

CONTENTS

	PAGE
V. THE PRESENT SITUATION	22
VI. CHANGED CONDITIONS IN THE HOME	23
VII. A STATE PROGRAM FOR EDUCATION IN THE HOUSEHOLD ARTS	25
VIII. ENCOURAGEMENT OF VOCATIONAL EDUCATION BY FEDERAL GOVERNMENTS	28
IX. REPORT OF THE COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION	30

CHAPTER II

HOUSEHOLD ARTS INSTRUCTION IN ELEMENTARY SCHOOLS

I. INTRODUCTION	33
II. HOUSEHOLD ARTS ADVOCATES	34
1. The utilitarians	34
2. The manual training advocates	34
3. The culturists	34
4. The vocationists	35
III. TWO FORMS OF HOUSEHOLD ARTS INSTRUCTION	35
IV. DISTRIBUTION OF COOKERY AND SEWING INSTRUCTION	36
V. CRITICISM OF INSTRUCTION IN SEWING	37
1. Lack of practical value	37
2. The exercise method	38
3. Methods adopted in Belgium	40
4. Methods adopted in Boston	42
VI. OBSTACLES TO HOUSEHOLD ARTS INSTRUCTION IN THE SCHOOLS	43
1. Rapid industrial development	43
2. Contempt for manual occupations	43
3. Insufficient attention in the training schools	43
4. Limited time in school schedules	45
VII. TEACHING COOKERY WITHOUT SPECIAL EQUIPMENT	45
VIII. THE CENTER SYSTEM	46
IX. CHARACTER OF EQUIPMENT	47
1. Absence of a coal or wood stove	48
2. Changes in Equipment	49
X. NEGLECT OF LAUNDRY WORK	51