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Curriculum Making in Home Economics

By MRS. KATE W. KINYON, Director of Home Economics, Denver, Colorado.
Resume of Speech Given Before Iowa State Home Economics Association.

IT is the teacher who must give life to the course of study that she teaches. As a rule, a teacher is given a course of study to follow about which she has had nothing to say. If given her by a teacher higher up, she feels that she must follow it with no digressions.

The teachers of Home Economics in Denver have worked out their own course of study after many months of research and conference on the subject. They found that teachers feel much freer to criticize a course of study that they have made themselves.

There is more to curriculum making than mere subject matter. There must be your opinion of what you believe education to be; your opinion of what you want the curriculum to do for the child. Too many teachers go by a curriculum that was made for them rather than for the growth of the child. Such a teacher is one who lectures, for by this method of teaching she takes away all opportunity for the child's mental growth.

Education has been taught according to two theories. The theory of repression lays down that "Education is the preparation for adult life," and the theory of expression broadly states that "Education is life and it continues through and growth with life." We have adapted the theory of expression for our guide. Unrepressed child nature is the best guide to this education.

A good high school student is one who has progressed as he went through the grades and grown as he went. Growth is two-fold. There is, first, increase in content of experience, and, second, increase in control of experience. For example, in the study of foods the knowledge about say, cereals, would be the "content" and what we know about the advisability of eating them, how much sugar to use, how often cereals must be included in the dietary, would be the "control" of experience. In growth we must have an increase in both of these.

In making a curriculum there are certain steps to go through that will simplify the process.

- (1) Decide first on viewpoint of what education should be.
- (2) Find out what the girls in your classes are doing—what their ac-

tual daily activity is. An effective way of finding out daily activities (as washing dishes, taking care of the baby, etc.) is by the questionnaire method.

- (3) Arrange daily activities in order of frequency.
- (4) In connection with the most prominent activities decide what you will teach them.
- (5) Arrange activities according to courses, as Sewing, Cooking, Home Management, etc.
- (6) Where and how will you get material to enrich these experiences of the girls. The only place to get this material is from adult experiences, but adult experiences brought down to child level.
- (7) Make material function in the lives of the girls. The responsibility for this is 50%+ in the hands of the teacher. She must make it mean something in the life of every individual girl. She must see how it will affect every girl, because everyone has special or individual problems. She must know the needs of the girl and let the lessons grow out of these needs. For example, in a study of hosiery the class sought out and learned something about the fiber, the wearing quality, laundering properties, cost, courtesy in shopping. In an interesting study on Personal Responsibilities in the Home the girls worked out first a list of responsibilities in their own homes and then added what they thought should be there. In a child care unit one class took over the responsibility of making a layette for a mother and earned the money, made the articles and took it in person to the mother. They even enclosed some books on child care and information as to where the woman could receive advice and help. As a part of the voluntary work on this unit, the girls made posters on child care.
- (8) Measure results. The true test of a daily lesson is—"Was there a growth?" Take an inventory test of what new things they have learned. By

talking with mothers and teachers, a growth can be detected.

The best schoolroom is the one that best meets the needs of the children and at the same time connects education with life. On the curriculum may depend the enriching of the lives of children and a higher and better education.

Miss Anna E. Richardson Visits Iowa State College November 2 and 3.

Miss Anna E. Richardson, late president of the Iowa State Home Economics Association, expressed her great pleasure at being back in Iowa again and at presiding over the meetings of the Association held in Des Moines Nov. 4 and 5.

Miss Richardson says, "I feel that the Association has a fine organization sense and through our district organization is reaching the individual teacher more and more. With Miss Friant as President this next year, I know that the Association will make a tremendous development. Of course, I hope that parental education will be a very vital factor in the Association, and that its needs will be given as much thought as those of the teacher.

On Saturday afternoon, November 6, about two hundred and fifty faculty, friends and students of Iowa State College had the pleasure of seeing Miss Richardson and of meeting Miss Alice Edwards, National Executive Secretary of the American Home Economics Association, at a tea given in their honor by the Home Economics Club and the faculty in the fireplace room of Home Economics Hall. The fireplace room is a lovely setting for a tea and seemed especially suited to Miss Richardson because she had helped create the room while she was Dean of Home Economics.

Miss Edwards came from Washington, D. C., for the latter part of the Iowa State Home Economics Association meeting, and from there came to Ames to confer with the National Chairman of the Student Home Economics Club, Miss Virginia Buck.

Miss Richardson since Aug. 1926 has been in Washington D. C. with the American Home Economics Association, her official position being that of Field Supervisor in Child Care and Parental Education.