THESIS

on

CURRICULA

IN

HOME ECONOMICS

FOR

HWA NAN COLLEGE CHINA

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  Introduction</td>
<td>1-3</td>
</tr>
<tr>
<td>II Need of Home Economics in China</td>
<td>4-18</td>
</tr>
<tr>
<td>III Scope of Home Economics</td>
<td>19-30</td>
</tr>
<tr>
<td>IV Suggested Curricula in Home Economics for Hwa Nan College, China</td>
<td>31-51</td>
</tr>
<tr>
<td>V Suggested Library List for Home Economics Department in Hwa Nan College, China</td>
<td>52-62</td>
</tr>
<tr>
<td>VI Conclusion</td>
<td>63-65</td>
</tr>
<tr>
<td>VII Bibliography</td>
<td>66-68</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION
INTRODUCTION

The object of this thesis is to offer suggestions for the organization and teaching of Home Economics in Hwa Nan College, China. In preparing this material the writer has endeavored to adapt it to social and economic conditions of the Chinese students, their homes and the college concerned.

The process of curriculum making in Home Economics is exceedingly difficult for the schools of China, although this subject has been recognized by Chinese people as having fundamental importance. Home Economics is new in Southern China there being no high schools that have offered courses in this field. Because of this lack of background, this study planned for college students is not in any sense adequate or final. It simply represents a possible future development of Home Economics teaching in the Chinese schools.

However, in order to arrive at the guiding principles of curriculum making in the field of Home Economics, it is necessary to have agreement on important issues, so that we can work on a policy that is sound. For example, we must answer such questions as these, what is the scope of Home Economics? Does it include all of the
divisions suggested in the curricula? How should Home Economics curricula be related to such subjects as science, economics, health, and art? How much should Home Economics be concerned with the social problems of the family? What are the important aims in teaching Home Economics? What are the present trends of Home Economics teaching in America that we want to accept and try to adapt to Chinese conditions? These are some of the questions which have been considered thoroughly and defined with care in this study.

It is the conviction of the writer that only through closely woven courses involving both theory and practice can the subject matter offered have any real value to Chinese students. The courses offered here emphasize the various phases of Home Economics; practical, scientific, hygienic, artistic, economic, and socialological. It is hoped that such curricula will be of great value to the writer in teaching well rounded courses suited to the needs of the Chinese students.

In building these curricula, the writer had made a study of the Home Economics curricula of both high schools and colleges in America as well as recent volume of the Journal of Home Economics and reports of the United States Bureau of Education.

In addition to these, the writer has made use of "A Study of the Chinese Student Homes of China", by
Ava B. Milam, Dean of Home Economics of Oregon State Agricultural College. This book is valuable for it gives cross section of home conditions of China in 1922, and represents the research work done by Dean Milam before introducing Home Economics training into Yeuching University, Peiping, China in 1923. Although this book does not represent all phases of Chinese family life and the changing condition of today, it does give a general conception of family needs and it is hoped that a similar study may be made of other parts of China.
CHAPTER II

NEED OF HOME ECONOMICS IN CHINA
NEED OF HOME ECONOMICS IN CHINA

The family has played a most important part in the development of all institutions of China. People in general think of the Chinese family as a static institution, one that has made no changes in years and that will never be changed. However, China has been experiencing a great transformation in the last fifty years. All the changes in the form of government, in educational programs, in business and industry, have been influenced by the family system.

Moreover, the stimulation and realization of Western civilization and the new knowledge brought back to China by the returning students tends to a reformation and re-organization of the family with the result that the "changeless Chinese family" is changing. Because of the conflict between new ideas and the traditional thought, we at present are in the midst of all the difficulties that result from a changing family life. For example, the parents want to have their son and his bride live with them as usual while the young people are eager to establish in independent homes. On the other hand the lack of training of young folks for home making causes them much trouble in establishing a so-called "modern home." These conditions tend to discourage some people who consider it hopeless to try to modernize the family.
system even though dissatisfied with the old. Whatever form of family life we prefer, it is important that during a period of reformation that thought be exercised in adjusting the family not only to its present needs, but also as far as possible to the tasks of the future.

We must not force the family to do what it can not well do, but we find when we study its possibilities that there never was a time when it could function to such great social advantage as at present, provided it has the strategy to see what it ought to do and the good sense not to try to do the things that are actually impossible for it. We should reform it gradually and not all at once. We shall have to look to the community more and more for things that once were family functions.

To the writer, Home Economics training seems of fundamental importance in helping to meet the needs or in solving the problems of the changing Chinese family. Therefore the need of Home Economics in China will be discussed from three angles; first the response of womanhood to modern social demands, second the needs of the Chinese family, third, the demand of educational agencies.

I  Response of Womanhood to Modern Social Demands:  
As Citizens: The hour has already struck for Chinese women to assume their share of the responsibilities of citizenship, and universal suffrage seems certain. It is true that the most progressive woman has kept in touch
with modern affairs, but she is often making the mistake of thinking that when she secures equality with men, she then will have no more responsibility for the home. Her grasp of the home and its relation to the community, her sense of its importance as a social force and her consciousness of her share in the extension of the best in home influence should serve as a spur to the conscientious exercise of her newly gained power.

It is difficult to differentiate between the affairs of government that are and those that are not related to "women's sphere" in its modern scope; for the home as a setting for every individual and the interrelation of home and government have broken down many barriers which may have existed in earlier years. Suffice is to say that women must meet her new field of service with highest demand of intelligence which is within her power; and that she is fortunate in having as a basis for that intelligence an inheritance of human interest and a desire to serve which is to have a greater field of usefulness than that of the woman in the 18th century. It does not mean that woman is not as wise, as strong, as skillful as man or is there any limiting for woman's share in the affairs of government; it means that the modern woman should not abandon or neglect her peculiar and special abilities, which are fundamental world needs, in building a happy home and social forces of the
As Home Makers: The term "home maker" has long since ceased to mean complete submersion in the affairs of home. The problem of home making in its most dynamic sense resolves itself into the economics problems of the management of the home, the problems of creating and maintaining good health conditions, mental as well as physical, within the home, and the problems having to do with the social and civic obligations of the members of the family. In other words, to provide the best kind of food, shelter, and clothing, to establish happy, worthwhile family relationships and at the same time to interpret everyday experience so as to create values and standards that will enrich the personality of every member of the family—these are the responsibilities of the home makers. Surely theirs is no small task. Home Economics training is going to meet this need.

As Wage-Earners: Although the practice of women becoming wage-earners in China is not as popular as it is in western countries, yet the present conditions have thrown open the door of opportunity to woman to enter many fields of service as a wage-earner wherein she may, if she is educated for it, exert her influence for the improvement of conditions, both economic and social.

The responsibility of the woman who earns is in many cases an especially important one. The wealth of
a nation depends upon the producing capacity of the people. The happiness of a family very often depends upon not only the wise expenditure of the income but also the number of producing members. Everybody, women as well as men, should be both producer as well as consumer. It is desirable for every Chinese woman to be well trained as a home maker as well as a wage-earner, so that the Chinese woman will no longer be criticised or be looked upon as only a consumer and as being economically dependent for she will contribute more to the happiness of the family and increase the wealth of her country.

II Home Economics for the Needs of Chinese Family:

Let us now turn our attention to the deficiencies of the Chinese family in an effort to discern its needs.

A. The Need for Better Homes: Generally speaking in many country homes the housework is often very uninteresting and exhausting. The comforts of well planned houses have not been given consideration. Economy of time and energy has not been a factor in the construction, while the poor arrangement of kitchen is perhaps one of the most discouraging features of the average Chinese home, both in country and city. Inadequate and poorly arranged equipment makes the daily preparation of meals or the doing of the washing a greater burden than should
attend such duties. Because of the absence of sink and running water in many Chinese homes the exposed kitchen waste, unsanitary toilets and other disease breeding refuse are an invitation to flies and mosquitoes and possibly other household pests. Even poverty is no excuse for unsanitary conditions. Ignorance alone is the reason for it. Only when the danger of unsanitary conditions are understood can we look for improvement in this direction.

It is quite possible to make the home surroundings much more beautiful and attractive, to say nothing of the possibilities of improved sanitation to make the place more healthful. A clean, well-kept dooryard, beautified with trees and flowers, adds not only to the value of the home but enriches the lives of the members of the family and instills a love for life to the community.

The need for beauty and sanitation is not limited to the dooryard. The interiors of many homes could be made much more pleasant and attractive if some of the principles of art were understood and applied. Some good pictures might contribute their bit of charm; many useless knick-knacks would be dispensed with to reduce the task of cleaning. Sunshine and fresh air should flood every room of the house. The principles of simplicity and harmony if followed always add beauty even though the expense is small.
B. The Need of Domestic Knowledge:

1. Household management and family relationship.

The housework in these well-to-do Chinese families is left usually to the ignorant servants who know nothing about the scientific, economic, hygienic and artistic principles of home-making. Chinese homes need not abolish the servant system, but the home maker should possess sufficient knowledge to direct the servants in order to reach the goals of home economics. In the middle and especially in the laboring class there is an endless round of duties for the wife and mother in the home since they are unable to employ servants. The preparation of all meals, the laundry work, the cleaning of house and dooryard, the sewing and mending are all done by the home maker, while the farm woman also has to assist her husband in all farm work. Only those who have lived in these conditions and have participated in some way in the routine of the day's work can have a real appreciation of them.

In solving this problem, the scientific management of the home and of woman's work in the home must be established. Household labor must be decreased by remodeling old houses and exercising greater thought in the construction of new ones. Labor-saving devices must be introduced when possible. Better system in the general routine of work should be effected, the expenditure of
labor being thereby greatly eliminated, and time being released for other activities which will give greater joy to living.

The lack of knowledge of psychology is a more outstanding cause of misunderstanding among the members of the Chinese family is the "great family" system than as is usually supposed. Since all home economics training is so closely tied up with a knowledge of psychology will not the Chinese women well trained in home economics do much to improve the Chinese "great family"?

2. **Prevention of disease and care of the sick.**

Fresh air, sunshine and physical activity, although, important can not combat all the evils which may result from the utter disregard of the principles of hygienic living. An understanding of the need for a pure water supply, of improved methods of sewage disposal and of toilet improvements offer safe-guards that will prevent the spread of infectious and contagious diseases and will result in an exercise of greater intelligence in securing healthy population and in reducing mortality.

The city mother has easy access to medical service and advice; the hospital and doctor are close at hand and legal protection in health matters is easily accessible. It is only reasonable that rural health problems be given the attention they require. The importance of both rural and city health situations should be appreciated by those
whose influence and ability are needed to correct conditions. Cooperation on the part of home, the school, and all existing organizations is essential to bring about adequate health supervision. It is necessary to train the home economics worker and then she can do her part to establish such organizations as will result in adequate supervision of health conditions especially in rural districts.

3. Care of babies and little children. The need for knowledge in the care of babies has always been urgent, but possibly never more so than now when human life has taken on new values.

The mother of today differs from the mother of a generation ago. She has been brought face to face with problems in child rearing which did not concern her parents and grandparents. These changes are due to altered methods of living, of housing and of social customs and habits in general.

The newer trend in child study is toward the side of child psychology and very correctly so. When parents learn to understand their children's minds, it becomes simpler to feed their babies. The essential dietetic problems of children are best attacked and solved through a study not only of their diet but of the mind and its relations to environment.

The mother should be not only a psychologist, but
also a nutritionist and eugenist in order to produce the child who is physically and mentally sound.

It is generally believed that child mortality in China is high because of the ignorance of the mother. Artificial feeding of infants is seldom found in China but the mother of the well-to-do family usually hires a "wet nurse" to nurse her child. Those who can afford to hire a "wet nurse" often look with pity upon the poor women who must nurse her own child not knowing the great advantage given the child who is fed on its own mother's milk.

The following is a quotation from Dean Ava B. Milam's description in her study of the Chinese student home:

"Chinese children do not take part in games which require much exercise nor do the parents often enter into their play with them. Of that sympathy for childhood as such, which is so distinguishing a part of our modern civilization, an average Chinese father has no conception whatever. By this is not meant that he is not fond of his children, but he has no capacity for entering into the life of a child and comprehending it. His fondness for his children is the result of the parental instinct and is not an intelligent and sympathetic appreciation of the mind of the child."

With the exception of our Chinese modern parents this description above is generally true. Then how important it is to introduce the new knowledge of child care and development!

4. Food Problem. In China the major house-
hold expenditure is for food. Although the families of a low economics level, appear to have a very meager diet, it may require a large share of the family income. In 1918 Dietmer found that from 70 to 79 per cent of the total expenditures of the families was for food.

2 In a study of one hundred fifty farm families in North China, Buck found in 1926 that expenditures for food constituted 39.3 per cent of the total. In Dean Milam's study in 1923 of sixteen North China family records, the expenditure for food averaged 32.7 per cent of the total expenditure, and was in no case over 50 per cent.

3 Grain and cereal play the most important part in a typical Chinese diet. Adolph's study of 20 families showed that in the everyday dietary of these Chinese homes of the middle class about 87 per cent of the fuel value of the food consumed was furnished by cereals. Buck's study of 150 farmer families showed that the farmer obtained approximately 98.7 per cent of their food energy from grains.

Vegetables are next to cereals in importance in the Chinese diet. The Chinese homes of the middle class are more fortified in leafy vegetables than the well-to-do.

2. -- page 35.
3. -- page 37.
families, because the animal foods are relatively high in cost and are purchased mostly by the well-to-do class. Therefore the lower classes are more fortunate than the upper classes so far as food value is concerned.

Fruits are more expensive than vegetables and are enjoyed more by the rich families.

Milk is not found in the typical Chinese diet and is used by a very small portion of China's population, only those influenced by Western customs.

So far in the dietary studies made the tendency of most people has been to deal more with family income, personal like and dislike, food habits rather than the nutritive value. Diseases and infant mortality seemed to have been increased by poorly balanced diet.

As for food preparation, many Chinese men and women are excellent cooks, yet not all have learned this art. To most of those who have scientific principles of cooking are unknown. The proper care of food is impossible in most middle and laboring class homes due to the fact that the cost of refrigeration is prohibative.

The above are the most outstanding problems in food which need attention.

5. Clothing Problems. Another problem that confronts the Chinese women is that of clothing her family. Her interest in providing pretty, serviceable and appropriate clothing for herself and her daughters is evident,
but her opportunity for learning how to choose materials and construct garments so that the results are satisfactory has not been great. It is necessary to have more instruction given along this line.

The making of clothing in China is done largely in the homes and in small tailoring shops. The mother either alone or with the aid of a tailor or a sewing woman makes most of the garments for her family. The modern woman in China sometimes buys ready made garments such as coats etc. However, the clothing selection in China consists largely in choosing the material and design for garments.

The time and energy consumed in construction of Chinese garments are so great that only well-made, easily laundered garments have a right to a place in the wardrobe of the busy woman who does her own work. An understanding of textiles and a knowledge of sewing will make this possible, while intelligence in laundering and caring for all articles of clothing will extend the life of all garments and release time for the busy housewife.

Personal hygiene is closely related to clothing. Relationship of clothing to health needs to be emphasized in order to correct the bad habit of chest binding among Chinese women.

III Home Economics in Response to Demand of Educational Agencies:
During the olden time the public felt no responsibility for the education of girls. The home was the recognized educational agency. The girls of the well-to-do family received all necessary education at home mostly under tutors.

Later, girls were given a little larger opportunity. For a long time there was a disinclination in China to give the same quality of instruction to girls as that given to boys. Since the need for women with higher education has increased, this attitude has changed, and today we find education different in kind only, each choosing an education which she considers suited to her individual needs.

According to her report in her study of the Chinese Student Home, Dean Milam finds:

1. That educators in China were conscious of the need for Home Economics training was shown by the hearty response and cooperation accorded the writer in the schools visited, and the increasing demand from these educators for trained teachers to introduce home economics into their schools. The interest in Home Economics training for adults in cities where Y.W.C.A. have introduced the home maker's conference, is shown by the encouraging attendance of both men and women at these conferences, usually scheduled throughout a week.

As this book goes to press, word has been received that the Ministry of Education of China has recognized Home Economics and has required

that it be taught in all the middle schools for girls in China.

This paragraph shows the tendency and interest of the Chinese Ministry of Education toward Home Economics training and a recognition of its importance for men as well as women.
CHAPTER III

SCOPE OF HOME ECONOMICS
SCOPE OF HOME ECONOMICS

I. Aims in Teaching Home Economics:

Since almost all of our girls will become home makers sooner or later and the remainder will in some ways be connected with homes, we believe this training should be available to all women students. Our aims in Home Economics are:

In the first place to build the home upon love and respect for it is the most significant and indispensable of all institutions. Present day tendencies are threatening its stability in several ways, namely:

A. In the conflict between the traditional thought of the parent and the new idea of the young generation.

B. In the tendency to break the great family into small family system.

C. In people's tendency toward luxury.

D. In lack of parent education.

E. In the neglect of spiritual and moral education among the younger generation.

In the second place, the home no longer provided all the training needed by girls and boys. The increased cost of living in China has forced women into work outside of the home. Home Economics training is a direct asset to every woman even though engaged in a business or professional career for within a few years they are likely
to become home makers.

In the third place women and girls have the responsibility of spending a large per cent of money income for themselves and families. No other course in middle school or college gives training on home problems.

It is necessary, therefore, that training in home making for our Chinese girls be given which will enable them to build and maintain the best homes possible.

II Content of Home Economics:

Home Economics to many merely means cooking or sewing in the girls' program. These are of course two of the very useful activities which are pursued in the home and should form part of the program of work, but alone they will not fulfill the broad aims of this field of study.

Then how would home economics be defined: The definition given by Anna Cooley is a very satisfactory one:

1"Home Economics is a subject that centers around the problem of home and other institutions whose problems are of similar nature. It includes a study of food, shelter and clothing viewed from the standpoint of hygiene, economics and art and a study of the relation of the members of the family and to society."

It will be seen that home economics is made up of many studies. It will be noticed also that there are many contributing studies which touch this field, such as mathematics, biology, chemistry and other science as well

as art, history, economics and sociology.

We will now discuss the relation of these subjects to Home Economics and the way in which it acts as an integrating force in our present day education.

III Relation of Home Economics to Other Subjects in Curriculum:

Educational leaders are prone to exhort us "to teach students to see life steadily and see it whole". Education is primarily interested in the relation of individuals to the problems of every day living, and thus one of its aims is to integrate the experiences of the students and the various subjects studied, so that they may see how each contributes to make every day living more complete and meaningful. This is where Home Economics can exercise an integrating influence.

The need of broad training for intelligent and pleasurable participation in family life has made it expedient to organize the curriculum around four important kinds of administrative problems that confront every family: health, finance, efficiency and social obligation in their relation to food, shelter, clothing and family relationships. Whatever the causes may be named, home economics should always take into account life in its five fundamental aspects: physiological, psychological, economics, social and political.

A glance at some of the every day problems with which
the home economist is concerned will show the possibilities that are presented in coordinating, synthesizing, integrating the curriculum thru home economics.

The following quotation and graph cited by Cooley will show enough to make the meaning clear and emphasize the importance of the relation of home economics to other subjects.

1(a)"Science and home economics: much of the science work that has been required of girls in the past has not appealed to the pupils as worthwhile. Physics and Chemistry have been planned from the standpoint of the needs of the boy, and applications have been made to the devices and appliance of interest in a man's world but with little or no use in the woman's.

"Now we know that the sciences offer particularly rich opportunity for correlation, and many of the underlying principles on which home economics subjects are based may be made more clear and forceful by appropriate laboratory exercises, while at the same time these sciences themselves become more vital through their association with subjects that have immediate and concrete interests. To illustrate the laws of heat may as well be exemplified in the lighting of the kitchen fire or the heating of the house as in the study of the steam engine; the life history of bacteria gained through the preservation of food as through the pathogenic study of disease.

"The study of textiles and the selection of suitable garments shows the student how art, history and textile chemistry must contribute in solving a very practical, everyday problem. Home economics not only motivates these subjects but also makes them a vital part of the actual life and experience of the individual.

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1. Cooley—"Teaching Home Economics"
   pages 73-78.
"Food and nutrition courses, perhaps to a greater extent than textile, present opportunities for the student to experience the thrill of scientific discovery. Biology, physiology, chemistry and physics take on a new significance under the leadership of a skilled nutritionist. Cooking becomes scientific experimentation in Chemistry, as well as in management and economics, and even psychology is coming to have a large place in the health aspects of feeding and better understanding among family members.

(b) "Art and Home Economics: The art work should not be entirely confined to the clothing work of the home economics course. Its principles find just as wide application in the field of home furnishing, decoration and food serving as in costume design. It deals with color schemes, cost of materials, kinds of materials used, economic and artistic values, as well as estimates for specific problems.

(c) "Social science and home economics: Important as are all the subjects discussed in their relationship to the home economics studies, they are of less importance than the understanding of the human relationships that exist in connection with the subject, for all home economics is distinctively a study of human relationships.

"Thus the study of social science such as economics, sociology, and political science should be required with the purpose of giving more definite, comprehension and a deeper knowledge of some of the vital problems of social life and thus securing a more intelligent and active citizenship."

Although some of the discussion above deals more with American conditions yet the questions that would come up in discussion or study of such topics in connection with problems of the home would be of the same interest to Chinese Home Economic students.

The following graph will show even more plainly the relation of home economics to other subjects.
RELATION OF HOME ECONOMICS TO OTHER SUBJECTS

Note: This graph is taken from Cooley--"Teaching Home Economics" page 54.
In short, the function of the home economist is to plan her work in such a way that students will appreciate that mere possession of things does not bring the satisfaction of complete living, but that only as the everyday experiences become rich in meaning and in association can one know the joy of abundant living. Future parents must be trained to see that worthy home membership requires that each member of the family must contribute towards making the home the best possible environment for both the parent and the child, and in addition, that the responsibility of the family stretches out of the home to every phase of economic, social, and political life that affects the welfare of the family. Present conditions make clear that the individual can not meet these obligations without special training for them.

IV Present Trends of Home Economics Education in U.S.A.: Home Economics education during the last twenty years has made notable progress in the U.S.A. Among the achievements are these:

A. Organization of supervisors and teachers of Home Economics: The formation of this organization was the result of home economics conferences held in the city of Asheville, June 20, 1927, for the purpose of promoting general understanding of the contribution of
home economics to worthy home membership. In order to
determine this, questionnaires on many topics were pre-
pared by the specialists in home economics of the Bureau
of Education and sent to the respective vice chairman,
who in turn sent them to the home economics supervisors
of the cities in their several divisions.

B. Curriculum reconstruction: This has occupied the
time and attention of the supervisors and teachers of
home economics all over the United States. Many of them
spend their summer vacations in study, selecting for the
purpose those institutions of higher education offering
courses in the technique and methods of curriculum re-
search and educational philosophies underlying curriculum
revision.

C. Health Education: This is one of the major ob-
jectives of home economics. The American Child Health
Association in its study of 53 schools found 30 of them
considered home economics as basic to health education,
because of the same attitude of home economics toward
food, clothing, cleanliness, care of the home, self-
control, self-respect, as well as individual, community,
and national health habits.

D. Child Development and Parental Education: Ac-
cording to a report of the field worker of the American
Home Economics Association, "Child Development and Par-
ental Education" courses are offered in 148 colleges as residence and in 25 as extension courses. 27 colleges operate nursery schools; 17 have nursery schools administered by the department of home economics; 10 offer research in child development conducted by the staff members of the home economics departments, and 8 have research workers directing studies in the field of child development and parent education.

E. Social and family relationship: Instruction in this field is given under the titles "home problems", "home management", "worthy home membership", "Home Management House" and others found very generally in the departments of home economics throughout the United States. The objectives of such courses are to develop in the students appreciation of the real functions of the home and its contributions to the happiness and welfare of society, and to the preparation of students for effective participation in the physical, social and spiritual activities of home life.

F. Home Economics in Business: This is a comparatively new field in education. This type of education trains children and adults in the wise use of economic goods. Business firms, including banking and publishing houses are employing trained home economic workers for the purpose of ascertaining the consumer's demand and directing purchasers so that better value received may be
possible for money expended.

G. **Home Economics for boys and men**: Such courses have been offered in many sections of the United States. In some cases boys are permitted to take this work with the girls.

The Oklahoma College of Agriculture and Mechanic Arts, at Stillwater, offers an elective home economics course which is very popular with the men students of the college.

H. **Research Work**: The spirit of research is like the movement of running water and the absence of it like the stagnation of a pool, according to Sir William Henry Bragg. Research represents a belief that no matter how well things appear to be going they may be made to go better by careful seeking and a better understanding. Beyond what appears on the surface there is much to be discovered for the betterment of mankind.

The contribution of research work, mostly done by graduate students, in different phases of home economics finds its ways to all parts of the United States through bulletins. It is felt that the future development of home economics in China might do well to follow along these same lines.

As to the educational trend in Home Economics the following outline given by the Department of Research in Household Arts Education, Teacher College, Columbia
University, January 1925 presents a very good picture of these trends.

### Education Trends Applied to Home Economics

<table>
<thead>
<tr>
<th>Bases of Comparison</th>
<th>Early Practices</th>
<th>Present Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasis</td>
<td>1. Learning</td>
<td>1. Purposing</td>
</tr>
<tr>
<td>2. Core of teaching</td>
<td>2. Subject matter</td>
<td>2. Pupil</td>
</tr>
<tr>
<td>9. Home Economics</td>
<td>9. Study of food clothing and shelter only as the whole</td>
<td>9. Study of home and family life as the whole</td>
</tr>
</tbody>
</table>

In conclusion we would say that the present trends in home economics are to make the teaching meet the needs of the students, through a psychological, scientific and practical rather than through a logical use of subject matter only. Effort is made not only to develop skills

1. (This outline is to be read horizontally.)
but appreciation and attitudes toward the field of home making.

Emphasis is being placed on correlation with other subjects in the curriculum These making home economics an integrating force with all. It is necessary for everyone to be thoroughly familiar with and understand the fundamental principles of home economics in order to build a real happy home; therefore the present trend is to make home economics of interest to boys as well as girls.
CHAPTER IV

SUGGESTED CURRICULA IN HOME ECONOMICS

FOR

HWA NAN COLLEGE, CHINA
SUGGESTED CURRICULA IN HOME ECONOMICS
FOR
HWA NAN COLLEGE, CHINA

Being familiar with the scope of Home Economics and the desire of the Chinese family for this training as previously discussed, the following curricula are set up to provide training for home makers, for teachers of Home Economics, for dietitians and for extension workers.

We may not be able to give all the suggested courses in the curricula because of lack of equipment and teachers but these courses are considered fundamental and it is hoped we may offer them in the succeeding years.

The curricula offered are:

I  A four years general curriculum, leading to the Bachelors degree, intended for those who do not plan to teach Home Economics nor earn from other work in this field but who desire this training for its practical and cultural value in their lives. Students who register in this curriculum are permitted to have free electives in any other departments in the college in addition to the required work in Home Economics.

II  A four years professional curriculum, leading to Bachelors degree, intended for those who desire to be either Home Economics leaders or home makers, or both. This curriculum will include the technical training as well as liberal subjects, arts such as Chinese, English
History, Science, Economics and Sociology, supplementing and correating the curriculum. The courses of the first two years will give the necessary foundation and the special work will be emphasized in the Junior and Senior years. Students who finish this curriculum will be able to meet the demands in the fields of Home Economics leaders and home makers.

*** A one year home making course leading to a certificate, intended for those who can not spend four years in college but desire some training in Home Economics and also for those married women or special students who have to receive this training. Admission to these courses require full high school or normal school background. These courses will be taught mostly in Chinese language and will be elementary but inclusive in character. Those who complete these courses will have many of the fundamental principles of Home Economics which are so important in their practical experience.

IV Service Courses: Courses electives for students who major in other departments and have a desire for some home making training. These courses are more general in nature and do not require prerequisites.

Requirement for graduation: For the Bachelors degree in Home Economics a minimum of 148 credits must be completed, 8 hours of which must be in physical education, 4 hours in music and 136 hours in regular subjects. Not
more than one-fifth of the 148 credits required for a degree in the General Curriculum may be in Home Econom-
cics. Of the remainder, 56 credits are required courses in arts and sciences. Of the elective credits, about 51 credits must be in additional arts and science courses. In the professional curriculum less than one-third of 148 credits required for a degree may be in Home Econom-
cics. Of the remainder, 73 credits are required courses in arts and science. Of the electives, at least 27 cred- its must be in additional arts and science courses. The distribution of Home Economics work is suggested by the following curricula:

1. 148 credits Requirement for graduation are based on Hwa Nan College Catalogue 1930-31.
**CURRICULA IN HOME ECONOMICS**

**Freshman Year**

All are required to take a year of basic college education before choosing between the general and professional curricula.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester &amp; Credits</th>
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</thead>
<tbody>
<tr>
<td>Chinese Ancient Lit (IA, IB)</td>
<td>3</td>
</tr>
<tr>
<td>English (IA, IB)</td>
<td>3</td>
</tr>
<tr>
<td>Physiology (Z VI)</td>
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<tr>
<td>Zoology or Bacteriology (Z B)</td>
<td>2</td>
</tr>
<tr>
<td>General Chemistry (Ch I)</td>
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<tr>
<td>General Hygiene (H II)</td>
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<tr>
<td>Orientation in H. Ec. (Had I)</td>
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<td>Hist or Religious Edu</td>
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<td>Phy Edu</td>
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<td>Music</td>
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</table>

**2nd Sem**

|                                              | 2                  |
|                                              | 1/2                |
|                                              | 18 1/2             |
## General Curriculum

### Sophomore Year

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Chinese Modern Lit II, III</td>
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<td>English Lit III A, III B</td>
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<td>Elementary Nutrition (FN I)</td>
<td>2  -</td>
</tr>
<tr>
<td>Textile (CT I)</td>
<td>2  -</td>
</tr>
<tr>
<td>Clothing Selection &amp; Const (FN I)</td>
<td>-  3</td>
</tr>
<tr>
<td>General Eco (ES V)</td>
<td>3  -</td>
</tr>
<tr>
<td>General Psychology Ed I</td>
<td>-  3</td>
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<tr>
<td>Physical Edu--To be arranged</td>
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<tr>
<td>Music --To be arranged</td>
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<tr>
<td>Food &amp; Cookery (FN II)</td>
<td>3  3</td>
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<td>Electives</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Child Psychology Ed III</td>
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<tr>
<td>Adolescent Psy Ed IV</td>
<td>-  3</td>
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<tr>
<td>Household Management (Had IV)</td>
<td>3  -</td>
</tr>
<tr>
<td>Physical Edu</td>
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<td>Elective</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester &amp; Credits</th>
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</thead>
<tbody>
<tr>
<td>Child Care &amp; Training (Had II)</td>
<td>3  3</td>
</tr>
<tr>
<td>House Management House (Had VII)</td>
<td>-  4</td>
</tr>
<tr>
<td>House Furnishing (CT V)</td>
<td>3  -</td>
</tr>
<tr>
<td>Physical Edu</td>
<td>1  1</td>
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<tr>
<td>Music</td>
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<td>Electives</td>
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<td></td>
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## Professional Curriculum

### Sophomore Year

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Chinese Modern Lit (II, III)</td>
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<tr>
<td>English Lit (III A, III B)</td>
<td>3 3</td>
</tr>
<tr>
<td>Organic Chemistry (Ch V)</td>
<td>3 -</td>
</tr>
<tr>
<td>Biochemistry (Ch V)</td>
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<tr>
<td>Food and Cookery (FN II)</td>
<td>3 -</td>
</tr>
<tr>
<td>Textile (CT I)</td>
<td>2 -</td>
</tr>
<tr>
<td>Clothing Selection &amp; Const (CT II)</td>
<td>- 3</td>
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<tr>
<td>General Psychology (Ed I)</td>
<td>3 -</td>
</tr>
<tr>
<td>Home Nursing &amp; Sanitation (CT V)</td>
<td>- 2</td>
</tr>
<tr>
<td>Phy Edu</td>
<td>1 1</td>
</tr>
<tr>
<td>Music</td>
<td>1/2 1/2</td>
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<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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### Junior Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester &amp; Credits</th>
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</thead>
<tbody>
<tr>
<td>Nutrition FN III &amp; IV</td>
<td>3 3</td>
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<tr>
<td>Household Management (Had IV)</td>
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<tr>
<td>Child Psychology (Ed III)</td>
<td>3 -</td>
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<tr>
<td>Adolescent Psychology (Ed IV)</td>
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<tr>
<td>Costume Design (CT III)</td>
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<tr>
<td>House Furnishing (CT V)</td>
<td>- 2</td>
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<tr>
<td>General Eco Ec II</td>
<td>3 3</td>
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<tr>
<td>Political Science (PS I)</td>
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<tr>
<td>Phy Edu</td>
<td>1 1</td>
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<td><strong>Total</strong></td>
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### Senior Year

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<tbody>
<tr>
<td>Child Care and Training (Had II)</td>
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<tr>
<td>Sociology (ES IV)</td>
<td>3 -</td>
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<tr>
<td>Eugenics (Z X)</td>
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<tr>
<td>Public Speaking (Ph I)</td>
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<tr>
<td>Home Management House (Had VII)</td>
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<tr>
<td>Music</td>
<td>1/2 1/2</td>
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<td>Electives</td>
<td>8 7</td>
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<tr>
<td><strong>Total</strong></td>
<td>18 1/2</td>
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</tbody>
</table>
Home Economics Teaching
(For students desiring to teach Home Economics)

Junior Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology (Ed II)</td>
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<td></td>
</tr>
<tr>
<td>Principles in Teaching (Ed VIII)</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Measurements in Edu (Ed XI)</td>
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</tr>
<tr>
<td>Method of Teaching H. Ec. (HEdI &amp; II)</td>
<td>2</td>
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Senior Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Supervise Teaching (Ed XII)</td>
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Dietitians
(For students desiring to become dietitians in Hospitals)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Cookery (FN II)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physiological Chem (Ch VII)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Diet in Disease (FN IX)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantity Cookery (FN VIII)</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Nutrition (FN V)</td>
<td>3</td>
<td></td>
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<tr>
<td>Child Nutrition (FN VI)</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Home Economics Extension
(For students desiring to prepare to be Home Economics Extension Workers)

Junior Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology (Ed II)</td>
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<td></td>
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<tr>
<td>Social Psychology (ES V)</td>
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<td>3</td>
</tr>
<tr>
<td>Rural Sociology (ES VI)</td>
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### Senior Year

#### Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester &amp; Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking (Ph I)</td>
<td>1st Sem</td>
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<tr>
<td>Research on Family (Had VIII)</td>
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</tr>
<tr>
<td>Method in Home Ec. Extension (Em I)</td>
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### A One Year Home Making Course

#### Courses

<table>
<thead>
<tr>
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<th>Semester &amp; Credits</th>
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</thead>
<tbody>
<tr>
<td>Orientation of H. Ec. (Had I A)</td>
<td>1st Sem</td>
</tr>
<tr>
<td>Elementary Nutrition (FN I A)</td>
<td>2</td>
</tr>
<tr>
<td>Food &amp; Cookery (FN II A)</td>
<td>-</td>
</tr>
<tr>
<td>Textile (CT I A)</td>
<td>2</td>
</tr>
<tr>
<td>Clothing Construction (CT II A)</td>
<td>-</td>
</tr>
<tr>
<td>Household Management (Had IV A)</td>
<td>-</td>
</tr>
<tr>
<td>Child Care &amp; Training (Had II A)</td>
<td>3</td>
</tr>
<tr>
<td>Home Nursing &amp; Sanitation (Had V A)</td>
<td>2</td>
</tr>
<tr>
<td>House Furnishing (CT V A)</td>
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<tr>
<td>Electives</td>
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</table>

Total Electives: 18

Electives in other fields, such as Chinese History, Literature, Philosophy etc. in which the student is interested, is admitted.

### IV-

#### Service Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Textile (CT I)</td>
<td>2</td>
</tr>
<tr>
<td>House Furnishing (CT V)</td>
<td>2</td>
</tr>
<tr>
<td>Clothing Construction (CT II)</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Nutrition (FN I)</td>
<td>2</td>
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<tr>
<td>Food &amp; Cookery (FN II)</td>
<td>3</td>
</tr>
<tr>
<td>Household Management (Had IV B)</td>
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<tr>
<td>Home Nursing &amp; Sanitation (Had V B)</td>
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</tr>
<tr>
<td>Child Care &amp; Training (Had VI B)</td>
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</tbody>
</table>
Description of Courses in the Curricula of Home Economics

Clothing, Textile and Related Art

All necessary equipment for the teaching of clothing, textile, Costume Design and House Furnishing is provided. The principle of selection of material and designing will be given by the Home Economics instructors but the laboratory of the clothing construction will be taught by the skillful Chinese tailors.

Description of Courses

Required:

General: House Furnishing CT V, Textile CT I and Clothing Selection & Construction CT II.

Professional: Textile CT I, Clothing Selection and Construction CT II, Costume Design CT III and House Furnishing CT V.

Electives:

General: Costume Design CT III.

Professional: Advanced Clothing and Textile CT IV.

Textile: A study of the properties and uses of different textiles, fibers, yarns and fabrics from the standpoint of economy and health with the purpose of developing practical knowledge of textile material that will help make intelligent and appreciative consumers. Required of all students, both general and professional and elective to students other than Home Economics.

Prerequisite: General Chemistry.
First semester, 2 credits, 1 lecture and 1 (2 hour) laboratory period.

CT I A: Textile: A similar study as in CT I but will be taught in Chinese. Required of those who register in one year home making courses.

First semester, 2 credits, 2 lectures or recitation periods.

CT II Clothing Selection & Construction: A study of cost, type and degree of desirability of clothing material with the aim of developing good judgment in selection, purchase and care. The aim of laboratory work being to give pupils enough understanding of simple processes of construction to be able to make garments quickly and satisfactorily. Personal hygiene should be made a part of the clothing unit emphasis being placed on the relationship of clothing to health such as binding the chest, etc. Personal appearance, ethical standards of dress and related social problems may be discussed. Required of both general and professional Home Economics students.

Prerequisite: CT I.

Second semester, 3 credits, 1 lecture and 2 (2 hour) laboratory periods.

CT II A: Clothing Selection and Construction: A study of the general principles of clothing selection and simple process of construction. This course will be
taught all in Chinese language. Required of students who register in one year home making courses.

**Prerequisite:** CT I.

Second semester, 3 credits, 1 lecture or recitation and 2 (2 hour) laboratory periods.

**CT III Costume Design:** A study of the principles of Art applied to Costume. The evolution of the style and fashion of costume from earliest time to present day are studied. Required of professional Home Economics students and elective to general Home Economics students.

**Prerequisite:** CT II.

First Semester, 2 credits, 2 (2 hour) laboratory periods the first half of which will be spent in discussion.

**CT IV Advanced Clothing and Textile:** A study of the complex processes of handling and care of the more difficult materials. The study includes fur, laces, embroideries of both oriental and Western countries with the aim of developing greater skill in technique of designing and the making of clothes and household textiles. Elective to professional Home Economics Seniors.

**Prerequisites:** CT I, CT II, CT III.

Second semester, 3 credits, 1 lecture and 2 (2 hour) laboratory periods.

**CT V House Furnishing:** A study of the principles of selection and arrangement of house furnishing from the standpoint of art, economy and comfort. The course gives
actual experience in selection through visiting furniture stores and planning of a Chinese house. Required of general and professional Home Economics students. Elective to students other than Home Economics.

Prerequisites: CT I and some art work.

Second semester, 2 credits, 1 lecture or recitation and 1 (2 hour) laboratory period.

CT V A: House Furnishing: A similar study as in CT V but will be taught in Chinese. Required of students who register in one year home making courses.

Prerequisites: CT I and some art work.

Second semester, 2 credits, 1 lecture or recitation and 1 (2 hour) laboratory period.

Food and Nutrition

Necessary equipment to teach Food and Nutrition will be well provided. The principles of nutrition will be given by the home economics instructors but the cookery classes will be taught by the excellent Chinese cooks.

Description of Courses

Required:

General: Food & Cookery FN II and Elementary Nutrition FN I.

Professional: General Nutrition FN III, FN IV and Food & Cookery FN II.

Electives:
General: General Nutrition FN III and FN IV.
Professional: Advanced Nutrition FN V, Child Nutrition FN VI and Quantity Cookery FN VIII.

FN I Elementary Nutrition: A study of intelligent selection of properly balanced diet in relation to health. The classification, functions and nutritive value of foods are discussed. Required of general Home Economics students. Elective to students other than Home Economics.
First semester, 2 credits, 2 lectures or recitations.

FN I A: Elementary Nutrition: A similar study as in FN I but will lecture in Chinese language. Required of students who register in one year home making courses.
First semester, 2 credits, 2 lectures or recitations.

FN II Food and Cookery: A study of selection, preparation and serving of meals for the individual and for the family. Types of meals; suitable foods for each meal; the price of food and its relation to the family budget; time required in preparation of meals; cookery principles; table services. Required of all home economics students. Elective to students other than home economics.
First semester, 3 credits, 1 lecture and 2 (2 hour) laboratory periods.

FN II A: Food and Cookery: A study of selection, preparation and serving of meals for the individual and for the family. This course will be taught all in Chinese language. Required of students who register in
one year home making courses.

Second semester, 3 credits, 1 lecture and 2 (2 hour) laboratory periods.

**FN III General Nutrition:** A study of the relation of nutrition to health, digestion and metabolism of food stuffs. Standard requirement for the individual and for the family. Required of professional home economics students. Elective for General Home Economics students.

Prerequisites: FN II, Biochemistry and Physiology.

First semester, 3 credits, 3 lectures or recitations.

**FN IV General Nutrition:** A continuation of FN III. The application of the principles of nutrition to Chinese foods. Projects in annual experimentation involving the biological testing of Chinese foods. Some experiences in the feeding of pre-school or school children is included. Required of professional home economics students. Elective for General Home Economics students.

Prerequisites: FN III and Biochemistry.

Second semester, 3 credits, 1 lecture and 2 (2 hour) laboratory periods.

**FN V Advanced Nutrition:** A study of the recent advanced knowledge of nutrition and use in western countries and the present trends in China. Special references to recent discoveries and methods of investigations are emphasized. Required of those who are planning to be
dietitians or nutrition specialists.

Prerequisites: FN III, FN IV, Biochemistry or Physiological Chemistry.

Any semester, 3 credits, 3 lectures or recitations.

FN VI Child Nutrition: A study of the problems of malnutrition as it affects childhood. The course deals with the nutrition of prenatal, infant, pre-school and school child and the technique of feeding. Modification of the accepted Western, modern standard requirements for each age period are made for Chinese children. Elective for those who are planning to be dietitians or nutrition specialists.

Prerequisites: FN III, FN IV, FN V and Child Development Had II.

Any semester, 3 credits, 3 lectures or recitations.

FN VIII Quantity Cookery: A study of the principles of cookery to the preparation and the service of food in large quantities and the equipment necessary for such food preparation. Required of those who are planning to be dietitians.

Prerequisites: FN II and FN III.

Any semester, 3 credits, 1 lecture or recitation and 2 (2 hour) laboratory periods.

FN IX Diet in Diseases: A study of the affect of diet on common diseases among Chinese such as Tuberculosis, Goiter, Rickets and Digestive difficulties, etc. Tech-
nique of planning diets for such diseases based on the
dietetic principles. Required of those who are preparing
to be dietitians in hospitals.

Prerequisites: General Nutrition, FN III, FN IV and
Human Physiology.

Any semester, 3 credits, 3 hours lecture or recitations.

**Household Administration**

Besides the necessary equipment provided to teach
household administration courses, a well equipped, modified
Chinese home management house is essential and is expected
to be available. The former "Model School" in Hwa Nan
College will be developed into a Nursery School.

**Description of Courses**

Required:

**General:** Had I Orientation in Home Economics,
Had II & III Child Care and Training,
Had IV Household Management and Had VII
Home Management House.

**Professional:** Had I Orientation in Home Economics,
Had II & III Child Care and Training,
Had IV Household Management, Had V
Home Nursing and Sanitation and Had VII
Home Management House.

**Electives:**

**General:** Had V Home Nursing and Had VI Family Life.
Professional: Had VI Family Life and Had VIII Research on Family.

Had I Orientation in Home Economics: A study of the scope of home economics including the purpose, significance and the contents of home economics study. This is a beginning course required of all Freshmen.

First semester, 2 credits, 2 lectures or recitations or discussions.

Had I A: Orientation in Home Economics: A similar study as in Had I but will be taught all in Chinese language. Required of students who register in one year home making courses.

First semester, 2 credits, 2 lectures or recitations.

Had II Child Care and Training: A study of the basic requirements for the development of a normal child and the factors that influence the shaping of his personality. Provisions will be made for actual contact with young children. Required of all seniors both general and professional Home Economics students and elective to students other than Home Economics.

Prerequisites: General Psychology and Child Psychology.

First semester, 3 credits, 3 hours lecture or recitation and 1 (2 hour) child laboratory period.

Had II A: Child Care and Training: A study of growth,
development and training of the young child. This course will be taught in Chinese language. Required of students who register in one year home making courses.

First semester, 3 credits, 3 lectures or recitations.

Had II B Child Care and Training: A study of growth, development and training of the young child. Elective for students other than those in Home Economics.

Any semester, 3 credits, 3 lectures and recitations.

Had III Child Care and Training: A continuation of Had II. A study of various problems which may arise in child training. Reports on certain case studies and observation of different behavior problems will be included. Required of both general and professional home economics seniors and elective to students other than Home Economics.

Prerequisite: Had II.

Second semester, 3 credits, 2 hours lecture or recitation and 1 (2 hour) child laboratory period.

Had IV Household Management: An application of the principles of scientific management to the use of time, energy, and family income in the Chinese home with the purpose of developing the girl's interest and ability in her own home making. Required of both general and professional home economics juniors.

Prerequisites: FN II, CT II, and General Economics.
First semester, 3 credits, 3 lectures or recitations.
Had IV A: Household Management: A study of the scientific management to the use of time, energy and money in the Chinese home. This course will be taught all in Chinese language. Required of students who register in one year home making courses.

Prerequisites: FN II A, CT II A.

Second semester, 3 credits, 3 lectures.

Had IV B: Household Management: A study of the scientific management in the Chinese home. This course is more general but inclusive in nature. Elective for students other than those in Home Economics.

Any semester, 3 credits, 3 lectures.

Had V Home Nursing and Sanitation: A study of home care of sick with instructions in methods of first aid and a general knowledge of prevention of communicable diseases. Required of professional home economics students.

Prerequisites: Zoology or Bacteriology, Human Physiology and General Hygiene.

First semester, 2 credits, 2 lectures or recitations.

Had V A: Home Nursing: A similar study as in Had V but this course will be taught entirely in Chinese language. Required of students who register in one year home making courses.

First semester, 2 credits, 2 lectures or recitations.

Had V B: Home Nursing: A study of general nursing procedure and the proper care of sick in the home. This
course will be taught more general in nature. Elective for students other than those in Home Economics.

Any semester, 2 credits, 2 lectures or recitations.


Prerequisites: General Sociology and Had IV.

Any semester, 2 credits, 2 lectures or recitations.

Had VII Home Management House: This course is to present the managing of a Chinese home through eight weeks residence in the Home Management House. The number of groups living in the house will depend upon the size of the senior class. Required of all Home Economics seniors.

Prerequisites: FN II, FN III & IV and Had II and III.

Second semester, 4 credits. Daily work in the house.

Had VIII Research on Family: A study of the method of research work on the various phases of the present Chinese family life. Case study method will be used. Required for those who are preparing to be extension workers.

Prerequisites: General Sociology and Had IV & VI.

Home Economics Education

Had I Method in Teaching Home Economics: Study of the present trends of home economics teaching in foreign
countries and the methods of application to Chinese conditions. General equipment and organization are included. Required for those professional home economics seniors who are planning to teach Home Economics.

Prerequisites: General Psychology and all junior required courses in professional Home Economics.

First semester, 2 credits, 2 lectures or recitations.

Hed II Methods in Teaching Home Economics: Continuation of Hed I. A study of Chinese home, school and community in order to adapt the home economics subject matter to Chinese needs. Lesson plans, observation of teaching and classroom management are stressed. Required for professional Home Economics seniors who plan to teach Home Economics.

Prerequisite: Hed I.

Second semester, 2 credits, 2 lectures.
CHAPTER V
SUGGESTED LIBRARY LIST
FOR
HOME ECONOMICS DEPARTMENT
IN
HWA NAN COLLEGE, CHINA
SUGGESTED LIBRARY LIST FOR THE HOME ECONOMICS DEPARTMENT IN HWA NAN COLLEGE, CHINA

It is evident that no subject can be well taught without certain volumes of good references. Owing to the lack of funds at the present time in Hwa Nan College, it cannot afford to purchase an adequate library for this new Home Economics Department. However, the following list includes the most highly recommended, most popular and most practical books on the subject. Text books used are included. It is hoped that this list is constantly being added to by the best references from time to time.

Books on Textile, Clothing and Related Arts

<table>
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### Books on Food and Nutrition

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<td>Newer Knowledge of Nutrition (4th Ed.)</td>
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<td>Food Nutrition and Health (2nd Ed. Rev.)</td>
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<td>Wellman (Mabel Thacher)</td>
<td>Food Study for High Schools</td>
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**Magazine**

`Journal of Nutrition--Charles C. Thomas, Publisher
Home Office 300 E. Monroe St.
Springfield, Illinois $3.50`
### Books on Household Administration

#### (Family Life and Household Management)

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#### Magazine

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<td>Child Guidance</td>
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### Magazines

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### Books on Home Nursing

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### Education

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<td>Houghton Mifflin</td>
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CHAPTER VI

CONCLUSION
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In this paper no attempt has been made to outline in exact detail a complete process of curricula construction. Emphasis has been placed on the guiding principles of home economics which at the present time require special attention to suitably meet the need of the Chinese family and the demand of Chinese educational agencies.

To recapitulate, it has been pointed out that home economics is destined to become one of the fundamental subjects in the training of cultured men and women. The output of present courses of study in the United States shows an enormous advance over the early courses of study in cooking and sewing. The inclusion of child care and training, family relationship and household management, household finance, nutrition for both adults and children are especially significant. Thus these courses are emphasized in the suggested curricula for Hwa Nan College. Home Economics for boys we are not ready to introduce into the Chinese schools yet its significance should be borne in mind. Students of home economics should give attention to the study of the basic issues in home economics.

Before home economics training can be made possible for the girls of the middle and primary schools in China, teachers must be trained. We will expect principles and the teachers of schools to influence and stimulate the
students to train for leadership in this subject.

Because of the fact that Hwa Nan College is lacking in equipment and teachers at the beginning, the home economics courses to be offered the first year will be those which are most closely connected with the health and welfare of the family, as child care and training, nutrition, household management. In the following years courses will be added and a well-rounded department developed as rapidly as possible.

We should not be satisfied with courses of study which result in learning which is only from 25 to 50 per cent efficient. There are always a few indispensable facts and skills which should be learned permanently. The course of study should include tests to discover whether or not these essentials have been mastered. Thus at the end of a few years of intensive curriculum revision in Hwa Nan, we hope to report that home economics has kept up with the advance made in other fields. In the long run, we should expect greater achievement in home economics because it embodies the basic principles of curriculum revision long before the traditional subjects. No one field can contribute more to the improvement of our daily living than home economics and we trust that we will make the best of this opportunity in China.

Training for intelligent home making and leadership
in home economics is one of the most challenging opportunities open to the young Chinese woman today.
CHAPTER VII

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