ABSTRACT

A HISTORY OF THE DEVELOPMENT OF THE HOME MANAGEMENT IDEA AT MICHIGAN STATE UNIVERSITY

by

Manette McKinney Smith

This study is an attempt to trace the development of the home management idea at Michigan State University and to fit that development into the context of the society in which it evolved.

The first Women's Course started in 1896 and included domestic economy, which contained some management. By 1917 there was a practice house for all home economics majors and along with that a parallel course dealing with resources and techniques available to the homemaker. It was not until 1935, with the division of the Home Economics Division into four sections that the Department of Home Management and Child Development came into being. Dr. Irma H. Gross was made chairman, a position which she held until retirement in 1957. It was the establishment of the doctoral program in 1958, Dr. Gross's last major contribution to the development of the department, which brought maturity in terms of graduate school curriculum and staff.

The principal growth in home management took place from about the time of Dr. Gross's appointment and follows roughly the Gross and Crandall chronology; Stage I, the early dumping ground years; Stage II, the resource-centered emphasis of the 1930s; Stage III, the human-centered period roughly of the 1940s; Stage IV, the process-centered period of the 1950s and Stage V, the values and decision-making emphasis of the 1960s. Some parts of all of the other stages, except the first, are still with us but certainly the major emphasis is on decision making in the context of the family.

Three major sources of influence were found to have been the trend shapers: Dr. Irma H. Gross; federal and state legislation as it affected certification of home economics teachers and thereby course content in home economics and home management; and such outside events as World Wars I and II, the depression of the 1930s, population growth and movement within the United States and the galloping technology which has been with us since the turn of the century.

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A PROBLEM

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

Master of Arts

Department of Home Management and Child Development

1968

ACKNOWLEDGEMENTS

I want to thank Dr. Beatrice Paolucci, my academic adviser and chairman of my committee, for her acceptance of and interest in the idea of a history of the home management idea at Michigan State University. Her own perceptions and enthusiasm have been a needed spur.

I am indebted to Miss Esther Everett for her time and patience in recreating life in the home management residence at Michigan State University for me. She also turned over to me house records and photographs, useful in a better understanding of the changes which have taken place in home management residence houses.

My thanks, too, to Dr. Arthur Vener, the other member of the Guidance Committee, for assistance with this program.

Special thanks go to my husband and children for patience and cooperation.

I should like to express thanks to all the faculty and staff of Home Economics and The Cooperative Extension Service who have been most generous with their time and information in the completion of this problem. I am, of course, responsible for accuracy of fact and validity of interpretation.

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CHAPTER I

INTRODUCTION

> We live not in a settled and finished world, but in one which is going on, and where our main task is perspective and where retrospect...is of value in the solidity, security and fertility it affords our future (8).

The first of the white men to reach Michigan were the Frenchmen looking for a passage to China and the missionaries looking for souls to save. In the course of time came floods of others searching not only for China and for souls but also for the wealth of the woods and of the land. They moved to Michigan from the shorn forests and worn farms of New England and from the lands of Europe in the same movement of men into new territories of the west which has characterized the settlement of the American continent. The new settlers brought with them the values of hard work, piety, education and freedom with which they had grown up in their old homes. Michigan, a part of the Old Northwest of 1778, became the State of Michigan in 1837. With statehood, the first legislature set up the University of Michigan at Ann Arbor. The University was to have a department of agriculture but this never came to pass, mainly through lack of funds.

Over time, various farm groups came to resent the neglect of the scientific and agricultural studies at the University of

Michigan and one of these, The Michigan Agricultural Society, founded in 1849, started the long fight to get scientific training for the farmer. Michigan at this time had a University at Ann Arbor and a Normal School at Ypsilanti.

In these lay a precedent for asking the legislature to establish an agricultural college, not a trade school but a liberal institution emphasizing agriculture, natural sciences, mathematics and engineering. This was largely bypassed at the universities and colleges established to train philosophers, ministers, lawyers, doctors, teachers and gentlemen. The second Michigan constitution of 1850 gave remaining salt spring lands, from an earlier Federal grant, as a source of money for the establishment of an agricultural school. This modest bequest caused a delay in the opening of the new school, for both the University and the Normal School felt they were the place where the new courses should be taught. The Agricultural Society finally concluded it would take a new institution to have the kind of education they wanted for the farmer. To this end, John C. Holmes, Detroit nurseryman, Agricultural Society founder and secretary, went to Lansing in January, 1855 to lay before the legislature petitions asking for the establishment of the agriculture school as a separate institution.

As the bill was passed and signed into law a month later, several aspects of the new institution were clear even before it became a reality. "With-in ten miles of Lansing" was a result of

a struggle between several communities to become the home of the new college. A price of fifteen dollars an acre for land for the classrooms, dormatories and experimental farm was another clear limitation. Land at that price would be largely uncleared. From the very first, as a state institution, the new Agriculture College[1] has been subject to the understanding or lack of it and to the generosity or lack of it of the state legislature.

The passage of the Morrill Act of 1862 (47), which provided a grant of federal land to each state to endow at least one college:

> Where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts....

and the decision of the legislature to accept the grant of land in 1863 (34, p. 71), Michigan Agriculture College became not only the first agriculture college in the nation but also one of the first of the land-grant colleges, as they came to be known. The fight over the land-grant slowed the needed expansion of the Agriculture College. Friends of the University sought the money to enlarge and enrich that institution, since they thought it to be the leading educational institution of the state and a more appropriate place to be enriched by the grant. It was 1869, just a year before the first women were admitted to the college that the battle finally came to an end.

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[1] See Appendix for University names

CHAPTER II

THE BEGINNINGS

The admission of women to the college, in part, hinged on a place for them to live, according to President T. C. Abbott's Report (40, 1870, p. 2). Since there was no dormitory for them, they would have to live with relatives or in some other suitable dwelling. Gilchrist (15, p. 2) quotes from Abbott's diary of March 14, 1870, "four ladies entered and came to college. . . the next morning the four were at chapel accompanied by Mrs. Abbott." Gilchrist says that the young women were enrolled and "all rooming with the Steward's family on the first floor of Williams Hall." (15, p.2). There were no special courses offered for the women so they took the same required course of study as the men, if they hoped to graduate. This included algebra, bookkeeping, geology, geometry, history, surveying, trigonometry, and three hours of field work each afternoon. The last was under the horticulture department and consisted of any of the jobs necessary for raising produce from cutting seed potatoes to picking potato bugs to gathering fruit (34, p. 123).

During these crowded years and while the idea of higher education for women was beginning to grow, most of the female students substituted languages or literature for the agriculture courses which all of the male students took. The right of women

to education was superseded by the right of men in 1872, for the college was so pressed for space that sixteen of the twenty feminine applicants for admission were turned down. According to Kuhn (34, p. 123), most of the women students came from Faculty Row - the President's house is one of only two houses of this group - from Lansing on the trolley or from nearby farms. The problem of housing women was a very real one in terms of the cultural attitudes toward their physical protection.

It was largely in the land-grant colleges of the west and in three new women's colleges in the east that the idea of equal higher education for women took hold. Rudolph (44, p. 314-317) feels that women had proved to be people in their own right. They had worked equally hard with the men in the building of the farms and in assuming responsibility for the education of the children. In the west there was a system of public education from the common school to the high school to the university. "As the final rung of the ladder of state provided education, the state universities of the West were neither in a position nor in a mood to deny the fruits of higher education to its young women."

Dr. Snyder (40, 1886, p. 26), the president of the Agricultural College, discussed the idea of a Women's Course, saying:

> Science has its beneficient application at every moment and in every situation of this human life. If allowed, it will go into the bedroom, the dressing-room, the nursery, the dining room, the kitchen

> and there evolve a sweeter, saner mode of living, simplify and systematize duties and labors that at present hold our women folk in practical slavery, bringing on premature exhaustion and old age and take away from life all dignity and sweetness. It is this emancipation from the tyranny of the kitchen and the nursery that women most needs, and it is this that applied science can give. Recognizing this duty and mission the College has organized for the coming year a women's course. . . . What science has done for the workshop it can do for the household.

The American woman was so successful in meeting the problems and responsibilities she had to face as the result of the Civil War that it gave her courage to seek broader horizons of living and quieted much of the criticism of her native ability and of her fitness for life outside the home.

Woody (54, Vol. 2, p. 57) puts well the forces which brought about higher vocational training for women:

> (1) Expansion of women's activities in an industrial society now includes many things beyond the home, leaving less opportunity for giving instruction to the young. (2) The application of science to the tasks of the household requires systematic instruction, which cannot be given at home because many mothers are not trained for the purpose, even though they are not employed outside the home in any occupation. (3) Its teaching constitutes a reform measure. Healthy people are apt to be happy. Healthy, happy people are valuable social assets. Scientifically planned meals, child hygiene, harmonious decoration, scientific regulation of ventilation, heating, and plumbing systems, and skillful expenditure of family funds, it is maintained, conduce to this end. (4) If women are to enter occupations outside the home, there must be preparation for them, and guidance in making the choice.

During this period from 1855 when women were first admitted to the University of Iowa and continuing on, in some measure, to

the present, two threads carried side by side in the theory of what women's education should be: the standard male education offered at Vassar, Smith and Mount Holyoke to prove that women had just as many, as good and the same kind of brains as men by giving them the same education men received, and; a course which catered to "female needs", needle work, cooking, the science of the home, horticulture, interior decoration, home nursing, child care, subjects which in the land-grant colleges and universities, became the Women's Program.

President Snyder (40, 1897, p. 27) wrote of the brand new Women's Division:

> The distinguishing feature of the course is the emphasis it lays on homemaking....A course of lectures in Domestic Science is given during the sophomore year....about forty-five young women entered upon this course at the beginning of the year.[2]

Miss McDermott (40, 1897, p. 68-69), Head of Domestic Science, wrote that year to Snyder on the status of the thirty-nine regular and seven special students in her department saying, "Each student is required to write full essays on the various kinds of food, also to prepare twenty five and fifty cent dinners for a family of six." The Catalogue (40, 1898, p. 22) description of the course was clearer:

> To give a good education in which the science and art of homemaking shall be a prominant feature. We

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[2]See Appendix for names and dates of office for Deans of Women and Home Economics at Michigan State University.

> endeavor to so train young women that they will be able to apply science to the ordinary duties of the home. At the same time we give them training in music, art, modern languages, literature and such other studies as will develop them into broadminded, cultured women.

Along with these requirements the women students took the same chemistry and other courses as the men.

The course was instituted in 1896 with the women living and having their special courses in Abbott Hall. These quarters were soon outgrown and a fine new classroom and dormitory building of red sandstone and brick, "The Coop" to the undergraduate men, or the Women's building to others and officially Morrill Hall, was in operation by 1900 (34, p. 221).

This period of Michigan history, from the founding of the State Agricultural College in 1855 to the turn of the century was one of great change in the state as in the nation (3, pp. 378-394). The Civil War had been temporarily disruptive but in the long run had contributed to the economic growth and expansion of the state. Factory instead of home produced goods were making constantly increasing demands on Michigan mineral wealth, lumber production, and farm output. Copper and iron from the mines of the Upper Peninsula contributed to the manufacture of stoves, farm implements, carriages, wagons, and railroad cars in the Lower Peninsula. The forests of the whole northern part of the state built homes, barns and factories, furnished ties for the outward reaching railroads and lumber for the furniture makers of Grand Rapids. Increasing

technology, scientific farming ideas and their application and the spreading railroads were turning Michigan agriculture from production for home use to production for the market with diversified farming the rule except for a few areas such as the fruit belt along Lake Michigan. It was through the agriculture societies that the Agricultural College began to reach out to the state's farmers and their wives in the winter Farmers' Institutes, forerunners of the Extension Service and Farmers Week on campus.

Industrial workers of the cities began to band together to protest low wages, to seek safer working conditions and to shorten the work day to ten hours a day. This, too, becomes part of the Michigan pattern. Living, at least in the cities, was easier, telephones and electricity were coming into use. The farmer was turning to machinery to lighten his work load. Technology was here but few were aware of the far reaching effects it would have on the American family and on its way of life.

CHAPTER III

1900-1920

By the turn of the century there was a felt need for education to improve the lot of the family and their way of living. Home-making skills were being taught in some public schools, talked about in lectures and serving as the subject of special books. The Kitchen-Garden idea for teaching household skills to children; Mrs. Ellen H. Richard's work of applying science to the household as in her exhibit for the state of Massachusetts at the World's Fair; the Rumford Kitchen; the organization of the National Household Economics Association, a forerunner of the American Home Economics Association and the types of classes being taught to young women in the land-grant colleges and universities were all expressions of that desire to improve home life (6).

With the opening of the new Women's Building in the fall of 1900, sixty-one young women were enrolled in the freshman class. The following June, 1901, six women were graduated under the Women's Division Course. The swing to higher education for women was under way. By 1903, Dean Maude Gilchrist (40, 1903, p. 37) reported to the President that, "The housing of women has become a rather serious question." Two years later she speaks of the "well equipped" building and goes on, "The value of practical training is becoming more and more apparent and we look forward with hopeful anticipation to the establishment of courses in Home Economics in

all the higher institutions for women (40, 1905, 31-35)." This is the first reference to "home economics" in the Michigan State University Catalogues or the Annual Reports of the Secretary of the State Board of Agriculture.

One of the texts used at about this time was Ellen H. Richards Cost of Living. Management, from the course descriptions consisted of money management and of learning to be a "good" housekeeper. By 1907-1908 the Women's Division course is listed as Home Economics (41, 1907, p. 73). The course of study was relatively fixed but the student had some electives during the junior and senior year. Miss Gilchrist, the dean, taught ethics and history of education. A partial list of offerings included music, woodworking, textiles, sewing, cooking, physical culture, household economy and household management. The last included in the description, "personal accounts, division of income, methods of systematizing housekeeping" (41, 1907, pp. 78-82).

Money for the extension of the college program and for off campus work was needed. "Bulletins and short courses - the Farm Week and Women's Congress have failed to meet the need." In her last report to the President (40, 1913, pp. 78-82), Dean Gilchrist summarizes her twelve years at Michigan Agricultural College. She lists what she sees as the needs of the Division: a new residence hall, a stenographer to work in the Dean's office, another instructor in Home Economics, higher salaries for the women teachers, since their salaries are "far below average" and money to expand extension

work, short courses on campus and to write, publish and distribute new bulletins.

The demand for teachers in the schools throughout the state put pressure on the Division to produce graduates who could be certified,as were other subject-matter teachers, to teach Domestic Arts and Domestic Science. Certification was by the State Board of Education of young women who could "meet certain definite requirements (40, 1906, p. 66). By 1916 there is another requirement to be met for certification. Dean Georgia White (40, 1916, p. 147) wrote in her Report of a "Practice house" for students that they might learn to apply "to the management of the home the knowledge and skill which they had acquired in various courses in Domestic Science and Domestic Art." These skills and knowledge were concerned with management in the sense of accomplishing the tasks of the household in an economical, and as then perceived, efficient manner, keeping in mind the basic scientific base - such as nutrition or chemistry which might be involved in a given task.

Another of the indications that the problem of the quality of family life was of concern to many people were the Lake Placid Conferences which were held from 1899 through 1908. The members of the conference were concerned with the "important sociologic problem" of "home science or household economics." (4, p. 11). The conferences produced two kinds of results: (1) ideas as to what home economics was, a philosophical basis for a discipline which, it was hoped, would do for the home and household arts what scientific agriculture

was doing for farm and farming; (2) a concern with ways to take the idea to the home with resulting interest in methods of teaching the subject.

The Fourth Lake Placid Conference came up with a tentative definition of Home Economics which is of interest today (4, p. 15).

> (1) Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and in the study especially of the relation between these two factors. (2) In a narrow sense the term is given to the study of the emperical sciences with special reference to the practical problems of housework, cooking, etc.

The participants in the conferences considered home economics a philosophical study of "relation" of economics, sociology, chemistry, hygiene to the individual and to family life. The definition exemplifies the two levels in home economics philosophy which still cause difficulty today: the physical act of doing or performing and the intellectual act of management which involves the process of decision making. There is a need to have a certain level of skill in the performance of various household tasks but that performance is not management. Since the manager and the performer in the home situation is often the same the separation of the two functions, which may be carried on simultaneously, is a difficult task for many people.

The Smith-Lever Act of 1914 (39, p. 56) was "to provide for cooperative agricultural extension work between the agricultural colleges in the several States receiving the benefits of an Act

of Congress approved July 2, 1862, and of acts supplementary thereto, and the United States Department of Agriculture." This was the Act which established the Cooperative Extension Service which, in Michigan took over the work which had been done through the Farmers' Institutes and the Farmers' Cooperative Demonstration Work (47, p. 7) and activities such as the bulletins which Dean Maude Gilchrist spoke of (40, 1913, pp. 75-82). Congressman Lever in speaking of the purposes of the bill said the agricultural colleges were learning many things of use to farmers and that a means of getting that information to the farmers had to be found.

The Smith-Hughes Act of 1917 provided matching state and federal funds, for cooperating states, to be used in the training of teachers of agriculture, trade, industrial subjects and home economics and for the teaching of these subjects in the secondary schools. This meant that the home economics division, if it met certification requirements for Smith-Hughes teachers, would be reimbursed for part of their training (39, pp. 68-71).

The land grant system and the colleges which constitute it, as well as some of the technical institutions such as Massachusetts Institute of Technology were an answer to the Jacksonian belief that women, farmers and mechanics, while not gentlemen, were entitled to learning and to the kind of training that higher education could achieve for the individual. But that education was to be in the practical realm of home making (home economics), of farming (agriculture), or of mechanics (engineering). It was not concerned with the classical studies of Greek and Latin, of philosophy and

ethics, or of classical literature, law and the ministry, as were such colleges as Harvard or Yale or the University of Michigan. According to Rudolph (44, p. 258) the instrument of the change or reform was the development of science. According to Ellen H. Richards, home economics was the science of the home. The link is made and with financing through the Morrill Act and the inclusion of home economics in the state college system, training must be practical and aimed at making better home makers of the farmer's daughter so she will be a fit spouse to the farmer's son, while both contribute to better, more scientific farming of the old homestead. But the shift from the farm and to the city had already started (1880).

> The farm boy went to college and was probably headed for the city, for which the engineering course might make sense, but certainly not the course in agriculture. The threshold of opportunity in America had shifted from the land to the factory; in combining the agricultural with the mechanical, the land-grant colleges were uniting the past and the future, two schemes of life.

Michigan Extension of this period included home economics but little in the area of management. Mrs. Mary Mayo could be said to have been the first of the home agents, though such a position did not actually come into being until 1914. At that time, Miss Paulina Raven became the Home Demonstration Agent. She gave lectures on the preparation of protein foods, home decoration, textiles and kitchen equipment (40, 1915, p. 48). There were two bulletins available to the homemaker before 1920: "Home Canning by the One Period Cold Pack Method" and

"Good Health" (47, p. 117).

It is clear that to this time the function of home management is seen to be the acquisition of those skills which will enable the homemaker to become an adept practitioner of all the tasks which make up her job as a "doer" rather than a decider. There is little evidence, in course descriptions, of intent to teach theory beyond the point of budget making and methods of systematizing housekeeping. In the practice house there is emphasis on just that - practice - in the performance of tasks. For the student, it was a question of performing well enough to meet the expectation and standards of the instructor in charge of the residence.

The period from 1900 to 1920 saw great social, economic and political changes in the state and nation. The largest historical event was World War I, which brought with it population, industrial and social changes. Carrie Nation and her like-minded sisters induced the nation to accept prohibition. Marconi sent the first wireless message across the sea. The first subway in the United States opened in New York and the first transcontinental plane flight was made. The Ford Motor Company was organized and the assembly line, mass production and five dollars a day minimum wages became a part of our way of life. Michigan moved from an extractive economy to a productive economy in the demand for goods created by the war. Wayne County, on Woodward Avenue between Six Mile and Seven Mile Roads, laid the first mile of concrete highway

in the world (3, p. 359). WWJ - The Detroit News began broadcasting and thereby ushered in a new era of communication in Michigan. Michigan's 1908 Constitution allowed home rule for cities, the initiative and referendum became law, women taxpayers were allowed to vote on bond issues and protection of women and children became part of the labor law. Wilson died and the Republicans won the national election with the cry, "Return to Normalcy." Across the nation poverty began on the farms and money became king in the minds of men (3, pp. 360-369).

CHAPTER IV

1920 to 1930

The next decade in home economics at Michigan Agricultural College was largely of expansion and consolidation in the directions pointed out previously. Most of the changes to occur were brought about by the pressures of expanding student population and by professional certification requirements. Dean Dye (9, p. 4) said that in 1900:

> The course objectives do not differ greatly from those of 1933. The Domestic Arts Department provides a practical course in those branches of honest [sic] economy relating to healthful and appropriate wearing apparel and to the decoration of the home...It supplements the education gained in other scholastic work by giving the young woman the ability to create the necessary articles of utility and beauty. The course in Domestic Science is intended to make the students familiar with the best, most economical methods of housekeeping.

None-the-less, there were some significant occurrences. It is in the Michigan Agricultural College Catalogue: 1921-1922 that the name Erma [sic] Hannah Gross first appears as an instructor in Home Economics (41, 1921-1922, p. 9). It is this person, more than any other, who was to have a profound influence on the development of home management theory, not only at the College, but also, in the course of time, nationally and internationally. Dr. Gross was a product of the University of Chicago where she had studied under the family economist, Hazel Kyrk. She came into the field when the major concern was with skills and while home management

was the physical process of doing. When she retired as professor and chairman of the Department of Home Management and Child Development in 1957 and the field had moved to national recognition in the area of home economics and from skills and performance to a concern with the management process of using family resources to obtain family goals.

From the time of the first introduction of the Practice house (which is exactly what it was) there had been a course in household management which paralled the student's living in the residence. The 1917-18 Catalogue (41, p. 121) described the residence course: "Students must maintain a residence in the college practice house for a definite period during which time they perform the duties which are a part of the average home including keeping records of all expenditures, and time budgets, securing practical experience in marketing and preparation of family meals and the general duties of the average home." The description of the parallel course read, "a study of the efficient care and management of the house" from the scientific, economic and practical standpoints (41, 1917-1918, p. 121; 9, p. 6). Apparently the object of the parallel course was to teach the necessary techniques for performing efficiently in the care and management of the house.

By 1920-21 there is a shift in the description of the parallel course (41, p. 122):

> Home Management, General Course...Study of the family as a social unit. Scientific principles of business

> management applied to the home, and the use of modern business methods in family finance. Application of principles will be made through laboratory assignments in connection with the college practice house.

Dean Mary E. Edmonds in her Annual Report of 1920 (40, P. 74) includes a description of the household management laboratory. It was "invaluable", having been stocked largely with manufacturer donated equipment: washing machines, clothes dryers, irons and ironing boards, vacuum cleaners and other cleaning devices, water heaters, fireless cookers, oil stoves and cooking utensils of various types, kitchen cabinets and work tables. Apparently, comparison and the efficient and proper use of equipment was management.

In Michigan the Tufts Act was the enabling act for the Smith-Hughes Act (39, p. 71) which regulated the vocational educational training of teachers of home economics. This entailed the establishment of courses in textiles, household equipment and child nutrition (19, P. 7; 41, 1919-20, p. 149). The Smith-Hughes Act required for home economics teachers, "(1) technical training in home economics and related subjects; (2) professional training in the field of education; and, (3) vocational experiences in homemaking activities" (39, p. 261). This not only dictated course work for home economics teachers but also dictated the use of the practice house as a "vocational experience in homemaking activity" if the students were to meet certification requirements as Smith-Hughes teachers and the college be reimbursed for their training (39, p. 276).

It should be obvious that there was no degree area in home management at Michigan Agriculture College. Most of the material which might be labeled home management was found in the courses given parallel to residence in the practice house. In 1923 the name was changed to Home Management Residence. The name change might have occurred because the faculty hoped that a less skills, standards and product orientation could be achieved.

In interviews with former students of home economics at the college, there seemed to be a general consensus that the change was slow in coming. A former student who lived in the home management house in 1931 recalled rules of procedures and of standards. She said, "Dust over the doors and you were in trouble in more ways than one!" (49). Another former student recalls that during the time of her residence under Dr. Gross in 1935 there was emphasis on group interaction rather than on things (14). Another former student reporting on her experience in the residence in 1943 remembered that they "tried to work out group experiences and to use management within the high or low budget limit...we discovered the family needed to consider other things than money" (32). Another recalled that the experience was largely "how to get a room clean from scratch" (46). Another former student reported that in 1953 it was "a practical lab", that the "managerial approach was not always achieved" and that one was "always aware of standards" (11). Time and again the interviewees volunteered the judgment that the personality and the training of the instructor

in the home management house had a major influence on the instructor's approach to the management aspects of home management theory as experienced by the students under her.

Kuhn (34, p. 293) spoke of the shift in emphasis in the "home management practice house."

> "Under the supervision of Miss Irma H. Gross, eight girls at a time assumed full responsibility for the meals, housekeeping, and morale of a functioning home. Although these seniors were expected to possess and demonstrate technical competence, particularly in cooking and nutrition, Dr. Gross gradually shifted the emphasis to the solution of family living problems."

The curriculum trend in the college was toward more technical training and less liberal arts. President Kenyon Butterfield (34, p. 295) deploringly spoke of this, saying we should not "be ashamed of the fact we are training men and women for money earning occupations....let us give students a large view of the place of one's work..." (34, p. 295). The liberal elements in the technical courses had gradually faded from the course requirements as the purely technical demands of certification took up more of the student's time. Kuhn (34, p. 295) points out that subjects which had disappeared did not get returned to the curriculum but further erosion was stopped and the "new curriculum developed during his presidency, incorporated a substantial general education."

The home economics division (15, p. 57) "required of its graduates in home economics, in addition to courses in foods, clothing, applied arts, etc. some courses in other subjects music,

science, modern language, physiology, psychology, philosophy and ethics, art appreciation ...and also offered a wide range of electives." One of the electives was Dr. Gross's course, European Family Life (41, 1927). The group toured Europe studying the history of the family as seen through the houses, palaces, galleries and museums. They met with European women in their own homes and communities. One of its purposes was to point out the variations in standards of living. This course was the exception, most of the courses were technical in nature.

During the decade of the 1920s there were four extension home management specialists on the staff, not all at one time. The women worked with the farm wives on work simplification as it could be achieved through kitchen arrangement and the use of the new equipment. The farther and farther extension of electricity was beginning to change the life of the farmer and his wife. They worked on conservation of resources in the furniture refinishing projects, on the saving by planning projects and on consumer purchasing (49, p. 52).

The American Home Economics Association (4, p. 67) meetings of these years provide information as to the main interests of home economists. The sessions were concerned with legislation to protect women and children and with consumer protection. There was much talk about the need for research in the area of home economics. This was to be of concern to Dr. Gross all of her professional life. She talked it, wrote about it and did it (17;

18; 19; 20; 53; 21; 25). By the mid 1920s little had been done. Since many workers in the field were becoming aware of the need there was a growing concern that so little had been done. There was hope that the Purnell Act of 1925 would expand both the type and amount of research. The Purnell Act provided funds through the state experiment stations for research of an economic and sociological nature which would aid in the development and improvement of rural living and rural homes. It was to be a source of funds for Gross as well.

The first of the conferences to have anything to do with home management was held at Columbia University in 1927. It was on work simplification but apparently the discussions covered time and money management as well (23, p. 532). This conference certainly would have been known to Dr. Gross if not attended by her. With her inquiring mind and broad interests (52) it probably was important because, not only was it the first of the conferences, but it concerned areas which were to be of lasting interest and concern to her.

During the decade of the 1920s many changes were taking place in communications which would have far reaching effects on the people of Michigan and the nation. The use of the telephone was spreading from the cities to the rural areas. Radio was turning from being a novelty into being an economic force. People with local newspapers or none were finding it a source of news and information. WKAR (49, pp. 70-71) on the Campus was first licensed

in 1922 and by 1927, in a license renewal application, could say of itself that it was an important source of information to its listeners, for the programing included faculty talks, marketing and crop information, home demonstration programs, etc.

Roads were spreading into the country from the initial mile of concrete on Woodward Avenue and making it easier for the people of the state to visit one another and for the farmer to transport his produce from farm to market without dependence on the railroad. During the twenties, Michigan manufacturers were producing more airplanes than they were ever to produce again. Airplanes were used to transport adventurous citizens from Detroit to Grand Rapids, Cleveland and other areas by the small commercial companies which came into being at this time.

Farmers felt the pinch of low prices for their produce and of high costs for the tractors and equipment needed to mechanize the farms. Thirteen and a half per cent of the farms of the state disappeared during the decade (3, p. 393).

Manufacturing prospered, led by the auto industry with the black Model T Ford leading the rest. It was the decade of back to normalcy, of the prosperous '20s, of the jazz age and it ended in the great crash of 1929. "During the decade of the 1920's the economic wheel had made a complete revolution from depression through prosperity to another depression (3, p. 402).

CHAPTER V

1930 to 1940

By 1934, Dr. Gross evidently felt the need for material which could be used by the students in the home management residences and in the home management course. She and Mary Lewis, also on the Home Economics staff, prepared a "Manual for Home Management Houses", a typewritten manuscript found in the library. In defining home management, Gross and Lewis (27, p. 1-2) fall back on the Kyrk and Reid approach "from the standpoint of decision-making in relation to the economic problems of the household." Home management is considered as one of two divisions of household production -- management opposed to performance. Management is seen as having two phases: the technological phase, everything that is a means to an end and not an end in itself; and the human value phase, values with purpose in and of themselves. This has two meanings for the student. The first is that of technique or "how-to." The second is in the sense of means to ends; the means being time, energy, materials (including money) and supervision of workers. Gross and Lewis use Kyrk's list of human values: happiness, rest, health, recreation and association of family and friends. They add to the list: adjustment to own capabilities, to the family and

community; the relationship of family to community; recognition and acceptance of human differences; free communication within the family; adaptability. Consideration of standards is part of plan making. Management is planning for (1) family goals, the human value phase and (2) means to secure these ends, the technological values phase. What the authors see as the major problems of home management is discussed in separate chapters. The problem of fatigue in the performance of household tasks is approached from the industrial standpoint using work curves, recovery rate, etc., and, briefly, psychological factors of fatigue. Time management is discussed in relations to standards with production held to be secondary to family needs. "Time management in the house implies articulate goals for the family in terms of the present and the future" (27, p. 35). Time scheduling is seen as important for accomplishment of necessary household tasks. Its wise use "should secure some degree of balance in the day's activities" (27, p. 35). They point out that planning for leisure is as important as planning for production. In the chapter on management of energy, the authors discuss some of the difficulties of determining energy used or conserved by given techniques of performing tasks. They discuss values underlying energy conservation, habit patterns in performance and performer satisfaction with a method or a technique. They end with a discussion of household standards and their relation to management as discussed throughout the manual.

Gross and Reynolds in an article, "The Functions of the Home

Management House" (29), which is probably a statement of Dr. Gross' thinking in this area, includes a discussion of the contribution of the home management residence to the student. The authors list four: technological, which is the application of skills and techniques learned elsewhere, such as meal planning; economic, the problem of scarcity or abundance of resources and their effect on the resulting quality of living; social, the experience of group living and planning of household activities and entertainment and the all important evaluation and integration of the total experience. There should be several results of the home management house experience: (1) There are differing points of view about household activities which can be integrated into a more or less harmonious whole in varying ways. (2) Homemaking is a worthy activity. (3) Through varying income levels in the house the student comes to realize the effect of income on the quality of the resulting life. (4) There comes a recognition by the student that the family is a social unit "that can be studied and perhaps molded" (29).

Dean Jeanette Lee, in recalling her year as instructor in the home management house at the end of the thirties, assessed the experience as oriented toward family economics in that financial management and costs consumed a large part of the student's time, toward house care and toward time and energy management in the performance of household tasks (35).

By 1938 the manual had become the text, Home Management (28). There were no major changes in content or view point between the

Manual and the text in organization but elaboration and expansion of material. In the preface the authors state that it is necessary for students to develop managerial ability and this "necessitated breaking away from the emphasis upon developing technical skills in relation to the specific tasks of the household. While it is undesirable to neglect them entirely, they are definitely subordinated to the considerations of managerial ability" (28, p. v.). They note as limitations of this teaching device such things as length of residence, artificiality of the situation, and the difficulty of changing habits in so short a time. They point to a real need for teaching management throughout the four years of college. They continue, "Moreover, the development of concepts related to human values proceeds at a slower rate than those related to technological phases of management....the course must function in accord with the philosophy of the home economics division and the campus." (28, p. viii). So if standards and subject matter are the main emphasis they will be the learning experience. If human values are the main emphasis then the student can learn these.

Historically, management has been an element of "household efficiency and household finance" and has included the "extraneous matters" of pest control, equipment, cleaning and polishing, etc. (28, p. 1). Working from this to a definition of home management, they used the definition arrived at during the 1935 Chicago Conference:

> The planning and the guiding or directing, of the use of human and material resources for the optimal

> development of the individual members of the family within the home and in relation to other individuals and groups....It is essential, however, that the goals related to human values be defined, and that all planning and decision-making be in accord with these defined goals (28, p. 2).

The rest of the chapter is on technological and human values, largely as discussed in the "Manual." The rest of the book, with the exception of the final chapter, has the same content and organization and chapter headings as the "Manual." In the summary of the final chapter on human values, Gross and Lewis come to one of the dominant problems of home management. "The importance of human values in group living must be fully recognized, but at the same time it is unwise for them to crowd out the second major phase of the course, that of technological values (28, p. 139)." It is hard to teach management and much easier to teach skills.

The Gross and Lewis book in the eyes of the Journal of Home Economics was "unique", "the first to appear which is devoted entirely to the problem of developing managerial ability through residence in the home management house, but also because it isolates and defines the truly managerial aspects of the experience.... Throughout emphasis is given to management as a choice making process, of the importance of increasing choice making experiences for students (2)." This indicates that decision making is emerging as a part of home management. Gross and Lewis had used it, to some extent, in the Manual which they had prepared for their students and which appeared to serve as a basis for the text.

In 1935 the Home Economics Division was divided into four

departments: Foods and Nutrition; Textiles, Clothing and Related Arts; Institution Administration and Home Management and Child Development. Dr. Gross[3] became the first head of the Home Management and Child Development Department, a position she held until 1958. Kuhn says that the division "was crowded with students. By 1940 it was second only to liberal arts among the college divisions and second among the nation's home economics schools in number of students. A larger home economics staff justified its separation into four departments in 1935"(34, p. 371).

During the decade of the 1930s the college faced the problems arising from the 1929 crash. By 1932, with the Legislature in the bind of paying for state services on uncollected taxes, the college found itself with fifteen per cent less in appropriations than previously, necessitating Administrative Board action. The Board decided to cut salaries seven per cent and department funds twelve per cent (34, p. 336). Student fees were cut to ease his and his family's economic burden but college enrollment dropped to twenty-eight hundred in 1933 from thirty-three hundred in 1931. In spite of this, Kuhn (34, pp. 351-356) says there were new additions, new dormitories and new classroom buildings built on the campus. One of the additions of this time was the wing on the Home Economics Building. The college did not look as if it had been through a severe depression and what was to be the beginning

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[3]See Appendix for home management department heads and partial listing of faculty members.

of World War II in Europe. At the end of the decade, Michigan State College had reached an enrollment of 7,000 students, apparently because both the students and their parents saw college education as a sure way to better jobs and a higher standard of living than the parents themselves were often able to attain.

During the early 1930s, Extension home economics and home management looked for ways to help the farm family face their economic problems. A cooperative project was organized in 1933: "Home management phases of this project included the stressing of safety in the home and the use of homemade supplies for laundry and cleaning purposes....A new theme entered the program, "Legal Phases of Home Management (19, pp. 53-54)." The home management program reactivated two projects on home accounts and rural electrification. They found a way to use the outlook information of the agricultural economists for the benefit of farm families. In a summary, one finds "Kitchen improvement, use of home accounts and the planning of the homemaker's time and energy have formed a vital part of the home management service's program for the 25 years of its existence (47, pp. 53-54)."

Gross and Lewis and later, Gross and Crandall used the material of the home management conferences in developing some of the ideas set forth in the texts. It is impossible to determine whether they were thinking along the lines of the concepts approach before the conferences or not. Never-the-less, the 1930 series of conferences mark a change in emphasis in home management theory. Since Dr. Gross

was swinging the home management course at Michigan State College in this direction there is a connection. The direction of that connection is not known. The development may have been concurrent with Gross becoming a leader nationally, as well as in home economics at Michigan State College.

The most important was a series of conferences under the sponsorship of the Home Economics Education Service of the United States Office of Education, 1934, 1935 and 1937. The first two were concerned with a definition of home management which the participants worked out. Dr. Gross was one of the participants. The last conference was concerned with the problems of teaching management.

The 1934 New York conference was concerned with the concepts underlying the field of home management. These were seen as human values, goals, decision-making, and the related problems of managerial ability and the subordination of economic aspects of home management to the human values. The 1935 Chicago conference came up with a definition of home management which is the one discussed in the Gross and Lewis text: "The planning, and the guiding or directing, of the use of human and material resources.... that goals related to human values be defined and that all planning and decision-making be in accordance with these defined goals (28, p. 2)." There is a swing from resource-centered emphasis to human-centered emphasis in the definition. It is here that the statement "planning <u>or</u> decision-making is the core of all purposeful management" occurs. The term core is a presage process-centered emphasis. "Planning", today,

is a part of the decision process and not an alternate statement of it. It must be remembered that this confusion of terminology is a result of new ideas and concepts about the management process and about which little was known from basic research.

The 1937 Kansas City conference again worked with concepts and terms but greater emphasis was on the teaching of home management. The effects of these three conferences are apparent in the first of the Gross and Crandall texts which was not to appear until a decade later. Of this the authors say, "...Gross and Lewis, Home Management (1938), Nickell and Dorsey, Management in Family Living (1941), and Bonde, Management in Daily Living (1944) - all leaned heavily on the concepts of home management developed in the conferences....They emphasized process and human centered goals" (23, p. 24).

The 1930s represent the depression and the New Deal to most Americans who lived through these years. In Europe, the depression which occurred there earlier than in the United States, was one of the factors leading to the rise to power of such men as Mussolini, Franco and Hitler, events not without effect on the world. In Russia, Stalin posed problems little noticed by an isolationist America concerned with internal problems of poverty and economic upheaval. In Asia, the rise of the Japanese sun, the take-over of Manchuria and invasion of China would culminate in Pearl Harbor. The rising tide of invasions, riots, civil war and death, through purges, of thousands of political dissenters caused

many people to despair of man and civilization.

Hoover was the hapless president at the time of the crash and in the eyes of the uninformed seemed responsible for the havoc it caused. In reality it was the outgrowth of stock market speculation of the twenties and inequal and lopsided distribution of the national income, aggravated by the Hawley-Smoot Tariff Act of 1930 which put the highest tariff in United States history on farm and industrial goods.

Bald (3, p. 428) summarizes the 1930s: "Begun in the depression and occupied during most of the years with experiments to accomplish relief, recovery, and reform, it ended with returning prosperity based on war in Europe and Asia."

CHAPTER VI

1940 to 1950

Home management moved into the 1940s as a firmly established section of the Home Economics Division of Michigan State College. There was a dynamic head in Dr. Gross. The curriculum included family life, child development, nursery school education, family health, family economics, household equipment, consumer buying, standards of living, home management, home management house residence, an advanced course in the study of home management and another in the history and development of home management (41, 1940-41). There were home management courses for the non-major in the area of consumer buying, family relations and management in the home. The courses of the department, in the required core for all home economics majors, were two courses related to the child, two on the social and economic problems of the family and the practice in home management course which paralleled home management residence (41, 1941-1942).

In 1944-1945 a new program was started at Michigan State College which affected every division of the college, Basic College. It ultimately became known as University College. It was the required first two years for every student, regardless of his major and was an effort to achieve general education for

all freshmen and sophomores...and taught by a distinct faculty... with a board of examiners to prepare comprehensive examinations which would encourage integrated rather than disconnected learning (34, p. 420). President John Hannah put the first concrete suggestion for such a college before the faculty in March, 1944. Eight faculty members from the entire academic staff were chosen to build the new college, among them Dr. Gross. A revision of the administrative structure of the college took place at the same time and the Division of Home Economics, with the other Divisions, became the School of Home Economics (41, 1944-1945).

In Home Economics and in the Department of Home Management and Child Development there were some curriculum changes, none basic. Of the Home Economics courses open to all students, three courses were the responsibility of Home Management and Child Development: problems in home and family life including family finance; home management which included a laboratory section for putting techniques to work and a course in the development and maintenance of good family relations (41, 1945-1948). Under Home Management and Child Development were twenty-five courses including the three above. The major emphasis was on child development. Four courses, not including several in household equipment could be said to have been home management. There were six courses offered for the graduate student and a masters in child development. The master's degree in home management started in 1932.

During this decade the first of the Gross and Crandall texts

appeared, Home Management in Theory and Practice (1947). Elizabeth Walbert Crandall had been a staff member at Michigan State Home Management Department before her departure for Rhode Island State College. England (12) reviewing the book for the Journal of Home Economics, called it a valuable source which covered every phase of home management thoroughly. She noted it was written around the three steps of the management process and concluded by saying, "The text should be in all college libraries."

In the preface the authors summarize the Gross and Lewis text, "Management was presented in relation to the major resources of time, energy, money and materials with due regard to the values or goals of the family (23, p.vii)." Gross and Crandall say of the reorganization of the book, "While discussing these resources and family goals, it goes further and shows them in the framework of the process of management. The main divisions of the text center around the three steps of the managerial process: 1) planning, 2) control of the execution of the plan, and 3) evaluation of both planning and control (23, p. vii)." They define home management as "a process for the use of human and material resources in the home - the planning, the control of the plan in action whether carried out by self or others, and the evaluating of results preparatory to future planning (23, p. 5-6)." Management is seen as neutral, neither good nor bad. The process of management does not change but can be the source of change. Decision making is constant and "an understanding of decision-making is essential

to understanding the managerial process (23, p. 10)." There is no definition of decision making. There is a section, "Experiences in Decision-Making" where the elements of values, of the consequences of decision-making, of practice in decision-making and of transference of learning from one managerial experience to another are discussed (23, pp. 16-18).

Gross and Crandall summarize the chapter with a number of revealing statements: (1) "Home management is essentially decision-making, with a view to changing habits of procedure." (2) "Specific problems of management vary among different kinds of families and in different circumstances but the steps in the process do not change." (3) "Home management is a field of study based upon fundamental philosophical concepts as well as upon relatively superficial rule-of-thumb procedures. It has developed as part of the larger field of home economics and to some extent has paralleled industrial management." (4) "Research in the specific field is relatively new (23, p. 26)." One can also add that knowledge in the field is also based on farm management and that much, if not all, of the home management research funds had come from the experiment stations through the Purnell act.

The rest of the discussion is of goals, the process of management as applied to the home, i.e. planning, control of the execution of the plan, control of resources, guidance of workers, then two chapters on work simplification and the concluding chapter on evaluation. There is a rating scale for home managers, a number

of inventory sheets and a work calendar. A preponderance of the material deals with simplifying work procedures. At this time, this was a subject of major emphasis in the field, partly because this was of concern to the many women who needed to save time and energy in order to work outside the home during World War II. Decision making is foreshadowed but there is a lack of basic information about the problem and its ramifications. There are three listings in the text under decision making.

One of the reflectors of the progress of home management theory has been what was emphasized in the residence experience of the students. An interviewee who lived in the home management house in 1931 recalled making various types of furniture polish and then checking their effectiveness and cost against each other. This procedure had overtones of home production but incorporated other elements as well. According to another former student, by 1943 the emphasis had shifted more to group interaction and to the realization that all decision making did not have an economic base but that individual and group values were the decisive factor. This woman thought Dr. Gross saw the need to teach the intellectual process of management before other teachers saw it. According to all of the interviewees, where the emphasis was placed in teaching home management in the house depended on the personality and training of the instructor.

By the end of the 1940s the student population of Michigan State College had jumped to 16,000. Many of these were veterans

back in school on the Servicemen's Readjustment Act (GI Bill) and many of the students were married. Some of the students were in home economics. Since home economics majors were required to live in the home management house, this presented problems to the student and to the school. One attempted solution was having three husband-wife teams live in the house at a time. In "Home Management is a Family Affair"(26) the experiment is discussed. Gross and Everett concluded the experience had: 1) increased the partners' understanding of the management process, 2) developed greater understanding of the varying patterns of management, 3) learned the importance of flexibility in management and, 4) come to have a greater appreciation of the place of human values in management. However, the experiment was not continued.

At the beginning of 1940 there was another article on the home management house written by Gross and two graduate students (30). They had sent a questionnaire to 83 home management houses on questions of tenure and background of guidance personnel in the houses. They concluded with a number of questions, among them one as to the "future" of this method of teaching as a learning experience.

The research of the 1940s was mainly in the area of the economic practices of families such as the benchmark study of Gross and Zwemer,"Management in Michigan Families"(31). The study dealt with management practices of 382 families in the use of time, energy, resources and planning to reach family goals. Gross says of the

project, "The area was not even mapped out in a semi-official manner until a decade ago in June, 1935 at the home management conference in Chicago." (31,p. 274-76). This is clear evidence of a link between the conferences and Gross's work.

Further studies, records of which can be found in the Journal of Home Economics, in Experiment Station Bulletins and in the thesis records of the department, were in the area of management practices, mainly economic, two in time and motion studies or work simplification and a paper by Gross on "Some Uses of the City Worker's Family Budget" (19), which she considered a basic source of research information useful also for teaching.

A number of conferences on or related to home management were held during the 1940s. Two are important especially in terms of home management at Michigan State College. The related conference, Purdue, 1943, led by Dr. Lillian Gilbreth, dealt with techniques of time and motion study and their application to household tasks. The second conference celebrating the fiftieth anniversary of Home Economics at Michigan State College, 1946, was one week of conference and two weeks of workshop in home management. "Phases covered were: history and development of home management; research in the field; teaching of home management, especially in relation to different groups of people and to the different managerial resources; and the special problems of family finance and work simplification." (7).

During the 1940s a new president of the college took office.

John Hannah had served as the college secretary and was familiar with the problems of college administration, legislative relations and growth which would be part of the ongoing pattern of college life. His energy and innovative abilities would be put to the test in responding to the educational needs of youth of the state and to the changing social patterns of life. One innovation was the Basic College, which became University College, another, the accommodation in barracks of returning veterans, "who came at the rate of fifty a day during fall term", 1945 and (34, p. 444) the phenomenal growth in number of married students whom the college housed via barracks and trailers. With 16,000 students on campus in 1949, Michigan State became ninth in number of full time students enrolled. Classes started at seven in the morning and continued until ten at night and a half day on Saturday. Shaw Hall, designed as a dormitory for a thousand men, opened to fifteen hundred in 1949. Berkey with classrooms for thirty-two hundred students came at about the same time (54, pp. 449-451). These were only two of the buildings to burgeon at this time.

For the state and nation the early forties were taken up with the problems of World War II and of fulfilling Franklin Roosevelt's injunction to be a great arsenal of democracy. The end of the forties with the problems of regearing the economy to peace (no shooting, rather) and the returning veterans. Michigan poured tremendous effort into war production and prospered. When the

shooting ended a new kind of living came into being - living with the cold war. The tremendous inpouring of workers increased the state population from 5,256,000 in 1940 to 6,372,000 in 1950. Michigan's Negro population, most of it concentrated in the urban complexes, went from 208,345 in 1940 to 442,296 in 1950 and to 717,581 in 1960. It was the beginning of what was to become one of the major problems of post World War II: the problem of the inner city and the plight of the Negro within it. Michigan ceased to be rural about the turn of the century. In 1860, sixty-five per cent of the people lived on farms and in villages, while in 1920 sixty-one per cent lived in towns and cities. By 1950, seventy-one per cent of the population was urban. Of that listed as rural, almost double the population listed as farm was non-farm. During the 1940s the explosion of the atomic bomb at Almagordo, New Mexico; the Hiroshima atomic attack; the birth of the United Nations, with the United States as a founder; the use of the Marshall Plan as a weapon of the cold war against communism were all part of the growing realization of Americans that they were irrevocably part of one world.

CHAPTER VI

1950 to 1960

Home management reached the point of melding what Gross and Crandall have called the resource-centered, the human-centered and the process-centered stages of the discipline during the late forties and early fifties. By the end of the fifties a whole new era of concern had come to the fore, the concepts of the decision process and all of its ramifications. Research moved from how to better do a task ("Research in Work Simplification: Washing a Door, preparing a Head of Lettuce, Cleaning Spinach") to concern with what people actually do ("A Study of Home Management in Two Socio-Economic Classes" and "Managerial Practices in the Homes of Married Students at Michigan State College") and headed in the direction of the problems of decision making and values as they would appear in the research material of the 1960s.

In 1954, the second text of the Gross and Crandall collaboration appeared, "Management for Modern Families." It is a considerably expanded, more sophisticated work than the first text. Part one discusses what home management is, what goes into the process, what resources are managed and some of the determinants of management. Part two is concerned with the management of some of the

resources available to the family, notably money, material goods, time, energy, and personal characteristics which can be resources. Part three deals with management at varying times in the life cycle of the family. This is a new approach. Part four discusses the teaching of home management and concludes with a history of home management.

"Management for Modern Families", first edition, was reviewed by Florence McKinney (37). She makes two major statements about the book. 1) She feels it is a well done and comprehensive treatment of the management process. 2) It introduces and expands two concepts which have received little attention in other management texts, managerial problems at various times in the family life cycle and the history which McKinney considers a fine contribution.

"Management is using what you have to get what you want" is one of the first statements in the book. Elaborating, the authors define home management as "a series of decisions making up the process of using family resources to achieve family goals. The process consists of three more or less consecutive steps: planning; controlling the various elements of the plan while carrying it through, whether it is executed by oneself or by others; and evaluating results preparatory to future planning." (24, pp. 3-4). This is a new definition, since it considers as basic to home management the idea of continuous decision making. This element is lacking in the first text definition, though it is evident the problem bothered the

authors for they included a small section on management as decision-making (23, p. 9-11). In the 1954 text there is a chapter devoted to the problems of decision making. The results of business management research on decision making theory are used where applicable to home management. This is another reflection of the importance of research in other areas of management to home management.

It was during the decade of the 1950s that a program leading to a Doctor of Philosophy in Home Management was set up with the first degree granted in 1961. The Masters in home management had been first granted in 1932. 1957 was the first year that an undergraduate degree in household equipment home management was offered. The student was required to take 92 credits in home economics and related courses. In the area of home economics they included foods and nutrition, clothing and related arts, family life and child development, as well as the home management areas of consumer economics, equipment, work simplification, management theory and home management house residence. There are 66 credits of electives left. The courses given by the various departments were not integrated with each other. It was not liberal and the catalogue description for the major said it was "aimed at business positions in the household equipment field." (41, 1957).

The granting of the doctoral degree could be considered a maturing for the Department of Home Management. It necessitated the hiring of a stronger doctoral level faculty and the development

of more graduate level courses. In the 1958-1959 Catalogue (41) there are five courses listed with graduate level numbers, not including the research credit course. By 1962-1963 there were seven courses not including the research credit course. "The emphasis is upon the process of management and the problems of decision making as they relate to the use by modern families of both human and material resources." (41, 1962-1963).

During all of the years of home economics, leaders in the field have made strong pleas for one thing or another - more specialization or less specialization - more skills or less skills emphasis. The above course was instituted in 1957. In 1951, Dean Dye wrote a strong plea for a liberal arts background for all home economists. She wanted the student to have a better understanding of the relationships between the home, the family, and society. She sees this as a basis for "good professional training." (10). Dye points out the difficulties of trying to do this in four years of college, especially as there is a tendency to try to train the student for the whole job rather than for beginning a professional job. Dye points to the requirements of professional certification and concludes, "If we believe that the core is made up of education essential for all home economists, then only the professional studies can be modified. If a woman is to remain in the profession then additional study is to be expected." (10). This antedates a major curriculum revision in the College of Home Economics by a good ten years. The statement contradicts the

installation of the equipment and home management major.

In the area of home management conferences, two were held during the 1950s which seem to have been especially productive. They were the 1950 conference at the New York State College of Home Economics, Cornell University and the 1955 conference at Michigan State University. The first, "Implementing a Family-Centered Philosophy of Management" was a departure in that it attempted to view management from a human centered point of view rather than as, largely, the use of resources in management. The second conference, five years later, dealt with the problems of values and decision making in home management. It was an attempt to bridge the gap between the insights of the leaders in the field and the less advanced members of the profession. The conference, part of the centennial celebration of the University, was under the direction of Dr. Gross and the staff of home management. Resource persons included people from agricultural economics, long a useful source of information, from family life, from philosophy and from home economics. Dr. Gross saw the conference as developmental in that the resource people presented ideas which were then discussed by those attending the conference. Gross and Crandall said, "Its purpose was to highlight the newer phases of home management theory and to develop insights into their meaning and importance." (24, p. 533).

There were two other conferences of the 1950s. The Ohio State University conference, 1952, sponsored by the Family Life - Home

Management division of the American Home Economics Association, focused on research needs in home management, criteria for judging research and techniques for doing it. This speaks of the unfamiliarity of many in the field with one of the basic tools for finding out information and advancing knowledge. The fourth conference was at Purdue in 1953 and concentrated on the teaching of home management at various levels and to differing groups.

The 1950 conferences indicate a profound change taking place in home management and the difficulty of some members of the profession with understanding the new concepts. A look at the kinds of research and at Journal of Home Economics articles, and the dates of each, as well as the Gross and Crandall texts indicates that much of the change was originating at Michigan State University - probably in the thinking of Dr. Gross and her associates.

In the area of research, there were studies in fatigue among home makers, in consumer buying and two major studies on the problems of management in the home. The first was a study, "Managerial Practices in the Homes of Married Students at Michigan State College" (52) and the second, "A Study of Home Management in Two Soci-Economic Classes" (16). The first was a study of the same managerial practices in young homogeneous families as had been studied by Gross and Zwemer (31) and a comparison of the two groups of findings. The second study dealt with the same type of problems but used the techniques of psychology in its sentence completion and projective stories to obtain information. This was a

pioneer in the interdisciplinary approach. Another pioneer study, also using the resources of psychology, was the "Fatigue in House Care" (20) study. Gross said she had "come to realize that energy output from relatively few household tasks is great enough to cause any high degree of fatigue and that there must be other explanations of tiredness." 20. The research, as earlier, is concerned with what people do but the methods of securing information have moved from simple inquiry into the more sophisticated realm of the double check as seen in the Greey and Gross study. It takes this background before there can be much work in the area of decision making, the intellectual process.

During the decade of the 1950s Extension Home Management began an accelerated shift from how to do a task to the intellectual process of home management. According to Ketchum this was difficult to do and at times met with opposition on the part of the women throughout the state. She recalled that at one meeting concerned with the problems of getting the idea of the management process across, Dr. Gross said, "Ladies, the difficulty is - management is from the neck up!" (33). It well expressed the problem as the agents experienced it. During these years more emphasis was placed on trying to work with the whole family in making out financial plans based on families' goals for the improvement of family living.

An era of home management at Michigan State University came to an end at this time with the retirement in 1956 of Dean Marie Dye

and of Dr. Irma Gross in 1958. The new Dean was Dr. Thelma Porter, who had been on the staff of the Home Economics School and the new department head was Dr. Alice Thorpe, staff member, student under and collaborator with Dr. Gross.

There are a series of articles, Paolucci and O'Brien (43), which started appearing in 1959, which typify the movement from process-centered emphasis to values and decision-making emphasis in home management. The articles took the basic concepts of home management theory, and dealing with them one at a time, tried to explain them to secondary school teachers of home economics. They were an effort to catch them up to present day thinking in the field.

Michigan State University celebrated its first hundred years in 1955. Special meetings such as the Home Management Conferance were held during the year. Festivities included displays and exhibits such as the history of Michigan agriculture, a display of modern agricultural equipment, etc. Michigan State University became a university in name as well as in fact by act of the legislature. Student enrollment went to 22,000 by the fall of 1960 and reached 41,000 in 1965. South campus gave up its barns and fields to the beginnings of a new building boom of classrooms, dormitories and research facilities. The farms and fields moved on south, many beyond Mount Hope Road.

"The Fabulous Fifties" was Bald's (3, p. 455) way of describing this decade of history in Michigan and in the United States.

We became a nation of more. More money, more cars, more television, more leisure. The cold war and the Korean War posed great problems for Americans. Both seemed to be communist inspired and this led to the shameful witch hunting of Senator Joe McCarthy and others. Good sense and truth became scarce. The Salk vaccine, new drugs for mental illness and potent antibiotics revolutionized medicine. Transcontinental television became a reality with the message of President Truman sent nation-wide at the time of the Japanese peace treaty signing at San Francisco. If one believes Marshall McLuhan that the medium is the message then television promises to revolutionize the way men think. The Supreme Court handed down the school desegregation decision. Civil rights became a rallying point for Negroes of the north and the south. Jet aircraft cut the flying time between U.S. cities in half. The Soviet Union launched Sputnik I, an earth satellite, to the shocked surprise of Americans who had thought they led the world in technology. The Mackinac Bridge formed a solid link between peninsulas for the first time in history. Michigan population went from 6,372,000 in 1950 to 7,823,000 in 1960 with a surprising reversal in population movement from the city to the country. It had been the other way for decades. The suburb became a way of life for increasing numbers of people. The institution of household help had long since disappeared but new kinds of help were being brought into the home. The freezer and the mix were revolutionizing cooking and automation was a reality in many middle class homes via the automatic washer and dryer, the electric fry pan and other equipment.

CHAPTER VII

1960 to 1963

Education as part of the American tradition was seen as a means of achieving a better life for the child than the father or his father knew it. As a part of the Jacksonian Democracy with its belief in the dignity and worth of the individual the land-grant college was an answer to a national need. This is the context for the home economics idea as well, here at the land-grant institution of Michigan State University. But times were no longer the same as they had been in 1855 or 1900. With the end of World War II and especially as far as education was concerned, with the orbiting of Sputnik I the whole pattern took on other overtones. The United States no longer could think of itself as living alone and independent of the rest of the world. There came to be a realization on the part of some of the home economics faculty, that men and women had to have a broader undertanding of their complex world than a narrow technical education could provide. Part of the effort to achieve this broadening was a radically different core curriculum introduced in the College of Home Economics in 1962-1963. The core consisted of five courses of which two were the responsibility of the Home Management and Child Development Department (41).

The core courses were: Nutrition for Man; Design:Matrix for Living; Human Development in the Family; Decision Making and Senior Seminar. The courses in human development and decision making were developed along guide lines established by the entire faculty by the department. They were to be integrative and to apply not just to the American family but to families around the world.

The last of the Gross and Crandall texts, a revision of the 1954 book, appeared in 1963. Dr. Gross had been retired for five years and Dr. Crandall was was professor of Home Management at The University of Rhode Island. The emphasis of the book is on "the point of view that management is a mental activity highly significant in determining the quality of life experienced by families." (38) The book uses the three step managerial process and decision making theory as did the first edition. In the opinion of the reviewer, Florence McKinney, Professor and Chairman, Department of Family Economics and Management, University of Nebraska, the book equalled the first in presentation and quality of material. The authors (24, p. vi) say of their book:

> This book is going to press when there is considerable "ferment" in the field of home management theory. Its clarification through discussion is a continuing need, and the thinking of the authors has been stimulated by the current examination of principles. However, their fundamental approach as presented here has not changed markedly.

During this time there appeared in the Journal of Home Economics and other publications a number of articles on the focus of home

management, on concepts in home management and on the basic philosophy of home economics. The conferences, attended and staffed by Michigan State home management people, were doing the same thing and were a part of the ongoing ferment of the 1950s. The Iowa State University conference, 1960, composed of home management teachers and researchers, was an effort to sort out ideas and competences in relation to home management and to the larger area of home economics. Members of the home management section of the French Lick conference of 1961 were again concerned with theory development and with the problem of concept recognition in the field. Two other conferences, the Michigan State conference, 1962, and the Ohio State conference of 1963 were ongoing sessions of the French Lick. Dr. Marjorie Knoll, Head, Department of Family Economics - Home Management, Pennsylvania State University, had two major points to make in her paper of 1964 reviewing the conferences, all of which she attended. The first was the difficulty of determining which concepts were basic to the field of home management. The second was the unhappy recognition that members of the committee did not view the basic concepts as being the same to each of them.

The discussions are still going on in the literature and at the conferences. Gross and Crandall said, "It was evident that there was great difficulty in formulating concepts and in agreeing upon them. The progress report of the group and that of the "follow-up" committee indicates a need for further review and clarification

of the basic concepts of home management." (24, p. 534)

The emphasis in the literature, in research reports and in theses of the early 1960s shows a preponderance of the Michigan State material to be in the area of values, goals and decision theory, as of a main concern in the field of home management at this time.

Just as there were reasons for the work simplification phase and all of the other phases of emphasis in home management, there were reasons for the movement into decision making theory in home management. Hazel Kyrk gave three reasons for this:

> "development of freedom of choice in the economic world, development of the management function in business, with its emphasis on decision-making, and the growth of knowledge such as that of nutrition, forcing decisions in areas where tradition had formerly prevailed." (24, p. 528)

Its place in farm and business management indicated a parallel development along this line in home management.

Michigan and the nation, in the years since the founding of the Women's Division of the Michigan Agricultural College, have changed in many important ways. We have better health. More education is available to all of the people. Fewer farms and farmers are producing more food and commodities for all the population, which had increased from 2,420,000 in 1900 to 7,823,000 in 1960 in Michigan. Machinery replaced man power and draft animals on the farm. Electricity as a source of power, automobiles and the modern highways they run on, communication media such as radio and television and the telephone have all contributed to making the

farmer and the city worker more closely resemble each other than at any other time in American history. Industry and the farm have moved from machinery to replace hand tools to automated machinery to replace both men and simpler machines. The farm has shifted from production for home use to production for the market, and with the shift has itself become a business, sometimes a corporation, with large capital investment. It is the same shift seen in industry from the small individually owned business to the corporation with many owners.

In the field of welfare there is a shift from home care of the aged and ill to external sources of help, many established by law under the social security system. The same move took place in the care of the fatherless and other needy. There has been a whole change in attitude from the personal to the impersonal in social outlook.

There is a move from exploitation and destruction of natural resources to conservation and rehabilitation of them. The increasing population pressure is emphasizing domestic and world problems and bringing to consciousness the inescapable fact that problems of one are the problems of us all.

CHAPTER VIII

CONCLUSIONS

This history has tried to trace the development of the home management idea here at Michigan State University. It has seemed best to do so in terms of the surrounding matrix of University and nation but of necessity briefly.

There are several ideas which became apparent during the course of the reading and interviews and in the writing of the paper. I want to discuss them as a termination to the history, for if history is not appraised or its implications noted then the knowing of it is useless.

Two factors made the research and writing of the paper easier. The first factor is that each department of the College of Home Economics has acted as an autonomous unit apparently with little interaction between any of the departments. This has made the unravelling of the home management thread relatively simple. The second factor is similar to the first but deals with the department. As the catalogue says, the department encompasses several subject matter areas but the areas have been as autonomous as the departments of the college. There are indications of somewhat closer linkages in the college and in the department since the late 1950s. One is the five course core curriculum. The evidences of lack of

interaction are shown in the histories and are striking.

It would have been a more complete history to have treated the Department of Home Management and Child Development in terms of the developmental history of similar departments at other colleges and universities.

Dr. Irma Gross appeared to be the dominant figure in the development of both the home management department and the home management idea at Michigan State University. More about her would have been interesting and probably enlightening for the insights which it would give of the progression, in her thinking, of home management theory from the doing to the intellectual process.

One of the unanswered questions of the paper is why was the 1935 departmentalization handled as it was. Dr. Gross was a family economist who studied under Hazel Kyrk, why not make it family economics or equipment or general home economics, since it encompassed so many bits and pieces, or why not family development or nursery school education? The home economics files did not have the answer. According to Dr. Bernice Borgman (5) the structure of the department was an historical accident. There had been no justification for making more than one department of the two areas because neither was large enough. She recalled that there was expectation of two departments in the future and then noted that the trend had moved away from further divisions.

Dean Jeanette Lee (35), when asked what she saw as the pivotal points in the development of home management at Michigan State

University said that she didn't feel it was a question of pivotal points but of general growth in relation to technological changes occurring in our society. As a young instructor, Dean Lee worked for a year in one of the home management houses. She felt that the work she did was highly controlled and directed by Dr. Gross, who, of course, taught the classes in home management and the parallel classes in household care. Some of the things they were concerned with teaching to the student then, i.e. the cost of home-made versus purchased furniture polish, are no longer relevant. Changes in preparation of purchased foods have changed meal preparation as well as the economics of food costs. This is evolution not pivot points. Not only were these changes operating, but also there were social value changes which affected what was relevant to home management. Decision making is no longer based on tradition and limited by scarcity.

Dr. Beatrice Paolucci (42), Dr. Francis Magrabi (36) and Dr. Jean Schlater, who came into the department as staff about 1960 saw the department as humanistic in its approach to home management. This approach is one of the reasons why as much of the material coming from the staff members, during the late 1950s and early 1960 was concerned with values and their relation to the decisions which the individual and the family make. Dr. Schlater saw this quality as unique to the department as opposed to other home management departments.

Kuhn (34, p. 293) had pointed to the humanist approach, "Although

these seniors were expected to possess and demonstrate technical competence, particularly in cooking and nutrition, Dr. Gross gradually shifted the emphasis to the solution of family living problems."

There is a cultural lag in the movement - especially with the undergraduate courses - from one type of need to an oncoming one. This is characteristic of the university picture, not just home management. Very often we know that which we do not use or act upon. As a nation we were slow to recognize what the movement from the farms to the cities meant in terms of social customs; we were equally slow to recognize what the change from production for home consumption meant in terms of the family and in terms of the respective jobs of the husband and wife; we have also been slow to recognize the movement to service employment rather than production employment. It is only lately that the problem of leisure has been recognized as that - a problem for many.

Adam's historically revealing article, "50 years of Home Economics Research" (1) is a good summary of the development of home economics and the home management idea. She points out that it took events to bring about research in a given area: during World War I emphasis was on preservation and storage of food for home and overseas use, and on the quality (essential nutrients) of the human diet; the depression moved research into the areas of time and money management, housing and household equipment, buying and rural organizations, almost all of this from the economic standpoint; World War II sparred research in nutrition, in time and energy saving,

in the production, utility and distribution of the food supply; by 1959 the emphasis moved to household economics, management, equipment for the home, housing and rural life. She ends with a plea to keep research in tune with the technological, social and economic trends of life.

Home management not only has to know what the trends of the times are but must also contend with the problem of what constitutes a good education for citizenship and for living, for growth of wisdom. This is the problem of all education, not only that of home economics education and home management.

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APPENDIX

NAMES OF MICHIGAN STATE UNIVERSITY

State Agricultural College 1861
Michigan Agricultural College 1909 (Having been both Michigan State Agricultural College and State Agricultural College of Michigan, called also M.A.C. until this time and continuing until 1925.)
Michigan State College of Agriculture and Applied Science 1925
Michigan State University 1955

NAMES OF THE COLLEGE OF HOME ECONOMICS

The Women's Course 1898
Home Economics Division 1909
School of Home Economics 1944
College of Home Economics 1955

DEANS OF WOMEN AND OF HOME ECONOMICS

Maude Ryland Keller	1898-1901
Maude Gilchrist	1901-1913
Lilian L. Peppard (Acting)	1913-1914
Georgia L. White	1914-1918
Mary E. Edmonds	1918-1920
May Person (Acting)	Fall 1920
Mary E. Sweeny	1920-1922
Louise H. Campbell (Acting)	1922-1923
Jean Krueger	1923-1929

DEANS OF HOME ECONOMICS

Marie Dye	1929-1957
Thelma E. Porter	1957-1964
Jeanette A. Lee	1964-

DEPARTMENT HEADS, HOME MANAGEMENT AND CHILD DEVELOPMENT

Irma H. Gross	1935-1958
Alice C. Thorpe	1958-1966
Beatrice Paolucci (Acting)	1966-

First Practice House opened 1917

SELECTED LIST OF FACULTY AND HOME MANAGEMENT COURSES

from

MICHIGAN STATE UNIVERSITY CATALOGUES

1895-1896

Women's Course (as proposed under Domestic Economy)

Faculty:

Professor — Edith F. McDermott, Head

Courses:

I. The house
II. Foods
III. The preservation of health
IV. Clothing
V. Emergencies (first aid)

1900-1901

Faculty:

Professor — Maude Keller, A.M., Dean
Instructor — Belle C. Crowe

Courses - which might have been home management:

2. Household economy
   a. Emergencies
      Sanitary science
   b. Home nursing and household accounts
   c. Interior decoration

1910-1911 (torn from volume)

1911-1912

Faculty:

Professor	Agnes Hunt, B.S.
Instructor	Grace E. Stevens, A.B.

Courses:
2b. Household management
7. Household problems and demonstrations

1920-1921

Faculty:

Professor	Hilda B. Faust, B.A.
Assistant Professors	? Hughes (listed in area, not on faculty list)
	May M. Person, A.B.
	Louise I. Clemens, B.S.
Instructor	Avis L. Sprague

1930-1931 (not found)

1935-1936 Division of Home Economics, Department of Home Management and Child Development

Faculty:

Associate Professor	Irma H. Gross, Ph. D.
Instructors	Mary E. Lewis, M.S.
	Catherine G. Miller, M.A.

Courses: only Home Management
331. Economic problems of the household (Gross)
336. Family Relations (Gross)
432a. Practice in home management) parallel (Gross &
432b. Household organization care and equipment) (Lewis

Graduate Course:
505. Research in home management and economics of the household

1940-1941

Faculty:

Professor	Irma H. Gross, Ph. D., Chairman
Assistant Professors	Mary E. Lewis, M.S.
	Catherine G. Miller, M. A.
Instructors	Evelyn L. Bergstrand, M.S.
	Evelyn A. Zwemer, M.S.
	Bertha V. Stockard, M.A.
	Elizabeth Walbert, M.S.
	Ruth B. Wagner, M.A. ? (not on faculty list)
Graduate Assistants	Helen L. Ewing, B.S.
	Dorothy L. Hopson, B.S.

Courses: only Home Management
331. Economic problems of the household (Gross, Walbert)
336. Family Relations (Gross)
339. Consumer Buying
342a. Practice in home management (Gross, Zwemer, Stockard, Walbert)
438. Standards of living (Gross)
Graduate Course:
505. Research in home management and economics of the household (Gross)

1949-1951

Faculty:

Professor	Irma H. Gross, Ph. D., Chairman
Assistant Professors	Bernice D. Borgman, M.S.
	Esther Everett, M.A.
	Dorothy Greey, M.S.
	Shirly Newsom, M.S.
	Evelyn Zwemer, M.S.
Instructors	Dorothy J. Ekern, M.S.
	Ruth Highberger, M.S.
	Marjorie M. Knoll, M.A.
Research Assistants	Alice C. Thorpe, B.S.
	Ruth C. Whitehouse, M.S.

Courses: (only Home Management)
HE 339a. Consumer buying
HE 342. Elementary nutrition and budgeting
231b. Managerial practice and house care

336. Social and economic problems of the family
431a. Personal and family finance*
432a. Residence course in home management
432c. Advanced study of home management*
436a Guidance techniques in family and group living*
439a. Advanced consumer buying*

Graduate courses:

500a. Seminar in home management and economics of the family
513a. Special studies in home management and economics of the family
550. History and present status of educational and research progress in home economics

*Approved for graduate credit

1960-1961

Faculty:

Associate Professors	Alice C. Thorpe, Ph. D., Chairman
	Bernice D. Borgman, Ph. D.
	Beatrice Paolucci, Ed. D.
Assistant Professors	Ben H. Ard, Jr., M.S.
	Lennah K. Backus, M.A.
	Esther Everett, M.A.
	Grace T. Gerard, Ed. D.
	Lucile Ketchum, M.S.
	Eunice Pardee, M.A.
	Evelyn A. Zwemer, M.S.
Instructors	Vera Borosage, M.A.
	Miriam Bushkoff, M.S.
	Thelma Dunn, M.A.
	Emily Sue Hobbs, M.S.
	Charlotte Holm, M.A.
	Judith Inkenberry, M.A.
	Ruth Kettunen, M.A.
	Carol O'Brien, M.S.
	Josephine Oudyen, M.A.
	Dorothy Russell, M. Ed.
Teachers, Spartan Nursery School	Betty Jean Garlick, M.A.
	Mariella Aikman, M.S.

Courses: only Home Management

215. Planning family finance
319. Elementary nutrition and budgeting for low income families

332. Theory and application of home management (residence provided)
335. Family finance
435. Standards of living and family finance
437. Management of work capacity in the home
439. Consumer economic problems

Graduate courses:

800A. Seminar in home management and economics of the family
813A. Seminar in home management and economics of the family (Sp. prob.)
915. Research methods in home management, family economics and family relations
932. History and philosophy of home management
933. Apprentice experience in home management residence
935. Analysis of family income

1963-1964

Faculty:

Professors	Alice C. Thorpe, Ph. D., Chairman
	Bernice D. Borgman, Ph. D.
Associate Professors	Lennah Backus, M.A.
	Lucile Ketchum, M.S.
	Francis K. Magrabi, Ph. D.
	William K. Marshall, Ed. D.
	Beatrice Paolucci, Ed. D.
	M. Jean Schlater, Ph. D.
Assistant Professors	Martha Dale, Ph. D.
	Esther Everett, M.S.
	Eunice Pardee, M.A.
	Peggy Shomaker, Ph. D.
Instructors	Georgianne Baker, M.S.
	Vera Borosage, M.A.
	Thelma D. Hanson, M.A.
	Diane D. Hanson, M.A.
	Josephine Ouaya, M.A.
	Dorothy Russell, M. Ed.
	Carol Shaffer, M.A.
	Bettie Sue Terrey, M.A.
Teachers, Spartan Nursery School	
	Mariella Aikman, M.S.
	Betty Jean Garlick, M.A.

Courses:

261. Human development in the family) also serve the
331. Management and decision making in the family) Home Economics Core

335. Family finance
435. Standards of living and family finance
437. Management of work capacity in the home
439. Consumer economic problems

Graduate courses:

800A. Seminar in home management and economics of the family
813A. Special studies in home management and economics of the family
819. Research methods
932. History and philosophy of home management
935. Analysis of family income

MICHIGAN STATE UNIVERSITY
COLLEGE OF HOME ECONOMICS
EAST LANSING, MICHIGAN