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EDUCATION FOR HOME AND FAMILY LIVING FOR BOYS AND GIRLS*

Boys and girls who are to live in a rural environment need to learn how to achieve a happy and satisfying life in rural homes. Such education is being offered today in joint and exchange classes of boys and girls, taught cooperatively by the agriculture and homemaking teacher in a considerable number of high schools. An expansion of such a cooperative teaching arrangement needs to be encouraged in the high schools of the State of Minnesota.

Joint classes are considered particularly valuable by some teachers, since both the boys and girls may exchange ideas in the solution of their problems. Such an approach resembles a real home situation more closely than when boys and girls are taught separately. Attitudes toward farm life and an understanding of farm, home and community relations may be developed jointly. For some phases of the work, particularly those that are of a personal nature, the boys and girls may prefer to be separated. The time allotted for such classes would vary according to the plan within the individual school. The agriculture and homemaking teachers will need to spend considerable time together planning procedures and organizing materials if such a program is to be truly cooperative.

Although boys and girls are being taught jointly in more schools today than formerly, other types of organization are used in schools. Many vocational-agricultural teachers and industrial arts teachers have given short units to girls on home repairs or the construction of simple types of furniture, dairying, poultry raising and gardening. The home economics teachers have offered some instruction to boys on nutrition and health, camp cookery, selection and care of clothes, table etiquette and general manners. This type of instruction has been valuable to both groups but limited in scope. As agriculture and home economics teachers acquire experience in teaching boys and girls they will be able to include broader units on the whole problem of rural home life.

A study or survey of the present needs and probable futures of boys and girls in the school will form a basis for the formulation of units and activities. In addition, a list

of various types of agencies and resources available in a community may serve as a source of real experiences such as might be met in everyday living.

The content of units will need to be planned for the particular group and community regardless of which type of organization is used, i.e., joint or exchange classes, or separate units taught by the home economics teacher to a segregated group of boys. The following materials are suggested as types of activities from which learning experiences may be selected to meet the needs and interests of the group.

Using Income for Personal and Family Needs

Bring suggestions to class of ways in which families are cooperating with the government in the purchase and conservation of foods, clothing, equipment, and furnishings. Obtain information on priorities, price control, and rationing. Find out the location of the State OPA Office and local rationing boards and indicate the type that may be obtained from them.

Make a list of general rules that will aid in acquiring good buying habits. Check some purchases made during the last month with the list of purchasing procedures.

Visit a meat shop to observe the grading and stamping found on meat. Find out the cost of meat for own family when buying the least expensive and the most expensive cuts of lamb, pork, beef. Make similar comparisons of the cost per pound of fish in the local market.

Collect advertisements from magazines and newspapers indicating the psychological appeal, truthfulness and helpfulness in making a wise selection. Judge some purchases made as a result of advertising.

Arrange a display of government graded potatoes, apples and other fresh fruits and vegetables. Study the requirements for each grade and observe the differences between them.

Make a study of the comparative costs of packaged articles as: soap, dentifrice, shaving cream, talcum powder, cereal when purchased in small and in large containers.

* Article was prepared by some student teachers and staff members in Home Economics Education at the University of Minnesota.

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Chart the information, indicating the cost per ounce in the small versus the large container, and the percentage of saving by buying the different sizes.

Study the Federal Food, Drug and Cosmetic Act of 1938. Find examples of ways in which the regulations benefit the consumer and indicate further protection which is needed that has not been provided.

Find out the laws on weights and measures enacted within the state and the local rulings within the community. Indicate the means used for their enforcement.

Collect samples of labels from clothing, food, equipment, furniture, and other articles. Discuss the informative labels versus those that state only a brand-name or trade-mark. Obtain information about the labeling program of the National-Consumer-Retailer Council, 8 West Fortieth Street, New York City.

Show how the various items in a family budget may vary with different families. Give examples of how careful buying and use of goods, and increasing home production may make the family's money income go further.

Discuss the reasons for keeping some type of financial records. Have a person in the community who uses family financial records discuss them with class members.

Outline a plan whereby a family may make systematic savings. Distinguish between investments and speculation.

List items for which families occasionally use short-time cash loans. Find out the rates charged for this type of credit by finance companies, banks, Farm Credit Associations and unions. Discuss the need for thorough investigation and knowledge of rates of interest to be paid for the loan.

Discuss and show examples of wool labels. Discuss the recent OPA order requiring the grade labeling of most canned fruits and vegetables to be packed in 1943.

Understanding Children

Observe children in homes, public places, nursery schools or kindergarten using some type of suggested study guide such as a check list, or planned observation sheet.

Collect pictures or descriptions of happy, healthy children. Contrast with those of unhappy, unhealthy, poorly managed children. Discuss effects of broken homes, lack of understanding, inadequate care of children. Discuss the kind of person we want a child to be.

Judge suitable toys and playthings for children. Show types which could be made. Plan, make or repair playthings or furnishings for a child. Discuss adequate play spaces for children. Help a young child assume some responsibility for caring for his own play materials.

Collect and discuss types of books, stories, pictures, and music suitable for children. Read or tell stories to children.

Make a list of suggestions for guiding and directing small children in play and other activities. Discuss ways to secure "willing cooperation," and types of punishment which may be advisable.

Plan ways to help a child develop desirable habits of routine, such as: eating, sleeping. Analyze behavior situations of temper-tantrums, thumb-sucking, crying, fear, anger, as to possible causes and ways which may be used in handling them. Collect facts on how a child learns. Help a child in developing a desirable habit or overcoming an undesirable one.

Find out what generally can be expected of various age children in relation to physical, social, mental, and emotional development. Show graphs which indicate differences in growth and development.

List questions which children ask or ways that they show curiosity. Discuss proper explanations and information to give them.

Discuss effects of radio, movies, and comics on children. Collect an assortment of comics and display in a case or an exhibit showing good and poor qualities. Listen to radio programs, and analyze them from standpoint of desirability. Consult censored movie guides.

Suggest safety measures in the home to prevent accidents which would serve not only as a protection to the child, his family and home, but also to help him learn responsibility. Make posters or charts showing various kinds of accidents which occur and demonstrate ways of preventing them.

Estimate the cost of support of children of various ages. Plan ways to help little children have a better understanding of money and its use. Analyze incidents or case situations of children's experiences with money for desirable ways of handling them.

Have a parent talk to the group on the responsibilities of boys and men in the family where there are small children. Discuss modern attitudes of men versus those of previous generations in regard to rearing of children.

Getting Along with Others

Demonstrate social customs at restaurants or hotels; at meals in homes; at dances; shows or theaters; on the street; in making introductions and in other common courtesies at home, school and public places.

Plan and manage a party or social gathering for a group of friends. Decide the responsibilities of host, hostess, and guests in the home.

Find out acceptable ways of making friends and getting along with boy and girl friends.

"Why do people behave the way they do?" Collect facts on how personality develops by considering the kind of person you want to be, and the basic personality needs such as physical comfort, security, achievement, recognition and new experiences.

Suggest ways which will provide growth or personality relative to personal appearance, health, balance of rest and activity, knowing social customs, a feeling of belonging, accepting oneself, self-expression through hobbies or other interesting activities, affection, interest and self-concern for others.

Describe the qualities of a mature person. Cite descriptions of such persons who have shown these qualities in specific situations. Chart the emotional development from birth to old age. Analyze narratives or movies to interpret individuals' reactions to situations.

List changes taking place in the functions of family life. Obtain facts which suggest possible needs for the family of the future. Consider responsibilities which boys and men might assume in the care and management of the home.

Find out what families consider in successful family living and "value highly" in their home life. Discuss what makes for democratic living in families. Analyze family situations or movies to determine evidences of democratic living. Obtain facts from studies on the difficulties which occur frequently in families. Describe situations, try to determine causes and how adjustments might be made relative to money, the family car, the radio, newspaper, choice of friends, lack of respect for individual rights of others.

Plan ways in which a high school boy might help to make the home more enjoyable for himself and others in the family. Plan a time schedule for a boy's day of activities.

Show films such as those which may be secured from the Progressive Education Association, 221 W. 57th St., New York City, or use current movies and situations pertaining to family relationships and personality development.

Find out the effects of war on children and the family. Survey the community to determine problems of families in wartime. Plan ways in which class members might help in the community.

List types of recreational facilities in

homes, school, and the community, such as radio, reading, handicrafts, table games, and more active games. Show types of games that may be made at home. Plan a social activity for the family such as a picnic or an informal "get-together" of neighbors, or just "family fun."

Build Better Bodies with Proper Food

State your reaction to the rejection of recent draft selectees due to nutrition deficiencies. Make suggestions for an improved nutrition program for people in America.

Show types of food needed in the day's meals and discuss their relation to health and efficiency. Study food value chart. Check meals eaten for two days with the chart to discover their adequacy for meeting the day's dietary.

Analyze the factors that influence food requirements: age, sex, climate, amount of activity, and occupation. Calculate the energy needed for several activities and compare with the calorie content of foods eaten. Prepare a day's meals which supply adequate amounts of protein, sufficient calories, minerals and vitamins for a typical day's activities.

Show types of well-planned lunches for school or work. Plan and prepare foods that are suitable for a box lunch, picnic and camping. Study menus used in the school cafeteria. Select a lunch from the school cafeteria and judge its adequacy for a high school boy. Help younger brother or sister select school lunches.

Suggest guides in choosing an eating place and in buying meals to obtain good nourishment for the money spent. Select meals from menu cards of commercial "eating places."

Plan, prepare and serve family meals that meet the nutritional requirements of a family, including in the menus foods that are produced and preserved on farms. Show types of food that are similar in food value and that may be substituted for less plentiful foods.

Discuss the importance of increasing home production and preservation of food for an adequate food supply. Calculate the amounts of fruits and vegetables needed per person and multiply by the number of family members to provide a year's supply. Study guide for home production, (Extension Pamphlet No. 95). Plan a garden for family needs including a balanced production of vegetables. Make plans for increasing the production of milk and its products, poultry and eggs, meats other than poultry, so that sufficient amounts of all kinds will be available to meet the dietary needs of each farm family.

Demonstrate some methods of preserving foods, such as drying, waxing, curing and brining. Visit a commercial freezing plant and a farm to observe storage structures,

and to consider conditions necessary for storage of specific foods.

Find out the meaning of price control, ceiling prices, and the rationing of certain foods in time of war. Visit a grocery store to observe the availability of foods, the posting of ceiling prices and other current changes in the retail market.

Selecting, Buying, and Maintenance of Clothing

Examine and compare fabrics used in men's clothing to show desirable qualities, such as durability, color fastness, ability to hold shape and press. Demonstrate some tests to identify textile fibers used in overcoats, suits, ties, shirts.

Compare the quality of fabric and construction in two suits or overcoats which are similar in appearance but different in price. Relate to the conservation of fabrics in large scale manufacture of clothing.

Discuss the meaning of textile information on labels attached to garments.

Model suitable combinations of clothing for work, sports or school, and social occasions. Show variations that may be obtained through the use of different ties, shirts, handkerchiefs and hats. Plan a reasonable wardrobe such as would meet the needs of boys in the school.

Demonstrate the effect of color, texture, design and line on personal appearance.

Discuss the importance of maintenance of clothing. Demonstrate brushing, methods of spot removal and pressing for suits, use of mending tape, orderly arrangement of clothing and personal supplies in closets, seasonal storage, repair and storage of rubber goods, and preparation and packing of garments for a trip.

Use of the House for Family Needs

Plan the layout of buildings on the farm in relation to the house. Learn to judge house construction based on material in the bulletin "How To Judge a House."

Criticize floor plans of rooms from the standpoint of convenience and livability. Plan closet and storage space. Plan furniture arrangement for use, convenience and attractiveness. Study the selection of furniture, quality and desirability for use. Choose and discuss wall paper for different rooms.

Demonstrate methods of refinishing types of wood surfaces on furniture and the waxing of floors.

Study the construction of types of home equipment such as: refrigerators, washing machines, gas, electric or wood ranges, vacuum cleaners and separators. Obtain some experience on the care and repair of equipment in the school or home. Get bulletins on priorities and information on the availability and cost of new and second-hand equipment.

Make a list of medicines and equipment that would be desirable to have in a medicine cabinet. Collect supplies for a first aid kit to use in an automobile. Make and arrange a medicine chest.

Demonstrate the filling of a hot water bottle, the counting of pulse, the taking of temperature and the sterilization of a thermometer. Demonstrate the application of tourniquets and practice different methods of bandaging.

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