



**KN  
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**Leadership:  
Reflective Human  
Action**

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# KAPPA OMICRON NU FORUM

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# Call for Papers

for publishing in Kappa Omicron Nu FORUM

**Topic: Advanced Information Infrastructures:  
Realizing their Potential**

**Guest Editor: Dr. Virginia M. Moxley**

**Objectives:** This theme will

1. Delineate the social, economic, and cultural impacts of the uses of advanced information infrastructures.
  - a. How have advanced information infrastructures changed the way people learn, work, and relate?
  - b. How can the costs and benefits of using advanced information infrastructures be measured by individuals, businesses, educational institutions, and human service providers?
  - c. How will use of advanced information infrastructures change the culture of universities, of the workplace, of families, and of communities?
  - d. What ethical dilemmas do the emerging information infrastructures pose and how can good judgment be brought to bear on them?
2. Describe models for using advanced information infrastructures to improve human services, education, and research in family and consumer sciences.
3. Forecast how advanced information infrastructures are likely to impact service and information provision and acquisition, teaching and learning, and time use and productivity.

### **Overview:**

Advanced Information Infrastructures: Realizing the Potential focuses on the social, economic, and cultural impacts of advanced information infrastructures. Authors are invited to examine the human dimensions of the rapid advances occurring in the information infrastructure. Information is a critical resource for families, businesses, educators, and service providers. Its acquisition and management is the principle activity of most professionals. Understanding the potential of information infrastructures to undergird (or to undermine) the work of educators, researchers, and other professionals can contribute to improved outcomes for the professional provider and for the clientele.

### **Information and Deadline:**

Kappa Omicron Nu FORUM is a refereed publication outlet for both members and nonmembers. Manuscripts are due January 15, 1998. For further information or to obtain a copy of "Guidelines for Authors," contact:

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# Guest Editor's Message

**Sharon Y. Nickols**

The history of a profession is, to a large extent, the collective experiences of those who have led the field. Their work to advance the field of family and consumer sciences often required great personal sacrifice and perseverance as well as the ability to recognize the opportunities before them. For some, their efforts were facilitated by parents who advocated their continuing educational pursuits, supportive mentors, caring collaborators, and administrators who shared their vision. Others experienced challenges in the form of inadequate resources, unenlightened decision makers, and skeptics who questioned the value of the field of home economics within the academy or for an enterprise's "bottom line." Throughout the history of family and consumer sciences, leaders have left a legacy from which current and future practitioners can build.

The purpose of this special issue of Kappa Omicron Nu FORUM is to provide a record of the contributions of some leaders who helped shape the field of family and consumer sciences so that their experiences and insights can help inform the future. The objectives are to

1. record the accomplishments of leaders from various racial and ethnic groups and leaders in a variety of settings, including educational institutions at all levels, business and industry, and agencies;
2. draw implications from the experiences of past leaders for the future with emphases on policy-shaping research, instruction, and service; and
3. inspire professionals to make contributions to the field.

Meszaros and Braun (1983) suggested that there are gaps in the history of our profession and that we could gain some perspective on the field by knowing more about the men and women who "... trained in science and (were) sensitive to spiritual needs, who were dedicated to improving family life" (p. 4). In challenging readers to respond from a position of strength to "welfare reform" NCBDE newsletter editor Maggie Clausell stated, "We need our scholars and researchers to help tell our story" (1997, p. 2). She refers to the "treasure chest" of data on book shelves and file cabinets at HBCUs (Historically Black Colleges and Universities) as sources from which history can be told.

This special issue of Kappa Omicron Nu FORUM fills some of the gaps by telling the stories of leaders whose activities have not been well documented previously. Firebaugh and Redmond chronicle the contributions of Flora Rose, whose administrative talents were instrumental in guiding the early development of the

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College of Human Ecology at Cornell University; Shipley recounts the life of Hettie Margaret Anthony, the founder of Kappa Omicron Phi national honor society and the academic program in home economics at Northwest Missouri State University. Two autobiographical essays by Ruth Deacon and James Walters recall their experiences first as young faculty members, then at mid-career, and later as administrators. Both share their observations about how the profession, especially within the context of higher education, might respond to current issues and challenges. The article by Gladys and Sherman Shelton sharing highlights from the career of Minnie Miller Brown is a positive contribution in its own right. In addition, it is hoped that telling her story will inspire others to add to the record about the contributions of African American home economists. The detrimental impact of ignoring the thinking of African American family and consumer sciences professionals and the benefits to be derived by the profession of increasing their visibility has been documented elsewhere by Ralston (1992). In the context of a world-renowned business, Copeland tells of the accomplishments of the home economists at General Mills who over the years were collectively known by the signature persona of "Betty Crocker."

This issue concludes with four short features. Two articles by Suzanne Garner Martinson about memorable home economics professors are reprinted with permission of the Pittsburgh Post-Gazette. Janelle Walter shares her enthusiasm for oral history, and FORUM editor Dorothy Mitsifer exhorts us to tell our stories for the benefit of the profession, our families, and ourselves.

As we study the people who carried the torch of inspiration and knowledge related to family and consumer sciences, we learn about their personal characteristics, but we also learn about the nature of the field that captured their minds and spirits and won their devotion. The marriage of the sciences and arts in the family and consumer sciences curriculum, the application of the scientific method to persistent practical problems of daily living, and the compulsion to apply this knowledge in ways that were relevant to consumers, households, and communities are characteristics of the field. Philosophical questions about the focus of the emerging field (e.g., what balance to achieve between intervention into existing problems and education to prevent such problems) are reflected in the biographies, and Ruth Deacon's autobiography recounts the evolution of thought in her collaboration with Francille Firebaugh which led to advances in one specialization (i.e., family resource management) within family and consumer sciences. The interplay among inquiring intellect, the challenges of the times, and personal dedication is a persistent theme.

*This special issue . . . fills some of the gaps by telling the stories of leaders whose activities have not been well documented*

The conceptual framework developed by Astin and Leland (1991) to study women leaders in the United States during the decades of the modern women's movement is applicable to this examination of leaders' legacies in family and consumer sciences. Four aspects of leadership emerged from their study:

1. the leader (the person as a catalytic force or facilitator),
2. the context within which leadership takes place (an institution broadly defined, for example, an organization, the family, the scholarly enterprise),
3. the leadership processes (such as communication, empowerment, and collective action), and
4. the outcomes (desired change in an institution or organization or change that improves the quality of life). (p. 8)

They identified two categories of leaders: positional leaders (e.g., heads of organizations or institutions) and nonpositional leaders (university professors, others who create the knowledge central to social change). In this scheme, Minnie Miller Brown would be classified as a nonpositional leader. The importance of understanding the power of nonpositional leaders is that they too leave a legacy for the future. In Astin and Leland's study, three factors contributed significantly to accomplishments: collective action, passionate commitment, and consistent performance. These timeless characteristics also are apparent in the lives of leaders (featured in this issue of FORUM) who could have led and left a legacy in any era.

The articles in this issue have a generally positive and laudatory tone. Some recount the courage and single-minded sense of purpose exhibited by leaders in the face of opposition. Astin and Leland (1991) observe that leaders seldom escape the challenges, obstacles, or pains that confront other human beings, and most all leaders encounter numerous hurdles in the pursuit of social change. Although the histories in this issue have happy endings, academic programs in home economics, now family and consumer sciences, have not always fared so well, as Rossiter (1995) documents. Her account of the period 1947 to 1963 reminds us that institutional politics, uninformed opinions, and male-dominated standards and decision-making structures within higher education institutions can have a devastating effect. The struggle to protect home economics is not just a saga of a not-too-distant era; it is a continuing challenge that our leaders must face.

So, what is leadership? This question was addressed by Professor of Philosophy John Taylor at the 1985 Beatrice Paolucci Symposium:

That is what at last all leadership is, it is at last what education is, among human beings, a cultivation in them of a capacity to understand, under given circumstances of nature and society, what are the real possibilities, the authentic opportunities, that are available for choice; to embrace, among those alternatives, that one



or that set in which the human welfare is found most abundantly to lie; and having embraced it, to draw forth, out of the resources which the circumstances afford, the most efficient instruments for the having of it. (Taylor, 1990, p. 18)

In our current world of 30-second sound bites, the complexity of Taylor's thought may seem indigestible. The essence of the answer to this question is that leaders must find the possibilities and opportunities, embrace them, and apply their energies to advancing the field of family and consumer sciences to improve the human condition.

Those who would understand the field of family and consumer sciences can learn much from the activities of past leaders. As Lita Bane (1995) said about the work of Isabel Bevier,

Through the years her ideas, ideals, and standards will be sifted, and those that stand the test of time will be used again and again, not only in directing and strengthening the home economics movement, but in shaping the education of women (and men) to fit their changing personal and social responsibilities. (p. 6)

Past leaders nurtured programs, educated professionals, enacted policies and programs in businesses and agencies, and sustained the vision that continues to be reflected in the mission of the field to improve the human condition. This issue of Kappa Omicron Nu FORUM tells the stories of significant leaders so that succeeding generations will know of their work and be inspired to carry on their legacies.

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**Note:** The Guest Editor wishes to thank the Editor, Dorothy Mitstifer, for her expertise. It has been a privilege to work with her . . . and fun! Thanks also to my secretary, Ruth Hubbard, for the quality of her work and organizational skills. Finally, thank you to Francille Firebaugh and Sharon M. Nickols-Richardson for their review of this introduction to the special issue and generous words of appreciation to all those who served as reviewers of the manuscripts.



# Flora Rose: A Leader, Innovator, Activist, and Administrator

*Francille M. Firebaugh and Margaret B. Redmond*

## **Flora Rose**

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**Birth:** October 13, 1874 – Denver, Colorado

**Death:** July 25, 1959 – Berkeley, California

**Education:**

1903 – Framingham Normal School, Teacher's Diploma in Household Arts

1904 – Agricultural College in Manhattan, Kansas, B.S.

1909 – Teachers College of Columbia University, M.S. in Nutrition

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For over 30 years, Flora Rose provided vision, creative energy, and administrative talents in developing home economics from a modest extension effort in the Cornell University College of Agriculture to a College with broad instruction, research, and extension components. Her work had far-reaching national and international impact as she was able to translate scientific research into terms understood by lay persons and into actions that would benefit them.

Much needed wisdom for the future of human ecology can come from observations and lessons learned from past leaders. The life and leadership of Flora Rose illustrate the bold visions, the willingness to try, and the stresses and strains which result from working in new areas. Her daring and enthusiasm gave impetus to the development of the home economics program at Cornell University.

Miss Rose began early to challenge the expectations of her family and chart her own course. After high school and a European tour, consistent with her family's standing in Denver, came ten years of social activities appropriate to a young woman of her circumstances. But it was not enough. She broke with family tradition and sought more education, attending Framingham Normal School in Framingham, Massachusetts, where she earned a teacher's diploma in household arts in 1903. She was awarded the degree of Bachelor of Science from Agricultural College at Manhattan, Kansas in 1904 while teaching home economics. This still did not satisfy her drive for education and she enrolled in 1906 at Teachers College of Columbia University.

While she was studying under Henry C. Sherman for the Master of Science degree in nutrition, Martha Van Rensselaer invited

*Dr. Firebaugh is Dean and Ms. Redmond is recently retired as Director of the Research Office, both of the College of Human Ecology, Cornell University.*

her to lecture in the second Cornell winter course for farm women. When she accepted the offer of \$25 per week plus travel and board to lecture on Infant and Child Feeding, she could not have envisioned the opportunities to which she would respond or the scope of the contributions she would make to the profession of home economics and the development of the College of Home Economics at Cornell (Records of the Dean of the College of Home Economics [RODCHE]).

In the fall of 1907, when Miss Rose was hired as a lecturer for the academic year, there was little assurance that the extension work with women, which had been initiated by Martha Van Rensselaer, could be maintained. There were limited financial resources for extension, and Liberty Hyde Bailey, Dean of the College of Agriculture, had many calls for available funds. The success of the two winter courses and the response of farm women to the bulletins written by Miss Van Rensselaer, however, convinced Dean Bailey that the time was ripe for further development of home economics at Cornell. In the 1907–1908 academic year, the Department of Home Economics offered seven courses in management, foods, and sanitation.

Beginning in 1908, Miss Rose codirected the department with Miss Van Rensselaer; this joint responsibility capitalized on the strengths of each individual. Miss Rose's recognition as an authority on foods and nutrition, her academic credentials (Miss Van Rensselaer had no undergraduate degree until 1909), and her training gave focus to curriculum development, graduate studies, and student concerns (Percival, 1957), while Miss Van Rensselaer's experience in adult education and politics strengthened her administration and extension efforts. They remained codirectors until Miss Van Rensselaer's death in 1932.

An important part of the extension effort, Farm and Home Week, originated with the 1909 Farmer's Week, to which the Department of Home Economics added a "Homemakers Conference." Thousands of visitors came in subsequent years to the demonstrations and lectures on current progress in home economics and agriculture (Rose, 1969).

The passage of the Smith–Lever Act in 1914 gave importance to the county agent model of extension and created special problems for home economics at Cornell. Women in the state already had rather highly organized women's study clubs, growing out of the success of the earlier work of Martha Van Rensselaer and Flora Rose. "The ambivalence Van Rensselaer and Rose felt about the methods and goals of the Cooperative Extension System was informed by their faith in the women's club culture of the nine-

teenth century as an incubator of social change at the local level” (Babbitt, 1995, p. 298). This controversy was overshadowed by World War I and was not resolved until the beginning of the 1920s. The eventual structure was the New York plan, giving parallel responsibilities for program development and delivery of home economics and agriculture under a Director of Extension.

In 1909, a ten year plan for the home economics program was submitted to the University Trustees and subsequently to the New York State Legislature, including a request for a building for home economics. Later Miss Rose commented, “Especially in the early years of its development, Home Economics could bring to bear on a money-minded government no telling figures of dollars saved. So, for maintenance from the state, home economics education had to rely on support largely on the chance circumstance of emotional appeal” (Rose 1969, p. 39). Such an opportunity had arisen that year when the finance committees of both the New York State Assembly and Senate visited the campus and Miss Rose was asked to provide lunch.

Among the dishes prepared . . . were two which came into prominence at a legislative hearing . . . in Albany the following year. The first was a salad which proved to be particularly agreeable to one legislator. The second was scalloped cabbage, about which another legislator asked at the luncheon, “What is this delicious dish I am eating?” When told it was cabbage, he replied, “Why, I never eat cabbage, but you may give me some more.” At the hearing for the facilities request, his shout of “I want to vote for the woman who taught me to eat cabbage” helped carry the day and the promise of the new building. (Rose, 1969, p. 41)

Miss Rose and Miss Van Rensselaer led the academic program in home economics from its inception. In 1911, the University Faculty Records noted: “Voted that the University Faculty, while not favoring in general the appointment of women to professorships, interpose no objection to their appointment in the Department of Home Economics in the College of Agriculture.” Miss Rose recalled,

When Director Bailey announced to Miss Van Rensselaer and Miss Rose his victory in this encounter and stated that he had achieved the first professorships which Cornell University had ever granted to women, he advised, “For a while, at least, do not take advantage of the new rank to attend meetings of the University Faculty. First let the memory of opposition be forgotten.” (Rose, 1969, p. 37)

Historian Margaret Rossiter (1982) noted that one of the unintended consequences for women (re: the opportunities provided in higher education through home economics) was a sharpening of sexual segregation in higher education, particularly in the land-grant colleges.

Since women were finding such good opportunities in this field, many persons (including the first vocational guidance counselors, a new specialty around 1910) urged ambitious young women interested in science to head for home economics. It was the only field where a woman scientist could hope to be a full professor, department chairman or even a dean in the 1920s and 1930s. (Rossiter, 1982, p. 70)

The same reservations about selecting women for leadership positions in higher education (except in home economics and some women's colleges) carried over into government. Herbert Hoover, U. S. Food Administrator, following World War I, did not appoint women to head the government Food Conservation Division. However, the direction of the programs in home conservation was given to Sarah Field Splint, editor of *Today's Housewife*, and Martha Van Rensselaer (Rossiter, 1982).

Women scientists in home economics programs at Cornell and at other institutions demonstrated the scope of their ability to mobilize individuals and families in response to homefront needs during and after World War I. Conservation of scarce foodstuffs and other consumer materials was an important focus. Rose (1969) noted:

The department became an experiment station for the State in finding ways in which the wheatless, meatless, sugarless diets dictated by the United States Food Administration could be made as helpful and as painless as possible . . . thousands of leaflets, recipes, news releases and bulletins to further the cause of conservation . . . dramatic exhibits were held to guide and mold public opinion . . . And what Cornell did—in ideas, slogans, leaflets, exhibits—filtered out through Washington to states throughout the nation. (Rose, 1969, p. 61)

Using the skills developed in earlier extension efforts, Miss Rose equipped two demonstration railroad cars, called "Victory Specials," and sent them with demonstrators on food conservation trips over the New York Central lines.



After her death in 1959, Herbert Hoover recalled her work and telegraphed this message of condolence to friends of Miss Rose, "I deeply regret the passing of Flora Rose. She, Martha Van Rensselaer and Gertrude Lane (Editor-in-Chief, Women's Home Companion and member of the Washington Staff of the U.S. Food Administration) were the team who conducted the most successful campaign, in our history, for self denial to help win a war. They signed up over eighty percent of American housewives into an army of conservation itself" (RODCHE).

Both Miss Rose and Miss Van Rensselaer were committed to expanding the Cornell program in home economics to include areas of critical importance to women and the home. 1911 and 1914 brought new appointments to the Department. The first appointment in 1911 was made to a person trained in architecture to begin work on housing and design. The next appointment in 1914 expanded the work in housing and brought in a young woman whose work foreshadowed current interest in the role of women in industry and the community. Miss Rose and Miss Van Rensselaer brought in well-trained professionals and gave them the scope for designing programs appropriate for home economics. Bright young women were attracted to the school, and its reputation grew.

Beginning with the initial classes, Miss Rose and Miss Van Rensselaer included the application of social and physical sciences to practical situations and provided real life experiences for the students. By early 1920, Miss Rose proposed a course on Child Welfare, which would include child care, training, and feeding and would "develop actual clinics in connection with it where our students could have experience with individual children." This concern with application of learning was also the basis for the investment in 1914 in a sixty-seat Tea Room in nearby Forest Home, furthering their belief that students should have an education leading to vocations such as institutional management (Percival, 1957).

As the School of Home Economics came into existence, Miss Rose wrote to Dean Albert Mann of the College of Agriculture, "More and more I am growing to feel that the psychological phases of education if treated in a practical way are at least as important as the more material ones which we have hither to handled." Miss Rose visualized a program in home economics and nursing which would prepare students for work in health, nursing, and social service work, with established connections in hospitals. Dean Mann responded, "The question arises as to whether the most important work needing investigation in home economics has to

do with the proper feeding for the sick or proper nutrition for persons in health" (RODCHE).

In 1923 Herbert Hoover, as president of the Educational Foundation of the Committee for Relief in Belgium, asked Miss Rose to survey the nutritional state of Belgian school children. The study, a follow-up of a highly organized relief effort to prevent starvation during and just after WWI, compiled data on the health and nutritional condition of 5,000 children. The purpose of the five-month study was to provide a basis for a program of health education in Belgian schools. Miss Rose concluded, "The data demonstrated a definite relationship between poverty and nutritional status in children . . . one of the causes of the low standard of health in children as judged by a high proportion of malnutrition among them, is ignorance. . . . One of the problems society must solve is to make its abundant material resources more available . . ." (Rose, 1931, p. 25). Miss Rose's research was reported as part of President Hoover's 1930-31 White House Conference for Child Health and Protection. In recognition of her work, Belgian King Albert awarded a royal decoration, designating Miss Rose a Chevalier of the Order of the Crown of Belgium (Percival, 1957).

After the college status was established in 1925, Miss Rose noted that "The family and the home began to take on once more the importance which pioneers in the field had anticipated but which had been somewhat dimmed during the years when the high degree of specialization needed by staff members to place home economics on a foundation of respectability had dominated the picture" (Rose, 1969, p. 85).

In 1928-29, Miss Rose took a sabbatical leave to study college administration at Columbia University, concluding:

“

*. . . one of the causes of the low standard of health in children as judged by a high proportion of malnutrition among them, is ignorance. . . .*

A field of education such as Home Economics, representing as it does, departures from old classical patterns and not yet crystallized into set forms of its own, reaching out to define its functions and striving to determine ways in which it can achieve its goals most effectively, was ready to experiment with new ventures in education, for such a field had little to lose and much to gain. (Rose, 1969, p. 84)

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Miss Rose recognized and championed the need for research and made college funds available to faculty members. The struggle for resources for research was somewhat eased by the passage of the Purnell Act of 1925, specifically including home economics research within the scope of its purpose. "Although research in foods and nutrition was begun before Purnell funds were available, this work has been quickened by the additional funds made available through the Purnell Act" (College Annual

Report, 1927, p. 27). At the same time, the Department of Household Management also received Purnell funds for research on money problems of the rural family. In this connection, a graduate student working under a Morgenthau Fellowship completed a study of economic opportunities for rural girls and women.

Paralleling the vision needed to develop and refine curriculum and encourage research was Miss Rose's effort to bring the lessons of science to the ultimate users of that knowledge. She prepared several of the early Farmers Wives Bulletins on topics such as "The Laundry," "Human Nutrition," and "The Care and Feeding of Children." In 1920, working with Martha Van Rensselaer and Helen Canon, she compiled *A Manual of Home-Making*. Miss Rose carried her belief in education to serving wide audiences. A 1931 news release praised Miss Rose's ability to translate scientific material into terms understood by the lay person. From 1920-1926, she served as assistant homemaking editor of the popular *Delineator* magazine. The October 1924 issue of *Public Health Nurse* reprinted her address to the National Tuberculosis Association, "Health Education from the Standpoint of Nutrition," and the 1931 *College Annual Report* cited the article she coauthored with Helen Monsch for the *Trained Nurse and Hospital Review*, "How the New York State College of Home Economics Feeds Babies."

In response to a letter from then Governor Franklin D. Roosevelt, Miss Rose showed her willingness to move beyond farm women and attack urban problems. In 1931, the Governor had written, "It has struck me with great force lately that the concentration of the working population in the cities adds greatly to the aggregate of misery in times of depression such as the present and adds also to the expense of relieving distress due to unemployment, by reason of the fact that urban living conditions are so much more expensive than rural." Miss Rose agreed to serve on his "Commission on Rural Homes" to investigate the possibilities of redirecting populations toward rural districts, noting "the problem is a large one and will lead inevitably to investigation into wide areas of modern life" (RODCHE).

The National Women's Committee, Welfare and Relief Mobilization of 1932, sought Miss Rose as vice-chair, recognizing that her nutritional and organizational expertise would be essential as it tried to convince "responsible people in our communities that the whole program of welfare services, including that of character building agencies, must be maintained during this emergency period" (RODCHE).

Miss Rose was in a position to apply the lessons learned in her work in Belgium on child nutrition and health. Because welfare agencies

were allocating \$1 per person each week for food, the need for inexpensive nutritious food was critical. Beginning in December 1932, Miss Rose and two nutrition faculty members met with H. E. Babcock of the Grange League Federation (GLF), a large regional farmer cooperative, to consider recommendations for "Reinforced Foods for Human Consumption" based on poultry and animal nutrition studies. The outcome of this joint effort was a product known as "Milkorno," a combination of dry skim milk, cornmeal, and salt, which GLF manufactured and distributed locally. In an April 10, 1931 letter to H. E. Barnard of the Corn Industry Research Foundation, Miss Rose explained that the Cornell Research Foundation copyrighted Milkorno "because we wanted to be sure when the public got this that it would be real reinforced food." Licenses were freely given so that the product received national distribution and usage. Milkwheato and Milkoato soon followed.

Throughout their work in home economics in New York State and the nation, Flora Rose and Martha Van Rensselaer made contacts with influential individuals in government and business. The opportunity to take part in the studies in Belgium provided by Herbert Hoover is one example. In the development of their work in New York State the friendship with Eleanor Roosevelt often proved helpful in achieving their goals.

Miss Rose and Miss Van Rensselaer had known Eleanor Roosevelt through the League of Women Voters long before Franklin D. Roosevelt became Governor of the State. Mrs. Roosevelt was appointed by Governor Alfred E. Smith to the Advisory Council of Women, which originated in 1919. She served for many years as a creative member of the Council "which met frequently at Cornell to help guide the development of home economics" (Smith, 1949). Mrs. Henry Morgenthau, Jr., a Hyde Park neighbor of the Roosevelts, joined Mrs. Roosevelt in her interest in home economics at Cornell, and they both attended Farm and Home Week regularly. From Albany and Washington, Mrs. Roosevelt came frequently to Farm and Home Week, speaking to large audiences on issues facing American families.





Beginning soon after the home economics program was upgraded to a school in 1919, efforts were begun to obtain approval of college status. Between the years of 1920 to 1925, bills were introduced in Albany. Along with the Agricultural College Council of the Board of Trustees of Cornell University, Miss Rose, Miss Van Rensselaer, and their supporters made great efforts to assure passage of the bills. Mrs. Roosevelt wired Governor Smith after the final introduction in January of 1925 to urge him to sign the bill. Success came on February 24, 1925.

Miss Rose attributed the funding of the new building, occupied in 1933, to the Roosevelts. "Both Governor and Mrs. Roosevelt had studied the work of the State College of Home Economics and were convinced that it should be more adequately housed because of steadily increasing demands" (Smith, 1949). Miss Rose reported,

We always felt that this building . . . was really the influence of Eleanor Roosevelt on her husband. . . . [A]fter the appropriation was made . . . [and we were visiting with them in Albany], Eleanor said to Franklin, "Franklin, why don't you give Martha all the money she asked for, the million dollars?" and Franklin said, "Why Eleanor, you know Martha can't use all of that right away, I'll give her the rest in time for her to complete the building." (RODCHE).

Miss Van Rensselaer died before the home economics building was completed, but she and Miss Rose were paid high tribute when Mrs. Roosevelt came to participate in its dedication in 1934 (College Annual Report, 1934).

## The Legacy

Reflections on Flora Rose's life and legacy to the Cornell program in human ecology yield important lessons and observations. Miss Rose and Miss Van Rensselaer demonstrated that leadership can be shared when attribution of accomplishments is not primary. During their tenure as joint directors, sitting facing each other across their partner desk made by the craftsmen in Mrs. Roosevelt's furniture factory in Val Kill, their program became a leader in the United States. They were active in responding to the human problems of the time—World War I, its aftermath at home and in Belgium, and the depression. Miss Rose's educational background in nutrition contributed to her special commitment to science and to her facility in translating scientific information for popular use.

Miss Rose and Miss Van Rensselaer were also willing to do the everyday work, holding secondary and tertiary administrative posts while men were named to the chief administrative roles. Their concern was with completing the task, not the recognition. In the end they had the satisfaction of jobs well done, as well as recognition in higher education and government.

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*Rose and Van Rensselaer demonstrated that leadership can be shared when attribution of accomplishments is not primary.*  
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Miss Rose was concerned that efforts to increase academic respectability and specialization were leading to program redirection which was inconsistent with some of the original vision of home economics. She stressed experiential learning and broadened the curriculum to include human development, clothing, and management.

At Miss Rose's retirement dinner in 1940, Dean Carl Ladd of the College of Agriculture commented on the way Miss Rose had carried out her work, noting "The College of Home Economics during the last ten years has made more mistakes than any other college on campus, and it has had more successes—it has tried more new things. These are some of the things we appreciate in Miss Rose—the daring, the enthusiasm for new ideas" (RODCHE). It is a challenge to succeeding generations of faculty, students, and administrators to continue the fruitful experimentation which has brought the profession so far.

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# From Leadership to Legacy: A Biography of Hettie Margaret Anthony

*Frances Shipley*

## **Hettie Margaret Anthony**

**Birth:** November 19, 1876 – Maryville, Missouri

**Death:** March 29, 1960 – Maryville, Missouri

**Education:**

1901 – University of Missouri, Columbia, A.B. in History and Sociology

1904 – Teachers College of Columbia University, Bachelors Diploma in Home Economics

1906 – Teachers College of Columbia University, A.M. in Home Economics, Sociology, and Education



This paper explores the legacies of Hettie Margaret Anthony, an early leader in the profession. Miss Anthony chaired the department at Northwest Missouri State University from 1908 to 1948 and is recognized as the founder of Kappa Omicron Phi, National Honor Society. The attributes of Miss Anthony are also examined in terms of their relationship to the characteristics of leadership needed in the 21st century.

June 13, 1906, marked the opening of Northwest Normal School in Maryville, Missouri. This school was to serve the Fifth District in the state of Missouri as a teacher training institution (Dykes, 1956). Legacies provided by the founders of this institution have served well throughout the years, and the school thrives now as Northwest Missouri State University.

In this paper I will explore the legacy for the profession of family and consumer sciences that began with the employment of Hettie Margaret Anthony in 1908 to establish the Domestic Science program at Northwest Normal School (Dykes, 1956). The philosophy and characteristics that enabled her to establish programs which remain strong today will be explored as well as the characteristics needed of future leaders and programs to endure in the twenty-first century.

## **Early Life and Emerging Philosophy**

Hettie Margaret Anthony was one of four children born to Cyrus A. Anthony, a prominent Nodaway Countian. Cyrus was raised on a family farm in Stark County, Illinois. In 1861 he enlisted in the Illinois Infantry, rising to rank of Captain, and served until

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the Civil War ended. In 1864 he married and later attended Lombard University in Galesburg, Illinois. He was admitted to the bar in 1869. After moving to Maryville he became the city attorney, served two terms in the Missouri Legislature, and later served as Circuit Judge of the Fourth District until his retirement in 1898. History indicates that Judge Anthony was a man of high ideals with a passion for excellence. In a weekly column, written for the local paper while he was in the State Legislature, he wrote that often bills were presented to the house in crude shape (Whitney, 1991). When elected to his second term, “the newspapers agreed that the voters of Nodaway County ‘had wisely sent Anthony to Jefferson City . . . He may be the noblest lawyer in the House’ ” (Whitney, 1991, p. 16).

The years that Judge Anthony was at his professional height were the formative years for his four children. His high standards and passion for excellence were emulated by Hettie Margaret. In her high school senior oration, published in the *Pharos* (1894), she wrote, “This is not a chance world, . . . all things are the result of effort and toil—the labor of those who have either passed away, or are now among the living” (p. 45). This opening statement of the oration appears to have set the direction for the life and contributions of Miss Anthony. Education was a value and a high priority of this early leader. She addressed this value in her senior oration as follows:

“ The proper education of the mind may be likened to the building and decorating of a home. It is, indeed, very important, the thoughts with which the mind is stored. They may be likened to immaterial pictures, photographs. In storing the mind therewith we should select the best. We cannot dispose of them as we may the pictures we place upon the wall which we may remove . . . . When once placed in the mind they cannot be erased but they must be left there . . . . Thus if the mind is filled with careless pictures which are of no use they must remain there in spite of the efforts of the person to efface them . . . . How important then that thoughts be pure, elevated and noble, like the pictures of the great masters. (1894, pp. 46–47)

*It is, indeed, very important, the thoughts with which the mind is stored.*

After graduation from high school, Miss Anthony attended the Maryville Seminary; Knox College, Galesburg, Illinois; the University of Missouri; and Teachers College of Columbia University. In 1901, she earned the A.B. degree at the University of Missouri with majors in history and sociology. She received the A.M. degree from Columbia University in 1906 with majors in home economics, sociology, and education. Miss Anthony began her professional career at Illinois Wesleyan

University in Bloomington, where she organized and headed a home economics department in 1906–07. Upon moving to Troop Polytechnic Institute in Pasadena, California in 1907–08, she again organized a home economics department. In 1908 she joined the faculty at Northwest Normal School to establish the home economics department (Personnel File, 1908–1948).

### **Hettie Margaret Anthony's Role at Northwest Missouri Normal School**

As a professional, Miss Anthony's high ideals and visions for a home economics program began to take shape. In a summary of accomplishments written at the request of the College President, at her retirement in 1948, she states that she, "developed the home economics department from one pupil to one of the largest departments in the college" (p. 1). The chronicle of her activities while chairing the department at Northwest indicates that Hettie Margaret Anthony had visions about her home economics department becoming not only a major department at Northwest Normal School but about achieving recognition beyond Northwest Missouri.

During Miss Anthony's tenure she saw Northwest Normal School become Northwest Missouri State Teachers College and then Northwest Missouri State College. These were not easy times for either educational institutions or professional women. During this time the United States was involved in World War I and World War II and weathered a major depression.

The early history of Northwest Normal School indicates that on two different occasions faculty salaries were either held or reduced for over a period of three years before they were fully restored (Dykes, 1956). Likewise, there was little money for expanding the developing programs. However, Miss Anthony set about developing a program that would reflect her ideals. Dykes (1956), a colleague of Miss Anthony, states, "In developing her department, Miss Anthony emphasized both the theoretical and the practical. For instance, alongside theory courses was a course called Cheap Cookery" (p. 162). This same practicality is reflected in a course she developed called Home Economics and Sanitation, which became a required course for all men and women on campus in 1914.

World War I brought opportunities for service beyond the Normal School, and Miss Anthony took her first professional leave to serve as a lecturing nutritionist for the United States Government. Later she and her students did extensive research on intarvin, a synthetic fat. This research gained national recognition (Personnel File, 1908–1948).

In 1920 Miss Anthony, again wanting to provide opportunities for practical application of theories, put forth the idea for a practice house. "It was . . . in 1920 that Miss Anthony conceived the idea of a home management house. . . . There were probably, at that time, less than six in the United States" (History of the Home Economics House, 1939, p. 1). Although the President was pleased with the idea, no money was available. An effort began again in 1932 to work on the home management house project, but again it was not realized. That year faculty were asked to take a reduction in salary because of the lack of state funds. Faculty salaries were not restored to their full amounts until April, 1935 (Dykes, 1956). However, Miss Anthony was passionate about the need for this educational opportunity for her students. She shared this vision with her students, and in 1927 she began a fund-raising project with the Kappa Omicron Phi Honor Society members. Records held in a bank safe deposit box show that from 1927 until 1937 graduating Kappa Omicron Phi members each pledged \$50 for the purpose of establishing such a house. The promissory notes signed by these students indicate that their pledges were paid, sometimes with payments as small as \$1.00 during these years. U.S. Savings Bonds were purchased with the money. During this time the President of Northwest Missouri State Teachers College was well aware of the need for the home management house, and in 1937 Miss June Cozine was employed to supervise the house and teach college classes—"again the dream proved to be too visionary and it was not until the fall of 1939 that the dream became a realization" (History, 1939, p. 2). Because the State appropriated the funding to establish the home management house, the Savings Bonds and the income they generated continued to be held by Alpha Chapter of Kappa Omicron Phi for future needs. Some of the funds were used by Miss Mabel Cook, then Chair of the Home Economics Department, to buy furnishings for a new home management house which was built in 1961. In 1978 the remaining funds which had been converted to certificates of deposit were cashed and the money deposited with the Northwest Foundation. These funds now support a graduate scholarship for department majors who pursue graduate study in family and consumer sciences or related disciplines. Thus, the funds continue to support the ideal and value of a sound education.

The personnel records at Northwest indicate that Miss Anthony achieved the rank of professor in 1932. She was an active scholar throughout her tenure, obtaining at least five study leaves for further graduate work at Columbia University and for comparative studies of other home economics departments within the midwestern and southern areas of the United States. A leave in

the summer of 1929 took her to England, where she studied at the University of Wales, at Oxford, and at King's College in London. Publications credited to her include the book *Home Economics Public School Methods* in 1917; an article in the *Journal of Home Economics* on school lunches in 1923; and two monographs, "Research on Hegari and Sargo" in 1938 and "Diets for Families on Relief" in 1940.

As indicated by the title of her senior oration, "What Women Can Do" (1894), Miss Anthony continued to work for an appropriate place for women and for recognition of the contributions of women. Anthony (1931) writes in unpublished notes, "Women have helped build this College (although as all pioneer women, no recognition is given); they have spent years giving of their time, energy and thought—often doing much that would otherwise have been left undone. Individual recognition is not sought but justified, [it] is right . . . [as] fair play" (p. 1). Indeed Miss Anthony was a tireless worker serving on and chairing many college committees, organizing both the first honor fraternity (later designated honor society) and the first social sorority on campus. During her tenure the Home Economics Department was approved for vocational teacher education programs and was one of two schools in Missouri approved by the American Dietetics Association. Her personal summary of contributions provided to the President at the time of her retirement indicate that she often did the work of two and at times three teachers with no additional salary. For two years she held the position of Dean of Women in addition to a full-time teaching load with no additional salary. A courageous leader and hard worker, Miss Anthony had a formidable influence on Northwest Missouri State. This author had the privilege of hearing Blanche Dow, a colleague of Miss Anthony's for 30 years, address the Golden Anniversary Kappa Omicron Phi Conclave at Northwest Missouri State University in 1972. Dr. Dow spoke to the fact that Miss Anthony did not lack courage to present and defend her proposals and programs.

Miss Anthony's active professional career at Northwest continued until her retirement in 1948. After her retirement she served the department as a correspondence course teacher. Thus the vision, study, and hard work of this early leader enabled her to establish a program at Northwest that has been a proven legacy.

### **Kappa Omicron Phi**

The standards Miss Anthony set for herself and her students, in terms of her beliefs about the correct education of the mind and about the values of effort and toil, frequently left students with a mixture of feelings of awe and trepidation. But always in the end

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*Because an aesthetic approach enhances the imaginative integration of parts to create meaningful experiences, it can contribute to reflective human action . . . .*

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they had overwhelming feelings of respect. It appears that Miss Anthony held high respect both for student's ideas and their courage to present them. Perhaps the greatest legacy left to the profession and to Northwest came from such a student idea. In a draft of an early History of Kappa Omicron Phi, found in the KOPhi safe deposit box, the following account is given.

It all happened at a dinner served by the dietetics class in the Home Economics Department, November 17, 1922, when Mabel Cook asked Miss Anthony, "Don't you think it would be fine to have a Home Ec Club?" This idea became a nucleus of the conversation and before the meal was over a date was set for future discussion. (Alpha Chapter, 1946, p. 10)

Under the able guidance of Miss Anthony this club, Kappa Omicron Phi, was soon to become a reality. On December 11, 1922, the organization was completed; with vision toward the future, this date was established at that time as Founder's Day (Alpha Chapter, 1946). Because of Miss Anthony's knowledge of Greek organizations the club was established as a secret professional home economics honor fraternity. In 1920 the Board of Regents at Northwest had amended the regulation forbidding fraternities and sororities on campus to permit honor societies (Dykes, 1956). Kappa Omicron Phi was among the first of the honor societies chartered at Northwest. The choices of motto, symbols, and eligibility for membership reflected values dear to the founder's heart. In her 1894 oration Miss Anthony had written in closing,

A just appreciation of right and wrong with a determination to accomplish the right is the dividing line between a noble and an ignoble life. . . . A just appreciation of this distinction is the cynosure of duty and destiny from the beginning of the ages unto the end of time. (Anthony, 1894, p. 47)

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The motto adopted for Kappa Omicron Phi was "Prove all things and hold fast to that which is true." The purpose set forth in the constitution was to promote the interests of womanhood through home economics. When other state regional colleges began to inquire as to how they could become a part of this organization, "Miss Anthony conceived the idea that it might fill a real need if it became a National Greek-Letter Fraternity" (Alpha Chapter, 1946, p. 11). An honor society for home economics was not a new idea. Phi Upsilon Omicron had been established as a professional society in 1909 at the University of Minnesota. Omicron Nu was also well established as a national honor society, beginning in 1912 at Michigan State University. These societies were in place and serving the needs of students in the land-grant institutions effectively, sometimes both existing in the same institution. In 1920 these two organizations clarified their purposes as follows:

*A just appreciation of right and wrong with a determination to accomplish the right is the dividing line between a noble and an ignoble life. . . .*

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After much discussion and many conferences, each organization took on a well defined field, making it possible for both to give service even in the same institution. Phi U's emphasis throughout the years has been scholarship and professional service while Omicron Nu has supported high scholarship, research, and graduate study. (Phi Upsilon Omicron, 1984, p. 7)

These organizations were chartered at land-grant institutions, so there was a void of such an organizational structure to promote scholarship and professional development of students at state regional institutions and small private colleges. It was envisioned that Kappa Omicron Phi could serve this role. Thus, the organization which began as an idea for a local home economics club at Northwest Missouri State University became the third national home economics honor society when Gamma Chapter at Hays, Kansas was established in 1924 (Alpha Chapter, 1946). This organization grew steadily, reaching a total of 79 active chapters and 35,000 members in 1989 (116 chapters over time) when a proposal was circulated to consolidate two of the national honor societies, Kappa Omicron Phi and Omicron Nu. In February 1990 this consolidation was completed, and the consolidated organization became Kappa Omicron Nu.

Kappa Omicron Phi is a legacy shepherded for 38 years by its founder and for another 30 years guided by the principles established and adopted by Miss Anthony and her students in 1922. This 68-year old legacy did not end but continued in the new consolidated organization, Kappa Omicron Nu. The purpose stated for Kappa Omicron Nu is to recognize and encourage excellence in scholarship, research, and leadership in family and consumer sciences. Thus, the legacy of honor societies established in the minds of the founders of Kappa Omicron Phi and Omicron Nu continues to provide vitality for professional development through scholarship, research, and leadership—so necessary for a dynamic profession.

## **Bridges to the Future**

Although programs established and organizations founded are legacies, individuals educated and inspired are important legacies which become bridges to the future. Today we refer to these activities as mentoring. Dykes in 1956 writes of this aspect of Miss Anthony's influence, stating that "though retired . . . her influence has not ceased, for two of her former students have followed her on the campus, Dr. June Cozine, head of the department after Miss Anthony . . . and Miss Mabel Cook, a teacher in the department and now its head" (p. 161). It is evident in Miss Anthony's writings that she consciously assumed

a mentoring role and sought to inspire others to also assume their responsibilities as mentors. In her message to Kappa Omicron Phi members, published in the 1947 Distaff, commemorating “Twenty-five Proud Years” of Kappa Omicron Phi, she states, “In the adult life we must carry on and pass on our ideals, trying to make more sacred the traditions of home and family—against the many forces at work to destroy them . . . .” (p. 43).

Students of Miss Anthony also recognized this attribute. Volume 1 of The Distaff was dedicated to Miss Anthony by Alpha Chapter. In a tribute to “Miss Anthony As A Teacher” an Alpha Chapter member writes,

Miss Anthony has been successful . . . due to the fact that she has always been open-minded to every new idea, alert and ready to accept higher standards for the good of the profession and in turn transmit them to others. She has constantly lived for her work—radiating her very being in it—because the making of character has ever been her greatest inspiration and ideal. To us, her most valuable asset is her unusual ability to inspire her students toward greater achievements, to make them confident and to believe in themselves. After all, the greatest thing in a great teacher is a soul—that which lifts you out of the commonplace, fixes an ideal and carries you forward to it. Her influence cannot be measured in the laboratory but in the hearts of her students. (1924, p. 1)

Several members of the current faculty were mentored by Miss Anthony’s protégés, June Cozine and Mabel Cook. Both of these leaders contributed to the legacy of a well-respected program at Northwest. And so the legacy, especially the balance between theory and practicality, continues; many of the values of Hettie Margaret Anthony can be recognized in the current mission and program of the Department of Human Environmental Sciences.

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*the greatest thing in a great teacher is a soul—that which lifts you out of the commonplace, fixes an ideal and carries you forward to it.*

The mission of the Department of Human Environmental Sciences is to provide a quality learning environment which will equip the student with professional expertise. Programs support the philosophy of sustaining and enhancing the quality of life for individuals and families as they function to achieve health and well-being in the social, psychological, economic, and environmental realms of their lives. . . . Coursework offers many opportunities to bridge theory to practice through laboratories, supervised practica and internships. . . . (Northwest Missouri State University, 1996, p. 247)

## The Legacy of Leadership

A statement written in 1931 by Miss Anthony, at the request of Margaret Lindley, reflects the essence of her beliefs about her professional role. A portion of this statement reads as follows:

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A pioneer of any field finds with it hardships and discouragement.

ments, finds much that is sweet and hopeful. As I have watched and been a part of the growth of Northwest Missouri State Teachers College, my hope is that my labors have resulted in finer women with a broader and fairer outlook on life and that these ideals will grow not only in their lives but help the lives of those they teach, the homes they make, and the communities in which they live. . . . To take a stand for right is not always easy nor popular—but right lives on and as the years pass may my girls [Kappa Omicron Phi added men in 1972] stand for right, justice, and honor, where honor is due. This will bring its pleasures and compensations and the struggle will make a better world for your children and children's children. The loyalty of "My Girls" has been and is my compensation and joy.

Miss Anthony clearly had the expectation that her students would take on leadership roles regardless of their position in life, that they would have a sense of justice, and that their actions would result in a better world. Later writings indicate her concern for the need to contribute to the positive development of both the social and natural environment. In 1939 Miss Anthony perceived the shift of our society to a greater emphasis on youth. She wrote, "In . . . today's philosophy of the preeminence of youth I sometimes wonder if we have properly prepared them and taught them that youth is not all—but a part. All ages and positions in life have their charms and compensations—youth is just a small part of life's great scheme. . . ." (p. 3). How would our society be different for the senior adults today if we had taken note of this concern in 1939?

In 1940 she reflects on the social contributions of the profession:

In these trying days we are proud that home economists can and will make their contributions to America and democracy. The American Home Economics Association through Miss Louise Stanley of the Federal Bureau of Home Economics is calling for the registration of all home economics graduates of four year colleges. . . . If war is to be (we all hope and pray it can be averted) we will be needed as soldiers, doctors, and nurses. (p. 3)

Again in 1941 she wrote,

This summer brought into my life the rare experience and adventure of motoring through the East, the New England States, Nova Scotia, and Canada, north through Gaspe. One is so impressed with the majesty and beauty of God's handiwork, . . . how it is possible that ruin and destruction can reign in this beautiful world. One feels that more and more leadership is needed to direct and guide the destinies of all toward construction and away from destruction. (p. 3)

Even in the 1940s Miss Anthony was projecting the need for the profession to take on the social reform role suggested by Baldwin (1991) when she proposed a new paradigm for the profession as a social movement.

Miss Anthony also acknowledged the spiritual aspects of leadership, described by Mitstifer (1995): "Spirituality does not refer to any specific religion or faith but to depth, value, relatedness, heart, and personal substance" (p. 4). Miss Anthony wrote "It is easy to transfer tangible things from one generation to the next, but the spirit of a thing is not so easily transmitted" (p. 43). Miss Anthony then tells the story about how the seniors at Vassar pass their songs across the lake to the juniors on class day night:

The older girls, carrying lanterns, wander through the woods to the lake and when all have reached the water's edge, they sing their class song to the juniors, who are massed in the darkness among the trees on the opposite shore. The juniors chant them back one by one, and after the seniors have sent their last, the sacred prize class song, across the water, the lanterns are passed in silence from hand to hand over a bridge of canoes, to the younger classmen in the woods. Whereupon the juniors carrying the lights and singing for the first time in their lives, the inherited prize-song, march around the lake, while the seniors retire into the dark and stillness.

As the older members retire I like to think the new members will inherit the principles and traditions of Kappa Omicron Phi and carry the torch of truth and womanhood, into the homes of today and tomorrow, with a sacred purpose that will grow with each generation. . . . (p. 43)

Whether or not she was ever aware of her accomplishments, Miss Anthony did successfully pass on "the spirit of the thing." That spirit lives on today in the department she established and nurtured and in the philosophy and core values of Kappa Omicron Nu. This study of the ideals, values, life, and contributions of Miss Anthony indicates that she had a good sense of self, that she had a thorough understanding of the ideas she expressed as a high school senior, and that her knowledge, understanding, and vision always placed her ahead of her time. These characteristics coupled with the boldness to present her ideas, the competence to implement plans, and the willingness to risk failure may identify her as a courageous realist (Theobald, 1992) of the twentieth century. Thus, in addition to the accomplishments identified as legacies of Miss Anthony, we find in her life a legacy of leadership attributes.

The current leadership literature harks back to the intuitive beliefs of Hettie Margaret Anthony and other early leaders. The Kappa Omicron Nu leadership theory, Reflective Human Action (Andrews, Mitstifer, Rehm, and Vaughn, 1995), and other authors (Bolman & Deal, 1995; Ambrose, 1991; Theobald, 1992) promote such concepts as nonpositional leadership, authenticity, ethical sensibility, spirituality, action, self-reflection, responsibility to society, vision, risk-taking. All agree that

leadership begins with a good sense of self and a knowledge of what you believe; it requires an inquiring mind, the ability to make meaning out of what is observed, compassion for the good of others, and boldness to take action. These enduring qualities will serve us well in the 21st century.

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“  
... leadership begins with a good sense of self and a knowledge of what you believe; it requires an inquiring mind, the ability to make meaning out of what is observed, compassion for the good of others, and boldness to take action.  
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# **Minnie Miller Brown: A Legacy of Leadership, Advocacy, and Action**

*Gladys G. Shelton and Sherman N. Shelton*

## **Minnie Miller Brown**

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**Birth:** May 17, 1922 – Salisbury, North Carolina

**Death:** December 2, 1995 – Raleigh, North Carolina

**Education:**

1943 – Bennett College, B.S. in Home Economics

1944 – North Carolina College, Certification in Vocational Home Economics

1955 – Cornell University, M.S. in Rural Sociology

1965-67 – University of Chicago, study in Adult Education

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Minnie Miller Brown's legacy to those who worked most closely with her was a philosophy of personally responding to needs for social justice and educational programs; and her legacy for future Extension professionals was a system providing equal opportunity and recognition for work well done.

“For her leadership and vision as a teacher, rural sociologist and extension agent . . . and her effective work as an advocate for rural people, especially the poor, minorities, and women.”

The above excerpts are from the prestigious Winthrop Rockefeller Award for Distinguished Rural Service which Minnie Miller Brown received in May 1980, as one of the two initial recipients. Portrayed in this citation was a visionary leader and advocate for the rural poor, minorities, and women. The discerning terms used to describe Mrs. Brown's dedication to empowering individuals, strengthening families, and enabling communities capture the life and work of a true legacy for future generations in family and consumer sciences.

## **Biographical Information**

Born May 17, 1922, in Salisbury, North Carolina, Minnie Miller Brown was one of ten children of the late William and Etta Jane Miller. She was educated in the Salisbury City Schools and graduated from Price High School in 1939. In 1943, Mrs. Brown received a B. S. degree in Home Economics from Bennett College. She also received certification in Vocational Home Economics from North Carolina Central College, Durham, in 1944. She was married to Charles I. Brown on December 26, 1949 (Dr. Brown was Associate Professor at Fayetteville State University when he retired). In 1955, she earned the M. S. degree in Rural Sociology

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at Cornell University. During 1965–67, she completed two years of graduate study in adult education at the University of Chicago on a Carnegie Fellowship. Mrs. Brown received the Honorary Doctor of Science degree from the University of North Carolina at Chapel Hill in 1989.

## The Times of Her Life

A depiction of Minnie Miller Brown's career which began during a segregated era is found in the following excerpt from a memorial prepared by C. Paul Marsh of North Carolina State University and Olaf F. Larson of Cornell University, published in the February 1996, issue of *The Rural Sociologist*:



After four years as a home economics teacher in a Black high school, Minnie joined the Extension Service staff. During the first 20 years, she had to work in a segregated system at the county, district, and state levels. For ten years at North Carolina A & T State University, she had state-wide leadership for what was called “‘Negro’ Home Demonstration Work.” When the Extension Service was integrated, she was moved to North Carolina State University at Raleigh in 1967 to be on the administrative staff . . . and joined C. Paul Marsh in research on Black homemakers and the disadvantaged. Paul recalls that the work with Minnie on two large field studies in Eastern North Carolina put a face on the reality of segregation in those days; she often had to spend much energy in calling ahead to find lodging and food, no easy task in those rural areas. . . . Minnie Brown's warmth, integrity, high standards, and dedication won her the love and respect of her colleagues, her students, and her diverse constituencies. (p. 26)

In addition, Marsh expressed in a final tribute (personal communication, May 20, 1996), “Traveling with Minnie in Eastern North Carolina, I saw her constant struggle to find a place to stay and to eat. This turned my longtime intellectual opposition to segregation to a profound anger. How could a system do this to someone like Minnie!”

The first 20 years of Minnie Miller Brown's Extension career in a segregated society at an 1890 Land-Grant Institution was full of challenges and changes. (The authors suggest Prawl, Medlin, & Gross, 1984 for the history and mission of the 1890 Land-Grant Institutions.) “The Negro institutions have been and continue to be operated under a time lag of some 15 to 25 years behind the other institutions with which they share the name ‘Land-Grant’ ” (Eddy, 1957). As Mrs. Brown was completing her formal education and entering the field, only seven 1890 institutions had a research budget, each under \$9,000. This situation improved in the 1970s. Serving in an administrative capacity under handi-



capping conditions of limited financial and personnel resources, Mrs. Brown had the challenge of absorbing and adapting to the impact of such historical events as the Equal Opportunity Act of 1964 and the Civil Rights movement during which time Extension attempted to expand programs designed to reach larger numbers of low-income, limited resource, and hard-to-reach clientele.

## **Leadership**

The barriers and challenges of living and working in a segregated society were the driving forces that strengthened her determination for becoming an outstanding and effective leader in her profession. The leadership skills of Minnie Miller Brown are reflected in her successful professional career which was centered in three areas: Home Economics Extension, Rural Sociology, and teaching with emphasis in both university instruction and Adult Education. The outstanding leadership she exemplified in each area demonstrated her proficiency in integrating and enhancing her work in multiple areas of focus.

## ***Home Economics Extension***

From 1947–1981, she worked in various positions with the North Carolina Agricultural Extension Service at county, district, and state levels including serving as Acting Assistant Director in 1980. In her leadership role as the Assistant State Home Economics Leader at the time of integration of the North Carolina Extension Service, Minnie Miller Brown's career encompassed a litany of firsts, setting precedence for her race. It was during this era of desegregation and the home demonstration program that she brought focus to the needs of the North Carolina Negro homemakers in an original study.

As George Hyatt, Jr., Director of the North Carolina Extension Service, wrote in the Foreword of *A Study of North Carolina Negro Homemakers*,

This publication represents another "first." The study on which it is based was the first of its kind conducted among Negroes in the United States. For this reason, its significance reaches far beyond the boundaries of North Carolina. (Brown, Marsh, & Fessenden, 1964, p. v)

Data in the statewide study of the home demonstration program in nine representative counties in North Carolina were based on personal interviews with 572 nonmembers and 498 members. The study utilized two types of sampling procedures, one for home demonstration club members, and one for nonclub members. Random sampling was used for selecting nonclub



participants and was designed to include farm, rural nonfarm, and urban families. Club members were chosen from the most recent membership lists, and systematic list sampling was used. The study was designed to determine the program needs and to locate people who might profit from the offerings of the program.

Data were collected in areas such as demographics (age, family composition, education, income, and employment); home ownership and tenure; home facilities and conveniences; newspaper subscriptions; family clothing; managing family finances and family financial planning; home furnishings; housing changes planned; foods produced, conserved, and used at home; organization membership and leadership positions; and other family life concerns.

The study found that 69 percent of the home demonstration club member families owned their homes, as compared with 49 percent of nonmember families. Thirteen percent of members and 11 percent of nonmembers received all their income from farming; approximately one-third of member and nonmember families received money from either welfare and/or social security. In general, home demonstration club members were older and had larger households than nonclub members. Two-thirds of the sample had completed no more than 8 years of formal education. The findings showed that family income was greater when the homemaker's educational level was high. Financial worries, miscellaneous problems regarding children, husband-wife relationships, and health and recreation problems were the four highest ranking family concerns of both samples. Utilizing her skills as an applied researcher for transferring statistical data to recommended program actions, this "first of a kind" study provided benchmark data to assist home economics agents in developing long range programs that addressed the needs of Extension clientele.

Although data were collected from the female population, the information had long-range and far-reaching implications for other extension program areas. The findings of the study presented critical issues to be addressed by the newly restructured Extension Service. The study provided data for reevaluating existing techniques and approaches used by Extension to serve the maximum number of citizens. As R. E. Jones, State Agent at A & T College, now North Carolina A & T State University, stated in the preface of the published study:

The apparent results and the implications drawn suggest the need for further training of personnel and for some definite changes in our program emphasis. The results of the study



should affect the planning of future agricultural, youth and 4-H, and community development programs as well as home economics programs. . . . We need to take a critical and analytical look at our present program offerings and to recognize that changes are necessary in many cases. (Brown, et. al., 1964, p. vi)

Mrs. Brown's leadership in this historical study earned her the Award for Superior Service by the United States Department of Agriculture (USDA) in May 1966. The citation read: "For advancement of the quality and effective execution of a Home Extension program that better serves the rapidly changing family-living needs in North Carolina."

There are many other undocumented leadership roles that Minnie Miller Brown played as an administrator during the merger of Black and White organizations. According to Philip Basemore, retired Union County Agricultural Extension Agent, Mrs. Brown was the driving force that resulted in the first Black North Carolina Agricultural Extension Agent to receive the USDA Distinguished Service Award (DSA). Prior to integration, Blacks were not members of the North Carolina County Agricultural Extension Agent Association nor the North Carolina Home Economics Extension Agents Association. As a result of Mrs. Brown's efforts, Black Extension agents in North Carolina led the nation in numbers of agents who have received the DSA (personal communication, April 5, 1997).

Sequentially, the next outstanding contribution of leadership demonstrated by Minnie Miller Brown with the Agricultural Extension Service was in the area of the Expanded Foods and Nutrition Education Program (EFNEP). She was among the original advisory members for establishing the program nationwide. In 1968, she served on the USDA Economic Research Service Advisory Committee charged with setting up an evaluation system for the nation. The EFNEP program was enacted by Congress and implemented by the Cooperative Extension Service in 1968. T. Carlton Blalock, former Director of the North Carolina Cooperative Extension Service, summarizes the leadership and impact that she had on this program:

When Extension began to talk about beginning a national nutrition program aimed at low-income families, they turned to Minnie to chair the committee to develop the guidelines. Under her leadership we launched the Expanded Foods and Nutrition Education Program nationwide and it worked. Today, hundreds of thousands of children and adults are better fed and they are better citizens because of this program. Minnie Brown was the architect of this program and it continues today as a tribute to her love and compassion for her fellow man. (personal communication, May 12, 1996)

Mrs. Brown's national leadership in EFNEP continued in a variety of roles until her retirement. She served as the National Chairman of the Planning Committee for the 1974 National Expanded Food and Nutrition Education Program Workshop, member of the National Expanded Food and Nutrition Education Program Subcommittee of the Extension Committee on Organization and Policy, and member of the National Procedural and Substantive Work Group for the Congressionally Mandated Evaluation of the Expanded Food and Nutrition Education Program in 1980-81.

She received many honors for her outstanding work in EFNEP. In 1974, the Raleigh News and Observer, the second largest newspaper in North Carolina, named her "Tarheel of the Week" for her outstanding leadership in Extension's Expanded Food and Nutrition Education Program. Upon her retirement in 1982, an award was established in her honor at North Carolina State University. The Minnie Miller Brown Scholarship Fund was established to provide an annual award for the Outstanding Program Aide in the state Expanded Food and Nutrition Education Program.

In addition, she provided national leadership to other areas of Extension. She served on the National Economic Opportunity Task Force exploring the expansion of Extension programs under President Johnson's anti-poverty bill (1964); the Extension Committee on Organization and Policy to investigate how Extension can do more effective youth work with low-income families (1964); the Federal Extension Service Committee studying ways to strengthen Extension programming on all levels—federal, state, area, and county (1969); and the 1971 USDA Awards Committee to which she was appointed by Secretary of Agriculture Earl Butz.

Recognitions for Millie Miller Brown's work and dedication to the mission of Extension on the state level were numerous. Selected awards included: The Extension Service Award for Outstanding Contributions to Extension and Continuing Education at North Carolina State University in 1979; the Outstanding Extension Award from North Carolina State University Alumni Association in 1980; and in 1985, a plaque which read, "In recognition of leadership roles and support of 1890 Agents in their efforts to gain equality in the North Carolina Agricultural Extension Service."

Also, Mrs. Brown was a proactive member of the American Home Economics Association (AHEA) on both the state and national levels. Prior to integration, there was not a Negro state home economics organization equivalent to the North Carolina Home Economics Association (NCHEA). Blacks did not begin to hold positions of significance in the state organization until the mid 1970s. Based on available information, Mrs. Brown did not hold



any offices in NCHEA, but she had a high profile, presiding at sessions at the state meetings.

Mrs. Brown's networking skills were widely recognized and are reflected in her committee work assignments on the national level in AHEA. She served on the Awards Committee (1973), the Nominating Committee (1974-75), and as Chair of the Nominating Committee (1975-76).

### ***Rural Sociology***

Minnie Miller Brown's accomplishments in rural sociology focused on rural poverty. She worked collaboratively with Dr. C. Paul Marsh at North Carolina State University prior to integration while she was still located at A & T College in Greensboro. The first of the studies published by this team provided data useful for planning purposes for agencies concerned with poverty programs and/or alleviation of poverty (Marsh & Brown, 1965). These early studies were designed to support the need for developing Extension programs (aimed at limited resource families) which would utilize paraprofessionals as program aides in EFNEP, agricultural technicians, and family resource management aides for assisting families in record keeping.

Brown and Marsh (1965) brought focus to the multiple problems faced by rural "disadvantaged" poor families and their desires and willingness to improve their quality of life. Their work recognized the complexity of such problems and the interdependence of households and all segments of society which would require coordinated efforts. They concluded that

This community approach seems to be especially essential since the extent and intensity of these problems vary so widely from community to community . . . . Only as these agencies and groups are able to work together and with local people are their efforts likely to meet with much success. (p. 164)

Her leadership abilities were further demonstrated in the area of Rural Sociology by her active role on boards and by honors received for her work with the rural poor. In 1974, she was elected as a member of the Board of Directors of Rural America, Inc. Mrs. Brown received several major honors for her work in rural sociology. She received the Award for Distinguished Service to Rural Life from the Rural Sociological Society in 1987. Also, recognition of her service to rural America came in 1987 when she was awarded the Order of the Longleaf Pine by North Carolina Governor James Martin.

### ***Teaching***

On four occasions, Minnie Miller Brown served as visiting professor in the Department of Rural Sociology at Cornell, in 1971, 1976,

1982, and as Adjunct Professor in 1978. There she taught courses on rural poverty, public policy, and Blacks in agriculture. She did research with Olaf Larson on Black farmers. One product of her teamwork with Dr. Larson included a case study of individual and institutional factors which facilitated or inhibited the achievement of Black farmers (Brown and Larson, 1979).

At the time of her death, Mrs. Brown was working with Larson on a history and policy-oriented book about Black farmers, *The Black Experience in American Agriculture and Rural Life*, which is forthcoming from The University of North Carolina Press.

During her tenure with the Agricultural Extension Service at North Carolina State University, she held the joint appointment of Home Economics State Agent and Extension Associate Professor in Adult and Community College Education. Renowned for her achievements in the field of Adult Education, she again added to her litany of firsts in 1974. She became the first Black female elected president of the North Carolina Adult Education Association.

## **Advocacy**

As the saying goes, "You must decide which battles are worth fighting." Minnie Brown's career reflected three major campaigns: the rural poor, minorities, and women. The accomplishments noted in the preceding sections consistently support her advocacy for the disadvantaged. Her perseverance in championing causes was an ongoing process throughout her career and was well known to her colleagues. T. Carlton Blalock, former Director of North Carolina Extension Service, characterized Minnie Miller Brown's dedication to her battles in the following tribute:

Minnie felt a special need to help those less fortunate than she. You could see it in her eyes. She could not hide her disappointment when we failed to do something she thought we should. Nor could she hide the joy she felt when she had done something for someone else . . . She devoted most of her Extension career to helping the poor, the under privileged—those without a voice at the table. (personal communication, May 12, 1996)

In her administrative position in Extension, she was the advocate at "the table" fighting the daily battles, never compromising her beliefs.

Minnie Miller Brown's advocacy for minorities and women was recognized in 1975, when she was invited to present a paper on "Black Women in American Agriculture" at the Bicentennial Symposium, "Two Centuries of American Agriculture," sponsored by the Smithsonian Institution, National Museum of History and Technology, Secretary of Agriculture, and Agricul-



tural History society. Her study traced the contributions of African American women in agriculture from slavery to existing inequities that remained in the twentieth century (Brown, 1976).

### **Action**

Her response to a need was not "Something must be done" but rather "I must do something." And she always did. (Former Extension Director T. Carlton Blalock, personal communication, May 12, 1996)

Minnie Miller Brown was a change agent, a catalyst for action. Of great importance to her function as a change agent was the fact that she relied upon her own capabilities to make things happen. This was illustrated in the number of professional positions for which she provided leadership; in the number of outstanding contributions she made to the fields of Extension, Rural Sociology, and teaching; in the number of causes she championed; and in the number of leadership positions she held in professional organizations.

Mrs. Brown was versatile, a characteristic of profound benefit in her role as a change agent. "Minnie's love of people and her ability to adapt to any situation . . . She was at ease with the President of the Greater University System or with the poor tenant farmer's wife" (Marge M. Donnelly, former coworker at North Carolina State University, personal communication, May 13, 1996).

There are many other areas in which she worked for change that are not lauded by plaques or awards. Early in her career, she was a prominent fund raiser for Black 4-H development activities. A 4-H camp site was purchased and successfully operating at the time of integration. She had tremendous responsibilities in working with counties to bring about a harmonious merger of two segregated extension services. Her tactfulness and diplomacy smoothed the racial transition of desegregation and expanded beyond Extension boundaries into her community. The Mayor of Raleigh appointed her to his Community Relations Committee in 1971.

### **A Legacy for the Future**

Minnie Miller Brown of Raleigh North Carolina died December 2, 1995. At the time of her death she was Extension Professor Emeritus, Adult and Community College Education, North Carolina State University. She was a pioneer in the North Carolina Home Economics Extension Service. Her successful life and dedication to "her battles" should encourage future leaders in family and consumer sciences. Her lifelong successes from overcoming barriers of living and working in a segregated society to retaining her leadership role with national prominence during a transitional period at a major

White university should serve as an inspiration to professionals facing challenges in today's contemporary, diverse, and changing society. Minnie Miller Brown's philosophy of "I must do something" provides the insight of a true legacy that professionals in family and consumer sciences should keep in the forefront. Professionals would do well to adopt this proactive philosophy and continue to work towards addressing societal disparities that impede the improvement of the quality of life for all. As the family and consumer sciences profession enters into the 21st Century, professionals cannot wait on the American Association of Family and Consumer Sciences, nor universities, nor even other colleagues to take necessary actions. Professionals would do well to accept the imperative of "I must do something."

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Minnie Miller Brown **empowered individuals** through her program efforts which began with raising the standards of living among Negro homemakers. Her dedication to **strengthening families** was supported in her studies that targeted the multiple needs and aspirations of rural poor farm families. She was dedicated to **enabling communities** to focus on multifaceted approaches for making a positive impact on rural disadvantaged families.

A final portrayal of the life of Minnie Miller Brown, a true legacy for future generations, was printed beneath her picture on her funeral program:

She knew as much about the valley's depths  
as the mountain tops.

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## Professional Opportunities and Challenges—In Reflection

*Ruth Deacon*

**Ruth Deacon**

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Birth: June 4, 1923 – Bellaire, Ohio

Education:

1944 – Ohio State University, B.S. in Home Economics

1948 – Cornell University, M.S. in Family Economics and Home Management

1954 – Cornell University, Ph.D. in Family Economics and Home Management

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This article is an autobiographical view of the influences, highlights, and significance of the work of Ruth Deacon. The insightful review of her journey is concluded with recommendations for the well-being and future of the profession.

What I intend in this review is to share experiences having relevance for my roles in the profession. In the process, I will also indicate aspects that gave insight, motivation, or preparation for the responsibilities pursued. As personal views and memories, I recognize the potential risks of omission or of under- or over-stating events or my involvement in them. Because, for example, it is impossible to name all colleagues whose participation was essential, I am limiting identification to those critical to transitions.



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A recurring thought in looking back on my professional life course is that each stage somehow coalesced to propel me to the next phase. In the long run, my professional activity was about equal in the four categories of academic work: Extension teaching, college teaching, research, and administration.

But before delving into the circumstances and challenges surrounding my evolving professional life, a few words relating to background influences may add some clarity. From day one, my siblings and I understood that, from our parents' perspective, education was the door opener to anything to which we aspired. We were never directed to a given goal, but we were encouraged toward educational achievement both as means and ends. Both parents grew up on farms, as did I—during the depression of the '30s. These were difficult times which perhaps early-on influenced my interest in management and family economics.



## Undergraduate Education

As with my two brothers and two sisters, the costs of undergraduate education needed to be supplemented. All of us did so through cooperative living arrangements plus part-time work. As with many rural young people, 4-H Club and high school home economics programs contributed to enrollment in home economics education in college. My high school teacher (Velma Vizedom Everhart) provided opportunities for her students to attend some function of the School of Home Economics at Ohio State University. Although home economics courses in high school were not a part of the college preparation curriculum, I took them both with equal interest and facility.

Although I was aware that home economics was a “traditional” women’s program, and I was probably influenced to some extent, neither my family nor anyone else led me to feel that my field of study was anyone’s choice but my own. I had an emerging interest in educational avenues through which women’s roles at home and elsewhere could gain greater value.

As an undergraduate during WW II, there was considerable pressure to accelerate programs—which I did. As a result, I finished my baccalaureate degree in home economics education in eleven consecutive quarters, just short of three years. I was fortunate to have an outstanding undergraduate adviser, Dr. Dorothy Scott. She was supportive as well as reflective, realistic, and foresighted about our field. She could assist in decision making in ways that encouraged you to feel that you could make a difference even as you were just trying to make the next quarter’s program workable. As will be seen, she continued to make a difference in my life until her death in 1993.

The cooperative house in which I lived was officially known as the Alumnae Scholarship House. It was organized during the 1930s by concerned women of the university community wanting to provide a low-cost living situation for capable women students. Life in this setting was an education in itself. The women were from all walks of life and locations. Although all were poor, “without two nickels to rub together,” their varied views, senses of humor, and degrees of sophistication and confidence were always interesting and sometimes amazing to me. The House regularly had the highest academic record on campus. Even though many residents seemed to have or feigned a lack of seriousness about their studies, the results reflected brilliance and competency. I learned much from their diversity and scholarship and retained friendships with a number over the years.



## **Early Professional Experience**

With a rural background and only three years beyond high school, my first position as a vocational home economics teacher in a blue-collar, labor-oriented, factory-focused community was probably not a good fit—although here, again, much was learned. My first choice had been Extension work, but age and experience were limitations. The major problem was responsibility for a rather large cafeteria which was losing money, a situation for which I had no preparation. Bringing that problem around to at least a break-even basis meant that teaching suffered, this was not acceptable to me. So when an opportunity opened to become a county Extension (home demonstration) agent, I accepted.

It was as an extensioner that my strong professional identification with the land-grant system took root. At the county level, I often felt that solutions to problems were beyond my current understanding, but the availability of expertise from specialists at the college was life-saving. I worked with equal interest across all the subject areas of our field, and informational needs across topics were balanced. Insights gained in the process were significant to my continuing professional growth. Also, at that point—following WW II—when women were still in the early stages of assuming roles beyond the home, the Extension leader-training process was invaluable. The opportunity for women to be trained and to teach others in turn truly optimized leadership potential. It was impossible to sort out the relative value of the subject matter insights and the leadership development that occurred. Because they were mutually reinforcing, it was a win-win situation. But it was the on-going contact with families and seeing the importance to them of the availability and use of their resources that began to give focus to my eventual specialization in the area then commonly designated as household economics and management.

I had two years of county experience when my college mentor, Dr. Scott, sent me an application form for a graduate fellowship with the inquiry as to whether I felt ready to move along educationally. She gently prodded many of her students, and it was timely for me.

## **Cornell University**

My application was approved, and I became a graduate student at Cornell University in the Economics of the Household and Household Management Department of the College of Home Economics. Upon completion of my Master of Science degree, I accepted employment as a New York State Extension specialist,

a role which I held for eight years, extended mid-way by two years of leave for doctoral study. As my employer, Dr. Helen Canon promoted further graduate work in a more direct fashion than Dr. Scott. Dr. Canon was an economist, and she was also a strong mentor and leader. She was highly respected and gave the department effective-direction. Important to my development was the credence she gave to the importance of both economics and management in understanding resource availability and usage by families. At the time these perspectives tended not to be as balanced in evolving programs at other institutions. And so, with limited available doctorates in the field, institutions often in the early years were prone to hire their own graduates.

Life at Cornell was always intellectually stimulating; and, until the doctorate was completed, I moved quite often between roles as student and faculty. This shifting in itself was a learning experience for me. The day I became a student, a subtle change in recognition of that role took place, as did the reverse upon assuming professional responsibilities again. Students were highly respected, as were professional colleagues. I was expected as a student to devote full time to study and not to carry over or assume professional responsibilities of the job. But neither was there lag time in picking up on the commitments to the Extension role. Because Extension specialists were fully integrated into the department, there was ample opportunity for learning to view situations from their appropriate professional and academic perspectives.

Weekly seminars with both graduate student and faculty participation are especially remembered. Not all faculty can be detailed for their significant contributions to me, but for their unique insights into the scope of the field I would need to mention Drs. Ann Aikin (financial management—her untimely death was indeed a loss to the field), Mabel Rollins (department head following Dr. Canon), and Jean Warren (doctoral adviser). Probably few, if any, currently active academics recognize these early leaders. They did not write for the field, unfortunately. And, contrary to many of us, they unselfishly insisted that doctoral candidates be the single authors of publications of their doctoral studies. I have wondered what their decisions on that score might be in these days of publication frenzy.

As a state Extension specialist, I met with both rural and urban groups throughout the state. My first responsibility was with the 4-H Club program. After completion of my doctorate, I was assigned to the development of a program in financial management and part-time to a program for young farm families, Farm

and Home Management. "How Important is a Will?" was one of the most popular financial programs, taught both as open, county-wide meetings and as leader training. A lawyer was always present at the county-wide meetings, and the leader-training material evolved with the help and support of a lawyer. In both settings, I made it clear that our focus was on financial considerations of families, and the legal protections such as tenancy and inheritance laws were only informational with legal expertise needed for interpretation and processing in individual situations.

In one leader-training meeting on Long Island, a woman lawyer was present for the financial orientation. She, however, told the group that families might better use available legal forms and administer their own wills than go without one. I told her that she was going further than I would on that advice. Another leader reported the conversation to her lawyer husband who contacted the local bar association president. Subsequently, the Cornell University president was contacted with the complaint that legal advice was being given at these meetings. The university legal counsel communicated the complaint to the department head, Dr. Rollins. She concluded that the process had been clearly educational and, with strong conviction, defended this right. The university counsel agreed, and nothing occurred beyond the advice to be sure to stay within appropriate professional bounds. But this experience represented for me an important lesson in the importance of clarity of perspective and of mutual respect and support throughout the system.

My part-time role as a Farm and Home Management Specialist had a strong impact on my professional future. The Farm and Home Management program, to help individual families understand management processes and integrate farm and home resources in achieving success in farming, was conceived in the early 1950s as a unique educational approach. An agricultural economist and I worked together on this program. My doctoral minors were family relationships and agricultural economics, so my preparation was unique for the role. I understood farm work units as an approach to estimating the farm labor input and labor income. Dr. Warren, my doctoral adviser, had done some original work toward developing work units for the household, so I utilized her work and counsel in developing a rough estimate of the level of household work which existed. Fuller development of the work unit concept as a basis for estimating a monetary value of household work came later (Walker & Woods, 1976). But even though estimates of the work level of the farm homemakers were useful as a comparative tool and reflected reality to those involved, the next step of using work units as a tool for decisions between, for

example, a purchase of a household appliance or farm machinery was not achieved as a serious consideration in farm and home integration. The differences between paid and unpaid activity continue to complicate general understanding of useful work.

Management at the time was conceived primarily as a process of problem identification, planning a course of action to solve the problem (that is, identifying alternatives and deciding among them), controlling the plan in action, and evaluating results. Professor Ella Cushman at Cornell observed that families with whom she worked "used what they had and were getting what they wanted" (Cushman, 1945, p. 206). Such an observation, along with the process, clarifies what management is about but not how you get there. Underlying the management process is a series of decisions at each stage which fulfill criteria relating to each function.

The desire in teaching management is to arrive at the nature of the managerial problem as directly as possible. I was perplexed by not having a clear way of zeroing in on an on-going management difficulty without working through the whole process—problems were more likely to be focused than spread throughout the process. We needed the ability to characterize and pinpoint factors representing each managerial concept or function in order to arrive at critical difficulties in managerial skill. I drew on experience and professional insight as an alternative, but I longed for more effective ways to organize (or as later conceived, to "systemize") managerial procedures.

My orientation had begun to shift from direct extension of concepts of the field to concern for evolution of the field itself. Even though my thoughts were vague, I had raised a question about undertaking some research along with my Extension work, and Dr. Rollins was open to it. Interestingly, Dr. Scott called at that point to inquire as to whether I had any interest in a research position. One was available, and she said that I should apply if interested. Ohio State was planning to give emphasis to research in management by filling the available position and adding another. Although it was difficult to leave Cornell where I felt nurtured, I applied for and was offered the position. New opportunities, plus a growing need to be nearer my parents because of failing health, brought me back to Ohio State in late 1958.

## **Ohio State University**

The sixteen years that followed were also ones full of challenges. At first, there was a full-time appointment with the Ohio Agricultural Experiment Station (later renamed The Ohio Agricultural Research and Development Center). Three years later, my



research appointment was reduced to two-thirds in order to Chair the Division of Management, Housing, and Equipment.

The Division Chair's role was programmatic, not budgetary, because the School of Home Economics was not departmentalized as a unit of the College of Agriculture. Family economics and household furnishings were also subjects of the Division. Most of our subjects, except for household equipment, were just evolving as potential majors; the Division provided support courses for other areas. But the specialization fever was alive. Household equipment had long had a strong undergraduate major and fervent leaders. Eventually for this area, however, alternative outlets for undergraduates were not forthcoming because utilities began to decrease their consumer positions.

Involvement in program development with this diverse and committed group of faculty during the growth period of the 1960s was rewarding in both undergraduate and graduate education. Sometimes the more difficult challenges came from across the campus. For example, a course offering in management was questioned by business professors as duplicative because the syllabi from both indicated instruction on management concepts. Their claim of having the basic course included the proposal that our students take their course. We countered with the point that both courses made applications to differing segments of society and each was justified—theirs to business settings and ours to families and households. Had they not been committed to one context and interpreted management concepts in those terms, it might well have been a good course for our students. They argued their case at a university curriculum hearing, claiming a pure approach to the teaching of managerial concepts. Our position was upheld because a business accounting prerequisite was accepted as evidence of a business perspective. This is only one illustration of numerous defenses we were (and currently are) called upon to make; bona fide differences ought to have been obvious at the outset.

Perhaps our constant need to clarify our differing perspective as valid has moved us to be more analytical about it. Sometimes, just a sense of word ownership can make use of a word suspect without any further consideration of what is involved. Differing insights are sought from various uses of given variables. Our interest is in furthering understanding of some individual/family/household interaction, situation, or activity. When we use societal variables as independent ones to understand their influences on some household or family response we are not sociologists or economists. We are interested in the household/family unit in a micro sense. Family variables may well be used

by sociologists or economists as independent ones to understand their influence on some aspect of societal response. Our work has too often been challenged simply due to the different use of common words and to misunderstandings, not accounting for different perspectives and applications.

Besides defending our home economics subject matter, there was the continuing need within our School to strengthen our role in the College of Agriculture and Home Economics (as it came to be named). Dr. Scott worked tirelessly through national home economics- and agriculture-based organizations to find avenues for broader support. And, there was within the faculty an increasing belief that such would come only as the School grew in strength to become an independent college. Because departmentalization had not occurred, there was the accusation of "lack of readiness" to be able to assume administrative responsibility. So, a committee on which I served prepared a proposal to permit departmentalization of the School when the university's restructuring proposal was submitted to the Board of Trustees. The request was approved but not activated until Dr. Francille M. Firebaugh became Director. With a few years of departmental administrative experience, College status was approved in 1983 upon the retirement and with the approval at that point of the Dean of Agriculture and Home Economics. This occurred a number of years after my move to Iowa State University. Patience and opportunity have had to be the bases for positive changes within our field.

In addition to my interests in the Division and the School, my appointment in research and the development of graduate education were my major faculty responsibilities and emphases. These represented, for many of us, our primary avenue and hope for raising our academic level. And if I had any continuing creative drive, it was to clarify and strengthen managerial conceptualizations.

The year I became Chair of the Division, Dr. Firebaugh, who had just received her doctorate from Cornell University, was hired as the second researcher on our management team. Interests and orientations turned out to be mutual ones. We submitted a research proposal to the Ohio Agricultural Research and Development Center for the study of managerial concepts, and reasonable lead time to develop the methodology was approved. Interestingly, later on during a regular project evaluation, one of the agricultural members of the evaluation team referred to it as a "Kinsey study." In view of such misreadings, we may have been fortunate that approval for the study was given.

In order to have full insight into managerial approaches, we studied perspectives outside our own area—education, social work, political science, business, government, to name a few. A most fortunate opportunity was that of participation in a seminar led by Dr. Elizabeth Maccia on the use of a systems approach, which was new to both Francille Firebaugh and myself. Dr. Maccia's interest in conceptualizing educational processes was similar to our interest in household and family processes. Because she understood and was interested in our approach, we were able to spend considerable time with her in discussing possible formats. As our study proceeded, a systems approach became, to us, the most workable basis for modeling the complex concepts to be addressed. We needed a model which made it possible to put a managerial process in the family context surrounded by the social, cultural, and physical settings. Until then, management was essentially an isolated process. Even though we discussed "on-goingness," we had not modeled it. And although the problem solving process may be appropriately viewed as an effort to arrive at the most satisfactory solution in the situation, others too often understood that to mean the most efficient, resource-wise. The systems approach helped to solve these problems:

1. Different levels of problems could be identified for interaction as functioning subsystems within a social structure. Movement back and forth between systems and their subsystems as focal units provided flexibility while keeping contexts intact.
2. Input-output relations from system to system, as well as functions and processes within, could be identified. Variable inputs from family to family could be conceptualized through variations in the openness or closedness of their boundaries. And changes in goals, plans, or actions could be modified through feedback processes.

Systems concepts had been used for some time, but it was the concept of openness of social systems as set forth by such early writers as Buckley (1967), Ozbekhan (1971), and Kuhn (1974) that gave credence to the interpretation of societal systems such as the family. In open systems, feedback (evaluations in process) could accept variations if advantageous. In cybernetic or closed systems, controls accept the original plan only. Both concepts have their place in social processes, but flexibility is a cornerstone for reality in human activity.

Although the total system will not be explored here, there is another element which guided our development of relationships within functional management subsystems. Financial management had been my primary focus. Dr. Firebaugh's interests and research related more to time and work aspects. At the outset, we agreed that both time and money resource components would



be equally represented. We were both concerned that the subject area was evolving in ways that management questions, which focused on one or the other of these resources, would become separated from each other conceptually. Of course, they still represent areas of specialized interest, but their interrelatedness needed to be identified within the common overall management functions and processes of families. So, in our framework, these components were accommodated by the interrelated functions of standard setting and sequencing within the planning subsystem. The term, Family Resource Management, conveys this resource integrity—which in its broad potential includes human capacities and relationships. We utilized the understandings of the management concepts, principles, and processes as presented by recognized authors, e.g., Gross and Crandall (1973, and with Knoll, 1980) and Nickell and Dorsey (1967), but we elaborated and gave structure to their interpretation and context.

As pieces of the puzzle began to fit together, we could see a workable model evolving; graduate students were invaluable to us at this stage. Discussions of the qualitative/quantitative dimensions of standards needed to be applied to all kinds of ideas and items, but we found with amusement that we often returned to a head of lettuce as our base for differentiating quality as a desired property or criterion from quantity, denoting amount. Our society is so quantitatively oriented that qualitatively imbued values are difficult to keep to the fore. We should work harder at communicating qualitative values as represented in both human and material resources.

Dr. Firebaugh and I viewed the standard setting (or criteria setting) concept as a possible integrative one for the field. The concept could accommodate decisions relating to all subjects. Perhaps, had we been a few years earlier, before specializations became so self-contained, such a rationale for interrelationship could have helped retain an integrativeness now difficult to recapture. Even so, I retained this hope for the field throughout my years of college administration, expressing it in my Commemorative Lecture in terms of broad interdisciplinary modeling (Deacon, 1987).

At the time Dr. Firebaugh assumed the role as Director of the School of Home Economics, I continued to be subject matter focused. However, I did not want to have any implication of undue involvement in School processes because of our association. So I accepted the position of head of the Family Environment Department at Iowa State University, which also included the interpersonal/family relations area. Regrettably, because I had wanted to work with her, Dean Helen LeBaron Hilton announced her



retirement my first year there. I did not apply for the Deanship, but through a series of circumstances found myself in that role.

## **Iowa State University**

In the short time available for contemplation about undertaking college administration, I reviewed my relative commitments to the total field and to my subject area. My subject matter area had been absorbing and rewarding. But I also had begun to understand the give and take between developing leadership and making direct contributions to a subject area. Later on, I asked a strong nutrition researcher, Dr. Jacquelyn Dupont, why she had accepted the role of chair of our Food and Nutrition Department, and she commented to the effect that she finally realized she could not do it all and that helping to find ways to promote the possibilities of others and affect programming were also challenges. My motivations were much the same in relation to department and college considerations.

At the college level, I also recognized that budgetary and personnel aspects would have to be more focal than I had heretofore experienced. Budgetary matters were interesting to me in view of my subject matter background. My leadership interest was in working with and through others, tested to some extent by my experience at Ohio State where I was committed to supporting and working for faculty goals. In the process, I believe I developed an ability to estimate needs and was considered to be a fair judge of academic performance and potential. But in the end, my concern for the problems and directions of home economics as a field was overriding. The opportunity to work on overall programming with full commitment was one to be accepted.

Although, no doubt, transitions face all deans, I certainly was not spared. The College had just reached unprecedented enrollment heights through the people-oriented period of the 1960s. As I began my tenure, this situation changed. University restructuring was one cause, and another was a change in career choices of women students away from traditional programs. The University had formulated two new colleges, Education and Design. Women's Physical Education which was a department in the College became part of a new department for both men and women in the new College of Education. And the strong Department of Applied Art became a department in the new College of Design—a move with more integral program effects on our College.

We want women to enjoy the freedom to select their professions unencumbered by constraining traditions. And, in the best of all worlds, women's selections would be counterbalanced by equally

open male choices—a philosophy which has been slow to evolve. Besides structural and social-cultural influences, economic and technology influences were also factors in women's choices due to a highly promoted biotechnology orientation to strengthen a sagging Iowa economy. These factors combined to reduce undergraduate enrollment of the college by well over 1,000 to below 1,500. Graduate enrollments were maintained. An important goal, then, for freedom of choice is to lessen the factors influencing gender as the basic influence in formulating programs or in their selection. Representation of all points of view brings enrichment.

In the high enrollment periods, budgets were necessarily stretched by employment of nontenured part-time and temporary faculty. Adjustments back to full-time faculty ready to move through the ranks take time and understanding. There was limited opportunity to compensate for the "stretch factor" because declines in enrollments also brought budget reductions.

An Advisory Council was formed in 1979 to foster mutual understanding and insight regarding strengths and capabilities of graduates sought by employers and to broaden opportunities available to students. The Council was composed of alumni and other leaders in various businesses, public and private institutions, and voluntary agencies. They gave generously of their time to advise us in strengthening our outreach. For example, James A. Autry, Vice President and General Manager for Magazine Publications for the Meredith Corporation, was the first Chair of the Council. Now retired, Mr. Autry—also a well known consultant and poet—holds the College's Dean Helen LeBaron Hilton Chair for 1996-97.

Obtaining better faculty balance was not only important for undergraduate education but also for strengthening graduate education and research—which in turn enriches undergraduate education and affects the vitality of programs. Our goal was understood by the Vice President for Academic Affairs, and improvements gradually occurred. In the process, departments not previously able to offer independent doctorates became approved to do so.

It was clear that the College share of funding through the Experiment Station would not change as a proportion of the Station's total budget. So if research levels were to increase, other sources would be needed. Faculty needed to improve the rate of success in obtaining grants, and the potential for doing so was being realized. External funding began to improve before my retirement, and I note with pleasure that currently the levels are much higher.

Critical needs, in addition to working with central administration and department heads/chairs to strengthen personnel and



programs, included updating and expanding available space and obtaining additional funds. For these, alumni assistance was sought after space analyses based on university guidelines verified limitations. Neither extension of support for space needs nor for pursuit of a needed development program for the College came without difficulty from significant personnel in Central Administration, the ISU Alumni Association, and the ISU Foundation. College alumni worked in organized and responsible ways through the College of Home Economics Alumni Association and a Development Fund Advisory Committee to communicate needs and open doors.

Just three months prior to my retirement, we received notice that before I retired the College should submit a proposal for a new name. Neither Home Economics nor Human Ecology was acceptable. A college committee studied existing names (and created some) and, along with departments, reviewed alternatives and surveyed faculty. With upcoming retirement, I did not want to influence the selection process unduly. My only admonition was to select a name under which current programming could proceed. Their choice which described our programs well was submitted and approved: Family and Consumer Sciences. I had earlier told alumni and faculty that I would not raise the question of renaming the College. I had vacillated on the question myself, but my reason then was that the time required for such discussions diverted the College from more productive activity. That the College selection also became the Association's choice for a name holds some satisfaction, although no one name can fully connote the meaning of both our totality and diversity as so variably interpreted.

### **Ongoing Dilemmas**

As I write, a sense of weariness encompasses me for the moment as I acknowledge that too much of my energy, over my whole career from 1944 to 1987, was spent defending our field. Having already alluded to a few special circumstances in my work situation that were demanding, I will direct this section to personal observations relating to two aspects: (a) roles of women/families and our profession's response and (b) continuing development of our profession.

#### ***Roles of women/families and our profession's response***

Iowa State University's College of Family and Consumer Sciences recently celebrated its 125th anniversary since the establishment of a Department of Domestic Economy with course offerings by Mary B. Welch, the President's wife. Defense of educational

programs that support women's homemaking roles was needed then, and the need in one way or another has continued. Mrs. Welch strongly believed that activities in the home needed insight from the best known principles, the same as other vocational pursuits, particularly in view of the significance of the home to society. She believed that, in addition to knowledge, views affecting the relevance of work in the home needed to be expressed (1981). So, for well over a century, we have continued to say similar things in an effort to elevate the roles of women/families/households in the eyes of society and the world.

Why should persons doing the important and necessary things involved in homemaking be made to feel that their efforts are not valued? It is not just the repetitiveness, because many other jobs are even more mundane and not so tagged. It is not just the unrecognized economic value because we as a field, among others, have measured the contribution. Although it varies with scope and competency, the dollar value of homemaking increases family income by as much as half, on average. We have been informational sources to families during full-time homemaking eras and transition to the more current period of combined work and family responsibilities. Undervaluing continues and will likely do so until gender differences in the home setting disappear or cultural interpretations of relative value disappear. I want to think change is occurring, if slowly, and I trust we can contribute to that change. Such was the significant contribution I had in mind in referring to the important role for our field in interpreting "the interface of individuals and families with other sectors of society" (1987, p. 64).

Our field has always championed families and households. We have supported the work of women in and outside the home, understanding that choices are needed in carrying out responsibilities for the support of families. We went through a period in the traumatic 1960s when the more extreme feminist view challenged our contributions as limiting women by keeping them in the home. The criticism could not and did not last.

### ***Continuing development of our profession***

We have continued to grow academically, possibly more in depth than breadth—at least in integrative terms. Strengthening departments has given opportunity for depth, but in the process we have also compromised integration of the field. Even so, I do not think we would have survived without such specialization. We needed to strengthen our subject matter, and the way to do so was through research which so far has tended to address the more focused questions. We now have excellent programs of undergraduate and graduate education which are exemplary for

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*Undervaluing [families] continues and will likely do so until gender differences in the home setting disappear or cultural interpretations of relative value disappear.*  
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their academic strength. I hope interdisciplinary development across our areas will yet evolve. Interdisciplinary departments were probably necessary prior to overall interdisciplinary efforts. Theory or theories for the broader interdisciplinary interpretation are needed for this to come about. This transition will not occur unless comprehension as well as understanding of the more specialized subject areas are considered desirable both within our profession and by society.

There are few documented external analyses of our saga. One such reference is from a chapter on "Protecting Home Economics" in Margaret W. Rossiter's book, *Women Scientists in America*. Rossiter portrays the resistance of male dominated structures (including the United States Department of Agriculture, the American Association of Land-Grant and State Colleges and Universities—later the National Association of State Universities and Land-Grant Colleges—and certain university presidents) to recognize and in fact to limit developments as well as to restructure home economics in ways that nullified hard-earned gains. As stated by Rossiter, "The key factor in bringing on the brutal, forced break with tradition that occurred on a few campuses in the 1960s was the presence of an ambitious president (urged on by an aggressive board of trustees) who was anxious to remake overnight what had been perceived as a 'cow college' into a prestigious university. Generally these titans of academe found the field baffling and a bit of an embarrassment" (1995, pp. 183, 184). Elitist, culture-driven, expedient, and predatory forces have continued to affect our field—as well as others, it must be acknowledged.

Vigilance, knowledgeable supporters (predominantly alumni), and, most importantly, strong and defensible programs will continue to be critical to our ability to provide positive responses to the on-going challenges of change. To me, it matters that our purpose and programs have been rooted in the well-being of the basic sector of society and that we have in many ways shared a common plight with families in dealing with increasing complexity and interdependency—and the need to find new levels of meaningful interaction. It matters that educators and service providers who work directly with individuals and families have worked toward their more effective functioning. It is important for us to understand that these past experiences provide only a foundation for making needed and significant strides in the future. Ours is the area with the depth and breadth of background and experience. The needs are more broadly recognized than has been the case in the past. I trust we will be the ones to rise to the possibilities.

Inputs into interpretation of policy needs may become more relevant in the future. Insights directed toward specific and specialized topics will no doubt continue to be important. But, in view of fragmented families, insights which comprehend diverse problems and possibilities will be an even greater challenge. Instead of addressing the symptoms, research is needed to provide the background for placing education and policy in a broad enough context for minimizing the complexity of issues. This, again, is an argument for interdisciplinary approaches.

Paramount in the future is resilience and creativity in developing meaningful programs which provide individuals and families with the insights and skills for effective functioning at home and with other sectors of our changing society. And herein rests our justification and legacy.

## Last Word

On reflection, there have been more opportunities than I could ever have imagined or expected at the outset, along with challenges and demands which were both invigorating and potential-raising. Known and unknown times of falling short must also be acknowledged. However, I am grateful for a diverse and fulfilling professional life, for the colleagues who helped to make it so, and for a profession worth commitment and effort. How it all adds up for the profession is, of course, for others to decide.

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***Paramount in the future is resilience and creativity in developing meaningful programs which provide individuals and families with the insights and skills for effective functioning at home and with other sectors of our changing society. And herein rests our justification and legacy.***

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# Home Economics: One Man's Journey and Perspectives

*James Walters*

**James Walters**

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**Birth:** May 28, 1925 - Topeka, Kansas

**Education:**

1946 - Washburn University, B.A. in Sociology

1948 - University of Iowa, M.A. in Child Welfare

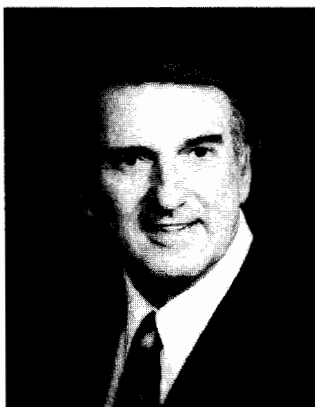
1954 - Florida State University, Ph.D. in Child Development

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James Walters writes about his professional life, including the "firsts" that made him a pioneer and the mentors who influenced him along the way. He concludes with some observations about the role of the profession in the future.

This paper deals with the issue of gender in home economics (family and consumer sciences) through the eyes of one man—me. It includes a history of my professional life and the events that led to a career in home economics. It emphasizes the role of several significant mentors and my philosophy in guiding students in their careers and family life. Lastly, I indicate those areas in education in which I believe we have excelled as well as the difficulties we may face in the future.

## Men and Home Economics



*Dr. Walters is Professor Emeritus of Child and Family Development, The University of Georgia, Athens.*

"Why should not a boy be taught something of the care and feeding of children?" This question of adviser Mary Ruth Fisher was asked in 1922 (pp. 59–60). "He will probably have a home of his own someday and it is hoped he will have children in that home. If he knows something of the care of those children, will he be less efficient as a father?"

In Fisher's class for juniors and seniors, five of the "all state" football men, four of the first team basketball fellows, and the "all state" sprinter were enrolled.

We were frank in our discussion of standards of conduct between boys and girls. . . . Many girls have told me that some boys have changed decidedly in their actions towards a girl when alone with her. . . . It was the unanimous opinion of the boys that the coverage should be a year in length rather than one semester and that it should be made compulsory." (Fisher, 1922, p. 62)

In the June 1930 issue of the *Journal of Home Economics*, Starrack indicated some of the content that he believed was important for boys to learn:



Let us . . . teach our boys that a man cannot marry a woman without marrying her family. Let us teach our boys . . . that the sins of the fathers are visited upon their children. . . . Let us teach them something of the existence of venereal diseases. . . . Let us teach our boys and girls something of the physical and psychological facts of life, and not leave them to learn these from foul-minded, sex-perverted morons on the street who will so poison their minds as to make a clean, pure and sane outlook upon sex and reproduction impossible of realization. . . . and lastly, let us teach our young people to idealize marriage above courtship. We have idealized courtship too much and marriage not enough in the past.

Although many of the articles that appeared in the *Journal of Home Economics* during its first quarter century were authored by men, none could match the intensity of impact of Starrack. The first editor of the *Journal of Home Economics*, Benjamin Andrews, was male, as were two of the earliest vice presidents of the American Home Economics Association (AHEA), now the American Association of Family and Consumer Sciences (AAFCS).

I obtained a list of the 830 original AHEA members years ago when I was preparing an article for *Definitive Themes in Home Economics and Their Impact on Families: 1909-1984* to commemorate the 75th anniversary of the founding of the Association (Walters, 1984). Assuming that men's names were as gender specific as they are now, I concluded that of the original members approximately 65 were men, among which was Mr. Dewey whose system for the classification of books was utilized in American libraries for many years.

It is difficult for me to believe that I am among the male pioneers in home economics, yet about a half century ago I was the first male to be appointed as a family life extension specialist in the Cooperative Extension Service in the United States, serving in New Jersey. I was the first male home economics faculty member at Oklahoma Agricultural and Mechanical College, the first male to be appointed as department head in the School of Home Economics at the University of Georgia, and I was among the first men to be honored as an AHEA Leader.

## **Influences of My Early Life**

All of us are influenced by everyday experiences which help shape our personal as well as our professional lives. Shortly before my birth, my father and mother were in an automobile accident, and my father was killed. My mother's income was limited; as a widow of a member of the United States army, she received a monthly pension of \$10.00 in addition to \$2.00 for each of her five children. Her sister agreed to rear me. I believe I was so valued as a child because I was the child that my

unmarried aunt could never have. I considered myself the luckiest child I knew; my aunt was so thoughtful and caring.

Because my aunt was gainfully employed, we shared responsibilities for food preparation and other household activities. After my mother's other children were grown and left her home, she came to live with my aunt and me. I was twelve years of age. Perhaps the significance of my early experience to my career direction is that my aunt valued homemaking skills, and I learned to value them as well. Because of a heart defect I attended a "health school" where, instead of participating in sports, we had a fairly long nap in the morning and another in the afternoon. No one in my neighborhood attended the school that I attended, and for those six years I knew few children in the neighborhood. Thus, I relied heavily on my aunt and later on my aunt and mother for my social life.

My first knowledge of home economics was in junior high school. At that time girls were required to take a course in home economics, and the boys were required to take a course in industrial arts. The girls learned skills that included food preparation and home maintenance activities. The boys made a cutting board in the shape of a pig and a small ladder to store in the garage. From these activities the boys learned how to use a hammer, a saw, a plane, and a drill. We were being prepared for roles that were, it was generally believed, appropriate to our gender. There were, even then, male cohorts of mine who wished, as I did, that we could take home economics; it seemed to us that it was far more relevant to everyday life. And, of course, there were girls in those days who would have selected industrial arts because of their limited interest in homemaking. There was, I recognized even then, something wrong with our notions of gender specificity, and through the years as I have followed the research on household maintenance among couples, both of whom are gainfully employed, I have noted that the disproportionate time women spend on maintaining their homes is dysfunctional in terms of family life. Happiness is related to equity, and we have, I believe, done a poor job in our families and our educational systems in preparing persons for equitable roles in marriage. Progress has been made, but it is minimal in the vast majority of families.

### **Influences from my Undergraduate Experience**

As an undergraduate at Washburn University in Topeka, Kansas, I had a psychology professor, Dr. Tran Collier, who was a story teller, not a researcher. I would look forward to going to his classes to hear his stories. They were always relevant to the material he was

teaching and often involved humor that helped students reflect on ideas in ways that were new. He was demanding yet accepting. He encouraged us to believe in ourselves. During my senior year he had me teach his class several times, and I copied his style.

My teaching style, I believe, played an important role in my being awarded the Osborne Award, presented annually by the National Council on Family Relations to the outstanding teacher in family relations; the Josiah Meigs Award, given annually by the University of Georgia in recognition of superior teaching; and the recent recognition by Florida State University in the form of a graduate student scholarship that bears my name. Although throughout my career I maintained an active research program, I have thought of myself primarily as a writer and a teacher.

My career choice was influenced by Dr. Sybil Escalona, a noted child psychologist from Germany, who was a member of the staff of the Menninger Psychiatric Foundation. She taught a very large class in child development at Washburn. Students in the class were required to stand to respond whenever Dr. Escalona called on them to answer a question. I recall that the first question she asked me was to list the advantages of breast feeding. I stood and answered the question correctly. My interest in the course was genuine, and thereafter she was very pleasant to me.

My clinical training with children consisted of an internship I had during my senior year of college at the Southard School, a residential treatment center of the Menninger Psychiatric Foundation, which provided psychiatric care for children and youth aged 6–18 years of age. I learned many things that profoundly influenced my career and family life. When I think of my experiences at the clinic, I am reminded of the need each of us has for the kind, supportive relationships with others that were eloquently described by Dinah Maira Mulock Craik, a nineteenth century English novelist: “Oh the comfort, the inexpressible comfort of feeling safe with a person, having neither to weigh thoughts or measure words, but pouring them all right out, just as they are, chaff and grain together; certain that a faithful hand will take and sift them, keep what is worth keeping, and then with a breath of kindness, blow the rest away.” Through the years, I have been guided by these words in my teaching and in my family life.

At the beginning of my last semester at Washburn, Dr. Collier, my psychology professor, asked me what I wanted to do in life. I was unsure. He gave me a date, about a month away, to make a decision. I was to tell him “what I wanted to do professionally more than anything else in life.” On the appointed day, I told him that I would like to study child development at the Iowa Child



Welfare Research Station at the University of Iowa but that I didn't have the resources that would make it possible for me to do so. Dr. Collier made an appointment with the director of the Research Station to discuss funding sources for me. At his own expense, he traveled to Iowa City, about 400 miles away, and was successful in securing a graduate assistantship for me.

### **The University of Iowa**

In the fall of 1946, I began study at the Iowa Child Welfare Research Station. The primary focus of the Research Station was to prepare university students for careers in research on children and youth by having them serve on a variety of research teams with senior faculty. The Station was created by the Iowa legislature as the result of the efforts of an Iowa woman who believed that research on children was as important as research on corn and cattle. Her influence created a magnificent achievement. That first year I was a Research Assistant to several professors, among whom was an anthropometrist. It was my job to take 29 body measurements of males 6 to 18 years of age in order to provide data that would serve as the basis for tracking physical growth of children over time. From this experience, I learned much about the physical growth of children.

During my second year at the Research Station, I served as the Director of the Radio Child Study Club which was one of the dissemination activities of the Station. Approximately half of the programs were broadcast from Iowa State University; I had the responsibility for the other half at the University of Iowa. My preparation came from completing a course in radio writing at Topeka High School and courses in creative writing and journalism as an undergraduate. I was responsible for two 15-minute radio shows monthly.

My master's thesis was the first one completed at the Station on the role of women. The hypothesis was that youths' expectations of wives reflected an extension of their expectations of their sisters. What I found was that the males favored an equalitarian role for their sisters but a far more subservient role for wives. Fifty years later, we still encounter differences between men and women in expectations regarding role performance in marriage, with women favoring more equalitarian roles.

### **The Cooperative Extension Service – Rutgers University**

Within a month of my graduation in 1948 from the University of Iowa, I was employed at Rutgers University as the first male

family life extension specialist in the United States. My duties included developing program plans for 4-H clubs, writing pamphlets for mothers in parent education groups, developing exhibits for county fairs, developing radio scripts for county extension agents, and presenting numerous talks in high schools and at meetings for parents.

In addition, I wrote a weekly newspaper column for local newspapers; soon my column appeared in other states. In this connection, one of my most exciting experiences was attending a workshop for professional writers in child development in New York and being recognized by many of the major textbook writers because my picture appeared with the column. At the age of 23, I had a regular column in *The New York Sun*.

### **Oklahoma A & M College**

In 1949, while I was with the New Jersey Extension Service, I received a letter from Dr. Virginia Messenger of Oklahoma A & M College (later to become Oklahoma State University). She asked if I would be interested in a position in the Department of Home Life. I doubted that I was qualified for a position in home economics, but she explained that both she and another faculty member, Dr. Elsa Bate, were graduates of the Iowa Child Welfare Research Station and that she was familiar with my work in Iowa and in New Jersey. After several telephone interviews, I accepted a position as an Assistant Professor in the Department of Home Life.

As the only male faculty member in a large faculty of women I had not anticipated being uncomfortable, but I did not expect the level of friendliness and helpfulness I experienced from all of the faculty in home economics. I was very impressed with the large number of courses for majors; a popular course designed exclusively for men non-majors; a course in marriage that had ten sections every term; and multiple courses in child development that were always filled. There was a great sense of service to students. We were not only a professional college; we saw our mission as one that would enable all students at the university to achieve the best home and family life possible. One of the effects of providing courses in which non-majors were encouraged to enroll was that it provided us with great visibility throughout the campus; students on the campus became our supporters.

If we are inclined to believe that faculty in the old days had it made, I wish to tell you that our office hours were from 8:00 a.m. until 5:00 p.m., Monday through Friday, and from 8:00 a.m. until noon on Saturday. My nine-month salary was \$3,680. Faculty in the Department of Home Life in those days were not

eligible for appointment in the Agricultural Experiment Station. Persons not holding a research appointment had no released time for research even though research was encouraged.

Although my position was very satisfying, I decided that a doctorate was necessary for my development as a faculty member and researcher. Thus, I began taking courses and took leave from Oklahoma A & M to study at Florida State in 1952.

## **The Florida State University**

There were two new programs at Florida State University that were very attractive to me: a Ph.D. program in Child Development in which students and faculty from the departments of Home and Family Life, Psychology, and Education participated and a Ph.D. program in Marriage and Family Living with students and faculty from the departments of Home and Family Life, Social Work, and Sociology. I completed a Ph.D. in Child Development in the Department of Home and Family Life in 1954. Following that I spent one year on the faculty at the University of Alabama and another year back at Oklahoma as a faculty member. Then I returned to Florida State in 1956 as a faculty member.

Both of the programs at Florida State provided unusually fine opportunities to do research in a variety of disciplines and professional areas. These opportunities were unusual in that they reflected that the faculty clearly valued and encouraged diversity in approaches to teaching and research. Years later, when I published, with a physiologist, one of the first articles on the effects of mothers' smoking on unborn children, I reflected on how fortunate I was to have had the opportunity to study and teach in a program that offered such diverse opportunities. Not only did I direct Ph.D. dissertations in such areas as child development, family relationships, home economics education, interior design, housing, and family economics but I was able to publish in a variety of journals. I wonder if today the Council for Accreditation (formerly Council on Professional Development) would approve my credentials for such an undertaking. The dissertations outside my field were team efforts, and faculty took their responsibilities very seriously.

It was very fortunate for me to have the Head of the Department, Dr. Ruth Connor, as my dissertation adviser. She was not only a meticulous editor with superb writing skills but she was willing to spend whatever time it took to help students achieve a high level of excellence in writing. Dr. Connor spent many hours editing drafts of my dissertation, one of the first two completed in the

School of Home Economics at Florida State. Not only did she correct my errors, she told me the reasons for each correction. I decided right then that as a teacher I would provide the level of constructive criticism that would make it possible for students to learn to write well so that their writing skills would not deter them from publishing in the leading journals in their field. I wished to become the kind of editor and teacher that my major professor was. Were it not for her, I would not have had the opportunity to serve on several editorial boards nor to serve as the editor of *The Family Coordinator* and of *Family Relations*.

I remained on the faculty at Florida State for thirteen years, 1956–1969. My wife, Frances whom I married in 1947, was a member of the faculty in the College of Education for several years and our two children attended nursery schools there.

### **Return to Oklahoma State University**

I was invited back to Oklahoma to head the Department of Family Relations and Child Development. I held this position for five years (1969–74) and was delighted by the stature we achieved for our department. My wife Frances also was a member of the faculty in the Department. Sadly, she died in 1971.

### **The University of Georgia**

At the time the Ph.D. program in Child and Family Development at the University of Georgia was being developed for consideration by the Board of Regents, I was one of two persons invited to the campus to review the faculty proposal. Following my visit, I was invited to join the faculty. The invitation to come to Georgia provided me an opportunity to begin a new life with a truly outstanding group of colleagues. Dr. Elizabeth Sheerer, head of the department since 1954, was one of the finest administrators I have ever known. Dean Emily Quinn Pou of the College of Home Economics was determined to build truly outstanding graduate programs that would attract young scholars throughout the world. This she accomplished. She was highly effective in working with the senior administrative officers in the University. Her achievements, published in *Decades of Progress, 1971–1991* (Walters, 1991), reflect her extraordinary accomplishments that led to our College being recognized as one of the national leaders in the field.

The level of scholarship today in the College of Family and Consumer Sciences is extraordinary. Throughout my career I have never visited any program that could surpass it. The faculty are dedicated to helping students attain the highest level of achievement possible.



The philosophy within the college has been to attract the finest scholars possible and to create an environment where they can excel. I believe there is no program in which greater academic freedom exists. This splendid legacy has been continued under the leadership of Dean Sharon Nickols. Faculty who are highly productive and competent and who have high regard for themselves are not always easy or gentle, but they are wonderful for students. They are demanding yet highly supportive and provide superb role models. Graduates are truly advantaged by this legacy.

In 1975, I married Lynda Henley Walters who became a member of the faculty and served as Associate Dean in the College of Family and Consumer Sciences for ten years. We collaborated on several articles and presentations on parent education and sex education, and she has conducted an extensive research program with an emphasis on cross-national comparisons of family relations. To our knowledge we are one of the few wives and husbands who both served terms as President of the National Council on Family Relations.

I retired after fifteen years of service at the University of Georgia, concluding a career of 40 years in home economics. For three years following my retirement, I maintained an office at the University, serving on many master's and doctoral committees; completing the third edition of *Relationships in Marriage and Families* with Nick and Nancy Stinnett of the University of Alabama; and serving as the Associate Dean with Dean Nickols for six months, an experience that makes me understand more clearly how fortunate all of us are to have talented administrators who are willing to take on these awesome jobs.

### **Advocacy Role of AHEA/AAFCS**

The Council for Accreditation, with its activities to promote excellence in home economics programs, stands out in my memory as one of the most successful endeavors of AHEA (later AAFCS). Some years before becoming a member of the AHEA Board of Directors and a member of its Council for Accreditation, I had reviewed salaries in order to ascertain whether salaries in those academic units where faculty were primarily women were comparable to salaries in other academic units within the institutions. I found that there were institutions in which it would appear that discrepancies existed among departments, raising questions whether discrimination existed. I reasoned that programs in institutions where home economics salaries were low were at a disadvantage in attracting highly competent new faculty. However simplistic as such observations may be, it appeared relevant to encourage the Council for Accreditation to examine salaries in



institutions seeking accreditation. The Council did, indeed, pursue this, and in at least one state a special appropriation of the legislature raised the salaries of the faculty in home economics.

After I assumed the role of department head at the University of Georgia, I reviewed national salary changes every year in order to represent adequately the interests of the faculty. At the time of my retirement from home economics, salaries at Georgia were among the highest in the nation because of the sensitivity of the Dean, the Vice President for Academic Affairs, and the President of the University. One of the most important lessons I learned, however, was that the relative standing of units within universities changes over time and that persistent monitoring is required. I have no illusions that because members of the faculty are better paid that they are necessarily better, but I am convinced that it is easier to recruit outstanding faculty if salary levels are superior.

## **Our Future**

It seems to me that our brightest future is found in staying true to who and what we are, translating the most relevant elements of our identity for the 21st century. The elements of our identity I consider to be most relevant are (a) the use of scholarship to solve daily living problems of individuals and families, (b) commitment to interdisciplinary scholarship and approaches to problem solving, (c) recognition of the role of human development in family functioning, and (d) recognition of the importance of community to quality of family life.

In the last two decades, home economists have recognized (as did the earliest home economists) the importance of research for understanding individuals and families and have developed departments around strong research programs. The energy required to build those programs diverted some attention from applied aspects of home economics. Now, with great research strength in the field, it is possible to integrate research and applied strengths. In the future, family and consumer sciences programs have the potential for being the strongest ever. Our understanding of the myriad of problems faced by individuals and families is greatly enhanced by research and our historical interest in applying knowledge to solve problems, making it possible for the field to be more effective than it has ever been.

As an applied field, we have always drawn on knowledge generated in the disciplines, but until recently interdisciplinary scholarship has not been well understood within university communities. Whereas some have thought of home economics as applying knowledge from multiple disciplines and considering the relevance

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of knowledge from many disciplines to individuals and families, interdisciplinary scholarship is now recognized as something quite unique. It is the integration of knowledge from several disciplines, particularly the examination of the interface of disciplines. It is substantively different from work done in the disciplines. Ecological theory provides an excellent framework for understanding interdisciplinary scholarship in the study of families. It combines concepts from, for example, sociology, psychology, anthropology, and economics to gain insight into the transactional processes of individual development and family processes. Our interest in interdisciplinary scholarship is leading us to new, important insights into the nature of individual and family well-being.

Interest in individual development throughout the life span has led to new theories about the interaction of development of children and parents and the reciprocity of effects of human development and family processes. One of the most important places where we are beginning to see this knowledge applied is in marriage and family therapy. Whereas marriage and family therapists have traditionally focused attention on the couple and to some extent the family system, greater attention is being paid to the role of human development on and in the system. Therapists are beginning to recognize that their knowledge of human development is insufficient to allow them to understand fully the workings of a family system. The impetus for including more work in human development in training for marriage and family therapists is coming from the field of family and consumer sciences. A more thorough integration of human development into the training of therapists is likely to have a profound effect not just on marriage and family therapy but on all therapeutic settings. The symbiosis of individual and family will be much better understood with both researchers and therapists attending to these issues.

Home economists have always known that communities and families are interdependent. Recent research on how families interact within communities and the influence that has on their childrearing practices and child outcomes is beginning to clarify the specific nature of that interdependence. Likewise, research on work and families helps us understand more specifics of that interdependence. Not only does this research provide descriptions, it is possible to see that it will help individuals and families make decisions about the communities they will live in and how they will participate in those communities. It also provides useful information for community planners. Furthermore, this more specific understanding of families and communities leads us to see that families are not isolated and that an exclusive focus within families will not be adequate.

Interestingly, a better understanding of individuals, of individuals in families, and of families in communities leads us to a new level of understanding of the interdisciplinary relevance of the traditional areas of home economics. Of course there are other disciplines and applied fields that have interdisciplinary relevance to home economics, and we are seeing some creative combinations of programs in universities. Our recognition of the role we play in understanding local, regional, national, and world communities and of the significance of the knowledge generated in family and consumer sciences is essential to the future of our field. Many of the parts are in good working order, but we still need more theoretical work that will help us organize our thinking so that our knowledge will be put to its best use.

## **A Personal Note**

I have been married to two wonderful home economists/family and consumer scientists: Frances Walters, a member of the home economics faculty at Oklahoma State University, and Lynda Henley Walters, a member of the faculty at the University of Georgia. My daughter, Connor Walters, is a member of the Human Sciences faculty at Florida State University, having graduated from three splendid home economics programs: Oklahoma State University, University of Alabama, and Ohio State University. I have two other children, Anna Walters Morgan and Christopher Walters, who have incorporated a home economics philosophy in other careers. We have been proud, as a family, to be identified with a profession that has contributed so much to us.

Like many men of my age, my entrance into our profession was quite by chance, yet I cannot imagine being a part of any other profession that is of greater importance or could have brought me greater happiness. I am deeply grateful for the home economists, both women and men, who, in their search for ways to improve the quality of life, have contributed so richly to my understanding of myself and others and have truly made our world better.

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# The Home Economists Behind Betty Crocker

***Marcia Copeland***

This article gives a brief history of the Betty Crocker Kitchens of General Mills, Inc. and the home economists who brought Betty Crocker to life. It also reviews the contributions of six directors, all home economists and professional leaders, who have guided the development of new products, cookbooks trusted by millions, and seven decades of service to American consumers.

Betty Crocker, since 1921, has symbolized the General Mills continuing tradition of consumer service. During those seventy-five years, hundreds of home economists from colleges and universities across the United States have brought their skills and creativity to the Betty Crocker Kitchens. Seven women, six of them home economists, have been charged with polishing and refining the image of this symbol and also with directing home economists that support the company's marketing activities.

The Betty Crocker name was created in 1921 to honor William G. Crocker, a popular, recently retired director of the Washburn Crosby Company, the predecessor of General Mills. Betty was chosen simply as a friendly sounding name. Women employees submitted sample Betty Crocker signatures; the one judged most memorable was the basis for the one in use today. The first portrait was introduced in 1936 on the fifteenth anniversary of the creation of Betty Crocker. Seven more portraits have followed, the most recent in 1996.

As the current director of the Betty Crocker Kitchens, I am honored to inherit the legacy left by all Betty Crocker home economists, especially the directors. These women made significant contributions to their profession and to the well-being of American families. This is the story of these talented, visionary, and hardworking home economists and some of their accomplishments.

## **Ruth Haynes Carpenter**

Ruth Haynes Carpenter, hired in 1921 to form a department, was the first director. Carpenter, known for her demonstration experience, hired twenty-five home economists for the Washburn Crosby Company. These women, pioneers in their own right, traveled across the country to present homemaker cooking schools to demonstrate the use of Gold Medal flour.

***Mrs. Copeland is  
Director, Betty  
Crocker Kitchens,  
General Mills, Inc.***

One of these home economists, Blanche Ingersoll, was later charged with developing the first Betty Crocker radio program, which began

in October 1924, on a Minneapolis radio station owned partially by the Washburn Crosby Company. Within a year of the first broadcast, the program was heard across the United States on thirteen individual broadcasts. Called the Betty Crocker Cooking School of the Air, the broadcasts were friendly visits from a favorite next-door neighbor. Recipes were shared, tips and hints exchanged, and listeners acknowledged. At this time, the population of the United States was more rural, and the program made isolated homemakers feel as though someone shared their concerns about preparing nutritious and economical meals; the cooking lessons were simple and encouraging. This program continued for nearly thirty years on NBC.

Through the Depression of the 1930s, the show entertained and advised women about cooking and eating well in lean times. During World War II, General Mills worked with the government to support the use of ration coupons; the program was introduced on the air to American consumers by Betty Crocker.

### **Marjorie Child Husted**

Marjorie Child Husted had conducted Gold Medal cooking schools in Kansas. She had a background of degrees in home economics and German from the University of Minnesota and had directed the northern division for the Red Cross during World War I before joining the Washburn Crosby Company. She became the first director of the Betty Crocker Home Service Department, which consisted of one home economist and one secretary. Husted shaped the radio programs with her energy, creativity, and ambition. She worked on the continuing development and delivery of a Betty Crocker who was familiar but always the source of fresh ideas. In the following years, more home economists joined Husted.

In 1947, Husted was given a promotion to develop the Betty Crocker Picture Cookbook, a project conceived ten years earlier but delayed by World War II. The book sold more than a million copies in its first year of publication, establishing a new record in the book industry. The cookbook was innovative for its step-by-step photos of making pie crust, shaping loaves of bread, and other more complicated techniques. Seven updated editions followed.

Marjorie Husted was an active home economist, serving as president of the Twin Cities Home Economists in Business, the Minnesota Home Economics Association, and the American Home Economics Association. She was the first businesswoman to be named Woman of the Year by the Women's National Press Club and was honored as Advertising Woman of the Year in 1949. In 1985, she was named to the Home Economists in Business Hall of Fame. She died in 1986 at the age of ninety-four.





## Janette Kelley

Janette Kelley was the director of the Home Service Department in the postwar years. She received her home economics degree from Montana State University. Kelley was one of the original group of home economists who demonstrated for the Washburn Crosby Company. For nearly twenty years after that, Kelley worked for Butterick Publishing, General Foods, and the Home Economics Department for Lever Brothers before rejoining General Mills.

Kelley brought a team-oriented approach to the department and formed the department into several divisions with a head for each. Her years were marked by many firsts, including the development of the one-bowl cake method, the \$25,000 chiffon cake, the introduction of a long line of cakes and dessert mixes, the inception of high-altitude testing, and the one-minute rule for boiling starches. She and several staff members compiled the first reference book to be used for answering common questions from consumers. Its updated version is today cataloged in the company's computer system.

An example of Kelley's far-reaching problem-solving and leadership skills was the standardization of baking pan sizes. She and her staff discovered that the cake mixes sold by General Mills were very sensitive to pan size. Kelley sent home economists across the country to survey homemakers about their pans. As a result, she recognized the inconsistencies of various baking pans and cooking utensils. She gathered representatives from the manufacturers and other test kitchens to agree upon the need for size uniformity and to make standard pans, such as 13x9-inch rectangle, 8-inch square and 9-inch square pans.



During Kelley's directorship, educational filmstrips and guides for teachers and students were developed; they were used in thousands of junior and senior high schools for the next twenty-five years. It was also at this time that the company initiated the Betty Crocker Homemaker of Tomorrow Contest and the subsequent college scholarship program.

Kelley was active in Home Economists in Business and the American Home Economics Association. She was devoted to restoring older homes, and one of her homes was featured in McCall's magazine. Janette Kelley died in 1958 at the age of sixty.

## Helen Hallway Hallbert

Helen Hallway Hallbert had been Kelley's assistant for five years before succeeding Kelley as director. She was a graduate of Iowa State College and began her career as a home economics teacher. She became the education representative for the Certo Corpora-

tion and later the Ball Jar Company. Hallbert was the test kitchen director for Meredith Corporation's Better Homes and Gardens and Successful Farming magazines before coming to General Mills.

During Hallbert's tenure, the Betty Crocker Kitchens moved from the downtown Minneapolis location to suburban Golden Valley. New products and cookbooks continued to roll out. Hallbert helped Betty Crocker make the successful transition to television and was instrumental in creating a food-styling department. Under the direction of Mabel Martin, home economists developed the unique skills required for this exacting art.

Hallbert was a leader in home economics, serving two consecutive terms as the Twin Cities Home Economists in Business chairman and a term as the national Home Economists in Business chair. At the time of her retirement in 1964, she organized an international exchange for business home economists. She died at her home in California in 1992.

### **Mercedes Bates**

Mercedes Bates came to the Betty Crocker Kitchens with a background as food editor of McCall's and great experience in advertising and television in California. She was keenly aware of the audience for General Mills products.

Bates was a proud graduate of Oregon State University. As a vigorous supporter of the staff, she sought to place home economists as key players in company business decisions. Bates promoted the development of the Consumer Center at General Mills and went on to head that newly created function. One of her decisions was to open the Betty Crocker Kitchens to tour visitors, giving thousands of consumers an opportunity to watch home economists at work.

Bates brought to the company her knowledge as a food-safety expert. She and cookbook director Alice Hawks made the decision to stop using raw eggs in favorite recipes such as chiffon pies, Caesar salad, and frozen soufflés almost fifteen years before salmonella concerns became commonplace.

Bates was director from 1964 to 1973 and from 1977 to 1983. She was one of the few women in the United States to be named a corporate vice president and the first at General Mills. She was president of the American Home Economics Association, was honored as the National Business Home Economist of the Year in 1978, and was named to the Home Economists in Business Hall of Fame in 1984. She served on the White House Fellows Commission and was on the selection committee for the Bush Leadership Fellows. Bates retired in 1983 and lives in Minneapolis.





## Marylee Duehring

When her predecessor moved on to head the General Mills Consumer Center, Marylee Duehring had been in the department for twenty-three years. A graduate of Syracuse University, she had worked at General Electric before joining General Mills. She was dedicated to the profession of home economics and skilled at managing the relationship between home economists and the marketing and advertising executives. Duehring understood the value of partnership and collaboration. In 1959, she was selected as one of two American home economists who demonstrated American convenience foods at the American National Exhibition at the Moscow Fair.



Duehring was instrumental in the decision to have a home economist manage the department's food publicity. During her tenure, she was an advocate for re-entry home economists who had left the company to raise children, and she fostered the first job-sharing position within the department in the early 1970s. She was chairman of Twin Cities Home Economists in Business and president of the Minnesota Home Economics Association. She died in 1977.

## Marcia Copeland

After graduation in 1963 from Mankato State University, I began work in the Betty Crocker Kitchens. As a new mother I left General Mills for several years in the 1970s to work as a food-company consultant. Being a parent was a first for a director of the Betty

Crocker Kitchens. When I became director of the department in 1983, most corporations were consolidating and downsizing. My primary goal was to be a steadying influence with a commitment to helping staff members grow as business leaders.



During the past fifteen years, home economists in the department have taken on more responsibility by working more closely with research and development in reformulating and creating new products. Home economists have become strategic business partners who are proactive problem solvers. Kay Emel-Powell, one of our staff members, describes her objective and, indeed, one of the department's objectives as "creating the world's best package directions."

In the past five years, the department has expanded its product lines and publications, moved into CD-ROM cookbooks, enhanced high-altitude testing, computerized a database of 40,000 recipes, initiated consumer market research, and moved beyond the borders of the United States to market products globally. One of



my functions is to represent our best-selling cookbook line on cross-country media tours, conducting radio, television, and newspaper interviews in more than one hundred cities.

I served as the president of the Minnesota Home Economics Association and as treasurer, president-elect, and president of the American Home Economics Association. That presidential year, 1987-88, was memorable for the profession: certification was approved, the Washington, DC, headquarters building was sold, a new Virginia property was purchased, and the International Federation of Home Economics met in Minneapolis.

## Conclusion

Betty Crocker and the home economists who make her what she is—consumer friendly, savvy, competent, approachable, contemporary, and trusted—represent a legacy almost as old as the profession of home economics. I am confident they will continue to make lives easier and more healthful for American families for the next seventy-five years.

The Betty Crocker home economists advanced the interests of consumers by being in touch with their food needs in the depression, the war years, in the era of women working outside the home, and in the 1990s when time and skills for meal preparation are becoming scarce. The art and science of cooking were enhanced by such things as technical skills, clarity of directions, high-altitude cooking adjustments, refinement of mixes, educational publications and programs, and standardization of pans. The status and credibility of women in business were improved by advocacy of working conditions and roles that led to utilization of the gifts and resources of home economists as key decision makers in business. It is also noteworthy that home economists of the Betty Crocker Kitchens gave back to the profession in significant ways through leadership roles in professional associations at the state and national levels. The Betty Crocker symbol is therefore much more than the General Mills icon.

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# Nutrition Prof Taught Students A Lesson For Life

*Suzanne Garner Martinson*

This article is reprinted, by permission of the Pittsburgh Post-Gazette, from the Sunday, May 1, 1994 edition. Recognized in 1996 by the American Dietetic Association Media Excellence Award, Suzanne Martinson captured the essence of a legend, Faye Kinder of Michigan State University, in this short article. Kinder was widely known as author of "Meal Management" (six editions, 1956-84). (Ed. Note: I'm envious; oh for the writing skill of this member in making a life come alive. DM)

## **Faye Kinder**

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**Birth:** May 19, 1902

**Death:** December 26, 1993

**Education:**

1926 - University of Michigan, B.A.

1939 - Michigan State University, B.S.

1941 - Massachusetts State College, M.S.

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The reddish-brown bun, that was what you noticed first. It seemed skewered to the back of her head with what looked like two crisscrossed knitting needles. When she was making an important point that required talking with both hands, she would add her pencil to the bun.

Her students were seated alphabetically, and from the middle row where I sat, it appeared that Miss Faye Kinder was receiving protean messages from the nutrition gods.

At Michigan State University, the word about Nutrition 101 spread rapidly among first-term freshmen. Miss Kinder (pronounced kin-der) was tough. She possessed a keen eye for separating the nutrition laggards, whom, rumor had it, she flunked with neither apology nor applause. She simply brooked no sympathy for sloppy science or lazy nutrition thinking.

Until that fall term, I had hardly given a thought to nutrition at all. In my youth, people thought more about how to cook than what to eat.

Nothing had prepared me for The World of Nutrition According to Faye Kinder.

Sitting there in her larger-than-life lecture hall, a left-hander hunched over a right-handed wooden chair, I wasn't just uncomfortable, I was terrified.

Rigid in her posture, glasses perched on her nose, Miss Kinder paced, questioned, prodded. When she looked my way, I would hunker down, stomach churning. Nutrition is complicated, nothing is certain, science keeps changing. How will I ever learn all this?

This week I read of Miss Kinder's death in Florida (she was 91), and I thought of the subtle and not so subtle ways she jump-started me on the road to nutritional skepticism that scoffs at magic bullets and refuses to swallow the idea of shortcuts.

Before I encountered Miss Kinder, I thought Nutrition 101 was like hurtling over a brick wall—once over, you were home free. But she taught me that nutrition is learned brick by brick.

The woman with the bun had antenna for nutrition's important future in poor countries. She was concerned about malnourished people, forever overlooked by technology but impatient for change. Some didn't even have safe drinking water. "But people in Third World countries," she said, "don't want wells. They want faucets."

Barbara Deskins, a former MSU colleague who succeeded Miss Kinder in Nutrition 101 and now teaches at the University of Pittsburgh, remembers her as "whip thin," a person with rigorous standards who wrote the book on meal management.

A big-picture person, Miss Kinder kept her eye on the details. Nutrition is a study of numbers and probabilities, a balancing act between good instincts and junk food. In those days, we seemed fixated on protein.

"What will be on the midterm, Miss Kinder?" called a worried voice from the back of the cavernous room.

"Memorize the grams of protein on that list of foods I gave you."

"The whole list?" the murmur went around.

"It's not hard," she snapped. "Consider a slice of bread. It has two sides. It has 2 grams of protein. Simple."

In those days, long before the Food Guide Pyramid made grains into heroes, when the prevailing wisdom considered bread "fattening" and complex carbohydrates seemed little more than silly shields to "protect the protein," Miss Kinder stressed balance.

This was an era when the DNA helix was first being flashed on science classroom screens, and, although the link between nutrition and good health was cemented, the links between



nutrients and diseases like cancer and heart disease weren't as strongly drawn as today.

Faye Kinder made her case with cholesterol. Scientists had known about cholesterol for years, of course, but Miss Kinder's lecture on the subject broke new ground for this nutrition neophyte.

Like a bird hovering over a newly hatched chick, she moved to the blackboard and madly drew graphs. She showed us how, as meat consumption went up, so did cholesterol. (If she drew a graph linking ice cream and cholesterol, I have blocked that from my mind.) She showed us how, as income went up, so did cholesterol.

Then she showed us how, as bicycle riding went up, cholesterol declined.

"Don't be fooled," she said, "by people who draw graphs about this relationship or that. One does not necessarily cause the other."

Monday, Wednesday and Friday, the woman in a bun tuned in to what we didn't know about our bodies and the food that fuels them. When it came to developing the need for questioning, a belief in disbelief, Miss Kinder couldn't have been kinder.

In the middle of one night this week, I lurched awake. A glass of milk? 8 ounces, 8 grams of protein? The next morning, I cheated and checked the label.

I had memorized the grams of protein for the exam, but Miss Kinder taught me something even more important: Never turn in your learning permit.

# Cleaning Up The Housekeeping Mystique

**Suzanne Garner Martinson**

This article is reprinted, by permission of the Pittsburgh Post-Gazette, from the Sunday, April 9, 1995 edition. This feature about another of her professors, Esther Everett at Michigan State University, reveals Suzanne Martinson's nostalgic and respectful memory of her experience in the MSU home management house.

## **Esther Everett**

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**Birth:** December 5, 1910

**Education:**

1933 - Iowa State University, B.S. in Home Economics  
Education

1945 - Michigan State University, M.S. in Home  
Management/Family Economics

Advanced study - Iowa State University

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It was a pretty little duplex right on campus. Nicely furnished, too. Housekeeping was going swimmingly until my disaster with the dishwasher.

I was on the telephone in the hall when I heard the shrieks of my roommate. I looked up to see a trail of sudsy water bubbling out of the dishwasher, through the kitchen, toward me in the hall.

"Who loaded this dishwasher?" Esther Everett asked, eyes steely.

"I did," I said.

"What soap did you use?"

"This dish soap."

"You need dishwasher soap."

At home we had one kind of soap: Surf. We washed clothes in it, we washed dishes in it, and Mom dumped a handful into the bathtub, too—no bathtub ring. But at Michigan State University's Home Management House, there were three kinds of suds. I learned this at HMM during the three weeks when we four young women juggled classes, midterms, meals, laundry and—ugh!—housework.

I was reminded of those days recently when I talked with alumnae of Kappa Omicron Nu, the home economics honor society. Pennsylvania's home-ec majors learned to manage their time, money and energy at similar houses at Indiana University of



Pennsylvania, Penn State, and Carnegie Tech. In the '70s, most Home Management Houses faded from the college scene, mourned by alumnae like me. A frill? Never.

My most vivid memory was the day Miss Everett taught us to iron a shirt in the most efficient manner, then made us promise not to tell anyone. (Was she worried about sexual stereotyping?)

“We are talking about problem solving, specifically, using the methodology of ironing a shirt as an example,” she said. The problem was soon solved by polyester, although now that all-cotton has reemerged—wrinkled—I wish I’d paid closer attention to Miss Everett’s streamlined solution.

The IUP students, one alum told me, had a wrinkle we MSU grads hadn’t dreamed of: a baby! The infant, awaiting adoption, was temporarily imported from a foundling home, ready to be fed and cuddled by the students. This must have been an eye-opening look at what motherhood—even in shifts—was all about. Night feedings and term papers don’t mix.

In those supposedly less enlightened days, girls’ mothers taught them such “women’s work” as cooking, sewing and—ugh!—housekeeping. Of course, our stay at Home Management House preceded the truly enlightening Senior Seminar in which Betty Friedan’s “The Feminine Mystique” was required reading.

Still, we grew fond of Miss Everett, a spare-boned stickler on proper procedure. The first day she told us her pet peeve: “I hate sloppy butter dishes. If I see one on our table, I will ask you to remove it.”

Miss Everett ate her meals with us, but sometimes retired to her private apartment and quietly closed the door. We wondered if this behavior had anything to do with that poli-sci professor who had been her guest to dinner.

Our foursome might have set a HMH record of sorts. In 21 days of residence, we had midterms, overflowing dishwashers and term papers, and entertained 20 times, including a homecoming buffet. “You are the honors section,” Miss Everett said.

Every time I pick up a fork to hold my meat for cutting, I think of her. In our one-to-one evaluation—part of management is evaluating results—she noted that I held my fork like a barbarian. She said it nicely, though.

**Mrs. Martinson**  
*is Food Editor of*  
**the Pittsburgh**  
**Post-Gazette.**

If HMHs ever return, men should be included. As an economics major at University of Washington, my husband, Ace, lacked HMH training, but he came to our marriage with one valuable skill.

He had washed those gigantic glass windows at a grocery store, and the man's picture windows are streakless. (Now if I could just talk him into ironing my shirts.)

His lessons in manners took an economic form: fines by his fraternity brothers for esoteric infractions, such as not placing the fork at a 45-degree angle. "Ten cents—you would have to throw in 10 cents," he tells our daughter when she errs at the table.

Today, the home-ec program at Carnegie Mellon is gone, and home economics education has changed dramatically. But I often wish Miss Everett were afoot. I can still manage a buffet, and I know how to operate a dishwasher, but there are days she'd have to send our butter dish back to the kitchen.



# Creating a Legacy through Oral History

*Janelle Walter*

This article is meant to inspire others to use oral history methods to preserve the memories and thoughts of persons involved with any group, association, or institution.

I volunteered recently to begin an oral history project for my department at Baylor University. I understood very little about doing or organizing such a project but I thought it was probably within my grasp. I had a three-hour training session before I set out on this project. I had an approved tape recorder and the high quality tapes I needed. Now all I needed was someone to interview.

I had a list of retired faculty and staff from my department. I was set. I would have 10 interviews cranked out before you could say "pitaschio." The top two people on my list would not even consider participating. Wow!! I was hit pretty hard and felt slightly rejected. The next two people on my list (a former department head of 25 years and faculty member of 15+ years) wanted to be interviewed but because of illness did not think they could give their best to an interview. I was disappointed again!

Acceptance did lie around the corner, though. I interviewed one of the first teachers in our department. She, herself, was a student when she was asked to teach. She registered for the first class (sewing) offered in our department in the early '30s. She had such good skills she was asked to teach the class the next semester. Her father taught Latin, and she had been around the University all her life. She taught for a year and a half with one textbook which was loaned to her. Our University was close enough to shops for her to walk with her whole class to fabric stores to purchase fabric. She was never actually paid for one semester of teaching as it was the Depression. Instead she received a voucher from the University for her pay. It was never redeemed. Even today, according to her, she will get some material and make a dress when she gets a little "down." Now, all the students in our program can listen to her interview and see just how far we have come, the sacrifices made, and the struggles that had to be fought for them to comfortably pursue their studies today.

I continued down my list and have finished eleven interviews. As I talked to each person, they told of joys and sadness,

*Dr. Walter is Associate Professor in the Department of Family and Consumer Sciences, Baylor University.*



successes and failures, and, in the process, the maturing of our profession as it exists at Baylor. The memories they shared are now preserved. Our predecessors described contributions, their mentoring, their leadership, their professional growth, and finally their contribution to a dynamic discipline that has dedicated itself to serving families. I am particularly taken aback by the warp speed of development our department has experienced in the past 20 years. We take so much for granted.

Oral histories allow the everyday, the ordinary to be preserved. Sometimes we think history is made up of grandiose events recorded for all time, but oral histories reassure us all that it is each and every little step we all take that adds up to grand proportions. I encourage you to start, help, or finish an oral history in your administrative unit. It is a rare opportunity to help those of tomorrow appreciate the footprints in which they walk. Here are three R's of doing an oral history project:

- R—recordings, tape or video or both
- R—rejection, you'll get a few
- R—remembrances, rare and royal

**For your information:** Most states have an Oral History Association and conduct workshops and state-wide conferences which provide training and networking opportunities. The national Oral History Association is located at Baylor University:

PO Box 97234  
Waco, TX 76798-7234  
Telephone: (817) 755-1571  
e-mail: OHA\_Support@baylor.edu

Studs Terkel, a Pulitzer Prize winning oral historian, quotes a 79-year old: "Think what's stored in an eighty-nine-year-old mind. Just marvel at it. Think of those visual images stored in your head—your own videotapes. You can see the faces of people you've met throughout your life. You remember the places you've been to. . . . It's not going to be there much longer. Let's get with it" (1996, p. 2).

Terkel, S. (1996). *The coming of age: The story of our century by those who've lived it*. New York: St. Martin's Griffin.



## Editor's Message

This volume has been a joy to edit. (I love all editing, but this was a special delight.) During work on the biographies and autobiographies in this issue, I've come to the conclusion that we need to promote autobiographies. First person stories capture the inner world—voices speaking to us across the years, connections with people for all time.

Although many people leave papers behind, history and archives have not been priorities in our profession. Few of us have adopted the historian role. And we've lost so much wisdom and professional direction because we failed to tap our available human resources. We gave parties to retirees, but we didn't ask for the gifts they had to share. It seems to me that retirement has not been fully mined for the "golden nuggets" that all professionals undoubtedly possess. Certainly I do not want to imply that autobiographies should be limited to retired persons. Deacon and Walters in this volume have not only examined their own lives but have shared their thoughts on the future of the profession.

It has occurred to me that even if individuals don't feel they have something to communicate to the profession, "pass the torch" so to speak, most people have family or significant others who would value their reflections. In my case, it has occurred to me that my sons kinda know what I do but not really. I'd like them, and my grandchildren, to hear about me in my own "voice." Whether or not my story will have significance for my profession, it will represent putting my heart on paper—connecting with others.

William James says it quite well: "I've thought that the best way to define a person's character would be to seek out the particular mental or moral attitude in which that person felt most deeply and intensely active and alive. At such moments there is a voice inside which speaks and says, 'This is the real me.' "

I hope there's a whole avalanche of response to this challenge. Do yourself a favor: celebrate the richness of your life and share your life story!

Note to my mentors (you know who you are): Are you listening? I think I speak for mentees everywhere when I plead for oral and written stories so that they become a legacy for the future. Please do it!

DM

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