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Problems in the reorganization of household science and arts teaching in the junior high school

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PROBLEMS IN THE REORGANIZATION OF
HOUSEHOLD SCIENCE AND ARTS TEACHING
IN THE JUNIOR HIGH SCHOOL.
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PROBLEMS IN THE REORGANIZATION OF HOUSEHOLD SCIENCE AND ART TEACHING
IN THE JUNIOR HIGH SCHOOL

Outline

I. The junior high school movement.
   A. Its spirit and aims.
   B. Its general effect on household science and arts teaching.

II. Specific problems in the reorganization of household science
    and arts teaching in the junior high school.
   A. The types of classes to be taught.
   B. The need of a closer articulation between home and school.
   C. The need of more careful understanding of the adolescent
      girl.
   D. The need of developing habits, attitudes and ideals through
      motivated activity.
   E. The need of using progressive teaching practices.
      1. The project-problem plan.
      2. The socialized recitation.
      3. Supervised study.

III. Household science and arts equipment in the junior high school.
    A. A mechanical drawing of the various rooms.
    B. The location and use of the rooms.
    C. The equipment of the rooms.
    D. The approximate cost of the rooms.

IV. A junior high school course of study in household science and arts.
    A. Major projects.
    B. Minor projects.
    C. Related problems.
    D. Principles, facts, skills, and habits.
EO Aims, ideals, attitudes and appreciations.

F. Reference and illustrative material.

V. Summary.

VI. Bibliography.
THE SPIRIT AND AIMS OF THE JUNIOR HIGH SCHOOL

The spirit and aims of the junior high school are becoming so well established that teachers are looking into all subjects of the school curriculum with critical self-analysis to see how far they have accomplished the adjustments that the goals of the school demand.

The junior high school is now considered beyond the stage where its permanent existence is questioned. No real junior high school has, as far as the records of the Bureau of Education at Washington show, proven a failure; but many of its problems are as yet unsolved; and we may expect that it will take some time to establish the ways and means of solving them. Teachers are willing, in general, to take an appreciative attitude toward the goals of the junior high school knowing that the supreme goal for which it is striving is all inclusive,—that of befriending the adolescent boy and girl by aiming to give them a full, rich and joyous life in the present and in the days in years to come.

Many combined forces are responsible for the wide spread establishment of the junior high school;—educators were dissatisfied with the relation that existed between the elementary and secondary schools; investigations showed that there was a high rate of pupil mortality beginning with the sixth grade through the early years of the high school; pupils were leaving school in excessive numbers in the first two years of the high school because they were disinterested in school work; as compared with European systems we seem to show a waste of school time in our curriculum; and equal educational opportunities for all types of pupils they found wanting in the old type of elementary and high school organizations. The junior high school took its inception with the specific objective of looking most carefully into individual differences
as they exist among adolescent youth, and knowing these differences as a starting point it proceeded to create bigger and broader opportunities for its pupils. Its enriched curriculum with the usual departmental type of teaching aimed at vitalized methods of instruction, economy of time, promotion by subject, successful retention of pupils and careful exploration of pupils' interests and capacities. The junior high school pledged itself to reorganize all subject matter so as to best fit it to the present and future life needs of the pupils.

These goals are worthy ones and are essential to effect if our American schools are to remain and expand in that most essential of elements,—democracy.

THE GENERAL EFFECT OF THE JUNIOR HIGH SCHOOL MOVEMENT ON HOUSEHOLD SCIENCE AND ARTS TEACHING

Teachers of household science and arts can rightly look on the birth of the junior high school as a rebirth of their work. Practical art subjects have taken on a new and more significant aspect in this new school because no junior high school, worthy of the name, has considered its curriculum sufficiently enriched until it has placed before its pupils programs of study which include, cooking, sewing, millinery and related subjects. The practical arts subjects are not yet on the crest of their wave of expansion. They are only commencing to gather their strength and resources. The full tide of expectancy lies in their future; but the teachers of these subjects must go out to meet the possibilities of their work equipped with an understanding of the spirit, the aims and the future hopes of the new school. Educators longingly look to this group of teachers to aid in effecting all that is worthy and best in the new movement. They have sponsored this new
school under the slogan "A school at last where every boy and every
girl can be given an opportunity to develop his and her talents to
their fullest possible capacity" and have pledged faith with the pub-
lic that this school can do what no other has ever done well before,—
solve the problems of the adolescent youth, that most complex of hu-
man beings. Solving the problems of these youths means saving many
of them from falling into pitfalls from which they may never recover.
Every teacher in every junior high school must then challenge her best
efforts to bear out the expectations of this school.

The teacher of household science and arts must not put a limited
interpretation on the share that she can contribute to the goals of the
junior high school. She must face and solve the problem "How can my
subject in content and method of presentation dovetail into the new
spirit and new aims of this new school?" Instead of thinking of house-
hold science and arts in terms of cooking and sewing only the progressive
teacher of these subjects must, if she is to fulfil her calling, broaden
out her sphere of instruction and consider it within her province to
teach every field of work that will help her pupils attain a more appreci-
ative attitude of what constitutes "worthy home membership",—that
cardinal principle of education that has taken on added significance
since it was placed so near the top in that memorable list of objectives
for secondary schools.

The content of household science and arts courses for junior high
school should include a study of foods in relation to health; their
composition, selection and purchase; their preparation and service; the
planning and serving of meals; the use of food in the body; the preser-
vation and storage of food; the home and commercial production of food;
the care of the sick; the care of children; household engineering prob-
lems; the selection and furnishing of a house; the social life of the
home and the community and the interrelation of one upon the other; laundering of garments and household articles; a study of clothing problems such as the selection and purchase of ready-made articles and garments; the designing and construction of articles and garments; the production of textile material and their use and the selection and construction of hats.

One may ask "Have not teachers of practical arts subjects always included much of this material in their courses in past years?" In the largeness of their vision they may have, but it bears on the story of the art student who fell asleep over a task given him by his master. As he slept the master came and wrote across the face of the canvas "Amplius" (larger). When the student awoke he pondered at length over the one word and finally caught the message, realized how cramped his work had been and making a new beginning later became one of our greatest painters. That one word could well be written over the face of our past procedure in household science and arts courses as a stimulus to a new approach for effecting the goals of the junior high school movement.

When one realizes that eight out of every ten girls will eventually take up the vocation of home-making as a life career and that at present every girl lives in a home of some kind, participating to a greater or less extent in the activities of that home then one can understand the potential responsibility that rests in the hands of household science and arts teachers of the junior high school. During this period of their lives girls form their most lasting ideals of life's duties and responsibilities. The teachers' part lies in developing capacity for and interest in the proper management and conduct of the home by taking the girls' present duties as points of departure and gradually eliciting their interests in problems of adult life and future home-making activities.
PROBLEMS IN THE REORGANIZATION OF HOUSEHOLD SCIENCE AND ARTS TEACHING

TYPES OF CLASSES FOR HOUSEHOLD SCIENCE AND ARTS TEACHING

Throughout the junior high school years there should be a general course in household science and arts offered for all girls which is a definite part of the required work covering, at least, two forty-minute consecutive periods a week. This course cannot, of necessity, be intensive in nature but must aim to cover the most salient topics of home-making.

There is in every junior high school a group of girls for whom an intensive course in household science and arts can profitably be planned. Many of these girls will prove to be concrete minded ones who cannot think through many of the academic problems that their sister students are able to solve, but they can and will, if properly guided, be able to work out many valuable situations not found in books. Usually such girls are given ten forty-minute periods a week in which to carry on practical arts work and the work must be designed to meet the specific needs of this group.

Teachers need not be discouraged, as they sometimes are, because the practical arts divisions of girls are often the mentally retarded or even socially unaccepted. This is wherein lies the teacher's chance. If these girls are approached properly, if their latent talents interests and capacities are enlarged upon they may some day eclipse their much exalted co-workers. A very large portion of future valuable and successful men and women will be found in the lower half of any tested class of students. One of our New York bank presidents lately acknowledged that he was always dragging along at the bottom of his class while in school; but somewhere along the line he was stimulated to effort, began to exert himself at the task at hand because, no doubt, that task made an appeal. Today we call this man an exceptionally bright person.
The junior high school teacher of household science and arts must give these concrete minded girls particular study; she must perhaps reckon with their mental shortage but hope for their fullest development through special interest being awakened and sustained. In some cases a single missing link may be supplied by practical and interesting situations which will renew the broken cycle of the girl's future possibilities. Each girl in a practical arts division must be regarded as an individual problem and teachers must use all the guidance privileges given them to stimulate these girls into channels of usefulness.

THE NEED OF A CLOSER ARTICULATION BETWEEN HOME AND SCHOOL

In order to effect the goals set up by the junior high school there must be some specific reorganization undertaken in connection with both the content of household science and arts courses and also with the method of presentation.

Teachers have permitted too many artificial barriers to exist around household science and arts work in the past. These need to be removed in the perfected junior high school. Very often the girl lacks sufficient imagination to see the connection between the laboratory hollow square with its Bunsen burner and the home cook stove and ordinary kitchen table.

Probably teachers of practical subjects will never see the place of their work in the proper relationship to the home until they reflect on just what kind of homes their pupils come from and just what types of problems these homes have to solve. To bring about a closer articulation between the home and the school is perhaps the first necessary step in the process of reorganizing household science and arts work. If a teach-
er can attempt a kind of local survey of the district in which she teaches, if she can cautiously find out the type problems that confront the average home-maker of her district and after personal reflection on these problems assign her class work using this data as the basis of her work then much of the frothiness of practical subjects will be subtracted from them.

It is very difficult for many teachers of household science and arts to give up the old formal lock-step method of handling their subject matter. They are accustomed to think of uniformity as the all important part of the work instead of adaptability to present needs. Such teachers must constantly reflect that, as junior high school teachers, they are enveloped with a new atmosphere and their school work must needs take on new and larger aims. Few girls can be expected to do the same piece of work in the same amount of time, and if practical arts subjects have suffered from an ill adjustment between home and school in the past probably the outstanding reason was that teachers have for so many years been striving for excessive and rigid uniformity. In the future when the urge of uniformity steals over a teacher she can only recall that the modern educational philosophy strives less for this than for the more wholesome spirit of vitalization of subject matter. The course of study must necessarily be flexible to allow for adjustments being made to meet the needs of individual girls or groups of girls whose home and community activities and experiences vary.

The nucleus of a foundation course in household science and arts may revolve around the daily, weekly or even yearly projects of the average housekeeper. These can be substantially the major projects of the course. By analysing these major projects into minor projects and related problems all the practical arts processes and related facts will be included and the course will take on definite aims and concrete sit-
The progressive teacher of household science and arts will not be content to think that a girl will acquire the ability to solve the problems of a home when she has acquired information about household materials or acquired manual skill in household activities. The training she needs is acquired only through her ability to think through situations as presented in school that are replete with problem-solving elements identical with those which will confront her in life. The teacher must then use problems constantly as teaching material and must stimulate the girls to solve them through constructive and effective thinking. If problems are so stated that they challenge the attention of the pupils and seem worth while pupils are eager to attempt their solution. The household science and arts teacher is fortunate to find at first hand innumerable problems linked with the girls' home activities and interests and she must plan her course to include the most vital of these problem-solving situations. This approach to the teaching of her subject will give ample opportunity to the pupils for the weighing of values, for exercising good judgment, for using initiative and in general will open up avenues by which the girls can learn to organize their ideas and methods of work. The problems must be skillfully organized by the teacher so as to form a connected series of what proves to be a progressive whole. The teacher's classroom procedure may be an example to her pupils in the orderliness of thinking. Throughout the whole plan of the course the large aim is that of thinking less of the subject than we have in the past and more of the lessons of home-making.
THE NEED OF MORE CAREFUL UNDERSTANDING OF THE ADOLESCENT GIRL

As we study the adolescent girl more and more we see how her physical, mental and spiritual nature craves for outward expression during that period from twelve to fifteen. She wants to do things, she yearns to see results and to get practical reactions. This is where household science and arts have first hand appeal. If a teacher superimposes the adult point of view too quickly upon the girl the subject has lost its hold upon her; but if she lets the girls' interests predominate, as it were, if she leads instead of drives her into the broader avenues of thought the practical subjects will have a lasting as well as educative appeal. In many classes of food study a teacher in the past was frequently found indulging herself in a kind of exposition of an educational thesis over the heads of her pupils who were expected to digest it as a kind of feast of knowledge. Such teaching of household science and arts can no longer be tolerated. What the girl wants is sewing, cooking, millinery or other activity that are directly within the realm of her present appreciation. She naturally wants to make a dress, she desires to set a table and learn how to cook a breakfast, she feels the need of knowing how to mend clothes, remodeling an old dress appeals to her, as does purchasing a becoming hat or furnishing an artistic living-room. Such activities carry her along on their momentum. The adolescent girl desires to explore, to organize and to associate with her fellow beings and the wise teacher will afford her every opportunity for such contacts. Her emotional nature often craves for the unrealizable satisfactions of the spirit. She loves pleasant surroundings and aesthetic touches. Her school life must react to this or she gets moody and unresponsive. Therefore, teachers must make special effort to enhance the beauty and appeal of their class rooms,
must be gratiously kind to all girls of this age knowing that they are in special need of inspiration and guidance and that they are going through a particular period in their lives which is fraught with many dangers but at the same time with great potentialities.

THE NEED OF DEVELOPING HABITS, ATTITUDES AND IDEALS THROUGH MOTIVATED ACTIVITY

One hears a great deal about motivation in the teaching of all subjects,—letting the pupils see the real worth of the task she is asked to do. Household science and arts probably requires less re-organization than almost any other subject in order to make of it a one hundred per cent motivated school subject. Teachers need only follow along the practical channels and link their work with vital situations in order to arrive at this goal. Briggs, whose contribution to the field of junior high school education has been so invaluable, has coined the phrase that seems today to be nationally accepted in the educational world,—"Let the child be taught to do better the worth while things she is going to do anyway", he has said. This surely bears weight in evaluating the contributions expected from household science and arts teaching. It urges from another angle the great plea that is surging in the educational world for naturalness in school subjects. Unless a pupil absorbs her education naturally and pleasantly her best development is impaired. The expression "impressions are stamped in by pleasures" surely holds true in the educational world. Passive teaching without pupil participation has passed into the discard and passive doing without seeing the worth whileness of the task has followed in its wake.

The teacher of household science and arts must therefore test the
quality of her instruction by analysing every piece of work presented to her class in the light of what it is worth to the pupil in terms of his daily living. It is only by approaching practical subjects through practical channels that we awaken in the pupils that set of responses that will give rise to those habits, attitudes and ideals that test the true value of household science and arts work. When educators listed "worthy home membership" among the aims of education they expected a definite contribution to be attained from the practical arts subjects. They almost said to the teachers of household science and arts "Try to teach through the spirit and conduct of your classes a philosophy of successful home life with practical applications". To do this teachers of household science and arts will have to strike at the deeper levels of life; they will have to develop within the girls a sense of understanding concerning their daily share in contributing to the spirit of home co-operation. If home life with the passing of the years is to grow more sound and satisfying then the girls of today must be led to realize that the truest test of character lies in displaying in the home the virtues of courage, patience, industry, affection, loyalty, cheer, enthusiasm and persistency. The girls must be led to appreciate the generosity of their mother's part in life who is trying to make a home out of a house and who usually does not find so much happiness in things as she does in the spirit of her home and particularly in the spirit of willing service of her daughter. The old homestead with its old spirit may be doomed to fade out of existence because of the industrial, social and economical changes which have pressed down upon us, but it is the earnest hope of all thinking men that somehow in the male the time-honored virtues of home life will persist.
THE NEED OF USING PROGRESSIVE TEACHING PRACTICES IN
HOUSEHOLD SCIENCE AND ARTS TEACHING

It is said that the modern educational cycle consists of

1. The project plan which helps to develop and define the problem
2. The supervised study plan which procures and helps the pupil get at the root of the data
3. The socialized recitation plan which helps in presenting results.

All three of these progressive teaching practices find application in the field of household science and arts teaching.

If the course of study is reorganized in such a way that the major units of productive work are made the starting points and these are divided into a concrete body of minor projects and related problems the unfolding of the subject matter will naturally develop a body of interesting facts and processes; and in all the doing, thinking and enlarging the teacher's province will be to awaken abilities, attitudes and ideals. This approach will vitalize the subject matter.

According to Dr. Bonser the test of the educational values of instruction should be: "Has it enabled the pupil to do her work better? Has it given her an insight and attitude toward effective participation as a citizen in co-operation with the regular activities of the community? Does it provide a means for the wholesome use of leisure time, contributing to the spending of free time more profitably?"

If household science and arts teaching provides these opportunities and activities then worthy aims are being realized, individual resources are being developed and girls are learning to take care of immediate needs and interest in such a way that when they pass on into adult life
the gap between school method and everyday living will have been bridged to some appreciable extent.

THE PROJECT PLAN

The aim of the project plan in any teaching field is to stimulate more doing by the pupils under the impetus of their own purposes. Fortunately teachers of household science and arts have no need to seek after the golden key to the modern method of learning, for activity is germane to the subjects and it takes only average discretion to find ways and means of linking practical arts work with live situations that immediately appeal to the pupils and elicit their purposing. The project plan of teaching means vital learning, learning something one can always use and realizing while she is learning it that the subject is usable. Because practical arts subjects are inherently utilitarian in nature the teacher who wishes to use the project plan in this field is well started before she is introduced to the technique of the plan.

A project is said to have five distinct parts,—purposing, planning, executing, judging and generalizing. The purposing of a project is that step in the process wherein the pupil becomes so interested in a concrete situation or problem that she voluntarily takes it over as her own. The teacher leads the class into a frame of mind where the pupils care to accept the responsibility of studying through the situation or problem because they feel that it has elements of reality. In the field of household science and arts teaching there are a superabundance of large and vital situations that pupils will naturally accept for study if the proper interest is shed over them. If the teacher makes the garment the centre around which clothing study is organized and the meal the centre around which food study is organized she is fairly sure to keep within the scope of the pupils' purposes because the garment and
the meal compel the attention of the girl, and from this beginning a long series of lessons can be developed wherein problems are solved and processes are taught.

The planning of a project involves analysing all problems connected with the project and deciding how they can best be solved. Any practical arts project requires a great deal of planning and each pupil of a class should be assigned a specific task,—one girl may collect illustrated material to carry through the project, another can buy materials and keep correct account of all money spent, another can read short sketches concerning the best ways of carrying through the activity and still another find the approximate time which will be required to complete the activity. The teacher must be alert to catch the first sign of budding interests as evidenced among her girls. If the project is the preparation of a company dinner then certain girls may have a natural propensity for drawing and could use this aptitude in the making of menu cards, another feels a hearty satisfaction in setting the table and decorating the room, another feels an urge to visit the markets and select the needed food. The teacher's part in this step of the project consists in guiding the pupils with their plans, stimulating them to use initiative and to co-operate with their sister students and instilling in them a sense of responsibility as to the results of the project. She has the delicate part to play of trying to have every pupil take over as many problems as possible for solution and herein she has her opportunity to study individual differences among her pupils, the big problem of every junior high school teacher.

The executing of the project is really the doing part, the pupils taking all the steps they can for themselves untangling the difficulties that are possible, and the teacher stepping in at the auspicious
moment when the pupils have solved all the problems they could find explanations of and frankly saying, "this is how to do it", demonstrating only as much as is needed to help the pupils proceed to help themselves. As pupils execute a project the teacher must remember that habit formation is the big goal. Fair play, courtesy, order, neatness, initiative, class pride and co-operation should be aimed for.

The judging of the project follows the activity. The questions arise: What was good about this project? What was faulty? How can I improve on this activity the next time I try it? I made certain mistakes. How can I attain a higher standard of work next time? The teacher must have certain objective helps to show perfected work if she expects her pupils to form correct judgments. A cooking or sewing room that fails to show through charts, pictures, books or other standards the expected excellence that the teacher hopes to attain in the work of the project has not availed itself of the necessary opportunity for project teaching. The teacher must lead the pupils in this step of the project to make comparisons and to discuss their failures and successes. By examining, comparing and judging the pupils are led to see how to overcome their mistakes.

The generalizing step of the project consists in tying up the learning with life's problems. The pupils reflect "I have solved a problem. I have done something. I have learned much. When am I going to use it? How am I going to use it at home? How am I going to use it at school?" If a pupil has taken part in celebrating Washington's birthday by preparing and serving a company dinner, how will this knowledge function if in one month's time she attempts celebrating her mother's birthday at home? The teacher must stimulate the pupils to want to use what they have learned at school in situations that will confront them outside of school. If a girl has made a dress for her-
self then the teacher’s part is to discuss with her what changes she would have to plan for in order to make a dress for her mother. The generalizing step of the project gives rise to new projects to be attempted and the whole cycle of subject matter can be eventually covered, with some special provision being made for a fair amount of drill and training in aesthetic appreciations.

The teacher who uses the project plan in household science and arts teaching must know how to handle it skillfully. She must cultivate the delicate art of questioning her pupils at the psychological moment; she must be able to evaluate their progress and growth with every available check-up and must ever keep her educational goals definitely and assuredly fixed. She must have an abundance of helpful material on hand to aid the pupils in the development of the project and must be ready at all times to give them counsel and inspiration. In no way must the project be an excuse for poor teaching or leave loose ends untied.

SUPERVISED STUDY

Hall Quest, the great exponent of supervised study says: "The aim of all work in school is to produce an individual who can economically and effectively direct himself." Supervised study aims to do this. It means directive teaching, showing the pupil how to use her mind so that she will get results of thought or results of action. A good supervised study program diagnoses each child’s individuality and then proceeds to classify pupils according to abilities, treating each group in the way that best serves its purpose.

In household science and arts courses supervised study means supervising pupils in their habits of learning, directing and training these habits so that they result in desired activity. As a pupil works
in a cooking or sewing room the teacher studies her procedure, analyses her attitudes, shows her how to use her mind, tries to correct the poor habits she possesses and by directive teaching aims to have her learn skills and processes. This is supervised study in its broadest sense. All through project-problem teaching the pupil must be led to stretch her mental muscles, must be directed ever so tactfully into correct avenues of thought and activity that will result in her acquiring right habits and attitudes. Manual activity lends itself in a particular way to the acquisition of specific habits of work and study. Tasks must fit the capacity of the pupil if correct habits are to be established. The joy of work and desire to create and improve in the skill that is being taught must be paramount in the household science and arts class room. The bad habit of depression over an attempted task must never be allowed. Muscle co-ordination is a firm basis of pupil growth. The girls should show evidences of improvement in posture, gracefulness, quietness of movements and poise through her training and practical arts subjects. Knowledge of materials and tools and growth in the ability to use and care for them create avenues for training pupils in sensory-motor reactions. The spirit of an ideal household science and arts department naturally inculcates in the girl habits of neatness and thoroughness. These are definite qualities and they possess fundamental factors which when once incorporated in the general make-up of a girl carry over their influence into her life. All procedures of practical work should be set up carefully and definitely and girls should show an evidence of growth in that infinite genius, taking pains at little and big task. The teacher must supervise the growth in her pupils of visual acuteness for one only sees what a knowing eye expects her to see and the teacher of household science and arts can train her pupils to look for worth while things not only in
nature, books and magazines but in every practical walk of life. The supervision of pupils' combined speed and accuracy in manual work cannot be overestimated. They can be led to evaluate their own progress in these elements of growth and vie with themselves to show signs of improvement. Probably no element of pupil growth is so satisfying to the teacher of household science and arts as that of the spirit of the craftsman. When a pupil feels that she has produced through manual activity an outward expression of an inner spiritual urge then she has become an artist in her field of work. No subjects have so many vital contacts with the artistry of life as those connected with the home. When a girl has grown to feel that every home activity is a reflection of a woman's true soul then the spirit of the craftsman will forever overshadow what might otherwise prove at times to be that of the drudge.

By carefully supervising household science and arts study and work a teacher can train girls who will possess not only trained minds but willing hands and brave hearts that will help them to take on the womanly duties that life holds for them.

THE SOCIALIZED RECITATION

The aim of the socialized recitation is in line with other modern educational policies, making class procedure "true to life". It is a reaction against the old spirit of school work which accepted the pupils as so many reservoirs into which knowledge could poured in and from which this same knowledge could be extracted in the same form in which the teacher had meted it out. Too often in the past the question and answer recitation period was both stereotyped and dull. The progressive educator feels her part to be that of leading her pupils to information, making her see the use of it and then letting her assimilate what bears on the most telling points. If a teacher explains a process
or tells a fact which a pupil with slight help could have accomplished for herself then that pupil has lost an opportunity for growth. If school work can be socialized to the extent that each pupil feels impelled to offer to the class as many genuine contributions as she can glean from her studies and experiences and if in the recitation period there is a natural give and take of ideas then the lesson takes on added interest and pupils receive through such active participation a training in life's values. The creed of the socialized recitation is "every pupil in every class has a right and unavoidable obligation to contribute everything within her power toward the education of her classmates".

The teacher takes, as it were, a less conspicuous place than she held in the past but her subordination is more apparent than real. She must be omnipresent and omniscient, guiding, evaluating, stimulating, suppressing and occasionally taking everything over into her own hands for redirecting. Group discussion and group criticism are the big things to attain in the socialized recitation plan for herein do we get that natural flow of ideas which is so vital to its success. Such class room procedure creates the spirit of "curness", that most coveted characteristic of a modern class room.

Teachers of practical subjects have not been as unduly tempted as some teachers in the past to use the "pouring in" method of instruction, for the essence of practical work necessitates one pupil's achievements effecting the spirit of another pupil and teachers of practical subjects have always felt the need and value of group planning of work. However, teachers of all subjects can seek and find innumerable ways of broadening their class room procedure to make it have more telling social values. When pupils are studying the manufacture of food or clothing the teacher should stimulate small or large groups of pupils to visit canneries, bakeries, tailor shops, clothing bureaus, textile centers,
or other commercial enterprises and report to the class all that was interesting and instructive. Pupils must be led to reach out into life for vital data which can be presented to the class and which will take the deadening element out of theory presentation. The idea of field work in which pupils not only observe how others gain a livelihood but increase their own happiness by seeing the application of the school-taught theories to practical adult life must grow with the expanding idea of the junior high school. Field work has wide offerings of interest in connection with the study of house building and house furnishing.

The household science and arts teacher can occasionally use pupil teaching to advantage; pupil demonstrations can be planned; a review may be based largely on questions submitted by pupils; contests can be held to check up the acquired skills of a class. Such socialized approaches do not require any elaborate paraphernalia for their execution but they do arouse enthusiasm and increase active co-operation.

In general, the most effective means of socializing the contents of any subject matter is to tie it up with interesting appealing situations so that pupils will be subtly led on to collect all relevant material and present it to the class in an interesting way. Occasionally, if not always, the teacher may permit the class to conduct the recitation with a pupil chairman in charge. This trains pupils in self-confidence and poise as well as in modes of expression; but the teacher must take great care that definite objectives are attained during the lesson and that all pupils, the shy as well as aggressive, are given a fair chance for presenting the results of their study. As the socialized recitation goes on the teacher will have another opportunity to study the individual differences of her girls. She may be pleasantly surprised to find that some of the concrete minded girls of a practical arts division are stimu-
lated to renewed effort by such class room practice. These girls often have a fortunate amount of personality, which is said to be the sum total of a person's ability to co-operate in society. Persons of this type enjoy getting people to work together. Every time a girl is afforded a chance in a household science and arts class room to organize and direct she is afforded a chance to grow and with this growth there may be expected concomitant evidences of increased interest in school work, increased initiative, co-operation, reliability and self-control. These are worth-while goals by which to test the progressive educational social philosophy.
HOUSEHOLD SCIENCE AND ARTS EQUIPMENT IN THE JUNIOR HIGH SCHOOL

See attached mechanical drawing of the various rooms.

THE LOCATION AND USE OF THE ROOMS

Class rooms and practice rooms for household science and arts teaching should be situated in a lightsome corner of the building, preferably on the top floor. Basement rooms lack both the aesthetic and sanitary appeal that are of prime importance in the correct presentation of junior high school subjects. In determining the type of equipment to select for the work one must be guided by the funds which are available, the types of homes that pupils come from, the opportunities which are afforded for the utilization of textile and food products and the possibilities that are created to co-operate with other science and social studies. Substantial appointments are economical in the largest sense and if a wise selection of "must haves" is made the total cost does not need to soar to a prohibitive amount. Quality is essential in all utensils selected which are to be given constant wear. Good taste and good sense are required in the selection of those furnishings which are not so persistently used.

The aim in equipping the rooms is to allow of varied types of experiences. Not all the stoves need to be of one make or all sewing machines of one type of manufacture. The most vital aim is to create conditions which will allow of each pupil's having as much individual responsibility and practice individually as is possible. There must be sufficient stove or burner equipment to take care of this, as many desks
or large drawers as will allow each pupil a definitely assigned one as her special care. Cabinets and stove room space must be ample and varied, drawers, shelves, closets, hooks and racks must be placed with definite ideas as to need and convenience. Modern appliances should only be those of the inexpensive variety such as are found in the average home.

The floor space must be sufficient for comfort but if the rooms are too large they are both cumbersome to care for and expensive to build.

The relation of the cooking room to the lunch room is an important factor because in the modern cooking room there must be many points of correlation between the two; at least the two rooms should be on the same floor and, if possible, in close proximity.

The practice suite should be part of the household science equipment in order to emphasize the connecting link between home and school. This suite should contain the rooms of an ordinary apartment arranged as nearly as possible to resemble that of any apartment used as a home and in it one should therefore find the kitchen, dining-room, bed-room, hall and toilet. A bath-tub has a disadvantage of adding a costly item to the expense of the suite and its cleaning does not present a sufficiently separate problem to warrant its additional expense. The furniture of the suite should be simple but artistic and many of the small artistic touches of decoration can be taken over as profitable projects by the sewing and art classes. When finished it should be a home-like attractive combination of rooms, typical of the homes of the middle class citizens of the city. The kitchen of the suite should be used for perpetrating individual or group projects and its furnishings should only number those that one should expect to find in the average home. The home practice suite creates a fertile field for the managerial home projects and girls must have their frequent turn given them to try out its possibilities.
THE EQUIPMENT OF THE ROOMS

See mechanical drawing for large furnishings.

UTENSILS FOR JUNIOR HIGH SCHOOL KITCHEN

I. Agate (Extra Agate Quality)
   24 double boilers
   4 4-qt.
   4 2-qt.
   4 1-qt.
   13 1-pt.
   35 saucepans and covers
   1 7½-qt.
   3 4-qt.
   2 2-qt.
   10 1-qt.
   20 1-pt.
   6 pie plates, 9"
   3 Washington pie plates, 9"
   13 dishpans, 14-qt. size
   1 coffee pot, 3-qt. size
   1 tea kettle
   1 boiler, 5-gal. size

II. Aluminum (Wear-ever Quality)
   6 Washington pie plates, 9"
   2 double boilers, 1-qt. size
   4 saucepans and covers, 1-qt. size
   4 pie plates, 9"
III. Brooms, Brushes, etc.
2 stove brushes
2 daubers
8 scrubbing brushes, medium size
2 dust brushes
2 floor brushes
1 whisk broom
1 long handled broom
3 vegetable brushes
1 mop
3 dry mops
3 dust pans

IV. China
1 doz. dinner plates, 10"
1 " tea plates, 8"
1 " soup plates
1 " bread and butter plates
1 " tea cups and saucers
1 " fruit saucers
3 vegetable dishes
1 creamer
1 sugar bowl
1 water pitcher
1 butter dish

V. Crockery
3 yellow bowls, 4-qt.
8 " 2-qt.
1 doz. white bowls, 1-qt.
1 " 1-qt.
VI. Cutlery
1 carving set
28 case knives
28 forks
28 vegetable knives
2 spatulas
2 chopping knives

VII. Dry goods
8 yds. cheesecloth
12 linen dish towels
2 yds. Canton flannel
3 yds. unbleached cotton
1 silence cloth, 3½ yds.
12 glass towels
6 oven cloths
1 ice bag
12 woven dish cloths
3 table cloths, 3½ yds.
1 doz. plate dailies
1 " tubbler "
13 napkins
1 fire blanket
34 linen crash desk cloths

VIII. Enamel (F. & W. Quality)
2 hand basins
2 soup ladles
1 pitcher, 2-qt.
6 pitchers, 1-qt.
6 " 1-pt.
1 sink strainer
24 custard cups
24 bread and butter plates
24 small cups and saucers
3 funnels
1 garbage pail with cover, 8-qt.

IX. Glass
1 vinegar cruet
1 oil "
12 glasses
2 salt shakers
3 pepper "
2 lemon squeezer
2 butter jars
1 salt jar
24 individual salt boxes
4 doz. jelly tumblers
5 " preserving jars
2 doz. 1-qt, E. Z. Seal
3 " 1-pt, E. Z. Seal

X. Iron
1 Scotch bowl
1 meat chopper
3 can openers
1 cork screw
1 roasting pan, 17" X 12"
1 rack for roasting
1 household scales
4 frying pans, 8½"
6 omelet pans, 6"
1 hammer
1 ice pick
1 coal hod and shovel
2 pails

XI. Laundry supplies
1 wash boiler
3 wash boards
100 clothes pins
1 clothes line
1 clothes wringer

XII. Silver (Roger Al Quality)
1 doz. dessert knives
1 " " forks
8 dessert spoons
4 table spoons
2 doz. tea spoons
1 butter knife
1 sugar spoon
1 soup ladle

XIII. Tin
1 sugar can
1 bread box
2 dippers
2 graters
2 flour dredgers
3 griddle spades
4 sheets, 12" X 13"
4 cake pans, 9" square
4 bread pans
2 apple corers
6 cake pans, 6" X 9"
1 flour sifter
1 sugar scoop
4 cookie cutters, heart shaped
4 cookie cutters, round
4 biscuit cutters
3 doughnut cutters
4 muffin pans
12 Lad egg beaters
24 measuring cups
24 table spoons
48 tea spoons

XIV. Wire

24 strainers
   12 1-cup size
   6 1-pt.   "
   8 1-qt.   "
3 potato mashers
1 potato ricer
1 frying basket
1 dish drainer
3 cake coolers
3 soap dishes
3 broilers
3 toasters
3 gas toasters
4 soap shakers
3 chain dish cloths
2 sink brushes

XV. Wooden Ware
6 rolling pins
18 spoons, 8"
1 chopping bowl
4 towel racks
2 44" high, 29" wide
2 30" " 20" "
2 meat boards, 13" X 10"
1 mallet, 14" long
1 flour bucket, 50-lb.
1 " " 10-lb.

XVI. Miscellaneous
1 yard stick
1 pair scissors
1 sink shovel
1 Alaska ice cream freezer, 6-qt.
2 Japanned trays, 12"
2 " " 14"
2 " " 13"
18 asbestos mats
2 rubberized aprons
2 portable ovens, "Florence" 1-burner size
THE APPROXIMATE COST OF THE ROOMS

Household Science Suite

Kitchen (as per plan) and pantry $3000.00
Utensils for kitchen (as inclosed) 400.00
Unit kitchen (as per plan) 800.00
Dining Room (as per plan) 200.00
Toilet (as per plan) 300.00
Bed Room (as per plan) 200.00

Total $4800.00

HOUSEHOLD ARTS

Sewing Room (as per plan) $2000.00
Millinery Room (as per plan) 2000.00

The cost of building itself averages, at present, about fifty cents a cubic foot.
A JUNIOR HIGH SCHOOL COURSE OF STUDY IN
HOUSEHOLD SCIENCE AND ARTS
SUMMARY

Since the junior high school has become an accepted unit in our school organization its problems in every subject must become an absorbing issue for educators to solve. Household science and arts is no exception. To solve the problems of this new high school involves knowing well its aims and purposes. No subjects lend themselves better to the working out of the hopes of this new school more than those connected with practical arts; but to effect the goals for which the junior high school is organized the practical arts subjects must take on deeper significance; the courses of study must be vitalized, broadened and intensified in every direction. Life's problems must be made the nucleus of every course. Practical situations must create the impetus to awaken in the girls a desire to work out the solutions to these problems. All artificial barriers must disappear in the class and natural methods of approach be used in the presentation of subject matter. In order to thoroughly vitalize class room procedure the teacher should make use of as many progressive teaching practices as possible.

The equipment of household science and arts departments must be adapted to the growing expansion of the work. Not only should garment making and cooking processes be included in the course of study but every phase of home making and every aspect of its management in connection with social, domestic and civic life be given consideration; each presented in such a way that what is learned at school will stimulate the pupils to look further into these problems as they find them in life.

The household science and arts teachers have before them the task of training girls for "worthy home membership", that most essential training if our nation hopes to endure on the firmest possible basis.
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