

folk has all of these.

NOTE: Newport News and Hampton can be studied in comparison with Norfolk.

PART TWO

Introducing the Educational Unit

Since the approach to a unit gives trouble to so many teachers the method we used is outlined below.

The main method used was a first hand investigation of Harrisonburg's trade conditions. The class was led to take the following steps in order to have them so sense the meaning of a break in transportation that they could set up problems concerning Harrisonburg, and then concerning other Virginia cities.

A. Make a list of:

1. Products from Rockingham county sold in Harrisonburg.
2. Products of Rockingham county and Harrisonburg sold outside of the Valley.

B. Find out:

1. How products are shipped in and out of Harrisonburg. Be able to sketch the highways and railroads on a map of the Valley.
2. What products are unloaded, stored, or reshipped in Harrisonburg.

By this time the class saw that Harrisonburg meets a real need as a distributing center for its district; this led to inquiries concerning the other Virginia cities.

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ELIZABETH P. COX

PAMELIA ISH

ESSENTIAL STEPS IN A COURSE IN HOME MAKING

I. AIM

To provide a course in home making that will fit the girl or woman taking it to conduct her own home in accordance with "good" American standards.

II. ELEMENTS

1. Levels—high, medium, low
2. Equipment
3. Health
4. Housing
5. Economic
6. Social

III. PROBLEMS TO BE SOLVED

1. What should be the field to be covered? In this field what should be the responsibilities, as—
 - a. Major responsibility — management.
 - b. Minor responsibility—provision of food, etc.
2. How shall these responsibilities be regulated on a time basis to give the desired skills, related technical studies, and social studies?

IV. CONDITIONS

Laboratory, supplemented by home or other available agency.

V. TIME

Three months.

VI. THE "CASE METHOD"

1. Case A

Young women of high level of intelligence who expect to be married. Have had no training in homemaking problems. Have boarded or lived at home while working and have some appreciation of right living, good cooking, well served meals, clean rooms, etc. No age level. Full time.

2. Case B
Same as above but with some knowledge of cooking and serving and care of bed-rooms.
 3. Case C
Same as Case A but of medium level of intelligence.
 4. Case D
Same as Case B with medium level of intelligence.
 5. Case E
No training with low level of intelligence.
- VII. JOBS OF THE YEAR
1. Food—Canning—preservation — storing of food. Selection and purchase.
 2. Meals—Daily and for special occasions.
 3. Entertaining guests. Duties of family to guests.
 4. Provisions for home. Renting—buying.
 5. Replacing furniture and furnishings.
Refinishing, remodeling.
 6. Buying new furniture and furnishings.
 7. Selection and buying of labor saving devices.
 8. Annual care of the house.
Cleaning—painting—floors, etc.
Repairs to be made.
 9. Redecorating.
 10. Special Articles—Lamp shades, centerpieces, etc.
 11. Storing—Furs, blankets, etc.
 12. Supervision and planting garden, care, etc.
 13. Clothing of the family.
Advising, selecting, purchasing.
Remodeling, renovating, repairing.
 14. Education of the family.
Selection of schools.
Musical, physical, spiritual, cultural training.
 15. Care of health of the family.
Physical care and examination.
Dental care and examination.
Care of the sick.
 16. Recreation
Vacations—parties, etc.
 17. Gifts for special occasions
Selection and purchase
- VIII. UNITS FOR ALL—HIGH, MEDIUM, LOW LEVELS
1. Housing
 2. Foods
 3. Clothing
 4. Laundry
 5. House Care
 6. Business of the Household
 7. Social
- IX. UNITS IN DETAIL
1. Housing
Renting
Buying
Furniture
Floors
Walls
Hangings
Plumbing
 2. Foods
Meal plan—project basis
 - a. Breakfast for two weeks
 - b. Luncheon for two weeks
 - c. Supper for two weeks
 - d. Dinner at night for two weeks
 - e. Dinner at noon for two weeks
 - f. All meals for the day for two weeks
 3. House cleaning in connection with the duties above
 - a. Kitchen, pantry, dining room
 - b. Bath room and halls
 - c. Bed rooms and closets
 - d. Living room
 - e. Porches
 4. Clothing
 - a. Budgeting
Inventory — overclothing, outer-clothing, underclothing, hats, shoes gloves, accessories
 - b. Selection and buying
Seasons—number in family, tastes, needs

- c. Equipment
Machine, table, iron, ironing board, tools
- d. Construction
Underclothing, aprons, house dresses, house furnishings, curtains, etc.
- e. Care and upkeep
Daily care, brushing, hanging, etc.
Storage, replacement, renovation
- 5. Laundry
 - a. Personal
 - b. Family
 - c. Household
- 6. House Care
Daily, weekly, yearly, disposal of waste
- 7. Business of the Household
 - a. Budget for food, clothing, etc.
 - b. Meter reading
 - c. Self improvement, books, etc.
 - d. Thrift
- 8. Social
Recreation, special occasions, reading, games, music, etc.

IX. UNITS FOR MEDIUM LEVEL IN ADDITION TO UNITS FOR ALL

- 1. Housing
 - a. Planning for building or remodeling
 - b. Labor saving devices, as pressure cooker
 - c. Routing
- 2. Foods
 - a. Special problems that they may undertake
- 3. Clothing
 - a. Planning or selecting costumes, considering style, fine proportion of line, mass, texture
- 4. Laundry
Fine laundry, as blouses, baby clothes, etc.

X. UNITS FOR HIGH LEVEL IN ADDITION TO UNITS ABOVE

- 1. Housing
 - a. House decoration, art standpoint
 - b. Special problem of their own
- 2. Foods
 - a. Special problems in food preservation

GUIDING OUTLINE

Guiding Questions for Planning

What materials are suitable for bed-room curtains that will launder?

What colors where there is sunlight? frequent laundering?

What design for room with two windows, both on one side, with no overdrapery.

Shall the curtains be made by hand or machine?

When by machine?

When by hand?

If no machine is available?

Statements for Study and Understanding

Swiss scrim, unbleached muslin, cheese-cloth, net, cretonnes, pongee, cotton, silk, and cotton mixtures.

White, cream, pink, blue, green, etc., cool colors.

White or cream ground with small designs of heavier threads, conventional or geometric.

Solid color with contrasting color in design. Appropriateness of color to design.

If simple straight curtains, machine work is quicker and firmer.

When decorative stitches are used. When time is no object.

Machine hemstitching may be done outside the home and the finishing done by hand.

References: Baldt—Clothing for Women. Fales—Dressmaking.

- b. Catering
- 3. Clothing
 - Problems of special interest
- 4. Laundry
 - Dry cleaning of gloves and suits
- 5. House Care
 - Problems of their own
- 6. Business of the household
 - Special problems of their own
- 7. Social
 - Birthday party, afternoon tea, refreshment and games for children.

DETAILED CLOTHING PROJECT

TOPIC—

Suitable curtains for bed-room, involving technique and art principles

PROBLEM—

What material will be suitable for a bed-room having a southern exposure.

QUESTIONS—

- What material is suitable?
- What material launders easily?
- What colors could be used?
- What colors fade by washing and sunlight?
- What design is most appropriate? for small room? for low or high windows? with or without overdraperies?
- How much may be spent for these curtains?

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MODERN FOREIGN LANGUAGE STUDY PROBLEMS UNDER INVESTIGATION

The Committee on Direction and Control of the Modern Foreign Language Study assumes provisionally as the four *immediate* objectives of instruction in the modern foreign languages a progressive development—

1. Of the power to read the foreign language.
2. Of the power to understand the language when spoken.
3. Of the power to speak the language.
4. Of the power to write the language.

The Committee posits further the following as *ultimate* objectives which may possibly be attained through the study of the modern foreign languages—

1. *Ability to read the foreign language with ease and enjoyment.
2. Ability to communicate orally with natives of the country whose language has been studied.
3. Ability to communicate in writing with natives of the country whose language has been studied.
4. Increased ability to pronounce and understand foreign words and phrases occurring in English.
5. Increased ability in the accurate and intelligent use of English.
6. Increased power to learn other languages.
7. A more effective realization of the importance of habits of correct articulation and clear enunciation.
8. Increased knowledge of the history and institutions of the foreign country and a better understanding of its contribution to modern civilization.
9. Increased ability to understand ideals, standards, and traditions of foreign peoples and Americans of foreign birth.

*In arranging the objectives, the question of relative importance has not been considered.