

STATE NORMAL SCHOOL
HARRISONBURG, VA.

October 20, 1917.

The Honorable, The Virginia Normal School Board:

Gentlemen:

I have recently received from the Secretary of the State Board of Education a copy of the final report on the distribution of the "Smith-Hughes Fund" as adopted by the said Board. This action of the State Board of Education includes some provisions which are decidedly at variance with the understanding of our Board in regard to this matter when under discussion at the last meeting. The sections referring to the State Normal Schools are as follows:

"For the present, graduates from the Home Economics Department of the State Normal Schools representing two years over and above high school graduation, or equivalent training, be accepted as teachers, provided they have taught successfully for at least one year and have had vocational experience including a reasonable period of actual household management. The State Board recommends that beginning with June 1920, no teacher be accepted for Home Economics who has not had a four year course in Home Economics, over and above high school graduation, and to include actual home management and supervised home management. This recommendation will be made to the Normal School Board of Virginia in order that they may establish such a course in one of the State Normal Schools to meet the conditions." (V., B., (e).)

"That aid be given to the State Normal School Board as soon as it has established at one of the Normal Schools a teacher training course in Home Economics representing four years work over and above high school graduation of standard college grade; said course to provide adequate laboratory facilities for practise and suitable for supervised home management." (C., 2).

"It is also recommended that the women be trained to teach Agriculture and that the State Normal School Board be requested to establish at one of the Normal Schools a course of study representing four years over and above high school graduation of equal rank and standard with the training given men. (J., 2.)

At present none of our normal schools are giving a special course in Agriculture, altho all have elementary classes in this subject. To offer a special four-year course in agriculture for four-year high school graduates would require additional equipment and a considerable expansion of courses at any of the four schools.

The situation as to Home Economics is, however, very different from that of Agriculture. All four of our schools have offered two-year special courses in Home Economics, and the school

at Harrisonburg announced last spring a four-year course in Home Economics of college grade, over and above four years of high school work. The Harrisonburg school is also prepared to meet the other requirements as to laboratory facilities and practise. There does not, therefore, appear to be any reason why the State Board of Education should delay extending the aid mentioned above.

It would appear from the above paragraphs that the State Board of Education has in mind the granting of such aid to only one of the four normal schools in the case of the Home Economics and to only one in the case of the Agriculture. This would of course exclude the other three schools in each case from any participation in this fund. This seems out of accord with the policy of our Board to develop the four schools on a co-ordinate basis. The chief reason for the establishment of more than one normal school in a State is usually considered to be the geographical reason. It seems desirable that each of the schools develop those lines of work which serve best to meet the particular needs of the section in which the school is located. The best policy, then, would appear to be the free development of each school to serve its own recognized constituency. This has been the attitude of the school at Harrisonburg at all times, and it is desired that this be kept clearly in mind in reading what follows in this paper.

If the action of the State Board of Education is to be taken as final, and if it is to be interpreted as confining the aid from the Smith-Hughes Fund to one of the four normal schools for Home Economics and to one for Agriculture, thus making it absolutely necessary that our Board select one of the four schools as the beneficiary in each case, then it is presumed that our Board will desire to compare the resources of the four schools with reference to each particular line of work, in order to determine at which one the special course, or courses, may be maintained most efficiently and economically. For this reason it appears to be the duty of each school to present its claims for recognition along each of these two special lines.

It is particularly desired by the Harrisonburg school that its position in this matter be fully understood by the members of the Board and by the administrators of the other three schools. Close attention to the wording of the two preceding paragraphs is asked, as it is believed this will make clear our attitude, and be at the same time a sufficient explanation for bringing to your attention the following facts.

GENERAL STATEMENT AS TO HOME ECONOMICS

At the opening of the Harrisonburg school eight years ago a two-year course in general Household Arts (Home Economics) was offered. At that time comparatively few people in Virginia were interested in this special type of education. The school at Farmville had offered a similar course, but it was dropped about this time, presumably because of lack of patronage. Since then the Harrisonburg school has built up an excellent department, with

a large faculty of specialists, large laboratory facilities, and a large number of students specializing in this work. During the past two years about one-third of the entire student-body has specialized in this department, while comparatively few students leave the school without taking one or two classes in it.

The following paragraphs are quoted from the annual catalog of the school, published last May:

"The specific aims of the several programs of work offered may be stated as follows:

- (1) To prepare special teachers of domestic science, domestic art, and industrial (including manual) arts, for all classes of schools.
- (2) To prepare supervisors of these special subjects, demonstration agents, and community workers.
- (3) To train for the vocations of the household and institutional work, such as professional housekeepers, dietitians, managers of diningrooms and lunchrooms, matrons, Y. W. C. A. workers, etc: and for the millinery and dressmaking trades.
- (4) To give instruction in elementary cooking, sewing, and housekeeping to students preparing for regular grade teaching, or for home work."

"The school has sent out young women from this department to take charge of such work in other normal schools, in colleges, in district agricultural high schools and other high schools, in elementary schools, in rural schools, and as supervisors and demonstration workers in a number of counties and cities.

"Recently considerable demand has come for trained household and institution workers, such as dietitians, directors of diningrooms, managers of lunchrooms, institutional housekeepers, matrons, etc. To meet this demand the school has added instruction in institutional management, institutional cookery and catering, and institutional nursing. To meet also the increased demand for community workers and demonstration agents, the school has added instruction in extension and demonstration methods, in supervision, in bacteriology for the home, household sanitation, and photography."

EQUIPMENT FOR HOME ECONOMICS

A very large proportion of the space at the command of the school for instruction purposes has been devoted for several years to the work in Home Economics, as follows:

1. Sewing and Textiles Laboratory
2. Dressmaking and Millinery Laboratory
3. Cooking Laboratory
4. Dietetics and Advanced Cookery Laboratory
5. An Appartment of three rooms, consisting of: (1) Home Kitchen, (2) Dining Room, (3) Bed Room, for house-practise
6. Conference Room and Office of the Department
7. Storerooms.

In addition to the above the following rooms are used for a large part of the time for work in Home Economics:

1. Household Physics Laboratory
2. Household Chemistry Laboratory
3. Household Design and Manual Arts Laboratory
4. Lecture and Recitation Room

Various other parts of the school plant are freely used by the Household Arts Department. (1) The school library contains a large collection of books and magazines along this line, and a number of special departmental reference books and pamphlets are kept in the Conference Room of the department. (2) The school dining department has been installed in its new hall and service building, and the kitchen, pantry, dishwashing room, and dining-hall, are now available for laboratory purposes in institutional management. (3) The school infirmary, while not all that it ought to be, is being remodelled, and will afford facilities for instruction in home nursing and institutional nursing, in addition to the facilities offered by the three-room apartment mentioned above. (4) The Rockingham Memorial Hospital, well equipped, located on property adjoining the school campus, and affiliated with the school, offers an opportunity for instruction in nursing by experts. (5) The public schools of the city and county near the school are used for observation and practise-teaching in home economics branches. Thru these, opportunities are also afforded for gaining experience in supervision, in demonstration, and in other forms of extension and community work. (6) The president's home on the campus and other homes nearby have been used for practise work in housekeeping, catering, etc., without any expense to the school.

FACULTY IN HOME ECONOMICS

The number of instructors in Home Economics courses is much larger here than in most normal schools offering these special courses. It may be claimed that their preparation is fully up to the standard. The following give their full time to this special department:

Miss S. Frances Sale, B. S., Household Arts Education, Head of the Department of Household Arts

Graduate, State Normal School, Athens, Ga.; B. S., Teachers College, Columbia University; instructor several years in household arts at State Normal School at Athens, Ga.; at this school since the opening in 1909. (She has almost completed her A. M. degree course at Columbia.)

Mrs. Pearl Powers Moody, B. S., Domestic Science (Foods and Cookery)

Graduate, Tuscaloosa Female College; student, University of Alabama; graduate, State Normal School, Florence, Alabama; B. S., Peabody College; teacher, in Alabama Schools; at this school since 1916. (Mrs. Moody has also had practical experience in home-keeping.)

Mrs. Carrie B. McMichael, A. B., B. S., Domestic Art (Clothing and Textiles.)

A. B., Female Institute, Jackson, Tenn.; student, Industrial Institute and College, Columbus, Miss., University of Chicago, and Vanderbilt University; diploma, Gartland Dressmaking College, Phila-

delphia; B. S., Peabody College; demonstrator for textile firms; teacher of domestic art for several years in schools and Y. W. C. A.

The following instructors give part time to home economics:

James C. Johnston, Household Science

Student, Columbian University, Georgetown College, and Johns Hopkins University; teacher of many years experience; at this school since the opening in 1909.

Miss Hannah B. Corbett, B. S., Institutional Management, Institutional Cookery and Catering, Director of Dining Hall

Student, Arizona State Normal School; B. S., Teachers College, Columbia University; experienced dietitian; at this school since 1916.

Miss Frances I. Mackey, Handwork, Drawing, and Design

Graduate of this school; student at Columbia University; teacher in public schools; here since 1914.

Miss Ethel Godfrey, R. N., Home Nursing, Institutional Nursing

Graduate, Charing Cross Hospital, London, Eng.; resident nurse in Chicora College, in State Normal School, Athens Ga., and in University of Georgia; private practise for several years.

COURSES IN HOME ECONOMICS

The following special four-year course of college grade, based on four years of high school preparation, is now being given in accordance with the announcements made last May. We have now classes in the first three years of this course. The fourth year is naturally not needed this session; but all of the students now registered in the third year expect to return for the fourth year next session, so that the first graduates will complete their work in 1919. The following outline is now required. The outline for the fourth year is tentative and will probably be somewhat revised before being offered next session.

First Year

Sewing and Textiles
Cooking
Methods and Observation
Drawing
Inorganic Chemistry
Analytical Chemistry
Physiology and Hygiene
Gardening
Elements of Teaching
Educational Psychology
English Fundamentals
Orientation
Writing
Gymnastics

Second Year

Advanced Cookery
Nutrition and Dietetics
House-practise
Home Nursing
Household Arts Theory
Observation and Practise
Organic Chemistry
Household Chemistry
Department Conference
Practical Composition
English Literature
American Literature
Gymnastics

Third Year

Advanced Textiles
Art Needlework
Advanced Sewing
Dressmaking
Millinery
Costume Design
House Planning
House Furnishing
Advanced Drawing
Advanced Practise
Department Conference
Industrial History
Economics
American Government
Gymnastics

Fourth Year

Household Management
Laundering
Household Physics
Household Bacteriology
Handwork
Rural Teachers' Industrial Work
History of Science
History of Education
Philosophy of Education
Principles of Education
Public Speaking
Sociology
Ethics
Special Practise Work
Special Conference
Art Appreciation
Music Appreciation
Games and Plays

In addition to the above the following classes are included in the home economics department and may be elected by the student specializing in this work:

Trade Millinery
Trade Dressmaking
Home Dressmaking
Institutional Cookery and Catering
Institutional Management
Institutional Nursing
Design
Poultry-raising and Bee-culture

It is respectfully submitted that the above list represents the most complete array of courses in Home Economics ever offered in any Virginia institution, and very few normal schools anywhere are so completely organized along this line. It is believed that these cover all the requirements of the State and Federal Boards for the training of teachers in Home Economics under the provisions of the Smith-Hughes act; but should changes or additions be necessary these might readily be arranged.

STUDENTS IN HOME ECONOMICS COURSES

The enrolment of students in the four-year course in Home Economics during the present quarter is as follows:

In Fourth Year	0	
In Third Year	6	(35% of all 3d year students)
In Second Year	15	(22% " " Seniors)
In First Year	51	(32% " " Juniors)
Total	72	(25% " " Students)

This being the first year in which the four-year course has been offered there are naturally no registrations in the fourth year. The six third-year students fully expect to be in attendance upon the fourth year next session and will compose the first graduating class. The great demand for teachers depleted the Senior Class

this year, as a considerable number who completed the Junior Class last year are now teaching. The very large number registering this session in the first year of this special course shows how interest in this line has increased and also shows the result of announcing a four-year course of college grade in Home Economics--work which heretofore one must go away to some Northern institution to secure.

Admission to the first year of this four-year course is based on the completion of four years of high school work, that is, sixteen units, distributed as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and Electives 8 units. An entrance requirement of 16 units is a higher entrance requirement than prevails at any college or university in Virginia, and higher than the requirement at colleges outside this State, consequently this in itself would indicate that the work that is done in this four-year course is of college grade.

At present the school at Harrisonburg admits no student to any course unless she has had at least two years of high school preparation. In another report to the Board it is recommended that after the present session no student be admitted unless she has had three years of high school work; and the intention is to recommend that after next session all students admitted to any course whatever shall have completed four years of high school preparation. Only 11 students in the school are at present taking work below the fourth high school year; and only 21 students are taking work of fourth year high school rank. This very small number, only about 11% of the total enrolment, could easily be eliminated. The result of this will be that all students registered at Harrisonburg, in whatever course, will be college grade students, having completed the full requirements for college entrance before being admitted here. It must be recognized that this policy of raising the entrance requirements to four-year high school graduation, and the elimination of all preparatory work at this normal school, gives this institution an additional and a very forceful claim for recognition as regards the giving of this four-year course in Home Economics, which it is specified by the State Board of Education must be of college grade.

PAST RECORD IN HOME ECONOMICS

As stated above the school has offered two-year courses in Home Economics since the opening eight years ago. During this time there have been graduated in all courses 377 students, of which 98 were graduates in Home Economics, 26% of the total. This is a higher percentage than that for normal schools in general. These graduates in Home Economics have been rendering very satisfactory service in a variety of positions. Some have gone to Columbia University, Cornell University, Peabody College, and other institutions, and have received credit for their work here, thus testifying to its high grade. The best evidence of the reputation of this school in this particular line is found in the type of positions held by its graduates, of which the following are representative:

County Home Demonstration Agents in the Counties of Loudoun, Halifax, Prince William, Brunswick, Bedford, Warwick, York and others.

Rural Supervisors of Home Economics in the Counties of Henrico, Russell, Wise, and others

Home Economics Instructors in the Congressional District Agricultural High Schools at Elk Creek, Burkeville, Middletown, Chester, New London Academy, and others

Home Economics Instructors in regular High Schools at Franktown, Capeville, Mount Jackson, Booker, Bluemont, Norfolk, Cape Charles, Claremont, Luray, and many others

Home Economics Instructors in Daleville College, Va., Guilford College, N. C., Centenary College, Tenn., Salisbury Normal Institute, N. C., Shenandoah Collegiate Institute, Va., and others

Head of Household Arts Department, State Normal School, East Radford, Va.

Assistant in Home Economics, Peabody College for Teachers

Domestic Science Instructor, Industrial Home for Girls, Bon Air, Va.

Educational Secretary and Instructor in Home Economics, Y. W. C. A., Richmond, Va.

Manager of Lunch Room, Y. W. C. A., Richmond, Va.

Supervisor of Sewing, Welfare Department, Dan River Cotton Mills, Danville, Va.

Dietitian in Hospital, two in Norfolk, one in Harrisonburg.

SUMMARY

It is respectfully claimed for the school at Harrisonburg that all conditions are fulfilled here for aid from the Smith-Hughes Fund for Home Economics Teacher Training, by reason of the following facts as set forth above:

1. This school has a very extensive equipment of laboratories and practise facilities, superior to any other school in Virginia. If not adequate for the work there is certainly less to be added here than there would be at any other institution.
2. This school has a large faculty of well trained specialists representing every line of instruction in Home Economics, being considerably the largest of any school in Virginia. This teaching force is probably already adequate to meet the requirements; but if not it is certainly easier and more economical to add a little to it than to build up so large a faculty at some other school.
3. This school has already announced, six months ago, a four-year course in Home Economics, of college grade, based on four years of high school preparation; and is now giving such a course to students registered in its first three years. The range of subjects is wider and the grade of the work is more advanced than that offered at any other school in Virginia, hence this school claims priority of establishment and superiority in grade of work and comprehensiveness of courses.

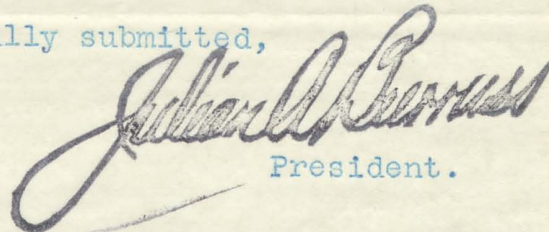
4. This school has a third-year group of young women already in line for graduation in the four-year course in Home Economics for June, 1919; and has registered in the beginning year of this course fifty-one students to date this session, which fact with the number registered in the second year of the course ensures a succession of groups for graduation in increasing numbers. The high standard of entrance ensures students capable of doing work of college grade, and the raised standard of admission to all the courses of the school, with the resulting elimination of preparatory work of high school grade, fits this institution for advanced work to a degree that can hardly be claimed by institutions with lower standards of admission.

5. This school has already trained, in its two-year courses in Home Economics given during the past eight years, a large number of well-equipped teachers of these special branches, who have held satisfactorily various positions of responsibility, thus establishing for this institution a reputation along this particular line superior to that of any other school in Virginia. It is believed that this school would be looked upon as the logical institution for this advanced work.

6. This school is already expending during the nine months session for the salaries of instructors and assistants in Home Economics \$5,787.00, which is more than enough to counter-balance the amount that would be appropriated from the Smith-Hughes Fund for this purpose.

In conclusion, it is desired to again state that the school at Harrisonburg does not seek to monopolize any line of work at the expense of her sister schools. Should, however, the Board find itself compelled to select one of the four normal schools for specialization in the training of Home Economics teachers in order to get the benefit from the Smith-Hughes Fund, it is respectfully submitted that, for the reasons stated above, this work can be done most economically at Harrisonburg where it is already organized, and that therefore this school is the logical one to be chosen for the purpose.

Respectfully submitted,


President.

Supplementary Report.

AGRICULTURAL EDUCATION

It is presumed that none of the four normal schools is at present equipped to offer a four-year course in agriculture in accordance with what seems to be the requirement of the State Board of Education in its action with reference to the Smith-Hughes Fund. If our Board finds it necessary to make a selection of one of the four schools for the special course in agriculture, it probably would desire data from the four schools as to their present resources along this line. For this reason the following information is submitted:

Equipment:

The school has at present the following agricultural equipment:

- (1) An old orchard of apple-trees covering about 8 acres
- (2) A young orchard of apple-, peach-, and cherry-trees, covering about 4 acres
- (3) Truck gardens covering about 2 acres
- (4) Land under recent cultivation, in potatoes, corn, oats, and barley, covering about 10 acres
- (5) Pasturage covering about 15 acres, some of which could be put in orchard or under cultivation
- (6) One barn, with four box-stalls, large vehicle space, and large hay loft, modern in construction
- (7) A poultry and pig yard, with brooding-houses, laying-house, pig-house, bee-hives, etc.
- (8) One incubator house, with a small incubator of 350-egg capacity
- (9) One Giant Incubator of 2,400-egg capacity, not yet housed
- (10) Two horses, three wagons, harness, etc.
- (11) An outfit of individual gardening tools for about fifty workers, consisting of rakes, hoes, forks, etc.
- (12) Plows, horse-mower, horse-rake, hand-cultivator, etc.
- (13) A flock of Plymouth Rock poultry
- (14) Twenty-five hogs and pigs
- (15) Two hives of honey-bees, with keepers' outfits
- (16) A canning outfit, with kettles, etc.
- (17) A classroom with some little equipment for agricultural instruction, but not adequate for the needs.

Faculty:

The school has at present one instructor devoting his entire time to the work of this department--Mr. P. R. Little, B. S., graduate in agriculture from the Maryland Agricultural College, who has had five years of experience in teaching and practising agriculture in Minnesota. The amount now paid for salary of instructor more than meets the amount of the appropriation which it is understood would come from the Smith-Hughes Fund.

Courses:

No regularly outlined course covering a period of years in agricultural branches has been formulated; but the following branches are now taught by the instructor in Agriculture:

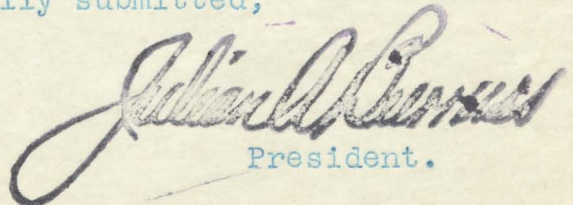
(1) Elementary Agriculture, (2) Agriculture, (3) Poultry-raising and Bee-culture, (4) Gardening, (5) Nature Study, (6) Biology, (7) Botany, (8) Zoology, (9) Geology, (10) Physiography.

It may properly be said that this school is particularly well located for the observation of agricultural activities on a large scale, since it is in the center of a very rich agricultural section, and in the midst of the largest orchard and poultry interests in Virginia.

If it be desired that this proposed course shall relate to the Home Demonstration Work in Virginia, attention should be called to the fact that this school was the first of the normal schools in our State to establish connections with this work. For several years the headquarters of the Assistant State Agent for Home Demonstration Work were maintained at this institution, consequently we became thoroly identified with this work. Girls belonging to the Canning Clubs in various sections of the State, together with their County Agents and District Agents, numbering about one hundred in all, make an annual trip to Harrisonburg for a short course of instruction in this line at our school.

It is of course recognized that to offer a four-year program of college grade in Agriculture would require a very considerable addition in equipment and instruction. It is presumed, however, that this would be true at all four of our normal schools. The school at Harrisonburg desires to lay no claim to superiority along this line. It wishes merely to present a survey of its resources for the information of the Board. If, in a comparison of these resources with those possessed by the other three schools, it should be decided that the proposed agricultural course can be most economically offered at this school we shall certainly do our best to develop it efficiently. However, it is desired that it be clearly understood that should only one of the two lines be assigned to any one school, the school at Harrisonburg, for reasons set forth fully in the main portion of this report, strongly urges that the Home Economics work be assigned here rather than the Agriculture. If the Board concludes that the two technical lines can be most economically administered side by side in the same institution, we shall most cheerfully accept both and do our utmost to make a success of the work.

Respectfully submitted,


President.