

*School of
Home Economics*



Sixty Years of Growth in
HOME ECONOMICS



*OREGON STATE COLLEGE
CORVALLIS*

A Vision: Its Expansion and Implementation

By Dean AVA B. MILAM

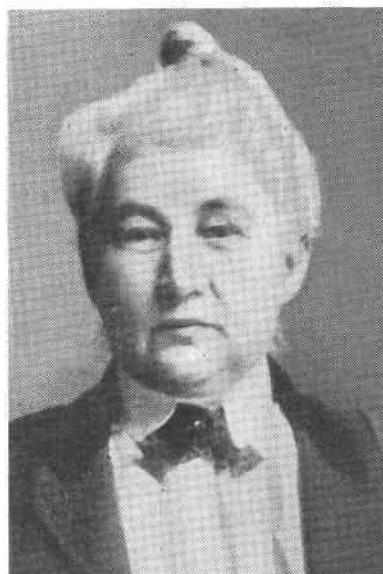
WHILE studying diseases to which mankind falls prey, listening to lectures, and learning of the attempts to relieve human suffering through medical aid, a young woman medical student at Boston University in the late eighties had some long thoughts about life. Her conviction was that her life should be invested in PREVENTION as well as the CURE of disease. As a result she came to a great decision which was destined to make an imprint on the people of Oregon, on their homes, and on others beyond the borders of Oregon.

This young woman, Margaret Comstock Snell, with a broad education, a vision, and wisdom, was convinced that she should complete her medical training but never practice it as a physician. As she expressed it to me early after my arrival in Oregon in 1911, "I made up my mind that I would not so much try to cure diseased livers as to teach people how to avoid getting them."

This conviction led her to seek the best avenue for such teaching. After careful study she concluded that when you educate a man, you educate an individual, but when you educate a woman, the welfare of a family is secure. So the ambition of Margaret Snell to educate the homemaker to understand how to keep herself and her family physically well led her into the field of education for homemaking, then known as domestic science and art.

The leading institution in the United States offering such work at that time was Pratt Institute in Brooklyn, New York. After receiving her medical diploma, Dr. Snell began her study at Pratt Institute.

The land-grant colleges in the United States, known as "the people's colleges," began teaching domestic science and art a few years after they were established by the Morrill Act in 1862. Parents desired education adapted to the needs of their daughters as homemakers even as education in agriculture and mechanical arts was meeting the needs of their sons. While Margaret Snell was studying at Pratt Institute, some of these land-grant colleges were preparing to open departments of homemaking educa-



*Margaret Comstock Snell, M.D.,
founder and first dean of home economics at Oregon State College.*

tion for young women; a few others had already started this teaching.

In 1889 Dr. Snell arrived in Corvallis to initiate a new department called Household Economy and Hygiene. This department in 1908 was rechristened as the School of Home Economics by President William Jasper Kerr. Oregon State College was the fourth land-grant college to introduce home economics, preceded only by Iowa State, Kansas State, and the University of Illinois. Since that time the establishment of this field of education has followed in rapid succession in all land-grant colleges.

When she first started the department at Oregon State, Dr. Snell was the sole teacher of the



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The Home Economics Staff, 1950

<i>Instruction:</i>	
Dean	1
Clothing, Textiles, and Related Arts	13
Foods and Nutrition	9
Household Administration	14
Institution Economics	3
Home Economics Education	3
<hr/>	
Total instruction	43
<i>Research (Experiment Station)</i>	6
<i>Extension:</i>	
Specialists	12
Agents	40
<hr/>	
Total extension	52
TOTAL	101

Bachelor of Science Degrees Granted over Six Decades

1890-1899	101
1900-1909	117
1910-1919	439
1920-1929	828
1930-1939	705
1940-1949	1,080

courses in household economy and hygiene. Also she was in charge of the dormitory and of the buying and planning of meals. She often related her early experiences to me at quiet luncheons in her home with just the two of us present—she so experienced and wise and I so inexperienced and young but eager to learn from her and capture her vision for the future.

In a laboratory equipped with a small wood-burning cook stove, a few sauce pans, and a sewing machine or two, Margaret Snell taught her girls the fundamentals of good food selection, cookery, clothing, and hygiene as she knew them. She also passed on to them an appreciation of good literature and art and the importance of human relations.

Her classes were small and she was a Mark Hopkins to her girls. She inspired them to sense the significance of the home and the influence of the wife and mother on the quality, character, and success of the entire family. Through the sixty years since she taught her first class here, her students have borne testimony in many ways to the imprint she left on their lives. The growth of the school she founded bears eloquent testimony to her wisdom and forcefulness as a pioneer leader in home economics and its place in human relationships. During these sixty years, 3,501 women have received degrees in this field at Oregon State College. Thousands more have studied one or more years and have captured, in some measure, the meaning of its ideals and objectives and learned to live them.

Original objectives carry through

The School still holds to its original objective—education for homemaking, and all this implies. As conceived by the School, this provides for each student a broad basic general education to which is added specific homemaking training dealing with the problems of feeding, clothing, and housing the family as these necessities contribute to both the mental and physical health of the family members and the place of the homemaker in her community and her duty to society. To attain such an objective, a study of the management of time and money and their influence on family and community welfare is a part of each student's program. In conformity with the best ideas and highest ideals relating to the stability of an individual in his social environment the study of child development and family relationships is emphasized. In this field the opportunity for observations in our nursery schools and of residence in our home management houses serve as vital agencies. Here many of the topics studied in the more formal courses take on clear-cut reality and point up the goal—development of the individual and improved family living.

No student's course of study is completely and rigidly prescribed; free electives are of-

fered. These furnish opportunity to satisfy special or individual interests or to qualify for the vocations of teaching; dietetics; management of tea rooms, cafeterias or dormitories; extension work; home economics in radio and journalism; home service work with utility companies and food, clothing, and equipment concerns; nursery school teaching; and home economics in social welfare. They also definitely provide for the individual to round out her own life and secure the satisfactions that come when a well-integrated individual makes a significant contribution to better and happier living.

As vocational opportunities increased, home economics schools throughout the nation tended to focus the main attention of the students on training for these rapidly developing earning fields, tending to lose thereby much of the general and homemaking education formerly provided. They overlooked the fact that the great majority of these women remain in professional fields a relatively short time, then become homemakers. In either capacity they exert a profound influence on the development of society and social outlooks throughout their lives. The primary responsibility of the school, therefore, is to the individual, to the home, and to problems of living in the widest concept of that term. Its responsibility to the professional fields exists in and is met by supplying the teachers, investigators, and other workers to perpetuate its important obligations. Never once in its sixty years has the Oregon State College School of Home Economics wavered from its fundamental objective despite the many pressures from within and without. It has kept uppermost in mind education for home and family life and the far-reaching influence these have in the development of a nation and its outlook. This consistent policy has made Oregon State's school distinctive in providing its students a broad education as well as the means of meeting their responsibilities as vital members of any community of which they become a part.

Five out of six home economics graduates of Oregon State are homemakers and most of the others are working in professional fields related to home economics. Because marriage brings about a steady depletion in personnel in the home economics vocations, the supply of trained home economists is never greater than the demand. Many of our graduates marry immediately after graduation, some before.

Vision encompasses international program

Another distinctive feature of this school is its international program. When I was a student at the University of Chicago, one of my teachers, Professor Sophinisba Preston Breckinridge, a woman trained in law, made a great impression on me not only for the courses

dealing with the legal and economic position of women and the child and the state but also for her social welfare work at Hull House and with other immigrant groups. After I decided to come to Oregon, she said to me, "What worries me, Ava, about your teaching in Oregon is how you are ever going to teach your students in that favored section of the U.S.A. how the other half lives."

This concern of my teacher became mine, too, as I came to see the need for broadened horizons. Convinced also that education for homemaking is a basic need in all countries, I have made four trips to the Orient for the purpose of helping in the establishment or advancement of this field of education in those countries. The first was twenty-eight years ago when I accepted an invitation from Yenching University in Peiping, one of the leading educational institutions of that country. With an 18 months' leave from Oregon State College, I took with me a graduate who remained to carry on the work after my return to the United States. She studied the Chinese language the first nine months while I visited homes and schools throughout the country to obtain a background for founding home economics education adapted to the needs of China. I also endeavored to interpret to teachers, students, and groups of citizens the field of education for homemaking—its objectives and content. In order to make the work indigenous, the need for trained national leaders early became apparent. Through the aid of our home economics club, church and women's organizations, and government grants, as well as individual contributions, foreign women have come to study at Oregon State College since 1924, and upon their return to their native countries they have served as pioneer leaders in this field of education adapted to their home lands.

Today fifteen foreign graduate students are at Oregon State College studying home economics to serve as pioneers in this field of education in their native countries. They come from Finland, South Africa, Siam, India, the Philippines, and China. Others from New Zealand, South America, Japan, Sweden, and Germany have studied here.

The horizons of many of our American students and staff have been broadened by these contacts. Having these foreign students among us has helped to break down racial prejudices and to engender in our students a far broader spirit of social consciousness in a world so in need of international friendship and freedom from racial prejudice. These foreign women, along with our American graduates, can be found in many sections of the world. It is my hope and belief that they are contributing to a better world through better homes.

Accomplishments affirm growing concept

Margaret Snell's idea and the dedication of herself, her staff, and those teachers who have followed during the six decades, to the implementing of it have resulted in a great school of home economics whose impact can best be measured through its effects upon the lives of its students, their families, and their communities. Perhaps Margaret Snell in her early dreams for service in her chosen field did or did not envisage that after a time some of these courses would be enrolling men as well as women students—men who sense the significant part the health and well-being of the individual, family relations, and homemaking play in social welfare and who believe that a knowledge of nutrition, child development, and a study of individual and family relations is one of the most direct roads to the desired end.

Among our alumnae who have come for our School's Sixtieth Anniversary celebration are some from each decade; there are those who were students during Miss Snell's twenty years' administration when foundations were so carefully laid; there are those who were students during the three years when Miss Juliet Greer guided the school; and there are those who knew Mrs. Henrietta Calvin as dean from 1912 to 1915. Still others were students during the past thirty-three years of my own administration.

By their lives and accomplishments the alumnae bear testimony to the significance and the greatness of a great woman, a concept expanded, developed, and implemented through the faith, devotion, courage and labor of the many able and outstanding women of this school who through the years have given it reality and a significant and recognized preeminence. From the original staff of one teacher the home economists of this college have increased to one hundred one. Some are concerned mainly with resident instruction, others are intensively and painstakingly seeking ever to increase the body of our knowledge and extend our intellectual horizons, and still others are carrying directly into the homes and lives of those who live in any type of social community, the information which the seasoning of years of test and experience have proved to be the most useful and effective.

As I think of Margaret Snell and my colleagues with whom I have had the privilege of working and who have given so unstintingly of themselves to the cause we serve, I am reminded of the Chinese proverb:

If you would plant for a year, plant grain.

If you would plant for a decade, plant trees.

If you would plant for a century, plant men.

The Vision Expands Through Sixty Years

IN JULY 1888 the Board of Regents established a chair or professorship of "Household Economy and Hygiene." In December of that same year, it considered various applications—among them one from Miss Margaret Snell, M.D. It decided, however, not to fill the position at that time. The next June Dr. Snell was elected to the vacant position and \$1,000 was budgeted to pay her annual salary. At the next quarterly meeting of the Board in September, 1889, "The needs of the department of Household Economy [were] considered and the sum of \$100 appropriated for purchase of stove, fittings, and crockery required for the cooking classes."

Though at first only cooking and sewing were taught, by 1891-92 the course of study included: sewing, dressmaking and millinery, cooking, house furnishing and kitchen gardening, floriculture, sanitary science and care of the sick, hygiene, and social etiquette. Lectures on poultry raising and beekeeping were given as early as 1906-07, and in 1908-09 provision was made for students in Domestic Science and Art to take courses in such other departments as dairy, horticulture, poultry husbandry, and bacteriology.

Through the years 1914-17, the School made numerous additions: a one-year course for homemakers; short courses in food preparation, dressmaking, and textiles; a six-weeks summer course for teachers; a night course for "women of mature years." It had developed, actually, four four-year courses, each leading to a degree of Bachelor of Science. In 1916-17 five departments, Household Science, Household Art, Home Administration, Institutional Management, and Home Economics Education were included in the School of Home Economics and the plan for having majors in the departments was dropped in favor of the plan which required in each department the basic courses that were considered essential for homemaking. In 1918, a new course, "Introduction to Home Economics," was added; it was required of all freshman students.

The two four-year curricula, one professional and one general, but both leading to a Bachelor of Science degree, were offered first in 1921. In 1924-25, an analysis of courses made by the staff resulted in considerable reduction in those devoted to developing housekeeping skills and the addition of courses in liberal arts. Developments in 1925-26 included the establishment of

a "universal freshman year," and the addition of a greater number of service courses. In 1932 the State Board of Higher Education designated the School of Home Economics at Oregon State College as the major school for that field in the State.

Throughout the recent war, the School cooperated with emergency efforts by piloting the nutrition-for-defense work and by training emergency workers for Lanham Act nursery schools and other programs including conservation education. Advanced graduate study leading to the Doctor of Philosophy degree was approved in 1944.

The School has changed considerably since World War II. It now places less emphasis on choice of the professional as compared with the nonprofessional curricula. For girls planning on only a few years in college, the one- and two-year curricula are used more frequently than before the war. New courses have been developed to meet special needs of students. More courses for mixed groups and for men only have been added. Courses designed to make available to a larger extent the subject matter potential provided by research and laboratory facilities such as nursery school and research laboratories have been developed at both the graduate and the undergraduate levels.

Physical facilities have had to keep pace with increasing enrollments and the expansion of courses. From a single room on the third floor of the Administration Building (now Benton Hall), the department moved (1895-96) to Girls' Hall (now Kidder), then to the basement of Waldo Hall and the second floor of the Agronomy Building (1908-09). In 1913-14, the east wing of the present building was completed. Six years later, the central wing was added. The first Home Management House, Withycombe, was first used in 1917, the second, Covell, in 1926, and the third, Kent House, in 1930. The Orchard Street Nursery School was completed in 1938-39, and Park Terrace Nursery School was taken over by the School in 1945. The college tea room, at one time on the third floor of the Home Economics Building, was moved to the newly opened Memorial Union Building in 1929-30. At present, plans are under way for an extensive remodeling of the main building and for the construction of a new home-management house.

Kitchen and Laboratory

COLLEGE catalogs in the early 1890's listed four objectives of the Department of Household Economy and Hygiene. The first of these was "to teach girls how to cook." The other objectives were to teach "the art of sewing, cutting, and fitting; the elements of the milliner's art; and how to take care of their own health and that of a family." The few courses offered attempted to train women in the various housekeeping skills and to give them some cultural background as well.

With growth came differentiation. In the early 1900's the School of Domestic Science and Art provided the science of living, the chemistry of cooking, and the principles of sanitation in the department of domestic science. Later the name became Household Science, and today this branch of home economics bears the title Foods and Nutrition. About 1912, it became the fashion for classes in foods to prepare and serve meals to guests of the College, sometimes to 300 or more at a time. About that same time an innovation in courses made it possible for men students and women in other schools on the campus to take work in the selection and preparation of foods. In a recent year foods and nutrition courses offered for men and women not majoring in home economics had more than 350 registrants.

The Department has served the state in many ways and has functioned actively during the two world wars. In the first it stressed food conservation by every means possible; in the second, it gave a refresher course for Red Cross nutrition teachers and participated in the work of a state nutrition committee for coordinating all nutrition projects in furthering war mobilization. The Department has also taken part in the State Nutrition Council of Oregon, the second organized in the United States. This group has helped the public to become aware of the importance of the various nutrients in daily diets and has encouraged the school lunch program as a factor in the health of the school child.

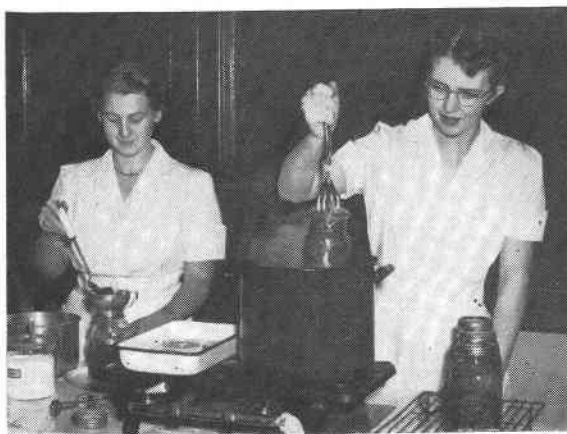
Even in the early years the Department acquired adequate supplies of linen, china, and silver for table-service instruction, but not always has equipment been adequate. As late as 1930 wood stoves were still in use in the foods laboratories—with old-fashioned wood boxes replenished daily by the janitor. Today, however, the Department includes, in addition to the laboratories devoted to undergraduate teaching, a well-equipped nutrition-

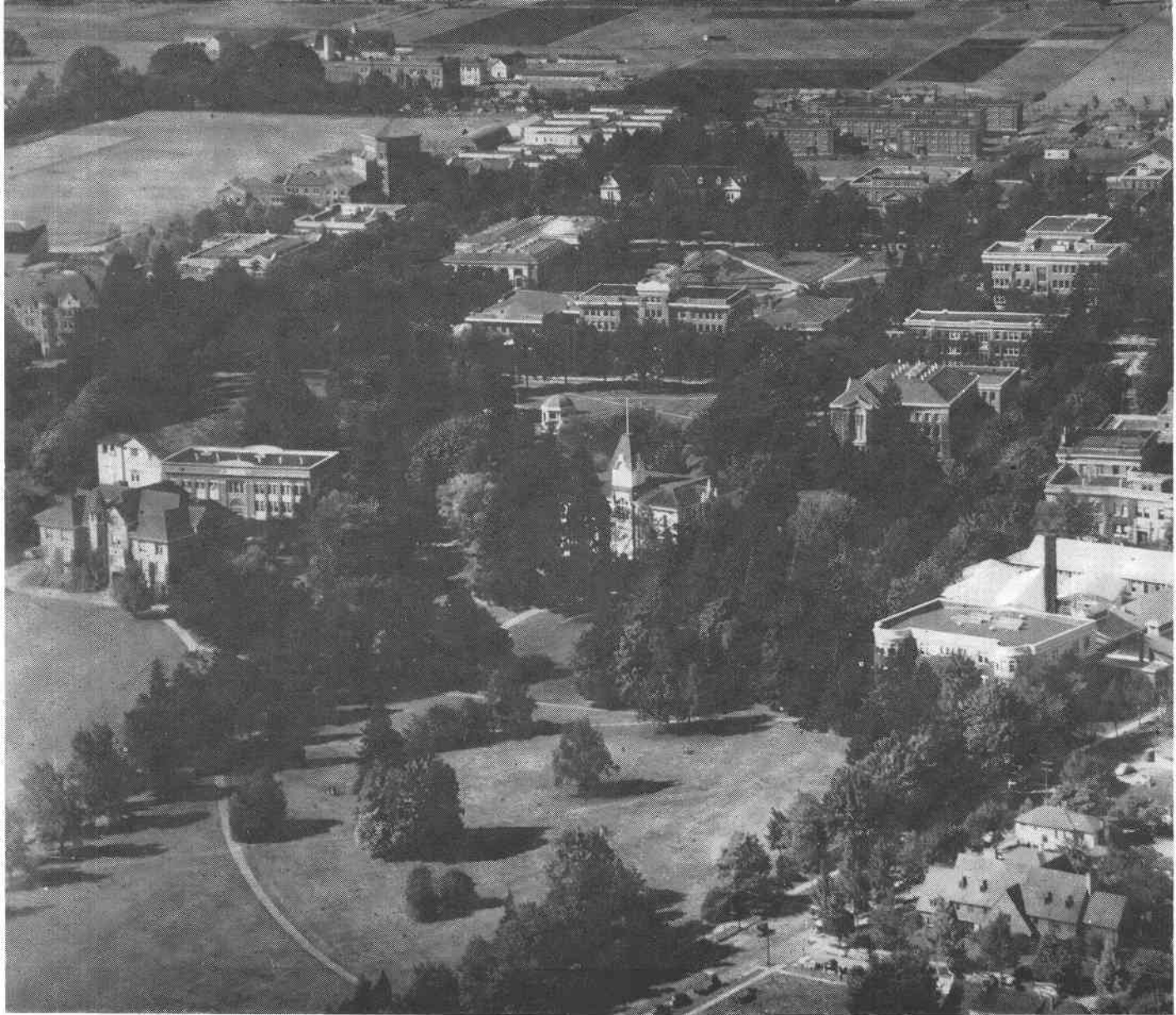
chemistry laboratory, an animal laboratory, and an experimental foods laboratory. These serve admirably for graduate instruction and research.

During the 1920's and 1930's significant curricular developments broadened the scope of Foods and Nutrition. New junior and senior courses in food economics, food demonstrations, experimental cookery, nutrition of the infant and child, community problems in nutrition, and related subjects were taught for the first time. More recently, the increasing emphasis on graduate work has augmented the work leading to the master's degree with a full Doctor of Philosophy program. Two students completed the work for the Ph.D. degree in 1949, and three others are working for it at the present time.

A research project carried on by a staff member with Purnell funds in the midst of a national economic depression served as a starting point for a departmental research program. In 1935 the funds provided by the Bankhead-Jones Act made possible the addition of a nutritionist to the staff to devote half her time to research. Since then several other nutrition research workers have been added to the staff. Experiments in foods were initiated in recent years with a full-time staff member in charge. Some research projects in both nutrition and foods have been carried on cooperatively with other departments in the College and with other institutions in the West.

The Foods and Nutrition Department trains students for homemaking, for teaching in high schools and colleges, for work in hospital and institutional dietetics, and for commercial positions in foods research, public health nutrition, and government grading of canned foods.





The Oregon State College Campus as it looks from the air.



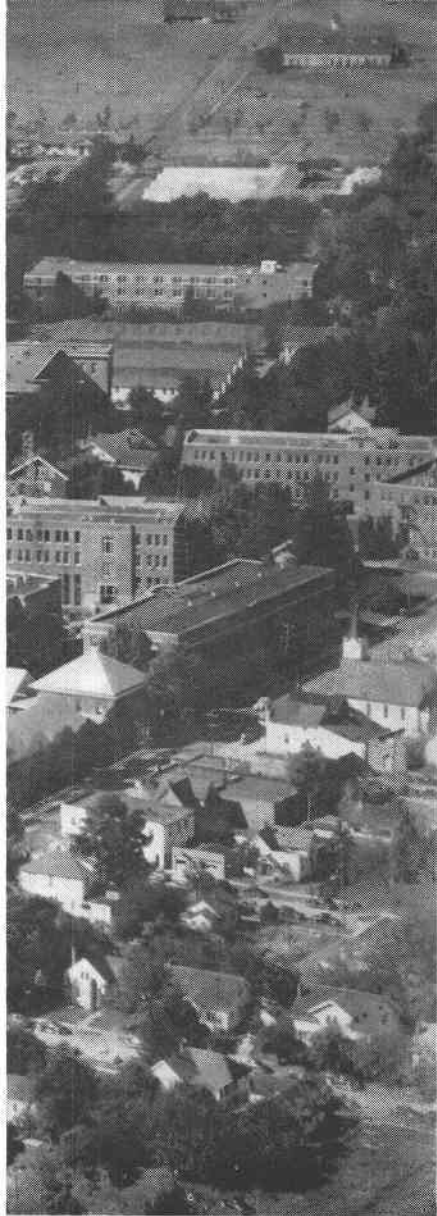
Home Economics students participating in the "Calling Mrs. Oregon" program on the state-owned radio station KOAC.

At a staff conference the state carrying the college campus



Students evaluating eggs of different grades





Considering the clothing needs of small children.



Mrs. Norman Lunde, Multnomah County chairman of the board of Azalea House, presenting a check for \$25,000 to President Strand at the annual meeting in June 1949.

This corner of Withycombe House indicates how home management houses have been modernized to keep pace with progress in household equipment and ideas in house planning.

Commission leader and her assistants lay plans for the communities and homes of the state.



From the Needle to the Fade-o-meter

THE study of clothing, textiles, and related arts has always had as its goal supplying the needs of the students. Hence, with the changing needs of more than half a century, equipment, methods, and subject matter have undergone a constant evolution.

In the beginning, courses in sewing were offered along with those in cooking. In the freshman year one hour a day was spent on making samples. Fine hand sewing was emphasized. Dressmaking and millinery was the second course offered; then came house furnishing and kitchen gardening.

In 1895, needlework was added and dressmaking became a separate course. In the early 1920's the first service courses were offered, and by 1929 house furnishing and applied design were offered as separate courses. About this time a textile laboratory was installed and textiles soon became required for all home economics majors.

Millinery was dropped when it seemed no longer desirable to train girls to make their own hats. A man tailor from Portland started the work in tailoring, which is now considered a "must" for future teachers.

During this period, pattern drafting was an important part of the advanced sewing course. Usually one problem in children's clothing was given also.

Soon there was a demand for more work in children's clothing and specialized work in clothing selection. These two courses were added in the 1930's. About the same time a course in commercial clothing came into being. Then with the general trend of interest toward the consumer and her problems, a course in consumer buying in clothing and textiles was introduced.

Pattern drafting was now a thing of the past but flat pattern designing and draping have come to the fore and have been added to the curricula.

During the 1940's decade there was a gradual increase in graduate students. There are now six who expect to complete work for their M.S. in 1950.

The year 1949 has been an exciting one. It marks the beginning of two research projects: a new textile minor for students in the School of Business and Technology; three new courses, history of textiles, the clothing buyer, and quantity textile purchasing; and new equipment. The School now has professional steam presses in the tailoring laboratory, and a Fade-o-meter, a Launder-o-meter, and new microscopes for the textile laboratory. The department has also been fortunate in being able to purchase large parts of two private collections of historic textiles, and to have received a number of gifts of old textiles and costumes.



Students in Clothing and Textiles test the light fastness of fabrics in a new machine called the Fade-o-Meter.

“Mothercraft,” Scientific Study

THOUGH the Department of Household Administration, as such, was organized in 1916-17, it had its inception in some of the earliest courses in home economics. One of the significant early developments was “Domestic Lectures.” This course, introduced in 1900, included “parentage, care of children, heredity, sanitation, home furnishing, emergency lectures, and fireside practice.” A course called Mothercraft was added in 1917. Early, too, came the recognition of need for a home management house. In 1915, Withycombe House was purchased, and the following year students moved in for the first course in “Practice House,” a course which in 1925 became a requirement for graduation.

The program in the department kept pace with early trends in education for home and family living. As early as 1926 a laboratory was considered necessary for students in the Child Care course, which had replaced the one called Mothercraft. That summer the first nursery school was set up in East Hall, and by fall Covell House was purchased and used for a nursery school as well as for a second home management house. Household Equipment was introduced in 1929, as was “Behavior Problems.” The Family Relationships course was taught first in 1934-35.

Significant growth has been evidenced in this department in the areas of child development and nursery school education, of interpretation of the management and economic problems of the family and of functional housing. Following a period in the 1930's, in which the depart-

ment cooperated with the federal government in training teachers for W.P.A. nursery schools, Covell House was torn down to make space for the new Chemistry Hall, and the Orchard Street Nursery School was built. Outstanding in design for use, the new building was occupied in January 1939. Park Terrace Nursery School came into use under the Lanham Act for children of war workers. It is used at present for children of student veterans, both nursery schools are now owned by the college and provide valuable laboratory experience for students in Home Economics. The child care laboratory course, now termed Nursery School Procedures, became a requirement for all majors in 1946. Since 1945 it has been possible for students desiring to do nursery school work to obtain experience and training adequate for full-time employment in this field.

Courses in management and economics now encompass home management, family economics, economics of housing, consumer buying, and home-community relationships. Courses in functional housing, developed at first as occasional offerings in summer session, have become regularly offered courses at both the graduate and the undergraduate level. They draw heavily, in subject matter, upon the findings of the Research Department of this school as well as of some others.

Through the years the Household Administration Department has exerted influence in bringing about improved family living with both major and non major students in the School of Home Economics.

At the Orchard Street Nursery students in child development combine class theory with actual observation.



Institution Economics Expands

MARKING the beginning of Institutional Economics, a course called "Institutional Housekeeping" was offered in 1908-09. It was intended to "prepare women to become professional housekeepers in institutions such as school dormitories, hospitals, orphanages, and hotels."

The first off-campus adventure in Institutional Management attempted by the school was a tearoom in the Oregon Building at the San Francisco fair in 1914-15. This tearoom was operated for a ten-month period by senior women under the direction of a teacher. They did all the buying, preparing, and serving of the meals. Since the tearoom could serve only thirty-six people at a time, lunch was served in two shifts, thereby accommodating seventy-two each day. The tearoom became very popular and turned away more guests than it could serve. Besides the two thousand dollars cleared by the tearoom the venture proved to be a very good advertisement for the College and a very fine educational endeavor. It demonstrated that college training in institution economics could be practical as well as theoretical.

This adventure in San Francisco created a demand for laboratory courses in Institutional Management. In 1916, therefore, the first of these was conducted in a house on Park Terrace known as the College Boarding house. There the students prepared and served three meals a day to faculty people.

With the war in progress in 1917-18, military groups were housed on the campus. Institutional management students were given practice in managing these mess halls.

In 1919-20 the first college tearoom was opened in the basement of the Home Economics building. In 1920-21 courses were offered in dormitory management, tearoom management, and advanced institution management. The following year the Department of Institutional Management was established and a one-year institutional management course was added to the curriculum.

When the second unit of the Home Economics building was completed the tearoom was moved to the top floor of this unit. It remained there until 1929 when it was moved into the newly erected Memorial Union building.

By this time, the Department of Institutional Economics had grown to include three staff members, with courses given in institutional equipment, marketing, administration and experience as well as quantity cookery. Students in the department received practice in the Memorial Union tearoom and in the dormitory food service and housing departments. Valuable practice is being given to students interested in this field.

Graduates of this Department go out to manage tearooms of their own, supervise restaurants, and to do other types of professional work in institution economics.



Students in Institution Economics assist in planning menus and ordering foods to specifications. They check in supplies when delivered, keep perpetual inventories and records, and make time and labor studies of food handling and meal preparation from breaking eggs to washing dishes.

Homemaking Goes Into the Schools

COURSES in methods of teaching home economics were offered first in 1909-10. Even before that date, however, the School laid a major emphasis on the training of teachers. Since then there has been continuous growth in teacher education, leading to the organization in 1916 of the Department of Home Economics Education.

The federal Smith-Hughes Act, first of a series of vocational education acts, provided funds for the promotion of sub-college training in agriculture, trades and industry, and home economics, and for the training of teachers in those subjects. Oregon State College responded to this new program by establishing a School of Vocational Education. The Department of Home Economics Education developed into a joint department of this new school and of the School of Home Economics. It received its first department head in September 1919.

Supervised student teachers began practice teaching in Corvallis schools, and new courses on the campus provided study in methods of teaching. In 1920, twenty-two and one-half credit hours in Education were required for a teaching certificate in Oregon. Smith-Hughes teachers had to have twice as much supervised teaching as others and had to have experience in a home-management house.

Through the cooperation of the Department of Home Economics Education and the State Division for Vocational Education the first course of study was published in 1937. A revised edition appeared in 1946.

The George-Deen Act of 1937 made additional vocational funds available for high-school homemaking programs and for training teachers. A few years later the Oregon legislature required teachers to have a year of study beyond the baccalaureate degree for certification, but

war-time and post-war conditions have prevented a real trial of this law.

By 1939-40, when the Department took in a second staff member, seventy-two students had received training for teaching. Students could practice teach in Corvallis, Albany, Philomath, Eugene, or Oregon City. By the middle of the 1940's a third member was added to the staff and off-campus teaching further expanded.

Visiting all first-year teachers in homemaking, helping with state conferences of homemaking teachers, acting as consultants at teachers' workshops, helping with organization and promotion of the more than sixty chapters of the Future Homemakers of America in Oregon, heading the in-service training program for teachers of adult classes, and promoting curricular revision—all these have been activities of the Department in addition to its regular campus responsibilities. One of the most outstanding national contributions of the Department has been the research in designing high-school homemaking equipment.

Today, three staff members work with from ten to fifteen supervising teachers over the state. Most of the supervising teachers are alumnae of Oregon State College. Cadet teachers gain experience in Albany, Corvallis, Cottage Grove, Gervais, Junction City, Monroe, Oregon City, Philomath, Sweet Home, Silverton, West Linn, and Yamhill.

Many students also gain experience in adult education. The Department helps prepare students to teach courses in the introduction to home economics for college freshmen and gives majors in dietetics some background in teaching.

The Department carries its share of the School's responsibility by spreading its philosophy into schools and colleges of western America.

In many high schools graduates from Oregon State College act as advisers to girls' clubs and extra-curricular study groups such as this unit of the Future Homemakers of America.



The Campus Extends Into Homes

EVEN before the Smith-Lever Act of 1914 made funds available for extension service in the land-grant colleges of the United States, Oregon had begun its extension work in agriculture and home economics. In 1891-92 the first series of Farmers' Institutes was held; the first 4-H Club work with rural girls was started in 1905-06; and in 1911-12 the Extension Division of Oregon State College was organized. The first home demonstration agents, seven in number, were appointed in 1917 on War Emergency funds; and by 1920 nutrition clinics, "Use More Milk" campaigns, and school lunches were important phases of extension work.

The first radio programs directed toward homemakers were started in 1925 over KOAC, but not until 1929-30 did the weekly Homemakers' Hour begin. In this same year an Extension Methods course was offered for the first time.

During the years of economic stress that followed World War I, extension efforts were directed toward helping families in their economic and health problems. Raising and conserving the family food supply received emphasis, and eighteen community canning centers were supervised by home agents. It was in this period, in 1932, that the State Extension Council was organized, with the active members of the

County Advisory Committees forming the membership. During 1935-1936 Extension appointed the first specialist in family relationships.

All this time, interest was growing among the rural women, and the demands for scientific help in homemaking were frequent. Extension work expanded rapidly. In 1936 there were six home agents and two specialists, one in clothing and one in foods and nutrition. At present there are 33 home-demonstration agents serving 28 of our 36 counties, nine specialists, two state agents, and a state leader. In addition, there are seven Home Economists doing 4-H Club work, making a total of 52.

During World War II, production and conservation were again the keynotes of Extension work. Cooperative projects were set up with County Bar Associations, with the Red Cross, and with Public Health Services to give homemakers specialized training in various fields. Extension had charge of farm employment, and many crops were saved by the efforts of the women and children who harvested them.

Following the war, help in housing construction and remodeling, family relationships, and health have been of major importance. In order to assist families along these lines, two housing specialists have been added, one in 1947 and a second in 1948. A rural sociologist joined the staff in 1948.

At this typical leader training conference in Lincoln County a specialist in home furnishings from the College meets with volunteer instructors who will return to their home communities to assist homemakers in reupholstering their household furniture.



Intellectual Horizons Broadens

THE first mention of research in home economics at Oregon State College was made in the President's report for 1916-17. There we learn that experimental work was carried on by the Domestic Science Department in the use of English walnuts in cookery, in cooking qualities of potatoes, and in the use of dried loganberries and other dried products. In the Domestic Art Department, a study of textile adulteration was carried on in cooperation with the Laundryman's Association of Portland.

By the Purnell Act of 1925, funds were made available for home economics research and the first full-time worker was appointed to do studies in the field of rural home management. From the first, the program was planned with the expectation that its development would be continuous and that eventually it would include all areas of home economics. Its development has been slow, understandably, for during the quarter century we suffered a major depression and a war; but it has been continuous.

The first project was a study of the use of time by farm homemakers. Detailed and complete time records, each for a week, were kept by over 500 homemakers. The results of this study revealed for the first time the pattern of rural home life in Oregon. These results, together with the information obtained concerning the homes of the participating homemakers, emphasized the desirability of finding out how the dwelling should be designed and built so as to save time, promote health and comfort, and in other ways serve the needs of the family.

Accordingly, a series of studies dealing with housing for family living was started in 1930. These studies have been carried on continu-

ously since that time. Now Oregon State College is cooperating with other states and the Bureau of Human Nutrition and Home Economics in studies designed to define and contrast rural ways of living and housing needs in the various regions of the United States.

The year 1937 marks the beginning of the systematic and continuous research in foods and nutrition that is in effect in these fields today. Another important date in the history of home economics research is 1949-50, for in this year studies in the field of clothing and textiles problems have been started.

In 1945 the Home Economics Extension Council went to the State Legislature and secured \$20,000 for the School of Home Economics for the purpose of initiating a study of the relation of nutrition to teeth. Subsequent appropriations of \$35,000 were obtained by the Council in 1947 and 1949 for continued study of this project. This appears to be the first time an organized group of homemakers have sought and obtained funds for research for a home economics school.

The outlook is bright for financial support for an ever-expanding program, but the home problems in need of study are so numerous that some basis for choice must be devised. It is obvious that the results of research dealing with home problems cannot be evaluated in dollars and cents. Rather, they must be measured in terms of their value in raising the quality of living which a family with a given money income can have. This is difficult to measure, and so far little effort has been made to do so. But in the decade to come, some objective measures will be sought.

Typical of a project in household management conducted more than twenty years ago was a study of use of time by Oregon farm homemakers. Covell Nursery school was used as the laboratory.

