learn to plan, prepare and serve breakfast suitable for a high school boy and members of his family.

Two 50-minute periods per week for 19 weeks

CONTENT

1. Relation of Food to Growth, Health, and Activity (4 periods)
   A-For good health good nutrition is necessary; for good nutrition food must be selected to meet the needs of growth, health and energy.
   1-Periods of most rapid growth
   2-Factors other than food
      a-Physical defects, sleep, fresh air, sunshine, exercise, posture, firm muscles, clear skin, sound teeth, good digestion and a vigorous appetite.
   3-Make a Health Score Card
   B-The Energy value of Foods (6 periods)
   1-The Calorie - What is the calorie?
   2-Weighing and measuring of 100-calorie portions.
   3-Fuel value of 100-caloric portions.
   4-Comparison of the cost of 100-calorie portions.
I have finished boy. had the patience to take care of my supplies. I need to clean my brush.


to study nutrition as it relates to the position.

to learn to plan, prepare and serve meals of the family.

Two 10-minute periods per week for 10 weeks.

1. Evaluation of boys' growth health and activity
   (a) Per cent
   - Physical growth, mental and social growth
   - Body composition
   - Body weight, height, and body fat
   - Pulse rate and blood pressure
   - Bone growth
   - Bone density and bone mineral density
   1. Continue to develop boys' growth and health skills

   2. Nutrition and development

   3. Nutrition and development

   4. Nutrition and development

   5. Nutrition and development

   6. Nutrition and development

   7. Nutrition and development

   8. Nutrition and development

   9. Nutrition and development

   10. Nutrition and development

   11. Nutrition and development

   12. Nutrition and development

   13. Nutrition and development

   14. Nutrition and development

   15. Nutrition and development

   16. Nutrition and development

   17. Nutrition and development

   18. Nutrition and development

   19. Nutrition and development

   20. Nutrition and development

   21. Nutrition and development

   22. Nutrition and development

   23. Nutrition and development

   24. Nutrition and development

   25. Nutrition and development

   26. Nutrition and development

   27. Nutrition and development

   28. Nutrition and development

   29. Nutrition and development

   30. Nutrition and development

   31. Nutrition and development

   32. Nutrition and development

   33. Nutrition and development

   34. Nutrition and development

   35. Nutrition and development

   36. Nutrition and development

   37. Nutrition and development

   38. Nutrition and development

   39. Nutrition and development

   40. Nutrition and development

   41. Nutrition and development

   42. Nutrition and development

   43. Nutrition and development

   44. Nutrition and development

   45. Nutrition and development

   46. Nutrition and development

   47. Nutrition and development

   48. Nutrition and development

   49. Nutrition and development

   50. Nutrition and development

   51. Nutrition and development

   52. Nutrition and development

   53. Nutrition and development

   54. Nutrition and development

   55. Nutrition and development

   56. Nutrition and development

   57. Nutrition and development

   58. Nutrition and development

   59. Nutrition and development

   60. Nutrition and development

   61. Nutrition and development

   62. Nutrition and development

   63. Nutrition and development

   64. Nutrition and development

   65. Nutrition and development

   66. Nutrition and development

   67. Nutrition and development

   68. Nutrition and development

   69. Nutrition and development

   70. Nutrition and development

   71. Nutrition and development

   72. Nutrition and development

   73. Nutrition and development

   74. Nutrition and development

   75. Nutrition and development

   76. Nutrition and development

   77. Nutrition and development

   78. Nutrition and development

   79. Nutrition and development

   80. Nutrition and development

   81. Nutrition and development

   82. Nutrition and development

   83. Nutrition and development

   84. Nutrition and development

   85. Nutrition and development

   86. Nutrition and development

   87. Nutrition and development

   88. Nutrition and development

   89. Nutrition and development

   90. Nutrition and development

   91. Nutrition and development

   92. Nutrition and development

   93. Nutrition and development

   94. Nutrition and development

   95. Nutrition and development

   96. Nutrition and development

   97. Nutrition and development

   98. Nutrition and development

   99. Nutrition and development

   100. Nutrition and development
The Energy requirements of individuals
1. Conditions that influence the amount of energy needed.
   a. Sleeping, sitting, light exercise, active exercise, severe exercise.
   b. Energy requirements varies with size.
   c. The effect of growth on the energy requirement.
   d. Energy requirement after middle age.

II. The Composition of Foods. (10 periods)
   A. Carbohydrates - composition of, where manufactured and where found.
      1. Separate the starch and cellulose in potato.
   B. Fats - composition and source.
      1. Compare the fat content of various foods.
   C. Proteins - composition and source.
      1. Calculate your own protein requirement.
      2. How many calories must you obtain from other sources.
   D. Mineral Elements - their importance
      1. How does an insufficient amount of these elements affect the body.
   E. Vitamins - their importance - source
      1. The effect of heat, water and alkoli on vitamin C
      2. Select the foods which will insure an adequate vitamin supply for a high school boy or girl for a day.
   F. Water - its use

III. Digestion of food (4 periods)
   A. In the mouth
   B. In the stomach
   C. In the intestines

IV. Absorption of food (1 period)

V. Selection of food for proper nutrition (6 periods)
   A. For growing boys and girls
   B. For adults
   C. Plan a days meals for yourself, using the 100 calorie portions, to meet your calorie requirement.
      1. Check the number of shares of protein supplied by the food
2-Check the number of shares of calcium, of phosphorous, and of iron supplied by the food.
3-Are the protein, calcium, phosphorous and iron adequate?
4-Are the foods selected sufficiently rich in vitamins?

D-Selection of food in a cafeteria; in a restaurant.

VI. Food Preparation
A-Breakfast
1-Preparation and serving of fruits for breakfast
2-Cooking of cereals
3-Beverages
4-Cooking of eggs for breakfast
5-Preparation of some other foods suitable for breakfast
6-Plan, prepare and serve a breakfast suitable for a high school boy

UNIT II
MARKETING, FOOD PREPARATION
AND TABLE SERVICE

AIMS:
1. To study marketing and costs of foods
2. To plan, prepare and serve luncheons and dinners
3. To study good social customs for various occasions

CONTENT
1. Marketing and the costs of foods (6 periods)
   A-Know how much you can spend for food - make a budget and keep a food account
   1-The household budget includes estimated amounts to be used for
      a-Shelter
      b-Food
      c-Clothing
I. INTRODUCTION

II. SUMMARY OF FINDINGS

III. FINDINGS

IV. RECOMMENDATIONS

- Proposal and economic or financial
  presentation
- Evidence or evidence
- Calculation or evidence
- Calculation or evidence
- Presentation or evidence
- Presentation or evidence
- Presentation or evidence
- Presentation or evidence
- Proposal and economic or financial
  presentation

TORRANCE

S. B. H. P. M.

R. A. P. E. R.
d- Operating expenses  
e- Advancement  

2- Plan ahead for your meals  
3- Make a list of the supplies needed  
4- Patronize only reliable merchants  
5- Know which is the most sanitary store  
6- You can save money by buying foods that are in season  
7- Buy staple foods in quantity whenever there is a good place to store such foods  
8- Learn to know which brands you consider the best to buy  
9- Buy by weight or measure rather than by twenty-five cents worth, etc.  
10- If supplies have been delivered always check with the list used when ordering.  

II. Food Preparation and Table Service (32 periods)  
A- Luncheon  
1- Planning the luncheon  
   a- Meals should be planned so as to meet the daily body requirements  
   b- There should be variety and attractiveness  
   c- Expense is an important item  
2- Preparing luncheon dishes  
   a- Soups, especially cream soups  
   b- Vegetables  
   c- Salads  
   d- Sandwiches  
   e- Main hot dishes - cheese, eggs, stews, chowders, fish and oysters, meat  
   f- Desserts  
3- Serving the luncheon  
   a- Formal, informal and a buffet luncheon  
B- Dinner  
1- Planning the dinner, considering the other meals of the day, the group that is to be served and the cost  
2- Types of dinner menus  
   a- Family dinner, company dinner, formal dinner  
3- Selection of dinner foods  
   a- Cocktail or  
   b- Clear soup, bouillon or consomme  
   c- Meat course  
   d- Vegetables  
   e- Dinner salads  
   f- Desserts which are usually very light
g. Coffee - cheese, crackers, mints & nuts for formal dinners

C-Table Service
1-Types of table service
   a-English or family style
   b-Russian or formal
   c-Compromise
2-Setting the table - table decoration
3-Rules for waiting on the table
4-Seating at the table
5-Duties of a host - carving and sewing of meats
6-Table manners
7-Etiquette for all occasions
8-What is meant by a table d'hote meal? What advantages and disadvantages does it have?
9-What are the advantages and disadvantages of the a la carte menu?

BIBLIOGRAPHY -
"Dietetics for High Schools", Revised, Willard & Gillet
"Feeding the Family" - Rose
"Everyday Foods" - Harris and Lacey

Allentown, Pennsylvania

1. Selection of simple wholesome suppers which can be prepared at home or in camp.
2. Social customs and etiquette.
4. Marketing and budgeting.
5. Food preparation for the sick.
6. Selection of food away from home.
7. Selection and care of a high school boy's wardrobe.
8. Clothing budget

Unionville, Connecticut
Junior High School

I Arts and Crafts (12 weeks)
II Tinkering (12 weeks)
III Cooking and Scouting (12 weeks)
I-Take all classes relevant to your major
II-Take all classes relevant to your minor
III-Take classes relevant to the field of your interest

- End of outline

BIBLIOGRAPHY

References for 'Life Science', 'Geology', 'Math'

SELECTED BIBLIOGRAPHY

1. Introduction to Algebra
2. The Art of Mathematics
3. A Guide to Scientific Research
4. The Science of Nature
5. A Survey of Modern Physics
6. The Principles of Chemistry
7. The Elements of Biology
8. The History of Science
9. The Philosophy of Science
10. The Nature of Science

UNFILTERED

I. Write any chapter (15 weeks)
II. Take literature (15 weeks)
III. Complete and continue (15 weeks)
Suggested Outline for New York State

Home Economics for Boys (grades 9-12)

Content: Family and Community Relations
          Home Planning and Selection
          Business of the Household
          Food Selection and Preparation
          Clothing Selection and Care

Aims

To develop an appreciation of the meaning of home and family life; to encourage a sense of responsibility for and a desire to share in the maintenance of desirable family and community relationships.

To develop an understanding of the principles involved in the selection and planning of a suitable home with its furnishings so that it may best serve the individual and the family from the standpoints of interests, privacy, comfort, sanitation, economy and appropriation to purpose.

To develop judgment in food selection from the standpoints of health and economy; to develop some skill in food preparation and serving.

To establish standards for the selection of clothing; to encourage responsibility and develop skill in relation to care of clothing.

To develop good habits in manner and conduct.

Textbooks: Because of the broad scope of this course, the teacher must select either a general textbook (such as Problems in Home Living by Justin and Rust or Elementary Home Economics by Matthews) or a text which bears particularly on the phase of the work in which the group is most interested. In either case, sufficient reference books should be provided to insure a wide range of material covering all phases of the course.

References: Several pertinent reference books are suggested for each phase of work. If possible they should be supplemented with additional reference books, bulletins and magazines.
Home Economics for Home (Grades 9-12)

Content:
- Family and Community Relations
- Home Management and Selection
- Personal and Social Development
- Nutrition

Purpose:
To develop an understanding of the meaning of home
To develop the ability to perform a variety of tasks
To develop the ability to make wise decisions
To develop the ability to use resources

Materials:
- Textbooks
- Handouts
- Laboratory materials

Examinations:
- Written
- Practical

References:
- General reference books
- Special reference books
- Textbooks

Competence
- Familiarity with family and community relations
- Ability to manage personal and social development
- Understanding of nutrition
Detail of Content: The interests and the needs of the pupils and the outcomes which are desired by the teacher and pupils should determine the order in which the following material is presented. These factors should also control the amount of time which is placed upon each phase of work. The following illustrations may serve to indicate the flexibility of the course:

A group of boys in one class might be particularly interested in home planning, with an opportunity to put into practice at home many of the projects carried on in school. In such an event, the teacher would do well to approach the course from that point of view, incorporating in her lessons on home planning and selection much of the material concerning family and community relations. During the study of these particular phases of homemaking, other needs and interests would develop which would guide the teacher in her choice of her next plan of work for study and the amount of emphasis which she would consider desirable to place upon it.

A group of boys in another class might indicate a special interest in camp cookery. In this case the teacher could approach the course from the standpoint of food selection and preparation. Again, natural interests and present needs would arise in this study which would guide the teacher in her future plans for the course.

A third class of boys might be a sophisticated group, vitally interested in personal social problems. The course could be introduced through a study of family and community relationships which in turn would motivate other phases of the course.

I Family and Community Relations

Social significance of the home
Wholesome family adjustments
Physical and mental health of the family
Relation of the family to the community
The boys responsibility in the home and community
Community responsibility for individuals and family.
The following statement is an excerpt from a document:

"The importance of community involvement and the need for active participation in community activities, education, and decision-making processes is crucial in fostering a sense of ownership and responsibility among community members. It is essential that individuals and organizations work together to develop and sustain a vibrant and inclusive community that values diversity and inclusivity."

The document also mentions the importance of family involvement and the role of families in support and the community, emphasizing the importance of family education and the role of families in promoting healthy lifestyles and social well-being.
References

Bomar, W. M. - An Introduction to Homemaking
W. B. Saunders Co. Philadelphia 1931.

Friend - Earning and Spending the Family Income

Groves, Skinner and Swenson - The Family and Its Relationships
Lippincott Co. Philadelphia. 1929

Justin and Rust - Problems in Home Living
Lippincott Co., Philadelphia. 1929

Spencer - The Family and Its Members
Lippincott Co. Philadelphia. 1923

Groves, E. R. - Social Problems of the Family
Lippincott Co. Philadelphia 1927

II Home Planning and Selection

House construction
Home surroundings
Equipment and furnishings
Mechanical features (plumbing, lighting, heating etc.)
Labor saving devices
House care

References

Halbert - The Better Homes Manual
Univ. of Chicago Press, Chicago. 1951

Justin and Rust - Problems in Home Living
Lippincott Co. Philadelphia 1927

Matthews - House and Its Care
Little Brown Co., Boston. 1926

Parsons - Interior Decoration; Its Principles and Practices
Doubleday Doran Co., New York. 1915
Shultz - Making Homes - Appleton Co., New York, 1931
Trilling and Williams - Art in Home and Clothing - Lippincott Co., Philadelphia, 1928

III Business of the Household

Home Maintenance
Family Finances
Home Operation
Money, time and energy budgets

References

Abel - Successful Family Life on a Moderate Income - Lippincott Co., Philadelphia, 1921
Donham - Spending the Family Income - Little Brown Co., Boston, 1923
Friend - Earning and Spending the Family Income - Appleton Co., New York, 1930
Justin and Rust - Problems in Home Living - Lippincott Co., Philadelphia, 1929
Taber and Wardall - Economics of the Family - Lippincott Co., Philadelphia, 1923

IV Food Selection and Preparation

Nutritional requirements
Marketing
Meal preparation
Fuel
Mechanical devices for food preparation, storage

References

Balderston - Housewifery (revised edition) - Lippincott Co., Philadelphia
Friend - Earning and Spending the Family Income - Appleton Co., New York, 1930
III

In order to prepare the corporation

Home maintenance
Family finances
Home operation

Money, time and energy

References

Apert's negligable family will on the corporation
Income - marketplace, 1942
Mortality, 1942
Income to corporation of the corporation
New York City, New York
Income to corporation of the corporation
New York City, 1940
Income and expenditures to corporation of the corporation
1938
Taxes and expenditures to corporation of the corporation
1935

IV

In order to prepare the corporation

Market

Merchandise

Market preparation

Prepared

McDonald's, Inc. for your preparation

References

McDonald's, Inc. for your preparation

1940
Clothing Selection and Care

Clothing needs of the family
Boys share in the clothing budget
Clothing selection
Care and repair of clothing
Mechanical devices for making and caring for clothing

References

Denny - Fabrics and How to Know Them
Lippincott Co. Philadelphia 1923

Dooley - Textiles - D. C. Heath Co. New York 1930


Trilling and Williams - Art in Home and Clothing - Lippincott Co. Philadelphia 1928

Woolman - Clothing, Choice, Care and Cost
Lippincott Co. Philadelphia 1920
CHAPTER IV
SUMMARY AND CONCLUSIONS

Of the fifty-four schools studied, thirty-five reported some form of home economics work for boys. The nine following points summarize briefly the chief findings of this study:

(1) The courses offered in the junior and senior high schools seemed to be of two types: (a) "Food Selection and Preparation", and (b) "Appreciation Course". The "Food Selection and Preparation" dealt entirely with the selection, preparation, and serving of food, whereas the "Appreciation Course" included in addition such units as social etiquette for all occasions; family relationships; clothing care, selection, repair, and budgeting, and household physics.

(2) Courses were found to be quite evenly divided between the two types as classified.

(3) The senior high school course in "Appreciation" included such units as marketing, family relationships, and budgeting which were not found in the junior high school. Such items as general appearance, character and personality were emphasized in the junior high "Appreciation Course."

(4) The senior high course in "Foods Selection and
Chapter VI
SUGGESTIONS AND CONCLUSIONS

Of the thirty-four school superintendents, thirty-three reported some form of some economic work for pupils. The importance of this work in the public elementary schools is shown by the fact that the percentage to which the superintendents yielded the special field of study:

(1) The course offered in the junior and senior high school seems to be of two types: (a) "Appreciation Course", and (b) "Appreciation Course". The course selection and preparation "geared" with the selection, preparation, and training of high vocational and professional training in business and service arts as social studies for the association. (2) The "Appreciation Course" is offered in the junior high school. (3) The same high school course in "Appreciation Course" includes such subjects as: (a) the Junior High School School and (b) Appraising the place of general education, "Appreciation Course."
Preparation" included units in food budgeting, marketing, simple nutrition, and principles of cookery whereas the junior high school covered work only in simple cookery.

(5) Required courses in home economics for boys were reported by five junior high schools in Pennsylvania.

(6) Class size ranged from seven to twenty-eight boys, the average and the median both being seventeen.

(7) Of the twelve home economics clubs reported for boys, all were found in the junior high school.

(8) Home economics clubs for boys were found to be of three types: (a) camp cookery, (b) practical cooking, and (c) combination of (a) and (b).

(9) Size of clubs ranged from fourteen to twenty, the mean and median both being sixteen.

It is apparent that comparatively little home economics work is being offered to boys in some states, especially Maine, New Hampshire, and Vermont. Home economics in its broadest sense should be offered to boys as a general educational measure. If boys of junior and senior high school age can be helped by the school to meet present life problems and situations through a study of certain phases of home economics, then it most certainly should be included in the school curriculum.
interpretation. Information mime in your background. Example information and principles of accounting and their use.

Many high school studies work only in simple accounting.

Rounding results in some economy for pay.

Operation reporting of five junior high schools in Pennsylvania.

 Hicks price range from seven to twenty-eight.

Average price of the seven and the median price.

Average price of the seven and the median price.

(8) Home economy prices for parks make home to be at

Home economy prices for parks make home to be at

(a) Hancock, (b) Hancock, (c) Hancock, (d) Hancock.

and (a) Hancock, (b) Hancock, (c) Hancock, (d) Hancock.

Price of the seven range from ten per to twenty.

The mean and median paid price year.

It is apparent that comparison of little home economy

work in paid afternoons in some states, especially

many, new enterprises, and account.

Hancock prices are going to be offered to parks as a benefit.

Manufacturers sosne. If parks of junior high schools begin

school fees can be paid by the schools to meet personnel

If the program and instructional structure a school of certain

prices of home economics, can it meet personnel would

be inferior in the school curriculum.
BIBLIOGRAPHY ON HOME ECONOMICS FOR BOYS

A. Books

B. Magazine

C. Bulletin

BIBLIOGRAPHY ON HOME ECONOMICS FOR BOYS

A. Books


BIBLIOGRAPHY ON HOME ECONOMICS
FOR BOYS

A. Books


PHOTOGRAPHY OF HOME ECONOMICS

FOR BOYS

A. Books
   1. Magazine
   2. Textbook

B. Equipment
   1. Camera
   2. Darkroom

 notes:

1. Home economics in daily living.
2. Home economics in daily living.
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59. Home economics in daily living.
60. Home economics in daily living.
B. Magazines (Selected)


Binkley, Martha. "Home Economics for Boys." Practical Home Economics, Vol. 9 (October, 1931), pp. 308-

Burnham, Helen A. "After Eight Years of Home Economics for Boys." Practical Home Economics, Vol. 9 (June, 1931), pp. 175-


C. Bulletins


Apparent in Home Economics Education: 46, 1940

Department of United States Department of the Interior, Bureau of Education, April 1930
APPENDIX

Appendix

City: Willow

State: Maryland

City: Harrisburg

State: Pennsylvania
LOCATION OF SCHOOLS USED IN STUDY

Connecticut

- Central Village
- Manchester Green
- Thompson
- Unionville

Maine

- Saco
- Winslow

Massachusetts

- Boston (Roxbury)
- Braintree
- Lynn
- Malden
- Marlboro
- Medford
- Melrose

New Hampshire

- Salem

New Jersey

- Dunellen
- Hackensack
- Lyndhurst
- New Milford
- Ridgefield Park
- Verona
- Wanaque

Pennsylvania

- Aliquippa
- Allentown
- Chester
- Elizabeth
- Erie
- Harrisburg
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Pennsylvania (continued)

Mansfield
Norristown
Reading
Titusville
Wellsboro
Williamsport
York

Vermont

Bellows Falls
Pennsylvania (continued)

Summit
Northumberland
Hazleton
Moultonville
Warfield
Millersport
York

Vermont

Yellow Pages