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A PLAN FOR TEACHING HOME AND FAMILY
LIVING IN ELEMENTARY SCHOOL GRADES
FOUR, FIVE, AND SIX

by

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CHAPTER I

INTRODUCTION

Importance of Problem

The importance of home and family life is so generally accepted by authorities on the subject that the writer may begin with Goodykoontz's conclusive remark, "if the family is crucial to our morale, as well as to our social order, then education cannot too strongly organize its resources for a program that will help the family."¹ That the family needs help grows out of the many rapid changes that have produced confusion in adopting the modern tools, techniques, and skills without accomplishing similar adjustment in traditions and codes of behavior.

Home and family life has become an area important to the elementary schools. Folsom says:

The recent books which have been examined confirm the belief that the elementary school, as it emerges from its phase of emphasis upon subject matter as such, is coming to recognize that its responsibilities include supplementing and fostering that life long education which begins at home in infancy. Both the fact that this objective of education and family life is increasingly coming into recognition and the forms in which it is being carried out experimentally would seem to be outgrowths of the two factors referred to earlier: a new understanding of the need of the child for much help from the school, and an understanding that in the midst of bewildering change and conflict in our culture the home must have support from the school.²

1. Bess Goodykoontz and others, Family Living and Our Schools, New York: D. Appleton-Century Company, 1941. p. 24.

2. Joseph K. Folsom, Youth, Family and Education, Washington, D. C.: The American Council on Education, 1941. p. 98.

Statement of Problem

This study, which is a plan for teaching home and family living in elementary grades four, five, and six was undertaken to try to summarize the literature on education for home and family life in the elementary grades and adapt from it a plan for basic teaching information for student teachers of a specific group of elementary school children. This is to give them an overall view of subject matter suitable for these three grades.

The need to make changes to meet and to fit the situations of the times was also felt. Bruechner says:

The curriculum of the school of pioneer days was narrow and meager. . . . It was a reflection of the simple culture of the time, and of the few demands a rural, agrarian, individualistic society made of the schools. . . . The chief objective of the school was to develop proficiency in the use of the various tools of communication, not to develop social understanding. . . . Life in the United States has undergone many changes since that time. . . . It is the recognized task of education to help the pupil to master the tools by which intellectual activity is carried on, to build in him an enlightened social intelligence, and to prepare him to participate effectively in the affairs of a changing, industrial, democratic society. The work of the school must therefore be more significantly integrated with life in the community.³

Delimitation of the Problem

This study was limited to grades four, five, and six because:

This period is doubtless the most difficult for teaching family relationships for the boys and girls have lost their childish attachment to their own home and have not yet dreamed of establishing homes of their own. They are interested in activity--the technical processes of housekeeping may be used to interest them in the life of their own home. A child at

3. Leo J. Bruechner and others, The Changing Elementary School, New York: Inor Publishing Company, 1939. p. 98.

this age is naturally curious and reaching out for new knowledge and experience.⁴

It is at this age that:

Appreciation of family life can best become fixed. In the impressionable years it is possible to fix in the child some standards of success for family living which will endure through life. If, as it is said, successful family life is measured in terms of understanding, thoughtfulness, and cooperation among all members of the family, then it is important that children in the lower grades be helped to realize how understanding, thoughtfulness, and cooperation really manifest themselves in concrete ways in the home.⁵

Personal data of pupils in grades four, five, and six were collected in a State College for the training of teachers so that it would be of particular use in a plan for teaching a group of student teachers. The proposed plan which is an outgrowth of this study is not a teaching plan but an outline of areas of teaching material for student teachers in these three grades.

Methods of Procedure

The study includes:

1. The review of educational literature on home and family living and the summarization of areas of subject matter which were recommended.
2. The gathering of data on the children in grades four, five, and six on a data sheet devised during this study. (See Appendix.) In using this data sheet it was later delimited somewhat as certain irrelevant data were left out.
3. The formulation of a set of criteria of accepted standards

4. Ellen Miller, "Elementary and Secondary Education for Family Living," Journal of Home Economics, 24:221, March 1932.

5. American Association of School Administrators. Education for Family Life. Nineteenth Yearbook of the National Educational Association, Washington, D. C.: The Association, 1941. p. 114.

for education for family living.

4. The devising of a proposed plan for presenting to student teachers recommended areas of subject matter on home and family living applicable to this age group.

In searching for material the writer used:

Alexander, Carter, How to Locate Educational Information and Data. Teachers College, Columbia University, 1941.

Bristol, W. C., Handbook on Social Case Recording. University of Chicago Press. 1936.

Columbia University, Teachers College. Register of Doctoral Dissertations, Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy, Vol. 1, 1899-1936, compiled and edited by Anvor Barstad, and others, Teachers College Bulletin, 28th Series, No. 4. February 1937. New York, Teachers College 1937. 136 pp.

Doctoral Dissertations Accepted by American Universities. 1933-1945. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries, New York, Wilson, 1934-

The Education Index.

Fry, C. L., The Techniques of Social Investigation. Harper, 1934.

Good, Carter Victor, Doctor's theses Under Way in Education. 1930-31.

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Monroe, Walter Scott. Ten Years of Educational Research, 1918-27. University of Illinois, Bureau of Educational Research, Bulletin No. 12, August 1928. Urbana, Illinois. 1928. 377 pp.

New York University. Washington Square Library. List of Doctor's and Masters' theses in Education, New York University, 1890-June 1936. . . New York, New York University, School of Education, 1937. 117 pp.

Northwestern University. List of Doctoral Dissertations. . . 1896-1934. Evanston, Illinois, The University, 1935.

Notes on Graduate Studies in Home Economics and Home Economics Education. 19 -19 . Washington, D. C.: United States Department of Agriculture, Bureau of Home Economics.

Palfrey, Thomas R. and H. E. Coleman, Guide to Bibliographies of Theses, United States and Canada. Second Edition. Chicago, A. L. A., 1940. 54 pp.

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United States. Office of Education. Library. Bibliography of Research Studies in Education, 1926-27, Washington, D. C.: Government Printing Office. 1929-

Course of Study for Virginia Elementary Schools.

Woman's College, University of North Carolina, Greensboro, North Carolina. Library Card Index.

CHAPTER II

REVIEW OF LITERATURE

In reviewing the literature, an attempt was made to find out why a study of this kind needs to be done; how work along this line has been done and is now being done; and what is indicated in these studies as future guides to build upon.

Now, so widespread is the new interest in education for family life it seems almost as if the educational world as a whole has only lately become fully aware of the fact that people do live in families and that the family is a potent educational force, and is at last drawing the natural conclusion that it is wise for the school to regard all of life as education and to use the family for what it is worth in and of itself.⁶

This, unfortunately has not always been the case. School life and home life have in the past been considered two separate and distinct areas with very little connection between the two. It is realized today that family living is an area of vital concern to the school. There has been a shift in emphasis in the elementary education program from academic subject matter to the experience of living.

Since the process of individual growth stems from experience in the family, the school must somehow contrive to support and complement this process if it is to aid the development of the child most effectively; and that if the family is to perform most effectively its primary social function, that of guiding the young child towards social growth, it must have help from the school.⁷

6. Ellen Miller, "Family Education in the Elementary School," Parent Education, 4:200; April 1938.

7. Ibid., p. 201.

The realization that there should be a connection between the home and the school began forming years ago when sewing and cooking were first introduced into the Boston Public Schools.

Today when industrial education is an accomplished fact, it is hard to realize that sixty years ago it was an innovation, that the introduction of sewing and cooking into the public schools was looked upon with disfavor, and that there were many difficulties and objections to be met.⁸

Before the last decade the status of home making education on the elementary level may be viewed from the standpoint of its many limitations. Except in a few large cities it was planned just for girls, and the major aspects of learning revolved about foods and clothing, skill performances were emphasized and the phases of work were remote from life situations outside of the school.⁹

The sub-committee of the White House Conference Committee on the Family and Parent Education asked, "When do we educate for family life?"

The committee decided that any good educational program which in addition to developing adjusted individuals consciously focuses attention in school upon information, attitudes, and experiences which actually function in home and family life in education for family living . . . the home alone cannot cope with the problem of teaching its children how to adjust to family living. The schools' particular function in such education is to strengthen the home's contribution, to interpret all the child's experiences at home and in school in terms of family living, to help them to understand his home experiences, and to provide opportunities in school which he may apply to his present home life.¹⁰

Munyan¹¹ tells how she tried to break down the old idea of just "sewing" and "cooking" classes. She made a community study then in her

8. Katherine Stone, "Mrs. Mary Hemenway and Household Arts in the Boston Public Schools," Journal of Home Economics, 21:7; January 1929.

9. Florence M. Gleitz, "The Past and Future of Home Economics at the Elementary Level," Journal of Home Economics, 33:18; January 1941.

10. Miller, loc. cit.

11. Viola Munyan, "Homemaking in an Elementary School," Practical Home Economics, 20:252; July 1942.

classroom stressed the most evidenced needs. In this way she brought her homes and the classroom into closer relationships.

Falk says:

No one would recommend for young children a fifteen minute class each day in the training for home life. This training must penetrate all the activities of the school and be carried over into the home.¹²

Nutrition education must be made a planned part of almost every school experience of the child.

Early tells that:

Nutrition education is carried to effective completion only when children put good nutrition practices into daily use, gaining such satisfaction from their progress that these practices become thoroughly established as habits.¹³

The need for teaching home and family life has been felt for a long time and many methods have been tried. Unfortunately, if it has been included in the elementary school curriculum, certain traditionally accepted study patterns persist. Stevenson tells that:

Many cities large and small, provide only sewing and cooking experiences for girls below the seventh grade if they offer homemaking instruction at all. . . . In general, there is slight emphasis on shelter, housekeeping, child care, and personal grooming. . . . School experiences in personal and home living which are part of a primary grade child study should be integral with his developing personality, enlarging his knowledge of many phases of living, and helping him to understand his part as a contributor to his school and home life. Similar goals should guide learning experiences in the intermediate years, so that the child may become increasingly self-directive, and assume a greater share in family living and in the life of larger social groups.¹⁴

12. Ethel M. Falk, "Elementary School Programs for Home and Family Living," National Education Association, 1941. p. 446.

13. Carrie Lou Early, "Children Study Nutrition," Instructor, 56:18; April 1947. p. 18.

14. Elizabeth Stevenson, Home and Family Life Education in Elementary Schools. New York: John Wiley and Sons, 1946. p. 13.

By far the most outstanding piece of investigation was started when in the spring of 1939 Dr. Harold Clark of Columbia University asked Mr. Harold S. Sloan, Executive Director, Alfred P. Sloan Foundation, Inc., "What would happen if the schools throughout the country--particularly those located in low-income areas--really tried to improve the level of living in the communities they serve?"¹⁵ The Alfred P. Sloan Foundation, Inc. approached certain interested universities and asked, "What would happen in these (specified) communities and in all communities throughout the world if the instruction in general and the text books in particular were related definitely to the needs of the people?" "Would it make any difference in the long run?" "Would living conditions be improved?"¹⁶

The universities decided to try to find out. With grants-in-aid from the Foundation, they set up an experiment to find out what does happen when education is geared directly to the basic needs of the people. Specifically, the experiment was designed: first, to discover whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in the community and second, to measure quantitatively the extent of such change, if any. The University of Kentucky led off with the problem of food. The University of Florida followed with the problem of housing. The University of Vermont completed the cycle of the three economic essentials with the problem of clothing. See Page 16 for further discussion.

The next concern is, "How has teaching in home and family life been done in the elementary grades?"

15. Clara M. Olson and Norman D. Fletcher, Learn and Live. New York: Press of Joseph D. McGuire, Inc., 1946. Foreward.

16. Ibid., p. 14.

Since 1937 seven home making centers for boys and girls have been organized and developed in the fifth and sixth grades in the Youngstown, Ohio public schools. Vacant classrooms were converted into kitchens and dining rooms. The pupils worked in committees of four, boys and girls working together. Budgeting, buying, planning, preparing meals, and setting the table were stressed. In several centers where there were clothing needs the pupils learned to use sewing machines. They made several useful garments. Rug making and the construction and finishing of furniture were also carried on.

The program is constantly integrated with other subject matter fields--the language arts, mathematics, science, social studies, as well as art. Ways of relating it to such subjects include extending invitations to parents and others; making recipes, menus, table decorations, posters, napkins, luncheon cloths; marketing; budgeting; and exploring community resources, shops, markets, gardens and farms. Very real social values are gained through extending the courtesy of invitations, entertaining guests, developing good table manners, and learning to appreciate and praise the efforts of others and to observe the social amenities.¹⁷

In the San Diego, California school system, education for home making is recognized as a basic area of learning at all levels of instruction. . . . In the elementary grades, units of classroom work and the celebration of special days are designed to exemplify family life cooperation. . . . All children are trained in responsibility for personal and health care, are given practice in food preparation and table service, learn games to play and songs to sing at home, and test their skill at making articles for household use. In the intermediate grades, units of instruction are introduced in different subjects to develop ability on the part of the pupils to judge values in clothing, textiles, home furnishings, and other articles to be purchased for individual or family needs.¹⁸

Ellen Miller tells that:

17. Mary Haddow, "Teaching Homemaking to Fifth and Sixth Grades," Journal of Home Economics, 35:17; February 1943. p. 18.

18. H. O. Gillet, "Education for Family Living," Elementary School Journal, 46:420; April 1946. p. 420.

Good teaching methods demand that the program shall be a part of the life of the pupil, that it shall be based upon his interests and needs, that he shall be actively participating, and making discoveries and having experiences himself instead of passively receiving didactic information which will tend to extinguish intellectual curiosity. Among those methods most frequently cited are: utilization of the child's daily activities. . . . specially designed programs in social science, practical arts, or home economics which direct the child's interest towards his home life; conventional subject matter, such as English, history, mathematics, biology, and the other sciences taught not just as tools, but developing the subject matter which bears upon the pupil's own family life; health and home economics programs in which a philosophy is emphasized rather than mere techniques. In addition, there are extra-curricular activities which provide a free atmosphere and an opportunity for adjustment with other persons, especially those which provide contacts between the sexes, since heterosexuality should be established during early adolescence.¹⁹

Van Liew calls to the attention of teachers in the elementary grades the possibilities of broadening their work by the inclusion of home economics materials in the content of many units of work. She says:

With the emphasis of grades three and four placed on the effects of the physical world upon the life, customs, and social relationship of people, home economics material plays a vital part. In organizing units to help children learn of food, clothing, and shelter of early days, home economics material can be used with such satisfaction to the children. . . . The typical home may be set up (of early days) clothes may be made, and food common to those times prepared and eaten. This may be compared with the way we live now, the clothes we wear, and the houses we live in including a discussion of the food that children need to eat to keep well, what to bring from home in the school lunch box, how to buy food when mother sends them to the store, and what foods to select in the school cafeteria. Where some of food comes from, how it is stored before it is used, and how it is prepared for market incorporates more home economics content. The clothes we wear, the materials they are made of and their care, the source of the materials and their preparation into cloth, all offer valuable information in these grades. In the study of early life of man and life in far away lands, the makings of

19. Miller, *op. cit.*, p. 223.

the costumes of the people, the preparation and eating of a typical meal and similar activities help to vitalize this phase of class work. The study of the colonial period in the history of this country in grades five and six give additional opportunity to enrich such work with experiences in the home economics field.²⁰

McBain in a talk before the Department of Supervisors and Teachers of Home Economics of the Home Economics National Educational Association at New Orleans in February 1937 said:

In the middle elementary grades we find units of work organized in such a way as to enable children to get an understanding of the way in which people in other countries secure their food, shelter, clothing, recreation, and manage their communication and transportation problems. By gaining an insight into modes of living as affected by the climate and topography of other countries, they increase their own knowledge and appreciation of the way in which they themselves live. Units on Life in the Hot Land; Life in the Temperate Low Lands; (such as Holland) Life in a Mountain Region (Switzerland); An Insular Region (Japan); are all based on the family life, food, clothing, shelter, and recreation of the people.²¹

There are many aspects of home and family living for which the home and school are jointly responsible. These are concerns of the elementary school child.

Getting Along With and Enjoying the Family

My home and my family are, and rightly should be the pride of every elementary school child. Besides the physical care they provide, they represent also his source of emotional security, the place which gives him his status. No practices of the school should ever take from him that pride or that dependence upon his home. On the contrary many of the school's activities can contribute to childrens' better understanding and appreciation of their home.²²

Social studies units frequently are selected on the basis of their functional value in current social living in the home, the

20. Marion S. Van Liew, "Home Economics in an Integrated Program," Educational Method, 15:205-208; January 1936.

21. Mabel McBain, "Opportunities for Progressive Home Economics in the Elementary School," Practical Home Economics, 15:155; May 1937.

22. Bess Goodykoontz and others, Family Living and Our Schools, New York: D. Appleton-Century, 1941. p. 97.

school, and the community. Early colonial life, the homes of the Indians, the Western pioneers, the days of chivalry, where our food comes from, the making of clothing, how houses are built, life in the country, and many similar units provide opportunity for relating acquired information to family problems.

. . . . A suggested unit on foods for the sixth grade included discussion of family budgets, estimate of caloric values, estimate of cost of home canning, buying and selling on credit, planning a school garden all the functional emphasis on arithmetic. In the fifth grade a unit on cotton was suggested which included the growing, spinning, weaving, testing of fibers and testing for color fastness.

Getting Along With Other Children

For many children particularly those from small families, the school provides the most normal place for acquiring this capacity to work and play successfully with others of their own age and interests.²³

The use of play equipment and problems related to it have led physical education directors and classroom teachers to include among their responsibilities the organization of the playground for the sharing and enjoyment of equipment. Older children teach younger ones how to use swings and slides safely and referee ball games.²⁴

Keeping Well

Health knowledge alone is insufficient for a preventive program in health. The desire to keep well, a sense of responsibility for protecting the health of others, and willingness to assume responsibility for one's own good health are all aspects of this problem to which the school can contribute. For example, the milk or tomato juice lunch, provided by many schools, has helped to make those nutritious foods popular with some children. The many school lunches provided by the schools and cooperating agencies have had invaluable teaching opportunities. Similarly, the efforts of teachers to get children to dress for the weather, to avoid taking risks that bring on colds, and to prevent contagion, are direct contributions to similar efforts in the home.²⁵

23. Ibid., p. 98.

24. Ibid., p. 104.

25. Ibid., p. 105.

Playing Safe

Accidents on the school grounds are highest in grade six. . . . Home safety still remains the greatest problem. In numerous schools, children are making surveys of the causes of accidents in their home, studying graphs and posters provided by the many community and commercial agencies interested in safety, and preparing bulletins and talks on home safety. They cooperate with the city fire department during Fire Prevention Week.²⁶

Finding Satisfaction in Work

Every child has a right to the thrill of accomplishment. The attitude which he takes towards his work at school is directly related to the attitude which he takes towards his work at home. The varied program of a modern school permits every child to find work which he can handle with satisfaction and pride. Independence in attacking problems, proper handling of tools and materials, willingness and ability to evaluate his own results will be reflected in attitudes towards work at home. . . . Children like to work--to work hard. It is no kindness to protect them from serious tasks.²⁷

Handling Contacts With Adult Acquaintances and Strangers

The number of contacts for children has increased enormously in our complicated society. . . . Poise, courtesy, and the ability to know what to say or do in different situations are learned only through experiences and wise direction by parents. It is now common practice for the school to permit children to handle their own interviews, to invite some one to talk to their class, to make arrangements for a class visit to a dairy, or the newspaper office, to make introductions, to announce a speaker on a program. . . . and to greet visitors in the classroom. All of these natural contacts with adults develop feelings of security and competence which transfer to similar situations in the home.²⁸

School Experiences Which Contribute to Home and Family Living

1. The school should encourage parents to present their special interests which will enrich both school and home life, such as hobbies, occupations, stories, travels, nature interests, photography, and handicrafts. "With such encouragement invitation

26. Ibid., p. 110.

27. Ibid., p. 111.

28. Ibid., p. 112.

will come for children to see gardens, pets, collections of interest, a laboratory or a workshop.²⁹

2. Participating in community affairs. Trips to a dairy, a grocery store, a wholesale fruit store, a vegetable market, a florist's shop, a fire station, a hospital, railroad and bus stations, newspaper, telephone and telegraph offices, the airport, and the post office are all suggested.

3. Reading good books about homes and families. "It is only when reading experiences are shared by pupils and teachers alike that the instructor can make her best contribution to the group.

4. Developing interests which carry over at home. Reading clubs--in and out of school, flower shows, home gardens, museums, and hobby shows were suggested.³⁰

Some of Stevenson's³¹ suggested elementary school experiences are:

I. Learning to Live and to Live with Others

1. Care of classroom

2. Planning to cook

Planning, buying food, examining equipment, making menus, planning work, preparation, serving, evaluation

3. Good reading

4. Food for pleasure, health, and sociability

Entertaining (Thanksgiving party)

Nutrition

Movies--animal feeding experiments

Preparation of dishes as main part of meal

Preparation of dishes of colonial days

Preparation of Mexican, Southern, New England dishes

Study of cost of foods--preparation of meal and cost of it

Food selection through the cafeteria

5. Caring for younger children and convalescents

Study of toys and playthings

Understanding younger children through everyday experiences

Making the sick comfortable

Preparing light meals for the sick

Taking partial care of convalescent children and adults

II. Children Work for Better Homes and Housing

1. Children "keep" house at school

2. Correct methods of sweeping, dusting, and other housekeeping processes

3. Housing needs

29. Ibid., p. 114.

30. Ibid., p. 117.

31. Elizabeth Stevenson, Home and Family Life Education in Elementary Schools, New York: John Wiley and Sons, 1946. p. 76-217.

4. Home is the center for the family's needs
 5. Cooperative planning and work may make home more efficient and beautiful
- III. Learning How to Dress
1. Study of fibers
 2. How to buy one's clothing
 3. How to wear one's clothing
 4. How many changes needed
 5. Repairing and renovating
 6. Laundering
 7. Good grooming
 8. Sewing by hand and machine
 9. Making new clothes
 10. Christmas gifts
 11. Study of color
- IV. Being an Intelligent Consumer
1. Buying school supplies
 2. Spending allowances
 3. Recreation
 4. Thoughtful in use and care of possessions
 5. Understand responsibilities as consumers of services in family and school group
 6. Meet own and family's problems which are comprehensible to them

Todhunter tells that the use of animals in teaching nutrition "has been reported to have had considerable success in several states where it has been used and the need for more nutrition teaching is clearly indicated by health surveys and other reports of the incidence of malnutrition among school children today."³² She tells how to care for white rats and guinea pigs, how to prepare the diets, how to keep the records. Six experiments are given in detail.

Before making any decisions the officials (of the Sloan Experiment in Applied Economics) responsible for the experiment consulted with an advisory panel composed of seventeen leading Kentuckians representing a wide range of interests. After careful analysis they decided to limit the experiment by dealing with **only** one factor of the school program. They would work with instructional material only. They would try to find the answer to this question: Can the dietary practices of a community be changed if especially prepared instructional

32. E. Neige Todhunter, Nutrition Experiments for Classroom Teaching, Handbook for Teachers, State College of Washington, 1940. p. 3.

material relating to diet are made available to the school together with printed suggestions as to their use? . . . One of the first steps in the experiment was to set up the stakes for measurement. Three types of measurement were decided upon: tests to determine the pupil's intelligence, achievement, and attitudes; examinations to discover the children's physical condition and health status; and checks to determine the communities' dietary habits.³³

Two Kentucky teachers from one-room schools in the communities in which the experimental schools were located helped to:

. . . plan, write, and illustrate readers which would be in terms of the living needs of the children of that area and would be centered deliberately around one matter--food. . . . The initial book was expanded into a series called Food From Our Land. Included in the series are eight readers: On the Farm, We Plan a Garden, Turning the Soil, Sowing in the Sunshine, The Garden Grows, Garden Enemies, Vegetables on Parade, and When Winter Comes. . . . In the manual accompanying the Food From Our Land Series, the teacher will find many appeals to her resourcefulness. There are suggestions that she have the children plan a school garden, plant it, tend it, harvest the crop, use the products in school lunches, and can the surplus. She is urged to have the children build a food storage cellar at school and use the contents when winter comes. In fact, she is encouraged to let the children experience at school the desirable food practices it is hoped their parents will employ at home. . . . In the years that have passed since the experiment was begun, other teachers have prepared readers for the experimental schools. Many readers have been written on a variety of pertinent topics. How to raise chickens, how to make a fish pond, how to plant fruit trees and nut trees and berry bushes, and how to keep bees and goats are among the topics treated. . . . One thing of great significance is the fact that economic problems can be made interesting and intelligible to children.³⁴

The signs of promise are evident, first of all, in the appearance of the experimental schools and in the quality of living and learning that characterize them. They are evident in the increasing ability and willingness--even eagerness--of the children to initiate activities and projects that improve their living in some way. They are evident in the increasing number of better food practices which can be traced directly to the use of the experimental materials and to food activities in the experimental schools.³⁵

33. Clara H. and Norman D. Olson, op. cit., pp. 18-20.

34. Ibid., p. 20-24.

35. Ibid., p. 27.

Fundamentally the plan of the project in housing at the University of Florida is like that of the experiment in nutrition at the University of Kentucky. . . . The three steps in the initial phase of the project were developing an inventory of the various housing attributes that might be affected by housing education, using the inventory in surveying the housing of the assisting and control communities, and, from information recorded in the survey, developing a method of measurement which could not be used in comparing results obtained in subsequent housing surveys. This was the "Housing Inventory."³⁶

The first materials initiated in all the grades of the assisting schools a definite consideration of some aspect or problem of housing.³⁷

The teachers of the assisting schools wrote materials for their grades. Examples are: Busy Betty, Happy Helpers, A Garden is Fun, Building a House.

During the first year another type of material was developed by the School of Architecture and Allied Arts. It was a set of plans and instructions for building. . . . homes which would at least approach functional adequacy. . . . Low Cost Homes for Florida was prepared with the idea that the houses shown in the designs could be built by the owner himself and insofar as possible with materials obtained either on his own land or in the local market.³⁸

The first sign of promise is the realization of the need for better housing in these communities. There was another sign when the big school wide planting took place. Every child in school took part in planting fruit or nut trees or shrubbery. The third sign was when a new house was built and ready to live in. For example, Lynn had taken home from school all the information about house plans that he could lay his hands on. When the house became a reality many of the ideas learned at school had been carried out.

36. Ibid., pp. 34-36.

37. Ibid., p. 40.

38. Ibid., pp. 40-41.

Like the nutrition and housing sections of the Experiment in Applied Economics, the Vermont experiment in clothing has both experimental and control schools. It started with an inventory of clothing needs, practices, and expenditures in the selected communities. . . . The results will be measured by actual changes in clothing practice in the communities, not by classroom tests.³⁹

A survey of clothing conditions was made in 319 families.

The titles of the clothing materials developed. . . indicate how closely the materials are related to the problems revealed by the clothing survey: Johnny on the Spot, Tales from a Salvage Can, Shoes Go to School, Bob and Bab Get New Shoes, Repairing Footwear, A Stitch in Time, Helps on the Care of Clothes in School. The materials are geared to action. They encourage children to put the suggestions and information into practice in their living both at school and at home.⁴⁰

The children in the experimental schools are learning how to care for their clothing, how to knit, how to sew, how to follow a dress pattern, how to peg and sew shoes, and how to do many other things that help them to have better clothes and to look better in the clothes they have.⁴¹

We have gone a long way from the time when good health was believed to be accomplished when an adult stood before a group of children and talked about health. Good eating habits are now learned through meals eaten at school, the noon lunch, the supplementary milk lunch, school parties and visits to the home economics room. . . . Good ventilation is learned by the control of classroom ventilation; the value of sunshine is learned on the playground.⁴²

Moore⁴³ reports that teaching health through the lunchroom has worked very effectively. The pupils plan the menus, make the lunchroom attractive with flowers, maps, and special holiday decorations.

39. Ibid., p. 53.

40. Ibid., p. 56.

41. Ibid., p. 59.

42. White House Conference on Child Health and Protection. Nutrition in the Field. New York: The Century Company, 1932. p. 114.

43. Katherine Moore, "Teaching Health Through the Lunchroom," Community Living and the Elementary School, Washington, D. C.: National Education Association of the United States Yearbook. 1945.

Strang and Smiley⁴⁴ in their chapter on Foundations of Health Education give as factors conducive to good living: ventilation, lighting, drinking water, hand washing facilities, toilet facilities, cleanliness, seating accommodation, noise, the school lunch, and the convalescent room.

The primary child should form some noncontroversial, simple, fundamental habits. Routines have to be established during the first years of school just as in the first years of life. Among the simple habits that should be established are the following:

1. Washing the hands in good form:
 - Before eating
 - Before handling food
 - Before going to bed
 - After going to the toilet
2. Keeping the fingers and other objects out of the mouth and away from nose, eyes, and ears
3. Staying away from other people when one has a cold or any other catching disease and doing just what the doctor and nurse may say
4. Eating food that is good for one:
 - Milk
 - Green vegetables
 - Brown cereal and bread
 - Potatoes
 - Oranges, grapefruits, tomatoes, and fruit and berries that are available
5. Taking cod-liver oil as recommended by the doctor
6. Visiting the dentist twice a year to prevent little cavities from growing big
7. Going to sleep at an appropriate bedtime and taking one or two rest periods during the day
8. Working and playing wholeheartedly with two or three of hours spent out of doors daily
9. Preventing eye strain by reading and sewing in good light, sitting in proper position, resting eyes frequently, and wearing clean and properly adjusted glasses if needed
10. Directing attention towards other people and things rather than towards oneself; being thoughtful of others
11. Using difficulty and failure as an opportunity to learn rather than withdrawing, worrying, sulking, or blaming others
12. Preventing accidents common to children of this age

44. Ruth Strang and Dean Smiley, The Role of the Teacher in Health Education. New York: The MacMillan Company, 1942. pp. 14-28.

Most of these health habits, the first four especially, are not controversial areas. Put into practice, they contribute enormously to child health.

In the intermediate grades, in addition to the basic habits just listed for primary children, attention should be given to the following aspects of health behavior:

1. Taking increasing responsibility for one's personal appearance
2. Feeling responsible for and having the knowledge to protect both oneself and others from the common communicable diseases; cooperating with school and local health authorities
3. Taking increasing responsibility for planning and eating three meals that are adequate in every respect
4. Planning a daily schedule which provides for sufficient rest and relaxation, outdoor work and play, and social activities
5. Refusing even to experiment with alcohol, tobacco, drugs, and harmful patent medicines
6. Learning to face facts, accept one's limitations, and capitalize on one's strong points
7. Helping to improve sanitary conditions in one's home and school with respect to safe water, disposal of waste, flies, mosquitoes, and cleanliness and attractiveness of building and grounds
8. Preventing accidents common to boys and girls of this age and to little children in one's care
9. Giving first aid in cases where expert knowledge and skill are not required; knowing when one should keep hands off.⁴⁵

Health Activities of Children Nine to Twelve

- A. 1. What happens to the food we eat?
Laboratory study of foods by taking them apart and by using simple tests for protein, carbohydrates, fat, and water
2. Why do we eat?
Emphasized social aspects of eating and body needs for food
A guinea pig, vitamin C feeding experiment
Study of digestion
Film on digestion
- B. What do we want to know about first aid?
Preventive and first aid treatment of injuries and common conditions
Artificial respiration
Methods of carrying injured persons
Making of first aid kits
- C. Study of milk as a commodity
Summary of earlier learnings

45. Strang and Smily, *op. cit.*, pp. 89-91.

Problems of health control governed by federal, state, and municipal laws

Film "The Distribution of the Milk Dollar"

Visit to milk products plant and a milk distributing plant, including its testing laboratory, and the Department of Health

Visit to city market to observe how health precautions are further carried out by inspectors and supervisors in the control of other food commodities.⁴⁶

As a part of their work in the Homemaking II class in Rockford,⁴⁷ Michigan the girls decided to make a survey of food habits throughout the grades and then to develop some lessons which would improve nutrition habits in each grade. In the intermediate grade after telling a story about grains and cereals a large bowl of cooked cereal was brought in. They set the table and served the cereal. Riddles about fruits and vegetables were asked. A puppet show was given illustrating why they should eat fruits and vegetables and how to preserve the food value when preparing them.

Sperry tells that "seven third grades in Snohomish County, Washington were used as demonstration groups for the development of effective materials, methods, and units in nutrition appropriate for the third grade level, in a six months program recently sponsored by the Washington State Nutrition Council."⁴⁸

In the art class the pupils made table mats. They also prepared centerpieces from fruits and vegetables. In the music class they learned

46. Op. cit., pp. 271-274.

47. Mary Lee Hurt, "Nutrition Through the Grades," Practical Home Economics, 23:274-76; May 1945.

48. Thyrza Sperry, "Third-grade Nutrition Study," Journal of Home Economics, 37:284-87; May 1945. p. 284.

songs about foods. In the reading class they read books about fruits, vegetables, farms and the like. They learned about the comparative cost of vegetables and fruit on the market in the arithmetic class. On their cooking days the pupils used a small portable kitchen unit--the food was prepared, the table set and the meal served and eaten.

In the Lincoln School, Teachers College, Weber tells that:

The fourth grade is the first of the elementary grades which is permitted the free choice of food in the lunchroom. No attempt is made on the first day to influence his choice, but the menu for the day is placed on the blackboard in his own classroom by his classroom teacher. At first the combinations chosen by the pupils are usually those to which the child is accustomed in his own home, but many questions arise about other combinations he would like to choose. The preparation of a dish is usually the beginning of the food study. Great satisfaction is derived by the child in the preparation of a recipe. . . . His study progresses during the year with the practical experiences of preparing various dishes such as cream soup, salad, meat, dessert, all to be used as a part of his noon-time lunch, which he supplements with his choices from the lunch room counter.⁴⁹

Then follows the preparation of a menu, making out a market order buying the food, planning, preparing and serving a luncheon to which guests have been invited.

In the late primary and lower intermediate group the chief aim of nutrition teaching still should be the establishment of good food practices and the development of proper attitudes towards foods. At this level much of the teaching can and should be incorporated in the social studies and other school activities. A respect for what food can do for the growing child should be kept uppermost. Every child, regardless of his economic status, should realize that whole-wheat bread and milk make a good meal. Children can learn this by observing what milk does for familiar animals and how in many lands, it is recognized as the food for growth.⁵⁰

49. Jane Weber, "Household Arts in the Elementary School," Progressive Education, October 1933. p. 338.

50. National Education Association. Health Education. Washington, D. C.: The association, 1941. p. 114.

Moore tells that:

Family living in the nation has changed. . . . It will continue to change as long as it remains a dynamic social institution. Whether the changes it undergoes are progressive or regressive will depend in the main on a number of factors.

Satisfying the basic needs of human beings is the first contribution of the family. Physical needs must be met more adequately if the next generation is to reduce the health impairment in the nation. Families must learn what it takes to be healthy parents. Nutrition cannot be overstressed. Rest as an important attribute to health must become a recognized principle of family living. Adequate preventive medical and dental care must become available through steady and more sufficient incomes or by some other means. Communities as well as families, must see that persons living in them have the maximum in services for healthful living.

Increasing attention must be given to preventive mental hygiene. Children must learn more by example than through "teaching" and parents are the most powerful example--closely followed by school teachers--that children possess. No improvement in the emotional stability of children can be anticipated without an increasing maturity in the emotional lives of parents.

Meeting family situations with our minds and less with our emotions; controlling irritability; seeing the point of view of others--even children; giving consideration to each other; raising children for interdependence rather than demanding dependence of them; remaining flexible and constantly growing to meet new demands of living; being able to see one's self as one really is; living with good humor and courage--all blend into maturity in personal living.⁵¹

Strain⁵² says that she offers her book, Sex Guidance in Family Life Education, as a handbook for those who are sympathetic and alert to the needs of their students. She says that "sex education should be a living and integral part of education inside as well as outside of home and school."⁵³ She also says "in the elementary school segregation

51. Berrice O. Moore, "Strengthening Family Living," Childhood Education, 22:66-70; October 1945. pp. 65-66.

52. Frances R. Strain, Sex Guidance in Family Life Education, New York: MacMillan Company, 1946. p. 12.

53. ibid., p. 1.

is not possible. . . . Practically all of the teaching is incidental."⁵⁴

These children

. . . are interested in human reproduction, especially in the mechanics of it. This is the "how-it-works" stage. They are not only interested in themselves as human beings, but in animals, birds, insects, reptiles--all life which they see about them. One could well begin with mammals as an approach to reproduction, but circumstances, accident, opportunity may offer another opening. We let the children take the lead, and proceed with them.⁵⁵

The care and rearing of animals such as frogs, rabbits, snails are suggested. Other activities may include make-believe games, playing house, doctor, and hospital. Excursions to the museum, dairy farms, stock farms, dog kennels, dog hospitals, fish hatcheries, and aquaria are all interesting.

Suggested studies and experiments by Wood, Lerrigo, and Rice⁵⁶

are:

1. The germination of seeds
2. Reproduction in animal life--fish and guppies
3. Frog's eggs kept in water to develop tadpoles, then frogs
4. Turtle eggs
5. A pair of canaries
6. Mammals, if possible

Gruenberg says that today

The school teaches children about sex whatever is important whenever the occasion demands, from the lowest grades to the highest. . . . Everybody in the school may take part, for nearly every subject and every activity may contribute to better understanding of life. . . . In many schools children have an opportunity to care for rabbits, guinea pigs, white mice, pigeons,

54. Ibid., p. 36.

55. Ibid., p. 43.

56. Thomas D. Wood, Marion Lerrigo, and Thurman B. Rice, Sex Education--A Guide for Teachers and Parents, New York: Thomas Nelson & Sons, 1937. pp. 31-34.

fish and other animals right in the classroom.⁵⁷

In this study only a few theses were found which dealt with this subject. There are some, however, which were directly or indirectly related to the work. It is regrettable that Forbes' thesis, Home Economics Contributions to Elementary Programs was not available at this time as:

The purpose of this study was to arrive at some worthwhile contributions for integrating homemaking content into an elementary school program. A study of evidences of needs of children in a single grade in each of six school systems was an initial step. The need for improvement in social habits, personal appearance and food selection for a core for home economics content developed in a six weeks period by students from Syracuse University in cooperating schools. It is hoped that these findings will develop some criteria for the general direction of integration of homemaking with the elementary school program.⁵⁸

Nor were the theses A Nutrition Course for the Fourth Grade⁵⁹ or Interpreting Democracy Through Homemaking Education at the Elementary Level⁶⁰ available.

Outlaw recommends from her study:

1. That a program in nutrition teaching be inaugurated in the primary grades in which many activities, including the actual handling of foods under supervision be carried on.
2. That the lunch hour for young children at school be carefully supervised. . . .

57. Benjamin C. Gruenberg, "How Can We Teach About Sex?" New York: Public Affairs Committee. 1946. pp. 20-21.

58. United States Department of Agriculture--Bureau of Home Economics. Notes on Graduate Studies and Research in Home Economics and Home Economics Education. 1939-40. p. 177.

59. Clare W. Osborn, A Nutrition Course for the Fourth Grade, (unpublished Master's thesis, The University of Iowa, 1945), p. 58.

60. M. B. Wilson, Interpreting Democracy Through Homemaking Education at the Elementary Level, (unpublished Master's thesis, Texas State College for Women, 1942), p. 58.

3. That young children should not be allowed a wide variety of choices of foods for their school lunch. They should be required to choose between groups of food, rather than be allowed to make a capricious selection of individual items.⁶¹

With such a foundation as this, the study of nutrition in the fourth, fifth, and sixth grades should be carried on much more effectively.

Neel concludes:

That it is possible for children of the elementary level to acquire rather advanced nutritional information, if it is presented within the confines of the learning characteristics of this age level.⁶²

As a part of her study she worked with control and experimental groups giving them the same subject matter test before and after instruction in order to measure the nutrition learning which resulted.

Forbes recommends "if the homemaking department were looked at as a workshop for the school or a school laboratory instead of as a separated unit set off by itself, it might contribute to the 'school whole.'"⁶³

Gleitz tells that:

In the future, as an integrative factor in the general learning activity, homemaking material may be utilized to interpret, to enrich, to vitalize, and to make more meaningful the pupil learnings of the core activity. . . . the coordination of home

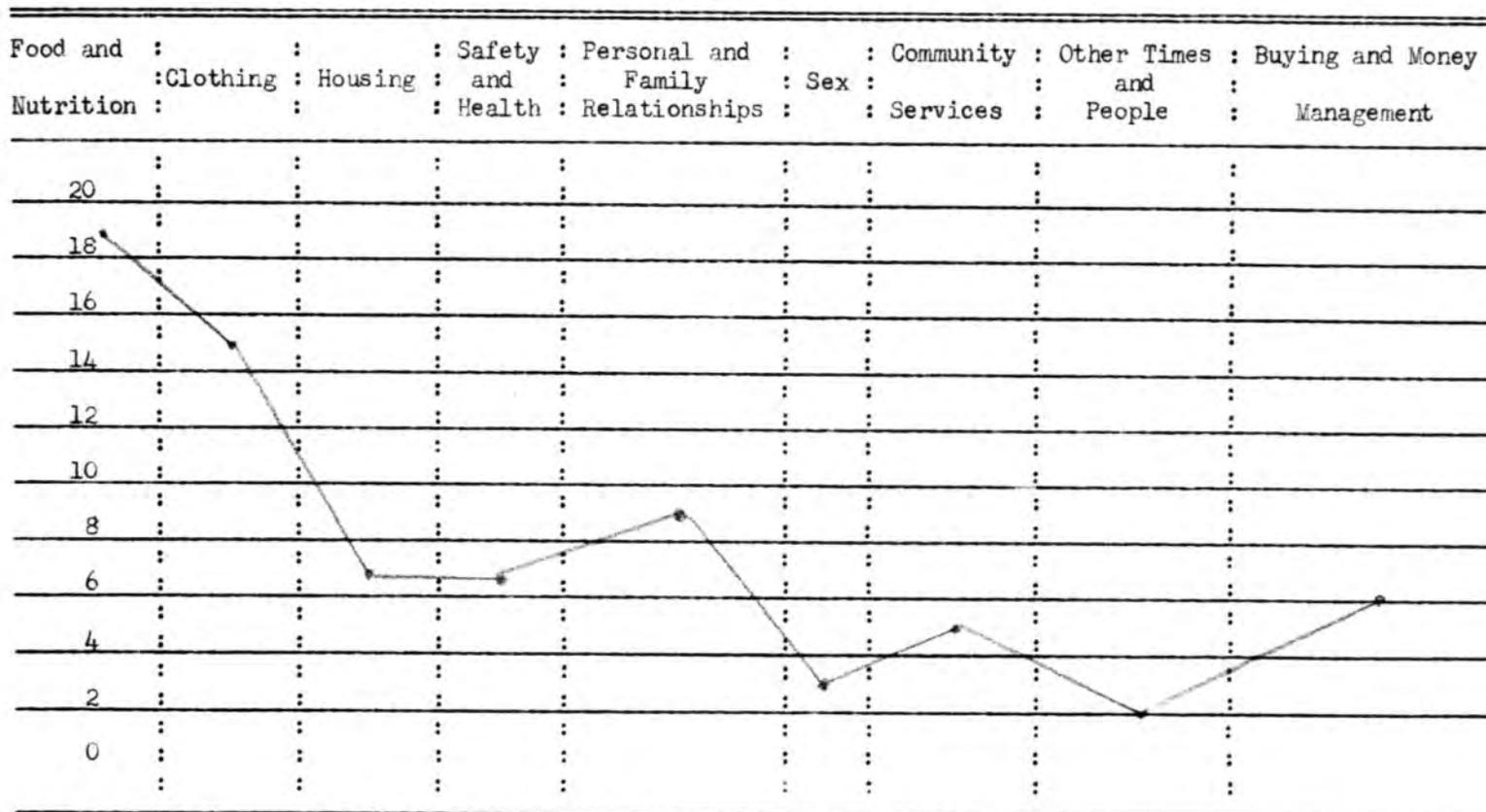
61. Eunice B. Outlaw, A Study to Determine the Effects of a Nutrition Program on the Eating Habits of a Group of First Grade Children, (unpublished Master's thesis, The University of North Carolina, Greensboro, North Carolina, 1943), p. 47.

62. Ruth S. Neel, A Study to Determine the Effectiveness of Nutrition Education for Seven to Eleven Year Old Children in a Private Laboratory School, (unpublished Master's thesis, Drexel Institute of Technology, 1945), p. 9.

63. Helen L. Forbes, Home Economics Contribution to the Elementary School Program, (unpublished Master's thesis, Syracuse University, New York, 1942), p. 52.

FIGURE 1

NUMBER OF TIMES THE SUBJECTS USED IN FAMILY LIFE EDUCATION PROGRAM IN ELEMENTARY SCHOOL WERE MENTIONED



CHAPTER III

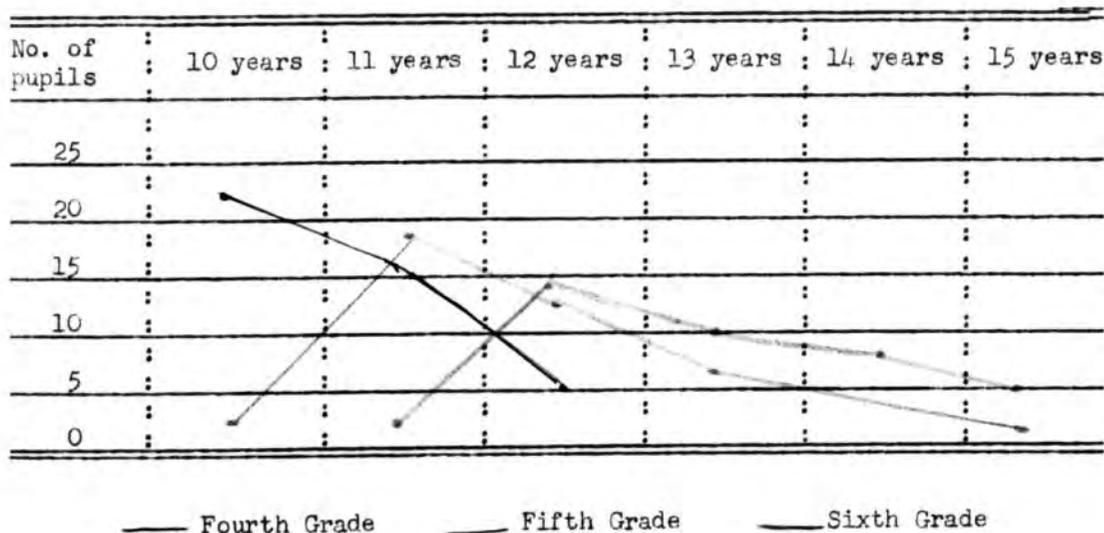
REPORT OF STUDY OF FOURTH, FIFTH, AND SIXTH GRADE CHILDREN IN A SPECIFIC SCHOOL

As was stated earlier this study was made in order to try to summarize the ideas on home and family living and adapt from them a program that will be usable with a specific group of elementary school children.

The data on the school children were collected during the spring of 1947 in grades four, five, and six in a State College for the training of teachers through interviews, conferences, and school records. There were forty-two pupils in the fourth grades, forty-four in the fifth grades, and thirty-eight in the sixth grades.

FIGURE 2

AGES OF PUPILS



The average ages in the fourth grades were ten and eleven years. Only five pupils were twelve years old. In the fifth grades eleven and twelve years were the average ones while in the sixth grades twelve and thirteen years were average with seven pupils who were fourteen years of age and five who were fifteen.

TABLE I

AGES OF PUPILS

Age	Fourth Grade	Fifth Grade	Sixth Grade
10	22	3	0
11	15	19	2
12	5	13	14
13	0	7	10
14	0	0	7
15	0	2	5
Total	42	44	38

The size of the families varies greatly as 23 of the 124 families have only one child while two have over 13 children. The greatest number have only two children as 29 families appear in this category and 23 families next in line with one and three children respectively.

There are no families with eight and nine children. Two families have ten children and three families have eleven children. See Table II.

TABLE II
 SIZE OF FAMILY, NUMBER OF CHILDREN

Children in Family	Fourth Grade	Fifth Grade	Sixth Grade
1	6	9	8
2	11	11	7
3	10	7	6
4	4	5	4
5	1	2	7
6	1	5	1
7	3	1	3
8	0	0	0
9	0	0	0
10	0	2	0
11	1	0	2
+	0	2	0
Total	42	44	38

FIGURE 3
 SIZE OF FAMILY, NUMBER OF CHILDREN

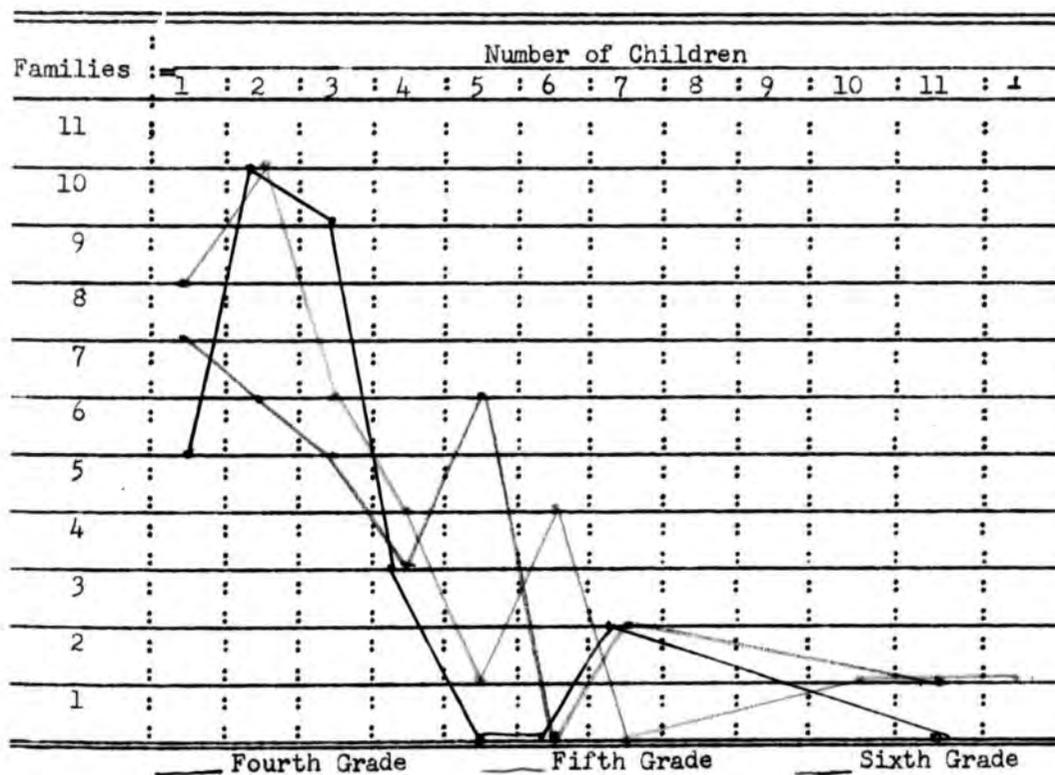
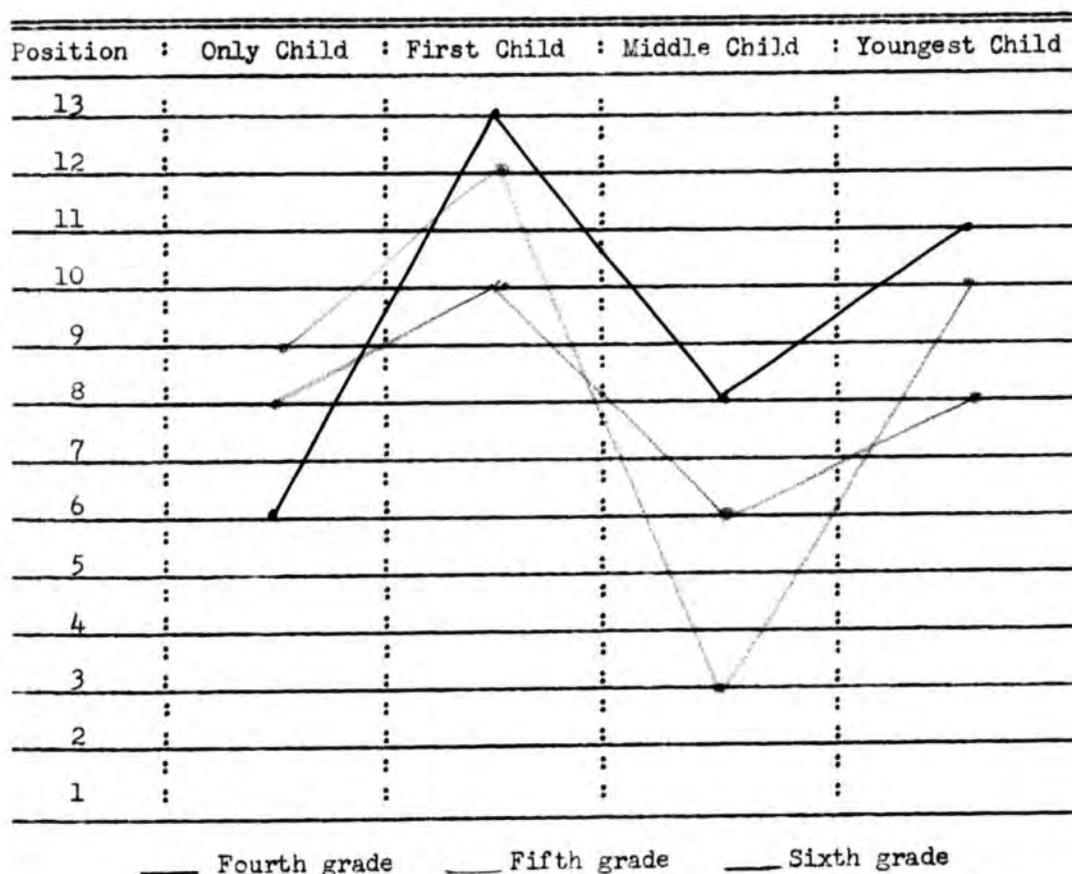


TABLE III
POSITION IN FAMILY

Child	Fourth Grade	Fifth Grade	Sixth Grade
Only	6	9	8
First	13	12	10
Middle	8	3	6
Youngest	11	10	8

FIGURE 4
POSITION IN FAMILY



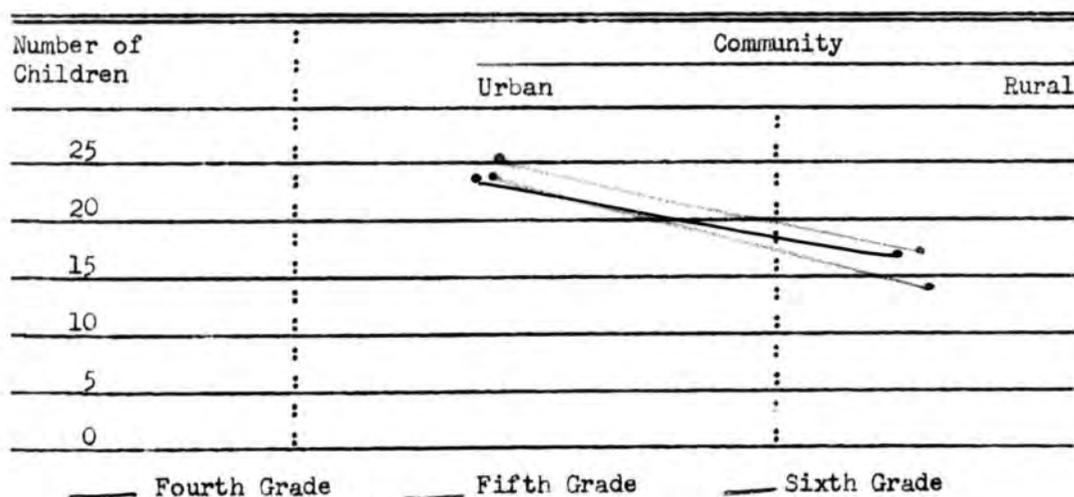
According to Figure 4, six in the fourth grade were only children while in the fifth grade there were nine and in the sixth grade, eight.

In the fourth grade thirteen were the first and eleven the youngest children while in the fifth grade, twelve children were the first and ten the youngest. In the sixth grade ten were the first and eight the youngest children.

TABLE IV
TYPE OF COMMUNITY

Community	Number of Families		
	Fourth Grade	Fifth Grade	Sixth Grade
Urban	24	25	24
Rural	18	18	14
Business District	0	1	0

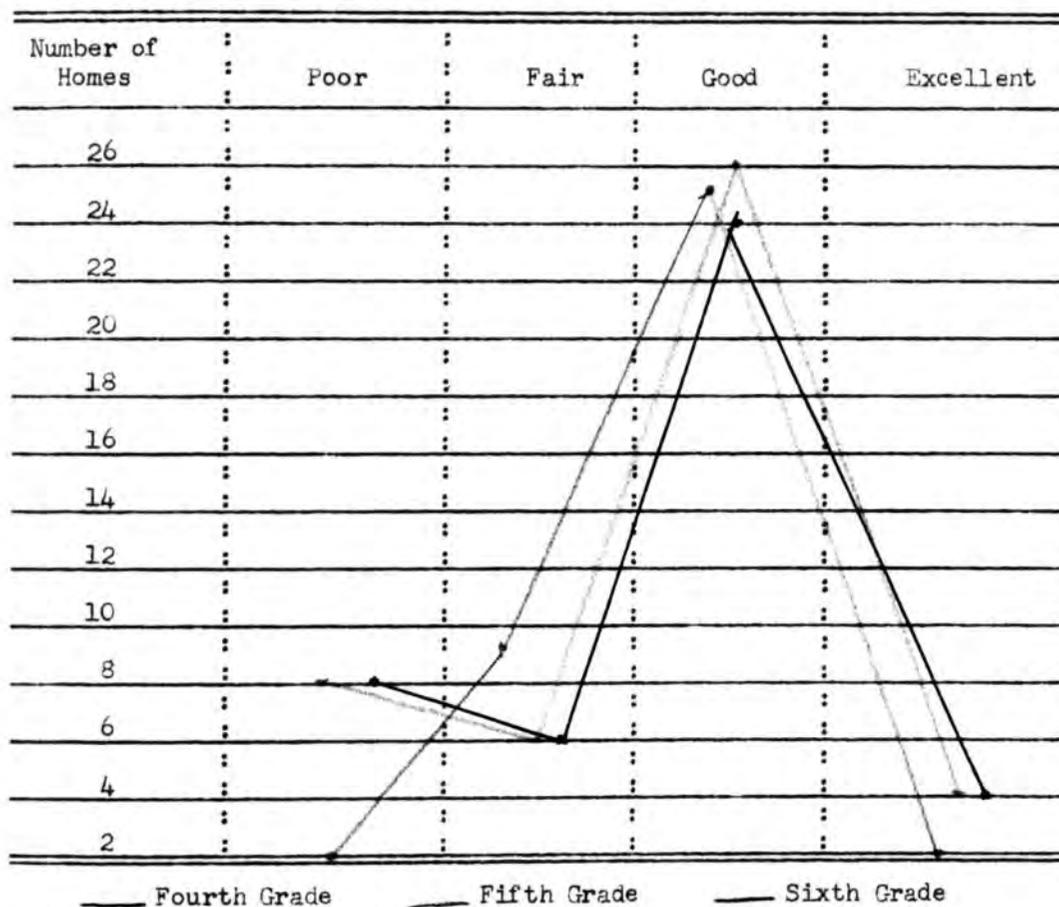
FIGURE 5
TYPE OF COMMUNITY



The town in which the data were collected has a population of approximately 3,500. It was found that in the fourth grades twenty-four pupils came from urban homes and eighteen from rural homes, only one

lived in the business district and he lived over a store. In the sixth grade twenty-four came from urban homes while fourteen were from rural communities.

FIGURE 6
LIVING CONDITIONS



In all three of the grades the living conditions were considered as good with only a small per cent of poor, fair, and excellent. The kinds of homes represented in this study varied from comfortable homes in a typical eastern Virginia college town to homes of tenants on near-by farms.

TABLE V
LIVING CONDITIONS

	Fourth Grade	Fifth Grade	Sixth Grade
Poor	8	8	2
Fair	6	6	9
Good	24	26	25
Excellent	4	4	2

The health conditions in all three grades rank high with only a small per cent considered poor, fair, or excellent. This entire community has had the benefits of a county nurse and health department. One of the Commonwealth Fund Hospitals is located in the community.

TABLE VI
HEALTH CONDITIONS

	Fourth Grade	Fifth Grade	Sixth Grade
Poor	6	3	2
Fair	9	8	7
Good	23	30	27
Excellent	4	3	2

Figure 7, on page 37, depicts the number of homes with poor, fair, good, and excellent health conditions.

FIGURE 7
HEALTH CONDITIONS

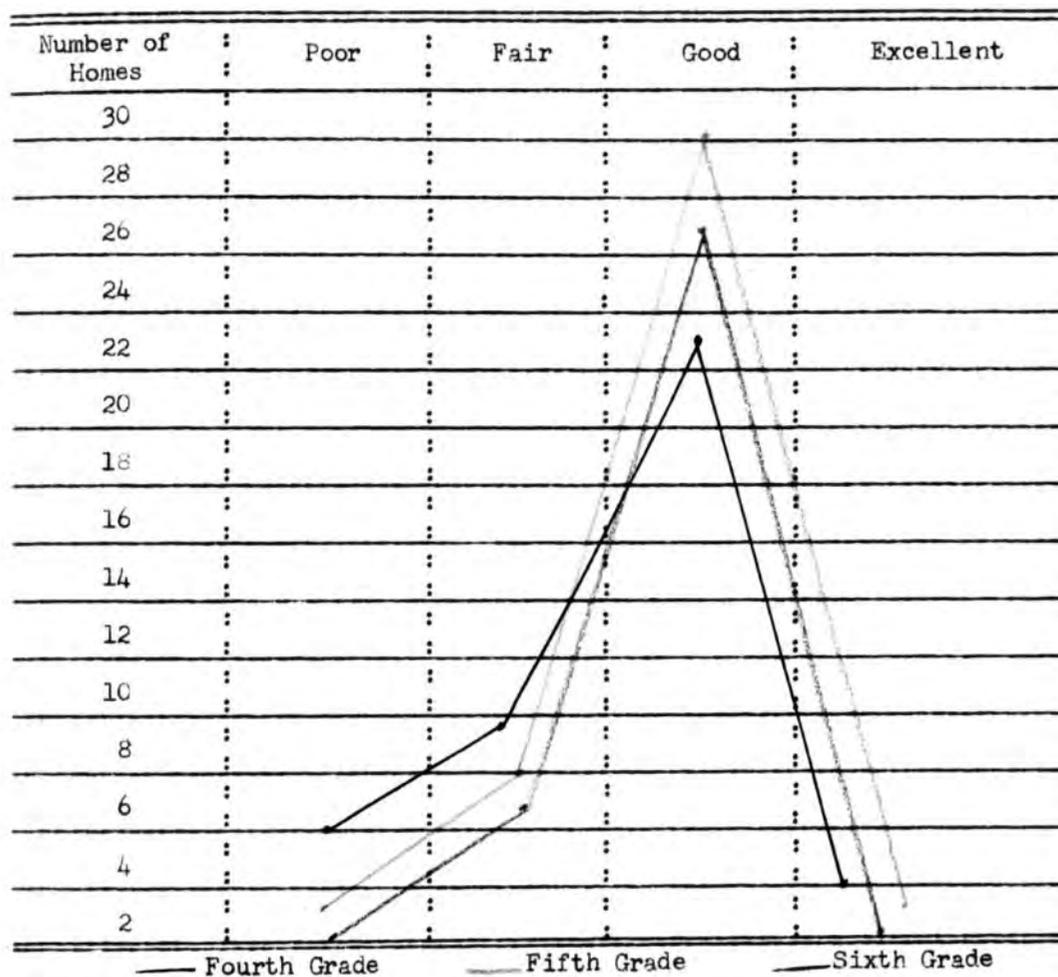
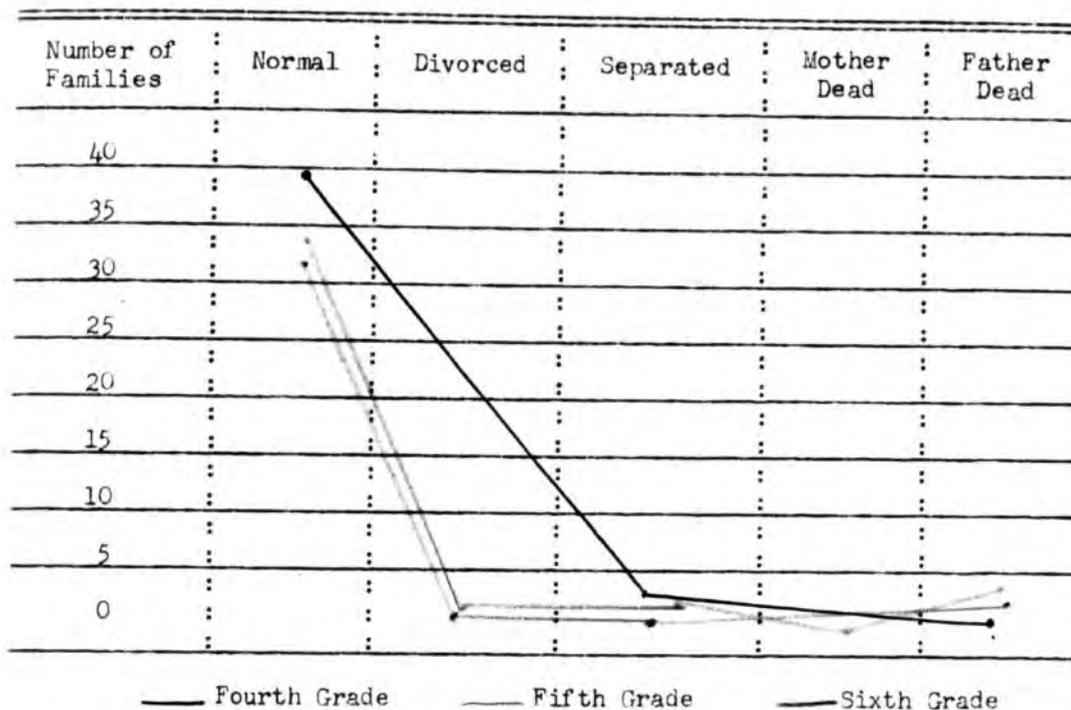


TABLE VII
MARITAL STATUS

	Fourth Grade	Fifth Grade	Sixth Grade
Normal families	39	34	32
Divorced families	0	3	2
Separated families	2	3	1
Mother dead	0	1	0
Father dead	1	3	3

FIGURE 8
MARITAL STATUS

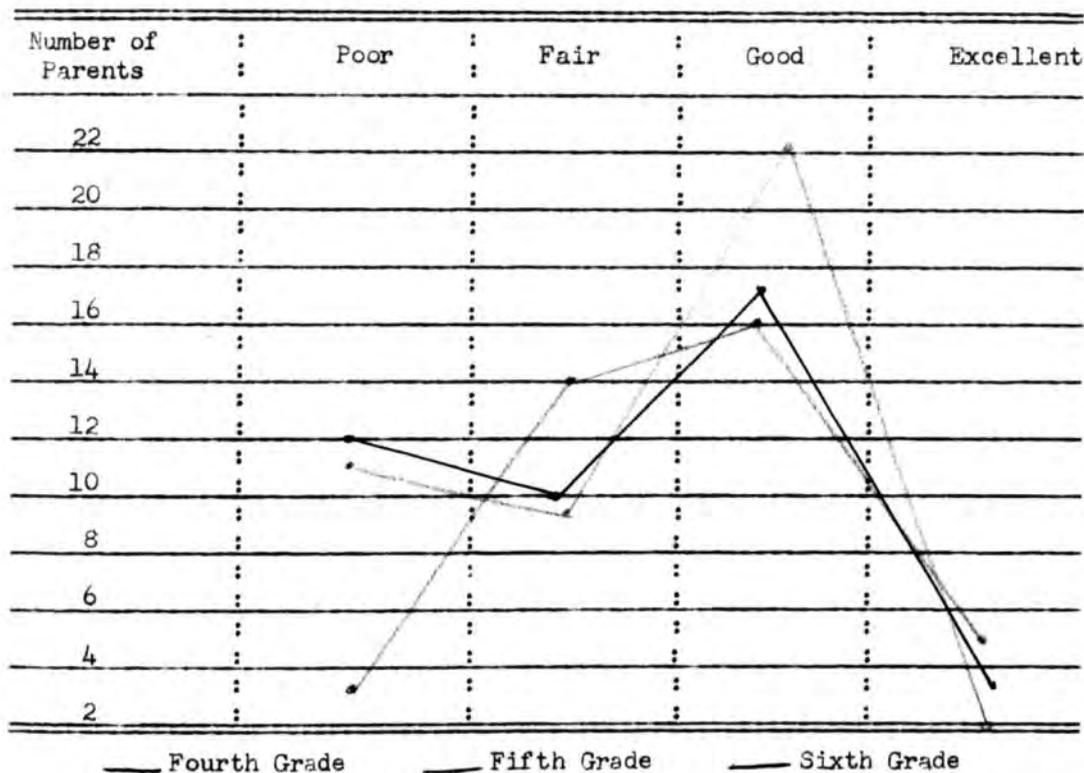


Concerning the marital status of the parents of these children, in the fourth grade thirty-nine normal homes and three broken ones were represented. In two of these broken homes the parents were separated and in one the father was dead. Concerning the homes represented in the fifth grades, three parents separated, three were divorced, and one mother and three fathers were dead. In the sixth grade thirty-two normal homes were represented and six broken ones listed. In these broken homes two parents were divorced, one couple was separated, and three fathers were dead. It appears that the majority of the children lead a normal home life. See Table VII, page 37.

TABLE VIII
EDUCATION OF PARENTS

Education	Fourth Grade	Fifth Grade	Sixth Grade
Poor	12	11	3
Fair	10	9	14
Good	17	22	16
Excellent	3	2	5

FIGURE 9
EDUCATION OF PARENTS



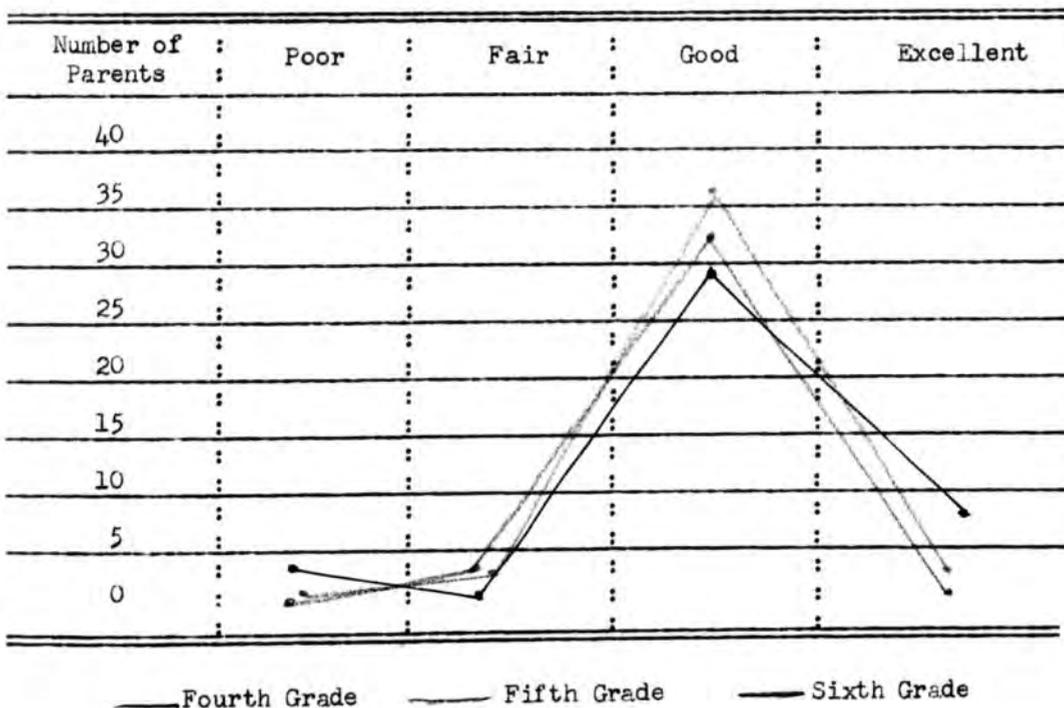
The data shown in Figure 9 seems to indicate that the education of the parents is good. In the fourth grade, twelve were classified as poor, ten as fair, seventeen as good and three as excellent. In the fifth grade

eleven were classified as poor, nine as fair, twenty-two as good, and two as excellent. In the sixth grade three are listed as poor, fourteen as fair, sixteen as good, and five as excellent.

TABLE IX
ATTITUDE TOWARDS TEACHER

Attitude	Fourth Grade	Fifth Grade	Sixth Grade
Poor	3	1	1
Fair	2	3	3
Good	29	36	32
Excellent	8	4	2

FIGURE 10
ATTITUDE TOWARDS TEACHER



The parents' attitude towards the teacher in all three cases was considered good with only a small per cent poor, fair, or excellent.

Thirty-five mothers of pupils in the fourth grade perform duties inside the home and seven perform duties outside of the home. In the fifth grade thirty-one mothers perform duties inside the home and eleven outside of the home. In the sixth grade there are twenty-seven mothers performing duties inside the home and eleven outside of the home.

TABLE X
OCCUPATION OF THE MOTHER

Occupation	Fourth Grade	Fifth Grade	Sixth Grade
Duties inside the home	35	31	27
Duties outside the home	7	11	11
Total	42	42	38

When classifying the occupations of the father, the content from Marriage and the Family by Becker and Hill⁶⁶ was used.

TABLE XI
OCCUPATION OF THE FATHER

Occupation	Fourth Grade	Fifth Grade	Sixth Grade
Away from home jobs	3	3	3
Personal Service people	9	11	7
Professional and business	6	7	5
Preachers	1	0	0
Farmers	2	7	3
Mechanics	2	0	3
Laborers	15	11	11
Total	38	39	32

66. Howard Becker and Ruben Hill, Marriage and the Family, D. C.: Heath and Company, Boston, 1942. p. 541.

The children participated in a wide variety of home duties, all of them having some home responsibilities. In all three of the grades the largest number of pupils participated in household chores, while farm chores and care of the furnace rated the smallest number. These data are of significance in determining the needs of the children and the activities to be selected in the school program.

TABLE XII
HOME DUTIES OF CHILDREN

Duties	Fourth Grade	Fifth Grade	Sixth Grade
Household chores	26	39	29
Care of toys	24	29	27
Care of clothes	20	28	28
Care of pets	18	26	22
Care of children	12	20	13
Farm chores	8	12	7
Care of yard	6	29	14
Care of room	4	23	28
Care of furnace	0	3	1

In summarizing the report of the study of the fourth, fifth, and sixth grade school children, it was found that the ages seemed to be about average for children in these grades. The size of the families varied from one child to families with thirteen children. There was also quite a variation in the child's position in the family. More urban homes were represented than rural with only one child living in the business district. The living conditions were mostly good. There were some poor families but

only one recorded as a welfare case. The health conditions were also good. There was only a small per cent of broken homes. In one case the mother and father were separated at times and the daughter lived with an aunt. In two cases the parents were divorced then remarried. Another mother had been married three times and her daughter lives with an aunt. One fifteen year old boy in the sixth grade had moved five times during the current school year because his step-father would not let him live at home. His grandfather and uncles took care of him.

There was quite a variation in the education of the parents--all the way from a college professor to a mother who could not even write her name. It was quite hard to secure accurate data concerning the parents' education.

The attitude of the parents towards the teacher was in most cases very good. However, several parents were indifferent and one had nothing at all to do with the school or the teacher.

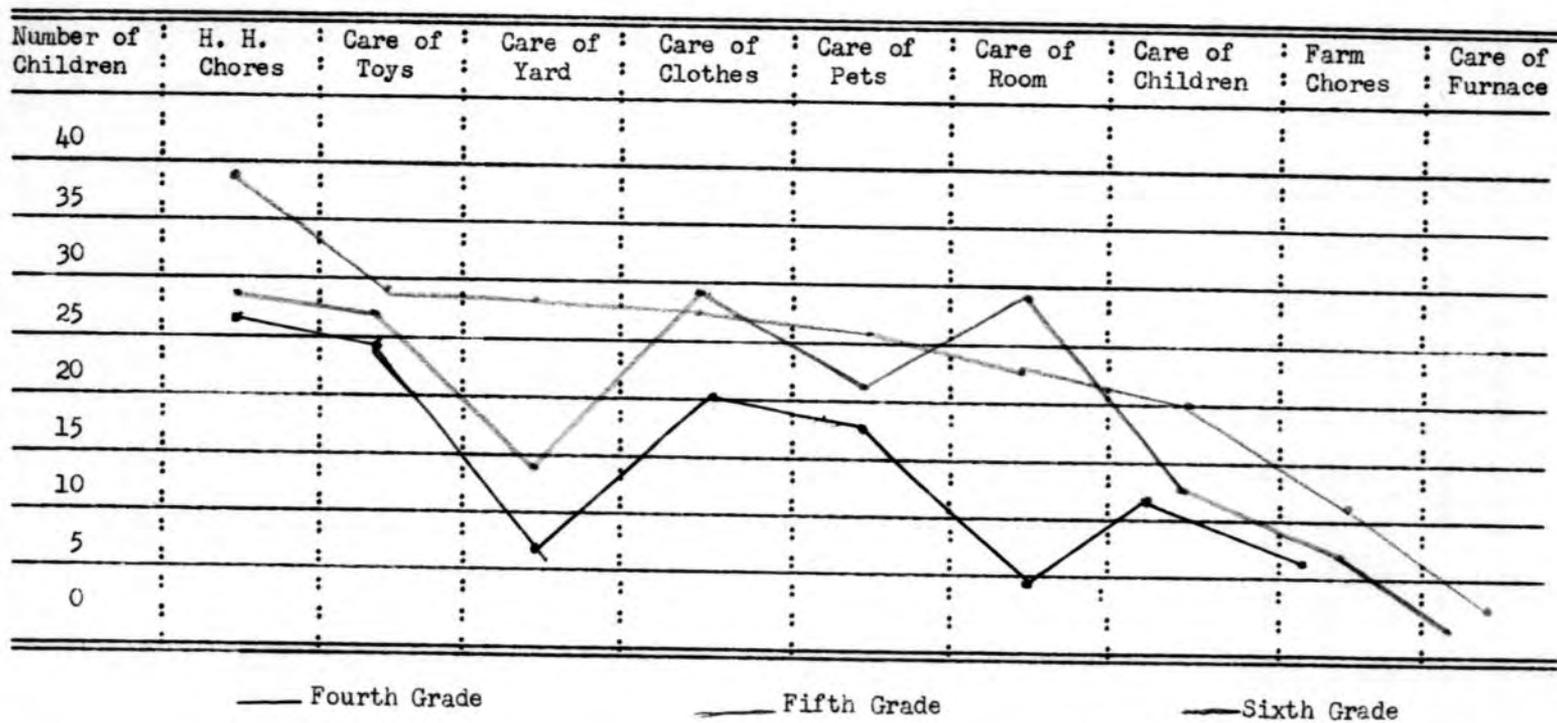
There were forty-seven different occupations represented by the fathers of the group. There were twelve carpenters, thirteen who worked in the Craddock-Terry Shoe Factory, ten merchants, twelve farmers, one minister, two physicians, one sheriff, one chief of police, one lawyer, one state auditor, one horse trader, and five who hauled pulpwood.

Ninety-two mothers performed work inside the home while thirty worked outside of the home also.

The check of the home duties of the children proved very interesting. The fifth grade ranked higher in each instance. There were twenty-six boys and eighteen girls in this grade. Eighteen boys took care of their toys, fourteen took care of their pets and clothes, ten took care of the furnace, nineteen cared for the yard, eight did farm

FIGURE 11

HOME DUTIES OF CHILDREN



chores and thirteen cared for children. Eleven girls took care of their toys, twelve took care of their pets, fourteen cared for their clothes, fifteen cared for their room, seventeen did household chores, eleven took care of the yard, three did farm chores and eight took care of children. There seems to be no way of explaining why this grade rated so high in these items.

CHAPTER IV

ACCEPTED STANDARDS FOR EDUCATION FOR FAMILY LIVING AND PROPOSED PLAN

The criteria which follow were set up as a method of evaluating the literature which was reviewed and as a guide in making out a teaching plan in order to check its adequacy in meeting the needs of these school children.

The first twelve were adapted from Stevenson,⁶⁷ thirteen and fourteen were taken from Strain,⁶⁸ and the fifteenth was taken from Miller.⁶⁹

1. Development of a pride and appreciation of the home.
2. Development of a pride and appreciation of the family.
3. Development of a respect for different interests of each member of the family.
4. Development of a desire to keep well.
5. Development of a responsibility for protecting the health of others.
6. Development of a willingness to assume responsibility for one's own health.
7. Development of a desire to share in doing home tasks.
8. Development of enjoyment of simple home pleasures.
9. Development of a degree of assurance in making good use of one's money when making purchases.
10. Development of the ability to play alone or with others.
11. Development in younger children of ability to play together.
12. Development of the art of give and take in play and work situations.
13. Development of method of conserving the child's sex nature through:
 - an understanding of bodily structure
 - an understanding of bodily functions
 - an understanding of the origin of life
 - a natural expression of affection

67. Stevenson, op. cit., p. 28.

68. Strain, op. cit., p. 6.

69. Miller, "Elementary and Secondary Education for Family Living," Journal of Home Economics, March 1932. p. 223.

14. Development of method of conserving its social acceptability.
15. Development of a teaching program which:
 - a. Shall be a part of the life of the pupil
 - b. Shall be based upon the pupil's interests and needs
 - c. Shall function so that the pupil is actively participating, and making discoveries and having experiences himself instead of passively receiving information

The items listed here have to do with the basic functions of the home, namely food, shelter and clothing. These functions are used as the foundation for the following proposed plan.

PROPOSED PLAN

Figure 1 on page 30 is a summary of the areas of home making which seventeen authorities thought should be emphasized in the teaching of home and family life. It was thought that this would help guide in planning one's own program, especially pointing out the strong and weak points in present teaching.

It seems as if food preparation, the making and repairing of clothes and household articles, and family relationships are emphasized more than any other areas of home life.

From the results gathered from the study it seems to be evident that these three areas still need to be emphasized, along with the production and buying of foods, good grooming, money management and sex. Health, safety, and the correlation of the school lunch with work in nutrition must also be included if the program is to be well rounded. We also found, through some of the interviews, that there was a need for teaching the proper methods of storing winter and summer garments.

The proposed outline on page 48 is not a teaching outline. It is a plan for basic teaching-information to be put into the hands of

student teachers to give them an overall view of subject matter suitable for grades four, five, and six that will meet the standards as set up in our Accepted Standards for Education for Family Living and also to meet the needs in our specific situation.

The following areas have been included in the proposed plan--Foods and Nutrition; clothing; housing, health and safety; personal and family relationships; sex; the use of community services; the study of other times and people; and buying and money management.

These areas when analyzed would present such a plan as has been formulated.

*Proposed Plan

- I. The present day family and its housing needs.
 1. Construction of pieces of furniture using made over and low cost materials.
 - A. Bedside tables, dressing tables, book shelves, utility cabinets and foot stools.
 2. Construction of household articles.
 - A. Curtains.
 - B. Dresser scarfs.
 - C. Luncheon sets.
 - D. Sheets.
 - E. Pillow cases.
 - F. Dish towels.
 - G. Pot holders.
 - H. Laundry bags.
 3. Caring for and cleaning the house.
 - A. Correct methods of dusting and polishing furniture.
 - B. Correct methods of cleaning floor--sweeping, waxing, polishing.
 - C. Correct methods of cleaning linoleum and care of rugs.
 - D. Correct methods of cleaning silver.
 - E. Cleaning and caring for stoves.
 - F. Cleaning and caring for refrigerators.
 4. Study of room arrangement and rearrangement.
 - A. Living room.
 - B. Dining room.

*Parts of this plan have been adapted from the State Teachers College, Farmville, Virginia outline entitled, "Curriculum III, Practical Arts Education 127, 128, 129."

- C. Bedroom.
- D. Bathroom.
- E. Kitchen.
- 5. Health and safety of the home.
 - A. Screening doors and windows.
 - B. Eradication of household pests.
 - C. Water supply.
 - D. Sewage disposal.
 - E. Heating and ventilation.
 - F. Safety hazards.
- II. The present day family and its clothing needs.
 - 1. An elementary knowledge of textiles.
 - 2. Buying of material for construction problems.
 - 3. Construction of simple garments.
 - 4. Care and repair.
 - A. Careful wear and use of garments.
 - B. Darning.
 - C. Patching.
 - D. Removal of stains.
 - E. Simple laundering.
 - F. Storage.
 - 5. Being neat and clean.
 - A. Care of teeth, hair, skin, nails.
 - B. Posture.
- III. The present day family and its foods need.
 - 1. Production.
 - A. Sharing home garden experiences.
 - B. Sharing school garden experiences.
 - 2. Preparation of simple dishes and figuring their cost.
 - 3. Table service and table manners.
 - 4. Storing and caring for foods.
 - 5. Caring for kitchen equipment.
 - A. Dish washing.
 - B. Care of dish towels.
 - C. Care and disposal of garbage.
 - D. Storage of equipment.
- IV. Health and Safety.
 - 1. Making and equipping a first aid cabinet.
 - 2. Using a check sheet for safety habits.
 - 3. Using a check sheet for health habits.
- V. Sex.
 - 1. The understanding that sex is not a "subject" but an integral part of life that bears upon everything we do.
 - 2. That the school should teach whatever is important in sex whenever the occasion demands.
 - 3. A. Having good books available for the teachers as, Sex Guidance in Family Life Education by Frances B. Strain.
 B. Having good books available for the pupils as, Growing Up by Carl DeSchwentiz and Being Born by Frances B. Strain.
- VI. Personal and Family Relationships.
 - 1. Appreciation of home.
 - 2. Appreciation of mother and father.

3. Feeling of pride in brothers and sisters.
 4. Getting along with younger brothers and sisters.
 5. Courtesy and thoughtfulness towards others.
 6. Friendly relations with neighbors.
 7. Responsibility for care of pets.
 8. Responsibility for helping with household chores.
- VII. Buying and money management.
1. Appreciation of their possessions.
 2. Knowledge of value of their possessions.
 3. Buying school supplies.
 4. Use of allowance.
 5. Personal earnings.
- VIII. Other Times and People.
1. Study of early man.
 2. Study of colonial people.
 3. Study of people in foreign countries.
- IX. Community Services.
1. Visits to community centers that serve the home.
- X. Good Times.
1. Hobbies.
 2. Crafts.
 3. Basement playroom.
 4. Basement work shop.
 5. Out doors in indoors games.
 6. The radio.
 7. Hikes.
 8. Holiday parties at school and home.
 9. Reading.

As the student teacher follows the problems as set up in the course of study for Virginia Elementary Schools she will find that she will be able to integrate these areas of homemaking in her every day teaching.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The proposed plan was built around the needs of the pupils as found from the results of the data collected, and it has been an attempt to carry out the criteria set up in Chapter IV, in order that the program might include every phase of the child's life. The study of this group implies little concern as to the ages of the pupils except in the case of the five children who were fifteen years old. A careful check will have to be made with these pupils to see that their experiences are suited to their years and development.

The fact that the sizes of the families vary greatly is an advantage. Those who come from large families and have learned to "give and take" can help the "only" children in this important adjustment. This, too, must make the teachers aware of the wide range of family influence.

As both urban and rural homes are represented the program must be adapted to both types of living.

Because there is very little evidence of poor health and living conditions the attention can be given to the child's recognition and practices of a good health program for himself. Attitudes about health and health habits are more important to children of this age than reasoning about them.

Since a very large per cent of the homes are rated as normal in marriage relationships, the attention can be given to the child's normal

place in his family.

When considering the attitude of the parent toward the teachers (as shown in Figure 10), the results were found to be good, with a very few exceptions. The school experiences which can be carried over into the home must be carefully planned so that the parents will realize the value of this type of work. Such a plan will tend to encourage appreciation of the school as a whole. The work of the visiting teacher is doing much in improving the attitude of the parents towards the school.

The results tabulated concerning the home duties of children were interesting but confusing. An emphasis upon growing responsibility seemed to be needed as there was not a consistent growth. Variety in tasks seems to be one way to interest children in taking a part in homemaking, so it will be interesting to watch the development in this phase of the program.

Conclusions

This plan has been an attempt to carry out the criteria set up in Chapter IV, in order that the program might include every phase of the child's life.

It is hoped that this study will give the student-teacher an overall concept of the areas which can be used in a program of home and family living. They could not include in their program all that has been suggested but it is hoped that much of it can be used as it fits into their own situation.

This study has confirmed the belief of the writer that the resourcefulness and initiative of children of these age groups is far greater than usually supposed to be. And so it is not surprising how much they can actually do. It is therefore a challenge to the teacher to give them

wider opportunities and to encourage them in carrying out the many different activities within these areas of homemaking.

Recommendations

This study brings the following recommendations:

1. That the application of the proposed plan is subject to trial as to how it will work. It will need to be evaluated in relation to what is offered in grades seven, eight, and nine; in relation to the number of pupils who remain in school and those who leave throughout the whole period, and in relation to the amount of time available and the opportunities of correlating it with the rest of the school program.

2. It would be impossible to include in the school program all that has been suggested in the proposed plan. It is recommended that as much of it be used as fits into the specific situation.

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APPENDIX

PERSONAL DATA

1. Home and Family Life

Name

Age

Birthplace

Children in family

Child's position in order of birth

Children now in school

Relatives living in home

Invalids living in home

General living conditions

General health conditions

Academic background of parents

Attitude of parents toward teacher

Occupation of father

Occupation of mother

Marital status

Home duties of child

Care of toys

Care of pets

Care of clothes

Care of room

Household chores

Care of furnace

Care of yard

Farm chores

Care of children

2. Community Life

Type of community

Play facilities

Child's interest out of school

How often does he attend movies?

What church is attended?

What excursions or trips has the child made?

Mode of travel?

3. School Life

Has school been pleasant?

Child's attitude towards schoolmates

Child's attitude towards school activities