Professor Mossman, published by the Macmillan Company, gives a comprehensive line of work in each phase—food, clothing, shelter, and so on—for each of the first six grades, and indicates many of the relationships to other school subjects.

To teach this work, of course it is desirable that teachers have a background somewhat more extensive than the mere content to be taught in the elementary school. For elementary school teachers, a course in home economics one year in length, distributing the work appropriately among studies of food, clothing, shelter, child care, and family relationships, should be adequate to give students a fair background for the work in the first six grades. If such teachers have also additional work in some other phases of industrial art and in fine art, they should possess a minimum background for conducting the practical activities appropriate for the elementary school. But with this background should go specific work and training in organizing, adapting and directing the work in the grades. Such work should center about a training school in which the teaching of these lines is an integral part of each of the grades. The work of one term as a methods course would enable teachers to see how the work is adapted to different grades, to become acquainted with the best sources of materials and references, and to learn how to use the activities and resources of the homes and the community. Instead of a special term's work in teaching method, the adaptation of the different units to elementary grades might be taken up with the courses given for the background content. Just how the adaptation of the work to elementary school needs is made is not important, but that it is made in some efficient way is very highly important. Those teachers' colleges in which all of the phases—household, industrial, and fine arts—are organized into one course of at least one year's length for teachers of the elementary schools seem to get best results in actually getting the work under way in the grades.

The home and its place in community and national life are important in a degree not fully appreciated. The schools can do a great deal to improve the conditions and influences of home life. So far they have almost ignored the problem. To make a substantial contribution in improving the health, the thrift, the beauty, and the citizenship qualities of the members of each home and therefore of the whole community is the opportunity and the challenge to the broad field now represented by home economics. Through the elementary school all children and nearly all homes may be reached. Every elementary school teacher should therefore be educated and trained to appreciate and to teach those elements of home and family life which make for these higher values and which will make the teaching of all subjects more simple, more efficient and more joyous.

F. G. Bonser

A PUPIL ACTIVITY SURVEY AS A BASIS FOR THE HOME ECONOMICS CURRICULUM

LAST fall when the home economics teachers at the Harrisonburg High School decided to reorganize the home economics curriculum of the junior high grades they found that much preliminary work must be done. First, it was necessary to be clear in their own minds just what the aims of home economics in junior high school are; second, the best methods of attaining those aims must be determined; third, the material must be arranged in proper sequence and form for teaching.

If home economics is to make its rightful contribution toward a sane well-rounded curriculum for the junior high school girl, its aims and purposes must be the same as the general aims of education. The committee therefore accepted the following defi-
nition as their conception of education: “To teach pupils to do better those worth-while things they are going to do any way, to reveal higher types of activities, to make them both desired and to an extent possible.”

Accepting the above definition of education as their starting point meant that the next step was to determine the desirable activities in which Harrisonburg junior high girls were engaged. Although in recent years many most excellent pupil activity surveys have been made from which help could be secured, it was felt that unless a survey were made of the activities of the Harrisonburg girl there would be no assurance that any course planned would be meeting her needs.

A questionnaire was therefore submitted to all girls in junior high. It was answered by them immediately upon presentation and without consultation with any one, and the papers were collected as soon as finished. As the girls were told not to sign their names, the answers were entirely impersonal. The number of pupils filling in the questionnaire was seventy-four.

The questionnaire was divided into seven parts; the first dealt with activities relating to the daily and weekly care of the house; the second, with laundry work in the home; the third, with the care of children; the fourth with activities relating to family and community relationships, and the girl’s use of her leisure time; the fifth had to do with clothing practices in the home; the sixth, with food preparation; the seventh, with the girl’s personal budget.

Table I shows the tabulation of these activities with the frequency in the seventh and eighth grade, separately, and the total number of both grades combined. Table II gives some other information which has a bearing on home economics studies, but which could not be tabulated as an activity. The results of this questionnaire agree very generally with the Denver Survey in that

Activity | 7th Grade | 8th Grade | Total
---|---|---|---
**Care of the House**
Help with cleaning | 10 | 9 | 19
Polish metals | 19 | 11 | 30

**Care for Younger Children**
Bathe baby | 8 | 5 | 13
Prepare baby's bottle | 6 | 2 | 8
Give baby his bottle | 7 | 2 | 9
Play with baby | 10 | 8 | 18
Dress baby | 6 | 15 |
Put baby to bed | 9 | 7 | 16
Prepare lunches for younger children | 13 | 5 | 18
Play with younger children | 21 | 11 | 32

**Clothing**
Plan purchase of clothes
Self | 26 | 23 | 49
Others | 8 | 2 | 10

Plan how clothes shall be made
Alone | 12 | 18 | 30
Help plan | 26 | 14 | 40

Make own dresses
Wool | 2 | 2 |
Silk | 1 | 1 |
Cotton | 5 | 7 | 12

Make own underclothes
Gowns | 10 | 20 |
Pajamas | 2 | 10 | 12
Slips | 5 | 10 | 15
Slips | 5 | 4 | 9
Brassieres | 19 | 23 | 42

Buy Ready-made Underclothes
Gowns | 12 | 13 | 25
Slips | 15 | 7 | 31
Pajamas | 7 | 24 |
Bloomers | 28 | 28 | 56
Brassieres | 19 | 23 | 42

Buy Ready-made Dresses
Wool | 20 | 19 | 39
Silk | 26 | 22 | 48
Cotton | 19 | 14 | 33

**Preparation of Meals**
Breakfast
Alone | 5 | 4 | 9
Help with | 7 | 5 | 12

Dinner
Alone | 4 | 6 | 10
Help with | 5 | 4 | 9

Supper
Alone | 7 | 10 | 17
Help with | 15 | 15 | 30

Put up lunches | 13 | 5 | 18

Do marketing
Go to Store | 4 | 2 | 6
Phone | 10 | 8 | 18

Laundry
Do alone—personal | 28 | 19 | 47
Do alone—Family | 6 | 2 | 8
Help with | 21 | 5 | 26
Iron | 27 | 4 | 31
Make starch | 9 | 6 | 15
Hang out clothes | 21 | 4 | 25
Dry clean | 15 | 9 | 24

**TABLE II**
Other Information Which has a Bearing on Home Economics

| Activity | 7th Grade | 8th Grade | Total |
---|---|---|---|
1. Have an allowance | 16 | 16 | 32
2. Have a job on Saturday | 5 | 9 | 14

The next steps to be taken in developing a home economics curriculum from the findings of the survey are: first, the major activities must be selected and arranged in order of frequency of occurrence; second, an analysis of each activity must be made as to the smaller activities involved in its performance and the information and skills necessary for an “understanding” performance; third, the activities should be grouped into short units of study for the various school years; fourth, desirable supplementary information and activities, which will enrich, stimulate to further growth, and make these activities more effective, must be selected and incorporated.

There is yet much work to be done before this home economics curriculum is completed. Perhaps further comment may be made at some later date.

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