SHOULD HOME ECONOMICS BE DEVELOPED COMMERCIALLY 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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Farmville</th>
<th>Fredericksburg</th>
<th>Harrisonburg</th>
<th>Richmond</th>
<th>2-Year Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917</td>
<td>12</td>
<td>3</td>
<td>24</td>
<td>4</td>
<td>32</td>
<td>400</td>
</tr>
<tr>
<td>1918</td>
<td>8</td>
<td>14</td>
<td>13</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>1919</td>
<td>3</td>
<td>8</td>
<td>26</td>
<td>6</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>8</td>
<td>12</td>
<td>25</td>
<td>8</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>1921</td>
<td>14</td>
<td>20</td>
<td>45</td>
<td>18</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>1922</td>
<td>14</td>
<td>14</td>
<td>54</td>
<td>28</td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>

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**

*State aided. **Federally aided.

<table>
<thead>
<tr>
<th>School</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onancock</td>
<td>Accomac</td>
</tr>
<tr>
<td>Keller</td>
<td>Accomac</td>
</tr>
<tr>
<td>Scottsville</td>
<td>Albemarle</td>
</tr>
<tr>
<td>Earlysville</td>
<td>Albemarle</td>
</tr>
<tr>
<td>Merrifield-Lewis</td>
<td>Albemarle</td>
</tr>
<tr>
<td>Appomattox</td>
<td>Appomattox</td>
</tr>
<tr>
<td>Ballston</td>
<td>Arlington</td>
</tr>
<tr>
<td>Columbia</td>
<td>Arlington</td>
</tr>
<tr>
<td>Ft. Myers</td>
<td>Arlington</td>
</tr>
<tr>
<td>Claremont</td>
<td>Arlington</td>
</tr>
<tr>
<td>Geo. Mason</td>
<td>Arlington</td>
</tr>
<tr>
<td>Basic</td>
<td>Augusta</td>
</tr>
<tr>
<td>Beverly Manor</td>
<td>Augusta</td>
</tr>
<tr>
<td>Ashwood</td>
<td>Bath</td>
</tr>
<tr>
<td>Millboro</td>
<td>Bath</td>
</tr>
<tr>
<td>*New London</td>
<td>Bedford</td>
</tr>
<tr>
<td>Ebony</td>
<td>Brunswick</td>
</tr>
<tr>
<td>Grundy</td>
<td>Buchanan</td>
</tr>
<tr>
<td>Seneca</td>
<td>Campbell</td>
</tr>
<tr>
<td>Edmund-Pendleton</td>
<td>Caroline</td>
</tr>
<tr>
<td>*Sparta</td>
<td>Caroline</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>Caroline</td>
</tr>
<tr>
<td>*Woodlawn</td>
<td>Carroll</td>
</tr>
<tr>
<td>*Charlotte Court House</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Keyesville</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Wylliesburg</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Broad Rock</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>Bulah Jr.</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>*Chester</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>Midlothian</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>*Boyce</td>
<td>Clarke</td>
</tr>
<tr>
<td>*Culpeper</td>
<td>Culpeper</td>
</tr>
<tr>
<td>Mitchells</td>
<td>Culpeper</td>
</tr>
<tr>
<td>Ford</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>Darvills</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>Wilson</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>Sunny Side</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>McKenney</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>Midway</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>Reames</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>*Dinwiddie</td>
<td>Dinwiddie</td>
</tr>
<tr>
<td>**Hampton</td>
<td>Elizabeth City</td>
</tr>
<tr>
<td>George Wythe</td>
<td>Elizabeth City</td>
</tr>
<tr>
<td>Phoebus</td>
<td>Elizabeth City</td>
</tr>
<tr>
<td>Bailey's Cross Roads</td>
<td>Fairfax</td>
</tr>
<tr>
<td>*Florals</td>
<td>Fairfax</td>
</tr>
<tr>
<td>Franklin-Sherman</td>
<td>Fairfax</td>
</tr>
<tr>
<td>Hume</td>
<td>Fauquier</td>
</tr>
<tr>
<td>Plains</td>
<td>Fauquier</td>
</tr>
<tr>
<td>Catlett</td>
<td>Fauquier</td>
</tr>
<tr>
<td>*Midlothian</td>
<td>Frederick</td>
</tr>
<tr>
<td>Pembroke</td>
<td>Giles</td>
</tr>
<tr>
<td>*Pearsburg</td>
<td>Giles</td>
</tr>
<tr>
<td>Narrows</td>
<td>Giles</td>
</tr>
<tr>
<td>Cardwell</td>
<td>Goochland</td>
</tr>
<tr>
<td>Elk Creek</td>
<td>Grayson</td>
</tr>
<tr>
<td>Fries</td>
<td>Grayson</td>
</tr>
<tr>
<td>Va.-Carolina</td>
<td>Grayson</td>
</tr>
</tbody>
</table>
Greensville Co. ....................... Greensville
*Turbeville ...... ......... Halifax
Dowell 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
Hillboro ......... Loudoun
*Apple Grove ....... Louisa
Baskerville ...... Mecklenburg
*Chase City ....... Mecklenburg
Clarksville ........ Mecklenburg
La Crosse ........ Mecklenburg
*Christianburg .... Montgomery
Ironto .......... Montgomery
Shawsville ...... Montgomery
*Driver .......... Nansemond
Cypress .......... Nansemond
Barhamsville ..... New Kent
South Norfolk ...... Norfolk
Ocean View .......... Norfolk
Ballentine .......... Norfolk
Chesterfield ...... Norfolk
E. Brampton ...... Norfolk
Lafayette .......... Norfolk
Larchmont .......... Norfolk
Meadow Brook ...... Norfolk
Capeville .......... Northampton
Cheilton .......... Northampton
*Franktown ......... Northampton
Nassawadox ...... Northampton
Exmore-Willis ...... Northampton
*Burkeville ....... Nottoway
Shenandoah ........ Page
Stanley .......... Page
Laray .......... Page
*Critz .......... Patrick
Brosville .......... Pittsylvania
Callands .......... Pittsylvania
*Climax .......... Pittsylvania
Gretna .......... Pittsylvania
Schoolfield ....... Pittsylvania
Dan River .......... Pittsylvania
*Whitmei .......... 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 .......... Prince Edward
Bethel .......... Prince William
*Manassas .......... Prince William
Belapring Jr. ...... Pulaski
*Salem ........ Roanoke
*Brownsburg ...... Rockbridge
**Bridgewater .... Rockingham
Dante .......... Russell
Honaker .......... Russell
*Lebanon .......... Russell
Temple Hill ...... Russell
Rye Cove .......... Scott
Shoemaker .......... Scott
Dungannon .......... Scott
Saltville .......... Smyth
*Courtland .......... Southampton
Chancellor .......... Spottsylvania
Marye .......... Spottsylvania
*Claremont .......... Surry
*Wakefield .......... Sussex
*Burke's Garden ..... Tazewell
Hillsboro .......... Tazewell
Pocohontas .......... 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
Frederickburg .......... 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. For 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 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.

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

Positions In Richmond  No. Employed
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  6
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 becomes 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 harassed 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