

fessor 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 CURRIC- ULUM

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-

inition 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."¹

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 Survey² in that

¹Briggs, *The Junior High School*, p. 157.

²Research Monograph No. I. Home Economics, Public Schools, Denver, Colorado.

helping with the cleaning, washing dishes, making beds, doing one's own personal laundry, and helping with the meals—supper usually—were major activities in both surveys. There are, however, some differences in the findings of the two surveys. One, for example, is in the care of children. Harrisonburg girls report a much larger per cent of girls as being responsible, to a degree, for their younger brothers and sisters; but a very small number reported any responsibility for the family marketing.

The results regarding clothing show that a large number of the girls buy ready-made underwear as well as dresses. As for the girls' activities in regard to the family meals, helping with supper was the one most frequently checked.

It is readily apparent that the required work in junior high home economics must place less emphasis upon skill in food preparation, and clothing construction and more upon clothing selection and purchase, food selection from the stand point of health and economics, care of the home and sanitation, household and personal laundry, care and training of children, and family relationships.

TABLE I
Activities Performed by Girls in the Home During the Week

Activity	7th Grade	8th Grade	Total
<i>Care of the House</i>			
Help with cleaning			
Daily .....	.43	29	72
Weekly .....	.26	10	36
Clean—alone .....	.43	24	67
Own room—daily .....	.31	17	48
Other rooms—weekly .....	.25	12	37
Clean woodwork .....	.14	6	20
Clean rugs .....	.18	13	31
Clean windows .....	.20	13	33
Clean closets .....	.16	8	24
Clean stove .....	.11	10	21
Clean sink .....	.31	23	54
Clean refrigerator .....	.13	8	21
Clean pantry .....	.13	6	19
Clean cabinet .....	.19	16	35
Clean bath room .....	.37	18	55
Clean porches .....	.37	22	59
Clean basement .....	.14	4	18
Clean yard .....	.22	12	34
Wash Dishes .....	.39	29	68
Make Beds .....	.37	27	64
Straighten misplaced articles .....	.31	26	57
Arrange flowers .....	.27	18	45

Activity	7th Grade	8th Grade	Total
<i>Care of the House</i>			
Help with cleaning			
Polish metals	10	9	19
Scrub floors	19	11	30
<i>Care for Younger Children</i>			
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	9	6	15
Put baby to bed.....	9	7	16
Prepare lunches for younger children	13	5	18
Play with younger children...	21	11	32
<i>Clothing</i>			
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 under clothes			
Gowns	10	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	16	15	31
Pajamas	17	7	24
Bloomers	28	28	56
Brassiers	19	23	42
Buy Ready-made Dresses			
Wool	20	19	39
Silk	26	22	48
Cotton	19	14	33
<i>Preparation of Meals</i>			
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

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

Activity	7th Grade	8th Grade	Total
<i>Care of the House</i>			
Help with cleaning			
3. Have sewing machine at home	37	29	66
4. Have an electric washing machine	16	13	29
5. Have a vacuum sweeper....	1	11	12
6. Mother does laundry at home	24	16	40
7. Go to movies with:			
Mother	17	17	34
Father	11	6	17
Some other girl	31	26	57
A boy	2	5	7
Alone	20	14	34
8. Favorite Magazines			
McCall's	8	4	12
Pictorial Review	3	1	4
Ladies Home Journal	9	5	14
Liberty	1	2	3
American	4	7	11
True Story	3	3	6
Child Life	3	2	5
Movie Magazine	1	1	2
American Girl .....	.	1	1
9. How Spend Vacation			
Visiting	17	22	39
Stay Home	13	4	17
Go to camp	2	1	3
Work .....	.	1	1
10. To what organizations do you belong?			
Girls Scouts	3	1	4
Christian Endeavor or League	4	2	6
4-H Club	3	.	3
Small group clubs.....	6	4	10
None .....	.	.	51

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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