1940

The organization of four units in ninth grade home economics

Schouler, Mary E

Boston University

http://hdl.handle.net/2144/5335

Boston University
THE ORGANIZATION OF FOUR UNITS IN NINTH GRADE HOME ECONOMICS

Submitted by
Mary E Schouler
(B.S. in Ed., Framingham Teachers College, 1934)
In partial fulfillment of requirements for the degree of Master of Education

1940

First Reader- Guy M. Wilson, Professor of Education
Second Reader- Martha Ruth Smith, Professor of Nursing Education
Third Reader- Mable C. Bragg, Associate Professor of Education
## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>INTRODUCTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The Purpose of this Thesis</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Unit Development</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Delimitation</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Method</td>
<td>15</td>
</tr>
<tr>
<td>II</td>
<td>THE FAMILY</td>
<td>18</td>
</tr>
<tr>
<td>III</td>
<td>CONSUMER EDUCATION</td>
<td>29</td>
</tr>
<tr>
<td>IV</td>
<td>DIET IN RELATION TO HEALTH AND DISEASE</td>
<td>38</td>
</tr>
<tr>
<td>V</td>
<td>THE PLANNING, PREPARATION, AND SERVING OF FOOD</td>
<td>45</td>
</tr>
<tr>
<td>VI</td>
<td>CONCLUSION</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>55</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

"Education has been criticized for costing too much and the common man has a feeling that in spite of its cost it has somehow failed him. Unemployment brings leisure time and the individual has not been trained to use it. Reduced incomes call for adjustment in standards of living, and the family has no sound basis for determining the values which should be retained. In no essential area has education fully measured up. It has not prepared for living, for working, or for playing in a changing world."

To no branch of education is the above statement more challenging than to Home Economics.

In the past the course has been referred to as a "fad and a frill" and spoken of as a course which teaches only the art of making "sandwiches and samplers". It was the World War, a major world change which re-evaluated Home Economics practices to educate for a preparation for living. Alterations were made both in curriculum content and methods of teaching. In answer to direct needs, child development, home management, personal and family finances, and social relationships became incorporated into its program and

served a direct purpose in answer to the demands of society.

"Economy is more than spending less money" and particularly is this so in the educational program for here economy must take the form of adjustments and these must be made on the basis of the values which are contributed by any course which occupies a place in a curriculum.

The following are values which are contributed by a course in Home Economics:

1. The broad scope of the field challenges a wide range of interests. It appeals to those who enjoy working with their hands as in the preparation of food and the construction of clothing, to those who take pleasure in dress designing or furnishing a home, and to those who desire to study the facts of nutrition, home management, and child development.

2. It has guidance value for students in that it offers an opportunity for self-analysis, for solving personal problems, for developing self-confidence, and acquiring habits of being well groomed. It offers a practice field for developing talents which are vocational in character and makes use of "individual problems and home projects as occupational try-outs."

3. Its subjects offer wide satisfaction for creative work in leisure time.

4. It offers an opportunity for boys to learn about cookery, general social conduct, selection and care of clothing, first aid, and education for home and family life.
5. The field offers an opportunity for functional units and the activities engaged in these units develop interests and abilities which often are of permanent value to the student and aid in making living happier and more satisfying.

6. It is an integrating force in that it opens up a wide field of education for adult groups.

A study of the growth and development of Home Economics reveals the fact that the subject made progress very slowly but gradually won a place in school programs because:

1. Its leaders and their students showed a sincere and genuine interest in it.

2. As a subject it came in answer to a direct need for courses devoted to the study of personal, home, and family problems.

3. A ready acceptance was given to it by the public and educators who saw in it much that was of practical value in training young people for the business of living a normal, well-adjusted, healthy, and happy life.

**Historical Background.**—There have been many agencies which have played an important part in the development of Home Economics. A few typical ones are:

I. **Land-Grant Colleges.**

In 1869, Iowa State College adopted a plan whereby each girl worked for 2 hours a day in the kitchen, pantry, or dining room. In 1875, a department of cookery and household
arts was opened.

In 1873-74, Kansas Agricultural College gave a course in sewing. Lecture courses on food composition, food values, and the changes which occur in food cookery were given. Actual cooking classes were started in 1877.

In 1875, a School of Domestic Science and Art was opened in Illinois and in 1890 departments existed in Kansas, Iowa, Oregon, and South Dakota.

The Association of Land-Grant Colleges in 1922 listed 41 such colleges with departments in Home Economics.

"No other agency has appreciated the possibilities of the subject so clearly or laid for it such broad and deep foundations.---these colleges were among the first to recognize the need for a scientific basis to education for the home.---"2/

II. Cooking Schools.

From 1860-79, cooking schools for adult women were opened in several large eastern cities notably in New York and Boston.

"---it is recognized that the "cooking school" classes for adult women were the most fruitful influence not only in awakening interest in the subject but also in demonstrating that such work could be fitted into the public school program."3/

3/Ibid., p.141.
III. The Kitchen Garden Movement.

"---a plan for teaching children the household arts in the form of play activities which began in the '70s, served also as propaganda for education for the home. The Kitchen Garden Association of New York was transformed into the Industrial Educational Association of New York in 1884, and, as such, became a very valuable agency in developing both the subject-matter and the method of instruction in home economics and, finally, resulted in 1888 in establishing the New York College for Training Teachers, now the Teachers College of Columbia University." 4/

IV. The Manual Training Movement.

This movement became adopted after the Centennial Exposition at Philadelphia in 1876 to meet the need for technical and industrial training in American schools. Cooking and sewing became accepted as the type of "manual training" best adapted to the needs of girls and as a result from 1880-90, "domestic science" became introduced into public schools throughout the United States.

"By 1921, the U.S. Bureau of Education reported that in two-thirds of all the large school systems "home economics is required of all girls in the 7th and 8th grades." 5/

Its steady growth today is evidenced by the fact of its continued introduction into the curricula of elementary, junior high, secondary, continuation, and evening schools, state colleges and universities.

4/Ibid. p.144.
5/Ibid. p.142.
V. The World's Fair.

1. The Fair at Chicago in 1893 was the starting point of the National Household Economic Association, an organization which functioned largely through women's clubs. This was the outgrowth of a "Woman's Board" appointed in the interest of woman and her work and created for the purpose of discussing problems of the household.

2. Two notable exhibits did much to further interest in the field. One of these was the Rumford Kitchen, an educational exhibit put on by the state of Massachusetts. "The purpose was to show how a working man's family could live on an income of $500 per year." 6/

The other exhibit, by the Department of Agriculture, was a collection and analysis of foods from all parts of the world. Upon this investigation in nutrition was laid the foundation for the present Bureau of Home Economics in the Department of Agriculture.

"Thus the World's Fair, with its exhibits and congresses, gave a great impetus to the scientific study of the problems of human nutrition, shelter and clothing and to all factors involved in family life." 7/

VI. The Lake Placid Conferences.

In 1899-1908, conferences were held in the interest of Home Economics and the topics discussed aided greatly in advancing the work then being done. This was the start

6/ Ibid. p.146.
7/ Ibid. p.146.
of the present American Home Economics Association, a national organization which today serves home economists in all parts of the world through its monthly publication, Journal of Home Economics.

Facts of National Significance

The following facts show government interest and recognition of the subject:

1. The establishment in 1894 of the Bureau of Home Economics. This Bureau conducted and conducts studies in nutrition, domestic problems, household equipment, and textiles and makes available much information of value to the homemaker.

2. The passage in May, 1914 of the Smith-Lever Act. This opened up new opportunities for service and provided extension work whereby information and instruction in Home Economics was and is provided from the college to the woman on the farm.

3. In February, 1917 the Smith-Hughes Act was passed which provided funds to the states for establishing vocational courses in homemaking and training in related occupations such as millinery, dressmaking, nursing and lunchroom management for those over 14 years of age preparing to enter a trade.

4. In May, 1917 women trained in Home Economics were called into conference by Herbert Hoover to render their services and develop plans for aiding the Food Administration. The result was an active participation in many
types of war work at home and abroad. This fact gives proof of the value of Home Economic training as applied to a national crisis.

THE PURPOSE OF THIS THESIS

An effort has been made to organize four units in teaching that will show some of the specific contributions that can be made from a course in Home Economics. The units are based on present day social and economic problems and are designed to fit the needs, interests, and capacities of a group of 9th grade junior high school pupils. The units have been carefully selected with reference to their educational, social, and vocational value.

Criteria of the Unit:

The following criteria have been used in the development of the units in this thesis:

1. A unit must be significant in that it must explain something of life and the world we live in, and be worthwhile in that it must have value to the pupil by aiding him to make adjustments to his environment.

2. A unit should represent a block of work, purposeful in nature that can be presented as a complete, meaningful whole within any field of subject matter or experience.

3. A unit should aim to develop unit understandings rather than isolated or unrelated lesson learnings.

4. A unit should be broken down into learning concepts
or statements which can be understood by the pupils for whom it is planned. In so doing a teacher is able to organize a unit in terms of understanding for a definite age level.

5. A unit should offer opportunity for individualized and socialized procedures. Worthwhile, purposeful activities that present situations and problems requiring either an individual solution or a group attack should be provided.

6. A unit should be flexible in its construction and content and allow opportunity for modifications, omissions, or substitutions. It should also be open to pupil suggestions.

7. A unit, particularly in the field of Home Economics, should function through activities, assignments, and exercises that are based on personal experiences, that allow for the expression of creative ability, and that offer opportunity for every day application.

8. A unit should make provision for individual differences in needs, interests, and abilities.

UNIT DEVELOPMENT

The unit as herein developed is representative of large basic concepts or "functional centers of interest" and has been organized around activities and problems which will aid in developing proper attitudes, concepts, appreciations, knowledges, and skills in the pupils. Agnes K. Hanna writes that, "one of the greatest values of organizing instruction
around a productive activity is that the immediate need of solving the problems involved in the activity gives vital interest to the study of subject matter."

**PROCEDURE**

**Introduction.**—This is in part a period of "exploration" and "presentation" during which time the substance of the unit is presented in its entirety. The introduction to each unit is so planned to be interesting, stimulating, and challenging. Motivation is provided in the quotation, the direct and thought-provoking question, the work sheet, the radio broadcast, the guest speaker, the motion picture, or the experiment. The good introduction as a point of procedure is a valuable aid in directing learning.

**The Activity Period.**—During this period the individual pupil works at his own rate and goes as far with the assignments as his ability and interest will carry him. Guidance and direction are provided by the teacher only when necessary. Also during this period class round table conferences are held during which time committees are appointed, summaries made, special tasks assigned, educational trips planned, visual aids used, or some major problem solved by the united effort of the whole class. For a period of this kind the traditional classroom does not exist and in its place a modern work shop appears with study tables where students can plan and arrange their own

---

individual or group activities.

The Assignment.-- The assignment has been so planned to be definite, challenging, stimulating, and well motivated. This takes the form of reports, investigations, home projects, and experiments and as purposeful activity tends to further intensify and clarify the unit in that it is arranged according to scales of pupil abilities, needs, and interests. Opportunity and provision has been made also to encourage pupils to become problem-finders as well as problem-solvers thus in this way opening up a wholesome integration and adjustment of the pupil to his environment as well as offering an opportunity for the provision for individual differences.

The general assignment is indicated in this thesis by (A). The optional assignment (to be done only after the general assignments have been completed) is indicated by (AA).

The Work Sheet.-- The work sheet contains sources of references, assignments, problems, and activities which aid in developing a greater understanding of the unit. In the building of the assignments and problems certain criteria were set namely, that they be purposeful, definite, varied, interesting, and provide for individual and group tasks.

The Review Period.-- During this period the unit, under student leaders, is summarized by means of class discussion and oral reports. It provides an opportunity for answering any further questions and for stressing facts already learned.
The Testing Period.--During this time pupils are tested for the "absence or presence of the learning product."
Home Economics instruction seeks largely the development of understandings, right attitudes, and ideals which will result in permanent individual changes or adaptations, hence it is felt that a testing period does not occupy quite such an important place in a unit in this field for this reason none has been developed in this thesis. The author believes that testing in this field should be mainly the measure of the application of learning to the concrete situations of living.

Units in Home Economics are spoken of in terms of major problems, activities, and experiences and as such are looked upon as being functional. The field deals not only with definite subject matter as such, but also with concrete materials, practical situations, laboratory work, and related home activities. Objectives in Home Economics are not stated for mastery of facts, subject matter, or skills but rather in terms of intelligent attitudes, desirable social outcomes and related pupil experiences. Pupil interests and problems become points of departure and serve as a basis for further learning. The pupil is given greater opportunity to engage in activities and to have experiences in school similar to those he meets in his life outside of school. These, by means of what may be termed "vitalized teaching", bring about the same general under-
standings as learning products for in truth they are the learning products.

**Delimitation.**

The units included in this thesis serve merely as core units to display evidence of the existence of particularly purposeful subject matter in the field of Home Economics. The units are not necessarily arranged in sequence nor have they stood the test of trial in the writer's experience. They are however selective and reflect the present trend in Home Economics work.

"It seems more worthwhile for Home Economics teachers to bring their experience to bear on the whole teaching field, assisting within any area of education in evaluating the present offerings, in contributing to the needs not being met, in seeking new avenues for reaching the goals set up, and in measuring the progress being made toward realizing the objectives considered desirable. No clear cut line can be drawn separating Home Economics from other fields. This does not mean that Home Economics will have no program of its own, but rather that it will be a part of the large educational program instead of a special subject for a small, select group. As conditions change still further, both the teacher of Home Economics and its contributions to other aspects of education must change."[9/]

The writer is in agreement with this statement and as

a consequence has selected units which are broad in their scope and meet the needs of an entire student body.

Paul R. Hanna states, "if the home economics teachers are to wield their full influence in the reconstruction of the American Home, it will be necessary to touch more than a small percentage of the boys and girls who are members of homes today and who tomorrow will assume the major home responsibility."10/

It is self-evident that every student needs a foundation course in family relationships, character and personality development, social etiquette, personal grooming, budgeting, consumer education, vocational guidance, nutrition in health and disease, and an introduction to sex education. All of these phases are represented in Home Economics work and have been included to some extent in the following units and placed in full relationship to the intrinsic educational value expected of every subject used in the training of the individual student.

"Economy of learning effort demands careful selection of subject matter and learning activities through which desirable outcomes are engendered. Irrelevant and ineffectual procedures must be eliminated. The learning task must be clearly defined if purposeful and intelligent procedures are to be utilized.---- It is deemed axiomatic that the value or worthwhileness of the task must be accepted by

the learner. This naturally implies a recognition of pupil interest in the selection of subject matter, the provision for learning exercises, the presentation of the unit and the direction of assimilative activities."

**Method.**

Each unit is introduced with pertinent quotations which aid in evaluating the subject matter by contributing facts in direct relationship to the unit.

The units are built around every day problems and experiences of the average student. The broader aims are for enrichment of living, integration with the environment, and education of the whole individual for personal, family, social, and economic adequacy.

The procedure used to develop each unit has been to state the outcomes desired to be learned by the student in order to insure an understanding and appreciation of a selected phase of the subject. The writer believes that in so doing, the teacher is brought down to the level of understanding of the pupil and is able to interpret aims and objectives in terms of learning concepts.

"Home Economics has inspiring possibilities. Could we at once achieve the aims, general and specific of Home Economics as these have been set forth — we should go far in attaining many of the aims of the secondary school and

thereby contribute generously to the enhancement of life in many relationships. There would be large contributions along civic, social, moral lines, not only through an improved home life, but in many respects in which the community at large would be concerned. There would be influences for the elevation of standards of recreation and of aesthetic appreciations. There would be a tendency toward a better state of individual and community health. The subject, both in its general and intrinsic forms, would have a notable bearing on the occupational life of women. Furthermore, several of the functions of the secondary school would be served among them guidance, the recognition of individual differences, the democratization of education on this level, the recognition of the nature of girls at a time when homemaking interests are waxing to maturity, and even transfer of training. But this subject in common with all others, will need to undergo much improvement in content and methods of presentation before it will contribute all that is inherent in it toward complete education of youth in our schools.12/

It is upon this last statement of the need for improvement in content and method that the following units are offered. The writer has endeavored to work out core or foundation units which can be offered to 9th grade students and which will permit of further enlargement at the high

school level.
CHAPTER II

THE FAMILY

"Education in family living is the development of socialized individuals—individuals who are able to adapt themselves to a changing world, who are able to evaluate a new idea and accept or reject it on its merit, who are able to direct their own lives and make their own decisions, who are able to participate intelligently and fully in social life, and who above all are able to secure satisfaction in their own family life and to assist others to get it."

The Unit.—The family is the unit of American life and in it exists every hope of the future. It is a democracy of the members, by the members, and for the members and as such has definite functions to perform and various obligations to meet. It gives man his heritage, health, home, and ideals. Life without it or some form of it would be dull, narrow, and incomplete.

Unit Concepts.—The following are typical learning products of the unit generalized into statements for the 9th grade level.

1. The world's population is made up of families of varying degrees of culture and upon this degree depends the advancement of a race in government, business, and industry.

2. The family is one of the world's oldest institutions and as such has undergone many changes. Today we speak in terms of speed, efficiency, labor-saving, and economy.

3. The family today must face the problems of unemployment, reduced incomes, crowded occupations, increase in leisure time, and increase in crime.

4. Round table discussion by the members of a family is a direct method of guidance in these major problems as well as in the solution of problems which exist among family members.

5. It is possible that every family has problems which exist among its members. These may be financial, social, or ethical. They may involve the division of labor among the members, the manner of choosing the right friends, the method of living wisely and sensibly or the setting up of a good standard of living.

6. The modern family occupies a place of great importance in that it produces the actors for good or bad in the drama of life. The members of a family who are trained and who practice and understand the virtues of co-operation, respect, love, and honor possess a firm foundation from which character and ideals and the "good" actor grows. The home furnishes the "stage" for his "try-outs".

7. Self-government begins in the family. A family council of all members is a democratic phase of family life and is a means of solving problems. This practice in democracy
among the members is a preparation in good citizenship for that large family -- the community.

8. The family performs definite functions -- these are economic, social, and biological.

9. The modern home can provide the most important playground for family members in spite of the fact that there exists a tendency to seek pleasures outside of the home.

10. Good character, co-operation, and high standards are the necessary factors that make the family a happy and successful one.

11. The home, to be a good home should provide an environment where the ideals of love, loyalty, and understanding -- one for all and all for one are practiced.

12. Society is made up of members of different families who make laws which the individual, in order to be accepted must obey. These laws or conventions aid the individual in becoming balanced in his desires and actions and provide a scheme for living harmoniously.

13. Members are trained in the family for life outside of their own group. Each member must become initiated into that large fraternity -- society, and his continued membership in this group depends upon the quality of his previous training.

14. "Personality" is expressed through one's behavior, emotions, appearance, attitude, speech, culture, and friend-
15. A life-partner should be chosen on the basis of being a wholesome and well-balanced "personality".

16. Marriage is a law of society. This law is one of the oldest and stands unopposed by any generation. It is protective, ethical, and sacred. Parenthood, which may result from marriage is one of God's greatest blessings.

Unit Development.

Introduction.

The class is shown one of the motion pictures of the Hardy Family which has been popularized in the movies. After the picture has been shown the class is asked to list those phases of family life in the picture that appealed to them and which they consider are necessary for a happy and successful group life.

The following may be expected:

- love
- respect
- kindness
- fair play
- clean fun
- co-operation
- good background
- understanding
- a sense of humor
- high standards of living
- orderly home

An introductory question period follows:

What did you do to help your parents in some way this week?

Did you get ready for school today without prompting or coaching from your mother?

Are you a "liability" or an "asset" to your family?
What are some of your good qualities and some of your faults?

How can unhappiness in the home be turned into happiness?

What would do if you had to take over the duties of "mother" or "father" for a day?

How are successful friendships made between boys and girls?

In the work in this unit the class will have a Clinic Box. Each pupil is invited to write up from time to time some personal problem for solution and put it in the box. The members of the class may invite their mothers to attend an open forum on home problems that they would like to have discussed.

Class Procedure and Individual Assignments.

Set the stage with travel posters and let the class "go travelling" to some place of its own choice. Group the members of the class around a single table and hold a round table "travelogue" discussion. During this period the class will gain an appreciation of present world vastness in size and population, of the degree of culture and civilization, and be able to compare world governments, living conditions, industries, and systems of education that affect family life. Textbooks are on hand as source references when these phases are brought up as problems.

(The above is intended as an opportunity for a brief study of the external factors that affect family life and might be considered as an introductory phase which ties up
the social studies and current events).

Follow up assignments:

(A) List problems which the families of the
United States must face.

(A) List the most important factors which you
think have a direct bearing on the family life
of the people.

The class is divided into groups of 4. Each group elects
a chairman. For a period of 4-6 weeks each group under its
student leader prepares the work for a definite portion of
the unit. For Example:

Group 1.--will choose various topics for
research. Among these may be:

- Prehistoric family life
- Colonial family life
- Problems which had to be faced by
  the average family during the early
  settlement of America.
- Family life among animals
- Differences in urban and city life

Follow up assignments:

(A) Compare the social life of Colonial
days with modern social life.

(A) Reproduce a Colonial husking bee.

Group 2.-- members of this group will study
plays written on family life and select the
best one on the basis of plot, problems,
interesting characters, and real life situ-
ations. They will present this play as a
series of continued radio broadcasts signing off at the usual point of heightened interest. At the end of each broadcast the class is invited to discuss the problems of the play and offer possible solutions as well as suggest behavior patterns which should have been followed in order to have avoided an existing situation.

Follow-up assignments:
(A) Describe the "role" that you play in your family in the activities that you perform.
(AB) Write a play on family life that will involve many of our present day problems in living.

Group 3.-- makes a collection of case studies from various social agencies and presents these to the class. This group also sends out invitations to guest speakers (social workers and juvenile court officers) to speak on some phase of home and family life and its bearing on every day living.

Follow-up assignments:
(A) Analyze the cases that you have studied and show how home conditions may have been responsible for them.
(B) Make a list of suggestions that will keep the family a happy one.

Group 4.-- presents dramatizations on "etiquette in the home". These will include:
Introductions
Table manners
Telephone etiquette
Acting as host or hostess
Writing party invitations
Writing thank-you letters

Group 5.--prepares a reading list of good fiction for the class that deals with family and home life. This group also reads the story of the Edwards family and the story of the Kallikak family and presents to the class a comparative study of the two. Out of this will come a discussion of the factors of heredity, environment, home training, love, and understanding.

Follow-up assignments:
(A) Write an autobiography.
(AA) Try to work out a family tree.

After all of the groups have made their presentations to the class they are organized into "Family Councils" which practice democratic methods in the solution of their "family" problems. The groups take over "father", "mother", and "children" relationship and call council meetings at which their own personal problems as well as assigned problems are discussed. Among these may be:

The role that each member of a family must play.
Co-operative tasks.
Cutting down expenses.
Leisure time activities.

Assigned group problems:

Group 1. Father is unemployed and mother

See reference at end of chapter.
works part-time. Plan a day for this family at your council meeting.

Group 2. One of the children has stolen some article from the home of a playmate. Discuss this problem and tell what you would do about this case.

Group 3. At your council meeting formulate a standard of living for your family.

Group 4. Work out a recreation program that can be carried out in the home.

Group 5. Plan a bulletin board campaign for your family on which they may post suggestions and criticisms that will make living together a co-operative project.

The class members work out a list of qualifications which they consider necessary for the well-balanced personality of a friend (boy or girl). They then score themselves on these same points. Among these may be expected:

- sense of humor
- tact
- broadmindedness
- well-groomed
- honesty
- self control
- sincerity
- not critical, sarcastic, or nagging
- well-mannered
- loyal
A boy and girl are selected from the group to present a talk on the qualities to be desired in a life partner. The following may be expected:

- love
- understanding
- poise
- trust
- emotional stability
- intelligence
- ability to manage a home

An open forum discussion of the Clinic Box problems provides the basis for the Review Period. (The instructor will submit to the Box several basic adolescent sex problems.) In solving and discussing these Clinic Box problems the class will gain enlightenment and truth and hence develop a degree of common sense which can help to guide each member into the right channels.

**Optional assignments.** (Class members may select any of these only after completing their regular assignments)

1. Begin a collection of photographs showing phases of your family life.
2. Plan a summer activity program for young children that would be of help to a mother.
3. Write a book on "The Ideal Home and Family".
4. Conduct a Clinic for solving problems in your neighborhood. Present these to
the class for discussion.

5. Dramatize an original play entitled "Boy Meets Girl". Bring out such phases as proper conduct, recreations, friendly relationships, wide field of interests, and choosing the right friends.

6. Make a list of motion pictures dealing with family life which you would label "approved". Give a short review of each and state the reasons for your selection.

7. Organize a social club of class members. Arrange all the details of a party for them and their boy friends.

**Student References**


---

CHAPTER III
CONSUMER EDUCATION

"In addition to the value which lies in the teaching, young consumers can be taught to be wise, slow to indoctrination by the wily advertiser and capable of making a selection after doing investigation of all factors involved."1/

The Unit.--Spending money through wise planning is a means of getting the most value out of the dollar. The consumer is faced with a market that is loaded down with many products made by different manufacturers and his selection in order to be a wise one must be made on the basis of knowledge concerning the product, its price, quality, and the value to be received. The consumer is no longer a bait in the selling market but is today served by government and industry who aid in educating him and giving him the advantages of better merchandising and selling methods as well as higher quality in goods by methods of standardization.

Unit Concepts.--The following are typical learning products of the unit generalized into statements for the 9th grade level.

1. All family members are purchasing agents at some time and as such should give careful consideration to the value received for money that is spent.

2. The successful management of money is the first step toward being a successful consumer.

3. Budgeting is a method by which money may be wisely spent by systematic planning.

4. A typical budget for a family includes mainly columns for savings, food, clothing, shelter, operating expenses and amusements.

5. The good consumer knows her needs and how to meet them by wise planning, knows market prices, is able to compare values, and gets the best in service and satisfaction.

6. A consumer cannot judge the quality of a product by relying solely upon a brand name.

7. A consumer may be misled if she tries to judge the relative quality of goods by merely comparing prices.

8. Other factors which the consumer should understand are, where, when, and how much to purchase. He should have a knowledge of standard brands and labels, and be intelligent in the practical buying practices of cash or credit, quality or price, sales and bargains.

9. Consumers are needed in order to keep the wheels of industry, business, and agriculture moving and these latter are needed to supply the income for the consumers.

10. Science and industry co-operate to devise new methods and products to make the problems of the homemaker easier.

11. Manufacturers and business concerns go to great
expense to set up testing laboratories for their products. In this way the finished product is tested before it is placed on the market thus assuring the consumer of a greater degree of satisfaction.

12. Advertising is one means of bringing a product to the attention of the public but many times it can be misleading.

13. Agencies for educating the consumer have been set up by the government and business.

Unit Development.

Introduction.

The unit is introduced by means of the following questionnaire:

I. What brand of the following items do you use:
   1. toothpaste or tooth powder
   2. vacuum cleaner
   3. bread
   4. electric iron
   5. face powder
   6. hosiery
   7. soap

   II. 1. What daily newspaper do you read?
       2. What is your favorite radio program and what product does it advertise?

   III. Do you buy bakery products or make them at home?

   IV. What do you base your selection upon when you have several brands of an article to choose from?

   V. (Girls) Do you make any of your clothes? If so, what do you make?

   (Boys) Do you select or buy your own clothes?
Each student fills out the questionnaire during the first meeting.

Two students are selected to collect these and tabulate the results for the class on the board. This procedure brings out the following points of interest:

- variety of products used
- differences in reasons for selections
- a felt need for a basis knowledge to decide upon the best product
- differences in cost of living
- appreciation of the consumers place of importance

Class assignment.

(A) Write a selected list of three articles about which you would like to learn something.

Class Procedure and Individual Assignments.

The class is divided into three groups.

Group 1. -- makes a study of the expenditures of a low income family group.

Group 2. -- makes a study of the average income family group.

Group 3. -- makes a study of the high income family group.

Follow-up assignment:

(A) Plot out three graph forms for the items of expense for the group about which you are studying.

The groups interchange graphs so that each student will have one graph for each income group. A discussion is held at which the following points can be expected:
- differences in amounts possible to spend
- wide variations in certain areas
- the total of estimated expenses cannot be higher than one's income
- necessity for planning
- graphic view of money management, costs, social standards
- budgeting appears as a sensible method for showing up mistakes (if made) in spending

Further assignments

(A) List ways in which you can help to reduce family expenses.

(A) With $100.00 budget the items of expense for an entire wardrobe for yourself for one year.

A library period is conducted during which time each member of the class examines and evaluates books, pamphlets, and magazines written on consumer education.

Follow-up group assignments

(A) Group 1.-- Investigate the growth and development of the following and the research they have made and are making in the interest of the consumer.

- Frosted Foods
- A manufacturer of aluminum cooking ware
- National Canners Association
- Meat Packing Industry
- California Fruit Growers Exchange
- General Foods

(A) Group 2.-- Investigate the work of the:

- Bureau of Standards
- Bureau of Home Economics in the Dept. of Agriculture
- The American Medical Association
- The American Dental Association
- A Consumers Research Agency
(A) Group 3.-- Investigate the work of the:

Pure Food and Drug Administration
Federal Trade Commission
Mellon Research Laboratory

The groups attend a lecture given by a representative of the Better Business Bureau who explains the work of that organization.

Follow-up assignments:

(A) Collect advertisements of similar products and compare them as to the facts they tell, the facts they do not tell, differences in cost, method of advertising, and on the basis of any other point of comparison that you may note.

(A) Write up an advertisement for this same product as you think it should be done.

(A) Conduct a survey of your neighborhood to find out what the various household products are that are used. Ask your neighbors if they have any questions regarding these or any others that they would like to have answered.

Each student draws a paper containing the name of a product that some student has previously expressed a desire to learn about. A sales talk is prepared for the product and is given before the class.

Experimental laboratory work

Group 1.-- makes a test on baking powders that are

See Class assignment p. 32
offered on the market and makes comparisons on such factors as:

- composition
- reaction
- food value
- cost
- tested results

**Group 2.**—compares, describes, and makes tests on the following fabrics:

- silk
- wool
- cotton
- weighted silk
- linen
- man-made fabrics

Materials are tested also for being "sunfast" and "preshrunk" and prices and wearing quality compared.

**Group 3.**—performs a demonstration using a canned product. Five different brands of canned halved peaches are used. The following comparisons are made:

- name of manufacturer
- net weight as stated on label
- actual weight of peaches alone
- number of halves per can
- thickness of syrup
- firmness and flavor of fruit
- price per can
- type of label
- where purchased

On the basis of the findings, the class recommends the brand which is determined to be the "best buy".

Group experiments to determine "best buys" are conducted with the following products:

**Group 1.**—Cereals. Compare cooked versus uncooked as regards food value and cost.

---

Group 2.--Soups. Compare canned versus home-made. Widely used brands are tested and evaluated and a comparison made with government ratings of the same.

Group 3.--Meats. The various cuts are explained and the method of cookery for each is demonstrated.

Optional assignments. (Class members may select any of these only after completing their regular assignments)

1. Test wearing apparel, cosmetics, and household equipment.
2. Write a history of advertising.
3. Work out caricatures dealing with consumer problems or investigations.
4. Construct a jigsaw puzzle whose pieces are made up of the items of expense for an average family.

The class is divided into 3 income groups. Each group with its particular income outfits a "home" with furnishings and food. The purchase of an automobile is also included to provide a problem in installment buying. Each member is given some one product to "buy" for the "home". The student writes to various manufacturers for samples, estimates, and information regarding the product. Charts and doll-house models of the "home" are made by each group. Consumer Reports are given which justify or condemn selections which were made.

A round table discussion is conducted on how living can be done on a low cost basis when buying and spending
are done intelligently. This provides a Review Period of the unit.

Student References

Donham, S. Agnes, Spending the Family Income, Boston, Little, Brown and Co., 1933.

----- Consumer's Digest, Washington, N.J.
----- Consumers Union Reports, Consumers Union of United States, Inc., North Broadway, Albany, N.Y.
CHAPTER IV

DIET IN RELATION TO HEALTH AND DISEASE

"What should the study of nutrition do for a girl? Certainly not make her talk about her health, worry about her diet, or fear dietary inadequacies. The aim should be to make a student connect cause and effect, to feel less fatalistic about poor health, more interested in building up a strong resistant body, less inclined to blame heredity or contagion for disease, less emotional about her health, more the master of her fate. She should be trained in critical judgement and be able to separate wheat from chaff; be less willing to accept empirical statements; more ready to weigh advice regarding foods or drugs and very skeptical of spectacular cures."

The Unit.--Food is a source of energy and is utilized by the cells in the body for the growth and repair of body tissue. A balanced diet is important because of the relation of food to growth, health, and general well-being. A diet that takes care of body needs is necessary both in health and sickness.

Unit Concepts.--The following are typical learning products of the unit generalized into statements for the 9th grade level.

1. Food eaten in quantity does not necessarily nourish the body.

2. Foods are classified according to their content and function in the body.

3. Our bodies are made of the same substances that compose our food.

4. Whether asleep or awake, sick or well, idle or active, our bodies are continually using up energy.

5. Feeding is a building and repair process.

6. It is not necessary to have a lot of money to spend on food in order to have well nourished bodies.

7. No one food alone can keep us in good health.

8. Age, growth, and the amount of activity, determine the energy requirement of an individual who is in good health.

9. "Good health and prolonged youth are being offered at a bargain" and depend to a large degree on proper diet.

10. Certain basic foods (dairy products, fruits, vegetables, cereals, and meats and fish) are needed to meet the minimum bodily requirements of good health.

11. The human structure cannot be altered through dieting "any more than you can change a greyhound into a bulldog by overfeeding".

12. Neither starving nor extreme exercise is necessary for the reduction of weight.

13. Diet is important in the prevention of minor ills and also is a valuable aid in the treatment of many dis-
14. Thousands of dollars are spent annually in advertising foods yet the public is grossly ignorant of food values.

15. Many facts are known about food and diet yet the world is continually learning new truths about them.

Unit Development.

Introduction.

A member of the class is chosen to read a short story which tells about the soldiers in the World War who suffered from "starvation" and yet had enough food to eat. ²/ General discussion is held after which the following point may be expected to be brought forth— that the diet to be well-balanced and healthful must contain carbohydrates, protein, fat, minerals, and vitamins.

Class Procedure and Individual Assignments.

A local druggist is invited to speak to the group on "The Chemical Composition of the Body". ²/ He explains the relation in weights of the various body elements and describes the "ingredients" that make up our body structure. The class gains an appreciation of the composition of the body and of the direct relationship of diet in maintaining a constant supply of needed elements.

Follow-up assignments:

(A) Arrange a series of questions that can be offered as a questionnaire to find out if a group is eating the right foods.

(A) Conduct a survey of school children and faculty using these questions.

The class is divided into partner groups of two each.

One partner group is assigned to perform an "experiment in diets" on two mice.\(^4\)

Diet 1 will be well-balanced.
Diet 2 will be deficient in some vital element.

Charts and weighings are to be carefully kept during this experiment. If it is impossible to conduct this experiment, the findings of a similar one may be investigated and presented to the class.

Two partner groups keep a "Food Classification" for one week of all foods eaten by members of the class. They check carefully for balanced meals, caloric requirements, deficiencies in the diet and relative costs.

Follow-up assignment.

Determine the energy requirement of 5 people of different ages for one day. Present in chart form showing whether they meet this requirement on the basis of food eaten.

One partner group studies foreign diets. Charts are made which tell the story of their adequacy or inadequacy. A comparison is made in each case with the American diet.

Follow-up assignment.
(A) Make a collection of nutritious foreign recipes and demonstrate the cookery of these same.

One partner group studies popular diets for reducing and gaining weight that are offered on the market. These are compared and criticized for their true value. Rules for healthful dieting are formulated.

Follow-up assignment.
Write a "Who's Who" in the field of food and diets and the contribution they have made. Also include in this a short analysis of the work of the dietetics department of a large hospital or other institution.

One partner group makes a study of welfare food lists and works out menus for a week using these foods.

Follow-up assignment.
With $20, plan the menus for a week for a family of two adults and three children ages 3, 7, and 10.

One partner group visits a Health Restaurant to make a survey of the products that they sell. These are listed with the purposes and needs for which they are sold.

Follow-up assignment.
Write to a local hospital regarding the work
of the dietetics department. Ask for specific cases and diets.

After each group presents its findings to the class an experimental period is conducted. Each group selects some topic which it will study. The following is a list from which they can choose their topics:

- Retaining minerals and vitamins in vegetable cookery.
- The chemical composition of eggs. Rules for egg cookery.
- The story of the digestion of food in the body.
- Fats used for cooking. Formulate facts about fried foods.
- Nature's chemical factory in the growth and ripening of fruits. Place of fruit in the diet.

A Review Period is based on the discussion of the major question, "Is America digging its grave with its teeth?" A "Professor Quiz" period based on the unit is also conducted.

Optional assignments. (Class members may select any of these only after completing their regular assignments)

1. Edit a household magazine that will contain articles relating to the facts learned in this unit.
2. Plan a radio talk on an interesting food topic.
3. Construct a map upon which is shown where the food for your dinner came from.
4. Write up a dictionary of words that apply
to food as for example irradiated, hors-d'oeuvre, and soubise.

Student References

Kallet, Arthur 100,000,000 Guinea Pigs, New York, The Vanguard Press, 1935.
McCann, Alfred W., The Science of Keeping Young, New York, George H. Doran Co., 1924.
CHAPTER V

THE PLANNING, PREPARATION, AND SERVING OF FOOD

"Courses in cooking have but little significance, if you take away the social aspects. There is not the great incentive after all, (as it may seem to a boy) for a girl to labor patiently and long to prepare some mysterious recipe and then to face simply the doubtful pleasure of eating her own product alone. But when she pursues the modern idea of the preparation and serving of a meal to which she may invite her friends, she is satisfying a much larger need and is receiving instruction along much broader lines than if she followed the simple impulse of personal want. And when she joins with others of the class to prepare and serve certain menus to school or other groups, she enters a highly socialized form of service very different from what she would perform as an individual working alone over a recipe for personal satisfaction or profit."

The goal set for this unit is the development of an individual who will gain a thorough understanding and appreciation of food values and costs, who will through participation in various activities gain poise, self-control, and habits of efficiency, and who can successfully adjust himself or herself to a similar situation if met again in

every day living.

The Unit.-- Food can be prepared and served attractively and successfully for any occasion at a low cost. However two important factors are necessary in order to acquire the ability to do this, namely, training and experience.

Unit Concepts.-- The following are typical learning products of the unit generalized into statements for the 9th grade level.

1. Serving meals or refreshments successfully requires a knowledge of food values and costs, requires intelligence in planning and skill in preparation.

2. Some factors which must be considered in meal planning are cost, occasion, and season of the year.

3. The diet should be planned to meet the needs of the body. The needs of the body are for foods that supply energy, that build and repair body tissue, that regulate body processes, that furnish bulk, and that aid growth.

4. A calorie is a unit of measure of the amount of heat energy in food.

5. Each person needs a certain number of calories each day. This number depends upon such factors as age, and the type of activity engaged in.

6. The "balanced diet" is one in which a certain percentage of the total required calories is supplied from fats, proteins, carbohydrates, minerals, and vitamins. A generally accepted rule is to include fruits, vegetables,
cereals, dairy products, meats and fish in the diet.

7. Good working habits develop efficiency.

8. Time and work schedules are important factors in systematic planning. A "time schedule" is the allotment of time to specific areas of work and a "work schedule" is a plan that takes care of all required tasks.

9. Co-operation should be practiced among all members of a group who are working together.

10. High standards should be set for any piece of work. In the preparation of food, high standards in cleanliness, orderliness, and neatness must be attained.

Unit Development.

Introduction.

The class views an exhibition of illustrative material on food, table setting, plans of work, and menu suggestions. A discussion follows during which an attempt is made to formulate "rules for meal planning". Each member then works out a menu and presents it before the class for general discussion.

Class Procedure and Individual Assignments.

A student manager is appointed by the instructor to take full charge of managing the first project—a dinner for the faculty. With the co-operation of the class she formulates a complete plan of work and with the assistance of the instructor appoints her committees for carrying out the work. Appointments for the following are to be ex-
expected: kitchen shift, waitresses, hostesses, and students for decorations and entertainment.

The following lesson arrangement is suggested:

Lesson 1 and 2.-- Each committee works on its assigned phase. Textbooks are consulted for menus, time and work schedules, marketing, table setting, serving, and entertaining. This time is also used for a practice period for any of these phases at which time a new recipe may be tried, the table set and a "meal" served, or the cost of a meal estimated by "going to market".

Follow-up assignment.

Keep a record of market reports and advertisements on food for 1 month.

Lesson 3.-- A final conference is held with the student manager and her committees and plans of procedure are discussed.

Lesson 4.-- The dinner is served to the faculty.

Lesson 5.-- The manager reviews the work done by her group. She reports the menu that was served, its cost, and any further economy that might have been practiced. The meeting is open to general discussion for criticisms and suggestions.

Follow-up assignments.

(A) Comment on one of the daily "specials" that is offered by a local restaurant. Consider the factors of food value and cost.
(A) Write up 3 dinner menus that are markedly deficient in some food essential. Present these as a "test" to the class.

(A) For 2 weeks keep a "Food Classification Chart" of all foods that you eat.

(A) Visit a caterer and make a report of the work that he does.

(A) Plan a low cost dinner menu for your family.

The following projects are suggested for further work:

- a Mother and Daughter banquet
- an informal tea for a school club
- a party for the class
- a buffet supper for the class at graduation

These projects would be developed according to the same lesson arrangement as was used with the dinner project. Group work will be rotated so that each girl will have the opportunity of serving on most of the committees.

Optional assignments. (Class members may select any of these only after completing their regular assignments)

1. Begin a collection of menu cards. Present these to the class and compare them on the basis of prices, quality, variety, and on any other basis of interest to you.

2. Make out a low cost dinner menu for a church supper for 50 people. Include in your planning a time and work schedule and a market order.
The Review Period will consist of reading "critical reports" solicited from the guests to whom the various meals were served.

Student References

Greer, Carlotta C., Foods and Homemaking, Boston, Allyn and Bacon, 1928.
Justin, Margaret M., Rust Lucile O., and Vail Gladys E., Foods, Boston, Houghton Mifflin Co. 1923.
Rose, Mary Swartz, Feeding the Family, New York, the MacMillan Co., 1929.
CONCLUSION

"Home Economics education faces the greatest opportunity of its whole history. The decline in importance of academic subjects, the increase in emphasis upon the education of the whole individual, upon conscious adjustments to changing social life, and the dependence of society upon the home for biological and social progress are all hopeful signs." 1/A program in this field offers a satisfying balance to the so-called academic subjects of a curriculum. It will be generally admitted that every child at some time thinks in terms of food, clothing, his home, buying and selling, and living in general and that as a result many ideas are formulated. Here it is, the author believes that home economics training can direct this thinking so that these ideas will result in understanding, intelligence, and wise conduct.

"That there are not more successful home makers is perhaps due to the fact that few men and women have stopped to realize that home making is an occupation which requires managerial ability of no mean order and skill almost infinite in variety. It makes demands which only the person of exceptional native endowments can hope to meet successfully without a long period of training and study." 2/

Carlotta C. Greer states that "over twenty-eight million women of our nation are engaged in home-making. This is almost three times the number of women gainfully employed in all other occupations, and about double the number of men and women engaged in manufacturing and mechanical industries. If home-making is the occupation so generally followed by women, is it fair to our girls not to prepare them for this important work?"3/

"For our most necessary commodity, food, millions are spent each year. Of these millions, women spend or direct the spending of 80 per cent. Food is, of course, only one of the many types of things which women buy. According to Walter Pitkin, of all money passed over the counter women spend 85 cents of each dollar. The amount spent by homemakers and that spent by the purchasing agents of industry have been compared. Collectively, the homemakers' expenditures tower far above those of the group of purchasing agents."4/

The four units developed in this thesis represent an effort to reflect in a functional way the significance of these facts.

The essential features of unit organization, procedure, and method as developed by several writers have been carefully studied and the units as herein developed reflect those elements out of this study which are considered best.

4/Ibid., p. 88.
adapted to the teaching of home economics. That these units are open to continuous modification is to be admitted but also to be recognized is the fact that no unit can stand independent of corrections, improvements, substitutions, or omissions as the experience of teaching so clearly proves.

A general pattern for 9th grade Home Economics classes of approximately 18 girls (or boys) per class with double periods once a week has been used. The units have not been planned to fit into any definite locality and so have not been adjusted to any community problem. However the purpose of this thesis has been to give evidence of the existence of worthwhile subject matter and projects which can, through adjustment, be adapted to any school system or community.

The author wishes to state that the last unit on The Planning, Preparation, and Serving of Food is planned for the student who has had at least two years of training in elementary cookery processes and represents an advanced phase of work in Home Economics. It is felt that the student will gain more experience, knowledge, and appreciation from the "trial and error" method which is used in this unit and that the work undertaken will have much "carry over" value especially for the student who does not plan to go further in Home Economics work.

Throughout the units an invitation is kept open to the parents to join the class at any time during round table
discussion, family council meeting, and cooking class. The author believes that in so doing the parents as well as the students are able to gain, through an exchange of ideas and experiences, an understanding and appreciation of the statement made by Dr. Clyde H. Hill of Yale University that "an educated homemaker must be a scientist, a psychologist, a diplomat, a judge of good music and good books, an artist, an economist, an accountant, and one who knows preventive medicine."

"Living cannot be full and noble if the sole ambition is in mere acquisition. Only as we learn how to release the creative urge, whether the result be an apron, a cake, a chair, a well-managed household, or a plan of community betterment and only as we feel the fundamental satisfaction in creative production can we come near the good life."5/

BIBLIOGRAPHY


Brown, Clara M. and Haley, Alice H. The Teaching of Home Economics, Boston, Houghton Mifflin Company, 1928, Chapters I.V, VI, XII, and XVII.


Hanna, Agnes K., Home Economics in Elementary and Secondary Schools, Boston, M. Barrows and Company, 1927, Chapters I-IV, VIII, IX-XI.


Mossman, Lois Coffey, Changing Conceptions Relative to the Planning of Lessons, New York, Teachers College, Columbia University, Contribution to Education, No. 147, 1924.


Ruediger, William C., Teaching Procedures, Boston, Houghton Mifflin Company, 1932, Chapters XIV, XX, XIX.


Thayer, V. T., The Passing of the Recitation, Boston, D. C. Heath and Company, 1923, Chapters XV and XXI.


University of Virginia, Extension Division, Evolution of the Unit Method of Teaching, Charlottesville, Virginia, The Extension Division, 1934.


Williamson, Maude and Lyle, Mary Stewart, Homemaking Education in the High School, New York, D. Appleton-Century Co., 1934, Chapters IV-XI.


Woodring, M. N. and Fleming, C. W., "Directed Study Through the Assignment", Teachers College Record, 33: 673-95, May, 1932.
