

T H E S I S

on

CHILD CARE AND DEVELOPMENT COURSES AT OREGON STATE
AGRICULTURAL COLLEGE

Submitted to the
OREGON STATE AGRICULTURAL COLLEGE

In partial fulfillment of
the requirements for the
Degree of

MASTER OF SCIENCE

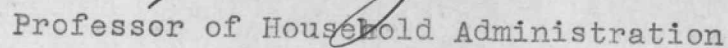
by

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May 1, 1929.

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OLD BADGER BOND

MADE IN U.S.A.

ACKNOWLEDGMENT.

This is in grateful acknowledgment of the many hours Professor A. Grace Johnson, head of Household Administration, has cheerfully given. Without her help and encouragement this study would have been impossible.

The author wishes also to acknowledge assistance from members of the Home Economics staff who furnished data and information, without which the study would have been incomplete.

INTRODUCTION.

The progress of the child development movement in the United States has been rapid. There was first awakened a realization of the need of such education for our youth, and with this realization schools and colleges began to try to fill the need. Just after the World War the movement began to take definite shape, and more acute interest was shown by the development of Child Care courses in some of our more progressive institutions of learning. Beginning thus with pre-parental education we are seeing the fruits of these early efforts in the first generation of children of those mothers who have been fortunate enough to have had such courses.

Oregon State College has been among the leaders in the movement in the state colleges. This college was among the first in the United States to have a home management house. It was also among the first half dozen to open a nursery school in connection with the School of Home Economics. It is the purpose of this study to show the gradual growth of child development courses in this college, realizing that the movement is still in its infancy, and that while much has been accomplished, there is much left to be done.

CHAPTER I.

HISTORICAL BACKGROUND OF CHILD CARE MOVEMENT.

The interest in the movement of child care and Parental Education which is commanding the attention of leading educators today, is not new, though in its recent fast development it is going steadily onward.

In 1774 Jean Frederic Oberlin established an Infant School in Walbach, France, to offset the ravages of war. This school might have been successful, but it over-emphasized formal education and neglected hygiene. So the movement in Europe languished, until Madame Montisorri established her famous school in Rome in the late nineteenth century.

England for some time has recognized the problem of the adequate care and education of her children, and our American movement is more closely akin to the English, differing only in its educational rather than sociological aspect.

In 1918, Parliament passed the Fisher Act, which in part is as follows:

"The powers of Local Education Authorities shall include power to make arrangements for supplying or aiding the supply of nursery schools (which expression shall include nursery classes) for children over two and under five years of age, or such later age as may be approved by the Board of Education, whose attendance at

"such a school is necessary or desirable for their healthy physical and mental development".

Fundamentally this Act grew out of a health movement following the world war, and even a harassed, and financially hard-pressed Parliament felt the necessity for action providing for the early training of the English child. The progressive work of the Macmillan sisters, in their nursery school was recognized, and an effort was made to offset the unhygienic infant schools then in operation. In carrying out this phase of the work, the educational aspect was submerged in the social, and it is only recently that English educators have turned their attention to the nursery school, and are considering it as a laboratory for parental education; to this end they are watching with interest the development in the United States.

Miss McMillan defines nursery school education as "the private nursery enlarged, and adapted to the average family's needs; and there is no reason at all why it should not rival any private nursery in its home likeness and efficiency, or why for that matter, it should not one day be presided over by the mothers themselves."

Nursery schools are making an effort to embody the best in the practice of day nurseries, kindergartens, and home, not substituting for any of these agencies,

but enhancing their value.

The question of the difference between the day-nursery, and the nursery school, is perhaps asked more often than any other in connection with the movement in child development, and briefly stated it may be answered thus. The day nursery is an agency, run by private or public means for the care of infants and small children while the mother is away at work. This agency may receive the child at any time of day, and care for his physical needs during the time of the mother's absence. No particular effort is made for his education during that time, or to meet any behavior problem he may develop. The nursery school on the other hand has two chief objectives,

"The first is to create the right environment for children of this age, and to discover what are the educational needs of the pre-kindergarten child. The work is almost wholly individual. The second objective is to demonstrate to the parents the value of right physical, mental and moral care for their children."

The first nursery school in the United States was opened in New York City in 1920, largely for experimental and investigative purposes. This school, in connection with the City and Country School, is in an attractively equipped building on lower Manhattan, and receives children at three years of age, with separate rooms and teachers for the three year, four year, five year and

six year group. Miss Harriet M. Johnson was placed in the school as Director, and her statement from a printed report, in part, is as follows:

"The set-up for a group of children under three years of age ideally should be that of a home in its intimate unity, and in its equipment for physical care, but it must be planned in its space and furnishings with children not adults in mind. It thus differs from the home on the one hand, but also essentially from the institution, school, or day nursery on the other. . . . Stating the requirements in terms of our aims we might say that we desired, first, to give children as efficient physical care as that of a well-ordered home; second, to provide them with an environment which should be favorable for their fullest development; and third, to work out through our records a method of checking up on our educational procedure, and of gathering data which could be used for research purposes. We believe that there is no process in the care of a child that is not educational to him, and illuminating to the adults who are trying to learn from him. Therefore, we as teachers assume the entire care of the children.

"We are, moreover, concerned with the research aspects of the experiment, and together with the physician and psychologist are trying to develop a technique of observing and recording children's responses

"We are watching our children with interest to see how they adapt themselves to the program of the City and Country School in contrast to those who have not had nursery experience."

In 1920, the Woman's Education Association of Boston started a similar movement in that city but it was not until January, 1922, that the Ruggles Street Nursery School was opened, under the direction of Miss Abigail A. Eliot. This school admits children between the ages of two and three years whose parents wish to send them. The school hours are from eight-thirty in the morning until four in the afternoon, and the activities include educational play and occupations, with milk to drink at ten o'clock, dinner at twelve and naps from one to three. The parents pay fifteen cents a day for dinner.

In Detroit, the Merrill-Palmer School was founded in 1918 under the will of Lizzie Merrill-Palmer. Mrs. Palmer left the following interesting provision:

"I hold profoundly the conviction that the welfare of any community is divinely, and hence inseparably, dependent upon the quality of its motherhood, and the spirit and character of its homes, and, moved by this conviction, I hereby give, devise, and bequeath all the rest, residue and remainder of my estate, of whatever kind and character and wheresoever situated, for the founding, endowment, and maintenance, in the City of Detroit, or in the Township of Greenfield, County of Wayne, State of Michigan, of a school

to be known as the Merrill-Palmer Motherhood and Home Training School, at which, upon such plan and system, and under such rules and regulations, as shall in the judgment and wisdom of those upon whom the administration shall devolve, be adopted. Girls and young women of the age of ten years or more, shall be educated, trained, developed, and disciplined with special reference to fitting them mentally, morally, physically and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction and inspiration of homes."

So the "Merrill-Palmer School of Homemaking of Detroit" was organized, and in 1920 Miss Edna A. White was appointed Director. This school has undertaken three lines of activity. (1) One of general education and advisory work in the field of nutrition; (2) Unit extension courses in homemaking, dealing with clothing, food, home and family health; (3) a nursery school.

A psychologist was secured to organize and develop the nursery school, and instruct the resident college students in child psychology and management, and a trained nursery school teacher came from England to have immediate care for the children.

This school has developed on a sure foundation, and as an experimental laboratory it is being watched with keen interest by all who have to do with children and

parental education.

Many states are inaugurating child development programs in their systems of education. Leaders in the movement are Michigan, Iowa, Ohio, Minnesota, New York, Massachusetts, Oregon and California. These states, through their state colleges, have felt the need of such a program, and incorporated courses in child care as a step in parental education, many of them introducing the nursery schools as a laboratory.

CHAPTER II.

CONTENT OF EARLY COURSES.

In the second semester of the college year 1913-14 at Oregon State College, a new course in household administration was introduced into the curriculum for Home Economics, a two credit course, elective for Seniors. This course formed the cornerstone of the present department of Household Administration, with its ensuing development of child care. In 1915-16, a course called the Care of the Child was introduced into the curriculum for Homemakers, which did not lead to a degree. This was a series of lectures relating to the physical, mental and moral development of the child; the bathing and feeding of infants. It carried one credit.

The same year the course in Household Administration was set in the more definite limits of discussion of the proper division of income, with the study of the budget. The maintenance of the standards of efficiency and a study of the domestic service problem were presented.

The course in Child Care was so successful that in 1916-17 it was introduced into the regular degree curriculum in Home Economics, as an elective, and in 1918-19, under the name of "Mothercraft" was put in as a requirement for a degree.

"Mothercraft" in the Oregon State College bulletin

was described as a "brief study of the child from the time of conception to maturity, with special emphasis on the care and feeding of the infant, and young child." It was a one credit course, with one lecture a week.

In 1916 Governor Withycombe sold his home to the college, and it was opened as a practice house for Home Management. The course called Practice Housekeeping dealt with the problems of homemakers. The students put into actual practice and applied to real home conditions the Principles of Cookery, Housewifery, Home Management, and Methods of Laundering, studied in their college course. Each girl did every duty connected with the management of the house during the time she was resident there, while special attention was given to the economic side of the question. The students carried their regular college work during the time they lived in the practice house. This course was elective for Juniors or Seniors, either semester, with one half credit per week spent in the house. A fee of five dollars a week was charged for living expenses.

Into the Child Care course was introduced the psychological aspect, for the homemaker's course, though the number of credits was not increased. In 1916, too, a household management course, which replaced the course listed as household administration, was initiated, which dealt with the study of home problems; the site for the house, construction, lighting, heating, plumbing, disposal of waste,

and general care of the home, the study of modern labor saving devices, the best cleaning agents, care of floors and woodwork and the common laundry operations. In changing the name from household administration to household management, the department of Home Economics was looking forward to the time when Household Administration should be a separate department in the school. This department was organized in 1918-19 with Miss A. Grace Johnson as professor and head.

When the administration of the School of Home Economics was changed to its present form in 1917, with the appointment of Miss Ava B. Milam as dean, the organization of the school was changed by the division of the Household Science department into a department of Foods and Nutrition and one of Household Administration.

In 1917-18 the vocational course in home making was added, and became elective for students in Vocational Education.

The gradual organization of the courses which had been going on for the previous four years began to take definite shape, and the household administration courses offered in 1917-18 were enlarged. Beside the features offered in the previous course of Household Management, there were added the organization and control of the home, the economic relations of the household applying scientific economic principles to its problems. A study of family

income, and its equivalent in productive labor within the household was offered as a course for degree students, and carried with it three credits and was offered either semester.

Home Nursing was listed under the department of Household Administration, while before it had been in the general course of Home Economics, leading to a degree. This correlated with the Child Care course which was offered to homemakers.

CHAPTER III.

CONTENT OF LATER COURSES.

In 1920-21 the course in Child Care offered by Mrs. Sarah W. Prentiss became a requirement for degree students. It included a study of development and care of the child through infancy, childhood and adolescence, prenatal care, habit formation and proper feeding. This same course was required in Vocational courses, together with Household Management, with Home Nursing as an elective.

In 1922-23 the Home Management course was modified to meet the needs of students in the general curriculum in Home Economics, and students from other schools, as Commerce and Vocational Education. This course particularly stressed the management of home finances and family relations. A course in Child Care was developed to meet the same needs. With this year a larger program, embracing more courses, was initiated, and the department of Household Administration carried the following:

1. Home Management
2. Home Sanitation
3. Housewifery
4. Child Care, as a requirement for
general Home Economics
5. Child Care, as an elective for Com-
merce and Vocational Education students
6. Two courses in Home Nursing

7. Household Management (parallel or preceding Practice Housekeeping), which was elective Junior or Senior year, any term, 3 credits.
8. Practice Housekeeping (which followed the preceding course) dealing with the problems of the home maker. The students lived in the practice house six weeks and put in practice the training received in all of the other Home Economics or related courses. (For students in Professional curriculum.)

In 1924 advanced work was offered in Household Administration, to be applied upon a higher degree. Special problems in chemical, physiological, bacteriological, economic or sociological topics, according to the preference and training of the individual students, could be investigated under the direction of the instructors in the several departments concerned.

The following year, 1925, a course in Home Management House Supervision was given which was designed to meet the needs of the student who expected to have charge of practice houses. This course required residence in, and supervision of Home Management house for six weeks following the first course of practice housekeeping. It was not until 1926 that the course of practice housekeeping was required of all general and professional Home Economics students. It was also in this year that Covell House was purchased and added as another practice house. Covell House serves two purposes, that of a practice house, and nursery school.

For the summer session of 1929, another house has been secured as a residence house for Home Management. This will make it possible for more students to be enrolled, for the demand for the course in the summer of 1928 far exceeded the available accommodations. One of the most attractive homes in Corvallis has been secured for use during the absence of its owner through the summer vacation.

In January, 1926, Mrs. Sarah Prentiss organized an extension course in Child Care in Portland, Oregon, and during the winter time, beginning in January and lasting through March of that year, she went to Portland for one evening a week. The class was composed largely of mothers, who were enthusiastic in their praise of the course. One hundred and sixty women were enrolled, fifty of whom took the work for credit. One credit was given by Oregon State College for those desiring it, who had satisfactorily completed the requirements and passed the final examination. The remainder of the class who received no credit was drawn from mothers and people who were interested in children, who had no interest in collegiate standing.

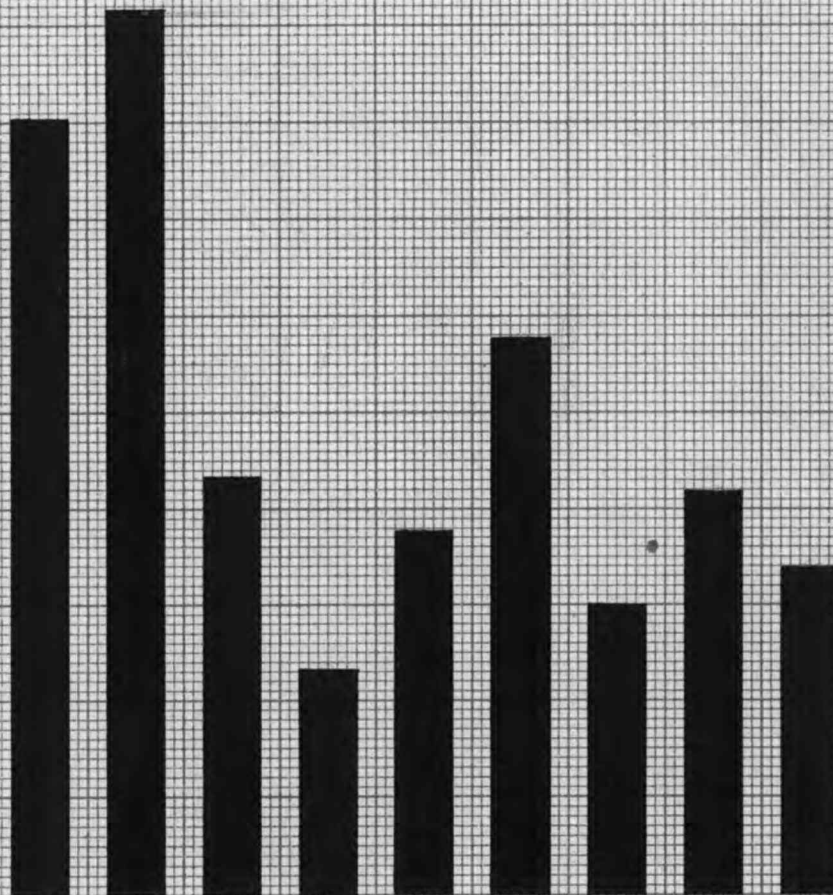
ENROLLMENT FOR CHILD CARE

Household Administration 420
for Home Economics Students

N.B. Before 1923 Schools of Commerce and Vocational Education combined with Home Economics in this course.

TOTAL
STUDENTS 201 + 229 + 108 + 58 + 94 + 144 + 75 + 104 + 84 = 1097

YEAR 1921 1922 1923 1924 1925 1926 1927 1928 1929

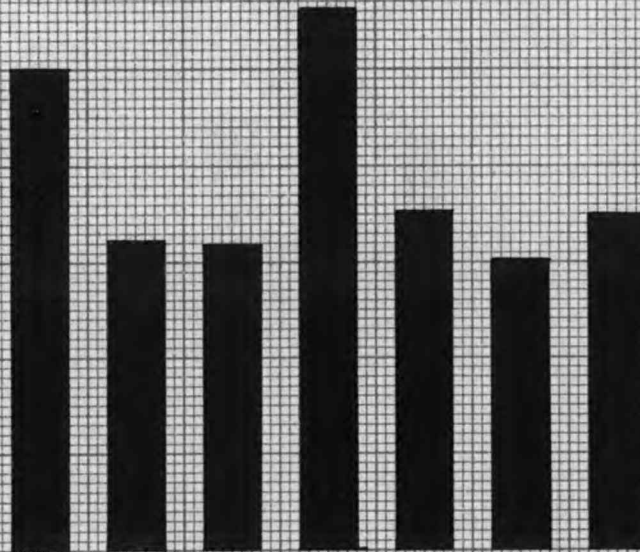


ENROLLMENT FOR CHILD CARE

Household Administration 225

Commerce and Vocational Educational Students

TOTAL
STUDENTS 125 + 81 + 79 + 141 + 88 + 76 + 87 = 677

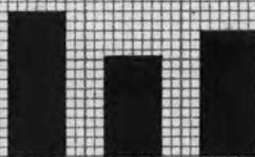


YEAR 1923 1924 1925 1926 1927 1928 1929

ENROLLMENT FOR CHILD CARE LABORATORY

Household Administration 425

TOTAL
STUDENTS $37 + 26 + 32 = 95$

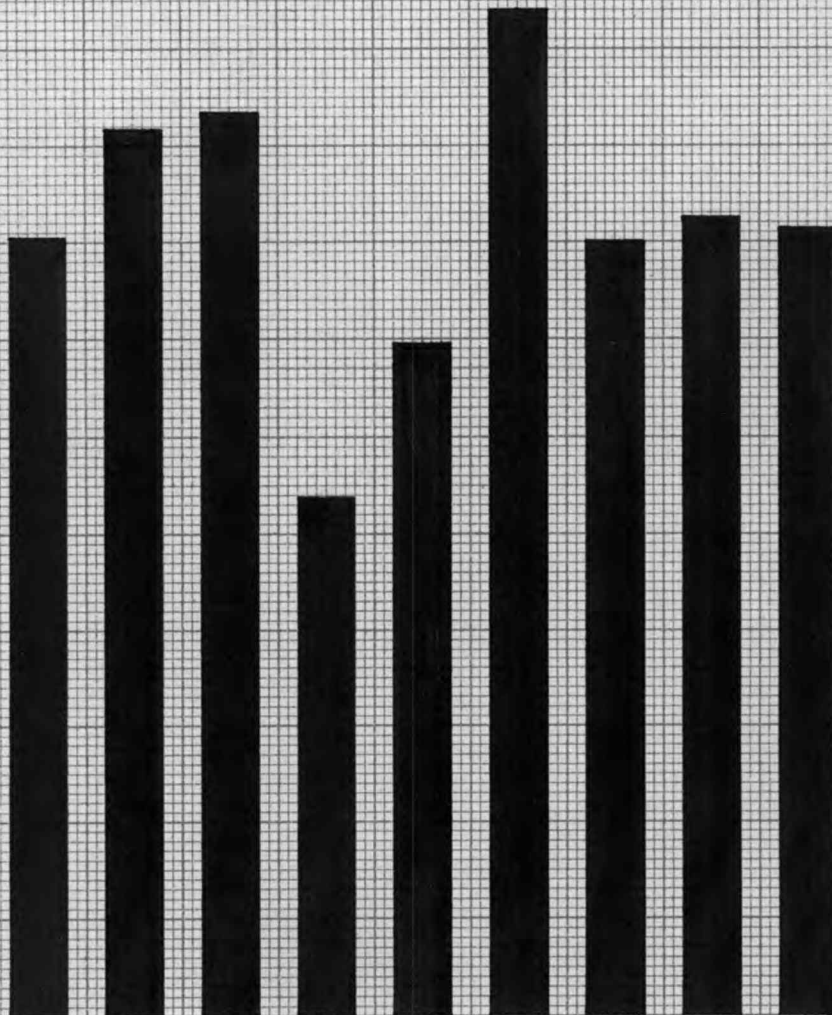


YEAR 1927 1928 1929

TOTAL ENROLLMENT IN CHILD CARE COURSES.

TOTAL
STUDENTS 201 + 229 + 233 + 139 + 173 + 285 + 200 + 206 + 203 = 1869

YEAR 1921 1922 1923 1924 1925 1926 1927 1928 1929



CHAPTER IV.

SUMMER SESSIONS.

Since the opening of Withycombe House as a practice house in home management in the fall of 1916, it has been in use continuously, not only during the usual college year but during the summer session as well. The house has always been filled to capacity with one or two exceptions, and the course has proved a very popular one from the first. But it was not until the summer of 1921 that such a course was listed in the regular catalog, though previous to that year mention was made of it in the Special Preliminary Announcements published by the college.

Since the college has changed the division of the year from a semester to a term basis, it is quite possible to take the same work in the practice house during the summer that is offered in the regular college session. The organization of the Household Administration department made it possible to offer all the courses during the summer that were offered during the rest of the college year, and in some years to add to them by bringing as visiting faculty prominent people in the field of child care from other institutions.

One of the most stimulating of the visiting faculty was Alice Ravenhill, who started the interest in child care work through the summer session lectures which she

gave in the year 1916 on this campus. In view of the fact that Miss Ravenhill is an outstanding authority in home economics, and that she is one of the early pioneers of the child development movement in England as well as in the United States, it was a real inspiration she gave the students who were fortunate enough to hear her lectures in 1916.

Miss Ravenhill, in answer to a request for a short autobiography for this study, sent the following letter. We felt that this letter ought to be permanently preserved, so we take the liberty of using it as a whole:

"23 Dallas Avenue,
Victoria, B. C.
April 21, 1929.

"Dear Mrs. Case:

Indeed you ask of me a hard thing--my working life was extraordinarily full and perhaps the fact that I have just celebrated my 70th birthday will constitute an apology for some feeling of dismay at the scope of your request.

"I was born in Epping Forest--rich in historical traditions and now safeguarded as a public possession for all time, and brought up in one of our great English country homes, surrounded with much material comfort but reared in the somewhat Spartan school characteristic of the upper middle classes in those days.

Thought for and self-sacrificing service for those less favorably situated than ourselves was the keynote of nursery and schoolroom in my father's house, as it had been in his father's.

"I was educated at first at home, and then at a small, notable private school where the lesson was continuously impressed that education is a lifelong process and the work of a school is to show young people the many avenues open to their study, which it rests with them to select and pursue when responsible for the conduct of their own lives. Then followed some years of social life, combined always with systematic study along different lines and equally systematic work for and among the poor and needy. My eager desire for University training, not then long available for women, was not to be gratified by parents who considered music, painting and needlework the only legitimate pursuits for girls in my position, but surreptitiously I grappled alone with self-taught physics and biology, until towards the end of my twenties, the longed-for opportunity occurred, when with my parent's approval I took the only training then available for women in hygiene and sanitation, a year's course for the National Health Society's Lecturer's Diploma. Elementary lectures on health, first aid and home nursing were first organized throughout the villages of England in 1890. I joined the ranks

of these lecturers in 1893, and from the first enjoyed remarkable success attributable (1) to my previous very extensive social experience abroad and at home, and (2) to my employment from the first of selfmade simple models or actual articles to illustrate every point I discussed; a method to which I attach great importance.

"After experience in many parts of England, in cities as well as villages, I undertook an important secretarial position in London for two years, and then, 1897-99, I lectured on the Elements of our Public Health Laws for the Cooperative Society in all the large cities, gaining incidentally an intimate knowledge of the sanitary system in each town I visited. The success was remarkable.

"In 1900 I was invited by the Yorkshire County Council, the most progressive educational authority in England at that time, to organize on my own lines training classes for men and women principals of schools in Hygiene and Sanitation, with practical work carried out by each student, and to inspect the teaching of Domestic Science and Hygiene in the schools of their wide area. Meanwhile, I was appointed Special Commissioner to visit your country and report on the teaching of these subjects in its schools and colleges, as one result of which visit--1902--I was elected a Fellow of the Royal Sanitary Institute, the only woman ever so honored.

"Private affairs obliged me to resign my work in Yorkshire in 1904. I then lectured in Training Colleges for teachers in London and elsewhere, first starting my courses on physical development in childhood, being convinced that all improvement in health must begin pre-natally and that only by intensive study of the child and its needs could young human life have its right chances. Meanwhile the attention attracted by these courses led to my appointment as Extension Lecturer under the Universities of London and Cambridge and to my own investigations on the Hours of Sleep in Childhood and to the Play Interests of Children in our public schools. Further, from 1903 onward, I was actively participating in the movement to initiate a Degree Course in Social and Household Science in the University of London, which came about in 1907, and in which for three years I was in charge of both Post and Undergraduate courses in Hygiene and Sanitation.

"In 1910 family demands required me to resign all my work in England and come out to this remote edge of the Empire to pioneer life on this island. What this work comprised it is impossible for me to detail--investigation for our government in Holland on Domestic Training Schools, in Sweden and Denmark on Physical Training, special inspection of household science teach-

ing in the Convent Schools of Ireland, enquiries into moral training in our Elementary Schools, of physical training in our Normal Schools, etc.

"I wrote articles and papers on many aspects of my work and the bearing of child development on education, social work, etc. I was examiner on the subject for the Nat. Froebel Union and a member of the Eugenics Society and many of kindred interests. I was Secretary of sections at international and national conferences and utilised my almost world wide correspondence when writing the article under my signature in Monroe Cyclopedia of Education. Since coming to B. C. in 1910 I have done little public work. I lectured in 1911-12, to the Women's Insts. throughout the Province; 1915-17 I lectured at the Housekeepers Conferences and summer school at the O. A. C.; made a wide lecturing tour, 1917, as first Int. lecturer--Ellen H. Richards fund, (Utah-Kansas-Texas-Nebraska-New York-Chicago-Cleveland-Iowa-etc) and reorganized the Utah State Ag. Coll. Course in Home Economics 1917-19, and attended conferences at Baltimore-Washington. Unfortunately I fell a victim to the epidemic of influenza which left me seriously ill for three years and effectually closed my life of active service of others.

"Please pardon the shortcomings of this attempt to answer your letter. If you want information on some

specific point please ask me. Probably I have omitted just what you most want to know.

Yours apologetically,

Alice Ravenhill."

Thus, in the catalog for 1921-22 for the summer session there were listed the following courses:

"1. Sanitation and Public Health.

The house as a factor in health, its situation, surroundings, heating, lighting, plumbing and drainage.

The responsibility of the individual and of the home in relation to the community well-being. Investigation and discussion of sanitary conditions from both practical and scientific viewpoints, with special reference to public health and personal hygiene; school, rural and urban problems and conditions. The course is designed for the home maker and teacher of Home Economics.

3 credits.

Mrs. Prentiss.

2. Child Care. (Special).

This course will be centered on the standards of health and the rational care of children at various ages, and will include some detailed instruction in nutrition of school children, with practical work in chart making. Ten periods a week for first three weeks.

3 credits.

Caroline Hedger, M. D.

3. Home Nursing.

Care of the patient under home conditions.

Symptoms, First Aid, management of communicable diseases.

For the homemaker and teacher of Home Economics.

3 credits.

Mrs. Haight.

4. Household Management.

Application of the principles of scientific management of the home; a study of the household management of income and finances; study of family and community relationships. For homemakers and teachers of Home Economics.

Miss A. Grace Johnson

5. Practice Housekeeping. (parallel to household management.) This course deals with the problems of the homemaker. It puts into actual practice under household conditions the knowledge gained in all other Home Economics courses, including child care. Students reside in the house for the entire period of six weeks and take turns doing the various duties involved in the management of a home. Special attention is given to the scientific management of the income as well as to the various operations of the household. Other courses which do not have long laboratory hours may be carried at the same time. For homemakers and teachers of Home Economics, especially those desiring to teach in Smith-

Hughes high schools. Fee approximately \$6.00 for each week for living expenses.

4 credits.

Miss A. Grace Johnson."

This was the first summer session that Dr. Caroline Hedger came to Oregon State College. The special course in child care that she taught that year was so successful that it was determined if possible to bring her back another year. She did not come the following summer but she has been in Corvallis for the summer sessions of 1925 and 1926. Her classes were popular, and filled the need of the mothers as well as teachers so that her lecture room was filled to capacity for every hour. Arrangements have been made to bring Dr. Hedger again to the campus for the summer session of 1929.

She is a person of outstanding distinction, having made some real contributions in the field of child welfare and medicine. She was a member of the Americanization Committee of Chicago, and made a report of her work to the Conference of National Education Association in 1917.

She was sent to Belgium to advise on a board of child welfare for war orphans and in 1923 was a delegate to the National Conference of social work at Washington, where she reported on medical inspection in schools, its technique and results, having used the schools in Chicago to carry on her observations.

She is now medical adviser of the Elizabeth McCormick Memorial Fund in Chicago, and is doing constructive investigation along the lines of child welfare.

The nursery school was first opened for the summer session of 1926, the catalog for that year describing the course as:

"Child Care. (2).

The mental development of the pre-school child, with special emphasis on the treatment of behavior problems in that period. The laboratory will permit of observation of a group of normal children of pre-school age. Personality studies of each child will be made including physical development as well as the child's reaction to his environment. Hours to be arranged. Four recitations; 2 four hour periods in the Nursery School weekly; three credits. Fee \$2.00

----- Evelyn Eastman, (Mrs.) Sara W. Prentiss."

Miss Eastman came to Corvallis from Detroit where she had been in connection with the Merrill-Palmer School. She was graduated from the University of Michigan, and taught in the Ferndale Michigan public schools, later being connected with Merrill-Palmer School of Detroit and with the Psychopathic clinic of that city, as well as the Juvenile Court of Detroit. She spent the year 1927-28 at Columbia University, New York City, and now has charge of the child development program at Vassar

College.

For the summer session of 1928, Dr. E. Leona Vincent from the Merrill-Palmer school came to give the courses in mental growth and development of children which she gives at Merrill-Palmer during the winter term. She also gave her course of Behavior Problems under the department of household administration.

Dr. Vincent is a psychologist of ability, and is a national figure in the field of child behavior. She is a graduate of the University of Colorado, where she was on the psychology staff for two years. She did Juvenile Court work in Denver, and later went to Columbia University, New York, where she received her degree of Doctor of Philosophy. She has been psychologist at the Merrill-Palmer School since 1925, besides directing a behavior clinic in the city of Detroit.

Norah Clancy, an instructor in Nursery School Education from the Merrill-Palmer school, came with Dr. Vincent for the summer session of 1928. Mrs. Prentiss was granted sabbatical leave at the end of the spring term so Miss Clancy directed the nursery school during the summer, and gave the course in Nursery School Education which carried three credits.

It is a policy of the School of Home Economics to make the summer session as profitable as possible to students by bringing to this campus outstanding people

in the special lines of work in which they are interested. This practice has proved so attractive that the summer sessions at Oregon State College are attended by people from many states, and the courses are very popular.

CHAPTER V.

HOME MANAGEMENT HOUSE BABIES.

In 1918 it was decided to introduce practical care of children into the course of practice housekeeping, by having children at the Home Management House. Girls who are living in the house for the term take care of the babies as part of the household duties, under the supervision of the instructor in charge. Each student is responsible for the child's care for a period of one week. The babies have never been older than eighteen months when they have been taken into the Home Management Houses. They have had various backgrounds and histories, and all have benefited physically and made good mental development while in the houses. The routine of good habit formation has been established, for regular hours of sleep, feeding and elimination are the bases of happy dispositions in children.

The following is a schedule for the day of a six months old baby who was in Withycombe house during 1925-26:

Daily program of baby. 1925-26.

Name: Margaret Louise.

Age: 6 months.

6:00 - 6:05 Diaper changed, preparation for nursing.
6:05 - 6:25 Nursing.
6:25 - 7:00 Plays by herself.
7:00 - 8:30 Sleeping.
8:30 - 8:35 Changing.
8:35 - 9:00 Plays.
9:00 - 9:05 Orange juice.
9:05 - 9:55 Bath, olive oil rub.
9:55 -10:00 2 T cereal without sugar or milk, $\frac{1}{2}$ t cod
liver oil.
10:00-10:20 Nursing.
10:20-10:30 Nursery chair.
10:30- 1:30 Sleeping.
1:30 - 2:00 Plays.
2:00 - 2:20 Nursing.
2:20 - 3:30 Plays out of doors whenever possible.
3:30 - 3:35 Orange juice ($\frac{1}{2}$ orange-dilute with equal
quantity of water).
3:35 - 3:40 In mother's arms to rest muscles.
3:40 - 5:30 Plays.
5:30 - 5:50 Nursing.
6:00 - 9:30 Sleeping.
9:30 - 9:50 Nursing.
10:00- 6:00 Sleeping.

Baby is changed whenever wet during day, but not at night.

Put on stomach for $1\frac{1}{2}$ to 2 hours during each day. Sun baths are now being started on sunshiny afternoons.

Careful reports are kept on the babies and any deviation from the schedule is noted. The general well being of the babies is a source of pride to each student "mother" in turn, and it is seldom that the baby is sick. Every precaution is taken against infection of any kind, and a general resistance is built up so that the children have been remarkably free from illness during their stay in the Home Management Houses. This extreme vigilance on the part of those in charge has proved its worth for none of the babies have had a contagious disease while they were living in the Home Management Houses.

A short history of each child who has been a "Practice House Baby" is of interest, showing the various types of children and the homes from which they came. In every case the real names of the children are withheld, nor are they given in the sequence in which they were on the college campus.

1. Betsy's mother was a war widow. She was a former graduate of Oregon State College. After her husband's death she came back to Oregon State College to do further college work for a year. She was a woman of considerable ability, and above the average in mentality. She found it difficult to keep Betsy with her and to continue her college

work, so arrangements were made whereby Betsy went into the Home Management House as the "Practice Baby". Here she stayed for one college year, and through a summer session. After this period the mother was able to take her and has had her ever since. The mother taught for some years in the Seattle schools and is now a home demonstration agent in California. The child at first was a food problem but as she gradually became used to the routine and her general physical condition improved, her attitude toward food changed. By the time she was restored to her mother she was quite normal in her habits.

2. Peter was the son of a young mother and an old father. The marriage was not a congenial one, and Peter suffered from a mother fixation which was the result of unhappy home life. He was eighteen months old when he came to the Home Management House, and in good physical condition, but was a distinct behavior problem. He never had known a schedule and there was great difficulty in making him keep to one at first. He was a child who did not know how to laugh and apparently had never been very happy in his life. He certainly was not happy when he first came to the Home Management House. He stayed one year, during which time his mother and father separated, and the mother has had full control of the child since. While he was in the house he made unusual mental development, and a satisfactory physical growth.

3. Jimmy was nine months old when he was taken into the Home Management House. He had had no food but milk from birth. His mother and father were separated, his mother working as a cook in one of the sorority houses in Corvallis, trying to keep the baby with her, until he was established at the Home Management House. Jimmy was in very poor condition on his arrival, due to exclusive milk feeding and a succession of boils, caused by rubber pants, in which the mother had kept him habitually. The trouble, however, was eventually overcome, and Jimmy made satisfactory progress while at the Home Management House. He did not stay the full year, because his father and mother made up their differences, and took him in March. Most of the parents keep in touch with Miss Johnson, professor of Household Administration, after the children have been removed from the home management houses but nothing has been heard of Jimmy for some years.

4. Paul's mother was a brilliant student, who was graduated with honor in biology from Reed College, Portland, Oregon. The father was also a Reed College graduate and above the average in mentality, and was a teacher of mathematics. The mother had influenza while carrying the child, which resulted in a premature birth, after which it was found that she had tuberculosis. She had no care of Paul from birth and after eight weeks in the hospital he came to Oregon State College to be in the Home Management

House.

He was a great feeding problem because he was undernourished and did not care to take food. He had a decided tendency toward rickets, in spite of which his development was quite satisfactory, after he overcame antipathy for food. Sun baths were prescribed by the doctor, and begun during his second summer. He was very slow in walking, though his mental development was unusually good. Paul was at the Home Management House until he was two and a half years old.

His mother died when he was six months old and later the father married again and is now in the East doing public health work. Paul has two little sisters now, and is in very good condition, even though he may not be able to overcome entirely some of the defects which resulted from coming from a tubercular mother and having such a struggle with rickets.

5. Harry was taken at the age of nine months. His history was not at all unusual. His mother was a widow--a Reed College graduate. He made a satisfactory development while at the Home Management House, and went back to his mother at the end of one year and summer school.

6. Mary was eleven months old when she was taken into the Home Management House. She was in splendid physical and mental condition. The father had been ill,

and the mother found it necessary to work. The father later recovered, and after a year and one summer school Mary went back to her parents.

7. Thomas: twin to Louise. Thomas was a twin, of good parentage, his father was ill and the mother had to support the family. He had a very poorly shaped head, though otherwise his physical condition was good. With his natural development his head improved in shape. He went back to his parents at the end of the year, and is now in very splendid physical condition. He is a vigorous, healthy, happy boy.

8. Esther was illegitimate. She was at the Home Management House for one summer school only. She had a persistent habit of clinging to anyone who paid attention to her. By the end of the summer session, however, she had made a happy natural adjustment, and when she went back to the baby home she was happy and vigorous.

9. Rob was the son of a young, vigorous mother whose husband was detected as a bigamist after the first child was two and a half years old, Rob being the second child. He was secured through the Child Welfare Commission, and taken from a baby home. He was kept for one year, during which time he made a very fine natural development, physically and mentally. At the end of the year he was taken back to the baby home. The mother finally took him from the home and went to California to live with a relative.

She became seriously ill, and had to give Rob up. He is now in a baby home in California, pending his mother's recovery.

10. Louise: twin to Thomas. Louise was a twin, and came to the Home Management House through the Child Welfare Commission of Portland, Oregon. Her parents had good histories, the father was ill, and the mother had to support the family. There were other children, and the burden was too great for her to carry. So the twins were released to Oregon State College for the two Home Management Houses. Louise was five and a half months old when she came to Corvallis, and remained here during one college year, or until she was thirteen and a half months old. Her condition was frail, and ricketic, and she was slow in development with numerous digestive disturbances, though she was improved when she went back to her parents.

11. Billy was obtained from the Albertina Kerr Nursery in Portland, Oregon, through the Pacific Protective Society. He was an illegitimate baby and five and a half months old when he was released from the home and entered in the Home Management House on this campus.

His mother was about thirty years old, thin, frail, and worried looking, with homely features. She was dependent in her thinking and acting, and never known to go out with men. This was her first affair with a man she

had never seen before, as a result of a party at Seaside. She seemed to pretend affection for Billy until he became a care when she was ready to relinquish him. A maternal aunt finally legally adopted him. The father was a barber, a married man, known to have had such affairs before. Billy was a healthy, bright, happy child while in the house, and very attractive. He was very affectionate and made a natural gain and development, physically and mentally.

12. Jane was illegitimate and obtained through the child's guardian who was acting for the World War Veteran's Bureau, through the Pacific Protective Society, Portland, Oregon. Jane was five months old when she came to the Home Management House, and stayed for ten months.

Her mother was a fourteen year old high school girl. Both parents are now dead. Her father was a World War veteran. The mother died at childbirth after re-marrying.

The guardian is the stepfather of the mother, and has served a penal sentence. The mother was apparently afraid of him, and anxious to remove Jane. Jane's condition on coming to Corvallis was frail and thin, and she was having a siege of boils. Now she is healthy and happy and extremely active. She has unusual mental ability and learns quickly. While in the house she was easily trained, and an exceptionally "good" baby.

13. Ellen arrived in Corvallis to enter the Home Management House when she was seven weeks old, weighing nine pounds. In appearance she was pale, with a pointed face, and slightly undernourished. She was a food problem at first and had a good deal of digestive disturbance. After five weeks she had gained only eight ounces, but after that time made a regular gain of from seven to eight ounces a week. She became rosy, with bright eyes, and her hair grew rapidly, showing good physical development.

Her mother was a well educated woman whose husband deserted her and left her stranded just before the birth of the child. He has never been heard of since. The mother hoped to establish herself in Portland and refused all help from her family in the East. Ellen showed every indication of having good mentality, and a happy disposition, and was adopted before the end of the term.

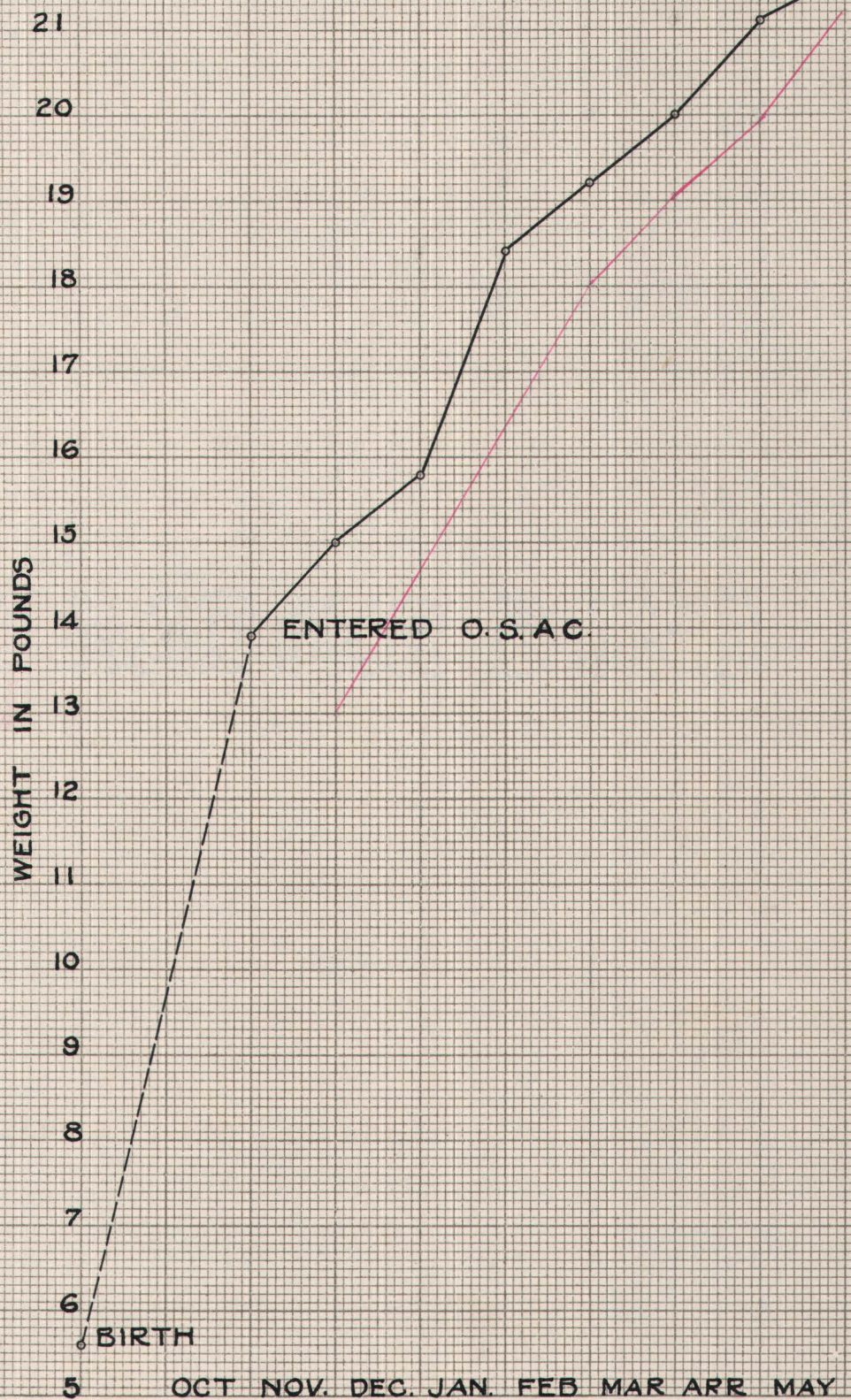
The reputation of the good care the children receive at the Home Management Houses has spread, partly through publicity, but largely through the students who take the course of practice housekeeping. It is interesting to note that eight of the children have been in the Home Management House at the request of their parents, and in every case the parents or guardians have been delighted at the progress in physical and mental development of the children entrusted to the college.

The weight curves on the following pages indicate the universal gain in weight of all babies who have been under the care of the Home Management House students. The children have, in many cases, overcome handicaps upon their entrance to the house, and in a few cases have registered weight levels for a short period on account of slight indispositions. The weight curves show a very satisfactory gain, which is an indication of a baby's general well-being.

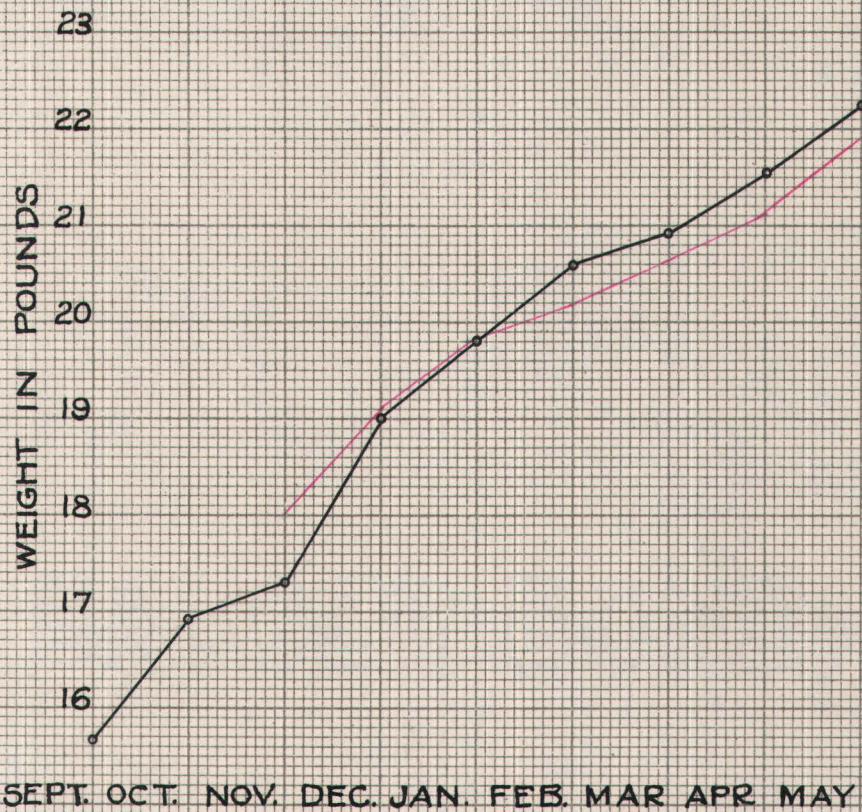
The red line indicates the normal average weight curve, and the black shows the actual curve of the particular child.

WEIGHT CURVE #1.

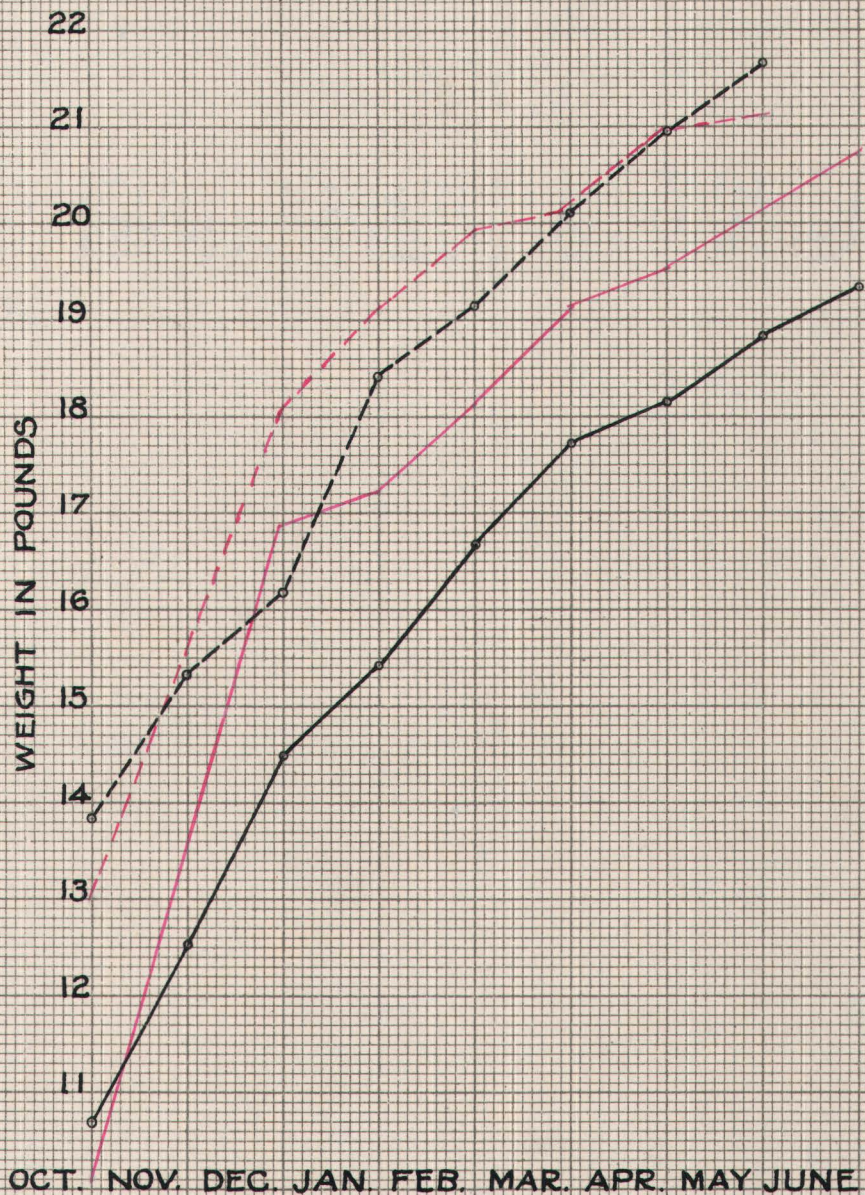
Boy-under one year.



WEIGHT CURVE #2
Boy-under one year

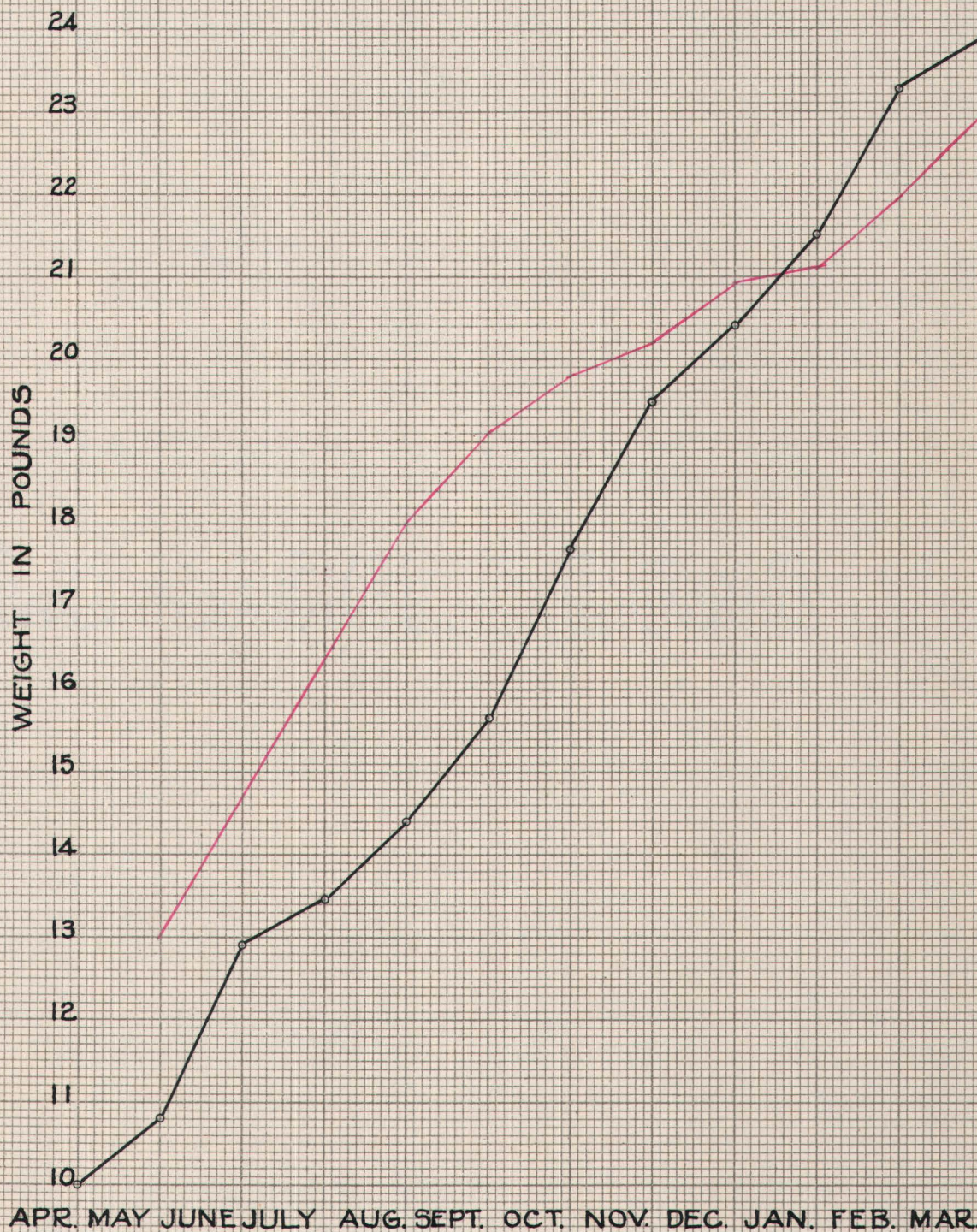


WEIGHT CURVE #3.
Twins: Girl ——— 5-13 months
Boy - - - - - 5-13 months



WEIGHT CURVE #4.

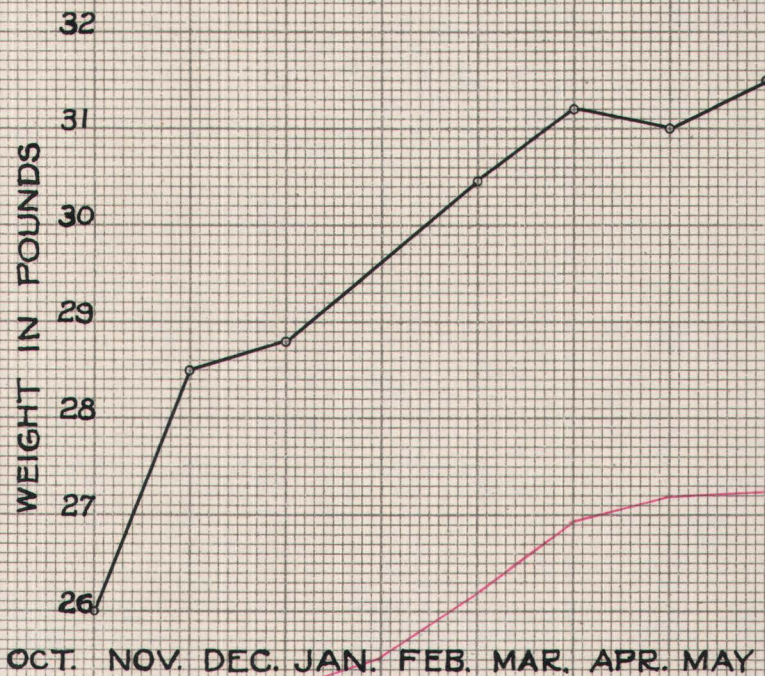
Boy-2 months to 14 months.



WEIGHT CURVE #5.

Girl-20 to 29 months.

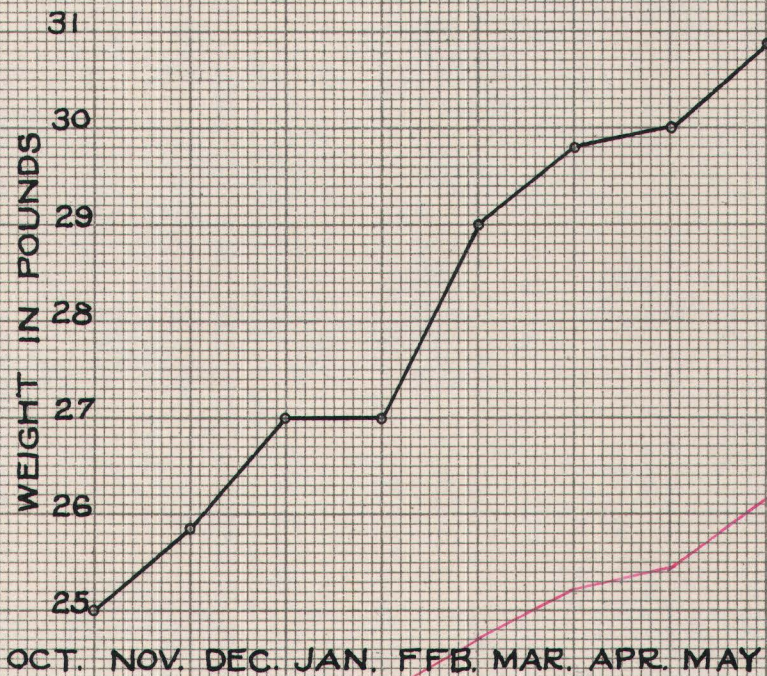
Gurlee--The gain in weight during the second year is very small. Weekly weighings will sometimes show difference of 1 to 2 ounces. It is not at all unusual for a normal infant to go for several weeks during the second year without gain in weight.



WEIGHT CURVE #6.

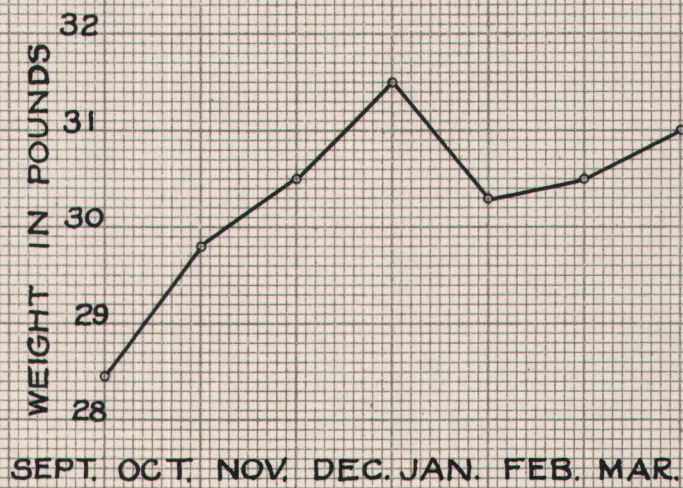
Girl: 17 to 24 months.

Gurlee: The gain in weight during the second year is very small. Weekly weighings will sometimes show a difference of 1 to 2 ounces. It is not unusual for a normal infant to go for several weeks without gain in weight.



WEIGHT CHART #7.

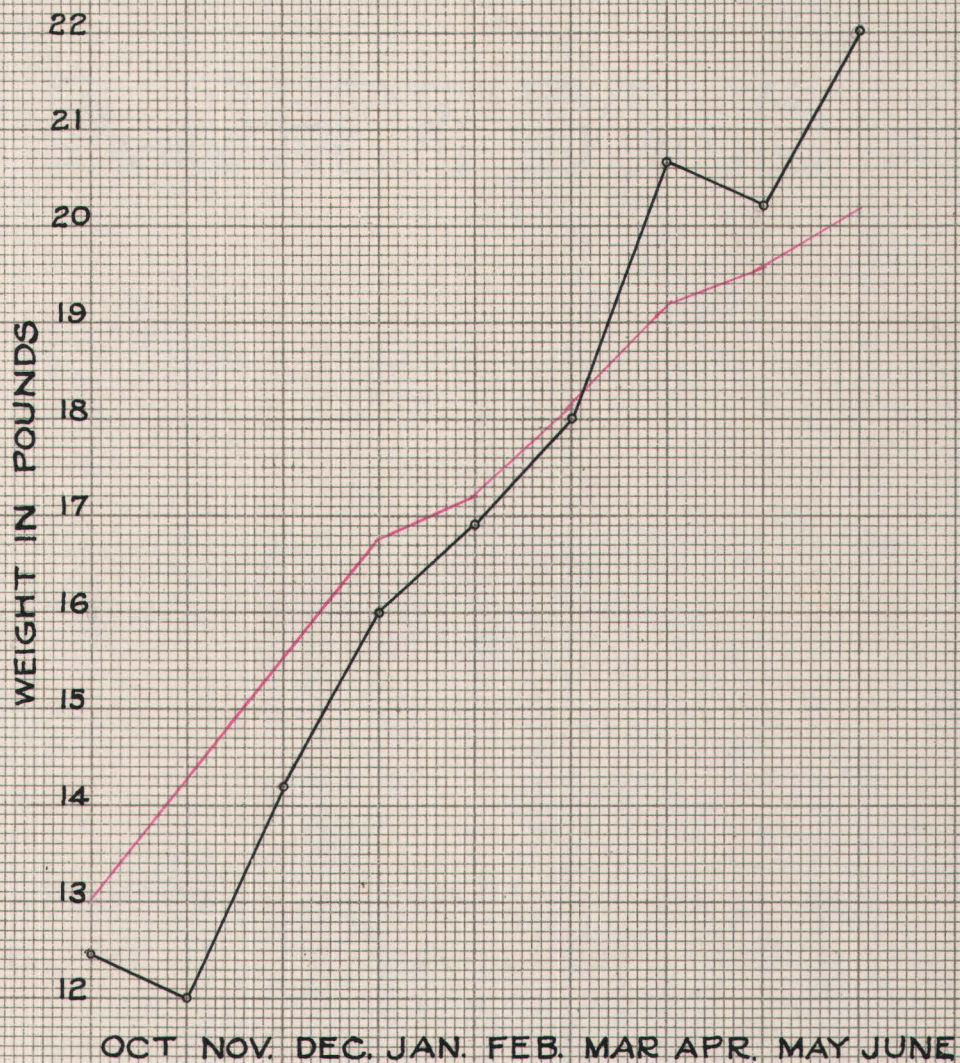
Boy: 16 to 22 months.



WEIGHT CURVE #8.

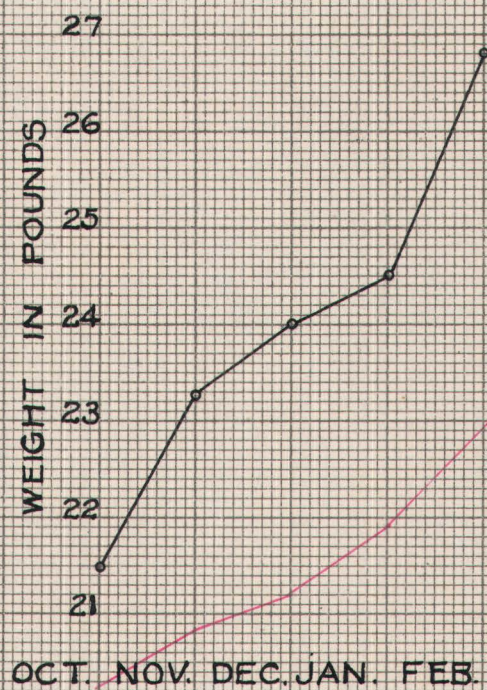
Girl under one year.

4 - 12 mo.



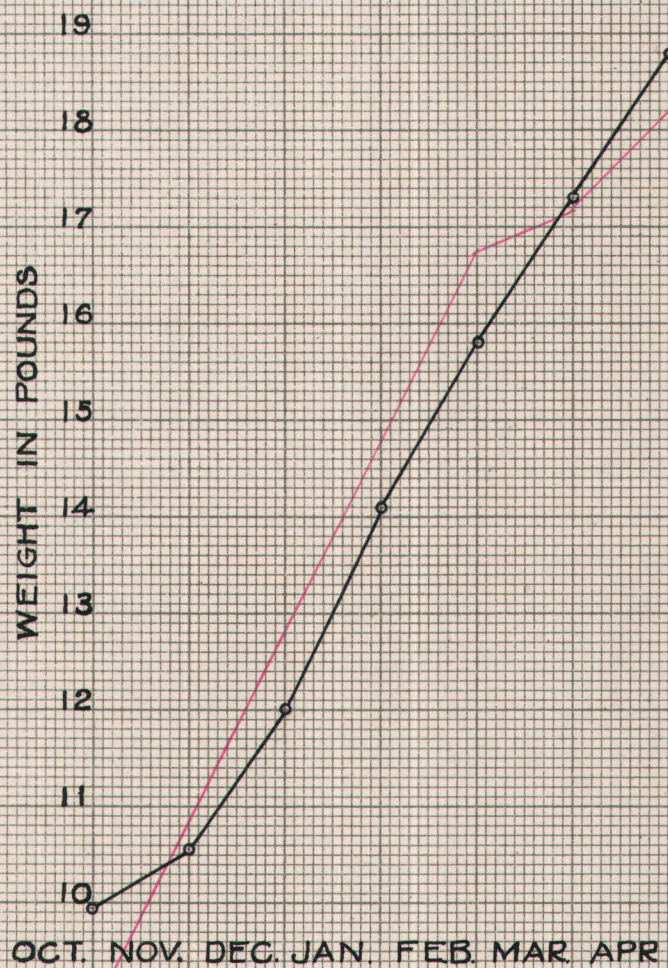
WEIGHT CURVE #9.

Boy: 9 to 13 months.

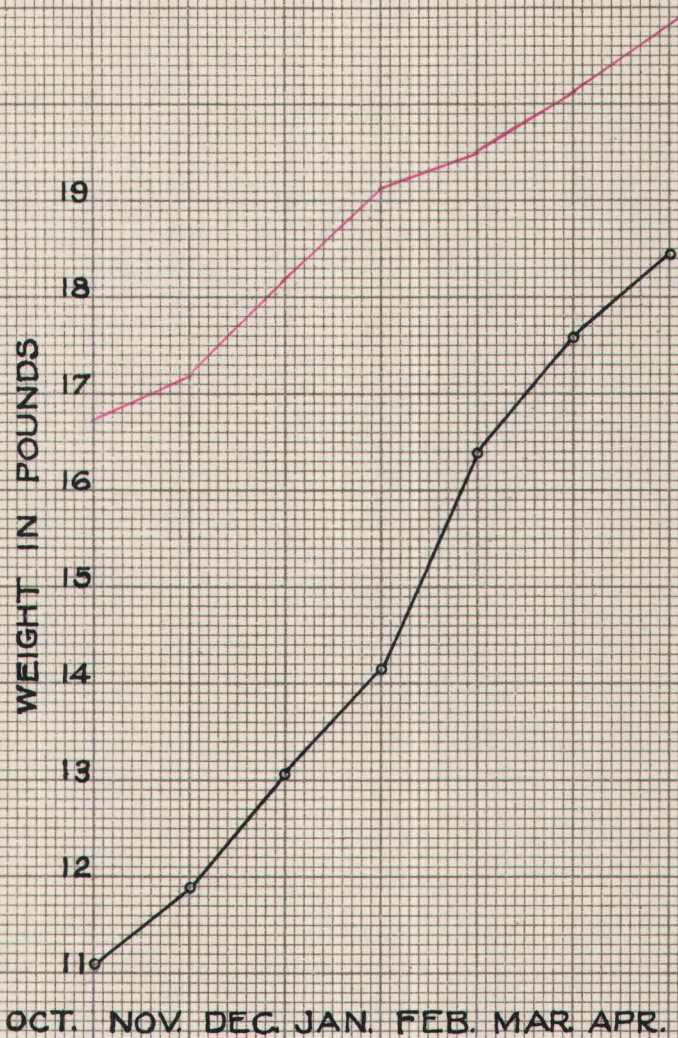


WEIGHT CURVE #10.

Girl: 2 to 9 months.



WEIGHT CURVE #11.
Girl: 6 to 12 months.



CHAPTER VI.

THE NURSERY SCHOOL.

In the summer of 1926 a nursery school was opened, to be used as a laboratory for child care. A large house was rented adjacent to the campus, and temporarily equipped as a nursery school. After a successful summer session it was decided to move the school to Covell House, which had been purchased from Dean Covell and was to be opened as a home management house in the fall of 1926. The lower floor of the house was well adapted for the arrangement of a nursery school, and with a few changes and additions it was ready for occupancy in the fall. Covell House serves a double purpose, that of Nursery School and Home Management House. Every morning the living room is rearranged for the nursery school, and after the children leave at one o'clock the room is cleaned and the furniture replaced for the students who use it for a home management house. This arrangement is not altogether satisfactory, but until more space is available it is being adapted to the needs best as possible.

The school uses three rooms of Covell House. The large living room with a fireplace at one end makes an attractive school room. Here are the piano and nursery school tables. In the smaller room adjacent to this are cupboards for playthings, the file for records, and

against one wall is locker space for each child with hooks or shelf low enough that he is able to hang up his own coat and hat. Under the window is the bowl containing goldfish. Off this room is the toilet room in which are installed two toilets and a wash bowl.

The yard on one side of the house is securely fenced, and play equipment adaptable for small children has been added. The jungle gym, the slide and the sand box compete for attention during the out-of-door play period. Large building boxes and stairs are also in the yard, and a small playhouse at one end, across from which is a workshop with a carpenter bench, saw, nails, hammer and bits of boards. Here the children learn motor control, and get a sense of accomplishment, by doing a satisfying piece of work.

While the school is used primarily for a laboratory in connection with the course in child care, it is also of definite benefit to the child. A child is usually considered in the pre-school group between the ages of two and five and it is for this age that nursery schools are planned. Here he learns regular habits of work and play. He learns to be independent, and to adjust himself socially to the group in which he finds himself. He establishes habits of order and good hygiene.

At nine o'clock in the morning the children begin to arrive. They are inspected by the nurse before the

parent or guardian leaves. A child with a cold is never allowed, and the nurse's inspection helps to prevent the breaking out of an epidemic of children's diseases. Complete isolation from exposure cannot be maintained, but inspection helps a great deal.

After the child has hung up his coat and hat, taken off his rubbers and put them away, he is given a drink of water, then he goes to the cupboard and chooses the equipment he expects to work with that morning. At ten o'clock he has tomato juice and codliver oil at a table which is served by the children themselves.

After the tomato juice they go to the toilet, then out-of-doors to play, where they stay for an hour. In stormy weather the wide porch on the east side of the house provides shelter, so that they may be out every day. There are swings on this porch and a smaller sand box provides entertainment. Tricycles and kiddie-cars are available for those who wish to use them. It is in the yard that the children learn some of the most valuable lessons in social behavior, and desirable attitudes, not only toward others, but toward themselves.

When they come into the house they again go to the toilet, wash their hands and brush their hair, and join the news ring which is started. Here, in a group, various events of interest are discussed, and games and songs are learned. It is the one time of the day when

formal education is presented. This activity is so tied up with the child's everyday interests that it is not a forced grouping, and if at any time he feels that he wants to do something else which will not disturb the group he is at liberty to do so.

At eleven thirty the mats are placed on the floor and the children rest for twenty minutes before dinner. Two are chosen to help set the tables and by so doing learn a valuable lesson. At noon their dinner is served. A student teacher sits at each table laid for four or five, and the one child is chosen from each table to serve this group. Each child removes his own plate, and receives his dessert from the dietician serving the plates from the table provided for that purpose. After the meal each takes his plate back to the serving table and disposes of his napkin, and is then ready to put on his wrap to go home.

In many nursery schools the children stay until three thirty, in which case they take naps and then go out to play until their parents come for them. This plan has not been carried out at Oregon State College because the afternoon periods have been taken up with classes in child care for both the students and the director of the school.

The nursery school as a laboratory for observation offers excellent opportunities for the student of child care. Here the students learn solutions for behavior

problems through actual observation, and see whether or not the results are satisfactory. Here too they learn not to expect results in too short a time from the breaking of old habits and establishing new ones. They learn that there is a certain carry-over in children as there is in adults though of a comparatively shorter time.

Classes from the Foods and Nutrition department in child feeding plan and cook the dinner that is served at the nursery school twice a week during the regular college year. The food is cooked in the department laboratory and carried to Covell House just before serving. During the summer session dinner is served every day instead of twice a week and is cooked in the house, which is not possible during the winter because the kitchen is used by the Home Management House students. In summer, only Withycombe House has been open for the course in Home Management. Some of the students in child feeding stay and observe the children while eating by having their meal with them at the small nursery school tables. A different child is chosen each day for each table to serve his table at dinner, thereby learning valuable lessons in table service, consideration for others and good table manners. After the meal each child carries his own soiled dishes to the serving table and deposits his napkin in the waste paper basket provided for that purpose. He then puts on his wraps and goes out-of-doors to wait for the

arrival of his mother, who comes between twelve thirty and one o'clock to take him home.

The children for the nursery school are selected from families living in Corvallis. It is the endeavor on the part of the director to have a group whose parents represent various walks of life. Some are children of faculty members of Oregon State College, some from the professional group of the town and some from the business group. The parents of the children have found the school of such benefit that the enrollment has grown far ahead of the capacity of the school. The desirable size for the group is from sixteen to eighteen children so that a long waiting list has been formed. The ages of the children enrolled lie between two and five years, and as far as possible the division of boys and girls is about equal.

On the following page is a sheet of the number of children, and their ages, with an average age, since the summer session of 1926, which was the opening of the nursery school.

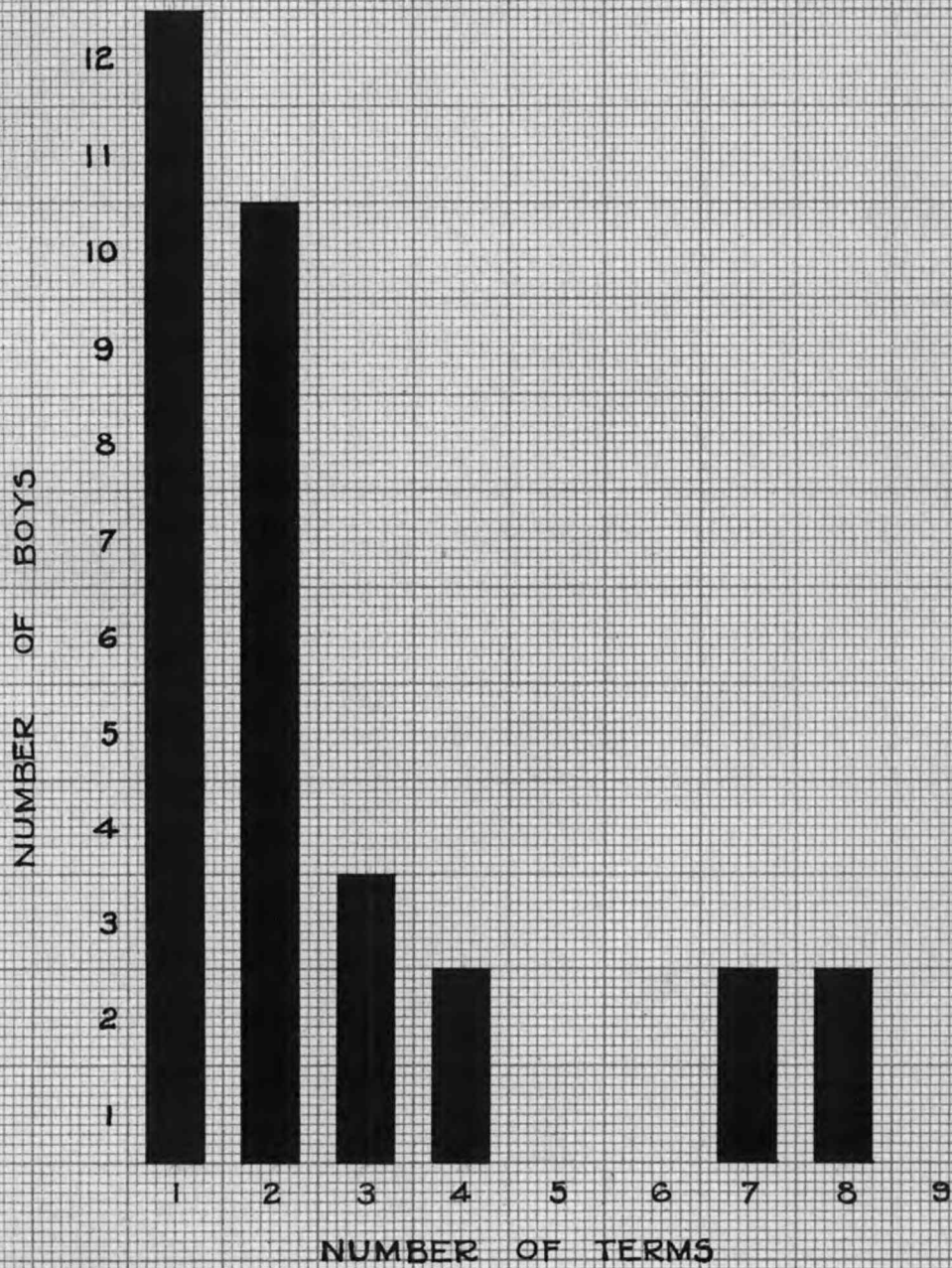
CHART OF NURSERY SCHOOL CHILDREN
showing number and average age.

Year	Term	Boys	Girls	Total number	Aver. age in months
1926	summer	9	7	16	40.8
1926-27	1st	8	11	19	
1926-27	2nd	9	8	17	
1926-27	3rd	8	10	18	41.3
1927	summer	8	8	16	
1927-28	1st	11	9	20	
1927-28	2nd	9	8	17	40.9
1927-28	3rd	8	10	18	
1928	summer	11	7	18	40.4
1928-29	1st	9	9	18	
1928-29	2nd	9	8	17	42.7
1928-29	3rd	10	7	17	
TOTALS		109	102	*211	41.2

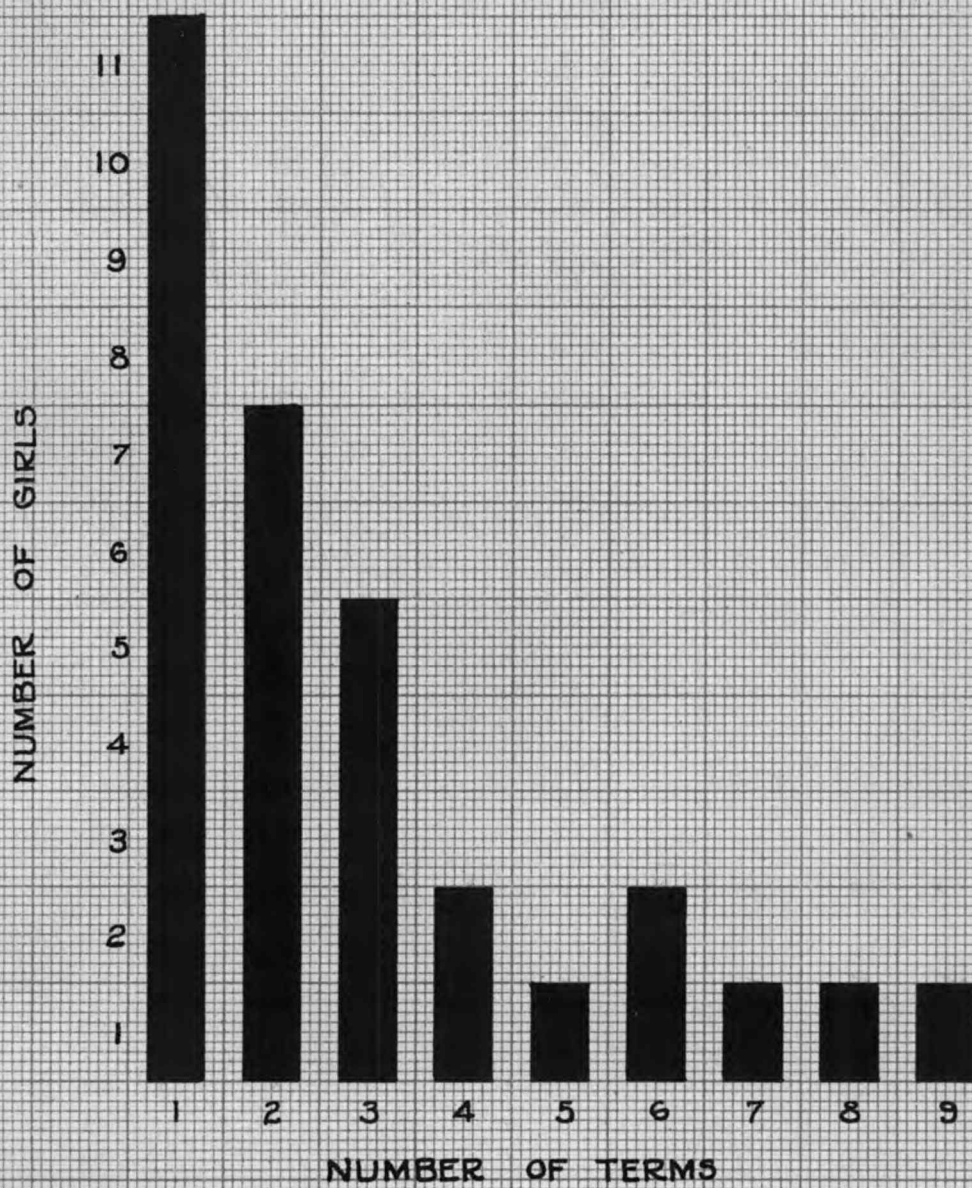
*Note:

The total enrollment of 211 children represents the enrollment by term. There have been 67 different individuals in the school, many of whom have been there for several terms, as shown by the charts on the following pages.

ATTENDANCE GRAPH. * BOYS



ATTENDANCE GRAPH. * GIRLS



Credit is due Mrs. Sarah Prentiss for the development of the child care courses on the Oregon State College campus, and it was under her direction that the nursery school was placed. For the year 1928-29 she received a Laura Spellman Rockefeller **scholarship**. She took Sabbatical leave and went to the University of California for further study in psychology. The scholarship also included three months study at Columbia University in New York City, and her travelling expenses, where she will spend the summer before returning to the campus of Oregon State College. During her absence the nursery school has been directed by Mrs. Vera Brandon, but Mrs. Prentiss will resume charge on her return.

CHAPTER VII.

A QUESTIONNAIRE AND ITS RESULTS.

In order to draw proper conclusions from the course of study as presented through the child development program at Oregon State College, a questionnaire was made relating to the number of courses taken, and the benefits received. The questionnaire was sent to every available graduate or ex-student who is married who had ever been enrolled in child care courses. A letter of explanation was enclosed, and of the two hundred questionnaires sent out, answers were received from one hundred and thirteen. An analysis of these answers points to the thoughtfulness with which many of the graduates have undertaken the rearing of their own families, and the openminded manner in which they are seeking further help. It is in answer to such demands that child development programs are being started in so many states.

The questionnaire is as follows:

QUESTIONNAIRE CONCERNING THE DEVELOPMENT OF CHILD CARE
COURSES AT
OREGON STATE COLLEGE

-O-

Note: Please use this check mark "X" in spaces after 'Yes' or 'No'.

A. 1. Did you live in a Home Management House? Yes.....

No.....

2. What year did you live in the house?.....
3. How many children (if any) have you?.....
4. Have you benefited from the actual care of the
Home Management House baby? Yes.....No.....
5. Have you found Home Management House methods
practical from the
 - (a) standpoint of time? Yes.....No.....
 - (b) " " labor? Yes.....No.....
 - (c) " " energy? Yes.....No.....
- B. 1. Did you take other courses in Child Care? Yes.....
No.....
2. If so, how many?
3. Which ones?.....
4. Have these been of practical benefit to you?
Yes.....No.....
5. Which has been of most benefit?
6. Which has been of least benefit?
7. Did you take work in the Nursery School? Yes.....
No.....
8. Has it been of practical benefit in your home?
Yes..... No.....
9. What phases of the Child Care work which you took
in this institution have been of most service to
you?
10. What, in your opinion, might be added to these cour-
ses to make them more practical to the housewife

and mother?

Some interpretation of these answers is necessary, with an explanation.

For the first group of questions under A.:

1. Out of the 113 answers 94 had lived in the Home Management House while 19 had not.

2. Out of the 94 students who had lived in the house:

4	had	lived	there	in	1916,
4	"	"	"	"	1917,
15	"	"	"	"	1918,
13	"	"	"	"	1919,
12	"	"	"	"	1920,
11	"	"	"	"	1921,
13	"	"	"	"	1922,
12	"	"	"	"	1923,
1	"	"	"	"	1925.

This total of eighty-five represents seventy-five per cent of the total whose replies indicated that they had lived in Withycombe House. The remaining twenty-five per cent did not indicate the year they were there. The majority of the seventy-five per cent who did live in the Home Home Management House were there in the early years. Consequently their answers to the following questions are colored by the work in which they took part. The whole program of child development has progressed to such a degree since 1925 that many of the needs which these early

students expressed have been filled in the courses offered later.

3. Children.

Of the one hundred and thirteen replies, seventy-five indicated that there were children in the family.

The size of the family is as follows:

34 families have 1 child

36 families have 2 children

5 families have 3 children.

This makes a total of 121 children. Of the 113 replies this gives a birth rate of 1.07. We realize that this is scarcely a fair sample of the birth rate for the college as a whole but it is an interesting comparison to the birth rate stated by Dr. Willystine Goodsell in "Problems of the Family". In a study made embracing 251 college women the average number of children born, including infertile marriages, was 2.51.

4. Fifty-three students had benefited definitely from the care of the Home Management House baby; only two said they had received no benefit, and twelve stated that there was no baby during their stay in the Home Management House. The remainder left the question unanswered.

5. There were fifty-three students who felt the Home Management House had been of practical service from the standpoint of time in doing their own household tasks.

Six felt that the course had not helped them from that standpoint.

Eighty-three students checked the 'Yes' column for practical service of the Home Management House from the standpoint of labor. Three said it was of no value.

Eighty-three also checked 'Yes' for practical service from the standpoint of energy saved, while two checked 'No' on the point of energy. These replies made a total of 247 yes and 11 no, which indicates the real value of the Home Management House course.

The second half of the questionnaire dealt with the courses in child care as presented during the years the students were enrolled in them.

B. 1. Eighty-six students had taken other courses beside the Practice Housekeeping course offered at the Home Management House, while fourteen had had no other work.

2. Of the eighty-six who had had other courses, seventy-three had had one, eleven had had two, and two had had three. These included:

3. Twenty-six who had had 'Mothercraft', the first course in Child Care, offered by Mrs. Prentiss. Sixty-five students had taken later courses in child care, two had taken Dr. Hedger's summer work, two indicated Home Nursing, and two, child feeding, which was probably in-

cluded in child care. There is a slight overlapping of courses taken by the same students here, which accounts for the discrepancy in the total.

4. From 113 replies, sixty-three had received practical benefit from these courses, while eight stated that they had received no benefit. Of the eight who received no benefit, four stated they had no children.

5. There were many blanks left on the question of which course had been of most benefit. There are, however, ten persons who feel that child care as given by Mrs. Prentiss had been most beneficial, three found Dr. Hedger's course in summer school of great value, two found that child feeding, as exemplified in child care, and two, home nursing, had been of most use to them in their everyday problems.

6. Only four stated that their work in Child Care courses had been of no value whatever. There were one hundred and nine blanks left for that question.

7. Since the nursery school was not opened until 1926 and since it is evident that the majority of the housewives who answered the questionnaire took their work in child care before that time, it is not unusual that only two had taken nursery school work. Both of these women had taken the nursery school education in the summer school of 1928 when Dr. Vincent and Miss Clancy

gave the child development work.

8. Inasmuch as so few have had the work this question is of little value. The two people who took the work reported it to be of great value in meeting their children's problems.

9. Ninety-seven out of 113 replies listed definite benefits received from the courses taken in Child Care at Oregon State College. The tabulated list is as follows:

1. Child Care	25
2. Home Management House Baby.	18
3. Home Management House work.	15
4. Infant feeding	19
5. Feeding for older children.	7
6. Course in Mothercraft	7
7. Psychology of children..	7
Behavior problems	
8. Home Nursing	5
9. Bibliographies	<u>4</u>

97

10. The last question on the sheet asked for suggestions which might make the courses more practical to the housewife and mother. Here again the suggestions which were received can best be put in tabulated form:

1. More psychology of children, including behavior problems.....	24
--	----

2. Have babies under one year of age at Home Management House	10
3. More child feeding and nutrition	8
4. More than one duty at one time at Home Management House	8
5. Bibliographies on Child Care	3
6. Bibliographies on Children's Clothes	1
7. Course in Child Care for men	2
8. Organization of housework	5
9. Use a real baby for demonstration	2
10. Emphasize speed in work	1
11. Give more publicity to program	1
12. More emphasis on pre-natal care	1

Here again these suggestions are colored by the early years in which these students took the courses. The large number of mothers feel the need for more psychology of children, realizing that in the past we have paid far too little attention to the child as an individual whose expression ought to be guided and developed through definite effort and in regular channels, and not allowed unbridled license.

Emphasis in our child development program is being placed on many of the aspects these women suggest, for the general need has been felt, and an effort is being made to meet it. Emphasis on child nutrition, organiza-

tion in housework, and efficiency and speed in housework, also on pre-natal care is being given, bibliographies are given with reference to the various phases of Child Development and home management. More and more books and articles are being written which are a help to the busy housewife and mother, and it is in this field their hope lies.

The School of Home Economics, through the department of Household Administration, of Oregon State Agricultural College is keeping an open mind on the progress of child development, endeavoring to apply the best to the work in which this school is engaged.