

1944 REPORT TO THE ALABAMA EDUCATIONAL SURVEY COMMISSION Part One: History and Function

The history of the development of home economics at the University is an integral part of the history of education of women at this institution. Since the introduction in the summer of 1914 of courses designed to contribute to the many needs of the increasing number of women students at the University, home economics has had a steady growth. The recommendations of the 1919 Education Survey Commission, the expansion of facilities for women at the University, the changing status of women, and the increasing emphasis on a college program offering training for homemaking as well as for a career have all contributed to this growth. As a result there is now a well-established program in home economics open to all women in the University; also, many women avail themselves of the more specialized curricula which train for the wide range of positions now being filled by home economists. This growth has been due in large measure, to a sympathetic administration and to vigorous leadership with a cooperative faculty alert to a changing educational ideal which opened wider horizons to home economists.

Early History

Home economics was a comparatively new field of subject matter in 1914, and was not accepted by all educators as worthy of inclusion in a university curriculum. Nevertheless, Dr. James J. Doster, in his work at Columbia University, had seen courses in foods and clothing being taught at Teachers' College and saw the value of such work in Alabama. He employed a well-trained home economist to teach such courses in the summer

session of 1914. The equipment was meager, the room in the engineering building, though spacious, was bare and unattractive, but the courses were well taught and aroused interest in the students enrolled, many of whom were homemakers in Tuscaloosa. These early courses were planned to give homemakers and students, who would probably become homemakers, skills and techniques in food preparation and clothing.

1915 Survey of Public Education in Alabama

The 1919 Survey of Public Education in Alabama included as a member of its staff a home economist of the U.S. Office of Education and gave the problems of home economics in higher institutions of the state impartial and thoughtful consideration. This survey recommended the University offer a home economics program both on the graduate and the undergraduate level.

In the words of the survey:

"The students who enter these courses should have completed the courses which the high school offers in home economics and be prepared to enter upon college courses in the subject. These courses should deal with scientific, economic, and social phases of the subject, and should offer experimental work."

Thus this survey commission of 1919 gave to the University the responsibility of developing a program in home economics on a high level as a basis for graduate work and research.

Development from 1917-1927

(a) Acceptance of Home Economics as integral part of women's education.

During the decade 1917-1927, one well-prepared instructor with a student assistant taught courses in foods and clothing in the one large laboratory in the engineering building. The enrollment of women students

increased from 126 in 1917 to 537 in 1927. President Denny, with Dr. James J. Doster and others as advisors, watched the changes taking place in Alabama and other parts of the country in the opportunities open to women and in the demands women were making for greater educational opportunities. It became a recognized fact that 75% of the women who graduated from college would marry but that a constantly increasing number of women would desire a college education.

Then, as now, it was believed that wherever women go for higher education home economics should be provided for them. The education of women when adequately conceived will include preparation for effectual personal living, family participation and community responsibility as well as the satisfying experience which education should be in itself. Vocational choice and training must also be available. Since home economics provides this type of education, the University accepted this ideal for the education of women and included in the plans for the expansion which was to come immediately allowing the increased appropriation to be made by the 1927 legislature the development of a program of home economics on a high level as suggested by the 1919 survey.

(b) Home Economics increasingly important to women of the University.

In 1917, the Smith-Hughes Bill had passed Congress making provision for federal aid for the teaching of home economics in public high schools. Federal appropriations were making it possible to expand the program of home demonstration work; this expansion in turn increased the demand for well-trained home economists for extension work.

Hospitals and colleges began to see the value of women trained in home economics as hospital and college dietitians. Previous to this, Southern women who desired to be well-trained in home economics had gone to Columbia University, or to the University of Chicago, or to the state colleges and universities in the Middle West. There was a very real need for the University of Alabama and other Southern universities to provide home economics training for the home economics professions. During the decade, the University was improving its facilities for its women students. In 1917, there were 126 women enrolled and 537 in 1927. During this decade, the University had built its first dormitory for women, Tutwiler Hall, which housed 250 students. A Dean of Women had been employed and a part of the campus had been set aside for the home and social life of women students. Seven sorority houses had been built. Thus living quarters had been provided for 390 women students, and plans were being made for additional sorority houses and dormitories on the woman's campus.

During this decade, 1917-1927, the American Association of University Women set up certain standards for the education of women and gave recognition to those colleges and universities which met these standards by offering membership in their organization. Because of the inadequate physical education program, the lack of a women's gymnasium, the poor standards in housing and feeding its women students, the American Association of University Women refused approval to the University of Alabama.

Since this organization is in a way a standardizing agency for

universities and colleges in the education of women, President Denny in the fall of 1927 brought in as its new Dean of Women a woman who was a home economist and who was also deeply interested in the work of the American Association of University Women and in the education of women.

Development from 1927

President Denny saw that two difficult and important steps must be taken before a program of home economics could be finally developed. The Alabama Council which was to meet in the fall must approve the establishment of a program of home economics and home economics education at the University, and a suitable building for home economics and women's activities must be provided.

(a) Expansion of Home Economics approved by the Alabama Council.

At the request of President Denny, Dr. John R. McLure prepared a brief, "Home Economics, an Essential Factor in the Education of all Women." He pointed out, "In line with plans for improvement of instruction and service in all its departments, the University, in the interest of its 500 women, proposes to increase the number and variety of courses in home economics. The primary purpose is to give university women the training that will enable them to function more intelligently and effectively in the maintenance of a home, consequently in betterment of moral, social, and economic conditions in the state."

This brief, based on answers to questionnaires from a group of the nation's leading educators, proved conclusively that the University of Alabama had a very real responsibility to expand its home economics program.

In the resolution allocating teacher-training services among the three institutions of higher education there is a footnote to the University's allocation: "The Survey Report of 1919 authorized by legislative act, approved by the state Survey Commission, and accepted by the presidents of the three higher institutions, with certain minor modifications, charged the University of Alabama with the responsibility of offering courses in the field of home economics, and in view of the fact that there are many hundreds of young women attending the University, there is every sound reason for the development of this type of service at this institution." Thus, the expansion of home economics was approved by the Alabama Council of Education.

(b) Doster Hall--Center of Home Economics and Women's Education.

Doster Hall for the Departments of Home Economics and Fine Arts was opened in the Spring 1929.

As soon as the Council approved the expansion of the home economics program, plans were started for the four story building most appropriately named Doster Hall for Dean James J. Doster, who had been a great influence in the development of the University's program in the education of women.

To make home economics function in the lives of the women students, through the School of Home Economics, and in cooperation with other Schools and Colleges of the University, and to have it serve the homes of Alabama through the close cooperation with women's organization of the state have been the goals toward which the home economics faculty has worked.

Doster Hall has served for these past fifteen years as an effective center for these University activities.

In April, 1929, at a meeting of the Alabama Federation of Women's Clubs held on the University campus, this building was dedicated to the work of education of women and became the headquarters of the work for women on the women's campus. This included the dormitories and sorority houses. Doster Hall was also planned to house activities of women and to be a center for meetings of women's organizations of the state. Thus, in this building, planned primarily for the teaching of home economics, home economics was not a subject separate and apart; but was considered an integral part of the program of the education of all women of the University and of the women's organizations of the state.

Dr. Louise Stanley, former chief of the Bureau of Home Economics, U.S.

Department of Agriculture, speaking at the dedication of Doster Hall said:

"The home economics courses should serve as a central force which will help direct the selection of basic science and liberal art courses to furnish a background for home living, and at the same time should give them a point of view which will help them to use these basic sciences in the solution of home problems. Certain courses should enter into the education of all women and men too, so far as that is concerned, helping them to work out a philosophy for homemaking which will motivate much of the college work now somewhat detached, integrate it, and direct its application to the solution of practical home problems. The most important knowledge is that which is used in everyday life...."

This expresses clearly the philosophy underlying the work already begun in home economics. This ideal also served as a guiding principle in the rapid development of home economics at this period.

(c) School of Home Economics Established in 1930.

When the standards of the A.A.U.W. were met through additional dormitories, improved living conditions, a Department of Physical Education with a woman with a Doctor's degree as director, women's enrollment began to increase even more rapidly. There were 537 women enrolled in 1927-28; by 1930, there were 855. With these expanded facilities of the University and the appointment of a professor of home economics in 1927, more courses in home economics were offered and young women were enrolled in increasing numbers in these classes.

By 1930, thirty percent of the women enrolled in the University were taking home economics courses. The courses offered, however, met the needs only of those women interested in homemaking. Though the high schools of the state were demanding in increasing numbers teachers trained in home economics, this demand was not being met; consequently, teachers from other states were being brought in to fill positions in Alabama schools. It was true that students enrolled in the College of Education at the University could teach "general" home economics in the high schools if they elected courses in home economics sufficient to meet the certificate requirements of the State Department of Education. But this was difficult because such students had to earn hours in home economics in addition to those required for the B.S. in Education. In the College of Arts and Sciences, the case was no better. In this college they were permitted to take a major in home economics but they were required also to meet requirements for the A.B. degree. To major in home economics, a student had to include thirty hours of home economics as well as the regular Arts and Sciences courses. Such a student was obliged to earn many more hours than was necessary for graduation. Yet, even with these handicaps, four

women graduated in Arts and Sciences with a home economics major and eleven earned their degree of Bachelor of Science in Education. Thus, the position of home economics in the University could be clarified only by the setting up of a separate school. In 1931, the present School of Home Economics was established and in the academic year, 1930-31, the College of Education offered a B.S. in Home Economics.

The School of Home Economics began its work with the following faculty: The Dean of Home Economics, who was also Dean of Women; an associate professor, head of the Department of Clothing, Textiles and Related Art, an Assistant Professor in foods and nutrition; a dietitian, who taught classes in institution management; an instructor in child development, who directed the nursery school, but received no salary other than the fees paid by students for these courses. Thus, training in foods, nutrition, and institution management clothing and textiles, and child development was offered even though the total budget for the School of Home Economics was extraordinarily small. The courses were grouped under five curricula:

1. General course
2. Institution Management
3. Clothing, Textiles and Art
4. Clothing, Textiles and Chemistry
5. Nutrition and Chemistry

These curricula were designed to meet not only the need for training for homemakers as given by the general course. They were also designed to meet the growing development in the professional field of home economics with demand for "dietitians in hospitals and schools, in

the Red Cross Nutrition Service, in cafeterias, tea rooms and public lunchrooms; stylists and buyers in department stores; textiles and nutrition research assistants in Experiment Stations" (as stated on the catalog of 1931-32).

These curricula have been revised and changed almost every year in order to adjust to the changing emphasis in the subject matter field and the changing demand for professionally trained home economists. Each curriculum has been strengthened and expanded until at the present time there are three major curricula in home economics with subdivisions in each which allows for more specialized training. The three major curricula at the present time are:(a) Family Life, (b) Clothing Textiles and Related Art, (c) Foods, Nutrition and Institution Management. The training of home economics teachers is carried on under the College of Education, but with the School of Home Economics providing all the work in its subject matter field.

The College of Arts and Sciences offers a minor in home economics, and the School of Commerce and Business Administration offers a curriculum in clothing and textile merchandising for which courses in clothing, textiles and related art are offered by the School of Home Economics.

In 1931-32, the work of the School of Home Economics met the requirements of the American Dietetic Association for the undergraduate training of dietitians. The University was thus the first institution of higher learning in the state to be accredited in this field. That this training met a need of young women of Alabama is shown by the fact that since 1932, 89 young women have completed this course and have entered

hospitals, 73 going to hospitals offering approved training courses and 16 to hospitals with unapproved training.

Some of these young women have married and left the profession but many are in responsible positions in hospitals and 12 are serving as army dietitians, six of them overseas. Not all graduates of this course wish to take hospital appointments. In the past ten years there have been approximately 150 graduates of this course who are occupied in the following ways: married, not working professionally (50), hospitals (30), high school teaching (8), college dietitians (4), farm security administration (4), secretarial work (5), college teachers (4), chemists (4), Red Cross (2), regional supervisors (1), lunchroom supervisors (1), dietitian with airways (1).

Two men students have majored in this department. One went directly into hospital dietitians work, one continued for his Master's degree and became dietitian at an Alabama airfield before entering the army.

The Family Life curriculum was a natural outgrowth of the earlier general course in home economics. The general course had served for those students who were undecided as to field of specialization and it had combined courses from each phase of home economics; a need was felt for an improved educational program focused on the modern family and in keeping with the newer trend in women's education. In 1937, a building was designed and built to house the nursery school and provide laboratory facilities for observation and measurement of the growth and development of young children. In the same year, a home management house was built to provide experience

in family living and apply home economics training in the actual management of a home. This home management house was used by students intending to be teachers as well as by the students in the general course. In 1941, it was possible to achieve the final step in reorganization of this department when a professor trained in psychology, child development and counseling was appointed. Under her direction, the Family Life Department was organized for the purpose of training young women for (a) home and family life, (b) nursery school direction and teaching, (c) special case work (in cooperation with the Sociology Department), (d) general home economics work with various state and welfare agencies or commercial organizations.

There were 15 majors in the Family Life in 1941-42, when this department was organized in its present form; the increase to 65 students in 1943-44 is of itself sufficient indication that this curriculum is meeting a definite need. In addition to the majors during the past year, 1943-44, 65 students from Arts and Sciences, 4 from Chemistry, 4 from Commerce, 79 from Education and 8 graduates took one or more courses in the Family Life Department. Thus, home economics is fulfilling its first and major functions of providing training in homemaking for every student in the University.

Courses in clothing and textiles have been offered at the University since 1917. In 1928, these were expanded and with the organization of the School of Home Economics in 1931, the Department of Clothing, Textiles and Related Art with graduate and undergraduate offerings was established. This Department has had the continuous direction of the associate professor who joined the home economics staff

in 1928. Enrollment in classes and demand for graduates in this field have steadily increased each year since its organization.

Besides contributing to the general functions of the School of Home Economics, this department has given emphasis to:

The training for wise buying of clothing and household fabrics. The training of students for such fields as retail merchandising, junior executive positions in retailing, dress and costume designing, distributive education, and interior decorating.

In 1937, this department made a cooperative plan with department stores in Birmingham and Atlanta whereby apprentice experience in selling was provided.

At the organization of the School of Home Economics in 1931-32, a curriculum in clothing and textiles was provided; in 1935-36, there were 48 majors in this department; in 1940-41, 112.

There have been 84 graduates from the School of Home Economics who majored in this department. Of this number, 74 have reported that they are now occupied as follows:

Married and not working	46
Married with jobs	3
In distributive education	7
In advertising	1
Junior executive department store	2
Assistant director of employment	1
Teaching	4
War jobs and armed services	7
Secretarial	3

(d) Enrollment as evidence of meeting a growing need.

A study of the enrollment figures for women at the University and the proportion of these students who were majors in home economics shows that there was a demand for this program.

Enrollment in the School of Home Economics has increased steadily since its organization in 1931. In that year, there were 77 majors; there was a steady increase each year with 319 majors in 1942-43. In that same year, there were 91 majors in home economics in the College of Education, making a total of 410 or 26 percent of the total women students' enrollment. This was an increase of 314 percent over 1931 figures.

By 1936-37, there were 215 majors in home economics and home economics education. In the preceding five years, the total University enrollment had increased 5%, the number of women students had increased 14%; the home economics enrollment, however, had increased 44%.

While the number of home economics majors (School of Home Economics and Home Economics Education) was 15% of the total enrollment of women students in 1931-32, by 1936-37 it was 17% and by 1942-43 it was 26%.

The yearly increase is more clearly seen from a study of figures given in Table I.

The School of Home Economics serves not only the state of Alabama but also the region. An analysis of the 1942-43 enrollment of 319 students shows that 72 percent of the students enrolled in home economics were from Alabama and 28 percent were from outside the state. Of the 290 students who have graduated from the School of Home Economics since 1931 74 percent were from Alabama and 26 percent were out-of-state students.

Since 1931, there have been 289 students who have received the Bachelor's degree in Home Economics and 161 who have received the degree of Bachelor of Science from the College of Education, but majored in home economics.

The number of graduates each year is shown in Table II.

TABLE I

Summary of total enrollment of women and home economics enrollment.

1931-32 through 1942-43

Year	School of Home Economics	Home Economics Major in College of Education	Total	Total number of women students	% of women enrolled in Home Economics
1931-32	77	64	141	913	15%
1932-33	108	59	167	956	17%
1933-34	116	40	156	927	16%
1934-35	120	50	170	1016	16%
1935-36	137	67	204	1110	18%
1936-37	137	78	215	1209	17%
1937-38	179	83	262	1325	19%
1938-39	223	109	332	1409	23%
1939-40	271	125	396	1469	26%
1940-41	305	124	429	1569	27%
1941-42	304	112	416	1614	25%
1942-43	319	91	410	1511	26%

TABLE II

Bachelors Degrees granted to majors in Home Economics and Home Economics

Education

1929-1943

Year	B.A.	B.S. in Education	B.S. in Home Economics Education	B.S. in Home Economics	Total Bachelors
1929	3				3
1930	1	5			6
1931	1	6		2	9
1932		3	10	6	19
1933		4	10	10	24
1934		1	11	15	27
1935		6	6	16	28
1936		1	13	11	25
1937		1	10	22	33
1938		1	8	19	28
1939		1	16	26	43
1940		2	17	37	56
1941		3	18	34	55
1942		3	24	52	79
1943		<u>2</u>	<u>18</u>	<u>39</u>	<u>59</u>
	5	39	161	289	494

The majority of home economic graduates have married. This is as it should be since it is interest in clothing, foods, or in children that impelled these young women to enroll in any of the home economics curricula.

There is, however, an increasing number of these graduates who are taking places of leadership in home economic professions. They hold positions in the state and region, as: high school and college teachers, coordinators in distributive education, dietitians, nursery school teachers and supervisors. There are some outstanding individual achievements:

Clara Cervený (M.S., 1931) is assistant director, Nutrition Service, American Red Cross.

Catherine O'Neal Parks, (1940) is nutritionist for American Air Lines.

Betty LeBoy Johnson (1932) is Regional Home Economist, Federal Housing Administration.

Mary Emma Barnes (1930, later M.A. Columbia University) is nutritionist in the State Health Department of Georgia.

Levice Ellis (1932; M.A. New York University, 1943) is State Clothing Specialist Alabama Extension Service.

Fleda Fulmer (1936) is Itinerant Teacher-trainer, Distributive Education, Texas.

Virginia Robison (1938; M.S., University of Iowa) is on the home economics faculty, Marshall College, Huntington, West Virginia.

Mable Dougherty (M.S. 1932) is on the home economics faculty, Bell Haven College, Jackson, Mississippi.

Gwendolyn Patterson (1937, later M.S. Prince School of Retailing, Simmons College, Boston) is assistant employment manager, Namm Store, Brooklyn, New York.

Marjorie Neal (1938) was awarded one of the four fellowships offered by the Philadelphia Textile Institute for a year's graduate study (1943-44) at the

institution and was later employed by the A. M. Tenny Corporation to be in charge of their rayon research laboratory.

Saleta Belle Cool (1943) was appointed junior professional assistant in the Southern Regional Research Laboratory at New Orleans.

(e) Faculty

In 1917, there was one faculty member teaching home economics. Increasing enrollment and increasing breadth of subject matter in home economics called for greater increase in faculty than the budget allowed. The faculty has, however, increased in numbers as shown in Table III.

TABLE III

Appointment of Home Economics Faculty by Years from 1931-32 to 1943-44.

Rank	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44
<u>School of Home Economics</u>													
Dean & Prof	1	1	1	1	1	1	1	1	1	1	1	1	1
Professor			1	1	1	1	1	1	1	2	2	2	2
Assoc. Professor	1	1	0	0	0	0	0	0	0	0	1	1	1
Asst. Professor	1	1	1	1 1/2	1 1/2	1 1/2	1 1/2	2 1/2	3	3	2	2	3
Instructor	1/2	1/2	1/2	1/2	P	2	2	2	3	4 1/2	4	3	4
Part-time Dietitian	1	1	1	1	1	1	1	1	1	1	1	1	1
Nursery School Director	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	5 1/2	5 1/2	5 1/2	6	6	7 1/2	7 1/2	8 1/2	10	12 1/2	12	11	13

In the College of Arts and Sciences, an instructor was appointed in 1939 especially trained to teach related art to students in home economics.

The College of Education in cooperation with the Tuscaloosa and county high schools appointed a critic teacher in home economics in 1931. In 1934, an additional teacher was appointed and another in 1939, so that there are now three critic teachers in home economics in the Tuscaloosa County and city high schools.

The faculty of the School of Home Economics has given devoted service to the development of the home economics program. It has been the goal to secure highly trained women and with the exception of one, all have had at least, the Master's degree. On the present faculty, one holds the Ph.D. degree.

There have been two factors in the past which explain why there are not more faculty of higher academic rank. First, there have been comparatively few women available in home economics with the Ph.D. degree and secondly, those women with this training have been able to command higher salaries than could be provided from the limited budget on which home economics has had to operate.

The Dean of the School of Home Economics has also served as Dean of Women. The dietitian of Tutwiler Hall has given part time to teaching and development of the program of training dietitians.

Because of the small staff, the members of the faculty carry a heavy teaching load. The large number of laboratory courses increases the number of clock hours carried by each. This, together with administrative responsibility, advising of students, working with women's organizations on the community and state level, participating in professional organization, and in working in cooperation with the Extension Division, means an unusually heavy program, particularly for heads of departments.

(f) Graduate Studies and Research

When the School of Home Economics was established, it was recognized that graduate training and research and vital functions of the division are essential in order to provide well-trained women to fill the state and national positions in the field. It was also recognized that opportunity must be given to those who are out in the field to return to the University for further study in order to grow professionally, to widen their intellectual horizons and to become acquainted with recent developments in the various fields of home economics.

The first Master's degree was awarded to a major in home economic in 1929. Since then with the exception of one year, at least one graduate has completed the requirement for the Master's degree; 34 have been awarded up to the present. This is a comparatively small group; the graduate and research program has failed to be strongly developed, not because of lack of vision, planning or interest, but because it has first been essential to build a sound undergraduate program and to obtain sufficient trained staff, laboratory space and equipment to develop the graduate program.

Research is recognized as being essential in any university; it provides a stimulus to teacher and student alike; it must precede sound development in any field and particularly in home economics here in the South with its problems peculiar to the region. This has been the object ever before the Dean and the faculty of this school. The faculty, along with their students, have carried out surveys of home and living conditions in the state. Some of these studies have been published in abstract form in the *Journal of Home Economics*. Faculty have also cooperated in regional and national

studies. The outstanding one of these was done by the Department of Clothing and Textiles in 1939-40 in cooperation with the Bureau of Home Economics in a national anthropometric study. Thirty-six separate body measurements were made on 10,000 Alabama children.

These ever persistent efforts on the part of the faculty have finally led to the establishment of full-time research work in the School of Home Economics. In 1942, the General Education Board made a grant to the Nutrition Department for a three year research project dealing with the nutritional status of Southern families. This grant has been further supplemented by funds from the University Research Fund Committee.

In 1943, the University Research Fund Committee made a grant to the Textiles and Clothing Department for a study of the use of fabrics manufactured in Alabama. Research in child development is much needed and a proposed research project to study the effects of nursery school training on children is now under consideration. Thus, research in three phases of home economics, namely human nutrition, clothing and textiles, and child development is either established or is now under consideration. The responsibility for research in home economics with which the Survey of 1919 charged the University is now being met.

(g) Other Services

The School of Home Economics recognized its obligations to serve as a center of information for the state and to provide short courses, institutes and refresher courses, correspondence courses, speakers and consultation service. In the summer of 1929, the first Institute of the Alabama Congress of Parents and Teachers

was held during the week of the State Education Conference, and each summer since then, leaders in this organization from all sections of the state have come to the campus and have participated in the State Education Conference. In addition, their own program has included the study of parent-child relationships and they have participated in conferences and discussions dealing with the problems of the homemaker. Members of the staff of the School of Home Economics have served as consultants and speakers for the Congress in this part of their program.

For five years, a workshop and conference has been held for lunchroom managers of the state. For the past three years a member of the staff has directed the work of the County Consumer Council which has maintained an Information Center.

The first correspondence course in Alabama in any home economics subject was organized and written by a member of the University staff while connected with another Alabama institution in 1927. This course in elementary clothing was offered by the Extension Division of the University in 1929. Correspondence courses in home economics have been offered continuously since then. At the present time, ten correspondence courses, supervised by the home economics staff, are offered through the Extension Division.

Members of the staff fill as many requests for speakers at meetings of women's organizations and for educational and consultation conferences as is possible with the heavy loads each member of the faculty carries.

For the last fifteen years members of the staff of the School of Home Economics have served on state boards and have worked actively in the Alabama Federation of Women's Clubs, Alabama Congress of Parents and Teachers and American

Association of University of Women. They have made talks and presented papers before community and state club groups. They have held offices and chairmanships in the Alabama Home Economics Association and have attended the annual meetings of the Alabama Educational Association. They have attended regional and national professional meetings in which they have participated in programs, presented papers and held offices.

Summary of Functions of Home Economics

The preceding history shows that the development of home economics at the University has followed a logical pattern; it has expanded and strengthened its work as the professional opportunities for women has increased, and facilities for the education of women at the University have improved.

The chief function has been and must remain that of offering the young woman who chooses family life and homemaking as her career the opportunity of being well-trained for her responsibilities. However, most young women today see the need of professional training and therefore home economics offers a wide choice of careers. The student may select from among the following: teaching; social services; research; distributive education and retailing; child development; family and group feeding; dress design. The young woman of today may become a nutritionist, dietitian demonstrator, consultant; or she may become a specialist in foods, clothing and textiles or family life. Such vocations are closely related to homemaking; preparation and experience in the one reinforce preparation and training in the other.

It is the function of home economics to carry on research in its various subject-matter fields--no group can progress faster than research provides with knowledge and

tools. Our problems are regional. Research in home economics is needed in all its areas, particularly in child development, textiles and clothing, foods and nutrition. Such a program will at the same time strengthen the undergraduate offerings and train young women for positions and services in the South.

Graduate training and refresher courses must be offered to those graduates now in the field so that they may be helped to grow in their profession and be brought up to date in the latest subject matter and methods.

The School of Home Economics extends its service far beyond the boundaries of the university campus. These services, which are varied in scope, make the role of home economics a leading one in the development of the region.

The historical data on the development of home economics in this report were collected by Professor Henrietta Thompson. The tables, figures and much of the material were taken from the history of home economics, prepared by her and previously presented to this committee.

This report was prepared by

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