

6. Shall sow the remaining seeds in bed the first of May.  
(This project will begin in April.)

#### IV. *Care of three-year-old sister*

##### A. Objectives

1. To learn correct foods for a three-year-old child.
2. To learn how to prepare foods.
3. To keep her in good health.
4. To teach her good habits.
5. To take care of her clothing.
6. To take care of her daily baths.
7. To see that she sleeps regularly and gets enough sleep.
8. To relieve mother of some of the home responsibility.

##### B. Outline of plan

1. Work out a plan for the daily care of my sister.
2. Work out proper foods for feeding hours.
3. Select a cheerful place for her meals.
4. Plan for her to have supervised and unsupervised play in sunshine and fresh air.
5. Keep clothing clean, neat, and in good repair.
6. Replace worn out garments.
7. Teach her to begin to take her bath.
8. I am planning to take entire charge of my sister during the summer months.

The benefit to the home economics work in Virginia from the use of the home project cannot be over-estimated. Properly handled, it is the ideal way of putting into practice the principles which have been for years the purpose of instruction.

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## PERSONAL HYGIENE AND GROOMING

### *A Unit for First Year High School*

PERSONAL hygiene is a subject which is included in one form or another of the school curricula from the time the child enters the first grade until she finishes the last year of high school. During these years she has heard much concerning the care and treatment which her body and clothing should receive, but has she had the opportunity of practicing the information gained? Since home economics prepares for the present life of the girl, as well as the future, we felt that through an organized unit on personal hygiene and grooming the suitable time and place would be provided for the girl to take more interest in herself.

The success in teaching this unit, as in all other such units, will depend upon the personality, tact, and ingenuity of the teacher. She may, by a careful study and first-hand knowledge of the girls in her class, be able to get even the most bashful members to volunteer to be class subjects. The teacher should be alert to the individual differences in her girls, and at times may find it wise to omit, or substitute, some of the topics.

Home economics in the Bridgewater High School is taught by means of unit courses, which vary in length from one to six weeks, depending upon the scope of the subject. The following unit was planned, organized, and taught by two student teachers from the Harrisonburg Teachers College to meet the needs of the junior class in high school. Two weeks were allowed for the completion of this unit.

Grade—High School Juniors.

Number in class—13.

Length of Period—90 minutes.

#### I. *Objectives*

##### A. General

1. To acquire a better appreciation of personal hygiene.

2. To acquire an appreciation of the social value of good personal grooming.
- B. Specific
1. To become familiar with the individual health habits.
  2. To establish and acquire an appreciation for the right method of caring for:
    - a. Skin
    - b. Eyes
    - c. Nails and hands
    - d. Teeth
    - e. Hair
  3. To acquire an understanding for the factors that make for good posture.
  4. To acquire an appreciation of the care of the clothing in relation to health and appearance of the individual.
  5. To acquire a better understanding of the qualities that make an attractive, well-groomed person.
- II. *What the Pupils Did*
- A. They studied the importance of good health in relation to personal appearance.
1. They discussed good health habits.
    - a. They formulated health rules to suit their needs.
    - b. They made a health chart which was kept throughout the unit.
  2. They studied and discussed the results of observing health habits.
    - a. They realized that their general physical condition could be improved so as to help them be Five Pointers.
    - b. They found that a good physical condition was conducive to mental alertness.
- B. They decided upon the necessary qualities desired in an attractive person.
1. They considered their individual ideal and estimated her qualities in terms of:
    - a. Manners
    - b. Conduct
    - c. Poise
  2. They considered their individual ideal and estimated her qualities in terms of methods of grooming.
    - a. Skin
    - b. Hands and nails
    - c. Eyes
    - d. Teeth
    - e. Hair
  3. They compared themselves with their ideal and found ways in which they could become more like the ideal.
- C. They discussed and practiced in class proper methods of caring for the following:
1. Skin
    - a. Functions
      1. Externally
        - (a) Daily
        - (b) Weekly
      2. Internally
    - b. Protection
      1. Use of creams and lotions
      2. Use of simple home preparations.
    - c. Cosmetics
      1. Discretion in use of
      2. Correct application of
    - d. Use of deodorants.
  2. Eyes
    - a. Functions of the lids, lashes, and brows.
    - b. Care of
      1. Bathing
      2. Prevention of strain
        - (a) Care when reading
        - (b) Glasses
  3. Hands and Nails
    - a. Cleanliness the first prerequisite
    - b. Prevention and cure of chapping
    - c. Care of nails
      1. Filing
      2. Care of cuticle

4. Teeth
  - a. Teeth-building foods
  - b. Daily cleaning
    1. Brushes
    2. Dentrifices
    3. Mouth washes
  - c. Dental care
    1. Frequency
    2. Prevention of diseases
5. Hair
  - a. Relationship of good health to pretty hair
  - b. Shampoo
  - c. Massage
  - d. Daily care
  - e. Dressing
    1. Becomingness
    2. Curling and waving
      - (a) Irons
      - (b) Combs
      - (c) Curlers
    3. Care of comb and brush
- D. They discussed and demonstrated proper posture.
  1. Seven rules for correct posture
    - a. Feet together, weight on balls of feet
    - b. Knees relaxed
    - c. Abdomen in
    - d. Chest up
    - e. Shoulders back
    - f. Chin in
    - g. Head up
  2. Cause and correction of posture defects.
  3. Effects of poor posture upon health and general appearance.
  4. Criticism of each other's posture.
  5. Causes and effects of weak ankles and arches.
    - a. Methods of prevention
      1. Correct methods of walking
      2. Proper shoes
    - b. Methods of correction
      1. Exercise
      2. Proper shoes

- E. They studied care of clothing in relation to health and appearance.
  1. They agreed upon definite reasons for laundering
    - a. Personal sanitation
    - b. Self-confidence strengthened by the dignity of cleanliness.
    - c. Prolonged life of clothing.
  2. They set up standards for laundering personal wearing apparel, such as, underwear, hosiery, handkerchiefs, and dresses.
  3. They found definite methods of caring for non-washable garments.
    - a. Frequent airing
    - b. Removal of spots and dry cleaning
    - c. Correct methods for storing clothing .
  4. They realized that well-cared for shoes look better and last longer.
    - a. Use of polish
    - b. Use of trees and paper
    - c. Use of shoe bag or racks
    - d. Treatment when wet.
  5. They decided upon the best method of caring for hats
    - a. Use of brush
    - b. Use of paper in crown
    - c. Use of boxes for storing.

### III. *What the Pupils Learned.*

- A. They learned that good health was a prerequisite for good personal appearance.
  1. They learned the individual health habits and how to keep them.
  2. They learned how to help themselves become Five Pointers.
- B. They learned the necessary qualities which make up an attractive, well groomed person.
- C. They learned by practice the proper methods of caring for:
  1. Skin
  2. Eyes

3. Hands and nails
  4. Teeth
  5. Hair
- D. They learned the seven rules for correct posture.
1. Cause and correction of posture defects.
  2. Effects of poor posture upon health and general appearance.
  3. Causes and effects of weak ankles and arches.
- E. They learned that well cared for clothing has a definite relation to good health and appearance.
- IV. *Attitudes and Appreciations Fostered.*
- A. An appreciation of the requisites of a well groomed person.
  - B. A realization of the importance of the health rules.
  - C. An appreciation for correct posture.
  - D. A realization of the fact that well kept clothing goes toward making a well groomed person.

#### V. BIBLIOGRAPHY

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2. For pupils  
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Matthews—*Elementary Home Economics*  
Starrett—*The Charm of Fine Manners*  
Trilling and Williams—*A Girl's Problems in Home Economics*
3. For teachers and pupils  
Advertising material furnished by  
Pond's Extract Co.  
Packer's Tar Soap Co.  
Zonite Chemical Co.  
Resinol Soap Co.

E. GENEVIEVE WARWICK  
MARY BROWN ALLGOOD  
EDITH GLICK

The Bureau of Home Economics at Washington has prepared two new bulletins "Methods and Equipment for Home Laundering," Farmers Bulletin No. 1497, "Ice Cream Frozen without Stirring," Leaflet No. 49, which are distributed through the U. S. Department of Agriculture.

## HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

IN A previous issue of THE VIRGINIA TEACHER<sup>1</sup> an effort was made to show the use of an activity survey as the basis for organizing the Curriculum in Home Economics for a particular group. It is the purpose of this article to report upon what was done with the data secured from a questionnaire concerning the home-making activities of the girls of the seventh and eighth grades of Harrisonburg Junior High School with the hope that it may prove helpful to others who are faced with the problem of reorganizing home economics curricula. Although many other factors besides the activities in which a group is engaged must be considered in planning a curriculum, a study of activities is a great help in setting up the objectives for work in Home Economics in junior high school.

The returns from the questionnaire showed that the activities most frequently performed by the pupils were: helping with the cleaning, washing dishes, making beds, doing one's own personal laundry, helping with the meals, helping with younger brothers and sisters. More girls buy ready-made underwear and dresses than wear those made at home, either by themselves or by some one else.

It was very evident that if the home economics taught at school was to help the girl do better the worthwhile things she did any way, and to open up to her larger fields of learning, less emphasis must be placed upon the traditional cooking of dishes and the sewing of seams, and the work so organized that short units of study in the several phases of activity centering in the home should be provided.

At the Junior High School of Harrisonburg, two sixty-minute periods per week are allotted to the home economics studies in the seventh and eighth grades. It was decided

<sup>1</sup>"A Pupil Activity Survey as a Basis for the Home Economics Curriculum," THE VIRGINIA TEACHER (March, 1929) X, 77-79.