

our clothing work is also based on the income that these girls will have when they are married, which is anywhere from a thousand dollars to eighteen hundred dollars. We do not go over eighteen hundred dollars for our budget.

The home economics teacher takes the inspection cards that the home room teacher has made out, to find out how many children are underweight, and she is the specialist to take care of those cards and bring those children up to weight. She is sufficiently trained to consult with the physician if necessary to find out if there is any organic trouble. The next thing in her program is to assist with the hot lunches. There is one hot dish, preferably a hot drink, to be served in the drinking cup. In some schools every child gets one hot drink free, prepared by the senior girls under the teachers' supervision. The children march by the oil stove and wash their own cups after lunch.

The Home Economics teacher assists in encouraging sanitation preparatory to eating lunches. The children are taught to wash their hands before they eat, and to have a clean paper napkin at lunch.

First aid is another subject stressed. We give first-aid assistance to any baseball fingers, cuts, scratches, or other minor injuries. We also do first-aid work on clothing, such as sewing on buttons, mending tears, and darning. We have in our cottages a bedroom for rest for the teachers or any child who needs it at any time.

The aim of Home Economics in Virginia is to promote and protect health and to produce citizens who will raise the standard of American living.

ORA HART AVERY.

Of 3,802 students enrolled in the summer schools of Minnesota's State teachers' colleges this year 1,999, or 52.5 per cent, expressed the definite intention of entering the field of rural education, according to the Journal of the Minnesota Education Association.

A SURVEY OF THE TEACHING OF HOME ECONOMICS IN THE STATE OF VIRGINIA

AN ATTEMPT has been made to obtain some information concerning the status of the teaching of home economics in the schools of Virginia. Necessarily the inquiry was carried out largely by correspondence.

The specific purpose of the study was the determination of the following:

- (1) The type of high school in which home economics is offered; how many years the course is offered; and in what years it is offered.
- (2) The type of course being offered; the subjects, other than the preparation of food and the construction of clothing; whether the course is required or elective; and whether there are any prerequisites for the home economics course.
- (3) The method used; whether the home or the school project; whether both of these or the cottage plan; and what credit is given for the work.
- (4) What textbooks are used; whether they are used as a text for the pupils or as a reference for both pupils and teachers.
- (5) To find out if there are any other classes of practical home-making type being given.
- (6) To find out if the schools have a cafeteria; and its connection with the department.
- (7) Does the home economics teacher have any other classes?
- (8) What training has the home economics teacher had?

What seemed a suitably brief form of questionnaire was made out. Copies were

sent, with a letter to the teacher of home economics in each of 240 high schools listed by the State Board of Education as offering courses of this type. Ninety-five questionnaires were returned, representing practically 40 per cent of the schools.

The questionnaire contained 16 questions, 8 of which required in answer simple statements of facts. The data from these replies will be given in order. An attempt will also be made to summarize these, and make some application as to the present outlook for home economics in Virginia.

1—*How many years of high school work does your course include?* This was an effort to obtain information as to the different types of schools in which home economics is being offered. There were 94 answers to this question. According to these replies, home economics is being offered in 63 high schools having a four-year course; in 30 schools having a two-year course; and in 1 school having a three-year course. This shows that home economics is included in the course of study in a large per cent of our four-year high schools. The fact that it is placed on the same basis as the other courses indicates that its real value is being recognized.

2—*What home economics courses other than food preparation and the construction of clothing are taught in the various high schools?* Answers were received from 95 schools. The kind of course offered, the frequency with which each occurs, and how it is arranged are shown in Table I. While most of the courses included other subjects, there seems a tendency in most schools to use it as supplementary material during the lecture periods preparatory to laboratory work. Perhaps the time element has been the chief factor in this situation. However, it is certain that other subjects are being offered as separate courses in more high schools now than formerly. This is, at least, a step toward changing the point of view that home economics means merely

cooking and sewing to the conception that it includes all subjects, either directly or indirectly related to all phases of home-making.

An attempt was also made in this question to find out the length of period for home economics classes. The replies were rather uniform here, showing that the usual length of period is 80 minutes for a double period, and 40 minutes for a single period. Just a few schools reported 90-minute periods.

TABLE I

Types of Home Economics Courses and Their Frequency of Occurrence.

a—Household Management	46
b—Dietetics	23
c—Hygiene of Clothing	36
d—Hygiene, first aid, home-making	45
e—Cafeteria Cooking	4
f—Millinery	15
g—Costume Design	29
h—The house, its selection, planning, and decoration	35
i—Weaving, basketry, crafts	3
j—Budget-making	30
k—Textiles	49
l—Laundering	24
m—Part of these included with other courses.	20

3—*Are there any prerequisites for high school work in home economics? If so, what are they?* The number of answers received for this question was 67. Of these 60 reported that there was no prerequisite; 2 reported a requirement of 1 year of high school work; 3 reported a requirement of 1 year of general science; and 2 reported a requirement of the completion of all grammar grade work. While only two schools mention this fact, the completion of all grammar grade work is expected before entering the home economics classes for the high school. The content and the arrangement of the courses is adapted to the ability of the class, according to whether it is offered in the first, second, third, or fourth year of the high school course. As a large number of girls do not attend high schools a course of this nature offered in the grades would be of inestimable value. While those who continue the four years of high school

work would be enabled to take more advanced work during the last years of the course.

4—*Is home economics a required or an elective course?* The number of answers received was 91. Of this number 53 schools reported home economics as an elective course; 26 schools reported it as a required course; and 12 schools reported it as required for 1 year.

This seems to indicate that in most cases, the home economics courses are placed on the same basis as the other elective courses of our high schools. It may be interesting to note that while it is an elective course nearly all the girls who have the opportunity elect it, as shown by the returns from this question.

5. *How many different years' instruction in home economics is given?* The number of answers received was 95. In 18 schools 4 years' instruction is given; in 10 schools 3 years' instruction is given; in 55 schools 2 years' instruction is given; in 11 schools 1 year's instruction is given; and in one school the home economics work is offered only in the grades. While this shows that in about 58 per cent of the high schools only 2 years of home economics work is offered, it has been stated by some experienced home economics teachers that the number of schools having four-year courses in home economics is rapidly increasing. It seems evident that the two-year course is inadequate to give a chance for effective training in all the phases of home-making as outlined by the approved home economics courses. Perhaps one drawback to the four-year courses has been the lack of trained teachers for the work, as well as the lack of time in the over-crowded curriculum. As the number of well-trained teachers for home economics work increases, and more time is given to the work, it is hoped that the number of four-year courses will be increased accordingly.

The following conditions were also found

in the replies to this same question. There was 1 school, having 4 years of home economics in the high school, and the work, also, offered in grades V, VI, and VII; 1 school, having 4 years of home economics, in the high school, and the work also offered in grades VI and VII; 4 schools, having 2 years of home economics in the high school, and the work also offered in grades VI and VII; 1 high school, having 2 years of home economics work in the high school, and the work also offered in one grade; and one school, having one year of home economics work in the high school, and the work also offered in two grades. Thus it appears that a very small number of our schools offer home economics in the grades. In most instances in which home economics is offered in the grades, it is in the junior high school or the grades in the larger schools of our cities.

6—*How much home economics work is necessary to give a unit of credit?* The number of answers received was 88. Of this number 82 schools reported one year of work required for a unit of credit; 5 schools reported 2 years' work required for a unit of credit; and 1 school reported no credit given. In the cases reported as requiring 2 years for a unit of credit the periods are shorter, and the home economics classes meet less frequently each week. From this it is judged that the amount of time required for a unit of credit for home economics is very uniform throughout the state. However, it is believed that variations such as methods of instruction, the equipment and materials used, may cause a very wide difference in the real value of this unit of credit in home economics, as well in other subjects of the curriculum.

7—*Do you use the project method in teaching home economics?* Answers to this question were 92. Of this number, 47 reported the school project is used; 23 reported both the home and the school project used; 5 reported the home project used;

while 5 reported neither used; and 12 reported the cottage plan used.

The project method may be made effective when it is used either in a school project or in a home project, provided the work is under the supervision of the home economics teacher. If the home project method is used, skill is necessary in planning it, and supervising it in order to make it really effective. In some schools both the home and the school projects are used, which seems very advisable when it is possible to do this.

The cottage plan is really equivalent to a combination of the home and school projects. According to present indications, it is felt that the cottage plan will be almost a necessity to meet the demands of a well planned course in home economics in order to make it really function in home-making.

An attempt was also made to find out how much credit was given for the home projects; but the replies were too few in number and too indefinite to make them of any value.

8—*How many pupils are in your home economics classes?* The number of answers received was 95. According to the replies there was a range from 1 to 27 in the home economics classes. The average number is 11. Some of the large schools in city systems reported as many as 200 students in a single grade; but these are divided into groups for class work. Since home economics is an elective course in most of the schools, and there are many taking the course, it seems to prove that there really is an awakening to its value, and a growing interest in its development.

9—*What textbooks do you use?* The number of answers received was 91. The various texts reported and the extent to which each one is used may be found in Table II.

It will be noted that Greer's *Textbook on Cookery* and *Shelter and Clothing*, by

Kuine and Cooley, are mentioned by the largest number of teachers. There were 24 different textbooks reported in use.

On studying the tabulated returns of the questionnaire, one is impressed by the fact that almost 100 per cent. of the high schools are using basic tests or reference books; therefore we may conclude that the subject matter of home economics is represented by material from three sources—

- (1) By the use of textbooks in the hands of the pupils;
- (2) by reference books, accessible to the pupils and teacher; or
- (3) by material from books which supervisors and teachers had used in their own training.

Such a situation naturally leads us to ask these questions:

- (1) Are all these books adapted to the needs of the high school girl?
- (2) Do they provide for effective problems and projects for the girl both for the home and for the school?
- (3) Is the average teacher of home economics in the high school really broadening and enriching the course by the use of a sufficient number of textbooks and references?

In answer to the first question, one would say that there is a real need for more textbooks in home economics that are adapted to the needs of the high school girl. Second, there is a need for reorganization of subject matter that may be adapted to the needs of individual communities. Perhaps the best solution is found in the answer to the third question. It is possible to use the textbooks we have and give a well rounded course in home economics if the teacher is wide-awake, and will supplement these with suitable material, and adapt it all to the needs of the girls.

TABLE II

The various textbooks in use in Home Economics Courses in 90 schools of Virginia, and the frequency with which each is reported:

<i>Textbook</i>	<i>Number of Schools Using</i>
1—Greer— <i>Book of Cookery</i>	55
2—Kuine and Cooley— <i>Shelter and Clothing</i> ..	30
3—Kuine and Cooley— <i>Foods and Household Management</i>	10
4—Mathews— <i>Elementary Home Economics</i> ...	8
5—Williams and Fisher— <i>Book of Cookery</i> ..	12
6—Bailey— <i>Domestic Science, Principle, and Application</i>	10
7—Balts— <i>Clothing for Women</i>	8
8—Baldston— <i>Textiles and Clothing</i>	6
9—Rose— <i>Feeding the Family</i>	6
10—Woolman— <i>Clothing, Choice and Care</i> ...	10
11—Fales— <i>Dressmaking</i>	6
12—Van Renssalaer— <i>Manual of Home-making</i>	5
13—Tabor— <i>Business of the Household</i>	5
14—Farmer— <i>New Book of Cookery</i>	6
15—Woolman— <i>Textiles</i>	4
16—Lippincott— <i>Household Manual</i>	5
17—Willard and Gillett— <i>Dietetics for High School</i>	5
18—Dooley— <i>Textiles</i>	3
19—Hendersons— <i>Home-making</i>	1
20—McGowan— <i>Textiles</i>	1
21—Gibbs— <i>Household Textiles</i>	1
22—Carpenter— <i>How the World is Clothed</i> ...	1
23— <i>Fabrics and How to Know Them</i>	1
24— <i>Practical Problems in Applied Color</i>	1
25— <i>Red Cross First Aid</i>	1

10—*Are there any classes of a practical home-making type being given in your community?*

Of the 95 replies returned, 50 stated that there were no classes of this type in the community. Classes of home-making type are being offered by home demonstrators in 24 schools; by women's clubs in 8 schools; by mothers' clubs in 6 schools; by parent teachers' associations in 5 schools; by agricultural clubs in 2 schools; by civic leagues in 2 schools; by Red Cross workers in 2 schools; and by night courses in 1 school. From my knowledge of school conditions in several counties of Virginia, I am convinced that more is being done by home demonstrators than by any other agency in training for home-making. Yet this is not meeting the needs, and our only hope for this work is through the home economics classes. As we strengthen and broaden the home economics work in our high schools, it is hoped that the need of co-

operation of other organizations will be realized for effective work among those classes that are not within the reach of the high school.

11—*Is there a cafeteria or a lunch-room in your school? What relation has the lunch-room to the home economics department?* Sixty-eight of the 95 schools represented in the returns for this question reported no cafeteria or lunch-room. An analysis of the reports of 27 schools maintaining lunch-rooms is reported in Table III. A surprising proportion of the schools apparently make no provision for the noon-day meal of the pupils. Of the 27 which have such provisions, the home economics teacher and food classes have some connection with the preparation or the serving in all except 5 schools.

The problem of the relation of the foods classes to the school lunch is a difficult one to solve. Too often the outcome of combining lunch-room and class instruction is that the mere preparation of food for the convenience of the school becomes the chief aim, while the instruction in the economic and scientific as well as the practical phases of the use and choice of food become subordinate.

On the other hand, the occasional preparation of the lunch, the disposal of products through the lunch-room, or the training of selected students in a cafeteria class, may make the lunch-room a valuable part of the foods laboratory. The connection must be guarded, however, so that the service of the meal shall not receive greater emphasis than the training of the students.

TABLE III

Relation of Home Economics Department and School Lunch-room as Operated in 27 Schools:
Relation of Lunch-room to Department *No. Schools*

1—No connection with department	5
2—Managed by home economics teacher with occasional help from the class	3
3—Foods prepared by classes occasionally sold in lunch-room	5
4—Class does all the work of lunch-room, either regular foods class or special cafeteria class	2
5—One hot dish served by the class daily	3

12—*Does the home economics teacher have charge of any other class?* Thirty-two of the 95 teachers replying do not teach other subjects. The courses which are taught are indicated in Table IV. Some duplications are included in the tabulation, as each subject was counted separately, and several teachers mentioned more than one additional subject.

TABLE IV

Other Subjects Taught by Home Economics Teachers and the Frequency with which Each Combination Occurs:

<i>Other Subjects Taught</i>	<i>Frequency</i>
1—Physical Education	15
2—Drawing	5
3—English	10
4—Foreign Languages	8
5—History	12
6—Mathematics	10
7—Science (General Science or Chemistry)...	20
8—Physical Geography	3
9—Physiology	10
10—Agriculture and Biology	3

About 66 per cent of the home economics teachers are teaching other subjects than home economics. This is probably due to the fact that in many of our schools the full time of a teacher is not required for the home economics classes; hence the teacher of that department must give part of her time to other subjects. However, from observation of the courses offered in high schools it is evident that as we put into our schools the full home economics course under the cottage plan, the home economics teacher will not be called upon to do work other than in her own department. Besides, as the number of pupils taking home economics courses increases, the teacher of that department will not have time for any other subjects.

13—*What training has the teacher of home economics?* A summary of the replies to this question is presented in Table V. From the returns for this question it was found that the largest group of home economics teachers are normal school graduates, having some special training. This also shows that there are more teachers with just special certificates in home economics in the field at present than there are teach-

ers with degrees. However, there is evidence that the number of home economics teachers with degrees is rapidly increasing, and that the opportunity for teachers with only special certificates is rapidly decreasing.

TABLE V

Data Concerning the Training of 94 Home Economics Teachers:

1—Special Certificates	14
2—Two-year Normal Graduates	24
3—Two-year Normal Graduates with some Special Training	27
4—College Training:	
a—1 yr.	3
b—2 yrs.	7
c—3 yrs.	6
d—Degree	12
5—Six years' experience in house-keeping	1

14—*What is the attitude of your community toward home economics?* There were 85 answers to this question. Of these 4 said it was fair, and 3 said it was indifferent. The other 78 replies were of this type: "favorable," "very much interested," and "hearty co-operation." This indicates that home economics is coming into the place it deserves. While it is an elective course in the larger number of schools, few girls who have a chance fail to take this course, according to the majority of home economics teachers. Judging by the course of study planned for home economics work, the experiences are of inestimable value to any girl, whatever may be her future; and it is a proof that most of our citizens realize this when they are willing to give their hearty support to this department.

From these points may arise the question, "How can we make the community favor home economics?" Briefly, these are the main factors:

- (1) More efficient teachers.
- (2) Better home economics courses—that is, adaptation of the work to the needs of the community.
- (3) Significant subject matter.

After making a study of the conditions in 40 per cent of the home economics schools in the State of Virginia, and after observation of the work in a few of these, it may be safe to say that there is a bright and prosperous future for home economics in Virginia.

LILA LEE RIDDELL.