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HOW TO TEACH HOME ECONOMICS WITH INADEQUATE EQUIPMENT

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OMAHA, 1946
To

Reverend Mother M. Lucy Dooley, O.S.B.

Prioress

Of

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Lesson from the Book of Wisdom

Who shall find a valiant woman? Far and from the uttermost coasts is the price of her. The heart of her husband trusteth in her, and he shall have no need of spoils. She will render him good, and not evil, all the days of her life. She hast sought wool and flax, and hath wrought by the counsel of her hands. She is like the merchant's ship, she bringeth her bread from afar. And she hath risen in the night, and given a prey to her household, and victuals to her maidens. She hath considered a field, and bought it: with the fruit of her hand she hath planted a vineyard. She hath girded her loins with strength, and hath strengthened her arm. She hath tasted and seen that her traffic is good: her lamp shall not be put out in the night. She hath put out her hand to strong things, and her fingers have taken hold of the spindle. She hath opened her hand to the needy, and stretched out her hands to the poor. She shall not fear for her house in the cold of snow: for all her domestics are clothed with double garments. She hath made for herself clothing of tapestry: fine linen, and purple is her covering. Her husband is honorable in the gates, when he sitteth among the senators of the land. She made fine linen and sold it, and delivered a girdle to the Chanaanite. Strength and beauty are her clothing, and she shall laugh in the latter day. She hath opened her mouth to wisdom and the law of clemency is on her tongue. She hath looked well to the paths of her house, and hath not eaten her bread idle. Her children rose up, and called her blessed: her husband, and he praised her. Many daughters have gathered together riches: thou hast surpassed them all. Favor is deceitful, and beauty is vain: the woman that feareth the Lord, she shall be praised. Give her of the fruit of her hands: and let her works praise her in the gates.¹

¹Proverbs 31, 10-31.
INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this thesis is to show that home economics can be effectively taught with inadequate equipment, in an undesirable location and with a nominal expenditure. Furthermore, the strain on the teacher, under these conditions need not be too exhausting nor the accomplishments of the class be inferior to that of a well-equipped laboratory group. In addition, this inadequate set-up need not frustrate the pupil enjoyment that the subject should elicit. As a matter of fact, a lack of some facilities should enhance the subject—a point not realized by the general public.

School officials, for instance, are making unfavorable criticism. They say that home economics is too expensive and that the classes are too small for the required financial outlay. Can we challenge these criticisms by proving that adequate and expensive equipment is not a requisite?

In spite of the vast opportunities in the field of domestic art, in spite of the fact that the subject has always claimed for itself outstanding social value,
home economics is not taught in many of our smaller high schools. Often teachers in poorly equipped domestic science laboratories are embued with erroneous ideas concerning the advantages derived from better equipped laboratories. Such illusions often render teachers fearful in approaching their task with a mere "widow's mite." These teachers are unaware of the great possibilities of achievement which can result from even an unpretentious outlay.

DEFINITION OF TERMS

To understand the meaning of inadequate, it is necessary to investigate the term and its application. Webster defines "inadequate" as a "deficiency," an "insufficiency," or a "lack." Referring this idea to our present problem and according to its explication, inadequate equipment means a lack of what according to the consensus is necessary for the successful teaching of the subject. In other words, inadequate equipment means a minimum of class equipment in contrast to a maximum or at least to an average equipment for the individual.

To be more specific, in this thesis, a minimum of inadequate equipment will mean a stove with an oven,
a table, and an improvised place for storing utensils. It is possible to limit these utensils to what might ordinarily be used by one person cooking in an average home and providing meals for a family of six or eight members.

In the textiles and sewing department, inadequate equipment must of necessity include a sewing machine, a table, an ironing board, and an iron. The textiles will not be a separate item, but they will be obtained from the general home supply of clothing.

PREVIOUS INVESTIGATIONS IN THE FIELD

Many previous studies and investigations have been made in the field of home economics; information, however, bearing directly on this topic is meager. In fact, from the sum total of the works of notable content, the only ones that can be cited by the present researcher are two Masters' theses, "A Plan for Teaching Home Economics in a Small Secondary School," by Mary K. Wachter, University of Colorado, and "A Study of the Home Experience of Girls Entering First Year Vocational Classes in a Small High School," by Mary Frances Inman, Colorado Agriculture College.
PROCEDURE

In Chapter I there will be an explication of the necessity of home economics for all girls and why it is needed in their lives. There will, moreover, be a summary of the motives, methods, and principles used in the teaching of home economics with inadequate equipment.

Chapters II and III will suggest aids and cite examples of how efficient work can be done in Foods and Clothing. Chapter IV will be a discussion of how home practice work fits in very well in such a program. In Chapter V the following questions will be answered: Just what part does the teacher play in such a set-up? How will the notion of what is good teaching affect the place provided? Furthermore, there will be an explanation of the relation between home economics and economy.

The conclusion will show that the effective teaching of home economics does increase the possibilities for health, wealth, and happiness in the home.
THE LIVING ROOM

Here throbs the home's deep heart!
From these four walls the full, warm spirits start,
Pulse through the halls, return, and richest bloom
In this small room.
For all who gather here when day is done,
But, most of all, for her, the central One,
Whose great love to the whole doth warmth impart,
As to the lesser planets doth the Sun,
Here throbs the home's deep heart.

This is a Queen's domain,
And all her subjects, happy in her reign,
Pray God she may, with her sweet woman's grace,
Long bless this place.
This is her court. The little airs that stir
About the room are eloquent of her.
Each senseless thing whereon her hand hath lain
Becomes in its own way a courtier.
This is a Queen's domain!

This is a holy spot.
Ah! pity for the man who knows it not!
But peace and holy calm, the light o'love
Knows nothing of,
The Queen's mate hath, when the quiet night
He broods alone beside his ingle's light.
He knows, when all his heart burns pure and hot
With thoughts too sweet to speak aloud or write,
This is a holy spot!

T. A. Daly
CHAPTER I

WHY HOME ECONOMICS SHOULD BE TAUGHT TO ALL GIRLS

If "the hand that rocks the cradle rules the world" then that hand should be guided and inspired by the high ideals of those who have the welfare of the nation at heart. That hand should be directed to recognize worth-while values and do worth-while things. That hand should be taught to function in personal living, in the family, and in the home.

"Home." Is there a word which means more to any thinking individual? Is there a word which touches more deeply the human heart? And again, is there a word which is able to suggest a wider range of ideas? Lillian Gilbreth would have one think of it in this way.

Your home? My home? What kind shall it be? Shall it be just a place where our children hang their hats and eat their meals, and while eating keep one eye on the wristwatch and one ear on the telephone or auto horn? Shall all our thoughts be on the movie, with nothing for the homefolks but a glance at little brother who in childish play is making a sandpile with his mashed potatoes? Shall it be just a first-class hotel, without expense? No, for that cannot be home, for home means love, mutual love and sympathy.¹

Since it can be thus considered, the question now becomes: why not teach home economics to all girls? And the answer shapes itself, first and foremost: the girls of today are the women of tomorrow. They will be the mothers of our homes, the mothers of our children. As such, women have an exalted dignity comprising a special right and a specific duty; that of being the heart of the home. The mother of a home should be placed on a pedestal of devotion, love, and honor; a woman in a factory is only another cog in the industrial machine. Let us realize that God made mothers to be queens of the home, not to be drudges operating factory machines. Let women keep their rightful irreplaceable role in the home, and let the home be the focal point of concern and activity for all women.

Secondly, home economics should be taught to all girls because it is a science which touches very deeply the welfare of the world. Home training has been called the mainspring of all effort for the betterment of mankind. Justin and Rust substantiate this statement.

If the greatness of our country is built upon the successful functioning of our millions of homes, then knowledge of homemaking and the
ability to solve problems arising in the development of home life is important, vitally important to our people.²

Furthermore, home economics should be taught to all girls because in this science they become acquainted with the art of homemaking. As a vocation, homemaking is unique. It is the most important work in which either mankind or womankind engages. As such, it is a job as satisfying as it is important. It is the finest occupation in the world, and upon the homemaker chiefly falls the responsibility for its success or its failure.³ Again Justin and Rust remind us that,

It (homemaking) is concerned with living places, the materials used in them, the arts by which they are maintained for families or other groups of people bound together by kinship, affection, or necessity; and with the methods by which they can be made to contribute to the length, happiness, and productiveness of the individual life.⁴

From this we draw the obvious conclusion that all homemaking centers around the well-being of the family and the child. It is, therefore, the most interesting of all professions, the occupation which

³Ibid., p. 3.
demands the highest attributes of mind, personality, and executive ability. Because of its importance, our future homemakers must acquire skills in the performances of the various activities of the household.

In all homes, economy is a necessity, yet true economy is seldom understood. Through the practice of this domestic virtue, the girl learns how to prepare foods with their least possible waste while retaining their beneficial qualities. In the foods class she learns the functions of all foodstuffs, and the part vitamins play in growth and prevention of disease. She learns, moreover, how to market wisely in order to get these nutrients in the best and most economical form. Finally, this potential housewife discovers how foods are properly balanced in a nourishing diet. A convincing statement can be found in the *Encyclopedia Britannica* which explains this point in as much as it states that:

Many meals are selected haphazard, without any actual knowledge of nutritive value, which results in food becoming a much greater item of expense than necessary. Nourishing food, properly combined, is so much cheaper and does immeasurably more good. Those who have learned to do it, have greatly reduced the cost of their living. Why shouldn't all girls know how it is done? The higher the standard of the home, the greater the efficiency of the
A girl should know that experimentation is needed to find the minimum in time and the basic operations required in order to learn how to cook. It is not necessary to develop a high degree of skill but it is required that she secure the fundamentals in actual food preparation. This includes the meanings of terms, the interpretation of recipes, the standards for finished products, and a pride in good work. Proficiency can come later as she prepares food for people who need it. One should distinguish here between those things which should be taught at school and those which can be acquired through self-teaching on school learnings. All areas dealing with techniques, food preparation, clothing construction, housekeeping and care of children offer fields for experimental study in reducing school time without sacrificing the learning which should be attained under the teacher's direction.  

Since foods and their preparation is not the only phase of domestic science, it is also essential

5 Ibid., p. 333.
to teach every girl textiles and sewing. She should be familiar with the various fibers, weaves, tests for adulteration, and "loading" of cloth. It makes little difference whether a woman can make smart clothing for herself, or whether she buys the family outfit, she must likewise be able to judge textiles, leathers, furs, and other materials to get their best possible values.

Home economics clothing courses offer a practical knowledge of manufacturing processes. These studies enable the future homemaker to detect poor products and poor methods. School courses make the approach by beginning with plain sewing and mending, and then extending into every phase of the manufacture, care and selection of good clothing. In regard to the last, Elizabeth Todd, a modern home economist says:

To dress in good taste requires trained judgment. It takes good judgment to make wise decisions, and in the matter of clothes we constantly have to decide what to get, what to buy ready-made, or what to make, when we wear each garment, how to keep it looking well, and when to remodel it or discard it. To make such decisions wisely, we need several

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kinds of information, and practice in using
that information.®

For girls, the range of this field is an ex-
tensive one; it reaches out in all directions, and
invites every girl to seek for herself a fuller and
richer life. If she is bored by the commonplace, by
dull routine, this phase of domestic science helps her
to recognize beauty whenever she may chance upon it.
It also enables her to enjoy and to understand the
world in which she lives. Design, as it is taught in
home economics, tends to satisfy her craving for beauty
in her everyday life.

No less an authority than Spafford makes one
feel that the range of home economics is limitless.
The way people live, dress, decorate their
homes, cook their food, and amuse themselves
may carry the adventurous girl around the world
in study. The socially-minded girl may work
with her, giving special attention to home and
family life, or she may find out the way in
which home life has changed throughout the
ages. The artistic girl can find outlets for
her talents in studying dress design, selection
of furniture and furnishings and landscaping
of home grounds. The scientifically inclined
girl will be interested in the contribution
which science has made to the solving of prob-
lems of personal living, housekeeping, feed-
ing, and caring for the family, making of tex-
tile fabrics, and the problems on which science

8 Elizabeth Todd, Clothes for Girls, p. 3.
is now working. The making of cloth, lace, costume jewelry, furniture, dishes, and silver, will interest the inquisitive one. Class reports given formally or informally, verbally or as exhibits, will not only increase the casual interests of the group in many things, but also offer an opportunity for developing interests which may continue as recreational or avocational throughout life.

Home management is a very practical unit. Ordinarily this phase of home economics is taught separately from foods and clothing work. It includes shelter in addition to the management of household affairs. The latter includes budgets, household accounts, time schedules, and the buying of household supplies. Of still greater practical value, is the phase dealing with care of the house, child care, home nursing and laundry work.

The problem of family relationships is given special weight in home economics classes. The reason for this is obvious. In the home, the relationships must be enduring. Great stress, therefore, should be placed upon the qualities of cooperation and cheerfulness. Appreciation for the labor, unselfishness and patience of the parents, as well as the responsibilities of each family member must be given pre-eminent

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9Spafford, op. cit., pp. 42-43.
consideration. There must be a felt need for courtesy, thoughtfulness, fairness, and responsibility in the family group. This acquired appreciation directs toward correct attitudes in family life and develops this attitude in each member of the family. Since it belongs to each individual, the home should be a most pleasant place for all. The wise homemaker fully realizes this, and it is her one aim to keep her family united, materially and spiritually. They must pray together, work together, play together and live happily together. Consequently, she makes her home, as Lillian Gilbreth puts it, a place where,

A man's pipe on the living room table, the boat that Johnny made in the manual training class proudly displayed on the bookcase, and a small girl's clay model over the fireplace in the living room mean to a discriminating visitor, not a careless housekeeper but a homemaker who makes her home the possession of the whole family.  

Consequently, the girl must be taught to realize her great responsibility in the making or breaking of her future home. She must be made to realize that the study of home living is very important in her life--so important that she cannot neglect it. Two

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10 Gilbreth, op. cit., p. 6.
experienced home economists, Justin and Rust, give a timely warning.

When the founders-to-be of homes realize that successful homes are not accidents or gifts of a benificient Providence and that the phrase, "and they lived happily ever after," is not an inevitable sequel to a romantic episode, a long step will be taken toward understanding the basic problem of successful home living. The study of home living then needs to be carried on seriously, in terms of realities of the daily life of the young people, with little sentimentality but with an appreciation of the deep sentiments of human values involved. Considered in this manner the problems in the home lend themselves to a solution, as do other problems of human relationships, of home economics, and of health.\textsuperscript{11}

Home economics teaches the girl the correct philosophy of life. Does the girl believe that life is a beautiful thing? Does she believe that work is a blessing? Does she believe that the laborer is happy and that the "do-nothing" is despised by everyone? Domestic Art advocates that human beings love work for itself as well as its results. It is surprising how much unhappiness can be traced back to a false belief that work is undesirable, and how many happy housekeepers are so, really, because they love work.\textsuperscript{12}

\textsuperscript{11} Justin and Rust, \textit{op. cit.}, pp. ix-x.

\textsuperscript{12} Gilbreth, \textit{op. cit.}, p. 146.
Perhaps the most important aim in teaching girls home economics is that of providing for the spiritual and aesthetic welfare of the future household. Spiritual beauties bring out the fine savor of which life is capable, along with the physical well-being which prevails, of course, in a good home. Successful homemaking, too, requires provisions for the culture and happiness of the family. It is not confined to the interior of the house, but it extends to the immediate surroundings of the dwelling as well. As a matter of fact, it reaches out into the entire community. Yes, genuine homemaking is intriguing. It is a supremely important undertaking as well as an art, a science, and a business.

Great men who have lived before us have made such statements as, "You can judge a nation by its mothers," or, "All that I am, I owe to my darling mother." Too, many famous men have become so, because of the influence of a good woman in their lives. Frances, the wife of Chesterton, was not his other mind, but his other self. She tied his tie, laced his shoes, cared for his clothes, and prepared his meals. The quotation from Maisie Ward will show how she

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13 Justin and Rust, op. cit., p. viii.
supported him always:

Yes, I think when Gilbert used the strong phrase, "heroic tragedy" he saw with his greatest insight that his frail wife, beside their heavy cross of childlessness, beside the burden of her own physical and spiritual sufferings, was carrying the weight of his own achievement, and that it was not a light one. Heroic was the right word but tragedy the wrong, for his life given to her keeping ended on a note of triumph.14

Although Father Lord's mother knew very little of the culinary arts at the time of her marriage, she learned very quickly. Even if she did not win her husband by the proverbial route to a man's heart, still she found she could hold that heart more completely by the new art that centered in her skill with the skillet. She rapidly became an exceptional cook, and kept her skill until the end. Never did she seem more confident of herself or more thoroughly mistress of the situation than when she placed upon the dining table, the ingredients of an elaborate dinner.15

These are only a few of the many examples concerning the nobility of womanhood cited in their

domestic surroundings. The influence of these women has long been recognized as a powerful force in the life of a nation. The individual citizen, being a product of the home, reflects directly in his own standards of living the ethical, intellectual, and physical standards of his home. It has often been stated that the greatness of America lies not in the granaries filled with corn, nor in the railroads stretching across the continent, nor yet in mighty armies. The greatness of America lies in her mothers, the mothers in the American home.  

It is consistent to think that an idea will diminish or expand according to the environment by which it is surrounded. This is true of material things and spiritual endeavors. It is a fact that the present war under the stress of emergency produced more materially than ever before in the history of the world. Necessity is the mother of invention. It is true also, in matters of intellectual nature. A liberal culture of yester-year does not mean exactly the liberalism of today. Yester-year was more classical. The thing of the mind was the be-all and the end-all. The home, too, was paramount. In the wealthy homes,

\[16\] Justin and Rust, *op. cit.*, p. ix.
servants took care of the meals and were well paid. In the humble home, the mother took care of the family; her love supplied what the meals could not. Today homes are not so stable. Therefore, the domestic art is vital to the happiness of home life. Art has become cultural art. This has been adequately stated in a recent article by Daniel C. Sullivan,

The charm of culture means little to an empty stomach and a hungry man, regardless of his liberal education, is poorly equipped for social participation. In the final analysis, the highest culture comes only to the person who has learned something useful and who has the skill to apply what he has learned.¹⁷

Home economics, therefore, is most important for all girls. It is important not merely for its practical purposes, but because of its cultural significance. It is, moreover, the field which commands the interest and attention of the majority of individuals. Greater still, it is the science which offers wonderful opportunities for instilling Catholic principles, Christian ideals, and worthy motives. It is the greatest of all professions open to women.

CHAPTER II

HOW TO TEACH FOODS WITH INADEQUATE EQUIPMENT

Home economics is an essential course in our high schools today. Furthermore, provision can be made to teach this subject in its various phases with inadequate equipment. In the teaching of foods, it is evident, therefore, that a room, a stove, some utensils, and storage space are the "sine qua non" for even the ingenious teacher. Given these, she can with the cooperation of her class, hopefully expect success.

An example of a school in the South will serve as a good illustration. Perhaps, no community will ever present a more apparently impossible situation than at Star, North Carolina. In this community an empty two-room cottage was all that a school could offer its newly hired home economics teacher. Miss Madge Rhyne with three sewing machines, two sinks and a wood range as equipment for a class of eight or ten girls, began her work. This teacher and her class made and sold dresses, shirts, and pajamas, while at the same time they prepared and sold school lunches, which made possible the paint for the interior of the
cottage. The skilled pupils built window seats from discarded lumber and covered them with dyed burlap feed-sacks. Polite requests are not at all out of order so she, like many other hard-pressed home economics teachers, obtained several tables for the asking. All of this represented not only hard work but planning and endurance. Yet what a feeling of accomplishment the class must have experienced when late in that same year, they prepared and served a banquet for a local organization. ¹

In order that this chapter may do what it proposes, that is, to indicate how foods may be taught with inadequate equipment, a consideration of the room or kitchen for the teaching of home economics is in order. This will be followed with a description of utensils and food supplies.

A home economics room can be made attractive regardless of its location. This feature of beauty is essential, because, first and foremost, how can good teaching be done if the room does not carry out the principles being taught? A drab and unkept room is a weak argument for the teacher who is trying to

prove to girls that money is not the sole factor in home furnishing and home making. Helpful bits of advice are given by Elizabeth Goetz pertinent to this subject.

Growing things in a room, plants, vines, decorations provided by nature, a spray of bright berries or autumn leaves, are some of the easiest ways of making your room more cheerful. Next fall during the first week of school, go on a picnic with your class and gather brilliant maple, oak or sumac leaves to arrange in the room. Many colorful wild flowers are still in bloom at this time of the year and will do wonders in brightening up a dark corner, and later on can be replaced by bittersweet or other berries, evergreen branches or seed pods.2

While wild flowers and plants do much to supply tone, the teacher must not stop here with her deft touches. If there are no cupboards in the kitchen the teacher and her pupils could paint or paper boxes in which supplies may be stored. Painted orange crates with brightly colored curtains may serve the same purpose. The aim must always be orderliness, without which, attractiveness is impossible.

Window curtains offer opportunity, too, for originality and cooperation. Flour sacks with appliqued fruit, Overall Boys or Sunbonnet Sues are

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2Elizabeth Goetz, "Inexpensive Ways of Making the Home Economics Room Attractive," Practical Home Economics, XII (August, 1934), 233.
Inexpensive and serviceable. The pretty and vari-colored designs in feed sacks make them usable material, too, not only for curtains but for table covers as well.

Working surfaces and chairs are indispensable to the kitchen, and here again, perhaps, energy and resourcefulness must come to the rescue. Very often people who have discarded chairs in the basement or attic, are willing to give them to the home economics department. If white paint is used on the kitchen furniture, color may be added by pasting designs cut from catalogs or magazines on chair backs, cupboard doors, canisters and other articles. Care should be taken, however, for symmetry and moderation have an indispensable role in decoration.

By means of judicious planning then, a teacher and her class can convert corners of basements into attractive and serviceable quarters. Much improvement can be made by applying enamel to chairs, table and cupboards, colorful chair seat pads, hand printed table covers, and lovely inexpensive pottery and dishes. The pupils will help in planning the department in the beginning as well as suggesting changes to be made in the laboratory from time to time. This method of equipping
a laboratory will serve as a valuable experiment for the pupils who participate. Through their cooperation, they are enabled to put into practice the art principles found in their text book. Furthermore, their efforts remind the girls that beauty is possible through the use of simple things carefully selected and properly used.

Instructors and pupils should be on the alert for containers that are similar in shape and size. Here, too, a bit of paint with the printed name of the substance stored in the can, will be practical and neat. Other accessories may be supplied in this fashion. A discarded jar, a pitcher, a glass or pottery bowl may be just right for the flowers and leaves the class collects. Again the shelves of the village stores yield containers which could be used or converted in some way into flower vases or other useful articles. It is surprising how many things that otherwise would be discarded can be used to advantage by people possessing a bit of ingenuity.

In the appointments for rooms of this kind there are other objects which are interesting in color, shape, and design. Among such, may be mentioned, 3

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3 Spafford, op. cit., p. 266.
pottery or baskets. Of course, many such articles can easily be made. The surface of an unattractive box may be rubbed down with sandpaper, then carved with a simple geometric design, and stained to make a most interesting piece of furniture. Bulletin boards could also be one of the most attractive spots in the department as well as a means of teaching.

By following some of these suggestions one will add beauty and interest to the home economics department. Moreover, a project of this nature will result in a spirit of cooperation on the part of the pupils in making the school kitchen attractive. These future homemakers are going to enjoy their room, but not from observation. They will have developed interest and appreciation through active participation.  

Another problem of the home economics teacher is the inconvenience consequent upon a room used for both cooking and sewing, and possibly, English or history. Such a situation is, indeed, a challenge to the instructor's best efforts and artistic ability. A glance about the room at the window shades may reveal a need for better harmony. The eye should travel smoothly from one object to another. Well selected

\[4\text{Ibid., p. 342.}\]
pictures will help in the teaching of related art and art appreciation, besides making the general appearance of the room more inviting.

In instances where storage space is not available, one can make use of attractive and well-placed screens. Materials for storing should be neatly and artistically arranged so far as this does not interfere with their use.\(^5\) Apple, peach, and orange crates nailed together in attractive shapes and stained or painted may serve for various storing purposes or bookshelves. Such teaching affords good suggestions that may be carried out later by the individual pupil.

Besides the articles made by the teacher and pupils themselves, a great deal of useful material may be obtained from other sources. Bulletins, leaflets, charts, exhibits, and samples have been made available to schools by commercial concerns. Likewise, many household products are offered free to home economics classes in sufficient quantities for use throughout the year. Labels on canned and packaged goods may be procured from stores. Various firms offer advertisements in the form of instructive charts. Thus, an

\(^5\)Ibid.
alert teacher can find sufficient material with which to work.

The actual teaching of foods is the next step. If the class is small, the number of pupils in the class may possibly not exceed four or six. With such a small class the equipment listed previously would be adequate if the girls work in groups of two pupils each. However, if there were eight or twelve members in the class, the procedure would of necessity be that of group rotation. This method could be easily carried out by means of job sheets, charting the particular type of work to be done by each group on laboratory days. For example, while one group would prepare a baking problem, another might work on an ice-box project, while a third would prepare salads. The rotation of these various projects would be so arranged that each pupil would have an opportunity to perform each activity.

There are many and varied problems to be studied in the foods laboratory which do not require an abundance of equipment. Knowing how to be a gracious host or hostess, how to be the sought-for guest, marks one as cultured and is a requisite for a successful social or business life. This knowledge is rightly
one of the food student's objectives, since the sharing of food has from the beginning of human relationships, been a pledge of friendship and food accompanies most social functions. School and home festivities are excellent class projects, to prove that equipment is not an essential to success.

In such classes party planning will be a problem of great social value to the pupils. Such a project might be carried out in this manner: determine the type of entertainment—tea, luncheon, dinner or evening party. Will it celebrate a special event such as a school game or a holiday? It is important that the color scheme and decorations should accord with the type of entertainment. Plans for the program should be worked out, including games, a list of materials needed for games, plus an estimation of the cost. The names of the guests should likewise be listed, and formal or informal invitations should be written which are in keeping with the occasion.

Several other items should be stressed in the teaching of such a problem. The menu should be planned to fit the season and event which is being celebrated. The food selected may carry out the color scheme. Care should be taken to balance menus for
correct dietetic as well as appetizing food combina-
tions. With the menu selected, the foods needed
should be listed, estimating the cost. The pupils
should put down exact amounts to avoid waste in the
purchase. Moreover, a plan for the order of work
should be made, by listing what should be done in the
preparation of foods, getting dishes, linen and silver
ready, the arrangement of tables including decoration,
and finally in serving foods. Such a problem is of
great value, since it is a fact that in our country
more than a million brides start housekeeping every
year, each striving to become a capable homemaker. A
fully equipped laboratory is certainly not a requisite
to offer these future house-wives assistance in plan-
ning meals and parties and for providing general guid-
ance and counseling in running their households.

The serving of a dinner offers a daily oppor-
tunity for cultivating the graces of hospitality. At
such a problem the entire group might assemble for
the purpose of discussing correct table manners, in-
teresting conversation, the spirit of companionship
that should attend such a meal, whether it be a family
or guest affair. Food study promotes social ease
since this study familiarizes the pupils with the
foods that may be offered, their service and eating. In addition, it teaches the pupil how to plan a well-balanced dinner menu, set the table correctly, cook the foods appetizingly and serve them attractively. The dinner menu or pattern should be discussed at length, so that this pattern may serve as a practical guide in meal preparation.

The pupils should be taught that a fruit, a protein or tissue building food, a starch food, two vegetables other than potatoes, bread and butter, a beverage—milk or fruit juice, is a good sample basic dinner pattern for the average person.

With this knowledge in mind, the actual preparation of the meal will be in order. The pupils might be divided into groups in such a manner that each group will be preparing various parts of the dinner. If each step in the preparation is well-planned, the working space and equipment will be satisfactorily utilized by all class members, and there will be no confusion. In such a problem, the spirit of cooperation, unselfishness, considerateness for others, and the spirit of companionship will come into play. It might be said that the preparation of such dinners will promote health and hospitality.
The same type of instruction might be given for other meals, such as, breakfasts, luncheons, teas, and picnic lunches. The pupil who has acquired the ability to plan, cook, and serve well-balanced meals three times a day will be able to do much in the promotion of family health and happiness.

The reasons that pupils should know how to serve food for special occasions is offered by two famous economists:

The practice of serving food on almost every occasion, whether one is entertaining many friends or just a few, has become an established custom. The variety of ways in which it is possible to serve food adds interest to everything. A father and his son may take special delight in barbecuing chicken over an open campfire, a college girl will enjoy entertaining a group of her friends at an informal tea or a buffet supper, a mother may choose to entertain a large group of friends at an afternoon tea or a smaller group with a morning coffee, while the whole family may enjoy inviting friends for a tray supper on Sunday night or for a picnic in an out-of-door living room.6

The important subject of cereals can be handled easily with little equipment, if the problem is well managed. As a preliminary to actual preparation, the history of cereals should be given due study and

consideration by all class members. Some points to be stressed in cereal study are the following: cereal foods are the backbone of the diet of people of every land; cereals are the easiest food to grow, to harvest, to store, and they provide most of the nutrients needed to maintain life and good health; cereals are economical, good to eat, convenient, and nutritious.

After much information has been gathered about cereals in general, the class will be ready for the actual use of cereals in food preparation. To make the problem more instructive and comprehensive, it will be interesting to have one group prepare breakfast tricks with cereals. The tricks might include the use of cereals in such dishes as the cantaloupe toasties cup, crispy baked eggs in cereal nests, cereal crunch topping on coffee cake, baked apple grape nut surprise, and breakfast hot breads.

Another group will be preparing recipe cards to be used in laboratory work for the following day. These recipes might include such dishes as oven-baked croquettes, meat and fish extenders, cereal luncheon plates, and cereal dumplings. During this same period, another group might be preparing cereal desserts, such as custards, puddings, or ice creams. In such rotating
It is a well known fact, that one of the cherished American institutions is homemade bread—the bread that "Mother used to make", with true old fashioned taste and flavor that can be so stimulating in the menus of today. Bread may safely form one-fourth of our daily diet, provided the rest of our food is wisely selected. Since bread is such an important subject in the diet, every home economics laboratory in America, whether it is well or ill equipped, should send forth pupils who are capable of making delicious rolls, coffee cakes, bread and other tempting yeast-leavened products.

If the laboratory has only one stove, it will be necessary for the pupils to work in shifts, so that only one group will be using the oven at a time. The other group or groups may be doing a bit of research on the story of yeast, its characteristics and its action. Other important items for study are the "flour facts", the liquids to use in bread baking, the importance of salt, sugar, shortening, temperature, and humidity. It is also important that due consideration is given to the various steps in successful bread
making. There are so many phases in this problem which require study, that no group should be idle at any time. It is likewise a fascinating problem, and any teen age girl may quickly learn the art of baking delicious bread and rolls—an accomplishment which has always been the envy of those less experienced in successful cookery.

Some people wish that they were blessed with "a born knack for baking". Such wishes are futile, because baking skill is made, not born. However, it takes no special gift, no magic touch, to work wonders with a mixing bowl. Some old-fashioned cooks, true enough, seemingly tossed things together and achieved glorious results. But the secret, in that case, was long practice. Doing a job over and over again does give one a sense of how things should look and feel; it builds up judgment which may take the place of rules.

The women of today, however, will not take time to learn their tricks that way, and modern knowledge makes it unnecessary. The progressive girl walks right up to the home economics teacher and says: "You tell me how." She does not inquire about the equipment; she seeks knowledge, and correct ways of doing
things. It is this love of right method, this desire to do things with a reason—in proved ways, that has simplified home baking and made its results more certain.

The home economist is able to offer to her charges tested ways to perfect baking. The things the pupils learn will make their baking better, easier and more fun. They will be given recipes that are the result of months of experiment and careful development. Yes, these recipes have been tested and retested, checked and rechecked, until they are dependable in every way. Home economic pupils can use these recipes confidently; their baking can be one triumph after another.

How is the important subject of meat handled when the equipment is meager? Just as any other problem previously studied, by group and rotation work. First and foremost, the entire class should be taught that meat is one of the most important sources of protein because it furnishes animal protein in a form easily utilized by the human body in the building and repairing of tissues. Furthermore, meat yields energy, furnishes some of the essential mineral salts, and, in the cases of the glandular tissues vitamins A and B.
Besides its actual food value, meat is one of the most palatable of foods, and, as such, aids the digestion in that it stimulates the flow of the digestive juices. It also lends flavor to foods that are served with it. The cooking processes are important in developing the flavor of meat.

By use of a meat chart the class will study the wholesale and retail cuts of meat. The following points are considered: the name of the cut, the characteristics, and various methods of preparation. A trip to the meat market is valuable in that it teaches the pupils how to know meat and how to recognize the different cuts. It is only by familiarizing themselves with all the different parts of the animals used for food that our future housewives will be able to buy to the best advantage.

After gathering this first-hand information the class will be ready for actual meat preparation. Because of the expense attached to such a problem rather than lack of equipment will it be necessary to assign only certain meat problems to each group. However, the problems will be parcelled out to the various groups in such a way, that all important phases in meat preparation will be covered. All finished products
will be subject to examination by the class. Discussion and reports concerning the method of preparation, the utensils used, and the time required for the completion of the problem will be given for the benefit of the entire class.

Salads and desserts are the fun of each meal. They should be delicious and gay, yet easy to fix, and good for all the family. Salads made from vegetables or fruits or a combination of both are commonly served. They should be cold, crisp, well mixed and attractively served with oil dressing, mayonnaise, or a boiled dressing. Desserts may be served in the form of fruits or sweetmeats, pastries and puddings, or frozen concoctions, which are delicious to taste and attractive to serve.

The pupils likewise delight in the secrets that make special desserts look special—success with layering, with designs, with big molds, and with garnishing. It is a pleasure to brighten up meals with attractive and nutritious desserts, salads or relishes. They are so easily made, and may be as economical or as elaborate as the occasion demands. Very little equipment will be needed for the preparation of all these problems.
Home economics, then, is immediately successful to the degree that it teaches pupils to live more satisfying lives in their homes. This idea is not meant to imply that pupils be satisfied with their homes as they are, but that they be given helps to improve home conditions. Again, unless the principles learned in home economics, can be carried out by the pupils in their homes, the subject may result in little practical value.

When it is remembered that communities differ in their standards of living and that various levels will be found in most communities, it follows that teaching equipment will not be the same in all. In referring to this, Iv ol Spafford aptly says:

Materials for teaching laundering in one school may mean an electric washing machine, mangle, and dryer. In another community, it should perhaps mean benches of a proper height, a suction hand plunger, working plans for providing shelter for outdoor washing. Lavender wisteria in a white milk pitcher or dogwood in a black stone crock may be as lovely as in a brass basket or pottery vase. . . . Shining pots and pans from five-and-ten-cent store, carefully selected and properly cared for, and clean pine floor, shelves and closets in order, snowy-white cotton dish towels— if they represent what is attainable in the homes of pupils— have a place in teaching home-making far beyond that of the more expensive

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and elaborate furnishing and equipment which they could not hope to have.®

A recognized objective of home economics education is improvement of family life. Yet the teaching of homemaking courses in our high schools too often fails to accomplish this end.® Very frequently well equipped school laboratories do not provide experiences for pupils to carry on common household tasks with understanding and increasing confidence; the artificiality arising from this situation fails to develop in the pupils a greater degree of creative ability. According to Mildred Spicer, a noted home economist, two factors appear to have kept the school from providing these learnings:

1) a disparity between the equipment in the homes of the students and that of the homemaking departments, and
2) the teacher's failure to realize either the value of convenience or of various ways the families of their students can achieve it.®

An arrangement like the one described in this chapter will give an excellent opportunity for creative thinking about the immediate problems of home

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®Ibid., pp. 341-342.


®Ibid.
conditions. At the same time it offers the greatest possibility that the effective methods will be transferred to later life. On this point Mildred Spicer quoted previously, says:

Research on the transfer of learning has shown that transfer takes place only in so far as one situation or task has elements which are identical with those of another. Creative thinking about problems leads to more effective living. Such learning may take place at school, in various homes in the community, and in the girl's own home under the guidance of the teacher, as in the home projects, or independently, as the result of work at school. 

From this it follows, that the poorly equipped laboratory kitchen offers many valuable opportunities for the girls to develop creative thinking. This will result in more effective home life, the aim of all home economics teaching.

\[\text{11 Ibid., p. 228.}\]
\[\text{12 Ibid.}\]
CHAPTER III

HOW TO TEACH CLOTHING WITH INADEQUATE EQUIPMENT

In all ages, the teaching of sewing has appealed to the general public as meeting a real need as well as sewing in many instances to satisfy a craving for beauty.¹

Just as Chapter II has endeavored to show that Foods can be taught with inadequate equipment, so, too, the teaching of Clothing in its many phases can be efficiently conducted with a minimum of equipment. As has been stated previously, home economics is a subject which must be adapted to local needs in order to be of profit to the pupil. With this thought in mind, can there be such a thing as inadequate equipment? Answering the question in the light of specified school requirements, yes. Answering the same question in view of the subject as one to fit individuals for homemaking, no. Adequate sewing equipment in one school may be decidedly inadequate in another. But, how many pupils in our schools have in their homes equipment measuring up to a palatially equipped laboratory? Too often the science which should be easily transplanted

into home life is made impractical in an "over-equipped" laboratory—"over-equipped" in comparison with the advantages actually present in the home.

In the teaching of sewing, perhaps it sounds daring to say that, one well-oiled sewing machine, a table for cutting materials, an iron and an ironing board can constitute adequate equipment. With these facilities on hand, is it to be wondered at that some excitement arose among the girls of a high school of about sixty pupils, when the principal announced Clothing as an elective for the coming year. Eighteen girls registered for the course. Up to the day of registration, no provision whatever had been made for a course in sewing. However, three good sewing machines were purchased from a second hand store, while a large table was resurrected from an attic. All available free material in charts, diagrams and samples were procured from commercial firms. When the table and sewing machines were set in place, and the charts and sample were displayed on the walls and other vantage points, the room presented an attractive appearance.

A division of the class into two groups was necessary because of a lack of space for cutting.
Within each group, division again was necessary. While three of the pupils learned simple hand sewing, three others were studying patterns and learning to cut materials; the remaining three were becoming acquainted with the parts of the sewing machine and were practicing sewing itself. By the time those who had been cutting materials had completed their tasks, all groups moved to something new. This plan kept each group at just slightly different stages of work or of a lesson. There was no interference in the use of the table or of the sewing machines, while hand sewing was being carried on at the desks. All doubts as to whether this manner of procedure retarded the progress were removed by the fact that every girl in the group was able to make her own costume for the November operetta. This costume included a pinafore and sunbonnet. Each of the girls likewise assisted with the more difficult costumes needed for the program.

The class procedure was somewhat as follows: on Mondays and Wednesdays both classes were combined for the regular periods; Tuesdays and Thursdays were devoted to laboratory periods; the Friday period was spent in the construction of display cards upon which
were mounted samples of buttonholes and various types of stitches and seams.

The projects completed by each pupil in addition to the twenty-five display samples, included a peasant skirt, operetta costume, a blouse, a cotton dress, and a summer dress of better material. Furthermore, the next year, to prove that no pupils were dismayed because of the lack of elaborate equipment, the Junior girls were on hand, eager to register for Sewing II. Likewise, the continuation of the sewing classes during the summer months proved that no girl considered the equipment inadequate.

Even with a shortage of sewing machines, there is no excuse for a girl to be idle during a laboratory period, for there is always a variety of handwork available. Skills and techniques of many types may be developed, new ideas and interests may be acquired. For example, some of the girls will be interested in knitting. Instruction in this art will include not only the actual learning of knitting stitches, but a study of the various grades and weights of yarn and the types of knitting needles. Then, too, pupils will wish to weave simple squares of silk or yarn, using the hand loom. These completed squares may be sewed
together in making pillows, scarves, small or large blankets and afghans. Yet another group, not interested in yarn projects, will develop other plans under the direction and supervision of the instructor. The result may be a variety of objects requiring the use of different techniques, materials, and designs that will lend color and interest to class activity throughout the course. As a matter of fact, an insufficient number of sewing machines need not lessen the amount of work done, but should, rather, increase the variety of things learned. Moreover, articles of handwork may have a lasting beauty and value not found in machine made products, and these handmade materials offer opportunity for teaching fundamentals of good design and color. ²

Similarly, clothing classes should likewise emphasize the necessity for a wise selection of wearing apparel. Every season brings forth new colors and new lines; and many girls in their endeavor to be, as they think, fashionable, hasten to adopt these colors and lines without giving any thought as to whether or not they suit their particular type. Too many girls

²Margaret Stolzenback, "Handwork Projects," Practical Home Economics, XIV (October, 1936), 320-321.
erroneously believe that every new fad should be adopted as it is given out; rather, they should be taught to readjust intelligently the prevailing style so that it will conform to the lines of the figure and face.

After due consideration has been given to dress that is becoming, the home economics teacher must stress the appropriateness of dress. Various places and duties demand a particular type of garment. The proper dress is the one that agrees with a person's station in life and with the work that is to be done while thus attired. Girls in business, in the home, in society, appreciate the necessity of wearing appropriate, becoming costumes in order to be able to cope with all duties that confront them. Therefore, the girl in any of these positions is grateful for the information which she receives in the textile clothing classes.

Another essential feature of every clothing class should be a short unit on manners, social customs, introductions, and personality traits. Such


4 Ibid., p. 7.
instruction very naturally leads to the subject of personal grooming. At this age all girls are interested in looking their best, and in many instances, their attempts at making themselves attractive are pathetic. Very often they bedeck themselves with dime store jewelry and are far too generous with the use of make-up. A study of artistic and judicious make-up in the sewing class proves quite noticeably effective. Then, too, valuable information on such matter may be obtained from current sewing texts and magazine articles. It is suggested, likewise, that the girls bring cosmetics from home so that practice in making up each other and themselves may be secured. Christine Swanson offers the following timely suggestions:

Personal grooming makes one "appearance conscious." One soon realizes that clothes contribute greatly to good grooming. By this I do not mean that new or expensive clothes are a requisite. The youngster who has comparatively poor clothing has a chance to do just as much as the one with costly garments. Every girl in the class, regardless of her sources, can improve the appearance of her clothing through proper care and repair. Pressing, mending, darning, and such small repairs as sewing on buttons or fasteners contribute much to the appearance and longevity of a garment.
After the girl has learned the most becoming type of garment, after she has discovered how to combine materials, she will be able to dress distinctively, and in good taste; she should be able to dress more economically than her neighbor who has not taken the time to study the principles of dress and what it means in the way of adornment, developing ideals and ultimate economy. Concerning good taste in dress, Uva Janney says:

No doubt, good taste is a gift to many girls, but it may be acquired as well. A girl who dresses in good taste is able to select the artistic from the prevailing fashions, to foresee the occasions on which her clothing will be used, to discern that which will give her individuality, and will express her personality; to compliment the good qualities of her figure as well as to subordinate her defects, and to purchase clothes that will give her serviceability. 7

From this it follows, that the clothing class in home economics does much to stimulate good taste in the selection of clothing by helping each girl to know how to express her personality in her clothing. Furthermore, if she appreciates her individual qualities, and has the ability to express them correctly, she

will not have a desire for fads.  

She will be taught that there are four theoretical types of personalities, and yet each individual is different from any other. Uva Janney has listed a helpful classification of the various types together with their peculiar characteristics.

The athletic type of girl is muscular, active, vivacious, and walks with an active stride. She likes clothing which permits freedom of movement; bright colors which correspond to her activity and vivacity; severe sharp lines; durable materials, and simplicity. The dramatic type is aggressive, dignified, graceful, emotional, and expressive. She can wear more extreme lines and color combinations than any of the other types, and graceful folds and materials rich in texture are especially becoming to her. The dainty girl is slight of figure, retiring, quiet, sweet and winsome, and graceful in her movements. She prefers pastel colors, laces, ruffles, bows, and soft, sheer material. The business girl is conservative in her tastes, has dignity and poise, is business-like in manner, and is more retiring than the athletic or dramatic girl. She prefers tailored garments—clothing which is trim, neat, and simple without fancy trimmings, and likes bright touches only in small amounts.

Clothing teachers need no adequately equipped laboratory to carry on such teachings, teachings which will be of great value to our girls both now and in

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8 Ibid., p. 351.
9 Ibid., pp. 351-368.
later life. Perhaps the following suggestions may be worthwhile. When there is a shortage of equipment to satisfy the needs of the entire class, one way of arousing the pupils interest is by giving some stimulating lessons on clothing needs, on appropriate dress for various occasions and perhaps on becoming colors for different types of girls. Have them arrange posters or charts illustrating the subjects under discussion or give them a list of topics from which to make their own selections. Such a list might include: "Suitable Dresses for the Classroom"; "Accessories a High School Girl Might Need"; "Dress Frocks for Various Occasions"; or "Evening Clothes a High School Girl Would Enjoy." Innumerable titles will suggest themselves and since many types of girls are likely to be found in each class, both interesting and varied types of posters can be developed. Such discussions and poster work tends to make the girl think of clothes in relation to herself and her personal needs.  

Another type of clothing construction that is very practical in a poor locality is the introduction

of a good care and repair unit followed by make-over garments. The need for such a unit is imperative, but it requires much planning and work. The extra work is compensated, however, by the satisfaction one derives upon seeing what lovely garments can be constructed at scarcely any expense. It becomes a fascinating game for each girl to strive to make her garment most attractive at the least expense. Christine Swanson, has given some practical advice on this matter.

Although it is necessary to precede this work with some introductory units, it should be taught comparatively early in the semester. This may sound difficult. You will perhaps feel that the girls do not have enough experience. Upon analysis it will be found that intricate sewing methods are usually not essential in this business of making new things out of old. These old garments provide excellent opportunity for preliminary seaming and stitching practice.\footnote{Swanson, \textit{op. cit.}, p. 256.}

From these suggestions, the question and its answer comes to one's mind: why should sewing be taught to all girls even if the equipment is inadequate? Because, upon woman, the chief spender, depends the wise or unwise apportionment of the income of the various needs of the family. Whether or not she performs her part wisely depends somewhat upon the information and equipment furnished her by home and
school. Hence, the instruction imparted in the clothing class should familiarize her with the principles of design which relate to clothing, and through the study of artistic forms in sculpture, painting and historic costume, learn to choose for herself and others, colors, lines, and shapes that are becoming. Add to this, technical skill in clothing design, in the manipulation of fabrics in draping, or in the cutting of cloth by pattern, and in the use of needles, pins, and shears in the construction of garments, and her equipment will be complete.  

CHAPTER IV

HOME PROJECT

Home project is the term commonly applied to homework which is largely the practice of things done at school. The general purpose of introducing home projects into the home economics class is not only to help the girl improve her home, but it is also to see how the home can help the girl. More specifically, the home project ties up the class work closely with that of the home; through it, the girl checks the effectiveness of her learning, and the teacher the effectiveness of her teaching; it encourages the use of what is learned in class; and it teaches an appreciation of the household affairs.

Home projects are specially practical because they carry over into actual home living. The school situation is never exactly like the one at home, and only as the girl can interpret the school learning in meeting these out-of-school problems has the teaching and the learning any worth-while values. Ival Spafford

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shows the correlation between the home and school project work in the quotation:

Successful home project is dependent upon successful school work. This is true from the standpoint back of the teaching and of the pupil learning. Home projects are not a medium through which poor school work can be reduced. The school learning must provide the foundation from which the home project develops. Knowledge about nutrition, textiles, and buying; skill in interpreting recipes and patterns; ability to plan school activities successfully; standards of good finished products; and the ideas of family life and an attractive and comfortable home, acquired at school are essential if home project work is to be worth while, satisfying to the individual, the home, and the teacher.²

It is a fact that many personal and family problems arise in the life of each girl. There are others, however, which are of special interest only to her, or for which there is not class time, or which can be done only under home conditions.³ With this thought in mind, the question arises: In just what projects do the girls need instruction? Where are their special difficulties? Ella Dean has a word to say on this subject:

The most delicate part of the whole home project is the selection. If this is well done no further difficulty is likely to arise.

²Spafford, op. cit., p. 323.
³Ibid., p. 322.
It is necessary to know what the girl is doing at home so that she can be guided to do, not what she can do well already, but instead, something in which she will gain new knowledge and skill and bring about a marked improvement in her family life. This was accomplished by having diaries written two or three times to cover periods of two days, by conferences with the girls and their mothers, and by home visits.

In order that the home project will be of vital interest to the girls, a lesson in appreciation will be most timely. It has been found that it is well to help the girls appreciate what is being done for them at home so that in return they may be able to help make their home a home in the true sense of the word. The words of Lillian Gilbreth may be helpful in teaching girls this home appreciation.

A place (home) which satisfies those who live in it, whether it is an individual or a group possession, which satisfies for each as many of his needs as are feasible considering also the needs of others. Thinking of home in this way means disregarding fetishes—not forgetting the teaching of the past, but trying to estimate their serviceableness to the present, reviewing all homes of all lands of all times to see what they can offer to meet the needs of ours.

It is not a clever woman who does things just as grandmother did, even though grandmother's method

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4 Dean, op. cit., p. 197.
5 Gilbreth, op. cit., p. 17.
was very satisfactory in her day. In business we boast of changes and new methods and think it no discredit to ourselves or our predecessors that our ways are not their ways. The home economist must teach the girl to be proud that she inherits enough ingenuity and ambition from her grandmother to meet the needs of her times in her own way as successfully as her grandmother did hers. As a matter of fact, better family life would result if more girls saw inherent within the common household task the possibilities for creative living. If teachers wish to help their pupils gain such an attitude toward household task, they must consistently stress home appreciation and also maintain a close contact with the homes of their pupils.

Further discussions of showing responsibilities at home never seem necessary after this stage is reached. Ella Dean, home economist previously mentioned, says that in their own informal way the girls always show what their interests are by telling the class or the teacher what they have been doing at home. The girls readily agree that the home will make a better laboratory than the one at school because of

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7 *Spicer, op. cit.*, p. 230.
The crowded classes at school. 8

The foods project in home practice work ranks among the most important. The girl may begin this project by preparing separate dishes or cooking single meals, to be followed by more difficult and complex activities until ability to handle the whole responsibility is achieved. It happens that some teachers and girls do not realize the necessity for ceasing to emphasize practices already learned in order to allow time to work on new learning needed. A woman well-versed in the home project, states:

A girl in discussing her home project work in foods showed an unusual awareness to the value of this type of work in making progress in learning. She had done a foods project as part of her home project program each year. The first year she had prepared suppers, planning the meals, acquiring skill in preparing simple dishes and learning to dovetail jobs to save time. The second year it was planning and packing lunches for her father who worked away from home and for four children in grades from the elementary through high school. Special emphasis was placed on lunches in relation to the other two meals of the day, saving time in preparing food, providing attractive and appetizing lunches. 9

By preparing meals in the home one may save money and at the same time contribute to the health

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8 Dean, op. cit., p. 197.
9 Spafford, op. cit., p. 334.
and happiness of the family. Anyone who has time and skill can prepare meals which may be more appetizing, more nutritious, and lower in money cost than might be provided otherwise. The home project, therefore, offers the pupils constructive information. They learn that by budgeting time and saving money in meal preparation, they are conferring a benefit upon themselves and their families. As many families realize, meals that cost too much in either time or money, rob them of time or money that could be used in other ways. It is, therefore, natural that one of their desires is to have meals that do not cost more than they can afford to spend of their resources of time or money.  

Pupils should also be taught that to furnish and keep the home in satisfactory repair is a very important phase of home economics. Practical work in the home helps to bring about this result. Of course, some communities are more cooperative than others in having class projects done in the home; however, an investigation usually reveals many housewives who will gratefully accept help with their home furnishing problems from pupils who are working under the direction

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of a home economics teacher. But in order to be successful from the point of view of the home, the home project must meet a real need; it must be possible of being carried out in the home, and must have both family approval and promise of support and cooperation as needed.

Many homes are in a shabby condition because of a lack of training in homemaking and a limited supply of materials in the line of furnishings. Worn furnishings need to be replaced and remodeled, and homemakers should be able to turn to the clothing class for help and instruction. Such renovation is a challenge to the teacher's ability, her ingenuity, and creative imagination.

In the renovation of old materials, in the restoration of discarded furniture, it is essential that the teacher give a series of demonstrations in each step and process essential to the job. Instructional material found in books, magazines, and bulletins, aid as a supplement to the demonstration and explanation which serve as guides. In this manner, girls learn to work carefully and follow directions.

In her article, "New Finishes for Old Furniture," Helen B. Ames offers many helpful suggestions and shows what can be done with paint, a brush, and a saw, plus a certain amount of resourcefulness and ingenuity on the part of the workers. She contends that one of the most practical ways to help housewives is in the renovation of old furniture. Many homemakers lack imagination, others are inexperienced in this type of work. And so these women continue to live in the midst of ugly furnishings which might easily be turned into beautiful ones. They look longingly at dainty dressing tables, modern beds and other pieces of furniture displayed in shops, not realizing the potentialities of their own possessions.  

The girls find it fascinating when they discover the possibilities in this type of work. Imagine an old, out-of-date washstand transformed into a modern dressing table. A mirror painted to match the dressing table to be hung over it, and a rejuvenated piano stool might complete the ensemble. These archaic

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12 Ibid., p. 145.

washstands can also be converted into attractive cabinets which lend themselves to various color combinations in decorative lines. Another interesting adventure is the transformation of the old-style bed with the toplofty head into a modern-type bed. Yet another trick is the conversion of rocking chairs into straight chairs; upholstering wooden seats gives comfort and an improved appearance. These are only a few of the many practical examples of renovation and remodeling that could be cited.

Another excellent and practical problem is curtaining for windows. In every home among discarded materials can be found various colored lined draperies, which have seen years of service but are not deteriorated in quality. These can be sent to a commercial dyeing company for restoration to their former colors. Then well-tailored draperies and valences can be made. If there is ample material, chair seats may be constructed, and various centerpieces and knickknacks.

Girls are always interested in bedrooms, particularly their own. With some preliminary instruction, some planning, and not too much expense the bedroom can

\[14\text{Ibid.}\]
be made cozy and inviting. The following experiment by Clara Dodson may help to explain what is meant.

The bedroom in the house needed spreads and curtains, and with a limited budget, we decided to play up color to divert attention from the furnishings. Mill ends of colorful aralac were purchased from the nearby mill and made into attractive cot covers, and gay, ruffled chintz tieback curtains in contrasting and matching colors gave the rooms a youthful, college-girl atmosphere. We are now planning to bleach, paint, or stain the furniture of these bedrooms. Where the dressing-table petticoats are in keeping with the style of the room, they, too, will be made.\textsuperscript{15}

What a variety of home project experiences can be taught, and what a test to the pupil's initiative and ingenuity! Lamp shades, pictures, mats, pads, pot-holders, and accessories can be restyled, eliminated, or selected and become a worthwhile and teachable object. The teacher can demonstrate, and at the same time the pupils follow each step and thereby learn a practical lesson which will carry over into later life. Does not such a study, whether it be restoring a chair or arranging a room, have a real value to the girl in her present as well as her future home? These valuable experiences not only give the pupils a chance to learn to do work themselves but also teaches them to judge

\textsuperscript{15}Dodson, \textit{op. cit.}, p. 146.
good quality in selection and workmanship when they be-
come consumers. Clara Dodson again speaks:

Although it is difficult to foresee all the home furnishing problems girls will have
to face in their lifetime and although many of them may never need to put into practical
application some of the skills they learn, experience of this type assuredly does stimu-
late individuality, ingenuity, and creative imagination. Girls who have had such a course
in home furnishing should have attractive homes and know how to retain their attractiveness.

One of the finest and most practical projects for a home economics class to sponsor is the remodeling
of a tumble-down-cottage. These cottages are very often available for experimentation through the cour-
tesy of some Agricultural Company. A very successful project was carried on by a class of Waialua, Oahu.

The cottage was empty, dirty, and in a run-down condition. After washing and scrubbing of woodwork and
floors, the next project was the walls. Old kalsomine had to be removed with various kinds of implements.
New kalsomine was provided by the plantation. By bor-
rowing paint brushes from the school shop, the girls were now eager to try a hand at painting. They worked
in relays, applying the paint first to the ceiling and

\[16^{\text{Ibid.}}\]
\[17^{\text{Ibid.}}\]
then to the walls.

With this step accomplished, the next problem was to decide on the furnishings of the cottage. After much reading and discussion the color schemes of the various rooms were decided upon. Many packing boxes, crates, orange boxes and automobile cushions had been collected, and taken apart, ready for use. At first the girls were hesitant about the construction work, since they were not familiar with the handling of tools, but after the first and second attempts, they became very eager to see the finished product.

One group worked on curtains and drapes, another on rugs, while the third worked on the furniture. They made such articles of furniture as dressing tables, book cases, end tables, magazine racks, lamp shades and other knickknacks, besides remodeling upholstered furniture. After completing these tasks, the girls found the assembling and arranging of the furniture interesting and fascinating. What is more, and this no idle boast, the girls reveled in such a project. They were delighted at the great prospects before them after having had the preliminary training.  

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Of all types of home projects already cited, the most important is yet to come. This type deals with the very heart of family life. Ivoll Spafford plays upon the importance of this project in these words:

The real development which comes from reducing the cost of food for a family, planning the home work so that all the members may have more recreation, working out wholesome, satisfying relationships with brothers and sisters, usually far exceeds that which comes from newly painted porch furniture or a flower garden in the side yard, but it is not as easy to point to as a mark of success.19

Finally, home projects provide the girl with recreational and avocational interests. They offer opportunities for further development of those interests as well as for rounding out experiences. When a girl becomes interested in some activity, she will carry on even during vacation periods. Home economics is broad enough and rich enough to provide each girl with some interests. Then, too, the teacher may aid by encouraging the girls to develop skill in some activity which they enjoy: to make delicious bread or cakes, to do beautiful embroidery work or do fine hand sewing, to knit fancy scarfs or make dainty tatting.

19 Spafford, op. cit., p. 325.
to refinish furniture like a professional. Great personal satisfaction will come to a girl if she knows that she can do something better than can the ordinary person, even though it be only the making of a cherry pie or the putting of colors into a quilt. What will be the result of these projects? They will give the girl an opportunity for enriching her experiences and developing her individuality. For these projects offer other means of following up individual interests and should be utilized to this end.

It is of the utmost importance, then, that however successful these projects have proved themselves, they can be considered as successes in the final analysis only if they have contributed to the aim of making each member of the family an adequate individual. That is, to make family members recognize their relationships and obligations, and to make them understand their responsibilities accompanying possession and authority. If through planning and carrying on the home projects these girls have obtained the training and knowledge to equip them to meet responsibilities in their later lives, then all planning and

\[20\] Ibid., p. 184.
Home projects are specially practical in schools where little equipment is available. They serve as a means of supplementing purposeful activities that would ordinarily be carried on in a laboratory. It might be said that home projects excel laboratory work, because they afford an excellent medium for reasoning, judgment, and application of facts, which no laboratory course, no matter how well executed, would provide.

When home projects are considered a part of the home economics course, furnishing experience which the classroom is unable to provide, credit for this work is included in the regular marks for the course. If the activity is carried on in addition to the school work, some schools give separate marks for the projects, some average the mark for the project with the regular mark for the course, and some arbitrarily require the home work and give no credit for the project. Such decisions are left to school authorities.

21 Gilbreth, op. cit., p. 303.
CHAPTER V

IMPORTANCE OF THE TEACHER

Little has been said about the determining factor in this set up, the teacher. She alone can admit of no inadequacy. In her must be reflected all that she hopes to see in her charges. Her outstanding virtues must be sincerity, unselfishness and sacrifice as exemplified by Christ, the perfect Model of all teachers. He will strengthen and encourage her, for throughout His life He dealt with inadequacies, but was always able to rise above them. In fact, for Him, those inadequacies were opportunities whereby His spirit of self-sacrifice preached the most effective of lessons, and produced the most lasting results.

It is evident, then, that inadequate equipment need not be a serious handicap, if the teacher possesses those Christ-like virtues of self-surrender, self-sacrifice, and sufficient love for mankind to inspire her to labor, and labor yet more, for the revival of proper home life. The argument that the drain on the teacher's physical and mental faculties does not warrant the teaching of home economics with inadequate equipment, may be met by the crying need to
reinstate home life to its proper status. Just what are the proper qualifications for teachers who have such important problems before them?

The answer, might very well read: Not that teacher is best who communicates most knowledge to her pupils, but who trains them to acquire knowledge and skill by self-activity. Again, not that teacher is best who has the greatest number of college degrees, but she who possesses that driving power of enthusiasm to be of service to mankind, no matter what difficulties she may encounter. Yes, the teacher imbued with deepseated enthusiasm for her profession will not think of the school as a field to work in, but as a force to work with.

With such thoughts in mind, will the lack of equipment daunt the possibilities open to the home economics teacher? Will interest in her work lag, will she weary of her task, just because the home economics laboratory is only the corner of a basement? Certainly not, because it is driving enthusiasm and self-sacrifice that keeps her work aglow, not a modern equipped laboratory. Enthusiasm and self-sacrifice

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enable her to accomplish all that is expected of her; it is the test of devotion, the test of love. No great and worthy cause meets defeat, in its proper sense, while love tends its glow and instills its warmth.2

The question, then, follows: Is it not a great and worthy cause to teach our girls in the knowledge of homemaking, the greatest of all professions? Is it not a privilege to aid them in making their home a more pleasant place in which to live? Father Kirsch, commenting on the teacher's love and enthusiasm says:

Let the teacher love her work for its own intrinsic worth; for the God who gave it birth, and who alone can adequately reimburse the wealth of ardor, brain tissue, and above all, virtue, expended upon it for His sake. She may not let her enthusiasm cool; coolness is the forerunner of death, and when enthusiasm dies, the teacher dies with it, no matter how long she may continue to live, for labor without heart, is labor without life.3

Will the equipment or the place provided affect good teaching when the problem in hand is so important? The question is easily answered. The teacher who is vitally interested in her classes and has high ideals for the social value of her work, who is resourceful and energetic, will make home economics a success

2 Ibid., p. 18.
3 Ibid., p. 23.
although the equipment is inadequate. She will remember that the content of her courses must be suited to the group of pupils she is teaching, not only in respect to their age and intelligence, but to their social background and racial habits as well. Moreover, if she sincerely loves her work, and is laboring to restore home life to its proper status, she will overcome all the factors which might spell inconvenience. Furthermore, she will realize that as a home economics teacher she has an added responsibility to practice good home economics in her own living, and to show by example that home economics is a functioning field.

Therefore, the teacher who has a keen appreciation of the value of home economics as a force in building better homes, and has a sense of relative values, will never allow the lack of equipment to be a deterrent factor in successful teaching. She will remember that the first requisite of the effective teacher is love of God and love of neighbor. Both the former and latter are found in the home economics teacher who earnestly endeavors to restore home life to its proper status. All teaching in homemaking must be love-inspired; hence, the teacher's love must disregard self and wing its flight to the rescue of others.
The spirit of cheerfulness is a great asset to the home economics teacher. This beautiful virtue not only makes the work of the teacher easier, more pleasant and interesting, but certainly more effective. It dispels mental tedium and paves the way for pleasurable as well as profitable learning. Cheerfulness is contagious. As pupils listen to the teacher explain matters that make for better home life with a joyous enthusiasm, their minds will receive these truths gladly and their hearts will warm to them. Thus, they will hasten to apply these teachings to the conduct of their daily lives. Since all virtues which aid homemakers are most desirable possessions, the teacher must present them, not as obligatory "musts", but rather as the beautiful qualities which our pupils will want to acquire.

The best teaching consists in knowing how to make the pupil put forth her best effort, creating in her a desire to become a good homemaker. To eliminate all difficulties is as unwise as to present no difficulties; yet, it is always well for the teacher to make difficult things seem easy. The dynamic teacher implants in the hearts of her pupils ambitions and aspirations to become worthy members of society, of the
family, and of the home.

Just as in any other field of education, management is an important factor in home economics, especially where the equipment is limited. The teacher must be a master in the art of managing and directing her charges. She must constantly keep in mind the importance of directing the individual slowly and constantly, kindly and patiently, toward the goal, which in this case, is the restoration of proper home life. It is easy enough to formulate theories of management only to have them break down when they are put into practice. A sympathetic attitude toward pupils will accomplish much more.  

The model home economics teacher will allow no difficulties to daunt her courage. She will always think her profession the finest in the world; she will realize that into her care has been given the future homemakers of our country, the mothers of our families, and she should train her homemakers for the best of which they are capable.

Moreover, the teacher should like teaching home economics with inadequate equipment because of the

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great freedom it gives. There is abundance of room for original planning and initiative which a well equipped laboratory fails to offer. As a teacher she should know no difficulties, no relaxation from duty; she should continue loyal to her vocation, and her words should breathe the language of love. The laboratory in which she teaches may be meager in equipment, but her presence will radiate warmth, and her enthusiasm will be a power which will conquer hearts. This teacher will be able to accomplish wonders, because love embodies more wisdom than all the pedagogy in the world, and yields a greater power than riches or armies. Hence, the teacher who works in a poorly equipped laboratory, teaches a lasting lesson. Life demands hard and earnest efforts of everybody, and not all are elected to tread the primrose path, hence it is, that the lessons engendered in the "school of hard knocks" are those which will bear fruit for the greater majority.

As a result of a fairly broad academic training and intensive work in the various phases of home economics, the teacher should be able to inspire pupils with an enthusiastic interest in the contributions they can make at present in their homes. Furthermore, she should be able to help them to establish the right sort
of ideals for the homes they will have later on. To accomplish this she must have many interests and an understanding not only of the various phases of homemaking, but of the curriculum as a whole and of the general aims of education.

In addition to the qualifications listed in this chapter, the home economics teacher must possess still others. She must know how to handle finances, because she is responsible for the expenditure of a large amount of money. She buys food supplies, and must carry the responsibility of seeing that her classes do not waste materials and that they turn out satisfactory products. She must, likewise, be an advertiser, because she needs to make the community aware of what home economics offers, and thereby create a demand for it. Hence, it may be said, that only by perseverance and well-directed effort, can she hope to approach the goal of becoming an ideal home economics teacher.

It has been said that only when a cherished thing is in danger of perishing does its value appeal to the many; it is also true, that it takes a long time for people to realize that catastrophe is at their very door. Yes, it has taken mankind a long time to realize
that broken homes and disintegration of the family life is no passing joke, but a serious reality, and that if the nation is to be saved something must be done. So it happens that the clergy, social workers, and all those interested in American homes are turning to the home economics teachers of our land to salvage these homes.

So home economics teachers from every corner of our nation should rally to the great cause. For such a tremendous undertaking and such a worthy cause, they should, as was previously mentioned, take Christ as their model, Christ whose tender and affectionate Heart sympathized with the weaknesses of men. Let home economics teachers imitate Christ; let them do their duty full and entire; let them put their heart and soul into everyday's work; again, let them remember that they are working not with equipment, but with souls. Finally, after patient and unselfish labor, the success and the blessing will be left to God.
CONCLUSION

Home economics is an all-important subject and should be taught in every school, because this subject deals with the basic institution of society, the family. It offers education for home and family life; it provides special training for the girl, since she plays such an important role in family life. Home economics draws on many fields of knowledge for its materials but makes these materials into new subject matter as it applies them to problems within this area of living. This subject itself represents an integrated field, but an everchanging field as social conditions and new knowledge acquired affect home and family life. Under these conditions, the equipment and teaching materials lose significance. They are not the only driving powers in the adequate teaching of home economics. As previously mentioned, equipment is only a means to an end.

An age-old axiom says that a nation is just as sound, as Christian, and as stable, as the homes upon which it is built. A thoughtful consideration of this fact startles, almost frightens those who really love

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1Spafford, op. cit., p. 258.
America, Even the superficial observer recognizes mismanagement, wastefulness, and selfishness, as major factors in family "breakdowns."

Since the home in many instances has failed to impart the all-important training in homemaking, our girls must be able to turn elsewhere to obtain knowledge which is rightfully theirs. Our future homemakers should be able to turn to every school in the nation, whether it be in city or rural areas, whether it be in a fully equipped, palacial laboratory, or an improvised corner in a basement, to obtain the training to make them efficient homemakers. The set up should make no difference. Home economics has a common core of learning which is desirable for all girls to attain.

Home economics, then, is successful to the degree that it teaches pupils to live more satisfying lives in their homes. Furthermore, it is imperative that the pupils be given helps to improve home conditions. Unless the principles learned in home economics can be carried out by the pupils in their homes, the subject may result in little practical value.

It must be remembered that communities differ in their standards of living and that various levels will be found in all, therefore, it follows that
teaching equipment will not be the same in all. The majority of girls taking home economics will not have electric sewing machines, mangles, mixers, and other electrical conveniences in their homes for some time, hence, they should be taught to use the equipment they are likely to have. When electrical equipment will be attainable in every home, our homemakers will meet with no difficulty in the use of these conveniences.

It is a fact that improvement of home and family life is the greatest need of America today. Why? Because of the disintegration of family life and the increase in number of broken homes. If the mother who should be in the home works in the factory or the office, then who will direct and guide her children? Who will teach her daughters in the art of homemaking? To show, moreover, that children do need training and direction, a home economist says:

The child's experiences in themselves are narrow, his choices extremely limited until someone opens up the world to him. He sees his mother working among the flowers, his father building a chicken coop or a dog house and wants to build houses and barns, boats and airplanes. The girl sees flowers beautifully arranged, food nicely prepared and attractively served, a family living happily together, and wants to learn to do these things herself. But if there is no mother working among the flowers, no father using tools, no well appointed home and harmonious home life
among the individual's experiences, these choices will not be made unless someone presents them as interesting, worthwhile activities.²

Home economics, then, builds its program on the needs and interests of the pupils by bringing the life of the home and community into the classroom. This subject is unique since it uses real-life problems with their many interrelationships as the center of instruction, putting classroom learning to use in living. By their very nature, experiences in home economics offer unusual opportunities for cooperative action with all the give-and-take such enterprises mean.

For a long time, thoughtful men have apprehended the loss of the home in the good old fashioned sense: in the sense of its being a shrine of peace, the foundation stone of the nation, and the ante-room to Heaven. This loss has saddened those who really love our nation. So many and so grave have been the encroachments on the sacredness of the home in recent years, that even the man in the street is waking up to its danger. God grant that there may be yet time to save it.³

²Ibid., p. 160.
Since the greatest need of the modern age is the organization and rehabilitation of home life, home economics should be taught in every school, with or without equipment. Home economics teachers from every corner of our nation should rally to the great cause. It is up to the teachers to adapt themselves to the place and equipment provided, and with these work out schedules and plans that will make life happier and result in nobler living. By accomplishing these things, the home economics teacher engages in a work which more directly and fundamentally serves society and the state.

It is imperative, then, that through this subject the proper love for wholesome attitudes toward home and family life be restored. Moreover, there must be a reestablishment of higher ideals regarding the family if our nation would progress. Hence it is that educators appeal to the home economics teachers. It is they who have the great privilege of instilling these higher ideals and principles into the minds and hearts of those who will be the homemakers of the future.

It is not enough for these future homemakers to be taught the practicalities of home life. They must also be imbued with the fact that only where
religious teachings and ideals prevail will there be a harmonious and happy family life. These pupils must be taught those lessons which will build a stable and religious character. If such a foundation has been laid, it may be expected that a notable increase of health, wealth and happiness will permeate the homes of the future.
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