

- (b) Write the title on the first line without end punctuation.
- (c) Capitalize the important words in the title.
- (d) Leave a margin on the left side of the page.

B. Art.

- 1. I emphasized the using of crayons smoothly, good spacing in mounting pictures, and the use of correct letter forms in printing.

C. Penmanship.

- 1. I emphasized correct letter formation, especially *o* and *a*, *f* and *b*, *e* and *i*.

D. Map Making.

- 1. I emphasized the use of scale miles.
- 2. I emphasized accuracy in locating places on the map.

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THELMA WOODCOCK

THE HOME ECONOMICS TEACHER IN VIR- GINIA

HER TRAINING AND EXPERIENCE

WHAT TRAINING and experience have the present home economics teachers in Virginia had? What is the average salary of these teachers? What should be the required training for home economics teachers of the accredited high schools?

The purpose of this paper is to answer such questions as these. To obtain accurate information of present conditions in Virginia, a questionnaire was sent to each of the 234 home economics teachers in Virginia: the names were secured from the office of the State Board of Education at Richmond. Further information concerning the training and experience of the teachers in the state-aided and Federally-aided high schools was secured from Mrs. Ora Hart Avery, Supervisor of Home Economics in Virginia.

The questionnaire sent out was as follows:

- I.
 - 1. Name of your school.
 - 2. Address of your school.
 - 3. Is it an accredited high school?
 - 4. Please check the grades in which home economics is taught:
 - a. Elementary Grades
 - b. Junior High School
 - 7th grade
 - 8th grade
 - 9th grade
 - c. Senior High School
 - 1st year
 - 2nd year
 - 3rd year
 - 4th year
 - 5. How is your home economics department supported?
 - a. Federal aid
 - b. State aid
 - c. Local School Board
 - d. Parent Teachers Association
 - e. Fees from students taking work
 - f. Other ways—What?
- II.
 - 1. What Virginia certificate do you hold?
 - 2. How many years' experience have you had:
 - a. In teaching home economics?
 - b. In teaching other subjects before

- you started teaching home economics?
- III. 1. What colleges, normal school or schools have you attended since you completed your high school course?
 2. How long did you attend each? (Answer in number of years, months or weeks, indicating which.)
 3. What years did you attend?
 4. When did you attend:
 - a. Academic session?
 - b. Summer session?
 5. Did you complete the two year course? When?
 6. Did you receive a degree? When?
 7. In what subjects did you do your practice teaching? Please check:
 - a. Foods
 - b. Clothing
 - c. Manual Arts
 - d. Home Management
 - e. Interior Decoration
 - f. Home Nursing
 - g. Costume Design
 - h. Millinery
 - i. Chemistry
 - j. General Science
 - k. Any other subject
 8. What classes are you now teaching? Please check:
 - a. Foods
 - b. Clothing
 - c. Home Management
 - d. Manual Arts
 - e. Interior Decoration
 - f. Home Nursing
 - g. Costume Designing
 - h. Millinery
 - i. Chemistry
 - j. General Science
 - k. English
 - l. History
 - m. Agriculture
 - n. Please add any other H. S. subject

- IV. 1. What is the salary scale in your county or city for home economics teachers with:

	Min.	Yr. Inc.	Max.
Special certificate			
Prof. certificate			
Nor. Prof. certificate			
B. S. Degree			
Master's Degree			

Of the 213 questionnaires sent to the white teachers, 84 or 39.5 per cent. were returned. Five or 23.8 per cent. of the 21 colored teachers responded. It is upon the basis of returns for the session of 1923-'24 that this report is made.

The returned questionnaires were classified as follows:

- A. State aided and *Federally aided schools:

Apple Grove	Floris
Atlee	John Randolph (Farmville)

- | | |
|----------------|---------------------------|
| Brownsburg | Nassawadox |
| Burkeville | New London Academy |
| Charity | Rural Retreat |
| Chase City | Salem |
| Christiansburg | Sparta |
| Claremont | Toano |
| Climax | Wakefield |
| Critz | Whitmell |
| Driver | *Bridgewater |
| Elk Creek | *Hampton |
| Emporia | *John Marshall (Richmond) |
| Ewing | *Winchester |

- B. City high schools—not included in A.

Alexandria
Fredericksburg
Lynchburg
Newport News
Norfolk (Maury)
Portsmouth
Suffolk

- C. Rural and small high schools—not included in A.

School	County
Covington	Alleghany
Weyers Cave	Augusta
Warm Springs	Bath
Bowling Green	Caroline
Ford	Dinwiddie
Sunny Side	Dinwiddie
Midway	Dinwiddie
Tappahannock	Essex
Columbia	Fluvanna
Palmyra	Fluvanna
Cardwell	Goochland
Fries	Grayson
Montpelier	Hanover
Highland Springs	Henrico
Martinsville	Henry
Blue Grass	Highland
Clarksville	Mecklenburg
La Crosse	Mecklenburg
Shawsville	Montgomery
Cypress	Nansemond
Chuckatuck	Nansemond
Portlock	Norfolk
Exmore-Willis	Northampton
Shenandoah	Page
Dan River	Pittsylvania
Rice	Prince Edward
Belspring	Pulaski
Dante	Russell
Castlewood	Russell
Rye Cove	Scott
Fairview	Scott
Chancellor	Spotsylvania
Richlands	Tazewell
Abingdon	Washington

- D. Elementary and Junior High Schools:

5 schools with one teacher	Arlington
Beulah Jr.	Chesterfield
Charles City Jr.	Charles City
Fremont Jr.	Dickenson
Lynchburg	City
Norfolk	City
James Blair Jr.	
James Monroe	

Portsmouth	City
Reams Jr.	Dinwiddie
Rives Jr.	Prince George
Shiloh	King George
Wilson	Dinwiddie

E. Colored schools:

<i>School</i>	<i>Address</i>
Jefferson	Charlottesville
Westmoreland	Danville
Booker T. Washington	Norfolk
Lott Carey	Norfolk
York Co. Training	Yorktown

Certificates and Training

To graduates of the two-year courses in home economics which are given in all the state teachers colleges, the State Board of Education has issued "normal professional certificates" which entitle the holders to teach in the elementary grades and in the first two years of high school, and a special certificate for the teaching of home economics in all four years of high school.

This special certificate can also be procured by those persons taking summer

For the last six years the State Teachers College at Harrisonburg and William and Mary College at Williamsburg have offered four year courses to prepare teachers of home economics for city high schools, for Smith-Hughes high schools, and for positions as supervisors. To graduates of these courses a "collegiate professional certificate" is awarded by the State Board of Education which entitles the holder to teach in any year of any high school and in any elementary grade.

For this paper tabulations were made to show the number of teachers holding the normal professional certificate, indicating the completion of two year courses at a state teachers college; the special certificate, indicating the completion of the requirements for special certificate; and the collegiate professional certificate, indicating the completion of four year courses in home economics.

TABLE I. CERTIFICATES HELD BY TEACHERS OF VARIOUS GROUPS.

Group	Special Certificate	Normal Professional Certificate	Collegiate Professional Certificate	Total
State-aided	6	14	9	29
City high schools	3	3	1	7
Rural high schools	8	25	1	34
Elementary and Jr. high schools	7	6	0	13
Colored	*5			5
Total holding each certificate	29	48	11	88

*3 special of elementary grade.

2 special of normal professional grade.

school work who meet the following requirements:

- A. Prerequisites for course.
 1. Graduation from accredited high school.
 2. Two high school units in home economics, or sufficient evidence of skill in cooking and sewing.
 3. Two session hours of college chemistry.
- B. Clothing.
 1. Plain sewing; 2. Elementary dressmaking;
 3. Advanced dressmaking; 4. Design; 5. Textiles, each1 session hour
- C. Foods.
 1. Cookery; 2. Menu making; 3. Dietetics; 4. Food study; 5. Household management, each1 session hour
- D. Home Nursing1 session hour
- E. Care and feeding of children ...1 session hour
- F. Elective1 session hour
- G. Methods and practice teaching. .3 session hour

Of the 88 home economics teachers who returned the questionnaire, 29 teachers or 33 per cent. hold special certificates, 48 teachers, or 54 per cent. normal professional certificates, and 11 teachers or 12.5 per cent. hold collegiate professional certificates. About 50 per cent. of the teachers in the state-aided schools hold normal professional certificates, while even a greater number, 73.5 per cent., of the rural high school teachers of home economics hold this certificate.

Eighty-three white teachers answered the question concerning the number of years of preparation beyond high school graduation.

Seven had had no preparation for home economics teaching except in summer school courses for special certificates, three had completed one year's work beyond high school, and two others had completed one year's work in regular academic session and had done some additional work in summer school.

The majority of the teachers had done two or more years' work beyond high school; thirty-five had completed the two years course and nineteen others had not only graduated from this course but had done special work in summer schools; six teachers had done three years' work; and ten received the B. S. degree upon completion of a four year course.

The State Teachers Colleges at Radford, Fredericksburg, Harrisonburg, and Farmville have been offering two year courses for home economic teachers and the State Teachers College at Harrisonburg and the College of William and Mary offer the four year course leading to the Bachelor of Science degree. All of the State Teachers Colleges of Virginia and the College of William and Mary report that regular four year college courses with home economics as a major subject were offered from September, 1924.

These colleges report their graduates during the last eight years as indicated in Table II.

The questionnaire returns show that the distribution among the teachers colleges and

other Virginia institutions are as indicated in Table III.

Among the institutions out of Virginia that have trained teachers who are now teaching in the state are:

	Number
Concord State Normal	1
Drexel Institute	2
Peabody College for Teachers	1
Peace Institute	1
National School of Domestic Science	1
Kansas University	1
Maryland College	1
Bradley Polytechnical Institute	1
University of Illinois	1
Willimatic, Conn.	1
Teachers College, Columbia	7

With the development of home economics have come many changes in the content of the courses with which the home economics teacher must be familiar. It will be seen from the course of study of the two-year home economics courses in the state-aided high schools (Table IV) that more than a knowledge of cooking and sewing is necessary.

Teacher training institutions now have arranged for student teaching in one or more related subjects as well as in foods and clothing. Chemistry, textiles, home management, home nursing, interior decoration, and costume design are examples of these related subjects. Table V shows that the majority of the teachers who did any student teaching at all, did it in foods and clothing or one of these and a related subject.

1 (Summer session)

TABLE II. NUMBER GRADUATES IN HOME ECONOMICS FROM VIRGINIA STATE COLLEGES SINCE 1917.

Number completing two year course:									
	1917	1918	1919	1920	1921	1922	1923	1924	Total
Farmville	12	1	3	8	14	14	10	14	76
Fredaricksburg	3	8	8	12	20	14	16	11	92
Harrisonburg	24	14	26	25	45	54	51	39	278
Radford	4	13	13	19	18	28	19	25	139
Total	43	36	50	64	97	110	96	89	585
Number completing four year course leading to B. S. degree:									
	1917	1918	1919	1920	1921	1922	1923	1924	Total
Farmville	—	—	—	—	—	—	—	2	2
Harrisonburg	—	—	6	8	4	5	12	14	49
William and Mary	—	—	—	—	—	2	2	8	12
Total	—	—	6	8	4	7	14	24	63

TABLE III. STUDY OF PLACE AND LENGTH OF TRAINING FOR PRESENT HOME ECONOMICS TEACHERS IN VIRGINIA

Institution	Summer School Only	1 year only	2 year graduates	B. S. degrees (4 yr. graduates)	Total
Harrisonburg	4	1	23	8	37
Farmville	0	0	11	0	11
Radford	1	1	9	1	12
Fredericksburg	1	1	7	0	9
University of Virginia	16	0	0	0	16
William and Mary	3	1	3	1	8
Other Virginia institutions	2	0	3	0	5
Teachers College, Columbia Univ.	7	0	1	0	8
Other institutions out-of-state	0	0	9	1	10

TABLE IV. COURSE OF STUDY FOR STATE-AIDED DEPARTMENTS OF HOME ECONOMICS

<i>First year</i>	
English	5-40 Minute periods per week 1 Unit
Math. or History	5-40 Minute periods per week 1 Unit
General Science	5-7-40 Minute periods per week 1 Unit
Home Economics	5-80 Minute periods per week 1 Unit
Food and Cookery (2 periods)	
Textiles and Sewing (2 periods)	
Applied Design (1 period)	
	4 Units
<i>Second year</i>	
English	5-40 Minute periods per week 1 Unit
Math. or History	5-40 Minute periods per week 1 Unit
Human Biology, Chemistry or Physics	5-7-40 Minute periods per week 1 Unit
Home Economics	5-80 Minute periods per week 1 Unit
Home Management (4 periods)	
Home Nursing, Sanitation, etc. (1 period) ..	
	4 Units

TABLE V, SHOWING SUBJECTS IN WHICH PRESENT HOME ECONOMICS TEACHER DID PRACTICE TEACHING

Number who have done no practice teaching ..	13
Number who have done practice teaching in Foods, Clothing, or both	39
Number who have done practice teaching in Foods, Clothing, and related subjects	17
Number who have done practice teaching in Foods, Clothing and elementary grades ...	8
Number who have done practice teaching in other subjects	5

Experience

The average experience of the home economic teacher in Virginia on the basis of my returns is 2.3 years in teaching home economics; the number of years experience ranging from one to fifteen years. Twenty-four teachers have only one year's experience; twenty-one have two years. However, twenty-four teachers of the eighty-four answering this question have had experience in teaching other subjects before they started teaching home economics. The

length of this experience varies from one to eighteen years.

How Home Economics Departments are Supported

Most of the home economics teachers receive their salary from the local school board. In the state-aided and Smith-Hughes schools the local board is reimbursed one-half the home economics teachers' salary provided this half does not exceed \$600 annually. One teacher reports that her salary from the school board is supplemented by the lumber company that operates the mills in her community.

In the state-aided schools the equipment and maintenance for the department is provided for as follows:

Three. The school board agrees to provide at least one suitable school room, with appropriate lighting, and to furnish not less than 600 sq. ft. of floor space. Equipment specifically designed for home economics instruction, costing not less

than \$500.00, will be provided, with a minimum for maintenance of not less than \$5.00 per pupil per session.

In the other schools throughout the state the methods of obtaining money for equipment and supplies vary. Twenty-five schools report that they are supported entirely by the school board. One states that one-third of the money for supplies is returned to the board by sales of articles made by students. Twelve schools are maintained by fees from students taking home economics, eight are assisted by Parent-Teacher associations or school leagues, and seven use supplies brought by the students from home. A number of teachers report that they obtain money for additional equipment through profits on plays, bazaars, sales, and school lunches.

Salaries of Home Economics Teachers

In the report¹ of the committee on a uniform salary scale for teachers made to the State Teachers Association at the conference in Richmond, November, 1923, it was shown that the salaries in Virginia counties and cities for the holders of the certificates designated are as follows:

TABLE VI. SALARIES IN VIRGINIA COUNTIES AND CITIES

Certificate	Range	Median
Normal Professional	\$ 70—\$115	\$ 85
Special	70— 100	90
Collegiate	80— 125	100
Collegiate Professional	90— 125	100
<i>Virginia cities</i>		
Normal Professional	\$ 90—\$133	\$100—\$111
Special	90— 155	100— 112
Collegiate	100— 200	125— 133
Collegiate Professional	110— 200	122— 125

¹Virginia Journal of Education—January 1924.

The committee recommended the schedule shown in Table VII.

TABLE VII. STATE-WIDE TEACHERS SALARY SCHEDULE

Certificate	Initial salary*	Increment per yr. over 5 yrs. or more
Collegiate Professional	\$115	\$125
Collegiate	110	100
Normal Professional	100	100
Special—(Carrying privilege to teach 3 or more subjects	100	100

How do the salaries received by the home economics teachers of the various groups—as previously classified in this paper—compare with the proposed state-wide salary schedule? The regulations governing vocational departments of home economics issued by the State Board of Education state:

1. The teacher of home economics must be a graduate of a standard high school, or its equivalent, and in addition must be a graduate of the four year course of teacher training in home economics as outlined in the Virginia Plan for Vocational Education, or a two year normal school graduate with two years of successful teaching experience.

2. The salary for home economics instruction must not be less than \$100.00 per month, on a basis of a nine months term.

For the following table—Table VIII—showing the salaries now received by home economics teachers, the salaries are on a nine months basis—i. e.—when annual salary was given at \$1000 the monthly salary was recorded here as \$111. The mini-

*This scale represents a nine-month term.

TABLE VIII. RANGE AND MEDIANS OF MONTHLY SALARY OF HOME ECONOMICS TEACHERS IN VIRGINIA, 1923-1924

Group	Special Certificate		Normal Professional Certificate		Collegiate Professional Certificate	
	Range	Median	Range	Median	Range	Median
1. State-aided and Federally-aided high schools	\$89—\$122	\$ 95	\$95—\$111	\$100	\$100—\$135	\$111
2. Rural high schools	80— 110	90	75— 110	90	122— 125	122
3. Elementary and junior high schools	80— 111	100	80— 122	110.50	—	—
4. Summary 1, 2, and 3. Ranges for Virginia home economics teachers	80— 122	90	75— 122	100	100— 135	115

TABLE IX. SALARY SCALE OF TYPICAL VIRGINIA CITIES

City	Normal Professional			Collegiate Professional		
	Initial salary	Maximum salary	Annual increase	Initial	Maximum	Annual increase
Alexandria	\$1200	\$1600	\$ 50	No report		
Newport News	1000	1800	100	\$1200	\$2000	\$100
Norfolk	1000	1600	100	No report		
Portsmouth	1000	1800	100	1200	1800	100
Winchester	1000	1600	2	1200	2200	2

¹\$1250 with experience. ²All annual increases—\$100 superior teachers; \$50 average teachers.

imum salary was used when given; if not, the present salary was used. Line 4 of Table VIII is a summary of 1, 2, and 3 or a statement of the range and median of the salaries received by all the home economics teachers holding the specified certificate.

By comparing Table VII and Table VIII it will be noticed that the median for teachers holding special certificates is \$90 or \$10 lower than the proposed initial salary.

The medians for the teachers holding normal professional and collegiate professional certificates are the same as the proposed initial salaries of \$100 and \$115.

Few of the rural schools reported the use of a definite salary scale in their county. The annual increases ranged from \$36 to \$100 and the maximum salaries from \$720 to \$1800.

Five city high schools reported salary scales which are shown in Table IX.

Home Economics in Colored Schools

There are now twenty-one colored home economics teachers in the Virginia public schools. From the five returned questionnaires there were some outstanding facts worthy of notice.

Three of the five colored teachers were trained at the Hampton Normal School; two completed six years' work and one slightly over one year. One was trained at the Virginia Normal and Industrial School at Petersburg, where she completed three years' work.

All of these teachers hold elementary certificates and have done practice teaching in foods, clothing, and one or more related

TABLE X. COMPARISON OF TEACHERS IN STATE AIDED SCHOOLS, 1920-1924

	1920-1921	1921-1922	1922-1923	1923-1924
Institution trained				
Farmville	4	3	5	6
Fredericksburg	0	0	1	1
Harrisonburg	12	14	15	20
Radford	5	6	6	8
University of Virginia	1	2	3	3
William and Mary	0	2	3	4
Other institutions	11	13	14	17
Certificates				
¹ Special certificates	32	37	33	47
Collegiate Professional	1	10	7	13
Years of teaching experience				
Unexperienced	10	12	12	23
1 year	5	7	11	8
2 years	5	4	2	7
3 years	7	4	5	4
4 years	0	5	3	5
5 years	1	1	5	3
6-10 years	2	3	4	6
Over 10 years	0	0	1	1

¹Special certificate in this table includes all certificates except collegiate professional four year graduates.

subjects. The years of home economics teaching experience range from three to fifteen years.

Two colored home economics departments are partially supported by state funds. These are the Gloucester County Training School at Roanes, and the York County Training School at Yorktown.

Three departments report that they receive most of their support from the sale of school lunches. The monthly salaries vary: the minimum ranging from \$57.75 to \$80, the annual increment from \$1 to \$35, and the maximum salaries from \$100 to \$115.

Study of State-Aided Teachers

A special study was made of the development of the state-aided home economics departments since 1920 when there were only 33 home economics teachers under state supervision. In 1924 there were fifty-nine white teachers and two colored teachers who were teaching in state-aided schools.

A summary of the training, certificates, and years of experience of the white teachers in the state-aided and Federally-aided schools will be found in Table X.

It will be noticed from Table X that the number of teachers with B. S. degrees has increased from one in 1920-'21 to thirteen in 1923-'24. However the comparative number of inexperienced teachers this year, 1923-'24, is greater than for the other three years. In 1920-1921 ten, or thirty-three and one-third per cent. were inexperienced; during the next two years about twenty-five per cent. were inexperienced, but this year thirty-nine per cent. are teaching home economics for the first time.

Summary

The average home economics teacher in Virginia:

- (1) Has attended a state teachers college or other institutions of higher learning for two years beyond high school graduation.
- (2) Has done her practice teaching in foods, or clothing, or both.

- (3) Holds a normal professional certificate.
- (4) Has had 2.3 years experience in home economics teaching.
- (5) Receives a salary of \$98.75 monthly for a nine months term.

ANNA S. CAMERON

ENGLISH NOTES

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

FROM the office of the National Council of Teachers of English Secretary W. W. Hatfield has issued a bulletin of special interest to all professionally minded teachers of English. Of the national organization it is said:

Many teachers of English do not know that there is a national organization for them. Very few realize fully what it has accomplished. Present conditions make it seem hardly credible that so recently as 1911 the teachers of English of the United States were practically unorganized. At that time the powerful New England Association of Teachers of English was already active, and the Illinois Association was doing significant work; but such local groups were few and pitifully isolated. The large majority of English teachers had no opportunity to join with others for professional fellowship or the advancement of the craft. The only national body was the very informal English Round Table of the N. E. A.

Out of this latter, however, developed in November, 1911, the National Council of Teachers of English, which has ever since then exerted a strong helpful influence upon the teaching of English throughout the country. It has served as a clearing house for the existing local associations and stimulated the formation of a great many more. Through its programs, publications, and committees it has supplied inspiration and guidance to thousands of individuals. The important reports produced by its committees have been too numerous for mention here. One of them—that on the "Reorgan-