

SHOULD HOME ECONOMICS BE DEVELOPED COMMERCIALY IN VIRGINIA?

A Survey of the Various Positions in Which Home Economics Graduates May Seek Advancement

THERE has been a particular focus upon the development of homemaking as a science within the past few years and consequently a good many young women have entered the department of home economics in our state institutions offering such a course. These young women as a result of their training find themselves fitted to teach home economics or enter various occupations in this field. Most of them, however, have the teaching profession in mind but are unable to secure positions to teach the subjects in which they are best prepared. The question arises, "In what capacity are these women serving?"

A table showing the number of graduates from the four normal schools within the past six years will give some idea of the situation. This does not include the graduates from William and Mary College or V. P. I., who are also prepared to take up work in the field. The table does, however, offer interesting data:

Number of Graduates in Home Economics

Year	Farmville	Fredericksburg	Harrisonburg	Radford	Harrisonburg E. S. Degree 4 Year Grad.
1917	12	3	24	4	
1918	1	8	14	13	
1919	3	8	26	13	6
1920	8	12	25	19	8
1921	14	20	45	18	4
1922	14	14	54	28	5
Total	52	65	188	95	23
Grand Total				400	23

The teaching positions in home economics in Virginia are fairly limited. Below is a list of those positions, which I obtained from

Mrs. Ora Hart Avery, State supervisor of Home Economics:

Virginia Schools In Which Home Economics Is Taught—1922-23

SCHOOL	COUNTY
Onancock	Accomac
Keller	Accomac
Scottsville	Albemarle
Earleystville	Albemarle
Merriwether-Lewis	Albemarle
*Appomattox	Appomattox
Ballston	Arlington
Columbia	Arlington
Ft. Myers	Arlington
Clarendon	Arlington
Geo. Mason	Arlington
Basic	Augusta
Beverly Manor	Augusta
Ashwood	Bath
Millboro	Bath
*New London	Bedford
Ebony	Brunswick
Grundy	Buchanan
Seneca	Campbell
Edmund-Pendleton	Caroline
*Sparta	Caroline
Chesterfield	Caroline
*Woodlawn	Carroll
*Charlotte Court House.....	Charlotte
Keysville	Charlotte
Wylliesburg	Charlotte
Broad Rock	Chesterfield
Bulah Jr.	Chesterfield
*Chester	Chesterfield
Midlothian	Chesterfield
*Boyce	Clarke
*Culpeper	Culpeper
Mitchells	Culpeper
Ford	Dinwiddie
Darvills	Dinwiddie
Wilson	Dinwiddie
Sunny Side	Dinwiddie
McKenney	Dinwiddie
Midway	Dinwiddie
Reames	Dinwiddie
*Dinwiddie	Dinwiddie
**Hampton	Elizabeth City
George Wythe	Elizabeth City
Phoebus	Elizabeth City
Bailey's Cross Roads	Fairfax
*Floris	Fairfax
Franklin-Sherman	Fairfax
Hume	Fauquier
Plains	Fauquier
Catlett	Fauquier
*Middletown	Frederick
Pembroke	Giles
*Pearisburg	Giles
Narrows	Giles
Cardwell	Goochland
*Elk Creek	Grayson
Fries	Grayson
Va.-Carolina	Grayson

*State aided.

**Federally aided.

*Greensville Co. Greensville
 *Turbeville Halifax
 Doswell Jr. Hanover
 *Atlee Hanover
 Montpelier Hanover
 Old Church Jr. Hanover
 Dumbarton Henrico
 Glen Allen Henrico
 Glendale Henrico
 Highland Springs Henrico
 *Varina Henrico
 Westhampton Henrico
 Bassett Henry
 Martinsville Henry
 Blue Grass Highland
 Monterey Highland
 McDowell Highland
 *Windsor Isle of Wight
 *Toano James City
 Jamestown James City
 Shiloh King George
 Irvington Lancaster
 *Ewing Lee
 *Lincoln Loudoun
 Hillsboro Loudoun
 *Apple Grove Louisa
 Baskerville Mecklenburg
 *Chase City Mecklenburg
 Clarksville Mecklenburg
 La Crosse Mecklenburg
 *Christiansburg Montgomery
 Ironto Montgomery
 Shawsville Montgomery
 *Driver Nansemond
 Cypress Nansemond
 Barhamsville New Kent
 South Norfolk Norfolk
 Ocean View Norfolk
 Ballentine Norfolk
 Chesterfield Norfolk
 E. Brambleton Norfolk
 Lafayette Norfolk
 Larchmont Norfolk
 Meadow Brook Norfolk
 Capeville Northampton
 Cheriton Northampton
 *Franktown Northampton
 Nassawadox Northampton
 Exmore-Willis Northampton
 *Burkeville Nottoway
 Shenandoah Page
 Stanley Page
 Luray Page
 *Critz Patrick
 Brosville Pittsylvania
 Callands Pittsylvania
 *Climax Pittsylvania
 Gretna Pittsylvania
 Schoolfield Pittsylvania
 Dan River Pittsylvania
 *Whitmell Pittsylvania
 *Powhatan Powhatan
 Prospect Prince Edward
 Rice Prince Edward
 Green Bay Prince Edward
 Worsham Prince Edward
 *Disputanta Prince George
 Hopewell Prince George

Rives Prince George
 Burrowsville Prince George
 Prince George Prince George
 *Charity Princess Anne
 Bethel Prince William
 *Manassas Prince William
 Belspring Jr. Pulaski
 *Salem Roanoke
 *Brownsburg Rockbridge
 **Bridgewater Rockingham
 Dante Russell
 Honaker Russell
 *Lebanon Russell
 Temple Hill Russell
 Rye Cove Scott
 Shoemaker Scott
 Dunganon Scott
 Saltville Smyth
 *Courtland Southampton
 Chancellor Spottsylvania
 Marye Spottsylvania
 *Claremont Surry
 *Wakefield Sussex
 *Burke's Garden Tazewell
 Pocahontas Tazewell
 Tazewell Tazewell
 Graham Tazewell
 Richlands Tazewell
 Cedar Bluff Tazewell
 Denbigh Warwick
 Liberty Hall Washington
 Mendota Washington
 William King Washington
 Appalachia Wise
 *Big Stone Gap Wise
 Coeburn Wise
 East Stone Gap Wise
 Wytheville Wythe

City

Alexandria High School.....Alexandria
 Bristol High School.....Bristol
 Danville High School Danville
 Fredericksburg Fredericksburg
 Harrisonburg Harrisonburg
 E. C. Glass High School.....Lynchburg
 (3 teachers)
 Newport News High School...Newport News
 Norfolk Norfolk
 (14 teachers)
 Petersburg High School.....Petersburg
 (2 teachers)
 Portsmouth High School.....Portsmouth
 (2 teachers)
 Portsmouth Elementary..... Portsmouth
 (3 teachers)
 Day Unit
 **John Marshall High School.....Richmond
 (3 teachers)
 Evening
 John Marshall High School.....Richmond
 (5 teachers)
 Lee Jr. High School.....Roanoke
 (2 teachers)
 Jefferson High School Suffolk
 **Williamsburg High School...Williamsburg
 Winchester High School.....Winchester
 (2 teachers)

There are only 194 positions for teachers of home economics in the state, positions which are filled by women of varying experience and training. ¹For instance, there are forty-four positions in the vocational schools in Virginia. Of these positions, 22 of the teachers filling them are two year graduates of a State Normal School, four of this number having had additional training in summer schools, and four teachers have B. S. degrees from a State Normal School. Two teachers have studied at William and Mary, one of these holding a B. S. degree. That leaves a total of eleven teachers who were trained in other institutions, and five who were trained at summer schools. The experience of all of these teachers ranges from none to six years. This shows that 28 out of 44 teachers were prepared by Virginia institutions. If that average is true for the preparation of all the teachers of home economics in Virginia, the 194 positions in the field are not nearly filled by graduates from Virginia schools. That means that even a greater number of our graduates are not teaching home economics. Where are these women?

Some of them may be found engaged in home demonstration work in the state. At present there are 35 positions filled by home demonstration agents in Virginia. This work is developing rapidly and will take care of an increasingly large number of home economics graduates each year. This raises the number of home economics specialists cared for by available positions in the state, but there is still a large group of graduates who are not working in their field.

Some of them are teaching junior classes *The Lady of the Lake* or a fifth grade language class. This does not seem fair to either teacher or pupil. There are numbers of positions in Virginia for that woman trained in home economics who is doing teaching for which she is not prepared. These positions are undeveloped and are therefore not advertised. But the position is there and the

¹Data obtained from Mrs. O. H. Avery, who is directly responsible for the vocational schools in the state.

woman trained in home economics most especially belongs in that field; she is hardly justified in accepting other types of work.

There are two possibilities for extending the field of home economics. First, the work as it exists must be developed, and, secondly, certain lines of work may be improved by the addition of a home economics specialist to the working corps. This last may be considered creating a position. But it is not economically sound to suggest an indefinite creation of positions, and therefore a study of vocational opportunities should be made before any such plan is attempted.

The field as it exists needs advertising to attract women who are fitted to take advantage of the positions. Publicity is the keynote for development. Dr. Orrie L. Hatcher, president of the Southern Woman's Educational Alliance suggests the term: "interpretative publicity," which conveys the idea. She also regards "clear cut specialization, based on broad foundations presenting the field," as one of the best means of extension.

In creating a position, there must be some basis for the creation. If a question arises which seems best solved by a home economics specialist, that may be the foundation of a new position in the field.

As an example of the term creation, I may suggest a position which could be useful to a hardware dealer. He might employ a home economics specialist to study the kitchens of the community in which kitchen equipment was being installed. The equipment would then be scientifically correct, which is not the case in most homes today. Such a campaign would result in satisfied customers and increased trade for the dealer. The specialist engaged in the work would be repaid in realizing the increased efficiency of the community and she and her employer could feel that trade may be real service.

When the point of diminishing returns has been reached in the development of the field, it will be necessary to regulate the number of young women taking up the profession. However, that possibility need not disturb Virginia women who wish to go into the work at the present time.

A List Based on Richmond Directory of Business Women

I have compiled a list of home economics professions from the 1921 Directory of Business and Professional Women in Richmond, which will show the various opportunities open to women trained in home economics. The amount of training necessary for these positions will differ greatly. The compilation is offered as typical of the variety of such positions in a city; as in Norfolk, Lynchburg, Danville, or Roanoke.

<i>Positions In Richmond</i>	<i>No. Employed</i>
Directors of Virginia League of Fine Arts and Handicrafts.....	3
Interior Decorator.....	1
Instructor of Art Needlework.....	1
Instructor of Art Design.....	1
Workers in Bakeries.....	3
Boarding House Management.....	23
Buyers (in clothing work).....	13
Cafeteria Directors	4
Cafe Managers	3
Chemists	1
Cleaners and Dyers	2
Corsetiers	2
Dieticians (in hospitals)	4
Club Managers	1
Supervisor Household Arts in Richmond Schools	1
Hemstitcher	1
Home Demonstration Agent	1
Housekeepers and Matrons	9
Institutional Managers	5
Laboratory Technicians	4
Milliners	5
Modistes	9
Pickler	1
Rooming House Managers	8
Specialty Shops	4
Social Work	15
Summer Camp Directors	2
Tea Room Managers	3
Y. W. C. A. (Cafeteria)	1

There are twenty-nine occupations listed here. The preparation necessary to fill these positions cover a vast field. "Pickler" and "hemstitcher" would not require the same specialization as "interior decorator"; the work of "laboratory technician" could not be done with merely a home economics training. The list, however, does show that the person trained in home economics need not go out of her field to find a position.

In organizing the opportunities of the field, a very real idea of the scope of the work be-

comes evident. Home economics is no longer cooking and sewing, nor merely the broad term—homemaking. The home has opened its doors and stepped into the community, leading the homemaker with it. This means that home economics must be recognized as community making. The work now embodies the spirit of the twentieth century, offering the modern community-maker vast opportunities. These opportunities are based on the home as a social institution or as a community. When we say that home economics is becoming commercialized we do not express the usual terminology; we mean that home economics has stepped out into the broad business world carrying the soundest ideals for community service. Where can the home economics graduate find her position as a community maker ?

Other Occupations

I have another list of occupations which I wish to suggest as positions for the community maker.

First, there is the welfare worker. A broad knowledge of home economics would help her accomplish the great thing for which she is working—homemaking for the poor.

The dietician's work is community making. There are several opportunities for the dietician. First there may be cafeteria manager. If this work carries out a woman's home economics training she may teach people the fundamentals of food selection. Many cafeterias print for the customer's use a list of balanced menus, what a balanced menu is, and along with the cost of the food may be found a tag giving total calories and protein calories is one serving of that dish.

The tea-room manager has a different problem. The chief charm of a tea-room lies in its personality. And here the home economics graduate has a real opportunity to put into practice her knowledge of decoration as well as her knowledge of foods.

Tea-Room Management, a monthly magazine devoted to this subject, says, "Because the personal touch of the tea-room is applied for the most part by women, it provides the nearest approach to the home, in physical ap-

pearance and in the spirit of service which pervades it. These are the elements which are making the tea-room increasingly popular."

The manager of the Satsuma Tea-Room, Nashville, Tennessee, herself a former professor of home economics, considers the tea room business an excellent opportunity to use a real knowledge of home economics. "I think home economics work is growing in business," she says. "Some teaching experience is a valuable asset before going into a business venture and an inexperienced graduate should go in as an assistant before attempting a tea-room on a business foundation."

The institution-manager has a hard position to fill. Often times she does not have enough money to make the work easy, and planning food for large numbers is always hard. For success, the work should be done by a thoroughly trained home economics specialist. Along with her other abilities, the manager must be able to buy skillfully and direct servants.

Another opportunity for the community-maker is work in a foods or clothing laboratory. Textile and foods chemistry, both of which are learned in a good home economics course, are the bases for work in such laboratories.

The position of hostess is one for which the home economics graduate is fitted. She is taught the secret of entertaining, which is essential for a person filling such a position in a large hotel or resort. A hostess must produce the home atmosphere which is pleasing to the guests and secures their patronage.

The position of hostess suggests the shopping agent; many hotels employ such a person. Many women, furthermore, have set up establishments as "Shopping Agents." This work requires an intimate knowledge of textiles, their value and quality; of color schemes; of line in dress; and good taste in selection.

There are the modiste and the milliner, both of which positions offer excellent opportunities for the home economics graduate.

These positions must not be regarded merely as money-making opportunities. All of the positions which I am listing are to be considered the work of the community-maker. To harmonize the principles of thrift and aesthetics is an extensive work for the community maker.

The work of the interior decorator offers an opportunity for the artist in home economics. She must not only have a scientific knowledge of her work, but an eye for color, and the ability to make a home for her customers.

Home demonstration work is certainly the work of the community maker. The agent must organize a series of clubs throughout a county, which will hold the boys, girls, and women of a community together in their work for better homes. Each member of a club is doing some home-making problem. The demonstration agent must be able to help each individual in the work, as well as to set group standards. She must influence her community for better standards of life, and to do this she must be trusted by the people with whom she works. To succeed in this she must be well prepared for her work.

Another opportunity offers itself in newspaper work. Picture the editor of the woman's page—a man of the pink-shirt-and-no-coat cigar-chewing variety. A woman trained in home economics would be able to fill such a position in a more sympathetic and scientific manner than such a man. The woman who wants help from "the woman's page" wants help from an editor who has an honest knowledge of home problems and a real understanding of her problems as a woman. The home economics community maker has a chance for service in this field.

In Cleveland, Ohio, there is a large bank which employs a woman trained in budget making to work in connection with the savings department. Anyone—customer or not—may get help from this bank. The woman trained in household management can offer very practical ideas to the person who does not understand budgets or their use. She will help one with a personal or a family budget and give one scientific facts about how to save. When such positions become

more common our communities may grow in organization from the standpoint of proper home management.

Our grocery stores ought to use home economics graduates. A woman trained in home economics could run a grocery store efficiently as well as serve her community in a large capacity. Housewives often do not know what or how to buy. They find themselves using the same food combinations day after day until homemaking becomes drudgery. A home economics specialist could train the harrassed housewives in menu-making and marketing. The right kind of advertising and window displays would serve a twofold purpose; the store would secure trade in proportion to the service rendered. As the work grew, a rest room and finally classes for the woman "who can't cook or keep accounts" would become a part of the grocery store run on a home economics basis. Here lies a great opportunity for commercialized home economics which would carry out the idea of the community-maker.

This is merely a suggested list of occupations in which the trained home economics graduate may exert her energies for her community. A commercial development of homemaking in the hands of scientists puts such commercialism on a new basis. Above the usual pecuniary interests in commercial life stands that greatest of all opportunities—service for the community. The combination of that mystery, "profit and loss," with the ideal of service leaves nothing to fear in the development of commercial home economics in Virginia.

GRACE HARVEY HEYL.

ECONOMICAL DISTRIBUTION OF TIME AMONG WORDS OF THE SPELLING LESSON

Recent investigations of Thorndike, Buckingham, Ayres, and others, have revealed the fact of the unequal difficulty of words in spelling. They have gone further and used

this fact for the construction of standard tests, scores, and scales for measuring ability in spelling. As has been generally true with the movement toward standardization and scaling, the proponents of this work in spelling have been more concerned with the work of the principal, supervisor and superintendent, than with the work of the teacher. Yet it would seem that the fact of the unequal difficulty of words, which has deserved the attention of such eminent men in the profession, may have some significance for the teacher as well as for the superintendent. Some such reasoning as this, together with the discovery of strikingly poor results in the work that he had just taken up, led the author to undertake the overhauling of the work in spelling. The device given here is one of the results of this work.

Schoolroom experience and experimental study show that any plan for taking account of the unequal difficulty of words in teaching spelling, to be practical and effective, must not take more time than is usually devoted to spelling, and it must be based upon the actual difficulty of the words for a particular class.

With these specifications in mind, the following plan was worked out: On Friday preceding the week in which the words are to be taught, a preliminary test of the words for the week is given. The teacher spells the words back to the pupils. Each pupil corrects his own or another pupil's paper. The pupils are told that they are not to receive a mark on the test, so that there is no motive for cheating. (The examination of a number of sets of papers soon showed that this is true. Such errors as were made, were made in making the count.) When the papers are corrected the teacher asks for a show of hands on "How many missed the first word, *courage*?" The second word, *careful*?" Etc. She records after each word the number of times it was misspelled. Thus the work for the week is outlined. By comparing these figures with the figures of the first row, showing the number of pupils present, the teacher gets some idea of the degree of difficulty of the word; by comparing these figures she gets an accurate notion of the relative difficulty of

This is a report of work done by the author several years ago when he was principal of the Hart School, Stamford, Connecticut.