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Virginia Teacher, April 1930

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

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“A new textbook in high school English composition which crystallizes in practical and applicable form the most recent educational theories. Without hesitation or qualifications, it may be recommended to every progressive teacher of the subject.”

—Robert Shiley, Department of English, University of Chicago High School, in The School Review.
FOR ten yeares Virginia has had the benefit of the Smith-Hughes funds for vocational home economics education. Those ten years have seen many changes and much progress. From formal, academic instruction to vital, practical demonstrations; from basement laboratories to charming cottages—more and more has the work become an integral part of the girls' lives, and, now, with the passage of the George Reed Act, it will become firmly bound up with home activities.

This act provides the sum of $500,000 for the fiscal year beginning July 1, 1929, and ending June 30, 1930, and for each year thereafter for four years, a sum exceeding by $500,000 the sum appropriated for each preceding year. One-half of such sums is to be allotted to the states and territories for agricultural education and the other one-half for home economics education. The fund is distributed to each state in the proportion that the state rural population bears to the total rural population of the United States. Upon this basis Virginia receives from the Federal Board for this first year $7,919.40 for home economics.

This fund may be used for teachers' salaries only, and the regulations governing its use in schools are as follows:

Two consecutive years of work are provided in which a double period with a minimum of 90 minutes daily should be given to home economics subjects, and in addition a minimum average of 30 minutes daily (2 1/4 hours per week or 90 hours per year in a 9-months' school), in the first year of the course, to at least three properly planned and supervised home projects carried to completion in not less than three phases of home economics. It is strongly recommended that science and art preceding, paralleling, or following the home economics be taught in as close correlation to that field as possible. It is estimated that this program will best apply to rural communities, and co-ordinate with the vocational agricultural program.

Regulations from the Federal Board set up the following as essential for home projects:

1. That it shall be a purposeful activity of sufficient extent and difficulty to challenge the student's efforts.
2. That it shall offer experience in home making activities under as nearly normal conditions as possible.
3. That there be the closest correlation between the project and the classroom instruction.
4. That adequate supervision by the classroom teacher be provided.
5. That the project be carefully planned for, carried through to completion, and reported upon by the student.

There were nine schools selected for this experiment, and the state regulations set up were as follows:

1. The teacher must have experience.
2. The teacher must have taught for at least one year in the county.
3. The teacher must have a degree or be working on a degree.
4. A cottage or the cottage plan must be in use.
5. Enthusiastic support is required from the principal and the superintendent.

These nine teachers are employed for a minimum average of 45 minutes daily (3 3/4 hours per week or 135 hours per year in a 9-months' school), to at least four properly planned and supervised home projects carried to completion in not less than three phases of home economics.
twelve months, with one month’s vacation. The major part of the supervision of the home projects will come during the summer months.

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Early in September the George Reed teachers met in the State Department for a conference on the year’s work, at which time policies and lists of home projects were adopted:

I. **Types of projects**
   a. Major—representing about 50 hours work
   b. Minor—representing about 20 hours work

II. **Number of projects**
   a. Every first year home economics pupil must complete at least one major and two minor projects each year.
   b. Every second year home economics pupil must complete at least two major projects each year.

III. **Credit to be given**
   a. For two years’ home project work the home economics pupil will receive one unit’s credit in addition to the two units given for regular class work. Record to be kept in file, and mark to be given on project unit (one) at end of second year.

IV. **Ways of interesting mothers**
   1. Meet at cottage where plan is discussed by teacher and mother.
   2. Visits to home.
   3. Letter.
   4. Get girls enthusiastic over plan.
   5. School paper.
   6. County paper.
   7. School officials.
   8. Leagues.

V. **Steps in carrying out home project**
   1. Selecting project.
      a. Teacher must visit home before any project is selected.
      b. Definite time be set aside for checking over the home project with pupil.
   2. Girls should show individuality in selection of projects.

VI. **Outline of project**
   1. Name and address
   2. Name of project
   3. Date begun
   4. Date completed
   5. Description of work
      a. Plan
      b. Difficulties
      c. Time required
      d. Sources of help
      e. Value of project
      f. Results

VII. **Suggested fields for home projects**
   1. Food study—meal planning, preparation and serving, to include
      a. Marketing or getting together the vegetables
      b. Care of the food
      c. Cost
   2. Baking, to include
      a. Study and preparation of yeast, quick breads, pastry, and desserts
      b. Study of ingredients, mixing together, temperature for baking, food value, etc.
3. Planning and preparing school lunches for at least three for one month
   a. Canning
   b. Care of products after canning
   c. Comparing costs with commercial canning
   d. Plan family needs for canned goods for year

5. Curing of meat

6. Care of poultry

7. Household conveniences
   a. Rearranging the kitchen, refurnishing other room, or restoring old furniture, with a study of suitable furniture, colors, materials
   b. Providing a suitable storage space for clothes
   c. Care of the various rooms

8. Child care
   a. Entertaining children for given period of time
   b. Making layettes
   c. Bathing
   d. Dressing, care of clothes
   e. Teaching table manners
   f. Teaching children to play
   g. Feeding

9. Clothing
   a. Care and repair of clothing, including mending, darning, cleaning, dyeing, pressing
   b. Garment construction for self and other members of family, including cost, color, design, alterations of patterns
   c. Clothing budget—Cost of clothing for high school girl based on family allowance

10. Household linens
    a. Making, care, replenishing of linens

11. Miscellaneous
    a. Care of metals in the household equipment
    b. Laundering
    c. Care of yard
    d. Garden
    e. Family recreation

MINOR HOME PROJECTS

I. Food study
   a. Meal preparation, including planning, preparing, serving, and clearing away
      1. Saturday and Sunday dinners
   b. Food preservation for the family, including the purchase, preparation, storage, and cost estimate of the year's supply of
      1. Eggs
   c. Care of milk and utensils

II. Clothing
   a. Garment construction. Garments made for self or others. This will include a study of appropriate fabrics, colors, and design; alterations of patterns, construction of garments, estimate of cost, and comparison with ready-made of equal quality
   b. Planning and working out wardrobe, including cleaning, pressing, and altering of
      1. Winter wardrobe, including hats and accessories
      2. Spring or fall wardrobe, including hats and accessories
      3. Summer wardrobe, including hats and accessories
   c. Storage of furs and woolens, including a study of effective methods of protecting these from dust and moths, and the choice of a practicable and inexpensive method.
   d. Care of clothing, such as providing closet and drawer space, dress hang-
ers and protectors, shoe trees, airing, pressing, and brushing
e. Determination of best method of caring for shoes of family; comparison of methods of cleaning and devices for storage

III. House care
a. Arrangement of equipment in one room that will make for increased efficiency in the work

IV. Laundry
a. Washing and ironing
   1. Personal laundry
   2. Curtains
   3. Woolens, such as sweaters and infants' wear

V. Accounting
a. Personal accounts of what is spent for books, clothing, magazines, stationery, stamps, car fare, recreation, church, special lessons (as music, art, dancing), club membership, candy, sodas, and the like. If the pupil is boarding, the room and board should be included

VI. House decoration and furnishing
a. Rearrangement of some room in the house
b. Making two or more articles that will add to the attractiveness of the home and supply a need

VII. Family health
a. Bringing one's self to normal weight
b. Planning expenditure of a given amount for family recreation for a year or for a vacation

MAJOR HOME PROJECTS

I. Food study
   a. Meal preparation, including planning, marketing, accounting, preparing, serving, and clearing away
   1. Breakfasts
   2. Suppers
   b. Food preservation for the family
      1. Fruits
      2. Vegetables
      3. Meats
   c. Preparation of lunches to be carried by members of family, including a study of the individual needs and the variety in food combinations
d. Care of milk and milk products and utensils. Making and marketing of butter and cream cheese
e. Nutrition. Bringing own weight to normal and helping other members of family to bring weight to normal; under the direction of a doctor or nurse, planning and preparing food for some special case in the house

II. House care
a. Daily and weekly care of various rooms of the house. This will include (1) planning of the week's schedule of work; (2) study of the care of floor coverings, woodwork, windows, and furniture; (3) comparison of cleaning agents; and (5) simple time studies to secure more efficient methods of work.
b. Eradication of household pests, as ants, moths, flies, roaches, and the like.
c. Sanitation, screening, water supply, sewage, disposal of garbage.

III. Laundry
a. Washing and ironing, including a study of soaps, bleaches, bluings, removal of stains, and labor saving methods
   1. Family laundry

IV. Child care
a. Bathing and dressing of baby, including a study of necessary toilet articles, the arrangement of the bath, and practice in bathing and dressing the baby with the least possible discomfort to it
b. Preparing and serving meals to young children, including a study of the food suitable to the age and condition of the child, the best method of preparation, and the art of getting the child to eat what is prepared for it.
c. Care of young child in recreation hours. This will include a study of suitable games, songs, and stories for both indoor and outdoor recreation, and also a study of the habits, interests and traits of children.

V. Home nursing
a. Daily care of the sick room, including attention to sanitation, cleanliness, comfort, attractiveness, restfulness, and peace of mind of the patient.

VI. Accounting
a. Household accounts, including the amounts spent by the family for food, clothing, shelter (including light and fuel), recreation, charity, education, religious life, taxes, savings, and the like.

VII. House decorations and furnishings
a. Decorating of girl's own room by planning of color scheme, refinishing of walls, floors, and furniture, making of curtains (allowing for shrinkage), dresser covers, bedspreads, and the like.

VIII. Family health
a. Helping younger members of the family to acquire health habits.
b. Planning, marketing, and preparing all the meals during a vacation period to give mother a rest.

IX. Family relationships
a. Planning entertainment for family for four weeks (one entertainment per week).
b. Teaching younger sister how to dress herself and care for her clothes.

A second conference was called on February 15. Reports were made which were most encouraging. The Federal Board has chosen two of Virginia's projects as being of exceptional interest, and a third one is so well worked out that it might prove of interest to others.

OUTLINE OF PROJECTS

I. The girl's own room

A. Objectives
1. To develop an interest in taking my share of the care of my home.
2. To develop the love of beauty and art in the home.
3. To develop skill for making simple furnishings for my room and home.
4. To develop an appreciation for a plan of work.
5. To develop high ideals of home and family life.

B. Outline of plan
1. A plan for the daily care of the room.
2. A plan for the weekly care of the room.
3. Rearrangement of the furniture of the room to make the room more attractive, if possible.
4. Study of proper toilet articles for a dresser and their arrangement.
5. Rearrange and select ornaments suitable for a girl's room.
6. Replace worn linens.
7. Replace window drapes, scarfs, and spread.
8. Select new or dye old drop rag rugs.
9. Re-enamel ivory furniture a lettuce green.
10. Varnish the floor.
11. Keep expense account.
12. Keep record of time spent on room. (Steps 7-10 inclusive will be done during summer months.)
II. Girl's wardrobe

A. Objectives
1. To develop an appreciation of appropriate dress.
2. To develop a desire to be well groomed.
3. To develop a consciousness of quality and value.
4. To learn to select necessary garments rather than "fancy."
5. To learn how one may be well, though inexpensively, dressed.
6. To learn to take the proper care of clothing.

B. Outline of plan
1. Study and plan the proper arrangement of clothing in wardrobe:
   a. Care of hats.
   b. Care of dresses and wraps.
   c. Care of lingerie.
   d. Care of shoes.
2. Study and learn how to remove any kind of spots from my clothing.
3. Keep all garments clean and well pressed.
4. Keep all garments in good repair.
5. Learn how to care for garments out of season.
6. Plan for the purchase of garments to replace worn-out garments.
7. Study and select suitable garments for my type to bring out my good points.
8. Study and plan my clothing budget:
   a. To take care of spring (school and dress).
   b. To take care of summer (sport and dress).
   c. To take care of fall and winter in a prep school (clothing requirements).
9. Selection and purchase of clothing with guidance.
10. Planning to make all clothing that is practical to make, also to consider quality versus ready-made.
(From 7-10 inclusive will be carried on in summer).

III. My flower garden

A. Objectives
1. To love flowers and wish to live closer to nature.
2. To have cut flowers for the house all spring, summer, and fall.
3. To learn how to care for perennials, biennials, and annuals.
4. To learn to make a colored picture with nature's natural colors.
5. To beautify my home.
6. To create an atmosphere which distinguishes a home from a mere house.
7. To add to the attractiveness and value of my home.

B. Outline of plan
1. The garden has been in flowers for several years—shall care for these flowers.
2. a. Hoeing
   b. Fertilizing
   c. Trimming
   d. Mulching
   e. Weeding
   f. Destroying insects
2. Shall work out a plan to add variety and color to those there, also have less grass sod.
4. Shall purchase the following seeds:
   a. Sweet peas
   b. Snapdragons
   c. Asters
   d. Carnations
   e. Nasturtiums
   f. Poppies
   g. Petunias
5. Shall plant some seeds in boxes and transplant after danger of frost for early bloom.
6. Shall sow the remaining seeds in bed the first of May. (This project will begin in April.)

IV. Care of three-year-old sister  
A. Objectives  
1. To learn correct foods for a three-year-old child.  
2. To learn how to prepare foods.  
3. To keep her in good health.  
4. To teach her good habits.  
5. To take care of her clothing.  
6. To take care of her daily baths.  
7. To see that she sleeps regularly and gets enough sleep.  
8. To relieve mother of some of the home responsibility.  

B. Outline of plan  
1. Work out a plan for the daily care of my sister.  
2. Work out proper foods for feeding hours.  
3. Select a cheerful place for her meals.  
4. Plan for her to have supervised and unsupervised play in sunshine and fresh air.  
5. Keep clothing clean, neat, and in good repair.  
6. Replace worn out garments.  
7. Teach her to begin to take her bath.  
8. I am planning to take entire charge of my sister during the summer months.

The benefit to the home economics work in Virginia from the use of the home project cannot be over-estimated. Properly handled, it is the ideal way of putting into practice the principles which have been for years the purpose of instruction.  

Ora Hart Avery

PERSONAL HYGIENE AND GROOMING  
A Unit for First Year High School  

PERSONAL hygiene is a subject which is included in one form or another of the school curricula from the time the child enters the first grade until she finishes the last year of high school. During these years she has heard much concerning the care and treatment which her body and clothing should receive, but has she had the opportunity of practicing the information gained? Since home economics prepares for the present life of the girl, as well as the future, we felt that through an organized unit on personal hygiene and grooming the suitable time and place would be provided for the girl to take more interest in herself.

The success in teaching this unit, as in all other such units, will depend upon the personality, tact, and ingenuity of the teacher. She may, by a careful study and first-hand knowledge of the girls in her class, be able to get even the most bashful members to volunteer to be class subjects. The teacher should be alert to the individual differences in her girls, and at times may find it wise to omit, or substitute, some of the topics.

Home economics in the Bridgewater High School is taught by means of unit courses, which vary in length from one to six weeks, depending upon the scope of the subject. The following unit was planned, organized, and taught by two student teachers from the Harrisonburg Teachers College to meet the needs of the junior class in high school. Two weeks were allowed for the completion of this unit.

Grade—High School Juniors.  
Number in class—13.  
Length of Period—90 minutes.

I. Objectives  
A. General  
1. To acquire a better appreciation of personal hygiene.
2. To acquire an appreciation of the social value of good personal grooming.

B. Specific
1. To become familiar with the individual health habits.
2. To establish and acquire an appreciation for the right method of caring for:
   a. Skin
   b. Eyes
   c. Nails and hands
   d. Teeth
   e. Hair
3. To acquire an understanding for the factors that make for good posture.
4. To acquire an appreciation of the care of the clothing in relation to health and appearance of the individual.
5. To acquire a better understanding of the qualities that make an attractive, well-groomed person.

II. What the Pupils Did

A. They studied the importance of good health in relation to personal appearance.
1. They discussed good health habits.
   a. They formulated health rules to suit their needs.
   b. They made a health chart which was kept throughout the unit.
2. They studied and discussed the results of observing health habits.
   a. They realized that their general physical condition could be improved so as to help them be Five Pointers.
   b. They found that a good physical condition was conducive to mental alertness.
B. They decided upon the necessary qualities desired in an attractive person.
1. They considered their individual ideal and estimated her qualities in terms of:
   a. Manners
   b. Conduct
   c. Poise
2. They considered their individual ideal and estimated her qualities in terms of methods of grooming.
   a. Skin
   b. Hands and nails
   c. Eyes
   d. Teeth
   e. Hair
3. They compared themselves with their ideal and found ways in which they could become more like the ideal.

C. They discussed and practiced in class proper methods of caring for the following:
1. Skin
   a. Functions
      1. Externally
         (a) Daily
         (b) Weekly
      2. Internally
   b. Protection
      1. Use of creams and lotions
      2. Use of simple home preparations.
   c. Cosmetics
      1. Discretion in use of
      2. Correct application of
   d. Use of deodorants.
2. Eyes
   a. Functions of the lids, lashes, and brows.
   b. Care of
      1. Bathing
      2. Prevention of strain
         (a) Care when reading
         (b) Glasses
3. Hands and Nails
   a. Cleanliness the first prerequisite
   b. Prevention and cure of chapping
   c. Care of nails
      1. Filing
      2. Care of cuticle
4. Teeth
   a. Teeth-building foods
   b. Daily cleaning
      1. Brushes
      2. Dentrifrices
      3. Mouth washes
   c. Dental care
      1. Frequency
      2. Prevention of diseases

5. Hair
   a. Relationship of good health to pretty hair
   b. Shampoo
   c. Massage
   d. Daily care
   e. Dressing
      1. Becomingness
      2. Curling and waving
         (a) Irons
         (b) Combs
         (c) Curlers
      3. Care of comb and brush

D. They discussed and demonstrated proper posture.
   1. Seven rules for correct posture
      a. Feet together, weight on balls of feet
      b. Knees relaxed
      c. Abdomen in
      d. Chest up
      e. Shoulders back
      f. Chin in
      g. Head up
   2. Cause and correction of posture defects.
   3. Effects of poor posture upon health and general appearance.
   4. Criticism of each other's posture.
   5. Causes and effects of weak ankles and arches.
      a. Methods of prevention
         1. Correct methods of walking
         2. Proper shoes
      b. Methods of correction
         1. Exercise
         2. Proper shoes

E. They studied care of clothing in relation to health and appearance.
   1. They agreed upon definite reasons for laundering
      a. Personal sanitation
      b. Self-confidence strengthened by the dignity of cleanliness.
      c. Prolonged life of clothing.
   2. They set up standards for laundering personal wearing apparel, such as, underwear, hosiery, handkerchiefs, and dresses.
   3. They found definite methods of caring for non-washable garments.
      a. Frequent airing
      b. Removal of spots and dry cleaning
      c. Correct methods for storing clothing.
   4. They realized that well-cared for shoes look better and last longer.
      a. Use of polish
      b. Use of trees and paper
      c. Use of shoe bag or racks
      d. Treatment when wet.
   5. They decided upon the best method of caring for hats
      a. Use of brush
      b. Use of paper in crown
      c. Use of boxes for storing.

III. What the Pupils Learned.
A. They learned that good health was a prerequisite for good personal appearance.
   1. They learned the individual health habits and how to keep them.
   2. They learned how to help themselves become Five Pointers.
B. They learned the necessary qualities which make up an attractive, well groomed person.
C. They learned by practice the proper methods of caring for:
   1. Skin
   2. Eyes
3. Hands and nails
4. Teeth
5. Hair

D. They learned the seven rules for correct posture.
   1. Cause and correction of posture defects.
   2. Effects of poor posture upon health and general appearance.
   3. Causes and effects of weak ankles and arches.

E. They learned that well cared for clothing has a definite relation to good health and appearance.

IV. Attitudes and Appreciations Fostered.
A. An appreciation of the requisites of a well groomed person.
B. A realization of the importance of the health rules.
C. An appreciation for correct posture.
D. A realization of the fact that well kept clothing goes toward making a well groomed person.

V. BIBLIOGRAPHY
1. For teachers
   Picken—*The Secrets of Distinctive Dress*
   Course of Study, State of Texas
   Course of Study, City of Denver, Colo.
   Bulletins issued by Metropolitan Life Insurance Co.
2. For pupils
   Kenyon and Hopkins—*Junior Foods and Clothing*
   Matthews—*Elementary Home Economics*
   Starrett—*The Charm of Fine Manners*
   Trilling and Williams—*A Girl's Problems in Home Economics*
3. For teachers and pupils
   Advertising material furnished by
   Pond's Extract Co.
   Packer's Tar Soap Co.
   Zonite Chemical Co.
   Resinol Soap Co.

E. Genevieve Warwick
Mary Brown Allgood
Edith Glick

The Bureau of Home Economics at Washington has prepared two new bulletins “Methods and Equipment for Home Laundering,” Farmers Bulletin No. 1497, “Ice Cream Frozen without Stirring,” Leaflet No. 49, which are distributed through the U. S. Department of Agriculture.

HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

In a previous issue of *The Virginia Teacher* an effort was made to show the use of an activity survey as the basis for organizing the Curriculum in Home Economics for a particular group. It is the purpose of this article to report upon what was done with the data secured from a questionnaire concerning the home-making activities of the girls of the seventh and eighth grades of Harrisonburg Junior High School with the hope that it may prove helpful to others who are faced with the problem of reorganizing home economics curricula. Although many other factors besides the activities in which a group is engaged must be considered in planning a curriculum, a study of activities is a great help in setting up the objectives for work in Home Economics in junior high school.

The returns from the questionnaire showed that the activities most frequently performed by the pupils were: helping with the cleaning, washing dishes, making beds, doing one's own personal laundry, helping with the meals, helping with younger brothers and sisters. More girls buy ready-made underwear and dresses than wear those made at home, either by themselves or by some one else.

It was very evident that if the home economics taught at school was to help the girl do better the worthwhile things she did any way, and to open up to her larger fields of learning, less emphasis must be placed upon the traditional cooking of dishes and the sewing of seams, and the work so organized that short units of study in the several phases of activity centering in the home should be provided.

At the Junior High School of Harrisonburg, two sixty-minute periods per week are allotted to the home economics studies in the seventh and eighth grades. It was decided

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to organize the material to be taught into short units of approximately twelve lessons each and to complete three units of work each semester. By doing this it is possible to make each year a rather completed whole, and to help the pupil to see home making as a composite job, rather than to over emphasize one phase. The short unit also enables the junior high age pupil to realize her objectives before she has grown tired of the job upon which she is working; to see the end to be attained, and to experience the satisfaction of having finished something. If more time per week were available, the units could be planned to cover more subject matter.

The class time is spent in supervised study, using carefully prepared study guides; in class discussion; and in laboratory practice for the development of the necessary techniques.

A brief description of the units offered by grades follows. The order in which the units are studied depends upon classrooms available, and upon the needs of the particular group:

**Seven B.**

Food: The study centers around the pupil’s own food requirements—the school girl’s breakfast being the central idea. The laboratory practice lessons are spent in preparing foods suitable for the school girls breakfast such as fruit, cereals, eggs, toast and cocoa. The class works in “families” and prepares and serves several—at least two—simple breakfasts. Home practice is encouraged.

Clothing: The relation of clothing to health, the factors which influence the appearance of the individual such as suitable colors, and designs, the relationship of good grooming to attractive appearance are studied.

The construction work consists in making some simple article such as a dresser scarf, pillow cases or dish towel. Emphasis is placed upon learning to use the sewing machine well.

Child Training: The purpose of such a unit of study in seventh grade is to help the girl to play with and entertain her younger brothers and sisters more intelligently. The pupils are encouraged to observe some child, and bring in illustrations of the principles studied in class. Such topics as how children learn to do things, and the formation of desirable habits; fears, how acquired and the dangers of; how to get their young brother or sister to do what they want them to do; the place of play in the life of a young child; toys for young children; and music and stories for children.

**Seven A.**

Food: The family supper or luncheon is the unit of study. Factors which influence the family’s food requirement; dishes suitable for the “next lightest meal”; use of left-overs; the planning and preparing of several menus by each family group.

Clothing: The school girl’s own wardrobe; what she should know in order to select ready-made garments; number and type of garments necessary to be suitably dressed for school; materials suitable for school clothes. Each girl makes a simple garment which she needs, her need being based upon her clothing inventory. Gown, slip, kimona, pajamas, or simple kimona sleeve dress are within her ability to do well.

Care of the House: The aim here is to give the pupil a scientific attitude toward the operations necessary for the proper care of the house. Since girls of this age are responsible for so much of the cleaning in their homes, and since not only the appearance but the lasting qualities of the materials which go to make up the household plant are dependent upon proper care this unit of work is very important. Properly motivated and developed, much interest is aroused.

The topics studied are care of wood with its various finishes, care of the metals found
in the household; the easy methods of washing windows; the order of cleaning a room; the care of sinks, refrigerators, stoves, plumbing fixtures, etc.

*Eight B.*

**Foods:** The work here centers around the company luncheon, stressing simplicity, and hospitality. Care is taken to build upon and to enlarge the information gained in previous food units.

**Clothing:** Clothing care and repair comprises the work for this grade. Properly motivated, with the operations applied to real garments rather than to samples the pupils become very interested in keeping their clothes in good condition.

**Home Nursing:** Positive health is stressed. It is recognized that girls of this age are not expected to be nurses of very ill patients; so emphasis is placed upon the things which a girl their age can do to help make an ill person comfortable. Care of the sick room, getting the bed ready for a sick person, ways of making a patient comfortable, and preparation of trays are some of the topics studied.

*Eight A.*

**Foods:** The family dinner is the unit of work for this grade. Stress is placed on planning of dinner menus to meet the needs of the various members of the family. The food preparation lessons stress the selection of and the correct preparation of meats and vegetables. The class works in family groups in planning, preparing and serving of family dinners.

**Household Economics:** The aims of the unit are to lead the pupils to appreciate the problems involved in financing a family, and to help them feel their responsibility in helping to make the family income purchase as much as possible. The girl's own expenses, and their relationship to the expenses of the whole family form a good method of approach to a study of budgeting and the keeping of accounts both individual and for the family.

**Family Relationships:** The aims of this unit are to give the pupils a consciousness of their responsibility towards promoting a happy family life; to guide them to appreciate and enjoy the privileges of their own home life; and to help them develop habits of co-operation and helpfulness in their own homes.

**BIBLIOGRAPHY**

Suggested Text and Reference Books for Junior High School:

- Goodspeed-Johnson. *Child Care and Training*. J. B. Lippincott Co.

**Julia Robertson**

The third meeting of the National Conference of Supervisors and Teachers of Home Economics was held in Atlantic City on February 24 and 25, in conjunction with the National Educational Association.

Monday was devoted to research. Reports were made on investigations on Research and Service in Nursery Schools, The Function of Research in Curriculum Reorganization, Present Practices and Criteria for Building Home Economics Curricula.

Tuesday afternoon the theme for discussion was "The Role of the School in the Health Education of the Child."

The American Home Economics Association will hold its twenty-first annual meeting at Denver, June 24 to 28. The central theme at this meeting will be "The Modern Family and Its Home."

The Southern Regional Conference for Vocational Education will be held by the Federal Board at Biloxi, Mississippi, March 31 to April 4.
DO GIRLS LIKE TO REPAIR CLOTHING?

WHEN we consider the needs of our pupils, we find that Clothing Repair is one of the necessary units to be taught. It is usually unattractive—we think of darning and patching as "necessary evils"; but we do not feel that we can discard a garment because there is a slight tear or hole in it; and if we are to be well groomed we must keep our clothing in good repair.

If a unit in Clothing Repair is taught, the first essential for success is to introduce the unit in such a way that the pupils feel a need for it, and have an interest in carrying out the work.

In beginning our Clothing Repair unit in the 8th grade, Harrisonburg Junior High, we told the pupils of the clothing needs of some families reported by the school nurse. As there was just time enough before Thanksgiving to work in our unit, the pupils decided to collect clothing for a Thanksgiving box and give the contents to the nurse for distribution.

The pupils brought to class at the next meeting, garments which had been discarded. During the class period, the pupils inspected their garments, and listed the things that needed to be done to make them wearable. Some lacked buttons, others had ripped seams, and still others holes and tears. They compared lists and found that most of the garments needed to be darned in one or more places.

This opened the way to a class problem in darning. The teacher showed the class the steps in darning a hole correctly, by working with a large model, listing the steps on the board as she went along. Each pupil was allowed to do a little work on the large model. Standards were set up for a good darn and listed on the board.

The class then made practice darns. They realized that just as they needed to practice before they attempted to play a piece on the piano, so their darns on the garment would be better if they practiced on a separate piece of material before-hand. In some cases two or three practice darns were made before the pupil felt that she was proficient enough to work on her garment.

After the darns on the garments were completed, the class found, by comparing lists, that most of the garments needed patches. This was conducted as a class problem also. The teacher used a poster which showed the steps in making a hemmed patch. Standards were set for a good patch and as in the darn, listed on the board. Practice patches were made—some of checked material and others of plain material.

As most of the garments had been made at home, the pupils brought scraps of material to be used in patching them. One garment, however, was ready made, and the pupil had no material with which to patch it. The dress had a belt long enough to be tied in a bow, and the pupil was able to use part of it for her patch—fastening the belt with a snap. This was brought to the attention of the class.

The work was so successful that several of the girls asked if they might take their garments home to be worn again. In our exhibit for the quarter we showed the mended garments. Much interest was developed, and many of the pupils reported work done at home.

GUIDE SHEET

(To be used in Clothing Repair Unit)

Problem: How shall I make a darn?

References:

Clothing for Women—New Edition (Baldt)
Clothing Construction—(Brown and others)

Tools and materials:

Clothing for practice, scissors, needle, thimble, darning egg, and suitable thread.

1. What is meant by darning?
2. Where may a darn be used?
3. Under what conditions is it better to darn a worn place than to patch it?
4. List the requirements of a good darn.
5. Set up standards for the thread to be used in darning.
   (a) Knitted materials.
   (b) Woven materials.
6. A good method of making a darn in a garment is:
   (1) Trim away the uneven, worn edges about the hole with scissors, being careful not to trim away more material than is necessary.
   (2) Put in lengthwise rows of running stitches, beginning far enough away from the hole so that the worn places are reinforced.
   (3) When the hole is reached, carry the thread across it and continue with running stitches.
   (4) Continue with running stitches until enough rows are put in to cover the hole and worn places.
   (5) Turn the cloth and put in crosswise rows of stitches, weaving under and over the lengthwise threads, as in plain weaving.
   (6) After filling in hole, continue putting in running stitches until all worn places are covered.
7. Practice darning until you feel that you are ready to apply it to the garment.

FRANCES HOUCK.

Home Economics Clubs will be interested to know that the Women's Bureau of the United States Department of Labor has made a one-reel film which shows the "ins and outs, the whys and wherefores, and the who's who of the bureau." This film can be borrowed.

"Come into the Kitchen" shows kitchen plans, both new and remodeled, with lecture, and is available as a loan from the Office of Co-operative Extension Work, U. S. Department of Agriculture. This is issued in lantern slides or film strip.

HOME ECONOMICS IN BUSINESS

Fortunately home economics is a living, growing subject. Its ramifications touch the home in hundreds of ways. Cooking, sewing, home management, direction of group living, supervision of diets in disease, personal hygiene, social relations, eugenics and many other things are subdivisions of the general theme. One of the more recent developments is home economics in business.

Why has this opportunity come to home economics women? In what way can they justify themselves in this field, which, at first glance, seems so far removed from the original concept of our profession. A little study of the situation will provoke the question as to why home economics waited so long before invading the business world. It is business which controls advertising and it is advertising which today wields the greatest influence of any one phase of modern life. Is it not the mission of the home economics worker to aid in directing this mighty force toward the betterment of the home, through the dissemination of accurate information which will be of real value to the homemaker and buyer?

Ten years ago the idea of home economics women going into commercial work shocked those holding academic positions. The latter doubted whether or not standards of ethics could be retained in the midst of keen business competition. It speaks well for both business and home economics that they have stood the test of time. Home economics women have become better business women and business men have acquired a vision of the relation between an educational department and the consumer—buyer.

What is the status of the home-economics-in-business woman today?

If she is doing an honest piece of work for an ethical firm she holds the respect of her colleagues in both the academic and business fields.
If she is doing a practical piece of work she holds the respect of her own firm and of affiliated concerns (such as advertising agencies, lithographing and printing companies). After a period of time she is in a position to make suggestions as to copy appeal, lay-out of pamphlets, and display material, as well as to write booklets and to judge advertisements from her specialized point of view.

The time has passed when a woman should be criticized adversely for leaving teaching in favor of business, or for going into business rather than into teaching as soon as she has obtained her home economics degree.

What types of positions are open to a home economics woman?

There are several types of commercial positions open to home economics workers. Probably the one which requires the most highly specialized training is in the research field. Industry has two ways of handling its research work. One is to create a foundation, fellowship or grant in a university through which work is done on problems which need to be solved. This has the advantage of being conducted by people with an absolutely impartial point of view. It has a disadvantage in that these people usually do not have a well developed publicity sense and are not so quick to grasp the advertising significance of certain accurate findings.

The other method is to equip a laboratory and to engage efficient, well proved, research workers to manage it. This has an advantage in that the workers are in the atmosphere of production, advertising and selling and can often suggest policies which will be of practical value to the firm. It has a disadvantage in that outsiders do not always credit the findings as entirely unbiased.

The openings in this type of home economics are necessarily limited. The salary depends upon previous experience in research; whether or not this experience has been commercial or academic, and upon the ability of the worker to acquire a business point of view without in any way sacrificing an honest, unprejudiced attack of the problems to be solved.

Some of the home economics women belonging to the Business Section of the American Home Economics Association are:

Sarah Best, Restaurant Research, 515 Madison Ave., Toledo, Ohio.
Harriet Brigham, Frigidaire Corporation, Dayton, Ohio.
Meta H. Given, Evaporated Milk Ass'n, 231 S. La Salle St., Chicago, Ill.
Margaret H. Kingsley, National Ass'n, Ice Industries, 51 Chambers St., New York City.
Dorothy E. Shank, American Stove Co., 4301 Perkins Ave., Cleveland, Ohio.
Hannah L. Wessling, North Western Yeast Co., 1750 Ashland Ave., Chicago, Ill.

The field of journalism has proved enticing to many home economics women. Dozens of magazines and hundreds of newspapers support full time home editors. As a rule these positions demand women with experience, who know the interests of their readers; who have uncanny judgment in selecting syndicate material and special articles; who can make their personality felt through the printed columns.

Several cases might be cited where girls have gone into this field immediately after graduating from college, sometimes beginning as assistants; but usually experience is a deciding factor. The salaries have a wide range depending upon the circulation of the publication, the space allowed for articles of interest to the home, whether or not the woman editor gives outside lectures in addition to conducting the column, and, of course, on the previous training and experience of the editor.

It is impossible to give here the entire list of home economics women in the field of journalism. It may be taken for granted that one or more is on each national household magazine and here are printed only the ones who are in or near your section of the country and who are members of the National Business Section.
A third division of commercial work is institutional in its sphere. There will probably always be discussion as to whether women with this major interest should be (in their professional affiliations) members of the Business or the Institutional section. They are all carrying on a business, usually for profit, but this business may be in connection with an educational organization or with a commercial firm, or an independent tea room or restaurant venture. The salaries cover such a wide range that it is impossible to quote figures in this discussion. As in the foregoing positions which have been mentioned experience counts for so much and the salary is influenced by the number of people fed, the amount of responsibility falling on the manager and number of demands from the outside.

Some of the home economics leaders in this field who are members of the Business section are:

- Ruth Cleves, Manager Cleves Cafeteria, 1819 G St., N. W., Washington, D. C.
- Esther Erdman, The Dinner Bell, 11526 Clifton Blvd., Cleveland, O.
- Mollie Fell, The Pantry, 2426 Telegraph Ave., Berkeley, Cal.
- Anna E. Hunn, Blue Bowl Cafeteria, 68 W. 39th St., New York City.
- Laura M. Klee, Halle Brothers Co., Cleveland, Ohio.
- Mary A. Lindsley, Managing Director, Grace Dodge Hotel, Washington, D. C.
- Marie Mount, Iron Gate Inn, 1734 N. St., N. W., Washington, D. C.
- Jeannette L. Ware, Ware School of Tea Room Management, 52 W. 39th St., New York City.

The fourth, and the largest and most varied division of the home economics in business field is that one which deals with sales promotion or educational advertising. There are several reasons why manufacturers feel the need of departments of this type. Consumer-buyers have gradually become conscious of the factors governing improved nutrition, better home equipment, more artistic house decoration, and sanitation. They no longer accept the statements of manufacturers without a challenge. To answer the questions of thinking homemakers and to suggest appeals which they will accept; to suppress overenthusiastic statements in advertising copy; to point out places where research is needed; to make contacts with schools—these are some of the many things which an educational director can do.

Again, experience is important because, without it, how can a woman know what her sister consumers are desiring and asking. How can she give service to teachers without knowing what teachers want and what they will be allowed to use. Here again, salaries depend upon training, previous positions, ability to work with the advertising and sales departments of the firm with which connection is made, and the importance of the firm itself, whether it is national or local, conservative or open-minded to this new phase of business.

Some of the things which may come under the direction of the home economics department are answering letters; testing products; writing pamphlets; lecturing; demonstrating; conducting schools of equipment, clothing, beauty or cooking; coordinating work of other departments; cooperating with other firms; attending meetings, both sales and professional; and (hardest of all!) keeping up with the literature which will help to anticipate trends in thought.

Some of the outstanding people carrying this general line of work are:

- Eleanor Ahern, Procter & Gamble Co., Ivorydale, Ohio.
- Ruth Atwater, National Canners Ass'n., 1739 H. St., N. W., Washington, D. C.
- Susan Bates, Cotton Textile Institute, 320 Broadway, New York City.
Erna Bertrams, Armour & Co., Union Stock Yards, Chicago, Ill.
Mrs. Ida H. Cornforth, Kellogg Company, Battle Creek, Michigan.
Mrs. Leone Rutledge Carroll, Jewel Tea Co., Chicago, Ill.
Marye Dahnke, Kraft-Phenix Cheese Co., 400 Rush St., Chicago, Ill.
Karen Fladoes, Utility Hall, Pittsburgh, Pa.
Elizabeth Guilford, Metropolitan Life Insurance Co., New York City.
Eleanor Howe, McCormick & Co., 414 Light St., Baltimore, Md.
Mrs. Louise Huston, American Bemberg Corp., New York City.
Ina S. Lindman, General Foods Corp., 250 Park Ave., New York City.
Joan M. Rock, Royal Baking Powder Co., 100 E. 42nd St., New York City.
Margaret Sawyer, General Foods Corp., 250 Park Ave., New York City.
Elsie Stark, Davis Baking Powder Co., 38 Jackson St., Hoboken, N. J.
Marion Stephenson, Cheney Brothers, 181 Madison Ave., New York City.
Ada Bessie Swann, Public Service of New Jersey, 80 Park Place, Newark, N. J.
Ruth Watson, Royal Baking Powder Co., 100 E. 42nd St., New York City.

In addition to the four types of work which have been discussed there are two others—free lance workers and budget advisers. The former act as consultants for advertising agencies or manufacturing concerns; contribute to magazines and newspapers, outline sales promotion plans, prepare booklets, test recipes and equipment. The latter may be free lance workers or in the employ of banks. A woman must be well established in her profession before becoming a consultant. Usually a large city is chosen for this field of activity.

Some consultants are:
Edith M. Barber, Home Economics Consultant, 55 West 12th St., New York City.
Mrs. Ruth Haynes Carpenter, Consultant on Sales and Service, Baker Bldg., Minneapolis, Minn.
Agnes S. Donham, Specialist in Income Management, 46 Lovering St., Boston, Mass.
Katherine Goepfinger, Home Economist Consultant, Boone, Iowa.
Dorothy W. Kirk, Home Economics Consultant, 225 E. 54th St., New York City.

Isabel Ely Lord, Home Economics Consultant, 176 Emerson Place, Brooklyn, N. Y.
Sarah MacLeod, Dir. Home Economics Bureau, Society for Savings, Cleveland, Ohio.
Anne Lewis Pierce, Special Writer, 61 W. 9th St., New York City.
Mrs. Barbara Reid Robson, Hostess Cake Kitchen, Bryant & Alameda Sts., San Francisco, Calif.
Mabel J. Stegner, Consultant, 57 W. 52 St., New York City.
Mrs. Agnes White Lizard, H. E. Consultant, 1106 Fine Arts Bldg., Los Angeles, Calif.

What Are Colleges Doing?
A survey of the business field of home economics shows the majority of women holding executive positions to be over thirty years old. There are two reasons for this—one is that in most cases experience has been required and the other is that because this field is fairly new, manufacturers have moved with caution and have tried to engage women who have already made a name for themselves in home economics. As the departments grow, younger girls are being given positions at salaries from twenty-five to thirty-five dollars a week. If the positions entail traveling these expenses are, of course, allowed. There is no standard for increase in salaries. If the type of position does not warrant higher pay it at least gives a girl the experience so necessary for an executive job later on.

What are colleges doing to train home economics in business women?
Many colleges are giving thought to this subject of business and its relation to home economics. Some include it in their courses in vocational guidance. Some invite commercial firms to send representatives to give talks or demonstrations. Some have exhibits of educational advertising publications which are discussed as to their accuracy and value as teaching aids. But the phase of the profession is still a side issue in most home economics departments. Since more students are entering it every year it would seem as if the progressive college should acknowledge its place in the curriculum. It is impossible to train for all types of commercial work but for the girl who
signifies interest in this line, the courses of study could include typing, business correspondence, demonstration (in her major subject), journalism, English (grammar), as well as the technical subjects so necessary for a sound foundation on which to build any career.  

MARY ISABEL BARBER.

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**HOME ECONOMICS TRAINS FOR MANY VOCATIONS**  
*A Chart Prepared by Pearl Powers Moody*

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THE COURSE IN INSTITUTIONAL MANAGEMENT

THE care of large groups requires an organization that involves a very real problem in institutional management. On our campus we have six large two-story dormitories, two recreational houses, one used for a dormitory and one for the infirmary, and two leased apartments. The operation of these includes engineering and housekeeping problems on a large scale. The former are under the direct control of the manager of buildings and grounds; and the latter are in charge of the director of dormitories, who engages the maids, requisitions necessary supplies, attends to repairs, and gives careful attention to all the activities that form a part of the housing problems of large groups.

In one of our administrative buildings is the so-called service unit. In the basement of this is a large storeroom, with a storekeeper in charge to receive, check, store, inventory, and keep the records of all incoming and outgoing supplies. On the first floor is a dining room with a seating capacity of two hundred; and above on the second floor, are the kitchen, bakeshop, employees' dining rooms, small storerooms, cold-storage compartments, pantry, and dietitian's office. On the same floor is the main dining room, with a seating capacity of six hundred. Connecting the basement with the first and second floors is a large electrically run elevator used to bring up supplies and also to accommodate the trucks that carry the food and dishes to the first floor dining room.

The management of the dining rooms is under the direction of the dietitian and her assistant. A staff of workers prepares the food and keeps all the rooms in which the food is prepared clean and in order. The kitchen and the adjoining room, where the dishes are washed and the vegetables prepared, are well equipped with power and hand machinery to aid in efficient preparation. The bakeshop, with its built-in oven, dough mixer, proof box, and work tables, is a busy and interesting place. Here hot breads are made for breakfast, fresh rolls and bread for lunch and dinner, as well as all the pastries and other desserts.

The dining room service is in charge of students, who receive a monetary scholarship as compensation. Two head dining room girls preside over the main dining room, one over the smaller dining room—known as the senior dining room—and one girl supervises the service in the pantry. The food is rolled into the dining rooms on specially constructed metal trucks, with rubber tired swivel wheels. One truck is provided for each two girls, and it is possible to take in at one time all the food required for six tables. Each table seats nine students and each girl serves three tables. The dining room girls in their plain white smocks present a uniform, neat, and attractive appearance.

It is the policy of the dietitian to carry student government principles into the dining room. All disciplinary problems, as well as the maintenance of standards, are in the hands of the dining-room girls. They quite often seek the advice and counsel of the dietitian, but the actual solution is carried out by those in charge. Any complaints on the part of boarding students are taken to the head dining-room girls. They in turn bring them to the dietitian. A conference takes place, and the solution or policy, usually suggested by the students in charge, is decided upon. This plan has brought about a fine atmosphere and spirit of co-operation.

Apart from the service unit, in the basement of the same building, is our college tea room, where students and faculty may buy, at reasonable prices, sandwiches, candies, ice cream, and light lunches. The tea room supplies the element of choice and the chance for small groups to get together in a social way.

In another part of the basement is a well equipped laundry, where all personal
laundry of the students, with all the linen from the dormitories and the dining rooms, is efficiently handled. A system of collection, receiving, and delivery has been worked out and moves along with the utmost smoothness.

The dietitian as member of the teaching staff of the home economics department gives a course in institutional management. This is an elective and is designed to supplement the course in home economics and provide those who are institutionally minded with the training that will fit them for administrative positions in cafeterias, in the various feeding units of colleges and universities, in tea rooms, or other places where large groups are housed or fed.

To give perspective, a survey is made of the opportunities in this field, with an attempt to make clear the relation of the various subjects as laid down in the home economics curriculum to institutional management as a profession. With this as a basis the various problems in the administrative field are studied. Food in all its aspects is discussed. Purchasing and marketing, dietaries and menus, preparation and serving, storage and disposal of waste are taken in logical order, discussed, and applied. The care of the plant is another phase. This leads to the study of heating, lighting, ventilation, sanitation, cleanliness, repairs, and upkeep. Other topics are record-keeping, financial management, equipment, and all those administrative problems that have to do with new policies, special occasions, and employment management.

The dietitian, in lieu of a special laboratory, uses the entire college plant. Each student is scheduled to spend a specified amount of time with the dietitian and her assistant in the college kitchen. There she studies menus, notes quantities and methods of preparation and serving, the use of machinery, employment management, the care and upkeep of the plant, and record keeping. She is required to have conferences with the dietitian during this time so that she may have help and guidance in assimilating the actual operation of such an organization.

Another scheduled period of time is spent in the tea room. Definite hours are assigned by the manager in charge, and the student is enabled to participate in the work and gain through experience a working knowledge of tea-room management.

A certain amount of time is required for the study and inspection of the dormitories for the purpose of acquiring some knowledge of institutional housekeeping.

This training, together with the practical and scientific training that the home economics course affords, not only should fit the students who elect this subject for the administrative positions already mentioned, but should form an excellent foundation for those who enter hospitals as student dietitians. It is strongly recommended that those who desire positions as hospital dietitians enter some approved hospital for student training. Only in a hospital can one get the atmosphere, the knowledge, and the experience that is required for this special type of dietitian.

No such course is complete without some reference to the dietitian in regard to her health, her personality, and her relation to all other departments. She should have perfect health, a good disposition, and a keen sense of humor. Her relation to others means the application of self-control, generosity, and consideration, and a real sympathy and sincere desire to understand the problems of her associates.

Clara G. Turner

Nine charts of Nutrition and Growth by the Bureau of Home Economics showing the results of adequate and inadequate diets may be bought for 50 cents from the Superintendent of Documents, Government Printing Office, Washington, D. C.
EDUCATIONAL COMMENT

HOME ECONOMICS PROBLEMS

Home Economics Letter No. 10, recently published by the United States Department of the Interior, Office of Education, was written by Dr. Frederick G. Bonser of Columbia University and is entitled "Outstanding Problems Confronting Home Economics in the High Schools." This was an address delivered before the National Conference on Home Economics called by Commissioner William John Cooper, at Washington, D. C., December 6-7, 1929.

Some of the facts revealed in this study are that while the per cent of girls taking home economics in the high schools has increased from 6.35 in 1910 to 28.83 in 1928, there are now over 70% of all high school girls who are not taking home economics.

Some of the outstanding problems discussed by Dr. Bonser are that the courses offered must make an appeal to the interests and sense values of high school girls and that the most helpful and effective kinds of home economics work must be offered early—in the junior high school or in the first two years of the senior high school.

"A third problem is that of educating school officers, parents, and children to a new and more adequate conception of home economics. Just as long as the impression exists that the work deals chiefly with the processes of cooking and sewing, it will make little appeal." Through a study of social and family relationships, budget studies, child care and training, there should be developed "a philosophy of life in the home" . . . . "a body of ideals, attitudes, convictions, purposes, understandings, and loyalties." . . . "It lies in the growth of an appreciation of the human factors of home life which give meaning to the material means for maintaining physical existence for the sake of spiritual satisfaction. It is the recognition of the human factors that elevate homemaking from a trade to a profession, and the field of home economics from the level of manipulative training to that of cultural education." Dr. Bonser discusses most ably those social and family relationships which are so vitally related to the home. "This phase has to do with developing in the minds of young people a sane and undistorted conception of marriage." He cites the many influences in our lives today which create unwholesome attitudes toward marriage and family life and emphasizes that it is the problem of the home economics teacher to exalt the home and marriage and children by portraying that which is finest and best in family life.

Dr. Bonser's article should be a challenge and an inspiration to all home economics teachers.

P. P. M.

THE SCHOOL LUNCH

At the eleventh annual meeting of the National Dairy Council held in Chicago on December 5, 1929, Dr. Lydia J. Roberts of the University of Chicago and Mrs. Ethel Austin Martin of the National Dairy Council gave a progress report of the Lunch Room Studies being made under their direction.

It has long since been conceded that the school lunch offers an excellent opportunity
for building good food habits as well as a means of teaching health. With these objectives in mind, a plan was developed and is being tried out in three public schools of different types under different conditions. In the schools selected, one has a complete cafeteria owned and operated by the school, another has a simple cafeteria used to supplement the lunch brought from home, and the third has a small lunch room in a building near the school operated by an interested patron.

The experiment is being carried out in cooperation with the National Dairy Council which assists in the preliminary health survey, sends health lessons and teaching helps to the schools each month, and at the end of the year will help in the final check up and report results.

At the beginning of the experiment a check was made on the weights and heights of the children and a survey was made of their health habits. The check on children’s weights showed the following results:

- 43% were more than 10% underweight
- 14% were from 7% to 10% below normal weight.
- 17% were less than 7% below normal weight.
- 25% were average weight or above.

Food habits and hours of sleep were noted and teeth were examined. The conclusions drawn were used as a basis for working out health lessons. Special emphasis was put on a good school lunch and as an incentive pupils were given lunch cards marked “A” when the lunch selected reached the standards set up.

Already the study shows a great increase in the amount of milk and vegetables taken. Much interest has been shown in the community showing a carry-over into the homes.

The results of the experiments, when completed, will be made available, through the National Dairy Council of Chicago, to all schools interested in putting the school lunch on an educational basis.

P. P. M.

COLLEGE SUMMER SCHOOLS

ENROLL 400,000 STUDENTS

College and university summer schools enrolled 414,824 students in 1929, according to the Journal of the National Education Association. This is the largest summer term attendance on record, and is indicative of the growing interest in adult education, as most of these students were mature men and women.

Of the total number, 270,237 were enrolled in education courses. This number is more than 29 per cent of all the teachers in the United States, and shows the extent to which teachers “keep up with the times.” New York led the other states in the procession to college last summer, with a total enrollment of 41,079. Texas ranked second with 32,857. Rhode Island, Nevada, and Delaware enrolled the smallest numbers with 224, 132, and 332, respectively.

“In interpreting such figures,” says the editor, “it should be kept in mind that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer school outside the state of their service.”

SCHOOLS AND THE PRESS

Better co-operation between the schools and the press is advocated by Joy Elmer Morgan, editor of the Journal of the National Education Association.

The editor writes, “Do the newspapers in your community appreciate the schools? If they do not, have you done your part to give them an opportunity? Have you and the teachers made it easy for editors to have the facts about the schools? Have you treated reporters as friends and neighbors and fellow teachers, which they really are? The newspapers are rendering a great civic service, not the least important of which is the support of the schools. It would be a fine thing if someone of means would offer a thousand-dollar prize each year for the best newspaper editorial on the schools.”
WORLD-MINDEDNESS IN ASSEMBLY PROGRAMS

Two series of programs adapted for high school assembly and class room use have been prepared by Rachel Davis Du Bois, for the purpose of equipping the student with a fuller knowledge and appreciation of other races and nationalities. These programs were given by the author before her own school, and are entirely practical.

Series I—The Contribution of Different Racial and National Elements to American Life (price 10c) takes up a different racial group or country for each month, with suggestions, including bibliography, for study of its peculiar influence on art, literature, music, science, history, etc. February, for instance, with Lincoln’s birthday, is selected for emphasis on the gifts of the Negro; October, because of Columbus Day, for the Italians.

Series II—Education in World-Mindedness (price 10c) presents as monthly topics various phases of culture, such as language, science, the dance, mathematics, government, etc., tracing the contribution of each to world unity.

Both Series I and II may be obtained upon receipt in stamps of the price stated from the Women’s International League, Pennsylvania Branch, 1924 Chestnut Street, Philadelphia, Pa.

MRS. STEWART’S LITERACY CAMPAIGN

“We have no way to know exactly how many illiterate adults there are in the United States,” says Mrs. Cora Wilson Stewart, director of the national crusade against illiteracy. “Of an estimated 5,000,000, approximately 3,000,000 are in the 12 southern states bounded by Virginia, Kentucky, Arkansas and Texas. Although the work of the crusade and of the National Advisory Committee on Illiteracy includes all the states, we have decided to concentrate on the South during the next 60 days.”

Recalling the use of a newspaper lesson in Rowan County, Kentucky, where copies were distributed free to adult pupils, Mrs. Stewart revealed a somewhat similar plan which may be adopted in the national work. No suitable textbooks were available when, as county superintendent, she undertook a literacy campaign which has now become a national crusade. Lessons were therefore sent out in a little newspaper and a prize was offered to the district in which most illiterates were taught.

To avoid such trite beginning sentences as “I see a cat,” the following lesson was printed:

“Can we win? Can we win what? Can we win the prize? Yes, we can. See us try. And see us win.”

More recently lessons on roads, stock, forestry, taxation, sanitation and numerous subjects related to the rural adult’s daily activities have been prepared. These lessons covered briefly some of the ideas presented more in detail by pamphlets regularly issued by governmental departments.

Rapidity with which adults learn to read and write sometimes surprises the teachers, Mrs. Stewart said. This was explained partly by the fact that many persons classed as illiterate—for example, those in the hill country of Kentucky, Tennessee, Virginia and the Carolinas—have extensive knowledge about their immediate surroundings, although they have had no formal training.

INTERPRETATION

Throughout the centuries civilization has been pushed forward by three men: The administrator who organizes and executes; the investigator who discovers and invents; and the interpreter who makes the purposes of the administrator and the results of the investigator’s work the common property of mankind. . .

The social significance of interpretation is only beginning to be appreciated. It had little place in a civilization based on force. It
has a supreme place in a civilization whose ideal is democracy, where we wish people to govern themselves and to be governed from within by an intelligent appreciation of the values of life. In proportion as the areas of administration become larger and in proportion as research accomplishes its perfect work the need for responsible interpretation increases. . . .

The advance of education literally waits on interpretation. How often our school people have been heard to remark that they are not able to do this or that because the parents of the children would not understand it. The effort to promote understanding requires as fine an insight, as great a preparation, and as difficult a technic as the effort to administer or the effort to do research. . . .

The printed word is a triumphant and vital force in the rise of civilization. Throughout the ages it has preserved the record of human progress. It has survived kingdoms and empires. It has been the chief medium for preserving and passing to future generations the values that man has discovered in his long struggle for the higher and finer things. With the development of the printing art came a new appreciation of the intellectual life. Without printing, the public school as we know it today would have been an impossibility. Without printing it would have been difficult indeed for the present world phase of civilization to have gotten a start.—Joy Elmer Morgan, in the Journal of the N. E. A., February, 1930.

READING COURSE ON PRE-SCHOOL CHILD

For club groups interested in child study and for parents who wish to have a better understanding and a closer relation with their children, the American Library Association has just issued a study outline on The Pre-school Child which was prepared to accompany a reading course The Young Child issued some time ago. The reading course, one of the Reading with a Purpose series, is by Bird T. Baldwin; the study program by Grace E. Crum, Associate Manager of the Bureau of Parental Education of the National Congress of Parents and Teachers.

The study program was designed as a special guide to clubs wishing to concentrate upon the study of the young child. It, together with the reading course and the six books suggested for reading, will furnish material for a well organized season’s study. It is divided into twelve main heads such as development of the senses, bodily growth and control, food, sleep and exercise, speech development, mental processes and intelligence, play, anger, fear, habits, obedience, and parent-child relationship. Questions with chapter and page references to the half dozen books develop these topics for the reader.

The study program, the reading course and the necessary books are available at most libraries. Club and study groups may also get the outline and the reading course from the American Library Association at nominal prices for quantities.

SCHOLASTIC AWARDS

Although closing time for The Scholastic Awards is weeks away, manuscript and art entries are already pouring into the offices of The Scholastic, the national high school magazine.

This opportunity for high school students to prove their importance in art and literature meets with an enthusiastic response every year, but the number of entries in the 1930 Awards is heading for a new high point.

Around $4,500 is open to the winners besides special awards for material that, even if it does not take a prize, is used in The Student-Written Number of The Scholastic.

Three main prizes and ten honorariums in the Literary Division go to short stories, essays, and poems. Because it is one of the principles of The Scholastic to give the
young creative spirit complete freedom in its choice of mediums, every literary composition, regardless of its classification, will be considered for publication in The Student-Written Number.

As free a hand is allowed in the Art Division, which offers regular prizes for the best works in pottery, pictorial art, graphic art, textiles, design, metal work, sculpture, and jewelry. Besides the prizes for these major classes, there are many special prizes for which every entry is automatically eligible.

The best work in the Art Division will be greeted with additional honors in the Third National High School Exhibit. Out of the thousands of pieces submitted in The Scholastic Awards, several hundred are selected for this exhibit which visits, in the course of the year, all of the major cities in the United States.

Schools represented by prize winning students derive a reward, too, in the form of books or works of art equivalent in cash value to one half of the prize earned by the student.

WHO ARE THE SLAVES?

“When one recalls a male’s devotion to such fetiches as the silk hat and the stiff collar and the docility with which he wears heavy woolen garments when heat and humidity are at their August highest, one doubts whether women are still the only slaves of fashion.” So writes Helen Atwater, editor of the Journal of Home Economics and author of a new booklet on the art of homemaking just published by the American Library Association.

Clothing is discussed as one of the problems to be met by the homemaker who is trying to “utilize her family resources of money, time, and personal talents, to bring the greatest returns in health, enjoyment, and usefulness.” Miss Atwater also discusses the problems of family life in relation to the home, home management, house furnishings, food and nutrition, and beauty in the home. She recommends half a dozen books which should be of special interest in every household.

THE READING TABLE


This book is a well arranged description of what is new and good in all phases of table service. It explains the types of table furnishings as well as their uses. It gives all of the tributary factors such as writing and answering invitations; how to make introductions; courtesies on various occasions; and Table Talk and Conversation. The illustrations are pen drawings very simple to interpret.

The modern hostess need have no fear of not being “right” if she follows Miss Chambers suggestions.

M. L. W.


The Delineator Cook Book is the revised edition of the New Butterick Cook Book, the recipes having been tested and approved by the Delineator Home Institute. It is a general purpose cook book based on the most modern methods involving practical and accurate technique of good cooking. The book is valuable to beginners as the principles of cookery are clearly explained. The illustrations are taken from actual photographs and show careful planning and selection. The covers of the book are washable.

M. L. W.


The Home Economics News is starting out as a magazine that has splendid possibilities. Its staff is well known and we expect help and inspiration from them.

M. L. W.


This is a logical and systematic compilation of material for the esthetic and practical training in the field of clothing. It is a hand-book for the student and contains simple clear-cut explanations, definite exercises calling for individual application of the principles involved, lesson assignments, and references for each topic discussed. It fixes the responsibility on the pupil, and this is very necessary in developing initiative and independence in thought and work.

The emphasis given to color and principles of costume design by the authors places clothing work in its legitimate place among the fine arts; at the same time the necessary training in the fundamentals of construction have not been overlooked.

A. R. B.

The new edition of this laboratory and advanced courses in nutrition in that additional tables are included which save a great deal of time in laboratory work. Among these are the tables giving nutritive values on the share basis and the table of standard portions which gives the fuel value of foods in common measures. Vitamin units are also given for those foods which have been studied. Part I includes a brief summary of six vitamins with their physiologic functions.


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Care and Training of Children. By Helen C. Goodspeed and Emma Johnson. Philadelphia: J. B. Lippincott Company, 1929. Pp. 219. $1.00. This is a text for child study in high school, which fills a long felt need for material on child care and training presented in a manner suited to their age group.

There are two parts to the book. Part I is devoted to the various phases of the physical care of the baby; clothing, diet, nursery equipment, sleep, exercise, and play, prevention of illness, the baby's bath and similar matters of daily routine are discussed.

Part II discusses the child's development from one to five years of age. Relatively more emphasis is placed on habit formation and development of personality traits than upon physical care in this section; although there are chapters on growth and development, diet, sleep, elimination control, and clothing for the older child. Each chapter contains a main problem for study and discussion and supplementary questions to encourage additional study.

The appendix contains an excellent bibliography of material relating to child care and training.
may be omitted without seriously interfering with the effectiveness of the whole. The units cover practically every phase of home economics except clothing and foods.

The subject matter is grouped under the following heads—Family Relationship and Home Management; Health and Home Care of the Sick; and Child Care and Development.

This book fills a real need, and should prove a great help to both experienced and inexperienced high school teachers of home economics.

A. R. B.


This is a book of real value to the director of the dance, festival, pageant, or play, when information on folk costume is desired.

The author has selected as typical of each country not the elaborate festival or wedding costume of that country nor the work-a-day dress but has struck a happy medium in the choice of the usual attire seen at county fairs, at church, or neighborhood dances. The costumes selected are simple, pretty, and inexpensive to reproduce. In cases where single and married women wear different type dresses both are shown.

The description of the costumes and directions for making are greatly simplified by the use of richly colored illustrations. From these, general ideas for making are greatly gotten, which facilitate the task of accurate reproduction.

The volume includes, in addition to folk costumes of twenty-two European countries, the costume of the American Indian, and the three typical American period costumes most frequently sought, the colonial, the western front, and the style of 1850-1870. Unfortunately, illustrations are omitted in the descriptions of the American costumes.


At this time, when much of research relative to Character Education has been and is still being done by some of our foremost educators, it is interesting to find material which can be put directly into the hands of the pupil. Such are the above-named books, in which the author has brought together definite material leading towards character-making.

As already indicated, this has been graded to fit the needs of the intermediate-grades children, and, as Mr. Gentry points out, the books may be used as supplementary reading once each week, or may alternate with minor subjects, thereby making no interference with the regular curriculum. The type of lessons, most of which relate to heroic persons or deeds of both historic and modern times, is particularly appealing to boys and girls of this period of school life, and, in order to help these lessons more definitely to become a part of the child—to help him to do right because it is right, provision is made for specific work, including self-measurement tests, besides the mere reading of each selection, and suggestions are made to the teacher that opportunity be furnished for the child to put into practice these different desirable traits.

Since character education is, today, pre-eminently the school's job, these books should find a ready welcome from the teacher.

B. J. L.

NEWS OF THE COLLEGE

At the beginning of the debating season H. T. C. debaters were defeated by North Carolina State College on February 17 in Walter Reed Hall. Harrisonburg had the negative side of the question, "Resolved, That all nations should adopt a plan of complete disarmament, excepting such forces as are needed for police protection," and was represented by Jane Campbell, '31, and Marguerite Smithey, '33.

Meeting Farmville State Teachers College in double debate on March 28, Harrisonburg teams will again debate the same subject—Marguerite Smithey and Jane Campbell upholding the negative there, Isabel Duval, '32, and Henrie Steinmetz, '32, representing the affirmative here. On the same programs the two colleges will hold an oratorical contest, the subject being "Women in the Making of Virginia History." Elizabeth Plank, '31, will represent Harrisonburg at Farmville, Nancy Trott, '31, at Harrisonburg.

On February 17, the student body made its choice of officers for the coming year when the annual election was held. Shirley Miller was elected president of the Student Government Association; Mary Watt of the Athletic Association; Nellie Cowan of the Y. W. C. A.; Frances Snyder editor-in-chief of the Breeze; and Virginia Gilliam editor-in-chief of the Schoolma'am. The term of office for four of these begins with the spring quarter, March 19, the new editor-in-chief of the Schoolma'am serving for the 1931 annual.

The nominating convention, at its meeting February 4, named the following nomi-
nees, and it was upon this ticket that the student body voted:

President Student Association—Shirley Miller, Dorothy Rodes, Virginia Thomas.
President Athletic Association—Julia Duke, Mary Watt.
President Y. W. C. A.—Florine Collins, Nellie Cowan.
Editor-in-Chief Breeze—Jane Campbell, Frances Snyder.
Editor-in-Chief Schoolma'am—Mae Brown, Virginia Gilliam.

Following the election of the five major officers, came the second election day on Wednesday, March 12, when the remaining officers of campus organizations were balloted for.

Of the eleven officers voted for in the second election, the following girls were elected:

Vice-President Student Government: Virginia Thomas, junior, of Portsmouth.
Vice-President Athletic Association: Lena Bones, junior, of Pulaski.
Vice-President of Y. W. C. A.: Jeannette Ingle, junior, of Halifax.
Editor of the Handbook: Henrie Steinmetz, sophomore, of Charleston, West Virginia.
Business Manager of Breeze: Elizabeth Oakes, junior, of Gladys.
Business Manager of Schoolma'am: Margaret Moore, sophomore, of Norfolk.
Vice-President of Y. W. C. A.: Dorothy Rodes.
Secretary Y. W. C. A.: Florene Collins.
Business Manager Athletic Association: Sue Leith.
Vice-President Athletic Association: Lois Winston.
Editor-in-Chief Handbook: Frances Mathews.

ALUMNAE NEWS

HOME ECONOMICS GRADUATES, 1928-29
State Teachers College, Harrisonburg, Va.

Number receiving B. S. degree ........... 38
Number now teaching ..................... 27
In Virginia .............................. 16
In North Carolina ........................ 3
In Pennsylvania .......................... 3
In Maryland .............................. 2
In West Virginia .......................... 1
In Delaware ............................... 1
In Florida ................................. 1
Number otherwise occupied ............... 11
Taking hospital dietitian course ......... 3
Now hospital dietitians ................... 2
Assistant college dietitian ............... 1
Commercial demonstrator .................. 1
Extension work ............................ 1
At home, by choice ....................... 2
Married ................................... 1
Positions available but unfilled .......... 6
Graduates available ...................... 0

A LETTER TO THE ALUMNAE

H. T. C., Saturday

Dearest Home Economics Alumnae:

We certainly don't want the home economics issue of the Virginia Teacher to go out without a word of greeting to you! Lots of things have happened since you left, but the campus looks about the same as last year except that of course you would miss one of the old barns, and you would see the stakes which mark the new administration building. You know this building will be between Maury and Walter Reed.

This is Sophomore week and the white and green are in evidence everywhere. The lobby in Harrison looks most attractive and the Sophs, look their best in white and green. The class held chapel Friday. Mr. Duke gave us a look into the future of a new age even more wonderful than our own.

The annual dance, sponsored by the Co-
tillion Club, was the social affair of the week-end. The big gym was decorated in a sort of Mardi Gras effect with modernistic lights. There were loads of stags and everybody says it was the best dance ever.

This quarter is almost over and it seems as if we had just returned from the Christmas holidays—doesn't time fly? This reminds me of our Christmas party—did you hear about it? Well, it was for the home economics seniors. We were all invited over to the practice house for supper. There was a tiny Christmas tree and a big wood fire and a nice supper. Then when we were all sitting around the fire the door bell rang and at the front door we found a telegram and a suit case from Santa Claus. He said he didn't have time to stop, but he wanted to wish us a Merry Christmas. When we opened up the suit case we found gifts for everybody. There were several engagement rings; can you guess who they were for?

Why, I almost forgot to tell you that the Liberal Arts Commission was here the first quarter. They visited classes and attended chapel and then had dinner at the practice house. Of course you know that the commission has been continued and nothing has been done as yet.

Mrs. Avery and Miss Marie White, the latter of the Federal Board for Vocational Education, were here in November. They were so nice that we enjoyed their visit from beginning to end.

In a few more weeks we'll be wondering where we'll be this time next year. Do you remember how you all talked about it? But I must get to work—be sure to come to commencement and we'll tell you all the things we forgot to write.

With love and greetings from H. T. C.,
I am,
Most sincerely,
Elizabeth Dixon

P. S.—We have a fine basketball team this year (as usual). Our girls are going to New York this week to play Savage and New York University.

Buena Vista, Virginia.

Dear Mrs. Garber:

It has been a mighty long time, it seems to me, since I've had a chance to talk to anyone from H. T. C. I've made wild plans to come down to Harrisonburg for some time, but it looks as if something always happens. I hope that I am going to "make" commencement this year—but I don't know.

I honestly believe that I have a bunch of the original "angels" this year. There are thirty-two of them in what we call the III C grade. It is really an ungraded room. Everything in reading and spelling from the first grade up and then two sections of arithmetic and one each of geography, language, music, and art. It's some outfit! On the side, I have a troop of girl scouts and the high school glee club.

Dear me, I seem to be devoting this letter to myself. You, of course, know that Emma has a little girl. Elsie Edgeworth Ridings is her name.

How are the Stratfords coming along? I certainly have missed them.

Much love to you and everybody else I love at H. T. C.

Sincerely,
Ruth Dold

WHAT CAN ALUMNÆ CLUBS DO?

Keep the State Secretary informed of all meetings, of new alumnae moving in, and of old alumnae moving out.

Be on the lookout for good material to send to the college.

Entertain at a September meeting all the high school students who expect to attend a teachers college.

Entertain at a spring meeting the five best girls in the graduating class of the local high school, the selection to be made on the basis of scholarship, physical fitness, and general leadership.

Send to all alumnae in the community
notices of athletic events in which the college may be represented.

Keep copies of the college publications in the libraries of the high schools.

Correct misstatements in the local papers concerning the college.

Have for speakers at luncheons and other meetings the mayor and other prominent business men.

Keep in touch with the local senator and representatives, and discuss the college with them.

Have printed a little pamphlet (or get it from the college) telling all about the college and put it in the hands of all high school graduates.

PERSONALS

Mildred Kline, class '28, teaches home economics in Hurricane, West Virginia.

Mary Thompson Moreland, graduate of class of '20, teaches home economics at Blair Junior High School, and dietetics at Mt. Sinai and Sara Elizabeth Hospitals in Norfolk, Virginia.

Marion Wagner, four-year graduate class '28, teaches home economics at Pearisburg, Virginia.

Genevieve Warwick, class '28, is supervisor of home economics at Bridgewater, Virginia.

Frances Ann Bass, class '29, teaches home economics at Chase City, Virginia.

Anne Ragan teaches home economics at Glenn Allen, Virginia. Anne graduated in 1929.

Eugenia Beazley, class '29, teaches home economics at Clifton Forge, Virginia.

Dorothy Clarke, class '29, is teaching home economics at Ocean City, Md.

Marie F. Davis is located at Atlee, Virginia, where she teaches home economics.

Janet E. Eley is dietitian at the Philadelphia General Hospital.

Lillian V. Gilbert, class '14, is Home Demonstration agent at Grundy, Virginia.

Anne Gilliam, class '23, returned to Baltimore this year where she teaches home economics.

Virginia Hoover, class '28, teaches home economics in Pittsylvania County. Her address is R. F. D. 1, Danville, Virginia.

Grace H. Jenkins is dietitian in an emergency hospital at Milford, Delaware.

Leila Brock Jones teaches home economics at Windsor, Virginia.

Nancy Mosher teaches home economics at Roanoke, Virginia.

Frankie Passagaluppi is located at Madison Heights, where she teaches home economics.

Farah C. Rust, class '24, teaches home economics at Appalachia.

Fanny D. Scott is now in Old Town, Md., where she teaches home economics.

Henrietta Sparrow is student dietitian at Philadelphia General Hospital.

Ruth Stoltzfus teaches home economics at E. M. S., Harrisonburg.

Alice R. Tatum, graduate class '28, is now Home Demonstration Agent at Lawrenceville, Virginia.

OUR CONTRIBUTORS

ORA HART AVERY is state supervisor of vocational home economics education with headquarters in Richmond.

E. GENEVIEVE WARWICK is teacher of home economics in the Bridgewater High School, where she has supervised the teacher-training of MARY BROWN ALLGOOD and EDITH GLICK, who taught this unit.

JULIA ROBERTSON is associate professor of home economics and supervisor of teacher training in the State Teachers College at Harrisonburg.

FRANCES HOUCK is supervisor of home economics in the Harrisonburg Junior High School.

MARY ISABEL BARBER, now director of home economics of the Kellogg Company, Battle Creek, Michigan, formerly taught in the department of foods and cookery at Teachers College, Columbia University.

CLARA G. TURNER is dietitian and associate professor of home economics in the State Teachers College at Harrisonburg.

PEARL POWERS MOODY, MYRTLE L. WILSON, and ADELE R. BLACKWELL, whose contributions to this issue are initialed, are members of the home economics department in the State Teachers College at Harrisonburg.
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Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

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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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