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DOMESTIC SCIENCE IN NEGRO SCHOOLS.

by

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## DOMESTIC SCIENCE IN NEGRO SCHOOLS.

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## DOMESTIC SCIENCE IN NEGRO SCHOOLS,

The terms manual and industrial training in general mean the training of head, eye and hand in order that the individual may work quickly and intelligently with the least loss of energy and at the same time understand and enjoy his work.

The purpose of industrial training is to fit the individual so that he will be more skillful in his work and at the same time a useful, stronger and more intelligent member of society. Industrial training develops the reasoning powers, gives grace and dexterity in movement and is in every way helpful to the individual.

The history of industrial training covers only a short period. The first school founded for this purpose was at Bern, Switzerland in 1835. From this small beginning they multiplied very fast until by 1860 there were two thousand through out Europe. These schools were established in Europe for economic reasons. It was seen that by giving the common people a thorough industrial education it would help to over come proverty and much of the suffering due to over population. In 1860 industrial traning was introduced into the United States both for its educational value and also for its economic use. Since that time the progress of manual training in both the United States and Europe has been very rapid. Each state

of the Union has at least one Chartered College where industrial training is taught. Most of the city schools have manual training of some kind, and many of the private schools and especially the private schools for Negroes give attention to industrial training.

When the Negro slaves were first emancipated the good people of the North who were so earnestly desirous of helping them did not understand the situation fully so that they made the great mistake of attempting to lift an ignorant people just out of bondage, by means of a classical education in place of teaching them self reliance and that all honest work is honorable. They knew that the negro in slavery had, had nearly two hundred and fifty years of training at hand labor but did not realize that it was under conditions which kill all mankind, self reliance and enjoyment of labor; and the example of a gentleman which they saw was the educated southern man who considered work degrading. Under such conditions it is not surprising, that the effect of the first year of educating the negro was not so good as expected. At last some of the educators began to see the mistake they were making and a few were bold enough to attempt industrial education for the race along with the classical education.

The pioneer leader in giving industrial training to the negro was General Armstrong. In 1868 he established the Hampton Normal and Agriculture Institute. General Armstrong had much faith in the possibilities of the negro race and he wished to found a school where they could be trained to the best advantage in order that they might be honest, sensible, selfreliant men and women, and be able to solve the problems which they meet in life and ever be strong and a honor to their country. He had very little encourage-

ment in the beginning, but he was brave, hopeful and perserving. He lived to see his school, to which he had given so much of his life, an honored institution, which each year sends out many negro men and women to all parts of the country, where they their part, manfully in trying to solve the race problem, some by building schools, others as teachers, ministers, business and professional men but each living an upright life and doing all in his power to make his community better.

The greatest product of Hampton training is Booker T. Washington who has gone into the "Black Belt" of Alabama and established a school with the same ideals as Hampton. The history of Tuskegee is similar to that of Hampton, but its growth has been much more rapid, and its work is more effective because it reaches a large number of people who need it badly.

While teaching the negro youth the art of making a living the art of home-making was not forgotten. It is well known among all races that, unless there are true homes founded on high ideals where the highest and best in life is held up before the individual, no people can progress. So the women must be taught to care for the health, strength, morals and happiness" of the family. She must also be taught to care for the home in the most economical way. For the purpose of teaching home making school of Domestic Science exist all over the United States. Thus far no school has been established especially of Domestic Science for colored women, but a more or less thorough course in Domestic Science is given in most of the negro schools of higher and industrial education. This training is especially needed by women of the negro race because the women of

other races have had many centuries of teaching concerning the true meaning of home and the sacredness and purity of home ties, while the negro has only had fifty year of such training.. Of course there are many exceptions to the fore going statement but the exceptions are few when compared with the rule which holds for millions. Following will be found some information, concerning Domestic Science in negro schools, gained from catalogues, letters, and in three cases visits to the schools.

Adeline Smith Girls Industrial Home.

Little Rock Arkansas.

This Home is under the management of the Methodist Episcopal Church. The girls who enter the home are generally from poor country districts. They usually come from one and two room log cabins which are almost devoid of furniture. With such raw, untrained material there is much room for improvement. In the beginning their work must be closely inspected at all times. No scientific reasons or methods are given them but instead they are taught plain simple cookery and sewing also simple rules for care of sick and of the home along with practical instruction how to live economically. The girls gain their practice by careing for the home in which they live. Besides the foregoing, they are given instructions in the common school branches, bible study and courtesy.

Taking into consideration the purpose of such schools, to teach womanliness and home-making to the very poor class, this school cannot be impared upon. Many more schools are needed just like it.

The United Presbyterian Mission School at Arlington, Alabama conducts the work in about the same manner. It is only a young school but it is advancing very rapidly.

George R. Smith College.

Sedalia, Missouri.

In this school most attention is paid to the classical work and only within the last three years has the work in Domestic Science been added.

Cooking, plain sewing, dress-making, embroidery, and millinery are taught. The girls are taught cooking practically by preparing and serving the meals to the college faculty. Only about sixteen weeks is allowed for this work. Very little theory is given because of lack of time. The work is very incomplete and unsystematic.

About one and one-half years are given to sewing, needlework, etc. With that much time the work should be thorough.

Western Tuskegee.

Topeka, Kansas.

The school is an out growth of Tuskegee Industrial and Normal Institute. For six years they have tried to give all of the girls training in cooking and sewing. The arrangement for cooking are very poor as they are compelled to use the regular school kitchen and dining room and for most purposes the same utensils. Up until a year and a half ago the instructor who was a graduate from Kansas State Agriculture College, kept up all expenses of the department by sale of food and usually at the end of the year had some funds left over, which she would turn over to the other departments of the school.

The work was conducted as nearly as possible like the work in domestic science at K. S. A. C. The work was well systematized and the girls did well. At present the work is not conducted in a very systematic way.

The work in sewing and dress-making is good. After two years time they expect to have a new, well equipped building for girls Industries. If they obtain the building and secure competent teachers they will be able to build up an excellent department. This school like others of similar nature is hampered in its work by lack of funds.

Atlanta University.

Atlanta, Georgia.

Atlanta University is one of the best institutions of higher learning for negroes in the United States. Each girl is compelled to take sewing and dress-making and those who wish it are given one year of training in house keeping. For this purpose is a training cottage, the cost of which was nine thousand dollars. In this cottage the girls are given training in every thing connected with the home. They are given practical lessons in buying of food furnishings and clothing, cooking, sewing and cleaning, care of flowers, ventilation, and every thing to make a competent house-wife. This method is particularly good but it would be better if it extended through two years or more and made a required instead of election part of the course.

Fiske University.

Nashville, Tennessee.

The information was obtained through a letter written by the Instructor in Domestic Science.

The Department has been established only one year. The teacher is a northern woman, educated in the north and so she conducts the work about the same as in the larger schools of the north. The methods of instruction include lectures, demonstrations and text book recitation, practical application in the school and practice teaching the pupils. They have a well equipped laboratory for cooking.

Western University.

Quindaro, Kansas.

At Western University there is a fair sized neat brick building which contains only the Domestic Science, Domestic Art and Piano and Vocal music Departments.

The work in sewing covers, plain sewing, dress-making, millinery and embroidery. They are doing excellent work in this department.

The work in Household Economy covers cooking mainly with lectures on hygiene and health, sweeping dusting, bed-making and regular house-hold cleaning and care. During this past year fifty eight girls have taken the work. They are divided into four classes. Two classes recite each day one from 8 : 30 to 11 : 30 the other from 1: 00 to 3 : 30 in the after noon two classes alternate. The work extends over three years and each girl averages about one and a half hours or two periods per day during the three years.

Approximately the same amount of time is given to Domestic Art.

Theory is given by notes which the students are required to keep in note books. They are graded upon the neatness of the note books as well as upon their other work. Some of the note books are excellent.

The laboratory is very poorly arranged. It was planned, built, and equipped before the teacher was elected and is an excellent example of what not to do. The tables are arranged with drawers for holding utensils. Each drawer has the necessary utensils for one girl's use. The tables are made of very poor lumber which is not even matched properly so that the planks have warped apart in tables and bread boards. The utensils are cheap in quality and are nearly all broken. There is no gas or gasoline. Both pantry and laboratory are small.

The dining room is quite a contrast to the laboratory. It is of fair size and is well equipped with table linen, china, silver, glassware, etc, with serving table, side board chairs and dining table, for a family of six.

The instructor is a graduate from Mrs. Rorer's School in Philadelphia and understands her work thoroughly. Her rule in giving the work is first lessons in cleanliness, then firemaking, serving, boiling water, then lessons in cooking first of beverages, next starches, sugars, all proteids, breads fats salads, cakes ices, etc, She teaches them to make yeast, baking powder, and all extracts etc, used in the home. All of those used in the school are made by the girls. Each girl is required to get one dinner -- one dollar for six persons, an emergency meal, a family luncheon, and a breakfast. Every thing cooked in class must be served at the dining room table.

The girls found in the Department range, in age, from twelve to twenty. Most of them are from good respectable homes with the common comforts. Some of them are from the poorer classes while a few are from well to do homes. The academic work ranges from approximately the sixth grade up through a good High School Course.

Summer High School.

Kansas City, Kansas.

The work in this school was only begun in the fall of nineteen hundred and six. The laboratory is new, convenient and thoroughly equipped. The desk room is planned for twenty girls. Each desk has two drawers and there is a closet between each two desks. The drawers contain, a knife, paring knife, spatula, fork, wooden spoon, table spoon, two teaspoons, measuring cup, granite plate, two bowls, egg beater, small cup and saucer, salt, pepper and flour boxes and biscuit cutter. The closet has extra equipment, two dish-pans, two pudding pans, a frying pan, kettle, rolling pin, double boiler, grater and strainer. There is a cup-board in the laboratory which contains all extras. The Department also has dining table, 1 set of fireproof china, silverware, table cloth, napkins, glasses, dish-towels, refrigerator, sink and gas range. Individual gas burners are found at each desk.

Eighty nine girls have taken the work during the past year one period of forty minutes per day is allowed for each class. The rule followed in giving the work was about the same as followed in K. S. A. C. one day in the week was given to taking notes and the

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other four to practice work. The teacher would spend a few minutes lecturing on cleanliness, hygiene, etc, when she found time in between. She found it hard to do much lecturing on cooking days because of the short length of time given to each class.

Tuskegee Industrial and Normal School.

Tuskegee, Alabama.

At Tuskegee the work in Domestic Science and Household Economy is the most practical and far reaching of any found in colored schools. Here the girls are given a thorough English education and with a thorough education in home making. They are taught the true dignity of labor and that a well kept home is one of the most beautiful things in the world. During their entire stay in Tuskegee they are required to do a certain amount of household work, neatly and systematically. They are given a thorough course in all kinds of sewing, so that when they have finished they can make any thing in the line of needle work required in the home or for personal use and are also fitted to teach it.

The Course in Cooking and Household economy is as follows:-

" First year: Making and care of fires; Care and adjustment of lamps used for cooking; Cleaning and keeping in order the tables, closets, sinks and pantries; Care of material as it comes from the market; Washing cooking and kitchen dishes; Care of baking bowls, dish towels and dish-cloths; Cleaning painted and unpainted wood work; washing windows, sweeping and dusting; the proper use and care of utensils; making bread with out yeast; making biscuits, corn-bread, sweet and white potato, graham and oat meal bread; Muffins

of each of the flours, and combinations of rice or grits with them; Making different kinds of toast and using stale breads; Cooking vegetables in simple ways. The simplest form of cooking meats making plain, brown and milk gravies and sweet sauces; Cooking cereals and serving in various ways; also cooking fish and eggs.

Second year;- Care of silver, glass, china, brass and nickel; care of table linen; laying table for different meals, waiting, clearing table and washing dishes; cleaning oiled floors; lessons on providing materials for meals, and calculating cost. Preparing given menus, and estimating time required in preparation; making yeast bread brown and white, rolls, muffins, coffee, spices and raisin breads. Soup making, with and without meats; purees from beans, peas and other vegetables, with and without milk; stews, hashes and minces. Cleaning and cooking chicken in various ways; bacon, boiled fried. Making tea, chocolate, coffee and cocoa.

The third year deals with the theory of foods, then sauce, selection, composition and economic value, and the practice of principles involved in different methods of preparation.

The fourth year covers the study of dietaries, including the arrangement of bills of fare for daily living, in which the expense is limited to fifty cents for each person, and dinners of three courses for six persons.

In the school laundry the young men are taught the art of washing and ironing according to the latest improved methods. All necessary equipment is here for this purpose. All of the washing for teachers and students, including bed and table linen is done here. The course covers one year.

The girls are given special training in all matters pertaining to dress, health, etiquette, physical culture and general house-keeping.

The course in household training includes such instruction as:- The location and sanitation of the home. Furniture: its purchase, arrangement, and proper care. Surroundings and their advantages. Cleaning lamps, beds, bedrooms and general weekly cleaning. The care of dining room: serving the table and the care of linen, silver, pantry, dishes, and towels. The duties and manners of the hostess. Marketing, and economy, punctuality, and regularity in preparation of food. The sick room:- Its attractions and proper ventilation, changing the patient's clothing and bedding. Feeding and visiting the sick. Yards and out houses: how to keep clean and how to beautify. The house keeper's personal appearance. Dress: what to wear and the clothes suitable."

The girls in their senior year are divided into groups of four and for a certain length of time are required to live in a small four roomed cottage where they apply practically for the time all of the knowledge learned previously concerning every thing pertaining to the home. For the time they are real house keepers.

It is the general belief of all that the girls enjoy the work in home making almost without exception. Some of the teachers complain that the students do not care for the theory but all like the practice work. After taking the work the girls do not return to the old-fashioned way after they finish, but apply the knowledge learned in their homes. Of course there are some exceptions to the

rule but they are very few. Few girls who obtain this training take up house work in other than their own homes. Some reasons given why they do not is the wages are too small for the long hours of labor; the attitude of many employers toward their help, etc. From observation of the results thus far it is the uniform opinion of educators among the race, that this form of training pays a hundred-fold in better homes, higher ideals, better morals, better living, truer and more practical Christianity and in every thing that helps to build up the race; for no race can rise higher than the ideals of its women.