

THE VISITOR

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HOME ECONOMICS INSTRUCTION FOR BOYS

In Minnesota girls are frequently enrolled in the agriculture classes. In fact, there are some classes taught by the agriculture teacher where the entire enrollment is made up of girls. Naturally, the question arises—"why not provide some instruction in home economics for the boys?" The idea is not entirely without merit. There are a great many things the home economics teacher can contribute to the total education of boys. There are also a great many things that the girls in the home economics classes can study under the direction of the agriculture teacher. In each of the two situations, it is, perhaps, not always the best use of the high school student's time to devote an entire year to a study of problems considered especially appropriate for the other sex. The suggestion is therefore made that the home economics teacher and the agriculture teacher exchange classes for a few periods. As a guide to the type of material in which the boys might be interested, Miss Hermine Bierbauer has prepared the following suggestive content for a series of lessons to be given by the home economics teacher to the boys in the agriculture classes in the high school.

Exchange Classes for Boys in Home Economics

It would seem that the most important thing to consider in connection with exchange classes for boys in home economics is that the boys get something from the course that will prove helpful to them and that they will enjoy. Most men and boys are frequently confronted with certain problems of social behavior which they are not always prepared to solve. It is very important to adjust the course to be taught to meet the needs of a particular community. A questionnaire has been included which may be of some assistance in determining the problems to be included in the course. It may be answered by the boys, or their parents, or both.

The items which are listed in the following outline are merely suggestions, and are not to be regarded as a complete course of study. It is not expected to be followed as such. No exchange class

will last long enough to cover each topic thoroughly. It is suggested that certain points under each topic may be of particular interest to the entire class, while others may be of interest only to certain individuals in the class. It would seem wise, then, to select only the topics of the most interest or those considered most important. Some courses may include only foods and clothing work.

If the home economics classes were to exchange each year with the agriculture classes all the way through high school, it might be possible in four year's time to give a fairly adequate coverage of each topic, going into each one in more detail than if one were trying to skim the surface in a much shorter period.

Whatever work is covered, the use of demonstrations would help to make the work more interesting and effective. The work should be made as practical, specific and concrete as possible. Actual instances should be used wherever they may fit. If there is any work with house planning, it might be well to visit a house under construction. Perhaps other field trips can also be taken.

Questionnaire

The things I should like to learn more about are: Check with an X.

1. The selection of an adequate, well-balanced meal in a cafeteria or restaurant.
2. How to prepare a simple, well-balanced meal.
3. The cost of food and the cost of feeding a family for a month.
4. Camping standards—site, food, sanitation, and equipment.
5. The duties of a host.
6. Etiquette and appropriate behavior for various occasions.
7. Suitable dress for various occasions.
8. The names, cost, wearing qualities of standard wool and worsted used in suits and overcoats.
9. Line and color and their combination in dress.
10. How to select ties, shoes, and hats.
11. How to select shaving soap, razors, shampoo, soap, tooth paste, etc.
12. How to clean and press suits.
13. Managing own income or allowance.
14. How to darn socks and mend clothes.

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15. How the family income should be apportioned for food, shelter, clothing, etc.
16. Investments and savings in the home.
17. First aid and home care of the sick.
18. The care of children.
19. Factors involved in selecting or building a home—plans and furnishings.
20. Labor saving devices—their selection, operation, care and repair.
21. Management of the home, both work and leisure.
22. How to build and maintain happy and successful home life.
23. Inter-relationship of the home with the community.
24. Add others.

The following are selected as types of suggested problems that might be of interest and value for boys' classes to be taught by the home economics teacher. In certain instances, suggestions on methods of presentation are included.

Foods

NUTRITION

Relation of food to one's personal health and efficiency.

Factors influencing food requirements: age, sex, climate, activity, occupation. What constitutes a well-balanced diet?

What is an optimum diet? What is the role of protein, carbohydrate, fat, minerals and vitamins in the diet—the particular functions and requirements with regard to each?

Comparison of needs of various members of the family. Why do they differ?

What are the needs of a growing boy? Study of special diets: athletes under and over weight.

Selections of meals: at home, restaurant, cafeteria, hotel.

Plan menus for home meals. Perhaps

menu cards may be obtained from commercial places which the students may use in making selection. Criticize menus. Example: What is wrong with the following meal: Bean soup, baked pike, mashed potato, turnips, pear salad and ice cream? Or, tomato juice cocktail, baked ham, sweet potatoes, buttered beets, cranberry salad and pumpkin pie? Consider whether the meal is balanced,—flavor, appearance, texture, etc.

FOOD PREPARATION

Camp cookery:

Consideration of suitable foods and equipment. Ask the students for specific instances with which to work—perhaps trips they themselves are planning to make. Preparation of foods suitable for camping: beverages, quick breads, one-dish meals, (i.e., spaghetti with hamburger, escalloped potatoes with ham, macaroni and cheese, Spanish rice, vegetable stew, etc.), very simple and quickly prepared meats, salads, vegetables, and desserts.

Preparation (or demonstration) of breakfast:

Perhaps students can plan menu they wish to prepare. May include fruit, bacon—eggs, pancakes, cereal, etc.

Preparation of simple dinner menus: meat, vegetables, salads, desserts.

In every phase of this unit the instructor should try to establish standards for proper techniques and uniform results for basic recipes, rather than try to cover a great deal of territory. Prepare simple things, but prepare them well and be able to duplicate results.

FOOD MARKETING

Factors affecting costs of foods: season, crop, transportation costs, etc.

Relative costs of foods.

Relation of cost to nutritional value of foods. Emphasize the fact that they do not run parallel. For example: the less tender cuts of meat have just as much nutritional value as the very tender cuts, but are much less expensive. It is, therefore, wise to learn to utilize the less expensive foods and make them tempting and good.

Comparison of large and small quantity purchasing. Advantages and disadvantages of each. Can you lay down a set rule concerning quantity purchasing? Why or why not?

Advantages and disadvantages of purchasing by cash or credit.

Advantages and disadvantages of bulk or package goods.

Duties of a Host

ETIQUETTE

- Duties of host, hostess, and guests.
 Carving. It is very important that a boy know something about carving meats. Serving.
 Proper table arrangement; setting the table.
 Table manners: seating of guests, holding silver, posture at table, foods eaten with fingers; do's and don'ts.
 Etiquette for all occasions; as a guest in a home; in public places.
 Standards of conduct between boys and girls.

Clothing

ECONOMICS OF CLOTHING

- Clothing budget of what you have now, estimated value of all your clothing, and how long each piece can be worn.
 Clothing budget of what you will need in the next year, and how much you intend to or can spend.
 This section on clothing is intended to emphasize for the student the importance of planning expenditures.

SELECTION OF APPROPRIATE CLOTHING

- Selection of suitable garments for different occasions—school, sport, social. Samples and catalogs will make this more interesting and helpful.
 Proper combination of clothing and accessories: hose, ties, handkerchiefs, shirts, shoes.
 Examples can be used here again. The instructor may set up different combinations, both good and bad and have the boys pick out the good points and faults, and recommend when certain combinations should be worn.
 Things to consider in choosing becoming clothing: color, line, texture, style. The relation of clothing to personality. It might be possible here to make special recommendations for each student, or at least to make recommendations for certain types as typified in the class.

SHOPPING FOR CLOTHING

- Judging materials by tests. Study of weaves, finishes, and fibers and comparisons as to durability, comfort, and cost.
 What do you need to know to shop intelligently for suits, coats, underwear, hose, shirts, etc.? What do you need to know about workmanship, about durability in relation to cost? How do you know if you are getting your money's worth?

CARE AND REPAIR OF CLOTHING

- What kind of hangers are best?
 Learn how to brush and hang clothes properly; how to remove spots, sponge and press a suit; how to sew on buttons, do simple mending, darn hose; how to iron a shirt, how to care for shoes.
 It is important to emphasize with any phase of clothing work which may be considered, the relation and importance of clothing to good grooming.

Household Management

- Organization of work within the home so as to use the least time and labor. What should the standards for household management and care be? Justify.
 Study of division of labor in the home. Do you think that the father and sons should help in the care and management of a home? Justify your stand. If you think that boys should help what do you think they should do?
 Learn how to help to maintain order in the home by: putting things away, dusting, sweeping, scrubbing.
 Types of architecture, particularly those suitable for the section in which you live.

Household Mechanics

LABOR SAVING DEVICES

- Characteristics, cost and value of such things as wash machines, irons, cookers, fans, vacuum cleaners, dishwashers, separators, sewing machines, refrigerators.
 The selection, operation and care of these various devices.
 Which would you consider most essential and why?
 If most of the boys in the class are from homes without electricity, it would be well to consider these devices from that standpoint.

Money Management

PERSONAL BUDGETS

- Explanation of budgets and account keeping; purpose and use.
 How do students spend money, and how much do they spend.
 Students work out individual budgets and keep accounts over a period of time.

FAMILY BUDGETS AND ACCOUNTS

- Sources of the family income, and how to extend it.
 Expenditures of the family
 Stress importance of living within one's income.

What standards must be maintained?

What are necessities, comforts, luxuries, and how they differ in different families.

What steps must be considered in making a family budget?

Health and Hygiene

PERSONAL HEALTH

Essentiality

Importance of good health habits with regard to food, sleep, rest, exercise, clothing.

Study of common diseases.

Means of preventing illness.

Personal grooming.

HEALTH IN ONE'S HOME

Cleanliness and sanitation

Habits formed in the home

Emergency care of the sick—first aid.

Child Care

Responsibility of parenthood.

Study of care of little children: physical, mental, moral.

Study of present day problems in education and training.

What are characteristics of a healthy child?

Study of principles underlying mental hygiene and habit formation.

Family Relationships

What is function and value of family and home? What part does it play in the development of the individual?

What responsibility does a boy have toward his mother, his father, his brothers and sisters?

If these responsibilities and relationships fail to exist, how can you explain it?

What should home mean to children?

What can be done to make it mean that? What is the difference between a home and a house?

Study of the principles on which a home should be founded: Higher things of life: profitable thrift; standards of living; congeniality; love, affection, and understanding; contribution and responsibility of each member.

Study of present day problems of the home: lack of money; quarreling children; different standards of conduct; differences in age, recreation problems, family car, radio, lack of respect for individual rights.

Study of character development and habit formation.

What constitutes the well-adjusted personality?

WHEN EDUCATION IS MOST EFFECTIVE

The following quotation is taken from a letter written by a graduate student to her mother. The point of view expressed has a real meaning in the field of vocational education in agriculture. The philosophy is especially significant in the work with part-time students and with the adults enrolled in the evening schools. "Tell Dad that if I had worked half as hard when I was an under-graduate as I am on these courses I am taking now, I would have been an honor student at college. I have come to the conclusion that it would be a good thing if all kids were to delay college until they had been out in the world for a while and had a chance to get a different set of values on things so that the level of work in the schools would be raised a lot. Maybe the fact that I am studying things which have a definite interest to me aside from their academic qualities has something to do with the change in my attitude but I don't think it accounts for all of it. *I find something that I never experienced in college before and that is, that I am absorbed in the class discussions and frequently disappointed when the hour ends and the discussion has to be cut short.*"

THE OLD BOOK'S HOME

The teachers of agriculture usually devote considerable time to the task of gathering new illustrative materials, culling the bulletin files for replacement with new and up-to-date reference materials and selecting new books for the library. Even a good teacher cannot very well teach up-to-date practices in farming by using out-of-date books.

To a great many teachers there is something sacred about books. To cull out old book friends seems to border on sacrilege. To throw a book into the waste basket seems such a wasteful thing to do. So why not establish an *old book's home*—a special shelf on which are placed the books that no longer serve the purpose of teaching modern methods of farming. These books can be cherished for their historical interest but should not be used to waste the time of the students who are interested in the latest scientific information about the problems of farming. To appreciate what is meant by the above statements, let each teacher look at the copyright dates, the pictures, the research data and the data in the tables and charts of the books on the shelves. Local school boards are not as a rule opposed to supplying students with good books where there is a real need for them.