

HOME ECONOMICS IN THE STATE OF WASHINGTON

Oeconomicus was the term Socrates used when he discussed with the young husband Isochomachus the efficient management of his home. The subject of the dialogue was the responsibilities that a wife must assume in the conduct of the household. They were found to be care of children, instruction of servants, care and preparation of materials for food and clothing, participation in the religious ceremonies of the family. The wife, to be successful, said Ischomachus, must realize the necessity for system and appreciate the beauty of order. Oeconomicus of the ancient Greeks has become home economics of today. No change from its earliest purpose is observed, although it has been much enriched through the advancement of learning and the development of science.

Throughout the ages the fundamental needs of the human family were an ever present concern. It is only within recent years, however, that a place has been found in the academic world for a consideration of the problems of food, clothing, housing, child care, and organization of family life.

Women's Clubs

Pioneer women of the sort that settled in Washington in the early days were notably resourceful and self-sufficient. Were they conscious of need for help beyond the heritage of the ages normally handed down from mother to daughter? They proved to be open minded and free from the dominance of tradition, ever eager for anything that would contribute to the betterment of their homes and families. It is not surprising, therefore, to learn that at the first annual meeting of the Washington State Federation of Women's Clubs the president recommended the study of child nature and home economics. This was in 1897. Two years later the convention was addressed on the subject of manual training and home economics in our public schools. In 1902 the Committee on Education recommended that members use their best endeavor to incorporate departments of Manual Training, Domestic Science and Kindergarten in the public schools in their localities. By state committee work, by recognition on state programs and by local club activities this organization of forward looking women have fostered the home economics movement from their first meeting until the present time.

In line with the national policy of the General Federation of Women's Clubs, attention is directed to various aspects of home economics by the Department of the American Home with the following committees: (1) Clothing and Textiles, (2) Home Budget (3) Insurance, (4) Nutrition, (5) Home Making, (6) Home Demonstration, (7) Spiritual Education. Washington has its full quota of committees. From its inception as a state organization, these Women's Clubs of Washington have worked with untiring zeal for this movement and to their efforts may be attributed no small part of the success of home economics in Washington.

Washington State College

The introduction of home economics into the five institutions of higher education in the State of Washington covers a period of seven years. The federal government not only encouraged but substantially aided in the support of the institutions known as land-grant colleges. This designation came from the first act passed for their support, which was approved by Congress July 2, 1862. The act provided for the donation of public lands for the benefit of such colleges. The purpose was "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and mechanic arts and to encourage the application of the same."

The Hatch Act in 1887 appropriated funds for carrying on experimental work in agriculture. The Morrill Act passed in 1890 provided money to more completely endow and support colleges for the benefit of agriculture, mechanic arts and home economics.

The State Agricultural College and School of Science of Washington first opened its doors January 1, 1892. A four year curriculum in what was called Domestic Economy was outlined in its first announcement. Each term, in addition to such general requirements as English, Algebra, Botany, Physics, were a group of subjects under the name of "Industrials." These included Sewing, Household Economy, Cooking and Serving, Household Sanitation, Floriculture, Landscape Gardening, Wood Carving, and Taxidermy. Other subjects were classified as electives. They were Music, Typewriting, Shorthand, and Telegraphy. Desire and good will appear to have exceeded resources. No instructor was appointed to teach the "Industrials" at this time, although in 1894 announcement was made that "a course of lectures in Domestic Economy is given to young women during the latter part of the first and the beginning of the second semester." "The dining room and kitchen of the dormitory

serve as a laboratory for illustrating the work of the department." Young women desiring to take the course in dairying were permitted to do so, also they were allowed to choose work in agriculture. No instructor in home economics was regularly appointed until Edith F. McDermott was added to the faculty in 1903. From that date the department grew rapidly. Miss McDermott remained with the college until 1909.

Laboratories were equipped in the chemistry building and instruction in what was then called "domestic science and domestic art" was given under the direction of Prof. Elton Fulmer of the Chemistry Department. Two years later Domestic Economy was organized as a department leading to a degree. Miss McDermott became the head of the department with three assistants. In 1906 the first graduate of this department was presented for the degree of Bachelor of Science in Domestic Economy. During the developmental years the work was largely empirical and practical in nature. There were no prerequisites in the related science or in art. A notable requirement made obligatory the election of one semester's work in Domestic Economy by all collegiate women. In 1905-1906 the purpose was enlarged to include training of teachers.

The legislature of 1907 appropriated \$25,000 for a Domestic Economy building. This provided a three story building 50 feet by 95 feet. It contained laboratories for cooking, sewing, laundry work, class rooms and offices. At that time it was the only college building west of Chicago devoted entirely to this work.

Domestic Economy was the name employed until 1912 when Miss Josephine T. Berry was appointed head of the department and Professor of Nutrition. Miss Berry was one of the most outstanding women in the home economics movement. No one surpassed her in ideals for academic standards, particularly in the scientific aspects of the subject. The name of the department was changed to Home Economics and the curriculum reorganized with prerequisites in Fine Arts, Chemistry and Bacteriology. Miss Berry was succeeded by Miss Agnes H. Craig in 1914. Miss Craig also had established an enviable national reputation. While she had a broad conception of home economics in all its phases, her special interest was in textiles and clothing.

The State College was particularly fortunate in having the leadership of these two women of superior scholarship in the two important divisions of the subject during the years when policies were being outlined and standards established. The work is now being

ably directed by Dean Florence Harrison. The department became a College in 1918 with Miss Harrison as the first Dean. Throughout the country the excellence of the work of the College is recognized.

In 1912, after the reorganization of the curriculum, sixty credit hours were offered. The growth of the work is indicated in the announcement of courses in 1928-1929. Textiles and Clothing total thirty-one credit hours, Food and Nutrition include twenty-nine credit hours, there are twelve credit hours in Institutional Management and nineteen in Home Administration. In addition to these, courses in home economics education and research in various lines are given.

Residence in the Home Management House has been required of senior students since 1914. For the first few years the house was rented, but in 1920 an eight room house was purchased and moved onto the campus. Students, during residence in the house, conduct all of the work of the household including the care of a baby. A nursery school is also maintained under the direction of the Home Economics Department for the purpose of providing further instruction in child training. From 1906, when the first graduate received her degree in Home Economics, to 1928 inclusive, three hundred sixty-nine have been graduated with the Bachelor's Degree and six have received the Master's Degree.

The college dining halls were placed under the management of the College of Home Economics in 1917. Miss Marcella Dodge was the first Home Economist to assume charge. At this time there were two dormitories caring for approximately two hundred and fifty students. Today there seven dormitories with provision for one thousand two hundred students. Five home economists compose the managerial staff.

Two other lines of work in home economics have been developed at the State College with the help of federal funds. The first is Co-operative Extension work. The Smith-Lever Act passed in 1913 provided that \$10,000 be given every year to each land-grant college for extension work. In succeeding years this was added to in proportion to the agricultural population, the State matching the surplus over \$10,000. Miss Mary Sutherland became extension worker in home economics in 1914. She was much beloved by the women of the State with whom she worked. The present organization of the extension staff includes a specialist in Food and Nutrition, one in Home Management and a third in Clothing. There are

in addition nine who are designated as "Assistant County Extension Agents in Charge of Home Demonstration Work." A method of work has been devised to extend the teaching of the employed agents. A group of untrained women who are willing to act as leaders for a club in their community meet in some central locality for demonstration and instruction by the home economist. These volunteers then return to their home clubs to impart the instruction they have received. In this way one employed worker can extend her instruction to many whom she could not otherwise reach. In 1928 one hundred and twenty-four meetings were held by the clothing specialist to train leaders. These leaders in turn held one thousand nine hundred and eighty-eight local meetings with an attendance of one million six thousand eight hundred and fifty-seven.

The 1928 report of Extension Service shows the far reaching results:

Improved practices were adopted by farm homes in the following projects:—Clothing, 5891 homes; Food and Nutrition, 7494 homes; Home Management, 7428 homes; rural women and girls followed suggestion of the service in making 35,990 articles and garments in clothing projects; nine Farm Women's Vacation Camps were held.

The last work to be developed through the State College of Washington is known as the Purnell work. The Purnell Act was passed on February 24, 1925. It was an extension of the Hatch Act passed in 1887 for the purpose of establishing agricultural experiment stations. The Purnell Act provides federal funds for research in agriculture and home economics. Work under the provisions of this act was started at State College of Washington in May 1926. One worker was appointed whose first investigation was "The Use of Time by Farm Women." In 1928 a second project was begun entitled "Efficiency of the Home Laundering Plant." A second worker was added in September 1928. Her investigation is to determine the "Efficiency of the Electric Oven for Cooking Vegetables."

A splendid new Home Economics building was opened in December 1928. It is one of the most up-to-date and beautiful Home Economics buildings in the entire country. It includes a large hospitality room done in early American style, spacious clothing and food laboratories and a home equipment room where research is carried on. Three animal colony rooms for experiment work are provided. A Home Economics Club room with an enormous fireplace and windows overlooking the town is an attractive feature. A museum of

materials of historic interest to home economists is particularly noteworthy.

University of Washington

A department of Home Economics was announced at the University of Washington in 1908-1909. A four year curriculum leading to the degree of Bachelor of Science in Home Economics was planned especially for students who wished to teach in high schools. The entrance requirements were the same as for admission to the science group of the College of Liberal Arts. Three years of chemistry and a year of physiology and bacteriology were required. One year of chemistry was omitted from the catalogue the following year. A director for the department, Miss Sarah M. Hummel, was appointed in 1909.

The aim as stated in the 1909 announcement was two fold. 1. "To give a liberal education upon the basis of pure and applied science." 2. "To provide an opportunity for a scientific study of the home." During the first year, Miss Hummel offered twelve courses. She remained at the University until 1912. In 1911-12 the training of dietitians was suggested as an additional aim in Home Economics instruction.

When in 1913 the College of Science was organized, home economics was offered as a major in the College of Liberal Arts and in a prescribed four year curriculum in the College of Science. The College of Education, organized in 1912-1913, also included Home Economics as a major.

Five curricula were announced in 1916 in the College of Science:—1. Non-professional curriculum. 2. Food and Nutrition. 3. Teachers Curriculum. 4. Institutional Management. 5. Textiles, Clothing and Fine Arts. These are still offered. All lead to the degree of Bachelor of Science in Home Economics.

The legislature of 1915 voted \$150,000 for a building for the University. From this appropriation Home Economics Hall was erected, the first University building in twenty-two years paid for by money from general funds of the State. It has been the last to be built entirely by the use of State money. The act providing for this structure also established the building fund to which is allotted student tuition fees and rentals from University owned lands and buildings.

Home Economics Hall is a three story, class A building 70 feet by 210 feet. It is located in the Liberal Arts Quadrangle. The first

floor of Home Economics Hall is occupied by the University Commons, the student dining hall that had been opened in a temporary building two years earlier under the supervision of the Home Economics Department. Gertrude Elliott was the first manager. There was a dual purpose in the establishment of this service: the first one was to minister to student needs by providing clean, wholesome food at cost; however, a second function was indicated by the resolution of the Board of Regents which provided for the dining hall in 1914. It was designated as a large quantity foods laboratory for the instruction of students. From that time until the present the training of dietitians, school and college dining hall and dormitory directors, and the preparation of students to become managers of tea rooms, clubs and restaurants has had an important place in the department.

A Practice Cottage, later known as the Home Management House, was opened in 1915, for the purpose of extending the training of seniors. An animal colony for research in nutrition was provided by subscription from interested citizens in 1920. The following year a Children's Co-operative Nutrition Service was established. This was primarily designed for the instruction of college students in child care but it provides at the same time a valuable service for the community. A pediatrician is present Wednesday afternoons to advise parents who bring their children for examination and counsel concerning their diet.

At the request of the Department of Physical Education for Women lectures presenting the fundamental facts of nutrition were given to all sophomore women students beginning in 1916. The course consisted of one lecture a week throughout the year. In 1927 the work was combined with a course in hygiene previously required of all freshmen women. Lectures in public health were added. Two credits in hygiene, two in public health, and two in nutrition now constitute the requirement in the subject matter of health education for all women students. In 1927-1928 a total of 1000 were enrolled in the nutrition section of this course.

The growth of this department is evidenced by a review of the number of graduates for the first ten years:

1911.....	3	1916.....	45
1912.....	4	1917.....	51
1913.....	7	1918.....	37
1914.....	13	1919.....	34
1915.....	21	1920.....	41

From 1911 to 1928 inclusive five hundred and forty-four have

qualified for the Bachelor's Degree and fourteen have been awarded the Master's Degree. Two hundred and forty-seven have married. Three hundred and twenty were teachers in high schools and twenty taught in higher educational institutions. Ten have become extension workers.

Washington has rather an unusual record in the number of graduates who have become institutional managers. Hospitals have claimed forty-five as dietitians while fifty-four have been engaged in other lines of institutional management. Many have served as directors of college dining halls and residences. Commercial work other than food service has claimed twenty-six. Graduates who have specialized in textiles and clothing are often more attracted by business than by teaching. They are included in this latter group.

Two graduate fellowships, each with an annual value of \$600 have been established. The Bon Marche Fellowship in Textile Research was first awarded in 1922. The holder of this fellowship devotes an average of twelve hours a week to testing fabrics for the Bon Marche. This co-operation between college laboratory and store has been mutually helpful. The second fellowship awarded in 1925 by an anonymous friend of the University is for research in nutrition. Holders of this fellowship have made investigation of food service in the organized houses for women students at the University.

Home Economics at the University has two decided assets. Located as it is in a western city it has been possible to form valuable contacts with commercial and other institutions. Requests for co-operation have met with cordial response. Classes frequently gather in store, plant, or factory where the members study at first hand some particular phase of food, clothing, or home furnishing with instruction by the expert directly concerned with these commodities. Talks on certain aspects of home economics are better presented by an active participant than from the academic view point. Professional and business men respond generously with help that is often invaluable as first hand information. These advantages are not always available in the more conservative eastern cities where tradition tends to prevent recognition of the benefit of co-operation between business and class room.

Another factor of great value is the support given home economics by related departments of fine arts, architecture and the sciences. Every strong college department of home economics has looked to chemistry for foundational courses. The response through-

out the country is usually, although not always, satisfactory. At Washington it has been most generous. Colleagues in the biological sciences have given loyal support. Particularly outstanding is the work offered to home economics majors by the Head of the Physics Department. The course called Physics of the Home has been given since the inception of the Home Economics Department. Rarely has a physicist so completely grasped the scope, purpose and needs of home economics. It is one of the richest courses available for home economists. It helps in large measure to give that well rounded scientific foundation essential for progress in this field in which ability to measure accurately and to evaluate with scientific nicety is essential. The national recognition that has come to Home Economics at the University is due in no small part to the contribution made by these various related departments.

Normal Schools

The State Normal School located at Bellingham in 1908 introduced home economics. Elementary courses in both sewing and cooking were announced. By 1912 eight courses in elementary and advanced work including a professional course for those who wished to teach were being given. The catalogue stated that this department stood for the fourth R in education; right living. Well equipped laboratories were provided for the various lines of work. The 1920 catalogue stated that the courses in the Home Economics Department were planned primarily for those who wish to teach in the elementary and junior high school. In addition to the fundamental work in food preparation, nutrition, textiles, clothing and household management, a course in marketing and one in rural home economics are given.

Cheney was the second Normal School in the State to introduce home economics. This was in 1909. Miss Myra Butter who had been in charge of manual training for girls was granted a leave of absence for a year to prepare for the new work. She spent half of the time travelling in Europe and the remainder in study at Teachers College, Columbia University. The department was at first largely self-sustaining, the products of the cooking classes being sold to finance the laboratories. The department was named Domestic Economy and Manual Training for Women. The catalogue of that year states "The aim of the present course is to give a general practical knowledge of domestic economy for household and individual culture rather than for professional training and so to combine the practical cookery with scientific theory as to make the work intelli-

gent and helpful." Students were advised that courses in science would furnish a good foundation although these courses were not required. Emphasis seems to have been placed largely upon cookery and nutrition in the first year. By 1914, however, a more diversified course was offered. The first references to these courses as a training for teachers occurs in the catalogue of 1917. Students electing twenty credits in home economics were entitled to a Normal Certificate in Home Economics. There is reference also at this time to a third year with ten additional credits in home economics. By 1928 sixty-two credit hours in home economics were given. Chemistry was suggested as supporting work, but no prerequisites were required. The subjects taught are the usual ones of food preparation, nutrition, clothing, household management and the school lunch, as well as courses which are not always offered in normal schools, tailoring, millinery and art needlework.

The State Normal School at Ellensburg was the last of the normal schools to install home economics. Again the title of Domestic Economy was employed. The year was 1910. Miss Jellum, the instructor for the first year was succeeded in 1911 by Miss Nash and Miss Cole. Chemistry and physiology were at first given as prerequisites, but after the first year were omitted, to reappear again in 1915. Training teachers was early included in the statement of aims. In 1917 a special advanced three year course for training teachers was announced. Forty credit hours in home economics are now being given. Biology, physiology and art are prerequisites for certain courses.

The offerings include beside the usual ones in clothing, food and nutrition, household management, and home furnishing, one on the American home, camp cookery, lunch room cookery and child care.

Public Schools

High schools were accredited in 1902 by the State Board of Higher Education. At this time only sixteen high schools were on the approved list. The first mention of home economics in the state office of Public Instruction was in connection with the first survey of high schools for the purpose of accrediting. Domestic Art as it was designated was listed on the blank used in the survey as a possible high school subject. It was four years later, in 1906, that home economics was first given as a possible option in the state course for high schools, although it was offered in the Seattle Schools in 1905.

At any rate, home economics was introduced into the high

schools of the State while Washington was still young in educational development. In 1906 twenty-seven high schools, approximately one-tenth of the present list, were accredited and only eight hundred and seventeen graduates were reported for the entire State. There were at this time two thousand seven hundred and fifteen school buildings in Washington, one hundred and forty of which were log houses.

Although uniform eighth grade examinations had been introduced in 1898 it was not until 1914 that examinations were required of all eighth grade graduates in manual training, home economics or agriculture. The Superintendent of Public Instruction was asked to prepare a syllabus for some teaching of these subjects. By 1923 schools having certain specified supervision were exempted from the state examination.

Interesting statistics are available for the enrollment in high school subjects for the years 1920 to 1926 inclusive. The relation between the total number of girls in home economics and home economics class enrollment is significant of the status of that subject:

	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26
Total girls.....	29,069	29,069	31,121	32,538	34,160	36,600
H.E. class enrollment....	11,002	12,335	11,875	12,987	13,483	13,240

Home economics from 1920 to 1924 held fifth place in enrollment, being surpassed only by English, mathematics, history, and commercial subjects. In 1925 the civics and social study group had a larger enrollment, giving home economics sixth place. The high school program in Washington is a diversified one including problems of food preparation, nutrition, clothing construction and selection, house planning, home furnishing, household management, budgets and accounts, child care, home nursing and family relationships.

In addition to the Vocational Education federal funds administered solely through the State College, a further act, the so-called Smith-Hughes Act, more properly the Vocational Education Act, was passed by Congress for the support of education in agriculture, trades and industries and in home economics.

The federal money is matched by the State, dollar for dollar, and is available for supervision of teacher training, and teachers' salaries in classes for pupils over fourteen years of age. Instruction must be less than college grade. Teacher training in home economics was assigned to both the University and State College. The work was begun in 1917.

All day schools, part time or continuation classes, and evening schools may be subsidized. The number of all day schools conducting classes with the support of these funds which has varied for succeeding years was as follows:

1917-18.....	3	1923-24.....	12
1918-19.....	2	1924-25.....	16
1919-20.....	7	1925-26.....	18
1920-21.....	8	1926-27.....	15
1921-22.....	10	1927-28.....	14

The usual subsidy is \$300 per year. For the most part the schools receiving help have been those in medium sized towns, rather than in the larger cities, such as LaConner, Port Angeles and Kirkland. The part time work, on the contrary, has more often been carried on in the cities of Spokane, Seattle, Aberdeen and Bremerton. Evening schools have also been conducted mainly in the larger centers. The total enrollment in the vocational education classes in home economics for 1926 was one thousand two hundred and twenty-one.

No account of home economics in Washington would be complete without recognition of the splendid work of Mrs. Ellen P. Dabney, Director of Home Economics in the Seattle Public Schools. Mrs. Dabney joined the teaching corps of Seattle in 1907 and from that day to this has been in the forefront of every progressive movement that has touched home economics. Typical of Mrs. Dabney's enterprise was her initiative in organizing the Washington Home Economics Association in 1909. The Washington Educational Association was meeting in Seattle in October but with so crowded a program that there seemed no time in which a meeting for this group could be held. An effort had been made to arrange for a session in connection with a banquet on Queen Anne Hill without success. Mrs. Dabney, who saw the time slipping by without the desired organization effected, chartered a street car, reserved it for the home economics women. The necessary procedure was carried out en route and the association which today is a flourishing organization was formed.

The state organization is now known as the Washington State Branch of the American Home Economics Association. In 1925 an Eastern and a Western Washington section were formed. Its unity as a state association is preserved by means of a state council of which the chairman and two other members from each section are members. Two meetings of each section are held every year, one

in connection with the Washington Educational Association, and for the Eastern Section, another in Spokane at the time of the Inland Empire Teachers Association. The Western Section holds a spring conference in April. In these gatherings and through committee work carried on during the year the organization attempts to keep its members in touch with national movements of interest to home economists; to co-operate with the American Home Economics Association in its policies and activities; to co-ordinate the work of clubs, public schools, normal schools, colleges and the University as well as the work in allied professional fields in the State.

EFFIE I. RAITT.