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HOME ECONOMICS

By

MRS. HENRIETTA W. CALVIN and
CARRIE ALBERTA LYFORD

SPECIALISTS IN HOME ECONOMICS, BUREAU OF EDUCATION

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HOME ECONOMICS.

By MRS. HENRIETTA W. CALVIN and CARRIE ALBERTA LYFORD,

Specialists in Home Economics, Bureau of Education.

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Progress in home economics education has been marked in recent years. To the normal rapid increase in the number of high schools offering courses, the extension of systematic training in home making into the lower grades, the establishment of new courses in liberal arts colleges, and the more adequate support of departments previously organized has come increased impetus due to Federal and State legislation and to the recognition by war committees of their need of specially trained home economics women.

Knowledge of the importance of training in household arts has not been confined to the United States.

Queen Mary, of Great Britain, issued an appeal to English teachers to take up the study of home economics since the demands for teachers of "domestic subjects" was so much greater than the supply. She emphasized the increased need of these teachers for the period of readjustment after the war.

A leading English educator states:

In view of the development of domestic training which may be anticipated both in elementary and technical schools after the war, in the interests of national health and national economy, there is reason to think that, so far from there being a surplus of teachers, there is more likely to be a difficulty in obtaining sufficient trained teachers to meet the demand for them which must arise.

The secretary of the Bombay provincial advisory committee, in requesting information from America, states that "there is a growing desire here to establish good schools for the teaching of domestic science and household arts."

From New Zealand come requests for the names of home economics women who can be secured to organize and administer the home eco-

nomics instruction of that country, thus exhibiting an increased public interest in this type of school work.

Santiago, Cuba, questions as to the organization of instruction in "maternal schools" for young girls, stating that it has been proposed to enact a law establishing these in that Republic.

One of the leading normal school men of Japan visited the home economics department of the leading colleges and universities in this country because of interest in home making as a subject to be taught in the schools of that country.

The Ontario Agricultural College can not accommodate all who wish to come to Macdonald Institute for home economics training, and many desire home economics training who can not be spared from home. The college, therefore, is extending the usefulness of Macdonald Institute by opening branches here and there in such communities as are willing and able to cooperate.

Several of the missionary boards are asking for domestic science teachers in various countries, among them China. One call has just come from the Woman's Union Missionary Society, 67 Bible House, New York City, for a domestic science teacher in the school of the society in Shanghai, China. An opportunity is presented not only to teach domestic science to Chinese girls, but to train Chinese young women as teachers of domestic science, so that they will go out into the public schools.

HOME ECONOMICS IN THE PUBLIC SCHOOLS.

Courses of study and methods of teaching have been greatly modified by war conditions. The substitution of Red Cross and relief sewing for the usual projects of prewar times has so greatly improved teaching in textiles and clothing that there is little reason to believe there will be a reversion to the older type of projects after the close of the war period.

It has been possible to teach the effective use of the sewing machine in the fourth and fifth grades, to increase speed greatly, and at the same time secure a high standard of workmanship in sewing classes; to place responsibility upon children not heretofore considered mature enough to take any initiative, and to maintain interest in class work independent of personal possession of articles worked upon.

The sewing classes in the public schools of Chicago, made 250,000 garments for Red Cross and relief work in the winter of 1917-18, and in all cities of the United States the production was in almost like proportion to the number of children in attendance.

The exhibition of children's ability in these lines is resulting in an entire change of course of study. More work of commercial value will hereafter be done; more speed will be attained; and more funda-

mental principles of good taste, good hygiene, and good economics will be taught.

The modifications in food courses have not been so readily adopted. This has been due to many complicating factors. Equipment now in use has been of a kind not easily adapted to new laboratory practices; cooperation of principals and superintendents of school lunches has not always been secured; there has been difficulty in articulating school work with the home life of the child, so that when it was desirable to secure food supplies from the home and return the cooked product to the home, parental approval has been withheld.

The changes in food courses have usually been along the lines of teaching the use of food conservation recipes, and explaining to the children the meaning of food conservation rules. Many home economics teachers have gathered the mothers into regular classes and instructed them in food preservation and food conservation. The following material has been gathered by a supervisor of home economics:

1. In one of the large private schools in St. Louis all advanced work for the older girls consists of Red Cross work in dietetics and the girls take the Government examinations at the end of the course.

2. At the North Bennett Street Industrial School the following report is given of the work in the school:

Substitution of entire wheat, bran, graham, cornmeal, and rye wherever it is possible in quick and yeast breads, gingerbread, and inexpensive cakes.

Substitution of oleomargarine, mazola, salt pork for butter, and effort made to use as little as possible. Substitution of leguminous vegetables, nuts, cheese, and fish for meats.

No meat up to the present time has been served in our lunch room. For the past two weeks all desserts requiring sugar have been replaced by fruit salads, plain fruit, dried fruit dishes, cakes and puddings sweetened with molasses and sirups.

Substitution of molasses and sirups for white sugar in all desserts possible. Much more drill and instruction in use of substitutes and balanced menus than before.

3. The School of Domestic Science at the Young Women's Christian Association in Boston reports the following changes in the work:

The regular textbook, "Menus and Recipes for Fifty," is not used except for meats and vegetables. New recipes are being worked out to meet the Government requirements. As in all other places, they are emphasizing the reduction of the amount of meats, sugar, wheat, animal fats, etc. At their breakfast, which is prepared by the students in the domestic science class for their family of 50, their main course has been omitted in order to meet the situation.

4. At the Practical Arts School in Boston, which is an entirely different type of school, the following summary of work is given:

We plan first to adhere as closely as possible to our former course of study, believing that in an educational institution the pupils must still be taught the underlying principles of cookery.

Second, we do this, however, by using for the illustrations of those principles, so far as possible, the foods recommended as substitutes by our food administrator; for example, vegetable oils in place of animal oils; rye and other dark flours in place of wheat.

Third, to keep closely in touch with the food situation as to supply prices and to use these topics in our food study and dietetics classes. To emphasize the

need of conservation along the lines of time, energy, health, fuel, and clothing, as well as in foodstuffs. To keep the prices in our lunch room at the lowest possible level for obvious reasons. So far there has been practically no increase over former prices except in the case of rolls or muffins, and butter.

To observe carefully the meatless and wheatless days advocated by the Government. To serve little cake, no frostings, few sweet puddings, etc., and to omit extra sweetening wherever possible.

To encourage our pupils to give their time freely outside of school to patriotic enterprise. To this end they assist every day in the Liberty Bread Shop, Food Facts Bureau, and our own relief work.

In the Cambridge Trade School they are preparing nearly 100 quarts of corn chowder, which they are selling to the pupils at 11 cents a quart. This is taken into the home with the card stating the food value of the dish, to make the parents realize that the school is trying to give the girls practical work which should be of real value in their own homes.

The Vocational School for Girls in Brookline submits the following report on the work being done in regard to changes in food courses:

The work has been subject to change without notice almost, as various needs have seemed to rise. We have worked with corn meal and other corn products, with rye and rice and oatmeal, with substitutes for sugar even before the acute need was thrust upon us from the impossibility of obtaining sugar. We have worked upon the substitute sweets earlier than we should otherwise have done, both because of the needs for supplying to our own pupils legitimate and desired sweets, to lessen, if possible, the use of those not allowable; and also because the girls have wished to pack boxes for their brothers and friends in France and to aid school sales for war causes. We are teaching the use of substitute fats, and the elimination of the use of fat in cookery, of course! We are laying stress upon the various winter vegetables as savers of other foods and upon the use of fruits and ways in which the canned foods may be well prepared and served.

Some teachers of food classes have been able to establish cooperation enterprises. In Yonkers, N. Y., there were 20,000 quarts of currants offered to the schools. This was made into jelly to be given to the Red Cross. Containers were needed and the milk men left slips at all houses on their routes that they would collect and take to the school all containers contributed. A local refinery gave 600 pounds of sugar. Local ladies did the work, both learning and doing.

These are but illustrations of the changes in method and spirit that have developed among home economics teachers, pupils, and mothers as a result of necessary modifications of cooking practices.

The important developments in home economics in elementary and secondary schools in Ohio have been through the school lunch work, especially in rural and village schools, and with girls' home-making clubs.

North Carolina reports "many schools are adding departments of home economics."

Home economics is rapidly introduced into the high schools in Washington. A State law provides that either home economics or agriculture shall be taught in all eighth grade classes.

The State of Florida especially evidenced interest and appreciation in home economics education by the following legislative act:

Be it enacted by the Legislature of the State of Florida:

SECTION 1. Any county board of public instruction, or the board of trustees of any special tax school district, is hereby authorized and empowered to establish and maintain a department of home economics, or a department of home demonstration work in any of the high schools of this State, and to pay the expenses of such department out of any public school funds at their disposal.

Sec. 2. Section 1 of this act shall extend to and include canning clubs, corn clubs, and departments of agriculture, to acquire land, stock, fertilizer, seed, and implements necessary to maintain the same. And no person shall be employed to demonstrate, teach, or instruct in any of the departments mentioned herein who does not hold a certificate of graduation from a recognized college, university, or normal school, indicating special training in home economics, home demonstration work, or agricultural work, or any one who has not had satisfactory experience in home economics or canning club work.

Sec. 3. County boards of public instruction are further empowered under this act to employ county agents who shall, under the joint supervision of the county superintendent of public instruction and the Florida State College for Women or the University of Florida, conduct practical demonstration work in home economics, girls' and women's contest work, canning club, corn club, or agricultural work, and other movements for the advancement of country home life, and shall aid the county superintendent and teachers in giving practical education in home, farm, or garden economies.—From Florida Laws, 1915.

The full effect of the Smith-Hughes Act will not be felt for a number of years, but even in this one year, when organization was still under way, much has been accomplished.

The Ohio State University finds that the new Smith-Hughes law has made it possible to train teachers for this at this department and to establish two practice schools, one in a small village, the other in the city. There are 20 vocational home economics schools in the State that will be supervised by the division of practice teaching in this institution.

STATE SUPERVISION OF HOME ECONOMICS.

At the time of the passage of the Smith-Hughes Act only four States had deemed it desirable to provide a State supervisor of home economics instruction. Since the passage of that act there are nine supervisors of home economics in State departments of public instruction, and in 15 States there is part-time supervision provided by the cooperation of State institutions of higher education and the State superintendent of public instruction.

In some cases the supervision is to be for Smith-Hughes schools only, but in others all home economics departments in public schools will receive this assistance.

The most marked change in elementary and secondary home economics is the breaking down of the rigid division of work which

heretofore has existed between foods and clothing, and a blending together of these and household administration instruction into a unified course in home making.

This, in turn, is creating a demand for public school home economics teachers who have been trained in all of the various lines of home economics instead of specially prepared to instruct in but one phase of the subject. The tendency is toward detailing a teacher to take charge of the whole course for a given class instead of allotting one teacher for sewing, another for cooking, a third for home nursing, and a fourth for personal hygiene or household accounting.

With the increased time for instruction in home economics, toward which school authorities are now tending, and with a more consistent, homogeneous course, a superior type of teaching is possible.

Better elementary instruction is preparing the way for more advanced high-school work, and this in turn is stimulating normal schools, colleges, and universities to base their entrance requirements on high-school home economics instruction and to build their courses on broader and more scientific lines.

The rate of extension of home economics in public schools has been about 1,000 high schools per year. This does not indicate the increased length of periods given the subject.

Usually home economics when established in a school system is required in certain grammar or intermediate grades and is elective for girls in the high school.

The policy advocated by the Bureau of Education has been stated in the bulletin entitled, "The Public School System of San Francisco," in which the following appears:

No rigid course in home economics can be planned that may be applied to all sections of a large city. All courses in home economics should be adapted to the needs of the communities in which these courses are offered. The end attained should be the same, but the means used should vary with the condition of the neighborhood where the work is given.

From the poorer sections in the cities the children of foreign parentage are often older than the average student in their grades, and since many of them leave school before completing the eighth grade, and since also they are particularly appreciative of the practical phases of education and thereby may be induced to continue in school, it is usually necessary to adjust the home economics course to meet their conditions and to stress the practical phases of the work. In sections where the children usually continue through the elementary grades and enter the high-school courses, a home-economics elementary school course, somewhat less intensive may be best adapted to their needs. The latter course may logically lead directly to the high-school courses in the same subject and be so arranged that the one becomes the basis of the other.

Every girl in the city high schools should be required to pursue one year of home economics. This course should be equivalent to a full unit¹ of work and is most effective if it consists of two recitation periods and three double periods

¹ Equivalent to a five-hour course carried through one entire year.

for laboratory each week. This course meets the needs of the students in the courses leading to university entrance, and of those who pursue such vocational courses as are offered in the business high school and trade high schools.

Elective home economics courses should be in every high school except business and similar vocational schools, while specialized vocational home economics courses should be offered in one or more high schools in a large city.

Specially adapted courses of home economics designed to meet the natural limitations of the blind, deaf, or mentally subnormal are an essential part of all large city school systems. Deaf children become expert in any or all household activities and through these courses may be led to vocational courses affording agreeable occupations and assuring adequate self-support.

These variations and adaptations of courses do not indicate that each teacher is to plan her own work or modify the course given; on the contrary, it means, definitely and carefully planned courses which are consistent throughout and which lead the student to a predetermined goal in her training by methods adjusted to social and economic needs.

Classes in food preparation should be established for boys of the sixth, seventh, and eighth grades. If time can not be found for these during the usual school hours, they should be offered at hours convenient for the boys. While these courses are approved for all school systems, they are particularly needed in the cities of the Pacific Coast States, where so many boys go into camps of various kinds during the summer months.

Time.—Elementary school home economics instruction should begin in the fifth grade. Through this grade and the sixth grade the subject should be given four 45-minute periods of student time per week; through the seventh and eighth grades, from seven to nine 45-minute periods per week should be the minimum for home economics instruction. The 45-minute periods should be grouped so that the actual work shall be 90 minutes twice each week for fifth and sixth grade children. It is possible with the usual arrangement of school schedules to arrange two classes of this type before the noon recess and two classes in the afternoon.

The seventh and eighth grade students should report to home economics work in half-day periods twice or three times per week.

Two of the eight periods in the ninth-grade work should be given to recitations, and laboratory classes should be arranged for three double periods each week. Selected groups of children in the fifth, sixth, seventh, and eighth grades can, with advantage, spend from one-third to one-half of their entire school hours in these home economics classes.

High-school girls should be able to elect courses in home economics and related sciences up to one-half of their entire school time.

The foregoing recommendations agree with the more advanced ideas and practices in the stronger school systems of the country.

COUNTY SUPERVISION OF HOME ECONOMICS.

An interesting organization of home economics courses for county work has been effected for Shelby County, Tenn.

Home economics was first introduced into the Shelby County schools in 1913. Now (1917) there are 18 regularly established home economics departments, conducted by trained teachers instructing 950 students. During 1916-17 eleven regular grade teachers also

gave lessons under the direction of the county supervisor, instructing 135 grade children.

For the past two years the home economics courses in the Shelby County schools have been in charge of a county supervisor. The supervisor is the regularly appointed county agent employed by the Department of Agriculture to organize and conduct the girls' club. Her work is so arranged that she gives part time all through the winter to supervision of school work for which she receives compensation from the county board of education. Teachers' meetings are held once a month. All teachers report at the general meeting, after which the home economics teachers meet in special session in the County Home Economics Association, an organization of which they are all members and in which their special problems are discussed. This organization has been responsible for the preparation of a county course of study for the home economics classes in elementary and high schools. The course was adopted in the county two years ago (September, 1916), and has been followed with necessary adaptations since its adoption. The national emergency has made necessary special lessons in food conservation. These have been provided for by the county supervisor through the County Home Economics Association, in which they have been discussed. Special mimeographed instructions have been sent out for these lessons. The association has agreed upon the use of an elementary textbook for the grade classes and an advanced textbook for the high school classes.

The county supervisor visits the schools once in four or five weeks, observes the lessons, looks over the condition of the laboratory, consults with the home economics teacher, and acquaints herself with general school conditions. She has also been making a special effort to further the science work in the high schools and offer suggestions and criticisms to those who are teaching science.

The equipment for the home economics laboratories is ample and for the most part well arranged and in good condition. The total equipment, including laboratory desks, stoves, utensils, and machines is valued at \$5,600. Five hundred dollars' worth of this equipment has been furnished by community clubs and school activities. In one of the two schools temporary arrangements are soon to give place to improved conditions. A uniform type of desk has been used in the county, but considerable latitude has been permitted in the quantity of equipment and its arrangement in most of the schools. Where funds have been adequate, expense has not been spared to make the equipment both permanent and attractive. In several schools the desks are white enameled and lend a particularly attractive appearance to the room, but in the laboratories more recently furnished a desk with oak finish has been adopted, as it promises to give more satisfactory results in durability. Oil stoves are very generally used

in the schools, for they are in use in the houses of the county. The oil stoves are included in the equipment in sufficient number to give the girls good practice in their management.

The home economics lessons begin in the fifth grade in a few schools and continue through the four years of high school wherever possible. The classes are not large and in most schools do not completely fill the time of the special teacher, hence the special teachers teach various other subjects in the school.

The teaching of food values and methods of food conservation is not limited to the home economics classes. The teachers in the grades give simple lessons to all of the children on the classes of foods and their use in the body. This work is taken up in the various classes with which the subject can be correlated and is supervised by both the county supervisor and the special supervisor of home economics.

The presence of the State Normal School in the county has been a great help in building up the home economics courses in the county schools, as the able teachers in the normal school have given their support in every way. The household science director in the normal school has acted as president of the County Home Economics Association since its organization.

The organization of the teachers of home economics under the leadership of a county supervisor and the close touch with one another provided through their County Home Economics Association is a specially strong feature of the home economics instruction in the county. The adoption of a course of study and the uniform textbook also serves to give strength to the work. The teachers have been chosen with care. Not only have they had special training, but also they are especially imbued with enthusiasm for their work and have a definite interest in the problem at hand. For the most part they are very young and but recently out of school. The salaries paid make that inevitable. Considerable care has been shown in the selection of the various other subjects which they have been asked to teach. For the most part the subjects assigned them are related to their special line of work, for example, biology, agriculture, and physics. Some are teaching as many as four subjects in addition to home economics. In those schools in which the number of pupils in the home economics classes is small, this seems unavoidable at present.

Hamilton County, Tenn., has a similar arrangement whereby the county agent acts as supervisor of home economics for the county schools. One of the immediate results of this supervision has been the introduction of home economics lessons in the suburban grammar schools of Hamilton County and the development of a uniform course of study.

STATE NORMAL SCHOOLS.

The home economics departments in the State normal schools have been vitally affected by the forces that have been at work during the past two years. As was to have been expected in schools whose students are living on a very narrow margin of income, the attendance has decreased. This decrease in attendance has been appreciable among students taking the special home economics course, but there has been nothing to indicate that the courses have been permanently affected thereby. On the other hand the efforts to give instruction in food conservation to the entire student body in the normal schools have been so successful that several schools report that a general course in food study is to be permanently required of all students in the normal school, men and women alike. Thus a greater number of students is being given instruction relative to the place of home economics in general education, and a wider interest is created in the home economics teaching in the public schools of the country.

The changes that are being wrought in the normal school curriculum through the Smith-Hughes Act have not been in force for a period of sufficient length to have made a well-defined contribution to home economics education, but they promise to do much to further the standardization of courses and methods in those schools which come within scope of the act.

The necessity for conservation in our national life has acted as a spur to normal school teachers and pupils alike, and there has probably never been a year when courses were more alive and work more intensive than during the 12 months just past. Old courses have been altered and new courses have been framed to meet the needs of the country. Community interests have been made the basis for school problems. The home has come to be regarded as the laboratory of the home economics student. Home economics principles have begun to take deep root in daily practice of the individual, the family, and the community. The national emergency has been the means of accelerating the forces that have been operating slowly through many years, bringing to a focus much for which home economics teachers have long been striving. Thus the need for immediate conservation has made possible the placing of greater emphasis on economy in food, clothing, and other phases of living. Courses in fancy cooking and elaborate serving are being abolished in the normal schools. Experimental cooking with a view to the use of proper substitutes has taken the place of these courses. Sewing on expensive materials for personal wear has given place to Red Cross sewing, foreign relief work, or sewing for community needs. Remodeling of old garments and the intelligent care and laundering of the wardrobe have received emphasis. The relation between the school garden and the home

economics department has been recognized, by close cooperation. More attention has been given to the body requirements than formerly, and this has resulted in an increased number of courses in dietetics, a more earnest study of the nutritional needs of school children with intelligent planning for school lunch work, and a closer cooperation with other forces in the community working for public health. One of the most valuable of the lessons of the year has been that which has come from placing much of the responsibility for the new phases of the work with the students, securing their cooperation, developing their initiative, and helping them to learn by giving out to others all that has come to them through study and investigation in the laboratory. Thus students in the normal schools have held classes in dietetics in the community; they have passed on, by means of demonstrations or through the local papers, recipes they have worked out; they have arranged food and clothing conservation exhibits and have organized club work among small girls. Several normal schools have added special demonstration courses to prepare their students for this community work.

The following statement in regard to the methods of carrying on practical work in one of the normal schools shows the tendency to make the work contribute to the needs of the school as well as to give the students practical problems:

We are installing a large school cafeteria, equipped to serve 1,000 at a meal, and we expect to use this to further our food conservation campaign. We are making arrangements so that all food which is used even in experimental work in the laboratories can be sent to the cafeteria, the idea being to minimize any tendency toward eating food during the laboratory time. We expect to use the cafeteria as an educational means of teaching proper food combinations through bulletin work. The girls in elementary dietetics as well as the advanced class will keep a record of the way the students are eating and will give suggestions for wise selections through chapel talks and our school paper.

A number of girls who are leaving this year to teach in high schools are planning to have the first-year high-school domestic science work as it has been generally given, except that food prepared by these girls will be used in the small school cafeteria and the second-year domestic science girls will run this. The second-year girls will be divided into two groups, the one preparing the food, the other managing. The work of these groups will alternate.¹

Throughout these months of increased activity the normal schools have had occasion to give time to the consideration of the real purpose of their courses in home economics. Recognizing the fact that it is the function of the normal school to prepare teachers for the common schools, they have made a greater effort to give instruction in home economics problems to all elementary and rural teachers and have put less stress on the preparation of special teachers of home economics. Because of the growing tendency throughout the coun-

¹ Report received from State Normal School, Emporia, Kans.

try to require that all high-school teachers hold college degrees, the normal schools are having less demand for teachers of home economics for high schools. One normal school has lengthened its course for special teachers to four years in order to meet the standard of the high school. Another normal school has entirely abolished its course in home economics designed for the preparation of special teachers of the subject, because of the lack of demand for special teachers in the common schools of the State.

Little uniformity has existed in normal school courses, because of their necessary compliance with widely differing local conditions, but the teachers are beginning to feel that they have some problems in common with one another. In one State the normal school teachers of home economics have come together to work out a course of study for the use of the elementary school. They have formed an organization which is the means of bringing all the teachers of the State together and is doing much to raise the standard of home economics teaching.

A conference of home-economics teachers of the State normal schools of New England was held in Boston, Mass., February 16 and 17, 1917, at the call of the commissioner of education. This was the sixth in a series of sectional conferences, the first of which was held November 17, 1915. Groups of normal-school teachers having similar problems have been brought together at each of these conferences. Inasmuch as conditions varied widely, interesting discussions developed, and suggestions were made for possible changes in existing conditions. The following summary of the discussions suggests the nature of the problems which arose:

1. The course given in the normal schools should be planned with a definite purpose in mind. This purpose may be one of the following: (a) The preparation of special teachers of home economics for the common schools of the State; (b) the preparation of rural teachers so that they may give lessons in home making or conduct a lunch in addition to their work of general teaching; (c) the acquaintance of all normal students with the fundamental principles of home economics, that they may recognize its place in the general school curriculum, that they may be able to cooperate intelligently with the special teachers of home economics, and that they may be prepared to undertake the task of home making intelligently.

2. The time allowed for a course should be sufficient to provide adequate training. If special teachers of home economics are to be trained, a special course of at least two years is absolutely essential and a course of three years is preferable. If the lessons are to prepare rural teachers to handle classes in cooking, serving, and home making, a general or survey course of five periods a week for an entire

year should be required. This course should include or be accompanied by observation and practice in the teaching of home making and in the preparation of the school lunch in the rural school. A similar course should be offered the general student.

3. Entrance requirements for the course should be definitely defined. This is particularly necessary to the success of the course for the special teacher. Entrance requirements will necessarily vary according to the development and needs of the particular community. Courses in home making in the grades and high school should be required for entrance just as soon as such courses become general in the community.

4. The short course in home economics should be well balanced and include simple problems in home making, elementary study of foods, cookery, textiles, and serving. It must include both laboratory practice and lecture periods.

COLORED SCHOOLS.

In the colored schools of the South there has been progress in the courses in home making of recent years, because of better-trained teachers, more facilities for work, and a developing system of supervision. The majority of teachers have received preparation in industrial schools, and some have been brought together in county institutes for instruction and have attended summer schools for further study. In some States special courses giving suggestions for lessons in home economics are sent out to the teachers. Most of the States have county and State agents, who keep in touch with the work through personal visits and correspondence. County agents are able to women qualified to instruct in industrial lines and to guide the teachers in their work. Since the beginning of the war this work has been given a remarkable impetus. Home gardens have been planted in greatly increased numbers, and large quantities of fruits and vegetables have been canned, dried, and stored for winter use. Industry, thrift, and sanitation in the home have resulted from the work of the supervisors.

While better school buildings and equipment have been provided for the colored schools, the high cost of living has seriously retarded the industrial work in many places, because funds to provide material for work have been inadequate or totally lacking. Many have been the expedients to which ingenious teachers have had to resort to secure materials for the classes in cooking and sewing. School lunches, sales of foods cooked, the keeping of a school garden, the use of flour sacks for fashioning undergarments, making over old clothes, and sewing for the teachers have been practiced in many schools. In a great number of cases teachers have themselves con-

tributed materials for the work. This uncertain system of securing supplies has been a serious detriment to the development of the work, and the condition should be remedied, if effective work is to be done. Notwithstanding the drawbacks under which the industrial teachers have labored in the colored schools, the annual school exhibits which form an important feature of their work have steadily improved in character. The articles made in the sewing classes have become more simple and better adapted to the needs which they are to answer. They show better taste in color and design, a truer economy in the selection of materials, and a higher standard of workmanship. In cooking exhibits the chief stress has been put on the canning and drying of food products, in order to emphasize conservation and economy. Fancy cooking and candy making are giving place to an honest presentation of the homely needs of daily life. As these exhibits are serving to set standards for the community and to convince the people of the value of the school work, they can well be regarded as a factor in community development. In those schools in which boarding departments are maintained an improvement in the standard of living is noted both in the care of the building and in the meals served. This is felt to have resulted very directly from the teaching of home economics that has been done throughout the South.

HOME ECONOMICS IN COLLEGES AND UNIVERSITIES.

The report of development of home economics in the University of Illinois during the past two years, 1916-1918, may be considered typical of the best home economics departments of the country. It is as follows:

The regular work of the department has been marked by an increase in attendance, by an emphasis upon food work, owing to war conditions and emphasis upon extension work because of the Smith-Lever and the war emergency funds. The development of the food work has been along two lines: *For the undergraduate student:* Emphasis upon what might be termed practical dietetics, so that the students could interpret to the general public scientific feeding in terms of daily life. An attempt to take this direct to the university public in the lunch room, through charts and suggestions about selection of food. Second, experimental work in food substitutes. *For the graduate student:* The emphasis was upon the problems of nutrition, including the feeding of the child as well as the adult. Third, owing to the increased costs of living, emphasis has been put on economics of the family and through cooperation with another department of the agricultural college, some studies are being made in the cost of living. Fourth, a special problems course has been changed into a course designed to give extension workers a broader conception of extension work and its significance in the development of family and community living.

The university has for many years retained a practice apartment as a laboratory for household management. The passage of the Smith-Hughes Act has made

It necessary to enlarge those laboratory facilities, and arrangements have been made with the university authorities for the use of its university cooperative houses for the teacher training in Smith-Hughes.

The practice work in home economics for teachers has been conducted in connection with the Champaign and Urbana schools for several years. These schools are typical of the schools into which the university graduates go as teachers and afford excellent training for the conditions as they exist in Illinois. The Smith-Hughes bill occasioned a readjustment and an enlargement of the work already being conducted, two additional instructors and a special division of subject matter and method being provided for the teacher training work in home economics. Two new courses have been added, a course in economics of the family group and a course in interior decoration.

In 1916 a series of five lectures was provided to reach the non home economics women of the university and also the women of the community. These lectures were given by heads of various university departments, and presented phases of production, conservation, transportation, and distribution of food supplies and food products.

A two weeks' intensive course in canning, preserving, and drying was given, open to members of home economics classes who volunteered for summer service in their home communities.

A similar course was given for nonuniversity women.

Red Cross classes were given in nursing, dietetics, and surgical dressings.

Special classes were provided in institutional management for serving large groups of people and in conducting lunch rooms, etc., on a year basis.

Special courses were given for fraternities, boarding-house keepers, commissaries, etc.

Two special courses were conducted as supervised by Dean Olin Templin for non home economics women.

No courses have been offered for men students here, but all the commissaries of the fraternities and sororities were invited to special lectures adapted to their needs, and in many cases personal assistance was given to the men commissaries.

Introduction of hot noonday lunch in many rural schools has been emphasized. The work in the Urbana and Champaign schools is under the direction of the department of education of the university and under the supervision of specially trained teachers for that work, and some important developments are expected in the present year.

There has been no State supervisor of home economics in connection with the State superintendent of public instruction until the passing of the Smith-Hughes Act. There is now a woman who passes upon the merits of the high schools applying for home economics under the Smith-Hughes Act, and it is expected that the university will have its supervisor of teacher training follow up the work of its students after they leave the university. The State leader in home economics demonstration unites the work of the States Relations Service and the extension division of home economics in the University of Illinois.

The most important State legislation is an act providing for the proper lighting, heating, and ventilation of rural schools, also proper water supply and sewage disposal system. Suggested provision to be met on penalty of forfeiting the district's share of the public school fund. With the State demanding proper sanitary conditions for children at school, we have splendid basis for persuading the home to use equal care in promoting child welfare.

The effect of the war upon home economics instructions is indicated by—

- (a) Increased enrollment in courses offered at colleges and normals and a readjustment of courses to suit specific war needs.
- (b) Increased demand for extension lectures and demonstrations.
- (c) The accrediting of home economics (for one or two entrance credits) from 195 of the 239 accredited high schools of the State, thereby giving recognition to this work of the secondary schools.
- (d) The employment in 14 counties of home demonstration agents.
- (e) The cooperation of Council of Defense agencies in the city and country alike with the State Relations Service for food conservation.

Aside from the changed emphasis demanded by war conditions, the attempt is being made to put the extension teaching in home economics upon a better educational basis. First, by the classification of the material to be taught along distinct lines of food, clothing, equipment, family accounts, public health; and second, by better organization and presentation of material along these lines.

The home economics teachers' branch of the Illinois High-School Conference has established uniform courses for both elementary and high schools for Illinois.

EFFECT OF WAR ON COLLEGE COURSES.

Certain movements were common to all colleges. Many institutions either made direct use of the food administration's courses of study or blended the substance of these into their established courses. Almost every college placed especial stress on food preservation as well as upon food conservation. Red Cross sewing was done both in and outside of regular clothing classes, while special instruction was given in surgical dressings, first aid, and knitting. Almost all colleges opened special classes to local townswomen.

In Teachers College, Columbia University, the school of household arts has made the following adjustments and advancements in teaching the various courses in home economics:

Establishment of practice houses.—During the last year a practice apartment has been in operation in a nearby house, practically under the college roof. It is self supporting. The apartment is occupied by six students, five of them majoring in household administration, and one, the director of the group, majoring as a teacher of vocational homemaking. The students do all the work of the apartment and receive eight points of college credit for satisfactory performance of duties. The period of occupancy is for one term of about 17 weeks. The schedule is so arranged that each student has opportunity to serve three weeks in each of the several capacities, of cook, housekeeper, waitress, hostess, etc.

It is hoped to increase the number of practice houses as rapidly as there is demand, for the purpose of offering managerial practice to teachers in training for vocational homemaking and home practice to young students with only laboratory experience. In addition it is hoped to demonstrate the possibility of a better system of housing for many students who can not be accommodated in the college dormitories.

There has been no marked reorganization of the department of household arts education during the past few years, with the exception of the establishment of the committee basis in the staff, the chairmanship passing from one member of the staff to another each year.

As indicated elsewhere in the report, special provision has been made for the training of extension workers and for teachers of vocational homemaking. Furthermore, as a means of extending the experience of the student teachers and of combining training and service, a group of students who have been teachers before entering Teachers College have volunteered their services in the home service section of the American Red Cross as food advisers in families where needed.

Opportunities for practice teaching have opened in one of the New York City high schools, and it is hoped that the privilege may be extended.

An experimental school lunchroom has been opened in the elementary practice school, providing simple school lunchroom experience for student teachers as a phase of their practice teaching.

A phase of work introduced during 1917-18 was the opportunity for juniors to become acquainted with the practice teaching problem. They serve as assistants to the seniors in their teaching, and meet for conference five times during the semester with their supervisor. This has proved to be a very helpful basis for the actual practice teaching of the senior year.

The teaching staff holds weekly conferences to which, from time to time, are invited members of the faculty of Teachers College, graduate students, and others who present in an informal way certain phases of educational philosophy, sociology, and methods which they have specially developed.

New graduate courses.—1. Graduate courses in household arts education practice are so arranged that the piece of individual work done by each student is a problem in itself and in a certain sense always a new course.

2. Education 294B, vocation for girls and women, opens up the field of various occupations for girls and women related to the household arts as well as to other avenues of work.

3. During the last year two new majors have been offered in household arts education—(1) Teaching vocational homemaking; (2) training for home demonstration agents in rural communities.

The following are offered as the most outstanding developments in elementary and secondary schools in relation to home economics education:

- (1) Unification of all phases of home economics work under one course, when for general education—not "domestic science" and "domestic art" separately.
- (2) The organization of courses under the "unit" scheme.
- (3) The use of the problem-project method of instruction and organization of courses.
- (4) The introduction of projects for community and international service in the work in sewing.
- (5) The use of the school lunch room as a means of utilizing food products, and of furnishing experience in family quantity cooking; also as a means of teaching table service and etiquette.
- (6) Socialization of the home economics course of study by every possible means (e. g., preparation of food by W. I. H. S. during influenza epidemic).
- (7) Encouraging the social instincts of the girls by utilizing them in preparing for social affairs of the school.
- (8) Providing work in home economics suited to their needs for boys.
- (9) Vocational home-making courses in the high school, for high-school girls and also for women who wish to come to the school for special training along this line.

State supervision of home economics.—While Teachers College does not conduct supervision of State instruction. It prepares women for this work. The course "Education 137-138, Supervision of Household Arts in Schools," aims to open up the field of State and school supervision of the home economics studies. Since the operation of the Smith-Hughes law the demand has increased for State leaders of home economics under this bill as well as for supervision and criticism of practice teaching in home economics studies in normal schools and colleges. This course, with others in general supervision of school instruction, aims to prepare for State supervision of home economics.

Effect of the war on the interest in home economics instruction.—To meet the demands for education along the lines of home economics, various courses of a popular nature were given during 10 days in the latter part of May in the form of emergency courses. These were largely attended, and it is significant of the increasing interest in home economics instruction that large numbers of the registrants for these special courses were from the school of education as well as from the school of household arts.

The character of the regular course offered has been changed considerably to meet the new demands and interests of the students and the needs of the times. Experimentation with various substitutes for the foods needing strict conservation with a view to issuing reliable recipes for general use was carried on in the foods and cookery department. The need for a greater number of methods of food conservation was met by the organization of new courses in canning, preserving, and drying of foods. Conservation and renovation problems were also undertaken in the textile and laundry departments and met with a response that demonstrated the interest and the need.

The interests in fields of study have been changed and broadened also by war demands. In that the need for people qualified to fill administrative positions as dietitians and institutional administrators of various types has been so pressing that many who had heretofore looked forward to teaching have changed either temporarily or permanently into these other fields of work.

Another effect has been apparently to increase registration in home economics departments of the college. Contrary to expectation, the home economics classes have held their own in numbers or have even increased in enrollment.

New features in home economics extension work.—Three new features characterize the preparation of women for home economics extension service:

(1) Beginning 1918, Teachers College offers a major in household arts for rural extension teachers. This major is open to women especially qualified for the work. The special entrance requirement is two years' study in an approved college. A program of studies, 54 points, may be chosen from the fields of foods and cookery, nutrition, clothing and textiles, chemistry, bacteriology, hygiene, administration, and nursing. In addition, courses in education and rural sociology will be required. The completion of this major entitles the student to a regular Teachers College diploma.

(2) The second new feature for the year is the opportunity of investigating rural conditions and getting practical experience in connection with the work of the home demonstration agent through direct participation in the field. Through special arrangement with the department of rural education of Teachers College and Warren and Huntington Counties, N. J., household arts students who desire it are given this opportunity.

(3) The school of practical arts of Teachers College has planned a mid-winter session of six weeks for the benefit of home demonstration agents who care to avail themselves of the opportunity for further training.

The department of institution administration of Teachers College, Columbia University, with increased numbers of students has arranged the work this year under three specialized heads. The groups preparing for cafeteria management are having special work, both in the classroom and of a practical nature in the field under direction of Miss Florence La Gapke, formerly in charge of the cafeteria at Western Reserve University, Cleveland. This practical work is especially emphasized this year, for unusual opportunities have been afforded for students, not only in the cafeteria of the Horace Mann School for regular work, but also in connection with the college commons for the feeding of the Students' Army Training Corps. Besides this, as many former Teachers College students are in charge of cafeterias in New York City—in lunch rooms for employees in banks and department stores, in cafeterias for business women, etc.—the experience has been a varied one which our students have been able to obtain.

A special group, training to be dietitians, have their practical work under the direction of Miss Eleanor Wells, president of the American Dietetic Association, New York City. Because of the great demand for dietitians, this side of the work has been developed this year, and for the first time we have been able to have the full time of a special dietitian to supervise the field work in hospitals. Through Miss Wells's acquaintance with the dietitian problems here in the city, it has been possible to give our students practice experience to a greater degree than before. A special leaflet is issued describing this work.

The third group—that of the managers of dormitories, clubs, etc.—has been put under the direct charge of Miss Katherine Fisher, who came to Teachers College last year from Macdonald College, Quebec. Again, with this group the practice work being emphasized in connection with dormitories, Y. W. C. A.'s, and clubs in the vicinity. A close link is being worked out between managers of boarding halls and this department for further opportunity for practice work.

Following this practice work, in connection with their regular class work, students are required in every case to give a stated period of time in the field following the period of training.

The demand for institution workers has never been so great as during this past year; this includes not only the specialized fields of dietitians for cantonment service and also over-seas and for cafeteria and hostess work in connections with camps, but also an unusual demand for organization of departments of institution administration.

In connection with household administration a housewife's bureau for help in housekeeping (other than food) has been organized. The bureau has special exhibits, posters, clippings, shelf of suggested readings, equipment, leaflets, etc., pertaining to the special subject of the week. This work is under the supervision of a graduate student who cooperates with the different members of the household administration department. Special meetings are scheduled during the week which housewives may attend, and many outside lecturers are called in to talk upon special topics.

The final summary of the work of this bureau will be suggestive for teachers in other communities.

Special courses for home makers are being presented in connection with conservation problems.

Simmons College reports as follows:

The war has made new demands on the department of household economics at Simmons College, as it has on technical departments everywhere. Existing

courses in cookery, dietetics, and sewing have been modified to suit the times; advanced specialized electives have been introduced; extension courses have been increased; lectures and demonstrations on food conservation have been given for students in other schools and for the public; and members of the staff have done much advisory work on public committees and in editing various publications.

At the Florida State College for Women special courses in home economics have been given continually since the declaration of war, for all non home economics students who wish to take lessons in food conservation and production. Besides this, in September, 1917, a conservation short course was given to the women of the State, and representatives from 35 of the 54 counties were present. In June, 1918, a short course for country girls was held. Forty-two girls, representing as many counties, were present. Since there are only 54 counties in the State, these girls have been the means of reaching communities in every section of the State. In September, 1918, a college for women in war work, called the War Work College for Women, was held here at the same time with the meeting of the home demonstration agents.

From Tampa comes the following opinion:

The war, particularly through the establishment of the Food Administration, with the consequent regulations, has added a big element of interest to all home economics instruction, and has generally increased the respect and esteem of the public in general for the work.

University of Washington:

Practically all home economics courses were modified to meet war needs. Specific courses are:

1. Conservation of food.
2. Making over of clothing.
3. Remodeling of hats.
4. Food service. (This course is given for men from the naval training camp located on the campus.)
5. Nursing. (This is given to the hospital corps of the Navy.)

A course for nurses' aids was given to 98 students, in which the home economics department cooperated.

A five-credit course in food conservation was given in the spring of 1918 throughout one-quarter to 130 senior women who were not majors in home economics. One quarter of the year 1917-18 was devoted to the remodeling of garments in the dressmaking class.

In Minnesota the war has tended to increase the interest in certain lines of home economics instruction and to divert interest from other lines. Interest in work which leads directly to war work, as for example dietetics work, work as assistants in laboratories, and extension work, has been increased. The interest in general home economics where no vocation other than that of home making is involved has decreased slightly.

At the Oregon Agricultural College the following courses were organized and maintained:

Food Administration course in "Food and the War," course of 4 lessons for fraternity cooks, and a course of 10 lessons for the housewives on food conservation.

Regular courses in camp cookery and cookery for men who do their own housekeeping. Special course for those engaged in military training.

Home economics department gave assistance in working out food conservation rules, to which all fraternities, boarding houses, etc., voluntarily subscribed.

Miss Marlatt, of the University of Wisconsin, states:

The effect of the war upon the interest in home economics can not be measured. Owing to the emergency home demonstration agents, the training of volunteer classes and the work of the Junior Red Cross, the interest in home economics teaching has been very greatly stimulated.

The College of the City of New York offered extension courses in "Food in War Time." This was much similar to ordinary lecture courses on foods and nutrition, except that all food facts were related to war conditions. Among those who presented these courses were Miss Laura Cauble, Mr. Robert McDowell Allen, Dr. Lucius P. Brown, Dr. H. C. Sherman, and Miss Mary G. McCormick.

PRACTICE HOMES.

That the necessity existed of more closely alining home economics teaching with actual home conditions has been recognized for many years. Various methods have been attempted to attain this result, the most promising of which has been the use of an ordinary residence or apartment as a practice home.

It has been difficult to convince college and university authorities that a practice home was an essential feature of home economics equipment, so long have they thought of college work being carried on in laboratories.

Of recent years there has been an increased tendency to provide practice homes for senior students in colleges, and these have also been furnished by some school boards or philanthropic agencies in certain progressive cities.

The requirement by the Federal Board of Vocational Education that institutions receiving teacher training money should establish these practice homes caused an increased interest in them, as the following reports indicate:

At Lewis Institute, Chicago, the course in household management was much improved by the addition of a practice apartment. This was built of wall-board in the corner of the institute attic, but the classes, with paint brushes and needles, transformed it into a home-like place where activities of all kinds take place; even classes of

children come in to be taught "home making" by the practice teachers in the senior class.

At Ohio State University the department of home economics moved into a large, new, commodious building in September, 1916. This gave the opportunity for further development. A practice house in connection with the household management course will be established in an apartment in the building this year.

A practice home has been in use at the University of Missouri since June, 1918. The students remain in the home from 8 to 16 weeks, and there are from 7 to 9 girls living in it at a time. An additional practice home was opened at Cornell University in 1917; the first one has been in existence four years.

In the Kansas State Agricultural College a house has been leased by the department of domestic science, which will accommodate 14 students and a teacher. This house is to serve as a laboratory for the teaching of household management to students who wish to qualify to teach home economics under the requirements of the Smith-Hughes Act. The work of the home is to be done under the supervision of the teacher, by the students. The length of time for each group is not definitely determined, but will probably be one semester. Cost of maintenance to be prorated among the students.

At the Florida State College for Women they have established a practice house. All graduates live in the cottage for a minimum of eight weeks during the year. The girls live in groups of six at a time. Poultry and gardening are carried on by the practice house family. The work is under the supervision of the regular instructor, Miss Lucy Kimball. The expenses of the cottage last year did not exceed 30 cents per person per day, exclusive of rent.

Temple University, in Philadelphia, will use the university dormitories in lieu of a practice house until it is deemed advisable to establish a separate residence for this practice work.

Milwaukee Downer also uses the dormitories in place of a separate practice house.

A practice house will this year be established at New Hampshire Agricultural College and one will also be established at the Connecticut Agricultural College.

The University of Nevada enjoyed the use of the president's house as a practice house.

The Agricultural College of Oklahoma will have a practice home this fall.

The home of the president of Lincoln College, Lincoln, Ill., will be hereafter used as a practice house.

At the Oregon Agricultural College a practice house was established in September, 1916. It is entirely self-supporting. It houses 11 girls and 1 faculty woman.

A new practice house has been given to the University of Indiana. A practice apartment was in use in 1917-18 at the University of South Dakota, and this arrangement will continue until the State appropriates money for a practice house.

A friend of Hood College, at Frederick, Md., made a liberal donation for a practice house for the home economics women of that school. This is the first practice house in Maryland and marks an epoch in the teaching of home economics in the State. The home is modern in every respect, is comfortably furnished and affords an opportunity for all senior home economics students to have actual experience in the operation of a home.

The practice house at the University of Wisconsin has been organized since 1910. This year they report as follows:

We are now erecting a model farm house which will be used as a practice laboratory in the course in dietetics and household management so that we will be able to give longer periods in the cottage to the students in the household management courses.

Oxford College, Oxford, Ohio, has maintained a practice cottage for some years.

Pratt Institute has long maintained a house in which students can try out the principles of household administration.

In connection with the practice house at the Mississippi Industrial Institute and College at Columbus, there was a practical home dairy. A cow was kept to supply needed milk and to give an opportunity to teach the proper care and handling of milk. Cream was secured from the local creamery, and each girl had experience in making 20 pounds of butter.

PRACTICAL APPLICATION OF FOOD COURSES IN THE MANAGEMENT OF LUNCH ROOMS AND CAFETERIAS, AND IN COOPERATING WITH THE FRATERNITIES, DORMITORIES, AND BOARDING HOUSES.

Simmons College reports as follows:

We have excellent cooperation between the teaching staff and the dormitory administration. Our house superintendent is a member of the faculty and in charge of all work in institutional management. Our policy continues to be to admit for institutional work only mature women.

In the Florida State College for Women the dormitory is in charge of a trained dietitian who is a member of the faculty of the school of home economics doing some teaching in nutrition.

Agricultural College of Washington states:

Through our division of institutional management the student halls are operated under the direction of the college of home economics. The fraternity houses gave active cooperation and have frequent meetings of their house managers with the head of the division of institutional management. Most of the sorority houses are now being operated indirectly by students who are house

members and who have elected that course of study. This last year we have established a cafeteria. The head of the division of institutional management is also in charge of the special mess for the soldiers camp now stationed at the State college.

The home economics department of the Ohio State University reports that several seniors who registered in proseminary course have cooperated with boarding houses, fraternity houses, and sorority houses, in managing the food, as well as the complete budget. A large manufacturing plant asked for assistance in reorganizing their welfare lunchroom. This was worked out, and a trained worker placed in charge. The lunchroom will be used as a laboratory to some extent for students taking institutional work.

It is with the idea to develop greater cooperation between the department and the college cafeteria and fraternity and sorority houses at the agricultural college of Utah that two new members of the staff have been chosen for their experience in cafeteria and institutional work and a complete and up-to-date kitchen for training students in cafeteria and institutional management has been installed.

During the past year a woman for institutional work has been added to the faculty of the home economics department in the Ohio State University, and a course will be developed with laboratory work in a new cafeteria.

In the *Kansas State Agricultural College* the institutional work has greatly developed during the biennium. The cafeteria, which was equipped and opened in 1915 for the purpose of feeding the students and serving as a laboratory to teach institutional management, has been highly successful. It has paid all expenses, including director's salary, and has had a balance to apply toward additional equipment. Strong courses in institutional management and institutional cookery have been developed. A lunchroom management course of one year has been added.

The home economics department of the *University of Washington* has complete charge of the commissary department and the housekeeping of the dormitories, which accommodate 100 students. Frequent advice and help is asked for and given to the fraternity and sorority houses. A university commission is housed in the home economics building and is an activity of that department. It affords opportunity for practice work for students in institutional management.

The department is called upon to act in an advisory capacity in the management of fraternity houses.

During the year 1917-18 the department of home economics in the *Agricultural College of Colorado* operated a college-girls' boarding club in which 30 students were served, at a flat rate of \$16 per month. This amount covered not alone cost of materials but rental, heating and lighting of the house, service, breakage and depreciation of 10 per cent in furniture and furnishings. In addition there were supplied to the resident and faculty members and the working housekeeper their rooms. Canned fruits, jellies, jams, and relishes were supplied to the club at cost of raw material. The department of home economics found this to be a very practical and helpful demonstration in house management.

At the *University of Wisconsin* the director of the university commons and her assistants are members of the home economics department. Practically all the sororities have a home economics student as their steward. The fraternities have occasionally asked help in the selection and buying of food.

At *Milwaukee-Downer* most of the practical cookery work is done for the college dormitories or cafeteria. All students of the college home economics department are given opportunity to work in the college cafeteria.

At the *University of California* conferences are held by the head of the home economics division each term with the Pan-Hellenic body, made up of club managers, and with the approved boarding-house keepers. There is no official machinery, however, connecting the division with any eating places. It is proposed during the coming term to place the student cafeteria on the campus in charge of a committee of women students under the leadership of a graduate of the division, who shall be given the management of the cafeteria as an economic problem for credit. It is believed that the running of such an establishment offers degree credit field only for one student at a time.

At *De Pauw University* the home economics department and dormitory system are very closely related, in that the head of the department who does part-time teaching is also director of the three halls, which include the housekeeping, boarding, planning of meals, buying, management of employees, records, etc. In other words, home economics principles are being carried out in the college dormitories, and the plan has been quite successful.

In *Lewis Institute* the institutional management classes were benefited by the installation of a small bakery and laundry. These served the double purpose of supplying the lunch rooms, dormitories, etc., with baked products and clean linen, respectively, and in giving these classes extra experience in their chosen field.

The arrival of a training detachment of 360 soldiers at *Lewis Institute* turned the gymnasium into a mess hall; the cafeteria kitchen adjoining was quickly augmented with extra equipment and more employees, and most of the institutional students took an active part in assisting in the work and management. The summer school has given a "canteen course" with practice work here and in the lunch rooms. New ranges, mixing machines, vegetable peeler, etc., have been material helpers and have given these classes experience in their manipulation and uses.

The *Temple University* lunch room has been placed under the supervision of the household arts department: (1) Some service hired; (2) some cookery and all management, and some waitress duties, done by pupils under supervision of instructor.

The results of first year's operation in cost are: All costs cleared, including rental of space, provision for depreciation, of equipment, gas, etc. Salary of instructor not included, as this is considered a legitimate instruction cost.

There has been greater opportunity given for practice teaching with work more closely supervised, and lunch room management course has been introduced.

SMITH-LEVER EXTENSION WORK.

The Secretary of Agriculture has expressed the opinion that the extension service rendered under the Smith-Lever Act is the largest educational work in the United States.

New phases of extension teaching in *Ohio*:

Home demonstration work established September, 1917. Now have 12 county agents and 7 city agents.

Teaching by means of illustrated lecture and demonstration from an automobile which toured part of the State in the interest of poultry and egg production.

Regular members of extension force assigned to Chautauqua tours to give food conservation demonstrations.

Demonstrations in homes of foreigners, often non-English-speaking, is a form of teaching done by urban home demonstration agents.

Teaching food facts by means of games or playlets is a method newly tried by urban agents in work with large groups of school children.

The exhibit method of teaching has been used by home demonstration agents.

The teaching of the extension service of the home economics department has been considerably extended by the enlistment of home economics trained people all over the State who signify their willingness to give talks and demonstrations in their communities. They give their service, and the people for whom the demonstration is given pay expenses of supplies used.

In *Nebraska* the county home demonstration agents are placed on a permanent basis, each county paying one-half of the total expense. The first work of each agent is to establish a county homemakers' association comprised of a number of local associations sufficient to reach all of the women in the county. These local associations meet monthly and during the first year the agent meets with them or trains leaders for such meetings as she can not attend in person. During the past year the conservation of food has been the main topic, with some attention devoted to clothing conservation. Great interest has been displayed in food values. The county food administrators of the State are very ardent supporters of home demonstration agents because they find that in those counties where there are home demonstration agents the spirit of the women and their attitude toward food conservation is much better than in those counties where they have no such agents. A large number of volunteer demonstrators have been trained the past year by the agents for the

purpose of giving sugar and wheat conservation demonstrations. Training classes for volunteer workers are usually held in domestic science laboratories and are conducted for from one to three days. These demonstrators cooperate with the food administrators and with the women's committees of the county councils of defense, giving demonstrations before organized groups and at the grocery stores.

Another piece of extension work has been the giving of instructions in canning, drying, and egg preservation. In 1917, 2,040 volunteer demonstrators were trained at 25 two-day canning schools. These schools were held in 33 of the larger towns, utilizing domestic science laboratories in high schools. They were conducted by members of the staff of the home economics department of the College of Agriculture. Two of these schools, with a total attendance of 350, were held at the University of Nebraska for the special benefit of the students of the arts college. In 1918 a particular effort was made to reach the rural districts and the more sparsely settled portions of the State. During this season 479 demonstrations have been held by representatives of the extension and home economics department in the 70 counties not reached by home demonstration agents.

The past year has marked the beginning of city home demonstration work. In the city of Omaha the agent has appointed a chairman for every school district and these chairmen have in turn divided their districts into smaller units, appointing a representative in each unit. These unit representatives are agencies for the distribution of literature, for the advertising of meetings, and for the carrying on of the supervision of projects in their respective units. In the city of Lincoln the home demonstration agent has been the only agency attempting to reach the foreign population in the teaching of the use of substitutes. This she has accomplished by training volunteer workers and by utilizing volunteer demonstrators residing in the city who have had college training in home economics. The municipal canning kitchen established in Lincoln in June, 1918, has been very successful and very well received.

New phases of extension teaching in home economics in *Wisconsin* have been brought about through the work of the emergency home demonstration agents. In this State the leader has inaugurated a method of training mature housewives as volunteer teachers in the newer use of the war breads. This group of women in the town were first taught methods and trained members to do demonstrations. They then called meetings and trained members of the ward or block in methods of making war breads. They also organized the townships and rural school districts, going out in automobile squads to do the work throughout the county. These workers cooperated with the emergency home demonstration agents wherever there was one located in the county.

Texas Agricultural College, which does not offer courses in home economics, reports the following concerning the extension service:

Through our 50 county home demonstration agents, 10 urban agents, and 10 negro home demonstration agents, we have done work in all lines of food preservation and food conservation. I can not give a complete summary of this work until after November 1, when our annual report is made.

The *Agricultural College of Utah* sends in the following report:

With respect to new phases of work in our extension division the following are noted as the most important:

The appointment of 10 new home demonstrators, and the connection of all such home economic workers with the community centers.

A great increase in the work in urban districts. For example, two cities of over 25,000 have appointed demonstrators, and all the larger towns are organizing community centers, where not alone are demonstrations given in war cookery and dress economics, but in the right care of child life.

A very valuable bulletin was issued from the university in the spring on the care of infants, and one on the care of childhood and adolescence is now in the printer's hands.

The formation of the family type of farm bureaus all through the State.

The organization of local women into training classes under trained supervision.

These will serve to demonstrate the effect of the war upon the interests in home economics instruction.

In *Minnesota* the placing of home demonstration agents in the State was a new development of the extension teaching in home economics.

The *University of Wisconsin* offered an extension course for home economics workers which is described as follows:

A lecture and laboratory course dealing with the field of extension teaching; discussions on the organization of material and problems of cooperation, combined with laboratory practice in preparation of material for exhibits; lectures and demonstrations form a part of the course.

NEW PHASES OF HOME ECONOMICS.

There has come a broader vision of what home economics may mean among those who have the organization and administration of home economics departments.

At the *University of the State of Washington* this new work was inaugurated:

In 1917-18 a nurses course was added. It is now provided that students may take three years at the university followed by two years in a nurses training school and graduate at the end of five years as a registered nurse with a bachelor of science degree. The training course must be approved by the university faculty.

In the *Agricultural College of Colorado*:

Beginning with July 1, 1917, a budget was set aside for the initiation of experiment station work in home economics. The total allowance for the two

years beginning July 1, 1917, is \$3,500. This is to provide for salary, equipment of experimental laboratory, and supplies. In addition to that procured out of the budget named, some equipment has been loaned by other departments. Projects outlined include experimental cookery and research.

From the *University of Nebraska* it is reported that:

During 1917-18 the cadetting in the Lincoln schools of the students in the special methods course was developed under the joint supervision of a member of the staff of the home economics department of the university and the city supervisor. The usual difficulties were encountered, but their recognition has led to the formulation of a plan of cooperation which it is believed will be workable. This plan will be put in operation under the direction of an assistant professor in the university in charge of home economics education.

University of Wisconsin:

No better illustration of the new trend of home economics can be found than the following excerpt from the report of the home economics department of the University of Wisconsin:

The need for the best trained people that can be secured for the nursing service was recognized by the State legislature in its special session last February, at which time they passed a bill granting at least nine months' credit to college graduates who had taken approved laboratory courses during their college work. Detailed courses in biology and especially in home economics are recognized in the understanding of the law. The first group of university graduates began their work July 1, 1918. The university courses in home economics and medicine are cooperating in this work, so that the time required for fulfilling the requirements for the degrees of registered nurse will be made as short as possible. The preliminary courses especially designed for this course are those required in the general course in home economics.

To the student who elects this major the opportunity will be given to complete the requirements for the bachelor of science degree and acquire the nurse's certificate in less than the four college and two hospital years. This can be done by the student taking summer school work in addition to the regular work in the university year. With the regulation age limit for those entering the nursing profession this will allow the high school girl to enter the university and prepare herself for the work of hospital nurse, public health nurse, social welfare nurse, or industrial nurse at practically the same age as she would have done if she had entered the three-year nursing course after graduating from the high school and reaching the age of 19.

A five-year nurses' course will be given at *Ohio State University*, and will parallel closely the first three years of the curriculum in home economics.

The *University of Iowa* will offer an intensive training course for women to become nurses on much the same plan as Vassar, except that the Iowa training course will be open also for the training of women who have had only two or three years of college work. The Red Cross has approved the program, and Mrs. Blodgett, who recently visited Iowa City, representing the Vassar camp, was enthusiastic over it. There is a prospect that the overflow from Vassar may be sent to Iowa. In Iowa there will be the advantage of the finest hospitals and equipment of the University School of Medicine, which, it will be remembered, ranks A by the standards of the American Medical Association.

At *Sioux Falls College* courses in food conservation were offered to men students and were appreciated by them.

In the *University of Nebraska* itinerant teacher training was begun in 1918, and 29 schools were visited. The work was largely in the nature of a survey, with the aim of determining what assistance could be given in developing home economics courses. A great variety in the time and content of courses and the adequacy of equipment was found. The attitude of both superintendent and teachers proved the value of this work, and it will be expanded in the future.

In *Mills College, California*, the course in house sanitation has been turned over to the physics department and will be called applied physics. A new course in weaving on a hand loom is now offered in order to train women as teachers in reconstruction work among the soldiers.

The *University of Wisconsin* offers the following among a number of new courses in the home economics department:

Reconstruction course. 1; 5 cr. Teacher training course in hand crafts used in reconstruction camps, sanitariums, and hospitals.

(a) *Applied design.* 3 cr. Designs suitable to the special hand crafts to be taught. Lectures M. W. 11. Laboratory M. W. 8-10.

(b) *Hand crafts.* 2 cr. Practical problems in dyeing, netting, knitting, weaving, setting up a hand loom, pattern weaves, all-over hand border patterns; use of knitting machines and other craft appliances. Laboratory 8-10 P. S. 1: 30-3: 30 P.

At the *University of Indiana* a new graduate course was given in the care, management, and training of children below school age. One also on women and children in industry was offered.

The home economics department of the *Oregon Agricultural College* has these divisions: Household science, household art, and household administration. There is also an advanced course in textiles and a survey course in home economics. Institutional management which involves the managing of a boarding house which will accommodate 50 people is also organized.

In the *University of Minnesota* a course in commercial clothing manufacture was established last year. This course deals with the trade point of view in clothing construction problems. It is not a trade course, however, but is designed for those specializing in textiles and clothing work to increase speed and skill, to give insight into some of the economic problems of dressmaking work.

At the *University of Minnesota* a project work of "follow-up" teaching or training of teachers in service was carried out and will be continued this year. This work was done with the graduates of the previous year who were teaching in the State of Minnesota. The results have been of considerable moment with reference to assistance to young women in their teaching positions and help

for the teacher training section through a clearer understanding of the problems in the State.

At *Pratt Institute*, in the summer of 1917, the school ran the mess for 120 signal service corps men in training, at the same time instructing 20 of the men as cooks. The lunchroom was used, with some separate lessons in the class kitchens. Summer work for students of *Pratt Institute* was changed so as to require the planning, purchasing, preparation, and serving of three meals a day for 14 consecutive days for a family of not less than four.

Simmons College reports:

There is an increased desire on the part of students for greater specialization. This makes itself felt not so much by way of direct expression from the students as by the eagerness with which new specialized electives are chosen and the reluctance with which the conventional group of teaching electives is accepted. We now have fairly well organized groups of electives for vocations other than teaching, one leading to lunchroom or hospital work, one to extension work, and one to craft work with the handicapped. We are hoping to develop immediately work directed toward social service, such as the food work of children's clinics. Another field of work attractive to our home-economics students is public health work. Apparently our general home-economics training constitutes an excellent background for this work.

CHILD WELFARE COURSES.

The indications all point to a manifestation of interest in child welfare by the establishment of child welfare courses or lines of work in home economics divisions. Infant feeding has frequently been considered, but the feeding of the pre-school age child, the elementary school child, and the youth during the adolescent period has not been especially treated. Moreover, child welfare will not longer be interpreted to mean merely child feeding. Physical, mental, moral, and industrial welfare will hereafter be considered to be of equal interest.

Home economists will agree with the following statement from an address given by Miss Rita Oldham, president of the Association of Head Mistresses of England:

Nevertheless, of all the contributions to civilization made by women they must set highest motherhood and the nurture of their own children, which the majority of women would desire and consider the first claim upon them during a part of their lives.

What is the application? This: That in our schools the bulk of those they trained are consciously or unconsciously going forward to lives as wives and mothers. Is it not time that they set themselves to consider whether difference of function in the mass should not carry with it more differentiation of education than at present exists? Not for one moment should the education of women be inferior to that of men. But those who direct the education of girls should rid themselves of the idea from which some had already broken free, that the education of girls in the mass should be modeled upon or conditioned by that of boys.

What they need now is a completely free and unprejudiced review of the whole ground in the light of the gathered experience of 50 years.

NEWLY-ESTABLISHED, REORGANIZED DEPARTMENTS, AND DEPARTMENTS IN WHICH THERE HAS BEEN UNUSUAL GROWTH.

The enrollment at Simpson College, Keokuk, Iowa, has doubled in the past two years, and new courses have been organized in applied design, household management, home nursing, and in demonstrations and practice teaching.

A department of home economics was established in Drury College in 1917.

Home economics course was established at the University of Alabama in 1917.

The University of Georgia organized a department of home economics in the college of agriculture in 1918.

Courses in textiles and clothing were first established at Fairmount College, Wichita, Kans., in 1917.

Mrs. Lizzie Merrill Palmer, the widow of Senator Palmer of Michigan, has bequeathed the residue of her estate amounting to approximately \$2,000,000—

for the founding, endowing, and maintenance in the City of Detroit or the township of Greenfield, of a school to be known as the Merrill-Palmer Motherhood and Home Training School, at which, under such plan and system and under such rules and regulations as shall, in the judgment and wisdom of those upon whom the administration of this estate shall devolve, be adopted, girls and young women of the age of 10 years and upwards shall be developed, educated, trained, and disciplined with special reference to training them mentally, morally, physically, and religiously for the discharge of the function of wifehood and motherhood and the management, supervision, and inspiration of the home.—*Journal of Home Economics*, Oct., 1916.

In 1918 the University of Wisconsin added 14 new courses in home economics to meet the requirements of the training of teachers in home making under the Smith-Hughes Act.

The Agricultural College of Utah reports that—

The department is undergoing a process of reorganization; consequently it is more of plan rather than performance that can be reported, though the great success which attended the introduction of lecture courses last year on human efficiency and mothercraft vouches for the need they meet. Out of a total registration of 180 students in the whole department, 130 entered these courses in an institution where courses are entirely elective.

The most successful establishment also of a practice house in October, 1917, calls for recognition. Thirty senior students and 12 high-school teachers passed through it during the nine months it was open. The former for periods of six weeks and the latter for selected periods of from two to three weeks, during which those who attended during the term had all their expenses paid by their school boards.

In the Connecticut Agricultural College the course of study has been very materially changed to provide for training of the young woman along various lines, first, to teach home economics in the public schools; second, to be extension workers; third and fourth, the col-

lege offered courses in gardening for those who were to act as garden supervisors during the summer and also courses in war cooking and canning.

The Maryland Agricultural College advertises courses in home economics for the first time in the history of that institution.

The home economics department of the University of South Dakota was reorganized the second semester of last year, and courses in the practice house management, practice teaching, and a special course in home nursing were installed.

The department of home economics was established under that name in May, 1916; in the University of California. An adequate building to house the two divisions created at the same time—household art and household science—was erected immediately, and in use during the summer session of 1916.

The staff of household science has added to the two original assistant professors two instructors and one graduate assistant, and has in prospect another assistant professor or instructor.

The University of California offers the following:

Fifth year professional curricula.—Four distinct professional fifth year requirements are contemplated:

1. The teacher's practice year, now in successful operation.
2. The hospital dietitian's practice year, so far not satisfactorily developed.
3. The extension worker's practice year; planned completely, begun in September, 1918.
4. The research student's training year, in successful operation.

The University of Tennessee reports as follows:

In the fall of 1916 we began to require one year of high-school sewing for admission to our freshman class in elementary clothing and dress design, and one year of high-school cookery for admission to our sophomore class in food production and service. For these students who have had no work in the high school we offer one semester noncredit course in sewing and cookery.

The department was reorganized in 1916-17. Five four-year curricula are offered: 1. The teachers' curriculum. 2. The general curriculum. 3. Institutional management. 4. Food and nutrition. 5. Textile merchandising. The latter is to train students to fill executive positions in department stores, such as that of educational directors, welfare workers, personal service workers, etc. A large part of the work is given in the college of business administration, and opportunity is given for practice work in department stores under supervision. Thus an opportunity is given for an outlet for textile and clothing students such as has been provided for food students in institutional management.

Lincoln College, Lincoln, Ill., becomes a junior college and will hereafter place special stress upon the home economics courses.

The department of home economics at the University of Arizona was made into a school, and a similar recognition was given home economics in the Florida State College for Women, at which place the head of the department of home economics was made the dean of the school.

Delaware College for women has rearranged the curriculum in home economics and accepted the conditions imposed by the Smith-Hughes Act.

Kingfisher (Okla.) College organized home economics in 1916 and placed special stress on diets for children and invalids and home care of the sick.

SURVEYS.

Home economics has been recognized as of special importance by being directly represented in several recent educational surveys—the survey of the public school system of San Francisco; the survey of public education in the State of South Dakota; the Tennessee educational survey; the survey of the schools of Elyria, Ohio; and the survey of the schools of Columbia, S. C.

In all of these survey reports home economics has been given separate chapters or sections of chapters, thus enabling those interested to announce certain principles and policies for the organization and administration of the courses in universities, colleges, normal schools, and public elementary and secondary schools.

ORGANIZATION OF WOMEN INTERESTED IN HOME ECONOMICS EDUCATION.

So rapidly has interest in home economics grown that one association has not been found adequate for the conferences needed by teachers of this subject; hence State associations of home economics and regional associations have been organized. These smaller organizations within States frequently meet with the State educational association and have representation upon its general program.

In many of the larger cities, such as Philadelphia, New York, and Chicago, there are strong city associations of home economics.

Home economics teachers in land-grant colleges were permitted to organize a division of home economics in the college section of the American Association of Agricultural Colleges and Experiment Stations.

The American Home Economics Association holds an annual meeting and also presents programs in connection with the National Education Association's annual meeting and with the Department of Superintendence of the National Education Association.

The Southern Home Economics Association has held one annual meeting at Macon, Ga., and a second meeting at Blue Ridge, N. C.

The Western Home Economics Association was organized and held one meeting in Portland, Oreg., in July, 1917.

Conferences of supervisors of home economics in city schools were called by the Commissioner of Education and met in Portland, Oreg., and in New York City.

HOME ECONOMICS AND NATIONAL SERVICE.

Notable contributions to studies in the cost of living, of the dietary habits of American families, to instruction in food conservation, to propaganda for increased care of children, and to the problems relating to the effect of the war upon living conditions in congested sections of the cities have been made by home-economics women.

Many valuable leaflets, circulars, and bulletins relating to modifications of food preparations to meet war food conditions have been prepared by teachers of foods and nutrition.

Dietitians for the base hospitals in America and for the Army hospitals in France and Italy have been drawn from the ranks of home economics teachers.

Many home economics women have gone into the service as Y. M. C. A. canteen workers or as managers of the Y. W. C. A. hostess houses at Army camps.

Many other home economics women have also been called into Washington to aid in preparing material for publication by the American Red Cross Association, the Food Administration, and the Department of Agriculture.

Two honor societies have been established in the colleges of the country, and through them certain studies of economic importance have been made for which there was no other organized agency.

A new field for home economics women is that of financial advisers of other women. Banks are finding that it pays to have their customers given expert advice in budget making.

LEGISLATION RELATING TO HOME ECONOMICS.

The most notable Federal legislation relating to home economics was that known as the Smith-Hughes Act, by which Federal money was appropriated to assist in the establishment and maintenance of vocational schools in industry, home economics, trade, and agriculture, and which further provided national aid for training teachers for these vocational schools.

This Federal legislation has made necessary further legislation by the legislatures of the various States whereby they have accepted the provisions of the bill and have made appropriations to match the Federal money granted.

The Smith-Hughes bill was signed by President Wilson February 28, 1917, and when a Federal board was appointed they organized and appointed a director, who in turn appointed an assistant director to be in charge of vocational home economics and the administration of that phase of work done under the board.

A complete and final interpretation of the law as it relates to home economics education has not, as yet, been pronounced.

An act of Congress which had important bearing upon home economics education was that which, through an emergency appropriation for the Department of Agriculture, made possible the maintenance of urban extension in home economics. Urban agents have been appointed in many cities.

These various recognitions of the need of more general intelligence relating to home making have greatly increased the demand for specially trained home economics women. The demand has exceeded the supply.