IV

HOME ECONOMICS NOTES

REPORT OF COMMITTEE ON CONTENT OF COURSE IN SPECIAL METHODS, HOME ECONOMICS REGIONAL CONFERENCE JANUARY 9-12, 1922 AT NEW ORLEANS

It was the function of this committee to study only content of special method courses. It felt, however, that it should first state what it considered necessary prerequisites, the amount of time that should be devoted to special methods, and the relationship of special methods to practice teaching. It was decided (1) that this course should be preceded by Educational Psychology, Child Study, and General Principles and Methods in Education, and such fundamental technical and related courses as will be necessary to enable the student teacher to teach a homemaking course in a vocational department. (2) That not less than two semester hours should be given to Special Methods immediately preceding, if possible, practice teaching and that instruction in Special Methods through individual weekly conferences and round table discussions should parallel the practice teaching.

Special Methods Content

Method of Approach:
In seeking a basis for discussion of suitable content for a special methods course in Home Economics, your committee approached the question from three angles:

First. It attempted to make a general analysis of the job of the teacher of Vocational Home Economics—what she must know and what she must do.

Second. It made an analysis of the weaknesses and failures found in the follow-up work in the field.

Third. It made a study of the outlines of the Special Methods Courses as now given by the members of the committee (these courses were surprisingly similar in content).

From these analyses and studies, the committee agreed that the Special Methods Course should provide:

I. A knowledge of the development of education in general for women and especially of Home Economics Education.

II. The best methods or technique of teaching Home Economics with special emphasis on the all day school.

III. An appreciation of the social relationships and responsibilities of the Home Economics teachers.

IV. The development of a professional spirit.

With these aims or goals in mind the following topics are suggested for a Special Methods Course:

I. Education of Women.
   2. The development of vocational education through voluntary movements and specific legislation with special emphasis on Home Economics Education in all of its phases.
   3. Responses of agencies other than schools to the demand for Home Economics Education.
   4. An analysis of the aims, provisions, and administration of the Vocational Educational Act, especially as it applies to Home Economics. (It is suggested that a charting of the provision of this Act from the Federal Board down to the local community in the State will enable the student to better grasp the scope of this work. An explanation of application and report blanks which the teacher must be able to fill out.)

5. The need for Home Economics Education based upon an analysis of the job of homemaking and the needs and responsibilities of the girl in:
   a. The elementary school—rural and urban.
   b. The Junior High School.
   c. Vocational Schools—all day, part-time and evening school.
   d. Normal School.
   e. College.

II. Methods and Technique of Teaching Home Economics.
   1. The making of courses of study based on the girl and her needs.
a. Review of methods of presenting subject matter with emphasis on the class project and home project method.
b. Review interest, effort, motivation, the three laws of learning, etc., as important factors to be considered in the making of a course of study.
c. Course of study modified by:
   (1) Locality, Nationality, Income.
   (2) Time available for course.
   (3) Equipment available.
   (4) Correlation of course of study with Home Projects.
   (5) Correlation of Home Economics with other subjects.
d. Examination of courses of study with a detailed, critical study of the adopted course. In case there is no adopted course, the making of a type course of study.

2. Equipment: A comparative study of types, arrangements and source.


4. Reference material for teachers and students.

5. Illustrative material: Types—Blackboard, charts, posters, commercial exhibits. Sources of. Proper use of.

6. Administration problems:
   a. Relation to other departments and the school as a whole, for example, responsibility for getting children out on time.
   Suggestions for chapel exercises, school lunch, club work, girl scouts.
   b. Making of schedules, reports, recommendations, budgets, etc.
   c. Special methods of supplementing funds, for example.

   Sale of products, co-operation with cafeteria, etc.

d. Buying and storing of supplies.
e. Department housekeeping as a model for students.
f. Popularizing the work in teachers meetings through the press, exhibits.
g. Co-operation in community activities: e.g., Catering for special occasions; talks to mother's clubs; the preparation and judging of exhibits for township and county fairs.
h. Steps to take to secure affiliation.

7. Factors contributive to efficient classroom management: Knowledge of pupils; wise use of time, ability to meet emergencies, etc.

8. Review the making of lesson plans.
   a. Practice in making of Home Economics lesson plans.
   b. Basis for observing and judging lesson plans.
   c. Demonstration teaching by students and special methods teacher.

III. Social Relationships:
In view of the fact that the success of the Home Economics teacher depends to a great extent upon her ability to fit into the social life of the community, the committee feels that some time should be devoted in a special methods course to a discussion of standards in the teacher's mode of living, dress, physical care and her responsibilities as a member of the community as well as of the school.

IV. Professional Spirit:
The committee feels that there should be developed in the young teacher a sense of professional responsibility in such matters as the making and breaking of contracts, loyalty to those with whom she works, an interest in professional organizations and publications, placing on file outlines of courses, records, (financial, home project,
enrollment records), illustrative material, and other helps for the teacher who follows.

The committee wishes to make the following recommendations:
1. That there be the closest possible relationship and co-operation between the Special Methods teachers and the teachers of subject matter courses.
2. That, as far as possible, a series of lessons on Special Methods in related subjects be given by the teachers of these subjects.
3. That the Special Methods teacher not only do some supervision work, but also follow-up work in order that she may determine whether methods taught by her are functioning.
4. That as an aid in teaching the analysis of the job of Homemaking as a basis of a course of study, the Federal Board be requested to make available to each person engaged in teacher-training, a blueprint of the chart on the analysis of the Homemakers Job, presented by Miss Richardson at this Conference.

The committee on Content of Course in Special Methods consisted of Bess Heflin, Chairman, Austin, Texas; Margaret Jones, Montevallo, Ala.; Mrs. Clara McConnell, San Marcos, Texas; Mrs. Wm. G. Burgin, Columbus, Miss.; Mabel Chapman, Baton Rouge, La.; B. Alice Francisco, Ada, Oklahoma; and Lettie May Jenkins, Hattiesburg, Miss.

COMMUNITY LIFE CAMPAIGN

The Community Life Campaign to be held in every community in Virginia during the month of May, is to be conducted under the auspices of the State Council of Rural Agencies. At the last meeting of the Council Chairman R. Walton Moore appointed a Committee to make plans to conduct the statewide campaign including the most remote districts of the state so as to bring about a closer and more effective co-operation among the various statewide rural agencies. The aims and purposes are:
1st. To arouse the people to a sense of community responsibility and to organize for self-help.
2nd. To promote an intelligent public sentiment by making known the best that is being done for rural improvement in Virginia and the nation, by putting struggling communities in touch with sources of help and information.
3rd. A close and more effective co-operation of all the existing agencies so that the point of view of the community will always be the point of view of each.

The slogan is "KNOW YOUR COMMUNITY BETTER."

The home, the church, the school, the farm, health, transportation and recreation will be carefully discussed and studied and efforts put forth in every county to develop progressive programs for the enrichment and development of community life. To this end the support and interest of all the teachers, ministers, school authorities, health workers, the various farmers' and citizens' organizations, the Red Cross, the editors of all newspapers, home and county demonstration and agricultural agents and all organizations engaged in statewide rural work, is being enlisted.

There will be 500 local, state and national speakers and Dr. Roy K. Flannagan, Chairman of the Speakers' Bureau, is arranging the details of that phase of the work. Hon. Harris Hart, Supt. of Public Instruction, is Chairman of the General Committee and Dr. J. P. McConnell, President of Radford Normal School, is Chairman of the Organization Committee.

The earnest cooperation of every citizen of Virginia is needed to make this Campaign a success.