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Virginia Teacher, March 1929

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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HOME ECONOMICS IN THE ELEMENTARY SCHOOL

Changes in the purposes and range of home economics have been almost as great in the last twenty years as the changes in travel. For the old-time cooking, sewing, and housekeeping, the field has come to include studies of food, clothing, household furnishings and equipment, interior decoration, household budgeting and accounts, home management, child care and family relations.

The part of both women and men, of boys and girls, in home making and home life have changed with the changes in methods of food preparation, garment making, household furnishings and equipment, general education, travel, larger incomes, attention to health needs, higher standards of family life and general social life. To provide the education needed to meet the new conditions, home economics has come to be a field of large educational importance for both men and women. There are now a considerable number of home economics courses for boys in high schools and a few such courses for men in colleges. The problems of the proper selection of food and of clothing are just as important for men as for women. The problem of budgets—of expenditures for food, clothing, shelter and other material supplies—is quite as real for boys and men as for girls and women. Both sexes are interested in health, economy, and beauty of person and surroundings. Both men and women are vitally responsible for the physical and mental care of their children. The quality of home life as to convenience, comfort, recreation, thinking, moral tone and general family relationships depends upon the cooperative participation of both father and mother together with other members of the family group. Emphatically, those who think of home economics or household arts as dealing chiefly with cooking and sewing are far, far behind the times. As the newer field is developing, it is becoming one of the most fundamental in contributing to the larger and better upbuilding of personal, family, and community life.

But these several lines of study making up the field of home economics are not exclusively high school or college subjects, any more than are English, mathematics, or science. There are elementary but fundamental phases of the work appropriate for children of even kindergarten age as well as for other grades of the elementary schools. Problems of food, clothing, shelter, and home life are quite as general for all of whatever age as are reading, writing, and arithmetic. Indeed they are with us from birth. Their neglect is responsible for many of our avoidable misfortunes and failures. No elementary school of today that calls itself progressive omits study of these problems of such far-reaching importance.

Of course, if one thinks of the work merely in terms of cooking, sewing and housekeeping, he may quite reasonably conclude that they would have small place for children up to twelve or thirteen years of age. But, when one sees the purposes and content of the work as it is appropriately developed to meet children's needs, he can not question its right to a place in every elementary school program. Let us consider what is done in the best elementary schools.

Foods, clothing, and shelter are studied with reference to the actual questions which confront us in their selection and usage, and in social questions which concern us relative to their production and distribution. As for all subjects in the elementary school, we include only questions which are of com-
mon value to all—to boys and girls alike
and without reference to prospective oc-
cupations. The questions common to us all
about foods are those of selection, cost, and
attractiveness. We all eat foods and we all
have some freedom in choosing what we
shall eat. Our health depends very funda-
mentally upon what we eat. To select in-
telligently and satisfyingly, we need a very
considerable amount of knowledge about
food principles and food values. Of course
with young children we would not use very
many technical terms in teaching these mat-
ters. There are foods of equal intrinsic
value for bodily needs that vary greatly in
cost. The economic aspect of the study
helps us to know how to eat properly bal-
anced meals at low costs. Some foods are
more palatable than others of equal food
value, and the appearance of foods as served,
together with linen, china, cutlery, decora-
tions and the like, bring in the question of
art or aesthetic values which have also an
economic aspect—it costs something to have
foods most attractively served. But we
learn to have some measure of beauty in
our food service without much expense if
need requires it. Besides these factors of
health, economy and beauty, there is one
other which concerns us all as citizens, an
inclusive social question. Where do the
foods which we eat come from? How many
different regions and peoples of the earth
helped us to have the foods we are eating
today? How many people are engaged in
producing these foods, transporting them,
manufacturing the raw food materials into
finished food products ready to use? How
many people are keeping stores and shops
to make foods conveniently near for us? Do
these grocers, bakers, and butchers keep
everything sanitarily clean? How much
time is given in our homes to preparing and
serving foods? Are any workers who help
to grow these foods in the fields or prepare
them in the factories required to work too
long hours or under conditions bad for their
health, or for less than a fair wage? Are
any young children being exploited in pro-
ducing foods? Are any inferior or adul-
terated foods being sold through misrepre-
sentation? What is the pure food law and
why do we have it? These questions con-
cern us all since we all have a responsibility
for making regulations that will secure fair-
ness and justice to all. We all have to
work together to bring about the best con-
ditions, so we call these social questions and
regard learning about them as having social
values.

If we consider clothing, we shall find that
these same values are important. There are
a number of health questions about cloth-
ing. Think how much ill health results
from wearing improperly fitting shoes! And
probably many deaths from tuberculosis and
pneumonia are traceable to exposure which
proper clothing would have prevented. The
economic problems connected with clothing
are also very important since both intrinsic
and cost values differ very greatly with dif-
ferent clothing materials. In the art values
of clothing lie most of the art problems of
personal appearance. For reasons both of
economy and art we need to know a great
deal about different fabric materials, differ-
ent textile designs, and the whole field of
design as it relates to the form and color
of garments and costuming. There are also
questions of fabric adulterations, inferior
substitutes, deceptive advertising, and con-
ditions of child labor and sweat-shop pro-
duction which call for social regulation or
control. More and more textiles and cloth-
ing products are made outside the home so
that the chief problems are those of selec-
tion, use, repair and care. Questions of
similar character apply also to housing, fur-
nishings and household equipment, requir-
ing studies in sanitation or health values,
economic values, art qualities, and social
regulation.

These kinds of value may all be studied
with interest and profit by elementary school
children, and such studies are needed by all
elementary school teachers, both for the
sake of their worth to them, personally, and for their uses in teaching. Most teachers have themselves had no training in these matters as they have had in arithmetic, English, geography and other subjects in the schools when they were pupils. Study along these lines is therefore needed by all teachers as a part of their education and training while in the teacher-training institution.

A matter of great importance relative to these problems of food, clothing, shelter, and social life not often given consideration is the relationship of their study to other subjects, particularly arithmetic, geography, the social studies and fine art. Most of our problems in arithmetic are those relating to values and costs of these every-day supplies. Many of the important questions of geography relate to the sources of food, clothing and shelter materials, the routes of travel by which they come to us, the problems of exchange with other countries, and the centers of manufacture and distribution. Many questions of history and citizenship likewise relate to the discoveries, inventions, conquests, and problems of regulation in connection with needs for material supplies. Our most important and frequent art problems are those of personal appearance as determined by clothing, and the beauty of our homes as affected by architecture, interior decoration, and furnishings. By using these every-day, common situations of life as avenues of approach and motive, the other school subjects become meaningful and significant to children. The abstract and isolated character of their work changes and the teaching of all subjects becomes more natural and easy because of the relationships to daily life found in work based upon the practical needs and activities of home and community. The use of these conditions and activities familiar to children makes the problem of the interrelationships of subjects relatively simple and attractive.

One other very important factor is given proper consideration by the use of these studies of materials and their uses. That factor is the utilization of the natural impulses and desires of all children to do and to investigate. Children have strong impulses for manipulation and experimentation, great curiosity, and strong desires to express themselves in constructive and art forms. Work with the materials of food, clothing, housing and furnishings provides means of using these impulses to physical and mental activity with valuable educative results. It affords the the starting point for taking up questions concerning the four kinds of value—health, economic, art and social—as these enter into problems of daily selection, use, care and enjoyment of the supplies and equipment in our common surroundings.

The practical activities through which many home economics values may be approached and considered in ways natural and interesting to children include such enterprises as these: For foods, preparing and serving simple luncheons or refreshments for teachers or others; making charts from magazine or other forms of advertising of balanced meals by cutting out pictures and mounting them; making posters relative to food needs and food habits; making collections of food products used in the community, classified by countries from which they come; making a play grocery store or bakery or meat market, using excursions to help in getting needed facts; having luncheons representing the food customs of different countries and different times; studying the food habits, the methods of cooking and the methods of food preservation of other peoples; studying present-day methods of food preservation and storage; and so on—making use of every possible means of appeal that will help children to develop interests, acquire useful knowledge, and form good habits about foods and their proper uses. For shelter and clothing, the making and furnishing of a doll house; the dressing of dolls; the making of simple products by weaving, knitting, cutting, and sewing, including simple garments; the
dressing of dolls to represent people of different lands; the making of costumes for plays and pageants; the study of different kinds of textile materials, making collections of representative samples as to material and design; learning about the processes of spinning, weaving and designing fabrics of different materials; learning about rubber, leather, felts, furs, and other such materials as are used for clothing; making clothing budgets; considering problems of clothing selection for the pupils themselves with reference to seasons and occasions; visiting clothing and furnishing stores and shops; making simple forms of pottery and studying table china wares as produced in different parts of the world; investigating household equipment and labor-saving devices for the home; considering different ways of lighting and heating houses; and so on—the possibilities being almost endless when one begins to look about to see the wealth of interesting problems that meet us face to face on every hand. Through these practical activities we may guide the work to questions of vital importance in home and community life and find children learning about them with interest, enthusiasm and appreciation of their worth.

Whatever is learned about foods, clothing, and furnishings with reference to health, economy, art, and social control in childhood is of permanent value throughout life. How can one be regarded as educated who can not select his food in accordance with bodily needs for health, who can not select clothing and costume himself economically and in good taste, who can not select and arrange the furnishings of his home with economy and satisfying effect, and who can not help as a citizen in regulating the production and distribution of material supplies in fairness and justice? These matters have been sadly neglected in our education. They must be taken up in the elementary schools or most children will not get them, since relatively few children continue to attend school beyond the elementary grades. Of course, not everything of value can be accomplished with elementary children, but very excellent beginnings may be made.

The tendency today is to combine in the elementary schools all work relating to materials into one subject, most commonly called industrial arts—a study of the changes we make in materials to increase their values for use and how to use and care for them properly. Included with such study is also a study of the social problems relating to production and distribution. This brings together the three lines of work that have often been carried on separately—home economics, manual arts, and fine arts. The tendency also is to have this work taught by the regular grade teacher and not by specialists. This means that all elementary school teachers should be trained for the work in their respective grades.

To prepare teachers for this phase of their teaching, the close cooperation of the departments of home economics, industrial art, fine art and the training school is needed in the teachers' college. It is not necessary to require elementary school teachers to develop the same degrees of technical skill required of high school teachers in these fields. The work for elementary school teachers should cover specifically the kinds of learnings which elementary school children should accomplish. For them, emphasis is upon simple forms of construction, experimentation and investigation which will bring out the desired values relative to health, economy, art and social regulation. Little emphasis need be placed upon developing skill in cookery, garment making, or construction of furnishings for children of from five or six years to twelve or thirteen years of age. The development of skill belongs to a later period. The problem is the elementary school is to secure values common to all children, boys and girls alike. The book called "Industrial Arts for Elementary Schools," by the writer and Pro-
fessor Mossman, published by the Macmillan Company, gives a comprehensive line of work in each phase—food, clothing, shelter, and so on—for each of the first six grades, and indicates many of the relationships to other school subjects.

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

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

F. G. Bonser

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

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

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

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

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

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

Table I shows the tabulation of these activities with the frequency in the seventh and eighth grade, separately, and the total number of both grades combined. Table II gives some other information which has a bearing on home economics studies, but which could not be tabulated as an activity. The results of this questionnaire agree very generally with the Denver Survey in that helping with the cleaning, washing dishes, making beds, doing one’s own personal laundry, and helping with the meals—supper usually—were major activities in both surveys. There are, however, some differences in the findings of the two surveys.

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

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

**TABLE I**

*Activities Performed by Girls in the Home During the Week*

<table>
<thead>
<tr>
<th>Activity</th>
<th>7th</th>
<th>8th</th>
<th>Grade Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care of the House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help with cleaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td>43</td>
<td>29</td>
<td>72</td>
</tr>
<tr>
<td>Weekly</td>
<td>26</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Clean—alone</td>
<td>43</td>
<td>24</td>
<td>67</td>
</tr>
<tr>
<td>Own room—daily</td>
<td>31</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>Other rooms—weekly</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>Clean woodwork</td>
<td>14</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Clean rugs</td>
<td>18</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Clean windows</td>
<td>20</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>Clean closets</td>
<td>16</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Clean stove</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Clean sink</td>
<td>31</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>Clean refrigerator</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Clean pantry</td>
<td>13</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Clean cabinet</td>
<td>19</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Clean bath room</td>
<td>37</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>Clean porches</td>
<td>37</td>
<td>22</td>
<td>59</td>
</tr>
<tr>
<td>Clean basement</td>
<td>14</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Clean yard</td>
<td>22</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>Wash Dishes</td>
<td>39</td>
<td>29</td>
<td>68</td>
</tr>
<tr>
<td>Make Beds</td>
<td>37</td>
<td>27</td>
<td>64</td>
</tr>
<tr>
<td>Straighten misplaced articles</td>
<td>21</td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>Arrange flowers</td>
<td>27</td>
<td>18</td>
<td>45</td>
</tr>
</tbody>
</table>

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### TABLE I

<table>
<thead>
<tr>
<th>Activity</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care of the House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polish metals</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Scrub floors</td>
<td>19</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Help with cleaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for Younger Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathe baby</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Prepare baby's bottle</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Give baby his bottle</td>
<td>7</td>
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<td>Play with baby</td>
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<td>Put baby to bed</td>
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<td>Put up lunches</td>
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<td>Do marketing</td>
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<td>Go to Store</td>
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<td>Do alone—personal</td>
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<td>Iron</td>
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<td>Make starch</td>
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<td>Hang out clothes</td>
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<tr>
<td>Dry clean</td>
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### TABLE II

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>Have an allowance</td>
<td>16</td>
<td>16</td>
<td>32</td>
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<tr>
<td>Have a job on Saturday</td>
<td>3</td>
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The next steps to be taken in developing a home economics curriculum from the findings of the survey are: first, the major activities must be selected and arranged in order of frequency of occurrence; second, an analysis of each activity must be made as to the smaller activities involved in its performance and the information and skills necessary for an “understanding” performance; third, the activities should be grouped into short units of study for the various school years; fourth, desirable supplementary information and activities, which will enrich, stimulate to further growth, and make these activities more effective, must be selected and incorporated.

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

Julia Robertson
Frances Houck
A PRACTICE house on the Harrisonburg campus is at last a reality! It doesn’t seem possible to those of us who have waited so long and moved so often. If you could picture for yourself a lovely gray stone house on the lines of a New England colonial, with its high pitched roof and its four dormer windows, you might get a general idea of how our house looks. In reality, it is a double house with different floor plans—two living rooms, two dining rooms, two kitchens and separate stairways. Here, two groups of girls will live and carry on their work independently of each other.

The house is located just north of, and on a line with, the infirmary. It faces the Valley Pike, with a lovely view of the Alleghanies in front and of the Massanutten at the back.

The plans for the practice house were drawn by Robinson & Robinson, architects, of Richmond, and the building was done by the Harrisonburg Building and Supply Company. The house is fireproof in construction and is wonderfully well built. While it is not of any particular type, it shows a decided colonial influence and that feeling has been fostered in the selection of the furnishings. The light fixtures are of wrought iron with a touch of old brass. Criss-cross curtains of ecru French marquisette give a colonial atmosphere and English cretonne and blocked linen draperies add a touch of color. The woodwork downstairs is old ivory and the floors are oak; the upstairs woodwork is finished in walnut with floors of rift pine.

In planning the house, we have tried to keep in mind both the needs of the girls and the needs of the family group. We are still old-fashioned enough to believe in big living rooms with comfortable chairs and cheery fires where the family can get together after dinner and chat or read or sew—or just loaf.

The house on the south side is furnished in modern furniture of brown mahogany. The living room is very homely with its gay English cretonne draperies and wing chair to match. The love seats on each side of the fire-place are most inviting. Occasional tables and a spinet desk add charm and comfort. A gateleg and a Priscilla sewing table, with a few odd chairs, complete the furniture of this room.

The dining room, which opens into the living room, has two sunny south windows and a door opening on the porch. This furniture, too, is of brown mahogany and is Sheraton in type.

The hall is merely an entrance vestibule of comfortable size with a coat closet for each house. There is just room enough for a small table and mirror between the closet doors.

A few antiques, supplemented by reproductions, were used as a basis for furnishing the north house. The Sheraton sofa and Chippendale wing chair, done in blue velour, are most comfortable and the antique desk with its ladder back chair is as attractive as it is useful. Several windsor chairs and candle stands and a table or two give to this room a very hospitable air. The book cases we hope to get later.

The furniture for the dining room of the north house was planned to go with an old walnut drop-leaf table of Hepplewhite lines. The room looks as if it were built for the twin corner cupboards and the long sideboard. Split bottom chairs will be used as a makeshift until they can be replaced by others of suitable type.

One kitchen is rather colorful with its red tile linoleum floor. The woodwork is a deep ivory of barrelled sunlight enamel. The other kitchen is green and gray. Each has a 48-inch cabinet, and two utility cabinets fitted with shelves for supplies and equipment. Kitchens are fitted with electric ranges and one has an electric refrigerator while the other has an iced refrigerator.
The cleaning closets for the first floor are in the kitchens just at the living room doors. There are combination cleaning and linen closets in each house on the second floor.

The practice house has furnished many live and interesting problems for home economics classes. The seniors, especially, have had a big part in planning and arranging the equipment and furnishings. Good Housekeeping Institute co-operated with us in the layout of our kitchens. You will see from the arrangement that things have been placed where they will be most convenient for use.

ARRANGEMENT OF KITCHEN EQUIPMENT ON THE BASIS OF USE

Near Sink and Small Table and Utility Cabinet

Dish pan and dish drain, dish mop, sink strainer and sink stopper, plate scraper, sink and vegetable brushes, kitchen towels and cloths, towel rack, garbage can, scissors, set of measuring spoons, 2 teaspoons and 2 tablespoons, 2 measuring cups, grapefruit corer, utility pan, paring knife, stainless lemon reamer, sieve, mayonnaise set, colander, pitcher, corkscrew, can opener, clover leaf set of heavy aluminium, small saucepan, an 8-qt. saucepan, double boiler, 2 medium mixing bowls, enamel, electric percolator, can of coffee, set of refrigerator dishes, vegetable rack under sink, vegetable dishes, meat platters, small tray, sugar and creamer.

Near Stove

Small sieve, meat fork, pot holder, tea, tea ball, tea pot, cake turner, ladle, large kitchen spoon, skillets, salt and pepper shakers, oven thermometer.

In Kitchen Cabinet and Utility Cabinet

Meat chopper, potato ricer, 4 sq. tin pans (biscuit, cake, rolls), 2 knives, 2 forks, wooden spoon, spatula, paring knife, stainless, bread knife and cutting board, set of measuring spoons, 2 teaspoons and 2 tablespoons, 2 measuring cups, quart measure, graduated, utility pan, fish rack, square grater, flat egg beater, Dover egg beater, flour sifter, biscuit cutter, rolling pin and pastry board, 2 sets muffin irons, 2 sets bread stick irons, oval enamel roasting pan, pie pan, set of mixing bowls, enamel, 2 butcher knives, small funnel, knife sharpener, pyrex casserole, oblong pyrex baking dish, containers for supplies, cake box, cook book, recipe box.

Shelf Near Outside Kitchen Door

Scales, space for deliveries.

Kitchen Closet

Storage space for cleaning equipment for first floor, clothes basket for soiled table and kitchen linen.

While these plans for placing the equipment have been rather carefully worked out, it is more than likely that some changes will be made after trying them out. One of the advantages of having portable cabinets in the kitchens is that each group has the opportunity to work out a better way.

No new furniture has been bought for the bed rooms. The ivory furniture, which has been in use for ten years, will be done over. Most of the other bed room furniture is like that used in the dormitories. In some cases, dressing tables will be improvised.

The third floor of the house has not been finished this year. As planned, it will have three bed rooms with ample closet space, two bath rooms, and two hall closets. This will give seven bed rooms for students and will take care of twelve or fourteen girls each quarter.

The basement floor plan is not shown here. A stairway leads down from each kitchen. Only a part of the basement is excavated, but ample storage space is provided for food supplies and fuel closets. On one side there is a trunk room and on the other a small laundry with stationary tubs and ironing board. Since the laundry for the practice house is done at the college laundry, this problem is rather a simple one. The only laundry which will be done for the house will be table napkins, curtains, and luncheon sets. But it will be a great convenience, as well as a labor saver to take all washing out of the bath rooms. An outside entrance at the back makes the delivery of trunks possible without passing through the house.

In order to give a good idea of our house and furniture, a floor plan of the first and second floors is shown. This plan was done by Gertrude Drinker and Frances Hughes.
KEY TO FURNITURE INDICATED ON FLOOR PLAN

First Floor
- Vestibule
- Taupe rug
- 1 small table with mirror over it

NORTH HOUSE
1. Round candle stand
2. Windsor chair
3. Slant top desk
4. Ladder back chair
5. Occasional table
6. Comb back windsor
7. Chair
8. Oval candle stand
9. Chippendale wing chair
10. Sheraton sofa
11, 12. Windsor chairs
13. Table
14. Chair
15. Window seat

SOUTH HOUSE
1. Spinet desk
2. Windsor chair
3. Occasional table
4. Wing chair
5. Windsor chair
6. Gateleg table
7. Love seats
9, 10. Occasional tables
11. Chair
12. Priscilla sewing table
13. Window seat

Dining Room
1. Drop leaf table
2. Twin corner cupboards
3. Sideboard
4. Chairs
5. Tea wagon

Kitchen
1. Electric range
2. Utility cabinet for supplies
3. Kitchen cabinet
4. Electric refrigerator
5. Tea wagon
6. Sink
7. Table
8. Utility cabinet for china and utensils
9. Cleaning closet
10. Stool

Second Floor
- Bed Rooms for North and South Houses
1. Beds
2. Desks
3. Chairs
4. Dressing tables
5. Dressers
6. Tables
7. Chests of drawers or chiffoniers

PEARL POWERS MOODY

FAMILY RELATIONSHIPS

A Unit in Senior High School Home Economics

The subject of family relationships deals with problems of home and family life which accompanies nearly every activity in our daily lives. Because of the many phases of the subject and the nature of the problems involved, it sometimes appears a difficult subject to teach. The success in teaching a unit on family relationships depends a great deal on the personality of the teacher and her background and fitness for handling the subject.

The various phases of home economics are taught in the Bridgewater High School by means of unit courses varying in length from one to four weeks. With the development of home economics, we have found it necessary to include a short unit dealing with special problems in family and community relationships as part of our home economics instruction. We have been teaching a short unit course on good manners at home and in public places but this was not broad enough. The following unit was planned for a group of high school seniors.

Two weeks, or more if needed, should be allowed in the home economics schedule for the unit. An attempt has been made to make the subject matter broad enough to cover most of the phases of home and community relationships. The teacher may find it advisable to omit some of the topics suggested. She should be alert for individual and group problems of social adjustment as presented in her class from time to time.

By a study of specific cases in family life, members of the class will suggest problems
of their own observation and experience that may be made the basis for assignments and discussion.

*What the Girls Will Do*

I. They will study the family as a social unit.

A. They will study the importance of the family as a fundamental social group and its bearing on all other social groups.

1. They will make a contrast between life among animals and human beings to better understand the nature of the family.

2. They will study briefly the origin and development of the family as a background for the study of the modern family.

3. They will study and discuss the changes affecting family life.

   a. The changing home.
   
   b. Employment of women outside the home.
   
   c. Less canning, less cooking, and less dressmaking done in the home affording more leisure and less activity in home life.
   
   d. The growth of cities and the modern trend to city life.
   
   e. The size of the income and its influence on family problems and life.
   
   f. The use and misuse of the automobile and its influence upon the family.

B. They will study the functions of the family.

1. The rearing of children in a good home atmosphere.

   a. They will list and discuss the things a child should receive from its family life.

   (1) Physical
   
   (a) Food
   
   (b) Protection

   (c) Development
   
   (2) Mental
   
   (3) Moral

   b. They will discuss the maintenance of the family.

   (1) The father’s share

   (a) Financial support
   
   (b) Household services
   
   (c) Protection
   
   (d) Companionship
   
   (e) Care and training of children
   
   (f) Heredity

   (2) Mother’s share

   (a) Services rendered in feeding the family, the protection, care and training of children, care of the house, management of finances, and in creation of a good home atmosphere.

   (b) Occupation outside the home and earning in the home.

   (3) Older children’s share

   (a) Financial support for self entirely or in part.

   (b) Assist parents or other members of the family.

   (4) Review and apply information learned in the study of budgeting.

2. They will study specific cases to show the share of each member of the family in the maintenance of the family.

II. They will study the responsibility of the members of the family to each other.

A. The girls will bring up problems of their own observation and experience to show the need and value of sympathy, understanding, loyalty, affection and courtesy in family life.
B. They will study the value of cooperation within the family group.
   1. They will make a division of the household jobs in their own family whereby there is an exchange of service and recreation for all.
C. They will study family enjoyment and the use of leisure time.
   1. They will study the conditions affecting the higher life of the family.
      a. Limitation of the income.
      b. Standards of living.
      c. The interest and cooperation of the family group.
      d. Entertainment available in the community.
   2. They will study books and magazines suitable for the family members.
   3. They will plan for an evening at home with or without expense.
   4. They will list and discuss possible recreation outside the home to be shared by all members of the family individually and as a group.

III. They will study the relationship of the family to the community.
A. They will list the common needs, purposes, and interest of the community. Discuss the meaning of a community.
   1. They will list the agencies in the community which make for better home life. They will discuss the methods of securing the cooperation of these agencies.
   2. They will discuss the values of the school, church, good streets, and roads to the home and community.
B. They will discuss and compare a farm community with a town or city community as to industries, amusements, religious opportunities, and educational advantages.

C. They will list the responsibilities of the home to the community.
D. The girls will agree on a list of their personal responsibilities to the community.

IV. They will study the girls personal relationship to her family.
A. They will choose and study the life of someone whose personality is outstanding such as Helen Keller, Helen Wills, Mrs. Hoover, the home economics club sponsor, or an influential teacher.
B. They will list and discuss the girls responsibilities to her family.
   1. They will make a score card and measure their personal responsibilities.
   2. They will list the things to be considered in deciding what kind of a person they would like to be. They will group these factors under the following headings.
      (a) Elements of character
      (b) Ability to live pleasantly with others
      (c) Qualities of personal attractiveness.
C. They will study and cultivate good manners in the home and in public places.
   1. Practice table service and etiquette.
   2. Write invitations, acceptances, "bread and butter" letters.
   3. Practice introductions.
   4. Offer and accept apologies graciously.
   5. Discuss right conduct in relation to boys and girls.
D. They will study how to assume responsibility in unusual circumstances.
   1. The care of younger brothers and sisters in the home
   2. Absence of family members
   3. Illness in the family
4. Entertaining guests and being a guest
   a. Plan the entertainment of a house guest for the week-end.
   b. Plan the games and entertainments for a party.
   c. Plan forms of recreation and entertainment for the home economics club.

V. They will study vocations for girls.
   A. They will make a survey of the positions open to girls and the training required for each.
      1. Professional fields
      2. Commercial fields
      3. Artistic fields
      4. Industrial fields.
   B. They will study the requirements each occupation makes upon those who enter it.
      1. Physical qualities
      2. Qualities of temperament
      3. Personal qualities
      4. Education
      5. Experience and skill
      6. Opportunities for advancement
      7. Incomes
      8. Effect of vocation upon the person employed.
   C. They will study stories of successful women and how they attained success.
   D. They will consider the requirements for occupations in which they are particularly interested, then check to find out if they measure up to the requirements in, social qualities, general intelligence, financial considerations, interests, and tendencies.

   Information to be Gained

I. They will learn the social significance of the family.
   A. They will gain a background knowledge of the origin and development of the family.
      1. How animal life is organized into a simple form of family life.
   2. The biological, social, economic, and political purposes of family life.
   3. The present status of the family and what changes have brought about these conditions.
   B. They will learn the functions of the family as a social unit.
      1. The importance of environment for the proper development of the child physically, mentally, and morally.
      2. The share of each member of the family in family maintenance.
      3. The advantages and disadvantages of the different methods of providing the income.
      4. The value of a budget in the solution of family financial problems.

II. They will learn how each member of the family may contribute to family life.
   A. They will learn what the family owes the child and what the child owes the family.
      1. How to develop loyalty, sympathy, affection, and courtesy toward each other.
      2. The value of cooperation within the family group.
      3. How to budget time in the household so that every one shares the responsibility and upkeep of the home and provides recreation for all.
      4. How to provide recreation of the right kind in the home and outside and keep within the family income.
      5. How to select and use books and magazines to provide recreation in the home.
      6. The responsibilities of the girl to the family in helping to plan recreation for the family.

III. They will learn the responsibilities of the family to the community.
   A. They will learn the responsibilities
of the individual to the community in which they live.
1. What agencies make for better home life and how to secure the cooperation of these agencies.
2. The chief needs and interests of the community.
3. The duties as a citizen in maintaining good schools, churches, and roads.
4. To regard public property and private property of others.
5. To regard law and law makers.

B. They will learn the responsibilities of the home to the community.
1. How to make the home more attractive
2. How to make the home more sanitary and aid in civic betterment.

IV. They will learn the girls personal responsibilities to her family.
A. They will learn the importance of personality in their relationship to others.
1. The outstanding qualities in the personality of others: character, tone of voice, courtesy and personal appearance, ability to live pleasantly with others, sincerity and loyalty.
2. They will learn good manners and right conduct at home as well as in public places.
   a. Table service and etiquette
   b. How to write invitations and acceptances
   c. How to give and receive introductions
   d. How to offer and accept apologies
   e. How to conduct themselves in their relation to older people and to boys
   f. Fulfilling promises
3. They will learn how to assume responsibility in unusual circumstances.
4. They will learn correct habits in health, food selection and consumption, care of clothing, care of the body, and proper dress for girls.

V. They will learn the essential points to consider in choosing a vocation.
A. They will learn what positions are open to girls and how to train for them.
B. They will find out what vocations are most desirable from the standpoint of the individual's qualifications.

Attitudes and Ideals Strengthened
1. A greater appreciation of home and family life.
2. An appreciation of the contribution of the family to the welfare of each member of the group.
3. A keener realization of the girl's responsibilities and the responsibilities of her home to the community.
4. An appreciation of the contribution of the community to the home and to the individual.
5. A realization of the importance of good manners and right conduct at all times.

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ADRIENNE GOODWIN
THE FUNDAMENTAL PRINCIPLES OF HOME ECONOMICS

The fundamental principles underlying Home Economics are found by analyzing the principles or rules of action underlying the everyday activities and life of the woman in the home as she has to manage it, i.e., home situations. To me the most outstanding one is selection. Selection of the right thing for the right place, the right use, the right person, governed by locality, social and economic levels, aesthetic enjoyment, and the physical and mental well-being of all the individuals concerned.

Modern living is a selective process, and selection is becoming more and more an art and a science. We have so many things concerned with shelter, food, clothing, and playthings to select from; we have so many interests which necessitate a selection of the most worthwhile to our life, and to the influence we exert, consciously or unconsciously, upon those about us; we have so many places to go; so many books and magazines to read; so much music to hear, and so much money to spend or to save. Homemakers have all this to guide for the members of their families, and it involves a keen and intelligent appreciation of relative values.

The secret of success lies in knowing what is both beautiful and useful. There should always be a close relationship between beauty and use, in order to give the most permanent satisfaction. To study the works in all phases of art through the periods before the industrial era gives one evidence of this. E. A. Batchelder in his book, Design in Theory and Practice, is most convincing on this point. Permanent satisfaction eliminates restlessness, irritation, and a constant desire for something new before it is justifiable to discard the old. This is the quality which gives life and interest to the economic aspect of selection and possession.

To select with the ideas of beauty and use in mind involves an appreciation of what is beautiful, and an analysis of the use to which the material will be subjected. Appreciation is relative. What is beautiful to one is not always so to another. However, a good test to apply before buying anything, especially on a limited amount, is—"Shall I thoroughly enjoy living with this thing throughout its possible existence?" To answer this question honestly involves much thought and some idea, conscious or otherwise, of why a thing is good. Its relative value in the scheme of things then begins to appear logically. Mrs. Richards has said that Home Economics stands for "the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society." Without an appreciation of what is fundamentally good, and of the fitness of things, this ideal cannot be reached.

Aside from knowing what is good in line, form, and color, there is another phase of appreciation which is very important in our field of work; that of workmanship, and the materials themselves. The best, and I believe the only sincere way to appreciate a thing or an occupation, is to make the thing and perform the task oneself. Manipulation, or individual experience in the many phases of homemaking is necessary if the aim be the development of wise and intelligent selection based upon sound appreciation. If in our technical work our focus is not on the technique for its own sake, but its true relationship to the thing done, we will stimulate an appreciation of the workmanship and responsibilities of others which our students utilize in everyday life. Will this not aid in creating an intelligent attitude in our social structure which will make this world a better place in which to live? Will this not establish a more intelli-

Excerpts from a paper read before the Virginia State Home Economics Association, November 30, 1928.
gent selection of material things, and a more appreciative use of them, together with an appreciation of the service rendered by others?

Utilization is the last point I wish to mention. In this day of labor saving devices there is need for more intelligence in the home about the care and use of them based upon the science involved. There are both economic and aesthetic principles involved in the serious consideration of the proper care and utilization of all the material things brought into the home. Time and money are released when this is thoughtfully managed. We are confronted with the problem of the worthy use of leisure time, and the wise investing of money. These, too, are problems of the home which could be discussed at great length.

The purpose of education is training for a high type of citizenship. As the world advances toward the concept of perfection, the ideals of what this means are constantly broadening to a higher level. The training for homemaking citizenship left the home and was undertaken by the schools. Now the very obvious cooperation between the progressive and trained homemakers, and education for homemaking is leading into the type of home which fits into modern life, as Mrs. Richards again says, "the ideal home life for today unhampered by the traditions of the past."

Thus I believe that selection, appreciation, manipulation, and utilization with their relative divisions and sub-divisions are the fundamental principles in Home Economics.

Lillian A. Cummings

CO-OPERATIVE SUPERVISION

Co-operation has been arranged between the University of Virginia and the school authorities of the county of Albemarle and of the city of Charlottesville by which an associate professor of the university, Mr. Eustace E. Windes, will be "director of supervision" for the schools of the county and the city.—School Life.

RESEARCH WORK IN HOME ECONOMICS AT THE AGRICULTURAL EXPERIMENT STATIONS

Are most of the children in Virginia adequately fed? Are they getting milk, green vegetables, and fruit sufficient for growing children? Are collard and turnip greens a good source of vitamins? When these greens are cooked are most of the vitamins lost? Can onion or garlic flavor and odor be removed from milk? If so, by what method? Will the dyed sheets stand light and laundering? What types of sheeting wear the longest? Do ultra-violet rays penetrate through clothing materials?

The answers to these questions and many others have been sought by home economists engaged in research work at the agricultural experiment stations and recently the answers to these particular questions have been found wholly or in part. For the three year period, 1925-1928, seventy-eight reports were published on problems which concern the home either directly or indirectly. During the current year, over 100 projects in the field of home economics under about that number of research workers are being carried on in forty-two states. More than a quarter of a million dollars is allotted to these studies. Of the 101 projects, sixty-five relate to food and nutrition, five to textiles and clothing, three to housing, and twenty-eight are social and economic problems.

At present many more problems are being studied in food and nutrition than in other fields, but this is to be expected because food and nutrition is the field of home economics first developed. A number of these projects are concerned with the vitamin content of various foods or with the effect on this content of cultural methods, degree of maturity, milling, cooking, drying, and storage. Several other projects are studies of the effect of various factors, such as age,
feed, temperature, and time of cooking, on the quality and palatability of beef and lamb. Two states are doing research work on iron, one to determine the iron content of edible wild greens and the other to determine (1) how to conserve the iron in vegetables through methods of preparation and cooking and (2) the variations in iron content of vegetables grown on different soils. Other studies are to determine the following: the apparent prevalence of nutritional diseases in rural school children between the ages of six and twelve years; utilization of calcium and phosphorus from fresh, dried, and evaporated milk; the metabolism of obesity; the anti-rachitic potency of the sun's rays at the latitude of Kentucky; determination of the food requirements of pre-school children; standards for cooking vegetables in the electric oven; and the economic utilization of surplus food products, with special reference to the problems of the home. One project which is perhaps of special interest to teachers of foods and nutrition in Virginia is the study of the determination and identification of the organisms which cause spoilage of canned vegetables in the South.

Aside from the projects previously mentioned in the field of textiles and clothing, several others of especial interest are as follows: the protective value of certain clothing fabrics (1) against heat and cold, (2) against sunburn, and (3) against heat loss when air is in motion; factors affecting the selection, care, and wearing qualities of textile materials; the influence of sunlight on the durability and color of cotton fabrics; fiber quality and physical qualities in relation to the cost of staple wool materials; and the reliability of consumer's judgment as to the durability of cotton materials.

Two studies dealing with housing are—"Basic factors in farm home planning" and "Housing in relation to farm labor turnover."

In the new field of social and economic problems of the home several studies are being made of the standard of living of farm families and of the use of time by homemakers. Other studies deal with fuels for cooking purposes; use of electricity in the farm home; home accounts for the family on the farm and in the small town; living conditions of boarding students in agricultural high schools; index numbers of money cost of living in small towns and farms; management analyses of family finances; and efficiency of the home laundry plant.

These research studies are being carried on under the direction of the agricultural experiment stations of which there is one in each state and in a few instances two or three. With a few exceptions the experiment station is located at the same place and is closely connected, as is also the agricultural extension work, with the state agricultural college. In all but eight of the forty-eight states there is a home economics department at the agricultural college, so the research work in home economics, although a part of the agricultural experiment station, can be carried on in close cooperation with the resident instruction department and also with the extension work in home economics. In many states, this makes the state agricultural college the center for college courses, co-operative extension work, and experiment station work in agriculture and home economics.

Although experiment station funds provided for by the Congress of the United States in the Hatch Act of 1887 and the Adams Act of 1906 probably could have been used for research projects relating to the farm home, nevertheless, it was not until the passage of the Purnell Act in 1925 that definite mention was made of the use of funds for this purpose. This Act extended the scope of experiment station work to include the welfare of all who are living in a rural environment and specifically mentioned the farm home.

In speaking of the Act, the Secretary of Agriculture said: "If farm management
studies have contributed to economy and efficiency in the operation of the farm, similar studies in home management should give equal return in lightening the burdens of the farm woman and give added opportunity for the care and training of children, for social and community work, and for the organization of a more satisfactory home life. Money invested in these problems may not yield as immediate returns in the farm income as studies on the feeding of pigs, but it may easily mean immensely more in the development of a sound and enduring agricultural civilization on which to found a prosperous and progressive nation. Taken as a whole, the home economics field should receive every possible encouragement, and wherever leadership is available serious investigational work should be undertaken."

The Purnell Act provided an initial appropriation of $20,000 to each state with an increase of $10,000 a year until the total amount reaches $60,000 in 1930. No specific part of this amount is set aside for any particular lines of work, but the directors of the experiment stations in forty-two states have allotted about $252,000 to home economics projects. At present, the states are contributing very little from state funds to this work, but it is hoped they will add to the fund in the next few years so that this long neglected field of research will be proportionately as well provided for as agriculture.

Although at the present time there are probably less than 100 project leaders and assistants giving their time to experiment station problems in home economics, the number of such workers is increasing year by year as more funds are allotted to this work. Furthermore, the increasing demand by commercial firms for research workers tends to decrease the number available for experiment station work.

The qualifications for such positions are high. The research worker needs not only an all-round training in home economics with a sound arts and science background but also special training in one or more fields. Just now, as shown by the number of projects in the various fields, there is more need of special training for the study of textiles and clothing and for housing and child study problems than in the field of food and nutrition. As research work is developing in quality and broadening in its scope, there is scarcely a field in which use is not being made of statistics; a research worker therefore needs at least an elementary course in this line as part of her training.

Before becoming a project leader, one should have the experience gained from working under several different leaders of broad experience in their particular fields of research. Such experience for the beginner is likely to save her from many discouragements frequently met with by the new worker in research.

Inasmuch as a long period of training and experience and a long time is frequently required in order to solve research problems, a person should consider a position in this line as one for a period of years rather than as one for a year or two. Because of the high qualifications required, and also because at the present time there are not enough persons with sufficient training and experience to meet the demand, the salaries for research workers are higher than for some other lines of work in the home economics field. In research work it frequently happens that a problem requires two or three years of study before a solution is found. In some instances a problem has even required a life time to solve it.

As soon as the research worker has solved her problem she usually gets the results of her studies to the public by publication. The full reports of research studies made by any state experiment station are generally published as separate bulletins. These reports are also summarized briefly in the Experiment Station Record which is published monthly by the Office of Experiment Stations, United States Department of Agri-
culture, and may be found in many libraries keeping agricultural books and periodicals.

Perhaps the easiest way for most home economists to keep in touch with the results of research studies is through the Journal of Home Economics, since most home economists subscribe for the magazine or have access to it. Either a full report is published or a brief summary of these studies are given in the section of the Journal recently assigned to Research. A few of the reports have appeared in the Journal of Biological Chemistry and some in the American Journal of Physiology.

In Virginia and a number of other states it is possible to have one's name put on a mailing list to receive the bulletins on home economics whenever they are published. The bulletins are usually sent free of charge to residents of a particular state and nearly always can be obtained free or for a small sum by persons outside the so long as the supply lasts. The United States Department of Agriculture and some of the states keep a mailing list to whom they send announcements of the titles of new bulletins as these are issued from time to time.

The Virginia Agricultural Experiment Station has published bulletin No. 250, on one of the studies undertaken in the field of home economics. The title of this is, "The Relation Between Dietary Habits and Health of Children in Rural Sections of Virginia." It is an investigation of dietary habits and of their relation to the health of 900 rural children. Comprising this group are 115 white children of pre-school age, 462 of school age. Three-hundred-twenty-three negro school children are also included in the study. Dr. Reynolds found the diet of fifty-two per cent of the pre-school children, seventy-two per cent of the white school children, and seventy-one per cent of the negro school children questionable on account of the small amounts of protective foods used. Two other studies have been made and are now being prepared for publication. One of these is a study of, "Dietary Habits and Food Expenditures of Farm Families in Virginia," and the other a study of, "The Relation of Rural Housing to Health."

It is the aim of the Virginia Agricultural Experiment Station to undertake first the study of those problems in home economics which are of most concern to the homes of the State. The Station is glad to have homemakers, teachers, extension workers and others interested in the home, write to the Experiment Station concerning unsolved problems in the field of home economics.

ILENA M. BAILEY

SUPPLEMENTING LIBRARY REFERENCE MATERIAL

TO THE teacher of Home Economics in a school whose library facilities are limited the wealth of scientifically accurate material distributed by commercial firms should prove a bonanza.

Properly classified and filed, a collection of the booklets, charts, and exhibits obtainable on various topics should prove very helpful to students in preparing special reports, as supplementary reference for class work, and perhaps instead of a textbook.

The educational departments of many commercial firms are now employing highly trained people who are preparing much excellent material either for free distribution to teachers or at a nominal cost.

While this list of manufacturers in no wise represents all those who supply material to schools, the information regarding the material available from each one named is up-to-date, the writer having received a letter from each of the firms listed together with samples of the material, since the middle of October.

It is suggested that any teacher desiring to secure booklets or charts for use in her school write to the firm supplying them, stating where and what she is teaching and for what purpose the material is to be used.
A PARTIAL LIST OF COMMERCIAL FIRMS SUPPLYING USABLE REFERENCE MATERIAL FOR HOME ECONOMICS CLASSES

(Free Unless Otherwise Stated)

FOODS NUTRITION AND HEALTH

National Live Stock and Meat Board, 407 S. Dearborn St., Chicago, Ill.
1. Ten Lessons on Meat—10 cents
2. 101 Meat Recipes—Olde and New
   A collection of tested meat recipes, also Practical Hints on Meat Cookery.
3. Meat and Meat Cookery
4. Cashing in on Lamb
   Tells how to cut lamb for cooking.
5. Meat Charts—Notebook size
   Identification of wholesale and retail cuts, also set of four wall charts in color.

The Postum Company, Incorporated, Battle Creek, Michigan.
1. Food Chart—Contains a long list of food values on an average serving of food materials—convenient in size.
2. A Plan for the Day's Choice of Food
3. The School Lunch
   Contains menus and suggestions for preparing hot lunch at school.
4. Long Life to your Children's Teeth
5. Hidden Treasure and the wonderful Lunch Boxes
   Interesting story form for grade children.
6. Build Strong Teeth
   A very pretty poster.
7. The Schol Exhibit Chart Showing How Grains are prepared for the Nature's Table.

1. Pamphlet—containing a list of Health Education material which includes posters, booklets, health play, health films, and lantern slides with prices.
2. Your Balance Sheet
   An individual weight growth record chart.
3. Health in Many Lands
   A series of illustrations in color; size 9 inches by 12 inches.

The Borden Company, Nutrition Division, 350 Madison Avenue, New York, N. Y.
1. Nutrition and Health—with suggested lesson outlines
2. Child Health—contains an interesting Health History Chart.

Evaporated Milk Association, 231 South La Salle Street, Chicago, Ill.
1. Eating for Efficiency
2. Evaporated Milk—What it is, why it is
3. Tested Recipes for Church Suppers, School Luncheons, Cafeterias.

The Wheatena Company, Wheatenaville, Rahway, New Jersey.
1. Feeding the Child from Crib to College
2. Wall Chart showing a much enlarged grain of wheat.

Corn Products Refining Company, 17 Battery Place, New York, N. Y.
1. An exhibit of products made from corn.
2. Recipe books for corn starch, karo, mazola

Pet Milk Company, 1401 Arcade Building, St. Louis, Missouri.
1. Vitamins in Milk
2. From Pasture to Pantry
3. Drinks and Desserts

McCormick and Company, Inc., Home Economics Department, Light, Barre and Charles Streets, Baltimore, Maryland.
1. Ye Early History of Tea—Illustrated
2. The Charm of Tea
   Describes the service of tea, with suggestions for afternoon tea menus.
3. Tea—Describes the growth, drying, blending, mixing, and packing of tea
4. Spice Text Book
   Lists and describes the origin, growth, and manufacture of spices—Illustrated in color.
5. Story of Extracts
   Describes the complete process involved in the manufacture of extracts.

California Fruit Growers Exchange, Educational Department, Los Angeles, California.
1. Sunkist food lessons, and recipe leaflets
2. Handy Recipe Card File—55 cents each if twelve or more are ordered at one time
3. Educational Films—(write for name of nearest distributor).

Royal Baking Powder Company, 100 East 42nd Street, New York, N. Y.

The Quaker Oats Company, 80 East Jackson Street, Chicago, Ill.
1. Two motion picture films about grains and the manufacture of cereals
   a. Ten Pounds to the Bushel
   b. Food Shot from Guns
   There is no charge for the use of these films beyond the cost of transportation.

Metropolitan Life Insurance Co., New York City.
1. Pellagra
2. Rickets and Scurvy
3. Other health bulletins.

Household Refrigeration Bureau, 51 Chambers St., New York, N. Y.
1. Food Wholesomeness, Food Economy, Food Quality
2. Where to Place Food in the Home Refrigerator
3. The Care of the Home Refrigerator
4. Why we Refrigerate Foods
5. The Romance of Ice

Certo Corporation—Home Economics Service, Rochester, N. Y.
1. A sample kit containing small bottle of Certo and directions for using.

California Dried Fruit Research Institute, Fresno, California
1. A monthly publication containing recipes and directions for using dried fruits.

Home Makers' Educational Service, 22-24 South Grove St., Freeport, New York.
Ask to be put on their mailing list to receive samples, charts, and literature relating to various household utilities.
Washburn Crosby Company, Home Service Department, Minneapolis, Minnesota.

1. Model Mill Chart—15 cents
2. Bread-Making Chart—15 cents
3. Kernel of Wheat Chart—15 cents
4. Baking Better Bread—10 cents
5. Story of Wheat from Seed to Flour—Free

Calumet Baking Powder Company, Chicago, Ill.

1. Modern Baking Powder
   A discussion of the ingredients of baking powder.

American Stove Company, St. Louis, Missouri.

1. Time and Temperature Oven Cooking
   A recipe book which gives the temperature for baking the product.

The Quaker Oats Company, 80 East Jackson St., Chicago, Ill.

1. Hob o’ the Mill
   History of grain foods and what they have meant to the human race in the story form.
   Historically accurate tales of primitive, ancient, medieval, and colonial children.

2. Grain Through the Ages
   A story of the use of grain as food in different countries.


TEXTILES AND CLOTHING

American Woollen Company, Boston, Massachusetts.

1. From Wool to Cloth
   An illustrated booklet which describes the process of making cloth from wool.

F. C. Huyck and Sons, Kenwood Mills, Albany, N. Y.

1. A set of Educational Charts—Seven
   Show graphically the process of weaving wool.

Belding Hemminway Company, 318-320 West Baltimore St., Baltimore, Maryland.

1. Silk Culture Cabinet and Chart
   Shows the development of silk from the egg to the finished product—Price, $2.50.

2. Teacher’s Silk Culture Cabinet
   Contains mounted specimens showing the various stages of the development of the silk worm—$5.00. A special price of $2.50 to schools

3. Teacher’s Silk Culture Chart
   Contains engravings showing the different steps in the culture and manufacture of silk.

4. Silk, Its Origin, Culture, and Manufacture
   A book whose title describes its contents—50 cents.

Cheney Brothers, 181 Madison Ave., New York, N. Y.

1. An exhibit consisting of seven charts which describe each process in the manufacture of silk—$1.00.

1. Plans for educational material not yet formulated
   Write for information.

Butterick Publishing Company, Educational Service Department, Butterick Building, New York, N. Y.

1. Dress Making with the Aid of Patterns
   An illustrated booklet giving detailed instructions for altering patterns, and fitting garments.

2. Wall Chart—Illustrating the fundamental principles of measuring and fitting.

Singer Sewing Machine Company, Room 310, Singer Building, New York, N. Y.

1. A Manual of Family Sewing Machines
   Contains instructions for cleaning, oiling, and adjusting all types of Singer machines.

2. Wall Charts—A set of five illustrating stitch formation of the four different types of family sewing machines.


1. Booklet—The Romance of the Magic Carpets
   Contains descriptions and illustrations of Oriental Designs.

W. E. Wright & Sons Co., Scotland Road, Orange, New Jersey.

1. Booklet—Bias Fold Tape and Trimmings
   Contains suggestions for attractive Christmas articles made by using bias tape.

Conde Nast Co., New York City.

1. Vogue’s Book of Practical Dressmaking
   What its name implies.

MISCELLANEOUS

Johnson & Johnson, New Brunswick, New Jersey.

1. Household Handbook
   Tells how to prevent the spread of disease, how to keep well, first aid to the injured, etc.

2. First Aid Instruction Outline

3. Adhesive Plaster Bandaging in Athletics

4. A Book with a Mission
   Concise information about communicable diseases, and how to control them.

Procter and Gamble, Educational Department, Cincinnati, Ohio.

1. Approved methods in Home Laundering—10 cents

2. House-cleaning Hints

3. Art of Being Charming.

Y. C. Johnson and Son, Racine, Wisconsin.

1. A portfolio showing finished panels of wood, also pamphlets telling how to refinish wood, etc.

Julia Robertson.

PRESENT DAY EMPHASIS IN HOME ECONOMICS

The Journal of Home Economics usually has the seven leading articles in each issue listed on the cover. The large percentage of these articles written on social and family relationships and child development is strongly indicative of present day emphasis in home economics.
ANNOUNCEMENTS

STATE DEPARTMENT OF EDUCATION

List of Eligibles for Division
Superintendents

UNDER the amended Constitution county and city superintendents are appointed by local school boards from a list of eligibles approved by the State Board of Education. For some time the Department of Education has been receiving applications and carefully assessing the qualifications of the various applicants. On January 15th last, at a meeting of the State Board of Education, a list of new applicants was presented for the approval of this Board. The Board authorized the Department to place upon the list other approved applicants whose papers were received prior to February 1st.

At the same meeting the State Board interpreted the minimum requirements set up for eligibility as not retroactive and therefore not applicable to the superintendents now employed. Two lists of eligibles are therefore set up, one comprising all superintendents now employed by the State Board of Education, and the second list all other applicants who meet the minimum requirements fixed by the Board.

Of the present superintendents approximately eighty per cent meet beyond question the new requirements, and in a number of other instances the type of administrative and supervisory work actually done by these men would make them clearly eligible for consideration.

The Board decided to place all present superintendents on the list. This is in accord with the uniform policy of the Board, since in years gone by when the qualifications of superintendents were raised or the standards of the teaching profession were made higher, the regulations affecting these standards have not been retroactive.

Following are the minimum requirements for eligibility:

I. Graduation from a standard four-year college with at least fifteen hours in professional training, and two years of practical experience as school principal or supervisor, or five years' experience as a teacher, or

2. Graduation from a standard four-year college with degree of B. S. or A. B., with four years' experience as school principal or supervisor, or six years' experience as a teacher; and

3. General administrative ability as evidenced by practical experience in business or in the business administration of education.

4. The college training or experience of the applicant shall have been within a period of ten years from the date of the application for a superintendency.

SUPERINTENDENTS IN VIRGINIA

All of Whom are Eligible for Reappointment

County
Accomac—J. M. Shue, Parksley.
Albemarle—A. L. Bennett, Charlottesville.
Alleghany—J. G. Jeter, Covington.
Amelia—W. R. Wrigglesworth, Blackstone.
Amherst—W. D. Cox, Amherst.
Appomattox—J. A. Burke, Appomattox.
Arlington—Fletcher Kemp, Rosslyn.
Augusta—F. M. Somerville, Staunton.
Bedford—J. A. G. Shipley, Bedford.
Bland—J. A. Wagner, Bland.
Botetourt—E. A. Painter, Fincastle.
Brunswick—R. Lee Chambliss, Lawrenceville.
Buchanan—Percy V. Dennis, Grundy.
Buckingham—P. F. Jones, New Canton.
Campbell—J. J. Fray, Rustburg.
Caroline—W. A. Vaughan, Bowling Green.
Carroll—J. Lee Cox, Woodlawn.
Charles City—Clarence Jennings, Toano.
Charlotte—K. W. Robbitt, Keysville.
Chesterfield—T. C. Williams, Chester.
Clarke—Leslie D. Kline, Winchester.
Craig—J. W. McCleary, New Castle.
Culpeper—T. W. Hendrick, Culpeper.
Cumberland—O. G. Bailey, Cumberland.
Dickenson—J. H. T, Sutherland, Clintwood.
Dinwiddie—W. A. Scarborough, Dinwiddie.
Essex—W. G. Remmolds, Center Cross.
Fairfax—M. D. Hall, Burke.
Fauquier—J. C. Ambler, Warrenton.
Floyd—L. L. Epperly, Floyd.
Fluvanna—J. P. Sneed, Fork Union.
Franklin—H. W. Ramsey, Rocky Mount.
Frederick—Leslie D. Kline, Winchester.
Giles—R. H. Parlier, Newport.
Gloucester—J. W. Kenney, Gloucester.
Grayson—K. T. Cox, Independence.
Greene—A. W. Yowell, Peola Mills.
Greensville—Henry Maclin, North Emporia.
Halifax—H. J. Watkins, South Boston.
Hanover—J. Walton Hall, Ashland.
Henry—B. Clifford Goode, Martinsville.
Highland—R. E. Mauzy, R. 1, Montery.
Isle of Wight—L. 1. Hall, Windsor.
James City—Clarence Jennings, Toano.
King and Queen—W. G. Remolds, Center Cross.
King George—T. B. Gayle, Stafford.
King William—W. E. Garber, Palls.
Lancaster—W. S. Brent, Heathsville.
Lee—S. J. Shelburne, Pennington Gap.
Louisa—Frank T. West, Louisa.
Loudoun—O. L. Emerick, Purcellville.
Lunenburg—J. T. Waddill, Jr., Victoria.
Madison—A. W. Yowell, Peola Mills.
Mathews—G. G. Anderton, Saluda.
Mecklenburg—C. B. Green, Boydton.
Montgomery—E. S. Hagan, Christiansburg.
Nansemond—R. M. Williams, Suffolk.
New Kent—Clarence Jennings, Toano.
Norfolk—James Hurst, Norfolk.
Nottoway—W. R. Wrigglesworth, Blackstone.
Northampton—G. J. Oliver, Cape Charles.
Orange—D. N. Davidson, Orange.
Page—H. B. Hanger, Luray.
Patrick—J. F. Reynolds, Stuart.
Pittsylvania—P. B. Watson, Jr., Chatham.
Powhatan—P. C. Williams, Powhatan.
Prince Edward—T. J. McIlwaine, Farmville.
Prince William—W. C. Haydon, Manassas.
Roanoke—R. L. Darst, Pulaski.
Rappahannock—G. Tyler Miller, Front Royal.
Richmond—Blake T. Newton, Hague.
Roanoke—R. E. Cook, Salem.
Rockbridge—R. M. Irby, Lexington.
Rockingham—J. C. Myers, Harrisonburg.
Russell—G. H. Givens, Lebanon.
Scott—W. D. Smith, Gate City.
Shenandoah—C. V. Shoemaker, Woodstock.
Smyth—B. E. Copenhaver, Marion.
Southampton—F. E. Jenkins, Franklin.
Stafford—T. B. Gayle, Stafford.
Surry—M. B. Joyner, Dendron.
Sussex—T. D. Foster, Waverly.
Tazewell—A. S. Greer, Tazewell.
Warren—G. Tyler Miller, Front Royal.
Warwick—B. C. Charles, Danbigh.
Washington—W. J. Edmonson, Abingdon.
Westmoreland—Blake T. Newton, Hague.
Wise—J. J. Kelly, Jr., Wise.
York—B. C. Charles, Denbigh.

Cities
Bristol—R. B. Bowers, Bristol.
Buena Vista—R. O. Bagby, Buena Vista.
Charlottesville—James G. Johnson, Charlottesville.
Clifton Forge—Herman Blankinship, Clifton Forge.
Danville—G. L. H. Johnson, Danville.
Fredericksburg—C. C. Frederick.
Harrisonburg—W. H. Keister, Harrisonburg.
Lynchburg—E. C. Glass, Lynchburg.
Norfolk—C. W. Mason, Norfolk.
Petersburg—H. G. Ellis, Petersburg.
Portsmouth—E. A. Hunt, Portsmouth.
Richmond—A. H. Hill, Richmond.
Roanoke—D. F. McQuilkin, Roanoke.
South Norfolk—R. H. Pride, South Norfolk.
Staunton—L. F. Shelburne, Staunton.
Suffolk—J. E. Martin, Suffolk.
Williamsburg—J. R. Byrd, Williamsburg.
Winchester—H. S. Duffey, Winchester.

ELIGIBLE APPLICANTS FOR POSITION OF DIVISION SUPERINTENDENT

Approved by State Board of Education

Acker, Henry G.—Bridgewater, Va.
Barnhart, Nat G.—Meadowview, Va.
Bassett, Basil Blaine—Hattiesburg, Miss., Station A.
Birckhead, Kendall P.—Abingdon, Va.
Bird, Hugh Stockdell—Smithfield, Va.
Blanton, Geo. S.—Shenandoah, Va.
Boatwright, Mrs. S. Jean—Staunton, Va.
Bolton, Wm. B.—Fries.
Bowles, Rosewell Page—Richmond, Va., R. F. D. No. 2, Box 91.
Brown, Guy H.—South Hill, Va.
Browning, Karl D.—Meadowview, Va.
Bruce, Andrew Marion—Lynchburg, Va., R. F. D. No. 3.
Carmack, A. W.—Konnarock, Va.
Carmack, A. Watson—Knottsville, Va.
Charlton, Hubert W.—Dillwyn, Va.
Chenault, Geo. C.—Newtown, Va.
Copeland, Richard W.—Hampton, Va., R. F. D. No. 3.
Costen, Rufus Joseph—Covington, Va.
Cox, Camet B.—Independence, Va.
Cox, Frank W.—Odd, Va.
Crockett, Frank M.—Glade Spring, Va.
Crandall, David R.—Fulks Run, Va.
Crow, R. H., Jr.—Stella, Va.
Crowley, Henry L.—Emory, Va.
Cummins, Albert S.—Natural Bridge, Va.
Daugherty, Lyman C.—Brewer’s Bluff, Va.
Davis, Maurice C.—Rose Hill, Lee County, Va.
Dutton, George A.—Marton, Va.
Fogle, Oscar M.—Easton, Maryland.
Forrest, Dennis D.—Gloucester, Va.
French, Raymond H.—Blacksburg, Va.
Gilkerson, Andrew C.—Fishersville, Va.
Goble, Edgar Allen—431 Lee Street, Bristol, Va.
Godrey, Stanley Taylor—Box 102, Radford, Va.
Good, Benjamin F.—Bridgewater, Va.
Grose, Willis P.—Ceres, Va.
Harding, (Miss) Lottie P.—Hansonville, Va.
Harrison, Emmett C.—Stony Creek, Va.
Hillman, Clinton—Herald, Va.
Hite, Bentley—Christiansburg, Va.
Hollifield, J. Foster—Courtland, Va.
Horn, Herman L.—Troutville, Va.
House, Robert W.—Prospect, Va.
Hutton, Arley O.—Waynesboro, Va.
James, (Miss) Lila Ball—Brier, Mass.
Jarman, Arthur M.—Box 606, University, Va.
Johnson, Robert J.—Virginia Beach, Va.
Kyle, Roy Everett—Galax, Va.
Kyle, Zelma Talmage—Galax, Va.
Leadbetter, Peter Irby—Dendron, Va.
Lewark, A. Thomas—Box 577, Blacksburg, Va.
Lindsay, Christopher—Gloucester Point, Va.
Link, Adolph—Parker, Va.
Maiden, Marvin G.—Glenford, Va.
Major, Charles Leslie—Stormont, Va.
McManaway, Norman T.—2204 Barton Ave., Richmond, Va.
Miller, Herbert C.—Newton, N. C.
Newton, W. S. Kemperwills High School, Norfolk, Va.
Nunley, Hersey William—Bristol, Va. (Home Address—Lodi, Va.)
Page, Benjamin Randall—Southport, N. C.
Phillips Howard M.—Morristown, N. Y.
Purcell, Albert—Round Hill, Va.
Rainey, Cecil D.—Lynchburg, Va., R. F. D. No. 4.
Rees, Byron Taylor—Chase City, Va.
Rhudy, Burt C.—Elk Creek, Va.
Robertson, Archie Frank—Crozet, Va.
Robertson, Alexander Cralle—Blackstone, Va.
Roller, John B.—Pearisburg, Va.
Rogers, Robert Winter—Boyce, Va.
Sales, Clarence Hill—Nathalie, Va.
Scott, Robert Denner—Kimberlin Heights, Tenn.
SCHOOLROOM HUMOR
Willie Willis is quoted as saying he could get a higher mark in writing. “But if I write good enough so she can tell what it is, she takes off for spellin’.”

Wille also opines that a Sunday school lesson would seem as hard as a ‘rithmetic lesson “if you was scared of gettin’ licked for not knowin’ it.”

THE HIGHER LEARNING
The proprietor of the pop-corn stand next the Crescent was driving a nail through stacks of paper bags. “Why do you drive that nail through those stacks of paper bags?” inquired an interested observer.

“To keep the educated fools from exploding the bags during the show,” replied the paper-bag-piercer, grimly.

—Cornell Alumni News.
EDUCATIONAL COMMENT

HOME ECONOMICS MOVEMENT DEFINED

William Hard in 1910 in his *Women of Tomorrow* called the home economics movement "an attempt to bring the home and its occupants into the scientific and sociological developments of the outside world."

LAUNDRY RESEARCH PROBLEM

During November the Home Economics department of the Harrisonburg State Teachers College made an investigation for the Virginia Laundry Owners Association to ascertain the reasons why Virginia housewives do not send more of their clothes and household linens to the commercial laundry. The questionnaire method was used for securing this information. Two thousand questionnaires, listing the usual reasons that are given for not patronizing the commercial laundry, were sent to housewives in various parts of the state. Space was also provided for housewives to give other reasons than those suggested. The response to these questionnaires was unusually gratifying and the results obtained most interesting.

A report of the investigation was made at the mid-winter meeting of the Laundry Owners Association of Maryland, District of Columbia, and Virginia, at Danville, December 7-8, by Miss Julia Robertson, associate professor of home economics, State Teachers College, Harrisonburg.

A summary of this report appears in the February issue of *Laundry Age*.

NEW BOOK ON HISTORY OF COOKERY

*A Source Book in the History of Cookery* has just been completed by Myrtle L. Wilson, associate professor of home economics, State Teachers College, Harrisonburg.

This book presents a fairly definite picture of the evolution of food preparation as well as the cultivation of food-stuffs. The advance that civilization has made in table etiquette is shown also to be due largely to the improvement in table service.

The arrangement of the material is in chronological order, namely, primitive, ancient, mediaeval, and later, including American Colonial. Legends and stories are included which make otherwise commonplace statements about food-stuff take on a different meaning for those who must prepare and serve the daily meals, or for those who must instill into the minds of children and young people an appreciation of this homely task.

The book is designed as a textbook for classes in the history of cookery, and will be of interest to all those who are interested in foods.

AMERICAN VOCATIONAL ASSOCIATION

Miss Julia Robertson, associate professor of home economics, State Teachers College, Harrisonburg, attended the annual meeting of the American Vocational Association in Philadelphia, December 13-15.

Among the themes discussed at the home economics section sessions were:
1. Attaining Desirable Qualities of Leadership.
2. The Home Management House.
3. How Can Home Economics Be Made More Interesting to the Adolescent Girl?

RESEARCH IN HOME ECONOMICS

The fundamental purpose of the home economics education section of the American Home Economics Association is research.

Among many interesting research problems that are being pursued is the study of science courses as related to home economics courses in schools and colleges. The committee working on this subject considers two projects necessary: one, to determine the science needs of home economics courses in colleges and universities; and the other, to determine to what extent these needs are served by existing science courses and to make recommendations for improving the latter.

Another newly appointed committee has been studying the intelligence of pupils electing home economics as compared with that of all pupils in junior and senior high schools which offer home economics as an elective.

HOUSEHOLD ECONOMICS IN LONDON

"A graduate summer session course in household economics will be given for American teachers under the auspices of Teachers College, Columbia University, in London, England, in July, 1929, by Professor Benjamin R. Andrews, Teachers College. The plan is to study home and community living conditions at first hand, particularly as regards housing and town planning, cooperative enterprises, public health, education, and organizations for homemaking, child care, social insurance, various aspects of industry, and other factors affecting family life."

ADELE R. BLACKWELL

THE READING TABLE

RECENT PUBLICATIONS IN HOME ECONOMICS

It would be impossible to give a complete list of everything that has been published in the past year in the field of home economics. I should also like to call attention to the chief organ of our work, The Journal of Home Economics, and The Journal of Nutrition, published by the American Institute of Nutrition, Inc., Springfield, Ill.

There have been several surveys made. And a notable report from the American Home Economics Association, Baltimore, Maryland, on Child Development and Parental Education in Home Economics, by Anna E. Richardson and Mabel Lawrence Miller, should receive our special attention.

Another survey of Public School Courses in Child Care for Girls, by Lelah Mae Crabbs and Mabel Lawrence Miller under the direction of Edna Noble White of the Merrill-Palmer School of Detroit, Mich. is a valuable report.

Child Care


A course of sixteen lessons for non-credit correspondence course in child care and training. A valuable book list for children is given and a bibliography of the general subject of child development, especially planned for those who are studying or planning courses in this field.


A textbook for colleges and universities by a professor of child care and training in the University of Cincinnati. A list of references and class exercises are given with each chapter.


Case studies of the habit clinic of the Massachusetts State Division of Mental Hygiene and the author's personal knowledge of a number of the families. The book is of interest to parents and teachers.

The author tells her story from her own experience. There are no generalities or abstractions. Some one has aptly said that "she is a human engineer as well as an efficiency expert."


Clothing and Textiles


This handbook on Clothing Construction. Definite information is given of the major problems involved in garment construction and detailed instruction for all the minor points may be followed accurately and very easily. This is a splendid book to put into the hands of the beginning teacher.


A textbook for secondary and vocational schools. The book is illustrated with clearly marked drawings.


This book contains material that has been collected from classroom experience and designed for a textbook in junior high school home economics. The specific subjects that are emphasized are wise selection of foods and clothing, processes involved in the preparation and construction of these, and instruction in proper health habits for the needs of the growing child.

The book is well and graphically illustrated and the references are well chosen and arranged for easy use.


The principal aim of these talks was “to give technically sound advice that would be useful to all buyers of clothing.” It covered the following topics: Cotton Fabrics, Undergarments, Wool Clothing, Silk Garments, Rayon Goods, Furs, and Hats.


Education


The material in this book represents the findings of the staff of the Lincoln School over a period of ten years and is arranged for the use of teachers in elementary schools. Much of the material included bears on home economics units, though not labeled as such.


A textbook for special methods courses in colleges and universities. Especially valuable for its tests, score and rating cards, and the apt examples used which are taken from the field of home economics to illustrate various points in teaching. It places home economics definitely in the field of education.

ACHIEVEMENT SCALES IN HOUSEHOLD SCIENCE. Division I, Scale S. By May E. Davis. Boston: Ginn and Company. 1928. 72 cents.

Thirty copies of the scale prepared for use in grades 8 and 9, with directions and a duplicate class record blank. This includes material from the field of food values, preparation and serving, with items of alternate choice, true-false, and completion types.


This book is the result of actual experience in curriculum making. The illustrations are drawn from actual investigations, the material has been tried with graduate and undergraduate classes of mature students and is so organized that the user may adapt the contents to his own needs.

The curriculum studies that were made are classified, first, by subject, and method of investigation, and second, by subject.

The bibliography in each chapter is so organized that one may find at a glance the help that he may need. And at the end of the book is a complete bibliography of curriculum investigations.


Family Relationships


Information based on a study made by the author at Stout Institute, Wisconsin, under Dr. L. D. Harvey. It is a real evolution of the development of the family from primitive times to a prophecy that “the family will stand forth in due time as a delicately wrought out form admitting of the highest measure of freedom yet attained, but supplying at the same time a graci-
ous bond supporting rather than constricting the rich life of our modern day."


This conference was held under the auspices of the American Association for Organizing Family Social Work. Among the authors are W. F. Ogburn, Dorothy Canfield Fisher, Ernest R. Groves, Mary E. Richmond, and Paul H. Douglas.


A real book on the girl's problems, to develop her conscious attitude toward her own family and home environment and through these her place in the community life. Under such topics as family relationships, budgeting, housekeeping skills, and child care, she is made to feel her place in the family group and to accept her responsibilities and to make her contributions. It is a help to both parent and teacher.


"Statistical study of American marriage."


This is a textbook based on the author's long experience as instructor in Table Service at Teachers College, Columbia University, and as editor of the Table Service section of McCall's Magazine. Mrs. Gunn is an authority on this subject, and this book is a "last word" of authentic information.


A common-sense up-to-date, and well illustrated book describing special entertainments, formal and informal, and giving specific answers to questions that are frequently asked.


As a result of research work and teaching in the department of home economics of the University of Chicago the authors have related some of their findings in the fundamental cookery processes. The illustrations are especially good. This is a real contribution to the field of cookery.


A textbook for high schools.
Nutrition and Health


This book is of special interest to the student with a background of nutrition and also to anyone who may be interested in the newer developments of vitamin study. It is a result of experimental research in the author's own laboratory.


A book for nurses on food and nutrition. Well arranged into sections on Principles of Nutrition, Food Selection, Diet in Disease, and Cooking for the Sick and Convalescent. The book is non-technical; the material is presented in a clear and interesting way. The illustrations are excellent.


This well-known text needs no comment except to state that these authors are keeping us in touch with their recent findings in the field of research.


Suggestions to help one choose his food so as to meet the recognized standard body requirements.


M. L. Wilson

NEWS OF THE COLLEGE

Following two election days on February 5 and February 19, campus leaders for the year beginning on March 20, with the opening of the spring quarter, have been chosen by the student body as follows:

Student Government—Mina G. Thomas, president; Juanita Berry, vice-president; Virginia Stark, secretary-treasurer.

Y. W. C. A.—Elizabeth Dixon, president; Gertrude Drinker, vice-president; Nellie Cowan, secretary; Jeannette Ingle, treasurer.

Athletic Association—Evelyn Bowers, president; Esther Smith, vice-president; Mary Watt, business manager.

The Breeze—Phyllis Palmer, editor-in-chief; Frances Snyder, business manager.

The Schoolma'am—Anne Trott, editor-in-chief; Virginia Gilliam, business manager.

Recorder of Points—Ruth Sisson.

Officers of the Athletic Association and of the Schoolma'am assume responsibility at the beginning of the fall quarter next September.

Two most enjoyable numbers of the entertainment series have been offered during the past month. On Tuesday evening, January 28, E. H. Sothem, famous actor and interpreter of Shakespearean roles, delighted a large audience of students, faculty, and townpeople. On Monday evening, February 18, the Boston Male Choir gave a pleasing program to a large audience.

The week of February 4-9 was observed on the campus as National Drama Week. Suitable chapel programs were offered and several organizations, particularly the Stratford Dramatic Club and the Lanier Literary Society, observed the week.

On January 30, Alpha Chi Chapter of Kappa Delta Pi, honorary educational fraternity, celebrated its first anniversary with a banquet. President Samuel P. Duke and Miss Katherine M. Anthony, director of teacher training, were elected to honorary membership. Eleven active members have also been elected: Janet Biedler, Elizabeth Cockerill, Mary Crane, Elizabeth Dixon, Irene Garrison, Janet Houck, Elizabeth Kaminsky, Eva Kinsey, Elva Kirkpatrick, Elizabeth Miller, Phyllis Palmer.

The varsity basketball team has won every game so far this season. On February 2, the local basketeers defeated the team from Lynchburg College, there, by the large majority of 51-17. Then on February 4 the team of the Farmville State Teachers
College bowed to H. T. C. by a count of 30-9. Fredericksburg also lost to Harrisonburg. Best of all, the local team has this year defeated its time-honored rival, the Radford State Teachers College, by the overwhelming count of 49-8, the game being played on the home floor. To add still further to this record of achievement, on February 22 H. T. C. brought home the long count of a 27-14 score against the Savage School of Physical Education of New York.

Besides the interest in varsity games, the student body has shown quite a bit of enthusiasm for class basketball games. The class contests played on January 26 brought victory to Freshmen over Juniors, 58 to 15, and to Seniors over Sophomores, 7 to 4. On February 25 the two winners—Freshmen and Seniors—met in a game that easily went to the youngsters by a score of 27 to 5. The same evening the Juniors defeated the Sophomores 20 to 9.

The Glee Club presented a most pleasing operatic program in chapel on February 1. During the past month members of the hockey team received their rewards for this year. Letters were presented to the following students: Callie Elsea, Hilda Levi, Lena Bones, Elsie Quisenberry, Mary Watt, Evelyn Wilson, Audrey Hyatt, Irene Garrison, Harriet Dixon, Clelia Heizer. Stars were awarded to Elizabeth Miller, Frances Rand, and Evelyn Bowers, while hockey sticks were given to Frances Rand and Elizabeth Miller also, for excellence in this sport.

The second of the series of talks which the social science department of the College is offering this year was given by Mr. John N. McIlwrath, February 14. Mr. McIlwrath gave a most helpful address on "American Historians and their Works." This series is to consist of four talks in all, two having been given; the two remaining ones will be offered next quarter, one by Dr. Wayland and the other by Mr. Dingle-dine.

On February 27-28, the Christian World Education Conference was held on the campus under the auspices of the V. W. C. A. Among the prominent speakers who gave inspiring talks were: Mr. Tom Tippett, Mr. Floyd Shacklock, Mr. James Myers, Dr. Frederick Libby, Mr. Alexander. Lectures were delivered to some of the classes at the regular class hours, as well as at times especially fixed for group meetings.

Lucy Gilliam and Anne Trott, editor-in-chief and prospective editor-in-chief of the Schoolma’am, attended the meeting of the Virginia Intercollegiate Press Association in Richmond on February 15 and 16, as official representatives of the annual of this college.

The dramatic club of V. P. I. appeared in Reed Hall on February 9 and presented the "Tech Scandals," a musical review of fun and pep.

Saturday evening, February 23, the annual midwinter dance of the College was held in Walter Reed Hall. Futuristic decorations in the gymnasium provided a lovely setting for the affair. The dance was largely attended and proved to be quite successful. The Bluestone Cotillion Club sponsored the dance, as usual.

Phyllis Pamer and Frances Snyder, newly elected editor and business manager, respectively, of The Breeze for next year, will attend the fifth annual meeting of the Columbia Scholastic Press Association at Columbia University, March 8-9. This convention is usually attended by delegates from The Breeze, Kathryn Pace and Mary Watt having represented the college paper last year.

Friday evening, March 1, the Stratford Dramatic Club presented "Milestones" as its costume play for this year. The play was quite delightful and well done, as is the case with all Stratford presentations.

The Hampton Quartet, of the Hampton Normal Institute, Hampton, Virginia, appeared in Walter Reed Hall, Saturday,
March 2, under the auspices of the Y. W. C. A. The Hampton Quartet is well known and offers unusual programs.

ALUMNÆ NOTES
AMERICAN ALUMNI COUNCIL
MEETS

The H. T. C. alumnae secretary attended the Regional Conference of the American Alumni Council, which was held in the Richmond Hotel, on January 19. Mr. Richard E. Thigpen, of Duke University, was director of the meeting. Miss Florence Snow, of Smith College, gave an address concerning the history of the American Alumni Council. Other addresses were given by Dr. William T. Hodges, of William and Mary College, on pioneer Alumni Efforts; Ernest Milton, of Davidson College and Katherine Norris, of Sweet Briar College, on Financing the Alumni Program; J. Maryon Saunders, of University of North Carolina, on The Organization and Purpose of the Alumni Office; W. H. Wraneck, of the University of Virginia, on Magazines and Publicity.

At the luncheon, held in the Richmond Hotel, Dr. F. W. Boatwright, of the University of Richmond, gave a very inspiring talk on, What the Alumni Should Do for Their Colleges.

About twenty-eight colleges of Virginia and North Carolina were represented at the meeting. All of the State Teachers Colleges of Virginia were represented except Fredericksburg.

ALUMNÆ LETTERS

Rebecca Spitzer, Summerfield, N. C.:
I have been enjoying the new feature of the Virginia Teacher very much. Sometimes I long for a familiar face or news from my friends and the alumnae notes help a lot.

My work in Springfield school is rather interesting—but trying, for I have forty-three first grade repeaters.

I am sending a dollar for Alumnæ Association dues. I subscribed to the Virginia Teacher last spring. I am sorry that I have no news for you. I hope that you will have a most successful year.

Helen Bowman, President Petersburg Chapter:
I know all the girls will be glad that you are coming to Petersburg for a "pep" meeting.

We are giving a subscription card party at the Armory on Market Street on Saturday, February 9th at 3:30 p.m. Each girl is going to get three tables at $2.00 a table. We are counting on 75 tables. Every one here likes to play bridge. The girls would all be assembled and I wonder if you will be in Petersburg that day. If so, we could all meet together at the close of the card party. We would also like you to be our guest at the party.

Virginia Turkpin, President of Norfolk Chapter:
I know the big city is glad you are coming both to talk to the Maury girls and to jack up the Norfolk Alumnæ Association. We need it, but it is my fault, and yet not my fault. I have been sick most of the time since Thanksgiving. I spent the Christmas holidays in bed ten days after New Year's Day. The doctor says that I have to give up everything that I do not have to do.

I will let you know as soon as possible who will be in charge of the meeting and where we will meet you.

I am looking forward to seeing you.

Ethel B. Smith is a substitute in the schools of Newport News and vicinity. She is also taking a business course, on the side.

A card from Mamye Turner, class of '28, informs us that she is teaching history and civics in the Washington-Lee Junior-Senior High School. Her address is 109 Parker Ave., Cherrydale, Virginia.

Elizabeth Duke, '23, is teaching at Isle of Wight. She hopes to be with us this summer for a six weeks course.
Etna Hardaway, '13, writes from Roanoke (Box 26). She is great in her praise for our Dr. Wayland.

Hazel Davis, whose home is in Burke, Virginia, has a business position in Washington, D. C. Hazel was a member of the class of '19 and was at one time editor of the Schoolma'am.

Lena M. Reed, '21, is teaching Latin in Martinsburg High School.

A letter from Mae B. Fox, informs us that she is teaching in Bentonville, Virginia. She writes that two other H. T. C. alumnae are there, Edna Kite and Mrs. Rena Matthews. Mae graduated in the class of '23.

Lillian Millner Garrison of the class of '15, writes that her little daughter comes in from school burdened with the books of the higher fourth grade and on the very top of the stack of books is "A History of Virginia for Boys and Girls" by John W. Wayland. Lillian's address is 1480 Ashland Circle, Roanoke.

Sarah Milnes is teaching Home Economics in the high school at Chase City. She speaks in glowing terms of the fine equipment she has in her school and of the wonderful cooperation of the members of the Chase City Parent-Teachers Association.

Wilmot Doan, who taught the first term of this year in Harrisonburg, has accepted a position as teacher of Physical Education in one of the schools of Winston-Salem, N. C. She is staying with Edwena Lambert (at present) at 827 Overbrook Ave.

Elizabeth Kelly Davis, of the class of '13, writes from Waynesboro. She has two boys in school. One son is in the sixth grade and one in the seventh grade. Elizabeth was with us at commencement last summer and she certainly does not look old enough to have two half-grown sons.

Bernice Spear Darden has recently moved to Wilmington, N. C. Her husband is one of the engineers on the inland waterway projects. Her street address is 401 Market St.

Charlotte Yancey Boice has a little girl, born on December 31, at the Rockingham Memorial Hospital, Harrisonburg. The baby was named Charlotte Matthews and "is the prettiest little baby you ever saw."

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WEDDINGS

In a Richmond paper we read of the marriage of Bernice Marshall Jenkins to Mr. Glen Virgil Conrad. Bernice formerly lived in Oxford, N. C. and now resides in Richmond.

Annie Vivian Council married Mr. Paul H. Dyal, on Sunday, the third of February at the Madison Avenue Baptist Church, New York City. Her present address is, The Murry Hill, 228 E. 36th St., New York City.

Nancy Schulken's marriage to Mr. James Fuller Glass has been announced. She married on Sunday, January, 20, in Greenville, S. C. She is now at home at 1533 Heritage Court, Forest Hills, Durham, N. C.

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DEATHS

We read with great sadness of the death of Emily Smith Chewning, of the class of '18. She died January 13 in a Richmond Hospital, of pneumonia. She leaves four little children and a husband, at her home in Bon Air, Va.

We regret to learn of the death of Beatrice Coleman James, class of '16, sometime last fall. Catherine James, a sister-in-law, is at school this year.

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DOROTHY S. GARBER

A LETTER TO HOME ECONOMICS GIRLS

H. T. C., Sunday.

Dear Old Home Economic Girls:

Here we are doing just the things which you would expect us to be doing on Sunday
afternoon—writing letters! We thought you might be interested in what’s going on in our department, so we are going to write you in the Virginia Teacher.

First of all, do you believe in dreams? Well, sometimes they come true, and that’s happened right here on the campus. If you asked Miss Turner what was new on the campus, she would say the kitchen; the seniors would say, with great pride, the senior dining room; Miss Hopkins would tell you about the new dormitory which is named for Mr. Johnston; but Mrs. Moody would say, it’s the new practice house, of course. (And you had better not get her started on that subject unless you are interested). The house is almost finished now, but we can hardly realize it is really and truly ours—even when we see it. We don’t know yet how we got it, but you know what a wizard Mr. Duke is and how he usually gets what he goes after.

This is a lovely three-story house of gray stone with red tile roof. It’s really a double house and there will be two groups of girls living there at the same time with Mrs. Moody as our director. Girls, can you realize that Jim is a senior at R. M. A. and will go to college next year? But going back to the practice house—one side is furnished as a modern home and the other with our few antiques and some lovely period reproductions. To save our lives we can’t decide which side we’d rather live in, so we are going to draw straws. We almost forgot to tell you about the time Mr. Duke and the architect threatened to lock Mrs. Moody up until the house was finished! Well, you get her to tell you some time. We were always suspicious that it might have happened the morning she didn’t show up for dietetics at eight o’clock—but if it did, she was out by nine!

The Frances Sale Club has taken a new lease on life. Gene Eley has made a wonderful president and lots of work has been accomplished this year. The club is planning to give some bridge and table lamps for the living rooms at the practice house.

Did you know that Miss Morgan is working on her Ph. D. at George Washington University? Miss Julia Robertson, of Stillwater, Oklahoma, has charge of the teacher training, and you know, girls, “Still water runs deep.” Mrs. Good is still managing the tea room and the girls are eating as much as ever. Miss Wilson has finished her book, A Source Book in the History of Cookery. I know you will all want copies. We miss Dr. Herod this year, but we have instead Dr. Pickett from the University of North Carolina. The Physics lab has been moved to the basement of Johnston Hall. We are very fortunate in having Mrs. Adele Blackwell from Alabama for the clothing work.

Harrisonburg has a new high school which stands on the old fair grounds site. The home economics department is a joy to the girls who are doing their student teaching there. Imagine teaching girls to cook on lovely electric and gas ranges!

But we must stop, for it makes us homesick to realize that being seniors means we shall soon be giving our places to others, and that we too will be eager for a word from dear old H. T. C.

So long—see you at graduation time!

Home Economics Seniors, ’29

Our Contributors

F. G. Bonsen is professor of elementary education at Columbia University. He served on the staff of the Virginia Educational Survey in 1928.

Ilena Bailey is home economist at Virginia Polytechnic Institute.

Lillian A. Cummings is head of the home economics department at the College of William and Mary. Miss Cummings is the new president of the Virginia Home Economics Association.

Adrienne Goodwin and Frances Houck are home economics supervisors at the Bridgewater and Harrisonburg high schools.

Adele Raymond Blackwell, Julia Robertson, Myrtle Wilson, and Pearl Powers Moody are all members of the home economics department in the State Teachers College at Harrisonburg.
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Established by the General Assembly 1910.
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Fifteen college buildings.
Total value college plant, $1,200,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).

Harrisonburg is a delightful and progressive city of 7,000 inhabitants, people of culture and refinement, deeply interested in the welfare of the College and its students.

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