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SMITH-HUGHES TEACHER TRAINING IN HOME ECONOMICS AT HARRISONBURG

ON FEBRUARY 23, 1917, Congress passed the Smith-Hughes Act, which provided funds for a national program of vocational education in agriculture, trades and industries, and home economics. This was significant in that home economics was recognized as an essential part of the public school curriculum and funds were provided for developing that program.

The money appropriated was available to every state and carried the stipulation that it must be matched dollar for dollar by state or local funds. The Federal Board for Vocational Education was created and authorized to interpret the Smith-Hughes Act, to set up policies and standards, and to cooperate with states in the disbursement of funds. The appropriation for home economics was made available for all-day schools, part-time schools, evening schools, state supervision, and teacher training.

From the very beginning, Harrisonburg State Teachers College has had a broad vocational outlook. Home Economics was inaugurated here with the establishment of the college, and from the beginning the high standard of the home economics work of this institution was recognized throughout the state. It was not surprising therefore that this college was one of the two institutions in Virginia designated to train teachers for home economics in the national program under the Smith-Hughes Act.

Scholastic standards set up by the Federal Board for Vocational Education were met, and plans were made for further develop-

ing and expanding the program. One of the most significant changes in home economics was the development of the four-year curriculum leading to the bachelor of science degree in education. It was difficult in this period of transition to adjust the curriculum to meet the needs of those students who desired four years of preparation and at the same time to take care of a large number of students who wished to continue their study under the two-year plan of training. As the state program expanded, and standards for teachers were raised, there was an increasing demand for teachers with degrees. In 1924 the two-year curriculum was discontinued.

During the twelve-year period, 1919-1930, Harrisonburg State Teachers College has sent out 188 home economics majors with degrees. Most of these graduates have been placed in teaching positions in the state, a few in other states. Some have continued to study in higher institutions of learning and are now holding college positions. Others have gone into vocations which require home economics training, such as home demonstration work, institutional management positions, hospital dietetics, sales promotion and advertising, health work and commercial demonstration.

Previous to the advent of Smith-Hughes teacher-training, and for several years following, supervised teaching in home economics was done in a dozen or more nearby rural schools. The conditions for carrying on this work were inadequate, and it was impossible to give students in training the necessary supervision for making strong teachers. As the program was developed, this policy was changed. The work is now carried on in a few well-organized home economics departments in city and rural high schools under adequate supervision. Present conditions under which this teaching is done are typical of those met with in the average high schools throughout the state.

This institution was one of the first colleges in the country to recognize the value of the practice house as a means of giving home economics students the experience of supervised home-making, which is essential for successful teaching in this field. In January 1918, the first practice house in the state was opened at Harrisonburg. At that time there were only a dozen institutions doing Smith-Hughes teacher-training that were giving their home economics majors this vocational experience. For the ten years following the opening of the house here, a number of different houses and apartments were used, and it was often difficult to find a place suitable for this purpose. In February, 1929, Harrisonburg opened its own home-management house on the college campus. This provides for a more attractive home, a better arrangement for work, more household conveniences, and a feeling of ownership and permanence which adds to the efficiency and happiness of the home.

It is difficult to determine just how much is gained by the students through their experience in the home management house. In addition to the technical training, which most of them need, they get an insight into the economic and social needs of the home and the family.

In the home-management house, many students have their first practical experience in budgeting, keeping household accounts, planning adequate meals for the family at a given cost, marketing, setting up standards of living, and in making a personal contribution to the social welfare of the family.

The passage of the George-Reed Bill on February 5, 1929, provided further stimulus and financial aid to the development of home economics education in all day schools and in evening schools. The federal appropriation of \$250,000 is to be doubled each year for a period of five years and, like the Smith-Hughes fund, all apportionments must be matched from state or local sources. Virginia's quota for the first year, 1929, was

\$7,500 and this amount will be doubled each year, if matched.

One of the outstanding features of this program is that supervised home projects must be carried on by high school students in George-Reed schools. This gives home economics teachers new opportunities, and places new responsibilities on teacher-training institutions and on the vocational home economics program. The state supervisor of home economics has expanded the vocational program of the state by putting home economics teachers in George-Reed schools on a twelve months' basis as a means of directing home projects in the summer months; by working out a plan for county co-ordination and supervision of home economics; by increasing the number of vocational home economics departments; by offering more evening school classes; by providing for increased state supervision and itinerant teacher-training.

The Home Economics department at Harrisonburg has realized its responsibility in meeting the increasing demands of the state and has endeavored to better prepare its graduates for work in this field.

It is impossible to think of the development of home economics in terms of numerical values. Home Economics education is a growing subject and a changing subject. It is no longer regarded as dealing with the mere acquisition of skills and the development of techniques in cooking and sewing. It has become a part of the curriculum in response to life demands. More and more work has gone out of the home into industry, thereby changing the status of the family from producer to consumer. Many social and economic conditions have brought about changes within the family which have modified the content and shifted the emphasis in the home economics curriculum. With these changes, new courses have been developed—Social and Family Relationships, Foods and Nutrition in Relation to Health, Household Economics, Home Management, and Child Care and Development.

There is an increasing demand for courses in Parent Education. Teachers must be trained to present the newer phases of homemaking in order to improve standards and develop a sense of values and appreciation of the responsibilities which are essential to successful living. What to teach has been studied through home-making jobs, thereby giving students in training the experience of adapting the program to the needs of the community. Units of work are organized around life situations, thus making home economics function for the girls not only in the remote future but in their lives today.

PEARL POWERS MOODY

MUSIC AT THE COLLEGE

THE earliest record of a musical event at the Harrisonburg State Teachers College—then the Normal School—is dated October 21, 1909, a serenade by the Daily News Band. This serenade, it would seem, established a precedent which has been followed throughout the years by musical friends in the community, who never fail to add their part to the music of the college.

There is abundant evidence that music has been a strong factor in establishing many happy traditions of the college. After all

"It's the songs ye sing and the smiles ye wear
That's a-making the sunshine everywhere."

The school hymn, "Praise to God, Immortal Praise," the commencement recessional, "On Our Way Rejoicing," the blessing sung in the dining hall, the music of our chapel services as we pause in the midst of our busy days for a brief period of worship, carols around our campus Christmas tree—all voice a spirit of reverence, one of the ideals of this college from its beginning.

Such songs as "Old Virginia," "Blue Stone Hill," "Purple and Gold," class songs, the songs before the athletic games, and many more are so interwoven with sentiment that they will live always.