

1921

# The place of a Department of Household Arts in a school of religious education and social service

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BOSTON UNIVERSITY  
SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

Thesis

THE PLACE OF A DEPARTMENT OF HOUSEHOLD ARTS  
IN A SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

Submitted By

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//  
(B. S. Carnegie Institute Of Technology, 1913)

In partial fulfilment of requirements for  
the degree of Master of Religious Education

1921

THE PLACE OF A DEPARTMENT OF HOUSEHOLD ARTS  
IN A SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE.

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## I. INTRODUCTION:

### A. Brief history and the evolution of the home.

The home from its inception has gradually been going through a process of evolution. The emphasis has been placed on different phases of its usefulness. In feudal days the home was the safety zone for its inhabitants, it was the place of protection; in the colonial days of our country and up until the development of the factory system, the home was the place of production, here raw materials were turned into finished products. Just now the home is really fighting for a place, what that place will be will depend upon the ideals of those who are now founding homes. They do not need a home for protection, neither do they need it for production, what then is to be its function? Some writers would have us think that home and family life is a thing of the past, that it will give way to a communistic form of living. The home is established around the family and the place of the family is permanently fixed in society; it was fixed by the Creator in His plan for the world. Its mem-

bers have their places fixed by their organic natures that rest upon their biological relationships. "

"The primary function of the family is the continuing of the life of the species; that is, the primary function of the family is reproduction in the sense of the birth and rearing of children." 1.

"The family has been in the past, and still is, the greatest conserving agency in human society, preserving and transmitting from generation to generation both the material and spiritual possessions of the race." 2.

"The nation whose family life decays rots at the core, dries up the springs of all social and civic virtues." 3.

#### B. Present status of the home in the United States.

From the statistics giving the ratio of divorces to marriages in the United States it was proven that in the twenty years, 1887-1906, divorces increased 160 per cent against a slightly over 50 per cent increase in population. 4. As a matter of speculation it was estimated that if this increasing divorce rate continues, in 1950 one-fourth of all marriages in the United States would terminate in a divorce. This in-

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1. Elwood, Chas. A. Sociology and Modern Social Problems, p.54

2. *ibid.* p.55

3. *ibid.* p.57

4. *ibid.* p.117

stability of family life is a serious menace to our nation. Can we as one of the leading Christian nations of the world retain our place if we lead all the world in divorce? <sup>1.</sup>

C. The responsibility of the church to safeguard the home.

It is evident that legislation has not proven a sufficient means to check divorce, for the divorce laws of the states are so variant, that anyone who really wants a divorce has no trouble in obtaining one. Since legislation is a comparative failure the only alternative is education. This education must be given to those who have already established homes, to those who are about to establish homes and to the children. It is with the children that our greatest possibility lies.

"Until children are taught to look upon the family as a socially necessary and therefore sacred institution, until they are taught to look upon marriage as something other than an act to suit their own convenience and pleasure, we must expect that our family life will be unstable." <sup>2.</sup>

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1. Literary Digest, May 7, 1921. "America Leading the World in Divorces" p. 28.
  2. Elwood, Chas. A. Sociology and Modern Social Problems, p. 135.

"The importance of a pure and wholesome family life in society should, therefore, be emphasized by our whole system of public education, while the responsibility which rests upon the church in this connection is obvious; but the home itself must, it may be admitted, be the chief means of inculcating into the young the sacredness of the family." 1.

Because the family and the home are the generators of one of the greatest dynamics of life, the education for them should be of greatest importance.

D. The place of Household Arts in education for the home.

There is a diversity of names given to this home training, but for this paper that of Household Arts will be used in its broadest meaning.

"Home Economics, or the Household Arts, is the science and art of bearing, training, housing, clothing and feeding the human race in so far as these activities are confined to the family and to the home." 2.

"Home Economics, or the Household Arts, should endeavor to work toward the maintenance of the best type of home and family life because they are vital forces in the establishment of a sound democracy." 3.

The church as the one great spiritualizing agency

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1. Elwood, Chas. A. Sociology and Modern Social Problems, p. 135
  2. Journal of Home Economics, May, 1921, "Adult Woman's Challenge to the Home Economics Teacher," by Mrs. Flora Green.
  3. Cooley, Anna M. Teaching Home Economics, p. 38.

of the world should have a large share in the instilling of home and family ideals into the minds of its boys and girls. There should be special training given them for the greatest task of their lives. The home has been defined by Professor Cope as humanity's great opportunity to walk the way of the Cross. The church should help its people walk in that way.

This paper will endeavor to show the place of a Department of Household Arts in a School of Religious Education and Social Service and also in the local church school.

. . . . .

## II. OBJECTIVES OF THIS LABORATORY:

### A. Objectives

This laboratory is to be used for the demonstration of the use of the Household Arts as an agency for spiritualizing community life.

#### 1. To make discoveries

##### a. History of Household Arts Classes:

"Altho there has been a great advance in the nature of the work offered by many church schools, this perhaps is one field which has lagged behind in some respects in the teaching of Home Economics. This may be due in part to the tendency to 'leave well enough alone,' especially when past methods have necessitated the minimum outlay of money.

The early work in 'cooking' and 'sewing' was taught in after-school and Saturday classes under the jurisdiction of churches. The work was usually planned and executed by women of the congregation who volunteered their services. The teaching of stitches on small bits of cloth or 'samplers' proved interesting to the children, and made pleasing little records of work accomplished. The preparation of one dish by the teacher, as a demonstration, or by the class as a group, comprised the lesson in the preparation of food."

The cooking and sewing classes have been utilized more as a means of attracting and holding chil-

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1. Cooley-Winchell-Spohr-Marshall, Teaching Home Economics, p. 258.

dren than for real educational purposes.

b. Position of Household Arts in church schools at the present time:

Now that the church is beginning to understand that Household Arts cover more than merely the cooking and sewing classes and are awake to their educational value, it is the part of this laboratory to test methods for the use of church and community agencies.

"Home making is the occupation which centers around the home, whether that home be the cooperative enterprise conducted by a husband and wife for the benefit of their children, themselves and society, or a place called home by an unmarried woman or a woman without a family."

"Home makers, or those girls and women, for whom Household Arts training is required include all women and girls, who in any capacity or to any degree, share or will share in the activities of Home making." 1.

This definition of home making as worked out by the government agencies will be the one used in this discussion.

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1. Home Economics Education Organization and Administration, Bulletin No. 28, Home Economics Series No. 2. United States Government Bulletin.

c. General divisions of the Household Arts.

Taking the three headings commonly used in subdividing Household Arts work and placing under each the work that might come under it, the division is as follows:

Food

- Production of foods
- Selection of foods
- Preparation of foods
- Serving of foods
- Care outside and inside the home
- Conservation in use.

Shelter

- Ideals of a home
- The budget
- Division of income
- Selection and furnishings of a home
- Management of a home and the division of labor
- Care of the members of the home
- Special care of baby, children, invalids, or aged people
- The hospitality of the home
- The home in the community
- Home sanitation

Clothing

- Selection and purchase of clothing
- Care and cleaning of clothing
- Home manufacture of clothing
- Repairing and remodelling of clothing
- Home Millinery

The next question to be decided is which of these courses can be best utilized by the church. How can they be made to so function in the lives of the people that the influence will spread into the community? It is the plan of this laboratory to try out several courses in a typical home mission field where native Americans and new Americans live side by side.

2. To test methods for the use of the local church and community agencies.

The courses that will be installed first will be general, although the selection given will be limited. The following are tentative courses of study which will be offered:

Home-daughters' Class for Junior Girls, 9-11 yrs.

Simple personal health rules:

- Care of the body
- Washing of face and hands
- Bathing
- Care of hair
- Care of teeth
- Care of nails

Foods:

- Use of foods by the body
- Selection of foods
- Foods to eat between meals

Preparation of simple foods  
Care in the home  
Milk in the diet  
Fruit and vegetables in the diet

Clothing:

Care of clothing  
Wash dresses  
Cloth dresses  
Underwear  
Shoes and stockings  
Laundering of hair ribbons  
Mending and patching  
Use of hangers

Home duties:

Responsibility to parents  
Responsibility to brothers and sisters  
Dishwashing  
Bed-making  
Sweeping  
Dusting

Mother's Helper Class for Intermediate Girls, 12-14

Care of Infants:

Bathing  
Care of eyes, mouth, nose and ears  
Clothing  
Special Summer care  
Care in feeding  
Care in handling

Foods:

Suitable for school girls  
General principles of meal planning  
General principles of cookery  
Sugars  
Starches  
Vegetables, root and leaf

Cereals  
Eggs  
Meats  
Fish  
Meat substitutes  
Bread stuffs  
Special diets - children and invalids

Clothing:

Selection of clothing  
Care of clothing  
Daily care  
Repairing and cleaning  
Construction of a waist (middy style  
with embroidered collar and cuffs)  
Laundry work  
Care of textiles, cotton, linen, wool,  
silk

Home duties:

Responsibilities to the home  
Personal accounts  
Cleaning and care of the bedroom  
Planning and serving of meals

A Supper Class for Senior Girls, 15-17 years

Foods:

Special rules as to seasons, combina-  
tions, food values, etc.  
Menu building  
Meal cookery  
Planning of meals  
Selection and preparation of foods  
Serving of foods  
Use of sugars, starches, fats, tissue-  
building, mineral and water foods  
by the body

Clothing:

Suitability to wear  
Suitability to time

Suitability to purse  
Wearing qualities  
Embroidery for household linens  
Construction of dress (simple wash dress  
with hand finishing or plain cloth  
dress in season)

Home Duties:

Care for children  
Planning and preparing of meals for a  
week-end

A Supper Class for the young women of the Young  
People's Division, 18-24 years

Family Income:

Budgets  
Division of income  
Marketing  
Good buying  
Package versus bulk goods  
Household accounts  
Foresight in planning and buying

Civic Housekeeping:

Water supply  
Garbage disposal  
Sewage disposal  
Clean streets  
Public buildings as libraries, schools,  
churches, stores, factories

Foods:

Food values  
Needs of family  
Variety in meals  
Suitable combinations  
Marketing

Serving of simple meals such as could  
be used in their own homes  
Special dinners  
Refreshments for parties, picnics, etc.

A Clothing Class for Adult Women, 24 years and over

Selection of Clothing:

Suitability

Durability

Price

Ready made versus home manufacture  
materials, construction, style,  
fitting, alteration,

Construction of clothing

General principles

Materials and care of each

cotton, wool, silks, linen

Underwear - children's and women's

Outer garments - children's and women's

Renovation of clothing

Daily care

Weekly care

Yearly care

Cleaning and pressing

Repairing and patching

Remodeling

b. Visiting housekeeper for the women in the homes:

(1) English-speaking:

The visiting housekeeper has proven her  
worth to the municipalities as one of the finest  
types of helping to build up citizens for the fu-  
ture, she is here to stay. After the wave of In-  
fluenza swept over our country, the great number  
of child home-makers was greatly increased. In

practically all of the large cities numbers of young girls from twelve to sixteen years of age became the 'mothers' to their younger brothers and sisters. This was especially true in the great industrial cities. The girls did their best, but it was almost too much for they were required to make at least a pretense of attending school, as well as to plan for the family and make the income sufficient.

The church could make splendid use of a woman who had the tact and ability to go into these homes and teach the home-makers, whether they be young girls or grown women. Sometimes they are in need of assistance along the lines of planning of time or finances; others need help in the planning and preparation of meals in order that their children may not suffer from malnutrition; while still others may need to make over clothes, to patch, to mend, or whether to purchase a new ready-made garment or material for making it. A woman who has had training along lines of home-making should be able to go into a home and help along any one of

these lines. Sometimes all that she will need to give is a word of praise or encouragement, while at other times it may be necessary for her to 'get into' the wash tub and show the women the best and easiest way of washing clothing.

(2) Portuguese:

The Portuguese homes will probably have to be reached mainly thru this channel where their custom forbids the women coming out alone in the evenings. The men are afraid that the women will become too Americanized.

A story is told of a Lithuanian man who said:

"I no let my Annie go to night school anymore. She become too American. She will not take orders anymore."

The family of parents, six children and three boarders lived in two rooms. The father was a mill-worker who made sufficient money to support his family very well. The 'boarder question' is one of the causes of moral degeneracy in the homes of the new Americans.

B. To train staff workers in this field:

a. Relating to instructional courses:

Any woman who is to go into Household Arts work in a church should have special training. While strictly scientific, it should be more than theory; it should be more than just a training of the mind, it should include training in the development of what is called sympathetic understanding. Especially is this essential if the worker is to be among the new Americans. She should know that all their foods are not bad, that the reason that they live as they do is not because they do not care for better standards, but because they do not know how to adjust themselves to a higher plane. They do the best that they know how, and if no one is willing to help them they are not at fault. She should know all that she possibly can find out about the homeland customs and manners of the people with whom she is to work. It may be surprising to note that what are considered good American families often are more in need of help than the newcomer. They need to learn food values, and the right propor-

tion in standards of living, that high living does not necessarily mean a high standard of living.

"The child, the product of the home is the greatest asset of the nation." 1.

If this be true then a knowledge of the care and rearing of children is essential. The Children's Bureau recently published the statement that from three to six million of American children are not getting enough to eat - not from poverty as much as from ignorance, but because of improper food and an inadequate amount.

b. Organization of situation including staff.

The organization of the practical work to be given at Trinity Church, Cambridge Massachusetts, shall be the same as the organization of the church school. There shall eventually be classes for primary and junior girls, for girls of the Intermediate and Senior departments, and for the young women of the Young People's department,

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1. Home Economics Education Organization and Administration United States Government Bulletin No. 28, Home Economics Series No. 2.

the adult women, and Americanization work among the Portuguese. If the demands are greater than this, classes will be formed to meet any definite needs.

The schedule for these classes will be made with the approval of the regular staff of church workers, so that there will be no overlapping or duplications at any one time. The plan for this work will be worked in with the program of the church and church school to form a unit in the training of the people.

The young women who shall teach these classes will be assigned, in so far as possible, to the work of their major interest; as, a child-rent's worker will teach the primary and junior classes, a young people's specialist the Intermediate, senior and young people's classes. A general church worker, or an Americanization worker the classes of adult women. The field work will be assigned in consultation with the heads of the other departments, in order that

the field work of the pupil will afford him the greatest experience and practice . .

The head of the Household Arts department will be responsible for the curriculum as well as for the supervision of the courses given. She will also be responsible to the Chairman of the committee in charge and to the Field Work Council for the work done.

C. Training Curriculum:

1. Required Courses

In the training of teachers for this field there are certain subjects which are essential for a successful foundation. Their preparation should include:

1. Technical training in Home Economics with specialized work in various phases and in connection with these special studies the related sciences and arts.
2. Strong courses in education including psychology, child study, principles of teaching, and methods of teaching, Home Economics.
3. As many courses in literature, history, sociology, economics and mod-

ern language as time permits." 1.

"In addition to these requirements, the teacher connected with the church should understand the spiritual side of home-making as well as the material, and should be able by her precept and example to make her pupils feel the beauty of a true home and the atmosphere which should be created in such a place." 2.

They should also have a knowledge of the needs and problems of their community and should be willing to take part in the community programs, speak before clubs and present their work intelligently.

The instructional courses given to the young women who are planning for work in this field must be of a somewhat different type than those given to the Household Arts worker who is going into the teaching profession with a city school system. With a public school system a teacher must not go into the religious idealistic side of home making lest she should offend some of the patrons of the

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1. Cooley-Winchell-Spohr-Marshall, Teaching Home Economics, p. 352

2. *ibid*, p. 353

school or a member of the school board. A worker in a church school dares not lose her idealism or she has defeated her reason for being connected with the institution. What courses in her preparation will help her best to meet the demands that will be made upon her later?

a. Underclassmen:

If possible, she should take Household Arts studies in her High School course. This would do away with the necessity for offering the simpler courses in foods and clothing in the University. The curriculum for the Freshman year has been fully planned. The course as outlined in such a manner that there is little or no opportunity for electing Household Arts work in that year. The science courses which the pupil takes as well as the courses in sociology and economics are really background courses.

In the Sophomore year, the student has a freer choice and can elect one of the courses in this department. The selection of the course should be made upon the basis of previous train-

ing, rather than upon the field for which the student is preparing. If she has had High School training in Household Arts, the Home-making and Sanitation Courses should be the ones selected. Where she has not had the foundation work, she should elect either the course in Foods and Nutrition, or Textiles and Clothing, according to the one in which she feels weakest.

b. Upperclassmen:

The Junior and Senior Courses should be the Organization and Administration of Household Arts in the Local Church and Community, and practice teaching in one of the local churches. Methods of planning courses and teaching Household Arts should also be given in these years.

c. Graduates:

For the Graduate Student, the courses should be of a more specialized nature. For the Graduate has maturity, experience and in most cases, a more definite idea of the field she prefers than has the undergraduate. Some of her work

should be of special research nature; as a girl who is planning to do Americanization work among the Italians should become familiar with ~~the~~ customs and traditions of family and home life, of marriage, their methods of cookery, their ideals of child training. She should get these not from books, but from contact with the people.

There are courses given in the other departments that, while not classed as Household Arts Courses, may be utilized to splendid advantage, some of these are:

Sanitation and General Hygiene  
Physiology and Personal Hygiene  
Special Hygiene for Trained Attendance  
Organic Chemistry  
Chemistry of Foods and Nutrition.

D. Approach to the Community - Advertising Methods.

I. Calling:

The success of Household Arts work in the church and the community will not be shown as much by figures as by the stability of the group, the satisfaction which its members show and the results which go back into the homes. Because of this fact, careful plans should be made before

the work is begun. The easiest and safest way into any home is by way of the children, therefore, their work should be established first. One must be especially careful in calling to respect the mothers and their homes. If it is a foreign home this is very essential for their customs may be of some religious significance. While teaching the High School in Pittsburgh where many of the pupils were Jewish, the writer made some special study of the girls who observed the Jewish dietary laws, as to the effect it had upon their moral and social conduct. She found that the respect for law and order was invariably missing in those girls who had no ties to the faith of their fathers. Respect for the home and family traditions is a moral force in the life of a boy or girl. In a church school class, these differences may not appear, yet, if they do, care should be taken not to make the child appear conspicuous among her classmates.

The children should be given simple tasks to perform in their homes with the understanding that

the teacher would cooperate with the mother in the performance of them.

Personal calling is one of the avenues of publicity that is most accessible. It is necessary in this work in order that the people may know the instructor, feel that she is their friend and put trust in her. Once in the home, situations will arise where the teacher can give helpful suggestions. Often they are very simple, yet, because they are given at a time when help is needed, they are most appreciated. In these visits, sanitary conditions should be noted, the types of homes, the standards of living, for all these will influence the type of work that the women and girls will desire and need.

As busy housewives, women will not attend any classes unless they feel that they are accomplishing something. That gain may be friendship, a word of appreciation or sympathy, or it may be short cuts in work, help in food substitutions, or assistance in recutting clothing for children. No matter which of these it may be,

it will mean much toward advertising the work and the class.

Miss Mattie A. Foster of the North End Union, Boston, made this statement the other day:

"The best advertising medium any one can have in this type of work is a satisfied woman."

Merchants recognize this fact and make use of it, why should not the church?

## 2. Personal notes and letters:

Personal notes and letters are another means of calling the attention of the people to the activities carried on in the community. One way of putting plans before groups is to write notes inviting several people to take luncheon or to spend the evening with the teacher. If the work is to be the same for all, then the larger group can be reached at one time; but when the groups are of different ages and the needs are varied, it is easier and far more satisfactory to have each group separately. This also affords the personal touch that means so much.

Personal notes are of great aid in maintaining the attendance of the class. In a case of illness or misfortune, if a call cannot be made, a letter should always be sent. All people like to be noticed, to have attention paid to them.

3. Circulars:

The circulars are best used when large numbers are to be notified. Circulars may be mailed to a selected group of people, passed out among the audiences at various meetings, or they may be distributed by the house-to-house method, or left in stores for distribution by the storekeepers. In any case, they are more impersonal than either of the previous forms of publicity mentioned.

The material for circulars should be arranged clearly as well as distinctively, and should be put up in an attractive form. It should be arranged so that it will catch the eye and will not be simply thrown into the waste-basket. Circulars are used when large campaigns are being conducted.

4. Posters:

Posters with illustrations and lettering care-

fully arranged, or brilliantly colored, attract and hold the eye of the passer-by. These may be made by different members of the class, or it may be that some girl may be found who can do posters better than any other piece of work. The boys can also be interested in helping with these.

The poster should be made so that it will not merely announce a class or an activity but just as the wayside pulpits are now being used to preach silent sermons so can posters be used to give silent lectures. Illustrations from magazines may be combined to show proper meals for boys and girls, to show suitable food combinations, or to illustrate substitutions of foods.

The poster is an inexpensive method of advertising and educating groups. Much can be given through the eye, that cannot be given through the ear.

#### **E. Relationships:**

##### **1. Local church:**

The relationships of the Department of Household

Arts and the local church should be definitely defined. There should be marked lines of responsibility both for the church and the department. There should be an agreement between them that should be as binding as any agreement made in the business world. If a specific work is planned it should be accomplished or the reasons presented for its failure:

a. Pastor:

The pastor as head of the church should endorse any plan before work is undertaken. He may not agree on all the points in question, but out of courtesy to him he should know the program that his people will receive. The plans should be talked over carefully with him before they are presented at a staff or board meeting. It should be remembered that the pastor is the head official of the church at all times.

b. Committee on Education:

The Committee on Education is a standing committee of the Church Board and should be made up of representative men and women who are anxious that the most approved and up-to-date methods

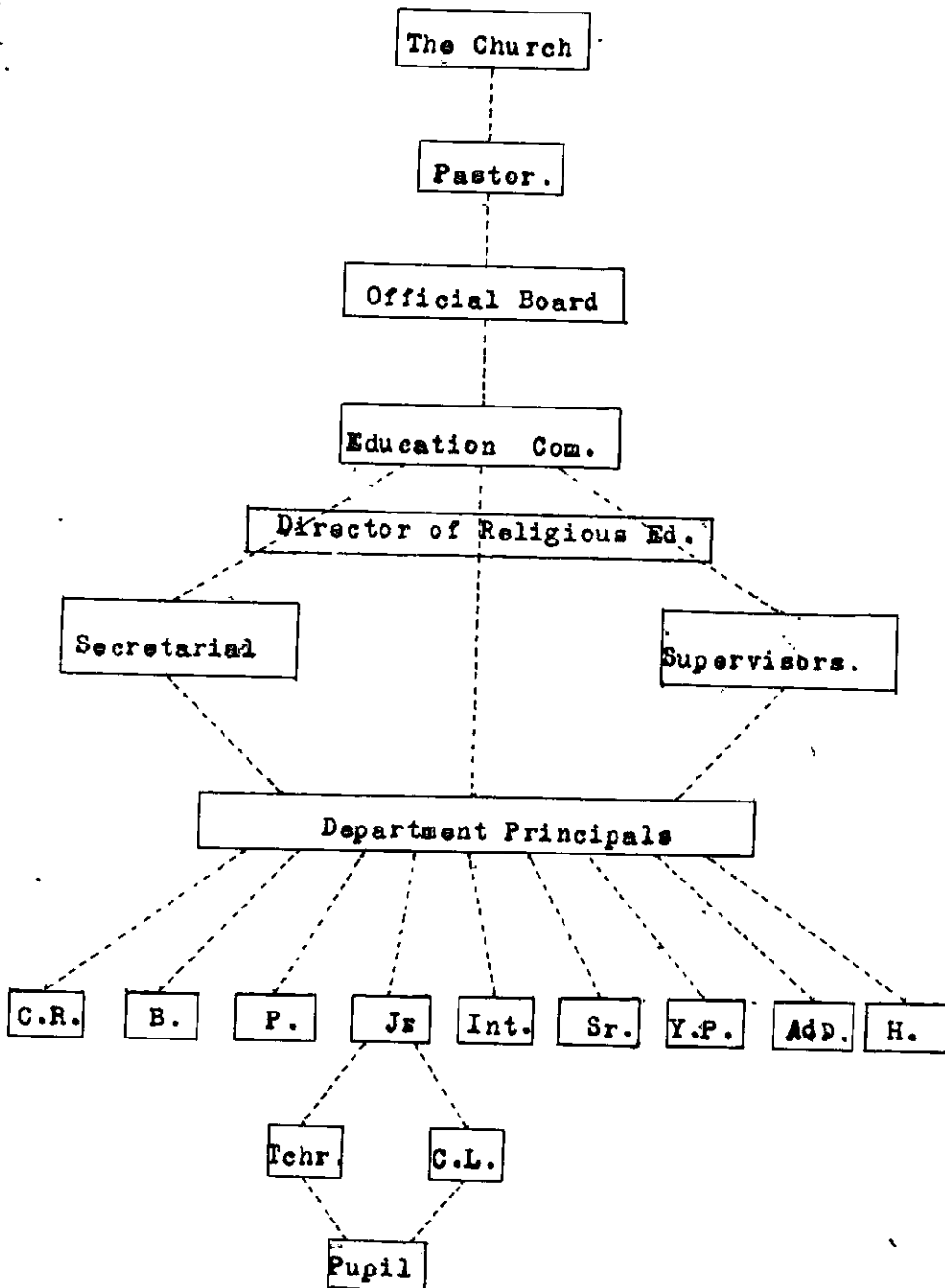
and curriculum be used in the church school. This Committee should first inform themselves on a comprehensive program of Religious Education; second, it should then inform the congregation; and third, it should work the program. The Committee on Education is responsible for the Director Of Religious Education in the same way that the Pulpit Supply Committee is responsible for the minister.

c. Director of Religious Education.

As the Director of Religious Education is in charge of the entire educational program of the church, the work of the Household Arts Department is also under his guidance and supervision. The educational program for the whole church should be a unit. The Director of Religious Education should delegate authority and power to the supervisors of special activities, as, Household Arts Department.

d. The Church School Board:

The Household Arts Supervisor should be a member of the Church School Board and should present a written report at each regular meeting. These meetings should be a clearing house for all workers, both valunteer and paid.



2. City Missionary Society:

a. Superintendent:

As an employee of the City Missionary Society, a Household Arts worker should have the same responsibility to the organization as any of its other workers. The employee is responsible to the superintendent of the City Missionary Society as her employer.

Staff and board meetings are a part of the work of the employee. Records and accounts of the work should be kept not only for the society but also for the information of the individual worker. Reports should be made when requested and should be given promptly. Stories of special interest should be noted as they are often of great value in the presentation of the work in an appeal for workers or finances.

3. Community Agencies:

a. Schools:

All civic welfare should be of vital interest to the church worker. The public schools are

greatest democratizing agency of our country. The boys and girls are under their care the greater part of their time. The ideals and standards set up by this organization are apt to be the ones generally accepted by the pupils. The church worker should cooperate in any way possible to bring about all movements that will mean better, more efficient schools with higher standards. The course of studies in the city schools should be familiar to the church worker, conferences with the principals and teachers often prove valuable. However, one must be careful not to antagonize them but to make them see that the church and the school are both working for the good of the children and of the community. When the school has an open-house or a special exhibition, the church worker should show her community spirit and friendly spirit by attending.

b. Playgrounds:

The relationship of the Household Arts worker in the church school to the City Playground As-

sociation is very similar to that of the public school. Community celebrations or efforts for community welfare should be cooperated with in any possible manner.

c. Boy Scouts; d. Girl Scouts; e. Camp Fire Girls:

These organizations exist in many of our city churches. Their existence means additional organization in the church school; their program is a repetition of some of the work done in the organized class; their loyalties are primarily to the national organization of which they are a part rather than to the church school. The work done by these organizations can be done far better by an efficiently organized Sunday-School or Class.

The programs for all of these organizations make some use of work which would come under the Household Arts Department. This work could also be given as a part of the program of the church school, without loss of incentive.

Many of the churches that have tried these outside organizations now realize that the organ-

ized Sunday School Class with its unified program built on the four-fold life is best for the church school.

4. Other Departments of School of Religious Education and Social Service.

a. Children's Division:

The Household Arts Department can best correlate its program with that of the Children's Division through Mothers' Clubs, Cradle Roll, or Parent-Teachers' Association. The courses should be given in the church school at a time when the mothers are free, just when that hour shall be must be judged by the individual teacher according to her community. Some places it will be found that the afternoon will be most convenient while in other districts the evening will be found to be the more suitable time.

The curriculum should be planned with the needs of the women in mind. It should be mapped out in conference with the Principal of the Children's Department in order that the educational

program will be a unit. The instructor of the church school will take care of the child's moral and spiritual training, while the Household Arts worker will teach the physical care of the child. Under the heading, Physical Development, comes prenatal care and the care of the physical comforts up to twelve years of age when the child is promoted to the Young People's Division and should assume a great deal of the care of its own body. The clothing of the baby, the bath, the handling, the habits of sleeping and eating, changes of food and clothing due to change of weather, the food, the growth of the normal child, are some of the phases of training on which the Household Arts worker should be able to offer assistance. She should be familiar with the government and state publications on the care and feeding of infants and young children, and should see that the parents have the benefit of this material which is considered the best available.

b. Young People's Division:

No nation can rise above its mothers. If this be true how can a nation neglect its girlhood and expect to retain its position in the world? Women are grown girls and all that a girl does, helps or hinders her future. How can the Household Arts Department of a church school help the girls to become the truest, finest, noblest type of women?

Almost the first thing that any girl should learn is the care of herself. She should know the proper way of caring for her hair, nails, teeth and body; she should know the foods that will make her grow best, that will keep her in good health; she should know something of the history of clothing and of the ideals of dress; she should understand the most common disease among growing girls, (anemia) its dangers and prevention; she should be taught the results of wrong posture. Where can all these things be taught more normally, or in a more natural way

than in the small groups of girls such as one would have in a Household Arts Class. The class must be small, the grouping will be the most natural one available, the teachers should be in such close contact with the mother and the home that they should work as a unit in giving individual help where needed.

Much of the so-called sex hygiene training comes, not in the natural way, but in such a manner and at such a time that it makes a girl morbid, introspective, and gives a wrong coloring to her ideals of life. There is no need of this cruelty; let such knowledge be taught in a normal way and in a manner that will beautify and not horrify the ideals of family and home life.

c. Racial Backgrounds - Americanization:

The work of the Household Arts Department correlates perhaps more closely with the work of the Social Science Department in Americanization than any other. The reason for this is the fact that when Americanization of the home is spoken of, one has a concrete task on which to be-

gin. By Americanization of the home one does not mean the upsetting of all of their former customs, manners, foods, clothing, but rather the using the best of these whenever practical, and showing the best substitute for those that are impracticable.

In working with a group of foreign-speaking women, one will always find that they are organized around a leader. The wise Household Arts worker will find this leader, cultivate her acquaintance, and have her help in the organization of the group of women. The pastor or the foreign-speaking worker of the community can usually supply this information; if not, inquiry should be made cautiously and carefully. Sometimes a district nurse or the welfare worker connected with the factor or corporation in the community can give this information. During the war much of the organization of foreign-speaking women under the Women's Council of Defense was carried on in this manner. One must learn to use the existing organizations and groupings in so far as possible. The question is to find a leader, then make her your

friend.

The clothing of the Immigrant is usually one of the first ties of the Old World that is broken. Even tho' the mother of the family cannot speak English, she wants her children to go to school, dressed as nearly like the native children as possible. The mothers of these families should be taught the selection of clothing best fitted to their needs. It may be that they would like to learn how to use the patterns and improvements for sewing; if so, this is a splendid opportunity for the Household Arts worker to help. The first lessons may be given in the homes of the women with only one or two pupils. Gradually, this may be increased until a larger group is formed, when perhaps the women will be willing to come in to the church.

The food habits of the Immigrant cannot be changed except through the education of the children. Because a food is not familiar to us, is no sign that it is indigestible. On an average

the new American mother does not have money enough to buy all of the foods that she knows her family likes and wants, so why should she not hesitate to spend it for foods that she does not know whether they would like or not. The Household Arts Instructor should become familiar with the foods of the people with whom she is working, the names, methods of preparation, should become as familiar to her as is her own American pie or ice-cream.

d. Methods of teaching English to Foreigners:

The teaching of English to the foreign women has not kept abreast with that of the men for various reasons. In the first place, the industrial concerns have found it necessary to teach English because of the Safety-First education; the customs of many lands do not permit women to go out alone after night, this prohibits the woman who works from attending English classes; the women are naturally more shy than the men because they live in racial communities and do not mix with other people in even a business way.

The State of Massachusetts publishes a series of lessons of teaching English, using the Gouin Method, that are for the women with home interests including a supplementary set on the care of the baby and also one on first-aid work. The Americanization worker should be able to not only teach these lessons from the books but she should be able to demonstrate correctly and accurately, and should have enough knowledge of the Household Arts to plan and teach the lessons that are best suited to the needs of her particular group. She should be familiar with the publications of the State and Government, especially those that relate to her work. Some of the publications are translated into the foreign languages; while this may not be the ideal way, for the woman should be taught English, yet they may be the means of gaining a confidence of the women, and meeting an emergency. No baby should be improperly fed or cared for because the mother cannot read English, if there is a pamphlet written in

her own tongue that would give her the necessary knowledge.

e. Sociology and Home Missions:

In the work of the classes of Sociology, one of the greatest problems is that of the Immigrant and his assimilation. The woman in the home is one of the most perplexing questions to Americanization workers. She cannot be reached by the men employed by the church, she must therefore be touched by the women. There must be an natural entrance into the homes because of the suspicion of the average foreign-speaking woman. When one has as many changes with which to become adjusted as she has, there is not much wonder that they are confusing and mistrusting.

The Home Mission fields are not confined to the Immigrant but also take in the negro, the mountain white, the oriental, the Mexican, and the Indian. These peoples all have need of special training in the Household Arts. The workers who go to teach in their schools often have charge of a cottage for the students, or have some respon-

sibility in the management of the school dormitory. A knowledge of sanitation, marketing, food values, and combinations is really a necessity for them. The living conditions of these peoples is such that they are greatly in need of help. The woman worker who can go into the homes and render assistance is in demand in these fields. The Household Arts worker, therefore, can be of value in the Home Mission Field.

f. Social Diagnosis:

"Social diagnosis may be described as the attempt to make as exact a definition as possible of the situation and personality of a human being in some social need - of his situation and personality, that is, in relation to the other human beings upon whom he in any way depends or who depend upon him, and in relation also to the social institutions of his community." 1.

Social diagnosis is, in a certain sense, a study of the reasons why human beings fail, and the remedies for helping them overcome apparent failure. One of the factors in this is the de-

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1. Richmond, Mary E. Social Diagnosis. p.357

cay of home life. The reason for this may be any one of a number of things, but the irresponsibility of parents for their children, the irresponsibility of children for their parents, the irresponsibility of the father for the family or the mother for the home are at the basis of most of the trouble. The reason for the lack of this accountability is due to the persons not having received the proper training that would produce ideals high enough to prevent this tragedy.

One needs only to look about him to see young married women struggling along trying to keep their little homes and families together, yet almost caught in the maelstrom of discouraged mothers. Or it may be that the father is a young fellow who has for his life mate an extravagant pleasure-loving woman who cares little or nothing for the home. On the other hand, the man may be a selfish, churlish sort who thinks only of himself. No matter which way it is, there is a place for the raising of the ideals of the home.

for the type of training that will go to make more efficiency in the home duties, for the elevation of the standards of living. A word of sympathy and a helping hand for a few weeks may be all that is necessary to put a household in a position where all will feel the elevating effect. Since most of the work in Social Diagnosis is case work, the Household Arts class could work with the class in Social Diagnosis in solving some of the problems of home life.

g. Mental Diagnosis:

The prescription given after a mental diagnosis test sometimes reads as follows:

"Does not have good motor coordination. She should learn how to use her hands."

Or, perhaps it reads as follows:

"Lacks self-confidence and also the ability to stick to a thing until it is finished."

In either case, a Household Arts class would be able to help develop a girl. Under the supervision of a teacher and with a group of girls

who are sympathetic, these qualities may be developed. The classes in the church school must necessarily be smaller than those of the public school because of lack of equipment and space, and also because of the fact that the smaller classes are essential for the closer touch. Because of the smaller group and the personal contact, it is much easier to create the atmosphere needed to develop self-confidence.

When the mental examination is given for the purpose of vocational guidance, it may not be the mental side of a girl which is found lacking, but the physical side, or perhaps the personal appearance. Many of the business schools, and especially the commercial high schools now require the girls to take courses in clothing where especial attention is given to suitable, becoming clothes, their care and renovation. A girl in business must be well dressed to be really successful. In case it is the physical side of the girl that is weak, she can get a great deal

of help from a wide-awake woman who knows the laws of diet and health and how to keep fit. If a girl is in an office, she should know the best foods for sedentary workers, she should know how to select an appetizing, yet not expensive meal, which would be well-balanced.

With many of the children that the Mental Diagnosis Class have examined, they have found that the low mental rating was probably caused by malnutrition, poor teeth, or lack of sleep and care.

Imagination, attention, aesthetic judgment, patience, perseverance, stick-to-it-iveness, self-confidence, judgment, reason, and immediate memory should all be stimulated by a well-given Household Arts Course. This may seem a great program, but let us analyze part of it.

A girl must use imagination in, at least, the following places: planning a meal to get proper food value; variety of flavors; different types of food as soft or hard; combination of

colors and flavors: planning a dress to be able to see color combinations; to see style of dress on person; to see trimming in its relation to the dress; in remodeling clothes, to see possibilities; in furnishing a home to arrange furniture, to hang pictures, to plan curtains, draperies and floor coverings: In marketing, to see possible unexpected needs of the family; In care of children, to see latent possibilities in each child.

Habits of cleanliness, neatness, courtesy, and accuracy may be developed readily in this type of work. The Household Arts are used a great deal by institutions whose main work is corrective character building. Why can they not be utilized as well to prevent warped character formation?

h. Story Telling:

There is a place for story telling in the Household Arts program beginning with the youngest child and extending to the oldest woman. Some of the places where stories may be used are in teaching the care of the body, the Health Fairy Stories,

are most delightful for children; in the production of food and clothing; in the appreciation of the work of others, thereby teaching that all work honestly performed and with the right ideals behind it, is worthy of honor; in the appreciation of home, parents and family; in the teaching of proper standards of right living and instilling habits and ideals of industry, thrift, cheerfulness, loyalty, gentleness.

One of the largest fields in Story Telling is in the Americanization work; teaching the Americans to appreciate the newcomers. Background stories giving customs and traditions of the homeland, hero stories, stories of Immigrants who have become famous American citizens. For instance in East Cambridge the Portuguese are not welcomed by the older American citizens, so that one of the first things to be done will be to begin a subtle plan of the education for appreciation by Story Telling. The children do not draw this line unless led by an older person, but when

an older person leads, they follow readily. A respect for the Portuguese, their home land, their customs, their art, their heroes must be created before a program with real depth can be worked out. Stories can tell what preaching or teaching never can do. On the other hand, the Immigrant may be given stories of the American ideals and heroes, and by means of these stories his American ideals may be formed.

i. Rural Church:

From the articles which appear from month to month in the current magazines, one is lead to believe that there is a great change being wrot in the living conditions of the rural population of our country. There are a great many subjects treated in this manner from putting modern plumbing and labor-saving devices into the home to checking the baby while doing the family shopping. There seems to be no end to the things which the writers are planning for their readers. Who is to judge of those things that are practical and those that

are not.

The Department of Agriculture in conjunction with the State Department of Agriculture has done much for the women in the country by the establishment of the Home Demonstration Agents who work in the different counties of the state, one usually being assigned to each county. These women help the farmer's wife in food, clothing, or whatever pertains to the household.

The churches of the Rural communities are just beginning to realize their almost unlimited influence. The trend is now that the rural work become an end in itself, rather than just a stepping stone for a young minister to a city church. Virile young men now prepare for the ministry with the specific purpose in view of going to the country to work.

As the work of the young minister increases more trained women workers will be needed in the field to help with the shaping of the curriculum for women and children and young people. Just

as men are now preparing for Rural work, so are also young women planning to give their lives for the service of bettering those who live in the more isolated parts of our country. Household Arts will be a help in many ways: sanitation, home nursing, clothing and textiles, foods and nutritions, the preparation of foods, especially canning preserving and drying, the use of labor-saving devices. These are some of the classes of work that would be most valuable to the Rural Worker.

j. Foreign Missions:

"Has anyone yet made clear the tremendous opportunity and influence of the Christian home as a direct missionary agency? Many thousands of dollars have been spent in recent years in establishing and maintaining social settlements in needy and congested parts of our great cities. Every true missionary home is a religious settlement, where Christian home life in all its manifold forms and relations is the living object lesson." 1.

"It is a glad day in the life of a young missionary wife when God teaches her that her two greatest opportuni-

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1. Fifth Report of the Board of Missionary Preparation, "The Preparation of the Wives of Foreign Missionaries" Mrs. Mary Schauffler Platt, p.96

ties for true missionary work come in two ways: First, in the discharge of her everyday duties as homemaker, wife and mother; and next, in the unexpected interruptions that seem too often to mar her well made plans."<sup>1</sup>

These two statements give some idea as to the great importance placed on the influence of the home and family life of the married woman in the mission field. As a homemaker she has to know food values in order to be able to substitute new foods for old foods without a loss to the body. She must also know how to anticipate the needs of her family for several months, for supplies cannot be had readily in all of the mission countries; she must be able to do her own housework in order to train the native servants.

"Thorough and practical courses in domestic science are immeasurably valuable to the missionary wife."<sup>2</sup>

Above all, the missionary wife should be skilled in the finest of all arts, that of hospitality in its broadest sense. She will be

1. Fifth Report of the Board of Missionary Preparation, "The Preparation of the Wives of Foreign Missionaries" Mrs. Mary Schaeffler Platt, p.97

2. *ibid.*, p.101

called upon to entertain people of all kinds, classes and ages. It has been suggested that a suitable epitaph for the tomb stones of most missionary wives would be: "Given to hospitality."

For the unmarried Christian missionary there is a somewhat different reason for the necessity of some Household Arts training. Many of the missionaries marry on the field. In this case, their needs would be the same as those who marry before appointment. Some of the women missionaries will be called upon to teach industrial classes, or to supervise this work; others will become the heads of hostels or dormitories for girls, and as such they would be responsible for the care and feeding of them. Sanitation will be one of the most valuable subjects and the missionary should be able to care for her own body and health above everything else. The following paragraphs from the Fifth Report of the Board of Missionary Preparation give suggestions as to some of the essential training for the mission-

ary.

"In most mission lands the ideal for women is still thoroughly domestic. It begins and ends with the conception of woman in the home. Now one must reckon with this public feeling as a fact, in regard to the whole question of woman's education. Curricula must consider what the group feeling wants for women as well as what a foreign teacher would like to give. In general, therefore, there must be more specific training for wife and mother. There should be developed in the girls fundamental hygienic and aesthetic principles for planning a home and running a household; preparation for the physical and psychical duties of motherhood both before and after maternity; practical training in the care of children; the domestic economy in general. There must be the ability to notice and provide for strains on health, for there are distinct signs of overpressure in many girls' schools.

Some one in each school should know about the problems of nutrition in its largest sense as including dress, food, fresh air and exercise, for the best balanced meal will not meet the need, if the pupil is chilled, tired, underslept, or if the circulation is bad. Someone should know what foods are body builders and which are energy givers and how these ought to be adjusted." 1.

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1. Fifth Report of the Board of Missionary Preparation, "The Preparation of the Wives of Foreign Missionaries" Mrs. May Schaufler Platt, p.111

IX. HOUSING OF THE HOUSEHOLD ARTS DEPARTMENT:

A. Trinity Methodist Episcopal Church, East Cambridge,  
Massachusetts:

"The term laboratory is applied to an institution, church, school or community, which is used for demonstration purposes by this school, and whose program and policy are to all intents and purposes under the control of this school."

1. Rooms:

The ideal housing for a Household Arts Department is a small housekeeping apartment or flat, but as this is not always available substitution of single rooms must be made. The rooms to be provided at Trinity Church will be a kitchen and a combination living room and bedroom. These rooms to be under the direction of the instructor, but to be used by other church organizations upon consultation.

a. Kitchen:

The kitchen utensils furnished by the school will be reserved for instructional pur-

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1. Report of Field Work Council, Boston University School of Religious Education and Social Service, p.2.

poses. They will be kept in a separate cupboard and will be used only for class work or under the direction of one of the Household Arts teachers. The teacher in charge will be held responsible for the condition and care of all equipment. The dishes of the church will be used for the serving of meals, at least, for the present. They will be kept in the kitchen and will be available for church functions. The organization using them will be held responsible for their return to the proper places. All dishes, pots and pans must be washed immediately after a party, dinner, or affair and the garbage and waste-paper cared for. The kitchen must be left in order. This arrangement will require watchful care on the part of both the individuals of the school and the church to keep things running smoothly.

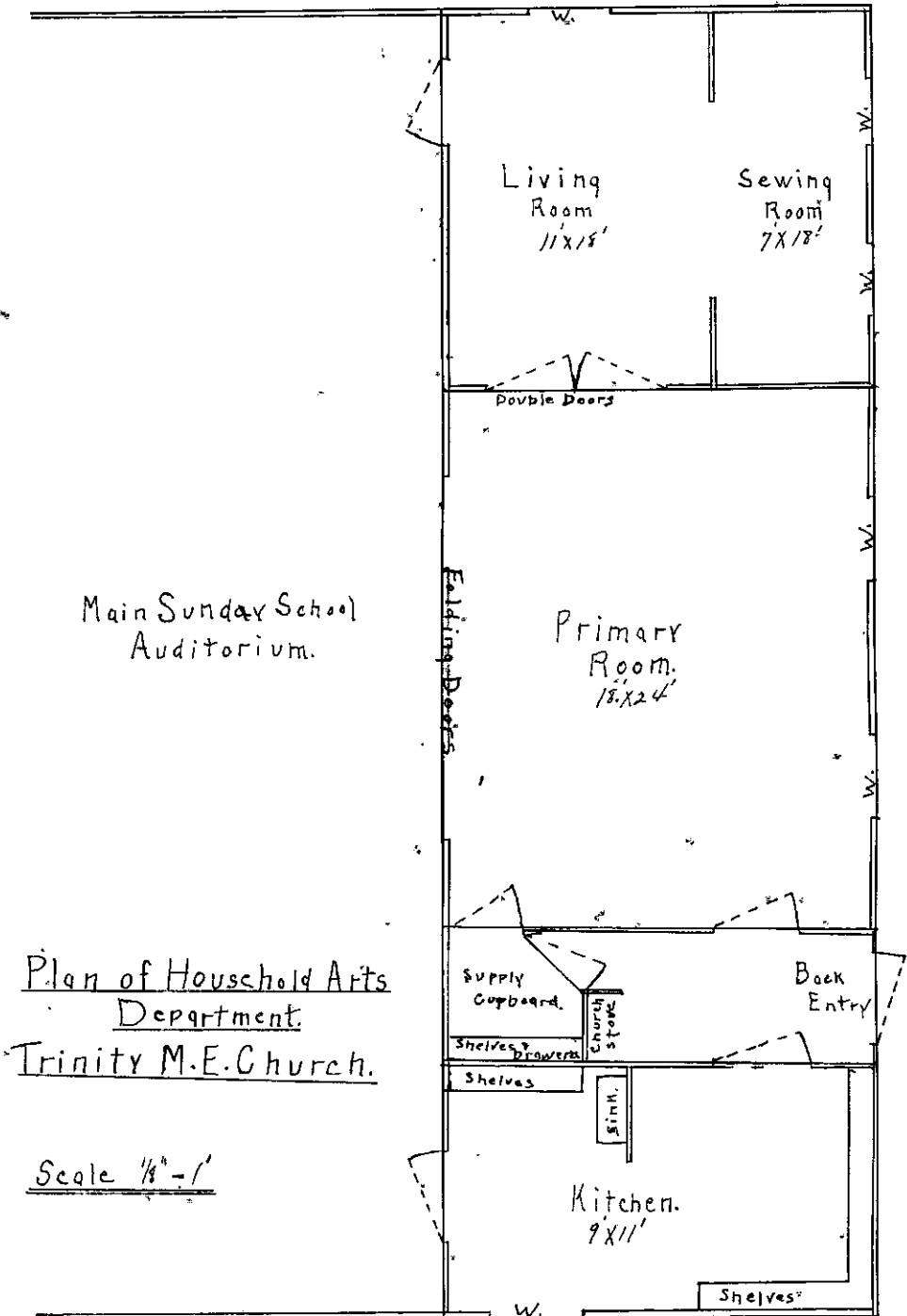
b. Sewing Room:

For the clothing classes, the regular church sewing room will be used in cooperation with the Ladies' Aid Society of the church. The machines

of the Society will be available for class purposes upon condition that, in case of accident, the machine must be repaired by the individual, the class, or the department. Needles and thread must be furnished by the class. The supplies of the Household Arts Classes will be kept in the supply cupboard of the Department.

c. Combination Living Room and Bedroom:

This room will be known as the Living Room and will be furnished as such with the exception of the cot for use in the teaching of bedmaking care of the baby, and home nursing. This room may also be used as a dining-room for instruction in the serving of meals. In case of necessity, it may have to be used on Sunday by one of the organized Sunday School Classes. Under such an agreement, the officers or teacher of the class will be held responsible for the condition of the room. It is not to be used as a general rest room or a meeting place, and should be kept locked except when in use.



Main Sunday School  
Auditorium.

Living  
Room  
11x18'

Sewing  
Room  
7x18'

Double Doors

Primary  
Room.  
18x24'

Folding Doors

Plan of Household Arts  
Department.  
Trinity M.E. Church.

Scale 1/8" = 1'

Supply  
Cupboard.

Back  
Entry

Shelves  
drawers

Shelves

SINK

Kitchen.  
9x11'

Shelves

Church  
stove

2. Attendant:

a. Daily care:

The Attendant will be held responsible for keeping the doors of all rooms locked between classes. He will be expected to open the doors of the building before classes and close them after dismissal, to keep the toilet rooms in a sanitary condition, to be accessible when needed. He will be supplied with a schedule of the regular classes and will be expected to have heat and light on in the building when required. In case of a party, church supper, etc., when the rooms of the department are used by others than the teachers, he will be expected to see that the furniture and equipment are in order for the next class.

b. Weekly Care:

The Attendant of these rooms will be expected to scrub the floors of all rooms, at least once a week, or oftener if the number of classes demands it. The condition of these rooms should be an example to the families of the neighborhood.

c. Seasonal Care:

The daily and weekly care should be sufficient to keep the kitchen and living room in good condition, but special attention will be necessary at times. The walls, ceilings, woodwork, and windows will need extra cleaning. The windows should be washed about once every four or six weeks. The woodwork should be cleaned often enough to keep it in good condition. Much of the extra care will depend upon the number of classes and the cleanliness of the community.

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IV. EQUIPMENT:

A. Permanent:

1 Vulcan Range \$42.00

Fitted with four range top burners,  
and one simmer burner. Oven 18"  
wide and 18" deep. Complete connec-  
tions with 20 ft. of piping if nec-  
essary.

1 Cot with cotton mattress \$10.00

B. Perishable:

1	Bread board		1.50
1	Measuring Cup (tin)		.25
2	Measuring Cups (glass)	● 10¢	.20
1	Salt and Pepper	● 20¢	.40
1	Biscuit Cutter	● 25¢	.25
1	Doughnut Cutter		.25
1	Cookie Cutter		.25
1	Rolling Pin		.50
1	Scrubbing Brush		.35
1	Vegetable Brush		.10
1	Lemon Squeezer		.20
1	Can opener with corkscrew		.15
1	Flour Sifter		.50
1	Strainer		.35
1	Asbestos Mat		.20
2	Enamel trays	● 40¢	.80
1	Broom		1.50
1	Dust Pan		.60
1	Mop		1.90
1	Soap Shaker		.20
1	Sink Strainer		.30
1	Dover Egg Beater		.65
3	Kitchen forks	● 35¢	1.05

\$ 12.45

Brought Forward . . . . .		\$12.45
3	Mitchen knives @ 35¢	1.05
2	Wooden Spoons @ 25¢	.50
3	Tablespoons @ 30¢	.90
6	Teaspoons @ 15¢	.90
2	Paring knives @ 40¢	.80
1	Bread knife	.50
1	Butcher knife	1.00
1	Small washboard	.60
1	Rack for towels	.85
1	Iron Skillet	1.50
1	Sauce pan	.47
1	Sauce pan	.60
1	Sauce Pan	.65
1	Roasting Pan	1.10
3	Cake pans @ 25¢	.75
3	Pie pans @ 25¢	.75
1	Coffee pot	.90
1	Tea pot	1.20
1	Calander	.85
2	Dishpans @ 1.25¢	2.50
1	Double boiler	1.85
2	Muffin pans @ 70¢	1.40
1	Teakettle	2.25
1	Flour Can	3.25
1	Sugar can	1.85
1	Set of irons	2.45
1	Ironing Board	2.00
1	Food chopper	3.00
1	Set Earthern Bowls	2.00
1	Baking Dish	1.85
2	Pitchers @ 1.00	2.00
6	Dishclothes @ 10¢	.60
12	Dishtowels @ 25¢	3.00
6	Hand towels @ 25¢	1.50
1	Mirror	5.50
1	Pair of Shears	1.50
3	Pairs of Scissors @ 1.00.	3.00
1	Pair Button Hole Scissors	1.50
2	Tape measures @ 10¢	.20
2	Emeries @ 10¢	.20
		<u>71.72</u>

Brought Forward . . . . .	\$ 71.72
Jars and rack for canning	5.00
Sheets and bedding	7.50
Doll and Clothing	10.00
Books	5.00
United States Gov't. Charts	<u>1.00</u>
TOTAL . . . .	\$100.22

C. Budget:

- 1. Annual
- 2. Monthly

The budget cannot be definitely given at this time because of the fact that up to date the plans for the courses are not specific enough. The aim will be to make the work self-supporting as far as possible, but this probably cannot be done the first year. A rough estimate for the Year 1921-1922 would be three hundred dollars (\$300.00), or thirty-seven dollars and fifty cents (\$37.50) for eight months in the year. This amount to cover publicity, additional perishable equipment, and staple supplies. After courses have been offered for a year, the budget for the ensuing year will be regulated accordingly.

D. Materials:

- 1. Food Classes;
- 2. Sewing Classes;
- 3. Home-making

The materials for these classes will be purchased as needed.

- Coe, George Albert, Social Theory Of Religious Education -  
Scribners - 1917.
- Cooley, Anna M. Domestic Art in Woman's Education -  
Scribners - 1911.
- Cooley-Winchell-Spohr-Marshall, Teaching Home Economics-  
Macmillan Company - 1920
- Davis, Michael M. Jr. & Wood, Bertha M. - The Food Of  
The Immigrant In Relation to Health.  
Harper Brothers - 1921.
- Elwood, Chas. A. Sociology and Modern Social Problems  
American Book Company - 1910
- Eggleston, Margaret W. Story Telling in Religious Educa-  
tion, - Doran Company - 1919.
- Ferris, Helen A. Girls Clubs, Their Organization And  
Management, - E. P. Dutton Company, 1915
- Galloway, Thos. W. Use of Motives in Teaching Morals and  
Religion - Pilgrim Press - 1917
- Goodsell, Willystine - The Family as a Social and Educa-  
tional Institution - Macmillan Co, 1915
- Henderson, Ernest N Textbook In the Principles of Educa-  
tion - Macmillan Company, 1916.

- Kittredge, Mabel H. How to Furnish and Keep House in a  
Tenement Flat - Whitcomb & Barrows, 1911
- Lawrence, William I. Social Emphasis in Religious Education  
Beacon Press - 1918.
- McKeever, William Farm Boys And Girls -  
Norwood Press - 1912.
- " " The Training of Girls -  
Macmillan Company - 1914.
- Reisner, Christian F. Church Publicity -  
Methodist Book Concern - 1913.
- Richardson & Loomis, The Boy Scout Movement Applied By the  
Church -
- Richmond, Mary E. The Good Neighbor In the Modern City.  
Lippincott Company - 1913
- " " " Social Diagnosis -  
Russell Sage Foundation - 1917
- Simkovich, Mary The City Worker's World -  
Macmillan Company - 1917.
- Van Rensselaer, - Rose-Cannon, Manual Of Homemaking  
Macmillan Company - 1919
- Ward, Edward J. The Social Center -  
Appleton's - 1915.

UNITED STATES GOVERNMENT PUBLICATIONS.

Proceedings Americanization Conference Held In Washing-  
ton, D.C. May, 1919.

Trade And Industrial Education For Girls And Women

Trade & Industrial Series No.15, Bulletin 58.

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