

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1926, No. 4

PROGRESS IN HOME ECONOMICS EDUCATION

By

EMELINE S. WHITCOMB

SPECIALIST IN HOME ECONOMICS
BUREAU OF EDUCATION

[Advance Sheets from the Biennial Survey of Education
in the United States, 1922-1924]



WASHINGTON
GOVERNMENT PRINTING OFFICE
1926

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

11

PROGRESS IN HOME ECONOMICS EDUCATION

CONTENTS.—Introduction—Contribution of home economics to general education—Relation of home economics to health—Provides training in child care and welfare—Notable improvement in home economics equipment—Grades receiving food and clothing instruction—Educational tests in home economics—Home economics in business—Home economics research—American home economics in foreign fields—The American home economics association—Some contributions made by the Bureau of Education to the progress of home economics education.

INTRODUCTION

Home economics education during the past biennium has made notable progress in a number of directions. These directions include, among others, a clarification of the contributions of home economics to general education, to health education, to child care and welfare, and a reorganization of the curriculum, based on scientific evidence. This latter problem, together with a scientific selection of home economic objectives to be achieved, has been for some time paramount in the minds of many home economics leaders.

These interests have called for an almost complete restatement of objectives and goals and a revision of subject matter. This has occupied leaders of home economics in a number of States and in many cities. Notable among the latter is Denver, Colo., where the revision of the home economics curriculum was influenced by Briggs's philosophy of education, namely, "To teach pupils to do better the desirable activities that they will perform anyway; to reveal higher types of activities and to make them both desired and, to an extent, possible," and, secondly, that "the curriculum is a series of experiences so selected, guided, and coordinated that what is learned in one experience contributes to the elevation and enrichment of any succeeding series of experiences."

With this outlook upon education, Denver observed in its curriculum-making procedure the three following steps, namely, the selection of present home activities of the schoolgirl; an enrichment of these experiences through subject-matter content, and the elevation and direction of the girl's present home activities and experiences to higher levels, thereby safeguarding her preparation for home activities occurring in her life at some future time.

Besides the problems discussed, time allotment, efficient types of equipment, and opportunities for research in various phases of home

economics education have, during the biennium, been duly recognized.

CONTRIBUTIONS OF HOME ECONOMICS TO GENERAL EDUCATION

A questionnaire was addressed to leading educators of the United States by the Bureau of Education asking their opinion as to the contribution that home economics makes to general education in the elementary and secondary schools and in institutions of higher education. This questionnaire was sent to the presidents, deans of education, deans of women, and heads of home economics departments of State and private universities and colleges, of normal schools, and of State colleges for teachers, to superintendents of schools and supervisors of home economics of cities with a population of 2,500 or more, and to State supervisors of home economics.

Replies to this questionnaire were received from 70 presidents of universities and colleges, 30 presidents of normal schools, 54 deans and professors of education, 37 deans of women, 170 school superintendents, 71 directors of home economics departments of colleges and universities, 33 State and 45 city supervisors of home economics.

Eighty per cent of the presidents of State and private universities, 68 per cent of the deans and professors of education, 58 per cent of the deans of women in the leading universities and colleges, and 100 per cent of the city superintendents of schools, heads of departments, and supervisors of home economics state that "worthy home membership" is the conspicuous contribution of home economics to general education. They believe that this cardinal principle of education is realized through the home economics offerings of educative experiences and opportunities which lead to the development of the following abilities:

1. To live within the laws of health.
2. To appreciate home and family relationship and the place of the home in the community.
3. To contribute to the highest welfare of the child.
4. To budget income and to weigh values regarding time, energy, and resources.
5. To perform daily household processes; to attack and solve home problems.
6. To appreciate the labor involved in the production of all household commodities.
7. To develop a capacity for a higher enjoyment of life.

RELATION OF HOME ECONOMICS TO HEALTH

Home economics makes a positive contribution to health through its teachings of adequate nutrition, clothing and personal hygiene, sanitary housing and living. It is now conceded that of all the

other health factors no one is greater than a ~~proper~~ food supply intelligently used. This principle is now exercised in many city schools. For example, in Columbus, Ohio, the nutrition expert of the home economics staff has outlined for grades one to six the following health rules:

1. Eat one leafy vegetable and some fruit every day.
2. Drink a pint of milk every day and at least four glasses of water.
3. Eat three wholesome meals a day.
4. Chew thoroughly and eat slowly.
5. Meals for children should include milk, vegetables, fruits, grain products, meat or its equivalent, such as fish, eggs, peas, beans, nuts, cheese.
6. Take a bath at least twice a week and keep your clothes clean and neat.
7. Dress in clean comfortable clothing to suit the weather. This health rhyme is the clothing slogan:

"Wool or cotton, fur or leather,
Proper clothing to suit the weather,
Loose it is from neck to feet,
And always tidy, clean, and neat:"

8. Sleep at least 10 hours a day, with windows open.

The home economics classes of the Clemens Vonnegut School, of Indianapolis, Ind., have developed a folder for the children of their school and have named it "Good Health for Boys and Girls." This folder asks the following questions:

1. How much and what food does a growing child need each day?
2. Need a child who is now underweight remain underweight?
3. What is a food?
4. What is a calorie?
5. What quantities of food are necessary to yield 100 calories?

In a like manner these home economics classes developed the following personal hygiene and clothing suggestions for girls:

1. Clean the finger nails daily. Do not bite them.
2. Brush teeth thoroughly twice a day. Do not pick them with needles and pins.
3. Bathe at least once a week in winter and twice a week in summer. Use good toilet articles.
4. Wear simple hygienic undergarments and night clothes.
5. Wear the hair in a simple, girlish style. Brush and comb it every night before retiring. Shampoo it every three weeks.
6. Wear substantial stockings suitable for a schoolgirl.
7. Wear shoes according to season. They should be neat and comfortable. Polish often.

8. Rubbers should be worn in rainy weather. Never wear them in the house. Raincoats are a great protection.

9. Wear simple dresses suitable for the occasion and season. Use buttons or fasteners; no pins.

10. Cloaks should be medium or dark in color, of good wool material, styles suitable for several winters.

11. Hats should be simple, serviceable, and appropriate to season and occasion.

12. Knitted and crocheted sweaters and hats are good for girls.

A joint committee of the National Education Association and the American Medical Association, cooperating with a technical committee of 27 in outlining a health-education program for public schools and teacher-training institutions, gave a prominent place to nutrition and to the teaching of foods. Under the caption "School Luncheons as an Educational Feature," this joint committee declared that "The school luncheon can be made a means of providing for the child educational material in a way suited to his needs. In fact, the whole of the daily school program can be planned around a meal without undue emphasis upon the food itself."

The joint committee organized a health course beginning with the kindergarten and extending through the normal school that centered around food.

The State Department of Education of Oklahoma outlined a nutrition and health program for the elementary school, placing emphasis on the right kind of food for growing boys and girls.

In recent years pronounced progress has been made in State and city home economics courses as to the interdependence of foods, clothing, hygienic living, and health. Illustrations of this fact can be taken from practically all home-economics courses. Space limitation confines the illustrations to a small number.

Portland, Oreg.—The major home-economics aims for the seventh and eighth grades are—

1. To know and appreciate the value of the general health rules.

2. To know types of foods and their functions in the body and what are good for babies and children; how to plan attractive and well-balanced meals; how to care for food properly; how to set the table and serve a meal correctly; correct standards of foods, both cooked and uncooked; and to have some knowledge of food industries and a general idea of the cost of food.

3. Good habits in housekeeping duties, as to personal cleanliness and the importance of sanitary handling of foods.

New Mexico.—In the State course of study for the common schools, for the fifth grade in home economics, are these problems:

How can I keep my home clean and in order? What care should I give my clothing? Am I getting the food I need for my school

lunch? What can we do to keep the baby well? What does the baby need to make him grow? How can I keep well and happy?

In the sixth grade, under the topic "The Child: Its Health and the Health of the Family," are studied these problems:

What must be done to keep the baby well? What clothes are best for the baby? What shall we do to make the baby grow? How can the family keep well and happy? What should be done in case of illness in the home?

In the seventh grade, under "Child Care and Health of the Family," are stressed not only the care of the baby but also of the older child, as to the kind of food, clothing, home care, and environment essential to his well-being, how to prevent colds, information essential to prevention and spread of disease, and training in first aid.

Oklahoma.—The State department of education outlines for the ninth-grade girl in home economics such topics as "Foods and Health," under which are stressed the problems: How we help ourselves grow, how much do we weigh, why we should eat vegetables, why we should eat regular meals, what factors affect personal appearance, and other problems affecting health.

Home nursing and child care and elementary dietetics, among other courses, may be elected in the senior high school. Reasons given in the State home economics course of study for planning the first course are that girls may have an opportunity to learn causes and means of transmission of communicable diseases, simple and usable methods of prevention of them; how to secure and maintain physical and mental health from infancy through life; how to be intelligent and helpful in the sick room; and the second course is to teach girls, through diet, right food habits and health.

Indiana.—The State course of study in home economics for secondary schools states that the basis of the food section is the health of the girl in the adolescent period. The food discussion begins with the questions: Why should we eat the right food? What is the relation of diet to attractive appearance, success in athletics, and a good disposition?

Detroit, Mich.—For the sixth grade the work in household arts is divided into two main divisions. They are (a) health, and (b) cooking. The aim of the course is, "To emphasize attractiveness of good health and its advantages, not to make the child health-conscious, but scientifically and inspirationally to teach health as a natural result of right living."

The minor divisions under health are—

1. Personal hygiene.
2. Fresh air and exercise.
3. Rest—amount of sleep necessary.
4. Diet—the foods necessary to promote good health.

New York City.—The high-school girl in the clothing course is taught the interdependence of health and clothing. In this connection the clothing essentials to health outlined are, (a) warmth; (b) ventilation as to weight, porousness, absorption, and conductivity; (c) cleanliness; and (d) freedom.

Cleveland, Ohio.—A garment-making project for sixth-grade girls, the making of doll's clothes, is adapted to the needs and purposes of the sixth-grade classes. Hence no doll is permitted to wear French heels or pointed toes, transparent stockings, unpolished or unlaced shoes. The hygiene, suitability, economy, and care of each garment are discussed. Sixth-grade girls are not considered too young to learn that washable clothes should be washed and ironed frequently, other clothes should be aired and dry-cleaned often.

Des Moines, Iowa.—The clothing course for the seventh-grade girl includes the topics:

1. Standards for hygienic dress (simplicity, appropriateness, cleanliness, inherent properties of fibers).
2. Care of clothing in daily use—airing, folding, laundering, brushing, pressing, and repairing.
3. Formation of healthful habits of work.

Philadelphia, Pa.—In the grades, beginning with 5B, through the elementary clothing courses, the following health principles are taught:

5B. Proper sleeping conditions.

- Importance of sleep.
- Fresh air an essential.
- Cleanliness of person, garments, and bed.
- Number of hours of sleep.
- Posture in sleeping.

6A. Amount and kind of clothing desirable.

- Kinds of material used in making clothing.
- How clothing becomes soiled.
- Why clothing is washed or cleaned.
- Why clothing should be loose.

6B. (1) Cleanliness—

- a. Personal—
 - Body, hands, nails.
- b. Clothing—
 - Clean underwear. Outer garments.
 - Suggestions for washing colored cotton materials.
 - Washing cooking outfit.

(2). Neatness—

- a. Personal appearance—
 - Careful adjustment of clothing.
 - Neatly polished shoes.
 - Neatly combed hair.
 - All garments in good repair.

- 7A. (1) Study of the four fibers and their characteristics in regard to—
 - a. Retention or loss of body heat.
 - b. Retention or loss of moisture.
 - c. Laundering properties.
- (2) Study of the effect of tight garments, shoes, or bands on circulation and health.
- 7B. (1) Adequate and equal protection of body from low temperature.
- (2) Use of bathrobe and bedroom slippers.
- (3) Care of the feet (shoes and stockings).
- (4) Effect of constricting garments or bands, and of ill-shaped shoes and high heels.
- 8A. Clothing for baby—
 - a. Importance of cleanliness.
 - b. Importance of warmth.
- 8B. (1) Some essentials for correct care of skin—
 - a. Individual towel and wash cloth.
 - b. Frequent sterilization of towel and wash cloth.
- (2) Some essentials for healthy living conditions—
 - a. Clean bedding with frequent changes of sheets and pillowcases.
 - b. Cleanly methods in kitchen, and clean, well sterilized, kitchen towels and dishcloth.

HOME ECONOMICS PROVIDES TRAINING IN CHILD CARE AND WELFARE

I. *In Teacher-Training Institutions.*

Training of collegiate character in child care and welfare for the pre-school child began in this country in the Merrill Palmer School of Homemaking, established in Detroit, Mich., in 1920.

This institution during the biennium has cooperated with a number of colleges and universities in providing for the seniors and graduate students of home economics laboratory facilities and courses in the problems of the child.

During the summer of 1924, 27 of the leading universities of America offered some courses in "The Health of the Child" designed for doctors and nurses, while, at the same time, 26 institutions—colleges and normal schools—were aiming through similar courses to give specific training in the problems of the child to the teachers of this country.

In 1924 the Chicago University Cooperative Nursery opened its three-story home and placed the nursery in charge of a graduate of home economics.

The practice houses of the college and university departments of home economics give opportunities to their students for the observation and care of children. This experiment has proved so successful that many of the practice houses are maintaining at least one child of pre-school age, and where this arrangement is impossible home-economics seniors have assigned to them for care and observation young children either in the nutrition clinics of the department of home economics or in the community.

The following topics on child care and training illustrate the emphasis placed by the college department of home economics on this subject. The topics are:

- I. The child in relation to his environment.
- II. The rights of the child.
- III. Maternity problems.
- IV. Care of the newborn infant. Positive health for the pre-school child. Height-weight charts. Clothing in relation to health.
- V. Recognition of common dangers to health.
- VI. Mental and physical growth.

Recently the Laura Spelman Rockefeller Memorial contributed \$250,000 to maintain an institute of child welfare at the University of Minnesota. This institute by means of specialists in the various departments at the university, such as psychology, education, pediatrics, physiology, home economics, and sociology, will conduct studies relative to the child. It will also serve as a training center for nursery-school teachers and for leaders in parent education, and assist in an extension program concerning the education of parenthood.

The State Agricultural and Mechanical Arts College of Oklahoma organized a nursery for pre-school children in connection with its teacher-training courses, and the State course of study for home economics outlines a unit in "child care," for both the elementary and high school.

II. In Elementary and Secondary Schools.

In December of 1924 the Highland Park (Mich.) High School opened in connection with its home economics department a nursery school and enrolled 12 children ranging from 2½ to 4½ years of age. This forward-looking move in education is distinctive, for no other public high school in the United States has attempted to provide a laboratory in the form of a nursery for a course in child care designed for seniors in home economics.

Prerequisites for the child-care courses are nutrition and clothing for children. The following tentative outline for discussion periods in child care is given:

1. General instruction, and discussion of aims of nursery schools.
2. Educational importance of daily routine.
3. Food and principles of nutrition.
4. Play equipment, books, songs, plays, etc.
5. Physical care, food, clothing, medical attention.
6. Behavior problems.
7. Conflict of wills.
8. Punishments.
9. Habit formation.

The day nurseries of Los Angeles, Calif., were taken over for maintenance by the board of education of that city in 1917 and made an integral part of the school system. There are now 16 of these day nurseries which furnish for the elementary-school girl a laboratory for the training in her care of the pre-school child.

In Oakland, Calif., there is a similar organization.

Schenectady, N. Y., has an intermediate school with an enterprising home economics teacher who found that 50 per cent of the girls in this intermediate school "tended baby" when "out of school." Hence she offered to the seventh-grade girls eight 90-minute lessons, including:

1. Information necessary to make the baby grow.
2. Visit to health clinic.
- 3 and 4. Children's garments young girls can make and how to decorate them.
5. Ways and reasons for fastening baby's clothes.
6. Selection of materials for baby's clothes.
7. Baby's diet.
8. Planning and preparation of meals for an older sister and brother.

REPORT OF CHILD CARE AND WELFARE MADE BY THE RESPECTIVE STATE SUPERVISORS
OF HOME ECONOMICS

The status of child care and welfare is reported by State supervisors of home economics of the following States:

Pennsylvania.—Eighty high schools have a child-care course in vocational home economics, with a baby in two of the three teacher-training practice houses.

Delaware.—Child care is not taught as a separate course, but is included in every food and clothing course in the high school.

Iowa.—Rural children in 35 counties have been reached with nutrition projects.

Montana.—In some high schools there are short units in child care. The State college offers a three-credit course with children under observation.

Kentucky.—A few schools offer a unit in child care and infant sewing.

Virginia.—Three children of the Crippled Children's Hospital were adopted by the John Marshall High School classes in home economics. Food, toys, and clothing were provided for them. Another school adopted two first-grade children.

Alabama.—All the high schools give one unit in child care. A number of elementary schools carry on practical projects with children.

New Hampshire.—Child care given in the Nashua public schools in cooperation with the visiting nurse.

Idaho.—Studied as a special unit in every class. Layettes and clothing for younger children made in many schools, special studies of diets, physical care of the baby, training of children.

North Dakota.—Child care is a part of the second-year home economics course in the high schools of the State and a two-point college course in the North Dakota Agricultural College for senior women. It is combined in the normals, State teachers' college, and university with the work in home nursing.

Louisiana.—Advanced courses of the high schools include the work.

Indiana.—High schools emphasize the work. Milk is served to school children; health records are kept of children, often of the younger children at home; doctors and nurses in a home nursing course offer lectures on this point.

Utah.—A mother craft course for high schools includes diet and clothing for children.

Nebraska.—Child care is taught in two-thirds of the 60 vocational schools.

Kansas.—All vocational schools give child care including observation of young children and some personal care.

New York.—For six weeks 120 high schools give 90 minutes daily. This training is part of the four year home-making course.

New Mexico.—Is included under health of the family.

Vermont.—During the Christmas season, through cooperation of the Vermont Children's Aid Society, home economics classes adopted children dependent on the State.

The home economics girls made clothes, planned the yearly needs of their particular child, and sent off a box to meet these needs. Special child-care units are introduced in the schools at this time. Home nursing is offered in many schools.

West Virginia.—Fifteen high schools reimbursed by Smith-Hughes funds give a unit in child care.

Rhode Island.—Part of the Rhode Island State College course. A play school is maintained one afternoon each week for the pre-school child.

Michigan.—Eighteen of the outstanding home economics seniors at the Michigan State College are admitted to the Merrill Palmer School each year. New and revised courses at all the colleges and normal schools are giving practical work.

Oregon.—The Oregon Agricultural College has an organized course in child care which is open to all students on the campus.

Mississippi.—Child-care units are offered in second year of high school, and many of the home projects are selected in this field.

North Carolina.—Some in connection with the home economics department of the Womans College at Greensboro.

Minnesota.—University offers course in child care and training in connection with the home management houses. Practically all the high schools in the State offer some work, length of course depending upon type of community.

Brookline, Mass.—Physical and mental care of child emphasized in home economics courses.

Detroit, Mich.—Unit course in high schools includes essentials for the mental and physical growth of babies, feeding, bathing, dressing, general care, importance of proper diet, formation of habits. These phases are included in the ninth grade of the intermediate course of study.

Springfield, Mass.—Through the home economics classes, child care is a focal interest.

Long Beach, Calif.—A unit course given for the first time in junior high schools—food, clothing, and simple care of the young child form the basis of the laboratory project.

Newton, Mass.—Special classes in junior and senior high school given by Red Cross nurse.

Los Angeles, Calif.—Sixteen public-school nurseries under the supervision of the department of home economics and correlated with elementary and junior high school.

TIME ALLOTMENT FOR CHILD CARE AND WELFARE IN THE SCHOOLS OF 62 CITIES

Number of cities reporting.....	62
Number of cities giving incidental work.....	23
Number of cities giving work with definite time allotment...	39

Time allotment for child care and welfare

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Sixth.....	1	60	1	6
	1	75	(1)	(1)
	2			
Seventh.....	2	45	1	3
	1	60	3	
	1	90	5	8
	1	90	8	10
	1	90	(1)	(1)
Eighth.....	6			
	1	45	2	
	2	60	3	
	3	80		3
	1	100	2	8
	1	120	2	10
	1	168	8	(1)
	10	(1)	(1)	(1)

¹ No report.

² Lessons per year.

Time allotment for child care and welfare—Continued

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Seventh grade of junior high school.....	1	45	2	
	1	50	5	
	1	55	1	2
	1	180	5	20
<hr/>				
Eighth grade of junior high school.....	4			
	1	45	5	
	1	50	1	
	1	55	1	(1)
	2	60	5	(1)
	1	80	(1)	(1)
	6			
	1	40	1	5
	1	45	2	6
	1	50	2 ¹ / ₂	9
	2	55	3	10
	1	60	(1)	(1)
Ninth grade of junior high school.....	1	80	(1)	(1)
	1	120	(1)	(1)
	8			
	1	40	5	
	1	50	2	(1)
	1	55	3	(1)
	1	60	5	(1)
	1	90	(1)	(1)
<hr/>				
Ninth grade of senior high school.....	5			
	2	40	5	
	2	45	18	
	1	50	2	2
	1	55	5	3
	1	90	8	(1)
	7			
	2	40	5	
	7	45	18	
	1	45-90	5	
	1	50	1	2
	1	55	2	4-6
Eleventh grade of senior high school.....	1	60	5	8
	1	80	6	9
	1	90	10	10
	15			
	2	40	5	
	4	45	5	
	1	45-90	2	
	1	50	1	2
	1	55	2	4
	1	60	5	4-6
	1	60-90	10	10
	1	90	(1)	(1)
<hr/>				
Twelfth grade of senior high school.....	12			

¹ No report.² Lessons per year.³ Lessons per month.⁴ Short units.

NOTABLE IMPROVEMENT IN HOME ECONOMICS EQUIPMENT

Among the most noteworthy advances in home economics equipment is the general sentiment against housing such departments in the basement. This sentiment has gathered in such proportions that home economics departments have been forced to the surface where good light and air are possible. The old-fashioned hollow square is

everywhere being displaced either by the "unit desk arrangement" or unit kitchens. Housekeeping suites are generally used. One of the best examples of this type of equipment is found in New York City.

However, one of the most improved methods for making home economics function in the lives of the girls is the home economics cottage. These cottages have increased in number from 1 in 1907 to more than 200 in 1925. According to *Better Homes in America*, 64 per cent of this number "were acquired between the years 1920 and 1925." One high school in the past biennium acquired a place for its nursery school.

GRADES RECEIVING FOOD AND CLOTHING INSTRUCTION

The Bureau of Education sent a questionnaire to 116 leading cities of the United States, asking as to the instruction given in food and clothing studies. Replies were received from 97 of these cities. The grades in which foods and clothing are taught, either as required or elective, or both, are shown in the following report:

Number of cities having food and clothing studies in certain grades

Grade	Number of cities reporting	Number of cities in which required—			Number of cities in which elective—		
		Food	Clothing	Both	Food	Clothing	Both
Fourth.....	17	3	17	1			
Fifth.....	33	3	33	1			
Sixth.....	60	24	60	1			
Seventh.....	66	47	49	32			
Eighth.....	84	69	65	38			
<i>Junior high school</i>							
Seventh.....	63	43	49		44	56	50
Eighth.....	66	43	33		61	56	50
Ninth.....	55	8	9		50	52	45
<i>Senior high school</i>							
Tenth.....	16	7	6		14	13	16
Eleventh.....	14	3	2		14	13	11
Twelfth.....	15	2	3		12	13	10
<i>Four-year high school</i>							
Ninth.....	62	9	10	6	51	55	46
Tenth.....	55			2	48	47	41
Eleventh.....	49	2			36	43	33
Twelfth.....	39				33	20	27

EDUCATIONAL TESTS IN HOME ECONOMICS

Among the States reporting the use of educational tests in home economics are New Mexico, California, Utah, Idaho, South Dakota, Oklahoma, Minnesota, Indiana, North Carolina, Louisiana, Vermont, and Pennsylvania.

During the biennium the following home economics educational tests were published.

- Home economics information tests for girls completing the eighth grade. New York, Bureau of Publications, Teachers College, Columbia University.
- University of Illinois, Bureau of Educational Research. An information test in foods. Urbana, University of Illinois, 1924, pp. 8.
- A test for girls completing food preparation courses in the junior high school. Department of Home Economics, University of Chicago.
- A new analytic sewing scale, by Katherine Murdoch. Teachers College Record, 1922-23, pp. 453-458.
- The Murdoch sewing scale. Manual of directions, by Katherine Murdoch. Teachers College Bulletin 14, Series No. 3, New York, Teachers College, Columbia University, October 7, 1922.
- Murdoch Analytic sewing scale for measuring stitches. New York, Bureau of Publications, Teachers College, Columbia University, 1923.
- Home economics sewing tests for girls. Anna M. Cooley and Grace Reeves. Teachers College Record, 1923-24, pp. 274-392.
- Charts for diagnosing defects in buttonholes. Issued by the Bureau of Educational Measurements and Standards, State Normal School, Emporia, Kans.
- Brown, Clara M. Modern educational measurements in home economics. Journal of Home Economics, 15, pp. 657-659, November, 1923.
- What can educational measurements do for home economics. Journal of Home Economics, 16, pp. 191-196, April, 1924.
- Construction and use of information tests in home economics. Journal of Home Economics, 16, pp. 251-256, May, 1924.

HOME ECONOMICS IN BUSINESS

Home economics in business is a new venture, but from all reports it is proving a most successful one, for the trained home economics woman is making known to the commercial world the needs of the 20,000,000 home makers. She stands as the coordinator between the home and industry. Her technical and scientific information is appreciated and demanded more and more from food producers and manufacturers of food, household equipment and furnishings, textiles and clothing, and from the industries engaged in banking, milling, dairying, and baking. Home economics workers are now found in all such industries and in a number of others.

Nutrition service for the employees is now made available through the foresight of many of the larger industrial concerns. The employees' health is now recognized as an asset. A number of home-economics women of national reputation have charge of the nutrition service in industrial concerns. Many department stores maintain in their clothing sections trained home-economics lecturers on dress, color, and design for the benefit of their patrons, for it is realized that the clothing teacher is responsible for increasing intelligence in this direction.

Journalism in home economics is practically an unexplored field, yet a number of colleges and universities, realizing its importance, are advising the election of courses in the psychology of advertising, salesmanship, and others.

Home-economics women have opened offices as consultants on the merchandising of home utilities, and, lastly, home economics has invaded the associated advertising clubs of the world in order that the truth concerning utilities for the home may be broadcast.

HOME-ECONOMICS RESEARCH

Home Economics Circular No. 18, published by the Bureau of Education June, 1924, gives the titles of completed research from home-economics departments in American colleges and universities from 1918 to 1923.

AMERICAN HOME ECONOMICS IN FOREIGN FIELDS

The American Home Economics Association in 1920 voted to raise \$6,000 for the support of a professor of home economics for the Constantinople College for Women. This undertaking has proved so successful that two sisters, graduates of the college, have opened a school with most primitive equipment in Tirona, the capital of Albania, and called it Kyrias Collegiate. Here, in this humble beginning, the fundamental principles of home life are to be taught.

In 1922 the United States Department of Agriculture loaned to France a worker to train county demonstration agents. The result was that two young French women were dispatched to this country to receive six months' training, one at Ames, Iowa, and the other at the Georgia State College of Agriculture. Upon their return to France they were each made responsible for the organization of home demonstration work in counties near Paris.

Both New Zealand and Korea claim American pioneers in home economics.

Perhaps the most outstanding accomplishment during the biennium is the survey of Chinese home life, made by the dean of home economics of the Oregon Agricultural College. Twelve hundred and fifty questionnaires were sent to Chinese homes in 16 different Chinese Provinces. This study was made preliminary to the introduction of home economics into Yenching College of Peking.

THE BETTER HOMES IN AMERICA MOVEMENT

The Better Homes in America movement was established in 1922 and reorganized on a national basis in December, 1923. It is an educational movement supported by public gifts and operated for the public service.

It is the aim of Better Homes in America to establish a local committee in every community in America. The chairmen of the local committees are appointed by the officers of the national head-

quarters of the movement, and the other members are selected to represent local civic associations, clubs, schools, parent-teacher associations, chambers of commerce, and other organizations interested in the improvement of the home.

Departments of home economics in our public schools and colleges have found it decidedly worth while to cooperate in the local Better Homes campaign, for participation in Better Homes demonstrations makes it possible for the children of any school to familiarize themselves with standards of home art and household economics, with the principles of selection of furniture and equipment, with budgeting of expenses, and with the whole range of the science and art of home making in so far as these can be imparted to persons of their age and background.

THE AMERICAN HOME ECONOMICS ASSOCIATION

The American Home Economics Association has, through the efforts of its executive secretaries, secured the affiliation of all the States except two, thereby increasing the membership of the association in the past two years from 2,717 to 5,995 and from 13 clubs to 42.

All the States now have well-organized associations engaged in various activities such as outlining the State policies in home-economics education, formulating home-economics information tests, sponsoring nutrition programs, extending their influence to the home makers through the State federated clubs and parent-teacher associations, and specifying their ideals regarding home-economics equipment in no uncertain terms.

Five national meetings have been held at the following places: Cleveland, Corvallis, Chicago, New Orleans, and Buffalo.

SOME CONTRIBUTIONS MADE BY THE BUREAU OF EDUCATION TO THE PROGRESS OF HOME ECONOMICS EDUCATION

The following include some contributions of the home economics section of the Bureau of Education to the progress of home economics education:

The Chicago conference called by the Commissioner of Education in July, 1923, in conjunction with the American Home Economics Association, directed attention to the necessity of better teaching methods in home economics and stimulated the formation of committees to study home economics in public schools.

At the national home economics conference called by the Commissioner of education to Washington, D. C., in April, 1924, the place of home economics in the health and citizenship training program was defined and stated. This conference was attended by 62

home economics supervisors of cities of 10,000 population or more, by 100 home economics teachers, and by 100 other interested persons representing many educative organizations.

In June, 1924, at Buffalo, in connection with the American Home Economics Association, a study was presented to 80 city supervisors concerning the specific contributions made by home economics to wholesome living not made by any other school subject.

The free supply of 10,000 copies of Home Economics Circular No. 18, "Titles of Completed Research from Home Economics Departments in American Colleges and Universities, 1918 to 1923," was almost immediately exhausted.

This circular did two outstanding things which had not been done before. First, it summarized for the colleges and universities the number as well as the subjects of home economics research accomplished in the various colleges and universities in the United States; this information was not available prior to the publishing of Home Economics Circular No. 18; and, secondly, it stimulated research in home economics departments, which now has been given a material impetus by the passage of the Purnell Act.

O