



**K
N
FORUM**

**Leadership:
Reflective Human
Action**

Volume 11, Number 2



KAPPA OMICRON NU FORUM

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4990 Northwind Drive, Suite 140
East Lansing, MI 48823-5031
(T) 517/351-8335 · (F) 517/351-8336
<http://www.kon.org>

Contents

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Leadership: Reflective Human Action

State of the Society*	1
	<i>Frances E. Andrews</i>
Guest Editor's Message	10
	<i>Sharon Y. Nickols</i>
Laura Jane Harper: Leader, Mentor, Activist	13
	<i>Saranette D. Miles, Janet M. Johnson, & Cathryn Turrentine</i>
Hazel Kyrk: Putting the Economics into Home Economics	25
	<i>D. Elizabeth Kiss & Andrea H. Beller</i>
P. Mabel Nelson: Scientist and Academician	43
	<i>Patricia B. Swan</i>
Eva Donelson Wilson: A Consummate Professional	57
	<i>Ruth E. Deacon</i>
Symposium for College Administrative Leadership Preservation	71
	<i>M. Virginia Richards & John J. Beasley</i>
Editor's Message	82



State of the Society*

Frances E. Andrews

**An abbreviated message was delivered to the Leadership Conclave, St. Louis, Missouri, August 7, 1999.*

On behalf of the Board of Directors, it is my pleasure to report on the health and well-being of Kappa Omicron Nu. This message highlights dynamic and exciting actions Kappa Omicron Nu is pursuing to address our mission, empowered leaders in Family and Consumer Sciences.

Throughout the 1998-1999 biennium, the Board of Directors, various committees, numerous volunteers, and our capable headquarters staff have engaged in strategic thinking, scenario analysis, and other techniques that guide decision making for Kappa Omicron Nu. The Board, including our Executive Director, makes decisions on the following ends policies designed to position the entire Association, including collegiate and alumni chapters, in the best possible position to prepare scholars and researchers as leaders for the 21st century.

- **Scholarship Research Leadership:** Skills that enable members to provide direction to the profession and empower others to meet their full potential.
- **Organization:** An organizational and management environment that supports mission-driven programming.
- **Member Development:** Strong affiliation networks that develop empowered leaders.

Among the strategies to achieve these ends are the recognition and awards programs that promote scholarship, encourage intellectual development, promote research, foster the spirit of inquiry, confer distinction for high achievements, and promote leadership development. For the fiscal year, 1998-1999, fellowship and grant awards totaled \$14,700.

- One master's level and five doctoral level fellowships were awarded for a total of \$12,000.
- Heather M. Helms-Erickson, Penn State University, for graduate study in Human Development and Family Studies
- Carrie P. Earthman, University of Arizona, for graduate study in Nutritional Sciences



- Diana D. Carroll, Carson-Newman College, for post-doctoral study in Certified Financial Planning
- Scott A. Ketring, Kansas State University, for graduate stud in Marriage and Family Therapy
- Susan K. Volpe, California State University, Northridge, for graduate study in Interior Design
- Joseph E. Gaugler, Penn State University, for graduate study in Human Development and Family Studies
- Two research grants were awarded for a total of \$2,700.
 - Kathryn S. Keim and Christine A. Johnson, Oklahoma State University, for study of the social influence on type 2 diabetes mellitus
 - Marsha Rehm, Barbara Allison, Carol Darling, and Bonnie Greenwood, Florida State University, for study of diversity in drama

For the fiscal year, 1999-2000, fellowship and grant award totaled \$10,000.

- One master s level and two doctoral level fellowships were awarded for a total of \$6,000.
 - Michelle Townsend, Carson-Newman College, for study at the University of Alabama, Tuscaloosa
 - Verdie D. Samuels, Ohio State University, for graduate study in Early Childhood Education
 - Sharon M. Ballard, University of Tennessee, Knoxville, for graduate study in Child and Family Studies
- Two research grants were awarded for a total of \$4,000.
 - Shelly Nickols-Richardson, Virginia Tech, for study of "Knowledge, Attitudes, and Behaviors regarding Herbs and Phytomedicinals"
 - Tanya Horecek, Syracuse University, and colleagues: Jean Bowering, Eurestine Brown, Kathy Dischner, and Linda Quinn, for the study: "Assessing 5 Grader s Dietary Habits in Relation to Quality of Life Measures to Develop an Effective Nutrition Program."
- Nine Conclave Scholarships for Advisers to facilitate their active participation in Conclave activities were awarded for a total of \$2,250.

- Diana D. Carroll, Kappa Beta Xi chapter, Carson Newman College
- Betty J. Church, Kapppa Alpha Tau chapter, Bradley University
- Ellen Daniels, Nu Delta chapter, Harding University
- Norma Gaines-Hanks, Omicron Alpha Epsilon chapter, University of Delaware
- Missale Kumelachew, Kappa Delta Upsilon chapter, University of Maryland, Eastern Shore
- Lauren L. Leach, Kappa Alpha chapter, Northwest Missouri State University
- S. Jayne Ozier, Kappa Alpha Theta chapter, Eastern Illinois University
- Anna Roberts, Kappa Beta Rho chapter, East Tennessee State University
- Janelle Walter, Kappa Gamma Theta chapter, Baylor University
- The Scholar Program awarded local scholarship grants to chapters in good standing based on the rotation policy of one scholarship awarded per chapter in each biennium. Fifty awards totaling \$12,600 and forty-seven awards totaling \$14,800 were distributed in 1998-99 and 1999-2000, respectively.
- The Conclave Undergraduate Student Paper Award recipients were Allison J. Archer, Purdue University; Michelle Gastineau Tracy, Indiana University; Rachell Harding, Brigham Young University; Sarah Jagers, Bradley University; Gail McNinch, Texas A&M University; Fawn Parks, Baylor University; Tambra R. Stevenson, Oklahoma State University; and Kathleen C. Walker, Kent State University. These awards totaled \$4,500.
- Delegate Scholarship awards for 1999 totaled \$23,000.
- Chapter Awards of Excellence for 1997-98 and 1998-99 were awarded to the following chapters:
 - Kappa Beta Xi, Carson-Newman College
 - Omicron Tau, Penn State University
 - Omicron Omega, Ohio State University
 - Kappa Alpha Theta, Eastern Illinois University
 - Omicron Alpha Epsilon, University of Tennessee, Knoxville
 - Kappa Alpha Pi, Middle Tennessee State University



- Omicron Tau Chapter, Penn State University, received awards for programming in mentoring, leadership, and cultural diversity.
- Four members received recognition as Leadership Academy Fellows.
 - Ardyth Gillespie, Cornell University, will apply leadership development and community building theory and practice to community food systems.
 - Barbara McFall, Saybrook Institute, will concentrate on personal resource systems.
 - Donna Pendergrast, Queensland University of Technology (Australia), will focus on "Beyond Brown."
 - Sue McGregor, Mount St. Vincent University, (Canada), will focus on how FCS Higher Education can be informed by peace, human rights, and citizenship education.

The Board continued to use Policy GovernanceSM, the Carver Model, as a strategy to create an organizational and management environment that supports mission-driven programming. Newly elected Board members, Janis B. Van Buren, Chair-Elect, Karla Hughes, ViceChair/Program, Barbara McFall, Secretary, and Lisa Wooton, our Executive Director's new Administrative Assistant, participated online in the first Kappa Omicron Nu computer mediated distance learning course about this model. A contract with Sue Stratton of Leading Edge Mentoring provided facilitation and technology for the KON learning package, "Board Orientation in the Policy Mode." Following the tenets of the Policy GovernanceSM model, the Board engaged in review of all programs and policies to assure that they stimulate student and faculty dialogue, encourage high standards of practice and ethical behavior, promote attitudes of professional responsibility for the public good, and remain relevant and responsive to member input. Sue Stratton engaged in an extensive study of compliance of our policies with those of the Policy GovernanceSM model for the consideration of the Board of Directors in the next biennium.

The development of individual members as empowered leaders is fostered through provision of services members identify as important. In July 1998, a survey of randomly selected active and nonactive members confirmed that publications, recognition of students, leadership development, and administration/structure were features that the organization should provide for members. Respondents recommended improvements in "real

world" applications, communication, and collegiate chapters. Priorities included the awarding of scholarships, fellowships, research grants, leadership development, and collaboration with other FCS organizations. The highest-ranking technology priorities were an on-line newsletter, an electronic library of KON articles, and distance education courses.

In addition to the scholarship, fellowship and research grants programs addressed earlier in this message, Kappa Omicron Nu is engaged in provision of most, if not all, of the identified member services priorities. Society publications included six issues of *Dialogue* focused on leadership, resilience, cross-cultural education, and FCS in Higher Education: An Open Summit on the Future; three issues of *Kappa Omicron Nu FORUM* involving the themes: "Legacies," "Making Community," and "Advanced Information Infrastructures: Realizing their Potential." The following book was published as a contribution to the FCS Summit--*Strategic Leadership of the Professions: Agenda for Change*, a collection of literature resources to provide a foundation of trends, cutting-edge knowledge, and theories and facts for strategic thinking processes in professional and academic organizations. An electronic library of KON articles was initiated successfully with a newly established teacher-leader graduate program at the University of Montevallo. This pilot was the beginning of a service for professors wishing to use KON publications in course reading lists.

Collaboration with other FCS organizations in strong affiliation networks that develop empowered leaders was extensive during the 1997-99 biennium. As a member of the Coordinating Council of Honor Societies, Kappa Omicron Nu continued a 19-year history of collaborating with Phi Upsilon Omicron. At recent AAFCS national meetings, the Coordinating Council sponsored luncheons that included presentation of undergraduate research in 1998 and focused on pertinent issues that emerged from the survey to determine viewpoints about the future of honor societies in 1999. Also, the Council sponsored the Graduate Showcase.

Other collaborative initiatives included participation in FCS in Higher Education: An Open Summit on the Future, the Family and Consumer Sciences Administrative Leadership Council, the Higher Education Survey, and the Knowledge Base Conference. As part of a seven-member collaborative, Kappa Omicron Nu contributed significantly to the recent FCS in Higher Education: An Open Summit on the Future. In addition to facilitating



financial support from the KON/Betty Jane Johnston Fund (\$15,000) for the Summit and providing extensive in-kind services (\$14,000) for management of the Summit, Dr. Mitstifer, our Executive Director, served with Dr. Esther Fahm and Dr. Frances Andrews as one of the tri-chairs for the Summit. A Summit Link on the KON Web site, www.kon.org, includes notes and a synopsis of the project; reports of Summit initiatives will be posted as they become available.

As a follow-up to the 73rd Annual Council Meeting of the Association of College Honor Societies in February 1998, the FCS in Higher Education: An Open Summit in February 1999, KON Board strategic thinking in January 1999, and the membership survey in July 1998, Kappa Omicron Nu conducted a survey of selected higher education administrators and faculty and organizational leaders to determine viewpoints about the future of honor societies in FCS/Human Sciences. Growth Management Consulting, an East Lansing consulting firm, was hired to summarize the data, conduct the project, and report at the Joint KON/PhiU luncheon in Seattle. Eric Craymer and Michael Goree, the consultants, conducted an abbreviated scenario analysis, using the survey data to develop a matrix of critical scenario drivers those with high impact but with the least certainty of outcome. A full listing of these scenario drivers and a full description of Phase One of the project may be found on the KON Web Site News & Events link, "Exploring the Future of Honor Societies in FCS/Human Sciences." Plans were made during my term to conduct an AAFCS pre-session in Chicago in June 2000 to focus further discussion on the role of honor societies in higher education.

Our collaboration with the Family and Consumer Sciences Administrative Leadership Council was less extensive than our participation in the Summit initiative or in the study of the future of honor societies in FCS/Human Sciences. Because Kappa Omicron Nu shares the objectives of the Administrative Leadership Council, our headquarters office contracted to supply support services. A retreat for emerging administrators is planned for 2001.

The newly designed KON Web site (www.kon.org) offers six classifications of information: Membership, Leadership, Conclave, Publications, News & Events, and Summit. Members and chapters have easy access to forms; they can order products and publications on-line; and they can obtain fellowship application materials. Chapters also have access to on-line

chapter programs: "Open Space Process" and "Leadership 101." KON addressed the wishes of members for an on-line newsletter, an electronic library of KON articles, and distance education courses. A new on-line newsletter, "Kappa Omicron Nu Spotlight," was begun in June 1999 to enhance communication with members and the public. The first KON on-line journal is Volume 11, Number 1 of *Kappa Omicron Nu FORUM* is "Advanced Information Infrastructures: Realizing Their Potential." A new on-line course, "Self-Managed Mentoring," was placed on-line in December 1999 for review purposes, and it will be available to members and the public in early 2000.

The 5th Biennial Conclave, held August 5-8, 1999 at the Radisson Hotel, St. Louis, Missouri, focused on "Creating a Learning Community." Dr. Anne Murray guided exploration of innate qualities and helped delegates grasp a clearer picture of themselves as leaders. Using the Myers-Briggs Type Indicator, Dr. Murray helped us answer questions such as "Who am I?" "What traits do I have or have I acquired that support leadership?," and "Why can't you be more like me?" Open Space, a unique way of engaging friends, colleagues, and total strangers with real issues, helped delegates focus attention on chapter management and organizational issues of great concern. Through interaction with colleagues, delegates learned how to build positive, power-with relationships, a significant component of learning communities. By participating in the Assembly of Delegates and in the Delegate Forum, members exercised their constitutional role in organizational governance and directed the actions of the Board of Directors for the next two years. An outcome of discussion during Conclave was the decision to offer KON medallions to recognize participation of members in chapter activities. Honor cords will be available to all graduates, and the medallion will be available to members meeting chapter criteria for participation. Members who contributed to Conclave programming were Norene Cochran, Carrie Fuller, Kevin Taylor, Mary Pritchard, Jan VanBuren, Dorothy Mitstifer, Barbara McFall, Karla Hughes, Virginia Clark, and Frances Andrews. Michael Wolfe, the Executive Director of Kappa Delta Pi, supported the Conclave theme with his entertaining but substantive remarks at the Conclave Banquet.

Our organization is enriched by the expertise of a large number of members who volunteer or who are elected for a variety of positions. Newly elected Board members are: Janis VanBuren, Chair, Texas A&M University, Kingsville; Karla Hughes, Vice Chair/Program, Middle Tennessee State University; Sarah



Shoffner, Vice Chair/Finance, UNC-Greensboro; Barbara McFall, Secretary, Saybrook Institute; and three Student Representatives: Gail McNinch, Texas A&M University, Kingsville; Wanda Rummage, UNC-Greensboro; and Amy Stoll, University of Missouri-Columbia. Members of committees for 1997-99 included: Awards I, Nancy Kingsbury, Sue Byrd, Wanda Dodson, and David Wright; Awards II, Alyce Blackmon, Barbara McFall, Geraldine Ray, and Delores Smith. Awards III, Virginia Clark, Ruth Deacon, James D. Moran, III, and Margaret Weber. Constitution and Bylaws, Mary Pritchard, Julia Dinkins, Angela Higgins Rushman, and Susan Poch. Editorial, Diana Carroll, Karen Cummings, Francille Firebaugh, Dottie Goss, Bernice Johnson, Carole Makela, Gladys Gary Vaughn, and Virginia Vincenti. Nominating, Amelia Brown, Judy Brun, Audrey Clark, Karen Craig, Connie Ley, Kay Murphy, and Frances Shipley.

Membership in Kappa Omicron Nu confers honor and obligation. The honor is in recognition of integrity, high standards of scholarship, and the promise of a future as one of achievement. The obligation involves earnest and loyal efforts toward the advancement of scholarship, personal development, leadership development, and maintenance of the high standards of Kappa Omicron Nu. During 1997-98, 2545 new members were initiated: 2559 in 1998-99. Although our membership acceptance rate of 57 percent compares favorably with other honor societies, the Board is not satisfied with this statistic. In 1997-98, the number of active, life, alumni, and campus members totaled 10,798, including more than 2700 gift memberships to recent graduates; in 98-99, 10,084 including 2500 gift memberships. Members over time total approximately 117,000. In spite of extensive renewal efforts during 1998-99, active membership retention is lower than desired. It must be increased if the organization is to continue spending approximately \$48.00/member for benefits and services.

Financially speaking, our commitment to our members and the unique opportunities to support the profession have been overriding factors in Board decisions this biennium to the detriment of the commitment to aggressively build the general fund reserve. The endowed funds and designated funds are well protected with a mix of equity and income investments. As mentioned above, expenses per member have exceeded the dues and initiate fee income; therefore a renewed effort to build the general fund reserve is in order. The figures below can be compared to the 1997 overall liabilities and assets of \$393,250. Despite the extraordinary investment in collaborative efforts, the Kappa Omicron Nu assets are growing in the right direction.

Liabilities and Fund Balances

Year End	General Fund	Designated Funds	Total Liabilities & Net Assets
6/30/98	\$ 46,795	\$ 381,429	\$ 428,224
6/30/99	\$ 56,698	\$ 394,301	\$ 450,999

Kappa Omicron Nu can be proud of the great care and vision that drive all who have served our organization within the last two years. Our sincere thanks are extended to all committee members who served in 1997-99 and to Board members whose terms of office expired in 1998: Laura Jolly, Vice Chair/Program, and Erica Lynne White Zwilling, Secretary; in 1999: Frances Andrews, Chair, Mary Pritchard, Vice Chair/Finance, and Norene Cochran, Carrie Fuller, and Kevin Taylor, Student Representatives.

In summary, I am pleased to indicate that Kappa Omicron Nu is healthy and continues to focus on its mission: ***empowered leaders in Family and Consumer Sciences!***



Guest Editor's Message

Sharon Y. Nickols

The call went out, and the responses continue. In 1996, Kappa Omicron Nu issued a call for papers for the theme, "Legacies for the Future." The purpose was to provide a record of the contributions of leaders who helped develop the field of family and consumer sciences so that their experiences and insights could inspire and enlighten current and future generations. "Telling the stories" of those whose work had not previously been well documented was a high priority.

Kappa Omicron Nu FORUM has published two issues of "Legacies for the Future" (Volume 9, Number 2 and Volume 10, Number 1). This is the third. The articles in this issue echo themes in the lives of leaders, which appeared in the biographical and autobiographical essays published in the previous issues. These themes include the following:

- the important role of parents in fostering intellectual development, social consciousness, determination, and self-confidence;
- the influence of mentors in creating environments where the intellectual abilities of emerging scholars developed;
- financial support in the form of fellowships from professional associations such as the American Home Economics Association and the universities where degrees were earned;
- the convergence of institutional need and readiness for greater responsibility, whether recognized by the future leader or only by others, that propelled some individual into positions of leadership; and
- the warm human relationships and breadth of interests, which continued to inspire and challenge protégés and colleagues over many years.

Nutrition has held a central place in the history of family and consumer sciences, and this is reflected by the inclusion in this issue of *FORUM* of three articles featuring leaders whose educational training and early careers were as nutrition researchers: P. Mabel Nelson, Eva Donelson Wilson, and Laura Jane Harper.¹ Each later assumed major administrative roles. Also in this issue is an article about Hazel Kyrk whose career focused on the study of household economics. Like the nutritionists, an important part of her legacy was the development of many students who themselves have made major contributions as researchers, teachers, and authors. The issue is

rounded out by the history of "SCALP," an informal gathering of home economics administrators restless to move the profession in new directions during the 1980s.

Three of the women whose stories appear in this issue earned their degrees and launched their careers in the first third of the twentieth century (Nelson, Wilson, and Kyrk) and the fourth woman earned the Ph.D. in 1948 while on study leave from an already established career (Harper). Rossiter's (1995) synopsis of the experiences of many women scientists in America who became marginalized from the mainstream of academia during the period of 1940 to 1972 provides a context for understanding some of the forces that were in the shadows as Nelson, Wilson, and Kyrk were actively engaged in their careers. They, too, had to deal with the discrepancy between increased opportunities, on the one hand, and ambiguous job offers, open or veiled hostility from men in positions of authority, and barriers to advancement, on the other. An important part of the legacy left by these early achievers in family and consumer sciences is how they coped with, overcame, or ignored these constraints.

It is to the credit of several men who served as teachers and mentors of these women; however, it was the quality of scholarship of the women that their talents were recognized and nurtured. It was often a male professor, mentor, or administrator who "opened doors" and pushed them through to assume positions of responsibility. Although not directly credited as having an influence on any of the scientists featured in this issue, it seems appropriate to recognize the role of Wilbur O. Atwater in establishing the policies and procedures of the experiment station system, which supported so much of the early research in home economics.

W. O. Atwater was the first director of the Office of Experiment Stations in the United States Department of Agriculture, serving there from 1888 to 1891 (Kerr, 1987). He was a pioneer in nutrition research and is often called the "father of nutrition."² Although Atwater was unable to attend the first Lake Placid Conference, he sent a letter expressing his support of its purpose (First Conference Proceedings, 1899). At the third conference and several subsequent conferences, Atwater made research presentations and engaged in the lively discussions about nomenclature for the field. Atwater and his assistant, Alfred C. True, director of the Office of Experiment Stations from 1893 to 1915 (Kerr, 1987) were allies of the emerging field of home economics. Not only did their efforts build an infrastructure for research through the experiment stations, they cooperated by

Dr. Nickols is Dean, College of Family and Consumer Sciences, University of Georgia, Athens.

many students who themselves have made major contributions as researchers, teachers, and authors. The issue is rounded out by "... hiring their graduates, publishing their research, and generally testifying to the scientific respectability of their work" (Stage, 1997, p. 26).

In the process of identifying legacies left by outstanding educators, researchers, and administrators, the authors of the articles in this issue have explored their trials and triumphs. Feelings of personal indebtedness are woven between the lines of the biographies in this issue. Sometimes the clues to relationships and contributions are in the footnotes of published work, sometimes in the bundles of letters tied with a faded ribbon, sometimes in the legends of an institution, and sometimes in the memories of a colleague. The invitation to document the lives and legacies of family and consumer sciences professionals is an open one. Our history is a rich one. It is a history that is exciting to uncover and share.

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End Notes

- ¹Career development and reflections on their careers of individuals in the dietetics profession are recorded in *Legends and Legacies* by Vickery and Cotugna. Laura Jane Harper is included in the publication.
- ²W.O. Atwater was fondly known as the "father of nutrition," but he was also the father of Helen Woodard Atwater, who had an outstanding career in home economics as a writer and editor (Siegel & Finley, 1985). Helen Atwater assisted her father in his editorial work, focusing on the dissemination of research to the public through popular publications. She was employed in federal agencies, including the Office of Home Economics of the United States Department of Agriculture and the United States Treasury, writing primarily about foods, nutrition, and thriftiness. In 1923, Helen Atwater became the first full-time editor of the *Journal of Home Economics*. Her high standards in both subject matter and writing style contributed "...to the growth in stature and understanding of the very young field of home economics" (Siegel & Finley, 1985, p. 196). Indicative of her desire to reach general audiences as well as professionals in the field is her little book *Home Economics: The Art and Science of Homemaking*, published in 1929 as part of "Reading with a Purpose," a series of reading courses under the auspices of the American Library Association.

Laura Jane Harper: Leader, Mentor, Activist

Saranette D. Miles, Janet M. Johnson, & Cathryn Turrentine

Laura Jane Harper

Birth:	8/18/1914
Death:	8/27/1996
Education:	1934-Belhaven College, Jackson, Mississippi, B.S. in Home Economics
	1948-University of Tennessee, Knoxville, M.S. in Nutrition



Dr. Laura Jane Harper served the field of family and consumer sciences for over 35 years, dedicating her life not only to the profession but also to mentoring and educating women. Her legacy is a philosophy designed to enable life-fulfillment and community building, and her life is an example of professional commitment to excellence.

Laura Jane Harper concluded a 1966 speech to the women attending the District 4 Federation of Home Demonstration Clubs with the statement: "We need to develop commitment to something larger than ourselves" (Harper & Howery, 1985). These words reflect her life's philosophy, accomplishments, contributions, and sacrifices.

Home Economist in the Making

Laura Jane Harper was born in Jackson, Mississippi, the daughter of William P. Harper and Eleanor Collins Harper, and raised on a farm in a rural area seven miles outside of Jackson. It was there she played, worked, and studied with her two sisters, Wilma and Margaret. Her early years of formal education in the Jackson City Public Schools included classes in natural science and food preparation a sound foundation for what was to come. A major part of her education was her after-school activities, which included the Rankin County 4-H Club. As a 4-H member she had opportunities to compete in the county, district, and statewide demonstration contests in bread making and home improvement. Six years as a 4-H member provided Harper with the skills and leadership experience that launched her career as a home economist.

Ms. Miles is on the staff of the Offices of Career Services, University of Florida, Gainesville; Dr. Johnson is Dean, College of Human Resources and Education, Virginia Tech; and Dr. Turrentine is Director of Planning and Assessment, Office of Student Affairs, Virginia Tech.



A foundation in sciences from Jackson City High School and experience in 4-H prepared her for undergraduate study in home economics at Belhaven College. By attending a college in Jackson, Mississippi, she was able to continue to volunteer in her local 4-H club. At Belhaven College, Harper pursued a degree in home economics with additional course work beyond the graduation requirements in the humanities and sciences and graduated in 1934. She valued her undergraduate degree, which was a model for students majoring in home economics, when she later served as an academic adviser and dean. Years later, Harper told a student that this type of education enabled a home economist to make diverse contributions to the professional field (Harper & Howery, 1985).

In the late 1920s, the American Home Economics Association (AHEA) encouraged women to become home economists in various businesses, serving consumers in manufacturing firms, utility companies, and laboratories. The AHEA also encouraged members to develop leadership skills, an understanding of different cultures, and a good foundation in the sciences to be effective pioneers in this field (Macleod, 1938). Harper accepted the AHEA challenge and began work as a bookkeeper for a local ice-manufacturing firm. This job was not the typical occupation for a Belhaven 1934 graduate of home economics, but she was fortunate to have a position in the depression years. The job also helped Harper develop skills in business and provided her with additional job opportunities.

With a Bachelor of Science degree in home economics, a minor in chemistry, experience in bookkeeping, an understanding of people, and leadership training from her 4-H experiences, Harper accepted a position with the Public Utilities for Georgia Power in Mississippi. Even though no names were mentioned in Macleod's *Business Opportunities for the Home Economist* (1938), the description of the pioneers in consumer services in Mississippi perfectly fit the profile of Harper's early career. She continued to receive additional responsibilities and soon became the Director of Consumer Services of Georgia Power. After 12 years in this position, Harper packed up her things, said her quick good-byes, and headed to the University of Tennessee in Knoxville to begin graduate study. Her work experiences and her undergraduate education served as a good foundation for her future positions and challenges.

Learning—a Never Ending Cycle

At the University of Tennessee, Harper continued to develop another aspect of her philosophy: life long learning, a never-

ending cycle. She enrolled in classes not only focusing on nutrition, her major, but also home management. The home management classes expanded her mind by giving her more knowledge in other areas of home economics. It also helped to answer questions that had been raised when she worked as Director of Consumer Services. Harper worked as a graduate assistant, developing teaching skills as well as learning research methods from mentors.

In December 1948, Harper received her Master of Science degree in nutrition with minors in foods and home management. Shortly after this achievement, Harper began as associate professor at Virginia Polytechnic Institute (VPI, now Virginia Tech) in foods and nutrition. Three years later, Harper took academic leave to pursue a doctorate in nutrition at Michigan State University. This leave was negotiated with the President and Department Head when she was hired in 1949.

Obtaining a Ph.D. in nutrition was important to Harper for several reasons. First, it provided her with another opportunity to learn the latest information in nutrition. Second, Harper felt that learning about the most current research was important to professors, teachers, and extension workers because the people whom they taught deserved the best (Harper & Howery, 1985). She believed that to demand the best from students, the teacher must first give the students the best (Harper & Howery, 1985). This belief also made Harper feel that it was essential to obtain a Ph.D. if she pursued teaching. Lastly, pursuing a Ph.D. was important to Harper because she felt she owed her students much more than instructional learning. Her students deserved a role model to help them aspire to something higher than they had imagined (Harper & Howery, 1985).

Harper received the Douglas Fellowship for graduate study and several Michigan State graduate fellowships and was a teaching and research assistant. This allowed Harper to refine her teaching and researching skills while increasing her knowledge in nutrition. At Michigan State, Harper was introduced to pioneers in the field of home economics such as Dr. Irma Hannah Gross. Gross provided Harper with an example of a woman who was committed to something greater than herself.

While Harper was teaching and conducting research for her dissertation, she received a call from Dr. Mildred Tate, department head of home economics at Virginia Tech, who asked her to serve as director of a regional nutritional research project among five states. The project team designed and conducted nutritional research on preadolescent girls from Georgia, Louisiana,

Tennessee, Texas, and Virginia. Harper agreed to serve as chair of the project that provided research-based information about the nutrient requirements of a population group not previously studied. The project added to the recognition of nutrition as an applied science (Harper & Howery, 1985).

Academic Tenure and Service

Harper returned to VPI in January 1956 with the doctorate and her study on preadolescent women completed. Her research was the first to establish the food practices of young women. Harper found caloric consumption was inversely related to protein at younger ages. The study also included African American women and their eating behaviors, unique for research at that time. It concluded that if the young women of 1956 maintained their eating habits into advanced years, they would have different eating behaviors compared to the older women of that time. Younger women had a rigid meal pattern of three meals per day. Older white women had a different meal pattern than younger women. African Americans were more informal in the consumption of food with a less defined meal pattern than younger or older white women. This presented an important foundation for future studies on older women to determine if they continued their eating habits of 1956.

Harper was promoted to professor in research and resident instruction effective March 1956. She negotiated a professorship in January, even before officially receiving her Ph.D. Harper's scholarship, research skills, leadership skills, and praises from students earned her the professorship. Upon her return to Virginia, Harper worked untiringly at teaching and research but always tried to make time for her students, who ranked first with her.

One example of Harper's commitment to students was her involvement with one of VPI's popular student organizations, the Young Women's Christian Association (YWCA). Harper was a faculty adviser to the organization. She believed that in-and-out-of classroom experiences were important to student learning. On one special Friday afternoon, Harper and another adviser took three VPI students on a YWCA weekend retreat. She had arranged for the young women to stay in the room with three other women from another college. To the surprise of the VPI women, the arrangement had been made to stay with three African American women from Hampton Institute and Virginia State College. The women were very agitated and approached Harper who accepted the responsibility for not informing them

about the racial integration of the retreat. She also commented that if it were a problem she and the other adviser would stay in the room with the young women. The VPI women were still angry but agreed to share the room. On the way back from the trip, the young women thanked Harper for such a wonderful, enlightening experience (Harper & Howery, 1985). This is just one example of Harper's commitment to educate students outside the classroom. It is also an example of her commitment to something greater than herself.

Harper's leadership style soon translated to an administrative position. After working as a professor for almost two years, Harper was offered the position of department head of home economics at VPI and Radford College, then the Women's Division of VPI (Wallenstein, 1997). On June 1, 1958, Harper accepted the position based on the belief it would only be temporary. Soon the department at VPI became a school and Harper was asked to accept the position as dean in 1960. Her responsibilities as dean included restructuring the curriculum, maintaining residential instruction, hiring quality professors, advocating for the needs of the college, creating research activities at both VPI and Radford College, and assisting with extension work. With much persuasion from her colleagues, Harper accepted the position as dean. She committed her skills in budgeting, organizing, and mentoring to the position of dean in the hope of establishing the newest school at VPI. It was because of this commitment that Harper became an extraordinary dean.

Extraordinary Dean

Harper was extraordinary for several reasons. First, she continued her commitment to students that she had begun as a teacher. Harper taught a freshman seminar and a professional seminar for juniors on both campuses. These were classes she created to help freshmen understand the field of home economics and prepare juniors about the decisions they would be making soon about the world of work. Second, she also continued to advise students on personal, social, or academic issues. The following two stories are examples of her dedication to students.

The first story is about a student who attended Harper's class and heard her summary of a job opportunity that she had learned about at a conference. After class the student, Lelia, explained to Harper that this job was exactly what she wanted to do after graduation. Harper and Lelia discovered that the job required a Ph.D. and twelve years of field experience. Harper

determined to help this student aim high and not become discouraged. She developed an alternative route to meeting the qualifications. Harper explained to Lelia that if she had graduate work in a foreign country and special honors she might be considered a worthy candidate. Harper and other colleagues critiqued an application for Lelia. After much work, Lelia received an appointment to a graduate studies program in Copenhagen as a Fulbright scholar. Harper kept in contact with Lelia and one year later arranged a meeting with Lelia and Dr. Zuill, Dean of Home Economics at the University of Wisconsin. Dr. Zuill was so impressed that she offered Lelia an advanced study experience at the University of Wisconsin upon completion of the Fulbright Scholarship. This provided Lelia the experience and connections she needed to pursue her dreams. From Dean Harper she not only gained insight in the classroom but also learned to strive for excellence to obtain her goal (Harper & Howery, 1985).

The second story is from an African American student, Linda, who said, "Dr. Harper was more than just a dean" (Carter, Clauson-Wicker, Hurd, Kelley, & Sowell, 1997). She described Dean Harper as a strong role model and a fair employer. Linda was one of six African American women who were the first to attend VPI in 1966. After completing her first year, Linda researched on-campus employment for the upcoming year. Employment was scarce for people of color; however, Linda went to Harper who immediately hired her (Carter et al., 1997). Linda was shy and only wanted to survive at VPI and graduate with a home economics degree, but Harper had higher goals for her. Harper carefully planned work activities for Linda to increase her self-esteem and improve her skills. By Linda's senior year, her responsibilities as a student worker grew. Linda was assigned to activities such as running statistical analyses, communicating with top administrators including the President, scheduling important meetings, planning social engagements, and maintaining the keys to the newly built home economics building (L. Turner, personal communication, May 20, 1998). Linda had opportunities that most faculty had not yet experienced, such as keys to every room in the new building and regular discussions with the President.

Harper supported students in their master's thesis and doctoral work with employment and also encouraged faculty to include the students as assistants in their research projects. Another commitment to students was illustrated in the college news literature with statements from students such as "She is an

excellent teacher, because she demands the best from her students" (Speiden & Porter, 1960, p. 6).

Students benefited by her efforts to incorporate international experiences. Harper helped to establish a summer study-abroad program in Finland where over 350 students participated during her tenure as dean. This program led to creation of the first VPI scholarship for an international student in home economics. From that international program grew other partnerships and alliances with students from Argentina, Australia, Guatemala, Indonesia, Iran, Israel, Kenya, and Korea. International students from all over the world found a friend and great adviser in Dean Harper.

Colleagues also valued her skills and knowledge as a dean. The president emeritus of Virginia Tech, Dr. Paul Torgersen, best summarized her ability to handle academic affairs, department issues, college politics, and other issues that academic deans face. His words echoed advice he was given when first becoming dean of the College of Engineering at Virginia Tech. "If you vote like Harper on issues or think like her you will be right every time." He concluded his comment with the statement that "The advice was true" ("New Dormitory," 1997). Many faculty, staff, and administrators asserted that she had a business mind, a student connection, a no-nonsense approach, and unlimited knowledge that helped her become an extraordinary dean.

As Dean, Harper made many changes to benefit students. For example, she reconstructed the home economics curriculum to include a freshman, professional, and orientation seminar. This class would give Freshmen an overview of all the major areas in home economics. She also developed classes in the area of nutrition, which included science of food, food and culture, and therapeutic nutrition. Harper was also appointed Assistant Director of the Experiment Station while she was Dean. She worked hard to increase research in an effort to attract more faculty and to educate extension workers and other agencies about the home economics field. Her appointment as Assistant Director lasted for ten years.

Research and Scholarship in Home Economics

In addition to her continuous interaction with students, Harper managed to conduct research, consult, obtain honors, and be active in various organizations. One example of her research activities was her study of the status of students obtaining degrees in the discipline of home economics across the nation. This was an important effort on the part of AHEA and Harper to

assess the status of home economics in degree-granting programs. From her years of assessment, she concluded that the importance of the home economics profession would only increase over time. This was an often-cited resource for home economics professionals of higher education. Another was a longitudinal study of food intake and weight of women from ages 18 to 56. Harper's research interests included food habits, food and culture, nutrition as a tool for international development, nutrient metabolism, and metabolism in children. She conducted many studies that increased the breadth of information in nutrition and provided classical knowledge for future work.

Harper also published several articles, monographs, and books. She was senior author of *Food, Nutrition and Agriculture* (Harper, Deaton, & Driskell, 1984), a textbook for middle school children in Rome and other member countries of the United Nations. She also developed guidelines, curriculum guides, and texts for agricultural training in Southeast Asia (Harper, 1984). She published two-year evaluations on institutions granting bachelors and higher degrees in home economics from 1968-1985 (Harper & Davis, 1986). Examples of other topics published in 31 articles and books authored or coauthored by Harper include "Reminiscing on My Career in Nutrition and Dietetics" (Harper, 1990), "Contributions of Home Economists to International Organizations" (Mallory and Harper, 1988), and "Approach to the Study of Food and Culture" (Harper and Spencer, 1987).

Professional Leadership

Participation in organizations is essential to anyone in a professional capacity. The membership keeps a person informed of the latest information in that area and provides the opportunity to network and meet other professionals in the field. Harper was not just a member in many of these organizations; her role was often in a leadership capacity. Her extensive involvement in activities can only lead one to wonder when she ate and slept due to her large commitment. Harper's international activities included consulting on the National Association on Standard Medical Vocabulary, participating in the International Federation of Home Economics, and chairing the Politics of Food Committee of the American Association of University Women International Scholarship Committee. At the national level, she participated in the White House Conference on Aging as a delegate, and she chaired and vice chaired several committees in AHEA from 1957 through 1985. Harper was president of the American Home Economics Association Foundation (1985-1986),

the Virginia Dietetic Association Foundation (1973-1976), and the Association of Administrators of Home Economics (1968-1969). Regionally and statewide her activities were chair of the Southern Region Home Economics Administrators, member of the Virginia Governor's Conference on Food and Nutrition, and member of the Virginia Dietetic Association. The list seems endless and this summary only highlights some of her involvement that often related to her research, professional life, and her special interests.

Harper received many honors, including Key Award given at the National 4-H Alumni Awards in 1964 and The Knight Class I, Order of the White Rose of Finland from Finland's President Koivista to recognize the cultural exchange program for students and faculty. Harper also received the outstanding alumni award in 1975 from Michigan State University. The American Dietetic Association recognized her as a Lenna Cooper Distinguished Lecturer. Harper received the Distinguished Service Award from the American Home Economics Association Foundation on July 1, 1987. Her honors and awards go on and on, reflecting the large contribution she made to various organizations, to service to the college, to the discipline, and to the global community.

Global Perspective

Harper believed that learning should be continual and that one should commit to something bigger than oneself. Harper's perspective of the world was that of one big global community. She truly believed in giving back to her community and that the community was inclusive of the entire world. This explained her push for a study-abroad program for the college to increase student knowledge about others. She believed that even with our nationality differences, we could use our strengths to help one another.

International students were encouraged to come to VPI and gain a different perspective of the world. American students were encouraged to visit other countries and learn how their lives could contribute to the global community through alliances and collaborative work. Committing yourself to learning, developing, and giving was the theme to several of Harper's speeches. Listeners would hear this woman emphasizing the importance of giving but not limiting the contributions to just the area in which one lives. In 1983, she was chair of a workshop in West Africa on appropriate technology for use in home economics programs. This demonstrates her vision for the integration of technology into the discipline of home economics before it was globally accepted.

Retirement

Harper retired in 1980, but she never stopped trying to educate the world. She continued to make trips to places such as Finland and Italy to visit former students or conduct research. She also continued her research on four-year colleges in the United States with home economics specializations. Harper became even more active in causes for equality for women. Many colleagues and students commented that she did not stop being a great dean or friend. She still advised and gave her opinion on their lives, university policies, and professional practices. Harper never stopped committing herself to others.

Legacy for the Future

Laura Jane Harper left us with philosophies that are designed for life-fulfillment and community building. Her vision of home economics was not limited to any specific specialization or any one nation. Rather, her vision was for integration of the various specializations that make up home economics and other curriculums. She believed we should teach students, families, and other professionals how to challenge, support, and commit ourselves in order to continue the successes she and others achieved.

An important part of the legacy left by Harper is the professional commitment to a broad-based education that prepares professionals for jobs of the future jobs of the 21st century for which no description has yet been written. She recognized the importance of thinking globally in outreach and education. Harper envisioned how small the world would become and the importance of every professional role to reach out internationally. She recognized the value of diversity in the world and worked to allow that diversity to become abundant. Although the names and professional roles of home economists have changed, the commitment that was fundamental to the life of Laura Jane Harper is still relevant: the commitment to individuals, families, and communities world-wide with a broad-based education.

“We need to develop commitments to something larger than ourselves” (Harper & Howery, 1985). Harper’s duties, teaching style, administrative duties, research, activism, and caring nature are examples of this philosophy. She challenged and empowered students of all nationalities and races, and then she educated the world. Since her death in 1996, her legacy of challenging and empowering others for excellence continues through all those she touched. Her philosophy of making commitments to goals greater than one’s self is relevant today as a model for practice of all professionals.

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Hazel Kyrk: Putting the Economics into Home Economics¹

D. Elizabeth Kiss & Andrea H. Beller

Hazel Kyrk

Birth: November 19, 1886, Ashley, Ohio

Death: August 6, 1957, West Dover, Vermont

Education: Ph.B², Ph.D., University of Chicago



Photograph by Louise Barker, Chicago, IL. Used by permission of the University of Chicago Library, Department of Special Collections.

One of the first women to earn a doctorate in economics, Hazel Kyrk's legacies to the home economics profession have been long lasting. Margaret Reid, first a student and then a colleague of Kyrk's, acknowledged Kyrk's contribution to the economic literature but she also believed "equally great was her contribution as a teacher and a counselor of students" (1972, p. 184). In addition, Reid noted that throughout the United States Kyrk's books spurred the growth of family economics curricula. In Liston's (1993) Tree of Family Economists, Kyrk represents the first ring of the tree's trunk (by virtue of being the first in the group to complete her doctoral degree); Kyrk's first doctoral students: Day Monroe, Jessie Coles, Irma Gross, Margaret Reid, and Dorothy Dickens represent "early branches."³ According to Liston, the active participation of "most of those in the trunk" helped create the Division of Family Economics in the American Home Economics Association (p. 36). In her work for the Federal government, Kyrk was associated with two landmark studies. A pre-cursor of the Consumer Price Index, "the cost of living index," resulted from a landmark study of consumer purchases (Nelson, 1980) while another landmark study, the Worker's Budget Study, resulted in a yardstick of family economic well-being that was quoted for many years (Reid, 1972).

The Early Years: 1886-1910

Hazel Kyrk was born in 1886 in a small house on her paternal grandfather's homestead near Ashley, Ohio. She was the only child of Elmer and Jane (Benedict) Kyrk. In 1889, when Kyrk was three years old, her mother died. According to a cousin, there were times when relatives on the homestead sent Elmer

Ms. Kiss is Family Resource Management Extension Specialist at Purdue University. Dr. Beller is Professor of Family Economics in the Department of Agricultural & Consumer Economics, University of Illinois, Urbana-Champaign.

and his family food and fuel and whatever else they needed for survival (Beller & Kiss, forthcoming). Soon after her graduation in 1903 from Ashley School, Kyrk began supporting herself. She was 17 years old.

Family sources indicate Kyrk taught at Marlboro Township School, a one-room schoolhouse near her home, prior to enrolling at Ohio Wesleyan University (R. P. Selanders, recollections, December 1994). While a student at Ohio Wesleyan, she worked as a mother's helper for the family of Professor Leon Carroll Marshall. In 1906 Marshall, an economist, joined the University of Chicago faculty. Also in that year Kyrk returned to Ashley and taught for two years at Ashley High School (Kyrk vita, 1924). In 1908 she went to Chicago and again worked for the Marshall family while attending the University of Chicago (R. P. Selanders, recollections, December 1994). Kyrk graduated in economics from the University of Chicago in 1910. She was a member of Phi Beta Kappa.

Although Kyrk's choice of economics as a field of study may have had roots in her childhood, it seems reasonable that Marshall also influenced Kyrk's choice. When Marshall went to the University of Chicago he was an assistant professor of political economy (Marquis Who's Who, 1968). By the time Kyrk finished her undergraduate training, Marshall had been promoted to associate professor and was the Dean of the College of Commerce and Business Administration. And, as will be shown, he appears to have actively advised Kyrk regarding her early professional appointments.

The Promise of Usefulness: 1911-1925

Kyrk enrolled in graduate study at the University of Chicago during the autumn term of 1910. In January 1911 she left campus to work as an economics instructor at Iowa State College. During the 1911-12 academic year Kyrk was employed as an economics instructor at Wellesley College. Kyrk returned to the University of Chicago in 1912 and resumed her graduate work in economics.

In 1914, after completing her coursework for the Ph.D., Kyrk took up employment at Oberlin College. First appointed as an instructor, Kyrk was promoted to assistant professor in 1918 (Archives of Oberlin College). In September 1920, at the age of 33, she received the Ph.D. degree in economics from the University of Chicago.

Kyrk's dissertation, "The Consumer's Guidance of Economic Activity," received the 1921 first place award in the Hart,

Schaffner, and Marx annual contest of economic essays. In addition to the honor of having her work recognized by highly distinguished economists, she received a prize of \$1,000 (Burnette, 1936) and the opportunity to publish her dissertation as a book. The cash prize was equal to the amount Kyrk had earned per year as an instructor at Oberlin College (Archives of Oberlin College). As an assistant professor she was paid \$2500 per year. In 1923, a revised version of Kyrk's dissertation was published as a book with the title, *A Theory of Consumption*.

Kyrk resigned from the Oberlin faculty in 1921. From then until she began her employment at the University of Chicago in 1925, Kyrk held several academic and research positions.

Correspondence between Kyrk and Leon Marshall during this period illustrates Marshall's role in mentoring Kyrk as well as his desire to assist her in obtaining a faculty position at the University of Chicago.⁴ It also hints at the difficulty women faced obtaining tenure-track academic positions. On August 9, 1921, Kyrk writes:

For your information I wish to report that I have resigned from my Oberlin position . . . I know you do not understand why I felt it desirable to leave Oberlin, and that you may not feel justified in seeming to countenance in any way such foolish and imprudent behavior. Further, I am fully aware of the unfortunate state of the labor market . . . I am quite reconciled to a long period of unemployment . . . I hope that you have a good man available whom you can send to Oberlin. I think that in most ways it is an exceptionally pleasant place to work.

Marshall's August 15, 1921, reply focuses on Kyrk's prospects:

It is a funny job market this year. There has really been a very heavy demand for men though at rather low salaries and practically nothing for women.

He goes on to mention two positions he has recommended her for. Marshall also mentions that he has written to Katherine Blunt, head of the Home Economics Department at the University of Chicago, regarding the possibility of a joint appointment for Kyrk there.

The following spring Kyrk is still looking for academic employment. In a letter dated March 14, 1922, Marshall writes:

Jobs for next year don't seem plentiful. I have mentioned your name in two or three cases where they said they wanted a "man" but nothing definite has happened yet.

In a July 20, 1922 letter, Marshall alerts Kyrk that he has suggested her as a suitable candidate for a pair of academic positions and again mentions the possibility of a joint appointment at the University of Chicago. He writes:

Of course in figuring out your answer to any such possible proposals, you will want to know what the situation looks like here. . . . Whether . . . there might be some opportunity to experiment a bit with the home economics people, I really don't know. Of course I am interested in making such an experiment, but I can't say now just how the matter will pan out. Probably it is a thing that ought not influence calculations very much.

According to Kyrk's 1923 vita, during this period she was employed as a research assistant in the College of Commerce and Business Administration. During the summers of 1922, 1923, and 1924, Kyrk taught at the Byrn Mawr Summer School for Working Women (Kyrk vita, 1924⁵).

In March 1923, Marshall again alerts Kyrk that he has suggested her in connection with a possible academic position. He also informs her that he sent what he termed "the usual brief statement of your training and experience." His statement (in full) reads:

Miss Hazel Kyrk took her Doctor's Degree in the Department of Political Economy, magna cum laude. As this fact indicates, she has one of the best minds that we have had with us in Graduate work. She has impressed every member of the Department very favorably, not only with respect to her mental capacity, but also with her promise of usefulness in any special aspects of college instruction. All of us think that she may be very highly recommended.

On June 9, 1923, Kyrk writes to Marshall:

Can you give a little time once more to some of my problems? The Secretary of the Food Institute at Stanford . . . has offered me a position there with a salary of three thousand dollars for an eleven months year. I am quite at a loss what I should do about it . . . I realize that you probably have no basis for judgment except the belief that I am in a precarious economic condition and should count myself lucky when a decent job presents itself . . .

Marshall's reply, dated June 14, 1923, begins:

I have kept your letter on the desk a day or two in order to think the matter over a bit. I guess the net result is that I am quite as much at a loss as you are. But I find such judgment as I have swinging in the direction of accepting the Stanford position.

He goes on to tell her about two other positions. In the letter he acknowledges that Kyrk will likely find one of them unattractive because it involves "living-in" and about the other, he writes:

Matters are really unsettled there and part of the unsettlement is apparently some question on the part of one member of the staff about the appointment of women.

Kyrk's reply is dated June 19, 1923. Regarding the live-in job Marshall mentioned, she wrote:

. . . [That] proposition I did not consider. I shall never consent to a living-in arrangement until I am ready to retire to an old ladies' home.

In the same letter she also indicates that she has decided to accept the offer from the Food Institute.

One of the jobs Marshall recommended Kyrk for in 1921 was at Cornell. Apparently nothing came of his recommendation at that time. But, it appears that in March 1924 Kyrk was in contact with Martha Van Rensselaer at Cornell regarding a position that would involve joint duties in home economics and economics (Archives of Oberlin College). Two letters—one from Van Rensselaer to Henry C. King, President of Oberlin College, requesting information about Kyrk and another in reply to Van Rensselaer from someone acting in King's absence—provide some detail.

On March 6, 1924 Van Rensselaer wrote to King:

I am corresponding with Hazel Kyrk in reference to a position in research and teaching the subject, Economics of the Household A person taking this position must have the ability to work with other departments, as for example, the Department of Economics and the Department of Rural Economics. She would not only be a good teacher but also have the qualifications for investigation and research. We count much upon cooperative ability and professional standards.

The March 10, 1924, reply on King's behalf is perhaps as illuminating on the subject of the position of women in economics and higher education at the time as it is on the subject of Kyrk's suitability for the Cornell position. It reads:

Miss Kyrk was instructor and then associate professor for several years in our Department of Economics. Her work showed that she was a very well trained woman, of rather unusual natural ability, and of entirely agreeable personality. She was not wholly successful in her teaching here, primarily



I believe, for the reason that any woman would have enormous difficulty in trying to teach such subjects as banking and transportation to classes composed almost entirely of men in the upper years of the college course. Miss Kyrk's presentation of the subjects was undoubtedly clear-headed and exact, and her standards were reasonable and altogether satisfactory. I have always felt that a man doing exactly the work that Miss Kyrk did and in the same way would have seemed satisfactory in every way.

In research Miss Kyrk is, I think, a scholar of decidedly unusual ability. I remember that the head of our Department in Economics once told me that Dean Marshall of the [College] of Commerce [and Business Administration] of the University of Chicago said to him that if Miss Kyrk were a man he would have a good place for her in his institution.

In the end, although she left the Food Institute in June 1924, Kyrk did not go to Cornell. Instead, she spent the summer at the Bryn Mawr Summer School and in the fall took up a joint appointment as Professor of Economic Science and Household Administration at Iowa State College.

At Iowa State, Kyrk divided her teaching between the Department of Economics, History and Sociology and the Division of Home Economics. She was responsible for an introductory course in economics (letter to Marshall, September 1924) and for supervising both the graduate seminar in household administration and graduate research in that field (Iowa State College, 1925).

By March 1925, Kyrk secured, at last, a faculty appointment at the University of Chicago. Why did Kyrk experience difficulties achieving employment security? According to Libby (1984) the position of women within the economics profession underwent a dramatic shift after 1920. One factor was the development of sociology, social work, and home economics into unique areas of specialization. Libby asserts that prior to the development of these fields, "many women, working and writing in the areas of social problems and reform, considered themselves—and were considered by the rest of the profession—to be economists" (p. 275). However, as the fields developed these men and women were no longer considered to be economists but rather founders and members of other professions.

Another factor, which may have decreased Kyrk's prospects for employment (at least at the University of Chicago), was the retirement of Laurence Laughlin from the University of Chicago in 1916. According to Libby (1984), as Chairman of the Department of Political Economy, Laughlin had a reputation for

encouraging women students studying for higher degrees (including the same opportunities as men for fellowships). Prior to his retirement, the University of Chicago was one of the largest employers of female academic economists. Further, the *Journal of Political Economy* (published at the University of Chicago and edited by Laughlin for many years) had a reputation for publishing the work of women economists. According to Libby (1987), this changed after approximately 1925 when the *Journal of Political Economy*, in an effort to compete with the eastern dominated *American Economic Review* and the *Quarterly Journal of Economics*, stopped publishing many articles on social issues, and women "economists" published in other, non-economic journals. In Libby's words, "women did not leave economics, economics left women" (1987, p. 185).

In an analysis of career patterns of women economists from 1900 to 1940, Libby (1987) found no clear pattern of differences among women working in academia, government, and other organizations. She did find significant differences among women employed by high status academic institutions versus lower status institutions⁶.

Her analysis suggested that women were more likely to be employed by high status institutions if they attended coeducational undergraduate schools, received academic honors, received Ph.D.s from high status institutions, and were married. Of limited importance were dissertation topic and publications. With the exception of being married, Kyrk fit this profile.

In a related analysis of factors contributing to academic rank, Libby interpreted her results as follows: "overwhelmingly the factors that led to high rank were those that also excluded the subject from the mainstream of economics" (1987, p. 185). Some of these factors were writing a social issues Ph.D., publication in social issues, and administrative experience. Again, Kyrk's career fits this profile.

Folbre (1998) suggests another perspective. According to Folbre, "the men who came to dominate social science [during the Progressive Era] distanced themselves from reformist efforts and defined objectivity as a desirable (and masculine) trait" (p. 35). She argues that women scholars often with an interest in social issues were channeled into separate specialties and disciplines. Thus, according to Folbre, economists viewed the emergence of the discipline of home economics as one means of resisting the "feminization" of their profession. The emergence of a system of segregation within the economics profession itself was another.

Folbre makes no mention of Marshall's role as Kyrk's mentor in her description of Kyrk's hire and joint appointment at the University of Chicago. Nor does she mention that as early as 1921 letters from Marshall to Kyrk indicate he had been in contact with Katherine Blunt regarding a possible joint appointment for Kyrk.

Instead, Folbre attributes Kyrk's employment at Chicago to "a well-organized protest against university policies" by female faculty members in 1924 (p. 47). According to Folbre, as a result of local support, the women were able "to force major concessions from the Board of Trustees" including the promotion of Edith Abbott, Katherine Blunt, and Sophonisba Breckinridge to full professors and the negotiation with Kyrk regarding a joint appointment in economics and home economics.

The Chicago Years: 1925-1952

In fact, Kyrk's joint appointment doesn't appear to have been straightened out until some time later. However, there is a disagreement among data sources.

As Dye (1972) described it, 1925 was a year of reorganization the Departments of Home Economics and Household Administration merged. For the Department of Home Economics this also meant being transferred from the School of Education to the Graduate School and Colleges of Arts, Literature, and Science. However, according to Dye, "there is no indication that this transfer had effect on the budget for Home Economics except that the salary for the addition of a faculty member, Miss Kyrk, was obtained" (p. 149). According to Dye, in 1932 Kyrk became Associate Professor and Professor in 1941.

The 1924-1925 edition of the University of Chicago's Annual Register (1925) of faculty courses and curriculum identifies Kyrk solely with the Department of Home Economics and Household Administration. And, it indicates she was an Associate Professor. The following year's edition of the Annual Register (1926) again identifies Kyrk as an Associate Professor but now states that she is affiliated with both the Department of Economics and the Department of Home Economics and Household Administration.

In a March 8, 1927, letter from Marshall to Kyrk, Marshall relayed the contents of a letter he received from a Mr. Woodward.⁷ The implication of the letter seems to be that the matter was still not resolved nearly two years after Kyrk's hire. According to Folbre (1998) the matter wasn't resolved until the 1929-30

academic year. By that time Marshall had left the University of Chicago for Johns Hopkins University.

Research

Kyrk's research beginning with her dissertation and subsequent book laid the foundation for the fields of family and consumption economics (currently known as consumer economics in some circles). Published in 1923, the book drew upon an interdisciplinary body of literature. It began by defining "consumption" and pointing out the past neglect of the field by economists. It went on to place the consumer in his/her economic and social environment, including industrial organization, economic system, and income distribution. Topics covered such as how consumers choose what products to purchase and how to use them, the reasons why producers might take advantage of consumers, and the need for state intervention to protect consumers are popular subjects within the field of consumer economics today. Further, it discussed standards of consumption and living.

With the words, "a study of consumption is in the main a study of human behavior," Kyrk, (1923, p. vii) laid the groundwork for the economic study of human behavior. But it was not until the 1960s that the field gained widespread acceptance when Nobel Laureates Theodore W. Schultz (an agricultural economist) and Gary S. Becker (an economist), also University of Chicago faculty members, and their followers began to develop the field theoretically and methodologically.

Throughout her career, Kyrk was active in defining the field of family economics (Liston, 1993). She was particularly interested in clarifying the role of the social and economic sciences in the field of home economics (Kyrk, 1929).

According to Staab (another of Kyrk's students), "the linkage of Dr. Kyrk's name with family economics is not an accident" (1959, p. 194). And, Staab illustrated the appropriateness of the link by drawing attention to the announcement of Kyrk's move to the University of Chicago's home economics faculty. Staab wrote that it "succinctly described" Kyrk's professional interests. The announcement, as included in Staab's work read:

Dr. Kyrk, who received her doctorate in political economy, is particularly interested in the problems of women and the family. It is hoped through Dr. Kyrk to develop further the economic phase of home economics.

In her history of family economics research, Liston (1993) traced the evolution of family economics within the American Home Economics Association. As evidenced by this timeline, Kyrk was actively involved in shaping the development of the field. When Kyrk was chosen as keynote speaker for the 1952 Annual Meeting of the then American Home Economics Association, an article in the *Journal of Home Economics* indicated that, “[h]er work on behalf of the consumer in the field of the economic status of the family has made her a national figure” (“The Modern Family,” p. 339).

Kyrk’s last book, *The Family in the American Economy* (1953), was actually an extensive revision of *Economic Problems of the Family* (1933a), her first textbook (Liston, 1993). Although many of its topics are today mainstays in the fields of labor and demographic economics, the book nevertheless appealed more to sociologists than to economists, as virtually all of its reviews appeared in sociology rather than economics journals. This may have reflected a continuing discrimination against women in the economics profession, or simply against the subject matter that interested them, as reflected in the material about Kyrk’s earlier difficult period of job search.

Although the book foreshadowed approaches that would later grow into major areas of study, it was also a bridge to the past. Among other things, it addressed issues of women in the labor market, racial differences in family characteristics, and family structure as key determinants of the economic position of the family. According to Libby (1984), from 1906-1920 the research of many women faculty members and “almost all of the dissertations [in economics] written by women Ph.D. students were in the area of social problems and reform, with a good deal of emphasis on the condition of women workers” (p. 283). Beginning in the mid-to late-1960s, women began to enroll in economics graduate degree programs in increasing numbers. Many of them gravitated to the field of labor economics that was expanding in a new direction due in large measure to the innovative work of Gary Becker, Jacob Mincer, and graduate students in the Labor Workshop at Columbia University. Thus, Kyrk’s career, beginning with her graduate work in 1913 and ending with her death in 1957, straddled an era when women were sorely underrepresented in the economics profession.

Kyrk’s book on the American family has been a lasting legacy. It focused on the economic welfare of American families. It related their economic position to incomes, prices, and standards of living and to the larger economy. Largely descriptive, the

material in the book could be categorized as falling under the institutional approach to the study of economics. The book contained detailed data on all aspects of family economic life. Based upon her class material, it had evolved over her many years of teaching. A fundamental goal of her book was to teach students to read and understand the economic data on the family and to have them come away with an ability to identify new relationships and trends. Kyrk focused on the definition and measurement of concepts and presented data on current levels and historical trends. She also wanted to acquaint the reader with the important issues in the area of family economics.

A major innovation in the book was the view of families as producers of income as well as consumers of products. The book drew attention to how one might maximize and maintain the flow of income to the family. Important topics of concern to this day, Kyrk analyzed the contribution of married women to family income, the income distribution, poverty, and public policies designed to address “the income problem.”

The book also introduced certain concepts that reappear in later work by Becker and others. One of the most important notions stressed by Kyrk was the family as a joint decision-making unit with respect to consumption and the allocation of resources to alternative uses (Merrill, 1954). Kyrk also discussed household production and the division of labor in the family and examined family time-use data. Becker acknowledged his exposure as a student at the University of Chicago to the ideas of Margaret Reid, one of Kyrk’s most prominent students, on household production and consumption (G. S. Becker, personal communication, August 9, 1997).

According to Reid (1972), Kyrk’s book was so much in demand that in 1967 the University of Chicago Press published a revised version that incorporated new findings and descriptions of institutional changes. Ruth Bonde, Chairman of the Department of Home Economics at Northwestern University, prepared the revision.

In addition to these books, Kyrk was a co-author of the book, *Food Buying and Our Markets* (Monroe, Kyrk, & Stone, 1938) and a 1925 monograph on the American baking industry (Kyrk & Davis, 1925). She had several articles in periodicals and proceedings and authored four government bulletins. In 1936, replying to a request from Oberlin College for information regarding her activities since leaving there, Kyrk wrote, “articles in periodicals possibly ten or twelve worthy of notice” (Archives of Oberlin College).

Through her research in consumption and family economics Kyrk was one of the intellectual pioneers in these developing fields. Through her books, developed as a by-product of the courses she taught at the University of Chicago, she helped shape the teaching methods used and "stimulated the development of family economics in curricula of the colleges of Home Economics throughout the United States" (Reid, 1972, p. 184). And, over a period of several years, through pieces published in the *Journal of Home Economics* she elucidated her vision of the role economics and social science could and should play in home economics research and its curriculum.

For example, Kyrk (1928) exhorted home economics faculty to work with economics departments to set standards for the principles of economics courses many home economics departments required their students to take. She also recommended that they develop a clear statement of what the course should contribute to their students overall education. In another article, Kyrk (1929) argued for the inclusion of "social studies" in home economics and suggested that rather than organizing research and instruction on a commodity basis (i.e., food, clothing, housing, children) that it be organized around the economic and social problems of the home. Kyrk (1933b) warned that if home economics remained aloof from social science it could not keep researchers unaffiliated with the discipline from studying the problems they (home economists) refused to study. She also wrote, "so long as there is attack upon home economics from without attack designed to destroy there will not be that wholesome criticism from within that is so necessary for sound development and what is even more undesirable home economists will develop the characteristic attitude of those obliged to be always on the defensive" (1933 b, p. 681). In two other articles she laid out a three-part program for safeguarding the consumer's interest (Kyrk, 1935) and described the role of economics and business in consumer education (Kyrk, 1941).

Irma Gross remarked that the graduate students Kyrk supervised "laughingly referred to themselves as the 'Kyrk Fraternity'" (Carroll, 1998, p. 56). And, indeed, during her years at Chicago Kyrk supervised 15 Ph.D. students and at least 20 master's students (Dye, 1972). In addition, it was customary at the time for Ph.D. students to spend a year at another university in order to take courses unavailable at their home institutions and to

work with other scholars, and Kyrk played a role in these students professional development as well (Thorne, 1994; Yi, 1994). In published writings Kyrk's students have described her as a wonderful person, having a warm personality and an interest in people (Reid, 1972; Carroll, 1998). In a 1994 interview, Josephine Staab (personal communication, June 25, 1995, Madison, Wisconsin), a doctoral student of Kyrk's from 1945-1947 described her as:

A pleasant person, a person that was easy to talk with and encouraging in terms of helping you plan your work. First of all she tried to educate you . . . so that you had a background of information to deal with. Then she tried to stimulate your thinking and serve as a catalyst to bring you into experimenting on something new. But she also had very firm standards. She was assertive. She challenged. She accepted no foolishness.

In regard to Kyrk's research into the family, Staab characterized the kinds of problems Kyrk was interested in as those that focused on definition and delineation, e.g., the family's income and expenditures and the non-money contribution that goods and services produced in the household. Staab also recalled that Kyrk frequently expressed the sentiment that "it's time for the home economists to get some economics and start teaching it."

In her biographical sketch of Kyrk, Reid (1972) wrote, "the diversity of the areas of specialization represented by her students testifies to the breadth of interest of Hazel Kyrk and to her ability to serve as a counselor in the development of ideas and skills of investigation in many areas" (p. 185). Day Monroe, Irma Gross, Jessie V. Coles, Lucile Reynolds, Dorothy Dickens, Margaret Liston, Margaret G. Reid, Virginia Britton, Josephine Staab, and Faith Clark all earned their Ph.D.s under Kyrk's direction. As doctoral students Coles, Gross, and Reynolds were awarded Ellen H. Richards Fellowships; Britton was awarded an Omicron Nu Fellowship as a master's student (Baldwin, 1949). Following the classification used in Liston (1993), Kyrk supervised dissertations on the following topics: family interactions with the marketplace (Coles, 1930); families and others in our pluralistic society (Monroe, 1930); ways families may improve money and non-money income (Gross, 1931; Reid, 1931; Liston, 1949); family economic resources (Dickens, 1937); money income and expenditures (Britton, 1950; Staab, 1953) as well as fields of study closely related to family economics (Reynolds, 1935; Clark, 1952).

Individually, and collectively, the professional accomplishments of "the Kyrk fraternity" are impressive. Liston (1993) included them in her list of "family economists who made significant

contributions to knowledge about family life through investigations of family economic problems” (p. 416). Each was employed for at least some of her career at a land-grant university; several were employed by agencies of the federal government. Monroe, Reid, and Clark headed what was originally called the Division of Family Economics in the Bureau of Home Economics (Gross & Crandall, 1963). Reynolds and Britton held positions within the Cooperative Extension System as Extension Housing Specialist and Extension Clothing Specialist respectively (Reid, 1972).

Government Services

From 1937 to 1946 Kyrk was regularly engaged as a consultant to the government. Initially she served as Principal Economist with the United States Bureau of Human Nutrition and Home Economics (April 1937- June 1942) and then, during World War II, as the Chair of the Consumer Advisory Committee in the Office of Price Administration (1943-1946). Later she was a Member of the Consumer Advisory Panel in the Office of Price Stabilization. In 1937 she worked as a consultant for the New York Department of Labor, and in 1947 and 1952 she was a consultant for the U. S. Bureau of Labor Statistics.

While at the Bureau of Home Economics she was involved with the consumer purchase study that established base-year prices for the consumer price index then called the cost-of-living index (Nelson, 1980). Her activities at the Bureau of Labor Statistics involved chairing the Technical Advisory Committee charged with formulating a “standard family budget” (Nelson, 1980; U. S. Department of Labor, 1948). The budgets, estimates of the content of a “modest but adequate level of consumption” were for many years “the most quoted yardstick of the economic welfare of families” (Reid, 1972, p. 185).

Honors, Awards, Recognitions

In 1953 Ohio Wesleyan University awarded Kyrk the degree of Doctor of Humane Letters (United Methodist Archives Center, Delaware, OH). The citation emphasized her accomplishments as an inspirational teacher, as a scholar who made “unusual and outstanding contributions to the field of home economics,” and as a government advisor. In addition to being a member of Phi Beta Kappa, Kyrk was a member of Omicron Nu (Dye, 1972). She belonged to the American Home Economics Association and the American Economics Association.

The Legacy

Kyrk retired from the University of Chicago in 1952. Through her research, teaching, mentoring, and government service, Kyrk was recognized as a leader in the field of home economics. Her work retains its position at the center of the fields of family and consumption economics because it embodies the home economists’ “struggle to connect and find new patterns in knowledge [and] is a unique form of order-making in the world” (Thompson, 1988, p. 101).

Kyrk’s legacy embodies this struggle by contributing in various ways to each of the six ultimate functions of research on economic and social problems identified by Liston (1993). For example, Kyrk’s contribution to the *conceptualization and supporting content of family economics as a systematic field of knowledge and study* was significant. Her textbooks *characterized the economic circumstances of family life and identified trends over time*. Through her mentoring and supervision of graduate students, Kyrk contributed to work that provided *decision makers with information regarding family economic circumstances, problems, and potentials they needed for policy making, program planning, execution, and evaluation*. Through her work for the Federal government, Kyrk contributed to the *development of techniques for measuring variables involved in analysis of family well-being*. Through her articles in the Journal of Home Economics she contributed to the *development of competencies for students, academic and research personnel, and others responsible for the advancement of family welfare and economic functioning of society* as well as for the *improvement of well-being and functioning in relation to business*.

Kyrk wrote the following about her early years in home economics, “when I came into home economics, I set myself to the study of its history and its underlying philosophy as stated by its leaders. Naturally I found some statements and points of view that puzzled me” (1933 b, p. 681). One can only hypothesize about this statement, but it would fit with her character that she noticed the discrepancy between words and action. Then, too, she may have wondered why the “economics” in the name of the field hadn’t had greater consideration before her time. Perhaps “women of vision” don’t understand the uniqueness of their intellect. It is hoped that this article, focused on Kyrk’s contributions, will itself be a legacy to those studying the at times puzzling history and underlying philosophy of family and consumption economics.

The authors acknowledge the editors of *Women Building Chicago 1770-1990: A Biographical Dictionary* for allowing use of source materials.

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End Notes

¹From interview with J. Staab (June 25, 1998), Madison, Wisconsin

²Philosophiae Baccalaureus (Bachelor of Philosophy)

³Margaret Liston, a doctoral student of Kyrk's, completed her Ph.D.-1949

⁴The correspondence between Kyrk and Marshall is catalogued and filed with Marshall's papers in the University of Chicago Archives. As stated, Marshall was Dean of the College of Commerce and Business Administration (1909-1924). He was also Dean of the School of Hopkins University (Marquis Who's Who, 1968).

⁵Begun in 1921, the Bryn Mawr College Summer School for Women Workers in Industry was the first effort by a college or university in sponsoring residential workers' education. According to Schneider (1941), the directors and supporters of this unique school "visualized instruction for workers as a means of helping to build a constructive labor movement and maintain our democratic government" (p. 141). To accomplish their vision, they drew on the social sciences as a framework for teaching and strove to offer a course of study that was "not too theoretical or too removed from the everyday life of the worker" (Schneider, 1941, p. 143). Although the early curriculum offered many fields, over time it focused on a principle economic topic coordinated with English.

⁶Libby (1987) modified the rankings reported by Cartter (1966) to classify the institutions where subjects included in her study earned the Ph. D. degree. Institutions ranked by Libby as "high status" and Cartter as "extremely attractive" were Radcliffe/Harvard, California, and Chicago. Institutions ranked by Libby as "high status" and Cartter as "attractive" were Wisconsin, Northwestern, Johns Hopkins, Minnesota, Columbia/Barnard, and Pennsylvania. Of the remaining institutions in Libby's study, both Illinois and Iowa State were rated by Cartter as "acceptable plus;" Brookings, Bryn Mawr, Nebraska, and Ohio State were not included in Cartter's ratings.

⁷The letter said: "I have looked over the file in this case and find that upon receipt of Miss Blunt's recommendation of a joint appointment, in which you concurred, I wrote Miss Blunt expressing my reluctance to make such a joint appointment because of what seemed to me the danger of a conflict in jurisdiction in dealing with issues that might arise. I did not decline to take the action recommended, but my recollection is that Miss Blunt did not further press the matter."

P. Mabel Nelson: Scientist and Academician (1887-1963)

Patricia B. Swan

P. Mabel Nelson

Birth : November 8, 1887
 Death : February 19, 1963
 Education : 1915-University of California-Berkeley, B.S.
 1916-University of California-Berkeley, M.S.
 1923-Yale University, Ph.D.



A well-trained scientist, P. Mabel Nelson served as department head and dean for 30 years at Iowa State College, providing outstanding leadership to the field of home economics. She was instrumental in developing the foods and nutrition program at Iowa State into what became by 1945 this country's largest program for the education of dietitians and for applied research in food and nutrition within home economics. Nelson also played a major role in setting the high educational standards that the American Dietetic Association held for the profession (Eppright & Ferguson, 1971). As dean, Nelson was influential in developing the home economics program at Iowa State into one noted both for its size and its strength in research.

Early Years and Family¹

Precious Mabel Nelson was born November 9, 1887, in Brookston, Indiana, the eldest child of Rebecca Benjamin Nelson and Robert Jackson Nelson, a farmer. Her pleased grandmother named her "Precious" and her mother provided the name "Mabel," after a song that was popular at the time (Eppright & Ferguson, 1971). Mabel never counted herself a Hoosier, however, because when she was 4 years old her family moved to an orange grove area near Riverside, California, and it was as a Californian that she identified herself. In later years Nelson returned regularly to California to visit her parents and other family members. She had two brothers, Owen Benjamin and Robert Earl, and a sister, Elizabeth or Bessie. She was especially close to her sister, with whom she lived for two years while studying for her doctorate at Yale.

Dr. Swan is Vice Provost for Research and Advanced Studies and Dean of the Graduate College, Iowa State University.

College Years

Mabel graduated from Riverside High School in 1906, then taught in grade schools for three years. In the fall of 1909, she entered the University of California at Berkeley to prepare to teach English. True to its reputation, the Berkeley campus was in ferment, especially over the issue of appropriate careers for women. The dean of women was strongly encouraging the young women at Berkeley to consider careers other than teaching, because there was a scarcity of teaching jobs in subjects like history and English. She had identified the newly emerging field of home economics as one holding much promise for women (Nerad, 1987).

Partly as a result of the dean's advice, and partly as the result of the decision of a friend and laboratory partner to go to Santa Barbara, Mabel transferred to the State Normal School of Manual Arts and Home Economics at Santa Barbara, having studied only two years at Berkeley. After one year at Santa Barbara, she earned a diploma indicating she was qualified to teach sewing and cooking, which she did for two years in Riverside. In the fall of 1914, Mabel returned to Berkeley, receiving a B.S. degree in nutrition the following spring (Eppright & Ferguson, 1971).

Graduate Studies

Midway during Nelson's senior year, Agnes Fay Morgan (Okey, 1974) arrived at Berkeley. The following year the nutrition program that had been developed within the Division of Agriculture by Professor Myer E. Jaffa (Swan & Carpenter, 1998) was transferred to the College of Arts and Sciences as home economics, with Dr. Morgan as head of the science division (Okey, 1974). When Morgan made this move, she asked five of the 1915 bachelor degree recipients to join her in the new department to work toward a master's degree while helping to establish a research program. Nelson was one of those who became, she liked to say, one of "the first five" at Berkeley² and earned the master's degree in 1916. She was proud of her association with Dr. Morgan and the very strong home economics program that Morgan developed at Berkeley (Nerad, 1987; Okey, 1974). After obtaining her master's degree, Nelson returned to the Normal School at Santa Barbara and taught home economics for three years (Eppright & Ferguson, 1971).

Training as a Physiological Chemist

As she recalled in later years, Nelson became restless under the influence of wartime uncertainties and in 1919 she decided to accept the Currier Fellowship for one year of study in physiological chemistry with Professor Mendel at Yale. In preparation for the program at Yale, she spent the summer at Berkeley studying organic chemistry, the importance of which she understood from Dr. Morgan who held a Ph.D. in organic chemistry from the University of Chicago (Okey, 1974). In the fall of 1919 Nelson entered Yale University.

Mabel's years at Yale with Mendel were ones she recalled fondly. She liked to describe how Mendel first took her into his laboratory and showed her where she was to work. He told her that he was assigning her the space formerly occupied by Mary Swartz (later Rose), whom he considered one of his most outstanding students.³ Nelson felt keenly the responsibility of following in such an outstanding tradition. After she had served for a year as a Currier Fellow, Mendel offered her a position as his own assistant and, finally, she became a laboratory assistant in charge of one of the courses taught for the medical students. During the summers Mendel helped her obtain a well-paying position as the companion of an elderly woman from Boston who summered in Maine. In her final summer as a graduate student she taught in the summer session at Berkeley (Eppright & Ferguson, 1971).

At Yale, Nelson shared a little laboratory and study room with Florence Seibert, who became the celebrated developer of the skin test for tuberculosis. Their laboratory was within the old mansion that housed the Sheffield Laboratory, where Mendel was the Sterling Professor of Physiological Chemistry (Seibert, 1968). Mabel later described Mendel as "the perfect teacher. He was a past master at interpreting the findings of others and tying facts together. Even the Yale medical students listened to his lectures!"⁴

In addition to Nelson, others of Mendel's students who became leaders in home economics included Mary Swartz Rose, Helen Thompson, Icie Macy Hoobler, Amy Daniels, Louise Stanley, Helen Mitchell, Helen Parsons, Pearl Swanson, Julia Outhouse Holmes, Leah Ascham, and Ercel Eppright. Mendel exerted strong influence on his students and they carried many of his laboratory and mentoring practices to the home economics programs that they developed. The profession of home economics benefitted greatly from the fact that Mendel (Smith, 1960),



welcomed many women scientists within his research group. As a result, Yale University was the major awarder of Ph.D.s in physiological chemistry to women prior to 1940 (Rossiter, 1994).

Faculty Member at Iowa State College

In 1923, as she was completing her Ph.D. work at Yale, Nelson was offered a position by Dean Anna E. Richardson who wished to recruit her to the home economics program at Iowa State College. Influenced by her study with Mary Swartz Rose at Columbia, Richardson had a high regard for Yale graduates (Eppright & Ferguson, 1971). Nelson initially preferred a position offered by another university (presumably the University of California), but the offer for that position was withdrawn (Rossiter, 1982, p. 202). After the Iowa State job was offered unsuccessfully to a second person, it was again offered to Nelson and this time she accepted it, starting in the fall of 1923 as an associate professor at a salary of \$3500 for the academic year.⁵ She was the first member of the home economics faculty at Iowa State who had earned a doctorate and Richardson was very proud that she was able to recruit her. With Mendel's encouragement, she published her doctoral research in the *Journal of Home Economics* (Nelson, 1926).

During her first year at Iowa State, Nelson's responsibilities included teaching several courses, advising a graduate assistant, and developing laboratory space, including a small room outfitted for laboratory rats. Library shelving was purchased to hold the rat cages and Nelson ruefully remarked that the vendor lamented "never before has my shelving been put to such use."⁶ During Nelson's third year at Iowa State, the head of the Foods and Nutrition Department resigned to be married, and the College president asked Nelson to serve as acting head.

Nelson was pleased with the support that she received from the Agriculture Experiment Station. Congress passed the Purnell Act in 1925 and it expressly included home economics as one of the eligible areas for the funding provided under the act. The "vitamin content of food in relation to human nutrition" was one of six selected national projects for the first year.⁷ Dean Richardson urged Nelson to write several proposals in that national project area and within the Purnell mission to assure that she would get one funded. Nelson, following the Dean's instructions, wrote four proposals and all four were funded (one was later dropped)! At that point she had more money than facilities or research personnel.

Department Head Years

In the fall of 1926, Nelson was named head of the Foods and Nutrition Department and served in that capacity for eighteen years (Eppright & Ferguson, 1971). The foods area of the department was blessed by having the outstanding teacher and scholar, Belle Lowe, as its senior member. When Nelson became head of the department, one of her first tasks was to find an equally strong researcher and teacher to be the leader of the nutrition area. She quite naturally turned to Yale for candidates. Her first recruit from Yale did not work out. Later Nelson described the experience:

The first woman, a brilliant person . . . found everything about us was wrong even the Dean of our Graduate College and our Vice Dean used methods that were all wrong, inadequate, or what have you! We were always on the defensive. The second person wasn't satisfactory either. Then we located Pearl Swanson (also one of Mendel's students) and persuaded her that our job was the one for her!

Nelson considered the recruitment of Swanson to Iowa State in 1930 as the most outstanding accomplishment of her administrative career. By 1938, Nelson had recruited several women with doctorates to the department, which had more than any other university program in foods and nutrition at that time (Rossiter, 1994, p. 171).

Cooperative Research

Nelson's work on the vitamin content of foods had been funded as part of a national project. The idea of contributing to a national cooperative project was attractive to Nelson. She was disappointed, however, by the poor coordination of the project. As Nelson described it:

The results were most unsatisfactory because the tools in use were too dissimilar. There were reports of vitamin A determinations made using the Mendel technique, the Sherman technique, the Morgan technique, the Wisconsin technique and also others. The results were not comparable.⁹

Several publications resulted from Nelson's measurements of vitamins in foods (House, Nelson, & Harber, 1929). She collaborated with a statistician in Iowa State's strong program in applied statistics and made a significant contribution to the methodology by improving the reliability of analyses through application of statistical techniques (House, Brandt, & Nelson, 1930).

Another strong interest of Nelson's during these years was in the nutritional qualities of meat. Her master's thesis at Berkeley was on the cooking of meat (Morgan & Nelson, 1926) and at Iowa State she concentrated on the role of meat in nutrition (Peet, Smith, & Nelson, 1930). Later she collaborated with Elizabeth Sutherland in writing a college laboratory manual on standards for food preparation (Sutherland & Nelson, 1944).

In 1935, with the passage of the Bankhead-Jones Act, Nelson had the opportunity to develop her interest in collaborative research and to do it in a truly coordinated fashion. Earlier, when Iowa State's representative to the national project on "Factors Influencing the Production and Quality of Meats" had resigned, Nelson had replaced her long enough to learn that this Purnell project was "conducted in a truly cooperative manner." She later observed that this was her "introduction to cooperative research as it could and should be done."¹⁰

Her idea now was to collaborate with the other home economics programs in the North Central Region to study the nutritional status of college women. The Dean supported her in this goal and at a meeting in Ames in December 1935, researchers from nine programs, including those from the Universities of Wisconsin, Minnesota, Iowa, and Purdue, agreed upon two objectives: "(1) to measure the growth and physical development of their subjects and (2) to assess available techniques for evaluating nutritional status" (Nelson, 1942).

The following spring, Pearl Swanson visited the United States Department of Agriculture and secured the department's backing. The Chief of the Office of Experiment Stations advised on developing a "master project" to which the North Central schools could contribute. Six programs joined the project immediately and a seventh joined later.¹¹ Nelson served as chair of the project and remained actively involved in the annual project conferences held from 1936 through 1944. At each, the collaborators reported progress and developed coordinated plans for the next year. Margaret Ohlson and Pearl Swanson provided key scientific leadership for the Iowa contributions. Alis Hrdlicka, of the Smithsonian Institution and a leading physical anthropologist, advised on the anthropometric measurements and taught proper techniques to the researchers (Ohlson, Nelson, & Swanson, 1937). Twenty-nine papers resulted from this cooperative project.¹² From the height measurements of the young women, researchers concluded that there was a small but consistent increase during their subjects' four years at college. This conclusion led to a new understanding that requirements

for growth had to be considered when setting nutrient intake recommendations for this group. Studies of iron requirements revealed that, when the diet was otherwise of good quality, as little as 7.21 mg of daily iron intake appeared sufficient to meet needs. Foods typically low in the diets of these young women included citrus fruits, tomatoes, and yellow and green vegetables, as well as milk and whole grain cereals. This cooperative project received wide recognition as an example of well-coordinated work and the magnitude of achievement that could result when researchers from several universities were willing to cooperate in this fashion. The project provided data that were subsequently used to set dietary recommendations and that served as the basis for nutrition education programs. Because of her pivotal role in initiating this collaborative work and her continuing leadership in it, this cooperative project stands as perhaps Nelson's most outstanding contribution to home economics research and an excellent example of her strong organizational capabilities (Eppright & Ferguson, 1971).

Nelson maintained personal contacts with other nutrition scientists and several of them visited and lectured at Iowa State while she was department head. Among these were Mary Swartz Rose of Columbia University, who came to teach a summer course, E. V. McCollum of Johns Hopkins, Alice Beister of Wisconsin (another Yale graduate), and Helen Mitchell of the University of Massachusetts (also a Yale graduate). Mabel's lifelong friend, colleague, and mentor, Agnes Fay Morgan, also visited. Through these relationships Iowa State students were exposed to the ideas and accomplishments of some of the most important nutrition scientists of the time and to leaders of outstanding home economics programs.

Providing Nutrition Education for the Public

Nelson developed an outstanding program of public nutrition education emanating from Iowa State College. She learned very early in these activities that the agricultural interests of the state were dominant and the sensitivities of Iowa farmers had to be considered. In 1932 she found herself in the position of apologizing for a recipe given over the university radio station in which she had indicated that one could use "butter or butter substitute" in the recipe. An irate farmer, believing she was advocating use of oleomargarine, complained mightily. She wrote to him: "at Iowa State College we advocate the use of butter and in no way countenance the use of oleomargarine as a butter substitute."¹³ She went on to explain: "In my personal training I was taught to think of lard, bacon fat, chicken and turkey

fat . . . State's President Hughes inquired as to the various forms of fat and oil used in the home economics programs. He was apparently satisfied to learn that they used Crisco in the rat diets; whereas, butter was fed to the children in the nursery.¹⁴ Institutional management and foods classes used a variety of fats, including butter, but oleomargarine was not among them.

An occasional faux pas regarding farmers' interests notwithstanding, Nelson's radio programs were very popular and she made many friends among Iowa homemakers with her interesting and helpful advice. Nelson also encouraged others in the department to participate with the Extension Service in trying to reach Iowans with sound advice about their food and its relationship to their health. This collaboration with extension programs and the use of radio to reach the public were major features of Nelson's tenure as department head (Eppright & Ferguson, 1971).

During World War II, nutritionists in Iowa, as in other states, were urged to contribute to the war effort by working to improve the health of the citizens of their states. Nelson was an active Chair of the Iowa State Nutrition Council, formed to carry out this work (Eppright & Ferguson, 1971). Later she commented: "World War II played an important role [throughout the nation] in increasing the stature of nutrition and stimulating nutrition research."¹⁵

In 1943 Nelson received a letter from the War Department, seeking applicants for dietitian positions in the military services. Nelson, now 56 years of age, heeded the call and patriotically returned an application. She was disappointed to receive the reply that she was "unsuitable" for the service. When the War Department displayed its lack of coordination by sending her a second (form) letter requesting that she apply, she rapidly penned a very indignant response!

Years as Dean of the Division of Home Economics

Dean Anna Richardson, who as one of her first acts as dean had persuaded Nelson to join the faculty at Iowa State College, left after Nelson had been in Ames only four years. Genevieve Fisher succeeded Richardson and served as dean until retiring in July 1944. P. Mabel Nelson was named Dean of the Division of Home Economics beginning in September 1944 (Eppright & Ferguson, 1971). Her first major accomplishment as Dean was to gain the appointment of Pearl Swanson as Assistant Director of the Iowa Agriculture Experiment Station for the home economics research programs. The following year, Nelson hired Erceel Eppright, one

of Mendel's last graduate students, to head the Foods and Nutrition Department. With Eppright joining Swanson and Nelson on the Iowa State faculty, Mendel's continued influence on the department and the quality of its research programs was assured.

As Dean of Home Economics, Nelson encouraged the strengthening of programs in research and extension. The dean's cabinet, previously comprising department heads, was enlarged to include Swanson to represent home economics research and Louise Rosenfeld, the home economics extension leader. Extension specialists were integrated into their respective departments. In these ways Nelson fostered an integration of teaching, research, and extension programs. During her service as dean, the resident faculty in the Division of Home Economics increased from 83 to 108 with about 20 holding doctoral degrees. Among those hired were several well-known home economists, including the nutritionists Gladys Everson and Charlotte Roderuck (Eppright & Ferguson, 1971)

The Division of Home Economics offered curricula in general home economics and home economics journalism. More specialized curricula were offered in Departments of Applied Art, Child Development, Foods and Nutrition, Home Economics Education, Home Management, Household Equipment, Institutional Management, and Textiles and Clothing.

Upon reaching age 65 in 1952, and in accordance with college policy, Nelson gave up the deanship and spent the remaining years before her retirement as an instructor and advisor, especially of the first year home economics students (Eppright & Ferguson, 1971). As Nelson left the deanship, R. E. Buchanan, long-time Dean of the Graduate College and Director of the Agriculture Experiment Station, recognized her leadership by writing:

"You served long and faithfully on the Graduate Committee, a committee that took (and still takes) its work very seriously. You made major contributions to the working out of many problems concerning the appropriate development of graduate work in the college as a whole, but more particularly in the outlining and strengthening of the work in Home Economics so that Iowa State would be beyond just criticism of those in some of the older disciplines. You had able help from colleagues, but you had to carry the brunt of the load. Many thanks."¹⁶

This was high praise from an administrator who had the reputation of holding extremely high standards and who was known to feel that women did not often measure up as strong scientists and faculty members.

Contributions to Professional Organizations

Throughout her career, P. Mabel Nelson was a member of several professional organizations. As a graduate student, she was a founder of the Berkeley Alpha Gamma Delta chapter, was elected an honorary member of Mortar Board, and was a charter member of the nutrition honorary, Alpha Nu. While at Yale she became a member of Sigma Xi and served as president of the Ytterbium Chapter of Iota Sigma Pi. She was elected a member of the American Institute of Nutrition at their first annual meeting in 1932. She was active in the American Home Economics Association, serving as chair of the Food and Nutrition Section in 1925-26 and later on the Requirements for Research and Program of Work Committees. As a member of the American Dietetics Association (ADA) she worked to increase the quality of dietetics education through her leadership in setting strong academic standards and promoting internships. In later years she served on the ADA History of Nutrition and Dietetics Committee, chaired first by Neige Todhunter and then Helen Mitchell. Other memberships included those in the American Chemical Society, the American Association of University Professors, American Association of University Women, Phi Kappa Phi, Omicron Nu, Sigma Delta Epsilon, Phi Upsilon Omicron, and Iota Sigma Pi.

Personal Characteristics and Interests

As Dean, and later after she had given up administrative work, Nelson worked extensively to recover the early history of home economics at Iowa State (Eppright & Ferguson, 1971). Its history had been lost to faculty members and students in the program and Nelson arranged several exhibits and programs to help them understand something about the earlier workers in the field and their accomplishments. When Nelson retired, Ercel Eppright, Foods and Nutrition Department head, summed up her legacy: "A clipper, a collector, a digger of facts, an organizer with vision, Dr. Nelson left a substantial heritage to the Foods and Nutrition Department" (Miller, 1956).

P. Mabel Nelson had many interests beyond her profession. She traveled extensively, visiting Mexico, several European countries, the British Isles, Alaska, Guatemala, Panama Canal and the Caribbean (the latter on a freighter cruise). In 1931 she

took a semester's leave and joined Agnes Fay Morgan in visiting several laboratories in Europe (Eppright & Ferguson, 1971).

While traveling, Nelson indulged another passion, that of collecting cookbooks. Her collection reflected the regions she had visited as well as her interest in history. She was proud of the gifts of cookbooks that she received while traveling and of several very old and rare cookbooks that she had obtained (Eppright & Ferguson, 1971). She enjoyed cooking for her friends, using this collection. The breadth of her interests is further illustrated by her efforts in studying the use of tea leaves to foretell the future!

In Ames, Nelson lived in a small, very pretty white bungalow with a small attached garage into which she fit a 1938 green Chevrolet known both as "Chapultepec" (grasshopper) and "Mikinac" (turtle) (Miller, 1956), both terms describing her driving characteristics over several years as she learned to drive in Ames. Her back garden reflected her love of plants as well as her love of birds; the plants were chosen to benefit the birds (Eppright & Ferguson, 1971).

Nelson carried on an active correspondence with former students, colleagues, and friends. Student publications at Iowa State referred to "the chuckle familiar to every home economics student" ("Dr. Nelson Assumes," 1944) and her "hearty laugh" ("Starting 21st Year," 1943). A friend from the years at Yale later wrote: "... her merry sweetness is one of my pleasantest memories"¹⁷ Somewhat in contrast, a nephew noted with surprise that his aunt was afraid of lightning, a regular feature of summer storms in Iowa.

When Nelson retired she returned to California to live with her sister in Costa Mesa. During retirements she continued to carry on extensive correspondence with friends and former colleagues despite failing health. She died there on February 19, 1963, at 75 years of age.

Contributions to Home Economics

P. Mabel Nelson was a pioneering leader in the task of giving home economics a sound research base. Her insistence on high standards in all her own work and in the work of her colleagues and students was important in establishing the Iowa State program among the leaders in the profession. Her ability to organize research and the example she set in interpreting research to the public, as well as her enthusiasm and good nature, characterized her leadership in home economics. Her greatest scientific contributions came through her leadership

in cooperative nutrition research. Her greatest administrative accomplishments were in hiring excellent people and in integrating the teaching, research, and extension programs.

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End Notes

¹Except where otherwise noted, biographical information, items about Nelson's personal characteristics, and personal reactions and reminiscences are taken from materials contained in the P. M. Nelson papers, series 12/1/14, in the University Archives, Special Collections, Parks Library, Iowa State University.

²Nelson, P. M. (1956). Cooperative approach to the nutritional problems of college women. Manuscript for talk given to Iowa Chapter of the Society of Sigma Xi, Ames, IA, December 7, Nelson Papers (hereafter "Sigma Xi Talk").

³Sigma Xi Talk.

⁴Ibid.

⁵Nelson's salary was increased to \$3700 in FY 1928 when she was department head and \$4200 by FY 1932. Her salary was well within the range of salaries earned by male professors at Iowa State College.

⁶Sigma Xi Talk.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

¹¹Ibid.

¹²Ibid.

¹³Nelson to A. H. Ady of Sheldon Cooperative Creamery Association. Letter, January 29, 1932. Nelson papers.

¹⁴Nelson to President Hughes. Letter. March 14, 1932. Nelson papers.

¹⁵Nelson. Statement in a manuscript version of an interview with M. D. n.d. Nelson papers.

¹⁶R. A. Buchanan to Nelson. Letter. August 22, 1952. Nelson papers.

¹⁷Margery Bailey to Mrs. Kylberg (Nelson's sister). Letter. April 1, 1940. Nelson papers.

¹⁸Kylberg, Bessie Nelson (n.d.). Biographical sketch of her sister. Manuscript. Nelson papers.

Eva Donelson Wilson: A Consummate Professional

Ruth E. Deacon

Birth: August 8, 1905 - Ogden, Iowa

Education: Iowa State University, B.S., Dietetics, 1927
University of Chicago, Ph. D., Human
Nutrition, 1934



Background

Eva Grace Donelson had a rural Iowa upbringing. Her parents were community and county leaders, active in Extension work. She has characterized her father as being interested in and supportive of anything educational. It would take such interest for her parents to move with their children from their farm to Ames, the location of the Land-Grant College, to assure that a college education would be available for all the children. Such drastic adjustments were advantageous at that point as a way to control student living expenses, which was important in comparison to relatively low tuition at public institutions.

The move to Ames occurred after Eva and a brother had already started college, perhaps pointing up the significance of the costs of room and board. Her brother had a job, which provided for his room and she lived in the dormitory, working at various jobs house cleaning, table waiting, baby sitting, and preparing meals. All children worked to help cover expenses, and college educations were achieved for all.

With such a background, both the pursuit and the sharing of knowledge are representative of her lifetime purpose to benefit individuals and families and our profession. As part of her many professional contributions, special attention is given to her significant international involvement.

Baccalaureate and Post-Baccalaureate Studies

Eva Donelson's major at Iowa State University was dietetics. In her junior year, the opportunity to spend spring quarter at the Merrill Palmer School in Detroit was a defining experience. A number of students from other colleges were also provided this opportunity to study early childhood at this famous institution. She became acquainted with Dr. Icie Macy (later, Icie Macy

Dr. Deacon is
Professor
Emerita, Iowa
State University,
Ames.

Hoobler), a faculty member who invited her to join her staff after graduation from college which she did on a year's appointment as an assistant studying the composition of human milk in the nutrition research laboratory.

This was an auspicious beginning to Eva Donelson's evolving orientation to and leadership in human nutrition; even though at that point her sense of limited knowledge about the work she was doing was overwhelming. To rectify this, she began to work on a master's degree in dietetics at the University of Iowa, but her program was interrupted by her need to return home to Ames until her mother's recovery from a serious bout with pneumonia. With her mother's improvement, Eva Donelson again returned to Merrill Palmer and work with Dr. Macy rather than to the University of Iowa, realizing that her interest in the master's program was to improve her background for work with Dr. Macy. That had been accomplished even though the degree had not. Human nutrition as an academic area was becoming primary over the more applied dietetics as her professional emphasis; however, her interests in dietetics remained strong, and affiliation through her teaching was active.

Dr. Macy was a professional mentor as well as an employer. She participated in meetings of the local Chemical Society and the annual meetings of the Federated Societies, holding appropriate offices. She involved her young assistants, including Eva Donelson, in these activities and introduced them to authors of professional research journal articles. Dr. Macy contributed articles for publication, which were generally accepted on first submission, and the care needed for such results was an object lesson for her young professional employees. She involved them in the writing of research papers and shared authorship for laboratory or other contributions as appropriate.

Doctoral Study

Eva Donelson's desire for more knowledge continued and needed to be whetted, leading to work toward the doctorate at the University of Chicago. Here began a continuing relationship with another mentor and colleague, Dr. Lydia J. Roberts. Dr. Roberts, a nutritionist, was also Head of Home Economics at the University of Chicago. Eva Donelson had obtained data for her Ph. D. on the vitamin G (B₂/riboflavin) content of human milk while under the direction of Dr. Macy at Merrill Palmer. She was awarded the Ellen H. Richards Fellowship by the American Home Economics Association, which was made available in the tenuous economic times of 1932 due only to the careful stewardship of AHEA. Baby sitting still augmented resources as during

undergraduate days. And since by-passing the master's degree was usual at the University of Chicago, her decision not to obtain the degree at the University of Iowa was not a hardship even as the academic background provided a rich basis upon which to continue to build.

Dr. Roberts was a distinguished nutritionist. She had a strong professional interest in making nutritional information useful. Her modesty impressed Eva Donelson immensely. Dr. Roberts' willingness to expose her human frailties was also appreciated by her students such as unloading her purse in front of her class to find a missing object or admitting to meeting the pressure of her many commitments by "tossing a bone" to the source nipping most closely at her heels on a given day. These pressures were ones she chose to assume in order to address needs many of us would not see or undertake, and insight into this willingness impressed persons also so oriented Eva Donelson, for one. The breadth and depth of the program at the University of Chicago met Eva Donelson's interests and needs. The program was strong as were the professors in their areas of expertise. Other graduate students became good friends and continuing colleagues Faith Fenton, Ethel Austin Martin, Mary Lewis, and Louise Majonnier, for example.

University of Minnesota

Eva Donelson passed her final examination well, acknowledging the usual butterflies. Dr. Roberts had recommended the new Dr. Donelson for a nutrition position at the University of Minnesota. She was hired and the period there from 1934 to 1946 was productive in both teaching and research. Regional research projects through the land-grant system provided an excellent opportunity for working with colleagues from other institutions. Through these projects and individual ones at the University of Minnesota, nutrition questions involving basal metabolic determinations, anthropometric measurements, and blood assays were undertaken as were studies of the diet and nutritional status of women. Dr. Jane Leichsenring and Dr. Donelson became a research team and conducted a large-scale survey of the nutritional status of children. They traveled to various locations in the state, particularly the iron range, sampling school children and even set up clinics at places like the state fair. With Dr. Leichsenring (Wilson & Leichsenring, 1942), a "Food Composition Table for Short Method of Dietary Analysis" was developed and published and became widely used. Publications in major research journals were many during this period.

Teaching and ways to enhance learning and provide professional opportunities for students was Dr. Donelson's primary interest. She identified a course on Nutrition for Education Majors as one providing "great fun." Feeding experiments using white rats demonstrated differences in nutritional components. Additionally, in a course in which students were asked to write term papers, one relating to an aspect of infant feeding was considered worthy of publication. After providing assistance in re-working it along guidelines of the American Dietetic Association, the paper was submitted and accepted to the delight of the student. Dr. Donelson progressed through the academic ranks from instructor to associate professor at the University of Minnesota.

Students remember actions of their teachers that illustrate their humanity as well as their ability to convey their subjects meaningfully. Eva Donelson has related how she sometimes put a little rouge on her cheeks before going to class "to appear more alive." In a somewhat nervous state, one day, the rouge landed on her nose instead and rubbing to remove it only made it worse. So, she shared with the students why her nose was red. Years later, while attending a meeting in California of the University of Minnesota's College of Home Economics alumni with Dean Mary Heltsley, one of the attendees asked Dr. Donelson if she remembered the time she put rouge on her nose.

The Minnesota years were significant not only for their academic challenges but also for their professional activity. Miss Wylle B. McNeal, who headed the home economics division and Miss Alice Biester, who led the nutrition program, encouraged professional involvements. Dr. Donelson's membership and responsibilities in professional groups, in addition to the Minnesota and American Home Economics Associations and the American Dietetics Association, included: the American Association of University Women; the Minnesota Nutrition Council; Sigma Xi; Fellow of the American Association for the Advancement of Science. She also maintained involvement in her home economics honor societies, Omicron Nu and Phi Upsilon Omicron.

Ohio State and Penn State Universities

In 1946, Dr. Gladys Branegan, Director of the School of Home Economics at Ohio State University, enticed Dr. Donelson to Ohio State University with an offer as Head of Food and Nutrition with the rank of Professor. She held this position for 18 months, at which time she was further enticed by Dr.

Harold K. Wilson, an acquaintance at the University of Minnesota now at Penn State University to move to State College as his wife. While at Penn State, Dr. Eva Donelson Wilson taught nutrition in the College of Home Economics, although a brief but too demanding period included being Head of Food and Nutrition. Dr. H. K. Wilson's responsibilities were extensive, and he was also a prolific academic writer. They agreed that a half-time teaching commitment for her fit their routines better. Even so, Dr. Eva D. Wilson continued to be a successful scholar.

Additional short-term and flexible responsibilities included the writing of a history of home economics at Penn State, *Trends in the College of Home Economics*, published as a pamphlet (1957). During this time Eva D. Wilson began work as first author, with Katherine Fisher and Mary Fuqua, of a renowned beginning nutrition textbook, *Principles of Nutrition* (1959). She also was engaged in writing a book under the leadership of Dr. Miriam Lowenberg in collaboration with three others, *Food and Man*, covering factors influencing the behavior of persons toward food her contribution being on "Chronic Hunger" (Lowenberg, Todhunter, Wilson, Savage, & Lubawski, 1968).

The ten years at State College before Dr. H. K. Wilson's untimely death in November of 1958 were fulfilling ones for Eva Donelson Wilson. In addition to his academic work at Penn State with related international dimensions, H. K. Wilson had many interests which were carried out in their State College home photography, stamp collecting, responsibilities as an officer for his Farm House Fraternity, bird watching, writing, playing the organ, and entertaining. With their combined interests, one feels the need to take a deep breath in contemplating their level of productive activity. Following her husband's death, Eva Wilson spent some time visiting his and her family members. Short-term appointments at Penn State were then undertaken before she accepted an offer in 1960 by Dr. Dorothy D. Scott, Director of the School of Home Economics, to return to Ohio State University. The opportunity was to become Associate Chairman for Home Economics Programs of the Ohio Agricultural Experiment Station (soon to be renamed the Ohio Agricultural Research and Development Center (OARDC), the position made available through the retirement of her former colleague, Dr. Mary Brown Patton. The offer was accepted.

Research programs in home economics were located on the Ohio State University campus, which was not generally the case since the OARDC "campus" was in Wooster, Ohio. Travel to Wooster,

nearly 100 miles northeast of Columbus, was necessary for meetings and services (statistical, for example). As was the case with most Experiment Stations, support for home economics was strongest for food and nutrition programs, but the scope had been expanding and Dr. Wilson's commitment to that process smoothed the way.²

International Development

About the time of Dr. Wilson's arrival at Ohio State University, negotiations were underway by administrators of the College of Agriculture and Home Economics with personnel of the U. S. Department of State and U. S. Agency for International Development (USAID) regarding potential contracts with universities in India and Brazil to include home economics. As the process evolved, Dr. Wilson was "tapped" for Brazil, first to explore the feasibility of a home economics program with administrators at the "Escola Superior de Agricultura Luis de Queiroz" (ESALQ), University of Sao Paulo, Piracicaba.

As a significant part of her preparation for this initial exploration, Dr. Wilson visited her mentor and friend, Dr. Lydia J. Roberts, who after retirement in 1944 from the University of Chicago moved to Puerto Rico and became Professor and Chairman of the Department of Home Economics at the University of Puerto Rico in 1946. Dr. Roberts' dream was to do a "detailed study of all aspects of living conditions for every family, and then on the basis of the findings have all agencies concerned to plan and carry out a concerted program designed to help raise the standard of living in every family" (Doyle & Wilson, 1989, p. 111). The community selected, Dona Elena, was in a mountainous region southwest of San Juan. This project became a demonstration in community development, a model for other projects in many parts of the world (Roberts, 1963)-

The six-week explorative trip to Brazil included an opportunity to confer with persons with the home economics program at the University of Vicosa, in the state of Minas Gerais, which had been established earlier and facilitated by Purdue University. That program seemed to be well underway. After this initial six-week analysis, the University of Piracicaba approved the initiation of a program in home economics, and Dr. Wilson returned in 1964 as home economics advisor.

Dr. Wilson's first task was intensive study of Portuguese. It was her deep resolve to learn the language and communicate with

Brazilians on their terms. With dedicated effort, this was accomplished, even as other tasks were carried out. Language facility made a vast difference in the acceptance and the understanding that accompanied each step along the way of program development. A Brazilian counterpart with Extension background was appointed. Dr. Wilson's presence before the program officially began was important, so that program, facilities, and faculty were fully reviewed and mutually agreed to.

With official approval in September 1966, faculty could then begin to be identified. For them to be well qualified was important from Dr. Wilson's view to the future of the program; they needed to be equal to the agricultural faculty for mutual respect and interaction. This meant study in the United States for most of them, a process supported by USAID. Of nine full-time faculty when Dr. Wilson retired in 1972, all but one had baccalaureate and master's degrees, and four of these had the University of Sao Paulo's equivalent to the Ph.D., the "Doutoramento." All but two had at least one degree from a university in the U.S., Ohio State and Purdue Universities being most common. Two additional persons were studying for degrees, one eventually to receive a doctorate. Nutrition, foods, housing and interiors, clothing, textiles, child development, home management and family economics represented the scope of studies. Cooperative arrangements were developed with the School of Nursing for home nursing and hygiene background. So the program was comprehensive for the field.

There was a strong interest in students obtaining a realistic view of problems and conditions of living of Brazilian families. Students were expected to be employed in Extension. So a study was conducted, patterned after the study by Dr. Lydia Roberts in Puerto Rico. Information was obtained on patterns of living family composition, size and conditions of housing, household tasks performed and by whom, family health and health practices, food habits, prenatal and infant care, and recreational activities. The study was published in Portuguese and English, Conditions of Living of Families in Socorro County, 1966 (Rodrigues, Morals, and Wilson, 1971).

Eight students were enrolled in the first class, including one young man. All enrolled students at the university had passed a rigorous entrance examination. This was a good start. Dr. Wilson taught beginning nutrition in Portuguese. Since there were no textbooks, she also prepared written support material in

Portuguese. Teaching in Portuguese was a challenge in itself, but she particularly appreciated assistance in checking the written material she needed to prepare in lieu of a text. These materials later became the basis for a nutrition text in Portuguese.

Dr. Wilson retired in 1972, so her 1971 Annual Report to USAID provides a good summary of the program's developments over five years of official involvement. The program started as an integrated unit, but reorganization of the University of Sao Paulo and ESALQ in 1969 led to the placement of home economics subjects in two departments food and nutrition in the Department of Rural Technology and the others in Applied Social Sciences (housing and design, home management and household equipment, textiles and clothing, home economics education, child development and family relationships, and home nursing and hygiene). A positive step under these circumstances was the appointment by the Director of ESALQ in 1971 of a Coordinating Committee for Home Economics to serve as a unifying force for the divided program.

The program had grown in student participation from the initial eight in 1967 to 74 for all class years in 1971. Entering enrollment was limited to 20 until 1972, when it was increased to 25, so classes had reached their full potential indicating increasing acceptance and success of the program. One student who had graduated the previous year was involved in experimental food studies for animals at a commercial company, and three were completing graduate study, and the others found teaching roles at the secondary level.

With the Ohio State University program at ESALQ coming to a close and Dr. Wilson's ensuing retirement, many of her friends in the U. S. assumed she would return to the states. But she was not ready. She had been working on revisions for the next edition of *Principles of Nutrition* with her co-authors who after doing so on other editions could work well independently. With that project in hand, the other one on her mind was the preparation of a nutrition text in Portuguese, *Nutricao Basica*, which became a reality in cooperation with Brazilian colleagues (Wilson, Oliveira, & Santos, 1982).

Dr. Wilson has a strong work ethic, holding high standards for herself as well as others. The locale for most of her productivity at home, away from the office, and apparently over her professional life has been a card table. Needing little sleep, her work hours extend into the wee small hours (and if one conjectures her work years beyond the norm because of these

extended hours, her amazing productivity might be at least partially explained). Dr. Wilson relates this incident about the table, during a period when her sister Alice shared their apartment: "At the apartment, I always had a bridge table up in the living room. That's where I did my studying. One time Alice said, 'To straighten the house, all we need to do is take down Eva's bridge table. And she was right'" (Wilson, 1994).

Because she does not (or prefers not to) type, the yellow pad was a given for her book writing. She submitted chapters to her publisher in her small but very legible handwriting on those yellow pads. This speaks to the success of her nutrition text, a consideration not available to a less-established author, no doubt.

Following her retirement from Ohio State University and ESALQ, Dr. Wilson received an offer to serve as Consultant to the nutrition program at the University of Brasilia for one year. She accepted and spent a rewarding year there.

While this account of Dr. Wilson's 11 years in Brazil is based on communications and reference information, the perspective of a Brazilian is particularly relevant. Dr. Nerina Aires Coelho Marques received her B. S. degree in home economics at the Federal University of Vicosa, Brazil, in 1965, worked in Rural Extension as a local agent, and then served as a regional supervisor (1966-68). Then she went to the University of Sao Paulo, Piracicaba, to teach home management at ESALQ before leaving for graduate study at Ohio State University where she earned master's and doctoral degrees in family economics and resource management. She has been giving leadership to home economics in Brazil through the Brazilian Home Economics Association (originally established in 1969) as well as in academic programs. Now a professor at the Federal University of Vicosa, Brazil, she helped obtain formal recognition in 1992 by the Ministry of Education for the first home economics graduate program in Brazil. Dr. Marques teaches, conducts research, and advises graduate students in her field. Here are excerpts from her letter regarding Dr. Wilson:

I was introduced to Dr. Wilson in November 1966 . . . She was interested in studying Brazilians' food habits, and their everyday life in a small town near Piracicaba as well as in the rural areas . . . Her objectives were to get to know more about women and their families, to get acquainted with the living conditions of the Brazilian population in that region in order to acquire the knowledge necessary . . . to set the

appropriate foundations to have a home economics program started at the Sao Paulo State University. . . . As a researcher she conducted fieldwork investigations as well as laboratory experiments, turning these practices into learning experience for students and professionals as well. . . .

On my side, I can add that she provided me with one semester of an intensive course in English language in Piracicaba which I attended together with professors of the Agrarian Sciences who were getting ready to go to the U.S. Besides these English classes, she . . . spent much of her precious time correcting the exercises I believe that the care and concerns she has shown to me were customary of her. She also gave me funds which were later turned by me to the School of Home Economics that were put under my name so I could use (them) to collect the data in Brazil for my Ph.D. dissertation.

Her generosity, kindness, instant willingness, and childlike joy put her in fine "syntony" with the young people who were proud of being her friend and spending hours visiting Dr. Wilson in her house. For them she was more than a well liked professor in the community (inside or outside ESALQ) she was loved also as a dear human being: She became "dona Eva" as she was called. People that knew her at that time still think of her with warmth.

No one will ever know how many students Dr. Wilson has quietly befriended, with funds or other needs as was the case with Nerina Marques and the young man mentioned below. They are illustrative. Scholarships, programs, and facilities have also been avenues for educational support.

Retirement

When she returned to the United States in 1976, she moved to Ames, Iowa. A brother lived nearby. Other family welcomed her, too, as well as visitors from near and far who had missed her. But the person who lived with her during most of that period was a young Brazilian she had met in Brazil but whose expected arrangements for study in California did not work out. He, Roberto, then came to study Engineering at Iowa State University, living with Dr. Wilson. He was a great help to her, did the cleaning and heavy tasks around the house, and assisted with marketing and cooking. Of significance was his excellence as a student and a person in whom confidence was well placed. He was and is a remarkable young man, becoming like a son as well as a valued friend, which was mutual. After completing his B. S. degree and an exchange program with a company in Germany, he completed his MBA before returning to Brazil, well prepared for a successful career. Communications among Dr. Wilson, Roberto, and Roberto family continue.

Life in Ames was filled with activities, one of which was completion of the fourth edition of *Principles of Nutrition* (Wilson, Fisher, & Garcia, 1979). But because the weather was more hospitable, Dr. Wilson moved to California in 1984 near her sister Alice. They had some good years together before Alice's death.

At the time that arrangements for undertaking her leadership role for Ohio State University in Brazil were evolving, another relationship became more interactive. Francille M. Firebaugh, then a faculty member at Ohio State University and a recent retiree as Dean of the College of Human Ecology, Cornell University, writes about her personal relationship with Eva Wilson over the years:

With the initial trip to Brazil, Eva asked me if I would like to live in her house while she was away. From a one-bedroom apartment to a wonderful house was an amazing change. I lived there for several years, married, and when Eva decided to move to Ames, John and I bought the house. We had purchased much of the furniture, and then sold some of it back to her when she could use it in Ames. Always, always, Eva's extraordinary generosity of spirit made dealing with her a sheer joy. Ruth Deacon and I visited Eva not long after she went to Brazil and she traveled with us around the country. She cared about Brazil, about the students and the faculty, about her friends just as she has wherever she has lived. Now, John and I relish the times we have with her when we visit her in California. We find that there, too, she has made many friends and that she continues to enjoy writing finding the right word, reading, learning, and teaching.

Dr. Wilson has received significant academic recognitions. The most recent, in 1998, was the Alumni Recognition Award of the College of Family and Consumer Sciences, Iowa State University. In 1996, she was recognized in the 100-year Celebration of Home Economics/Human Ecology at Ohio State University. Earlier prestigious academic awards include the Distinguished Achievement Citation in 1977 from the Iowa State University Alumni Association and the Distinguished Service Award from Ohio State University in 1988.

These and other citations indicate the high degree of appreciation of colleagues for what surely is not over-stated as an all-consuming commitment of Dr. Wilson to our field and to educational pursuits nationally and internationally. Even so, she remains a bit circumspect about the recognitions she has received since her joy in her life and work has led to her sense that she is the primary beneficiary.

She continues to make contributions in her retirement at Laguna Hills, California, a major one being that of teaching English as a Second Language. Also, she and a niece are working on a children's book on nutrition, organized by months. Her whimsical poetry and her niece's sketches are something to look forward to by children and adults alike, if April, which was shared on visit is an indication.

Legacy for the Future

Events have given turns to the life of Eva Donelson Wilson, which she has used advantageously in furthering her major subject of nutrition and the profession of Family and Consumer Sciences. How so? A few observations follow.

A love of learning and of people. She has been a lifetime student. Wherever she has been, her curious mind has found outlet and her friendships, both personal and professional, have accumulated which together often fostered new and creative directions.

Commitment to the Land Grant traditions of research, teaching, and service/outreach. For example, her research interests at the University of Minnesota included both laboratory and survey research, the nutritional status of women and children, particularly. With Dr. Jane Leichsenring, research information on children also led to innovative nutritional outreach clinics at the state fair. Classroom teaching gave insight into research through feeding experiments using white rats to demonstrate effects of nutritional components. In Brazil, family survey information provided realistic bases for teaching in the classroom and for outreach.

Enabling attributes tenacity, purpose, integrity, and resiliency. While very serious about her work, she has not taken herself too seriously. Her focus is on the purpose. She has an ability to see the humor in her own actions or situation. Highly principled, she in turn expects full measure from herself and others.

Facility in communication. Her earlier research papers and her books on nutrition have been far-reaching, supporting also a commitment to outreach. Her need to communicate with Brazilians in their language is illustrative, also, of her wanting to relate to and understand people where they are.

Support to development. Eva Donelson Wilson's generosity has befriended people by extending opportunities for development.

The ways known by this writer have been primarily educationally oriented. Personal interest in and encouragement to individual students and to colleagues have been constant and natural responses. More tangible ways include scholarships, sharing her home and providing funds for the special needs of students, and contributions to colleges and universities for special program needs and buildings.

Leadership, nationally and internationally. Dr. Wilson is a renowned scholar and leader. Early on, Dr. Wilson was an innovator in important areas of nutrition research, such as human milk and metabolism of women. Her writings on nutrition are highly acclaimed. She has given leadership to research programming in our total field. And more recently, her contributions to the development of international programming and of preparing professionals for international leadership speak to her comprehensive view of the potential role and need for family and consumer sciences around the world.

Dr. Eva Donelson Wilson is indeed a consummate professional.³

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End Notes

¹Most of the information on Dr. Wilson's personal insights and reasoning regarding the progress of her career, plus her professional associations, have been gleaned from an unpublished information included in this article has been approved by Dr. Wilson. Observations about Dr. Wilson are the author's

responsibility, but they are also ones known to be generally shared. She is much too modest to lay claim to her many achievements as her very own, and it is hoped that this paper will convey that unpretentious nature.

²Dr. Wilson's return to Ohio State provided the author's first opportunity to meet and work with her and begin a continuing relationship. Particularly noteworthy were benefits from her insights and support during the short period before she went to Brazil, plus accompanying her on her visit to Dr. Roberts in Puerto Rico; from her counsel and friendship during a six-month period of service as a research consultant in Brazil; from the pleasure of her move from

Brazil to Ames, Iowa, during my tenure there; and from the visits, communications, and other occasions to keep in touch since she moved to California.

³Dr. Eva Donelson Wilson celebrated her 95th birthday on August 8, 2000.

Symposium for College Administrative Leadership Preservation

M. Virginia Richards & John J. Beasley

Impatient with the slow progress of change at the national level, a group of home economics higher education administrators met informally in the 1980s to discuss how they could strengthen their academic units. Their purposes were to change the names of their own home economics units, share strategies on curriculum issues, and mentor each other within a dynamic support group. Prominent leaders comprised the exclusive membership of Symposium for College Administrative Leadership Preservation, SCALP, which met prior to national administrators' meetings. The existence and impact of this group on the evolution of home economics heretofore has not been documented.

Research Methodology

This study recorded the activities of SCALP, Symposium for College Administrative Leadership Preservation, which met informally before national meetings for six years in the 1980s. The research methodology included historical documentation through written correspondence and personal interviews with seven administrators who participated in SCALP. The study also included summaries of presentations at Association of Administrators of Home Economics (AAHE) meetings and publications by these leaders. In addition, the study incorporated an examination of proceedings of AAHE Annual Meetings and of existing documents from SCALP, including agendas and correspondence among members. Because they met in symposia outside established formal organizations, little is known of their activities. The purposes of this study were to (a) place the formation of the group in historical context, (b) document the existence and purposes of the group, and (c) reflect on the results of their alliance.

Historical Background

Home economics emerged as a field of study from the mid-1800s to the early 1900s and has grown throughout the 20th century. The field changed dramatically throughout the past three decades culminating in a redefinition and refocusing of the field during the 1980s. As a result of the Scottsdale Conference in 1994, the name family and consumer sciences replaced home

Ms. Richards is Assistant Professor and program Coordinator of Family and Consumer Sciences Education and Dr. Beasley is professor and Coordinator of Child and Family Development, Georgia Southern University.

economics. Until this transition began, a core of courses required by most higher education units defined home economics. The home core curriculum developed from the idea that essential knowledge and skills should be acquired through courses included in a baccalaureate degree program. This view originated during the Lake Placid Conferences, 1899-1909, which formally established the field of home economics ("Lake Placid," 1899-1909). The core curriculum consisted of courses from the traditional home economics content areas of textiles and clothing, housing and interior design, home management and consumer studies, foods and nutrition, and child development and family relations. Most colleges and universities required all home economics majors to take this core content in some form.

During the last several decades, the notion that the traditional core subjects were necessary had been diminishing in influence on the profession. Changes in society such as increasing numbers of women interested in careers, alternative family patterns, and technological developments have necessitated curriculum changes in higher education. Many higher education units dropped or radically altered the professional core curriculum, fostering more specialized majors. Administrators utilized various strategies to keep their units viable and to help guide the field through this difficult time. As home economics academic units became more specialized, their administrators and faculty debated the feasibility of changing the name of the field to more accurately describe this shift in focus. As a result, over 190 college and university home economics units changed from the name "home economics" to a variety of designations (Haley, Peggram, & Ley, 1993).

The Recognized Administrators' Organizations

Home economics higher education administrators have historically met for the purpose of sharing and supporting each other and facilitating the healthy growth of the profession. During the 1960s, two organizations emerged. The first group formally organized after a series of conferences that addressed the special needs of home economics units in liberal arts colleges. The six "Lake Michigan Conferences" began in 1960 and culminated in the founding of the Council of Administrators of Home Economics Programs Related to the Liberal Arts. Although the group started with a narrow focus, it later expanded to include all administrators of home economics in degree-granting institutions: land-grant, non-land-grant, teacher education, private colleges, and state universities. By 1966, the organization had

become the National Council of Administrators of Home Economics (National Council) and was established to "strengthen home economics in higher education" (Hawthorne, 1983, p. 10).

Until 1963, home economics administrators in land-grant and state universities had voting representation in the American Association of Land-Grant and State Colleges and Universities (AALGSCU). However, that year AALGSCU merged with the state universities association and the liberal arts universities association to form the National Association of State Universities and Land-Grant Colleges (NASULGC), effective 1965. Leaders of NASULGC changed its relationship with academic divisions, keeping agriculture as the only section with voting rights and institutional representation. According to Vincenti (1997) and Rossiter (1995), this change proved unacceptable for home economics administrators who had been voting members of AALGSCU; therefore, they formed their own organization in 1967, the Association of Administrators of Home Economics in State Universities and Land-Grant Colleges, Inc. (AAHE).

Although the National Council offered membership to individual administrators of home economics programs, AAHE membership resided with the institution. AAHE addressed the unique purposes of research and extension in home economics programs in flagship state universities and land-grant colleges.

Each one of these administrators' organizations formed with distinct purposes. In the 1980s an initiative emerged to combine the National Council and AAHE.¹ In 1983, the first joint meeting, "United Voices - A Future Force," included addresses from administrators of each type of institution represented. The two groups met for six years, and the membership considered an official merger but decided the two groups remained too diverse. After 1989, AAHE rededicated its purpose to working more closely with NASULGC nationally in an effort to gain research funding and respect for the home economics contingents in these institutions. National Council continued to work toward strengthening home economics in all higher education institutions.

Belck's Ad Hoc Group on Name Change: Precursor to SCALP

From 1982-1984 Dr. Nancy Belck, then Dean of Home Economics at the University of Tennessee, Knoxville, convened an ad hoc group of deans of home economics units to discuss changing the names of their programs. The group planned to select a consensus name for academic units in order to achieve solidarity in the profession. They met in conjunction with national

professional meetings and completed their work at the 1984 American Home Economics Association (AHEA) meeting in Anaheim, voting to use Human Ecology as the consensus name (N. Belck, personal communication, June 16, 1997). At the 1986 Joint Meeting of AAHE and National Council, Belck referred to this ad hoc group during her presentation of a case study about changing the name of the academic unit at the University of Tennessee, Knoxville (Belck, 1986). Although Belck's ad hoc group of administrators agreed that the name of the profession needed to change, many professionals argued against any designation other than home economics. The resulting disagreement pointed to the persistent curriculum issue, specialization versus integration, which will be discussed later in this report.

Symposium for College Administrative Leadership Preservation: The Emergence of SCALP

Two administrators who had been members of Belck's ad hoc group, Dr. Jane Lillestol and Dr. June Mohler, wanted to continue discussing name change and other administrative issues with a small group of their peers. At the 74th AHEA Annual meeting in Milwaukee in 1983, Lillestol and Mohler, while "sharing a room and sharing our frustrations at the lack of stimulation and learning opportunities at the convention" (J. Lillestol, personal communication, September 26, 1996), compiled a list of persons with whom they would most like to talk and share ideas. They contacted these administrators during the Milwaukee meeting, and most of them agreed to meet informally prior to the next meeting of AAHE.

The group set parameters for future symposia at the joint meeting of AAHE and National Council in Portland, February 1984. They scheduled SCALP prior to the next AAHE and National Council joint annual meeting. The newly formed group requested that there be intensive dialogue, excellent dinners, and one afternoon set aside for enrichment. The name SCALP emerged from a whimsical title written on a cocktail napkin to describe the group's purpose. The organizers intended that the dialogue would help administrators to be more effective and to "hang onto their scalps." The group did not formally organize and decided against annual dues, articles of incorporation, or by-laws. Members of SCALP viewed their organization as a "... neat, short-lived solution to lack of innovative and creative thinking at national home economics-related meetings" (J. Lillestol, personal communication, September 26, 1996). The purpose of the group was to focus on sharing ideas that

could assist in their effectiveness as administrators and to extract ideas from like-minded colleagues in order to address the unique problems of their institutions. They felt that national organization meeting did not afford the small-group sharing sessions they wanted to experience. After Portland, there were five SCALP symposia prior to joint AAHE and National Council conventions. The last SCALP assembly in New Orleans in February 1989 preceded the last joint meeting of AAHE and National Council.²

Table 1. SCALP Meeting

Date	Joint AAHE/National Council Meeting Location	SCALP Meeting Location & Enrichment Afternoon
February, 1994	Portland Oregon	Portland, OR
February, 1985	Williamsburg, VA	Williamsburg, VA U.S. Navy Academy
February, 1986	Memphis, TN	Memphis, TN Holiday Inn World Headquarters
February, 1987	San Francisco, CA	Napa Valley, CA Wine Country Tour
February, 1988	Hilton Head, SC	Hilton Head, SC No record
February, 1989	New Orleans, LA	New Orleans, LA No record

Membership in SCALP

When Lillestol and Mohler formed SCALP, they selected administrators from AAHE and National Council who they believed could function well in a symposium atmosphere of complete trust. Approximately twelve members attended each year. According to oral interviews with SCALP members, they consciously planned to be exclusive, and they assembled participants at their meetings by invitation only. As members resigned due to retirement or promotion, the group nominated and voted to invite new members. In a letter to a prospective new member, Barbara Stowe described the group: "Despite the fact that the bylaws were written on a cocktail napkin the Symposium for College Administrative Leadership Preservation SCALP) is a small group of deans who meet annually to discuss some very serious issues in a relaxed atmosphere. Among us are



some of the best thinkers, managers, and risk takers. It is almost certain that you will come away from a SCALP meeting with some new perspectives on a problem you are dealing with and some fresh ideas. We meet just before AAHE, often in the same city, or near by" (Stowe, 1986). Stowe's statement demonstrates the openness, which prevailed at SCALP meetings. These administrators embraced the opportunity to share ideas with peers.

Each year a different member organized the agenda and arranged the symposium. The organizer solicited and categorized agenda ideas from other members. At the meeting, members led informal symposia on the agenda items, which they submitted. The discussion centered on common administrative issues such as inadequate salaries, identification of promising future faculty and administrators, name change, curricula, funding opportunities, and future visions and trends for home economics. The participants decided that if possible to do so, they would all change the names of their academic units to one designation. In accordance with the earlier ad hoc group of deans organized by Belck, SCALP members agreed that human ecology would be the most logical name to use. Stowe reflected on SCALP, "We wouldn't have come together if we hadn't had some things in common, some common philosophy. And I think that's why it was a good group. You had some reinforcement and then you had some folks who would argue with you, and that's a very rich atmosphere" (B. Stowe, personal communication, May 14, 1997).

Table 2: SCALP Interviewees

Name	Institution During SCALP Years
John Beaton	University of Maryland
Nancy Belck	University of Tennessee
Jane Lillestol	Syracuse University
Keith McFarland	University of Minnesota
Emily Quinn Pou	University of Georgia
Mary Rainey	University of Akron
Barbara Stowe	Kansas State University

Curriculum Issue: Integration Versus Specialization

Members of SCALP did not always share the same ideas about issues affecting the field. One such matter was the perennial curriculum issue of integration versus specialization, Stowe said which was discussed in relation to graduate programs in their universities. She indicated that many of the Ph.D. programs in colleges of home economics historically emphasized a broad-based approach. These general Ph.D. programs trained administrators to lead academic units in home economics. However, the SCALP group also considered the merits of a more specialized Ph.D. program. "There was a realization that you needed to have some depth in credentialing in research that was probably related to a specific field . . . in order to get the respect on campus and interaction with other units on campus" (B. Stowe, personal communication, May 20, 1997).

In order to hire faculty with more specialized doctorates, some of the administrators recruited outside the field of home economics. At SCALP meetings they discussed the best way to mentor these faculty to understand the integrated home economics field. Stowe shared her ideas on how to assist faculty in becoming well respected in their own professional fields while also keeping the college curriculum focused on the integrated mission. "I believe it is perspective. Some faculty understand the importance of connections and they see human beings as existing in some broader systems. . . We have tried to . . . hire people who are really fine scientists and can understand the wider connections necessary to work in the home economics context. It's a delicate matter, but I think we have something very precious in our field and we had better not let go of it" (B. Stowe, personal communication, May 20, 1997). Stowe continued by explaining that faculty can build respect on a campus by developing research partnerships with other academic units only if they are outstanding researchers in their own specialty. She perceived that many AHEA members in the 1980s wanted to keep the field more general and that they ". . . took an either-or approach; that you are not loyal if you want to reach out to the basic sciences. But my colleagues in the SCALP group just did not think that was a luxury we had" (B. Stowe, personal communication, May 20, 1997).

SCALP also struggled with the issue of keeping the undergraduate core curriculum focused and integrated while allowing for specialized baccalaureate degrees. The specialization versus integration issue emerged in these curriculum discussions.

Rainey and Belck remembered that SCALP members had diverse ideas about the common core of knowledge which every home economics graduate should study. On one end of the continuum, Belck and Rainey felt that the field should advocate an interdisciplinary approach with a core of courses. Keith McFarland believed that no home economics core was needed since students were more interested in enrolling in specialized programs (McFarland, 1986). This discussion among SCALP members reflected the dichotomy of integration and specialization which framed the issues that emerged as home economics searched for the combination of courses which could best develop a viable central focus for the field.

Perceptions of Others

Although SCALP members felt they were working toward the solidarity of the profession, persons not involved in the group perceived that their work "outside the fold" was divisive (Lillestol, 1996a). An example of this perception emerged in 1987 after the SCALP meeting held in Napa Valley. Lillestol described the meeting as "... spectacular, and we moved on to the AAHE meeting, charged up and ready to go. Somehow word had gotten out, however, that we'd had a pre-meeting, and we were met by a good deal of hostility" (J. Lillestol, personal communication, September 26, 1996). However, the members of SCALP perceived themselves as working to improve the field, not to put it in jeopardy (E. Q. Pou, personal communication, March 20, 1996).

SCALP members felt that AHEA did not address the needs of the more specialized academic units. Lillestol's farewell memorandum to SCALP members, when she was promoted to Vice President for Alumni Relations at Syracuse University, captures the attitude of the group toward AHEA, "I encourage you SCALPERS . . . to continue scheming and plotting without me in your efforts to impart your collective wisdom and vision to AHEA. The profession really needs you if it is going to have any kind of role in life during the next century" (Lillestol, 1989). Lillestol and the SCALP administrators perceived that AHEA was too embedded in the past and was not willing to make the changes needed to bring the profession into the 21st century.

The Legacy of SCALP

SCALP's legacy extends from the members' desire to change the field through their mentoring and networking activities. Belck

stated that SCALP emerged because at that time "... there was a lot of lethargy in the profession; there was a lot of resistance to change. . . . And there were those of us, the SCALP members in particular, who felt we wanted to keep our profession moving forward. We wanted it to have an identifiable name that represented more contemporary thrusts in the profession" (N. Belck, personal communication, June 16, 1997). This controversial yet cohesive group worked against the mainstream thinking of many professionals in the 1980s. Most of these administrators felt that the name change was necessary for survival of their academic units.

Despite the informality of SCALP, its members influenced the name change process at their own units or helped those who were planning change. By 1990, all but one university represented by a SCALP member had changed the name of its unit. These important administrators made practical suggestions, which assisted other institutions to organize and make changes. Because oral testimony and SCALP documents from Dean Stowe provide the only written evidence yet found to confirm the existence of SCALP, it is impossible to determine concretely the influence of the group upon the national name change movement. However, this group gave to individuals the support needed to effect change at their home institutions. Their prominence as administrators of important academic units certainly may have provided them opportunities to influence others to begin thinking more seriously about name change on the national level. These administrators believed that academic units could determine a name separately from the professional organization even though many practicing professionals felt that AHEA alone should select the name of the field.

In reflecting on those years, Lillestol saw SCALP as a major influence because the members risked the hostility of professionals outside the group. Some perceived the group as divisive, although divisiveness clearly did not define its purpose. Lillestol believed that SCALP made a difference because those traditionalists who resisted change viewed the group as a threat. The members of SCALP served as catalysts to move others to action on change in AHEA. They also gave younger leaders the courage to make changes (J. Lillestol, personal communication, October 1, 1996).

SCALP also emerged as a mentoring and networking group, focusing on sharing ideas and information. Political maneuvering

and formal organization did not take precedence, and members shared ideas without fear of reprisals. Emily Pou believed SCALP convened to solidify, unify, and strengthen the field (Pou, 1996). Rainey said that this group mentored her personally and facilitated her appointment to the position of chairperson of the Agency Member Unit of AHEA (M. Rainey, personal communication, July 14, 1997). Their willingness to seek safe places for dialogue and to look at all sides of issues clearly indicates their desire to assist fellow administrators.

Belck said that networking brought a continuity component to the SCALP group not available in more formal administrators organizations. "If we needed to discuss an issue with someone when we were having difficulty on campus, we could just pick up the phone and call" (N. Belck, personal communication, June 16, 1997). Rainey recalled that the group shared their philosophies, engaged in stimulating conversation, participated in social activities, and by networking fulfilled a need for more personal contacts with peers (M. Rainey, personal communication, July 14, 1997).

SCALP convened so that administrators could experience meaningful professional development. Although the significance of their discussions and symposia cannot be discerned, the documentation of their activities revealed a vivid account of the 1980s, a decade of crossroads and crises. This group represented a part of the process of transition and while their influence on the field may never be determined fully, their role and activities can be acknowledged and documented historically.

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End Notes

¹Information concerning the joint meetings of AAHE and National Council was obtained from proceedings housed in the AAHE archives at the University of Georgia, College of Family and Consumer Sciences, Athens, GA.

²This information compiled from oral interviews and Dean Stowe's documents.



Editor's Message

I am struck by the profound message that Hazel Kyrk (JHE, 1933) has for us today, and I quote:

So long as there is attack upon home economics from without—attack designed to destroy—there will not be that wholesome criticism from within that is so necessary for sound development and—what is even more undesirable—home economists will develop the characteristic attitude of those obliged to be always on the defensive.

Although we lack overt control (lots of control through quality and vision) over attacks from outside, we need to evaluate whether we “kill the messenger” when we have critique from within as a matter of fact, from without as well. “Deep conversation” about our field and direction is very time-consuming, but that style of critique is essential to vitality and viability. Although the pace of life these days makes it difficult, depth of reflection and thinking is as important on the micro level as it is on the macro level.

There's a lesson also from the SCALP era that we should ponder. Do we give the visionaries the opportunity to be heard? Do we give them appropriate credibility? The people who are ahead of their time who see things the rest of us can't fathom need to be cherished.

Cherishing, it seems to me, needs to be practiced on two levels. Do we care enough to do the hard work of critique? And do we use a caring attitude in our relationships with those who have a different view? The concept of relationships is certainly a core component of our field, but we need to ask ourselves if we show our caring attitude in our professional relationships.

Thanks for listening. Now, I'll jump off my soapbox.

DM

dmitstifer@kon.org
(800) 351-8335



My friend Road Runner says,
“See announcement on back cover!”



Announcing

Kappa Omicron Nu FORUM Volume 12 is published online at www.kon.org/pub.html

Vol. 12, No. 1 – Leadership: Up Close and Personal

Vol. 12, No. 2 – Diverse Families: A Dialogue about Reflective Practice

This volume will be published solely electronically, but we will be glad to print a copy and mail it to you if you do NOT have access to the Internet to read the FORUM online.

Leadership: Up Close and Personal – The Guest Editor, Virginia L. Clark, has this to say about this issue:

Higher education leaders, who have a background in Family and Consumer Sciences, were asked to describe the people and events that made a difference in their professional lives. These leaders were asked to describe their “turning points” informally, in a few brief paragraphs. The format chosen for each response varied from very formal (a past publication) to very informal (a quick list on e-mail). Regardless of the format, however, responses provided some very similar points.

Like Phyllis O. Bonanno, President of Columbia College, all respondents indicated that “. . . leadership was not about implementing any one theory or plan, it was about life and the way you choose to live it. To succeed as a leader it is important to understand first that you cannot separate your role as a leader in your place of business from your role as a neighbor, parent, church member, or any other place you interact outside the boundaries of your professional life” (*A Leadership Journal: Women in Leadership*, pp 5-6)

Diverse Families: A Dialogue about Reflective Practice – The Guest Editor, Katia Goldfarb, explained the theme as follows:

This collection of essays focuses on applications of the Reflective Human Action theory (Andrews, Mitstifer, Rehm, & Vaughn, 1995) in the arena of family diversity. The theme underlying this issue explores how professionals and organizations, connected with our field, are working, researching, teaching, contributing, serving, and analyzing the diversity represented in today's families using the Reflective Human Action theory to further our understanding.