THE STATE TEACHERS COLLEGE OF COLORADO

HOME ECONOMICS
An Historical Sketch

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The freedom of the home from the dominance of mere things and their due subordination to ideals.

The simplicity of material surroundings which will most free the spirit for the most important and permanent interest of the home and of society."

We find in our study of home economics that it means a survey of education in general, together with a consideration of the social, industrial, and economic changes which the years have wrought, and their effect, particularly upon the status of woman. It is evident that this study implies a consideration of the female conditions of the different periods of history.

Through woman's long struggle for mental equality no institution ever won for the lady the freedom and development that she enjoyed in the convent in early days.

*Terrill, Bertha M. Household Management. p. 1*
"She was treated as an equal by the men of her class, as is witnessed by letters we still have from the popes and emperors to abbesses. She had the stimulus of competition with men in executive capacity in scholarship, and in artistic production since her work was fully set before the general public but she was relieved by the circumstances of her environment from the ceaseless competition in common life of woman with woman for the favor of the individual man."

Women were never more highly honored than during the golden period of monasticism and chivalry when cloister and court were the radiant centers of learning and culture.

Considering the splendid achievements of men during the Renaissance in every department of intellectual activity, one would imagine that women also would have attained to a somewhat proportionate distinction but outside of Italy this was far from being the case. There were a few in France, Spain, England, and Portugal, who won distinction by their talents and learning but these were the exceptions which served to throw into greater relief the prevailing ignorance of the great mass of their sex which had few advantages of instruction even in the most elementary branches of knowledge. But it was during the Revolution that the remarkable flowering of the intellect of the Italian woman was seen at its best while woman in other parts of Europe was suffering from the ill effects of the

*Putnam, Emily James. The Lady. p. 71*
suppression of the convents which had been almost the only
schools available for girls, the women of Italy were taking an
active part in the Educational Movement inaugurated by the re-
vival of learning and winning the highest honor for their sex
in every department of science, art and literature.

But woman's long struggle for complete intellectual
freedom is almost ended, and certain victory is already in sight.
It has been well said, 'Were history to be rewritten with due
regard to women's share in it, many small causes, heretofore
disregarded would be found fully to explain great and unlocked
for results for it is not in outward facts, nor great names,
nor noisy deeds, nor generalities of crowned heads, nor in
tragic loves nor ambitious or striking heroism nor crime, that
we find proofs of the constant and secret working whereby woman
must effectually asserts herself. Certainly she has played
her part in the outward and visible history of the world, but
in that history which is told and written, which is buried in
archives and revivified in books, woman's part is always small
when set beside that of her companion, man. She contributes
but little, and at this she must surely rejoice to tales of
battles and treaties of successions and alliances, of violence,
fraud, suspicions and hatreds. But if the inward facts, if the
story of the family could be told together with the story of the
nation; if human thoughts could with certainty be divined from
human deeds, then the chief figure in this history of sen-
timent and morals would certainly be that of woman the
Inspirer." We are not surprised that—"Men moulded by Italian ladies could be distinguished among a thousand." We know too, of the marvelous influence which women had upon the Masters of English Literature,—Shakespeare, Ben Jonson, Spenser, Marlow, and Shelley. Yet even in those very times woman's natural defects were in every way indulged, and it was looked upon as in a degree criminal to improve their reason, or to fancy they had any. There was hardly a creature more despicable or more liable to universal ridicule than a learned woman. Her mental equality was often challenged. Five hundred years ago Christine de Pisan wrote,—"I say to thee again, and doubt never the contrary, that if it were the custom to put the little maidens to the school, and they were made to learn the sciences as they do the men-children, that they should learn as perfectly, and they should be as well entered into the subtleties of all the arts and sciences as men be.""

The Pilgrim Fathers and their descendants for many generations made no secret of their belief in the mental inferiority of woman, and applied to her the gospel of liberty contained in the following words of Eve to Adam given in Paradise Lost:

"My author and dispenser, what thou bidst
Unargued I obey; so God ordains;

*Lungo, Isadore. Women of Florence. p. 27
*Hozan, H. J. Women in Science. p. 134
God is thy law, thou mine; to know no more
Is woman's happiest knowledge and her praise.

To the Puritan of New England as to the Puritan Milton,
the relative attainments of woman and man were tersely expressed in Tennyson's couplet:

"She knows but matters of the house,
And he, he knows a thousand things."

In her writings, Mrs. Adams, wife of President John Adams says, "Female education in the best families went no farther than writing and arithmetic, and in some few and rare instances, music and dancing." According to her grandson, Charles Francis Adams, "The only chance for intellectual improvement in the female sex was to be found in the families of the educated class, and in occasional intercourse with the learned of the day. Whatever of useful instruction was secured in the practical conduct of life came from maternal lips, and what of farther mental development depended more upon the eagerness with which the casual teachings of daily conversation were treasured up than upon any labor expended purposely to promote it."

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**Tennyson. In Memoriam. p. 247**
**Adams, Chas. Francis. Familiar Letters of John Adams and His Wife-, During the Revolution, with a memoir of Mrs. Adams. Ibid. p. 11**
**Ibid. p. 10**
From the above statements we see that until the last few decades, woman’s environment was rarely if ever favorable to her pursuits of learning. She was discriminated against by law, custom, and public opinion. In all countries aside from Italy, her social ostracism in all that pertained to mental development was so complete and universal that she rarely had an opportunity of making a trial of her powers or exhibiting her innate capacity. The consequence was that her mind remained in a condition of comparative atrophy—a condition that gave rise to that long prevalent belief in woman’s intellectual inferiority to man, and her natural incapacity for everything that is not light or frivolous.

Kaiser Wilhelm II, only a few years ago, publicly stated—"I agree with my wife. She says women have no business to interfere with anything outside of the four K’s, that is Kinder, Kirche, Küche, Kleider—children, church, kitchen, clothes—"

We know now that if woman is to attain the highest measure of success as wife and mother, she must have a broad and thorough education,—a knowledge of science, as well as familiarity with art and literature. The domestic hearth is the first of schools and the best of lecture-rooms; for here the heart will cooperate with the mind, the affection with the reasoning powers.

The romantic idea of treating woman as a clinging vine, and thus eliminating half the energies of humanity, is fast fading away.
The evolution of the race will be complete only when men and women shall be associated in perfect unity of purpose. Man and woman must fully supplement each other in their aspirations and endeavors and realize something of the oneness of heart and mind. Here let me quote from England's greatest poet laureate:

"The woman's cause is man's; they rise or sink Together, dwarfed or godlike bond or free

For woman is not undeveloped man
But divine; could we make her as a man,
Sweet love were slain; his dearest bond is this,
Yet in the long years, likeer must they grow;
The man be more of woman, she of man;
He gain in sweetness and in moral height
Nor love the wrestling threes that throw the world;
She mental breadth, nor fail in childward care,
Nor love the childlike in the larger mind.
Till at the last she set herself to man,
Like perfect music unto noble words;
And as these twain, upon the skirts of Time,
Sit side by side, full-summ'd in all their powers,
Dispersing harvest, sowing the To-be,
Self-reverent each, and reverencing each,
Distinct in individualities,
But like each other ev'n as those who love,
Then comes the statelier Eden back to men:
Then reign the world's great bridals chaste and calm;
Then springs the crowning race of human-kind.
May these things be."^o

When one recollects that the first institution in America--Vassar--for the higher education of women was not opened until 1865, he will understand that there were previous to this date few opportunities for woman's intellectual advancement.

The Dame Schools were the first schools for girls and these were taught privately by women usually in some room in the home.

Cooking schools were begun in the East between the years 1876-1900. Miss Johnanna Sweeney, Miss Maria Parloe, Miss Fannie Herritt-Farmer, Miss Devereux and others were instructors and lecturers in these institutions of learning.

The first scientific institution to open its doors to women was the Massachusetts Institute of Technology. This was in 1876, when the governing board of the institute decided that "hereafter special students in Chemistry shall be admitted without regard to sex."

Five years before women were formally admitted to the courses of Chemistry an energetic young graduate from Vassar, eager to devote her life to the pursuit of science, had, as an

^Tennyson. The Princess. p. 211
exceptional favor, been allowed to enter the Institute as a special student in Chemistry. As she was the first woman in the United States to enter a strictly professional scientific school, her entrance marks the beginning of a new epoch in the history of female education. The name of this ardent votary of science was Ellen H. Richards. Perhaps no one person has done so much to advance the cause of Home Economics as she. Mrs. Richards had not devoted herself long to the study of her favorite science before she resolved to apply the knowledge she had gained to the problems of daily life. She saw among other things, the necessity of a complete reform in domestic economy and resolutely set to work to have her views adopted and put into practice. She was one of the first leaders in the crusade in behalf of pure food, and her lectures and books on this subject contributed greatly toward the diffusion of exact knowledge respecting the dangers lurking in unwholesome food. She was also one of the first to apply the science of chemistry to an exhaustive study of the science of nutrition to the study of food and the proper preparation of food materials. In this she was eminently successful, and was able to achieve for Home Economics what Liebig had accomplished for agriculture — put it on a firm and lasting basis. To her the kitchen was the center and source of political economy.

When the course of sanitary engineering was inaugurated in the Institute of Technology, she became an important agent in its development and contributed immensely to its popularity and prestige. During the twenty-seven years she spent as in-
structor of sanitary chemistry (in air, water, and sewerage analysis) she trained a large number of young men in her chosen specialty, and these after graduation engaged in similar work in various parts of the New and the Old World.

Mrs. Richards was one of the three founders of the Lake Placid Conference on Home Economics, was for many years Chairman of the conference, and was the first president of the American Home Economics Association. She was interested in many of the kitchen schools established in the New England States.

Mrs. Richards was indeed proof that higher education is not incompatible with woman's natural vocations; and that cerebral development does not lead to race suicide and all the other dire results attributed to it by a certain class of our modern sociologists and anti-feminists.

She was most influential in giving us our present national conviction of the necessity of education for the home.

Mrs. Emma Hart Willard may be said to be the discoverer of domestic economy as a subject of instruction. The movement which was begun by her, has culminated in a complete revolution of the educational system for women in the United States. It was she who just one hundred years ago stood before the New York Legislature, and plead with them for state grants for girls' education.

Miss Catherine Beecher made a contribution in the form of *A Treatise on Domestic Economy*. Miss Beecher founded the
American Woman's Educational Association and thru the association schools for women were established at several places in the West. These institutions were to have the three essential divisions of women's training,—normal training, physical education, and domestic economy. Both she and Mrs. Willard were heads of girls' schools for many years.

Previous to the time of the publication of the work by Liss Beecher, Benjamin Thompson, who was our greatest physicists, experimented quite extensively on domestic problems. Following Thompson was Edward L. Youmanne, founder of the "Popular Science Monthly" and author of "Household Science."

Professor Atwater of Wesleyan University and later director of the office of experiment stations in the United States Department of Agriculture is remembered largely as the Creator of the present exact science of nutrition.

More recent contributors to the home economics cause are Miss Mabel Hyde Kittredge, Mr. and Mrs. Child, Christine Frederick, and the New Jersey Federated Women's Club. Mabel H. Kittredge organized the first house keeping center for the purpose of maintaining model flats where children, young women and mothers might secure training in home-making. These have been introduced into many cities and are receiving widespread adoption throughout the country. Mr. and Mrs. Child, who are trained workers in the home, have investigated kitchen and cooking problems and have given us the splendid book called "The Efficient Kitchen." Christine Frederick has experimented
extensively in household problems, shop efficiency methods etc. She worked these out in her own home on Long Island and reported her results in bulletins, magazine articles and in her book, "The New Housekeeping." Mrs. Mary Pattison maintained "The Housekeeping Experiment Station of the New Jersey Federation of Women's Clubs" at her home in Colonia, New Jersey. This station brought together selected types of labor saving machinery. The book reporting the work of this station is "Domestic Engineering in the Servantless House" by Mrs. Mary Pattison.

Much light has been thrown on the economic and social problems of the home. Perhaps the greatest contributors to this are Lucy L. Salmon who is author of the splendid book, "Domestic Service", and the report of the Household Aid Co., of Boston.

There is now much training which vitally concerns the home. Dr. Andrews says, "To the child the home furnished the intellectual and moral life with the fundamental attitudes that control in all other relations. It is, here if anywhere, that the average adult finds the personal satisfaction and development which is the central experience of living. For all its members the home is the center of life's satisfactions, and in it we live. This personal life of the home can be strengthened and enriched by well-considered plans and by better home ideals. Strength and satisfaction in the home relationships form a prime problem. The breaking down of the family bond, by enriching the home experience of the individual, child and adult
life. This is the only cure for the divorce evil. Our education for the home will be a sorry thing indeed if it concerns simply the household arts of cooking, sewing, and house care, unless indeed it teaches us the arts of "family building", of home making, of living in families in such ways as to bring increasing personal satisfaction as the years go by. It is just this strengthening of the personal life that education for the home is ultimately to furnish."

Volunteer classes that were begun for the betterment of social conditions were often taken over by educational boards of different cities.

Utah University lead the way for University training in connection with men. Closely following Utah were Iowa, Washington, Kansas, Minnesota and Nebraska.

The custom of teaching the sexes together in the public schools of our country arose through convenience, and for reason of economy, rather than because of any feeling on the part of those in charge that it was the best plan.

Kansas, Iowa, Oregon, and South Dakota were the first state colleges to have courses of instruction in Home Economics.

Several colleges for women were opened early in the nineteenth century and by the close of the century it was evident to the student of educational affairs that the industrial spirit was a mighty factor in education, that courses in applied science

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*Andrews, B. J. U. S. Ed. Bul. 1914 No. 36 p. 20*
and applied art would have a place in the school programs and that a knowledge of the classics was no longer the only measuring unit for educational standards.

In the report of the Commissioner of Education for 1906, we learn that in 1906-07 the proportion of children of school age from five to eighteen years, who were actually attending school was 69.6 per cent. In 1909 the proportion was 72.4 per cent. In a private report from the collector and compiler of statistics, Department of the Interior, Bureau of Education, we find the proportion to be 87.25 per cent in 1918. This shows a loss of more than 2 per cent. This is an alarming fact to every thoughtful American citizen. Parents are challenging the schools and are permitting or even encouraging their children to withdraw from school that they may do something useful. One of the main aims of Home Economics is to overcome the remoteness of school work from life. Dr. Russell says, "The use of the industries is the basis as a material out of which and upon which to build that culture of hand and brain and soul which makes the individual alert, inventive, intelligent, appreciative and moral in any vocational activity which either choice or circumstance may impose." Again he says, "Have no fear of the term utilitarian activities." "It is but the expression of the most fundamental utilitarian and social relationships in their idealist-

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*Russell, James E. Industrial Education. p. 376
*Russell, James E. Industrial Education. p. 37
ic aspects that give us much of our most cherished art, literature and music; this being found true efforts are being made to introduce into our school curriculums subjects which are rich in valid educational content—studies of the household arts groups made up largely of scientific and geographical principles and problems in direct relationship to shop and laboratory work; of the historic settings and relationships of the industries as they have developed; of the larger economic and social values of the industries; of the thought and feelings enkindled by man's reflection, repose and emotional interpretation of the meanings of higher significance of his work as expressed in his literature, music and art—if the studies in foods (in metals, woods, and clays) are all pierced through and through with these vital human values, then will the work be truly educational and cultural, technical, or vocational." The student must be made to deal primarily with ideas, with activities full of meaning and not merely with hand manipulations. Dr. Andrews says, "Instruction in theory and practice should go hand in hand; practice without guiding principles becomes mechanical and is undesirable, even though it may lead to skill." This method will enable the child to obtain real educational worth. The end point must be the intelligent and efficient development of the child, not of the commodities which he is to produce.

*Syllabus of Home Economics. p. 8
"Andrews, Benjamin. Education for the Home. p. 28"
We know the American schools are under fire—that a mighty revolution is on, that the firing will not cease until people are made to see that education for the home aims at culture.

"It must not suffice simply to think that such or such information will be useful in after life, or that this kind of knowledge is of more practical value than that; but we must seek out some process of estimating their respective values, so that we may positively know which are most deserving of attention."

The modern study of Household Arts as well as the classics is illuminating and broadening. It has cultural by-products the fringe of which is both interesting and useful. Its cultural aspects—the history of the family and the economic and social aspects of the household must have a place in the curriculum of all of our schools.

Life itself is vocation plus avocation, and education can safely follow this pattern. The academic and cultural study—the mother tongue and its literature, the historical and present social situation, the scientific method—shall accompany technical and vocational training, so that the two will fuse.

The personal relationship of the home as distinguished from the work of the home may be considered by boys as well as girls.

"The way of real education is the setting of the child’s

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*Spencer, Herbert. Education. p. 17*
Mind to solve the problems that life fixes.............the weakness of the old school was that it worked in a vacuum, the strength of the new school is that its subject matter of instruction is not only literary material and scientific results, but that all this and everything in its curriculum is taught as an interpretation of the work-a-day dynamic world in which we live. In the elementary school the training of both sexes will stand substantially alike, liberalizing, cultural, problem solving, informational as regards the world just ahead."*

Dean James E. Russell says, "Under domestic science and domestic arts we have been teaching subjects; we are now to teach a vocation—the trades of the household and the professions of the domestic engineer and home-maker."

Many authorities claim that instruction in home-making should be given the boys and men as well as to those of the opposite sex. The claim is made that man's home responsibilities are just as binding as the woman's, though perhaps not of the very nature of woman's; his responsibilities are perhaps social and economic and for this reason he should learn the principles of sanitary housing, food principles, judgment of clothing values, artistic and economic, and health problems. We believe that it is only a matter of time until such subjects will be given attention by the boys and men as well as by the girls and women. Many aspects of Home Economics are already

*Russell, James E. The Girl of Tomorrow. p. 3-4
calling the interest of men. Such subjects as sociology, dealing with the home and family; child welfare; food chemistry, household physics and the like are receiving as much attention, if not more, from men than from women.

According to a report made by Dr. C. F. Langworthy, head of the office of home economics, Department of Agriculture, men and boys are now doing work in cooking, in dietetics, and other subjects of interest in the home.

Boys who are given instruction in cooking, if it be only of the simplest kind will be enabled to appreciate their share in the problem of food preparation in the home and have greater respects for simple living. Camp Cookery was perhaps the first form of cooking begun by boys and this has gradually developed into an interest for the other forms.

"No movement, educational or otherwise, which seeks to benefit the home will succeed until the cooperation of boys and men is secured."

"The changes which are enlarging women's educational privileges and are giving to her an opportunity to prepare herself for work not directly connected with the home, and which by simplifying house-keeping methods are making it possible for her to carry on such work in connection with homemaking may be said to be bringing more life to men, providing

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Anders, B. J. Education for the Home. p. 40
we understand the word *life* in its broad and not in its narrow sense, and providing we mean by *man* no particular individual, but composite *man*.” With leisure created by man's unselfishness, woman can study and secure mental development which makes her a wiser conserver of man's health, a better comrade in his leisure, and a more intelligent helper in his labors.

*Home Economics* teaches woman just the things most needed by her according to Edward T. Devine. He indicates three methods by which general prosperity may be increased; a better choice, a better production, a better consumption. Dr. Devine says, "In comparing the relative importance of the three methods it will be found that there are greater immediate possibilities in the third than in either of the others and that of the two that remain, the first is more important than the second. It is the present duty of the economist to insist upon this to magnify the office of the wealth expender to accompany her to the very threshold of the home that he may point out, with untiring vigilance, its woeful defects, its emptiness caused not so much by lack of income as by lack of knowledge of how to spend wisely. In the role of the economist he may not enter just what works of art or what food products should be selected, just what combinations of color would most beautify a particular sitting room, just what arrangement of furniture is best. He may plead

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*Hunt, Caroline. Home Problems from a New Stand-point.* p. 19
the limits of human ability in securing detailed knowledge, but he may assert his right to pass in review the work of minor advisors like the merchant, the decorator and the furnisher. There is no principle of wealth enjoyment higher than the economic. There is no economic function higher than that of determining how wealth shall be used. Even if men remain the chief producer and women remain the chief factor in determining how wealth shall be used, the economic position of women will not be considered by those who judge with discrimination as inferior to that of man."

Home Economics covers a vast field, to which nearly all the arts and sciences contribute. Few women have the time to devote to investigation and experiment in all the lines that bear upon the making of the home. In these days of specializing, it would take a large library and much time to cull from the various sources the kinds of knowledge that bear directly upon the making and the management of the home.

The Syllabus of Home Economics says: "Home Economics, as a distinctive subject of instruction, is the study of the economic, sanitary, and esthetic aspects of food, clothing, and shelter as connected with their selection, preparation, and use by the family in the home or by other groups of people."

The Syllabus groups the subject matter under the following

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*Syllabus of Home Economics. 1914. p. 4
heads: I Food; II Clothing; III Shelter; IV Household and Institution Management.

Some of the contributing subjects are art, history, anthropology; sociology, hygiene, mathematics, chemistry, physics, biology, civics, etc.

Cookery has always been given first place on the Home economics schedule.

Prehistoric man may have lived on uncooked foods, but there are no savage races today who do not practice cookery in some way, however crude. Progress in civilization has been accompanied by progress in cookery.

Fannie Merritt Farmer says, "Within the progress of knowledge the needs of the human body have not been forgotten. During the last decade much time has been given by scientists to the study of foods, and their diestatic value, and it is a subject which rightfully should demand much consideration from all. I certainly feel that the time is not far distant when a knowledge of the principles of diet will be an essential part of one's education. Then will mankind eat to live, will be able to do better mental and physical work, and disease will be less frequent."

If we attribute the importance to a knowledge of the preparation of food that Ruskin does, we must believe that in this branch of Home Economics alone one gets cultural, technical, and

*Farmer, Fannie Merritt. *Boston Cooking School Cook Book.* p. 8
vocational value from the study of it. He says:

"Cooking means the knowledge of Hedia and of Circe and of the Queen of Sheba. It means the knowledge of all herbs and fruits and balms and spices, and all that is healing and sweet in the fields and groves and savory in meats. It means carefulness and inventiveness and willingness and readiness of applicances. It means the economy of your grandmothers and the science of the modern chemists; it means much testing and no wasting; it means English thoroughness and French Art and Arabian hospitality; and in fine it means that you are to be perfectly and always ladies--leaf giver."

"Science has at least made us aware that mysterious dispensations of Providence which robbed families of health and strength could have been averted by a little knowledge and care; that bad feeding kills more babies than any other kind of negligence; that man's efficiency in this world, if not his happiness in the next, is mainly due to the precautions he takes to use suitable food and to avoid dangerous combinations."

The field of health is covered quite thoroughly by home economics. Courses in all phases of hygiene, home nursing,
therapeutics, eugenics and other health subjects are receiving much study. Our attention has been called to the fact that the American people inherit, through centuries of European tradition, the Medieval indifference to the human body. This attitude was a natural outgrowth of the theological doctrine that the "flesh is in league with the devil" and so is the enemy of the soul. In the Middle Ages saintliness was often associated with sickliness. Artists in portraying saints, often chose as their models pale and emaciated consumptives. Since Home Economics has stepped in and is waving her magic wand over us, we are beginning to leave this false tradition behind and are working toward the establishment of more wholesome ideals. It is probably true for instance, that the man or the woman who is unhealthy is now handicapped in opportunities for marriage which may be an index to society.

We believe it is due partly to the Home Economics movement that a great health movement is sweeping over the entire world. All of our schools, colleges, and universities are giving courses bearing directly upon the subject. The subject matter, heretofore, has been considered in its relation to disease rather than to health, now it is treated in its relation to the preservation of health, the improvement in the physical condition of the individual; and the increase of his vitality. Home Economics teaches the imperative need of hygiene as an integral part of every human life.

The statement has been made that in so far as science
can reveal, there seems to be no principle limiting life. Carrell has kept time cells of animals alive outside of the body for years. These cells are multiplying and growing apparently unchanged by time, to all appearances immortal so long as they are periodically washed of poison and nourished in the proper medium. If we could at intervals thoroughly wash man free of his poisons and nourish him, there seems to be no reason why he should not live indefinitely.

"Ill health and short life is brought upon man by his own mistakes made unconsciously and in ignorance, in other words, man has upset his pristine animal mode of living and needs to find scientific ways to restore the equilibrium."

The inventions of civilization have done so much for man that he is apt unduly to glorify them and to overlook the injurious by-products. Home Economics does not desire to return to the regime of living by abolishing all the ways and conventions of civilization. Just as the cure for the evils of democracy is said to be more democracy; so the cure for the evils of civilization must be more civilization. Home Economics, one of our products of civilization is trying to work out the situation. There are many forces cooperating to stamp out the evils of civilization to maintain a wholesome environment in which to live. Much, we might say wonders, has been wrought in public hygiene. We are just now waking up to the full realization of

Fisher and Fish. How to Live. p. 144
its importance and we should not stop until we can vie, if not with Ancient Greece, with Sweden where the death-rate is declining at all stages of life.

Again we say the spread of better hygienic conditions in its many fields; public hygiene, the hygiene practiced by the health officer, semi-public hygiene, the hygiene of schools, institutions, industrial establishments, and race hygiene or eugenics, may justly be attributed to the Home Economics Movement.

Authorities are now beginning to say with Pasteur—"It is within the power of man to rid himself of every parasitic disease."

We already see results of the Child Welfare Movement which was begun at the suggestion of authorities in Home Economics. Government statistics show a decided decrease in the death-rate in the early years of life, however, there is yet much to be done. Individual hygiene has been neglected. The death-rate in later life, when the chronic diseases do most of the killing, is increasing.

Home Economics says with Rilee:

"Talk health. The dreary never changing tale
Of mortal maladies is worn and stale.
You cannot charm or interest or please
By harping on the minor-chord-disease
'Whatever the weather may be' says he,
The International Conference of Women Doctors held in New York in September and October in 1919 is conceded by some to be one of the most important conferences held in this generation. In this wonderful meeting the doctors of all Nations plead that we educate more thoroughly for home making in general, especially for motherhood. No attempt was made to gloss over the festering realities of the social problem as it confronts us to-day. They claimed that the human wreckage that fills our hospitals and asylums is due to tragic ignorance and official timidity, that women in the field of Home Economics were working almost single handed to stamp out these evils. In this meeting the questions were handled not from a research point of view, but from that of their practical bearing on the problem of the development of a more vigorous and responsible womanhood.

Among the many organizations aside from our public schools, colleges and universities which are intimately concerned with Home Economics and home betterment in general are--The American Home Economics Association, The League for the Protection of the Family, the International Congress on Home Education, Mothers Congress and Parent Teachers Associations, The Society for the Study and Prevention of Infant Mortality, The National Housing
Association, National Consumers League, National Child Labor Committee, Child Helping Department of the Russel Sage Foundation, Federated Women's Clubs and many similar organizations.

The Orange, which has for one of its purposes, "To develop a better and higher manhood and womanhood, to enhance the comforts and attractions of home and to strengthen our attachments to our pursuits". Their purpose is to inculcate a proper appreciation of the abilities and sphere of woman.

The Young Women's Christian Association has a very large enrollment of students taking domestic science courses, some of them doing as much as two years of college work.

Home Economics extension is being employed to great profit in many of the industrial centers.

Ellen H. Richards once suggested that, as industrial processes are more and more removed from the home, we will come to value our seasons of recreation in the country for the first hand experiences which they offer children in the arts of living. The summer camps are now developing this educational asset. The boys as well as the girls learn the mystery of dish washing and sanitation of the camps. Such camps are organized by settlement houses, private schools, public schools, churches, Young Women's Christian Association and other social and philanthropic organizations. At many of these meetings, cooking, sewing and lectures on health and hygiene and matters pertaining to the home in general are given.

The Camp Fire Girls and Boy Scouts organizations now afford opportunities for teaching along different lines of Home Econom-
ics—especially in the field of moral and physical uplift.

Correspondence courses, libraries, contests, and exhibits have accomplished untold good in this line.

United States Government Bulletins which are sent broadcast all over our country are bringing helpful suggestions and aids to the home.

The work in nutrition investigation in the office of experiment stations has had an important influence in the development of American scientific work in nutrition and in furnishing subject matter for instruction, both technical and popular in the field.

The Federal grants for education have been a wonderful impetus for Home Economics.

The Smith-Lever act has created such an interest that many states are finding the amount apportioned to each state to aid in extension teaching of Home Economics and Agriculture inadequate to meet their needs, and some states are now asking Congress for an additional appropriation for this purpose.

The Smith-Hughes act provides that Federal aid shall be given to various states in establishing a system of training for agricultural, industrial, and household vocations. An appropriation of $200,000 a year is given to a Federal Board for vocational education, for administration, and for studies, investigations and reports on subject matter and methods of teaching these vocations. $1,000,000 for vocational teachers is divided among the individual states according to population. A fund is also provided for aiding State systems of Agricultural
teachings, beginning at $500,000 and increasing to $3,000,000 by 1924, which is to be divided among the States in proportion to their agricultural population; and a similar sum for education in the industries is to be divided on the basis of urban population. Each State provides funds either by State or local action equal in amount to that granted by the Federal Government. The grants were designed especially to aid the training of boys and girls of 14 years of age or older in all day or part time vocational schools and in day and evening continuation classes in agricultural, industrial, and household callings.

Another proposal is that of Senator Smoot to provide a grant of $10,000 to each State agricultural experiment station for research work and publication in home economics. The Smoot bill is now, Feb. 28, 1920, pending before the Senate Committee on Agriculture and Forestry, to which it was referred on introduction. Mr. Wilson of Illinois introduced a bill, that provided for a Bureau of Domestic Science in the Department of Agriculture, but no action has ever been taken on the Wilson bill, and it was not reintroduced in the present Congress.

The position of specialist in home economics has been created in the Bureau of Education and home education workers regard this as a very important step.

There are over 260 colleges now which offer courses of instruction that have direct reference to the home and a few quotations from prominent instructors in different universitites will convince us that Home Economics is one of the strongest forces in our country working for "family building" and the uplift of the race in general.
The following reports are taken from the United States Educational Bulletin No. 38. pp. 18-47.

Dean George D. Ayres, of the College of Law, University of Idaho, gives a course on the law of the household. He states that the course is of the informational type rather than a discussion of legal principles in training in legal reasoning. "What is needed for the home economic student is a general and accurate statement of the things that a woman should know concerning the law with which she will be brought into contact the most. I fancy it is about what a lawyer, an old friend of the family, would say to the widow of his friend and to her daughters in case they were likely to be situated that they could not see him and he was advising them for a long time to come. There would be some things he could tell them that would be likely to keep them out of difficulty, and he might be able so to draw the line that they would have an idea correctly as to when they ought to consult a lawyer. He says, "I go over the Idaho law regarding the home and its members in their relation to each other and to outsiders, the laws concerning husband and wife, married and unmarried women, parent and child, guardian and ward, the law concerning descent of real estate and distribution of personal property in Idaho, a general idea in regard to courts of probate, and what a woman should do who has reason to make use of them, the law of the property rights of husband and wife as such, their respective rights in regard to each other and over their children, the laws of marriage and divorce and of annulment of marriage."
Prof. Charles A. Ellwood, professor of sociology in the University of Missouri, contributes the following statement: "Home Economics is a good example of the complexity of an applied social science...... I strongly advocate that an elementary course in sociology should precede or accompany even an elementary college course in home economics...... At least three courses in sociology should be provided for college students in home economics. First, there should be an elementary course in general sociology, taking up in a systematic manner the study of the principles of social organization and evolution. Secondly, there should be a course on "domestic sociology," dealing specifically with the origin, development, structure, and functioning of the family and the home as human institutions. A third sociology course, which will be needed by students in home economics, is a course in the study of the practical movements for general social betterment."

Prof. Abby L. Marlatt gives in the department of home economics of the University of Wisconsin, a course in biology applied to human problems which is intended to focus in one course such discussion as might lead to a wiser understanding of the fundamental laws of heredity and environment, as typified in the human race...... The central thought of the course is conservation of human life by improving individuals, homes, cities, so that future generations may reach higher levels of efficiency than those preceding them have done.

Prof. Mary Swartz Rose of Teachers College, Columbia University says: "Home economics deals with three great fields--
food, clothing, and shelter. Good nutrition is indirectly de-
pendent upon clothing and shelter, but it is primarily concerned
with the food supply. The school of home economics emphasis is
fittingly laid on the human aspects of nutrition, and that not
only chemistry and biology, but also psychology, economics, and
sociology must contribute their quotas to elucidate the prin-
ciples involved in satisfying man’s requirements for maintenance,
efficiency and happiness in so far as they can be satisfied by
feeding."

Miss Maud C. Hathaway of the University of Ohio says: "The
general point of view in the instruction is that of the whole
course in home economics—that is, it is an effort to make better
home-makers. Emphasis is laid particularly on those features of
the clothing problem that will make the girl a wiser purchaser
and consumer, both from the economic and the artistic standpoint.
Her relation, as a home maker, to the social problems arising
from this field of industrial work, as well as to something
one may call, perhaps, the morality of dress, these are things
we try to teach, rather than mere technical skill, though that
is by no means neglected."

The department of home economics at the H. Sophie Newcomb
College, Tulane University, New Orleans outlines a four year
course of study in the house; "A unit of free-hand drawing is
pre requisite. This art is developed and is carried on through
the senior year. An interesting part of the plan is the use of
a building in which the art can be materialized in whole or part,
working with such special problems as a model kitchenette, college infirmary, and social settlement, and the remodeling of old tenements."

Prof. Bertha M. Terrill gives us the following statement: "The course in home economics at the University of Vermont aims to give emphasis to the importance of women's work in administering the affairs of a household as a large factor in beneficial economic activity. It seeks to give a well-laid foundation, through some study of the historic development of family life in its social and economic aspects, for a rational consideration of its present status and a reasonable forecast of its best future development."

Prof. F. W. Beckman, professor of journalism in the Iowa State College, furnishes the following, "Journalistic training for home economics students opens a way to their becoming contributors to newspapers and magazines, thus increasing their income and opening a new field of usefulness. The whole purpose of the courses in journalism is to give young women who are first trained in home economics some skill in writing upon home economics in the journalistic style. In the first half of the semester, the lectures develop the importance of news sense and news style in writing. Lectures early in the second semester present something of the history of women's journals in the United States, assist the students in a study of the purpose and standards of present-day journals, and seek to give them an understanding of the editor's needs."

There are many state laws affecting home economics instruc-
tion. "Each State has set up a standard for certification of its teachers of home economics.

Legal recognition of the need of home economics in the equipment of the trained grade teacher is already in evidence. This is exemplified in the Oklahoma requirement of an examination in domestic science for all first, second, and third grade teachers' certificates. We find the same true in Iowa, Indiana and North Dakota.

Idaho requires that home economics be taught in all rural high schools.

Louisiana grants $400 State aid annually to each approved department of home economics.

California enacted a law at the last session of the legislature authorizing the employment of "home teachers" who are to instruct in the sanitation, purchase, preparation and use of food and clothing.

California changed the mode of certification of teachers of home economics.

Nebraska enacted a law providing for a two-year course in home economics in the State normal schools, this course to be arranged with special reference to the rural teachers.

Many State boards have adopted the policy of requiring that the schools shall pay a salary to the home economics teacher slightly higher than the average salary in the State because of the necessary drudgery connected with her work and to
insure getting a good instructor."

There are twelve institutions—Cornell University, Chicago University, Kansas Agricultural College, University of Maine, Oregon Agricultural College, University of Washington, University of Missouri, Pennsylvania State College, University of Texas, University of Wisconsin, College of Hawaii and Colorado State Teachers College which report correspondence instruction in home economics.

One can now take the Master of Arts degree in twenty-six American Colleges and Universities by special graduate work in departments of household science and home economics; and in at least one university, Chicago, it is possible to become a candidate for the degree of doctor of philosophy in a department of household administration.

There are several colleges for women that have not yet established departments or even courses in "home economics", nevertheless do offer applied-science courses which find their application in the household. Those colleges are Bryn Mawr College, Bryn Mawr, Pennsylvania, Barnard College, Columbia University, Radcliffe College, Cambridge, Massachusetts, Vassar College, Poughkeepsie, New York, Wellesley College, Wellesley, Massachusetts.

The most marked line of advancement in the teaching of home economics has been in the direction of careful and practical instruction in the administration of the affairs of the

household. There has not been less thorough instruction in food
preparation and related subjects, but the management of the
entire household is now receiving thoughtful consideration.

The practice houses are distinctive and legitimate parts
of the equipment for teaching home economics and are being pro-
vided rapidly all over the country.

Practically all of the state normal schools now include in
their curricula courses in home economics.

There is a single instance of a state normal school ex-
clusively devoted to industrial and domestic training. This
is the Anna Blake City Normal School of Manual Arts and Home
Economics at Santa Barbara, California.

"There is a tendency for the State normal schools to
develop their curricula which are usually two years in length
into four-year collegiate and professional curricula, and
thus for "normal schools" to become "normal colleges" or
colleges for teachers. The following institutions have thus
been organized upon a level above the typical normal school;
State Teachers' College of Colorado, Greeley, Colorado; Iowa
State Teachers' College, Cedar Falls, Iowa; New York State
Normal College, Albany, New York; and the Normal Colleges of
Ohio, located at Ohio University, Athens, Ohio, and at Miami
University, Oxford, Ohio."°

It was made evident by the data secured by Miss Susannah
Usher that the South lead in introducing home economics into

higher institutions. The States which merit note for early recognition of this subject in their normals are: Jacksonville (Alabama) Normal in 1883; Agricultural and Mechanical College for Negroes, Normal, Alabama, 1883; State Normal and Industrial College, Milledgeville, Georgia, 1891; Winthrop Normal and Industrial College, Rock Hill, South Carolina, 1895.

In the preparation of teachers, as well as in the vocational applications of household science and art, the following institutions have rendered a great service to American education and are giving some of the most important instruction in the fields of home economics; --Pratt Institute, Brooklyn, New York, Girls Technical Institute, Montevallo, Alabama; Tuskegee Institute (colored) Tuskegee, Alabama College of Industrial Arts, Denton, Texas, and many others that we might mention are the Indian Schools, Cooking schools and schools of Philanthropy.

One of the most wonderful plans for teaching Home Economics was begun in the City of Crete, Nebraska. The public schools instituted a plan of teaching domestic science lessons in the homes of citizens with the women of the houses acting as instructors, and the children of the high schools going about in turn from home to home for the successive lessons. The plan has been so successful that more than fifty high schools in Nebraska and neighboring States have adopted it. It is said to be the most democratic plan of cooperation and the best method of philanthropy yet discovered.

The popular demand that our schools give training in home economics is based first on the significance of the home life
of every individual, adult and child alike. If the schools can increase the meaning of home to each of us, this is a kind of personal wealth which every individual wants. Next, on the value to society of the moral purpose, altruism, and cooperative spirit that arise from wholesome home life—these are the ethical qualities which communities will need more as modern life grows more complex, and it is thought by some that there is no other source for their development but the school of unselfish family relationships. Home Economics cannot create these qualities, but it can emphasize them and can do something to refine, increase, and make them sure.
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