

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1923, No. 6

HOME ECONOMICS EDUCATION

By

HENRIETTA W. CALVIN

[Advance Sheets from the Biennial Survey of Education
in the United States, 1920-1922]

NATIONAL EDUCATION ASSN.
LIBRARY



WASHINGTON
GOVERNMENT PRINTING OFFICE
1923

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

AT
5 CENTS PER COPY

PURCHASER AGREES NOT TO RESELL OR DISTRIBUTE THIS
COPY FOR PROFIT.—PUB. RES. 57, APPROVED MAY 11, 1922

HOME ECONOMICS EDUCATION.

By HENRIETTA W. CALVIN.

CONTENTS.—Introduction—Reaction in favor of home economics—Home economics and social service—Home economics in high schools—Elective semester courses in home economics—Food courses—Clothing courses—School health work—Home economics rooms—Unit kitchens—Increase in extent of teachers—Home economics in higher educational institutions—Child care in home economics courses—Research in home economics department—Home economics graduates in research positions—Hospital dietitians—Home economics women in commercial positions—Home economics in banks—Home economics and State institutions—Land-grant College Association—The Merrill-Palmer School—Professional courses for teachers at Johns Hopkins University—Home economics in the Department of Agriculture—Federal Board for Vocational Education—Bureau of Education activities—Home economics in foreign countries—Home economics associations.

INTRODUCTION.

Home economics education includes not only that instruction in household arts and sciences which is given in elementary and secondary schools and universities, colleges, and normal schools, but it also includes that which is taught through correspondence and extension courses.

HOME ECONOMICS IN ELEMENTARY SCHOOLS.

In elementary schools home economics departments have been affected by the general demand for school-expense retrenchment.

In the Pacific Northwest and in a few places in New England the very existence of the departments has been imperiled. In California, and in the South, Southwest, and Central States, these conditions did not arise, but need for retrenchment in home-economics expenses was evidenced.

Strict economy has required the sale of foods-laboratory products, thus necessitating the preparation of foods in salable quantities and of standard qualities; and this, in turn, has made possible the use of large quantities of material, so that cooking minute quantities heretofore dictated by economy has given way to the use of quantities comparable to the amounts used in an average family. The fact that the prepared materials had to conform to the market demand resulted in the use of simpler and less expensive modes of preparation and extreme care in the quality of the resulting products.

In Seattle, Wash., the home economics department, with the exception of teachers' salaries, has been made self-supporting by the sale of cooked products in teachers' and pupils' lunch rooms and to school patrons.

Los Angeles, Calif., reports as follows:

By running our higher grade work on this basis (i. e., selling the products in the lunch room), we have been able during this last year to cut our running expenses in half and, in many cases, to pay for the entire cost of the supplies used in the cooking classes.

Everett, Wash., reports:

The foods classes work on the "quantity basis plan" or "family size" recipes. There are enough members on the faculty alone who would be delighted to purchase any preparations which under a ruling of the board must be sold for cost, but we find the girls themselves eager to buy (at cost) and this is the best connecting link you can find between the school and the home. You might say it is a fine way to advertise in the home. However, we do not aim to commercialize education, but we do aim to correlate the two in such a way that the girl is taught the practical along with the theoretical.

This year four crates of peaches were put up for one home, giving each girl an opportunity to can 1 quart. Besides this, each girl brought from home a quart jar, her sugar, and enough fruit to fill it. The classes have had splendid experience in canning, along with making conserves, jellies, jams, etc.

When it comes corn-bread time, or scalloped food lessons or pie days, there are enough families living within a few blocks of the school who plan on the hot dish arriving just in time for lunch. Cakes are baked full size, cookies by the dozen, etc., but always before planning above lessons customers are secured. The course is never disarranged to cook for individuals, but the regular outline is followed and the food disposed of wherever possible.

The money which is received of course is not great, because the food is sold at actual cost, but is turned in to the school clerk, providing bills run over those of previous years when we cooked under the small-size recipe. If our bills do not exceed that amount, the money is then being used to furnish or rather complete furnishing the school department.

Though it has not been difficult to solve the problem of marketing class products in the smaller places because of the close acquaintanceship of teacher and school patrons, it remained for New York City to show that it is possible in certain communities within a great city to sell foods cooked in home-economic classes.

Wherever the school patrons are accustomed to buy from delicatessen stores, they can easily be led to purchase the products of the cooking classes.

REACTION IN FAVOR OF HOME ECONOMICS.

Proposals to eliminate home economics, music, art, industrial arts, and agriculture, and to return to purely academic instruction, ostensibly because cheaper, has led to a reaction and a marked stimula-

tion of local interest in home economics and an increased favor among school patrons. This was particularly true in Washington.

The higher values of elementary education in home economics are not more tangible than are those in English, geography, or mathematics.

It is regrettable, though true, that home economics education is often judged by material and tangible results only. Numbers of garments made and quantities of foods served are but indicators of the progress made. As indicators, they are of value since it may be assumed that parallel with the making of garments and cooking of foods instruction has been given in the artistic, economic, hygienic, and sociological aspects of the topics considered. As indicators such statistics as follow are of interest.

There is a secondary value not to be overlooked—the labor of the children has enhanced the values of the materials used, and, in the aggregate, this increased wealth is of no inconsiderable amount.

The following records some of the activities of the Cleveland, Ohio, home-economics pupils in the fall of 1921:

Fruits canned	quarts--	2,528½
Vegetables canned.....	do.....	3,474½
Total.....		6,003
Jellies and conserves made.....	glasses--	3,761

Disposition: Lunch room—Fruits and vegetables, 984½ quarts; jellies, etc., 244 glasses. Sold to teachers—Fruits and vegetables, 308½ quarts; jellies, etc., 407 glasses. Home—Fruits and vegetables, 2,310 quarts; jellies, etc., 656 glasses. Used in school—Fruits and vegetables, 262½ quarts; jellies, etc., 101 glasses.

SEATTLE PUBLIC SCHOOLS.

HOME ECONOMICS DEPARTMENT.

(Items from report of 1920-21.)

1. Elementary sewing, sixth and seventh grades (1 lesson per week): Holders, 961; towels, 1,133; bags, 2,277; aprons, 1,300; patches, 3,863; darning, 1,447; needlecases, 1,352; wash cloths, 1,378; miscellaneous, 938.

2. High school and industrial: Aprons, 1,625; underwear, 4,704; dresses, 4,070; blouses, smocks, and middies, 1,174; suits (skirts and jacket), 110; coats, 182; hats, 1,146; miscellaneous articles, 2,503.

3. Canning and preserving: Number of quarts done at school, 7,992; number of quarts done at home, 27,727.

4. Community projects: Stage curtains for schools, 4; costumes and properties for school plays, 701; number of school functions, banquets, etc., for which food was prepared and served, 125; number of schools in which foods classes cooperate with school lunch, 16; number of schools in which foods classes have entire charge of lunch, 2; infant layette sets (34 articles each), 3; garments for charity, 276; towels for gymnasium and lunch rooms, 362; athletic blankets and letters, 260; miscellaneous articles for school, 385; children's garments, 266; gifts, 153; articles for sale, 157.

Home work stimulated: Number who repeat cooking lessons at home, 2,726; number who assist regularly in preparing meals, 2,747; number who assist daily with other house work, 2,776.

A number are earning money by means of ability gained in sewing and cookery work.

A large number make all their own clothing and assist with family sewing.

Canning report (number of quarts), 1921-22.

Fruits, etc.	At school.	At home.		Total quarts.
		Assisted.	Independ-ent.	
Fruit.....	4,265.0	24,511.5	5,352.5	34,129.0
Vegetables.....	1,384.5	5,793.5	1,198.5	8,376.5
Pickles.....	546.0	3,706.0	557.5	4,809.5
Jelly.....	2,309.0	11,344.0	3,772.0	17,425.0
Marmalade.....	4,101.0	9,526.0	4,218.0	17,845.0
Grand total.....				82,585.0

In Chicago the number of completed dresses reported to the central office from all the schools this year was 27,475; pieces of underwear, 29,723; all other articles, 54,433; making a total of 111,631 garments.

These are but typical examples of actual material accomplishments in home economics and could be multiplied by thousands. It may be again emphasized that these figures merely indicate tangible results—the intangible are of far greater importance.

HOME ECONOMICS AND SOCIAL SERVICE.

In Cleveland, much extra time was given to relief work. In one school, where it was much needed, garments were solicited, cleaned, mended, and in some cases remodeled; shoes blacked, new laces put in; and the clothes given out through the principal's office.

The 654 garments made for school plays and pageants include stage curtains and drops, costumes, and paper flowers.

Under miscellaneous sewing are listed all kinds of projects: Articles for bazaars; furnishings and curtains for rest and teachers' lunch rooms; shop aprons for boys; machine and chair covers; pennants; arm bands; bean bags; monograms on sweaters; rehemming of window shades; charts for the office; and some very successful "gym" shoes in some of the poorer districts.

During the fall term of 1921, at the request of the Berkeley (Calif.) municipal Christmas-tree committee, material was purchased for the making of garments, to be distributed at Christmas. The tabulations that follow show the number and kind of garments that were made by the sewing classes for the 1921 Christmas distributions. Garments are also being made again this year for the 1922 Christmas tree, the sum of \$200 being allowed for the purchase of materials for the garments this year. The tabulation shows the num-

ber of garments completed last spring, and in addition 300 yards of material will be made into garments during the following term.

Garments for municipal Christmas-tree committee, 1921.

Dresses.....	99	Rompers.....	9
Smocks.....	33	Dolls.....	33
Petticoats.....	1	Dresses and bloomers.....	14
Gowns (outing).....	69	Bloomers.....	18
Blouses.....	47	Bead chains.....	25
Shirts.....	7		
Boys' suits.....	2	Total.....	249

Garments completed for municipal Christmas-tree committee, spring term, 1922.

Nightshirts (boys).....	5	Shirts.....	6
Nightgowns (girls).....	6	Dresses and bloomers.....	2
Smocks.....	24	Blouses.....	31
Dresses.....	76		
Skirts.....	9	Total.....	159

During the past year girls in the Washington Irving, Julia Richman, and Wadleigh High Schools, New York City, made 2,600 articles of clothing for the children of unemployed ex-service men. The work was done under the direction of the New York County chapter of the Red Cross.

In Chicago an assistant to the director decides upon all equipment for lunch rooms in the schools and home-economics women direct school feeding.

In Washington, D. C., active cooperation existed between the Red Cross Association and the home-economics department, so that the home-economics supervisor not only administered the preparation and service of foods to tubercular children but also had prepared jellies, fruit juices, etc., for use in hospitals.

HOME ECONOMICS IN HIGH SCHOOLS.

Home economics in the senior high school and upper three grades of the 4-year high school is, very generally, an elective subject.

About 1 girl out of each 12 girls in these upper high-school years will be found in home-economics classes in the schools of eastern cities. This relatively small per cent of girls carrying home economics is due to several factors affecting the choice of high-school electives.

First, more than half of all girls in these high schools enroll in commercial courses, which courses usually offer but few opportunities for election of work outside of that line. Second, girls not choosing the commercial curriculum are usually anticipating advanced education in higher educational institutions.

Many of the larger eastern colleges and universities still retain the old and conservative standards of entrance requirements which necessitate the selection of such high-school courses as will fulfill these requirements. Third, the home economics instruction offered in high schools is too often in the nature of a complete curriculum which must be elected in toto or omitted altogether.

A notable illustration of what can be accomplished where the first of these conditions dominates, but where home-economics courses have been arranged with especial reference to the needs of commercial students, have been sympathetically taught, and have been heartily commended by the high-school principal, is that of home economics in the girls' commercial high school of a city in Massachusetts where more than 60 per cent of the 1,200 commercial students are enrolled in home-economics classes.

The conditions in the Pacific Northwest are somewhat different from those existing in eastern schools. A greater proportion of the girls in high schools select one or more lines of work in home economics. In this section the demand for office clerks is relatively less with a consequent smaller per cent of girls enrolling in commercial courses; the universities and colleges are more liberal as to entrance requirements; and the inclination among high-school girls to marry young and take up actual housekeeping duties is more marked.

ELECTIVE SEMESTER COURSES IN HOME ECONOMICS.

The tendency to offer high-school elective courses in home economics in place of a prescribed curriculum and to so organize these courses that a full curriculum may be secured when all are taken in sequence is increasing. There is a further tendency to so administer each semester course as to make it independent of prerequisite courses.

Many of the high schools of Chicago have doubled the enrollment in the household arts department. The number of students specializing does not seem to increase, but the number taking the general courses has doubled or trebled. All of the high schools have not as yet made it possible for the students who wish the work to take it.

A careful study has been made of the homes of young married people for the purpose of seeing wherein the high schools fail to train the girls for their responsibility of running the home. The cause for the increase of divorces in the United States has been taken up by a committee of household arts teachers, with the same purpose in view to see wherein courses in the high schools could be strengthened so as to prepare the girls for the actual problems they have to meet in life.

As a result of the studies it has been recommended that courses in the management of the home, including the actual cost of maintaining the home and the responsibilities, together with definite training in the rearing of children, be emphasized in the high schools.

It has also been suggested that the students come directly in contact with small children. In Chicago the Winchell Continuation School has a course with a day nursery as its laboratory. From 6 to 12 children are taken care of, clothed, fed, and trained in good habits. Several hundred girls in the school are making a definite study of these children and the methods of handling them. At the same time they are taking class instruction in the problems that come before childbirth, in the care of the mother, and in the care of the infant. We find this a very popular course, and it is such a course as this that is being recommended for all high schools.

FOODS COURSES.

The type of high-school instruction in foods has been sharply modified. In all the more advanced systems cooking processes receive less stress than formerly and nutrition and dietetics are given greater emphasis. At the beginning of the food courses the high-school girl is weighed and measured, and thereafter she studies her own diet with the motive of securing and maintaining a high degree of physical health. Later in the course each pupil becomes responsible for the nutritional condition of some younger child.

An especially interesting piece of work was done during 1921-22 in the schools of Oakland, Calif. In these near-by day nurseries were adopted by the pupils of the school and certain responsibilities assumed. Foods classes became sponsors for the noon meals and in successive groups went to the day nursery and prepared and served the food. At regular intervals these same classes brought all the children to the school and there provided a lunch for them, thus making child feeding a practical problem.

CLOTHING COURSES.

Clothing courses have undergone similar modifications. Greater stress is being placed upon the economics of clothing and less upon the technique of garment making. Budgeting personal and household incomes is emphasized in all high-school courses.

In all types of home-economics instruction, there is evidenced a courageous abandonment of the older formal types of teaching and the adoption of socialized class instruction; an adjustment to actual economic and social conditions and the maintenance of standards of simplicity and economy.

SCHOOL HEALTH WORK.

Home-economics departments have been extremely active in assisting in school-health activities. Not infrequently the home-economics director is more adequately prepared to advise upon questions of nutrition than is any other member of the regular school staff. She is trained in chemistry, bacteriology, physiology, and hygiene,

with special training in nutrition and dietetics; hence, it is reasonable that she should administer all school-feeding projects and assist in nutrition clinics.

The following statement shows the relation of the home-economics department to the health program of the Berkeley schools:

The home-economics department is to be responsible for the following work:

(1) Mid-morning milk.

(2) Hot noon lunches.

(3) Nutrition instruction (follow-up work): (a) Groups of mothers of undernourished children for conference and instruction in nutrition; (b) Groups of boys and girls selected from the principal's office reports from physical education and health-development departments.

(4) Home visiting for teaching mothers cooking and nutrition if necessary.

Mid-morning milk is now served in 15 elementary buildings and 3 junior high schools to all pupils whose parents wish to pay 20 cents a week for the service. There are only 2 elementary buildings and 1 junior high school in Berkeley that are not serving mid-morning milk.

Hot noon lunches are served in 6 elementary buildings, 1 junior high school, and the high school. Women are employed in all lunch rooms for the heavy work but are under the direction of the home-economics teacher. The girls in the food classes do quantity cooking for the lunch rooms whenever it is possible to make the lessons of value to the pupils.

The outstanding accomplishments in Los Angeles have been as follows:

One strong development has been the increased ability of the teachers to approach the problems from the pupils' standpoint instead of their own.

Another development is in the deepened motivation given all of our work by the more extended and definite use of the home projects. Rightly used, there is nothing that vitalizes the work so much as the close contact thus established between the home and the school. Still another most worth while forward step has been the cooperative spirit established between the local business houses and the home-economics department. Stores, factories, laundries, bakeries, and dairies all are working with the department in every way they possibly can.

Yet another step has been the outlining of a new course of study for junior and senior high schools based upon the work given in the lower grades. This course is so planned that the pupil from the junior may enter the tenth grade senior high school with the same credit as the girl from the ninth year in the senior high school; yet the courses are adaptable and may be arranged to meet the needs of each particular school.

HOME-ECONOMICS ROOMS.

One indication of the present attitude toward home economics in the public elementary and secondary schools is the universal custom of assigning rooms to home economics in the plans for all new school buildings.

Since architects have so generally abandoned the advocacy of basements under the entire school building, new home-economics rooms are usually located either on the first or on the top floors.

Those who approve first-floor rooms for home economics base their arguments upon the ease of access of these rooms for the reception of supplies and disposal of refuse; and, if they also think it best to place the cafeteria on this floor, the ease of transference of cooked foods from the one to the other is also mentioned.

Since night classes are often conducted in home-economics rooms, the readiness with which these may be reached is another argument for first-floor location.

The top floor presents better conditions of sanitation; odors from cooking do not spread through the building; dust of street and yard does not so readily find entrance; air circulation is apt to be freer; and sometimes light conditions are better. Since often the home-economics periods are longer than the usual class periods, the location of home economics on the top floor somewhat lessens the total day's stair climbing. Either the first or the top floor will prove satisfactory if properly equipped.

The accepted plans for the arrangement of cooking equipment are undergoing marked modifications. The traditional hollow-square placement, the individual hot plate, and the one or two sinks for common use by all students have given way to arrangements which provide for group work.

The accepted plan provides for one cabinet gas stove (in regions where gas is used); and one small sink and table space, approximately 5 by 4 feet, for each group of four girls.

There is no unanimity of opinion concerning the so-called *unit kitchen* arrangement, which provides for partitioning the foods room into small divisions of about 90 square feet of floor space, together with such placement of equipment for four students as to resemble a family kitchen.

The new schools of Baltimore, Md., have group arrangements as above explained, but do not have unit kitchens.

The new schools in New York City allot two rooms for foods and housekeeping instruction. In one of these rooms there are three unit kitchens, affording practice space for 12 pupils, and a long cooking table with individual hot plates, accommodating 12 pupils. In the second room there are the conveniences of a small modern flat.

In Berkeley, Calif., most attractive unit kitchens have been arranged in all new elementary school buildings. The walls are light, the partitions about 5 feet high, the equipment relatively inexpensive, and both teachers and pupils find working in these rooms most agreeable.

In Chicago a number of different new arrangements of equipment are being tried out in the new schools.

The consensus of opinion seems to indicate that an apartment in a school building is with difficulty used effectively, and unless so used the present cost of buildings makes such space allotment unjustifiable.

A satisfactory solution of the problem of establishing home economics in an already overcrowded school has been by the use of a neighborhood dwelling or two portable buildings.

UNIT KITCHENS.

In Berkeley there are unit kitchens in five elementary buildings and one junior high school.

The kitchens are 8 feet wide and 10 feet long and the partitions 4 to 5 feet high. The sinks and ranges are placed back to back on the partitions, while the work table is placed at the front of the kitchen, so that the work is carried on under the supervision of the teacher almost as easily as under the old plan of parallel tables or the hollow square.

Teachers who instruct a part of each week in the buildings having the old type of kitchen and in buildings having the kitchenettes are enthusiastic in their preference for the unit kitchens. The students also respond better to the work under the more natural surroundings.

Eleven kitchens were newly equipped as centers in Baltimore, and 18 new centers for clothing classes were established.

Seven junior high schools were supplied with practice apartments.

INCREASE IN EXTENT OF TEACHING.

Baltimore night school enrollment developed as follows: In 1920, 134; in 1921, 488; in 1922, 1,984.

The increased size of the home economics staff in Baltimore was as follows: In 1919-20, 71; in 1920-21, 77; in 1921-22, 101; in 1922-23, 109.

During this period a full-time supervisor of home economics was appointed in Baltimore for the first time.

Baltimore's development was a result of the educational survey conducted under the direction of Doctor Strayer, of Columbia University.

Home economics has not been newly introduced in many new schools during this biennium. The reasons for this partial cessation of increased extension of home economics teaching have been various: In every section of the country rigid economy in school affairs has been necessary and no new lines have been introduced; there has been a shortage of home-economics teachers and only the better-paying positions have been filled; home economics is now existent in almost all schools having adequate financial resources.

HOME ECONOMICS IN HIGHER EDUCATIONAL INSTITUTIONS.

Home economics in universities and colleges has undergone changes as to types of work given rather than as to numbers of students served.

One regrettable condition has persisted; that is, the frequent changes of home-economics women in places of responsibility. No less than 26 changes have occurred in the past two years in the personnel of the heads of departments of home economics in the larger colleges and universities, and there has been a 50 per cent change of the entire staff of college home-economics teachers during the same period. The changes in State supervisory positions are quite as frequent as those in college.

These conditions can not fail to retard the advancement of home-economics education.

CHILD CARE IN HOME-ECONOMICS COURSES.

One of the most admirable modifications of home-economics courses is that of increased time and attention devoted to training young women in child care and welfare. One or two children are adopted into each of a number of practice houses maintained in connection with a home-economics department. The Colorado Agricultural College, North Dakota State University, Oregon Agricultural College, Oklahoma Agricultural College, and the University of Arizona have progressed so far in actual child care that this work is no longer in an experimental stage. In Oregon there have been more children where natural guardians wished to place them in the college-practice home than could be taken care of. The parents have always paid the expenses of the children.

In Colorado the orphan of a tubercular mother was adopted into the home and has afforded a most valuable illustration of the results that may be secured for a child in subnormal physical condition and with a poor inheritance when kindly and intelligent care is secured.

RESEARCH IN HOME-ECONOMICS DEPARTMENTS.

Research in home-economics departments has increased greatly. The following condensed summary of research work done in home-economics departments was contributed by Doctor Denton, assistant chief of the office of home economics of the Department of Agriculture:

The effect of cooking on vitamins has been studied in home-economics departments at Columbia, Chicago, Wisconsin, Minnesota, Missouri, and California Universities. The problems of bleached flour have received attention in Florida State College. Effect of altitude upon sugar cookery was studied at Wyoming Agricultural College; other studies in fondant and candy making have been made at Columbia University and Peabody Normal College. The cooking qualities of Colorado potatoes have received attention at Fort Collins. Home-economics women in the universities of Chicago, Minnesota, Maine, California, Indiana, the Agricultural College of Utah, and the State College of Washington have cooperated in an effort to determine the effect of temperature,

kind of oil, kind of egg, proportion of oil to egg, and manner of beating on the quality of mayonnaise dressing. Studies in fuel economy with gas or electric stoves have been made in the University of Washington, Kansas Agricultural College, Ohio State University, and the office of home economics. Chemical changes in culinary fats after frying have been determined at Columbia.

Different uses of fireless, pressure, and other steam cookers have been studied at Purdue University and the office of home economics in Washington, D. C. A number of other problems in experimental cookery have been studied at the office of home economics, the universities of Columbia, Chicago, Missouri, and California.

The nutrition and metabolism of women and children have afforded research themes for home-economics departments at the Universities of Chicago, California, Washington, Illinois, and Kansas, Kansas Agricultural College, and the office of home economics. Textile research has been carried on at the Universities of Washington, Minnesota, Chicago, Missouri, and Columbia, and at Iowa State College. Studies in household management are being made at the Universities of Columbia, Minnesota, and Washington. Educational tests within the home-economics field are claiming some attention from home-economics women, especially at the University of Chicago and in the Detroit public schools; other studies of the order of educational research are made in the Bureau of Education and the Federal Vocational Board.

In the University of Washington the first part of a valuable study was conducted. This piece of research was to find out what home duties girls of the seventh and eighth grades actually discharge. When such knowledge is secured from some 1,000 girls and mothers, it will form a sound basis for the formulation of courses of study in home economics for these grades.

Questionnaires were prepared in the home-economics department, and the information required was secured through interviews with the mothers and the girls themselves. Only about 100 complete sets of data were secured during this first season of work; hence it is too early to predicate results.

Were universities in other sections of the country to undertake like investigations, a body of knowledge of actual existing home conditions that would prove invaluable would be secured. Thus far home-economics courses in public schools have been designed to function under assumed but not definitely known home conditions.

HOME-ECONOMICS GRADUATES IN RESEARCH POSITIONS.

Research positions held by graduates of land-grant colleges include public health, medical research, nutrition laboratory work, food research in the home-economics division of the United States Department of Agriculture, experiment-station work, and commercial research. The members are distributed among the colleges as follows: Cornell University, 5; Kansas State Agricultural College, 9; Missouri University, 1; Purdue University, 1; University of Wisconsin, 1. . . .

The survey makes it evident that research effort is increasing in home economics in land-grant colleges.¹

¹ Contributed by Dr. Helen Thompson, of the Kansas State Agricultural College.

HOSPITAL DIETITIANS.

Home-economics teaching has been officially recognized by the Public Health Service of the Treasury Department, and is one of the requirements made by those taking civil-service examinations for positions as dietitians in the hospitals under that department.

A two-year home-economics course, with six months' service as pupil dietitian, is considered the minimum training desirable for a dietitian and a four years' course in home economics is advised.

Only within recent years have home-economics trained women been recognized by physicians as persons having a contribution to make to medical education.

The College of Medicine of the University of Iowa is the first institution of its kind to appoint a woman to the chair of nutrition.

HOME-ECONOMICS WOMEN IN COMMERCIAL POSITIONS.

So frequently are women trained in home economics induced to accept commercial positions that it is with difficulty that the higher positions in college home economics are filled. Says John Willy, addressing the Illinois Home Economics Association, October, 1921:

Two years ago I discovered in the largest hotel in the world (the Pennsylvania-Statler of New York) a dietitian who compiled the menus for 800 employees, the management believing that, if employees were rationally fed and the menus prepared by a trained person, there would be more content and less waste. The experiment was so satisfactory that dietitians are now in all of the five hotels of the Statler chain, in other hotels that have followed suit, in department stores, in hospitals, and in some of the large industrial catering plants. It was proved in the Pennsylvania Hotel that the employees were benefited; they were made more efficient by the wholesome meals prescribed by the dietitian. Not only that, but the hotel saved thousands of dollars a year in the economy that prevented waste.

Many hotels now employ specially trained dietitians in all of the kitchens and in the management of their tea rooms. Owners of restaurants and cafeterias seek home-economics women to manage the food problems.

It is a significant fact that such organizations as the New York Wholesale Grocers Association and the National Wholesale Dry-goods Association should invite home economists to address them.

Canning associations, bakers, and manufacturers of household supplies and utensils are asking the aid of home economists in interpreting the wants and needs of home-making women.

HOME ECONOMISTS IN BANKS.

Home-service divisions in banks, in charge of home-economics women, have increased. While the Society for Savings was the first institution to recognize this possible service to be rendered by trained

home-economics women, six banks in Boston now have such employees, and in many cities there are one or more positions of like nature.

HOME ECONOMICS AND STATE INSTITUTIONS.

An unusually valuable piece of work was done by the home-economics department of the University of Kansas, wherein the department conducted an intensive study of the nutritional condition of the inmates of a State eleemosynary institution and presented recommendations as to changes in diet, kitchen management, and food purchases.

Acceptance of the recommendations resulted in a marked improvement in the nutritional conditions of the inmates of the institution.

This type of service might with benefit be assumed by the home-economics departments of many State universities and land-grant colleges.

The trend of thought in regard to undergraduate courses for home-economics women is illustrated by the following quotation, given in an address before a home-economics association by Miss Bertha Terrill, of the University of Vermont:

I believe strongly, moreover, in the dwarfing which must result from crystallizing interest in study upon a given subject or group of subjects too early. An undergraduate student should be an octopus, reaching out hungrily in every possible direction with the eagerness, which gives zest, of not knowing in which direction the richest food supply is coming. This much conceded, I am wholly ready to give place with all my heart to a reasonable amount of such applied material as courses in home economics present, believing that if properly presented, they quickly produce interest in, and desire for, the more abstract material. But I can not believe that undergraduate work in home economics should ever be allowed to be so specialized that, later, teachers of foods have no proper conception of clothing, or vice versa, and I believe that our departments to-day are weakened by the presence of some thus wrongly limited.

This reaction against the excessively specialized courses of instruction is now marked. It has become evident that one reason for the dearth of home-economics women, prepared for the larger executive educational positions, is that too many have been narrowed in their educational viewpoints by a too early overspecialization in some one phase of home economics.

LAND-GRANT COLLEGE ASSOCIATION.

During this biennium home economics received additional recognition from the Land-Grant College Association in that it was made one of the three coordinate divisions of that association, ranking equally with agriculture and engineering.

THE MERRILL-PALMER SCHOOL.

The Merrill-Palmer School, of Detroit, promoted various experiments in home-economics education through cooperation with existing organizations.

During the year 1920-21 especial emphasis was placed upon instruction for continuation classes. Owing to the fact that a continuation class is subject to constant change, due to new girls entering employment and becoming subject to the law requiring school attendance in continuation classes, and other girls passing from the school because of reaching the legal age, it was proved that most successful teaching in home economics consisted of a series of independent lessons. For these lessons such topics were chosen as the purchase and care of hosiery; the comparative cost and wearing qualities of different types of underwear; and the hygienic and artistic care and arrangement of the hair.

Because of available funds it was possible to purchase and exhibit to the girls many types of stockings, garments, etc., that they might make comparative studies and thereafter be able to make intelligent purchases.

The major experiment of 1921-22 in the Merrill-Palmer School was in the conduct of a nursery school. The children were from a good class of homes and some tuition was paid. The children were not admitted when under 20 months of age nor above kindergarten age. Thorough physical and psychological examinations were made by competent physicians and trained psychologists.

The children were brought in the morning and returned to their homes in the evening. Parents were given expert advice in regard to the psychological as well as physiological care of the children. Six senior students from the Michigan Agricultural College were detailed from the college to the Merrill-Palmer School for special courses in child care and training, for which they received college credits.

This work exactly conforms to the will of the donor of the foundation supporting the school. It differs from the so-called nursery schools of England in that it is designed actually to train the children in the formation of behavior habits while training young women in the problems of motherhood.

There is a rather widespread interest in the grouping of children below kindergarten age for instruction and care; but at present many of these experiments do not assure skilled oversight by psychologists as well as by physicians, nurses, and teachers.

PROFESSIONAL COURSES FOR TEACHERS AT JOHNS HOPKINS UNIVERSITY.

The professional needs of the home-economics teachers were outlined to Doctor Buchner, director of extension courses, Johns Hopkins University. As a result, two courses in home economics were given for home-economics teachers in Johns Hopkins University in the summer of 1921. These courses were limited to methods of teaching home economics. They were continued in the summer session of 1922; and one course in textiles and clothing, in addition to the methods courses, was given. During the school year 1922-23 there will also be an extension course for home-economics teachers in Johns Hopkins University. Sixty per cent of the teachers in the home-economics department in the Baltimore public schools have attended these courses.

HOME ECONOMICS IN THE DEPARTMENT OF AGRICULTURE.

Knowledge relating to home economics is promoted by the Office of Home Economics, the Extension Service, and the Dairy Division of the Department of Agriculture. In the first, through the published results of research, conducted in the Office of Home Economics; in the second, through the activities of National, State, and county home demonstration agents; and in the third, through better-milk campaigns and by assistance given to schools establishing milk lunches for school children.

The following report of home-economics work in the Department of Agriculture appeared in the Journal of Home Economics in May, 1922:

The cooperative extension work in agriculture and home economics, formerly conducted through two extension offices, one for 15 Southern States and the other for 33 Northern and Western States, is now under the direction of one office. For the coming year the county agent activities, home-demonstration work, and club work with farm boys and girls will be part of a unified program.

Depressed economic conditions in the Southern States led the 851 white county agents and the 154 negro agents to give an unusual amount of time to marketing problems and assisting in the organization of 2,031 cooperative associations for buying and selling. These agents reported 230,819 field demonstrations, with crops by adult farmers and boys on 2,274,534 acres. The home-demonstration workers, employed in 567 counties, reported that, due to the work of 240,000 club girls and women, over 14,000,000 pounds of meat products were cured, 228,500 cans of meat were conserved, and 14,500,000 quarts of vegetables and fruits were canned, besides a large quantity of jelly and other preserves and dried and brined products. Poultry and eggs, valued at \$2,500,000, were produced, and over 3,000 family cows were placed on farms.

In the Northern and Western States home-demonstration projects were conducted in 17,399 communities, and over 1,330,000 people were reached. The total enrollment in boys' and girls' club work was 216,479. The agricultural colleges offered 730 scholarships and conducted short courses for 3,383 boys

and girls. Significant of the way in which club work stimulates a desire for more instruction is the fact that over 1,800 former club members were enrolled during 1920 in the four-year courses in agriculture or home economics at various agricultural colleges.

The Office of Home Economics has increased its experimental work on food value and selection, meal planning, food requirements of children, cooking and canning processes, and relative efficiency of different fuels in food preparation. Some studies were also made on the selection, repair, and care of clothing and household equipment.

The experiment stations in Alaska and the insular possessions have continued the work for diversification of agriculture in their respective territories.

FEDERAL BOARD FOR VOCATIONAL EDUCATION.

In addition to the general administration of the Federal aid granted to vocational home-economics education in the several States, the Federal Board carried out a noteworthy study in home-economics education for negro girls and women in the Southern States. The results of this study will appear as a Federal Board for Vocational Education bulletin. It will contain the findings of the investigator of the present status of home-economics education, a statement of desirable courses and conditions for teaching this subject, and recommendations for the future administration of home economics for colored girls and women in Federal-aided educational institutions.

The investigations were in charge of Miss Carrie A. Lyford, of Hampton Institute.

BUREAU OF EDUCATION ACTIVITIES.

During the two fiscal years, 1920-21 and 1921-22, the Bureau of Education published five circulars on home-economics education, as follows: Home Economics Circular No. 9, Junior high-school courses in home economics; Home Economics Circular No. 10, Present status of home-economics education; Home Economics Circular No. 11, Equipment and rooms for home-economics departments; Home Economics Circular No. 12, State certification of home-economics teachers; Home Economics Circular No. 13, Home economics for rural schools.

Bureau of Education Bulletin, 1922, No. 5 was prepared during this period, but left the press July 1, 1922, and the free supply of 12,500 copies was exhausted by September, 1922.

A series of conferences of supervisors and teachers of home economics was conducted. These conferences were held in the following cities: New York City; Chicago, Ill.; Kansas City, Mo.; Denver, Colo.; Salt Lake City and Logan, Utah; Spokane, Wash.; Portland, Oreg.; San Francisco and Los Angeles, Calif.

Representative home-economics women from 33 States participated in these conferences, and the conclusions reached by them have been embodied in a home-economics publication which will be known as Home Economics Circular No. 14.

Home economics was represented in the educational surveys conducted by the Bureau of Education in Wilmington, Del.; Wheeling, W. Va.; Elizabeth City, N. C.; and the State University of Arkansas.

Visits to home-economics departments were made in 9 State universities, 9 agricultural colleges, 5 State colleges for women, 20 normal schools, and 28 of the larger city systems.

HOME ECONOMICS IN FOREIGN COUNTRIES.

In the women's college at Ahmedabad, India, home economics is taught in the vernacular, and, of necessity, must be modified to meet the conditions existing among a vegetarian people.

In Constantinople, home-economics education was advanced by Mrs. Alice P. Norton, in the College of Constantinople.

In China, Misses Gunther and Balderston, of Teachers College, Columbia University, New York City, lectured at Canton Christian College, and investigated educational conditions in China.

Arrangements were completed for the Methodist Missionary University in Peking to have one permanent teacher of home economics, and, in addition, have the services of Miss Ava McLain as adviser for two years.

M. le Chanoine Dupin, almoner of the higher normal course in home-economics instruction, at Paris, in discussing the then proposed international meeting of home economists, states:

In France one does not conceive of home-economics education as a simple initiation into the things of practical life, but as a preparation of the woman for her triple rôle of wife, of mother, and of mistress of the house.

Under the education act of 1918 (England), local educational authorities are required to make provision for "instruction in cookery, housewifery, dairy work, handicraft, gardening, and all such subjects as the board declares to be subjects of practical instruction."

There were 5,840 centers maintained in 1919-20 for giving instruction of the above types.

The Ministry of Public Instruction (of Austria) has introduced the teaching of home economics in the last class of all primary schools. In 35 half days of cookery the girls of 14 years learn the most important methods of conservation and buying for the house, and the use of milk, eggs, fat, flour, meat, rice, potatoes, legumes, and green vegetables. They are taught the composition of foods, the nutritive value, the price, and quality. In a two-hour period each week the girls become familiar with materials such as clothing and furnishings, as well as with the principles of sanitation, physiology, and child hygiene. The teaching of home economics must give more than the knowledge of the operation of the house; it must show young people that cookery, sewing, and the

whole technique of daily life are necessary steps in expressing the highest social instincts. It has the same importance, whether the old familiar household is to remain or the common household, of which socialists dream, is to come. That training must prepare the girls to use the results of modern progress in the home to save human energy and time and to permit them to attain other cultural ends.

These views caused the reform of the higher girls' schools also. Besides the gymnasium, which is the same for girls and boys, there arose a new type of higher school for girls, the *Frauenschule*. The type is new, although the name has been used previously in Germany. But in Germany *Frauenschule* is a course of only practical instruction which girls enter after the lyceum. The Austrian *Frauenschule* receives pupils in the fourteenth year and they remain till the eighteenth. Required subjects are the same ones taught in other schools of the same grade, but the method of teaching is different. Teaching in cookery, sewing, and nursing is in connection with natural science, mathematics, and all other required subjects, not in addition to them. The girls instructed in the *Frauenschule* will be pioneers of the housekeeping of the future. Spirit and soul will dominate all technical knowledge when woman conceives the importance of her social mission, which is to strengthen and improve society by choosing wisely materials necessary for its upbuilding. Thus inanimate things will be made to react to the development of humanity.

HOME-ECONOMICS ASSOCIATION.

A vigorous campaign for the organization of State home-economics associations was staged by the American Home-Economics Association, with the consequent result that strong home-economics associations are now maintained in almost all of the 48 States and the District of Columbia. These associations hold annual meetings and frequently appear as part of the State teachers' association.

Four meetings of the American Home-Economics Association were held in the biennium. These were at Colorado Springs, Colo.; Atlantic City, N. J.; Chicago, Ill.; and Swampscott, Mass.

These meetings were divided into sections in order that topics of especial interest to home-economics teachers, dietitians, food-research workers, and institutional managers might be presented.

The International Institute of Home Economics held a meeting in Paris in April, 1922. This association is scheduled to meet once in five years, but owing to the war the regular meeting was delayed. The next meeting will be called in either three or four years in a place to be decided later.

Those in attendance represented most of the European countries and were mostly officials connected with the educational offices of the various countries.

The United States had no official representative, but the American Home-Economics Association was represented and this representative was seated with the delegates from other countries.

