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OCTOBER, 1911

No. 4

THE JOURNAL OF HOME ECONOMICS

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Home Economics in the United States.

Mrs. Richards and the Home Economics Movement—Her Relation to its Organization, Practical Experiments, Exhibits and Prizes.

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The 1911 Lake Placid Meeting.

Advance Notice of the Annual Meeting.

Editorials—News Notes—Book Reviews.

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OCTOBER, 1911

No. 4

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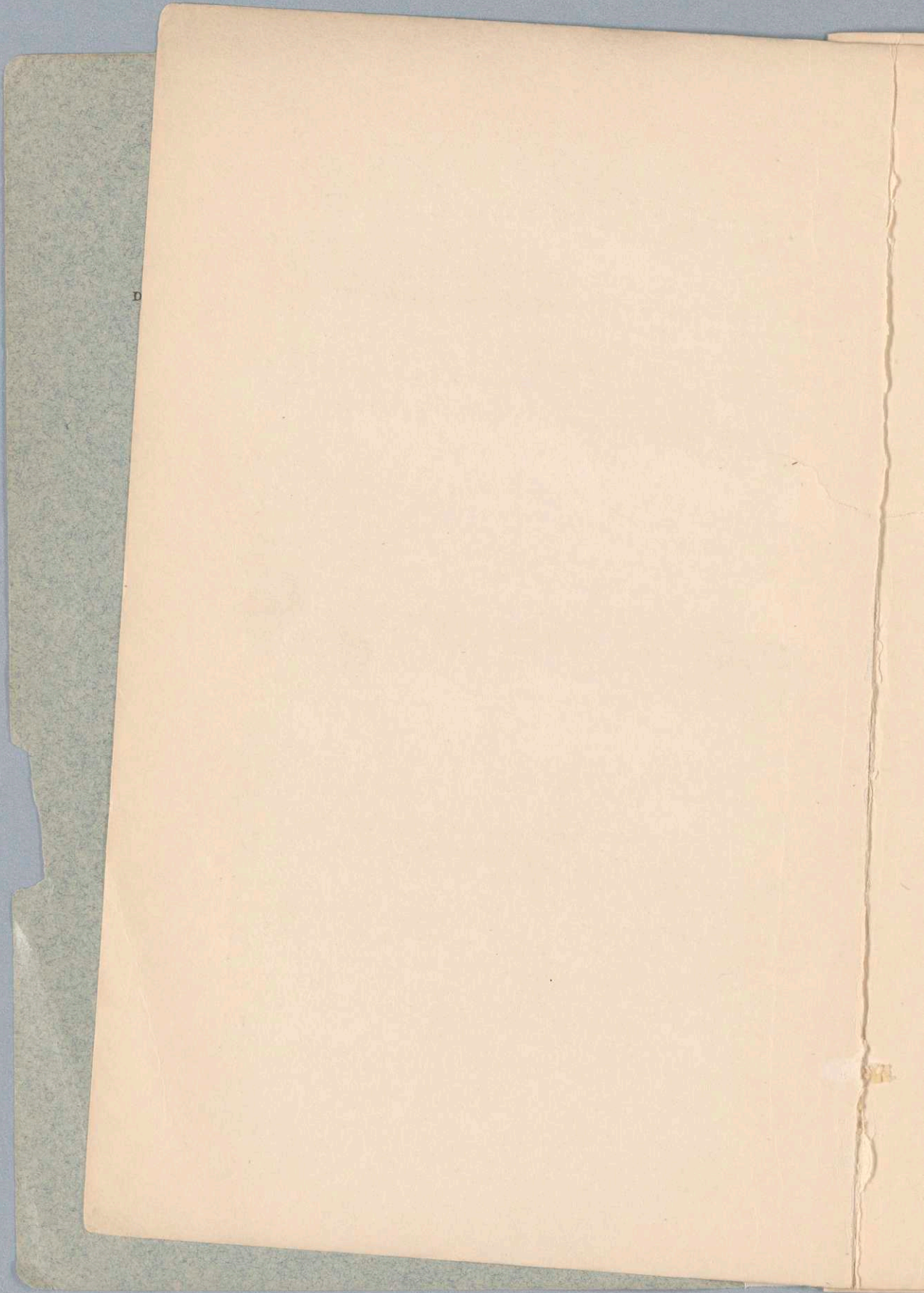
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Journal of Home Economics

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THE HOME ECONOMICS MOVEMENT IN THE UNITED STATES.

DEFINITIONS.

A science that has grown, rather than been made, that has expressed itself in various forms according to local needs, whether educational or practical, may well meet puzzling questions when it reaches the stage of formal arrangement and nomenclature.

The Lake Placid Conference at one of its meetings, after lengthy discussion decided on the general term Home Economics, under which to marshal the various courses given under the titles domestic economy, domestic science, household science, etc., in schools of all grades and taught in extension lectures to adults, and to all movements and their literature which tend to improve the conditions of living in the home, the institutional household, and the community.

The word "domestic" was found to have acquired too narrow a meaning except to designate certain courses; "economics" on the other hand, so long studied in colleges as the theory of the production of wealth, has returned to its original meaning which included the regulation of household affairs, the science of wealth consumption, or the use of commodities so as to conserve efficiency. But it was felt that with this term must be used a word that would bring out the deeper significance of our study of modern social conditions. The word "household" was not sufficient. To quote Mrs. Richards: "Home is not merely the house, the shelter which protects from wind and weather, nor is it merely the place where a man hangs up his hat at night or where he has his laundry done, not even the place where he eats and sleeps. Home is the scene of the greatest events of life—

birth, death, joy, sorrow. A palace does not increase its value; a hovel cannot take away the beauty of mother love. Therefore, we prefer the term Home Economics to household science."

Professor Howard of the University of Nebraska¹ says "already, after an astonishingly short probation, the youngest of the new disciplines is before the college council seeking the just terms, the right basis of admission to full academic privilege. It implies that in our country the hour has come seriously to consider the organization and standardization of superior instruction in the field of household science."

And Professor Elwood² in speaking before the St. Louis meeting of the American Home Economics Association says, "If household science deals merely with questions of food, shelter, and clothing, then, of course, these questions can be studied quite independently of the home or family as an institution, for we should still need food, shelter, and clothing even though the institution of the family and the private house were abolished, as we understand them. It is only when we assume the family and the private home as necessary social institutions that Home Economics becomes a genuinely social science."

A FEW POINTS IN THE HISTORY OF THE HOME ECONOMICS MOVEMENT IN THE UNITED STATES.

Its Likeness to the Development of the Science of Agriculture—Any history of those events and efforts which have directly or indirectly tended to the improvement of daily life in the home, its processes, or its ideals is found to be closely interwoven with the history of the development of the new scientific attitude toward agriculture.

Dean Davenport, of the College of Agriculture of the University of Illinois, in an address given at the dedication of the Hall of Agriculture at the University of Maine, recently said, "Agriculture is the only considerable calling in which the home is situated in close connection and in immediate contact with the heart of the business, so that all members of the family—men, women, and children alike—live in the atmosphere of the occupation and each finds some useful part to do as a contribution to the general effort. That is, agriculture is not only an occupation but a mode of life as well, and whatever touches to uplift or to depress the one is bound to react powerfully on the other."

¹ JOURNAL OF HOME ECONOMICS, 3 (1911) No. 1, p. 33.

² JOURNAL OF HOME ECONOMICS, 3 (1911) No. 1, p. 44.

It is hardly more than a generation since agriculture was looked on as an industry that could be successfully conducted by methods handed on from father to son, a view still firmly held, by the way, in remote districts, just as there are housekeepers who need no better methods than those followed by their mothers and grandmothers.

Mr. Melvil Dewey in an address at the Lake Placid Conference maintained that housework is despised for the same reason as that for which farming was regarded until recently as a business at which any man, no matter how stupid, could earn his living. The bright boys of the family were sent into the ministry or other professions or to the city to enter business-life, while the less ambitious or efficient member took the farm. The houseworker he maintained was the feminine of farmer and we note in her case the same selective process going on. The girl who could not learn stenography or teach school stayed at home to do the housework. But just as the chemist in his laboratory has decided for the farmer the proper rotation of crops and the exact kind of fertilizer for each, and has given him the balanced ration for the production of milk or of fat in his cattle, thus revolutionizing farming while raising it to the dignity of a profession, by exactly the same application of the results of science in many fields is housekeeping and home-making being put on a higher plane.

Home Economics in Farmers Institutes.—The work of Liebig and his followers in Germany had proved before 1850 that there was a science of agriculture, and students of the subject, many of them trained in Europe, began to urge the application of accumulated data to methods of agriculture. Local farmers clubs were organized in Connecticut, New York, Massachusetts, and Maryland nearly three-quarters of a century ago and other localities soon followed. State organizations were impossible at a time when an entire state such as New York contained less than one hundred miles of railroad. Much later came the National Grange and state organizations known as the Farmers' Institutes. To quote from a letter from Mr. Stedman, Acting Farmers Institute Specialist of the United States Department of Agriculture: "The exact date when farmers' institutes were organized will never be known because they were an outgrowth of spasmodic lectures by different organizations, and only gradually came to be recognized as farmers' institutes. As regards women's institutes practically the same holds true. Nobody seems to know exactly the year when women's institutes first started. They likewise were a gradual outgrowth from the farmers' institute work, women having attended

the meetings from the beginning and gradually sessions were held especially for women, and it was not until very recently that any attention was given to the matter as having a distinct field or that these women's sessions became organized as so-called women's institutes."

In 1908 732 meetings for country women were held by the farmers' institute directors in the several states.

The National Grange, founded in 1866, in its first "declaration of purposes" stated that the first object of the order was "to establish a better manhood and womanhood and enhance the comforts and attractions of our homes." From the beginning there seems to have been a place on the Grange programs for the discussion of home topics and it is stated that in late years the scientific presentation of them by the lecturers has been made very prominent. The National Grange Monthly has helped to meet a rapidly growing interest in Home Economics.

United States Government Work for Home Economics.—Under the title United States Government Publications as Sources of Information for Students of Home Economics an article by Dr. C. F. Langworthy appeared in the June, 1909, number of this JOURNAL. To this very valuable summary we will refer our readers.

The history of the rise and extension of this work, especially in the study of nutrition, is a most interesting one and will well repay study. The same author has prepared a paper on the Origin and Development of the Nutrition Investigations of the Office of Experiment Stations, United States Department of Agriculture, and it may be found in the Report of the Office of Experiment Stations for 1910.

A perusal of these articles shows that our debt is especially great to Professor W. O. Atwater who did the first work in this country in the examination of food materials by modern methods. He was the director of the first state agricultural experiment station in 1875 at Middletown, Conn., and in 1887 was made director of the Connecticut Storrs Agricultural Experiment Station where for fourteen years under his direction very valuable work was done. At the same time he directed the work of the Office of Experiment Stations when it was established (1887) and in 1889 that Office began the publication of the Farmers' Bulletins of which some 450 have now been published in editions that have reached in many cases hundred of thousands.

The Study of Nutrition.—A matter of prime importance to this movement must be reckoned the advances in the study of human nutri-

tion in this country. They have been based on similar work done in Europe where the beginning was made in the study of farm animals. The great name of Liebig is always to be remembered in this connection, and in the matter of practical application we date back to that remarkable man of American birth, Benjamin Thompson, Count Rumford, who in the work which he undertook for the King of Bavaria a century and a quarter ago revolutionized the army dietary and that of the poor who were dependent on public aid. A full account of his work is being prepared for publication in the JOURNAL.

The pioneer student of nutrition on the physiological side in this country was probably John R. Young, who in 1803 wrote for his doctor's thesis at the University of Pennsylvania Medical College a monograph entitled *An Experimental Inquiry into the Principles of Nutrition and the Digestive Processes*. An account of the man and his work was given by Prof. L. B. Mendel¹ and this account was reviewed by Miss Ellen A. Huntington in the June, 1909, number of the JOURNAL (p. 255).

Next in point of time comes George Stanton Gould, who in 1852 at the request of the Board of Commissioners of Immigration, published the report of an extended study of dietary and other conditions in public institutions entitled *A Report of Food and Diet with Observations on Dietetic Regimen Suited for Almshouses, Prisons and Hospitals, also on Heating, Ventilation, etc., with Practical Recommendations*. For an extended account of this early investigator, who based his work on the writings of Liebig, Magendie and other Europeans, see an article by Dr. C. F. Langworthy in the June, 1910, number of the JOURNAL.

We must also note W. Tully's *The Nature and Uses of Aliment in the Animal Economy* (a communication to the Medical Society of Connecticut at New Haven, in 1810, Vol. I, pp. 27-43), a general article on food and its functions; S. B. Hunt's *Remarks on the Constituents of Food and Drink* (*Buffalo Medical Journal*, 1854, pp. 455-457); and Helen C. DeS. Abbot's chemical study of *Yucca augustifolia* (*Trans. Amer. Phil. Soc.*, 1886, pp. 254-284), this last named being interesting because it employs methods of food analysis at a rather early period in the work, but particularly because it shows that women were doing laboratory work at the time. From this time on the work grew rapidly, but it has all been recorded in the publications

¹Popular Science Monthly, 74 (1909) p. 174.

of the United States Department of Agriculture before referred to, and for valuable summaries the JOURNAL is indebted to Dr. C. F. Langworthy.

The Teaching of Home Economics.—We open a quaint chapter of almost medieval history when we seek for the first dates in the formal teaching (outside of the family circle) of the household arts. In 1668 François de Laval, the first bishop of Canada, according to Parkman in *The Old Régime in Canada*, founded near Quebec a kind of farm school for French and Indian boys and here various mechanical trades were also taught. At the same time the Ursulines and the Nuns of the Congregation of Quebec undertook the training of girls along the lines of manual training and what is now grouped under the head of Home Economics, so that formal education in this subject there had its beginning. To quote Parkman “we find the king giving to a sisterhood in Montreal a thousand francs to buy wool and a thousand more for teaching girls to knit.”

That there was crying need for improvement in the arts of life both within and without the primitive home Parkman gives us abundant proof, but we do not learn whether these early efforts had any successors.

In the early dates that we have been able to gather in New England (see p. 336), one is so very important that it must be singled out. In 1841 Catharine Beecher published her *Treatise on Domestic Economy* as a part of the Massachusetts School Library, a book which, as the author tells us, was “extensively introduced as a text-book into public schools and higher female seminaries.” It was followed by its sequel, *The Domestic Receipt Book*, which it seems was “widely circulated by the Harpers in every state of the Union.” In 1870 Miss Beecher and her sister Harriet Beecher Stowe issued an enlarged edition of the treatise entitled *Principles of Domestic Science as applied to the Duties and Pleasures of Home*, and here we find the whole duty of woman set forth with much piety and good sense.

These books, long since out of print, belong to the classics of Home Economics literature. Mrs. Richards in her address at the Tenth Lake Placid Conference spoke of Catharine Beecher's forgotten book as the true beginning of the Home Economics movement.

A review of these really remarkable books is being prepared for the JOURNAL. We will give but a small abstract from the *Treatise*—“The author of this book was led to attempt it by . . . the deplorable sufferings of multitudes of young wives and mothers from

the combined influence of poor health, poor domestics, and a defective domestic education. The measure which more than any other would tend to remedy this evil would be to place domestic economy on an equality with other sciences in female schools."

Home Economics in Higher Schools for Women.—Long before Miss Beecher's time the need for teaching the household arts had been recognized by at least one educator of advanced views. In 1814 when Mrs. Emma Willard founded her Female Seminary in Troy, N. Y., and printed her Address to the Public, particularly to the Legislature of New York proposing a Plan for Improving Female Education, she discussed in it the defects in the system of women's education and included in her plan domestic, as well as literary and religious, education. She says "Housewifery might be greatly improved by being taught not only in practice but in theory. Why may it not be reduced to a system as well as other arts?" But in her efforts to introduce the teaching of this branch in her school she met with opposition.

Mr. Henry Fowler, in his article on Educational Services of Mrs. Emma Willard (in Henry Barnard's *American Journal of Education*, 6, 1859, pp. 125-168), says: "While thus Mrs. Willard was teaching what had heretofore been considered masculine studies, and thus risking the displeasure of those wealthy and fashionable people, on whom, disappointed of public aid, she much depended for support, she was also testing her popularity by the steps she was taking to induct her pupils into the duties of their sex, in regard to housekeeping; as this might be charged with a degree of vulgarity." In a footnote he adds:

"In general, when the graduates of the seminary develop into women of society and mistresses of families, they have been found imbued with the principles, and having acquired the habits which lead to good housekeeping. The pupils in their small rooms, each occupied by two inmates (carefully assorted, as one of the most delicate duties of the principal) are provided with closets, bureaus, etc., so that everything can be used for its proper purposes, and everything kept in its proper place. And they are under a strict surveillance, as each in turn is to keep the room in perfect order. This is that their eye may become accustomed to order, so as, of itself, to detect the reverse. They are required to keep in order their own clothing, and have a set time for mending. They took their turns also with the domestic superintendent, to learn pastry cooking. Each roommate is in turn room-keeper for the week and liable to a fault-mark if the monitress,

in her hourly rounds, during school hours, finds anything out of order."

Miss Beecher, in her Treatise, describes in terms of the highest commendation the course in domestic economy taught at Monticello Female Seminary at Alton, Ills., an institution that held high rank and was called the Mt. Holyoke of the West. Each pupil was required to spend two hours a day in domestic employment, an amount sufficient to accomplish all the work for a family of eight except the cooking. She describes the work in the model laundry, where the young women learned the art under a competent instructor.

Mt. Holyoke Seminary, founded by Mary Lyon in 1837, announced, as we find in the reproduction of the tiny first annual catalogue, that all the members of the school were to aid to some extent in the domestic labors of the family "because it is difficult to find hired domestics and to retain them any considerable time when found, and because young ladies engaged in study suffer much in their vigor and intellectual energy for the want of exercise," but it is then added, "it is no part of the design of this Seminary to teach young ladies domestic work. This branch of education is exceedingly important, but home is the proper place for the daughters of our country to be taught this subject."

Eighteen years later when Elmira Female College received its charter from the State of New York, the first catalogue (1855) states that each student is "required to take additional work in domestic science and general household affairs." To quote: "There is an arrangement by which domestic science will be taught to each pupil. The more severe parts of the work will be performed by domestics. A lady peculiarly fitted to give instruction in domestic science has been engaged and has under her direction the students who are drilled in all that pertains to domestic duties." Such work was called supplementary and as it does not appear in the curriculum with other branches of study there is no means of knowing just what it comprised. It was probably nothing more than housework well taught and supervised. After some ten years it seems to have given way entirely before the growing belief that the regular college studies required the entire time of the student. "Domestic science" was still a misnomer for no connection had been made between household processes and laboratory methods and results.

Vassar Female College, which received its charter from the same state and opened its doors in 1865, seriously discussed the introduction of this branch under still another name for we find the question

"How teach the theory and practice of domestic economy?" as number eleven in a series of questions addressed in 1861 by President Jewett to various educators. The first Vassar prospectus issued in 1865 gives the subject extended notice. Here the struggle between the old and the new comes to the front. "The household is, by common consent, woman's peculiar province. The art of administering its various economies therefore is among the least dispensable of her acquisitions." But on the other hand, "Home is the proper school for this art." "The trustees are satisfied that a full course in the arts of domestic economy cannot be successfully incorporated in a system of liberal or college education." After a statement to the effect that "it is dangerous to withdraw a young lady from home and allow her to form tastes and habits tending to unfit her for her allotted sphere," a compromise is offered: (1) Domestic economy is to be taught theoretically by text-book and lectures; (2) visible illustrations are to be furnished by the college kitchen, larder, dining room; (3) personal instruction is to be given to every one who needs it as to care of her clothing and room; (4) there will be regular hours for sewing.

No doubt this concession allayed the fears of timorous opponents of higher education for women, but without the scientific backing which now gives meaning and value to courses in Home Economics these half-hearted attempts at teaching a trade could not hold out against the determination of women that their colleges should give not only equal but identical training with those of men. In three years hardly a vestige of this work remained.

In 1877 Lasell Seminary in Auburndale, Mass., offered courses in cookery, applied housekeeping, sewing, dressmaking, and millinery, courses which were continued and developed under such pioneers as Miss Parloa, Miss Daniell, and Mrs. Lincoln. Here there was no question of conflict with college standards and these courses were not abandoned.

In 1890 began the first real attempt to introduce college courses in Home Economics which should be on a scientific basis and deal with principles rather than with the repeated performance of the details of a trade. This was at Wellesley College under Miss Marion Talbot, who gave lectures and conducted laboratory work on sanitation and dietetics. The work was kept up for two years but was discontinued when Miss Talbot became Dean of Women at the new University of Chicago where she offered similar instruction.

Before this time (see p. 336) the agricultural and other colleges

admitting both men and women had made great strides in the teaching of Home Economics. It is not within the scope of this article to follow the rapid developments of the later years.

From the beginning of the Lake Placid Conferences the work of formulating and introducing into our system of education, especially into the public schools, proper courses in the various subjects included under Home Economics has been the chief interest of its leaders.

Dates of such introduction have been carefully arranged chronologically elsewhere in this number (see p. 336) and papers dealing with various phases of the question may be found in the published proceedings of the Lake Placid Conferences and in every number of the *JOURNAL* in the three years of its existence. At first slowly, and of late years rapidly, courses have been introduced into the public schools in nearly all of our states, into many private schools, into all of the agricultural colleges which admit women, into many state universities, and also into the normal schools, as the training of teachers for this branch early became a necessity. The List of Institutions in the United States giving Instruction in Home Economics, a valuable article by Miss Marie T. Spethmann appearing in the June, 1911, number of the *JOURNAL* occupies some 30 pages and even then does not include schools for Indians and colored people.

For the last quarter of a century, at every point in this long struggle for recognition of Home Economics Mrs. Richards was the general directing the forces. What she felt marked the successful termination of this effort for recognition was her appointment to the Council of the National Education Association in 1910 as vice-president of the Manual Training and Art Section in order that she might supervise the teaching of Home Economics in the schools of the country during the six years to come. For some ten years this branch had been given a place in connection with other departments, but the work had been desultory. Mrs. Richards felt that the formal recognition of Home Economics by the national body was most important and that it would soon be followed by the granting of credits on a level with other studies. That this is already at hand is evidenced by the report made at the San Francisco meeting of the National Education Association in July last by the committee on The Articulation of the College and High School. This report recommends that fifteen units—each unit representing a year's study in a certain subject—be the quantitative requirement for entrance to college. Qualitatively, of the total fifteen units, not less than eleven units should consist

of English, foreign languages, mathematics, social science, natural science, or other work conducted by recitations and home study. The other four units should be left as a margin to be used for additional academic work or for mechanic arts, household science, commercial work, or any other kind of activity that the best interests of the student appear to require.

With the full acceptance of these branches of study as being, when properly taught, "mentally nutritive," effort ceases along certain lines and concentrates on those far more important. These courses are now to be made more vital, more in touch with the best scientific thought. In short, the Home Economics movement has entered on a new phase.

Home Economics in Women's Clubs.—Home Economics in the General Federation of Women's Clubs is thus described by the president of that organization, Eva Perry Moore.

At Louisville, in 1896, Mrs. John Vance Cheney gave a talk upon Home Economics. In Denver, 1898, greetings were brought from the National Household Economics Association. In Milwaukee, 1900, there was a special department under Mrs. James H. Whitmore of Denver, Colorado, but no work was reported from clubs. Mrs. Walter McNab Miller spoke at that time. In Los Angeles, 1902, greetings were brought again by Mrs. Linda Hull Larned, of New York State, from the Household Economics Association.

In St. Louis, 1904, the department came again to the front, with Mrs. A. C. Neville as Chairman, who presented a report, but with very little return from the states. In St. Paul, 1906, the department was thoroughly organized, and Mrs. Mary Moody Pugh of Omaha, Nebraska, was Chairman. In Boston, 1908, Mrs. Margaret J. Blair, of St. Paul, Minn., was the Chairman. Mrs. Decker felt that the department was far from successful and should be carried on rather in the states than in the General Federation. She made the recommendation that it should be abandoned, but this was lost, and it has been most successfully carried on since that time by Mrs. O. N. Guldin.

Mrs. Richards did not come into the work until Mrs. Miller was appointed Chairman of the sub-committee of Household Economics called Food Sanitation. I think Mrs. Richards was identified with her from the beginning in all the work that she attempted, and she was asked particularly to speak, as was Mrs. Abel, at the meeting in Boston,

in 1908. Mrs. Richards has been a most helpful force in all of Mrs. Guldin's work.

Reports for 1910 recently received furnished the following statistics as to the present status of the movement: During the last two years 720 clubs held one or more sessions on Home Economics; 371 clubs have Home Economics departments; 278 have regular lectures, demonstrations, or short courses; 257 helped materially in creating sentiment that established Home Economics in the public schools; and 104 did some kind of philanthropic or educational work in Home Economics in cities.

Home Economics in the Association of Collegiate Alumnae.—The following data are furnished by Professor Marian Talbot of the University of Chicago:

Mrs. Richards was the guiding spirit in the formation of the Association of Collegiate Alumnae in 1881. In this organization the first subject considered was the health of the college students, and Mrs. Richards was in part responsible for the first circular issued. This presented the low standards of the colleges in regard to physical education and made a strong plea for attention to the physical basis of the college student's life. This was followed by a leaflet, *Health in Preparatory Schools*, with blanks to be filled in by teachers and parents.

The records of this association show that in the following year she led in a discussion on *The Effect of the Amusements and Occupations of Girls in their School Life*.

She was one of the members who organized the Sanitary Science Club of the association and published in collaboration with Marian Talbot the book *Home Sanitation*. By this time her conviction that the scientific aspects of housekeeping must receive more attention from women had become firmly fixed and she continued to keep the subjects before the association. In 1890 she presented a paper on *The Relation of College Women to Progress in Domestic Science*, and close upon this followed *Household Industries outside the Home*, practical suggestions for Applied Economics and Sociology in the College Curriculum, and *Desirable Tendencies in Education for Women*. In 1901 as chairman of the committee on Home Economics of the Boston Branch she helped raise a scholarship of \$400 for the Boston School of Housekeeping and arranged an exhibit of contributions of college women to Home Economics. Later this was

developed into the Mary Lowell Stone Home Economics exhibit which was for two years under the charge of the association and its branches. Her best work in this direction for the association was as chairman of the committee on euthenics, the aim of which was to suggest immediate and practical ways of increasing the efficiency of the individual.

Graduate School in Home Economics.—This school had its origin eight years ago when Professor Atwater of the Office of Experiment Stations opened his laboratories at Middletown, Connecticut, to teachers of domestic science, inviting them to study there four weeks and to get in touch with the investigations in nutrition which the government was making. It chanced that in that same year a call was given for graduates in agriculture to gather at Ohio State University, to do advanced work and in these two meetings the graduate schools of Home Economics and agriculture had their beginnings. No further sessions of the schools were held until 1906, at which time the American Association of Agricultural Colleges and Experiment Stations decided to assume control of the Graduate School of Agriculture and to make it a permanent institution which should hold biennial sessions in different colleges of the United States.

Fortunately for the Home Economics movement, the place selected for the next meeting of the School of Agriculture was the University of Illinois, where Professor Bevier had already developed a strong course in Home Economics. Through her efforts and the generosity of the university a Graduate School in Home Economics was held in connection with the School of Agriculture. From that time on the two schools, which are similar in purpose yet sufficiently different in the subjects which they present to offer an interesting interchange of attractions, have met together. They met in 1908 at Cornell University and in 1910 at the Iowa State College of Agriculture.

By vote of the American Home Economics Association at its St. Louis meeting the Graduate School of Home Economics has now become a part of the Association activities. Plans are now being formulated for a 1912 session at the Michigan State Agricultural College.

DATES AND EVENTS IN THE HISTORY OF THE HOME ECONOMICS MOVEMENT.¹

1789. Girls in Boston public schools are allowed to spend some school time on needle work under direction.
1821. Mrs. Emma Willard begins the teaching of household arts in Troy Female Seminary.
1835. Boston girls of second and third grammar grades are taught sewing.
1840. Catharine Beecher wrote A Treatise on Domestic Economy.
1854. Sewing is extended to the fourth grade in Boston schools under a special instructor.
- 1859-60. Prof. Blot gives lessons in cooking in several large cities.
1862. Federal land-grant (Morrill Act) passes for colleges "to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."
1870. Massachusetts legislature passes an act making drawing obligatory in the public schools of the State. This marked the beginning of industrial training.
- Miss Clare de Graffenried studies household budgets of Lowell factory mill workers. An act of the Massachusetts legislature legalizes sewing and other industrial education in the towns and cities of the state.
1872. The Woman's Education Association is formed in Boston with standing committees on industrial, esthetic, moral, and physical education.
1873. Sewing is introduced into Kansas State Agricultural College. Miss Corson first gives lessons in New York City. A teacher of sewing is appointed in the Winthrop School, Boston.
1874. Sewing is given in the Vacation School, Providence, R. I. Starting point of the New York Cooking School under the management of Miss Corson. Joanna Sweeney gives lessons in cooking in Boston.

¹ This list of dates is known to be very imperfect and the editor hopes to receive many corrections and additions. Manual and industrial training has been intimately connected with the development of Home Economics, and dates of its introduction into the educational system have therefore been admitted.

1875. Domestic science with lectures on the chemistry of cooking is introduced into Kansas State Agricultural College under Mrs. Nellie Kedzie.
- 1875-6. Domestic science with a four years' course is introduced into the University of Illinois.
1876. At the State Agricultural College of Iowa a department of domestic economy is introduced through Mrs. Mary B. Welch, the first teacher.
School of Mechanic Arts founded in Boston by vote of the corporation of the Massachusetts Institute of Technology.
Miss Parloa's first public lecture, in New London.
1877. Lasell Seminary opens courses in domestic science under Miss Maria Parloa.
Manual training is advocated in Rhode Island schools.
The Industrial School Association of Boston starts a school.
The object of the society is to demonstrate the practicality of industrial training in the public school.
The Woman's Education Association of Boston establishes a school of carving, modelling, etc., with the same object as the school of the Industrial School Association.
Miss Parloa gives her first lecture in Boston, and holds private classes, giving impetus for Boston Cooking School.
Miss Emily Huntington makes, in New York, the first experiment in kitchen gardens.
1878. Miss Devereau (a pupil of Miss Parloa) goes to teach cooking at the New Century Club, Philadelphia.
An experiment is begun in Gloucester, Mass., with a view to introducing manual training into the public schools.
Miss Corson gives lectures to some nurses in Washington, D. C., also lectures in Indianapolis, Ind.
1879. Mrs. Rorer takes charge of the cooking in the New Century Club, Philadelphia.
Miss Parloa gives lessons at the Chautauqua summer school.
The Woman's Education Association, Boston, opens the Boston Cooking School.
Raleigh, N. C., cooking school is established by Mrs. Helen Campbell.
The subject of industrial education is brought before the city council of Boston, but the proposition is defeated.
Miss Corson gives lessons in Peoria, Illinois.

1880. The Kitchen Garden Association of New York is incorporated. In Boston, cooking is first taught to public school children, under the auspices of the Y. W. C. A. Manual training is offered for both sexes in the schools of Montclair, N. J.
1881. In Peru, Ill., sewing is taught girls in the public schools. First mission school of cookery is opened in Washington, D. C. A kitchen garden is introduced by Mrs. Hemenway in a summer school in Boston. The first manual vacation school is also opened. First legislation in New Jersey on Manual training. The report states that sewing had been taught in the schools for several years before this date.
1883. Rose Polytechnic Institute opened at Terre Haute, Ind. Sewing is taught in the public schools in Springfield, Mass.
- 1883-4. Vacation schools in manual training are held in Boston and Brookline. Instruction in the industries is deemed most desirable for women.
1884. The Industrial Education Association of New York is formed from the Kitchen Garden Association. Girls are taught domestic science in the Toledo High School. The first industrial training for girls in a public high school.
- 1884-5. An epoch in the New York public school system—the appointment of a committee of the Board of Education to plan ways and means on industrial studies. Report from New Haven, Conn. Manual training for boys and girls is now being extended through all the grades. T. A. Litchfield, of Newport R. I., recommends that the city council make provision for sewing for girls and carpentry for boys. In Minneapolis, Minn., the subject of industrial education brought before the school board. Industrial training is taken up in the Normal School in Philadelphia and in Salem, Mass. In Oakland, Cal., the committee on industrial education resolves to make an experiment in introducing cooking into the public schools.
1885. First report of the New York Industrial Education Association. Fifteen classes in domestic science are held in private schools and girls' clubs.

- Two cooking schools for girls are opened in Boston, one by Mrs. Quincy A. Shaw and one by Mrs. Mary Hemenway.
- South Dakota Agricultural College organizes a four-year course for women leading to the B. S. degree.
- Mechanics Institute, Rochester, N. Y., is opened.
- One grade of the high school, San Francisco, Cal., is taught domestic economy one hour a week.
- 1885-6. Provision is made for industrial training in Iowa. The question is agitated in Portland, Maine.
- Industrial work in the grades is given in Madison, Wis.
1886. The second annual report of the Industrial Education Association of New York shows great progress in the work. Industrial classes in the public schools of Hoboken, N. J., are started under the influence of the above association. The association opens a house with an information office on 11th street and teaches public school children and teachers, also conducts a school for servants, and a graded course in sewing. The first vacation classes in New York are begun under the association.
- A children's industrial exhibit in New York is organized by the association. Specimens of work from Chicago, Cleveland, St. Louis, Philadelphia, Boston, Worcester, and other centers had marked influence in spreading the work. The association leases the former building of Union Seminary at University Place and opens it December 4.
1887. The New York College for Training Teachers is organized by the association with Nicholas Murray Butler as president. This later became Teachers College, Columbia University. The training of teachers for Home Economics is emphasized.
- The Newport (R. I.) Industrial School for Girls is started. The beginning of Pratt Institute is made.
- Manual training is introduced into the public schools of Washington, D. C., this including drawing, sewing, cooking, etc.
- The Boston Public School Board accepts Mrs. Hemenway's school under the name of Boston School Kitchen No. 1.
1888. The Boston Normal School of Household Arts is established by Mrs. Hemenway.
- Legislation in New York State empowers local school authorities to establish manual training departments. The state

- normal school is required to include courses in the principles underlying manual training.
- A course in manual training is initiated in the Boston public schools (primary) by Louisa P. Hopkins.
1889. The New York Kindergarten Association is formed.
- The Eliot School, Jamaica Plain, Mass., offers instruction in woodwork to public school pupils.
- Dr. Edward Atkinson publishes a description of the Aladdin Oven, the forerunner of the fireless cooker, and other devices for cooking at a low temperature in an insulated chamber.
1890. The New England Kitchen is started in order to apply scientific principles to the cooking of the cheaper food materials. Manual training is ordered in all primary schools of Boston.
- 1890-1. A course in sanitation and dietetics is introduced into Wellesley College under Miss Marion Talbot.
1891. Drexel Institute is founded.
- The City Council of Boston makes an appropriation for the Mechanics Arts High School.
- A cooking and sewing school for children, selected from the public schools, is established in Baltimore, Md., by members of the Society of Friends.
1892. The New England Kitchen, Boston, forms classes under Miss Maria Daniell for study of economics and sanitary cooking.
1893. Armour Institute is opened.
- A course in Home Economics is offered at the University of Chicago.
- The National Household Economic Association holds its first of ten annual meetings in Chicago (see *JOURNAL OF HOME ECONOMICS*, April, 1909, p. 185).
- 1893-4. Mrs. Helen Campbell, appointed lecturer on Home Economics, University of Wisconsin extension course.
1894. The Boston School Board votes "that only such foods as are approved" by them "shall be sold in the city school houses." Luncheons prepared at the New England Kitchen under supervision of Mrs. Richards are served at nine high schools. (see *JOURNAL OF HOME ECONOMICS*, April, 1910, p. 181.)
- The Nutrition Investigations of the United States Department of Agriculture are authorized by Congress and work is begun

- under direction of Prof. W. O. Atwater under the auspices of the Office of Experiment Stations. The work centered in Middletown, Conn., and involved coöperation with Wesleyan University, the Connecticut (Storrs) Experiment Station, and other institutions.
1896. The Thomas S. Clarkson Memorial School of Technology is founded at Potsdam, N. Y., with a four year course in domestic engineering.
1897. The University of Tennessee introduces domestic science. The University of Idaho introduces domestic science. The School of Housekeeping in Boston is founded by the Women's Educational and Industrial Union.
1898. The beginning of domestic science in St. Louis public schools. A summer course of lectures on house care is given to the teachers of cookery in the Boston public schools.
1899. The Lake Placid Conference holds its first meeting at Lake Placid, N. Y., September 19-23. Annual meetings were held until 1908.
1902. Simmons College opens and adopts School of Housekeeping.
1903. The Manhattan Trade School for Girls is founded. In 1910 it is made a part of the New York City Schools. The Household Aid Company of the Woman's Education Association of Boston began its experiment in furnishing trained household workers by the hour.
1905. The Boston Trade School for Girls is established. The first meeting of the Teaching Section of the Lake Placid Conference on Home Economics is held at Pratt Institute.
1906. The Nutrition Investigations of the Office of Experiment Stations, U. S. Department of Agriculture, are transferred from Middletown, Conn., to Washington, D. C., and reorganized under the direction of Dr. C. F. Langworthy.
1909. The American Home Economics Association is organized at Washington, D. C.

MRS. RICHARDS AND THE HOME ECONOMICS MOVEMENT.

MARY H. ABEL.

Mrs. Richards' Scientific Training.—It is of first importance to note the broad training which Mrs. Richards brought to the service of Home Economics. She was wont to say "the fundamental requirement for progress in applying science is the acquisition of science to apply." If we scan the many papers published and unpublished that she has left behind we find very many of them sounding this note. She urged in season and out of season the study of science by women and she gave her strength to investigation along broad lines, largely municipal and educational.

Strange as it may seem to some of the readers of the JOURNAL, her work in Home Economics until her later years was confined to occasional talks and papers in her "play-time" outside her regular work. Home Economics has never been taught by her or by any one else at the Institute of Technology and Mrs. Richards' classes were not made up of women.

In her college life her interest in science was awakened, in the department of chemistry by Professor Charles S. Farrar, and in astronomy by Professor Maria Mitchell, but chemistry with its important bearings on practical life was destined to absorb her attention. In Mrs. Richards' first year in the Institute, John D. Philbrick, the noted school superintendent of Boston, watching her work in the chemical laboratory said to her: "What good do you expect this will do you in the kitchen?" This brusque inquiry while it irritated the young scientist also set her to thinking. "Why, indeed, should not chemistry be applied in the household?" From this time on the desire to apply science to the improvement of daily life grew and she became more and more prepared to meet opportunities as they offered themselves. Her first work in this line was in sanitation, a subject that never ceased to engage her liveliest interest. To quote Prof. H. P. Talbot of the Institute of Technology:

"Her contributions to sanitary science are so many and important that they would seem of themselves to constitute a sufficient achievement for a busy life."

It was on account of the discipline and training furnished by her scientific work that Mrs. Richards was enabled to guide the new applied science so wisely and to keep its standards on such a high plane. Dr. Langworthy has said that Mrs. Richards' work for Home Economics may well be compared with that of Liebig's for agriculture. "To Liebig belongs the credit more than to anyone else for bringing together isolated facts and adding to them so as to produce the new subject of agricultural chemistry, which is almost the same thing as saying 'agriculture' as we understand it at the present time. In the same way Mrs. Richards more than anyone else brought together a great many known facts and added a new member, Home Economics, to the group of subjects which a man or a woman may select for serious study as well as for practical application. I suppose that this is what always happens when a new branch of learning is definitely established. Someone must have brought together a great number of facts from mathematics and physics and other subjects to mark off the bounds of the subject of mechanical engineering. Home Economics is a subject worthy of comparison with others which have been recognized for a long time, as evidenced from the fact that it may be approached in the same way as older subjects, namely, from a scientific, from a technical, and from a practical standpoint."

The Home Her Chief Interest.—It is not too much to say that in her later years one thought and interest so predominated in Mrs. Richards as to make it the center. She considered the American home the most precious development of civilization, and to preserve its essentials while helping to adjust it to the demands of our age became with her an absorbing passion. It is the cradle of the child, the resting place of old age, the retreat in which the worker is to be refreshed physically and spiritually for the day to come. If ruled with firmness and love and intelligence it becomes the nursery of all the virtues, something unspeakably precious in the world. In her view this ideal became the meeting point for all movements—all roads led to this desired end.

Thus, health in the individual as the foundation of efficiency becomes a pre-requisite, therefore every move toward hygiene, public and private, pure water, well ventilated school rooms, healthful dress and well constructed houses all have a definite relation to the home. The food becomes a prime factor and to its choice and preparation constant attention must be paid, importance also attaches to good form and color in furnishing and that orderly life so steadying to the nerves.

And as more and more effort must center on the woman who is to rule this home, and education becomes so important as to overshadow all other issues, the education of the mature woman through extension courses—in clubs, in Farmers' Institutes, through the press, but most of all the education of the woman of the coming generation, as she is passing through the schools.

This attitude explains the apparently diverse character of the subjects that have been admitted under Home Economics. Welcome all that has to do with education of hand and eye, especially in its application to daily life, courses in applied sociology which set the family in its true place, and that side of economics which has for its theme consumption of wealth rather than its creation, with the satisfaction of wants and the comparison of values all of which has so large a place in the family life.

Having in mind this broad foundation, she welcomed the entrance of women into industry and the training for it, not alone because it had become an economic necessity but because in no other way can the worth of the woman's time in the home have the proper value put upon it. She did not say in the old way to the women "stay in your home"—she realized, none better, that the woman of today could not learn inside those walls that adjustment to the new time which would be required of her. Hence her sympathy with women who studied methods in the world of business and tried to apply them to the technical side of housekeeping. She had great confidence that the young woman and especially the young college woman, because of her general training, would yet be the best housekeeper and home maker. "We are trying to adapt ourselves to changed conditions," she said. "Do not let any one frighten or browbeat you out of that position."

She held the view that industrial changes had so profoundly altered the home environment of a generation ago that the teaching of the housewife and mother must be taken up by the school in order that the best methods of sanitary science should be at the service of the people. Even the care of babies, once considered to come to a mother by the light of nature, she urged long ago, when the idea was so new as to shock the conservative, should be taught in regular classes to all girls and women.

She held that the most valuable part of our American citizens are in that million or more groups in which the man of the family earns enough to keep the house, and where the woman, put beyond the

need of doing all the housework with her own hands, has the power of choice as to what she shall do with a part of her time. Will she ably supervise the work and instruct in the best methods, give that time and thought necessary to develop the home spirit and hospitality, see that all the expenditures, including those for the higher life, are planned to come within the income—so that all the needs of the different members are met—will she develop, in fact, that administrative talent which rules and utilizes all?

Thus along an immensely extended line she watched the struggle of the new with the old. She was a true general, taking every coign of vantage, adhering to no preconceived plan if a better was presented. Unperturbed she accepted failure in one quarter and threw her forces into another. At one time all her interest seemed to center around the food question, as in the years when she watched over the New England Kitchen and all that grew out of it; then the question of housing absorbed her attention, but no former interest was shelved. She was an opportunist, she followed whatever line of a dozen good ones was most open at the moment, and was quick to seize an opportunity, as when the time was ripe and the means at hand for the introduction of lunches properly chosen and cooked into the public schools of Boston. She was never deterred by that bugbear of small minds, the fear of inconsistency.

None knew better than she the many ways in which public opinion was to be moulded and the attention of the community drawn to Home Economics. Eminently social in nature she was personally acquainted with an immense number of people representing many groups and interests, and they all learned through her something of this new applied science and many became in their turn radiating centers of interest and knowledge in their different communities. Her own talks given in many regions always sowed live seed.

Every opportunity in the educational field was utilized and her persistence conquered many an apparently hopeless situation. In 1901 Miss Alice Ravenhill was sent by the Technical Instruction Committee of West Riding, Yorkshire County, England, to study the methods of teaching Home Economics and hygiene in this country. This very fact, bringing as it did the stamp of approval of such studies from an older civilization, Mrs. Richards was ready to utilize to the utmost, and in the person of Miss Ravenhill, highly cultivated and full of enthusiasm, she found a firm ally. It was determined that Miss Ravenhill should go with Miss Marlatt to the National Education

Association meeting in Cleveland in July of that year, and appear at a round table where the subject of Home Economics would have an opportunity to plead for a department of its own on the yearly program. This plea, given with great skill by both of the envoys, proved to be the entering wedge.

For all this work she needed and she possessed the complement of her scientific training, her practical knowledge of living conditions. This knowledge was thorough and had been gained at first hand. She had spent her youth on a New England farm and in her subsequent years passed in a large city and in extensive travel she had watched the changes wrought in the life of town and city. As Professor Sedgwick said, "Other women may become experts in water analysis and preside over laboratories but no one hereafter can possibly gain the peculiar historic equipment which fell to Mrs. Richards. Other women, may, and no doubt will, make addresses and write books upon sanitation and homes, but no one else can ever do these things as Mrs. Richards did them, for the reason that she was herself an evolution and represented an epoch."

In her dealings with people, Mrs. Richards was large and tolerant. One did not have to be wholly deserving to get her help, nor wholly efficient in order to be admitted to her band of workers. All were welcomed and put on trial. Her practical sense noted instantly qualities or lacks that would affect efficiency for a given post or work, her judgment seemed to be entirely impersonal. "Learn to look at people for what they can do, not for what they cannot," she once said and it taught a great lesson. She could utilize many grades of service, and only double dealing or treachery wholly discredited a person in her eyes. She had the gift of silence, but anyone who wanted to know the truth of her, to get the "honest answer" was never disappointed.

She had watched so many movements, she knew so well at what waste and loss progress is made, that she was never impatient or despondent over failures and delays. She did her own part, however, with unwearied care, she never disappointed those with whom she worked, she was reliable to the last degree.

The full explanation of her great influence was due to many qualities which combined to make her the most helpful of friends and counsellors. "She never failed me." "The news of her death was such a shock that for a while I felt that I could not go on." There was widespread confidence that in any given line of work she knew the elements

that bring success, where to hold fast to essentials and where to yield to local or personal preferences. Like the born leader that she was she could inspire courage and confidence even where she knew that the risks were great.

Her largeness of view did not forbid that grasp of detail which is essential to success. Scrawled at the top of a page containing meager notes for a talk, stand the following words, evidently to be passed on to some friend who was to assist in the debut of a new speaker: "Stand in the door, can she be heard? Does she look trim and attractive—the first five minutes does it."

An examination of the correspondence that passed between her and the secretary of our Association for weeks previous to an annual meeting, showed this same grasp of detail, a positive genius in foreseeing every difficulty and emergency; hotels, assembly rooms, social engagements, excursions, assignment of duties to the most competent helpers, all received attention as well as the careful working out of the program.

Her characteristic foresight not only insured the success of future plans, it gave zest to her present work, making of tendencies a fascinating study; thus, what others counted failure was but an incident; in the main body of the experiment the next move was unfolding. She saw twenty-five years ago the important part that prevention of disease and sanitary science in general was yet to play, hopes that only in the last five years have met fulfillment. She saw that in a thousand ways public opinion could be educated; to seek out every available means to that end and to enlist and inspire helpers became one of her chief interests. This is shown by her early activity in the Association of Collegiate Alumnae as told on page 334 and the American Public Health Association to whose meetings she contributed valuable papers at almost every meeting; and in the Health Education League which she helped to found in 1904 and five of whose booklets she wrote.

Mrs. Richards' style of writing has a peculiarly tonic effect on the reader. A passion for ethical truth breathes through it, an ardor that is perhaps all the more contagious because it is evoked for purposes that are generally called practical. One feels that the basis is sound, not visionary, and that a discriminating mind places proper value on the objects of her desire. All these qualities are seen to the full in her last contribution to the *JOURNAL*, the *Social Significance of the Home Economics Movement*, and published in the issue of April, 1911. The style is condensed and suggestive rather than flowing. It has

a certain stimulating quality, you feel that she treats the subject for no other reason than that to her mind it is of the greatest importance that it should be treated. As she was wont to say about the series of little books on the Cost of Shelter, Food, Cleanness, etc., she had waited in vain for someone else to write them and they "had to be done."

She was especially successful in separating the principle from a mass of irrelevant detail. Her illustrations were sketched and suggestive rather than fully worked out. There was nothing to get out of date, the essays can inspire still another generation living in different surroundings.

The effect produced by her lectures was increased by her personality—it was not to be explained or defined—even those not interested in the subject felt it. As one woman said, "I've never thought of those things, and a week after the lecture I couldn't remember what she's said, but the effect remained. It stirred me up to be more efficient." I have never known a better illustration than she furnished of the fact that what a person *is* inevitably adds to the power of the spoken word.

Such was the woman to whom was due more than to any other person the present standards and the ideals for the future of this new science of home making.

ORGANIZATIONS FOR THE PROMOTION OF HOME ECONOMICS.

Scattered efforts must sooner or later be gathered into an organization. Not till then is united work possible and a movement begins to make real progress, especially in the education of public opinion.

NATIONAL HOUSEHOLD ECONOMICS ASSOCIATION.

The organization that led the way was the National Household Economics Association which held its first meeting in Chicago, October 24, 1892, the year before the Columbian Exposition, when so many projects were launched. Mrs. John Wilkinson of Chicago was the first president and Mrs. Ellen M. Henrotin honorary president. It had for its aim:

“(1) To awaken the public mind to the importance of establishing bureaus of information where there can be an exchange of wants and needs between employer and employed, in every department of home and social life.

“(2) To promote among members of the Association, a more scientific knowledge of the economic value of various foods and fuels, a more intelligent understanding of correct plumbing and drainage in our homes, as well as need for pure water and good light in a sanitarily built house.

“(3) To secure skilled labor in every department of our homes and to organize schools of household science and service.”

At this first meeting papers were presented by Mrs. Helen Starrett on Possibilities of Reform through Organization and Coöperation among Housekeepers, by Mrs. Mary Hinman Abel on the Elevation of Domestic Labor to the Dignity of Trades and Professions, by Mrs. Melusina Fay Pierce on Coöperative Housekeeping, by Mrs. Kate Gannett Wells on Economic Organization, by Mrs. Herbert and Mrs. Remick on the Greater Simplicity in Living, and by Dr. Lieba Bedell on How to Ease the Burdens of Domestic Life. It is remembered by one who was present that whatever the title of the paper the speaker always came around to the servant question, but that the opinion was

general that the housewives were themselves to blame for the situation and by united action must find the remedy. It does not seem to have dawned upon these pioneers that a generation would pass without the remedy being found for these practical difficulties and that the educational possibilities of Home Economics would by that time have taken the center of the stage. Mrs. Linda Hull Larned, the last president, described this organization in the April, 1909, number of the *JOURNAL*. It held ten annual meetings and was then merged in the Home Economics work of the General Federation of Women's Clubs which it had done much to foster.

Two great organizations followed: The Lake Placid Conference, with its record of ten useful years, and the American Home Economics Association, now in its third year.

These associations, together with Mrs. Richards' intimate relation to them, are described elsewhere.

MRS. ELLEN H. RICHARDS: HER RELATION TO THE LAKE PLACID CONFERENCE ON HOME ECONOMICS.

The small gathering of earnest pioneers (seven from outside with four Lake Placid Club members) who met in an Adirondack boathouse in September, 1899, were fortunate in having as chairman a born leader, a woman who united just those qualities most necessary to inspire enthusiasm and confidence, to discover special gifts in others, and to direct them into channels where they would be most effective.

During a social visit to the club the previous summer, Mrs. Richards was asked to speak informally to a few members on the ever present domestic problem and out of this grew the suggestion for a serious conference of trained workers, whose deliberations might have increased influence through united action. Of this small group, four have already passed over to the majority, Miss Emily Huntington, Maria Parloa, Maria Daniell and Mrs. Richards. The others who took part in the first gathering were Miss Anna Barrows, Mrs. W. V. Kellen, Miss Louisa A. Nicholass, Mrs. Alice P. Norton, Mrs. W. G. Shailer, and Mr. and Mrs. Melvil Dewey.

There had been organized effort for improvement of the home, dating from the Woman's Congress at the Columbian Exposition in 1893, when a national association was formed with branches and state chairmen, but possible solutions of the many difficulties the problems presented were still vague. Prof. W. O. Atwater (a guest

at the Club in 1899) was most helpful in encouraging and advising such a meeting and said: "The science of household economics is now in what chemists call a state of supersaturated solution which needs to crystallize out. Sometimes the point of a needle will start such crystallization." To Mrs. Richards' personal touch is largely due the wonderful progress made since that day.

With her recognition of the need came the clear vision of the remedy. With changing industrial and economic conditions, the home, the unit of society, was failing to meet the needs of better citizenship. Disintegration of the family was seen on every side. There was frightful waste of human efficiency because of ignorance of right living and overwork under wrong conditions. To reach the lives of the people, she recognized that the whole general scheme of education, from grade school through college life, must incorporate courses of study and methods of presenting subjects within the range of daily life and personal application, affecting ideals of conduct to be carried into whatever occupation or business might follow later. Such courses must be correlated and carried through education from the earliest years, developing knowledge of the true relation of things to the welfare of the individual and giving to the people a sense of control over their environment.

From the beginning the purpose of the Lake Placid Conference was educational, dealing with the economic and sociologic study of the home and with the problems of right living. Its keynote was "efficiency through health."

In her admirable paper *Ten Years of the Lake Placid Conference on Home Economics; Its History and Aims*,¹ Mrs. Richards summarizes concisely the essential subjects discussed in the programs of these early years: "Training of teachers of domestic science; courses of study for grade schools as well as colleges and universities; state, agricultural, evening, and vacation schools; extension teaching; rural school work; Home Economics in women's clubs with syllabuses to aid such study; manual training in education for citizenship." All these lead toward higher education and better living, in short to the new science of Euthenics, as an essential preliminary to the study of the better race, a study to which Mr. Francis Galton has given the name Eugenics. From the very first special emphasis was laid on the educational possibilities of this work.

¹ *Proceedings Lake Placid Conference, 1908*, pp. 19-25.

A classification of the material included in the general subject Home Economics as a working basis, together with correct nomenclature and annotated bibliographies were recognized among the first needs. Domestic science at farmers' institutes, simplified methods of housekeeping, standards of living in the conduct of the home and in relation to sanitary science, household industrial problems, labor saving appliances, cost of living, standards of wages, have all been discussed.

Programs have included the food problem in its many phases from fads and fancies to protein metabolism and mineral matter required by the human body; nutrition, sanitation, hygiene, progress in work for public health represented by the work of the Health Education League and the Committee of One Hundred on national health, leading to efficiency as the keynote of the twentieth century.

Economics in trade and professional schools, Home Economics in training schools for nurses, the hospital dietitian and the status of institution managers, reports of experiments in dietetics under many auspices, coöperation with the work of the U. S. Department of Agriculture, particularly with the nutrition investigations of the Office of Experiment Stations, reports from the American School of Home Economics, even psychic factors affecting Home Economics and cost of living have been considered.

Besides important reports of the teaching section and standing committees, each meeting aimed to concentrate the best thoughts of leading workers on one special subject in order that the discussions each year might count as distinct progress in some limited part of the field. Mrs. Richards' strong personality attracted speakers eminent in educational and scientific work who gave their best freely at her request.

Two conferences were held by special invitation outside of Lake Placid, one at Boston in 1903 and one at Chautauqua in 1908. In Boston a joint session was held with the Manual Training Section of the National Education Association. Efforts were made annually to have the subject brought before this body of educators but "it needed the general awakening in the lines of rural, agricultural, and industrial education to bring to a focus all the trend in modern life which makes the teaching of Home Economics in its various phases essential to social progress." In 1908, just before the Chautauqua Conference, Mrs. Richards was asked to present a paper before the N. E. A. Council and her masterly treatment of the subject won for

Home Economics its true place in the teaching world as the fourth R—Right Living—to be incorporated in the education of the people. This was followed by her election for a 6-year term to the N. E. A. Council, the highest educational authority in the country.

So far no constitution, by-laws, or red tape of any kind had hampered free initiative in the Lake Placid Conference. The movement was held and guided by Mrs. Richards' enthusiasm and power to inspire others. To a marked degree she had the gift of prophetic vision, the clear ideal which precedes intelligent action. The time now seemed ripe for a national association and steps were taken at Chautauqua for such an organization.

In the ten years of its existence the mission of the Lake Placid Conference was fulfilled. Under Mrs. Richards' wise leadership it had pointed out the way—which the many were now ready to follow. For her no labor had been too arduous, no sacrifice of time or pleasure too great when demanded by the interests of this work.

As a presiding officer, she combined tact and force with the rare power of obtaining results, sifting chaff from wheat and crystallizing the essential from thought and discussion. After a session, committee meetings would sometimes be going on in all four corners of the room, and before they dispersed she would have the best each had to offer.

When the history of this great Home Economics movement is written, the name which will stand easily first in recognizing the need, organizing the work, and shaping the policies, will be that of Ellen H. Richards.

ANNIE DEWEY,
MELVIL DEWEY.

The Cedars, April, 1911.

THE LAKE PLACID CONFERENCE TO ITS CHAIRMAN,
MRS. ELLEN H. RICHARDS, GREETING:¹

Every movement for social betterment is made up at its beginning of apparently diversified and unrelated forces. Their common ground of agreement, their possible rallying point for combined effort, may be hidden from the ordinary observer, but stand fully revealed to the born leader. To such a one, possessed of imagination and enthusiasm, it is granted to see how this rich variety of experience and

¹ Presented at the Lake Placid Conference, 1905.

suggestion may be used in building up a unity which is yet various, and whose different parts when nourished and grown strong may establish their separate activities. There comes a time in the history of every social and educational movement, when the need for thus unifying the work of individuals is so great that without it further progress is difficult, if not impossible.

Such an organization, Mrs. Richards, was effected by you in the Lake Placid Conference, which held its first meeting in 1899. It was instantly recognized as offering inspiration and practical help to workers in many different fields, to all those, in fact, who were laboring directly or indirectly for the betterment of the home and for good citizenship. It appealed to the student of practical hygiene; to the teacher of sewing and cooking in the public schools; to the kindergarten and manual training teacher seeking to establish the relation to brain development of the training of hand and eye; to the educator engaged in outlining the purposes and methods for training the adult as housekeeper, as matron of public institutions, as teacher or nurse; to the club worker desirous of finding out the best ways of serving her fellow-citizen; to the thoughtful woman, interested primarily in the well-being of one home, but seeing that many forces must work together for that end. All of these students and workers have received help from the Lake Placid Conference in fuller measure than could have been foreseen at its inception. By able committees whose work has extended over several years, it has built up a consistent course of study for elementary, high, collegiate and technical schools; by the help of another committee, it has obtained through the catalogue system of the American Library Association the proper place for books on Home Economics, thus smoothing the path of students in this and kindred lines; it has simplified the nomenclature and defined the use of terms formerly employed with different meanings in different schools and localities; it has furnished well-formulated syllabuses for school and club study on Food, Clothing, Shelter, and the Expenditure of the Family Income; it has preserved, in permanent form in the annual report, discussions by specialists on a large range of topics; it has thrown light on all of these subjects through the coöperation of educators, not only of our own land, but of England, Canada, and Australia; it helped to increase the number of free government bulletins at the disposal of students, by petitioning Congress for additional grants to the Department of Agriculture to be used in nutrition investigations; it has suggested and made possible the establish-

ment of summer schools, evening classes, and courses of lectures in many localities; it has helped in building up the correspondence courses in Home Economics; it has brought to the knowledge of members the best books on special topics and has suggested the need and the scope of new ones, such as that valuable series on the Cost of Living, The Cost of Food, and The Cost of Shelter, all of which have been written since the Conference was organized.

One of the chief functions of the Lake Placid Conference has been to put in touch with each other persons of like interests and pursuits from widely separated parts of the country. This has often resulted in bringing to a given work the very worker who could successfully carry it forward and has made it possible to bring together students of special subjects for the giving of valuable courses of lectures. At these conferences the brave and enterprising West has come to learn of the more experienced East, and the East has in turn learned of a vast and prosperous region where home life and farm life still have the old, close relation which has furnished ideal conditions for character building.

The dominant note in the deliberations of this Conference, that which has given it its distinctive character, is the ever-present sense of the end for which all this educational machinery exists, "the promotion of healthful, moral, and progressive home and family life, the indispensable basis of national prosperity." The Conference has repeatedly pointed out that "no person has a better opportunity to separate convention from good living than the teacher of housekeeping methods." That there may be "standards of living," and that light may be thrown on them by acknowledged principles of economic and social science, and that these standards should be treated from the point of view of their relation to physical and moral health, are doctrines which have taken form in this Conference with clearness and force. It has been recognized that the home cannot adjust itself to the rapidly changing conditions of modern times without help from trained people working through the only practical medium, the school, hence the importance of placing courses in Home Economics on a sound educational and scientific basis.

Best of all, this Conference has been characterized by a sunny atmosphere of courage, helpfulness, and enthusiasm. It has been especially full of inspiration to the young teacher. "For two years," said one, "the Conference gave me all the help I had." "What I learned that others had done, nerved me to the task of starting practical courses in the rural schools of my state," said another.

It is impossible to give due credit to all the different factors that have united in producing this whole, making of it an educational influence which it is believed will be a power for good in the land. The name and place of meeting suggest the debt of the Conference to Mr. and Mrs. Melvil Dewey, who, not only by their generous hospitality, but by their wise counsel and encouragement, have made the Conference possible. But there has been no doubt in the mind of even the most casual observer of the Conference that you, its Chairman, were the inspiring genius and leader of it all. It is you who have drawn around you these workers from far and near and given them quickened thought and a vision of how "all things work together;" it is you who have ever seen the main issue clear through confusing details and have pointed out not only ideals but the open way to their realization. But we who love and honor you can give no better proof of our feeling than to obey what we know would be your wish, and leave unwritten the volume of your good deeds.

"Our chief want in life is some one who shall make us do what we can. There is a sublime attraction in him to whatever virtue is in us."—*Emerson*.

SUBJECTS OF PAPERS PRESENTED AT THE MEETINGS OF THE LAKE
PLACID CONFERENCE, 1899-1905, AND REPORTED IN THE
PUBLISHED PROCEEDINGS.

Courses of study in Home Economics in grade schools, secondary schools, colleges and universities, professional schools and agricultural colleges; handwork for high school girls; trade schools in relation to public education; the Manhattan trade school; vacation and evening schools; mission work and kitchen-garden classes; household arts in country schools; what agricultural colleges may do for the farmer's daughter; reading courses for farmers' wives; training of teachers in Home Economics; physiological chemistry in connection with Home Economics; botany in connection with Home Economics; teaching of Home Economics in the rural schools of Maryland; Home Economics in Canada; Teaching of Home Economics in orphan asylums, in social settlements, in country communities; English methods in practical hygiene; what New York State is doing to promote education; classification of Home Economics according to library methods; what the government is doing for domestic science teachers; the American School of Household Economics; labor problems in the

household; the coöperative laundry; the Household Aid Company; simplified methods of housekeeping; attitude of housekeepers toward non-resident labor; present century housekeeping as a profession; standards of wages, hours, etc., in household service; physical development by means of housework; business opportunities for women in household crafts outside of the home; women as sanitary inspectors; journalism in relation to Home Economics; work of women's clubs in Home Economics; syllabus for study clubs on food, on shelter, on standards of living; standards of housework as modified by large numbers; embellishment and utilization of small home grounds; the architect and the housewife; the model cottage at Boulder; proteid metabolism in relation to dietary standards; diet and health; dietary work with students; food values in family menus; food adulteration; law of domestic institutions; the significance of the family in the development of the individual and of society; readjustment of values, social and economic; what shall the women do with time set free by modern methods? hospitality in the modern home; controlling ideals in the family life of the future; refined life on small incomes; effect of some social changes on the family.

MRS. RICHARDS AND THE ORGANIZATION OF THE AMERICAN HOME ECONOMICS ASSOCIATION.

BENJAMIN R. ANDREWS.

Teachers College, Columbia University.

The Lake Placid Conferences had been personal, informal, intensive, preliminary; they were most effective for laying firm foundations and initiating wise plans. Mrs. Richards had probably from the first looked forward to another type of organization but she had the patience necessary for great things. Certainly, at the ninth conference, in 1907, in reply to a question why a national association should not be formed, she replied, in substance: "We have started a separate teachers' section; let us see what it will accomplish; the association will come in time when we are ready for it." The first "teachers' section" had met in the preceding December (1906); its report and that of the section the next year joined with other evidence to prove the times ready for the country-wide organization.

Early in the sessions of the Tenth Lake Placid Conference which met at Chautauqua in July, 1908, Mrs. Richards, with characteristic

method asked "that written suggestions be handed in at a later session as to (1) the most important work for the conference for the next ten years, and (2) the desirability of reorganizing into a national body." She had sounded some individuals in advance by correspondence and she had herself concluded, I believe, that the time for reorganization had come, but she would only proceed if the body of members desired it, and if they had some conception of what such an organization might accomplish in "the next ten years." Here one sees the wisdom of the real leader who will go forward just as rapidly as others can follow but no faster. "There are 2000 to 3000 teachers of Home Economics in the United States and Canada," said Mrs. Richards later in the conference, "and we may gain by forming a broad organization and differentiating later if best."

A preliminary committee on national organization brought together suggestions from various quarters and reported to a later session of the conference its conclusion that the time had come for a national organization which would take into consideration the Lake Placid Conference and any similar bodies; that Home Economics groups should be organized in different states; that the proposed organization should publish a journal; that teachers, especially, and other groups also, as the women's clubs, should be interested in the organization; and that a name national in character, as American Home Economics Association or National Home Economics Association should be adopted. It was recommended that a committee on organization be appointed to report at the meeting of the Teachers' Section of the Lake Placid Conference at Washington, in December, 1909.

The conference at Chautauqua responded promptly to this report, voting by resolutions which succeed one another in the minutes like quick pulses of decision; first, that in its opinion the time had come for a national organization; second, that its name should be the American Home Economics Association; and finally, that the conference should begin at once the publication of a small quarterly periodical. "It was estimated that 1000 teachers would take the journal the first year. There was considerable discussion as to who should furnish material for it, resulting in Mrs. Richards offering to be responsible for it." How that phrase from the minutes epitomizes the history of the Lake Placid Conferences, the organization of the American Home Economics Association, indeed the whole Home Economics movement from its beginnings on into future developments we are just beginning to appreciate—"Mrs. Richards responsible for it."

The preliminary committee at Chautauqua was continued as the working, responsible committee on organization. Dr. C. F. Langworthy of the U. S. Department of Agriculture in Washington was chairman; some members were located in New York, others at Lake Placid, in Chicago and the West; and Mrs. Richards in Boston acted as adviser and counsel in the correspondence that passed to and fro in the next months as a tentative constitution and plan of organization was drawn up. No one person is responsible for everything in times of reorganization, but it is fair to say that no one person contributed so much as she to the new plans. Through this fall of 1908, Mrs. Richards was especially busy, too, with bringing out the first two numbers of the preliminary quarterly publication, *The Lake Placid Conference on Home Economics—Quarterly Bulletin*, of which the first issue came out in September and the second and final one, as it proved, in November. This forerunner of the JOURNAL OF HOME ECONOMICS in its first modest eight pages, states succinctly and by a familiar convincing pen, the basis on which the new association is to be formed: Its purpose is to give intercommunication and coöperation among all those engaged in trying to solve home and home education problems; the possible agencies for improvement of home conditions are rapidly multiplying and need to be brought into helpful communication; the increased cost of living and the changed position of women are home problems which challenge the sociologist and the ethical teacher; the interdependence of private cleanliness and public sanitation interest the civic expert, and public institutions are demanding trained house managers; the home is the strategic point in the tuberculosis and other health campaigns. On such a basis the new organization was projected, and samples of news-notes, queries, bibliographies and advertisements, fill the pages of the first *Bulletin*, as an indication of what the projected journal might be later. Prominent, too, and characteristic of this wise organizer's method was the request for criticism and advice. Mrs. Richards was reporter, editor, business manager, all in one, for the first and second *Bulletins*, and now afterward, one wonders about that and so many other things which she accomplished: "How did she do it?"

The November *Bulletin* had twice as many pages and opened with the program of the meeting of organization to be held in Washington. It included some comments on the program from Mrs. Richards, bibliographical notes, news items, and four pages devoted to "data on equipment for teaching domestic science." It includes, too, a

characteristic paragraph from Mrs. Richards on methods of teaching which is too good to be lost: "In reply to many requests for suggestions as to methods of teaching, the editor reminds teachers that the hill of learning is not to be cut down so that the road lies sunken between high banks of sand or hard rock, neither is it to be tunneled for the sake of quickly reaching the presumably flowery meadow beyond. It is the teacher's duty to provide wayside shrines, with cool water and fruits and flowers, near enough together to entice the eager learner to teach them—with time enough to rest and take pleasure in the ever enlarging horizon. When the first crest is reached there should be no sense of fatigue but only a desire for the outlook from the next higher."

Meantime the committee on organization had sent broadcast the invitations to join the proposed association and the numerous and cordial replies indicated that the response would be country-wide. The convention convened, officially, as the Teaching Section of the Lake Placid Conference with Mrs. Richards as chairman, and after receiving the report of the committee on organization adjourned *sine die* to reassemble immediately as an organizing convention of the new association. The story of the reorganization was told in the first number of the JOURNAL OF HOME ECONOMICS and need not be repeated here. One or two incidents only may be given to make clear Mrs. Richards' relation to it. When the delegates met to effect an organization and no "slate" had been arranged, in the instant's awkward pause after the call for nominations for president, when everyone's thought was turning to one person, a quick-witted delegate gave Mrs. Richards' name from the floor and the election was made by heartiest acclamation. So her guiding hand that had but an instant before relinquished the Lake Placid organization was placed at once on the helm of the new association. The spontaneous tribute, however, was a thing never to be forgotten.

Delegates to the Washington convention recall with especial pleasure the first informal dinner of the new association at the Hotel Gordon, January 1, 1909. Mrs. Richards had been compelled to leave the convention for a few hours for an engagement in Baltimore. A telegram came to the dinner-party: "Happy New Year to the new society! May it celebrate its fiftieth birthday by the establishment of the new species of housewife! (Signed) Ellen H. Richards and Mary Hinman Abel." What optimism tempered with wisdom and

the long vision! Some one shall yet collect for us from her writings, a new "Richards' philosophy," fit to rank with Ben Franklin's.

Another incident happened next morning when Mrs. Richards was presiding at the first public session of the new Association. Public men and university professors brought greetings to the new society and its president. In the unpublished stenographic notes I find these words, and I recall perfectly the white-haired professor of chemistry who spoke them: "I have known Mrs. Richards and admired her work and particularly her application of chemistry to the subject of Home Economics. I have been longer in chemistry—but Mrs. Richards has passed me."

One incident more. The convention had adjourned, having adopted a constitution which provided for the publication of a journal, but had not provided "how" or "who." As the delegates were leaving, Mrs. Richards asked the members of the executive committee who could do so to meet at her parlors in the Gordon that evening. Not a quorum was present, but there until a late hour the plans for the *JOURNAL* as we know it were whipped into shape, and the conclusions were sent off to absent members for approval. Duties were assigned to various ones in perfecting the organization and initiating its publication; the new country-wide organization for better living with its *JOURNAL* was launched; and the little group broke up, its members and the large membership feeling sure of the future, for "Mrs. Richards was responsible for it."

PRACTICAL EXPERIMENTS FOR THE PROMOTION OF HOME ECONOMICS.

THE NEW ENGLAND KITCHEN.

MARY H. ABEL.

The application of scientific principles to the cookery of food materials on a large scale, with the help of chemical analyses and a comparative study of utensils and methods, was undertaken in Boston in January, 1890, and the dishes prepared according to the formulæ finally adopted were offered for sale at the New England Kitchen, then situated at 142 Pleasant Street.

This important experiment was the first of its kind in this country, and it owed its inception to the desire of Mrs. Quincy A. Shaw that a thorough study should be made of the food and nutrition of the working man and its possible relation to the use of intoxicating liquors. She was ready to supply adequate funds for conducting such an enquiry according to the methods recommended by Mrs. Richards, who was her adviser in the matter. She fully understood the limitations of "the experiment" in the scientific sense and made no stipulation as to what results must be obtained or how the money should be used, an attitude of mind even more rare twenty years ago than it is now.

The work was carried on under the direction of Mrs. Richards and Mrs. Abel, who began extensive experiments in the use of cooking utensils and in methods of cooking the cereals and the lower-priced meats. Dr. Edward Atkinson, whose Aladdin Oven was at that time much discussed as affording a method of conserving heat and conducting cooking at temperatures under the boiling point, was a constant friend and adviser of the enterprise. Through him a grant of \$300 was obtained for the Kitchen from the trustees of the Elizabeth Thompson Science Fund for The Right Application of Heat to the Conversion of Food Material. This fund was used in the purchase of scientific instruments and to pay for frequent chemical analyses of the foods, not only to establish a desired standard but afterward to hold the manufactured product to that standard. The reports made by Mrs. Richards and Mrs. Abel to the trustees of the Elizabeth

Thompson Science Fund were presented by Dr. Atkinson at the meeting of the Association for the Advancement of Science in August, 1890, and may be found in the published proceedings (Vol. 39). From this source it was quoted by Professor Atwater in his bulletin entitled *Methods and Results of Investigations on the Chemistry and Economy of Food*.¹ This report precedes by many years other work of its kind. At that time the food of man had been far less studied than that of farm animals. Through Dr. Atkinson contributions were also made to this experiment by Mr. Andrew Carnegie and Mr. Henry Phipps.

It had been said by Dr. Drown, professor of chemistry at the Institute of Technology, that if one food, beef broth, could be made of the same flavor and strength day by day, as unvarying in its constituents as the medicine compounded to meet a physician's prescription, that result alone would justify the proposed expenditure of time and money. By the help of repeated chemical analyses the methods of preparing this dish were brought to such perfection that the result was a food that differed in only the slightest degree from day to day, analysing about the food value of milk without the fat. It was welcomed by the physicians of Boston, and the first success of the Kitchen was with the well-to-do rather than with the poor.

The following dishes, after similar study were finally placed on sale by weight or measure: beef broth, vegetable soup, pea soup, corn mush, boiled hominy, oatmeal mush, cracked wheat, pressed beef, beef stew, fish chowder, tomato soup, Indian pudding, rice pudding, and oatmeal scones. These foods were intended to supplement the home cooking. To start a restaurant was not a part of the original plan.

At the end of two years the Kitchen reached the point of self-support though with a narrow margin. In the spring of 1902 the Kitchen was asked to furnish for the public schools the model lunches that should be satisfactory as to both taste and nutritive value. The success attending this enterprise was felt to be entirely due to the standards upheld by the Kitchen and the experience it had gained in cooking large quantities of simple foods by the best methods.

In January, 1892, classes were formed under the charge of Miss Maria Daniell for the study of economic and sanitary cooking, the lessons being illustrated by dishes prepared in the Kitchen. During

¹U. S. Department of Agriculture, Office Experiment Stations, Bulletin 21.

the winter some forty students from a medical school came for practice in cooking for the sick.

Branch kitchens started, one in the West End of Boston, another at the North End, another at Olneyville, a suburb of Providence, R. I., another at 341 Hudson Street, New York, and still another at Hull House, Chicago, did not flourish, and were given up, not however until each had taught its lesson and added to our knowledge of living conditions in crowded centers, especially as to the kinds of food bought and the proportion of the income that is spent for food. The failure to meet self-support in these instances was probably due to the fact that the working people surrounding such places were of many different nationalities, each tenacious in its preference for its own dishes. Nutritious food cooked in a cleanly manner did not appeal to them as one of the most important of the many things they have to compass in this new land or worth going a block out of their way to purchase. This was twenty years ago and the problem is yet unsolved, for the American citizen and housewife does not yet make use of the results of scientific knowledge.

The Kitchen became a rallying point for those who had been working at various phases of the same large question. At the beginning of the experiment there seemed to be but few sympathisers and helpers, but the number grew with the months and formed a nucleus for what was afterwards organized into the Lake Placid Conference. Miss Maria Parloa, Mrs. Lincoln, and others of recognized culinary skill gave substantial assistance. Edward Everett Hale's noble shaggy figure was a familiar visitor. He said, "I've been waiting fifteen years for something of this kind."

In 1894 the main Kitchen was moved to Tremont Street and in 1903 to Charles Street. Shortly after it passed into the hands of the Womens' Educational and Industrial Union whose managers still control it.

Miss Sarah E. Wentworth, who undertook the direction of the Kitchen after the first seven months, who developed the school luncheon work, and who has presided over the various changes and adjustments including the final transfer, says that after Mrs. Richards' personal touch on the details of the business was removed she still felt that back of it all stood her personality, her wisdom, and her wonderful power to inspire and give courage. "Although I might not see her for months, she was *there* and the simple knowledge of that tided over endless difficulties too petty to carry to her. The larger questions

she was never too busy to help us solve. When the New England Kitchen property was transferred to the Women's Educational and Industrial Union, a clause was inserted giving to Mrs. Richards the right to interfere if at any time she felt convinced that the standards were being lowered. Both sides felt it an honor to have her name in any way connected with the continuation of the work."

At the World's Fair at Chicago in 1893 the methods of the New England Kitchen were shown in the Rumford Kitchen which was in the department of education of the exhibit made by the State of Massachusetts.

The present status of the New England Kitchen is thus described by Miss Mary H. Moran, who has been the director for the last five years:

"With regard to the present status of the New England Kitchen, considered in relation to the original purpose of the enterprise, I wish to say that, speaking unofficially, it seems to me that the development since the Kitchen came into the hands of the Union has been along the same lines as that during the five or six years immediately preceding. The function of the Kitchen at present is that of a lunchroom and food salesroom of high grade, considered from the viewpoint of cleanliness, quality of food, and attractiveness of surroundings and service. This means that we are meeting the need of a group of persons very different from that which it was originally the aim of the Kitchen to reach. Our clientele is drawn almost wholly from what is ordinarily termed the middle class—men and women of good standards and tastes, living upon moderate incomes. In connection with this work, the Union really does appreciate that the enterprise offers distinct opportunity for social service, that one of the greatest needs today is that of proper living arrangements, housing as well as feeding, for the great army of workers in our large industrial centers at a price which comes within the reach of the man and woman of moderate salaries. You will see by this that the function of the New England Kitchen, as the Union interprets it, is not very different from the original purpose, except that the lines have shifted from the very poor group to one that, while a little better provided for, in some respects is put to it quite as much to make ends meet.

"The high school lunch work is still going on and has developed so that now we are sending luncheons to sixteen different schools. The lunch work is under the direction of an advisory committee on school luncheons, to which the school committee delegates full responsibility.

This advisory committee is made up of three representatives of the Union and three representatives elected by the Head-Masters' Association, an organization of high school masters. All the arrangements with regard to the luncheons are in the hands of this committee and all data as to receipts, costs, etc., are accessible to them, as the Union is under agreement to serve these luncheons at cost. The number of students reached through these luncheons is between 4500 and 5000 daily. With the exception of the ice cream, crackers, and chocolate, all of the food served is prepared at the New England Kitchen. The total receipts from luncheons for the school year just closed was in the neighborhood of \$50,000."

THE SCHOOL OF HOUSEKEEPING.

HENRIETTA I. GOODRICH.

This attempt to solve the question of household service was founded in Boston in October, 1897, by the Woman's Educational and Industrial Union. Its aims were three: (1) To train employees to do housework; (2) to train employers to keep house; (3) and to serve as an experiment station in Home Economics.

During the first two years the emphasis of the school was laid on training maids, and the lectures for employers were a series of rather loosely related talks by experts, on a variety of subjects, and attended by older women—a group of conservative, established housekeepers.

The demand for training on the part of employees was slight and after four years, classes for employees were given up. The demand for training on the part of prospective employers of household labor, young women just out of college, boarding or high school, increased steadily during the five years of the school's existence.

Dating from about the end of the second year, when we began to plan classes, that is a consecutive course, for college or boarding school girls whose interest was as future home-makers or institutional managers, Mrs. Richards' interest was thoroughly enlisted and she was the chief adviser in the development of the Home-makers and Professional Courses, suggesting names of lecturers, and using her own wide influence to secure the interest of experts and of other influential persons in the community. In addition, she herself gave, in each of the last three years of the school, a course of lectures on chemistry of foods and helped to plan with the other instructors—as Miss Usher and Miss Elliott—the outline of their courses, material for demonstration, etc.

In coöperation with the Massachusetts Bureau of Statistics of Labor, students of the school published two reports: Social Statistics of Working Women, and The Cost of Home-made and Prepared Food.

On July 1, 1902, the School of Housekeeping was transferred by the Union to the Trustees of Simmons College, and was incorporated with modifications in the Home Economics Department of the college.

THE HOUSEHOLD AID CO.

Between the years 1903 and 1905 the Woman's Education Association of Boston conducted a very interesting experiment through its committee on domestic economy in order "to study at first hand the problems of household labor under modern conditions by furnishing household labor by the hour."

The report of this experiment was written by Mrs. Richards and is a remarkable document, one that should be reprinted and given a permanent place in our scanty literature of original experiments. As Miss Ellen A. Huntington, at one time the director, writes, "That is to me a wonderful report, she organized disorganized facts," and Professor Lucy Salmon of Vassar College wrote Mrs. Richards, "This report ought to have wide circulation. Let us work for a \$10,000,000 endowment for the investigation of all matters pertaining to the home."

We make a few quotations:

THE PLAN.

A definite period of two years was determined upon as the first stage in the experiment.

Certain disabilities in service had been claimed as fundamental causes of the disfavor in which it was held, such as—on the part of the worker:

(1) Required residence in the house, and yet not of it. Life was irksome. The room, the food, the associates and general surroundings were frequently not satisfactory to a self-respecting girl. Therefore a house was secured, furnished and run for the 20 Aids as their *home*, not a mere lodging place.

(2) Hours of work were long and indefinite. Therefore the Aids went out for definite periods only.

(3) Lack of congenial companionship and recreation. Therefore particular pains were taken to make the home life attractive.

(4) Injustice in the demands for service. Therefore the Company served as an intermediary.

On the part of the employer:

(1) Scarcity of material. Therefore the Company proposed to draw upon an entirely new source of supply not now on the market.

(2) Low grade of intelligence and skill available. Therefore an educational test was applied to the candidates and training was to be given for six weeks before any Aid was sent out to work.

(3) Unreliability. Therefore the Company assumed the responsibility and investigated causes of dissatisfaction.

(4) Danger of infection from outside help. Therefore the Company provided a home and took responsibility for sanitary conditions.

At the end of the original time limit of two years the experiment was closed. It had collected in that time valuable data on the subject of household service and had been able to formulate conclusions, based upon them, which had been the original aim of this company. In the two years \$5000 had been expended in addition to what had been received for the work of the Aids. As self support was not in sight the establishment of the Household Aids as a commercial enterprise was not attempted.

We quote below a few of the conclusions:

DISAPPOINTMENTS ON THE PART OF THE COMPANY.

(1) The attitude of the public was not only hypercritical, but in many cases distinctly hostile to the principle involved. This indicated that the scheme was ahead of its time.

(2) The educational side of the plan was not considered by those who freely support other schemes, but persons financially able to maintain the enterprise insisted that the house should at once become self-supporting. This is only in accordance with modern "business methods" which look to success at the expense of the worker. The Company had an eye to the final advancement of the individual worker; to this extent the Company was philanthropic as well as commercial.

(3) Intelligence did not make up for lack of early muscle-training. The teacher, seamstress, or typewriter who has never trained the muscles used in dusting or waiting at table, in cooking, or fine laundry work, cannot at once become skilled in the new trade. Because of this slowness of acquisition by the adult worker, six weeks of general training for such intelligent and willing persons did *not fit* them to compete with the girl who came from over the water at an early age and learned by the actual doing. Therefore the employers did not receive the skilled, all-round service they expected.

(4) The expected supply of workers was not found, therefore the waiting list could not be maintained, nor an uneven demand for service always met.

(5) The low standard of physical strength in the Aids. Thirty to forty hours a week was all that most were equal to without undue fatigue. It is true that the workers gained as the months went on, and less effort was required from the long unused or never-used muscles. There was also great reluctance on the part of the workers to undertake any or all kinds of work. This brought down the receipts of the Company.

(6) Employers would tolerate unskilled service of persons living in their own houses when they could not endure it in the service of Aids. Therefore this skill

must be acquired somehow, somewhere, before satisfactory employment is obtained. In no other department of labor is learning by doing so important as in housework. For this reason a house for adequate training needs to be equipped with all the appliances likely to be found in experience—and the finance of housekeeping is so little understood by employers that they were unwilling to pay what skilled labor to be had on call by the hour is really worth.

(7) The tendency to specialization in the service called for did not help the employer for whom the Company had the greatest sympathy—the one who needs help in any or all departments of her work to keep her standards within sight and yet who must count her pennies. She needs the all-round, skilled worker who can put a house in order or prepare and serve a meal.

(8) Housewives in general did not appreciate the advantage of security in freedom from risks of contagion, of security in the honesty and reliability of the employees, nor did they value their own time in overseeing unskilled labor. All these advantages did not outweigh the extra two or three cents an hour which the Company was obliged to charge.

(9) No promising outlook for the advancement of Aids could be shown, that is, increasing pay for increasing skill could not be guaranteed.

MRS. RICHARDS' RELATION TO INSTITUTIONS.

Mrs. Richards' remarkable qualities as an adviser in the field of institution management are best shown in the testimony of a few of those whose problems she helped to solve. It has been found impossible to obtain even a list of the institutions whose courses of study she suggested or criticised, whose development she helped to strengthen and to guide along right lines, and the list of her lectures at such institutions proves to be very incomplete. We subjoin a few tributes to her helpfulness:

MRS. RICHARDS AND TEACHERS COLLEGE, COLUMBIA UNIVERSITY.

Mrs. Richards was, from 1902 to 1909, with the exception of one or two years, a regular non-resident lecturer at Teachers College, and thus contributed to the development of the departments of domestic science and domestic art in the years immediately preceding the organization of the School of Household Arts. It was in 1902 that she went as a special lecturer to the Summer School of Chemistry and Biology organized at Wesleyan University by Professors Atwater and Conn, which proved to be the first Graduate School of Home Economics, and the same year she came to Teachers College to give advanced instruction in foods and dietaries. She gave some ten or a dozen lectures in the advanced course in foods, bringing to the students the results of her own scientific work as well as her broad knowledge of the whole field of Home Economics.

This service, or a similar one in other courses, she repeated nearly every year. She came not only as lecturer, but as the friend and wise counsellor of members of the instructing staff and also of the students, especially those advanced students, experienced workers, who come back from active service in various parts of the country for further study at the college.

Mrs. Richards' coming was always a gala time. In addition to her lectures, she usually gave an open address to all members of the departments of Home Economics, to which visitors were always welcome; while the students for their part would arrange a little reception and informal tea that all might meet her socially.

But her coming was more than a gala time; it was a time when all who met her became conscious of the broad meaning of the Home Economics movement. One appreciated the evangel of pure food, of sanitation and hygiene, of the art of right living. How she economized her time—a schedule to see this and that person, an hour to visit this lunch room or that institution; and yet how generously she gave—a suggestion of research to this or that one, a constant inquiry regarding schools, persons, places, progress. It was thus that she made of Home Economics workers everywhere a body whose members became conscious of their aim and later organized to accomplish it.

Some of Mrs. Richards' last lectures and addresses at Teachers College were on dietaries, the Colonial Household (with illustrations from her own experiences on a New England farm at the middle of the last century), and a lecture on *The Increased Cost of Living*, which straightway interested the press, an ally which she always welcomed.

Mrs. Richards last visited Teachers College in January 1911, and all who heard her speak on *Progress in Home Economics* will never forget her survey of the growth of the movement and her hopeful prophecy of new developments—among other points, the need now of practical preparation for those going into household management and the need of apprenticeship to supplement laboratory instruction.

For many years, Mrs. Richards came to Teachers College once or twice yearly as a friendly visitor; for six years, she served the College officially as a non-resident lecturer; whatever good the School of Household Arts of Teachers College may accomplish will go back in part to her generous contributions of wise counsel and inspiring vision no less than of sound learning.

B. R. ANDREWS.

MRS. RICHARDS AND PRATT INSTITUTE, BROOKLYN, N. Y.

It is with a sort of sad satisfaction that I set myself the task of writing a brief account of the connection that our friend Mrs. Richards had with Pratt Institute. I am grateful for this opportunity to give public acknowledgment to the friendly help she was constantly giving me.

When my father determined to make work on domestic problems a part of his efforts at Pratt Institute, he consulted Mrs. Richards freely, and she proved herself interested in his ideas and plans and

practical and helpful in her suggestions; but her unique service was rendered the Institute when his untimely death left me to face an undertaking that youth and inexperience made a heavy burden. In those early days of my apprenticeship, and, in fact, all along the years (for who ever lives long enough to outgrow his period of experimentation and apprenticeship), I went to her for help and advice whenever I needed to, and she never made me feel that I came too often or troubled her too much.

I never minded having Mrs. Richards know how ignorant I was. Hers was that large outlook in life that counted all men wise and ignorant in degree only, and you always felt that she was holding her own strong convictions "subject to revision." So she managed to make me feel that I was helping her, while she helped me, and that the interchange of experiences and opinions had brought us both to a saner point of view. Then, too, Mrs. Richards was a person whom I knew I could consult freely without taking her advice. Many a time I have felt that my personal, intimate knowledge of our local conditions made it wiser not to follow her suggestions, but I never saw her lose interest because of this decision. In fact, I think she watched our progress at such times with unusual attention, so that she might learn something from the working out of a plan that differed from the one she would have employed.

It is not too much to say that we never made an important change in our work for women that I did not talk over with Mrs. Richards and, while many changes were made contrary to her judgment, many of our plans found their inspiration in her wise suggestions. I hope that I made her understand what it meant to me to have a friend to whom I could always turn and whose sympathetic hearing of my case was a help to me in clearing my own thinking.

She was a frequent lecturer at the Institute, and we never meant to have a class graduated from our School of Household Science and Arts the members of which did not feel that they had come to know her. Then, too, all Pratt Institute graduates she considered her friends, who were entitled to all the rich privileges that friendship with her carried with it.

At great sacrifice of time and strength she came to us for our graduates' supper last June, and gave to that occasion an uplift for which we were most grateful. When we opened last fall our practice-house for our household science students—one of her pet schemes for us—she came again and set upon our plans the seal of her interest and

approval. We little thought then that her period of service among us was so soon to be ended.

I feel that Mrs. Richards' death means a loss to Pratt Institute that can never be made up, but I hope that our sense of this loss will serve to intensify our determination to be worthy of her friendship and will inspire us to renewed efforts to realize the ideals that she held up to us.

FREDERIC B. PRATT.

MRS. RICHARDS' LECTURES AT THE UNIVERSITY OF CALIFORNIA.

The following outline of a course of lectures given by Mrs. Richards at the University of California will indicate the matter and style of those addresses which were heard in so many institutions:

Mrs. Richards was with us, officially, in 1909 and the extract concerning her work as it appears in the catalog for the summer session, June 21 to July 31, is as follows:

HOUSEHOLD ECONOMICS.

Ellen H. Richards, M.A., S.B., Instructor in Sanitary Chemistry, Massachusetts Institute of Technology, Boston, Massachusetts.

1. Household Management in the 20th Century. Relation of Cost to Efficiency. (Beginning July 12.) Mrs. Richards.

How sanitary science has increased costs; estimates and plans for three grades of income; the cost of shelter, needs of the body, needs of the mind; the cost of food, actual and relative; factors influencing it, care and inspection, transportation, storage, etc.; cost of cleanliness, national and interstate regulation, inspection of factory processes, municipal cleanliness; house dirt, prevention cheaper

- than removal; cost of human life through carelessness and ignorance. 1 unit.
2. Euthenics. (Beginning July 12.)

How far may we hope to improve the race in the course of, say, a century and in what direction is the first effort indicated: General living conditions may be reformed; clean streets, markets, factories, homes, better ventilation and more open air life; personal habits improved, breathing, standing, walking, eating, use of eyes, sleeping, self-control; prevention and control of communicable diseases through modern knowledge and community effort; the poor and the responsibility of the home-maker; the duty of the higher education to put knowledge into the hands of the people. 1 unit.

From Faculty of the Summer Session:

Mrs. Ellen Henrietta Richards, M.A., Instructor in Sanitary Chemistry, Massachusetts Institute of Technology. A.B., Vassar College, 1870; M.A. 1873; B.S., Massachusetts Institute 1876-84; Instructor in Sanitary Chemistry, 1884; author of Chemistry of Cooking and Cleaning; Food Materials and Their Adulterations; Home Sanitation; The Cost of Living; The Cost of Food; The Cost of Shelter; The Cost of Cleanness; Air, Water, and Food; First Lessons in Minerals; First Lessons in Food and Diet; The Art of Right Living, etc.

Her talks were exceedingly practical and full of life, her audiences large and enthusiastic, and it was with difficulty that she could meet the demands for special conferences asked for by so many of her hearers. Her visit made a strong impression on those interested in the work on the Coast and furthermore it greatly encouraged them.

M. E. JAFFA.

University of California.

THE UNIVERSITY OF CHICAGO.

The new University of Chicago was opened in October, 1892, and Mrs. Richards was deeply interested in it from the first. In 1893 occurred the World's Columbian Exposition at which the Rumford Kitchen, arranged by Mrs. Richards and Mrs. Abel, was a part of the exhibit of Massachusetts in connection with the Bureau of Hygiene and Sanitation. When the Women's Halls at the university were opened in October, 1893, it occurred to Mrs. Richards that the new university, already conspicuous for its freedom from academic traditions and for its readiness to follow new paths, might consider the housing and feeding of its women students as a matter worthy of scientific investigation and experiment.

Her anticipation was in large measure realized. The university bought a considerable part of the equipment of the Rumford Kitchen, including some forms of apparatus and some utensils found to be especially desirable. She remained for several weeks at the university, installing the equipment, and taking a large part without remuneration in the arduous task of organizing the household service and establishing standards of domestic life. Under her direction careful records were kept of all food supplies to serve as a basis for further study. The results of this investigation were prepared later by her and Dean Marion Talbot and published by the university under the title *Food as a Factor in Student Life*.

During the following years she visited the university whenever she was in Chicago and kept in close touch with the administration of the Women's Commons, making criticisms and suggestions which were invaluable. There was some disappointment on Mrs. Richards' part that greater use could not be made of the plant for strictly educational purposes, but she took satisfaction as time went by in the reports which reached her of the successful working of the methods she had inaugurated.

MARION TALBOT.

SIMMONS COLLEGE.

Simmons College is completing its tenth year. For several years before the college opened its doors its corporation had been actively engaged in studying the problem of vocational education for women. One of the first conclusions reached by the corporation was that whatever programs of study might be omitted from its curriculum, a place must be made for Home Economics. At that time all who were concerned in the interests of the college-to-be frequently conferred with Mrs. Richards, who held the key to the treasure house of experience in Home Economics. She was then much interested in outlining for the city of Boston a program for the School of Practical Arts for Girls, which has since become an established fact. I remember well many conferences with her, in which she outlined the progress of the work as she had seen it, pronounced prophecies which have long since become established truths, and suggested plans which have been worked out in different parts of the country. She was unflinching in resource, of unbounded hope and courage, so familiar with all other workers in the field that no thread of their experience seemed unknown to her. Generous with time, thought, and energy, spending freely for the cause, she not only planted definite fields which are now being reaped by others, but scattered freely by the wayside. So it happened not only that she gave her time and thought to the foundation of definite enterprises, but also that the results of her untiring study and investigation stimulated many others to work, whose contributions in the end were largely due to the inspiration consciously or unconsciously received from her.

Simmons College has deeply profited by all her thoughtful experience. She has always been generous in counsel, and has never failed to speak the helpful word when we have turned to her in any perplexity. Many of the readers of this JOURNAL will remember the experi-

ment carried on by the Women's Educational and Industrial Union known as the School of Housekeeping, where college graduates and other mature persons were gathered together in an early venture in the field of Home Economics. They lived in the houses which had been prepared for them by the Union, caring for the houses, and receiving instruction by trained teachers along all the lines of Home Economics which are now included in the school and college curriculum. Nearly all the instructors were women who had been trained by Mrs. Richards. Three of them afterward became instructors in Simmons College, for the School of Housekeeping was made over to the college, becoming the foundation of its school of Household Economics. We have in our library today the books which Mrs. Richards gathered together for the School of Housekeeping. We still have with us Miss Elliott and Miss Dike, who were trained by Mrs. Richards and whose contribution to the college has been of extreme value.

For the current college year a series of lectures by experts in Home Economics was arranged for the Department. Mrs. Richards was of course selected to deliver the first lectures of the series. She came to us four times, outlining the history of the Home Economics movement, interpreting the past and prophesying for the future. Her addresses were most stimulating, and on all sides the students responded to the inspiration of her ideals. When college re-opened after vacation and the sad message was passed from lip to lip, every one said, "How glad we are that we had her with us last fall!"

The college will always remember with grateful appreciation the help which Mrs. Richards has given us, and we shall know as the years go on that whatever the superstructure may be, the foundations of the Home Economics Department were laid in the royal contribution which she made.

SARAH LOUISE ARNOLD.

UNIVERSITY OF TENNESSEE.

Mrs. Richards was the life and inspiration of the Household Arts work at the Summer School of the South during its early growth. I was an instructor there during two sessions when Mrs. Richards was in attendance. She was a never failing source of help and guidance to the students who flocked to her for advice.

She was never too busy to be interested and always had a suggestion of value or a kindly criticism which awakened thought when she

did not entirely agree. It was her custom while there to rise early, and often by 5.30 or 6 a.m. she was deep in consultation with some student who could not perhaps remain for all of the session and was anxious to gain as much as possible. Mrs. Richards could accomplish more work during the twenty-four hours than any one I have ever known and at the same time appear to have leisure and time for social affairs and visits. Hers was a well ordered, well organized mode of living.

She was fond of a good time. It was always with much enthusiasm that she entered into the picnics after school hours, the excursions on the river, and the evening drives and supper parties. She seemed to have conserved an unlimited supply of energy which made all things possible.

Mrs. Richards, while at the school, always lectured at least twice daily and the attendance was always very large. She emphasized especially the economics of the household and tried to make the students realize the necessity for proper planning and wise use of time, energy, and money. There was nothing that she loved to talk about any oftener than wise management. Her talks were always illustrated with homely illustrations and she loved occasionally to introduce a good story or joke. She loved discussion in her classes and was quick at repartee.

Many students have come to me since for study who had their inspiration and interest in household arts aroused by Mrs. Richards. All who knew her as either friend or teacher feel the loss of a true friend and adviser. Her influence will never die.

ANNA M. COOLEY.

JOHNS HOPKINS HOSPITAL.

My first knowledge of Mrs. Richards and her relation to institution work was when she came to us at Johns Hopkins after I had established our preliminary course in which the students were taught in the nurses' dormitory the essentials of housekeeping before placing them in the wards. It was the first attempt to organize work of that nature with the body of students as a working staff, and I remember that Mrs. Richards was intensely interested in all our details of selecting food, cooking, serving, and of actual dormitory work in which groups of twenty to twenty-four students were working in "squads." Her intense interest and approval of almost everything

she saw was one of the greatest encouragements I had in our early days, and I remember that when a conference was held in Washington she urged some of those present to go and visit the school and see its attempt to train students by means of actual work. Before this, however, I had heard, through Dr. Hurd, of her work in studying the dietaries of certain Massachusetts institutions. I think the Massachusetts General Hospital was one of them.

ADELAIDE NUTTING.

MRS. RICHARDS AND CANADIAN WORK IN HOME ECONOMICS.

In later years Mrs. Richards' chief points of contact with the Canadians were through her books and the Lake Placid Conference. The books form part of the Home Economics section of many libraries and are looked upon as authoritative in all the Home Economics schools.

As president of the Lake Placid Conference Mrs. Richards always made the Canadians feel they belonged there, and took pains to bring the Canadian work before the conference. Evidence of this is found in the annual reports of the conference.

The older Canadian workers in the Home Economics field feel a personal sense of loss in the passing of Mrs. Richards. Most of us met her through the Lake Placid Conference and we shall always remember the whole-souled welcome she had for us and her pleasure when we had items of progress to report. We learned to love her for herself and to appreciate her ideas and to respect her visions for the future. The younger workers, who know her chiefly through her writing, look upon her as an authority in many lines, and an inspiration always. All of us will hold her in memory as one of the great ones in our chosen field.

MARY URIE WATSON.

Macdonald Institute, Guelph, Canada.

PERSONAL TRIBUTES TO MRS. RICHARDS.

MRS. RICHARDS AS A NATIONAL LEADER.

With the rapid spread of the Home Economics movement Mrs. Richards' influence widened until it was felt and recognized in all parts of our country. And as the movement became truly national she realized more and more the need of concerted and harmonious action on the part of its advocates and friends. She therefore gave herself more earnestly to the task of organizing and guiding the movement along right lines. By long journeys, by attendance at many meetings and conferences, and by much correspondence she made herself thoroughly acquainted with the conditions under which the movement was developing in different regions. Oftentimes she was able to give renewed impetus where obstacles had been encountered or to impart fresh enthusiasm where hope had been long deferred. Everywhere she was welcomed as a wise counsellor and an inspiring helper.

When she came to understand that a national movement like this needed a public organization in which its scope, purpose, and requirements could be freely discussed and through which the general interests of the cause effectively promoted she threw herself into the effort to establish the American Home Economics Association, and as its first president did much to perfect its organization and establish it on a firm footing. And her co-workers gladly put her forward as their national leader and congratulated themselves on having such a wise, enthusiastic, and self-sacrificing chief.

It was fortunate indeed that the Home Economics movement had such a national leader at this time. For Mrs. Richards had the sound scientific training and knowledge which enabled her to appreciate the necessity of establishing Home Economics on a broad scientific foundation in order to meet the requirements of the home life of the future. But she had also in good measure practical discernment and common sense. She saw clearly that this branch must deal with actual things and conditions and establish and pursue a national practice. She had rare tact and broadmindedness which permitted free expression

of opinion whether she agreed with it or not and yet brought the discussion to definite and reasonable conclusion. She had a shrewd and kindly sense of humor which dispelled friction and brought unity of feeling if not of belief. She had a hopeful outlook and encouraged all whom she met to go forward whatever obstacles might seem to prevent. She saw that in a national movement the varying conditions of different regions should be recognized and she planned therefore to have all sections of the country represented in the working force of the national association.

Under any circumstances the name of Mrs. Richards will be long remembered and her influence will be felt wherever in the United States Home Economics is a living force for good. But it is especially gratifying to know that the suggestion of a permanent memorial to her is being warmly and widely welcomed.

A. C. TRUE.

U. S. Department of Agriculture.

My acquaintance with Mrs. Richards began when I was a graduate student in the Boston Normal School for Household Art. It was my good fortune to know her as a teacher, adviser, and friend.

Early in 1898 the task of reorganizing the Department of Home Economics in the Kansas State Agricultural College became mine. This included the revision of the course of study leading to the degree of B.S., and the changing of the basis of the subject from an industrial to a scientific one. In it Mrs. Richards' advice was most helpful. And she was my adviser when from 1901 to 1907 I was in charge of the Department of Home Economics in Ohio State University and helped solve the question of modifying courses in other departments to meet the special needs of the department of Home Economics. Later in the University of Wyoming, 1907 to 1910, opportunity had presented itself to affiliate the work of this department with the activities of the home by preparing outlines for home and club courses of study and circulating them through the coöperation of the Household Economics Department of the State Federation. In this phase of the work Mrs. Richards saw large promise for the future, and during the last conference I had with her at Denver in 1909 we discussed particularly this problem of university extension.

MINNA A. STONER.

University of Dakota.

In December, 1902, Mrs. Richards made a trip through Canada. She spoke at McGill University in Montreal, at Queens University, Kingston, and at the Lillian Massey School of the University of Toronto, where she was introduced to her large audience by Prof. Goldwin Smith in terms of the highest appreciation. She spoke also at Ladies' College, Whitby, Ont., at St. Thomas, at Peterboro, and at London.

She was everywhere received with the greatest respect by the college presidents and other officials. She had a conference with the Ministers of Education for Ontario, and everywhere she went she deepened the people's faith in the educational and social value of Home Economics as taught in school and college.

Her greatest service to Canada was in her influence on the men and women interested in the development of Home Economics. They imbibed inspiration, they shared in her hope.

ALICE A. CHOWN.

Toronto, Ontario.

I first met Mrs. Richards in 1894 in her laboratory in the Institute of Technology. I was then an instructor in chemistry in the University of Nebraska and was visiting chemical laboratories in the East.

Many years later I was surprised and pleased to receive a letter from Mrs. Richards, congratulating me on the fact that the legislature of Nebraska had made an appropriation for a woman's building in which our department of domestic science should be housed. As Mrs. Richards had so many interests and such a large circle of friends, it seemed to me remarkable that she should see this notice in the newspaper and then take the pains to write me words of congratulation. Later we secured her to give the address at the dedication of our new building.

For this purpose Mrs. Richards came to Lincoln and spent three days there, January 18 to 20, 1909. After the dedicatory exercises at which she gave the address she shook hands with hundreds of people. When the guests were gone, I went to her room, and instead of finding her exhausted after her strenuous day, I found her sitting at a table writing, apparently as bright as ever. The next day she spoke at convocation before the students of the university on the subject of human efficiency.

On her way to Lincoln, she attended several meetings and the same was true of her return trip. Of course she took a prominent part in

every meeting where she was present. Mrs. Richards' visit was a help and inspiration to both students and teachers in my department and I shall never cease to be thankful that she came to us as we began our work in our new building.

ROSA BOUTON.

University of Nebraska.

I remember so clearly a time when Mrs. Richards was lecturing at Teachers College and I was assisting in the Domestic Science Department. I wished her opinion on some work and she was as fresh to give it as though she had not just finished talking. Then we lunched in Horace Mann lunch room, because again I had questions and she wanted to see how the lunchroom was going at the same time. When the position at Lake Erie College was vacant I remember her sending for me to talk it over and after I had decided to go there her generous response to my questions, even by letter.

Her readiness to put herself into the middle of your problem has been a constant incentive to me to pass on that helpfulness in my small way. Somehow, as soon as you met Mrs. Richards you had the feeling that you had always known her. She never had to waste any effort in getting acquainted. I never stopped to think what Mrs. Richards thought of me because she really was not thinking of me at all, it was my problem that she was interested in and there was no time to think of anything else.

RACHEL H. COLWELL.

West Virginia University.

I took Mrs. Richards' course in Knoxville, Tenn., in the summer of 1905. It consisted mainly of informal discussions and was most helpful in giving a broad and sane view of the subjects. She also invited me frequently to her room to discuss with her the needs of my own particular work. In these talks she gave me practical suggestions, and also inspired me with an unbounded faith in the work as an educational and a social influence.

ELIZABETH G. HOLT.

Athens, Georgia.

It was my privilege to know Mrs. Richards for about fifteen years. In the daily intercourse of her office and in the revision of the Chemistry of Cooking and Cleaning during the early part of this time, her

strength of intellect, clear vision, and mental alertness were a revelation. She seemed to me to stand alone as a leader at that time. In the later years, a closer relation with her in different interests connected with Home Economics increased my admiration and added to it a warm friendship.

The constant impression I received was that she was a *seer*. She saw clearly future needs along educational lines and she lived to see most of her prophecies fulfilled. It was often said of her that she was twenty years ahead of her time and she used to enjoy referring to her earlier books in which the desirable conditions for home life were outlined in a way that was called at the time Utopian; but these conditions are now recognized and accepted. This vision into the future made her an incomparable leader. To know her and to talk with her was an inspiration.

Last spring she gave three lectures at Simmons College. Fortunate, indeed, were the young women who heard these lectures. So many expressed the same thought—"her face," "her simplicity," her "breadth of view," impressed those young women as they did earnest workers everywhere. "She made me feel that *I* must work with more devotion and sincerity." That was the usual result of her talks.

She was preëminently a *helper*. She gave liberally, but not wastefully, of her time and knowledge. Everyone who sought her laboratory left her stronger and better able to see clearly the next step.

Now that the inspirer, the wise leader, the clear seer has passed beyond, every project in which she was interested must be carried on with all the more earnestness. If any of these projects are weak, she would want them strengthened; if workers are needed, she would wish them found and thoroughly trained.

S. MARIA ELLIOTT.

Simmons College, Boston, Mass.

Which one of us is not counting over these days the benefits Mrs. Richards conferred upon us through the stimulus of her boundless energy, the scope of her conceptions, the strength of her purposes, the nobility of her ideals? The full extent of the world's indebtedness to this able, practical, skilful, broadminded pioneer of reformed methods in domestic management is incalculable; not the least part of this debt is due to the insight which detected that the sphere of the home-maker's interests and work is as broad as life, with every department of which it is so intimately linked.

Little did I dream as I read her cordial welcome to me in my new home, characteristically full of plans for the future for us both, that these were her last written words to one who can never forget the faithful friendship, the ever ready help and sympathy, the frank comradeship formed many years ago by correspondence and cemented ten years since when it was my privilege to be her guest at Boston. Who can grudge the rest after toil, the reward of honest, unremitting, joyous labor?

ALICE RAVENHILL.

Vancouver's Island, B. C.

Mrs. Richards was always entirely and simply personal in dealing with a situation. She did not try to fit personalities to a theory but she did have a keen realization of the important truth that we must use people as they are, not as we would like them to be, and she put her mind on how the main ends could be accomplished with the people available.

When I was appointed to my present post I went to Boston and talked over the whole thing with her. It was during the American Home Economics Association meeting of 1909 and she could not find time for me during the day. You remember how she was up at five to start things in her laboratory, presided in meetings all day except when she slipped away and read a paper before some other of the scientific associations there meeting, ignored luncheon in order to attend to the laboratory, and gave the evening to association affairs. But she found that I did not mind sitting up late, so in her room after the evening meeting on New Year's eve we talked from half-past eleven to half-past one, and Mrs. Richards was just as fresh and keen and interested as if it were early morning.

A characteristic bit about Mrs. Richards, I think, is what she said about our Practice Home. She seemed to like it very much, but of course she commented on things that might be better. She glanced keenly about at the woodwork which, not of our volition, but because it was so when we took the house, had many curves and convolutions, and said "now you can just use that as an example of how things ought *not* to be. When the girls clean this they will see for themselves how much more sanitary is plain woodwork." Then when she came to the kitchen, she said, "Why is this floor bare?" It was explained to her that the director had thought it advisable to have as many kinds of floor as possible in the building. "All wrong," said Mrs.

Richards, "of course they ought to know how to scrub a bare floor, but it's the worst kind of economy to have them doing it. There ought to be a linoleum on this floor." The linoleum went down at once.

ISABEL ELY LORD.

Pratt Institute.

I like to feel that her last message to us was one for the housewife. In her last course of lectures at Pratt Institute her theme to the students was not methods of teaching so much as the ways of helping the housewife personally; one troubled woman came at the close of a lecture for advice on some question of home administration and Mrs. Richards, quick to put her ideals into practice, at once suggested that an instructor from the Institute be sent to the home and there aid and advise her.

Through Mrs. Richards' influence and advice a new position for trained women in Home Economics has lately been created in at least one university. The University of California last spring appointed, as a direct result of Mrs. Richards' work there, a trained dietitian whose duty it is not to provide food for the students, not to lecture or conduct classes, but to go among the students and into their boarding clubs and fraternities and advise them on their own boarding problems under their own individual conditions.

Such work as this was, at the last, the nearest to Mrs. Richards' heart and it is good news that the American Home Economics Association is to raise a Memorial to Mrs. Richards, which will interpret for the housewife the latest findings of science.

GWENDOLYN STEWART.

Scranton, Pa.

The one occasion when I met Mrs. Richards, at a meeting of the National Education Association years ago in Denver, vividly impressed two things upon me—the quickness and accuracy of her memory, and the wideness of her interest, to say nothing of her personal charm and kindness.

I happened to arrive rather early at one of the Home Economics meetings and so drifted into a front seat. Mrs. Richards came and greeted me, and asked my name. On my reply, she grasped my arm with: "Why, *you* are the one who helped to organize the Portland clean market campaign and became market inspector. Didn't you?" Now

that event was quite four years in the past. In a few questions she "picked my brains" of the leading features of the affair—cause, organization, method, results. "Now," she said, "I shall call upon you to speak later. We are discussing the high school course of study, but never mind that. Just stand up and tell them what you have told me about the clean market work. Perhaps we can get some other teachers to see that domestic science can be taught outside as well as inside the laboratory."

Hearing that she was going to the Coast, I asked her if it would be possible for her to pass through Portland, and give an address. "Ah!" she said with what must have been a very characteristic twinkling smile, "Police regulations are not enough? You think you need a 'revival' and an 'evangelist' from time to time?" Which I assured her was exactly true.

The personal touch and encouragement certainly sent me back to "till my own little plot" more vigorously; and Mrs. Richards' interest in the clean market movement led many of the teachers—sembled from many different cities—to ask me for further details, and to wonder, at least, whether they might not do something along similar lines.

LILLIAN E. TINGLE.

*Supervisor of Domestic Science,
in High Schools of Portland.*

My first knowledge of Mrs. Richards was as the author of the *Chemistry of Cooking and Cleaning*, at the beginning of my own work in domestic science in 1890. Boston became my Mecca; and at the very first opportunity I presented myself with a note of introduction at the old office in the corner of her laboratory, and found the ready welcome that she so happily gave, no matter how busy. The first remark of hers that I recall was sceptical and challenging, "Teaching cookery from recipes on cards doesn't count!" "But," I said, "why teach that way?" A gleam came into her eyes as she leaned back with folded arms in characteristic attitude, "Well, what do *you* do?" Then followed a delightful give and take, and that moment began a friendship that counted. This memory would seem almost too small to recount, except that it typifies the experience of many workers in the Home Economics field. To all of us she has been suggestive, resourceful, administering the tonic of a high standard, appreciative of sincere and original work.

True to her New England type, her approval was a matter of inference rather than direct expression, yet one can hear still her "Good!" when occasion warranted. Truly it was this simple and happy personal touch, the quality that so often brought the remark, "Mrs. Richards is a *dear*," that made her larger work so potent in its effect. And there is no one else like her.

HELEN KINNE.

Teachers College, New York City.

In meeting Mrs. Richards, I have always felt that she was greatly interested in the work here, and the knowing that there was a strong woman to whom we could go for advice and counsel has in itself been a help. In the fall of 1906, there was a good deal of talk by people opposed to Household Science that it was only a fad and was not here to stay. I wrote Mrs. Richards about it and she wrote back as follows: "The study of healthful living conditions has come to stay, the particular designation of the various courses is immaterial. Physical degeneration and mental flabbiness is too apparent in Anglo-Saxon communities to be ignored. Economic and ethical studies, whether in the departments of sociology, of ethics, or of science are bound to come more and more to the front.

"The investigation of household problems is bound to come before the research department, as the investigations of water supply and sewerage problems have come. There will be university courses in these subjects just as soon as the colleges will give credits for high school work."

ANNIE L. LAIRD.

University of Toronto.

A woman of Mrs. Richards' calibre could not be provincial. Even though living in Boston, the home of many reforms, she was able to recognize in the younger West the greater opportunity for progressive experimental work. Many trips she made West to encourage and inspire us in our pioneer work. Often she said, "You are not bound by traditions as are we in the East. You are free to try whatever methods seem to you to be best. You can help work out the problems for us."

EDNA D. DAY.

University of Kansas.

When cookery was introduced into the public schools of Boston in connection with Mrs. Hemenway's work, Mrs. Richards' connection with it was quite unofficial but she gave valuable suggestions freely and was tremendously interested in the progress of the work. She gave one very suggestive lesson to the first class of five that we trained for public school teaching. I know of no one who gave more generously and always of her best than did Ellen H. Richards.

AMY M. HOMANS.

Wellesley, Mass.

SOME LESSONS I HAVE LEARNED IN THE LINE OF PHILANTHROPIC WORK.

A REPORT MADE TO MR. ROBERT TREAT PAINE REGARDING PLANS
FOR NEW BUILDINGS FOR THE WELLS MEMORIAL ASSOCIATION.

ELLEN H. RICHARDS.

(1) All true help to our neighbors, to mankind in the broad sense, must be educational, and much of it indirect work. Very often we must not allow our neighbor to suspect what we really want to do for him. All education is slow work and makes little apparent headway except with children, but through them it spreads to the family.

(2) We can not give this true help until we can get the point of view of our neighbors and look at our enterprise through their eyes, then we can make them participants in it so that they will be confiding, ready to tell us how things may better please the wider neighborhood. This sense of part proprietorship in the scheme is, I believe, essential to success.

(3) The prejudices of the neighborhood must be carefully considered and only then will any effort to overcome them be successful when the first two propositions have been carried out. Take as a motto—Win the confidence and respect of the neighborhood and you can lead them anywhere; drive them, never.

(4) In order to do this one must not start too far above them, for instance, too much finish and perfection will drive away those one wishes to attract. A certain homely familiarity attracts most strongly. The best lesson I ever had came to me the other day when I asked where the teachers from a certain school came from. "Oh! from our own section, we do not want to make the people unfit to live in their country, only to help them to live better in it."

(5) If I were now to undertake such work as was in mind by you in planning the Coffee House, I would first convert the architect and have the restaurant and kitchen so as to have the best lighted and the cheeriest corner and not so large a room at first that it could not be crowded. Mankind loves a crowd and where everybody goes is the place to go. I would not have the billiard room in any way connected or in sight.

A great many people look askance at billiards. I believe women and children keep away very largely from a billiard room; and in the question of food it is first the women and children we must reach.

(6) I would fit up simply but with the utmost cleanliness and with an eye to future extension, which, however, should not be evident. In choosing helpers, I would start with no drones, only workers, and those not too far above the people to reach them. Many a Pleasant Street customer of the New England Kitchen has been won over while making change or even over washing the unclean pail. A customer once gained, I would not attract attention to the large things I was doing. Hold him or know the reason why. Somebody of influence, as the priest, could vouch for your respectability. Use all right, mercantile methods, give certain privileges, hot and cold water, "change for a quarter," etc., etc. This means that even the scrub women and chore boy are part and parcel of this kindly work for one's neighbor.

THE ART OF RIGHT LIVING.

America today is wasting its human possibilities even more prodigally than its material wealth.

We seem to have assimilated so deeply the idea that man is lord of all the earth that we do not include man himself in the class over which he rules.

The inner sense of ineffectiveness is the unrecognized cause of the restless discontent so prevalent today. No person who is accomplishing something, seeing it grow under his hands to what it was in thought, is discontented.

We have lost pride in our work and have transferred our distaste for poor work to work itself, to the great danger of our physical and moral health.

Pleasure in work lessens expense of living more than any other single thing.

Power to work is man's capital.

An enthusiasm for health must be aroused by some means if an effective life is to be maintained in the midst of the increasing menaces to its full perfection.

DEGREES, SOCIETIES, AND PUBLISHED WRITINGS
OF ELLEN H. RICHARDS.

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EXHIBITS AND PRIZES.

Mrs. Richards earnestly believed in the teaching power of exhibits and all other means of ocular demonstration by which interest is aroused in the problems of daily living.

She herself says in a little leaflet entitled *Exhibits and the Home Economics Movement*:

To the casual onlooker the growth of the domestic science cult may seem to have been fortuitous or spasmodic or sporadic even, but there is a distinct trail back to the Philadelphia Exposition of 1876, when America was awakened to its own deficiencies in the culinary art, and in house furnishing and decoration among other things. These deficiencies clearly indicated the necessity for a wider knowledge of science in household management. The manual training idea developed from the work of Russia and Sweden shown at this exposition gave impetus and opportunity to American adaptation. Many lines of progress started in this world exposition of 1876. We are concerned now with but one little field.

The cookery side developed faster than the other departments of household management, and domestic science came to mean chiefly a knowledge of food. The Chicago Exposition had its Rumford Kitchen, an exhibit under the auspices of the State of Massachusetts. This practical illustration of scientific principles modified the ideas of the world as to the place and importance of cookery in education. Indeed, there seemed a distinct danger that other lines would be neglected, so that in the Exposition at St. Louis it was determined to show the wide scope of the subject as it had been developed in the sessions of the Lake Placid Conference and elsewhere. A space was furnished under the name of the Mary Lowell Stone Home Economics Exhibit. This illustrated the application of modern knowledge to home life, chiefly in economics and æsthetic lines, all bearing upon the health and efficiency of the people.

Her own work as an exhibitor began apparently in 1886. Mr. Charles R. Allen of the Massachusetts State Board of Education writes:

In 1886 I was employed in connection with Dr. A. H. Gill of the Massachusetts Institute of Technology by Mrs. Richards to work out a system of blocks and charts which should show the chemical constituents of the human body. Our bases, I think, were the analyses and average ration figures which had been worked out in Germany a year or two previous, and my work was to get out a model set of charts and samples to bring those figures into practical shape. This work included (1) A set of charts showing the cost of a unit of nutrition as found in a number of definite articles as purchased at market prices, and a chart showing

the analysis of a number of food articles in terms of water, proteid, carbohydrates and fats; (2) a set of blocks showing the average composition of the human body in terms of water, carbohydrates, fats, mineral matter, etc., another set showing the average income and outgo in water, carbon dioxide, proteid, etc., for twenty-four hours, and a large number of prepared specimens showing the composition of various standard foods, that is, sets of bottles containing the actual amount of water, cellulose, proteid, starch, etc., in one pound of the article.

My immediate connection with the investigation closed when these sample sets had been worked out and completed, but I have always understood that a number of those sets were made from the standard set.

Mrs. Richards evidently alludes to these blocks and charts in her article printed in the April number of the *JOURNAL*, where she speaks of a set being sent to Teachers College in 1886, and students of Home Economics will remember seeing them in other institutions and in exhibits. It was not until many years after that charts covering the same ground were made under the direction of the Office of Experiment Stations of the United States Department of Agriculture.

Her next interest of this kind seems to have been the exhibit of the New England Kitchen made, under the name of the Rumford Kitchen, as part of the Massachusetts Educational Exhibit at the World's Fair in Chicago in 1893. This was brought about by Gen. Francis A. Walker, then President of the Institute of Technology. Ten standard luncheons were furnished bearing on the bill of fare the then novel accompaniment of the estimated food value in proteid, fat and carbohydrates with the cost of raw materials in each case. The educational features of the exhibit also included pictures of various foreign kitchens, and a library containing Count Rumford's complete works, together with models of the various appliances invented by him. The *Rumford Kitchen Leaflets*, some twenty or more, written by people who were studying the food question from the scientific point of view, were distributed to visitors.

The Boston Branch of the Associate Collegiate Alumnae held an exhibit in Copley Hall in March, 1902, of the contributions of college women to Home Economics. The same idea on a much larger scale was developed in the fall of 1902 through the Mechanics Fair Exhibit. The Educational and Industrial Union had the whole Women's Department of the fair. Mrs. Richards was much interested. She, with Miss Fifield (now Mrs. Brooks), planned entirely the exhibits in Room 1, for which the money was furnished by Miss Emma Munroe in memory of Mary Lowell Stone, and the Mary Lowell Stone Home Economics Exhibit was collected in connection with this work.

Fitted out by Miss Emma Munroe, who also paid transportation and other expenses, the Mary Stone Lowell exhibit of household furnishings, photographs, etc., was sent to various clubs and institutions of learning. It was incomplete but in certain lines very suggestive, including house plans, plans for ventilation, floor coverings, and menus with calculated nutrients and costs. A study of the housekeeper's budget and business methods, such as the card catalogue applied to the home, were also on view. The exhibit was shown with many additions at the World's Fair held at St. Louis.

Miss Henrietta Goodrich writes that the Women's Educational and Industrial Union of Boston, when installing their many exhibits as in the section "Women in Industry Domestic Service," in connection with the exhibit of industrial conditions in relation to public health, safety and welfare held in Horticultural Hall in 1907 always consulted Mrs. Richards.

In a series of food exhibits held annually in Perkins Hall, with the idea of stimulating the interest of the Union consignors and of any other producers of food, in the quality of the articles they produced, and to help to formulate standards of quality for certain groups of cooked articles, for example, "breads," Mrs. Richards acted as juror and was consulted in planning these exhibits.

Prizes.—Mrs. Richards was also a wise adviser in many plans where prizes were offered. She was one of five persons requested, in 1889, by the Public Health Association to adjudge the \$500 prize offered by Mr. Henry Lomb of Rochester, N. Y., for an essay on Scientific and Practical Cooking for People of Moderate Means. She advised concerning the prizes offered for house plans offered by the Providence and Boston branches of the Association of Collegiate Alumnae, the result being nine or ten interesting plans. She was equally interested in the prize offered in 1906 by the Domestic Reform League Committee of the Woman's Educational and Industrial Union for the best practical plan of household management.

MEMORIAL SERVICES FOR MRS. RICHARDS.

Many memorial services have been held for Mrs. Richards by the various organizations with which she was connected and interesting reports of the addresses and resolutions sent to the JOURNAL, but it is found impossible to print them. Their feeling is well expressed in the reports from the general meeting of the Association held in San Francisco which follows and the resolutions passed by the Institution Economics section at Lake Placid as given on page 408.

MEMORIAL SERVICES AT SAN FRANCISCO, CAL., JULY 12, 1911.

Sincerest tributes were paid to the memory of the late Mrs. Ellen H. Richards, former president of the Lake Placid Conferences on Home Economics and of the American Home Economics Association, at the session of the American Home Economics Association, held at the art institute.

The meeting was presided over by the president, Miss Isabel Bevier of the University of Illinois. President Charles H. Keyes of the National Council of Education, was the first speaker, and he was followed by Dean Connelly of the Carnegie Technical Schools, Pittsburg.

From every one who spoke came the different glimpses vouchsafed them of Mrs. Richards' personality and intellect. Some had studied under her in the Massachusetts Institute of Technology; some had been associated with her in her great work as a sanitary engineer; others had been taught all the best and most useful things in Household Economics at her lectures or in her laboratory. There were those who had been engaged in research work with her; those who had been associated with her in educational work; those who had had the privilege of her personal friendship, and those who had been strangers in a strange city, to whom she had had time always to say a kindly word and do a kindly act. Her brilliant mind, her unusual learning, her unflinching womanliness, her tremendous power of work, her enthusiasm, her gentle friendship, her never failing sense of humor, her amiability, and her charm as a housewife and a hostess were fully described.

Those who spoke were, besides President Keyes and Dean Connelly, Mrs. Fanny Fern Andrews of Boston; Dr. Jessica Peixotto of the University of California, as a fellow professor; Miss Ethel Moore, who knew Mrs. Richards as a Vassar student; Doctor True of the Office of Experiment Stations, U. S. Department of Agriculture, at Washington, D. C.; Mrs. W. W. Douglas of the Collegiate Alumnae, which was founded by Mrs. Richards; Ludwig Rosenstein, who was a student at the Massachusetts Institute of Technology; Miss Helen Louise Johnson, associate editor of *Good Housekeeping*; Doctor Hyde of the University of California; Miss Ednah Rich of Santa Barbara Normal School; and Miss Ellen Huntington of the Utah Agricultural College.

Miss S. Maria Elliott of Simmons College, Boston, told of the plan for an Ellen H. Richards memorial fund which will, it is hoped, amount to \$100,000 by Christmas. The use to which the income of this sum will be devoted has not yet been determined. Names of all who would contribute should be sent to the president of the committee, Mrs. W. H. Barrett, 108 Johnson Street, Brooklyn, N. Y. or to Miss Ednah Rich, State Normal School, Santa Barbara, Cal.

MINUTES OF THE EXECUTIVE COMMITTEE ON THE DEATH OF MRS. RICHARDS.

The Executive Committee of the American Home Economics Association desires to place on its records a statement of the services of the late Ellen H. Richards, the first president, and more recently, the honorary president of the Association.

Mrs. Richards was the founder of the Home Economics Movement in America, and until her death, March 30, 1911, she was, in all its councils and undertakings, universally regarded as leader. Graduating from Vassar College in 1870, and afterward going to the Massachusetts Institute of Technology to fit herself in scientific subjects, her attention was turned to the applications of science for human welfare, particularly in the matters of air, water, and food which so profoundly affect the daily life. While she became a leader in laboratory research and instruction in sanitary chemistry, in the Institute of Technology, and thus a scientific worker of national prominence, she attained a unique place and performed a world-service as a woman scientist, a pioneer who, on the one hand, encouraged women wishing to enter science, and on the other, pointed out one way, the most useful way perhaps, in which trained women may aid humanity—by applying science to the management of the household. Mrs. Richards was the dean of women workers in science.

In the first application of her scientific training to purposes of welfare, in 1882, she published the *Chemistry of Cooking and Cleaning*, and thus initiated her long series of books, the first books by an acknowledged scientific worker which treated of household problems. The mere titles of her books are an index of the service she rendered.

Mrs. Richards appreciated the value of organization in the promulgation of ideas. Through her initiative, the New England Kitchen in Boston opened the way to schoollunches, the exhibit of the Rumford Kitchen at Chicago Exposition attracted national attention to better nutrition, and the Household Aid Company of Boston made the first well planned experiment in household service. Under her leadership,

the first conference on Home Economics was called at Lake Placid in 1899, and met annually during the next decade with her as its chairman; under her inspiration, it took form in a national organization, the American Home Economics Association, in 1909, and to the presidency of this organization Mrs. Richards was elected by acclamation; under her direction, this Association established the *JOURNAL OF HOME ECONOMICS*, the first scientific periodical devoted to advanced house-keeping. By unanimous vote, Mrs. Richards was reelected president of the American Home Economics Association for a second term, at the end of which time by her own request, she was allowed to give up the office of active president. The Association accordingly invited her to become honorary president, which office with that of the chairmanship of the Committee of the *JOURNAL OF HOME ECONOMICS*, she held at the time of her death.

Whatever the Home Economics movement may accomplish through public school instruction, through education in colleges and scientific schools, through the women's club movement, and through other agencies, it owes much to the wise mind and the generous impulses of this woman, who sought and found in the exact science of the laboratory a firm and enduring basis for the art of right living.

THE ELLEN H. RICHARDS MEMORIAL FUND.

On June 6 in the Margaret Cheney Room of the Massachusetts Institute of Technology, Boston, a meeting presided over by the first vice president of the Association, Dr. C. F. Langworthy, was held in order to discuss the raising of a memorial fund to the memory of Mrs. Richards.

Various speakers dwelt on the special interest felt by Mrs. Richards in the work of the Home Economics Association and its organ, the *JOURNAL OF HOME ECONOMICS*. She had remarked at the St. Louis meeting, when she declined to remain the active head of the Association, that she wished to devote herself to putting the *JOURNAL* on a firm foundation. She also had agreed with the editor that the time had come for very definite and practical help to the housewife by bringing to her attention in the most simple and usable form the results of scientific investigation.

The outcome of a discussion on these points was embodied in a resolution that an *ELLEN H. RICHARDS MEMORIAL FUND* of \$100,000 be raised, having for its object the collection, interpretation, and

dissemination of the results of scientific investigation in connection with the improvement of daily life, the fund to be raised under the auspices of the American Home Economics Association. The fund will be intrusted to a board of at least five trustees representing for the present the American Home Economics Association and the family of Mrs. Richards. It was also the sense of the meeting that the permanent committee, when formed, should seek legal advice immediately, in order that the fund may be properly safeguarded and expended along lines intended by its founders.

The committee of five finally selected to have charge of the raising of the fund is as follows: Mrs. William Hunter Barrett, Chairman, 108 Johnson Street, Brooklyn, N. Y., Dr. C. F. Langworthy, Office of Experiment Stations, Washington, D. C., Miss Isabel Hyams, 26 Wales Street, Dorchester, Mass., Miss Ednah A. Rich, 303 Sota Street, Santa Barbara, California, and Dr. B. R. Andrews, Teachers College, N. Y.

This committee has been hard at work since its appointment and has collected the names of 150,000 persons who are interested in Mrs. Richards and in the Home Economics movement. These names have been distributed according to states and cities and have been handed over to a number of state representatives, who will have charge of the soliciting. Every one on this large list will be called on personally and asked to give \$1.00. It is hoped that all will be seen by November 15 and that the reports of the workers will be received in time to make it possible to hand over the fund to the Association before the first of the new year.

Contributions and names of persons interested will be gratefully received and may be sent to any member of the committee.

CAROLINE WEEKS BARRETT.

LAKE PLACID MEETING OF AMERICAN HOME ECONOMICS ASSOCIATION.

ADMINISTRATION SECTION.

*Meeting by Special Invitation at Lake Placid Club, Lake Placid,
N. Y., June 27-July 1, 1911.*

PROGRAM.

Tuesday, June 27.

Memorial exercises for Mrs. Ellen H. Richards.

Tribute, Mrs. Melvil Dewey, Chairman.

The Proposed Memorial, Miss Sarah Louise Arnold.

Address of Welcome, Melvil Dewey, President of Lake Placid Club.

The Existing Demand for Trained Workers in Institutions. Miss Martha Van Rensselaer, Cornell University.

Food Administration in Institutions: Plan, Equipment, Cost and Organization of Kitchens for Two Hundred. Miss Melvil Dewey, Lake Placid Club.

Lunch Rooms in Industrial Establishments. Miss Gertrude Sanborn, Nasmith County, Toronto, Canada.

Home Problems in Food Administration. Miss Flora Rose, Cornell University.

The Control of Insect Pests in Institutions. Dr. E. Porter Felt, State Entomologist, Albany, N. Y.

Wednesday, June 28.

The Purchase and Control of Supplies in Institutions—Methods of Specifying, Contracting, Storing, Distributing, Consuming and Accounting for Supplies. Mr. Henry C. Wright, State Charities Aid Association, New York. (A limited number of copies of Mr. Wright's report on Fiscal Control of Institutions are available for those attending; write to B. R. Andrews, Teachers College, New York.)

State and Municipal Documents for Institution Workers, Dr. C. F. Langworthy, U. S. Department of Agriculture, Washington, D. C.

New Uses for the Respiration Calorimeter. Dr. Langworthy.

Thursday, June 29.

Accounting and Records for Institutions. Professor William Morse Cole, Graduate School of Business Administration, Harvard University.

Graphic Charts of Business Records. Melvil Dewey, President of Lake Placid Club.

Supervision of Tenements. Miss Emily Dinwiddie, Trinity Church Corporation, New York City.

Welfare Work for Employes. Miss Helen H. Snow, Curtis Publishing Co. Philadelphia.

Friday, June 30.

Principles Underlying the Management of Institutions. Miss Adelaide Nutting, Professor of Institutional Administration, Teachers College, Columbia University; Scientific Management applied to Institutions, Royal R. Keeley, Taber Mfg. Co., Philadelphia.

Essential Training for Institution Management. Miss Sarah Louise Arnold, Dean of Simmons College, Boston.

Rural Sanitary Conditions, Miss Martha Van Rensselaer, Cornell University, Ithaca, N. Y.

Business session, election of officers, appointment of committees.

Resolutions. Continuation of discussion on accounting.

REPORT OF THE ADMINISTRATION SECTION.

MRS. MARY H. MORAN, *Secretary pro tem.*

The second annual conference of the Administration Section was even more successful than the conference held in 1910, both in attendance and in the papers presented and the discussions they inspired. The roll call at the opening session, June 27, showed that 46 members and delegates were present and this number was increased at later sessions to nearly 100. A matter for congratulation was the large number present from public institutions, particularly those in New York State.

Before proceeding to business a meeting in memory of Mrs. Ellen H. Richards was held. Mrs. Dewey, chairman, paid a tribute to Mrs. Richards and Her Influence and dwelt particularly upon her work as the founder of the American Home Economics Association. Minutes on the death of Mrs. Richards adopted by the Executive Committee of the Association were read by C. F. Langworthy, and Miss Sarah L. Arnold presented a report of the plans formulated by the Memorial Committee appointed to arrange a fitting memorial in honor of Mrs. Richards.

Beginning the business session, Mr. Dewey welcomed the conference to Lake Placid, and Miss Martha Van Rensselaer presented a paper on the Existing Demand for Trained Workers in Institutions, and Mrs. Dewey a paper on Institution Kitchens, Plan, Equipment, and Cost of Organization. Both papers were followed by discussions which were

continued at the evening session. A specific feature of the discussion was the recognition of the importance of careful studies of the relative amount of work required for household tasks and the possibility of securing increased efficiency with equal or less labor. Miss Gertrude Sanborn presented a paper at the evening session on Lunch Room Management, The Lunch Room in Business, and Miss Alice Freeman Walmsley briefly described the plans and methods followed in her management of Wellesley Inn which has proved a successful enterprise. A paper on Insect Pests by Dr. E. P. Felt, N. Y. State entomologist, with discussion, closed the evening session.

Professor William Morse Cole presided at the morning session, June 28, and introduced Henry C. Wright of the Russell Sage Foundation, who presented an interesting and valuable paper on Supplies: Their Purchase and Control, embodying the results of an extended study of public institutions in New York, Illinois, and Iowa, which Professor Wright has carried on for the Sage Foundation. A discussion followed the paper which was of special interest in that it embodied comments and experience contributed by Dr. Shamahan, Dr. Bernstein, Mr. Carroll, and other representatives of public institutions.

Miss Sarah L. Arnold, who presided at the evening session, and others discussed the establishment of the fund in memory of Mrs. Richards, and it was particularly urged that all present make an effort to send to Mrs. William Hunter Barrett, 108 Johnson Street, Brooklyn, N. Y., who is chairman of the committee having the fund in charge, lists of names of those who might be interested. The discussion of Professor Wright's paper was continued, and following this, two papers were presented by C. F. Langworthy, Chief of Nutrition Investigations, Office of Experiment Stations, namely: The Respiration Calorimeter at the Department of Agriculture and Experiments Which Are Being Made With It, and State and Municipal Documents as Sources of Information for Institution Managers and Other Students of Home Economics. In the discussion following it was recognized that such documents might be made of the greatest use as sources of information if regularly collected and brought to the attention of Home Economics workers, and various plans for making such literature more available were proposed.

At the morning session, June 29, Professor Henry C. Wright, who presided, introduced Professor William Morse Cole, who presented a paper on Scientific Accounting as Applied to Institutions, which was of great value and interest. Professor Cole outlined a rational system

for institution accounting and clearly demonstrated that such a system was essential to good management. Mr. Dewey followed Professor Cole, and gave a most interesting account of the business management of the Lake Placid Club; illustrated with a series of graphic charts. The evening session, at which Dr. C. F. Langworthy presided, was opened with a discussion of the papers presented in the morning session by Professor Cole and Mr. Dewey. Miss Emily W. Dinwiddie gave an account, illustrated by lantern slides, of the Sanitary Inspection of Tenements, which was based on extended experience in such work in New York and elsewhere. A paper forwarded by Mrs. R. M. Bradley on Market Inspection Work in Boston Carried on by the Women's Municipal League was read by Miss Katharine A. Fisher. Miss Helen H. Snow of the Curtis Publishing Company followed with a paper on Welfare Work in Industrial Organizations, which was interesting and valuable.

Miss Adelaide Nutting, who presided at the morning session, June 30, introduced Mr. Royal R. Keely, who discussed Principles of Scientific Management Applied to Institutions. Mr. Keely is associated with Mr. F. W. Taylor in his scientific management work, and presented material not only interesting in itself but of great value for its suggestiveness. Miss Sarah L. Arnold presented a paper on Essential Training for Institution Management, and Miss Martha Van Rensselaer one on Rural Sanitary Conditions and Inspection.

A business meeting of the American Home Economics Association closed the morning session, at which a letter of greeting from the president of the Association, Miss Isabel Bevier, was read, and plans were presented which have been formulated for the Graduate School of Home Economics by the committee having the matter in charge, of which Mrs. Alice P. Norton is chairman. The Graduate School will be held at Lansing, Mich., in the summer of 1912, coincident with the Graduate School of Agriculture.

The chairman, Dr. C. F. Langworthy, read a report of the Executive Committee outlining proposed changes in the Constitution and By-Laws of the Association which will be presented for voting at the next winter meeting of the American Home Economics Association. This meeting is to be held in Washington, D. C., December-January, 1911-12, the Association meeting as one of the affiliated meetings of the American Association for the Advancement of Science. The report of the Committee on Nomenclature was presented and adopted. A committee consisting of Mrs. Melvil Dewey, chairman, Miss

Adelaide Nutting, Miss Mary Urie Watson, Miss Martha Van Rensselaer, and Mr. Melvil Dewey, was appointed to frame resolutions expressing the feeling of the Conference at the death of Mrs. Richards. The resolutions presented later were as follows:

The institution economics section of the American Home Economics Association records its profound sense of loss in the death of Mrs. Ellen H. Richards, who was pioneer, leader and inspirer in a vitally important work which has developed in the past twelve years a hundred fold in the numbers actively teaching and disseminating her ideals of home and family life which she termed euthenics, or the new science of right living.

As representing many institutions we realize that the influence of her work for many years to come will have great practical value in securing greater efficiency of administration.

Equally with our professional loss do we feel that there has left us a personal friend who always gave generously of her best to every one who sought her sympathy and counsel.

The evening session was a business meeting of the Administration Section of the American Home Economics Association, with Dr. C. F. Langworthy in the chair. The following recommendations from the Executive Committee were presented:

"(1) To recommend to the Executive Committee of the American Home Economics Association that the name of the Administration Section be changed to 'Institution Economics Section,' and that this precede the name 'American Home Economics Association,' on all printed matter.

"(2) To insert the words "and Institution" in the title of the JOURNAL, to read "Journal of Home and Institution Economics."

"(3) To recommend that the membership annual fee be changed from twenty-five cents to one dollar.

"(4) Recommended that members attending the Conference be given opportunity to contribute one dollar or more toward defraying the expenses of printing the Proceedings."

All of these motions were carried.

The following officers were elected: Mrs. Melvil Dewey, honorary chairman, Miss Adelaide Nutting, chairman, Miss Martha Van Rensselaer, secretary and treasurer. A recommendation was adopted to the effect that the other members of the Executive Committee of the section be appointed by the chair, and that committees already in existence be continued with power to add to their number.

A committee consisting of Professor Henry C. Wright, Miss MacMillan, and Mrs. Mary H. Moran, appointed for the purpose, pre-

sented resolutions expressing the appreciation of the Conference for the hospitalities and courtesies extended by the trustees of the Lake Placid Club.

The business meeting was followed by a discussion of a number of topics which had been presented at previous meeting.

Efficiency in institutional service was suggested as a special subject for next year.

Drives, excursions, and other opportunities offered for enjoying Lake Placid and its beautiful surroundings were a feature of the Conference always welcomed by those whose good fortune it is to attend these gatherings.

AMERICAN HOME ECONOMICS ASSOCIATION.

EDUCATION SECTION MEETING

WITH NATIONAL EDUCATION ASSOCIATION, SAN FRANCISCO,
JULY 11-13, 1911.

Tuesday, July 11, 2.30 P.M.

The Home Economics Movement. Miss Isabel Bevier, Professor of Household Science, University of Illinois, Urbana, Ill.

Addresses:—In Memoriam—Mrs. Ellen H. Richards, Late President of the Lake Placid Conferences on Home Economics and of the American Home Economics Association. Speakers from various organizations.

Report from committee on Ellen H. Richards Memorial Fund.

Tuesday, July 11, 6 P.M.

Informal dinner at Techau Tavern, of delegates and friends, with reports from the field.

Wednesday, July 12, 2.30 P.M.

The College Curriculum in Home Economics. Dr. A. C. True, Office of Experiment Stations, U. S. Department of Agriculture, Washington, D. C.

A Four-inch Lesson in Health and Economy. Miss S. Maria Elliott, Simmons College, Boston.

Round Table: The Teaching of Home Economics, Miss Ednah A. Rich, State Normal School, Santa Barbara, Cal.; Miss Sarah M. Hummel, University of Washington; Miss Ellen M. Bartlett, Supervisor of Domestic Science, San Francisco; Miss May Secrest, California Polytechnic School, San Luis Obispo; Mrs. Lulie Robbins, Director of Neighborhood Work, Speyer School, Teachers College, Columbia University; Miss Isabel Moore, Girls High School, San Francisco; and others.

Thursday, July 13, 2.30 P.M.

Nuts and Fruits as Food. Professor M. E. Jaffa, University of California.

The Application of Science to the Housekeeper's Daily Problems. Miss Ellen A. Huntington, Agricultural College of Utah, Logan, Utah.

Business Session: Report of committee on Graduate School of Home Economics. Discussion of the work of the Association; the JOURNAL; relation of local associations to American association, etc.

A report of these meetings will appear in a subsequent issue of the JOURNAL.

EDITORIALS.

In the present number of the JOURNAL the editor has made an earnest effort to gather together a record of the main events that make

A History of the Home Economics Movement.

up the history of the Home Economics movement in this country. Some three hundred letters have been sent out bearing inquiries and requests for assistance, and without the many helpful replies that have been received this account, imperfect as it is, could not have been written. It is to be regretted that many whose testimony or point of view would have been equally valuable could not be reached at this season of the year. There are gaps in this history, and there are doubtless many errors, but it will at least form a basis for criticism and additions, and these it is hoped will be freely offered by our readers. Only so can a reliable history of this interesting educational movement be brought together and it should be done while those who saw its more important beginnings are still active workers.

At the summer meeting of the Administration Section at Lake Placid in July some seventy-five enthusiastic members took part but it was noted that only ten or twelve of this number belonged to the "old guard." The great majority were of the new generation who must carry on the work and build on the foundations already laid. Without a sense of its historical background, a full knowledge of the sources of its present power, no movement can succeed without great waste of force. It is hoped that this number of our JOURNAL may present to our younger readers in whom the hope of the future lies, some material for this valuable perspective and that it may help to give their work that sense of proportion which characterizes a broad and progressive movement as distinguished from a number of sporadic efforts.

And may the counsels of that noble and tireless worker whose name we now unite to honor prevail in all future work for the upbuilding of the home.

Subscriptions for the JOURNAL will be started with any month desired by the subscriber, but the editors strongly advise beginning with January of each year or ordering back numbers to that date.

**Subscriptions
and Back
Numbers.**

Copies of the issues of February and April, 1909, and of February, 1910, will be furnished to libraries only, in order to complete files, as our stock of these issues is very low. We repeat our offer to buy copies at 40 cents each payable in credit on subscription or in cash.

An unexpectedly large demand for our Housekeepers' Number (April, 1911) has exhausted our supply of this number as well. We shall be glad to purchase copies at 40 cents each.

**SELECTIONS FROM MRS. RICHARDS' PUBLISHED
WORKS.¹**

CONSERVATION BY SANITATION.

The endeavor of medicine to adapt itself to modern conditions has been more noteworthy than the efforts of either law or theology. Its high moral code of disinterested service to all has kept the ideals of medicine in touch with progress.

The mechanical basis of modern life must come to the aid of moral and personal influence. It is not enough to tell men to do the right thing, they must be fenced in from the wrong thing. For all these reasons it would seem that the *Civic* or *Public Service Engineer* must be the emerging leader in community welfare.

Probably not more than twenty-five per cent in any community are doing a full day's work such as they would be capable of doing if they were in perfect health.

Sewers are built for draining away used water. Flues are just as important to serve as sewers for used air.

HOUSEHOLD ARTS AND SCIENCES IN THE ELEMENTARY SCHOOLS.

Home Economics stands for: (1) The ideal home life for today unhampered by the traditions of the past; (2) the utilization of all the re-

¹From a pamphlet presented to those who attended the annual meeting of the Association of the Women of Massachusetts Institute of Technology, January 7, 1911, at which Mrs. Richards was presented with \$1000 as a research fund.

sources of modern science to improve the home life; (3) the freedom of the home from the dominance of commercial interests and their due subordination to ideals; and (4) the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

The watchword of the future is the welfare and security of the child.

WHY WOMEN ARE TO BLAME FOR THE HIGH PRICES.

To regulate the cost of living to one's income requires two things: An ethical standard which enables one to resist temptation, and a power of control over expenses only to be had by a system of accounts.

Of all the "combines" which tend to raise the cost of living the combine of social opinion is most potent.

If the trusts have caused the late high prices it is because the American housewife has allowed herself to be bamboozled, browbeaten, enticed, hoodwinked, and flattered into buying unnecessary things, and unnecessary costly things—because she was ignorant of relative values.

From the tramp who refuses to saw wood for a meal to the housewife who declines to earn her keep by a study of household accounts personal exertion has become distasteful.

If America is to stand a successful republic its women must cope with the family budget and secure good value for the money they spend.

EUTHENICS.

You must have the will power, for the sake of your child, to bring to his service all that has been discovered for the promotion of human efficiency, so that he may have the habit, the *technique*.

If the swarms of dwellers in the busy hives of industry have no sense of their humanity, if they do not use the human power of looking ahead, that power which differentiates man from animals, what better are they than animals?

Let the furrows be plowed deeply enough while the brain cells are plastic, then human energies will result in efficiency, and the line of least resistance will be the right line.

The community cannot rise much above the level of the individual home, and the home rises only by the pull of the community regulations, or by the initiative of a few especially far-sighted individuals.

FOURTH ANNUAL MEETING OF
THE AMERICAN HOME ECONOMICS ASSOCIATION,
WASHINGTON, D. C., DECEMBER 27-30, 1911.

The fourth annual meeting of the American Home Economics Association will be held at Washington, D. C., during "Convocation Week" of the American Association for the Advancement of Science and affiliated societies, December 27-30, 1911. The invitation to meet in Washington came to our Association from the Science Association and also from the recently organized Home Economics Association of Washington, D. C. Inasmuch as the summer meeting of 1911 was held in the Far West, it seemed to the Executive Committee advisable to hold the annual meeting in the East. Arrangements for the convention are already under way. The President of the Association has appointed the following committees: Committee on Program, Prof. Isabel Bevier, University of Illinois, Urbana, Ill., Chairman; Local Committee of Arrangements, Dr. C. F. Langworthy, U. S. Department of Agriculture, Washington, D. C., Chairman, Miss Emma S. Jacobs, Supervisor of Domestic Science, Washington, and Miss Alice Seiler, President of Washington Home Economics Association. Suggestions regarding the program should be sent at once to Miss Marlatt. In addition to the program of papers and addresses, certain matters of business will come up at this meeting, election of officers, reports of committees, and certain amendments to the constitution and by-laws.

Notice is hereby given of the following officers to be chosen: A president, three vice-presidents, a secretary-treasurer (or, in the event of the approval by the annual meeting of a proposed change in the constitution, a secretary and a treasurer) all for one year, one member of the council for four years to fill the vacancy caused by the death of Mrs. Richards, five members of the council for five years each, and one member of the permanent committee on nominations for five years. The chairman of the present committee on nominations is Professor Henry C. Sherman, Columbia University, to whom suggestions may be sent not later than December 15.

Amendments to the constitution and by-laws have been properly proposed, separating the offices of secretary and treasurer in the Association; providing for the organization of local affiliated associations and sections of the American Association; and changing the fees of the American Association; action on which will be taken at the fourth annual meeting in Washington.

BENJAMIN R. ANDREWS,
Secretary.

August 23, 1911.

NEWS FROM THE FIELD.

The Home Economics work at the New York State College of Agriculture of Cornell University embraces a four-year college course, and extension teaching.

The four-year course in Home Economics demands the same entrance requirements as other courses at the **Cornell University**. The first two years of the course follow the work outlined for all students in the college of agriculture with the addition of some courses not required in the regular schedule. The last two years permit specialization in some one or more of the branches included under the term Home Economics.

The freshman year requires English 8 hours; botany 6 hours; general biology 6 hours; introductory inorganic chemistry, qualitative and quantitative analysis 11 hours; and drawing 4 hours. The sophomore year requires organic and agricultural chemistry 10 hours; physics 8 hours; physiology 3 hours; and bacteriology 3 hours. In this year two courses in Home Economics are introduced, one of 8 hours on foods, and a second of 2 hours in House Sanitation.

The junior year requires political science 6 hours; applied bacteriology or plant physiology 3 hours; Home Economics, dietetics 8 hours; house planning and house decoration 6 hours; and woman and the family 3 hours. The senior year requires household management 4 hours; special problems 6 hours; and seminar 1 hour. In the junior and senior years opportunity is given for electing such studies as students may wish to specialize in. It is expected in these electives that those preparing to teach will elect some work from the department of psychology and pedagogy.

Opportunity is given for coöperation with the courses in plant physiology and bacteriology and for specialization in canning and baking with the horticultural department for work on fruits and vegetables, and with the medical college for physiological chemistry and special work for dietitians. House planning, decorating, and furnishing is made a prominent feature of the course in charge of a graduate of the college of architecture who has specialized in domestic architecture,

The course as planned is intended to prepare these students for home-making, teaching, dietary work, institution management, business positions in connection with food, shelter, and clothing, and expert care of children.

The Legislature of 1910 made an appropriation of \$154,000 for the Home Economics building. The plans embrace domestic science and domestic art laboratories, necessary class rooms, offices, a library, an assembly room, a cafeteria to be used as an educational feature and for practice in feeding large numbers, a bakery, and a small cannery.

The extension teaching covers (a) The farmers' wives' reading course; (b) the Cornell study clubs; (c) the home-makers' conference, one week; and (d) winter course, three months. The farmers' wives' reading course has a membership of about 17,000 farmers' wives of New York State. The work is conducted through

printed bulletins and correspondence. The Cornell study clubs are organized in rural communities for the study of farm home problems. The bulletins form a basis for the program of study. Reports are sent to the college of the work done, and the clubs are visited by the teaching staff of the college of agriculture, at which time lectures and conferences are held.

The home-makers' conference holds its annual meeting at the college during Farmers' Week. It is to be officered each year by members of the winter course in Home Economics. The winter course students assist the teaching staff of the department in arranging for this conference. There is a program of lectures and exhibitions on home subjects. The membership is made up of winter course students and all women interested in home betterment. The winter course students thus keep in touch with the college after they have left.

The three months winter course at the college embraces lectures on nutrition, sanitation, household management, and house planning and furnishing, together with laboratory work in cooking and sewing. There are no college entrance requirements for this course, neither is university credit given. It is in no sense a professional course, but it aims to prepare its students to become better housekeepers.

The Household Arts Club was organized by the seniors of the Home Economics department on February 24, 1911. The general purpose is to further, as far as possible, the work that the American Home Economics Association endorses. Only students having completed a certain number of courses with the required scholarship are eligible. The meetings, held fortnightly, consist of discussions of subjects of general and specific interest, often directed by instructors engaged in the various phases of the work. These meetings also afford an opportunity for Home Economics students to meet in a social way.

In Salt Lake City, April 8, 1911, a Utah Branch was organized with the following officers: Ellen A. Huntington, Agricultural College of Utah, Logan, chairman; Althea Wheeler, University of Utah, Salt Lake City, vice-chairman; Harriett L. Harris, Brigham Young University, Provo, secretary and treasurer; and Mrs. Helen U. Root, University of Utah, Amy Lyman, L. D. S. College, Mrs. Rhoda B. Cook, Agricultural College, and A. C. Nelson, State Superintendent of Public Schools, as the executive committee.

Committees were appointed to investigate school lunches, and to draw up uniform courses of study in domestic science and domestic art for the seventh and eighth grades.

The next regular meeting will be held at the time and place of the State Teachers Association, which will probably be the Friday and Saturday following Thanksgiving.

This body held its first convention on April 13 and 14 at Bellingham, Wash., with a membership of thirty-four.

The Washington State Branch of the American Home Economics Association. One of the aims of the association is to raise the standard of the work in the State, where it is new and in a very undeveloped condition. Important committees were appointed. One will aim to unify the courses in the high schools and grades by outlining courses which it is hoped the State Board of Education will adopt. Another is ready to give information concerning the best equipment for new schools, especially country schools. Still another is working to raise the qualifications for teachers employed.

Mrs. Ellen P. Dabney is president and Miss Grace K. McKibben, secretary-treasurer.

This body was organized May 13. The following officers were elected: President, Miss Grace Fuller, Director Domestic Science, Ypsilanti Normal School; vice-presidents Miss Agnes Hunt, professor of domestic science, Michigan Agricultural College, and Mrs. C. Q. **Michigan Home Economics Association.** Murphy, advertising director JOURNAL OF HOME ECONOMICS, Grand Rapids; secretary-treasurer, Miss Lenna F. Cooper, dietitian and director of domestic science, Battle Creek Sanitarium; and national counselor, Miss Maude Gilchrist, Michigan Agricultural College.

The constitution states some of the specific objects of the association (as study of household problems, the standardization of Home Economics courses, etc.) and provides for membership of all those interested in the work, either professionally or practically. The annual fee is fixed at fifty cents.

As a step in a movement to perpetuate the name of Mrs. Ellen H. Richards, prominent clubwomen of Scranton are to form a branch of the American Association of Home Economics. This was decided at a memorial service held May 9 in the Young Women's Christian Association auditorium.

Scranton, Pa. Branch of Home Economics Association.

The memorial exercise was arranged by a committee headed by Miss Lida Penfield and among the speakers were Charles Welsh, principal of the domestic course of the International Correspondence Schools; Mrs. Ronald P. Gleason, president of the women's club; Miss Gladys Jones, and Miss Gwendolyn Stewart.

Miss Mary L. Canfield, supervisor of domestic science, reports the beginning of an experiment in the change of hours for evening classes to the period immediately after the afternoon session. This change has been

Domestic Science in Newark.

made for the convenience of the mothers of young children who can at that hour leave them in the care of older brothers and sisters. The movement was started by the Home Economics Committee but the Board of Education has now adopted it for a four month's trial.

BOOKS AND LITERATURE.

Domestic Art in Woman's Education. Anna M. Cooley. Charles Scribner's Sons, New York. 1911. Pp. 274.

In this most timely book there is presented a full and detailed discussion of the field of domestic art, its relation to general education, the problems involved in presenting it, the study necessary in planning a lesson or series of lessons, economic phases of the subject, and how to keep in touch with progress in domestic art.

Part II deals with the planning of courses for elementary schools, Part III for secondary schools, and Part IV for higher institutions. There are very full and suggestive outlines of courses for each kind of school. The bibliography appended to each chapter is excellent, and there is also a selected bibliography as an appendix. The book lacks an index, which would seem to be inexcusable, none the less it is one of the most valuable books of the season.

Educational Problems. G. Stanley Hall. Two volumes. D. Appleton and Company, New York. 1911. \$7.50.

This contains chapters on Industrial Education, The Budding Girl, and Special Child Welfare Agencies Outside the School, of interest in Home Economics.

L'Education de la Jeune Fille Contemporaine. Specialement de la Jeune Fille du Monde. E. M. Rossel. 42 Rue de la Madelaine, Bruxelles. V. Mirquet. Pp. 298.

The chapters of this book treat the different aspects of the education of girls, including household arts education. It includes in its appendix outlines of instruction in household arts as well as in other subjects. It will be useful to those in charge of Home Economics courses, as a statement based on European conditions.

Food and the Principles of Dietetics. R. Hutchison. New York: William Wood and Company. 1911. Third edition. Pp. xx, 615, pls. 3, figs. 32.

The material in this volume was first brought together in the form of a course of lectures delivered to students at the London Hospital. As the volume is a comprehensive handbook of food and dietetics it has attracted a wide circle of readers who have found it valuable not only for the information it contains but also for the numerous references to original sources of information.

In this, the third edition, the author states that the text has been thoroughly revised and that the chapters dealing with diet in disease have been considerably enlarged, while a new chapter has been added on certain dietetic cures and systems. In this chapter such questions as vegetarian and lacto-vegetarian diet, purin-free diet, exclusive proteid diet, and sour-milk treatment are discussed. The author's summary, which carefully weighs the facts in the case, is in marked contrast to statements on these subjects which are so often found in print, and the chapter as

a whole furnishes another illustration of the need for calm and unbiased judgment based upon a full understanding of facts before reaching conclusions.

The chapter on artificial and predigested foods and artificial feeding is also of special interest, as it summarizes data regarding proprietary articles and commercial preparations.

Cookery Book. Mrs. H. Maclurcan. Melbourne, Sydney, Adelaide and Brisbane. George Robertson and Company. 1908. Pp. 482, 8th Ed., rev. and enl.

A large number of recipes are included in this volume for the preparation of meats, fish, vegetables, game, and other foods. Many menus are also given including menus for twenty-one economical dinners. A number of recipes are given for the preparation of food materials unknown or very rare in the United States, such as tropical pawpaws. Incidentally, the volume contains information regarding Australian food materials and food customs.

Proceedings of the American Association of Medical Milk Commissions. *Proc. Amer. Assoc. Med. Milk Com.*, 4, 1910. Pp. 266, pl. 1.

This volume contains the proceedings of the convention held at St. Louis, June 6, 1910, annual reports, papers presented, and similar material, together with a manual of working methods and standards. The papers include the following: The Production of Certified Milk, by S. Francisco; The Production of Good Milk for the Small City, by E. G. Hastings; Medical Milk Charities, by H. L. Coit; The Bacterial Content of Milk from Cows Continuously Stabled, by W. D. Frost; The History, Development, and Statistics of Milk Charities in the United States, by J. W. Kerr; Bacterial Multiplication in Milk, F. O. Tonney; Medical Milk Commissions and Bovine Tuberculosis, by E. C. Schroeder; Some Essentials for the Production of Clean Milk, by W. A. Stocking, Jr.; and Some Observations on the Milk Situation in Europe, by H. L. Coit.

Primer of Sanitation, Being a Simple Work on Disease Germs and How to Fight Them. John W. Ritchie, Professor of Biology, College of William and Mary, Virginia. World Book Company, New York. 1910. Pp. 200.

Appreciating the need of adequate instruction in the methods of preventive medicine and of public hygiene, and believing that the most effective way of reaching the present generation of Americans is through their children, the author has attempted to write in a simple form an elementary text book dealing with germ diseases and their prevention.

The first chapter is given to the establishment of the importance of such a study, after which the author considers in the following twenty-five chapters the cells of the body, disease germs and how they get into the body, the struggle between the body and disease, diphtheria, pneumonia, influenza, tuberculosis, typhoid fever, malarial and yellow fever, and small-pox. Causes, cures, treatment and prevention of these are discussed at some length.

The author has evidently attempted to eliminate certain objectionable features commonly found in text books of this type, by placing emphasis upon public health and citizenship rather than upon the anatomical and physiological aspects. For this purpose, the illustrations used differ somewhat from those of the more formal

and conventional type. While they have some points in their favor, they are in many cases imaginary, impossible, and lacking in movement—elements quickly noticed and appreciated by children.

In the hands of a wise, tactful, sympathetic teacher, who is able to select parts suited to young minds, and to give the selected material to them in a simple form to be understood and enjoyed, such a book might prove helpful and suggestive to teachers of even the lowest grades. As a text in the hands of children below the sixth grade, it is difficult to see its possible value.

THOMAS C. WOOD.

Makers of Our Clothes. A Case for Trade Boards. Being the Results of a Year's Investigation into the Work of Women in London in the Tailoring, Dressmaking, and Underclothing Trades. Mrs. Carl Meyer and Clementine Black. London: Duckworth and Company, Henrietta Street, Covent Garden. 1909. Pp. 304.

This is a book which should be in the library of domestic art teachers. It gives exact information as to conditions in the clothing trades in London, and much of its information will hold true for American conditions.

Textiles for Commercial, Industrial, Evening, and Domestic Art Schools. William H. Dooley. D. C. Heath and Company, New York, Boston, Chicago. 1910. Pp. 221, illus. 28. Price, \$1.00.

This is a simple, non-technical treatment of the subject adapted for those engaged in the wholesale and retail dry goods, wool, cotton and dress making trades. A very general description is given of the various fibers and their process of manufacture into cloth. Chapters also deal with the weaving, dyeing, and finishing processes. Descriptions and trade names of many fabrics of wool, linen, cotton are given, and there is a short appendix of simple tests for purity and strength. The illustrations are largely factory interiors. There is a full table of contents, but no index, which lessens the value of the book as a means of ready reference.

Textiles. A. F. Barker and other experts. D. Van Nostrand Company, New York. 1910. Pp. 369, illus. 86. Price, \$2.00.

This is a very comprehensive work covering the various phases of the textile industry. It contains brief histories of the various industries, with detailed descriptions of the fibers, preparation, spinning, dyeing, weaving, and finishing into fabrics. The chapters on mercerizing, dyeing, and carpet weaving, while brief, are very clear. The discussion of dyeing cannot, however, be used to replace Mathew's Laboratory Manual of Dyeing and Textile Chemistry. The chapter on designing is good in that it is not too technical for the general reader.

The value of the book is enhanced by numerous tables showing the classification of grades and varieties of raw materials, and the comparative production and consumption by countries. The data are largely from the English industries, but the United States figures largely in the statistics.

The photographs and diagrams are exceedingly valuable, and there is an index.

While treating the same subject as Mr. Dooley's the two books are not in any way identical, except in the broad outlines.

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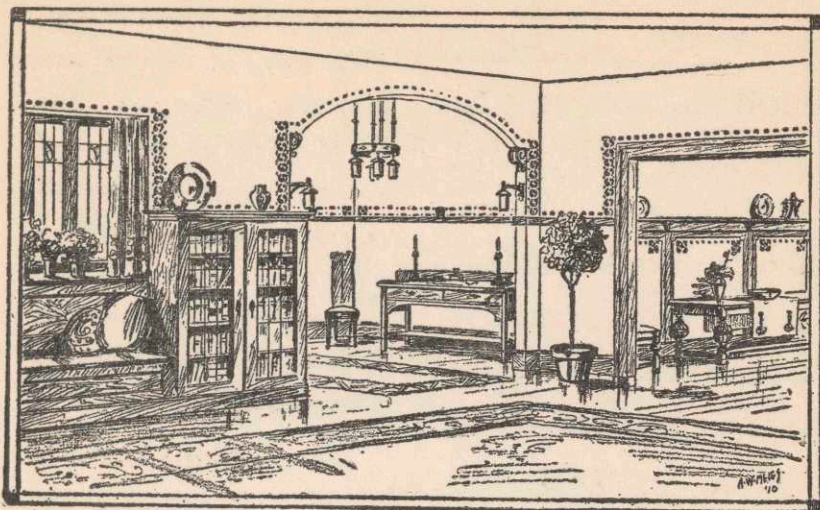
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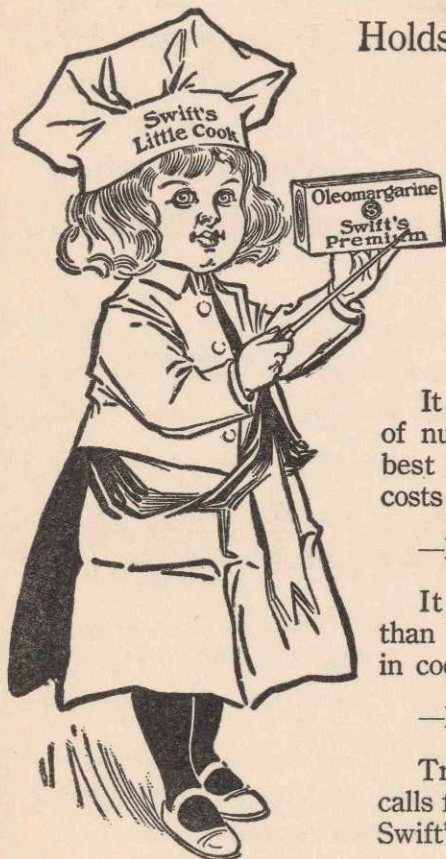
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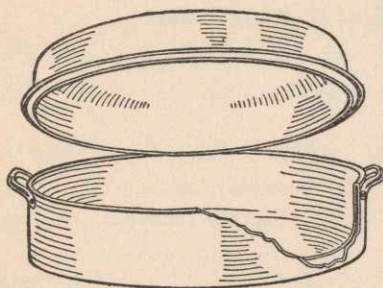
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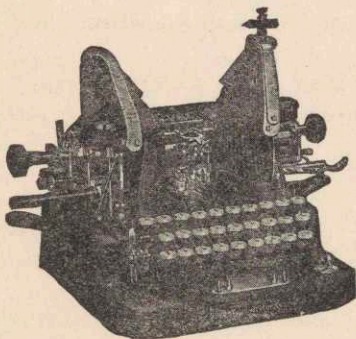
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