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REVISED
LISTS OF THE DEPT. OF
HOME ECONOMICS AT
UNIVERSITY OF ILLINOIS
1900-1901

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Mies Bevier

(Second Copy)

HOME ECONOMICS

The History of the
Dept. of Home Economics
at University of Illinois
1900 - 1921.

Isabel Bevier

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Home Econ Lib.

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NOTE:

This edition of Mrs. Bever's ms includes an excerpt from THE AGRICULTURIST on p. 10-13 which is omitted from the 2 copies of an ed. now located in the file of Bowen Personal Papers in Room 231


A. Introduction

Because of the earnest and persistent requests of many friends, I am attempting to tell, in part, the story of the beginnings of household science, in 1900, at the University of Illinois. In order to show the background of the undertaking, it seems necessary to recall some facts about (A) education in general, and (B) the ideas about the education of women in particular in the latter half of the nineteenth century. In that day the aristocratic idea of education prevailed, and a college education was still regarded as the privilege of the few. It was not for everyone; but for the lawyer, the doctor, the preacher, or the teacher; but there was a constantly increasing number of people, businessmen, industrialists, farmers, women, who did not belong to either of the classes mentioned above and who did wish an education adapted to their needs. The battle for common, free, tax-supported, non-sectarian, state controlled schools had been largely won in the North by 1860, though developed only in selected areas.

This ed was also typed on a different machine than the ed in Room 231

Information from Mrs. Joanna Hummer 4/22/63.

In the latter half of the nineteenth century, due to the development of the national life, the Industrial Revolution, the discoveries of science and their application to the affairs of daily life, the demand for education was constantly changing. All these changing conceptions of education found expression in a great variety of schools. The latter quarter of the nineteenth century was particularly rich in developing these new tools of education; namely, technical schools, manual training schools, kindergartens, land-grant colleges, scientific schools and women's colleges.



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B. The Study of the Education of Women

As has been stated the last quarter of the nineteenth century was filled with experiments in education both for men and women. In the West most of the newly organized land-grant colleges opened their doors to women in the decade between 1870 and 1880. The state universities of Utah, Iowa, Washington, Minnesota and Nebraska had been coeducational from the time of their organization. In the East the example set by the women's colleges, Vassar, Smith, Wellesley, and Bryn Mawr between the years of 1865 and 1885 were adopted and followed by the other women's colleges, so that by 1900 higher education for women had crystallized into three types of colleges: colleges for women, upon separate foundations; women's colleges affiliated with universities for men; coeducational institutions in which both sexes have presumably equal privileges. Moreover it was evident that individual opportunity was a mighty factor in education, that courses in applied science and applied arts would have a place in the school programs and that a knowledge of the classics was no longer the only measuring unit for educational standards.

But it is to be remembered that while the doors were open to the higher education of women, there were many doubters and dissenters. Boards of trustees and school men in general were much divided in their opinions and at a real loss as to what to do with these women. The result in these early days of the beginnings of so many kinds of education is explained by the statement of Henderson, "If one does not know where one wishes to go, there is small chance of success in devising a program for arriving. These ideas were summed up by President Eliot in an address he gave in 1907 on the occasion of the twenty-fifth anniversary of the founding of the Collegiate Alumnae, now the Association of American University Women.

"It used to be said that the health of college women could not stand the strain of a college course, that their morals and manners would suffer by daily contact with men, that their mental ability would be inferior. Having shown the falsity of all these statements it would appear that women might spend some energy in developing courses of study of particular interest to themselves."

In this day and age it seems almost incredible that such objections would be raised. In that last sentence lies the indication of the new idea—that is, differentiation—that was coming to the front about the education of women. The offerings in the colleges, as they then existed, were designed especially for men, and rightly, because men were in the majority. Even the women's colleges were so interested in demonstrating the ability of women to keep step intellectually with the men that they had copied bodily the curriculum of men's colleges and the women in these colleges sometimes gave themselves too strenuously to the fulfillment of that proof. An analysis of the points of view presented about the education of women at that time shows a recognition of women's rights to higher education as a necessity for herself and vital to the life of the nation; an appreciation of the great enlargement of the field of women's activities which resulted from industrial and social changes in civilization and a consequent need for a different training for women as well as a general feeling that consideration must be given to the different functions of men and women in society; and finally, a very general agreement that co-education was a powerful and probably permanent feature in education, valuable not only because of economic reasons, but also of yet greater significance, because comradeship in education fits both men and women for a better appreciation of the world's work and their respective parts in it.

Neither men nor women overlooked the biological and social arguments for difference in training for men and women because they perform different

functions in society. Neither men nor women were willing that the best interests of the home should suffer from any cause and particularly not by the hand of woman. Co-education was clearly one great step in the evolution of woman's education. The question arose what was the next step. An excellent answer to this question was given in 1907 by Doctor Elmer E. Brown, then United States Commissioner of Education.

"The question of women's higher education in America seems to me to lie about as follows: That, after the great advance we have made in this field which has commanded the attention of the world and the admiration of a good part of the world, we have come to something like a standstill and some of the most important steps have not been taken as yet. It has taken a great struggle to establish fully the higher education of women as a simple human need. But that battle has been won. The integration of women's education with the general scheme of education has been brought about, but the differentiation of woman's education is yet to be accomplished (and yet unaccomplished in 1934). Let us admit that the task of integration was by far the greater task, but does it follow that the differentiation of woman's education is no task at all? Or to put it in other words, the functions of men and women in society are different in many ways. Do these differences lie wholly beyond the range of education? I am confident that they cannot permanently be left outside of the range of education, but the task of bringing them under educational treatment is one of the greatest difficulties. It calls for the highest exercise of inventive skill and patience. In co-educational institutions under a system of free election, the problem tends to solve itself by the gravitation of women toward certain courses and of men toward certain other courses, while still other courses are common ground. But this solution is only partial and unsatisfactory.

and now comes what seem to me very prophetic words). There will be some y an education for homemaking, and for woman's leading part in the finer rna of social intercourse, which will do on the higher academic plane at was done in a more petty way generations ago, in popular finishing schools for girls. But this too is only a part. There is to be further serious preparation for woman's part in the economic, the industrial, and even the political world." This statement of Commissioner Brown ows clearly that woman, through education, had entered into the larger fo; the question of her path in it, however, was a difficult one yet be worked out.

The quotations thus far have come largely from school officials. is perhaps well to look at the trend of the times as shown by topics scussed in educational literature of the day. The following statements e taken from three addresses by leaders of note. Attention is called rat to the suggestive titles, "The Home and Higher Education," "Prac- cal Applications of All Learning to Better Living," and "Cross Purposes Education." Let us listen first to Carrie Chapman Catt, leader in e suffrage movement:

"We may not locate the new home in space. We may not describe e material equipment, but we may rest assured that so long as time shall st whenever two congenial souls shall meet, they will unite in the old et way ever new, and where they pause there will be a home. That o will continue to be the bulwark of our nation and our race. Chil- n will come to it more beautiful, better born, and better trained than have been. In the transition which we could not stay if we would, the ernal forces of evolution may be trusted to save the race from mistakes e serious. Meanwhile it is our present duty to hail each college woman

as well as each college man as a possible apostle of the higher life, and our safest guide will be the motto, 'Liberty to all, curtailment of opportunity and growth to none.'

David L. Kiehle, Professor of Pedagogy, University of Minnesota, says:

"The industries and the technical schools opened to her were planned for men and from them she must choose those adapted to her tastes and capacities. * * * Surely this is great progress, one in which our country takes precedence over all others and yet this is not the goal for women and their education. The significance of what we have done is, in so far as men and women have common abilities, common rights, and common aims, they may study and labor together, but beyond the point of differentiation, in a department of life which belongs preeminently and exclusively to women, namely, the home and motherhood, no provision has been made. So noticeable is this neglect that the criticism has been provoked that we are educating daughters for shopkeepers and artisans, instead of for wives, mothers and homemakers."

Sarah Louise Arnold, Dean of Simmons College says:

"If the maintenance of a finer order of home is a matter of deepest concern to the community, it logically follows that the appropriate training of the mother, the homemaker, is essential to the general welfare. We shall be wise, then, to test every plan for the education of women, not merely with questions of immediate expediency or of personal advantage, but always with the thought of a larger contribution to the common good and the higher function which woman can never surrender. * * * The education of women should insure, first, the general schooling which is essential alike to the development of both boys and girls; second, for the sake of the individual as well as the community—preparation for self-maintenance, whether this duty is immediately imperative or distantly possible; and third, adequate preparation for the responsibilities involved in the direction of the home. * * *

"We cannot too gratefully acknowledge the beneficent service of the college for women, yet it has not completely fulfilled its function, for it is of the deepest importance that the college woman with her far-reaching influence should from the beginning conceive the true proportions of a woman's education, that the standard of liberal education for women should include adequate preparation for her sacred and imperative task. But is it not true today that the girl may complete her prescribed courses in the academy or college, receiving with credit the diploma and degree, and yet may not have heard within the school or college walls any reference to the tasks and responsibilities which her home will bring her. Does not this very fact, the exclusion of such reference--and with it the ignoring by common consent of any studies or subjects which would fit her for her essential function--establish a trend away from the proper consideration of such duties and responsibilities? In our efforts to secure a general education for women, have we not come to over-emphasize and over-estimate scholastic ability, to magnify schooling and to minimize the value of the qualities and of the knowledge which are essential to the fullest development--and particularly that knowledge and those qualities upon which her success in her home administration will depend."

This review of the situation with regard to the education of women at the beginning of the twentieth century as presented by these leaders in educational ideas, brings one face to face with the gravity of the situation--with the anxiety of these leaders concerning the next step in education for women, with the tremendous opportunities and obligations which they saw were just ahead. The field of woman's efforts had been greatly enlarged, the tools of her life work changed. All agreed that adjustment to a new order was the call of the hour. Women had no desire to

evade their high duty as conservers of the race. The home was still the bulwark of the nation, but it was to be in many ways a new home in which all that was best of the old was to be retained, modified by new conditions and with new problems. The ingenuity and inventiveness of the old days were needed more than ever, but they had to be exercised in a different way. Wise selection was more difficult because of the number and variety of materials from which to choose. Demands from outside the home, social, civic, philanthropic, economic and educational must be met. Surely, the question "What training shall best fit the woman for her tasks new and old?" could not be hastily answered. Apparently no one way would be sufficient for such numerous and varied demands. Differentiation in education as suggested by both Elliott and Brown seemed the answer of the hour.

For one group, those interested in a scientific study of the problems of the home, the way out was shown most clearly by that powerful agency for the education of women, the land grant-college. There, for twenty-five years the several states had been working on the question of the differentiation in education along the line of the application of science to the problems of daily living on the farm and in the shop. One can hardly overestimate the far-reaching results of the land-grant college in the development of education for the common life and the daily task. It was a new experiment in education. They expected to do the unusual and that idea was good for conservative women. Men were studying chemistry and bacteriology, not because somebody said those studies ought to form a part of a liberal education, but because they expected to use that knowledge later in soil analysis or in work in the dairy. [It is not too much to say that many a woman's first work in chemistry was a more or less indefinite playing with test-tubes in which one of three results was expected, a beautiful color, a bad

odor, or an explosion.] But the work of the men in the land-grant college helped the women to see that there was a field of applied science for women as well as for men. They realized later that the laws of heat could be illustrated by the kitchen range much more adequately for them than by the steam engine, that the life history of bacteria could be studied in many household processes and that the reactions of acids and alkalis were common phenomena in household processes. Thus there came into being the applied science side of home economics. Applied art was a later development.

When those interested in finding a place and a way for teaching the problems of the home in the college sought guidance, they found the direction for that development had been sketched out a generation before by an American woman, Catherine Beecher, a contemporary of Mrs. Willard and Mary Lyon, two other outstanding leaders in the education of women. To be sure, from time immemorial the care of the home and children had been assigned as woman's proper sphere, but it remained for Catherine Beecher to indicate just how the training needed in this sphere was to be provided. She wrote, taught, spoke, always with an appreciation of the importance of the home and family as a factor in the nation's welfare. She said, "The American nation is demonstrating the principles of democracy to the world. * * * * The success of a democracy depends upon the intellectual and moral character of the people. The proper education of a man decides the welfare of an individual but educate a woman and the interests of a whole family are secured."

She shared with Mary Lyon the idea that schools for the higher education of women must be endowed and organized on a permanent basis like the colleges for men. Catherine Beecher's most significant contributions to the education of women, in the vocabulary of the present day, are (1) the importance of the scientific basis as the preparation for an intelligent study of

the home and (2) economic independence for women. Her ideas about the scientific basis are clearly brought forth in her book "A Treatise on Domestic Economy." This book combines in an unusual degree principle and practice. For example, the arguments for home economics in education as set forth in a chapter on "Domestic Economy as a Branch of Study" are cogent today.

Miss Beecher's work for the economic independence of women culminated in the formation in 1852 of what appears to be the first organization of women for the improvement of education. The purposes of this association were explained by Miss Beecher in 1855 in the "Letters to the People on Health and Happiness." The name of this organization was the American Woman's Educational Association. Its object, as stated in its constitution was:

"To aid in securing to American women a liberal education, honorable position, and remunerative employment in their appropriate profession, the distinctive profession of women being considered as embracing the training of the human mind, the care of the human body in infancy and sickness, and the conservation of the family state."

If space permitted, attention in detail would be given to Miss Beecher. She wrote in 1835 on the "Education of Female Teachers" in which she states further with unusual clearness the attitude of mind with which an intelligent woman should consider her training for the varied duties of the home, also to the "American Woman's Home or Principles of Domestic Science," published in 1870. "A guide to the formation and maintenance of economical, healthful and beautiful Christian homes." It contains plans for what is a very modern development--the practice house in connection with the proposed technical college for women which the Woman's Educational Association had attempted to introduce.

The other group came to be designated as the cooking school group.

They disclaimed all knowledge of science but answered with emphasis that they could cook and quoted the adage, "The proof of the pudding is in the eating." Leadership in this group belongs to Miss Corson of the New York Cooking School, Mrs. Lincoln and Miss Parloa of the Boston Cooking School and Mrs. Rohrer of the Philadelphia Cooking School. An immense amount of good was done by this group in raising the standards as to what constituted good food. They conducted classes for all sorts and kinds of people from plain cooks to ladies' classes.

Miss Corson's fifteen-cent dinners for working men's families were so much in demand that 50,000 copies of them were distributed. In my opinion, Miss Parloa stands quite alone in this group because of her breadth of view, her open-mindedness, her keen appreciation of essentials and non-essentials, and her infinite capacity for taking pains. Although she had cooked vegetables for years, when the Department of Agriculture asked her to write a bulletin on that subject, she asked to be given the opportunity to wait until fall to write the bulletin in order that she might grow the vegetables and cook them in the summer. My visit to her home in Bethel, Connecticut I count as one of the privileges of my life. We had for dinner a few of the vegetables that she was growing and she explained that she was glad to have company because they could not keep pace in eating with the growing vegetables.

The work of these cooking schools in the decade from 1870-80 made a real contribution to better standards in food and aroused public sentiment. They demonstrated beyond a shadow of a doubt the desirability and possibility of having good food, well served, at small expense and so ministered to a universal need. It was their privilege to touch at first hand the homes of all classes of people and so to create a demand for instruction in the arts

of the home in the public school. The records show that again and again domestic science was introduced into the public schools only after some public spirited citizen had demonstrated those benefits in a private school. In fact domestic science was put into the public schools of Urbana by Mrs. S. T. Busey, for many years a trustee of the University, who had become interested in the work done in other cities, and almost all of the schools named have modern outgrowths of their early work. For instance the Woman's Educational Association in Boston is an outgrowth of that work and the Boston Cooking School, continued until in 1902, when it was made a part of Simmons College.

C. Education at the University of Illinois

Illinois shares with Kansas and Iowa the honor of being among the first to recognize the opportunities and responsibilities in the field of the education of women, so that in the decade between the '70's and '80's, when many state universities took the risk of opening their doors to women, these three institutions went a step further and sought to put some emphasis upon their education by offering courses especially for women. Apparently Illinois lacked the persistence of Kansas and Iowa for after six years which ended in the marriage of the President of the University and the Professor of Domestic Economy, special efforts for the education of women in this institution ceased.

In 1900 under the presidency of Andrew Sloan Draper when a new order in agriculture was undertaken by Dean Davenport, the suggestion of the education of women was considered and steps taken to open a department to represent their interests. By that time President Draper had been working hard for six years to overcome what he and Governor Altgeld regarded as the one-sidedness of the University.

"The Agricultural College was improving. The Engineering College, one of the first in the West was one of the three largest in the country, the College of Science was favorably known for its research; but the University was so ill-equipped for the teaching of literature, history, the library, business, economics, and law that no far-sighted student would attend it to pursue these branches. Governor Altgeld wished all the poor youth of the state to have the same educational opportunities as children of the wealthy and he believed that only a well supported, well rounded state institution could create this. Nor did he wish to strengthen the liberal studies alone. For he thought that no matter what he had or what professional training an Illinoisan might desire, he ought not to find it necessary to leave the state supported schools, and he lent his whole support to the policy of experimentation which was to forward the Law School, the Medical School, the Schools of Pharmacy and Dentistry, and to strengthen the Graduate School."

Dean Davenport's efforts toward building up the new college of agriculture had borne fruit in many ways. The most tangible evidence was an appropriation for \$150,000 for a new agricultural building. It takes some imagination to visualize the five buildings on the campus when I arrived,—the President's House, University Hall, Chemistry—now the Entomology Building, part of the Natural History Building, and the Engineering Building. The appropriation for 1899 was \$593,566 and \$50,000 interest on endowments. Of this amount \$150,000 for the Agricultural Building and \$10,000 for a course of Domestic Economy are of special interest to us. But these statistics give no idea of the atmosphere of the campus. It was literally buzzing with newness, new buildings, new courses, new members of the faculty; Miss Katharine L. Sharp and Miss Violet D. Jayne were already at their respective jobs in the library and as Dean of Women; and a spirit of adventure, open-mindedness

and experimentation prevailed. The list of new undertakings that had followed in the wake of President Draper's arrival were the Music Department, Library and Law Schools, beginnings of the Chicago schools of Medicine, Dentistry, and Pharmacy came trooping along and in the words of Alice in Wonderland, "In my country one must run to keep up." And into all this newness I came from ten years' experience in teaching chemistry and natural science in women's colleges in Pennsylvania and Ohio and a year's residence in Boston, where I had studied in the Massachusetts Institute of Technology with Mrs. Ellen H. Richards and Professor W. T. Sedgwick.

[I shall never forget my first impressions of Champaign that April day when I arrived to be looked over. I was the guest of President Draper and after luncheon he took me for a drive and I thought I had never seen so flat and so muddy a place, no trees, no hills, no boundaries of any kind. This lack of boundaries, physical and mental, the open-mindedness of the authorities and willingness to try experiments, indeed their desire to do so, opened up a whole new world to me.] President Draper and I soon found one common bond, possibly a surprising one, our love of fine horses. I felt almost as if I had been riding with my father. We went to see Dean Davenport in the house out by the barns and he and I looked at the New Agricultural Building and talked about farm life and the education for it. I remember I told Dean Davenport I had been reared on a 200-acre farm and felt that I knew much of the life that went on there, but Illinois University seemed to be working on the 800-acre basis.

Then I had a conference with that gentleman of the old school, Vice-President Burrill, on education and life, both of which he understood so well. By the time these conferences were completed I was ready to agree with President Draper's statement, "We don't have much scenery around here, but we do have a good crowd to live with."

There is another vivid memory of that visit. On Sunday afternoon we went to the "Chapel" in University Hall to attend services held in honor of Professor Morrow, Dean Davenport's predecessor. I recall that Professor Stephan A. Forbes made the principal address and that I thought it good, as I learned afterward his addresses were sure to be. But my most vivid memory is of the ugliness of the room, shape, size, color—an awful blue. I could not help contrasting it with the beautiful, new, well-proportioned, and well-furnished chapel in Lake Erie College from which I had come.

I cherish yet that fateful telegram dated April 19, 1900, which read as follows:

CHAMPAIGN ILLINOIS APRIL 19 1900
 MISS ISABEL BEVIER LAKE ERIE COLLEGE PAINSVILLE OHIO
 TRUSTEES YESTERDAY ELECTED YOU PROFESSOR OF HOUSEHOLD SCIENCE
 AT FIFTEEN HUNDRED DOLLARS PER YEAR AND MISS SPRAGUE AT EIGHT
 HUNDRED WILL YOU BOTH ADCEPT ANSTER PAID

A S DRAPER

2:44 p.m.

[I had long before decided that I would not spend my years teaching in any woman's college, although I had learned much while living in them. But I had never been able to make them seem other than abnormal places of residence for me. My association with my father and three brothers as well as my training in coeducational colleges had made me entirely coeducational in all my sympathies. Moreover, these years had given me some rather definite ideas as to what I thought constituted a liberal education for women, and I was so pleased to find that I was to have my chance to plan a course that would help me realize my ideal.] My enthusiasm for this new chance was

checked when I realized in part the size of the venture that I was to undertake in September and my consciousness of my lack of either experience or training in what was then known as domestic science. To be sure when I was studying Chemistry with Professor Albert W. Smith of Case School of Applied Science he had told me that the place for women in chemistry was in food chemistry, and acting upon his suggest I had studied food chemistry in Massachusetts Institute of Technology and in Professor W. O. Atwater's Laboratory. Also I had made it plain to President Draper and Dean Davenport that fine cooking was not in my repertoire and both Mrs. Richards and Professor Atwater had emphasized the fact that my special training had been in the chemistry of foods and nutrition. Indeed I learned some years later that Professor Atwater had written definitely to President Draper that if the department was expected to be organized on cooking school lines, I had better not be called as I would be a misfit. President Draper had said to me, "I don't care if you can cook or not, I will get somebody to do that. I want you to run your department and it will be judged by the results obtained in its laboratories and class rooms and its success by the measure of University respect obtained for it."

I devoted considerable time that summer of 1900 to collecting ideas, at the Lake Placid Conference, which was then and for many years the best source of ideas for this new type of work. On September 1, 1900 I arrived in Urbana, settled my possessions in two rooms at 202 West Illinois Street and sought conferences with my superior officers.

President Draper told me to visit the various departments and see what I could find that I wanted to incorporate in the new department. My pedometer showed that for three days I had averaged five miles per day in even the restricted space from the Engineering Building to the top floor of

a Natural History Building where the department was temporarily located. a New Agricultural Building following the lot of new buildings, as I learned toward, was not ready for occupancy. Each day was an adventure into the ent unknown. The liabilities of the department were many, its assets chiefly e good will, far-sightedness and the genuine interest of those in authority, asset not to be lightly esteemed.

[The naming of this new educational child was entrusted by President Draper to Dean Davenport, Vice-President Burrill, and me; and here Dean Davenport's guiding hand appeared. The three of us wanted science as the basis and the scientific approach to the subject, but it was Dean Davenport who said, "I believe there will be some day a science of the household. Let's get ready for it and develop it." So the child was named "Household Science" and thus due warning given that neither a cooking school or a milliner's shop was being opened in the University. Immediate plans had to be made for class instruction. The new laboratory could not be ready before the second semester, but Doctor Burrill said, "It has been advertised all over the state that a new department is to be opened, so you must teach something."] That was quite a poser but I was so anxious not to have the food work begin until the second semester of the first year that I was glad to do anything that would help toward that end. The fact that we could have no laboratory was a great help in that plan.

In my search for ideas and help I went naturally to the chemistry department first, because of my experience as a teacher of chemistry. I found Professor A. W. Palmer and Doctor H. S. Grindley most anxious to be helpful. Also Mrs. Richards had told me to go to "That nice old man in engineering, Dean Ricker, he is the best of them all." I found him most helpful because through his influence as well as that of Professor J. M.

White was established that connection with the Engineering College, for many years the only such alliance in the country. That connection enabled us to provide for this wonderful opening course which both Dean Davenport and Vice-President Burrill had said must be given to the freshmen if we wished to build up a strong department. After much thought it was decided that the course formerly given in the College of Engineering, which had included six lectures, each on history of architecture, heating, and plumbing should be moved over, revamped and renamed in the Department of Household Science. Professor White came nobly to the rescue and we opened a course in home architecture and sanitation. I chose that name because I thought I could teach a greater variety of things about the house and the home under that name than under any other, and I wanted the class to begin early to understand that what we were working at under any and all names was the home.]

The Lake Placid Conference had suggested that the work in Home Economics should center around food, shelter, and clothing and I chose to begin with shelter so as to have a tangible basis for the work. In Household Science 2, as we called home architecture and sanitation, Professor White taught house planning most skillfully. Other members of the engineering staff gave lectures on heating, plumbing, and lighting, while Dean Ricker gave a course in the history of architecture and I supplied the woman's point of view about the home.

I still think we planned better than we knew when we made that approach to the subject. Almost da[wn] I went to Dean Davenport to recount my successes and failures and to find out what to do next. You who knew his facility in that direction understand that I was never without a job. There was always in Dean Davenport's mind the broader outlook, the ability to see things in their relationships. These qualities made him a wonderful

dean for a department looked upon with suspicion. ^{ad} The thing of putting science into the household was not always kindly received. Even the dean of Liberal Arts, though kindly disposed, had said, "How much credit are you asking for bread baking?" , and I said "Not much, because we are not baking much bread." It was a source of real satisfaction two years later to have that same dean say to me, "We are making some changes in the catalog in Liberal Arts and I would like to include two of your courses, namely 'Home Sanitation and Home Decoration.'"

Dean Davenport had always time to listen, to evaluate, to decide about the time to be spent in courses and the proportion of credit for the whole group. It was decided at the beginning that only about one-quarter of the student's time should be given to household science because of the requirements in science, history, literature, all of which we included in our plan for a liberal education for women. A colleague of mine working in Missouri at the same time once said, "I don't know as I would like to have a dean that knows as much about home economics as Dean Davenport does. I wouldn't know whether it was his course or mine." I was never troubled that way. I always knew it was a composite, gathered from many people.

Miss Elizabeth Sprague mentioned in the telegram had been too ill to come so I was left to open the ball. The annals of the University of this time furnished the following data:

March 13, 1900, Department of Domestic Science established.

September 1900, Organization of the School of Household Science.

The University catalog of 1899 and 1900 contains the following statement of offerings under the caption "Household Economics". This variety of courses shows something of the confusion attending the work.

Catalog, 1899-1900

Household Economics Offerings

Architecture

Chemistry

Bacteriology

Economics

Physiology

When registration had ended we found that we had 20 students and two courses, one "Architecture and Sanitation," for the first semester, and "Selection and Preparation of Food," and "Home Decoration," for the second semester. Later in the semester we moved into the north wing of the New Agricultural Building and proceeded to plan kitchens and the beginnings of a chemical laboratory. For the one course which I felt really prepared to teach there were no students. I had worked it out when in Massachusetts Institute of Technology and it had been approved by Mrs. Richards and Professor Sedgwick, and I had taught it at Lake Erie College. It was the study of food and nutrition, but no student had sufficient work in either foods or chemistry to take it.

I had, however, plenty to do in the course in Architecture and Sanitation and the plans for the development of the courses listed. The plan of the work in foods proved to be a real undertaking. In those days where to begin with foods was a great question. When I sought help on the question of the first lesson, some answered "with water", others "with fire." Nine land grant institutions had courses in "Domestic Economics" in 1900, Iowa State College, Kansas State Agricultural College, South Dakota State College, Oregon State College, the Agricultural College of Colorado, Colorado Agricultural College, Michigan State College, Ohio State University, and Montana State College. But judged by their catalogs the courses seemed to me to be on the cooking school basis. The courses were

ed as cooking, advanced cooking, including salads, which I had thought
 mostly from raw materials. I sought for another classification and
 ally decided to use the method with which I was familiar in the teaching
 Chemistry; namely, to take the classes of food and study one class until
 student knew something about it. Proteins, fats, and carbohydrates were
 classes. I decided to begin with; protein because of its importance and
 use it would give us the work with meat in midwinter. "Cooking" seemed to
 be inadequate that after much thought I chose "Selection and Preparation
 of Food" for the title of the first semester's work in foods and "Economic
 of Food" for the second semester's work.

For the home decoration work I begged, bought, and borrowed all
 sort and kinds of house furnishing materials, from Tiffany vases to six-
 wall paper, and fitted up a room in the new building to illustrate
 the furnishings.

No day passed that some one or ten people did not appear to see
 "noo buildin'" and the "noo" woman, or to find out about something. There
 distinguished visitors who wished to have explained how cooking could
 be in a University. Teaching classes, planning courses, answering the
 phone, and receiving visitors kept me busy.

One morning in the early dawn when I was mapping out my day's work,
 I said to myself, "It is not fair to my class to have all these interruptions
 telephone and visitors. I am going to pay no attention to the telephone."
 We only well started in the class work when the telephone began. Re-
 sisting my resolution I kept bravely on as did also the telephone. Finally
 I picked it up as a hopeless task and went to my office to answer it and
 Doctor Burrill at the other end of the line saying, "When we get the
 building, what do you think we had better call it? Just the Women's

"... or Gregory Hall, or some other name?" Stalling for time I said, "Oh I can't recite suddenly on such a big question. Let me call you later," and went back to my class.

About two minutes later I heard steps on the stairs. Soon Dean Davenport, accompanied by two gentlemen, passed the door with a nod which seemed to say, "Your office, please." I went in to be introduced to the noted Irishman, Sir Horace Plunkett, and Sir William McDonald, the Governor General of Canada. Needless to say my resolution faded in the face of such opposition, and Dean Davenport saw that I needed a secretary and provided one.

Critics came too, one a superintendent who had two daughters in school and who knew exactly what ought to be done about woman's education. At the very sight of him I knew something was the matter. One night after a hard day, as I was leaving the building I met him at the head of the stairs and rather surprised him by saying, "Well, I am in a hurry, what is the matter? Let's have it now." He said, "What do you mean?" And I said, "There is always something the matter and I thought we might as well get it over with." "Not exactly a tactful procedure, I admit. He said, "Do you know you haven't the word 'Cooking' in that catalog once?" I was greatly relieved and I said, "Oh, that is because cooking is not all that we do with food, some we freeze, some we dry, some we just wash and eat raw. I wanted a chance for a large liberty in my work in food so I said selection and preparation which covers much more nearly what I want to do."

Then there was the man who was fond of horses. I had spent considerable time and thought on fitting up the hall at the head of the stairs so as to make an attractive reception room and Professor Wells and I had been commissioned to go to Chicago and select some pictures and some chairs and a book rack to add to its attractiveness. The pictures were Corot's "Dance of

the Nymphs," "The Gleaners," and one other of that type. They had been framed according to the custom then--in rather broad frames. Imagine my surprise to have this man say, "If you don't look out the first thing you know you will just have a collection of frames here. Why don't you have a picture of a good horse?" I was amused, but I hesitated a moment and then I said, "I don't know where I can get a picture of a good horse. Could you get one for me?" He didn't seem so certain that he could produce one.

[Day by day I was acquiring the idea of what the land grant college meant in education, which was the idea that it belonged to all the people, that the state university was to serve the interest of the state, that what we found out in our laboratories if helpful was to be passed on. This viewpoint was very different from what I had been accustomed to. I had been associated with the aristocratic idea of education. A responsibility was undertaken for interpreting the common life and the daily tasks on a scientific basis. So far as women's education was concerned just at that time this idea from the land grant college of working on a scientific basis was a very great contribution. The cooking schools with their rule of thumb methods could not get very far, but the scientific explanation for the action and reaction of heat, cold, acids, and alkalis opened up a whole new world in the then much discussed food question.]

[I quickly learned to distinguish the visitors who came from the scientific field from those interested in the classics. When I said to the former, "We are trying to make application of science to the problems of the home," they would make some statement that left no doubt that they understood my language. But the classicist said, "Y-e-s. Are we too late for breakfast? Are the biscuits cold?"

Another of my surprises in these early days was the attitude of

there in authority toward religion. I came with the idea that land grant colleges were very godless places and I found each of my superior officers pillars in their respective churches, men not only of high principles but active, outspoken, working Christians, and the student Y. M. and Y.W.C.A. were factors in the social and religious life of the student body. In those early days I think the land grant college did much for the farm boy and girl, not only in broadening their intellectual horizon but in developing their social life. The contacts in classroom, clubs, churches, Y. M. and Y. W. C. A. of all classes and kinds from all the colleges of the University gave the country-bred individual new ideas as to the importance of social gifts and to the town-bred group respect for the substantial qualities of his country cousin. "A teacher of English, city bred, said to me, "I am glad to have the Agriculture boys in my classes. They have not read anything and don't know English, but they go to work at it just as they would work at digging ditches. They work intelligently and they soon learn to read discriminately." A woman who came to my staff from a land grant institution in the Northwest said, "The Illinois Home Economics girls have a very different social status from what I have been accustomed to. The Illinois girls seem to be in the center of the campus social life. Those I knew were segregated."

All this was what we called inside work, but many contacts had to be made on the outside. Dean Davenport had me visit three what he called typical Illinois homes. Each was a 800-acre farm. To be sure I learned later that not all the Illinois farms had 800 acres, but the Raymonds and the Fulmer-sons were leaders in better farming and better living. The Farmers' Institute was already a growing concern and the woman's division, afterward named the Household Science Department of the Farmers' Institute was already at work under the leadership of Mrs. Dunlap, Mrs. Raymond, Mrs. Carter, Mrs. S.

King and others. Through these women arrangements were made for the school for housekeepers which was held the last two weeks in January and brought together from 100 to 500 women for demonstration and discussion on the problems of the home. Dean Davenport was interested in having me visit other institutions in which similar work was being conducted. So I went to places as widely separated as McDonald Institute in Canada, The Detroit Manual Training School, the Philadelphia Museum. I spoke at Farmers' Institutes, at the educational meeting of Canadians at Toronto, and made my debut at the annual meeting of the Farmers' Institute at Jacksonville, Illinois in February of my first year. Mrs. Carriell, the daughter of Johnathan B. Turner of land great fame told me years afterward that I turned to her as I sat on the platform trembling and said, "If I had known that this kind of thing went with my job, I would never have accepted the position."

The following excerpt from the address given at Jacksonville will show something of what we were attempting.

"We come now to consider the second question, what do you mean by household science? Youmans has said it includes a study of the agents, the material, and the phenomena of the household. We need to pause a moment and repeat the words to appreciate the largeness of the suggestion. The agents-- heat, light, food, electricity, cold; the materials--^{who will} the air we breathe, the food we eat, the water we drink, and the houses we live in complete the list? It is well to remember that principles are universal, while the applications are special and particular. The general laws of heat are as true for the modern range as for the steam engine. The painter, the decorator, and the dyer have a technical interest in color but the woman who would give beauty and personality to her home by a harmonious blending of color cannot disregard these same principles that govern the technical work. Woman have been rather slow to recognize the close relation science sustains to the

affairs of the home and by some strange oversight provision has not been made for them to apply their science in a field particularly their own. Is there any good reason why the girl should not apply her knowledge of chemistry to bread and of bacteriology to the processes of fermentation? I believe it is our privilege to benefit by the educational experiments conducted on the men. They have tested successively the classical school, the manual training school, the technical school, and our universities stand today because men have found that the wisest development, the truest unfolding of the human spirit was to be accomplished, not by any one of the schools but by the correlation of the best elements of each. This brings us directly to our last topic, the position of household science in a state university. I answer, to provide a place and an opportunity for the correlation and application of the arts and sciences to the home. I know of no one place more fateful for good or evil in the life of the individual or the nation than the home. As the equipment and advantages of the University greatly exceed those of any single college, so are the opportunities for the household science department greatly multiplied. . . . The college of science can reveal to the students some of the mysteries of the laws of life. The College of Liberal Arts can give them a truer conception of their own place and work in the world by the study of the history and literature of other peoples and tongues. The eye can be trained to recognize the beauty of color and outline and the hand to express it by the work in the College of Architecture, and the decorator can show how to construct and adorn the house beautiful. A wise selection and correlation of work in these various lines, combined with the work of the household science department, affords an unusual opportunity for that symmetrical development so greatly to be desired in educational training."

One other outstanding event so far as agriculture and household science were concerned in that first year was the dedication of the new agricultural building. While the interest centered in agriculture, we had to put our best foot forward to show our part in the new building, namely, the north wing over the Dairy. By that time we had a kitchen, an office, a part of a chemistry laboratory, two classrooms and illustrative material of various kinds. There were many distinguished guests. We were especially interested in Miss Alice M. Ravenhill, who was sent to the United States by the English government to study the work of Household Science in the United States. Her own work in London had made its approach through hygiene. We found her a most interesting and stimulating woman and afterward we read with admiration the report of her visit to the United States, because of her understanding of the movement as a whole.

President Draper had said to me, "I don't care very much about you running around the country for the farmers' institutes. I doubt if you have the time to give to them, but I do feel that you ought to go the state meetings like the Federation of Women's Clubs and the educational meeting at Springfield." So for ten years I went regularly to represent the University at the meeting of the Federation of Women's Clubs and told them of our plans and our problems. In its early days I wasn't particularly enthusiastic over the women trustees. They seemed to me not to understand what we were trying to do nor to be very much interested in it. During the first semester Miss Cornelia Simon had been added to the staff and word had reached us that the trustees were to meet at the University. Miss Simon was much surprised when she said to me, "I suppose the women trustees will come here first." I said, "I doubt it. They usually go to the cattle barns and don't have time to get here." I do not wish to seem unappreciative,

after the first few years the women trustees and I spoke the same language and understood each other.

The following extract from the catalog of 1901-1902 tells something of the idea back of the work:

"The Household Science Department of the University of Illinois is one of the new departments being only a little more than a year old. Its position among the departments is somewhat unique because of the correlation of its work with the offerings of other colleges. The introduction of a Department of Household Science into our colleges and universities is substantial evidence of a change of ideals in education, particularly in the education of women. Social and industrial forces have made themselves felt in the curricula of our colleges and universities. The Household Science Department of the University of Illinois may be said to put the emphasis upon three things: (1) a symmetrical education on a scientific basis. There is no necessity to plead now for the recognition of the claims of science. Its contribution to the sum of human knowledge gives it first rank among the beneficiaries of mankind. The accuracy, thoroughness, and breadth of mental vision which its study justifies are the most desirable mental attributes. (2) It emphasizes the benefits of applied science for women. This is in a sense a departure from the traditions of the fathers, more particularly from that of the mothers. (3) The Household Science Department asks for the recognition of the home in the education of women, it being the one place to which the energy of most of them is directed. Women are everywhere members of a household; their health, their comfort, their efficiency oftentimes depends upon a knowledge of household processes and the science which underlies them."

The following data is summarized from the catalog:

1900-1901

Miss Bevier and Miss Simon

Courses

1. Selection and preparation of food.
2. Home sanitation
3. Elementary home decoration
4. Chemistry and nutrition of food
5. Dietetics

1901-1902

Miss Beatty and Miss Bevier

Courses

- E* 1. Selection and preparation of food
- B* 2. Home architecture and sanitation
- B* 3. Elementary home decoration
- 3* 4. Chemistry of food and nutrition
- E* 5. Dietetics and household management
- E* ✓ 6. Economic uses of food
- C* ✓ 7. Textiles
- B* ✓ 8. Personal and public hygiene
- B* ✓ 9. Seminar

The same courses were offered in 1902-03 and in 1903-04. In 1904-5 there were ten courses and two graduate courses.

The enrollment reads:

1900 First year - 20

01-02 Second year - 40

02-03 Third year - 60

03-04 Fourth year - 80

1903 is most important because in that year the Legislature passed the bill appropriating \$80,000 for a new woman's building. Much credit for

is due to the persistent and wise efforts of Senator and Mrs. Dunlap.

The first class was graduated in 1903--Miss Ellen Huntington, Miss
bel Nelson, and Miss Ruth A. Wardall. That was really a great event and
less a person than President Van Hise of Wisconsin came to see the de-
partment and asked particularly that he might see what manner of women were
seniors. In 1904 there were four graduates, and in 1905, 5.

1904 is important because it marked our attempt to find an answer
to numerous questions on household processes and products through graduate
study.

I have given in considerable detail the work of the opening years
in order to give a better understanding of the status of Household Science
at a university. [There were no precedents to follow, many rocks to be
avoided, many people to be pleased, but through it all I had the support
of those in authority and much satisfaction in developing a new work. It
was a cause of real regret to me when President Draper left to take up his
work as Commissioner of Education in New York State. He had been such a
power of strength to me, considerate and helpful in many unexpected ways,
and appreciative of the difficulties and of my efforts.]

[The growth in number of students of Agriculture and Household Sci-
ence made necessary a change of location for the Household Science Depart-
ment. The north wing of the beautiful new Woman's Building was its next
home. The appropriation of \$80,000 had been increased by \$15,000 and on
January 26, 1904 the plans of McKim, Meade and White of New York were pre-
sented and adopted. The plan was U-shaped, 194 feet 8 inches, by 83 feet
inches, the central section being planned as a woman's gymnasium, the
north wing for the Household Science Department, and the south wing as
social headquarters for women.]

On October 16, 1905 the dedicatory service took place in the gymnasium of the new building as one of the features of the installation of President Edmand James James. The principal speakers were President James and President Lillian W. Johnson of the Western College for Women in Oxford, Ohio. The first classes were held in the new Woman's Building on November 7, 1905. The additional space provided opportunity for much better working conditions, called for new equipment, also provided space for the School for Housekeepers held each January which had grown in numbers from 30 to 175.

Each succeeding year saw additions to the student body as well as to the staff. The demand for speakers at the Farmers' Institute increased. A syllabus was made for the high schools. A woman was added to the staff to help them, and special thought was given to provide for teachers in the summer work. Emphasis was put upon the development of the art side of the work as told in the following statement issued at that time:

"Perhaps our most noteworthy advance has been along applied arts. Those who have investigated the subjects of textiles and domestic art in our colleges and universities realize what a heterogeneous collection is included under that title. Much of it, judged by educational, economic, and esthetic standards, is of little value. Everyone recognizes the desirability of an educated woman being an intelligent consumer of commodities that form so large a part of her own possessions or are so important a factor in house furnishings. It has been a work of much time and patience to select from the data offered those elements which ought to form a part of the university courses in textiles together with those processes of applied art which most directly concern the woman in the home. Miss Gibbs has given hours to this problem with skill and the results of her efforts, as shown in our new course in Household Art seem to me most worthy of commendation. In

this connection I would like to say that whatever may be done to strengthen the university offerings along the line of art and design will be of great benefit to the work of the Department of Household Science."

I had dreaded the change of presidency; President Draper and I had understood each other from the first and I had always found it easy to talk over my plans with him. A rumor obtained on the campus that President James had the German conception of woman's place and work and was not in sympathy with women in University pursuits. I felt that that attitude would make it difficult for me especially in the development of new policies. I was obliged to consult with the president frequently. However, he seemed business like and agreeable and my feelings were relieved. My testing time came very unexpectedly. I had gone over to see President James on a rather minor matter. In the midst of our conversation he turned to me and said in his quick, abrupt way, "Now, Miss Bevier, you know your group is not made up of college students. Oh, you may have a few, but most of them are specials and irregulars." To have this said to me after I had really battled for ten years to have chemistry as a requirement for admission to our work and had offended some of those in high places, was too much to stand. I answered quickly and with considerable feeling, "President James, you are mistaken. Our group is made up of college students. We have very few specials. I can't give you the figures now, but I can send them to your office within an hour." "All right, get them over here," was the reply and I hurried back to my office. The data was collected hastily and to my joy our proportion of special students was less than that given by the Registrar for the University as a whole. I sent the data and called attention to that fact. Later when the difficulty arose with the farmers' institute group, President James said, "I had felt from the first time that I knew of two standards for entrance, that it would mean trouble."

I came to have great admiration for President James personally and manner of doing things. He was sometimes abrupt, but you could be too. He would listen to you respectfully and tell you what he thought of the procedure. He was so impersonal. The subject of discussion was either for or against the good of the university and stood or fell by that standard. But you had your chance. If you could give a good reason for your request, and there was money available, it was granted. If you had not thought it through carefully it were wiser to stay away until you had. In no case the chapter was closed and no disagreeable hang-over because of difference of opinion. There you could do an immense amount of business in five minutes if you were ready to answer his question, "What is on your mind and heart today?" 1-2-3, and then the end, "All right, go ahead," and he sent you out of his office with new courage.

In 1908 two new ventures were undertaken. So many questions were being asked in the class rooms and over the state about the daily processes and products of the home that the necessity for research work had long been evident. The Department was fortunate in securing the service of Miss Nellie Goldthwaite, A.M., Ph.D., who had been for several years head of the Department of Chemistry at Mt. Holyoke College and later was research assistant in the Rockefeller Institute for Medical Research. Incidentally it may be added that Miss Goldthwaite was the first woman secured by the new Department of Home Economics for research work alone. She did two outstanding pieces of work; namely, finding out the answer to the question, what makes jelly jell, which answer had been carefully guarded by commercial workers. She also found the answer to many questions regarding bread, as well as saving charge of the graduate students.

The second venture was the securing of a house for an experiment station. This house at the corner of Wright and Daniels near the Woman's

Building provided an unusual opportunity for working at the problems of a home. It served as a laboratory for most of the classes. The classes in house planning, furnishing, and decoration derived the most benefit because changes and improvements had to be made by changing doors and windows, the kitchen made lighter, and the whole question of furniture and furnishings was studied. Part of the furnishings were bought in Chicago, part ~~were~~ generously loaned by local dealers.

In addition the house served as a laboratory for the community; as many as 80 visitors in one day came to see not only the furniture and furnishings but the new electric equipment. Wide publicity was given to it by visitors and reporters from Chicago and St. Louis.

Experimental House

"The Department of Household Science at the University of Illinois is conducting a series of unique experiments in what is called there the Experimental House. This house contains ten rooms, is on a corner lot very near the Woman's Building in which the Department of Household Science is located. It has been secured with the idea that a house affords a better opportunity for some forms of class work in matters pertaining to the home than does the average school kitchen or class room.

"This house is being used as a practice place by the different classes of the department. For example, last semester the classes in Home Architecture and Sanitation and Household Management found out what changes in construction were necessary to make it meet the requirements of a modern house, so far as sanitation was concerned. They also determined what changes in construction would lessen the care of it and after they had their lectures on house planning they would criticize and rearrange its divisions of floor space. It was thus possible for them to see mistakes in sizes and

shapes of rooms, the placing of the furnace, the position of doors and windows, the divisions of space.

"Two kitchens have to be equipped,- one inexpensive and the other what might be termed an expensive kitchen. One kitchen wall is painted, another covered with Sanitas. One kitchen is to have a hard pine floor, the other, linoleum over the existing soft pine floor. In the expensive kitchen the sources of heat are electricity, gas and fireless cookers; in the inexpensive one, coal and gasoline.

"The present kitchen has some very undesirable features in the shape of a corner cupboard and a sink so near the range that the usefulness of both is greatly impaired. The range is to be lifted up and the undesirable corner left just as it is until by actual experience the girls realize the difficulties, then they are expected to provide plans for the removal of these difficulties. The room was dark and had a dull gray paint on it. It has been made much lighter and more attractive by its color scheme being changed to a light yellow. All the floors at present with the exception of the kitchen are soft pine, so the class will have splendid opportunity to find out what can be done to make such floors attractive.

"Later in the year the class in House Furnishing will furnish four bed rooms with different priced furniture, so that they may form some idea how to expend sums between \$50 and \$200 wisely in a bed room. They will also furnish a living room in two different styles for practically the same money, illustrative respectively of good and bad taste in furnishing. In their regular work the class in Home Decoration furnishes four rooms, a kitchen, a dining room, living room and bed rooms. They make the color schemes for these rooms and actually select the particular pieces of furniture which are to go in them. This affords an opportunity for the student of proportionate expenditure of money. For example, if \$500 are to

be expended in house furnishing, where is the largest part of it likely to go and is that a wise expenditure?

"In connection with the work in dietetics meals are always prepared having different cost, different food values and adapted to the sick and the well. Some of this work will be done in the house.

"Graduate students can make dietary studies there if they desire.

In connection with the work given in the home care of the sick, a subject to which the department has given special attention for two years, one of the bed rooms of the house will be made to illustrate what a sick room should be in regard to furnishing and furniture. A trained nurse will instruct the class in methods of handling the patient in the bed, changing bed linen, giving various kinds of baths, making of poultices, compresses, etc. The experiment is a new one, but these few examples suffice to indicate something of the possibilities that such a house affords to a department. It seems to those most interested to constitute one of the most valuable parts of the equipment as well as to provide data concerning almost every phase of household administration."

In 1910 I was granted a much needed leave of absence. I spent part of the month of September in Boston and visited various kinds of schools. On October 1 through the courtesy and generosity of Professor Chittenden and Doctor Mendel of Yale I came to Dr. Mendel's laboratory where for two months I had the privilege of working and of seeing this great teacher at work. Then I moved on to New York City with Columbia University as my immediate goal. Here again I was given opportunity to visit their classes, see their work, go on numerous excursions from Campbell's Soup Plant to Tiffany's Glass Works. It was a real privilege.

Moreover I had the great pleasure of renewing ^{my} acquaintance with Doctor Henry C. Sherman. We had been fellow-laborers in Professor Atwater's laboratory and since those days I have have counted him as one of the most helpful of my friends as well as an inspiring teacher, and one of the leaders in the work of nutrition.

Later I visited schools in the South, notably Miss Barry's at Rome, Georgia, in Pittsburgh, in Ohio, and various parts of the Middle West. I improved my opportunity to collect ideas in regard to education.

Meanwhile the age-old conflict between the cooking and sewing school adherents and those who believed in the scientific method of approach to the teaching of Household Science had gone on ⁱⁿ the Farmers' Institute circle.

My insistence on University standards for entrance had not found favor in all quarters, particularly since the boys were admitted to the College of Agriculture on easier terms. It was no comfort to the dissenters that a representative of the Carnegie Foundation rated the Department of Household Science as the only one of the College rank in the College of Agriculture.

This opposition found expression in a resolution by the Household Science Department of the Farmers' Institute voicing its disapproval of the Department. Possibly if I had not been so busy developing the department, speaking at Farmers' Institutes, writing texts for use in the department and had had the patience and had taken the time to seek the favor of those women, the breach might have been avoided.

The final straw was my refusal to accept the proposition to work for an appropriation which the insurgents felt certain could be secured if I would agree to an advisory committee of their number to work with me for the department. I already had as advisers the deans of the three colleges

in which the department gave courses and the President of the University. Since those women and I had never spoken the same language and held such opposite ideas about the teaching of Household Science I could not expect help from such a committee. I was warned by Dean Davenport if I refused this offer I must do it at my own risk. I said, "I take the risk." Dean Davenport honestly felt that the good of the department would be served by my resignation and urged me to resign.

Fortunately for all concerned I was in Columbia as an observer when the letter came. At that distance I could have a better perspective and not trouble my friends at the University. President James and Dean Kinley were most considerate and helpful but after all the decision as to my return rested with me. I was assured by them that the way was open for me to return if I wished to do so. After much consideration I decided to ask advice from my good friend former President Draper. I knew he understood the situation. I had faith in his judgment and it was a real comfort to have the counsel of so wise a friend.

President Draper investigated and found out that the opposition was all outside of the University. He said to me, "If you leave now you can spend the rest of your life telling why you left the University of Illinois. Go back and tend strictly to your own business and I think you will be supported."

So in July I returned. President James and Dean Kinley, then Vice-President and Dean of the Graduate School, had through it all given me their cordial support, and welcomed me back. In deference to the wishes of the opposition in my absence the experimental house had been given up. I was warmly welcomed by my colleagues and by my staff and in the spring of 1911 the assembly granted our request for an addition to our Woman's Building, in order that we might more adequately serve the needs of the ever

increasing number of women. I may add that later Dean Davenport came and said, "You were right and I was wrong." "I greatly overestimated the strength of the opposition." So there was restored the old working relations and the friendship of many years strengthened.

Time went quickly, the enrollment of the University grew rapidly. We had hardly adjusted ourselves to the new Woman's Building, it seemed, before we discovered it was too small and plans for enlarging it were considered. Some of us were very loath to see our beautiful colonial architecture spoiled, much as we wished the space for development. We were fearful that the state architect would not be careful about architectural harmony. I remember so distinctly a conference with President James in which I objected to the pillars at the front entrance. "For heavens' sake, don't call them pillars," said President James. "The state architect nearly had a fit with the trustees calling them pillars." "What are they," I asked. "Pylons." "Never anything better named," I said. "The whole addition is a 'mile on.'" "

By dint of much labor and thought of Supervising Architect James M. White, an addition 200 feet in length and 40 feet in width was made to the front of the building. The catalog spoke of the new addition as three stories high "in a free modern colonial style with an additional two-story colonnade between the main entrances," and pylons were forgotten.

The main divisions of work in the new building as a whole were maintained. Household Science still kept the north wing, Physical Education the center, the office of the Dean of Women and the rest rooms for students, the Upper Parlors for social events were in the South wing. For Household Science in the basement a new kitchen and dining room were added and on the second floor a diet kitchen and a room for electrical equipment. These were an enlargement of what already existed. But the great gain for Household Science came in two outstanding new undertakings; namely a cafeteria

and a practice apartment. The former provided opportunity for training in institutional work with food, while the practice apartment was an evolution of the former Experimental House. The cafeteria served the college community and set standards in food, while in the apartment the individual student investigated some of the problems of the home while serving as cook for a group of six and next week had another phase of home problems as her share of the division of labor.

The informal opening of the new addition on April 25, 1913 was accomplished by means of a luncheon for members of the University Senate served in the new cafeteria. For further development of the new building see the accompanying statement.

The New Building - from the Illinois Agriculturist

"The accompanying cut shows the north and east sides of the present Woman's Building at the University of Illinois. The original building was opened in 1905; the new addition was made in 1912. In the original plan, three main lines of work were represented, viz., Home Economics in the north wing; the woman's gymnasium in the central part; the rooms for rest, recreation, and the social activities of the young women were in the south wing. In general, the present building has the same arrangement, except that the Household Science Department has increased its equipment by the large dining room which occupies the front of the building on the floor.

"This room is 75 feet long and 25 feet wide, and has been equipped as a cafeteria. The color scheme is terra cotta for walls and mahogany for chairs, tables, and doors. In connection with this are adequate service and storage rooms, and a well-equipped institutional kitchen.

"There is a growing recognition of the need of studying the art of right living, both for the individual and for the community, and some slight appreciation of the fact that much of the misery of the world is due to food,

badly cooked and unattractively served. Most institutions of learning are seeking to provide not only academic training, but also healthful living conditions for their students. It is hoped that this new cafeteria may do its share in helping on this good work, and, at the same time, serve as a laboratory for those seeking instruction in lunch-room management and the preparation of food in large quantities. Each year the call is stronger for the trained woman who can help to solve some of the problems of institutional management and community life.

"Near to the institutional kitchen are the diet kitchen and the class room where, by lecture and practice, the principles of rational diet are taught and a foundation laid for the work of the practical dietitian, which is supplemented later by actual practice in the local hospital. Just beyond these is the electric kitchen, where the student has an opportunity to become familiar with this expensive but most attractive form of fuel.

"On the third floor, one finds more adequate provision than has hitherto been possible, for the study of some of the problems of the home. The care of the sick in the home is a subject of no small importance. The services of a trained nurse are frequently impossible to the country dweller, and often a luxury not to be afforded in either town or country. Moreover, a little knowledge of emergencies and of the principles of nursing often make the presence of a nurse unnecessary. If the woman in the home understands the proper care of wounds, cases of blood poisoning may be prevented. Provision for instruction and practice in the care of the patient with the appliances that have been found worth while in actual practice, are to be installed in a room devoted to the principles and practices of the home care of the sick. In these days when the interest in public health is so keen, the Department can contribute some training of its students along this line and so help to better living conditions. No one can estimate how much harm

is done by those individuals who are ignorant of the simplest laws of public health and who, for that reason, are a real menace to the health of the whole community.

"In contrast with the cafeteria on the second floor, which stands in a certain sense for the study of the problems of community life, one finds on the third floor an apartment designed to give individual practice in the problems of the home. A school kitchen and a home kitchen are of necessity very different places if either is a good type in its own field of work. The two have certain principles in common which may be illustrated by quite different practice because conditions are so different.

"This five-room apartment is designed to serve as a laboratory for the study of the problems of the household along many different lines. Its plan and equipment, its color schemes, furniture and furnishings, serve as concrete illustrations of art and economics applied to this particular place. Moreover, it can serve as a place for the practice of the principles of home management to students who wish to specialize along these lines.

"None of the rooms ^{is} are large, but they are the usual rooms to be found in a small apartment. The place is not designed as a show place, as a 'model flat,' for the instruction of the general public in good house-keeping, but rather as a place where, under some of the limitations of a modern apartment, students can find and exemplify according to their ability, the problems connected with the cost of food and care of the house.

"While provision is thus made for the newer occupations of women, such as the dietitian, the manager of the lunch room, and the social worker, better facilities are thus afforded for the student who wishes to study the problems of the school or of the home. The apartment of course provides an excellent laboratory for the studies of the activities of the home.

"So much has been said thus far about the extensions and additions on the scientific and economic sides that one might receive the impression that the art side had been neglected. That impression is changed as one walks through the new building and observes the two large rooms on the second floor, equipped for sewing and costume design and weaving, and the spacious laboratory of applied science where provision is made for the study of the chemistry of textiles as well as the problems of nutrition.

"The new building, therefore, spells enlargement of the resources of the department, not only along the old and accepted lines of work, but also includes the distinct addition of some of the newer phases of the world's work."

The work of the department seemed to me always a series of new undertakings and for that reason interesting, with a change of location every five years with all the attendant consequences for improvement. While the front was being added to the Woman's Building, it was my daily practice to look over the building to prevent some wrong move by plumbers, carpenters, or painters. One day when there had been no moment when I could leave my office until almost six, I said to myself, "I have not gone over the building, but I will let it go now until morning, and begin with that walk." Imagine my dismay in finding nine doors finished in the wrong color. The supervising architect's office, the painter, the committee on color had to be called and some quick work done.

Again it had taken a good deal of pressure on my part to get the practice apartment made out of the third floor waste space. President James said, "You won't like it when you get it." "Why won't I," I said. "Because the windows will have to be in the cornice and the whole space is a queer shape." I said, "There is much more space in it than some

Chicago families live in. I think it is the business of the architect to make a livable apartment out of that much space." And we were all rather proud of the attractive 5-room and bath that was made and abides to this day in active use. Moreover, and still more strange, some of the furnishings of the Experimental House, bought in 1908 are in use in the practice apartment in 1934. Just as all seemed to be going well with the apartment, a call came from the President's office. When I arrived, President James said, "You can't have that pantry up there with all those wooden shelves. This is supposed to be a fireproof building." I said, "There are a good many places that will burn before fire reaches to the third floor." So although everybody really wished to be helpful, it was not easy to make plans and to watch over carpenters, plumbers, and painters. I learned to count it as part of the day's work but in the beginning it disturbed me a great deal and I said once to Mrs. Richards, "If only we could get a few things fixed and have them stay fixed." Mrs. Richards reply I have many times recalled, "My child, the things that are fixed are dead."

Along with this newness went always my effort to unify the teaching to keep the balance among the varying demands, not to put too much emphasis upon the chemistry of food and forget to teach how to prepare really good food, to remember the small boy's definition of nutritious food as "something that doesn't cost much and has no taste." The development of the art side must be looked after and the growing tendency for a better understanding of the economic phases. We found it very difficult to find a woman trained in economics who knew home economics and could relate the two fields properly. Emphasis was being placed upon home and family life and the rights of the children by the formation of the government's Children's Bureau. The question of a child in the practice house had to be considered.

A step that touched Household Science most closely was the passage of the Smith-Lever Act in 1914. The haphazard, politically dominated work of the Farmers' Institute, well intentioned but uneducational, misguided efforts were to be changed into educational non-political organizations, and worked at by men and women trained in educational methods. Not that the Farmers' Institute must be done away with but the government organization undertook most of its work and on a very different basis. I have no intention of discrediting the work done by men and women in Illinois under the Farmers' Institute organization. They made ready the soil and many of them gave excellent service, but in the very nature of things the movement was bound to grow into something bigger and better.

The first effect upon our department was the addition of a woman to serve as our extension worker thruout the state. Miss Mamie Bunch, a graduate of our department, who had formerly been county superintendent of schools, was chosen for this position and did valiant service in the new work. Miss Bunch and I had many conferences about the method of organization for this new enterprise. We had seen how the women had been handicapped in their efforts for leadership as a department of the Farmers' Institute. Little opportunity was given for them to take the initiative. The most of the plans were made and executed by the men. In those days women were very timid, afraid of the sound of their own voice in a public audience. They could with difficulty second a motion, to say nothing of the fear and labor of putting one. Miss Bunch and I felt strongly that a special organization "manned" by women and managed by them might move more slowly but it would offer much better opportunity for women to state their plans and work for their women's meetings, and in so doing develop themselves. We were helped to carry out this decision in a very unexpected way. The women of Kankakee County wished to organize. They

said very frankly they were not willing to be a part of the farm bureau organization, that it was quite impossible for them to work with the man who was then county agent because of his attitude, that while he pretended to favor their organization, in reality in secret he was working against them because he was jealous of their possible power.

Then we were ready to talk to Dean Davenport and Mr. Handschin, who was in direct charge of the men's work, as I was of the women's, but under Dean Davenport. I have recalled many times the long conference Dean Mann of Cornell, Mr. Handschin, Miss Bunch, and I had about the organization question. As a result Miss Eva Bennefield, one of our graduates, began work as home adviser in Kankakee County in the new organization of women in October 1914, and so headed for Illinois that long procession of women home advisers who have worked so well with such steadfast courage and unselfish devotion in the cause of home betterment. It was a real satisfaction to me to have Mr. Handschin say about a year later, "I was not at all certain about your plan of organization, but I have watched it. I am for it." The years have proved that the Kankakee women did well for their kind and the Illinois plan ^{of Home Bureau} is recognized as superior to the form of organization in many other states.

I have sometimes wondered whether the resemblance between the New York and Illinois plans was born out of the conference with Director Mann.

Extension work on the new foundation was only fairly started when another responsibility was added to our department by the passage of the Smith-Hughes Act in February 1917. Smith-Lever had to do with the field outside, but Smith-Hughes affected the work on the inside, particularly in the training of teachers of vocational ^{home economics} agriculture. For us that meant the

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training of teachers in home economics.

"The purpose of this act is to promote vocational education in agriculture, home economics, trades, and industry, and to provide for the training of teachers in these subjects. Home Economics education was defined as that form of vocational education which has for its purpose the preparation of girls and women for useful employment as homemakers engaged in the management of the home." As a result of these two acts Smith-Lever and Smith-Hughes and in order to avoid confusion in terms the name of our department was changed from that of Household Science to Home Economics.

War Work

Again the Department of Home Economics had to meet another emergency. The war clouds which had darkened the lands across the sea, grew more threatening. The United States planned to enter and the call to arms for men by President Wilson was quickly followed by a call to the men and women of the country to serve in the first line of defense at home. The University aided the work in every way possible. The newly finished residence hall was converted into a barracks for the prospective soldiers. It was suggested that the Woman's Building might be needed for that service. Because of the importance of food to the soldier and private citizen as well, agriculture and home economics worked together to meet the nation's needs. Women trained in home economics demonstrated at home the conservation of food by the use of substitutes, while in the hospitals abroad they worked against fearful odds to give food to the soldiers. At least three of our staff went abroad. Miss Ada Hunt and Miss Mary de Garmo as dieticians and Miss Fanny Brooks as nurse, while many of our girls served in the base hospitals on this side. The Food Administrator called women into service from Washington to the remotest country

leaflets. In common with most of the heads of departments of home economics in state universities I was made chairman of the conservation of food in the Council of National Defense in the State of Illinois and in addition I served in the office of the food administrator in Washington for the months of November and December, 1917.

Meanwhile the new extension service throughout the state was greatly increased by workers called in to demonstrate throught the state how to save wheat and meats. The Home Economics Department offered in connection with the Animal Husbandry Department a course on the selection and preparation of cuts of meat. A home nursing course in charge of a regular trained nurse was another of the offerings of the department. Conservation leaflets on ways to serve wheat and meat by the use of substitutes were written by members of the department. The departments of home economics in Millikin, Chicago, and the University of Illinois cooperated in a great food show in the Coliseum in Chicago. Home economists the country over met this emergency well and proved that they had a knowledge of food and could and did render a real service.

By the end of the war home economics had earned a growing respect from the public. The Home Economics Department was also a center for activities for those not trained in home economics but anxious to help by knitting, making surgical dressings and various other activities.

When the armistice had been signed and the various home economics workers returned to their work they found some inevitable results of the war, upon themselves and upon their work. They were very tired but in the experience they had acquired a wider vision of the world's needs. Internal progress had stopped in the department because the workers had been called from classrooms and laboratories. Research had been abandoned for the same reason. Meanwhile

an awakening of interest people were asking many questions about food. The war experience had taught the layman the close relationship between food and health. Questions of all sorts and about processes and products of several kinds cried aloud for research. The National Research Council gave home economics a place in its deliberations and I was made a member of a sub-committee of the council on food and nutrition. Another result of the war was the opening of new lines of work for women trained in home economics. Dieticians were asked for, not only by hospitals but also by hotels. The banks wanted women trained in home economics to help their clients in a thrift program in which the food could be chosen well was another feature.

in 1918 another emergency came to the department. A flu epidemic broke out in the University. One morning I met G. Huff, Head of Physical Education, on the street and he said to me, "Miss Bevier, the boys are dying like flies." All the hospital resources were overtaxed. That afternoon Mr. Huff and Dean T. A. Clark appeared in the Woman's Building to ask that the Woman's Gym be used as a hospital for women. I was somewhat appalled by this undertaking because being such a well woman I had never been a patient in any hospital but I said we would do what we could. All the women on the University staff responded most generously to the support of the project. By night three patients arrived. Nurses were called to take care of them from Danville because the local supply was exhausted. Some of the staff attended to the sterilization of dishes. Some who formerly had nursing experience offered their services to care for the patients. Fortunately no one died, altho I never saw such a fight for life as one nurse put up with a patient. At ten o'clock I said to the nurse, "That woman is dying. Her face shows it now." "Oh, I know it," but for four hours that nurse waged her battle and at two a.m. Miss Blaisdall and I could see a decided change. The nurse turned to me

nd said, "You can go home. She won't die tonight" and I went with unbounded admiration for that nurse as a life saver.

By 1920 I saw very clearly the need for a new building for home economics. I felt that I did not want to go thru all the work of planning and overseeing a new building and by the time it was completed leave it to my successor who might not approve of my plans. Moreover President James' health had failed and he was going. Dean Davenport was approaching the retiring age. Life looked very difficult for me and I was physically very much exhausted. It seemed wiser for the interest of the department and from my own worn condition to resign which I did against the protest of many people. At the urgent request of both Dean Davenport and Dean Kinley I agreed to take a leave of absence from June to October and return with the understanding that with no more words I would leave June 1921, which I did.

Isabel Bever
Wabana, Ill.

Feb. 22nd - 1935.

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