

A CURRICULUM IN HOME ECONOMICS PLANNED FOR THE NEGRO LAND
GRANT COLLEGE, BASED ON A STUDY OF THE SITUATION IN FLORIDA

by

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INTRODUCTION

The initial movement, which resulted in home economics education for Negroes, was prompted by the early and peculiar needs of this emancipated group in the United States at the close of the Civil War. Although the development of home economics education for Negroes was contemporaneous with the general and wide spread home economics movement, there has been a tendency to adjust to the trends of both movements, and this explains in part the varied and traditional aspects of the present day home economics curricula in Negro colleges.

The purpose of this thesis is:

1. To cite the historic factors which affected the development of home economics in the education of the Negro through a discussion of the economic and social status of the group, the Negro home and some problems of the women helping make these homes, and the effects of general education as a factor in stages of this development.

2. To make a comparison of home economics curricula and organization in some of the colored schools, particularly, the state college.

3. To portray the present opportunities for home economics education in the Negro schools of Florida and some of the communities in the state.

4. To plan a home economics curriculum for the Florida Agricultural and Mechanical College with the revision and reorganization of the present curricula in mind. This curriculum is to be based on the status of the work in Florida and to meet the needs of the following groups of students attending this institution.

a. Students taking the four year college curriculum.

b. Students taking the two year home economics teachers curriculum.

c. Students in the junior and senior high school.

5. To formulate suggestions for curriculum organization that may be used in other Negro Land Grant colleges and other schools, with appropriate changes.

STATUS OF KNOWLEDGE IN THE FIELD

Investigation shows that little literature is available on the subject and that no similar study has been made in this field.

METHOD OF STUDY

Information regarding the development of home economics in Negro education was obtained from educational reports and from a number of economic and social studies, made during both early and recent periods.

Information regarding schools, was obtained through personal visits; data secured from the Office of Education, Department of Interior, Washington, D. C.; data secured from the State Superintendent of Public Instruction, the State Supervisor of Home Economics Education, and the State and Local District Home Demonstration Agents in the State of Florida; questionnaires sent to the 68 county superintendents; questionnaires to the heads of the five private colleges in Florida and the Land Grant College.

The data were checked and tables constructed for comparison and study. A suggested curriculum for home economics in the Negro Land Grant College was planned.

Conclusions and recommendations based upon the findings and knowledge of the situation were made.

THE DEVELOPMENT OF HOME ECONOMICS IN NEGRO EDUCATION

Historic Factors

The educational progress of the Negro in America is so curiously interwoven and so interdependent with his economic and social position, that it is impossible to project an adequate discussion of the development of home economics in Negro education without a glance at the past and present economic and social status of this people as a background.

The emphasis placed on the home environment, and factors of home-making as closely related to the economic and social status may be noted, while the entire history can be divided into three periods. Beginning with the arrival of a small ship load of African servants on American soil in 1619,¹ the Negro has resided in America for 311 years. The rapid increase both through births and importation of slaves brought this number to four and one-half million in 1865.

By 1860 the greatest portion of this population was

1 Monroe N. Work, The Negro Year Book, p 195, 1925-26 .

to be found in the Southern states for economic reasons, where their labor on the cotton, sugar, tobacco and rice plantations was most profitable.¹

There were decided and far reaching influences arising from this period that are reflected even at the present in the occupations, the family and housing situation, the social activities and general economics of the group in this geographical area. During this period a small percentage of the Negro population laboring in the South was classified as house servants and skilled artisans, while the majority was engaged in agriculture. There were general characteristics for the houses in which the plantation group lived. First, there was a lack of comfort; the Negro knew nothing of the little niceties and comforts of the civilized home - everything of beauty and taste had disappeared with the uprooting of the African home and little had been learned to replace them. Thus even to this day there is a curious bareness and roughness in the country Negro home, the remains of an uncouthness which in slavery times made the home anything but a pleasant, lovable place. There were, for instance, few chairs with backs, no sheets

1 Scott Nearing, Black America, p 20, 1929.

on beds, no books, no newspapers, no closets or outhouses, no bedrooms, no tablecloths and very few dishes, no carpets and usually no floors, no windows, no pictures, no clocks, no lights at night save that of the fireplace, little or nothing save bare, rough shelter." There was lack of the ordinary incentives to thrift "and little opportunity for the most simple hygienic customs." There was no legal marriage, no legal family, and no control over their children. "There was the absence of the father - that is the lack of authority in the slave father to govern or protect his family." Even the absence of the mother for "the slave mother could spend little or no time at home."¹

While the line of demarcation between the second and third historical periods was somewhat vague, the second period, beginning 1863-1865 was characterized by the struggles of several distinct classes among Negroes. The origin of these classes may be easily traced to several factors during the first period, and the fact that they exist to day constitutes the most striking phenomenon which marks the third or present period.

1 W.E.B. Du Bois, The Negro American Family, pp 48-49, The Atlanta University Pub., 1908.

A - These groups developed from the existence of the free Negro in the United States. "Before the Civil War there, were, generally speaking two classes of Negroes in United States, namely, free Negroes and slaves." "Although there were among the free Negroes of the South before the war, a certain number who owned large plantations, and some who owned slaves, the Negro plantation owners in the South today have been recruited almost wholly from the ranks of the plantation Negro."¹

B - Another group from the plantation Negro characterized by a lowly status that was in many instances worse than that, previously described, of the slave group.

C - This gulf between the two groups, one of abject poverty, the other wealthy, or a favored slave with cultural advantages,² resulted in what may be termed as the middle class. Thus there may be seen how the wide range in the economic and social status within the group began and why the same variations are so marked today.

1 Robert E. Park, "Negro Home Life and Standards of Living", pp 147-148, The Annals of the American Academy of Political and Social Science.

2 E. Franklin Frazier "The Negro Family" p 44, The Annals of the American Academy of Political & Social Science, Nov., 1928.

As a result of the poverty experienced, land ownership became a struggle and almost an obsession for many of these people attempting to escape from the lower status. They began to advance themselves as property owners in rural communities, village and town communities, and in the city with the poorer and better class city dwellers. By 1890 one-sixth of the population owned homes.¹

First, let us consider the rural home of this second period. Of the 1,832,818 private Negro homes reported in 1900, 74 per cent were in the country district. Land ownership increased and these new entrepreneurs expressed a desire for better homes. "There was no ideal home-making to which the better class of freemen could look. There were no white, green blinded New England cottages scattered here and there, no middle class dwellings - only the big house and the slave pen, nothing between." Since the home builder could not build a mansion, he improved the slave cabin with a porch, one or two windows, a lean-to arrangement for a kitchen. Often ideas about more rooms and arrangement of furniture were secured from his friends living in town. Better homes were offered the renters as frame

¹ Report of the Commissioners of Education, p. XXXVII, Dept. of Interior, Oct., 1901.

cabins with board floors. Some of the difficulties of these homes were poor light, bad air, lack of sanitary appliances, poor protection against weather, crowding, poor food, lack of privacy, and lack of beauty.¹ Some of these conditions are to be seen today in various sections and a few are within a stone throw of some of the best Negro colleges.

The trend in the village and town home at this time is equally interesting. It will be noted that the keen desire to see something of the world, to live a new life caused a rapid increase of population in the towns and cities. Some rose, others fell. "The successful ones give the evidence of awakening in improved housing - more rooms, larger windows, neater furniture, the differentiation of sleeping rooms, kitchen and parlor, and general improvement in tidiness and taste."² Some facts regarding the city home for the poor from the study of a typical city show that: 95 per cent of the homes were rented in one ward, a very poor section; 35 per cent of the homes looked clean and neat in this same section.

1 W. E. B. Du Bois, The Negro American Family, pp 51-54.
The Atlanta University Pub., 1908.

2 Ibid p 57.

In the whole city in 1900 the Negro family lived as follows:

In one room-----	622
In two rooms-----	1,654
In three rooms-----	1,357
In four rooms-----	1,039
In five rooms-----	1,902

The homes of the better class of this same city are constantly increasing and are owned by college graduates of the schools of the vicinity, professional men, teachers, mailcarriers, and merchants. Generally they were one or two story buildings with bathrooms, water, gas and electricity and provided the comforts and the niceties of life. It is shown that at least one-third of the group living in country and in town had reached such a plane of economic independence by 1900.¹

By 1920, a year within the third and present period, the Negro population had increased to 10,463,131 according to the United States census report. One great change occurring during this period of history, was the serious labor shortage during and immediately following the World War,

1 The Negro American Family, pp 59-65.

which was met by introducing Negro labor into Northern industry. The laboring class was followed by the business and professional class.¹ Already the colored population of the Southern cities had swelled in numbers because of the exodus from the country to the town and city. "Negro urban dwellers numbered one and five-tenths million in 1890; two million in 1900; three and five-tenths million in 1920. The movement to the city has been going on for decades."² Beginning with 1914, however, the numbers going to the Northern cities were tremendous. The home owner and renter in these cities faced and yet face serious problems in housing due to the density of population, the undesirable localities and the exceptionally high rent charged in many instances. There is constant pressure forcing them to accept the lower levels in housing accommodations. The housing is not the same for all, of course, "The housing standard of the well-to-do Negro is equal to that of the well-to-do white man. But the masses of the Negro workers take the broken victuals of the American housing facilities."³ "Along with the modern conveniences and tasteful

1 Robert Russa Moton, *What the Negro Thinks*, p 58, 1929.

2 Scott Nearing, *Black America*, p 71, 1929.

3 *Ibid* p 122.

furnishings, the thinking Negro provides for his family the satisfactions of home life that intelligence and culture demanded everywhere. Books, paintings, sculpture, music, newspapers, magazines, all are common adjuncts of the home life. There is the annual vacation for all of the family, sometimes by train, sometimes by motor car. Among them are club life for the women as well as for the men. Card parties, receptions at-homes, dances are all a part of the social program for visiting guests; and where conditions make it possible without humiliation, there are theatre parties, also followed by suppers and dances, all of which reflect the genuine Americanism of the Negro.

Along with these go literary, scientific, professional, and art societies and clubs whose members have qualified by degrees from recognized American institutions and have achievement of distinction in their respective fields. These are the finer flower of Negro home life."¹

Problems of the Negro Woman As a Factor

The Negro woman of 1890 had made for herself a remarkable place in American history; for what is a span of 25

¹ What the Negro Thinks, p 37.

years compared with the four distinct tasks that were hers at emancipation? Prior to this time she had no opportunity to be a housewife; she had no control over her children nor could she take part in directing their training. She had no citizenship. With these things as a part of her background, she has joyfully assumed the responsibility of administering to her family as she had seen the sisters of another group in previous years. She was of necessity forced into the ranks of industry and forced to help earn a living. Being a woman she was handicapped, for women were only beginning to reach the top of the ladder in their struggle for emancipation, and being a Negro woman she was handicapped further because she was not always properly regarded as a member of an unfortunate race. Unlettered, she hungered, and struggled to satisfy this hunger with knowledge. With regard to education, as late as 1884, 77.6 per cent of colored women could neither read nor write,¹ however, there were in 1898, 82 college graduates among Negro women from Northern colleges such as Vassar, Mount Holyoke, Oberlin and the University of Michigan. There

1 A. D. Mays, "Common School Education in the South from the Beginning of the Civil War to 1870-1876", p 442, 57 Congress 1901-1902.

were 170 from Southern institutions with a rapidly increasing number in these schools.¹ The elementary and secondary schools were filled to overflowing; for every mother wanted her daughter to have a better education than she had received and made every sacrifice to make it possible.

The colored woman assumed a social position in her community thoroughly imbued with the spirit of uplift and usefulness to her fellowmen. She participated in benevolent movements of various conferences, clubs and the church.

It is timely, however, to consider some facts concerning the Negro woman in America at the present. In writing "The Task of Negro Womanhood", Elise J. McDougald best describes the groups within the race. "First, comes a very small leisure group - the wives and daughters of men who are in business, in the professions, and a few well paid personal service occupations. Second, a most active and progressive group, the woman in business and the professions. Third, the many women in the trades and industry. Fourth, a group weighty in numbers struggling

¹ Kelly Miller, "The Education of the Negro", p 826, 57 Congress 1901-1902.

on in domestic service with an even less fortunate fringe of casual workers, fluctuating with the economic temper of the times."¹ The women of the first group experience little pressure from without and preside over their homes as wives and mothers of the better class of any other group, with the same problems of daily procedure which affect the home and family. "It is in these homes of comparative ease that we find the polite activities of social exclusiveness!" Speaking of the second group, "These women of business, profession and trade are the hub of the wheel of progress. Their burden is two fold. Many are wives and mothers whose husbands are insufficiently paid, or who have succumbed to the social maladjustment and have abandoned their families. An appalling number are widows. They face the great problem of leaving home each day and at the same time trying to rear children in their spare time - this too, in neighborhoods where rents are large, standards of dress are high and costly, and social danger on the increase. One cannot resist the temptation to pause for a moment to pay tribute to these Negro Mothers."²

1 Elise J. McDougald, "The Task of Negro Womanhood",
The New Negro p 370, 1926.

2 The New Negro, p 371

Thus it may be seen how the traditional knowledge passed from one generation to another, for the most part, has been used by the Negro woman in her home and family relationships, in sharing the economic responsibility of the home; and how she acquired some degree of education and participation in social and community relationships. Such are the factors contributing to the rise of early homemaking courses, and inviting attention to the need of improved homemaking education today.

General Education As a Factor

General education for the group began in 1860, and since that date much is recorded thereof. It is well to note some important stages of development as a background of setting for the progress of home economics. There was established a group of schools owned and operated by independent boards of trustees, largely Northern philanthropists. At that time Hampton Institute and Tuskegee Institute were "the largest and best known". Other institutions of this group that have become powerful and are widely known, however, are: Fisk University, Atlanta University, and Mcharry Medical College.¹

¹ Negro Education, U. S. Bul. 38, 1916, pp 124-125.

Hampton and Tuskegee were pioneers in agriculture and vocational education. The early phraseology for homemaking subjects as taught in these schools was included in the term Industrial Education. Hampton Institute was definitely organized by General Armstrong in 1868. This school is said to be the first school of its kind in the United States, and certainly the first to give industrial training to the Negro woman as an institution. General Armstrong believed that the aims of successful education should be expressed through "the development of manhood and womanhood through the common tasks of the common day." He predicted for the newer education in America that, "The education needed is one that touches upon the whole range of life, that aims at the formation of good habits and sound principles, that considers the details of each day; that enjoins in respect to diet, regularity, proper selection, and good cooking; in respect to habits, suitable clothing, exercise, cleanliness of person and quarters, and ventilation, also industry and thrift; and in respect to all things intelligent practice and self restraint."¹ Miss Elizabeth Hyde

¹ Negro Education, U. S. Bull, 38, p 10.

who taught at Hampton for 47 years and was an associate of General Armstrong, "made a contribution to the home economics education-----". "Her attitude toward training Hampton girls and women was colored by his philosophy." She used the dormitory as a practice house and inspired standards for better living in the homes of the girls through her direction and teaching efforts.¹ Booker T. Washington, an early student at Hampton Institute, realized that the women of his race needed both training for better homemaking and better training for earning a living. With these things in mind, and through his power of leadership, he planted anew the spirit of Hampton at Tuskegee and enlarged the early opportunity for instruction in homemaking in 1881.²

Individual gifts and contributions to these two institutions, and to Negro education generally, were influenced very largely by the spirit of this movement. Millions of dollars have been given through various individuals and funds, and some mention of these funds can be made here, so that the initiation of home economics in the Negro pub-

1 Carrie A. Lyford, "Elizabeth Hyde", J. of Home Economics, Feb. 1929, p 113.

2 Booker T. Washington, "The Future of the American Negro", pp 47-93.

lic schools may be well appreciated.

At the close of the war the Freedmans Bureau was organized, which directed and aided in the establishment of a public school system in the various Southern states. The impoverished Southern states struggled under this burden, finding it expedient to establish the dual system for both races, so that the first sum of money to be given in 1867 by George Peabody brought great relief in the matter of public school funds. In the language of the articles of endowment the money was to be used for promoting "Intellectual, moral and industrial education in the most destitute portion of the Southern states."¹

The John F. Slater fund was the second large sum of money given, and was established specifically for Negro Education. It has made a unique contribution to the home economics movement in colored schools that is not familiar to most people. This will be cited later. A summary of special funds showing the approximate sum and dates when established is given in Table I.

In 1895 a movement was begun in and about Norfolk, Va.

¹ Henry S. Prichett, "General Educational Agencies in the South", The South in the Building of the Nation, Vol. X, pp 388-397.

Table I. Individual Gifts Aiding Negro Education in Part or in Whole.¹

Number :	Description	: Amount	: Established
1*	The Peabody Education Fund	\$ 3,000,000.00	1867
2	John F. Slater Fund		1882
	a-Religious & Private Institutions	2,081,899.00	
	b-Public Institutions	1,039,949.00	
3	Daniel Hand Fund	1,000,000.00	1883
	a-To the American Missionary Association		
4*	The Southern Education Board	No fixed endowment	1901
5*	The General Education Board	40,000,000.00	1903
6	Anna T. Jeans Fund	1,000,000.00	1907
7*	Phelps-Stokes Fund	153,000.00	1909
8**	Julius Rosenwald Fund	3,333,852.00	1914
9	Pierre S. du Pont Gift	2,500,000.00	
	a-For Delaware only		

*Devoting a part of their funds to the Negro.

**Does not include contributions to other educational and welfare projects for Negroes.

¹ Table adapted from:

a - Negro Education, Bureau of Educ., Bull.1916, No. 38, pp 161-168.

b - The South in the Building of the Nation, Vol. X, pp 386-397.

c - The American Negro. The Annals of the Amer. Acad. of Pol. & Soc. Science p 221, Nov. 1928.

d - Report of Com. of Educ., 57 Congress 1901-'02, p 469.

as a result of an investigation of the Slater Fund. This investigation of the Negroes of the South showed that knowledge of wholesome living, and of the means of earning a living were unknown to the masses. Especially was this true of the women who had known farm labor only.

A plan was devised for reaching the people, and a teacher trained in one of the cooking schools in the North also a social worker was selected. Classes were planned and organized to teach the children simple sewing, cooking and also personal cleanliness. To train adults, and help the promising ones to become teachers of the homemaking subjects. Classes were taught in various schools after hours. Evening classes organized for adults and work was given to boys also. These classes grew in numbers and spread to different parts of the state. "Finally the whole system was taken over by the state and made a part of the public school system." Other states adopted the example and thus the home economics in the public schools for Negroes began.

Home Economics in the public schools may be credited

1 Emma S. Jacobs, "Pioneering in Home Economics Among the Negroes of Tidewater Virginia", J. of Home Economics, Feb., 1929.

to the early work of the Slater Fund indirectly. Speaking of the significance of this movement an editorial in the Journal of Home Economics for February, 1929 makes this note: "The development of home economics in Negro schools is a phase of the home economics movement whose social economic importance is often overlooked.----Not a few of the elements in our present methods of home economics extension had their counterpart in this work undertaken among Virginia Negroes fifteen or twenty years before the passage of the Smith-Lever Bill."¹

At the close of the Civil War the matter of Negro education was a question eagerly debated; encouraged by some, and opposed bitterly by others.² Northern white church boards represented one group heartily endorsing this undertaking. Feeling and seeing the difficulties resulting from a mass of ignorant people, the church organizations of the North sent money and teachers to establish schools. It was through these private institutions that the most adequate elementary, secondary and college training was given. While their efforts were literary for the

1 J. of Home Economics, Feb., 1929, p 115.

2 Josepheo Daniels, "The Progress of Southern Education", pp 310-319, Annals of the Amer. Academy, Dec., 1903.

most part, and the peculiar vocational needs of the colored people were not stressed in their plan, these schools prepared most of the teachers and leaders among the group who have paved the way and led to the establishment of the Negro college.¹

According to the 1916 government survey Negro church boards owned and operated schools with a property valuation of two and one-third million dollars, contributing more than \$380,000 for current expenses yearly. This is an indication of the effort toward selfhelp in the matter of education.²

Although the literary trend in these institutions was obvious, homemaking education received further stimulus when the women of the Northern white church boards established phases of the work, particularly sewing, in these schools. The Woman's Home Mission Society of the Methodist church built special homes for such instruction in or near the school owned by that board. "These homes usually provide the lessons in cooking and sewing for all of the young women of the school with which they are affiliated. In

1 Negro Education, A Study of Private and Higher Schools for Colored People in the U. S., p 128, Bull, 38, 1916.

2 Negro Education, U. S. Bull. 38, 1916, p 151.

addition a few girls live at the homes and receive instruction in household arts through the actual care of the house. Four of the homes are independent and furnish general instruction and practice in household arts. Practically all of them are well managed. The instruction both theoretical and practical, is effective. In some instances there was evidence of misunderstanding between the homes and the Freedmans Aid Institutions with which they are associated.-----The more fundamental difficulty is probably in different standards and ideals of the school activities. The homes are insisting on an educational emphasis that is not in accord with the literary ideals of the school. They usually demand more effective discipline and more attention to the simple but more essential elements of home life."¹

The Freedmans Bureau established one Federal school for Negroes, Howard University. The establishment of Land Grant colleges or schools supported by Federal and State governments for colored people, was another significant development in educational progress. In accord with

¹ Negro Education, U. S. Bull. 38, 1916, pp 142-143

the purpose of the Morrill Land Grant Act of 1862, 1900, 1907, 17 of these schools were located in Southern states. The purpose of Federal Funds as specified "to be applied only to instruction in agriculture, the mechanic arts, the English language, and various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life, and also for the special preparation of instructors for teaching the elements of agriculture and mechanic arts."¹ In earlier years the financial support from the individual states to these schools was small, the work largely elementary and secondary. State expansion programs in recent years are changing these conditions along with help from individual funds and the aid of the National Vocational Education Act.

"Since the World War, Negro education is being taken seriously by public officials. Significant indications of this change are-----; that state colleges for Negroes are made in fact as well as name; that state appropriations for Negro education in some instances are multiplied three or four times over preceding years.-----"²

1 Ibid p 122.

2 Robert Russa Morton, "What the Negro Thinks", p 247.

Home economics is now a recognized phase of instruction. The development of the work in the Land Grant colleges in later years was not significant in general, however, until the passage of the Smith-Hughes Bill in 1917. The high standards established at the beginning, by leaders, and effective growth of home economics in Negro schools had lagged for a number of years. The colored people themselves had misunderstood, and failed to interpret well, the meaning of the movement. Trained teachers were not available, and funds for equipment and development were not provided. A Negro college president in discussing the development of home economics in Negro schools gives a representative picture of some former attitudes in colored colleges.

"The home economics courses were organized with no objective of training a girl to create and maintain a home - in fact educators did not consider them equal in importance to other courses in the curriculum. Home Economics teachers at this period failed to emphasize health as an end and aim in proper eating, good housing and correct clothing.---No serious attempt was made at teacher training." "A seamstress who could fashion a shirtwaist or an apron which seemed attractive to one in

authority was considered capable of assuming the popular position of instructor of sewing and handicrafts, and the mixer of favorite desserts was likely to be made instructor of cooking." The writer points out, however, the rapid development and improvement of Home Economics departments in recent years in these schools concluding, "As such they are contributing in a larger measure to the development of the natural resources of the South and are bound to have a favorable influence on all phases of economic life and to raise the standard of citizenship through the development of character, a higher sense of thrift and honesty, a higher respect for law and order."¹

Opportunities in the Field of Home Economics

The professional class of Negro women continues to grow. In recent years, however, in connection with beauty culture Negro women have originated and developed what may be considered as big business enterprises. The first owner of one of these business establishments left an estate valued at \$1,000,000 at her death in 1919.² Of the 58,000

1 R.S.Wilkinson, "The Development of Home Economics in Negro Schools", J. of Home Ec., June, 1928, pp 394-398.

2 Monroe N. Work, "The Negro in Business and the Professions", The Annals of the Amer. Acad. of Polit. & Soc. Science, Nov., 1928.

colored adults employed as teachers¹ the great majority are women. All other professions in which other women are ordinarily engaged have their representatives as in law, medicine, chemistry, etc. The professions growing out of home economics, however, are almost disregarded. Homemaking as a profession and trained teachers of home economics have been mentioned. A little training is being given for home demonstration leadership but the positions growing out of the institutional phase as cafeteria directors and managers, dining hall managers are lacking in many instances. There is a real need also for nutrition workers in the schools, and dietitians in the hospitals, clinics and sanitariums. Certain phases of the newly organized social service work for Negroes³ could be conducted by well trained home economics women; as well as more business establishments in the textile and clothing field.

1 Survey on Negro Colleges and Universities, Bu. of Ed., Bul. No. 7, 1928, p 2.

2 Eugene Kinckle Jones, "Social Work Among Negroes", p 292. The Annals of the Amer. Acad. of Pol. & Soc. Science, Nov., 1928.

A STUDY IN CERTAIN COLORED COLLEGES AND IN THE
STATE OF FLORIDA

Why Various Terms are Used in Some of the Schools Today

No mention has been made of the terminology, and how the standard term "home economics" came into existence. A bit of history, giving the historical development of the general movement in this country may well be cited here, so that the various terms used in comparing school curricula may be fully appreciated.

Sewing was legally endorsed in the public schools of Boston in 1872. "The movement for the improvement of cooking" was begun in New York in 1874. The first work established in a white college began with Kansas State Agriculture College in 1873 and was closely followed by Iowa State in 1875. Sewing and cooking, domestic science and art, and domestic economy were some of the terms used to designate all, or some part of the courses given in the elementary and secondary schools of the country as well as in the colleges. The movement spread rapidly and was not standardized. The American Home Economics Association was

organized in 1908 and with this organization the term Home Economics was adopted for this distinctly new science in the United States.¹ The tendency to use some of the older terms lingers.

Comparison of Organization in Three Distinct Types of Colleges

Although this study is primarily concerned with the Land Grant college, some idea of the trend of organization in certain other colleges is desirable.

Three distinct types of colleges were visited in the study, the one federal school for Negroes, Howard University, Washington, D. C., the leading and most unique church school; Wilberforce University, Wilberforce, Ohio² and one of the highest rated Negro Land Grant colleges; West Virginia State College, Institute, West. Va.

A questionnaire covering the topics upon which information was desired was prepared and this information was secured while visiting the various plants.

Table II gives some of the results and offers a means of comparison.

1 Isabel Bevier, Home Economics Education, pp 125,135,141, 155.

2 Organized and owned by Negroes, receiving some state aid.

Table II. Comparison of Department Organization in Three Distinct Types of Colleges

Home Economics Department	West Virginia State College	Howard University	Wilberforce University
Purpose and organization of college	:Land-Grant College.To offer liberal and certain technical curricula of undergraduate scope to Negro youth.	:A university for the education of Negro youth in Liberal Arts and Science, Education, Music, Religion, Law, and Medicine. A Federal School.	:General education of Negro youth through combined efforts of the A.M.E. Church and the State of Ohio.
How Home Economics is set up	:Major division: Home Economics Department.	:A department in the College of Applied Science. The Dept. of Home Economics.	:Combined Normal and Industrial.Known as Home Economics Department.
Organization of curricula	:B.S. in Home Economics.	:B.S. in Home Economics.	:B.S. in Home Economics. Non-degree two-year teacher training.
Subdivisions of home economics unit	:Applied or related art,home demonstration,child care, food and nutrition, teacher training, home management, textiles and clothing, institutional management, millinery.	:Applied or related art,food and nutrition,general home economics,teacher training,home management,institutional management,textiles and clothing, millinery.	:Applied or related art,child care, food and nutrition,teacher training, home management,textiles and clothing, house planning and furnishing.
Objectives in department and primary aims	:The preparation of home economics teachers. To cultivate an attitude of social and economic responsibility. To stimulate interest in continued study and research.	:To prepare dietitians for hospitals, clinics,social service. Institutional management,teaching, and general culture.	:Teacher training, efficient homemaking.
Number and training of home economics staff	:5 members: 1 M.S.; 4 B.S. (graduate study).	:3 members on staff; 1 PhD; 1 B.S.; 1 no degree.	:3 staff members: 2 B.S.; 1 no degree.
Distribution of staff duties	:All teach;dean responsible for records and departmental organization.	:All teach.Professor head of department with heaviest teaching load.	:Director responsible for major organization problems. All teach.
Description of building, equipment, and practice house	:Department not housed in one building. Three foods and three clothing laboratories with moderate equipment. Two-story brick practice house valued at \$4,000. Total value of permanent equipment, \$10,000.	:Laboratories: 2 clothing;1 textile; 1 art; 1 foods. Practice apartment of 4 rooms. 1 cafeteria kitchen and dining room. 1 laundry room. Offices and ample storage. Moderate equipment,all housed on third floor of dining hall. Valuation: not available.	:Two-story brick building.Laboratories: 2 food; 2 clothing; 1 millinery. Library. 1 lecture room. 3 large rooms devoted to temporary practice suite, office, and storage all with excellent new equipment. Total value permanent equipment, \$72,000.
Relation with Federal Board for Vocational Education	:\$800 appropriated annually for teacher training.	:No relation.	:No relation.
Relation with Department of Public Instruction	:Establishes standards and prescribes conditions to be met.	:As a part of the college open for inspection by the U.S.Bureau of Education.	: Prescribes standards for certification of graduates.
Total number of women students in institution	: 365	: 986	: 365
Total number of women students with a major or minor in home economics	: 70	: 75	: 54

Comparison of Home Economics in Colored State Colleges

Sixteen of the 17 Negro Land Grant colleges are co-educational and offer instruction in home economics. An attempt to determine what each of these schools holds for its aim and consequently the direct bearing on the future development in the field of home economics was made in a recent survey. The aims that were commonly listed as important were:

- a. homemaking
- b. teaching
- c. general culture

Preparation for business employment and social service were listed by three of the 15 colleges making replies and preparation for extension work was listed by one. This bears a close relation with the occupation of previous graduates in this field.

Secondary aims that were checked were:

- a. preparation for business employment
- b. social service and extension work
- c. general culture and research

In listing methods to prevent duplication of high school work nine reported examination of high school text

books used; eight gave as a means, reports from State department relative to accredited high schools; six gave evaluation of high school courses by teachers training in home economics and five gave visits to high schools in state by head of the home economics department. Only three reported examination of high school note books.

Table III gives the name, location of the college and the length of the curricula in home economics. All except one have high school departments associated with the school and the table shows the type of organization in these high schools.

Table IV shows the weak points in training home economics students as collected from each state regarding graduates since 1925. Seven schools of the 15 replied. The largest number of deficient points were checked against the head of the department.

Home Economics in the Negro Schools of Florida

There are six institutions of higher learning for the Negro youth of Florida. The Florida Agricultural and Mechanical College, the state Land Grant school; Edward Waters college; Florida Normal and Industrial Institute; Bethune-Cookman college; Fessedan Academy, and the Boylan

Table III. Location and Organization of Home Economics Curricula in 15 Colored State Colleges, 1929.

Name of College	Location	Length of Curricula		Degree	Type of High School Supervised by College
		2 yrs.	4 yrs.		
State A. & M. Institute	Alabama	2			Jr. and Sr.
State College for Colored Students	Delaware	2			4 yrs.
Florida A. & M. College	Florida	2	4	B. S.	Jr. and Sr.
Georgia State College	Georgia	2	4	B. S.	Jr. and Sr.
Kentucky State Industrial College	Kentucky		4	B. S.	4 yrs.
Southern University & A. & M. College	Louisiana	2	4	B. S.	4 yrs.
Princess Anne Academy	Maryland				4 yrs.
Lincoln University	Missouri		4	B. S.	4 yrs.
Alcorn A. & M. College	Mississippi		4	B. S.	4 yrs.
Colored Agric. & Normal University	Oklahoma	2	4	B. S.	4 yrs.
State A. & M. College	S. Carolina		4	B. S.	4 yrs.
Tenn. Agric. & Industrial State Teachers College	Tennessee		4	B. S.	4 yrs.
Prairie View State State Normal & Industrial College	Texas		4	B. S.	1 yr. sub-college
Virginia Normal & Industrial Inst.	Virginia		4	B. S.	4 yrs.
West Virginia State College	West Va.		4	B. S.	4 yrs.

Table IV. Weak Points in Training Home Economics Students from Facts Collected Over the States Regarding Home Economics Graduates.*

Cause of Weakness	Person Responsible for Weakness	:A	:B	:C	:X or Yes	Total Points
Deficiency in Academic Training	Person in charge of Teacher Training	1				1
	Head of Home Economics department	2	1		2	5
	In charge of Replacement of Teachers			1		1
Deficiency in Training in Fundamental Sciences	Person in charge of Teacher Training or State Supervisor		1			1
	Head of Home Economics department	2	1		2	5
	In charge of Replacement of Teachers			1		1
Incompleteness of Training in Economic Subjects	In charge of Teacher Training or State Supervisor	1		1	2	4
	Head of Home Economics department	1		2	1	4
	In charge of Replacement of Teachers			1		1
Incompleteness in Training in Economics & Sociology	In charge of Teacher Training or State Supervisor			1		1
	Head of Home Economics department	1	1			2
	In charge of Replacement of Teachers			1		1
Lack of Coordination in Training	In charge of Teacher Training or State Supervisor			1		1
	Head of Home Economics department	1	3		3	7
	In charge of Replacement of Teachers		1			1
Inability to Speak or Write English	In charge of Teacher Training or State Supervisor		1			1
	Head of Home Economics department	1	1	1	3	6
	In charge of Replacement of Teachers			1		1
Lack of Training in Office Organization	In charge of Teacher Training or State Supervisor			1		1
	Head of Home Economics department	1	1	1	2	5
	In charge of Replacement of Teachers		1			1
Lack of Training in Fundamentals of Organization	In charge of Teacher Training or State Supervisor	1		1		2
	Head of Home Economics department	1	1		1	3
	In charge of Replacement of Teachers		2			2
Discipline	In charge of Teacher Training or State Supervisor	1				1
	Head of Home Economics department		1		1	2
	In charge of Replacement of Teachers	2				2

*Seven of the 15 schools answering.

Home Industrial Training School for Negro Girls. "The Florida Agricultural and Mechanical College is the one bright spot in the picture of the negro schools of the State. It is manned by a competent and devoted staff of workers and in it rests the hope of negro education. But this school is far from what it should be in matters of curriculum and other internal educational matters."¹ Table III represents data concerning this college.

Three of the five institutions, other than the Land Grant college, responded to the questionnaires that were sent them. The results show that home economics instruction is given in the three schools. That foods, clothing and home management are phases of instruction in one; handicraft in one; while foods, clothing, child care, home management, including practice house, are taught in the third.²

One Home Economics teacher is employed in one school, while two are employed in each of the others. Though two schools indicated that their teachers were trained at the Florida A. & M. College, no teacher in any of the three schools holds degrees. Two of these schools report 80

1 Official Report of Educational Survey Commission on The Education of Negroes in Florida.

2 The Boylan Home Industrial Training School for Negro Girls supported by the W.H.M.S. of the M.E.Church.

girls taking home economics with an enrollment of 80 girls in one and 125 in the other. One school indicated that students teach primarily after leaving the institution, another "complete their education" with no reply from the third.

Two schools gave answers to the question, "what developments are needed in the home economics department of your school?" as follows:

1. New program for a more varied study, home survey.
2. Follow syllabus of Florida for instruction next year.

Both of these schools will have a head of department with a degree for the next school term.

There are 68 counties in Florida with 16 accredited colored high schools in the state. Questionnaires were sent to the county superintendent of each of these counties to which 19 replied. A summary of the information obtained is given in Table V.

Checking over a statement from the office of the State Supervisor of Home Economics shows that 20 schools are listed in which home economics is taught. Eight of these schools were included in Table V with 12 not included. Several of this number not represented are accredited high schools and

Table V. The Status of Home Economics in the Secondary Schools of Florida as Shown by Replies from Nineteen County Superintendents

County	Home Making Subject Taught in Schools					Number of Teachers		Number of Schools		Enrollment		Attitude of Superintendent Toward Home Economics Education in County
	Foods	Clothing	Child Care	Home Nursing	Applied Design	Home Economics	Home Economics	in County	Elementary	Girls	Boys	
Baker	: None	: None	: None	: None	: None	: None	: None	: 4	:	350	... Total	: No comment.
Brevard (*)	: Yes	: Yes	: None	: None	: None	: 1	: 1	: 4	:	700	: 800	: Not so good.
Citrus	: None	: None	: None	: None	: None	: None	: None	: None	:	177	: 175	: I want to see equal terms.
Collier	: No Negro schools in the County - - - - -											
De Soto	: None	: None	: None	: None	: None	: None	: None	: 1	:	258	: 191	: Would be pleased if it could be arranged.
Gadsden	: Yes	: Yes	: None	: None	: None	: None	: 1	: 1	:	329	: 287	: Feel kindly toward this work.
Glades	: None	: None	: None	: None	: None	: None	: None	: None	:	62	: 52	: Would be glad to have it if finances permitted.
Hernando	: None	: None	: None	: None	: None	: None	: None	: None	:	---	: ---	: Would like to have it if we could afford it.
Jackson (*)	: Yes	: Yes	: None	: None	: Yes	: 1	: 3	: 1	:	158	: 142	: Should be carried on.
Lafayette	: None	: None	: Yes	: None	: None	: None	: None	: None	:	30	: 24	: Would like to see conditions better, but nothing can be done now.
Lake (*)	: Yes	: Yes	: None	: None	: None	: None	: 2	: 2	:	300	... Total	: Very agreeable.
Lee	: Yes	: Yes	: None	: None	: None	: 1	: 1	: 1	:	353	: 270	: - - - - -
Orange	: Yes	: Yes	: Yes	: Yes	: Yes	: None	: 2(**)	: 1	:	1,371	: 1,102	: Good.
Osceola	: None	: None	: None	: None	: None	: None	: None	: None	:	450	... Total	: Schools not large enough to warrant employment of teacher for subject.
Pasco	: None	: None	: None	: None	: None	: None	: None	: - - -	:	- - -	: - - -	: - - - - -
Pinellas (*)	: Yes	: Yes	: Yes	: None	: None	: None	: 1	: 1	:	2,421	... Total	: County always strongly favored an efficient program of education for Negro
Santa Rosa	: Yes	: None	: None	: None	: None	: None	: 1(**)	: None	:	100	... Total	: No special work in any of the schools.
Seminole	: Yes	: Yes	: None	: None	: None	: None	: 2	: 1	:	1,000	: 900	: Favorable.
Walton (*)	: None	: None	: None	: None	: None	: None	: None	: 1	:	- - -	: - - -	: No comment.

* Schools receiving aid other than state.

** Assisted by county demonstration agent and nurse.

are located in the most progressive towns and larger cities of the state, such as Miami, Tampa, Jacksonville, Gainesville, Pensacola and Tallahassee.

Eight of the 19 counties in Table V receive aid other than state aid, and six of these show the best development in home economics work. This indicates the partial use of special funds and agencies available through the Division of Negro Education in the state. Table VI indicates the kind of funds and some of the uses to which they have been put.¹ Table VII gives a picture of Vocational Home Economics Education in the state for 1927-28.²

The Negro population of Florida is largely rural and figures show that there is an increase in Negro farm ownership. The number of rural pupils is large, but the rural schools are so very inefficient that adequate training with respect to better home life could not be expected to result. Although some counties employ a nurse to promote health work and even though this state made the greatest gain in the per cent of Rosenwald schools for 1929³ there is a great opportunity for efficient home demonstration work in the state.

1 Biennial Report of Supt. of Pub. Instruction, Sta. of Fa. June 30, 1928, pp 223-229.

2 Ibid, pp 49,72.

3 Carter G. Woodson, "The Rural Negro", p 219, 1930.

Table VI. Funds Administered Through Division of Negro Education Aiding Home Economics, 1927-28.

Kind of Fund	Counties Using :	Use of Fund
General Education Board	Polk Lake St. Lucie Escambia Putnam Broward	Home Economics equipment.
Jeans Fund	Columbia Escambia Gadsden Jackson Jefferson Leon Orange Polk Putnam Pinellas Suwannee Volusia Walton	Helps to pay salaries to women trained to teach the essentials of home industries and to promote school and community growth.
Slater Fund	Alachua Broward Columbia Dade Jackson Lake Martin Palm Beach Polk St. Lucie	Helps finance on county training school in each county which conducts home economics classes as a part of the program.
Julius Rosenwald Fund	Offers a plan and helps finance and build school houses which provide space for the work, and makes school libraries possible.	

Table VII. Status of Vocational Home Economics Education for Negroes in Florida, 1927-28.

County	City	Description of School	Enrollment
Alachua	Alachua	All day school	52
Leon	Tallahassee	(All day school(high school) (Teacher training(college)	187
Dade	Miami	*Evening school	48
Hillsborough	Tampa	*Evening school	67
Escambia	Pensacola	*Evening school	129

*Courses in foods, clothing and homemaking.

Since the employment of a Local District Home Demonstration Agent for colored women, impetus has been given the organization of this work and there are evidences of great improvement and growth. Table VIII gives a picture of one year's activity.

Table VIII. Negro Home Demonstration Work in Florida for 1929.¹

Staff: One Negro District Home Demonstration Agent;
Seven Negro County Home Demonstration Agents.

Survey of Outstanding Needs in the Work	Project Activities for the Year	Some Methods of Conducting	: Women	: Girls
1. Organization	Foods	29 extension schools attended by 3,006 people.		
	Food Preparation	Preparation of vegetables, wholesome breads.	794	1314
2. Definite program to fit local needs.	Food Preservation	Demonstrations conducted by	565	1209
	Clothing	Clothing contests Dress shows	794	1449
3. Systematic planning on part of local home agents.	Home Improvement	(Building and remodeling houses. (54 houses painted	15	
	House Furnishings	Improved bedrooms and living rooms	651	1056
	Home Health Sanitation	101 sanitary toilets installed 49 homes screened		
4. More contact with general public and more group organizations within the field.	House gardens		728	1004
	Home poultry		513	661
	Dairying		122	441
	Short Course at A. & M. College	Group Activities	25 adult leaders	187

¹ Adapted from the Annual Narrative Report for Negro Work in Florida for the year 1929, by Julia A. Miller.

A summary of findings and results from Tables V to VIII shows that:

1. The Florida A. & M. College is the leading institution in the state for Negro youth; that the home economics graduates of this college are employed as teachers by private institutions of higher learning as well as in the public schools in Florida.

2. Of the 878 public Negro schools only 20 employ home economics teachers. Of the total number, however, 523 are one teacher schools.

3. Sixteen supervising industrial teachers are employed who may be regarded in the sense of visiting home economics teachers, but whose duties are varied and not confined to this phase of work.

4. Twelve of the 19 county superintendents responding to the questionnaire, expressed a favorable attitude toward the work, with such expressions as "would like to have it if finances permitted" or "I would like to see conditions better but there is nothing that can be done now."

5. Vocational education is still in its infancy in the colored schools of the state. Aside from the teacher training department and an all day vocational school at the Florida A. & M. College, only one all day vocational school

is located in the state.

6. Adult education in home making is not yet well developed. The most hopeful signs are to be noted in the work of the Home Demonstration Agents and Extension workers of the state. A small beginning has been made in Adult Evening Classes through the State Board of Vocational Education.

The apparent aims in home economics that should be the goal in the state are:

1. To lead all girls and women to understand and appreciate their personal responsibility with regard to their food, clothes and their relationship to others about them, and to emphasize the fact through home economics education that good homes exert a powerful influence in every community.

2. To improve the teacher training and home economics education courses at the Florida A. & M. College so that the graduates going into the schools of the state will be sympathetic with the needs of the community and intelligent with respect to organizing and teaching home economics in the schools of the state.

3. To secure the closest cooperation between the State Board for Vocational Education and the Division of

Negro Education in the wider use of funds in establishing departments of home economics in the public schools of the state.

4. To secure cooperation of the schools and agencies offering home economics in determining a plan of procedure with regard to courses of study and methods of instruction as indicated by local needs.

5. To develop professional spirit and growth in home economics through an organized group of trained colored home economists.

THE PROPOSED CURRICULUM FOR THE FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE

The Present Organization

The suggested plan is primarily for the revision of the present home economics curriculum at the Florida A. & M. College. In order to fully understand it, some explanation of the present organization is necessary.

Home economics instruction in the elementary and secondary school directed by the college, is supervised by the college home economics department. All girls beginning with the fifth grade in the demonstration school, and con-

tinuing through junior and senior high schools receive training in various phases of the work. Although the training follows the vocational plan in two years of the high school the typical all day vocational home economics school has not been established.

The college curricula consists of the two year Smith-Hughes (primarily teacher training) curriculum, and the four year college curriculum. The history of education in Florida reveals that the two year normal curricula making students Licentiates of Instruction upon graduation became a privilege through the state legislature in 1888.¹ The acceptance of Smith-Hughes aid along with this law gives the historical background of the present two year curriculum. It has been administered apart from the college curriculum, has had the largest number of graduates and has caused a crowding and overlapping of subject matter. Consequently the four year college curriculum enrollment has been small and the equipment and staff necessarily limited.

¹ George Gary Bush, "History of Education in Florida", 1889, p 29.

The Proposed Plan Explained

The plan proposed provides a means whereby the two and four year curricula may be combined, still meeting the needs of both groups. The aims are planned to help guide and direct the teaching, and to serve as a check on the general objectives of the department.

A suggested division of subject matter with possible distribution of hours was made. The guiding principles which are the underlying truths or facts and which should be present always in the mind of the teacher, were determined for each division of subject matter.

The specific aims for each course were stated in terms of the pupils to serve as goals for the teacher. The courses were divided into blocks of related subject matter called units, which will serve as a basis for the daily lesson planning. The daily lesson is based on a problem which is a part of the unit, more easily understood, and grasped by the pupil.

Helpful references for each unit have been suggested in order that both teacher and pupil may secure a broad outlook on the subject. The list of references is by no means complete. A separate required course in Family Health has

not been found possible to include in the college curricula at this time. For the present, this subject will be cared for by including special units in the courses in Applied Social Science, Foods and Nutrition, Child Development and Training and by an elective course. Later when home economics work in the secondary school is more general and better developed a required college course in Family Health can be made a part of the curriculum.

Units and references for the secondary courses have been arranged. The work is explained as follows:

1. It is recommended that home economics work begin with the first two years of junior high school, as the ages, abilities, and interests of the girls at this time are best suited to organized home economics training. These years are equivalent to the seventh and eighth grades in the four year high school plan. A course has been planned for these two years.

2. A typical all day vocational homemaking course has been planned for the ninth and tenth grades. It is desired to meet the needs of those girls who may become homemakers or home helpers before they finish the high school, to stimulate interest and desire for further study in home economics, and to give a good background to girls with promise,

who hope to enter the college home economics department; to give a natural setting and to provide an opportunity for home economics practice teachers to teach and observe in a well planned all day vocational home economics school.

3. Beyond the two year vocational course, two elective courses have been provided for those girls who are interested in clothing construction and millinery, quantity and cafeteria cooking from a trade or professional point of view. A third elective course of interest and need to teachers attending the high school in summer session, to provide the essentials of general home making has been planned.

Four Year Curriculum in Home Economics (Leading to B. S. Degree)

Guiding Principles

1. The state College for Negroes should accept the responsibility of training the individual girl so that her ability to think, to judge, to reason and to do will be developed; thus securing and safeguarding the best interest of the individual, the race and society.

2. The State College for Negroes should make provision for full individual development which necessitates opportunity for professional and other occupational training.

3. These occupations may be or may grow out of, intelligent homemaking, efficient teaching of home economics in the schools, or extension and home demonstration work, proper management of cafeterias, school dining halls, public eating places, and business professions which are closely related to this field of work.

4. At the present time concentration of the college curricular activity on one well organized four year curriculum is the best way to meet this responsibility.

5. This organization may be secured by:

- a. Recognizing students with a degree only as graduates of the college and thereby encouraging the return of those who find it necessary to teach at the end of two years training.
- b. By giving a State certificate to students who have completed satisfactorily the sophomore year, and by eliminating definite graduation at this time.
- c. By making the freshman and sophomore years of the four year curriculum equivalent to the present "Two Year Smith-Hughes Curriculum" until an unbroken four year one may be firmly established.

Aims

1. To plan a four year curriculum that will enable young women to receive scientific and functional training that will lead them to live and work in the most wholesome and useful manner.
2. To plan courses that will have proper sequence and that will not overlap in subject matter; that will be placed on learning levels as well as interest levels.
3. To plan courses that will foster improved home-making and that will quicken the interest and sense of responsibility in home and community relationships.
4. To supply the needs of the state for home economics trained women in various professions; with well trained and properly qualified teachers and home demonstration agents.
5. To prepare students so that they will be able to do graduate work and continue specialized study in the various phases of home economics education.

Four Year Curriculum in Home Economics

First Year

1st Semester		2nd Semester	
English (College Rhetoric)-----	3	English (College Rhetoric)-----	3
Chemistry (General)-----	5	Physiology-----	4
Applied Social Science-----	3	Education I (Psychology)-----	3
Foods I (Cookery) or -----	4	Clothing I (Construction & Selection) or	4
Clothing I		Foods I	
		Home Management & Child Care-----	2
Physical Education-----	1	Physical Education-----	1
	<u>16</u>		<u>17</u>

Second Year

1st Semester		2nd Semester	
American History-----	3	Government-----	3
Organic Chemistry-----	4	English (Composition)-----	3
Methods of Teaching H. E.-----	3	Educational Psychology-----	3
Clothing II (Dress'mk & Textiles)---	5	Foods II (Meal Plan. Service & Nut.)	5
Applied Design-----	2	Supervised Teaching-----	3
	<u>17</u>		<u>17</u>

Third Year

1st Semester		2nd Semester	
English (Eng. Literature)-----	2	English (American Literature)-----	2
Household Chemistry-----	4	Bacteriology-----	3
Foods III (Nutrition) or	3	Foods III or Clothing III-----	3
Clothing III (Design. & Millinery)		Physics (Home Economics)-----	3
Applied Design II (Cost. Design)	4	Applied Design III (House Fur.)	3
Electives-----	3	Electives-----	3
Physical Education-----	1	Physical Education-----	1
	<u>17</u>		<u>18</u>

Fourth Year

1st Semester		2nd Semester	
English-----	2	English (Public Speaking)-----	3
Psychology of Childhood & Adol.----	3	Child Development & Training -----	3
Dietetics-----	3	Vocational Education-----	3
Home Finances & Equip.-----	3	Practice House-----	3
Economics (Home Economics)-----	2		
Electives-----	4	Electives-----	5
	<u>17</u>		<u>17</u>

Four Year Curriculum in Home Economics
Suggested Division of Subjects and Hours

Home Economics and Related Subjects-----38.2%-----52 hrs.

Technical Home Economics

Foods and Nutrition----- 15 hrs.
Clothing and Textiles----- 12 "
Home and Family----- 10 "

Related

Art----- 9 "
Applied Social Sciences----- 3 "
Economics (Home Economics)----- 3

Professional Subjects----- 13.2% -----18 hrs.

Education

Methods of Teaching Home Ec. -- 3 hrs
Supervised Teaching ----- 3 "
Vocational Education ----- 3 "

Psychology

Introductory Psychology ----- 3 "
Educational Psychology----- 3 "
Psy. of Childhood & Adolescence 3 "

Physical and Biological Sciences-----17% ----- 23 hrs.

Chemistry (Gen.) ----- 5 hrs.
Organic Chemistry----- 4 "
Household Chemistry----- 4 "
Physiology----- 4 "
Bacteriology----- 3 "
Physics (Home Economics)----- 3 "

General Subjects 31.6% 43 hrs.

English ----- 18 hrs.
History and Government----- 6 "
Physical Education----- 4 "
Electives----- 15 "
 French or Spanish-----9
 Materials and Methods----- 3
 Home Demonstration Methods----- 3
 Methods in Adult Vocational Educ.Classes 3
 Poultry, Dairying and Gardening----- 9
 School Lunch & Cafeteria Management----- 9
 Clothing IV (Adv. Dressmaking & Draping)- 3

Total,136 hrs.

Foods and Nutrition

Guiding Principles

1. College foods courses should stimulate the desire for knowledge relating foods and health and the desire to understand the science of nutrition.
2. Such courses should enable the student to learn and apply the underlying principles and techniques of cooking.
3. Previous training in meal planning, preparation and serving should have prepared the girl to be able to accept the scientific aspects of food preparation.
4. The ability to select, plan and serve food correctly should become a student's desire for daily use in the home, rather than for irregular, social and formal uses only.
5. The ability to distinguish between and to appreciate the desirable forms of serving food in terms of the environment should be developed.
6. Poorly fed and undernourished groups can make little or no contribution to the welfare of society, therefore more independent thinking should be stimulated toward the necessary reduction of such groups.

7. Such reduction is possible through the application of new knowledge of the body needs, the diet and the sources of these needs as found in foods.

8. An understanding of the economic aspects of food is essential in securing adequate and appetizing meals.

Specific Aims

Foods I (Methods and Skill in Cookery)

1. To learn scientific methods and principles of cookery that will be more effective than the limited use of recipes in food preparation.

2. To study groups of foods with regard to their characteristic sources, general processes of manufacture and means of reaching the market.

3. To learn the desirable qualities and appearances of well cooked food.

4. To develop good taste in the decorations and garnishes used with foods.

5. To know the best use of equipment and tools necessary in the preparation of food.

Units for Foods I

- Unit I. Our foods: their production and their value in our diet.
- Unit II. Learning the qualities and standards of well cooked food.
- Unit III Becoming skillful in preparing our food.
- Unit IV. Utilizing and making the best of our foods equipment.

References

- Food Products.....Sherman.
 Practical Cookery.....K.S.A.C. Dept. of Food Economics
 and Nutrition.
 Hows and Whys of Cooking.....Halliday and Noble.

Specific Aims

Foods II (Meal Planning, Service and Nutrition)

1. To become skillful in planning menus for herself, the family and others.
2. To become informed in the art of cooking wholesome meals and serving them properly.
3. To study and compare local food tastes and characteristic Southern foods.
4. To be able to make wholesome food combinations, to understand types of menus and to calculate their costs.
5. To learn correct table service in terms of the menu and the occasion.
6. To become familiar with the nutritive value of foods, the body requirements and the essentials of nutrition.

Units for Foods II

- Unit I Planning and buying food for the family meals.
- Unit II Planning, preparing and serving breakfast.
- Unit III Planning and serving luncheon and supper.
- Unit IV Planning, preparing and serving dinner.
- Unit V Entertaining our friends.

References

Handbook for Menu Planning.....Gatchell & Helbing.
Feeding the Family.....Rose.
Table Service.....Gunn.
Meal Planning and Table Service.....Bailey.
Table Service for Busy Families....Rust & Pittman.
Practical Cookery.....K.S.A.C.

Specific Aims

Foods III (Nutrition)

1. To understand the development and significance of the science of nutrition in relation to human welfare.
2. To learn about the body needs and the various regulating materials essential for its normal functioning.
3. To understand the contribution that various types of food materials make to the diet.
4. To learn how to construct well balanced diets for various groups including adults and children.
5. To increase the interests, in the matter of diet, in households from which students come.

Units for Foods III

- Unit I How nutrition is related to the health and well-being of the individual.
- Unit II Understanding the food needs and requirements of the body.
- Unit III How the inadequate diet can be made adequate.
- Unit IV Securing and maintaining a good state of nutrition.

References

- The Foundations of Nutrition.....Rose.
The Chemistry of Food and Nutrition.....Sherman.

Specific Aims

Dietetics

1. To understand the science of dietetics and its importance in securing and maintaining health.
2. To learn about energy requirements and standards for adults and children and how to measure and estimate them.
3. To know the human requirements and standards for proteins, minerals and vitamins.
4. To calculate diets for normal adults and to study special dietary needs during pregnancy and infancy.
5. To understand the digestibility and laxative values of foods and their effects upon the individual.

Units for Dietetics

- Unit I The fate of foods in metabolism.
- Unit II Furnishing the energy requirement of the body.
- Unit III Meeting the body protein requirements.
- Unit IV Supplying the mineral needs of the body.
- Unit V How vitamins function in our bodies.
- Unit VI Calculating dietaries for ourselves and others.

References

Chemistry of Food and Nutrition.....Sherman.
Laboratory Hand Book for Dietetics.....Rose.
Physiological Chemistry.....Matthews.
The Science of Nutrition.....Lusk.
The Newer Knowledge of Nutrition.....McCollum &
Simonds.

Clothing and Textiles

Guiding Principles

1. All girls and women are interested in their clothing problems and a means of improving their wardrobe.
2. The personality of every individual may be enhanced by the clothing worn and is therefore an important consideration in the study of clothing.
3. The knowledge of good construction, of simple garments and the ability to plan design and make successful outer garments contributes to the well-being and happiness of most women.

4. A study of the sources, characteristics and practical uses of textile fibers in relation to fabrics for clothing and the home aids in the selection and preservation of such materials.

5. Personal hygiene practices are essential in being well dressed.

6. A knowledge of wise economy in clothing may be expressed through the selection of accessories, ready-made clothing and in the materials for making garments at home.

7. The selection, renovation and construction of hats in a simple way is economical in the moderate income family.

8. The proper care of clothing is essential in appearing well dressed.

Specific Aims

Clothing I (Construction and Selection)

1. To have interest in their present clothing problems and to learn good methods of solving these problems.

2. To understand personal and clothing hygiene as a means of improving the well-being of the girl.

3. To learn the fundamentals of clothing construction through the making of simple and useful garments.

4. To help girls analyze their own personalities and their clothing needs in relation to this analysis.

5. To develop ability in selecting ready-made garments and materials for construction and the desirable accessories.

6. To learn to care for their clothing and accessories.

7. To learn to plan wisely for their clothing expenditures.

Units for Clothing I

Unit I Enhancing our personalities through our clothing.

Unit II Planning and making suitable lingerie for the college girl.

Unit III Planning and making a street dress.

Unit IV Selecting and caring for our clothing.

Unit V Becoming acquainted with cotton and linen fabrics.

References

Clothing, Fundamental Problems.....Jordan.
 The Secret of Distinctive Dress.....Picken.
 How to Dress Well.....Margaret Story.
 Clothing Construction.....Brown and Others.

Specific Aims

Clothing II (Dressmaking and Textiles)

1. To acquire skill in the more difficult processes in garment construction through practice.

2. To become more efficient in fitting garments.

3. To continue the study of personality in relation to color, harmony, and suitability.

4. To become acquainted with the textile fibers and fabrics and their characteristics.

5. To learn how chemistry and physics are related to textiles.

6. To learn something of the social and economic aspects of textiles in relation to the consumer.

Units for Clothing II

Unit I How our choice of clothing is determined.

Unit II Planning and constructing a wool dress.

Unit III How the characteristics and the quality of the fibers affect the value of textile fabrics.

Unit IV Understanding the construction and finishes of textile fabrics.

Unit V Becoming satisfactory consumers.

References

Clothing, Fundamental Problems.....Jordan.
Economics of Fashion.....Nystrom.
Textiles.....Wollman and McGowan.
Textile Fabrics.....Dyer.

Specific Aims

Clothing III (Designing and Millinery)

1. To develop creative ability and efficiency by taking foundation patterns and designing modern styles from them.

2. To be able to model in muslin and produce original effects in garments that are becoming.

3. To construct a dress or coat by these methods.
4. To become familiar with tools and materials necessary in the construction of simple hats.
5. To learn how economy in clothing may be secured through the construction of simple hats and the renovation of hats.
6. To learn how to make wise choices in the selection of hats suitable to the individual.

Units for Clothing III

- Unit I How to be well dressed.
- Unit II Using the foundation and master pattern in making our clothing.
- Unit III Designing and making a dress or coat.
- Unit IV Choosing, making and renovating our hats.

References

- Hats and How to Make Them.....Patty.
- Dressmaking.....Fales.
- How to Dress Well.....Story.
- Clothing, Fundamental Problems.....Jordan.

Household Economics

Guiding Principles

1. Homemaking as a profession and its possibilities in the social development of any group can be emphasized in household economics courses.
2. Consideration of the American Negro home with its varying economic levels and its relation to the community should be given in planning for the care and management of such homes.
3. More efficient care is possible through a better understanding of the structural units of the house in relation to their purpose and needs.
4. Cleaning and the general upkeep of the house and its furnishings, with the wisest economy in time and energy constitute efficient care.
5. A study of individual contributions to the finances of the family is essential for securing good management in the home.
6. The source of income, the expenditures for the necessities of life, the provision for savings and advancement are the financial problems of the family to be regarded in a manner best suited to the group.
7. The proportion of the family income to be spent for food, clothing and shelter is a problem for consideration.

8. Efficient care and good management in the home of the family working outside should be analyzed in terms of its specific needs.

Specific Aims

Home Management and Child Care

1. To gain some knowledge of the status of the American Negro home, the varying income levels, and the family pattern of the average student's family.
2. To develop a high regard for home making as a profession of merit.
3. To understand the purpose of the work recreation and rest units of the house and the equipment necessary to make each function properly.
4. To learn the best methods of cleaning each unit of the house and caring for the furnishings therein.
5. To learn best methods of doing the family laundry.
6. To study ways of budgeting time as a means of more efficient management in the home.
7. To be able to appreciate the importance of intelligent care of the preschool child in the home.
8. To learn about the physical care of the child including what is best in diet, clothes and play environment.

Units for Home Management and Child Care

- Unit I Studying and understanding our homes.
- Unit II Planning our time in the home.
- Unit III Cleaning and caring for our homes.
- Unit IV Making home a safe place for the preschool child.
- Unit V Caring for the child in our homes.

References

The Home Maker and Her Job.....Gilbreth.
 Economics of the Household.....Andrews.
 Living with our Children.....Gilbreth.
 The Home and Its Care.....Matthews.
 Housewifery.....Balderston.
 The Health of the Runabout Child.....Lucas.
 Applying Nursery School Methods of Child Training in
 the Home.....K.S.A.C.

Specific Aims

Home Finances and Equipment

1. To study the income of the average Negro family and to consider the contributions in money and real income of the individual members of the family.
2. To make comparative studies in the cost of living in the moderate income family.
3. To study and formulate budgets for the food, clothing and shelter needs of the family.
4. To consider the minimum and maximum equipment necessary in conducting the average home.

5. To learn more of labor saving devices and of the economy in purchasing and using them.

Units for Home Finances and Equipment

Unit I The family income; its source and amount.

Unit II Planning the use of this family income.

Unit III Choosing and purchasing the best equipment for our homes.

Unit IV Using labor saving devices in our homes.

References

Economics of the Household.....Andrews.

Successful Family Life on a Moderate Income....Abel.

Economics of the Family.....Taber and Wardall.

The Negro Wage Earner.....Greene.

(In Press)

Specific Aims

Practice House

1. To create a desire to establish desirable methods and standards in the management of the home through actual practice.

2. To develop through experience, appreciation for the value of time and money in the home.

3. To acquire habits of promptness in performing duties and meeting engagements in the home.

4. To become acquainted with the arrangement of furniture and decoration in terms of good taste and comfort for the family group.

5. To stimulate a sense of responsibility and social poise in matters of the home and guests in the home.

Units for Practice House

Unit I Becoming acquainted with our duties and responsibilities as members of the Practice House family.

Unit II Testing the use of our time and money in the home.

Unit III Understanding social relationships in our home through the Practice House.

References

Home Making a Profession for Men and Women...McDonald.
The Negro American Family.....Dubois.
The Home Maker and Her Job.....Gilbreth.

Child Care and Development

Guiding Principles

1. The importance of the early care and training of children in the home is underestimated and the opportunity for such education is not available in many school curricula.

2. An understanding and appreciation of the family pattern should be developed as a background for the study and care of the child in the home.

3. Such education should be characterized by special emphasis being placed on the health of the child from the prenatal through the early adolescent periods.

4. The physical care as well as the physical and mental development of the child are important aspects of such training.

5. Clothing, diet, play and environment are elements affecting the physical care of the child.

6. Standards of behavior and good character in later life may be secured by studying the emotional problems of childhood and by understanding the responsibilities of parenthood.

Specific Aims

Child Development and Training

1. To analyze the successful family of today and to study the contributing factors involved as a background for the development and training of the child.

2. To consider the family health in relation to the welfare and physical development of the child.

3. To understand the periods of physical development of the child and its needs during these periods.

4. To become intelligent regarding the mental and emotional development of the child.

5. To compare the older and newer methods of discipline and to develop an appreciation for the best methods in terms of the child.

6. To become conscious of the responsibility of training the child for future citizenship.

Units for Child Development and Training

- Unit I How the family influences the child's growth and development.
- Unit II Knowing the child as an individual.
- Unit III How the physical, mental and moral development of children may contribute to good citizenship.
- Unit IV How we are responsible for the welfare of our children.

References

Every Day Problems of the Every Day Child.....Thom.
Mental Hygiene of Childhood.....White.
The Child His Nature and His Needs....The Children's
Foundation.

Applied Art and Design

Guiding Principles

1. A sense of beauty is dormant in most individuals but often takes the wrong form of expression in their daily lives.
2. The ability to distinguish between the real and the unreal and the desire for the genuine in the environment should be developed in the individual.
3. The knowledge of the laws which govern the use of line, mass and color in every day life is essential in such development.

4. Better standards and means of expressing them in the home, in dress and in the individual taste can result from such training.

5. The ability to think, judge and reason is necessary in the selection and arrangement of furniture, and in the expression of good taste in household decorations.

6. Methods of renovation and preservation of furniture may improve the artistic quality of the home and prove economical in the moderate income family.

7. The use of native and other materials in the construction decorative articles for home should conform to the principles of art.

Specific Aims

Applied Design

1. To learn the elements of good taste and to be able to express beauty in the home and clothing.

2. To learn the importance of good lettering, the use of margins and the effect of lines in producing desired effects.

3. To understand the laws which govern line, mass and color and to be able to apply them through problems to matters of every day life.

4. To apply the principles of harmony, balance, rhythm, emphasis and proportion to room arrangement, clothing, the yard and simple decorations.

5. To study the theory of color and learn to blend well and produce interesting effects with color.

Units for Applied Design

Unit I How an understanding of art helps us to increase our enjoyment of the beautiful.

Unit II Applying the principles of art in our daily lives and environment.

Unit III Increasing our happiness through the use of color.

Unit IV Developing good taste in our selection and use of the things about us.

References

Art in Every Day Life.....Golstein.
Art in Home and Clothing.....Trilling and Williams.
Design in Theory and Practice.....Batchelder.
The Enjoyment and Use of Color.....Sargent.

Specific Aims

Applied Design II (Costume Design)

1. To secure knowledge regarding the history of costume design and to trace the period influences to the present day in clothing.

2. To understand human proportions, to apply them to the individual and to learn how to construct lay figures.

3. To learn about the relation of garments to the human figure by covering lay figures.

4. To develop creative ability.

5. To consider materials, color and styles in terms of principles of design and to apply this knowledge in the selection of a suitable wardrobe.

6. To study hair lines, hats, shoes and other accessories in relation to the individual.

7. To learn how to choose color and to apply color effects in individual problems as types, complexions and occasions.

Units for Applied Design II

Unit I Developing good standards for judging and planning a costume.

Unit II Tracing the styles of today to those of yesterday.

Unit III Understanding the figure and its relation to design.

Unit IV Choosing the colors for our wardrobes and accessories.

Unit V Designing and selecting our costumes.

References

Art in Every Day Life.....Golstein.
Essentials of Design.....De Garmo and Winslow.
The Heritage of Dress.....Webb.
How to Dress Well.....Story.

Specific Aims

Applied Design III (House Furnishings)

1. To learn how to take what one has in the home and to make the most of it in the matter of furnishings.
2. To understand the relation of the site and exterior of the house to the method to be applied in interior treatment.
3. To develop a desire for simplicity and genuineness rather than ornate display in regard to furnishing the home.
4. To apply the principles of art in decorating the interior.
5. To study the relation of floors, walls, hangings, lighting and the selection and arrangement of furniture in the home.

Units for Applied Design III

- Unit I Making the best of one's possessions.
- Unit II Planning the exterior and interior of the house.
- Unit III Securing beauty in the furnishings of the house.
- Unit IV Choosing and arranging our furniture.
- Unit V Providing a restful atmosphere in the home.

References

- Interior Decorations.....Parsons.
- The Principles of Interior Decoration.....Jakway.
- Art in Every Day Life.....Golstein.

Home Economics Education

Guiding Principles

1. Home economics education offers the opportunity to view the present field of home economics as a whole, the periods of development within and the possibilities for future growth in certain sections.
2. The present status of the work and means of improving it in the schools through better organization should be studied.
3. The accepted principles in general education should be understood and methods of teaching home economics established in keeping with them.
4. The possibility of success of the future teacher of home economics is increased by following a well supervised practice teaching program.
5. The significance of the vocational home economics program and home demonstration leadership should be regarded as important in such training.
6. Good teaching may be aided through guidance in the choice of materials and equipment as well as encouragement in matters of professional growth and improvement.

Specific Aims

Methods of Teaching Home Economics

1. To become intelligent regarding the development of the home economics movement.
2. To become intelligent regarding the present status of the movement nationally and in the local communities.
3. To study the organization of curricula in the schools of the state and to interpret the state course of study.
4. To compare curriculum organizations and needs and to study good methods of teaching home economics applicable to these needs.
5. To review some principles of teaching in general education as lesson plans class room procedure and management and to apply these methods in the teaching of home economics.
6. To understand the vocational home economics program and to become able to administer the policies of this program in the public schools of the state.
7. To be able to plan select and set up departments of home economics in the schools of the state.

Units for Methods of Teaching

- Unit I The organization and administration of home economics in Florida.
- Unit II Determining our methods of teaching home economics.
- Unit III Making our teaching of home economics effective.
- Unit IV Understanding the vocational home economics program.
- Unit V Growing professionally.

References

- The Teaching of Home Economics.....Brown and Haley.
Home Economics in the Elementary and Secondary Schools
Hanna.
- Teaching Home Economics.....Cooley, Winchell and Others
Home Economics Education.....Bull. 28, Fla. State
Plan for Vocational Education.

Specific Aims

Supervised Practice Teaching

1. To become acquainted with the conditions, equipment, and activities of the home economics classroom through observation.
2. To become efficient in the preparation of the lesson through the lesson plan.
3. To learn how to present and teach lessons in home economics in a creditable manner.
4. To gain experience regarding routine and problems of teaching home economics.

5. To become familiar with records tests and ratings of students.

6. To learn how to use illustrative material.

7. To learn how to use good methods in teaching.

8. To be able to summarize and criticize one's own teaching in order to grow and improve.

Units for Practice Teaching

Unit I Observing and learning home economics class room procedure.

Unit II Making use of techniques and devices in the home economics class room.

Unit III Making and using the lesson plan.

Unit IV Our part in extra-curricula activities.

References

Directed Observation and Supervised Teaching.....
Backhurst.

Modern Methods in High School Teaching.....Douglass.

References for the College Curriculum

- Abel, Mary Hinman
1921. Successful Family Life on the Moderate Income.
J. B. Lippincott Co., Philadelphia.
- Andrews, Benjamin R.
1928. Economics of the Household. The Macmillan Co.,
N. Y.
- Balderston, L. Ray
1921. Housewifery. J. B. Lippincott Co., Phila.
- Batchelder, Earnest A.
1927. Design in Theory and Practice. Macmillan Co.
- Brown and Haley
1928. The Teaching of Home Economics. Houghton
Mifflin Co., N. Y.
- Blackhurst, Herbert J.
1925. Directed Observation and Supervised Teaching.
Ginn and Co.
- Bailey, N. Beth
1923. Meal Planning and Table Service. Manuals
Arts Press, Peoria, Ill.
- Bulletin 28, Home Economics Education. Fed. Bd. of Voc.
1928. Educ., Washington, D. C.
- Bulletin, Florida State Place for Vocational Education.
1927-32 Fla. St. Bd. for Voc. Educ. Tallahassee,
Fla.
- Cooley, Winchell and Others
1919. Teaching Home Economics. The Macmillan Co.
- Douglass, Harl R.
1926. Modern Methods in High School Teaching.
Houghton Mifflin Co.
- Dyer, Elizabeth
1927. Textile Fabrics. Houghton Mifflin.
- DeGarmo and Winslow
1924. Essentials of Design. The Macmillan Co.

- Fales, Jane
1917. Dressmaking. Charles Scribner's Sons. N. Y.
- Gunn, Lillian M.
1928. Table Service and Decoration. Lippincott.
- Gilbreth, Lillian M.
1928. The Home Maker and Her Job. D. Appleton and Co.
- Green, Lorenze J.
The Negro Wage Earner. The Associated Publishers., Washington, D. C.
- Gilbreth, Lillian M.
1928. Living With Our Children. W. W. Norton and Co., inc., N. Y.
- Goldstein, Harriet and Vetta
1926. Art in Every Day Life. The Macmillan Co.
- Gatchell and Helbing
1927. Hand Book for Menu Planning. Smith Hammond and Co., Atlanta, Ga.
- Hanna, Anges K.
1924. Home Economics in the Elementary and Secondary Schools. M. Barrows and Co., Boston.
- Halliday and Noble
1928. Hows and Whys of Cooking. The Univ. of Chicago Press., Chicago.
- Jordan, Louise E. B.
1928. Clothing, Fundamental Problems. M. Barrows and Co.
- Jakway, Bernard
1923. The Principles of Interior Decoration. The Macmillan Co.
- Kansas State Agricultural College
1929. Applying Nursery School Methods of Child Training in the Home. Manhattan, Kans.
- Kansas State Agricultural College
Practical Cookery.

- Lusk, Graham
1928. The Science of Nutrition. Fourth Edition.
W. B. Saunders Co., Philadelphia.
- Lucus, William Palmer
1924. The Health of the Runabout Child. The
Macmillan Co.
- McDonald, Elizabeth
1927. Home Making a Profession for Men and Women.
Marshall, Jones Co., Boston.
- Matthews, Mary L.
The Home and Its Care. Little Brown and Co.
- Matthews, Albert P.
1927. Physiological Chemistry. Fourth Edition.
William Wood and Co., N. Y.
- McCollum and Simmonds
1925. The Newer Knowledge of Nutrition. The
Macmillan Co.
- Nystrom, Paul H.
1928. Economics of Fashion. The Ronald Press
Co., N. Y.
- Parsons, Frank A.
1923. Interior Decoration. Doubleday, Page and
Co., Garden City, N. Y.
- Patty, Virginia C.
1925. Hats and How to Make Them. Rand McNally
and Co., N. Y.
- Picken, Mary Brooks
1918. The Secrets of Distinctive Dress. Woman's
Institute., Scranton, Pa.
- Rose, Mary S.
1924. Feeding the Family. The Macmillan Co.
- Rose, Mary S.
1927. The Foundations of Nutrition. The Macmillan
Co.

- Rose, Mary
1929. Laboratory Handbook for Dietetics.
- Rust and Pittman
1927. Table Service for Busy Families. St. Bd.
for Voc. Educ., Topeka, Kans.
- Story, Margaret
1924. How to Dress Well. Funk and Wagnalls Co.,
N. Y.
- Sargent, Walter
1923. The Enjoyment and Use of Color. Charles
Scribner's Sons.
- Sherman, Henry C.
1927. The Chemistry of Food and Nutrition. The
Macmillan Co.
- Sherman, Henry C.
1924. Food Products. The Macmillan Co.
- Thom, Douglass A.
1927. Every Day Problems of the Every Day Child.
D. Appleton and Co.
- The Children's Foundation
1925. The Child, His Nature and His Needs.
Valparaiso, Ind.
- Tabor and Wardall
1923. Economics of the Family. J. B. Lippincott.
- Woolman and McGowan
1926. Textiles, The Handbook for the Student and
the Consumer. The Macmillan Co.
- White, William A.
1927. Mental Hygiene of Childhood. Little Brown
and Co.
- Webb, Wilfred Mark
1908. The Heritage of Dress. The McClure Co., N. Y.

High School Curriculum in Home Economics

Seventh Grade - one semester only
Clothing and Related Units

Eighth Grade - one semester only
Foods and Related Units

Ninth Grade

1st sem.	2nd sem.
Home Management	Food and Personal Hygiene
Clothing and Textiles	Related General Science
Related Art	Class and Home Projects

Tenth Grade

1st sem.	2nd sem.
Foods II	Clothing II and Design
Home Care of the Sick	Child Care
Class and Home Projects	Related Social Science
Related Physiology	Science and Gardening

High School Electives for

Eleventh or Twelfth Grades
one semester only

Clothing Construction and Millinery
Cafeteria and Quantity Cooking
Essentials of General Home Making

Home Economics Courses for Seventh and Eighth Grades

Aim

1. To help girls understand the relation of foods and clothing to health.
2. To help girls understand and form good habits of neatness, personal hygiene and grooming.
3. To help the girl become a thoughtful and useful member of her family.
4. To create a desire for further study of home economics.

Plan

1. One semester of clothing and related home problems for the seventh grade.
2. One semester of foods and related home problems for the eighth grade.
3. Work planned on the unit-problem basis.
4. A minimum of four hours per week devoted to instruction .

Suggested Related Units for Seventh and Eighth Grades

Seventh Grade Clothing and Related Units - 16 wks.

- | | | |
|----------|--|----------|
| Unit I | Learning how to use and care for our sewing equipment. | (1 wk.) |
| Unit II | How clothing is necessary for health, comfort and appearance. | (2 wk.) |
| Unit III | How to select and construct a kimona apron or wash dress. | (6 wk.) |
| Unit IV | Understanding our home problems and helping mother solve them. | (2 wks.) |
| Unit V | Selecting and making underwear for the school girl. | (5 wks.) |

Text: A Girls' Problems in Home Economics. Trilling and Williams.

References

Junior Foods and Clothing)	Kinyon and Hopkins.
Junior Home Problems)	

Eighth Grade Foods and Related Units - 16 wks.

- | | | |
|----------|--|----------|
| Unit I | How food is related to our good health. | (2 wks.) |
| Unit II | Preparing and serving a desirable breakfast for the school girl. | (4 wks.) |
| Unit III | How to select food from the garden and markets. | (2 wks.) |
| Unit IV | Helping to care for the younger children in our homes. | (3 wks.) |
| Unit V | Being helpful when we have illness in the home. | (1 wk.) |
| Unit VI | Making the home friendly and hospitable for our friends. | (2 wks.) |
| Unit VII | Helping with the family luncheon or supper. | (2 wks.) |

Text: Elementary Home Economics. Matthews.

References: Junior Home Problems. Kinyon and Hopkins.

A Suggested Plan for a Vocational Home Making Course in the
Ninth and Tenth Grades

Aim

1. To give training in the several phases of home making, and in the arts and sciences which may be applied in the home of the average girl in the State.
2. To provide training for girls who are going into homes of their own and others at an early age.
3. To provide training for those who wish to continue the study of home economics and later become teachers and special workers in this field.

Time: Two years with four units credit.

Plan: One-half day given to home economics and related subjects.

180 minutes to all home economics subjects and related work.

120 minutes to H. E. subjects) or equivalent.
60 " " Related ")

Such work will not overlap in any way with non-vocational subjects required of students of these grades. Short units of instruction are found to be more effective in teaching and are outlined for the courses in this plan.

Projects

Two projects each year, a major and a minor, will be required of each girl in connection with class instruction and under the supervision of the teacher.

Vocational Home Making Course

First Year - Ninth Grade

Semester:	Home Economics and Related Subjects	Hours per Week	Schedule of Days				
			Mon.:	Tues.:	Wed.:	Thurs.:	Fri.:
	: Home Management	: 60 mins. 1 da. 120 mins. 1 da.	: HM	: HM	:	:	:
First	: Clothing I & Textiles	: 60 mins. 2 das. 120 mins. 2 das.	: Clo & : Text.:	: Clo & : Text.:	:	: Clo & : Text.:	:
	: Related Art	: 60 mins. 5 das.	----- Related Art				
	: Foods I & Personal Hyg.	: 120 mins. 4 das.	: Fds.& : PHyg.:	: Fds.& : Fds.:	:	: Fds.:	:
Second	: Class & Home Project	: 120 mins. 1 da.	:	:	:	: Class : Proj.	:
	: Related Gen. Science	: 60 mins. 5 das.	----- Related General Science				

Second Year - Tenth Grade

	: Foods II	: 60 mins. 2 das.) 6 wks. 120 mins. 1 da.) 120 mins. 4 das. 10 wks.	:	:	:	:	:
First	: Home Care of the Sick	: 60 mins. 2 das. (6 wks.)	: H Cr.:	: H Cr.:	:	:	: Class
	: Class & Home Project	: 120 mins. 1 da.	:	:	:	:	: Proj.
	: Related Physiology	: 30 hrs.	----- Related Physiology				
	: Clothing II & Design	: 60 mins. 2 das. 120 mins. 2 das.	: Clo.:	: Clo.:	: Clo.:	: Clo.:	:
Second	: Child Care	: 60 mins. 2 das.	: C Cr.:	: C Cr.:	:	:	:
	: Related Social Science & Gardening	: 60 mins. da. (8 wks.each)	----- Related Social Science & Gardening				

Minor projects may be conducted in the dormitories and should be 15 or 20 hours in length.

Major projects may be conducted in the homes of the teachers and pupils, and should be 25 or 30 hours in length. A suggested list is provided and each girl will plan, conduct and record the results of her work. In all cases the girl shall select her project and show a willingness to carry it through to completion.

Home practice which merely helps the girl to acquire more skill will be arranged for throughout the work.

Suggested Units for Vocational Home Making Course

Home Management - 16 wks.

- | | | |
|----------|--|----------|
| Unit I | Saving time and energy in cleaning my room and other rooms. | (2 wks.) |
| Unit II | Using good taste in the furniture and decorations in our home. | (4 wks.) |
| Unit III | Caring for and laundering the linen and clothing of the household. | (4 wks.) |
| Unit IV | Making wise use of the family income. | (4 wks.) |
| Unit V | Caring for the heating, lighting, ventilation and plumbing. | (2 wks.) |

Text: Problems in Home Living. Justin and Rust.

References

- A Girl's Problem in Home Economics.....Trilling and Williams.
 Art in Home and Clothing.....Trilling and Williams.

Clothing I - 16 wks.

- Unit I Using and caring for the sewing machine. (1 wk.)
- Unit II Selecting and making a wash dress. (6 wks.)
- Unit III Choosing correct underwear and accessories. (2 wks.)
- Unit IV How to select and make a pajama suit. (4 wks.)
- Unit V Planning, selecting and making a dress slip. (3 wks.)

References

Clothing Construction.....Brown and Others.
 Principles of Clothing Construction.....Butterick.
 The New Dressmaker.....Butterick.
 A Girl's Problems in Home Economics. Trilling and
 Williams.

Textiles

- Unit I How textile fabrics are used in the home. (1 wk.)
- Unit II Understanding the value and character of textile fibers. (4 wks.)
- Unit III How the price of fabrics is determined. (2 wks.)
- Unit IV Selecting linens for the household. (4 wks.)
- Unit V Determining appropriate fabrics for household use. (2 wks.)
- Unit VI Learning desirable materials for our clothing. (3 wks.)
- Unit VII How to know good color and design in textiles. (1 wk.)

References

Textile Fabrics.....Elizabeth Dyer.
 Fabrics and How to Know them.....Denny.
 Elementary Home Economics.....Matthews.

Related Art - 16 wks.

- Unit I How principles of design may be used in every day life. (1 wk.)
- Unit II How to understand and use color. (3 wks.)
- Unit III Selecting our house. (2 wks.)
- Unit IV Furnishing our home in good taste. (3 wks.)
- Unit V Good design for ourselves. (3 wks.)
- Unit VI Using the art principles in planning our clothing. (3 wks.)

Text: Art in Home and Clothing.....Trilling & Williams.

References

Principles of Clothing Selection.....Butterick.

Foods I and Personal Hygiene - 16 wks.

- Unit I Caring for the equipment in our school and home kitchen. (1 wk.)
- Unit II Understanding the food needs of our bodies. (1 wk.)
- Unit III How to select, prepare and serve the family breakfast. (5 wks.)
- Unit IV How to plan, prepare and serve the family supper. (6 wks.)
- Unit V How personal cleanliness affects my food and health. (2 wks.)
- Unit VI Personal care of ourselves in the school and home. (1 wk.)

References

Every Day Foods.....Harris and Lacy.
 Foods, Preparation and Serving.....Bailey.
 Table Service for Busy Families....Rust and Pittman.
 Personal Hygiene and Home Nursing.....Lippitt.

Related General Science - 16 wks.

- Unit I How to care for the foods in our homes. (2 wks.)
- Unit II How science aids in keeping our homes and clothing clean. (4 wks.)
- Unit III How to light, heat and ventilate our homes. (2 wks.)
- Unit IV How to secure and maintain a good water supply. (2 wks.)
- Unit V Caring for the waste products in our homes. (2 wks.)
- Unit VI How modern inventions add comfort to our homes. (4 wks.)

Text: Science in Every Day Life....Van Buskirk and Smith.

References

Every Day Problems in Science....Peiper & Beauchamp.

Foods II - 16 wks.

- Unit I How to preserve Florida foods. (2 wks.)
- Unit II Understanding and meeting the food needs of our family. (2 wks.)
- Unit III How to plan, prepare and serve the family dinner. (6 wks.)
- Unit IV How to plan, prepare and serve for large groups. (3 wks.)
- Unit V How to plan, prepare and serve the school lunch. (3 wks.)

Text: Every Day Foods....Harris and Lacy.

References

Food Study for the High School.....Wellman.
 Recipes for Fifty.....M. Barrows and Co.

Home Care of the Sick - 6 wks.

- Unit I Preparing and serving attractive foods for the sick. (2 wks.)
- Unit II Keeping the sick room sanitary and attractive. (1 wk.)
- Unit III How to follow the doctor's directions. (1 wk.)
- Unit IV Care of the patient in the sick room. (1 wk.)
- Unit V How home and community sanitation is related to health. (1 wk.)

Reference

Problems in Home Living.....Justin and Rust.

Related Physiology - 16 wks.

- Unit I How good health habits aid in keeping us well. (1 wk.)
- Unit II How the body structure and movement are related to health. (2 wks.)
- Unit III How our body is nourished. (1 wk.)
- Unit IV How physical well being and happiness depend upon a healthy nervous system. (2 wks.)
- Unit V How to prevent and control the spread of disease. (1 wk.)
- Unit VI The relation of the reproductive system to health. (1 wk.)

Text: Healthful Living.....Williams.

A Laboratory Manual for Advanced Physiology.....
Hudson and Williams.

Clothing II and Design - 16 wks.

- Unit I Planning our clothing expenditures.(1 wk.)
- Unit II How to dress becomingly on a limited income. (2 wks.)
- Unit III Making a suitable school dress. (3 wks.)
- Unit IV How to make a new garment from an old one (wool). (3 wks.)
- Unit V How to select and care for hats and accessories. (1 wk.)
- Unit VI Selecting and making a dress of sheer material. (3 wks.)
- Unit VII How to select and make clothing for children. (3 wks.)

Text: Clothing Construction.....Brown and Others.

References

Same as for Clothing I.

Child Care - 16 wks.

- Unit I How children are cared for in our homes. (2 wks.)
- Unit II Caring for the infant and pre-school child. (4 wks.)
- Unit III How the child develops mentally and physically. (2 wks.)
- Unit IV How heredity and environment influence the child. (2 wks.)
- Unit V Education and training of little children. (4 wks.)
- Unit VI Our responsibilities in relation to all children. (2 wks.)

Reference

Problems in Home Living.....Justin and Rust.

Related Social Science - 16 wks.

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|----------|--|------------|
| Unit I | The home and family. | (1 wk.) |
| Unit II | Learning about our family income and expenditures. | (1-2 wks.) |
| Unit III | Helping other members of the family in the home. | (2 wks.) |
| Unit IV | Our responsibilities to others outside of the home. | (1 wk.) |
| Unit V | Entertaining our friends at home. | (2 wks.) |
| Unit VI | How vegetable and flower gardens enrich home and community life. | (8 wks.) |

Reference

Problems in Home Living.....Justin and Rust.

Individual Project SuggestionsDormitory

1. Rearrange and decorate your room and that of a friend.
2. Take care of room, scheduling time, and noting improvement in efficiency.
3. Keep an expense account and estimate your cost to your family.
4. Make over a garment for yourself or some other person.
5. Care and repair clothing for yourself or another.

Home

1. Prepare and serve two meals on Saturday for one month.
2. Care of baby for required time.
3. Do the family laundry.
4. Bake bread for the family.
5. Preserving food for the family.

References

Problems in Home Living.....Justin and Rust.
 State Course of Study in Home Economics for the High Schools of Florida.

High School Electives

Clothing Construction and Millinery - 16 wks.

Guiding Principles

1. The competent dressmaker is an asset to every community.
2. Dressmaking offers a desirable means of earning a living and increasing the family income.
3. The dressmaker should be intelligent and up to date regarding the clothing needs of her community.
4. The construction, alteration and renovation of hats is a profitable occupation.

Aims

1. To develop skill in the construction of clothing for women and children.
2. To prepare girls for the dressmaking trade and encourage the professional attitude in students showing unusual ability.
3. To offer training to girls not wishing to teach, but who wish to elect some home economics after the tenth grade.

Time: Two hours per week for five days.

Units for Clothing Construction and Millinery

Unit I	Planning and making attractive and service-able clothes for the young child.	(3 wks.)
Unit II	Planning and making the tailored suit or coat.	(4 wks.)
Unit III	Planning and making the afternoon or party dress.	(4 wks.)
Unit IV	How to construct, trim and renovate hats.	(3 wks.)
Unit V	Becoming a good dressmaker.	(2 wks.)

References

Children's Rompers Leaflet No. 11....U.S.Dept.Agric.
 Fundamentals of Dress Construction...Manning and
 Donaldson.
 Fitting Dresses and Blouses, Bull. No. 1530..U.S.Dept.
 Agric.
 Machine Sewing.....Singer Sewing Machine Co.
 Vogues Book of Practical Dressmaking....The Conde'
 Nast Pub.
 Hats and How to Make Them.....Patty.

Cafeteria and Quantity Cookery - 16 wks.

Guiding Principles

1. Attractive public eating places are not available in most communities.
2. Food for parties, banquets, large dinners, requires economical purchasing, wise planning and intelligent preparation and serving.
3. Cafes, restaurants, and school lunch rooms offer professional opportunities for the well trained girl.

Aims

1. To give training in planning, selecting, preparing and serving food for large numbers of people.
2. To give training in handling food for sale.
3. To develop an appreciation for cleanliness, attractiveness, and sanitation in public eating places.
4. To offer professional training for girls not planning to teach who wish to elect home economics courses beyond the tenth grade.

Units for Cafeteria and Quantity Cookery

- | | |
|----------|---|
| Unit I | How good standards in our public eating places may be secured and maintained.(2 wks.) |
| Unit II | Understanding the principles of cooking and serving good wholesome food. (2 wks.) |
| Unit III | Planning the dinner menu for fifty or more. (1 wk.) |
| Unit IV* | Preparing or serving the dinner for fifty or more. (4 wks.) |
| Unit V | How to plan and serve menus for the school lunch. (4 wks.) |
| Unit VI | Courtesy in the public eating place.(1 wk.) |
| Unit VII | Estimating and recording the quantity and comparative costs of menus for large groups. (2 wks.) |

References

- Quantity Cookery.....Richards and Treat.
 Modern Priscilla Cook Book....Modern Priscilla Pub.Co.
 Hows and Whys of Cooking.....Halliday and Noble.
 111 Tested Recipes for Serving Twenty-five to Fifty People.....Evaporated Milk Assoc.
 Quantity Cookery.....Proctor and Gamble.

*At intervals as the occasion demands.

Essentials of General Home Making - 16 wks.

Guiding Principles

1. Good methods and system should be appreciated in more homes.

2. The needs of the pre-school child should be studied more and more intelligent care given during this period.

3. Small incomes need not prevent the use of good taste in furnishing the home, in selecting clothing; also the provision of wholesome food and cleanliness in every thing.

4. Courtesy, sympathy and devotion between all members of the family and toward others should be stressed in the home.

Aims

1. To help solve general problems and give sources of information to home makers and assistant home makers.

2. To improve housewifery.

3. To indicate the needs of the pre-school child and to emphasize its care.

4. To suggest some helpful means of providing better food and clothing on limited resources.

5. To provide an elective for students not wishing to teach and desiring home economics courses beyond the tenth grade.

Units for Essentials of General Home Making

- Unit I How to improve my methods of house cleaning.
(3 wks.)
- Unit II What a time budget means in the home.(1 wk.)
- Unit III How to develop good standards in my home.
(2 wks.)
- Unit IV Understanding the needs of the pre-school
child. (2 wks.)
- Unit V Caring for the pre-school child. (2 wks.)
- Unit VI Planning a food budget for our family on our
present income. (2 wks.)
- Unit VII Planning a clothing budget for our family on
our present income. (2 wks.)
- Unit VIII How family relationships affect the community.
(2 wks.)

References

- Problems in Home Living.....Justin and Rust.
Successful Family Life on a Moderate Income....Abel.

References For the High School

- Bailey, Pearl L.
Foods, Preparation and Serving.
- Brown and Others
1927. Clothing Construction. Ginn and Co.
- Butterick, Helen G.
1926. Principles of Clothing Construction.
The Macmillan Co.
- Conde Naste
Vogue's Book of Practical Dressmaking.
- Denny, Grace G.
1923. Fabrics and How to Know Them. Lippincott Co.
- Florida State Board of Vocational Education.
1928. A Suggested Outline for Home Economics in
the Junior and Senior High School.
Tallahassee, Florida
- State Course of Study in Home Economics for
the High Schools of Florida.
- Harris and Lacy
1927. Every Day Foods. Houghton Mifflin.
- Hudson and Williams
A Laboratory Manual for Advanced Physiology.
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1929. Problems in Home Living. Lippincott Co.
- Kinyon and Hopkins
1929. Junior Home Problems. Benjamin H. Sanborn
and Co., N. Y.
1928. Junior Foods and Clothing.
- Lippitt, Louisa C.
1923. Personal Hygiene and Home Nursing. World
Book Co., N. Y.

- Matthews, Mary L.
1927. Elementary Home Economics. Little, Brown and Co.
- Manning and Donaldson
1926. Fundamentals of Dress Construction. The Macmillan Co.
- Pieper and Beauchamp
1925. Every Day Problems in Science. Stott, Toresman and Co., N. Y.
- Rust and Pittman
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- Richards and Trent
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- Singer Sewing Machine Co.
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- Thompson, Hazel
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- Trilling and Williams
1926. A Girl's Problems in Home Economics. Lippincott.

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- Wellman, Mable T.
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- Williams, Jesse F.
1927. Healthful Living. The Macmillan Co.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations based upon the findings of this study are:

1. The possibilities for home economics education in the state of Florida are almost unlimited and the State College has a great opportunity to develop into a service center for training women and for the distribution of information, materials and services that will be of value to the state.

2. The Negro Land Grant colleges, of which the Florida State College is typical, are attempting to follow the trends of the home economics movement, but their programs are varied and in some instances not adapted to the needs of the particular state in which they exist.

3. A well trained home economics staff should be selected to make the work more effective in each of these schools. The choice of teachers should be made with their specific training in major fields and the type of institution from which they come well in mind. The choice should be considered also from the standpoint of what subjects the teacher will have charge of.

4. The social and economic conditions which deal with

present conditions affecting the development of the Negro family in America should be given more emphasis in the home economics curriculum of the Negro Land Grant college.

5. The following suggestions are offered in regard to the curriculum:

- a - A total of 136 semester hours should be considered as a maximum for the home economics college curriculum. As skills and abilities in phases of home economics are developed in the high schools of the state, the total hours should be reduced in keeping with the trends of education in this respect.
- b- As soon as those institutions having a two year teacher training curriculum become able to establish a four year curriculum for teacher training, methods and practice teaching as suggested in the plan, should be given in the senior year of instruction.
- c - A wide range of electives should be made possible in order to meet the needs of the various groups. Foreign languages and mathematics should be offered as electives.

Training leading to professions other than home making and teaching should be planned and provided for through electives.

d - The unit form of instruction will make easier adaption of courses to local needs and interests.

6. The state organization of colored home economists into a professional association or group for studying and motivating the work should be encouraged.

ACKNOWLEDGMENT

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