

HOME ECONOMICS OUTSIDE THE UNITED STATES

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PREFACE

For many hundreds of years a woman was considered a success if she fed and clothed her family, kept a spotless house, attended church and read her Bible. Today that is no longer true. The modern homemaker lives in a world, not just a small community. If she would consider herself at all adequate as a member of modern society, she should be cognizant of world affairs particularly in her own field.

A keen personal interest in world wide education for home and family life led to a search for information on the subject.

In order that this material would be fairly up-to-date, this study has been confined to articles written in the past ten years.

Information included in this report was taken from the Journal of Home Economics, School and Society, and Progressive Education magazines.

Special mention should be made of the reports of delegates to the Fifth International Congress of Home Economics, which was held at Berlin in 1934. These reports were summarized by Irma H. Gross in the April issue of Journal of Home Economics, 1936.

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HOME ECONOMICS OUTSIDE THE UNITED STATES

Across the northern border of the United States, in the province of Canada, as early as 1668, sewing was taught to Indian girls at Quebec. However, it was not until 1897 that Mrs. Adelaide Hoodless started the first class in household science at Hamilton, Ontario. Miss Mary Urie Watson, who later was elected councilor of the American Home Economics Association, was the teacher. Mrs. Hoodless succeeded in interesting Sir William C. Macdonald, a wealthy Montreal philanthropist, in the movement, so that in 1899 and 1900 centers were established in the provinces of Ontario and British Columbia. Teachers came mainly from England and Scotland, at first, but it was felt wiser to train local teachers, so Macdonald Institute at Guelph, Ontario, was endowed where teachers might take long or short courses in cookery and domestic art. Home economics was firmly established at Toronto University by 1901 and the first Bachelor of Science degree in that subject was granted in 1906.

When Macdonald College at St. Anne de Bellevue in Quebec was founded, the School of Household Science was an important feature.

In Halifax and Truro, towns in Nova Scotia, domestic science was taught in 1899, and the Provincial Normal College offered a teacher training course as early as 1900. In 1925 the Acadia Seminary made arrangements with Acadia University that the courses being offered might be increased, and a degree of Bachelor of Science in Household Science be given. Miss Frances McNally was head of this department.

Miss Katherine Fisher of Good Housekeeping fame was one of the pioneers in Quebec, where one and two year courses were offered at

Macdonald College until 1919, when McGill University first offered a degree course in household science.

Home economics began in Manitoba in 1903 when Mrs. Massey Treble of Toronto equipped a department in Winnipeg and Miss Lennox planned to organize a course leading to a degree. This failed to materialize and in 1905 Miss Lennox started a cookery class in the Alexandra School. She was succeeded by Miss Catherine McKay who was later dean of home economics at Iowa State College, and was American Home Economics Association president from 1916 to 1918.

In the fall of 1936 Winnipeg had twenty-four laboratories, thirty-one teachers and six thousand pupils in its junior and senior high schools. Five hundred seventy-four boys and girls of Unemployed Youth Centers were taking courses and the Y.W.C.A. was sponsoring home craft classes as well. Two home economics teachers are employed to give vocational instruction to the deaf.

Since Manitoba has no large cities beside Winnipeg the extension work, carried on by Miss Esther Thompson and her assistants, is a most important feature in the lives of both rural children and adults.

Manitoba Agricultural College began a course dealing with foods, home nursing, sanitation, and home furnishing in 1910. In 1915 this had grown to a five year program culminating in a degree. The division of home economics is now a four year course in the University of Manitoba and is the second largest home economics school in Canada.

Saskatchewan province was established in 1905. The University opened in 1909, in a million and a half dollars worth of gray limestone buildings, showing the great public interest in education. Mrs. Ethel B. Rutter is head of its School of Household Science.

At first home economics was merely an elective toward the arts and science degree but in 1928 students were first given the opportunity to work for a degree in household science.

During the depression there was a need for homemaking instruction for girls who could not attend college. The short courses begun in 1911 by the extension workers became more numerous. Rural girls between the ages of fifteen and twenty-one brought food and bedding and took very intensive ten-day courses in home economics. In the month of June the University holds a "Farm Girls Week" where girls make rugs and do some work in canning and the making of dairy products. For those who desire them, correspondence courses are available. Packets of food and clothing models are available upon request.

While much progress has been made in Canada toward the improvement of homes, the situation in Mexico has been very different. The present Minister of Education has undertaken a fine program of home economics education for rural Mexico, though it is not called home economics.

In 1936 there were nine thousand five hundred rural schools, with a goal set for twelve thousand more by 1939. The school house is the center of community life and the program includes training for neighborhood health and sanitation, knowledge of environment and its utilization, improved family and community life and recreation. During the morning the children study language, mathematics, social and natural sciences. After lunch the boys concentrate upon agriculture and animal husbandry while the attention of the girls is turned to domestic problems of their daily life. If this plan is continued a definite improvement in the standards of living among the poorer classes of Mexico should result.

Across the Atlantic in England, home economics is well established.

There are three training colleges offering two and three year courses in home economics for teachers. These teachers are employed for the most part in the elementary schools which serve the working classes, and from which girls graduate at the age of fourteen.

The secondary schools and boarding schools offer required home economics courses in some localities but for the most part they are elective. The more intelligent girls seldom choose home economics because most of them are preparing for the university and are overburdened with prerequisites.

Kings College, University of London, and the University of Bristol alone offer degrees in household science. After her first year at the university the girl who wishes such a degree takes inorganic chemistry, physics, biology, economic history, and household crafts. Her next year's course consists of physics, organic chemistry, general and economic biology, physiology, hygiene, economic theory, business organization, and practice in cookery, laundry work, and housewifery. She has an intensive short course in "fruit bottling" and jam making.

For the final year a girl must decide whether she wishes to study for teaching or institutional management. All have chemistry of foods, fuels and fabrics, physiology, hygiene and bacteriology, maternity and child care. Those wishing to become teachers have much practice and demonstration, while those choosing the institutional management study catering, buying, storekeeping, interior decoration, heating, lighting, and accounting.

The University of Bristol is near Gloucestershire Training College of Domestic Science, and fourth year students spend one entire year doing practical work in cookery, laundrywork, housewifery, needlework,

first aid, and child care at the training college.

An interesting feature not found in the United States is the peripatetic teachers of home economics with well equipped traveling vans who go about England giving short courses to rural women.

English teachers are professionally minded. They have an Association of Teachers of Domestic Subjects. At the annual meeting in London, May 1932, they discussed methods of teaching, housewifery centers, infant care in the elementary school, improvements of standards in the secondary schools, and teacher requirements. In her closing speech Mrs. Wintringham brought an important message to all teachers everywhere.¹

"In your hands, as Teachers of Domestic Subjects, lies the responsibility for giving the term Home a really wide significance, and showing that it carries with it the general well-being and happiness of the Home, and that, I believe, is the greatest contribution one can make towards the well-being and happiness of the whole country."

Another interesting organization in England is the National Federation of Women's Institutes. This has existed since 1915 and has between three and four hundred thousand members. Their purpose is to provide centers for educational activities and social intercourse that will improve conditions of rural life. At the annual meeting in 1932 the keynote was "Economy in Home Life and Industry" and some eight thousand representatives were present.

In Ireland the usual curriculum where home economics is offered consists of needlework, cookery, hygiene, dressmaking, laundry work, home nursing, drama, language, and household arithmetic. First year

1 Journal of Home Economics, October 1932, p. 919.

girls do the duties of housekeeper, parlor maid, and cook in rotation.

Teachers of home economics in Ireland must have a three year course, usually at one of the training colleges which are St. Kevin's Park, Dublin, St. Catherine's Training School of Domestic Science, Dublin, and Munster Institute of Cork. In addition to this course they must pass a special examination for a diploma.

Besides elementary schools there are vocational schools, technical schools for adults, and itinerant teachers of home economics who work among the rural people.

In Palestine the British government has left homemaking education entirely to the Hadassah Medical Organization and to Women's International Zionist Organization. Naturally the medical group is largely concerned with health. The dietetic department teaches nurses and workers for rural settlements and arranges demonstrations for the public. The health center gives advice to mothers and children on health and nutrition. The school luncheon department is most interesting. Each day in twenty schools one child cooks lunch for about ten children. This is rotated so that in the year most of the pupils have learned much of food preparation, hygiene and manners which they may carry back to their homes.

The work of the W.I.Z.O. is mostly educational. They maintain a school at Nahalal in which girls get two years of instruction in dairy work, poultry and bee keeping, gardening, forestry, agriculture, cooking, home management, and laundry work. They have three hours of theory and six hours of practice. In 1934 the girls cared for seventy cows, three thousand hens, bees, garden and orchard.

At Tel Aviv fifty older girls receive more advanced courses, including some science.

In 1934 the W.I.Z.O. had established eight training farms where all the work was done by women. These farms were self-supporting.

For colonists and other immigrants, home economics trained teachers are available to help them get adjusted to a new country.

Perhaps in no part of the British Empire is education in the realm of family life more needed than in India. Miss Phyllis Harley, Acting Warden, University Settlement, Bombay, realized this need and her girls began in a small way by equipping a single tenement room and demonstrating cleaning, cooking, and washing to any women who would come to see. This is certainly an example of "beginning where the pupil is."

In far off Rhodesia, British colony in South Africa, delegates to the International Conference of Rural Women in Vienna, May 1930, reported that the women were working for protective legislation for women and children, cinema regulation and rural medical and dental care.

In Australia rural women are working for emergency hospitals, part-time housework services, rest rooms and hotels, according to the delegates' report at the International Conference of Rural Women at Vienna in 1930.

On the mainland of Europe we find much interest in home and family education. Certainly Germany has received much publicity for her program. Naturally the schools are educating girls in the attitudes and skills required by the government's conception of women's place in the national development. The curriculum includes race, inheritance problems, hygiene, economy, household ability, political history, and physical education. At the age of fourteen a girl may enroll for a

"land" year. From thirty to fifty girls are quartered in vacant houses in rural areas. They have instruction in housecraft and health under a teacher and assist in the peasant homes six hours daily.

Girls who enroll for a "household" year go to live in a state approved home where the mistress gives instruction in domestic subjects. Board, room, insurance, time and kind of work are regulated by the government so that the girls will not be simply free maids.

There are multiple agencies promoting home information. The German Housewives League under the leadership of Frau Marie Jecker has coordinated all existing women's organizations. This group has two purposes; first, to promote physical care of all German women, and second, to develop household work and crafts.

Die Deutsche Frau, official woman's magazine, carries much home economics information, as does Land und Frau, for rural women. Die Deutsche Hausfrau places emphasis upon interests and responsibilities of the town woman. Hauswirtschaftlicher Jahrbucher is published quarterly and it contains the most important German contributions to theory and subject matter of home economics.

The Household Experiment Station in Leipzig is being continued by the Nazi regime, as is the demonstration house in Berlin.

The Association of German Engineers has a traveling exhibit showing in a graphic way the economic character and importance of the home, the tasks of the household, arrangement of rooms, light, heat, cooking, food and its preservation, kitchen equipment, laundry, cleaning and bathing. The construction and method of working of all equipment is explained to those visiting the exhibit.

Denmark's school organization includes free elementary schools,

private but partly state supported secondary schools, and a free university. In addition to this system there are "folk high schools" where farm youth are taught by the spoken word and gain character development by living in family groups. There are some sixty of these schools. A group of students live with each teacher. The boys come in the winter months and the girls have their turn during May, June, and July. They learn Danish history and literature, foreign language, social, economic, and household problems. The boys and girls who go out from these schools are well trained to begin homes of their own and the high standard of rural living in Denmark is a testimonial of the success of this type of training.

After attending the folk high school, a girl may go on to take more home economics training in a housewife's school, a house assistant's school, or a house management school which gives special preparation for teaching.

In Copenhagen the housewife's school is especially for brides.

Marie Christensen, who was once a servant girl, owns the house assistant's school at Copenhagen. This school offers training for cooks, waitresses, laundresses, and nursery maids. The students live in attractive quarters, do all the work in connection with the home, and care for some twenty-five homeless babies who live at the school. These children are adopted by carefully selected foster parents as they grow older. Connected with the school is an excellent small restaurant where the girls get more practical experience.

The house management school in Copenhagen teaches food, clothing, hygiene, laundry work, budgeting, chemistry, bacteriology, psychology, and pedagogy. Another school with much the same course is House

Management Seminary, near Soro,["] but it also gives gardening, horticulture, and poultry courses. The work begins in the morning at seven and continues until nine o'clock at night, except for a brief rest period in the afternoon.

Teachers must have seminary training to teach in the elementary schools, but may teach in the evening schools by simply passing an examination on home economics subject matter.

In Norway the curriculum includes use of electricity, care of children, efficient use of time, money and equipment, gardening, care of domestic animals, weaving, speech, civics, and psychology.

The state seminar for home economics at Stabekk offers two and three year courses to fit teachers for teaching in the elementary and secondary schools. Emphasis is placed on demonstration and practice teaching. The foods laboratories are organized on the family kitchen plan with pupils acting alternately as housewife and servant.

Sweden gives training to girls who are interested in home economics of a managerial nature, but gives no preparation for domestic servants. Courses in the elementary schools emphasize health and handicrafts.

Both Norway and Sweden offer short courses for housewives and home economics in schools for handicapped children.

In Finland a two year study of home economics is included in the day school curriculum. Girls are taught theory of home management, cookery, cleaning, child care, home nursing, nutrition, natural sciences, domestic economy, baking, and washing. Besides this program there are extension courses for adults, housewives' schools, traveling schools, summer courses held in the public schools, "domestic economy circles" in industrial schools and institutes for citizenship training, also in

schools for feebleminded, deaf, and blind.

Higher institutions offering teacher training are Teachers' College for Domestic Economy, at Helsinki; State Institute for Training Women Teachers, at Jarvenpää; and the Institute for Domestic Economy Instruction, for training rural leaders.

Requirements for teachers include a three to five year course at a higher institution, including practice teaching and practical experience in canning and preserving. To get a home economics certificate a candidate must also be twenty years old and have had actual experience on a farm for at least six months.

Like Germany, Finland has accredited homes where girls may take a year of training after leaving the public school.

That Switzerland has long been interested in the home and the development of women was shown by the "Soffa", or the Swiss exposition of women's work, held at Bern in 1928.² This exposition filled twenty-five buildings and showed types of housing and furnishings for city, country and mountain homes, women in crafts, arts and industry. There were helps for the housewife, as well as a showing of women's contributions to civil and social work, education, health, science, art, music, and literature.

There were some exhibits of historic costume; also some rooms where food value and food cost charts were explained by a trained home economist. Happy family life was given emphasis in posters in one building, and interest in home activity shown by hand looms, household knitting machines, and fruit presses.

² Journal of Home Economics, December 1928, p. 884-886.

The public school home economics curriculum consists of cooking, housekeeping, laundering, tailoring, vegetable and flower gardening, poultry raising, hygiene, child care, bookkeeping, nature study, and singing. Secondary schools emphasize agriculture and home economics. In Bern boys are taught home economics. Rural people are given short courses by itinerant home economists, and in towns there are courses for unemployed women in industry.

Since villages are small they are sometimes grouped into school circles with a central home economics school serving all of them.

Advanced home economics schools are "Société d'Utilité Publiques des Femmes Suisses", in Bern, School of Marcelin sur Morges, in Waadt, and the School of Marly, in Frebourg.

In Holland the public schools offer a curriculum of needlework, child care, food and nutrition, cooking, laundering, and the domestic sciences.

An interesting feature of the work is the Consulting Service for Homemakers, established by the Dutch Ministry of Social Affairs and sponsored by the Association of Domestic Science Teachers. Its purpose is to aid homemakers whose food budget is limited to get the greatest returns for the money spent. Circulars explaining the purpose of the Service were sent to mayors of six hundred towns and local committees were set up in most places. A Traveling Museum for Parents and Educators was of great help. For the most part where it was exhibited the local domestic science teacher gave demonstrations of good and inexpensive food. Homemakers are also given courses in remodeling of clothing, mending and child care. All courses, demonstrations, and exhibits are free.

For fifty cents a year homemakers may secure a monthly magazine

called "Household of Today" published by the Consulting Service which gives very practical suggestions for reducing household expenses and promoting better home management.

"Help Now" is a magazine containing material for teachers and workers in various branches of the service.

In 1936 the work was extended to give courses to train unemployed factory girls for domestic service.

Belgium includes religious instruction in the home economics curriculum as an essential to the best home life. Girls are taught sewing, knitting, cooking, child care, house decoration, and farm and home management.

There is an advanced professional school at Antwerp, the Ursuline nuns direct a pension where advanced home economics is given, and at Laeken there is an Advanced Institute for Agriculture and Home Economics. Teachers in the elementary schools must have had a year of practical application of home economics. Outside the public school program are courses for married women, for unemployed girls, for apothecary assistants, and for employees in homes.

At the Belgian Normal School of Rural Home Economics at Laeken the course covers three years. Girls are chosen by competitive examinations in their own and a foreign language, arithmetic, geometry, chemistry, physics, botany, biology, history, geography, commerce, pedagogy, hygiene, needlework, housewifery, foods. If she survives these, is seventeen years old and has a certificate of good conduct from her secondary school, she pays twenty-two dollars and a half tuition and moves into a house where she pays for her room, food, laundry, and operating expenses.

Students do all the work in their houses, and also work in the

garden, the dairy, the poultry houses, and on the farm. They work from eight to twelve and one to six. Lights must be out by nine o'clock.

First year girls study religion, psychology, anatomy, physiology, hygiene, food, child care, chemistry, physics, biology, bacteriology, geology, botany, zoology and geology, care of the house, clothing construction including knitting and crocheting, agronomy, gardening, care of fruit trees, care of cattle, horses, pigs, sheep, chickens and bees, design and painting, and public speaking.

In the second year the curriculum includes philosophy, family relationships, methods of education, hygiene, child care, heating and lighting the home, food preservation, rural economics, dairying, horticulture, decorative arts, religion, and speech.

The third year concentrates on methods of teaching, sociology, aesthetics, and laboratory courses in home economics.

In Belgium the chief emphasis is placed on character building, the hours of work are long, there is practically no social life, but a girl comes out with an excellent preparation for rural life.

The French home economics curriculum is limited to cooking, gardening, washing, ironing, and mending of clothes, tailoring, child care, and nursing.

Teachers are expected to have had three years teaching experience in elementary schools before they take advanced work to prepare for home economics teaching. After a one year course as a minimum requirement, they must have a period of practical training on a farm. Higher schools offering home economics are National Domestic Economy School, at Rennes-Coetlogon; Agricultural Institute at Toulouse; school in Rue de l' Abbaye, Paris, under the sisters of St. Vincent; Institute

Normal Familial Menager, Rue Monsieur, Paris; Agricultural and Domestic Economy School at Lyon.

France has traveling courses, correspondence courses, also extension courses and "Agricultural Weeks" similar to those held in the United States.

While Syria is not a French province, it is under the protection of the French government.

Miss Irene Teagarden, of the Sidon Girls School at Sidon, writes most interestingly of the work there.³ She wisely made a preliminary study of her field before beginning home economics. She lived in a Syrian home where the lady of the house was horrified because she actually wished to prepare food herself. A servant had been called in to do the food preparation. Miss Teagarden found that she had many problems to face. The Syrian diet contained too much fried food and pastry, too much starch, and what vegetables were used were improperly cooked. The price paid for commodities depended on whether the shopper wore a hat or a tarboosh, and also upon how long or loudly he argued. Nursing and child care information was badly needed everywhere. There was no Arabic word for the subject of home economics.

Realizing that to be vital the subject must be taught according to Syrian ways and customs the work was begun in 1927. The foods laboratory was situated over a Turkish bath, and a tinnery market. The water came from a deep well, was raised by hand and carried across a courtyard. The stoves were roaring oil burners. In addition to crude tables and shelves there were new teakettles, sauce pans and paring knives. Because the room was so crowded that Miss Teagarden

³ Journal of Home Economics, January 1930, p. 16-20.

had to climb over stools to reach some of them the girls were forced to develop initiative. The typical Syrian reaction was "As you wish, my teacher." When told they must learn to cut and make their clothes, they wept and tore their hair, but after two years work did well enough to have a public fashion show.

At the beginning of school in 1928 the department moved into cottages. These cottages were Syrian type and were furnished in a way that an interested Syrian husband could reproduce at small expense. Each girl had a bed, a chair, and a wardrobe. Kitchens had cement sinks, two charcoal grates and a puffer stove. There was a screened cupboard which would keep flies from food, but no refrigeration since only wealthy girls could have that. Ten girls and a teacher live in each cottage and do all the work, rotating every two weeks. The foods class plans the menus and two girls do the marketing for each cottage. Nearly half the girls make jam, toys and garments which they sell to help pay their expenses. The school is doing a fine piece of work in preparing Syrian girls to live Syrian life.

Probably few countries suffered more from the World War than Austria. Realizing the importance of training girls to be intelligent mothers the Ministry of Education appointed Dr. Maresch on the staff of the department of girls education in 1927. She realized that work must start at once and since few girls in Austria go farther than the elementary school, she began by incorporating domestic economy into the arithmetic course of study and housekeeping and child care into the study of the natural sciences. Simultaneously there were given evening and summer courses in home economics for teachers. The aid of the American Society of Friends was enlisted to pay salaries of

itinerant teachers to go into isolated rural districts where the women were most ignorant of how to care for their families. The entire program is called "education for life."

At the present time there are over two thousand trained home economics teachers in Austria and the program is finely integrated with all the subjects the girls study. There are four hundred school kitchens which furnish elementary students the opportunity to practice what they learn about foods. The Institute of Life Economics at Vienna offers courses for University students in the afternoon so they will not conflict with the classes at the University. The girls work in unit kitchens in groups of six and they are limited to very low cost meals which they plan and prepare themselves. The first year stresses dietetics and management; the second year, physiology, biology and national economy with laboratory work in the infirmary. The third year course which ends with an examination at the University deals with purchasing, budgeting, accounts, and methods of teaching. These University graduates are doing much to promote a higher standard of family life in Austria.

Last year the school had an exhibit including dressmaking, fancy work, nursery school equipment and methods, food and nutrition. An interesting feature was "Table Customs in Our Country" showing how Austrian peasants lay their tables and serve their favorite foods. Many exclamations were heard about the exhibits of vegetables, pastries and sandwiches.

King Zog of Albania believes that no nation can rise higher than the level of its women so girls are given equal opportunities with the boys. The Albanian-American School at Kavaja is attempting to teach

American ideas of beauty and hygiene from an Albanian point of view. Since eighty per cent of the population is rural, there is no laboratory instruction in the ordinary sense of the word. A dozen students and a teacher live in a house made from materials available to any peasant. They do have windows and chimneys, furniture which the men students make, and they are decorated by fabrics made on the primitive hand looms. The boys and girls study about how to have pure water and sanitary disposal of waste. Since the girls prepare food for all the students they must learn how to select good food from the street markets where mutton is carried in long strings on the merchant's fingers and donkeys and dogs wander in and out among displays of fruit and vegetables. Even salt must be washed to remove sand and gravel from it.

Mohammedan girls come to the school swathed in heavy veils, and many of the girls object to using their hands as well as their minds but these ideas are soon overcome by tactful teachers. The Near East Foundation finances this school. The only requirement is that students receiving free education will give three years to spreading the gospel of better homes in the rural communities.

In Greece a similar plan is being developed. There the women work in the fields, live in dark huts, sleep on blankets on a dirt floor and feed the family from a common dish set on the floor. The American Farm School realized that teaching hygiene, masonry and agricultural methods to the boys would do little good unless their wives were trained also. In 1933 the planned curriculum for girls was to include chemistry of household processes, bacteriology, home beautification through hand woven fabrics, dairy, poultry raising, silkworm culture, gardening and

essentials of a balanced diet. Eight girls were to live in a cottage with a teacher. Information on further development was unavailable.

Bulgaria boasts the only coeducational college in the Near East. The department of home economics was added to the college in 1937. In the homes of the majority of students the kitchen was merely a work room for servants but the lovely new black and yellow kitchen at the college inspired interest. In order to get the round bottomed mixing bowls like the teacher had, the girls had to get orders for a thousand in order to get the potter to make such a mold. Under the direction of Mrs. Zarafinka Zirova Black, the study of food and nutrition is a most absorbing one to these upper class Bulgarian girls. A model cottage has been set up in a poor village and the students raise money to pay a cook who serves food to poor children. The students teach these children songs and games and try to include fundamentals of hygiene and sanitation into the recreation program.

The girls also dye native unbleached muslin and embroider articles to be used for home decoration. These are used to show village women how to improve the appearance of their homes. Household management is also taught to those interested.

Poland has always been interested in education, having the third oldest university in Europe, and the first ministry of education. When the country gained its freedom in 1918 compulsory elementary education was declared at once and work in home economics was started.

In the grammar schools all grades have lessons in hygiene, needlecraft, and textiles. The sixth and seventh graders are taught cooking, cleaning, laundering, nutrition, care of children, and marketing.

The normal schools receive pupils between the ages of ten and

eighteen and home economics is included in the curriculum. There are twelve schools of household work in larger cities which offer lectures in home economics but no laboratory work.

Professional schools train cooks and institution managers.

Home economics colleges, including some especially for teachers, give three and four year courses of regular home economics subjects plus horticulture, dairying, poultry raising, bee keeping, and preserve making.

Girls over fourteen who live in cities may take continuation home economics courses for a year after finishing elementary school.

Extension courses and farm women's clubs do much to help the rural homemaker. In 1930 there were nine hundred such clubs with a membership of twenty-five thousand rural women.

The Land Owners Association has done much to spread home economics education in Poland. The Head Council for Women's Economic Education attempts to coordinate the efforts of all organizations whose aim is better family life.

In 1926 Marie Roman translated "The New Housekeeping" by Christine Frederick, which influenced the Head Council, assisted by the Land Owner's Association, to raise funds to create the Household Institute in Warsaw. This institute trains teachers, offers a course in household management to housewives, and a housekeeping course for factory girls. It promotes home economics instruction through the press and over the radio and directs exhibits and demonstrations for education of the public along lines of better living.

In Czechoslovakia the elementary schools offer training to girls in nutrition, child care, and home management. For homemakers there

are housekeeping schools, courses for institutional and vocational homemakers in the professional schools, and also courses to train child nurses.

Italy varies homemaking instruction according to the district in which it is taught but rural girls are taught to care for bees, silk worms and poultry, and to grade, handle, and pack vegetables and fruit.

Teachers in Italy may take courses at the Home Economics School of Bergamo or "Buona Massais" in Turin but before they can teach they must spend ten months in the Fascist Advanced School for Study of Home Economics. There is also an Advanced Fascist School for Girls and Housewives which gives instruction on a lower level. Sunday courses are offered for employed women, and itinerant teachers sponsor home beautification, garden and orchard contests among rural women.

The girl in the Lithuanian school receives instruction in nutrition, home management, care and furnishings of the house, accounting, handwork, weaving, gardening, and hygiene. Candidates for the domestic science seminar at Kautz-Minden must have a secondary school education and two months living on a farm. To qualify as teachers they take a three year course, including work on a farm during the summers.

Roumania emphasizes research and offers no training for teachers except a three months course at Research Institute, at Bucharest. This institute tests dyes, utensils, and household equipment.

Teaching is done mostly in short courses, lasting from three months to one month, by itinerant teachers. An interesting feature is home economics instruction given by communal drug stores, emphasizing the scientific aspect.

In far away Transvaal, South Africa, women are seeking to learn

better care of their families through establishment of a rural nursing service, according to the report of their delegate at the International Conference of Rural Women held in Vienna in 1930.

No information about home economics in China was available but they evidently have some since in 1934 one project of the student clubs in America was to pay the tuition of a Chinese girl in the Home Economics Department of Yenching University at Peiping.

Japan has made great progress in the education of women. Formerly a wife's sole function was to raise sons and a husband found his social life outside the home with a geisha girl. Now wives go to entertainments and the factory, industrial and professional women have made a new social life in Japan.

Mrs. Sumi Oye founded the College of Domestic Science in Tokyo in 1926, teaching chemistry, physics, hygiene, constitution and law, current events, ethical conduct, economics, first aid, clothing, laundering, cooking, flower arrangement, and the tea ceremony. By 1929 the college had a thousand students. Mrs. Oye's own statement seems worth recording:⁴

"In my own college in Tokyo I am attempting to develop minds that can work out high ideals in practical daily life, skillful hands both able and willing to perform the daily tasks that a well ordered home requires, and a strong Christian character which will translate into action ideals of truth and love in the experiences which life will bring. It is only through the homes that such women will establish that we can ever hope to develop a better order of life within any one country and, in the world at large, help toward international peace."

Japan is to be congratulated on the fact that her government maintains an Institute for Nutrition headed by Dr. Tadasu Saiki

⁴ Journal of Home Economics, January 1929, p. 32-34.

who has a Ph. D. from Yale. He has seven experts, fifteen assistant experts, two secretaries, and many volunteer investigators under his direction. The Department for the Investigation of Fundamental Problems of Nutrition studies food chemistry and nutrition. The Department for Investigation of the Applied Science of Nutrition deals with food materials, economic nutrition, preservation and distribution, cookery and tableware, infant nutrition, and waste products. The Department of Inquiry handles letters of inquiry, statistics, history, exhibits, and propoganda through the newspapers and over radio.

A study of home economics in other lands would scarcely be adequate without some mention of international conferences.

The Fifth Pan-American Child Congress which met at Havana in December 1927 stressed research, education, and legislation in favor of children in North, Central, and South America.

The First Pan-Pacific Women's Conference at Honolulu in 1928 drew representatives from Japan, Philippine Islands, Hawaii, China, Australia, Fiji, India, New Zealand, Canada, and the United States. It was interesting to note the progress which had been made by 1930 when the group met again in Honolulu.

Paul de Vuyst, former Belgian Minister of Agriculture and Education, called the International Congress of Familial Education which met at Liege, Belgium, in August 1930, for the purpose of encouraging leaders in Europe and North America to make home economics "academically worthy and nationally significant."

A much larger convention was the International Conference of Rural Women held at Vienna in May 1930. There were delegates from

twenty-eight countries, and all continents were represented.

The Fifth International Management Congress met in Holland in 1932 with most of the delegates coming from Europe.

The Fourth International Congress of Home Economics met at Rome in 1927, followed by another in 1934 at Berlin, the reports of which are included in this study. The International Federation of Home Economics which held these meetings publishes a monthly bulletin in French which gives recent home economics developments in all countries.

While in this study no attempt is made to evaluate the type of teaching being done, certain emphasis is noticeable in the various countries.

Farming and care of domestic animals are an important part of home economics training in Belgium, France, Poland, Lithuania, Denmark, Norway, and Palestine, while Germany and Finland believe girls can learn rural home economics by living on a farm.

Germany and Italy inculcate governmental ideas into home economics training and Belgium stresses religion in the home.

Home economics for boys is offered in Switzerland, while handicapped children are given special attention by home economists in Canada and Finland.

Management is most important in the curriculum in Austria, Poland, Czechoslovakia, and Switzerland, while research gets the emphasis in Roumania and Japan.

The Dutch offer a consulting service to housekeepers; Germany, Canada, and Switzerland give much time and attention to exhibits.

Adult education through housewives schools is found in Germany,

Denmark, Norway, Sweden, Finland, Holland, Poland, and Czechoslovakia. Itinerant teachers help rural sections in England, Ireland, Finland, France, Switzerland, and Austria.

Roumanian teachers have the lowest requirements, only a three months advanced course in home economics being necessary. Most of the countries require two or three years advanced work culminating in a diploma. The Universities of London and Bristol grant degrees, as do Toronto, Arcadia and McGill Universities, and the Manitoba Agricultural College in Canada.

Regardless of requirements, type of instruction, or emphasis, the nations of the world are coming to realize that all social progress must rest on the sound basis of education for "Right Living."

SUMMARY OF REPORT

<u>Country</u>	<u>Control of Schools</u>	<u>Teacher Preparation</u>	<u>Emphasis</u>	<u>Out of School Program</u>
1. Albania	Near East Foundation	No information	Rural Living	Graduates give three years to social work in country.
2. Australia	No information	No information	Nursing and Housework	Women's clubs
3. Austria	Government Elem. and Uni.	3 years	Integration with all school subjects	Evening and summer courses. Itinerant teachers.
4. Belgium	Elem. and Govt. Adv. - mostly religious	3 years - Normal school 1 year practice	Religion. Science and practical housekeeping	Courses for married women, unemployed girls, domestic servants.
5. Bulgaria	Government	No information	Nutrition Handcraft	Model cottage. Feed and teach poor children and village women.
6. Canada	Government	4 years	General Home-making	Extension work with farm women and girls
7. Czechoslovakia	Government	No information	Nutrition, child care, management	Housekeeping and professional courses. Training for child nurses.
8. China	No information			
9. Denmark	Govt. - Elem. and Uni. Private Sec.	Seminary	Rural Living	Housewives, house assistants, house management schools.

<u>Country</u>	<u>Control of Schools</u>	<u>Teacher Preparation</u>	<u>Emphasis</u>	<u>Out of School Program</u>
10. England	Government	2 to 4 years	General Homemaking	Rural centers or clubs. Traveling teachers.
11. Finland	Government	3 to 5 years Practice teaching. 6 months on farm	General Homemaking	One year in government accredited home. Courses for adults and handicapped children.
12. France	Elem. - Govt. Adv. - Govt. and Religious	3 years teach- ing. One year home economics. Exp. on farm	Cooking, child care, tailoring	Correspondence and extension courses. Traveling teachers. "Agricultural Weeks"
13. Germany	Government	No information	Woman's place in home	"Land year", Engineers Traveling Exhibit, housewives magazines.
14. Greece	No information		Rural Living	No information
15. Holland	Government	No information	Food, clothing, child care	Government consulting service. Traveling exhibits. Magazines. Courses for factory girls.
16. India	Religious	No information	Better homes	Exhibition room for women.
17. Ireland	Govt. - religious	3 years	Homemaking and drama	Vocational and technical courses for adults. Itinerant teachers.
18. Italy	Government	2 years (10 months in Fascist school)	Gardens, fruit, livestock	Courses for housewives. Contests for rural women. Itinerant teachers. Sunday courses for employed.

<u>Country</u>	<u>Control of Schools</u>	<u>Teacher Preparation</u>	<u>Emphasis</u>	<u>Out of School Program</u>
19. Japan	Government	No information	Science, government, homemaking	Government Institute for Nutrition. Exhibits. Radio. Press.
20. Lithuania	Government	3 years Summers on farm	General homemaking	No information
21. Mexico	Government	No information	Rural living	Courses for adults
22. Norway	Government	2 to 3 years	Management and equipment	No information
23. Palestine	Religious	No information	Nutrition Farm living	Health centers. Rural workers. Children prepare own lunches. Farms for girls only.
24. Poland	Government, Land Owners' Association	3 to 4 years	Management	Continuation courses. Schools for cooks, managers. Exhibits. Demonstrations. Extension courses.
25. Rhodesia	No information		Rural nursing Legislation	Women's clubs
26. Roumania	Government	3 months	Research	Itinerant teachers. Communal drug store courses.
27. Sweden	No information		Health and hand craft Management	No information
28. Switzerland	Government	No information	Rural life. Home economics for boys.	Itinerant teachers. Courses for unemployed.

<u>Country</u>	<u>Control of Schools</u>	<u>Teacher Preparation</u>	<u>Emphasis</u>	<u>Out of School Program</u>
29. Syria	Religious	No information	Home beautification, health, management	No information
30. Transvaal	No information		Nursing	No information

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