

ABSTRACT OF THESIS

DEVELOPMENT OF THE VOCATIONAL HOME ECONOMICS
PROGRAM IN ARKANSAS
FROM 1917 to 1939

Submitted by
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ABSTRACT

DEVELOPMENT OF VOCATIONAL HOME ECONOMICS IN ARKANSAS 1917-1939

In an attempt to provide for needs, interests, and capacities of girls and boys and to prepare them to meet life successfully, in a rapidly changing order, the home economics program in this country has, since the passage of the Smith-Hughes Act, been in an almost continuous process of reconstruction and development. It has broadened its scope, enriched its content, and shifted its emphasis with changing social and economics conditions and a changing philosophy of education.

The purpose of this study is to give a resume' of the expansion and development of the vocational home economics program in the high schools of Arkansas through a twenty-two year period, 1917-1939, to discover what changes have taken place in the philosophy, policies, plans, and cost of the vocational home economics program, and to point out needs which may serve as guides for future expansion and development.

The problem

What changes have taken place in policies and plans, cost, and philosophy of vocational home economics in high schools of Arkansas for the twenty-two year period from 1917 to 1939, including schools for both

white and colored children?

Problem analysis

1. What changes have taken place in policies and plans?
2. What has been the change in cost of vocational home economics program in the state?
3. What changes have taken place in the philosophy of home economics education?

Method and materials

Reports of legislation pertaining to vocational education passed by the General Assemblies and policies, rules, and regulations governing the promotion and administration of vocational education were found in the office of the commissioner of education.

State plans, annual statistical and descriptive reports of the State Board of Vocational Education to the Federal Board of Vocational Education, on file in the State Supervisor's office, were examined to discover changes in plans, cost, and philosophy of the vocational homemaking program in Arkansas. From state plans which covered periods of five years, required qualifications of supervisors and teachers, general objectives of the program, general requirements for plant and equipment, and home project requirements were recorded. From the annual statistical and descriptive reports the number of departments, enrollment in home economics classes, the development of home economics for boys, and federal,

state, and local expenditures for vocational home economics were recorded in table form.

Supplementary reports published by the State Division of Vocational Education, news letters on file in the state office, and state bulletins were examined. Information on size and location of home economics departments for white children was obtained from all the 95 vocational schools in operation in 1938-1939. The Home Economics Supervisor for Negro Schools filled out the questionnaires for the 21 departments for colored children.

Legislation and administrative policies

Early legislation and administrative policies in the development of vocational home economics in Arkansas consisted of the acceptance of the benefits and provisions of the Smith-Hughes Act, the designation of the State Board of Education as the "State Board" of control to cooperate with the Federal Board for Vocational Education in carrying out the provisions of the Act, and the appointment of the state treasurer as custodian of both state and federal appropriations. Later rules and regulations, concerning the duties of the State Board of Education in the development of a vocational program, were made. And a tax of one fifth of a mill on all taxable property was levied, and when collected was set aside as a separate vocational

education fund.

In the early part of the 1917-1939 period the sum of \$1,000, to be divided among three schools, was set aside to aid schools in the teaching of "household economics." However, in 1920 the Board ruled that all schools receiving aid for vocational agriculture would be required to maintain a two-year program of home economics at local expense. This plan was in operation until the Board, in 1927, changed to a plan of reimbursing for one-half the salary of both the teacher of agriculture and home economics for such time as was spent by these teachers in vocational work. This change created a favorable situation for the development of the full vocational home economics program in a larger number of schools.

Policies relating to qualifications
of supervisors

Technical educational requirements of state supervisors of home economics education in Arkansas for the twenty-two year period 1917-1939, which in the first period, 1917-1922, was completion of a four-year course in home economics in a standard institution, were not greatly changed until the beginning of the fifth period. In this period, 1937-1939, the requirements included the completion of a four-year collegiate course in home economics from a college or university

of recognized standing whose courses met the standards set by the State Board of Education and a full year of graduate work in home economics, including investigation of research in the field of home economics.

Professional educational requirements in the 1922-1927 period of a minimum of 15 hours in education, including home economics education and practice teaching in vocational home economics, were in the third period 1927-1932 increased to 25 semester credit hours in education. The minimum teaching experience was increased, during the third period, from two to three years with the additional requirement that the work be done in a vocational all-day school, including both day and evening classes. Requirements for administrative and homemaking experience remained about the same throughout all the periods.

The educational requirements for local supervisors were greatly increased during the period from 1927 to 1939, but had not been set up prior to 1927. In the five year period 1927-1932 the minimum requirements for technical and general education were that they should exceed the minimum requirements provided for those teachers for whose professional improvement they were largely responsible. Other requirements were 20 semester hours in education, two years of homemaking experience, from two to three years' teaching experi-

ence in vocational schools, and at least one year supervisory or administrative experience. In the closing period of the study the general educational requirements were graduation from a four-year collegiate course in home economics from an approved institution and one year's graduate work in home economics. Teaching experience requirement was changed from a minimum of two years to a minimum of three years and administrative experience was changed from one to two years.

Policies relating to qualifications
of teachers and teacher trainers

In the first period, 1917-1932, home economics teachers in teacher training departments in the state of Arkansas were required to have completed a four-year course in a standard college giving a diploma in home economics, to have had at least two years vocational experience including supervised management of the home and to have had at least 15 hours in professional training.

In the second set of plans 1922-1927, no requirements concerning qualification of teacher trainers were given, but in the third period 1927-1932 the credit hours in education were increased from 15 to 25, ten of which were to parallel or follow the teaching experience.

No increase in training was required of teacher trainers in the 1932-1937 period, but in the

last period of the study practical experience in home-making was increased from two to three years, and an additional requirement of one year of graduate work in the field of education was made.

No training requirements for Negro home economics teachers were given in the state plans for the promotion of vocational education in Arkansas from 1917-1922. The requirements for white teachers consisted of the completion of a four-year college course, or the equivalent, in a standard college; 12 to 15 hours professional work, including special methods in home economics, with practice teaching; and two years of homemaking experience. In the next period 1922-1927 white teachers were required to have completed a four-year course in home economics in an approved college of standard grade, and to possess such personal appearance, personality and ability, as needed, to win and hold the confidence of the community in which the teacher was to work. The Negro teachers were required to have completed a two-year course in home economics in an approved school of standard grade, to have had two years of vocational experience, and to possess the same general personal qualifications required of white teachers.

In the third period, 1927-1932, no changes were made in the technical training requirements of

white and colored home economics teachers in vocational schools, but professional training for white teachers was increased to 20 hours in education with specified inclusion of methods in teaching home economics and supervised practice teaching of home economics classes. For Negro teachers, for whom no requirements in professional training were specified in previous periods, were required to have 12 hours credit in education, including methods in teaching and supervised practice teaching in home economics. To the two years of homemaking experience, required in the previous periods, was added the statement that homemaking experience must include the actual care of children, part of which shall have been acquired in the actual management of a home. This applied to both white and colored teachers.

Training requirements for both white and colored teachers of home economics for the 1932-1937 period were the same as in the preceding period, and in the last period, 1937-1939, the only important change made in requirements of the white teachers was summer-school attendance at least every third year. There was, though, in this period a marked increase in the standards set for the Negro teachers, who were required to meet educational standards set for white teachers.

Policies relating to housing of
home economics departments

There were not as many changes in standards set for housing vocational home economics departments in Arkansas, in the years from 1917 to 1939, as there were in the actual housing of the departments. Even in early years of the study the importance of making the home economics department conform as nearly as possible to an actual home situation was recognized, and a separate cottage, arranged to provide teaching situations for all of the homemaking activities, was recommended as the most desirable location of the department.

Many home economics departments when first established (though all were not vocational at the time) were located in basements of school buildings. In the closing year of the study, only one department in schools for white children and one in schools for colored children were located in basements, while almost 78 per cent of the departments for white children and around 71 per cent of departments for colored children were housed in cottages. The cottages were erected by different plans and of different materials suited to the various schools and communities, and provided more home-like housing for home economics departments than was provided for the majority of schools in earlier periods.

Policies relating to equipment for
home economics departments

In the period from 1917 to 1939 the requirements set by the State Board of Education for equipment in vocational home economics departments in Arkansas changed from a very indefinite statement, in the first period, that equipment be adequate for work undertaken and satisfactory to the State Board, to more definite requirements, in the second period, for equipment for some phases of home economics work, the requirements being: A foods laboratory equipped for individual work and meal service; equipment available for related science work; a clothing laboratory equipped with tables 36 inches wide and two and one-half feet running length per pupil; adequate demonstration material available for teaching home nursing; and a room fitted for laundry work where possible.

In the third period, the State Department of Education issued a leaflet listing equipment required for vocational home economics department. In 1937 the number of utensils required in unit kitchens was reduced and newer books were substituted for older ones on the home economics library list. In addition to these requirements, equipment for other rooms of the departments, living rooms, bath rooms, and bedrooms, were required. There was no uniform requirement for

equipment and furnishings for these rooms; only a general requirement that equipment and furnishings represent good standards within reach of the majority of families of communities represented in home economics classes. There was a change from rather general and indefinite equipment requirements, of the first period, to a requirement in later periods of equipment and furnishings for an entire cottage and for teaching all the home activities included in the home economics course of study.

Policies relating to vocational
home economics curriculum

Notable improvement in the home economics curriculum for secondary schools in Arkansas was made during the period 1918-1939. At the beginning of this period the home economics course of study was a very narrow one in which most of the time devoted to the work was spent in teaching skills in food and clothing and was confined to work in the class room. This course was gradually broadened through the different periods by the addition of units on health, child care, family and community relationships, consumer education, family recreation, personality development, etc. and developed into a course which included every phase of homemaking and emphasized personal, family and community relationships. Then too, decided changes were made in the planning of work. In the early periods the ob-

jectives for home economics courses and units of work were written by supervisors or teachers, or both, for teachers. In the closing period they were written by the pupils with guidance from the teacher for both teacher and pupils in terms of the development of the students.

Policies relating to home
project requirements

As the home project program developed in Arkansas from 1917-1939 there was a change in the policy of the first period of recommending home project work as a means of identifying classroom instruction with the home life of the student and her family to a policy in the second period of requiring a definite number of hours of project work, per year, of all home economics students desiring credit for home economics work. Beginning in 1925-1926 the number of hours of required project work was 32, for which no additional credit was allowed and no provision made for supervision.

In schools established under the George-Reed policies in 1929-1930, and thereafter, and those established later in accordance with the provisions of the George-Ellzey and George-Deen Acts, students were required to complete 135 hours of home project work per year in at least three different phases of home economics. An additional half unit of credit was allowed for this work and provision was made for supervising it.

There was an increase, from period to period, in the number of phases of home economics from which projects were selected and in the number of projects that dealt with problems of home and family life, over the number devoted to individual problems of the student. According to various reports, as time passed, teachers made decided improvement in introducing, promoting, and supervising home project work; pupils improved in selecting, planning, conducting, and reporting projects; and as parents and school officials became better acquainted with the home project program there was increased interest, appreciation, and cooperation on their part.

Policies relating to establishment
of new departments

Since the appropriations from Smith-Hughes funds for the development of vocational home economics are made to the States in the proportion which their urban population bears to the total urban population in the United States and since the population of Arkansas is largely rural, the state received very small grants from the Smith-Hughes funds for home economics education. Not more than five schools in any one year were in operation before 1929-1930, when funds appropriated under the George-Reed Act were available. However, during this time a modified program of home economics, which conformed to the Smith-Hughes program as closely

as circumstances would permit, was carried on in a large number of Smith-Hughes agriculture-home-economics schools under a provision of a state plan which required every school receiving aid for agriculture to equip and maintain a department of home economics at local expense.

The passage, by Congress, of the George-Reed Act in 1929, the George-Ellzey Act in 1934, and the George-Deen Act in 1936, made it possible for Arkansas to expand greatly the vocational home economics program in secondary schools during the years 1930-1939. Seventeen George-Reed departments were established in schools for white children during the five-year duration of that Act; 14 schools, 11 for white children and three for colored children, established George-Ellzey departments in 1934-1935 and 1935-1936; and in the years ending in 1938 and 1939, 66 schools for white children and 17 for colored children established home economics departments under the provisions of the George-Deen Act. In the closing year of the study, 1939, Arkansas had 95 vocational home economics departments in operation for white children with an enrollment of 118 boys and 5,630 girls and 21 for Negro children with an enrollment of 114 boys and 1,576 girls.

Policies relating to home economics
courses for boys, 1917-1939

No boys were enrolled in vocational home

economics classes in secondary schools in Arkansas from 1917 to 1932, but in many schools the teacher of agriculture and the teacher of home economics exchanged classes for an average of ten days. This policy was continued in a large number of schools throughout the years from 1917 to 1939.

In 1935-1936 one vocational home economics department offered a course for boys, in segregated classes. In 1939 the number of schools offering home economics for boys, in separate classes, had increased to 15. Vocational home economics courses for boys seems to still be an undeveloped field in Arkansas.

Policies relating to home economics conferences

The first mention of home economics conferences that could be found was in the annual report of home economics education for 1923, which gave an account of two conferences held during the year, one for Smith-Hughes home economics teachers with three teachers in attendance and the other for home economics teachers in the Smith-Hughes agriculture-home-economics schools with an attendance of 14. The conferences were held to discuss and clarify special problems pertaining to administration of vocational home economics courses. In 1925 a two-day state conference was held in November; all home economics teachers in schools receiving state or federal aid were required to attend all meetings of

the conference. To stimulate interest in new developments in the field of home economics, to discuss special problems relating to presentation of the course of study, and to stimulate improvement in methods of teaching were the general aims of the conference. Two-day conferences similar to this one were held for white teachers the next four years.

The first state conference for Negro home economics teachers was a one-day meeting, held in the summer of 1927 for the purpose of acquainting the teachers with plans for developing a state program of home economics for Negro schools, of stressing the importance of specialized training in the field of home economics, and of securing the cooperation of the teachers in developing a course of study for secondary schools.

In 1930-1931 a series of one-day district conferences, held throughout the state replaced the state conference. These district meetings were devoted to special problems of teachers in the districts and to the organization of curriculum material for presentation in a cottage laboratory. Neither state nor district home economics conferences were held in the state during the years 1932, 1933, 1934, and 1935. In the year 1936-1937 the district conferences were revived, nine being held on Saturdays in various sections of

the state, but in 1938-1939 were replaced by a five-day state conference. The morning sessions of the state conference were devotee to reports and discussions of different phases of the vocational home economics program, while in the afternoons teachers worked in small groups on such problems as course of study for Home Economics III, activities and projects for related art classes, unit of work on consumer education, etc.

Thus, in the period of 1917 to 1939, there was a change, first from a policy of requiring home economics teachers, in all schools receiving state or federal aid for home economics, to attend a two-day state conference, to a policy of holding a series of one-day district conferences throughout the state, and return in 1938-1939 again to the state conference, though five days in length instead of two.

Policies relating to the adult program

During the ten-year period 1927-1937 few trained women were available for evening school work in Arkansas; therefore teachers for evening classes were recruited largely by choosing local women in desirable centers to conduct classes in phases of home-making in which they were deemed proficient. Millinery, dressmaking and cookery were the most popular courses during this period. In 1926-1927 an itinerant evening school teacher was employed, as a result there was a

departure from units based on material production, to other phases of homemaking.

In the 1927-1932 period the services of the itinerant evening school instructor were supplemented, in the early years of the period, by one or more units of work conducted by day-school teachers and, after the passage of the George-Reed Act, by the work of teachers in George-Reed centers and by the services of a county and two local supervisors of home economics. The adult program was stimulated in this period by the Parent-Teacher program which required the organization of study groups for their standard associations.

From 1932 to 1939 the home economics adult program was carried on largely by the vocational home economics department. In 1932, the Vocational Home Economics Division of the State Department of Education was granted a constituent membership in the National Council of Parent Education, being the second vocational department to receive that recognition. In inviting the Arkansas Department of Home Economics to membership in the council, the governing board cited the statewide program of parent education which was being developed through the home economics division as one of the outstanding programs of the country.

Cost of vocational home economics
education in Arkansas, 1917-1939

One of the developing factors in any program of work is the amount of financial support it commands. Since under the Smith-Hughes Act the appropriations for home economics in Arkansas were small, not many schools in the state received reimbursement for home economics until appropriations provided by the George-Reed Act were available. Under this Act Arkansas being a predominantly rural state received relatively large amounts for home economics. These amounts were increased after the passage of the George-Ellzey and George-Deen Acts.

No state funds for matching federal funds for the development of home economics were available during 1918 and 1919. During these years federal funds were matched entirely by local funds. After the 1919 Legislature levied a tax to be collected in 1919, and annually thereafter, of one fifth of a mill on all taxable property in the state, for the support of vocational education, federal funds were matched by both state and local funds.

A total of \$170,663.10 of federal, state, and local funds was spent for home economics education in vocational schools in Arkansas in the year 1938-1939, while in 1918, the sum of only \$1,475 was spent for this purpose. During the 22 year period, 1918-

1939, a total of \$793,231.54 was spent for the development of home economics education in vocational schools in the state.

Philosophy of home economics education in Arkansas, 1917-1939

The philosophy of home economics education in Arkansas has undergone an evolution:

From (in 1917)	To (in 1939)
1. Home economics training for a few--	Home economics education attainable by all who desire it.
2. A program of work which dealt largely with development of skills in housekeeping--	A broad program which included every phase of homemaking and emphasized personal, family, and community relationships.
3. Home economics training for girls only--	Home economics education for the entire family.
4. A program of work confined to the school-room--	A program of work which went beyond the school-room into the home and community.
5. The housing of the department in a laboratory, foreign to a home situation--	The housing of the department in a cottage or group of rooms providing a situation closely resembling a home.
6. A narrow training of teachers--	A broad education for teachers both before and after employment.
7. Little or no supervision--	Ever increasing supervision.
8. Provision of no money for homemaking education--	Provision of all the money the state could afford for the development of homemaking education.

In light of the changes and the developments in homemaking education in Arkansas from 1917 to 1939, one may make the prediction for homemaking education in the future that its development will follow the changing methods in general education, its curriculum will continue to be modified to meet changing social and economic conditions, and it will continue to make increasingly valuable contributions to the home and family life in Arkansas, particularly for boys and men.

T H E S I S

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PROGRAM IN ARKANSAS
FROM 1917 TO 1939

Submitted by
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Fort Collins, Colorado

August, 1941

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COLORADO STATE COLLEGE
OF
AGRICULTURE AND MECHANIC ARTS

August 8, 1941

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
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Permission to publish this thesis or any part of it
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Chapter I

INTRODUCTION

The insistent and diversified needs of present-day education in a democracy have been accentuated by two circumstances in particular: (1) the rapidly changing social, industrial, and economic scene has precipitated problems never before experienced in American society; and (2) the marked increase in secondary enrollment has challenged the school to provide a diversity of needs, interests, and capacities hitherto unacknowledged by the school (40:13).

In an attempt to provide for needs, interests, and capacities of girls and boys and to prepare them to meet life successfully, in a rapidly changing order, the home economics program in this country has, since the passage of the Smith-Hughes Act, been in an almost continuous process of reconstruction and development. It has broadened its scope, enriched its content, and shifted its emphasis with changing social and economic conditions and a changing philosophy of education.

It is very desirable in an educational program of any kind to pause at intervals and evaluate what has been done in order to discover strong and weak points of the enterprise; to discover changes made during specific periods, factors which influenced the changes, and factors which may serve as guides for

plans and efforts of the future. To no phase of education does this apply with greater significance than to the ever changing and expanding program of vocational home economics. Since the field of homemaking was the least standardized of any of the fields of vocational education named in the Smith-Hughes Act, there was confusion as to what should be done. What was done? Tracing the development and expansion of this program, in any state or group of states to determine what was done is valuable in determining whether the development in a particular state is keeping up with trends and developments in other parts of the country.

Since the Smith-Hughes Act became operative in 1917, home economics education in the secondary schools of Arkansas has developed from a course in which the most of the time given to home economics was devoted to teaching skills, mainly in food and clothing, to a course which includes every phase of homemaking and emphasizes personal, family and community relationships.

The purpose of this study is to give a resume of the expansion and development of the vocational home economics program in the high schools of Arkansas through a 22 year period, 1917-1939, to discover what changes have taken place in the philosophy, policies, plans, and cost to Arkansas of the voca-

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tional home economics program, and to point out needs which may serve as guides for future expansion and development.

Statement of the problem:

What changes have taken place in the philosophy, policies, plans, and cost of vocational home economics in high schools of Arkansas for the twenty-two-year period from 1917 to 1939, including schools for both white and colored?

Problem analysis.--1. What changes have

taken place in policies and plans?

2. What has been the change in cost of the vocational home economics program to the State?

3. What changes have taken place in philosophy?

Vocational home economics as used in this study refers to classes in home economics in secondary schools organized and administered under the National Vocational Education Acts.

Chapter II

REVIEW OF LITERATURE

Literature on the development of home economics education in this country was examined with two purposes in mind: (1) to discover studies which are related to the present study; and (2) to become acquainted with changes which have taken place in regard to philosophy, policies and trends throughout the country in that phase of education which trains for home and family life.

All the studies reviewed in this chapter deal, in one way or another, with the development and expansion of homemaking education. Two of the studies are closely related to the present one in that: they are historical surveys; they are studies of development of vocational home economics in Southern states; and data for the studies were gathered in a similar manner and from like sources.

Home economics education in the Southern States

Druzilla Kent (36) in her doctor's thesis, Teachers College, Columbia University, 1934, gives an historical study of the results of planning for home

economics education in the Southern States. The study was limited to the home economics program organized under the National Acts, Smith-Hughes and George-Reed, for vocational education in the white public schools of the Southern region from 1917 to 1933.

The data for the study were gathered from State and Federal yearbooks and official publications; from the complete file of plans submitted by the twelve Southern States to the United States Office of Education for the fifteen-year period; from annual statistical reports filed by the State Board for Vocational Education; and from supplementary reports published by the various State Divisions of Vocational Education during the fifteen-year period.

Some of the major points investigated in the study are: similarities or differences in the plans for the various state programs; the direction of planning within the region and within the individual state; and the relation of the plans to the development of the program.

This study showed that programs of homemaking education in the vocational schools in the states studied grew more unlike during the fifteen-year period. Plans showed wide variations during any one planning interval, and there was a higher degree of standardization within any one state, during a planning period,

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than there was in the region as a whole.

The study of the direction of planning within the region and with the states showed decided change in direction of planning within the fifteen-year period. The first series of plans was prepared very hastily under the direct supervision of the Federal Board for Vocational Education, and included only those items absolutely necessary to meet the provisions set forth in the Smith-Hughes Act. There was evidence that later plans, especially the fifth series, were more strongly influenced by the needs of state and local districts than by subjective theories. The plans were developed as a result of redirection from within the program and were no longer mere manipulative instruments devised by an administrative group.

In the study of the relation of the plans to the development of the program, Miss Kent found that the program was being developed as a co-ordinated whole; administration, teacher-training, and instruction were developed in relation to the objectives set up for the entire program. She also found that instruction in homemaking was no longer confined to the all-day schools; homemaking classes for adults were showing very rapid growth, and part-time classes for out-of-school youth were beginning to receive attention by the close of the period. The trend, in a number of states,

was to develop a continuous program of homemaking education in a community. The increasing emphasis upon relating instruction directly to the home was made possible by planning for definite time for home visiting in the home economics teacher's schedule; this emphasis was reflected in changes in method of instruction and in the development of teaching situations which more closely approximate home conditions.

The evidence presented in this study, in regard to the effect of planning upon the development of the vocational home economics program in the Southern Region, indicates that the rapid and uniform progress made in the program was due, to a very large degree, to careful and comprehensive planning.

Home economics program in Texas

In 1938, Doris Williams (50) made an historical study of the development of home economics in Texas for the period 1917-1937. The study was limited to the regional home economics classes in the vocational high schools of Texas B and C type for the years 1917-1937.

The data for the above study were obtained from annual reports to the Superintendent of Public Instruction and to the Federal Board for Vocational Education; from news letters on file in secondary schools, publications of the Texas Department of Education; and

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from back issues of newspapers published in towns in which the clothing contests and homemaking education rallies were held.

In Texas in 1917, domestic science and domestic art were the terms used to designate the subject matter, which is today termed home economics. At that time there were 108 classified and accredited high schools in Texas in which some form of domestic science and domestic art were taught. The content of the course of study was confined largely to skills in cooking and sewing. No boys were enrolled in the classes, nor were there annual conferences for home economics teachers, nor annual rallies and contests for girls enrolled in the classes.

The State Board for Vocational Education, at various periods, determined policies in order to receive subsidy from the Federal Government. The plan for the distribution of funds was changed from time to time because of favorable or unfavorable state and federal legislation and economic conditions. No school was granted subsidy for longer than five years in the original plan, but the depression and later favorable legislation changed this plan to one of continuous subsidy. Directors and supervisors were selected by the board from year to year as the program developed and additional ones were needed.

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The National Vocational Education Act caused many changes in the curricula of domestic science and domestic art as taught in 1917, and after 1917 the subject was called home economics and included phases of homemaking other than cooking and sewing. Additional phases were added from time to time, until in 1937 every phase of homemaking was taught in some unit of the home-making course in high school. The emphasis changed from skills alone to skills, attitudes, appreciations, abilities and interests of the students.

Three schools with 43 girls enrolled in home economics were federally aided in 1917. In 1937 there were 616 high schools with an enrollment of 45,036 pupils in home economics which were federally or state aided.

In 1930 classes for boys were being conducted in several high schools as a result of a request made by the boys themselves. In 1935-1936, there were 1,248 boys enrolled in segregated and in mixed home economics classes.

The first homemaking conference for the training of homemaking teachers in service was held in 1922. The object of this conference was to discuss the subject matter and method of instruction to be used in teaching home nursing, and method of conducting home projects. In 1927 district conferences were called, in addition to

state conferences. In the early years the directors and supervisors imposed the topic or objectives of the conference on the teachers, while in later years the classroom teachers were allowed to present their local problems for discussion by the group.

Lillian Peek was the founder of the State Clothing Contest, held first in 1920. The object of the contest was to assist in correcting some of the faults in dress among high school girls and, in an indirect way, to influence the dress of parents and others who came in contact with these girls. All garments entered in the exhibits were made by the girls entering them. In 1929 the leader of the State Girls' Clothing Contest made the suggestion that the club which had been organized in local high schools needed a state program of work. Therefore the Girls' Clothing Contest was changed to the Homemaking Educational Rally, in order to give the girls a state club program and to emphasize the entire course of study. Boys were allowed to enter this feature in 1935 for the first time. The name of the club was changed again in 1936 to the Future Homemakers' Rally. In 1920 there were 49 teachers and pupils of home economics in attendance at the contest in Austin. The attendance grew until in 1937 there were present 1,500 students and teachers.

From 1917 to 1937 the home economics program

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in the high schools of Texas broadened in scope, increased enormously in enrollment, developed in administration and supervision, gained substantially in the amount of funds available, broadened to include boys in the program, and reached outside the local community to form a state-wide organization for high school students.

Homemaking in Fort Collins
High School

In 1938 May DuBois (27) made a study of the development of homemaking in the high school of Fort Collins, Colorado, to determine whether the present curriculum was meeting the needs of the pupils in the community. The study was limited to a period of eleven years, 1928-1939. The data were obtained from school records; from a comparison of courses of study for the Fort Collins high school in the years 1928 to 1933 with that which was developed from 1933 to 1938; and through interviews with 22 people who had been connected with the department in either of the two periods; from opinionnaires obtained from present and former superintendents and principals of the school; from the supervisor of Vocational Education in Homemaking for Colorado; from all teachers who had taught in the department during the time studied; and from a representative group of teachers who had been in the school during the 1928-1939 period.

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In 1932 the Fort Collins high school was re-established as a teacher-training center in homemaking for Colorado State College of Agriculture and Mechanic Arts in Fort Collins. During this year a community advisory committee was also appointed, under whose guidance the revision of curriculum to establish a community program for education in home and family living was begun.

Prior to this time the homemaking department had consisted of first and second year work in cooking and sewing. After the 1932 revision and subsequent revisions it included every phase of homemaking.

The following interesting facts were brought out by the study: the enrollment in the department increased a great deal during the period studied; the average intelligence quotient of the girls in the department made a steady gain throughout the eleven years and range of I Q's widened; leadership positions held by girls in homemaking in the post-curriculum period increased 150 per cent over those of the pre-curriculum period; there was an increasing number of girls in homemaking who graduated during the period; and there was a steady decline in the number of girls with high school courses in homemaking who went to college. There was no marked difference in the grade level at which girls were taking homemaking either before or after

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revision. On the whole, however, the trend was for the older girls to take more work in the latter period than in the former.

The 22 persons who gave answers to the questions: How was the homemaking department educating for home and family life? or, In what way can the homemaking department be changed in order to educate more adequately for home and family life? said three things: (1) that it was educating for home and family life, (2) that it was covering all phases of living, and (3) that the summer program was a great help in this respect.

The persons interviewed suggested that four changes be made in the homemaking course, in order to educate adequately for home and family life: that education for home and family life be offered for boys; that equipment and housing facilities of the department be modernized; that more work in consumer-buying be given, and that a better plan of guidance for individual girls be developed.

In the comparison of courses of study it was found that in 1927, the objectives were written for the teacher and from her point of view. In 1938, they were given in terms of the development of the girl. All the objectives in 1927 were based on subject matter, while in 1938 subject matter was mentioned only as a means of aiding in the development of the girl.

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In the comparison of the Teacher's Guide for Education in Home and Family Life of Colorado State Board for Vocational Education with the Tentative Course of Study for Education in Home and Family Living in Fort Collins, Colorado, no great difference in the home-making philosophies and the phases of work was evident, but methods used in administering the two programs were different. Fort Collins offered more weeks of homemaking work, but divided the phases of homemaking and related subjects into semester courses. The Colorado State Board for Vocational Education combined units of several phases of homemaking and related subjects in courses.

Status of home economics in the Colorado high schools

A study of the status of home economics in the high schools of Colorado at the end of the school year, 1932-1933, was made by Anna Lory (38) in 1933. The study included the following major objectives: a survey of the present situation; a study of the changes which have occurred during the period 1931-1933; an analysis of the cause of such changes as have occurred; and an analysis of the outlook for home economics for the immediate future.

The data, for the above study, were gathered through questionnaires sent to teachers in 103 high

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schools and 27 superintendents.

Miss Lory found that teachers of home economics were very well trained and Colorado College led in the training of teachers in the field of home economics. From the studies, both 1931 and 1933, it was evident that there was a tendency to make home economics required in the lower (7-8) grades and elective in the upper grades (9-12). During the period studied, the homemaking courses of study in Colorado schools broadened and more emphasis was placed on child care units. Home economics for boys, which emphasized food and nutrition, progressed during the two years.

The study revealed that the home economics course became more practical as a result of the economic conditions of the period, and though the schools felt the effect of the depression to some extent, they met the situation and came through the hard times in a very creditable manner as was shown by the small percentage which was forced to discontinue the work. Of the teachers reporting, 55 per cent changed the course of study, during the two years, to fit the needs of the girls and to fit the economic time. At the end of the period 1933, teachers, and girls enrolled in home economics, were assuming more outside civic and social responsibilities than they were in 1931.

Miss Lory reported: that the outlook for home

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economics for the next year, 1934, was favorable in more than two-thirds of the schools; that a majority of the communities were favorable toward the home economics departments and their work in school; and that lack of sufficient funds was the largest factor in causing home economics to be discontinued from the curriculum.

Development of home economics
in New Mexico

Ethel Buer studied the "Development of Home Economics in the Public High Schools of New Mexico from 1912 to 1939." She was concerned with discovering: (24)

Influences which directed the development of home economics in New Mexico.

Persons influential in the development of home economics, and what had been the contributions of each.

Development of the curriculum in high schools in regard to:

- a. Classes for day schools
- b. Girls' clubs
- c. Home projects
- d. Adult classes
- e. Summer programs
- f. Boys' classes
- g. Texts
- h. Equipment
- i. Supervision

Data were collected from various reports and publications and through interviews with the State Superintendent of Public Instruction, the Director of Vocational Education in 1917, the Head of the Home Economics Department at the University of New Mexico in

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Albuquerque, the State Supervisor of Home Economics Education, and the Teacher Trainer in State College.

Mrs. Buer found that there were three main influences which directed the development of home economics in New Mexico between 1912 and 1939: legislation, funds, and the depression. The first legislative influence was the provision made by the State Legislature in 1912 for the introduction of industrial education, including domestic science, in the schools of the state. The second legislative influence was the acceptance of the National Act for Vocational Education, known as the Smith-Hughes Act, which gave impetus to vocational education by providing federal funds which were to be matched by the state and used in vocational work. Other federal acts, the George-Reid, George-Ellzey and George-Deen, provided additional funds for home economics with greater ease in adjusting the home economics program to the schedule of the high schools of the state. As a result of the depression the work in the home economics classes became more practical.

The persons listed by Mrs. Buer as influential in the development of home economics in New Mexico were the following: Alvin N. White, the State Superintendent of Public Instruction whose interpretation of state legislative acts in 1912 placed home economics in the curriculum of the high schools of the state; Theresa

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B. White and Manette Myers, the two Directors of Industrial Education from 1912 to 1917; Ruth Thompson as a student at the New Mexico State College of Agriculture and Mechanical Arts in 1912 and as a teacher in the same institution in 1913; Ruth C. Miller, the first director of Vocational Education in the state in 1917, who influenced the home economics program by aiding in the preparation of the first State Plans for Vocational Education in New Mexico, and through her supervision of home economics; Dr. R. McBride, County Superintendent of Dona Ana County, in 1917-1918, who originated the idea of a Vocational Circuit in the county; Ruth G. Taylor, the first full-time supervisor of Home Economics Education in New Mexico in 1922 who influenced the program by striving to raise the standard of work being done; Mrs. Vina Gardner, the State Supervisor of Home Economics Education from 1927 until 1932, who influenced home economics through the publication of the New Mexico Home Economics Counselor, a news letter to teachers and a supervisory device; Miss Zelpha Bates, the State Supervisor from 1932 to the time of the study, who exerted her influence to keep the work on the live-at-home level upon which her predecessors had placed it; Miss Mary Gillespie, itinerant teacher trainer, since 1937, who influenced methods and content of courses in homemaking; Miss Maude Williamson, Teacher Trainer at Colorado State

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College; Mrs. Mildred Weigley Wood who influenced home economics in New Mexico by being conference leader in methods and in the various phases of home economics education; and two instructors of higher learning, Mrs. Elizabeth Simpson and Miss Margaret O'Laughlin.

Ethel Buer found that the growth in the number of schools having home economics in New Mexico was fairly steady. In 1913 there were three towns which reported home economics teachers; in 1914 there were six, and in 1923 there were 63. In 1926-1928 there was an increase to 74, but a drop to 52 during the depression in 1930. After this the number steadily increased to 89 departments in 1939.

She found that the home-project program was slow in starting in New Mexico, but by 1920 most of the girls who were enrolled in home economics carried out home projects and by 1938 they had become such a vital part of the work that teachers were employed on a year-round basis in eight towns of the state to supervise the summer home-projects and to aid in adult education. She, too, found that the curriculum had changed from "domestic science" and "domestic art" in 1913 to "home economics" which was considered by 1917 as training for vocational homemaking. In 1939 the term "homemaking" or "education for home and family living" indicated the broad program which was being taught in the high schools

of New Mexico.

The study revealed that very limited equipment was considered sufficient for domestic science, but by 1917 requirements suggested the hollow square type of kitchen or the "unit type" with provision for laundry work and home nursing. By 1939, 11 departments had completed areas of family living, including living-dining room, bedroom, kitchen, and bath.

The above studies show something of how home economics has developed, in various sections of the country, from a narrow course dealing largely with skills in cooking and sewing, into an ever broadening and expanding course which deals with every phase of home and family life. They reveal some of the factors and conditions which brought about changes that contributed to the development of the work in different schools.

Chapter III

METHOD AND MATERIALS

In November, 1939, the writer interviewed the secretaries of the State Supervisor of Home Economics Education and the State Commissioner of Education to find out what data, needed for the study of the development of vocational home economics in Arkansas, could be obtained from their offices. Permission to use data in these offices was granted before the study was begun.

From the office of the State Commissioner of Education, reports of legislation pertaining to vocational education passed by General Assemblies of Arkansas, and policies, rules and regulations, as recorded in minutes of meetings of the State Board of Education, governing the promotion and administration of vocational education, were found and recorded.

State plans, annual statistical and descriptive reports of the State Board of Vocational Education to the Federal Board for Vocational Education, on file in the State Supervisor's office, were examined to discover changes in the philosophy, plans, and cost to Arkansas of the vocational homemaking program in the State. From the first state plans, which were made in

1918, and with modifications used until 1922, and from subsequent plans, which covered periods of five years, required qualifications of supervisors and teachers, general objectives of the program, curricula, general requirements for plant and equipment, and home project requirements were obtained and recorded in table form by periods. From the annual statistical and descriptive reports the number of departments, enrollment in home economics classes, the development of home economics for boys, and federal, state, and local expenditures for vocational home economics were obtained and recorded in table form by years.

Supplementary reports published by the State Division of Vocational Education, news letters on file in the state office, state bulletins dealing with vocational education, and scrapbooks of newspaper clippings were examined; and conferences with past and present supervisors and with teachers were held, to obtain additional material on the development of home economics in the state.

The information on the size and location of home economics departments in schools for white children of the state was obtained from the questionnaire, (See Appendix), which was sent to all the 1938-1939 vocational schools, 95 in number, and from which a return of 100 per cent was received.

Since the number of schools for colored children, offering vocational home economics, was small, the Home Economics Supervisor for Negro Schools was asked to fill out the questionnaire for the colored schools. The data obtained from these questionnaires were divided into periods in keeping with periods of the state plans, and recorded in separate tables for colored and white schools.

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Chapter IV
CHANGES IN POLICIES AND PLANS OF VOCATIONAL
HOME ECONOMICS IN ARKANSAS, 1917-1939

Changes which took place in policies and plans of vocational home economics in Arkansas, as the program was developed through the period 1917-1939 are shown by tracing the changes which were made in legislation and administrative policies and by the changes which were made in policies relating to the following: qualifications of supervisors; teachers; teacher-trainers; housing; equipment; curricula; home projects; establishment of new departments; home economics program for boys; conferences; and the adult program. With the exception of legislation and administrative policies, these changes are traced by periods corresponding to the period of years covered by the state plans--1919-1922; 1922-1927; 1927-1932; 1932-1937; 1937-1939.

Legislation and administrative policies

On March 6, 1917 the Forty-first General Assembly of the State of Arkansas accepted the provisions and benefits of the Federal Smith-Hughes Act for the promotion of vocational education by the approval of

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Act Number 181. This Act is still in effect and designates the State Board of Education as the "State Board" to cooperate with the Federal Board of Vocational Education, and gives all necessary power in the administration of the provisions of the Smith-Hughes Act and designates the state treasurer as custodian of all appropriations, both state and federal, to be paid out by warrants drawn in the same manner as is required by law for warrants on other funds (1:986-88).

An amendment made by the Legislature in 1921, to Act 181 gave more specific statements concerning the duties of the State Board of Education in regard to vocational education (4:160-161). It gave the State Board authority to administer the funds provided by the federal government and the state of Arkansas for the promotion of vocational education in agriculture, trade and industrial subjects and home economics education; to formulate plans for the promotion of vocational education in such subjects, as an essential and integral part of the public school system of education in the state of Arkansas, and to provide for the preparation of teachers of such subjects. The amended act stated that it is the duty of the board to fix the compensations of such officials and assistants as may be necessary to administer both the federal and state acts and to pay such compensations and other necessary expenses

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of administration from funds appropriated by the federal and state government. Full authority was given to make studies and investigations relating to vocational education; to promote and aid in the establishment by local communities of schools, departments or classes; to prescribe qualifications for the teachers, directors, and supervisors; to cooperate in the maintenance of classes under its own direction and control; and to establish and determine by general regulations the qualifications to be possessed by persons engaged in the training of vocational teachers.

No provision was made in 1917 by the General Assembly of Arkansas for state funds to match federal funds available under the provisions of the Smith-Hughes Act (49:79), but in 1919 the Legislature made provision for the creation of a "vocational education fund" by the approval on February 14 of Act Number 80 (3). The Act states:

That for the year nineteen hundred and nineteen, and annually thereafter, there shall be levied and collected as other State taxes are levied and collected, one-fifth of one mill on the dollar of all taxable property in the State, for the support of vocational education as provided for in the Federal Act and this Act, and for the encouragement and aid in the teaching of elementary agriculture, home economics and manual training, and in the training of teachers for rural elementary schools. Said taxes shall be paid into the State Treasury and set aside as a separate "Vocational Ed-

ucation Fund," for the purposes specified in this act. (3:216)

Additional revenue was provided for the promotion of vocational education in Arkansas by the 1939 General Assembly by the approval of Act 393. Section two of this act stipulates that one-half of any revenue in excess of \$312,500 accruing annually from an "additional" tax on liquor be added to the State Vocational Fund (2:1057-8).

The State Board of Education accepted the duties and responsibilities placed upon it by the approval of Act 181 of the Forty-first General Assembly of Arkansas (1:986-88), and in accordance with the requirements in Section 8 of the Smith-Hughes Act (47:79) formulated plans for the development of vocational education in the state. Under the plan made by the board for the use of money granted under the provisions of the Smith-Hughes Act the following were provided:

1. Salaries of the supervisor of Agriculture.
2. Salaries of teachers of Agriculture.
3. Salaries of teachers of home economics.
4. Salaries of teachers of trade and industrial subjects in industrial centers.
5. Maintenance of instruction of teachers in training for trade, industrial, home economics and agricultural subjects (13:11).

The State Board of Education ruled that according to the federal act only schools under public supervision and control were eligible for aid under the

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provisions of the Smith-Hughes Act and that no part of the funds received from the Federal Board could be used for school building purposes, apparatus, equipment or maintenance of schools other than for the salaries of teachers of agriculture, trades and industries, and home economics (13:10). The board decided to assign the money received for the teaching of home economics to approved high schools and to place the work under the general supervision of the high school inspector (13:13). The University of Arkansas was designated as the institution for the training of teachers of home economics (13:13).

On November 10, 1917, a committee of the State Board of Education, appointed for the purpose of considering applications for federal aid under the provisions of the Smith-Hughes Act, met in the office of the State Superintendent and made the following regulations in regard to the use of funds for the teaching of home economics:

That any sum up to \$1,000 be set aside for use in teaching the subject of household economics and that this sum be divided among not more than three schools, one school to receive \$500 and the other two schools \$250 each (13:24).

At a later meeting the committee ruled that the State Board of Education would match the salaries of teachers, employed for the purpose of teaching special subjects,

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only for the time actually engaged in the teaching of those subjects (13:30). That is, if a teacher spent only two-thirds of the day in teaching a special subject, the State Board would match only two-thirds of her salary.

In March of 1920 the committee on vocational education recommended to the State Board of Education that it be the permanent policy of that Board to make type schools of all the schools in which vocational agriculture was taught and, in order to do this, that some provision be made for the teaching of domestic science. The committee recommended that where necessary the State Board of Education supply funds for the salaries of teachers of vocational agriculture by appropriating money for maintenance of this department so that the local boards might be able to maintain a department of home economics under the direction of the State Board of Education (13:62). The above recommendations were adopted by the State Board, and all secondary schools receiving aid for vocational agriculture were required to maintain a two-year course in home economics, organized according to the standards set up for vocational home economics departments, except that the teaching of related art and related science were not required. Schools operating under this plan became known as "Smith-Hughes Agriculture-Home-Economics Schools"

(22:1-2).

On June 20, 1921, J. L. Bond, State Superintendent of Public Instruction, submitted a set of statements to the State Board of Education which he recommended as permanent policies of the board in regard to vocational education. These policies were adopted.

They are as follows:

I. Organization and Administration

- A. The permanent policy of the State Board of Education shall be that vocational education shall be so directed and administered as to become and remain a vital and integral part of the public school system of the state. In order that this may be done:
 - 1. The chairman of the State Board of Education shall be Executive Officer.
 - 2. The High School Inspector shall be the Director of Vocational Education.
 - 3. Each department of vocational training shall be provided with a supervisor who shall have complete charge of teacher training and supervision in his department and shall be responsible to the Director.
 - 4. Smith-Hughes Vocational Education in the Negro schools shall be under the supervision of the State Supervisor of Negro Schools, who shall be responsible to the head of each department of Vocational Education for the work done in that field.
- B. It shall be the policy for the next biennium to direct all efforts toward the improvement of existing schools rather than toward expansion.

II. Teachers in the Field

- A. It shall be the permanent policy of the State Board of Education:

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1. To raise the standards of requirements of teachers of vocational education as rapidly as conditions will permit.
 2. To retain teachers in the service as long as their work shows satisfactory results.
 3. To deny reimbursement for schools retaining teachers whose work is unsatisfactory either to the supervisor or to the school officials.
 4. To be governed in retaining an exceptionally strong teacher more by the results obtained than by the maximum salary schedule.
 5. To require teachers in the service to show indications of continued professional growth.

III. Distribution of Funds

- A. It shall be the policy of the State Board of Education:
 1. To continue to support existing schools that maintain the minimum standards of requirements and continue to give evidence of improved educational spirit and growth, in preference to the establishment of new schools.
 2. To distribute State and Federal funds among white and colored schools in a fair and equitable way.
 3. To distribute State and Federal funds throughout all the State, all conditions being equal.
 4. To give preference to "A" type schools in distributing funds for the promotion of Vocational Agriculture.

IV. Budget

- A. It shall be the policy of the State Board of Education:
 1. To require the Director, together with the supervisory force, to make an annual budget of the State and Federal funds to be expended in the several fields of Vocational Education.

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2. To confer upon the Director the authority to transfer funds in the budget, with the consent and approval of the supervisor.
 3. To keep overhead expenses in supervision and teacher training within 20 per cent of the total amount expended.

V. Traveling Expense

- A. It shall be the policy of the State Board of Education:
 1. To place Vocational Education in the schools where the greatest good may be accomplished, regardless of expense of supervision.
 2. To require the members of the administrative and supervisory forces to attend at least one meeting of national importance, in addition to those called by the Federal authorities (13:78-88).

The most important change, in regard to home economics education, brought about by the adoption of the above policies was the placement of the work under the direction of a supervisor who was made responsible for the training of teachers in this field and for the general supervision of the home economics work in the state.

The next change in policies which greatly influenced the development of vocational home economics in Arkansas was made by the State Board of Education in September of 1927. This was a change in regard to reimbursement, which created a more favorable situation for the development of the full vocational home economics program in the Smith-Hughes Agriculture-Home Econom-

ics schools. Up to this time, it had been the policy to reimburse for all the salary of the teacher of agriculture, in schools where ninety per cent farm population was shown, and for one-half of the salary in schools where less than one-half of the students came from farm homes, and to require the school in both instances to maintain a home economics department at local expense. Under the changed policy, in schools where one-half of the children came from farm homes, reimbursement was to be given for one-half the salary of the home economics teacher, as well as for one-half the salary of the teacher of agriculture, for such time as these teachers spent in vocational work. This policy was to be applied to all vocational schools established in the future. Beginning in 1928, in existing schools where the State Board, under the old policy, paid all the salary of the teacher of agriculture, the reimbursement was to be so adjusted that within three years all vocational schools would be receiving reimbursement for one-half the salary of the teacher of agriculture and one-half the salary of the teacher of home economics. That is, the first year under the changed policy, 1928, one-sixth of the salary of the teacher of agriculture would be deducted and one-sixth be added to the salary of the home economics teacher. The second year the agriculture teacher would be on the one-third-two-third

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basis and the third year, a fifty-fifty schedule. A corresponding increase would be put on the salary of the home economics teacher until it had reached the fifty-fifty basis at the end of three years (13:156).

In 1928 E. B. Matthew was appointed full time Director of Vocational Education in Arkansas. The state supervisor of home economics and the state supervisors in other fields of vocational education, were placed under his supervision and were responsible to him for the work done in their respective fields (28:3). Until this appointment, the high school inspector had been general supervisor of the vocational work.

Policies relating to qualifications of
home economics supervisors 1917-1939

First period, 1919-1922.--No requirements for qualifications of supervisors of home economics education in Arkansas were given in the first state plans which were made by the State Board of Education for the year 1918-1919 and later approved for the three year period 1919-1922 (36:2), nor was mention of qualifications of supervisors for this period found in any other document. This probably was due to the fact that during the years 1917-1918 and 1918-1919 no provision was made for the supervision of home economics by a home economics trained person. During these years the work was under the general supervision of the state high school

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inspector (13:13). From 1919 to 1921, Miss Stella Palmer, head of the home economics department of the University of Arkansas devoted half-time to the supervision of the home economics program in the state (36:160). In 1921, Miss Blanche Gray, another member of the University home economics staff was appointed to share the supervisory work with Miss Palmer (14:2). This made it possible to have one person in the field all the time. This plan was continued until 1925 when Miss Druzilla Kent was appointed full-time supervisor of the home economics work (36:160). 1/

Second period, 1922-1927.---The second set of plans for the promotion of vocational education in Arkansas, which were made and approved for the five year period 1922-1927, unlike the first plans, made specific statements in regard to qualifications and duties of the state supervisor of home economics. The requirements were:

- a. The completion of a four year course in home economics in an approved college of standard grade; at least fifteen hours of professional work in education, including home economics education and practice teaching in vocational home economics.
- b. At least two years' experience in home-making; at least four years' experience in teaching home economics, two years of which should be in an administrative position of responsibility.

1/ See Table in appendix for personnel of the state supervisory staff from 1918 to 1939.

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- c. Must be mature, recognized as a leader, and must be able to win and hold the confidence of people of different types (15:35).

Third period, 1927-1932.--In the plans for the years, 1927-1932 (16:39) a decided change was made in training and experience requirements for supervisors. For state supervisors the number of semester credit hours in education was increased from 15 to 25, and requirements specified the inclusion of the following: philosophy of fundamental theory of vocational education; special methods and supervised teaching in vocational schools and in classes in home economics that met the minimum standards provided in the state plan; methods of training home economics teachers; and supervision and administration of vocational education. There was no change in requirements for homemaking experience, but the minimum teaching experience was increased from two to three years with the additional requirement that the work be done in a vocational all-day school, or high school of equivalent standing, including both day and evening classes, meeting minimum standards set up by the State Board of Education and approved by the Federal Board for Vocational Education. An additional requirement of at least two years of supervisory or administrative experience was also made.

The first record of the qualification re-

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quirements for local supervisors of the state were found in the state plans for this period, 1927-1932.

They were:

(1) Education.

(a) Technical and general.

The minimum technical and general education of the local supervisor should exceed the minimum qualifications provided in the state plans, for those teachers for whose professional improvement in service they are mostly responsible.

(b) Professional.

Equivalent of twenty semester credit hours in education, including:

1. Philosophy, or fundamental theory of vocational education.
2. Special methods and supervised teaching in vocational schools and classes in home economics that meet the minimum standards provided in the state plans.
3. Making analyses of teaching content in home economics and organizing the same on a teaching basis, in accordance with the needs of selected groups.
4. Methods of training home economics teachers.

(2) Experience.

(a) Practical working experience.

Equivalent of two years' homemaking experience, part of which shall have been acquired in the actual management of a home. It is also desirable that the local supervisor shall have had adequate occupational experience

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or contact in wage-earning fields outside of teaching.

(b) Teaching experience.

From two to three years' experience in vocational schools, or high-schools of equivalent standing, including both day and evening classes meeting minimum standards set up by the State Board and approved by the Federal Board.

(c) Administrative experience.

At least one year supervisory or administrative experience.

(3) General.

Must be mature, recognized as a leader, and must be able to win and hold the confidence of people of different types (16:40).

Fourth period, 1932-1937.--In the 1932-1937 plans for the development of vocational home economics in Arkansas no changes were made in regard to the qualifications of supervisors (17:44). This may have been due to the financial depression, on the assumption that it was not a logical time to increase training requirements of state and local supervisors.

Fifth period, 1937-1942.--In 1937-1942 set of plans the only significant change made in required standards for the state supervisor of home economics education was one year of graduate work in home economics including investigation or research in the field of home economics. Increased requirements for a local

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supervisor included at least a minor in graduate work in the field of family life education and experience as head of the home economics department in a school with at least two teachers in the home economics department, or experience as an administrator, dean of girls, assistant principal, or district club sponsor. In this set of plans (1937-1942) too, for the first time separate requirements for assistant supervisors were set up. 1/ They are as follows:

(1) Education.

- (a) Graduation from a four year collegiate course in home economics from a college or university of recognized standing whose course meets the standards set up by the State Board for Vocational Education and in which at least thirty semester hours of the four year college course are given to home economics subjects; at least thirty semester hours of the four year college course be related work in science and in art; and at least twenty semester hours of the four year college course to be professional subject matter including:

1. Philosophy of vocational education.
2. Special methods and supervised teaching in vocational schools and classes.
3. Making analyses of teaching content in home economics and organizing the same on a teaching basis

1/ Details of qualifications of state and local supervisors of home economics for the five periods are given in Tables 10 and 11 in the appendix.

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in accordance with the needs
of the selected group.

4. Method of training home economics teachers.

- (b) One year's graduate work in home economics including investigation or research in the field of home economics.

(2) Experience.

- (a) Practical working experience in home-making. The assistant State supervisor will be required to have two years of successful experience in the actual care and management of a home in which there is an opportunity for first hand contact with children.
- (b) Teaching experience. Three years of successful experience will be required, the major part of which shall have been in teaching home economics and related subjects in all-day and part-time or evening classes in approved vocational schools meeting the minimum standards approved by the State Board of Education.

(3) Administrative.

Successful experience in a vocational program as a city, county or district supervisor, or an itinerant teacher trainer (18:8).

Policies relating to qualifications of
home economics teachers 1917-1939

First period, 1917-1922.--In the first period, 1917-1922, teachers in teacher training departments were required to have completed a four year course in some standard college giving a diploma in home economics, to have had at least two years of vocational ex-

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perience including supervised management of the home, and to have had at least 15 hours in professional training, including special methods in home economics and practice teaching (14:3).

The requirements for teachers in secondary schools differed from those of teacher trainers, only in the requirements regarding the completion of a two year college course, instead of a four year course, in some standard college giving a diploma in home economics and allowing a minimum of twelve hours for professional work (14:3).

The second period, 1922-1927.--The second set of plans for the promotion of vocational education in Arkansas contained no statements in regard to the qualifications of teachers in teacher training institutions, but raised the requirements for teachers of white children in secondary schools, from the completion of a two year college course in home economics to the completion of a four year course in home economics in an approved college of standard grade. The requirement of a definite number of hours of professional training in the first period was replaced by the statement--"professional training must include general education courses and special methods in the theory and practice of teaching home economics." Negro teachers were required to have completed a two year course in home

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economics in an approved school of standard grade. Two years of vocational experience were required of both white and Negro teachers. The general qualifications, which consisted of the possession of such personal appearance, personality, and ability needed to win and hold the confidence of the community in which the teacher was to work, were the same for both groups of teachers (15:40-41).

Teachers of related subjects in secondary schools for white children were required to be graduates of a four year course in an approved college of standard grade with at least ten per cent electives in home economics, in addition to general education courses. Their training must have included special methods in theory and practice in teaching of home economics. No related work was planned for Negro schools during this period (15:41).

The third period, 1927-1932.---Very definite requirements concerning qualifications of teacher trainers were given in the state plans for the promotion of vocational home economics, for the period 1927-1932. They are as follows:

a. Experience.

(1) Practical working experience.

Equivalent to two years' successful homemaking experience, part of which shall have been acquired in the

actual management of a home.

(2) Teaching experience.

At least three years' successful experience in vocational schools, or high schools of equivalent standing, including both day and evening classes, meeting the minimum standards provided in the State plan. In case of assistants in the department of teacher training in home economics the minimum may be two years.

(3) Supervisory or administrative experience.

At least two years of some type of supervisory or administrative experience, except in the case of assistant in the department of teacher training in home economics.

b. Education.

(1) Professional.

Twenty-five semester credit hours in education, ten of which parallel or follow the teaching experience including:

- (a) Philosophy or fundamental theory of vocational education.
- (b) Special methods and supervised teaching in vocational home economics in schools and classes that meet the minimum standard provided in the State plan.
- (c) Making analyses of teaching content in home economics and organizing the same on a teaching basis, in accordance with the needs of selected groups.
- (d) Methods of training home economics teachers. In the case of assistants in the teacher-training department the above may be modified

to include 20 hours in philosophy and special methods, (a) and (b) above.

(2) Technical and general education.

Graduation from a standard four years' course in home economics in an institution approved for training teachers of home economics, or the equivalent (16:50-51).

No changes were made in the technical requirements for white and colored teachers in secondary schools of the state for this period, but professional training for white teachers was changed from general requirements in education to a specific requirement of 20 semester credit hours in education, including special methods in teaching home economics and supervised practice teaching in home economics. Negro teachers were required to have 12 semester credit hours in education, special methods, and practice teaching in home economics (16:46). Two years of vocational experience, a requirement for the preceding period, was changed to a requirement of the equivalent to two years of successful homemaking experience, including the actual care of children, part of which was acquired in the actual management of a home, and one semester, or the equivalent, of supervised practice teaching in home economics. This applied to Negro teachers also. The general qualifications were the same for both groups as those of the 1922-1927 period. No change was made in required qual-

ifications for teachers of related subjects (16:46-47).

Fourth period, 1932-1937.---No increase in training was required of teachers during the 1932-1937 period (17:51). No doubt this was due to the financial depression which produced conditions which were not favorable to increase in training requirements of secondary school teachers or in teacher training institutions. (6:1932/33:1)

Fifth period, 1937-1942.---Qualifications of teacher trainers given in the set of plans for the development of home economics in Arkansas for the 1937-1942 period are listed under the following headings: (a) head teacher trainer, (b) assistant teacher trainers, (c) supervisory teachers in student teaching centers, and (d) itinerant teacher trainers. The home-making requirements for the head teacher trainer were increased in this period from two to three years. She was required to have credits sufficient to acquire a State teacher's certificate; to have completed one year of graduate work in the field of education; and to have tact, desirable personality and leadership (18:21-22).

The only difference made in the requirements of head teacher trainers and assistant teacher trainers, "those not assigned to full-time supervisory services in a center," was in administrative experience; two years of experience in supervisory work was not required

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for the position of assistant teacher trainer. The required qualifications for supervisory teachers in student teaching centers and itinerant teacher trainers were the same as those required of assistant teacher trainers (18:22-24).

In the five year period, 1937-1942, the training requirements of home economics teachers in all-day vocational schools were increased by the addition of summer school attendance at least every third year. The following general requirements were added, too: the teacher must prove her ability to organize and adapt her subject matter to the needs of the pupils taught; she should have at least an average ranking in scholarship; she must have personal traits and qualities that will enable her to make community contacts and must be able to popularize home economics in any locality (18:15). 1/ There was a marked increase in the standards set for the Negro teachers, who were at this time required to meet the educational standards set for white teachers (17:15).

In the 1937-1942 state plans the following statements concerning related subject teachers were made:

1/ Details of qualifications of home economics teachers and teacher trainers for the five periods are given in Tables 12, 13, 14 in the appendix.

These subjects should be taught by the teacher of home economics, except in special situations. Where this is impossible, there should be a close correlation between the home economics and related subjects teachers. The teacher shall meet the certification requirements of the State Department of Education for teachers in these fields (18:15).

Policies relating to housing of
home economics departments
1917-1939

First and second periods, 1917-1927.---No mention of requirements concerning housing was made in the first, 1917-1927, and the second, 1922-1927, state plans for the promotion of vocational home economics education in Arkansas. But a bulletin Four Years With the Public Schools in Arkansas 1923-1927 Vocational Agriculture and Home Economics--issued by the State Department of Education states that:

The more nearly the laboratory for teaching homemaking conforms to an actual home situation, the more efficient the teaching will be. The approved plant for teaching homemaking today is a cottage arranged to provide teaching situations for all the home-making activities (11:510).

This bulletin gave three approved plans for housing vocational home economics departments. The first was a cottage arranged to provide suitable teaching situations for all of the homemaking activities taught. Figure 1 gives a view of the living room and dining room of the first home economics cottage in Arkansas erected at Mansfield in 1921. This cottage



Fig. 1.-- A view of living and dining rooms.
Mansfield home economics cottage,
1922

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had six rooms, a living room, which was used for small group meetings, for club meetings and for a reading room for home economics students; a dining room which provided an opportunity for family meal service; a bedroom used for study of, and practice in, room care and as a laboratory for the course in home nursing; two laboratories, one for food and one for clothing, a laundry, and a fully equipped bath room (11:511-12).

The second approved plan for housing home economics departments, given in the above bulletin, was the one-room separate building, the floor plan of which is shown in Figure 2. The interior arrangement of this building provided two unit kitchens arranged as "typical home kitchens" to accommodate from four to six students each. When not in use these kitchens were shut off from the rest of the room by screens. The other half of the one-room building was used for instruction in clothing, home management, etc. Closets on either side of the entry provided storage space, while the entry itself was used for outer wraps, hats and extra books (11:512).

When it was not possible to provide a separate building for housing the home economics department, one or two well lighted rooms, the number depending on the size of the room and the number of students to be accommodated, in the high school building were approved

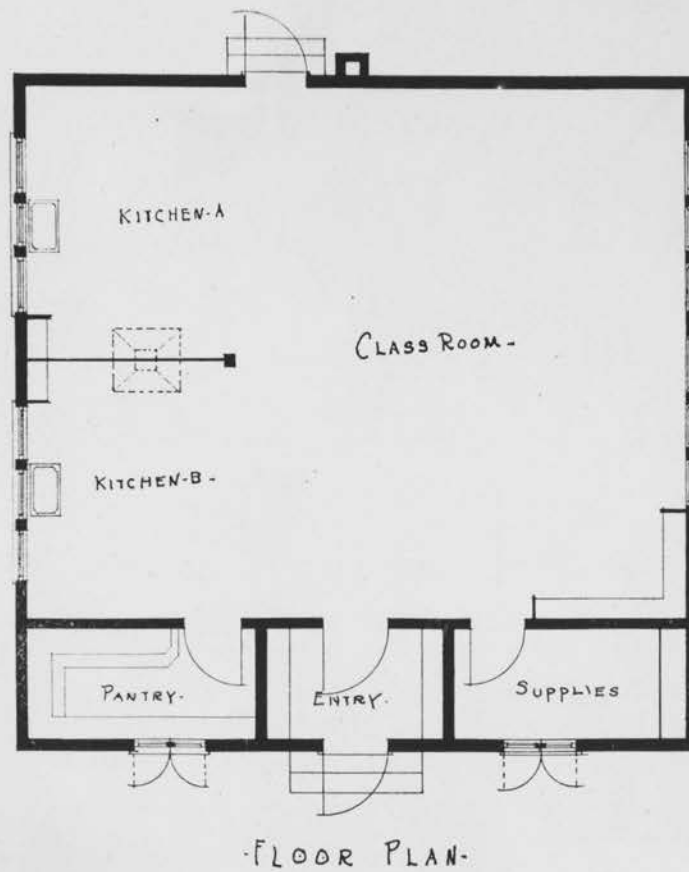
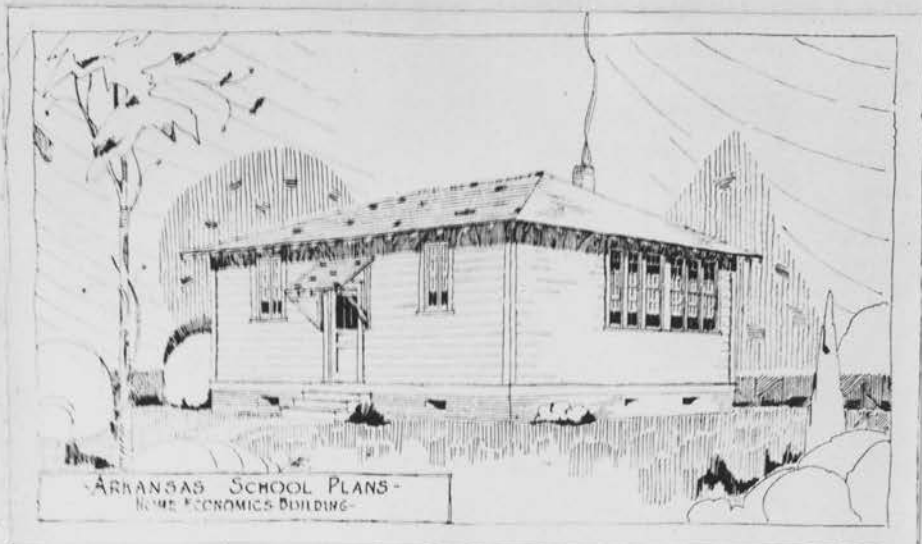


Fig. 2.--Approved building for home economics
in Arkansas, 1923-1927

for the home economics work. If one room was used, the suggested arrangement of equipment conformed as nearly as possible to the plan of the one-room building. If two rooms were used, one was equipped with unit desk (Figures 3 and 4) arrangement for the teaching of food preparation and table service, with portable equipment for teaching laundering. The other room was arranged for teaching clothing, home nursing, and child care and was used as a lecture room for instruction in other phases of the work (11:512).

Third, fourth and fifth periods, 1927-1939.-- Since the standards for housing home economics departments, in the state plans, for the three five-year periods, 1927-1932, 1932-1937, and 1937-1942, were about the same they are considered together. The following statement concerning minimum plant requirements is given in the plans for all three periods: "A cottage or a group of rooms approximating an average home situation shall be set aside for home economics" (16:42).

To obtain more definite information on the actual location of home economics departments, in the spring of 1939, questionnaires were sent to the teachers of home economics in the 95 schools offering vocational home economics to white children. Since at that time there were only 21 Negro schools in Arkansas in which vocational home economics was taught, Mrs. Eula

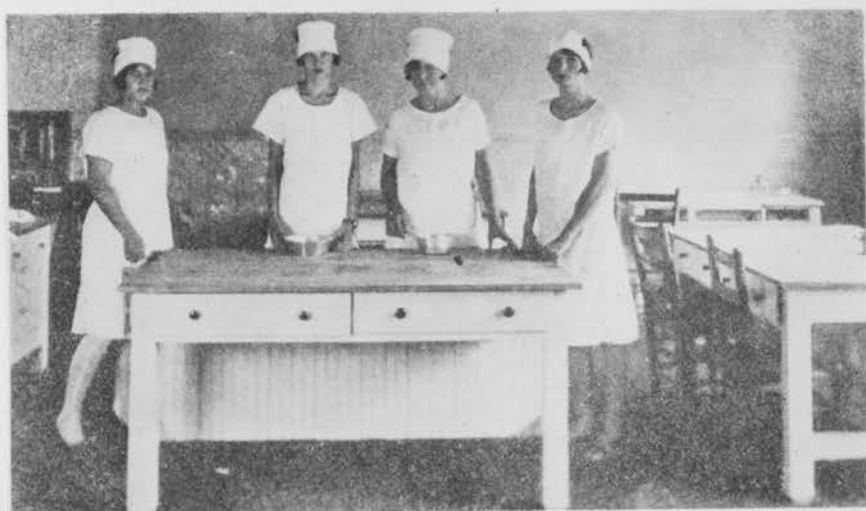


Fig. 3.--Unit desk used in food laboratories, 1923.



Fig. 4.--Unit desk used for sewing, 1922.

Peebles, State Supervisor of Home Economics for Negroes, was asked to fill out the questionnaires 1/ for the 21 vocational schools. A 100 per cent return was received from both school groups.

An analysis of the data obtained from the questionnaires showed that in 1939, 74 of the 95 vocational home economics departments in schools for white children were housed in cottages; one in a dwelling house near the school; one in the basement of the school building; 12 on the first, six on the second, and one on the third floor of high school buildings. Twenty-five of the 95 departments were first housed in cottages and 16 in basements of school buildings. Of this latter number, only one remained in a basement. The others were moved as follows: two to the second floor of the high school building, two to first, and 11 into cottages. Only 13 of the departments that were first housed in buildings other than a cottage remained in the same location.

As all the above departments were not vocational when they were first established no doubt many of the changes in housing the departments were made in order to meet the increased standards set by the State Board of Education for housing vocational departments. The growth in popularity of the home economics cottage

1/ See appendix for copy of questionnaire.

in the state, as time passed, is indicated by the following figures, taken from the questionnaires, showing by periods the number of departments housed in cottages for the first time.

1917-1922	- - - - -	2
1922-1927	- - - - -	5
1927-1932	- - - - -	11
1932-1937	- - - - -	35
1932-1939	- - - - -	21

The great increase in the number of cottages erected during the third, fourth, and fifth periods was probably influenced by the establishment of new centers after the passage of the George-Reed, George-Ellzey and George-Deen Acts, by the lack of space in many high school buildings available for the home economics work, and by the availability of building aid from the Public Works Administration, together with the fact that school administrators were increasingly impressed, as the program developed, with the practicability and suitability of the separate cottage for the teaching of homemaking education (6:1934/35:1).

During the years from 1927 to 1939 plans for different types of cottages, to fit the needs and conditions of various localities in the state, were approved for housing home economics departments. The plan used as a guide for the majority of the cottages in the state, consisted of a living room, combination laboratory and class room, clothing lockers, a pantry

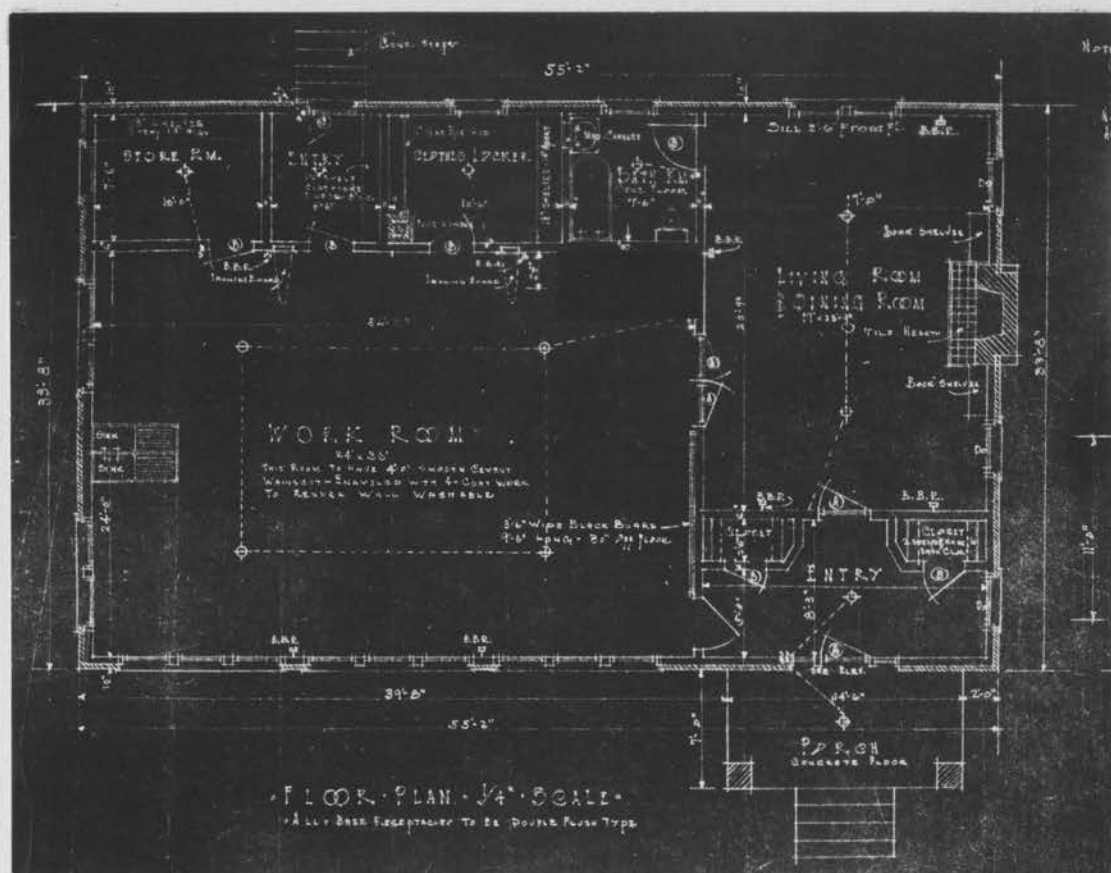


Fig. 5.--Floor plan for approved home economics cottage, Arkansas.

and two storage closets, and a bath room, Figure 5. This cottage with improvements, such as the addition of built-in cabinets around the sinks, the relocation of light fixtures, the addition of two lights in the work room, and such minor changes as are needed to fit the needs of individual schools, to the knowledge of the writer, continues to be the most popular type of home economics cottage in the state. It is suited to the needs of many communities, especially in small towns and rural areas. Exterior views of this type of cottage are pictured in Figures 6, 7 and 8, and a corner of the combination laboratory and class room, showing built-in cabinets, in Figure 9.

In 1928 the Newport school district erected a brick veneer cottage which, in addition to having a living room, storage space, and combination laboratory and class room, had a separate dining room, a bedroom, and a screened-in back porch, Figure 10. This type of cottage with minor alterations has been erected by schools in different parts of the state. Pictures made in recent years, of interiors of home economics cottages, located in different sections of the state are shown in Figures 11 to 16. Comparisons of these pictures with pictures of earlier departments, Figures 2, 3 and 4, show decided improvement in the latter periods over the earlier ones in the housing, furnishing, and



Fig. 6.--Front view of native stone veneer home economics cottage, erected at Guy, Arkansas in 1937.



Fig. 7.--Rear view of same type of cottage as above, erected at Vilonia, Arkansas in 1938.



Fig. 8.--Front view of home economics cottage,
Star City, Arkansas, 1936.



Fig. 9.--A corner of combination labora-
tory, showing unit kitchen, end
of a double built-in cabinet, and
tables and chairs for class room
and clothing work, Centerville
home economics cottage, 1938.

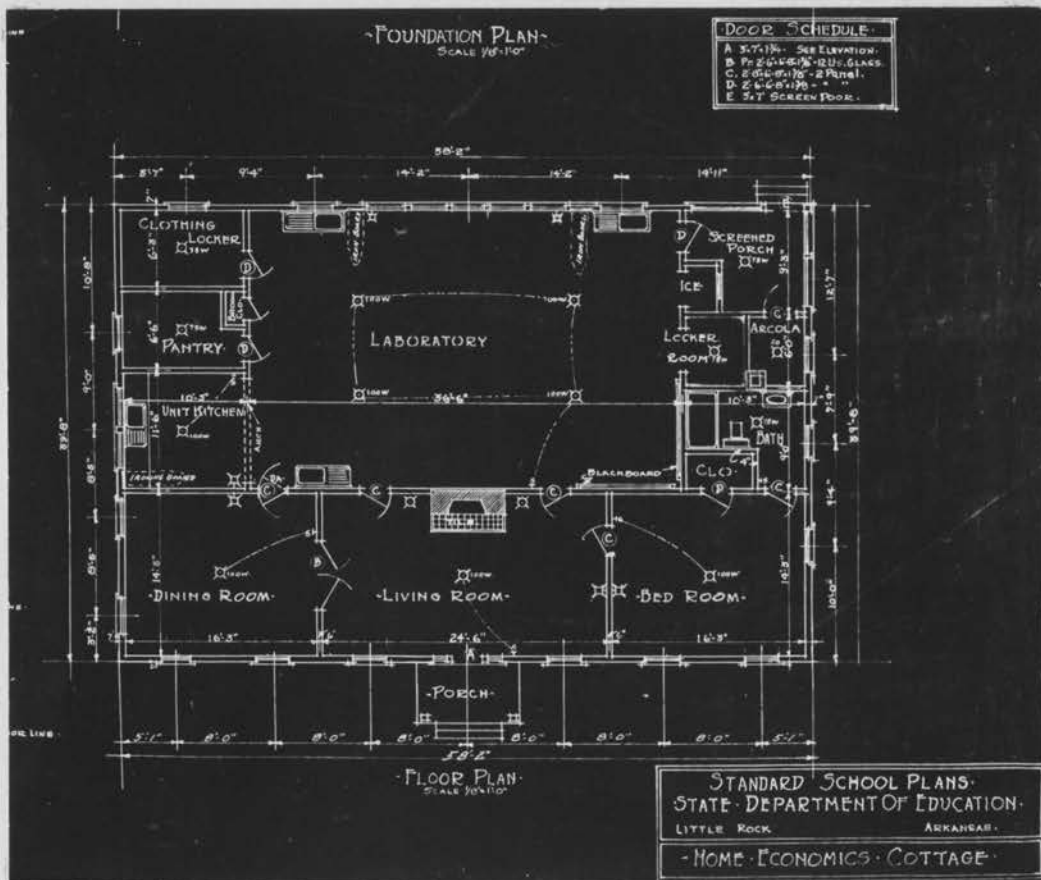


Fig. 10.--Floor plan for Newport home economics cottage, 1928.



Fig. 11.--Living room. Home economics cottage, Hope, Arkansas, 1932.



Fig. 12.--Corner of living room. Huntsville home economics cottage, 1938.



Fig. 13.--Corner of the bedroom in home economics cottage,
Huntsville, Arkansas, 1938.



Fig. 14.--Corner of bedroom in home economics cottage, Huntsville, Arkansas, 1938.



Fig. 15.--Corner of living room in home economics cottage of Cove, Arkansas, a small rural community, 1936.



Fig. 16.-- Tea time in the Springdale home economics cottage, 1938.

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equipping of home economics departments. 1/

The questionnaires returned by the Supervisor of Home Economics Education for Negroes, show that in the year 1939 fifteen of the 21 Negro vocational home economics departments were housed in cottages, one in basement, four on first floor and one on second floor of school buildings. For a comparison between the first housing and the 1939 housing of these departments see Table 1. According to the questionnaires more than one-half of the 21 departments were established between 1930 and 1938; ten of these departments, and four of those established in earlier periods were first housed in the 1939 locations, therefore no changes had been made in housing facilities of more than one-half of the departments. The selection of housing for the departments established between 1930 and 1938 was, probably strongly influenced by the desire for federal and state aid for home economics work, and housing facilities, meeting standards set by the State Board were provided.

Policies relating to equipment
for vocational home economics
departments, 1917-1939

First period, 1917-1922.--No mention was made in the first set of state plans of equipment requirements in vocational home economics departments in

1/ For other information on housing, see the appendix.

Table 1.--HOUSING OF VOCATIONAL HOME ECONOMICS
DEPARTMENTS IN ARKANSAS

First housing	No. schools reporting	Number in each location		
		Basement	1st floor	2nd floor
White	95	16	26	19
Colored	21	2	9	3
1939 housing				
White	95	1	12	6
Negro	21	1	4	1

Table 1.--HOUSING OF VOCATIONAL HOME ECONOMICS
DEPARTMENTS IN ARKANSAS--Continued

First housing	No. schools reporting	Number in each location		
		3rd floor	Cottage	Elsewhere
White	95	1	25	8
Colored	21	0	7	0
1939 housing				
White	95	1	74	1
Negro	21	0	15	0

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Arkansas, but in the minutes of a meeting of the State Board of Education, which was also the State Board for the Promotion of Vocational Education, held October 1, 1917, this statement was made concerning equipment for home economics departments: "Equipment shall be adequate for the work to be undertaken and satisfactory to the State Board (13:13). This is in accordance with the requirements of the Smith-Hughes Act (49:75-82). While this Act gave the State Board the right to set standards for requirements and maintenance, the standards were required to have the approval of the Federal Board for Vocational Education, which held the State Board for Vocational Education responsible for determining whether or not the plant and equipment of any school or class were adequate to carry out the purposes for which the school or class was established (49:17).

The hollow-square arrangement of equipment and the individual gas burners above the working area, which were used in 1920, are shown in Figure 17. No doubt, this arrangement was used in the foods laboratories of all the vocational departments in the state during this period, for according to literature, in general, dealing with the development of the vocational home economics program in this country, the hollow-square arrangement of equipment in foods laboratories, was very popular in early years.

Second period, 1922-1927.--The state plans for the 1922-1927 period gave definite minimum requirements for certain phases of vocational home economics work. They specified that a foods laboratory be equipped for individual laboratory work and service of meals, with a recommendation that unit kitchens be used; that equipment be available for the related science work; that a laboratory be provided for the work in sewing, equipped with tables of suitable height and width, 36 inches wide with two and one-half feet running length per pupil; that suitable room and adequate demonstration material be available for teaching home nursing; and that where possible a room be fitted up especially for laundry work; that where not possible, movable equipment be provided for use in some other laboratory (15:33).

In the year 1925-1926 a special effort was made to improve laboratories and equipment in home economics departments; as a result many departments were remodeled and new equipment added; while in others equipment was rearranged to provide better teaching situations. In many foods laboratories the hollow-square arrangement of equipment was replaced by the unit desk arrangement, Figure 18. During this period many departments were equipped with combination unit desk for cooking and sewing (see Figures 3 and 4);

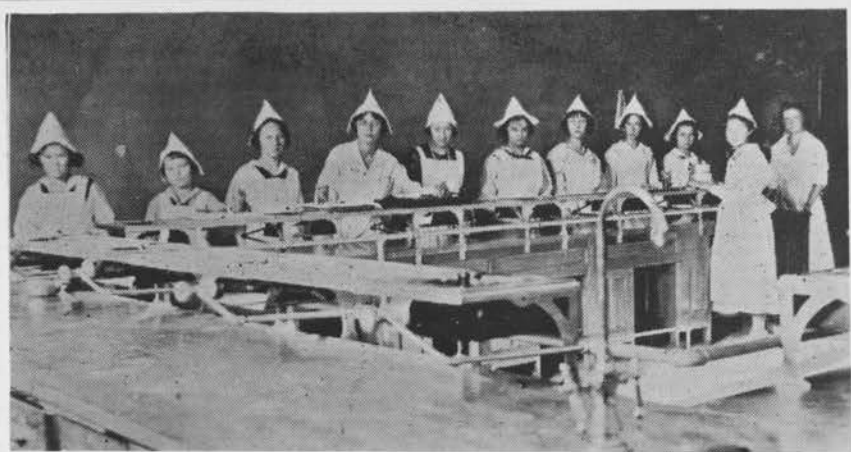


Fig. 17.--Foods laboratory; Newport, Arkansas
home economics department, 1920.

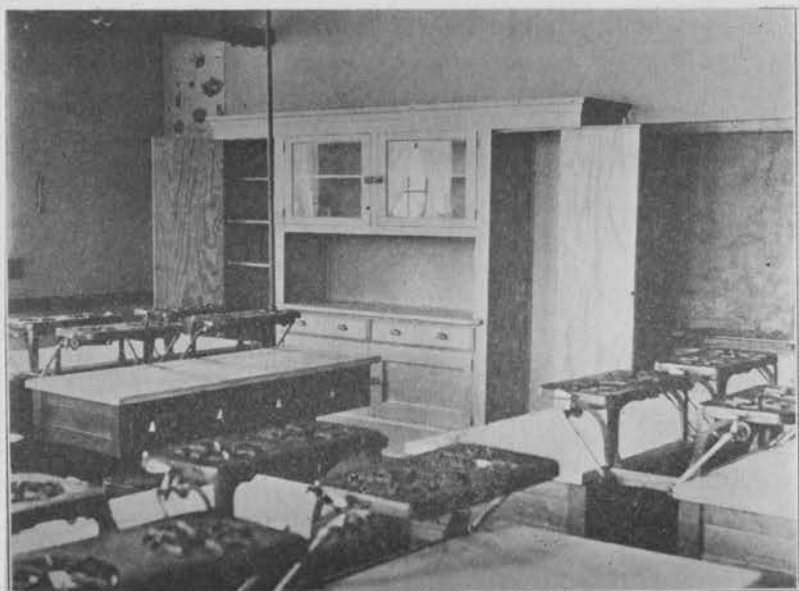


Fig. 18.--Unit desk arrangement for large
classes in foods, Arkansas,
1922-1927.

some had built-in cabinets and tables made by boys in farm work shops, Figure 19 (6:1925/26:2).

Pictures of different types of equipment and arrangements of equipment, popular in home economics departments in the state during 1922-1927 and later, are shown in Figures 19, 20 and 21. These pictures and the ones shown in Figures 18 and 19 were taken from the bulletin--Four Years With the Public Schools in Arkansas 1923-1927--Vocational Agriculture and Home Economics (11:515-16-17). The names of the schools in which the departments were located are not given.

Third, fourth and fifth periods, 1927-1939.---
The required equipment, as listed in the state plans for the 1927-1939 period, differs little from the requirements stated in the plans for 1922-1927, but in 1928 the home economics division of the State Department of Education issued a mimeographed leaflet, listing equipment required for vocational home economics departments. In 1937 this list was revised, the main changes being a reduction in the number of kitchen utensils required in unit kitchens and the substitution of more recent and up-to-date books, for older books on the library reference list (10:1-6). The requirements for some phases 1/ of work are given below.

1/ For a complete list of required equipment, see appendix.

EQUIPMENT FOR CLOTHING

- 1 sewing machine for every six students
- 1 table, at least two and a half feet by five feet--for every six students
- 1 full length mirror
- 1 desk and chair for teacher
- Hanging space for garments
- 1 book case for books and magazines
- 1 ironing board with cover well padded
- 1 sleeve board with cover well padded
- 1 electric iron or two flat irons for each ironing board
- Fitting room, or space formed by screens
- 1 yard stick
- 1 pinking machine, pinking attachment to machine or pair of pinking shears

EQUIPMENT FOR ENTIRE GROUP

- 1 small refrigerator
- 1 scale, family spring, upright dial, 24 pound capacity
- 1 broom
- 1 mop
- 1 dust pan--long handle
- 1 food chopper
- 1 five gallon oil can and funnel, if oil stoves are used
- 3 sets of pantry boxes for supplies (1 set can be made by painting coffee cans)
- 1 knife sharpener
- 1 wall can opener--Spedo best type
- 1 two quart ice cream freezer
- 1 fruit juice extractor

REQUIREMENTS FOR FOOD PREPARATION AND TABLE SERVICE

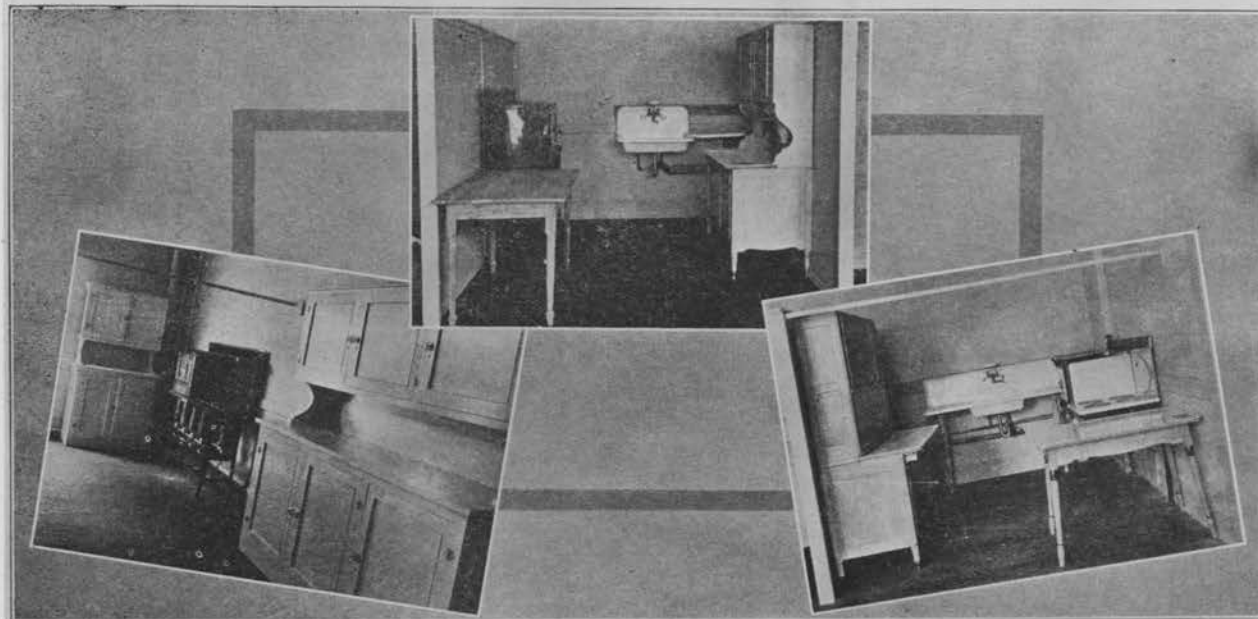
The unit kitchen is used for this type of work. Each unit being equipped with items which would be available to families on different income levels. Each unit contains the following items:

- 1 range (gas, electric, or kerosene)
- 1 cabinet or cabinet base
- 1 kitchen table
- Sink--(one unit may be set up without sink)



Fig. 19.--Home economics department. Unit kitchen with built-in equipment and table made by boys in farm work shop, Arkansas, 1922-1927.

Battery of Unit Kitchens Showing Various Types of Equipment



No. 1—Modern Kitchen With Electrical Equipment

No. 2—Modern Kitchen With Oil Stove

No. 3—Kitchen Showing Adaptation of Homemade Equipment

Fig. 20.--Types of equipment and unit kitchen arrangement in home economics departments in Arkansas, 1923-1927.



Fig. 21.--Laboratory equipped for clothing classes, Arkansas, 1923-1927.

1 breakfast room table and chairs--(to save on expenses regular chairs used at study tables and machines can be used for this)
One unit will accommodate from four to six students (10:1-4).

Other requirements given on the list are:
utensils to be provided for each unit kitchen; equipment for table service, including china, silver, glassware and linen; text books for first and second year home economics; and home economics library list.

Pictures of two departments, one for white children and one for Negro children, showing types and arrangement of equipment used in many home economics departments in the state during the third and fourth periods, 1932-1937, are shown in Figures 22 to 26. A view of the north end of the combination laboratory and class-room in the Vilonia cottage, showing arrangement of equipment for discussion units and clothing work is given in Figure 22, and in Figure 23 a corner of the south end of the room, equipped for foods work is seen. The unit kitchens in this department, as in the majority of the departments of the state, were equipped for three different levels of income. The kitchen shown in Figure 23 is better equipped than the other two in the department. It has built-in cabinets with sink and running water; better grade, larger variety, and number of cooking utensils; and a better grade of table linen, china, glassware and silver, than the other

units. An excellent grade of oil stove is used in this unit. Gas is not available in the community, and an electric range is too expensive for the school and the majority of the families in the community to install and operate.

A view of a unit kitchen, showing built-in cabinets around and above the sink, in the home economics department of the Negro school at Monticello, is shown in Figure 24. In figure 25 is presented another view of the same kitchen, showing other equipment, and in Figure 26 a view of the clothing laboratory in the same school is pictured.

On the required equipment list, mentioned above, for vocational home economics departments appeared the following paragraph:

Since the aim of the Home Economics Department is to train for homemaking, our laboratories should approximate home conditions as nearly as possible. The equipment should be adequate for instruction and laboratory practice in all of the home activities that are included in the Home Economics course; it should permit individual work on the part of the students (10:1).

According to the writer's knowledge, the above paragraph was interpreted to mean that the entire department, living room, bedroom, and bathroom must be equipped and furnished. If a school district is not financially able to completely furnish a group of rooms or cottage, according to vocational



Fig. 22.--One end of combination class-room and laboratory, showing equipment and arrangement for clothing work. Vilonia, Arkansas home economics cottage, 1938.



Fig. 23.--Unit kitchen in Vilonia, Arkansas home economics cottage, 1938.



Fig. 24.--Unit kitchen in Monticello, Arkansas home economics department, 1938.



Fig. 25.--Another view of unit kitchen in Monticello, Arkansas home economics department, 1938.



Fig. 26.--Corner of clothing laboratory
in Monticello home economics
department, 1938.

standards, in one year, it is the policy of the State Supervisor to grant a period of three years, after the department is made vocational, to equip the entire department, provided that the major portion of the equipment for the workroom is secured the first year. There is no uniform requirement for furnishings for living rooms and bedrooms in the departments, the only requirement being a general one, that furnishings and equipment represent good standards which are in keeping with the incomes of families in the various communities (6:1938/39:2). That this requirement is carried out is demonstrated by the different types of furnishings used in the cottages in various sections of the state. For example, in the living room in the cottage at Cove, (Figure 15) a small rural community, in one of the poorer sections of the state, the furnishings are very simple and inexpensive, yet attractive and not beyond the means of families in the community.

Figure 27 shows a corner of the living room of the home economics cottage at Centerville, another rural district with very limited revenue. The studio couch in this room was made by the home economics teacher and her pupils with assistance from boys in the agriculture department in constructing the frame. The draperies at the windows are made of nineteen-cent print and lined with unbleached muslin. The other

furnishings consist of a drop-leaf table, built-in book case, three chairs, a hotel desk, end tables, pictures, a reading lamp, and a hooked rug made by girls in the department, all of good design and construction yet not too expensive for the average family in the community to acquire, in a period of three or four years. The furnishing in the living room at Hope, Figure 11, the living room and bedroom at Huntsville, Figures 12, 13 and 14, and living room at Springdale, Figure 16 are more expensive, yet in keeping with levels of income of families represented in home economics classes of those schools, which are located in the more prosperous sections of the state.

Policies relating to vocational home economics curriculum 1917-1939

First period, 1917-1922.--Records show that the content of vocational home economics courses, consisting largely of food and clothing work in early periods, was greatly changed between 1921 and 1939. No record was found of the content of the courses of study used by the one vocational home economics department in the state during the years 1917-1918, 1918-1919 and by the four departments during the year 1919-1920.

In 1921 the State Board of Education issued a home economics course of study for high schools (8) planned by a committee of home economics teachers con-



Fig. 27.--Living room in home economics department, Centerville, Arkansas, 1938.

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sisting of Miss Stella Palmer, head of the home economics department of the University of Arkansas and half-time state supervisor of home economics education, Mrs. Marion W. Cole of Helena, Miss Helen Stuckey, Watson Chapel School, Pine Bluff, Miss Gladys McDowell, Jonesboro, Miss Sue Woody, Little Rock, Miss Dell McRae, Hope, and Mrs. Jessie Rhyne, Rosebud. The committee worked under the direction of Miss Blanche Gray, a member of the University home economics staff and half-time state supervisor of home economics (8:5).

The introduction in this course of study--
State of Arkansas Department of Education--Course of
Study for High Schools--State Board of Education--Part
X--Home Economics--states:

This course of study in Home Economics is planned for teachers as a guide to their practice in order that students in all high schools of the State shall receive approximately the same training but it is expected that each teacher adapt it to her own local conditions.

The course is presented in outline so the teacher can easily shift the projects to meet the needs of time, market conditions, equipment, home life, etc., in her community.

Aims. The aims of the course are: To stimulate in the high school a due interest in the girls in homemaking. To give them skill in performing various tasks necessary in maintaining a home.

To give them information on which they base their practice in the homes of their parents and their own homes later.

Contents of Course. The subject matter of the general course is subdivided into the following phases of homemaking:

First Year:-

- Food and Cookery--70 lessons.
- Care of the House and Equipment--20 lessons.
- Sewing--70 lessons.
- Care and repair of clothing and laundry--20 lessons.

Second Year:-

- Meal Preparation and Service--45 lessons.
- Household Management--25 lessons.
- Dressmaking and Budget--90 lessons.
- Home Care of Sick and Children--20 lessons.

... ..

Advanced work. The high schools in which 4 years of Home Economics are offered can easily enlarge the subject matter as outlined and add courses in textiles, millinery, costume design, dietetics, house planning and furnishing etc. (8:6).

From this outline, it may be noted that, out of 180 lessons in first year home economics, only 40 were devoted to phases of work other than sewing and cooking, and that in the second year work 45 of the 180 lessons were given to other phases of work. The suggested daily program given in the course of study (8:7) shows that the plan, followed in later years, of presenting one phase or unit of work at a time, was not followed in this period, but all phases of the work were presented each week. Given days of the week were devoted to certain phases of the work. For example, in

the first year, sewing was taught on Monday and Tuesday, care of home and equipment on Wednesday, and on Thursday food and cookery. The complete schedule is as follows:

First Year Work, First Term

Time	Monday	Tuesday	Wednesday	Thursday	Friday
90Min.	El.Sewing	El.Sewing	Care of House and Equipment	Food and Cookery	Food and Cookery

First Year Work, Second Term

90Min.	El.Sewing	El.Sewing	Care and Repair of Clothing and Laundry Work	Food and Cookery	Food and Cookery
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Second Year Work, First Term

90Min.	Dress-making and the Budget	Dress-making and the Budget	Dress Making and the budget	Meal Preparation and Service	Meal Preparation and Service
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Second Year Work, Second Term

90Min.	Dress-making and the Budget	Dress-making and the Budget	Home Care of Sick and Children	Household Management	Household Management
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Note: This program has been planned to show how one subject should follow another. The course does not end exactly on the term each time, but the following course can be taken up when the first is finished.

Second period, 1922-1927.--The second set of state plans, 1922-1927, recommended that the method of instruction in home economics be a combination of laboratory and recitation, that the work be given in

undivided periods, and that the work be developed so far as possible from the practical problems of the girls enrolled in the classes (15:39). The following is the outline given for first and second year work:

FIRST YEAR

Course I, 5 hours of instruction a day.

Subject

Non-Vocational

English-----5-45 minute periods per week.
Elective-----5-45 " " " "

Vocational

Home economics
Elementary Sewing)
Care and Repair of Clothing) 5-90 minute periods
Elementary Food Study) per week
Care of Home and Equipment)

Related Work

Science, related to Household) 5-90 minute periods
Drawing and Design) per week

Note: The science should run one semester and the design the next.

SECOND YEAR

Non-Vocational

English-----5-45 minute periods per week
Elective-----5-45 " " " "

Vocational

Home Economics
Elementary Dressmaking)
Elementary Home Management) 5-90 minute periods
including Meal Preparation) per week

Home Nursing and First Aid) 5-45 minute periods
Laundry Work) per week

Related Work

Physiology)
Costume Design) 5-45 minute periods per week

Course of Study for Negro Schools

FIRST YEAR

Subject

Non-Vocational

English-----	5-45	minute	periods	per	week
Elective-----	5-45	"	"	"	"

Vocational

Elementary Sewing	4-90	minute	periods	per	week
Elementary Cooking	4-90	"	"	"	"
House Care and Laundry Work	2-90	"	"	"	"

SECOND YEAR

Non-Vocational

English-----	5-45	minute	periods	per	week
Elective-----	5-45	"	"	"	"

Vocational

Elementary Dressmaking	4-90	minute	periods	per	week
Meal Preparation and Service	3-90	"	"	"	"
Care of Children and Home Nursing	1-90	"	"	"	"
Household Management	2-90	"	"	"	"

(15:37-38)

A comparison of the home economics units in the above outline with those given for the first and second years of home economics in the 1921 course of study shows few changes, but two years after the state plans for this period were made and approved, the 1921 course of study was revised at the request of home economics teachers in the state. In this, Course of Study for High Schools--Home Economics--Arkansas State

Board of Education, the subject matter for first and second year classes was divided as follows:

FIRST YEAR

Elementary Clothing-----	69 lessons
Care and Repair of Clothing-----	14 lessons
Elementary Foods-----	69 lessons
Care of House and Equipment-----	28 lessons
Total-----	180

Dressmaking, Budgeting and Textiles---	90 lessons
Meal Preparation-----	45 lessons
Social, Moral and Financial Status of the Home-----	10 lessons
Health and Child Care-----	20 lessons
House Planning and Furnishing-----	15 lessons
Total-----	180

(9:7)

About the same amount of time was devoted to food and clothing work in the 1924 course of study as in the 1921 course, but in first year work the unit "Food and Cookery" was changed to "Elementary Foods," and "Sewing" to "Elementary Clothing." These units as the changed names indicate were broader and emphasis was placed on phases of the work other than just cooking and sewing. The time devoted to "Care of House and Equipment" in the second course of study was increased by eight lessons, and "Care and Repair of Clothing" and "Laundry Work," were decreased six lessons. In the work for the second year in the 1924 outline and division of subject matter, "Textiles" was added to "Dressmaking" and "Budgeting"; the "Household Management" unit was dropped and two other units added: (1) "Social

Moral and Financial Status of the Home" to which ten lessons were allotted, and (2) a 15 lesson unit, "House Planning and Furnishing." In the first course of study little emphasis was placed upon child care and training; only about ten lessons out of a total of 316 were devoted to child care, including the topics--the baby's bath, the layette and artificial feeding of the infant, all of which related entirely to infant care. In the course of study printed in 1924 there was no increase in the number of lessons devoted to child care; they were about equally divided between care of the infant and the pre-school child. Various problems relating to child care were emphasized in other units.

During the year 1926-1927 a conscious effort was made to stress child care throughout the state, and in order to motivate the work a state-wide project in "Child Health" was conducted. Health served as the central theme, but habit formation was studied extensively. Children in the first six grades were used in the project; health clubs were formed, home visits made, recreation directed, and, when necessary, school lunches prepared or supplementary soup or milk served by the second year home economics girls. One school carried a project in infant care and feeding, setting up an improvised nursery in the home economics department for two months, caring for a baby during the school days,

in the emergency of the mother's illness. Another school discovered the need for immediate help in a destitute family and prepared a layette, and later assisted with the feeding problems of the young children in the family (22:4).

In the schools reimbursed for home economics work from Smith-Hughes funds, during this period five 45 minute periods each week were devoted to related science and art work, in addition to the home economics work outlined in the 1924 course of study, as outlined in the state plans for 1922-1927.

Unlike the first course of study, the phases of home economics to be taught in first and second years, in the 1924 course, were divided into units consisting of various projects. For example "Elementary Clothing" was divided into the following three units with three or four projects each:

UNIT I

Project 1	Use and Care of Sewing Equipment-----	1 Lesson
Project 2	Simple Problems, as Iron Holder, Pan Lifter-----	3 Lessons
Project 3	Pillow Case or Simple Bag-----	2 Lessons
Project 4	Simple Apron suitable to be worn over wash dresses-----	9 Lessons

UNIT II

Project 1	The High School Girl's Wardrobe-----	3 Lessons
Project 2	Night Dress or Bungalow Apron, with Kimono Sleeve-----	9 Lessons

Project 3	Underslip-----	9 Lessons
Project 4	Bloomers-----	9 Lessons

UNIT III

Project 1	Simple Gift or Christmas Problem-----	4 Lessons
Project 2	Simple Cotton Dress with set in sleeves-----	12 Lessons
Project 3	Garment for Child--Dress or Rompers-----	8 Lessons

(9:11)

Instead of teaching each week all phases of home economics, as was done in previous periods, one unit of a phase of work, clothing, home furnishing, etc., was taught every day until completed; then a unit in another phase of work was taken up. A suggested plan for sequence of units was given in the course of study (8:9).

A SUGGESTED PLAN FOR SEQUENCE OF UNITS

Instead of teaching all of the clothing or all of the foods and then taking up another subject, it is suggested that the work be taken up in the following order:

First Year

Elementary Foods--Unit I. Introduction, Breakfast Plan-----	4 lessons
Care of House and Equipment--Unit II. Quick and Efficient Dishwashing-----	3 lessons
Elementary Foods--Unit II. Cereals and Breads for Breakfast-----	9 lessons
Elementary Foods--Unit III. Protein Dishes for Breakfast-----	4 lessons

Elementary Clothing--Unit I. Use of Equipment-----	14 lessons
Care of House and Equipment--Unit I. Relationship of Family-----	2 lessons
Elementary Clothing--Unit II. Under- garments-----	30 lessons
Care of House and Equipment--Unit III. Living Room-----	5 lessons
Care of House and Equipment--Unit IV. Bed Room-----	3 lessons
Care of House and Equipment--Unit V. Bath Room-----	2 lessons
Elementary Foods--Unit IV. Beverages, Sandwiches, Luncheon-----	4 lessons
Elementary Foods--Unit V. Vegetables-- luncheon plans-----	8 lessons
Care of House and Equipment--Unit VI. Dining Room-----	3 lessons
Care of House and Equipment--Unit VII.. Kitchen-----	4 lessons
Care of House and Equipment--Unit VIII. Storage Room-----	3 lessons
Elementary Foods--Unit XI. Cakes, Candies-----	9 lessons
Elementary Foods--Unit VI. Salads, Soups-----	5 lessons
Elementary Foods--Unit VIII. Bread for Luncheons-----	5 lessons
Care of House and Equipment--Unit IX. Sanitation, Disinfectants-----	3 lessons
Elementary Clothing--Unit III. Outer Garment and Child's dress or rompers---	24 lessons
Elementary Foods--Unit VII. One-meal Dishes-----	3 lessons

Care and Repair of Clothing and Laundry--Unit I-----	9 lessons
Elementary Foods--Unit XII. Meats-----	8 lessons
Care and Repair of Clothing and Laundry--Unit II-----	5 lessons
Elementary Foods--Unit X. Pastry-----	3 lessons
Elementary Foods--Unit XI. Desserts-----	5 lessons
	<hr/>
	180 lessons

Second Year

Dressmaking, Budgeting and Textiles-- Unit I. Middy Suit (18), Budget for Family (3)-----	21 lessons
Meal Preparation--Unit I. Preservation--	5 lessons
House Planning and Furnishing--Unit I----	7 lessons
Social, Moral and Financial Status of the Home--Unit I. Financial Project 3-	5 lessons
House Planning and Furnishing--Unit II. House Furnishing-----	6 lessons
Dressmaking, Budgeting and Textiles-- Unit II. Textiles, Project I-----	12 lessons
Health and Child Care--Unit I. Health---	5 lessons
Meal Preparation--Unit II. Dietary Needs-----	23 lessons
Dressmaking, Budgeting and Textiles-- Unit II. Wool or Made-over Dress, Project 2-----	16 lessons
Social, Moral and Financial Status of the Home--Unit I. Project 1-----	4 lessons
Dressmaking, Budgeting and Textiles-- Unit II. Christmas Project 2-----	3 lessons
Dressmaking, Budgeting and Textiles-- Unit III. Silk Dress-----	17 lessons

Health and Child Care--Unit II. Home Nursing-----	10 lessons
Dressmaking, Budgeting and Textiles--Unit IV. Lingerie Dress-----	15 lessons
Social, Moral and Financial Status of the Home--Unit I. Project 2-----	1 lesson
Meal Preparation--Unit III. Menu Making--	17 lessons
Health and Child Care--Unit III. Infant and Child Care-----	5 lessons
House Planning and Furnishing--Unit III. Landscape Gardening-----	2 lessons
Dressmaking, Budgeting and Textiles--Unit IV. Layette, Project 2-----	6 lessons
	<hr/> 180 lessons

(9:9-10)

Third, fourth and fifth periods, 1927-1939.--

In the third period, 1927-1932, the only change made in the home economics course of study, as outlined in the state plans, was the replacement in the second-year course for white children of the laundry work with a family relationship unit. The outline for first- and second-year home economics courses, in the fourth set of state plans, was the same for white children as that given in the previous period.

The course for schools for Negroes was not outlined at that time in the state plans, but in 1931 A Tentative Course of Study in Home Economics for Arkansas Negro Schools was issued by the division of

Vocational Education, State Department of Education. In this course of study units were added to the former first year home economics course, which consisted of food, clothing, laundry and house care, namely: "Home Furnishing," "Child Care," "Home-management," "Personal Hygiene and Appearance," "Home Care of the Sick," "Poultry," and "Gardening." Additions to the second year work included "Home Beautification," "Home Furnishing," "Personal Hygiene and Appearance," and "Laundering." (23) The addition of these units broadened the scope of the homemaking course for Negroes considerably. This course of study, with changes made from time to time to fit individual schools, was used until 1938, at which time the State Department issued, in mimeographed form Suggested Outline for III Year Curriculum for Negro Schools (21). Units of instruction outlined and time allotment for each were:

HOME ECONOMICS I:

- Unit -	- Time -
1. Orientation	1 week
2. Home Improvement	4-6 weeks
3. Family Meals	2-4 weeks
4. Personal Hygiene	2-3 weeks
5. Christmas Unit	1-2 weeks
6. Clothing--Selection and Construction	6-8 weeks

7. Laundry	2-4 weeks
8. School Lunches	3-4 weeks
9. Care of Young Children	2-3 weeks
10. Home Management	<u>2-3 weeks</u>
	25-38 weeks

HOME ECONOMICS II:

1. Food Preservation	1-3 weeks
2. Clothing--Selection and Construction	6-8 weeks
3. Family Relationships	3-4 weeks
4. Christmas Unit	1-2 weeks
5. Gardening--Poultry	3-4 weeks
6. Home Nursing	3-4 weeks
7. Child Development	2-4 weeks
8. Food for the Family	6-8 weeks
9. Yard Improvements	2-3 weeks
10. Home and Community Problems	<u>2-3 weeks</u>
	30-41 weeks

HOME ECONOMICS III:

1. Food for the Family	4-6 weeks
2. Clothing--Selection and Construction	4-6 weeks
3. Home Furnishings	3-4 weeks
4. Earning and Spending	1-2 weeks
5. Christmas Unit	1-2 weeks
6. Family Relationships	3-4 weeks
7. Recreation	1-2 weeks

8. Home Management	2-3 weeks
9. Child Development	3-6 weeks
10. Personality Development	<u>1-3 weeks</u>
	23-38 weeks

(21:5 and 8)

That the above home economic course 1/ for Negro children was broader than the preceding one is indicated by the addition of a number of units not included before. The new units were: "Orientation," "Christmas Unit," "School Lunches," "Food Preservation," "Family Relationships," "Yard Improvement," "Home and Community Problems," "Earning and Spending," "Recreation," and "Personality Development."

In the section on developments in schools for white children, in the annual descriptive report of progress made in home economics education in the year 1932-1933, the following statements are made which show changes in home economics courses not indicated in the state plans for the 1932-1937 period. The statements are as follows:

The home economics teachers in the day schools endeavored to make their work meet the needs of the homes and families more than ever before. Our course of study, having been printed in 1924 is obsolete and the teachers have made a splendid effort to bring

1/ The complete outline showing details of units is given in the appendix.

their units up to date. They have extended the units in home management and child development, have spent more time on the study of nutrition than on the actual preparation of the food and except in cases where it was actually a necessity to spend the amount of time prescribed by the course of study on clothing they have shortened these units. Work in the clothing classes has dealt very largely with clothing conservation, remodeling and renovation. . . .

In a few centers play schools were conducted by the classes in child development and practical work was done in connection with the home planning and beautification units in landscaping the grounds of the home economics cottage or some home in the community (6:1932/33:13-14).

A program for the revision of the home economics curriculum started in Arkansas in the fall of 1937. A suggested outline 1/ for Home Economics I and II was sent, from the state office, to all teachers of home economics, instead of the conventional course of study. Each teacher with the aid of her pupils and of suggestions from their parents and from other adults in the community planned her work from the suggested outline. Only those units which seemed especially suited to the interests and needs of the pupils enrolled in her classes were used. The pupils with the guidance of the teacher set up the objectives for the units of work and discussed what they would need to learn to attain the objectives and to solve some of their individual and

1/ See appendix for outline.

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group problems. They also decided on the approximate amount of time that would be needed to solve the problems and to reach the goals for the various units. The teacher recorded units taught on "Home Economics Curriculum Study" cards 1/ sent to her from the state office, giving objectives, subject matter, experiences and outcomes. At the close of the school year these cards were sent to the state office with the annual report. There the units were checked carefully and with suggestions for improvement were returned in the fall to the teachers. Some of the better units were mimeographed and sent to all teachers before the beginning of the next school year. They were not given as an outline for the teachers to follow, but as material that might be useful in planning units for the new year (6:1937/38:1).

Policies relating to home project requirements 1917-1939

First and second periods, 1917-1927.--

Home economics work is never considered successful unless the students carry the knowledge gained in school to their homes in actual practice. This is very important and should be planned for by the teacher. It is best accomplished thru well-organized home projects. In order to institute home projects, however, it is necessary first to obtain the hearty cooperation of the mothers. After this, home supervision follows easily (8:60).

1/ See appendix for curriculum card.

The above quotation taken from the introduction to the first home economics course of study for high schools in Arkansas, printed in 1921, and the statement--"An average of 32 hours a year per pupil is expected to be given to home project work" (15:39), taken from the state plans for 1922-1927, show that, while home project work was not a definite requirement, the importance of home project work as a means of carrying classroom training into the homes of the pupils was recognized and that supplementation of classroom instruction with home projects was recommended and expected of all students enrolled in vocational home economics classes. In 1921-1922 one vocational school, Van Buren, reported that every girl enrolled in home economics, 22 in number, carried through a definite project and that the teacher "superintended" them in their homes (19:1).

At the beginning of the year, 1925-1926, 32 hours of home project work was required of all vocational home economics students, in secondary schools, desiring credit for the work (22:9). According to the annual descriptive report for this year, projects of the following types were carried by students in the vocational schools: household budget; food preparation; decoration and furnishing of home kitchen and girl's bedroom; construction of clothing; purchasing household

supplies; renovation of clothing; and care of children (6:1925/26:8).

Third period, 1927-1932.--No change was made in the state plans in the number of hours of home project work required of home economics students in the 1927-1932 period, but, for the first time, provision was made for some supervision of home projects by allowing one 45 minute period, per day, on the schedule of the home economics teacher for supervising the work (16:45).

In the year 1927-1928 a state-wide project in home improvement, based on "Home Furnishing" and "Family and Community Relationships," was encouraged in an effort to increase interest in home projects and to secure a direct functioning of home economics instruction in the home. The method of carrying out the project program was left to the judgment of the teachers in the various home economics departments. Reports (6:1927/28:40) show that the majority of the students chose individual projects on home improvement and that a number of group projects on school improvement, such as reconditioning and furnishing rest rooms, club rooms, etc., were undertaken. A large number of the home economics departments participated in the "Better Homes Campaign" and spent part of "Better Homes Week" in visiting homes of home economics students and in scoring projects

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based on home improvement, such as redecoration of bedrooms, yard improvement, refinishing furniture, and making curtains, rugs and other accessories for the home (6:1927/28:13).

In the eight schools established in the State in 1929-1930 under the George-Reed policies (6:1929/30:10) each student was required to have a minimum of 135 hours per year or at least four properly planned and supervised home projects carried to completion in not less than three phases of home economics. The project work was in addition to the home economics class work and in recognition of the additional time spent on home projects; one-half unit of credit was added to each year of work, thus allowing one and one-half units of credit for each year course (29:2). In these schools one period of teacher time each day was devoted to home projects, and the teacher was employed for an additional month to supervise projects and to do community work. The school period was used for conferences with the pupils, giving assistance in planning, carrying out and evaluating projects and in solving personal problems. Further supervision was given through home visits, the teacher being required to make visits to the home of every pupil enrolled in her classes. Part of the tenth month was devoted to home visits which provided an excellent opportunity for the teacher to evaluate with

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the pupil and her parents the home project work of the year (12:2). That home visits were made by teachers in schools, other than George-Reed centers, is indicated by the number of home visits, 2,215, made during this year, 1929-1930 (29:2).

Fourth and fifth periods.--The home economics projects in the fourth and fifth periods were the same in Smith-Hughes schools as in the preceding period. In the George-Reed schools, in first-year home economics the requirement was changed from at least four, to at least three, properly planned and supervised projects carried to completion in not less than three phases of home economics (17:50).

In the year 1932-1933 an especial effort was made to improve home projects by giving more attention to the planning of projects, Figure 28. A preliminary plan was made by the pupil, checked by the parent and gone over by the teacher, being scored and revised many times if necessary. During this year pupils gave more consideration to home and family needs in the selection of projects. In many centers projects in connection with a live-at-home program were selected, such as gardening, canning, and food budgeting (6:1932/33:14).

The annual report of 1933-1934 gives interesting figures concerning home project work in Arkansas. During this year 4,219 home projects were conducted in



Fig. 28.--Home project conference period
in Monticello, Arkansas home
economics department.

secondary schools at a cost of \$9,444.99, an average cost of \$2.24 for each project. In supervising these 4,212 projects 2,929 home visits were made, or an average of 32 visits for each center conducting this type of program (46:4).

A comparison of the list of projects 1/ with the list of the second period, shows a very large increase in the phases of home economics from which projects were selected, which probably was due to two things: (1) the expansion made in the course of study, in the intervening years, providing more phases of work from which to select projects; and (2) the increased interest on the part of home economics students in all phases of homemaking.

Some of the improvements made in the home project program 2/ in the closing year of this study are shown in the following paragraphs from the annual descriptive report for 1938-1939:

Teachers are better prepared to supervise the home project program than formerly because of the help given by the supervisors and through the state conference. One dis-

1/ A classified summary of types of projects selected and number completed during 1935-1936 in schools for white and colored children, and reports of three projects conducted by high school girls, are given in the appendix.

2/ Copies of suggestions for introducing home project work to first-year home economics classes, home project activity list, and students information card are in the appendix.

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strict supervisor reports that several teachers in her district tried the following method of working with the home project program. One teacher scheduled time for home visits so that the visit would be made when the girls needed help. This teacher has reported that the girls are more interested than they were when the teacher visited before, knowing what help would be needed.

Another teacher divided the school district into four sections, and called a meeting of mothers in each section and explained the home project program to them. Through the interest created in the project program the mothers enrolled in adult classes. The mothers and daughters worked together on home projects.

In one school the superintendent has become so interested in the home project program that he has planned to furnish a school bus this fall to take the girls on a tour so that each girl may see the home projects of the other girls.

In many of these schools the teachers report home project exhibits during the 10th month. The records in this office show marked improvement in choices of home projects and in written reports (6:1938/39:1-2).

Policies relating to establishment of
vocational departments 1917-1939

First and second periods, 1917-1927.--Since appropriations from Smith-Hughes funds for the development of vocational home economics are made to the States in the proportion which their urban population bears to the total urban population in the United States (49:76), and since the population of Arkansas is overwhelmingly rural, the amount of money received by the state for home economics under this Act is small. Because of the

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small appropriations not more than five schools, in any one year before 1929-1930, received federal aid for the promotion of home economics education (7).

The first vocational home economics department in Arkansas was established in the Jonesboro High School in the year 1917-1918, where 27 girls, enrolled in the department, devoted one half of the school day to home economics and related work in science and art, and the other half to English, history, mathematics, and language, taught by the non-vocational instructors (11:503). This was the only vocational department in the state until the year 1919-1920, at which time, Newport, Arkadelphia, and Dermott established departments. In the fall of 1920, Jonesboro dropped the work because the vocational half-day program did not fit in very well with the regular school program; however, two other schools, one for white children, at Hazen, and one for colored children, at Hope, added the vocational home economics work to their high school courses of study (7). In 1921 Arkadelphia, after having carried the program one year, dropped it, leaving three schools for white children and one for colored children (7). The number of schools with vocational departments remained at four, Table 2, though there were changes in the location of the departments, until 1929 when a fifth department was established (7).

Table 2.--NUMBER OF SCHOOLS IN ARKANSAS OFFERING
VOCATIONAL HOME ECONOMICS, 1917-1939

Year	Number of schools		
	White	Colored	Total
1918	1	0	1
1919	1	0	1
1920	4	0	4
1921	4	1	5
1922	3	1	4
1923	3	1	4
1924	3	1	4
1925	3	1	4
1926	3	1	4
1927	3	1	4
1928	3	1	4
1929	4	1	5
1930	11	1	12
1931	17	1	18
1932	19	1	20
1933	23	1	24
1934	19	1	20
1935	29	2	31
1936	30	4	34
1937	29	4	33
1938	89	19	108
1939	95	21	116

(7)

During these years, 1917-1927, the major program in home economics in Arkansas was carried on in the state aided and the Smith-Hughes agriculture-home economics schools under a provision of the state plan which required every school receiving aid for agriculture to equip and maintain a department of home economics at local expense. This arrangement made it possible to develop a modified program of vocational home econom-

ics which conformed, as closely as circumstances would permit, to the typical vocational program (58:502). The Smith-Hughes departments, which set standards for the Smith-Hughes agriculture-home economics departments, were located in different sections of the state (Figure 29) to demonstrate the accomplishments of better trained teachers and of a fuller course of study 1/ (6:1922/23:2).

Third period, 1927-1932.--In 1929 Congress passed the George-Reed Act authorizing additional appropriations to supplement those of the Smith-Hughes Act for the promotion of vocational education in this country. The additional authorized appropriation began at \$500,000 and increased by that amount each year until a total of \$2,500,000 was reached. The amounts were divided equally between vocational education in agriculture and in home economics. The distribution for home economics was on the basis of rural population; therefore, Arkansas was granted much larger appropriations for home economics education under this Act than under the Smith-Hughes Act (48:163). As a result of the increased appropriations eight George-Reed home economics departments were established in the state in 1929-1930 and nine more in the next two years, making a total of

1/ Maps showing locations of departments in other periods are in the appendix.

17 departments established under the George-Reed policies during this period. At the end of the period, 1932, 863 girls received vocational home economics training in the three Smith-Hughes and 17 George-Reed departments (6).

Of the three types of programs set up for all-day George-Reed schools and classes, by the Federal Board (46:14), the majority of the schools in Arkansas selected Program III as the one best suited to their regular program (6:1921/30:10). Program three is as follows:

In this program 2 consecutive years of work are provided in which a double period with a minimum of 90 minutes daily should be given to home economics subjects, and in addition, a minimum average of 30 minutes daily ($2\frac{1}{2}$ hours per week or 90 hours per year in a 9 months' school), in the first year of the course, to at least three properly planned and supervised home projects carried to completion in three phases of home economics, and in the second year of the course a minimum average of 45 minutes daily ($3\frac{3}{4}$ hours per week or 135 hours per year in a 9 months' school), to at least four properly planned and supervised home projects carried to completion in not less than three phases of home economics. It is strongly recommended that science and art preceding, paralleling, or following, the home economics, be taught in as close correlation to that field as possible. It is anticipated that this program will best apply to rural communities, and coordinate with the vocational agriculture program (48:14-15).

In addition to the requirements for vocational home economics departments in Arkansas, given in other sections of this chapter, the State Board set other

minimum requirements for George-Reed schools. They were that the home economics teacher be employed for ten months, that the standard school term be nine months, that the salary of the home economics teacher not be reimbursed in a school providing less than an eight-months term, that the school board provide a minimum for maintenance of 25 cents per month per pupil, and that one teacher have not less than 40 pupils and more than 100 enrolled in the total program. Beginning teachers were required to conduct at least one unit of adult work consisting of 10 to 12 lessons each year, while experienced teachers were required to conduct at least two units per year. The salary of the teacher was based on the average salary of the entire school system to which additions were made for adult work and for traveling expenses incurred in the supervision of home projects (2:1-2).

Periods four and five, 1932-1939.--The development of vocational home economics was greatly influenced in the fourth and fifth periods by the passage of two vocational acts by Congress: (1) The George-Ellzey Act in 1934, authorizing an appropriation of \$3,000,000 annually for each of the ensuing three years, to be divided equally between vocational education in agriculture, in trades and industries, and in home economics; basing allotments for home economics on rural

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population (47:19); and (2) the George-Deen Act in 1936 which authorized appropriations, beginning July 1, 1937 and annually thereafter, of the sum of \$12,000,000, with provision that one third of the sum appropriated for each fiscal year be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States and Territories, according to the last United States census, for salaries and travel expenses of teachers, supervisors, and directors of home economics subjects (49:91), thus greatly increasing home economics appropriations for Arkansas.

In 1935 ten schools for white children and one for colored children established George-Ellzey home economics departments, and in 1936 three other schools, one for white children and two for colored children, qualified for the program. No new departments were established in 1937, but in 1938, the first-year funds appropriated under the provisions of the George-Deen Act were available, and a large number of new departments were established, 60 for white children, which was more than twice the number in existence the previous year, and 15 for colored children, almost four times the number in operation the year before, Table 2. In the closing year of the study, 1939, Arkansas had 95 vocational home economics departments in operation for

Table 3.--ENROLLMENT IN HOME ECONOMICS IN SCHOOLS FOR
WHITE AND COLORED CHILDREN IN ARKANSAS

Year	Enrollment						Total white and colored
	White			Colored			
	Boys	Girls	Total	Boys	Girls	Total	
1918	0	27	27	0	0	0	27
1919	0	30	30	---	-----	-----	30
1920	0	87	87	---	-----	-----	87
1921	---	89	89	---	44	44	133
1922	---	49	49	---	61	61	110
1923	---	98	98	---	87	87	185
1924	---	92	92	---	68	68	160
1925	---	112	112	---	39	39	151
1926	---	123	123	---	29	29	152
1927	---	135	135	---	32	32	167
1928	---	106	106	---	53	53	159
1929	---	168	168	---	108	108	276
1930	---	404	404	---	53	53	457
1931	---	800	800	---	49	49	849
1932	---	826	826	---	37	37	863
1933	---	1,230	1,230	---	82	82	1,312
1934	---	730	730	---	58	58	788
1935	---	1,411	1,411	---	146	146	1,557
1936	12	1,546	1,558	---	234	234	1,792
1937	23	1,626	1,649	27	285	312	1,961
1938	127	4,970	5,097	107	1,070	1,177	6,274
1939	118	5,630	5,748	114	1,576	1,690	7,438

(7)

white children with an enrollment of 118 boys and 5,630 girls and 21 for Negro children with an enrollment of 114 boys and 1,576 girls, Table 3, making a total enrollment of 7,483 in 116 schools.

Policies relating to home economics
courses for boys, 1917-1939

Periods one, two and three, 1917-1932.--Reports show that during the first three periods no boys

were enrolled in vocational home economics classes in secondary schools in Arkansas (7), but in many schools the teacher of agriculture and the teacher of home economics exchanged classes for an average period of ten days (25:2). No record was found of the type of courses offered for either boys or girls during the exchange periods.

Periods four and five, 1932-1939.--During the latter part of the fourth period and in the fifth period several vocational departments offered a course in home economics for boys, in segregated classes, Mansfield being the first in 1935-1936. In the next year one other school, Ashdown, had 16 boys enrolled in a home economics class, and in 1938 ten schools, five for white children and five for colored children, had 234 boys enrolled in vocational home economics classes, Table 3. In 1939, the number of schools offering home economics for boys, in separate classes, increased to 15 (7). The policy established in earlier periods, that of the teacher of home economics and the teacher of agriculture exchanging classes for a short period each year, was continued in many schools, and in 1939, 449 boys received some home economics training during the exchange period (6:1938/39: 10 and 11). Vocational home economics courses for boys seems still to be an undeveloped field in Arkansas.

The general objectives of home economics courses for boys were to help boys develop an understanding of their responsibility as family members, an appreciation of the family as a basic institution, a better understanding of themselves and of their problems, an ability to be an intelligent consumer, and an appreciation of acceptable standards of social conduct (6:1937/38:4).

Pictures of home economics classes for boys at the University of Arkansas High School, Figures 30, 31 and 32, illustrate the type of laboratory work used in those classes to help them attain the above objectives.

Policies relating to home economics conferences 1917-1939

First and second periods, 1917-1939.--The first record of conferences for home economics teachers was found in the annual descriptive report for 1923, which reported that one conference of all-day Smith-Hughes home economics teachers was held November 9, with three teachers in attendance. On November 10, a conference for teachers in the Smith-Hughes agriculture-home economics schools was held with an attendance of 14. The purpose of these conferences was to discuss special problems pertaining to administration of vocational courses (6:1922/23:2). In November of 1925 a

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state-wide, two-day conference of home economics teachers was held in Little Rock, just prior to the meeting of the Arkansas Education Association. The traveling expenses of the teachers to and from the conference were paid from state funds. The conference was held for the purpose of discussing special problems in presenting the course of study and of stimulating interest in new developments in the field of home economics and in better methods of teaching (6:1925/26:4). The conference program was as follows:

Home Economics Conference--November 10-11, 1925

Tuesday Nov. 10--Vivian Simmons, Columbus, Chairman

- 9:00 A. M. Roll call-response to indicate most interesting accomplishment of 1924-1925, and most interesting work planned for 1925-1926.
- 10:00 A. M. The Teaching of Design in Relation to Typical Clothing Problems--Beulah Carl, Newport. Discussion leader Mrs. J. C. Calloway, Beebe.
- 11:15 A. M. The Home Project--Jessie W. Harris, State Director of Vocational Home Economics, Texas.
- 12:00 Noon Luncheon--Lillie Gillespie, Wilson, Chairman.
- 1:00 P. M. Illustrated Design Problems--Ruth Powell, Rogers. Discussion leader--Bernice Kiltz, Philadelphia.
- 2:00 P. M. Organization of a Typical Clothing Lesson--Mrs. Eunice Byrd, Prescott. Discussion leader--Golda Pyle, Sheridan.



Fig. 30.--Activities in health unit in University High School home economics department, Fayetteville, Arkansas, 1938.



Fig. 31.--Meal preparation in home economics department, University High School, Fayetteville, Arkansas, 1938.



Fig. 32.--Experience in care and repair of clothing, University High School home economics department, Fayetteville, Arkansas, 1938.

3:00 P. M. Supplementing the Course of Study with Home Projects--Jessie Lee Davis, Walnut Ridge. Discussion leader--Delsie Cox, Vandale.

Wednesday, Mrs. R. B. Rogers, Vilonia,
November 11 chairman.

9:00 A. M. How Can We Organize Our Lessons in Order to Emphasize Child Care? Edith Jordan, Van Buren. Discussion leader--Frances Parker, Bear-den.

10:00 A. M. A Rural Home Economics Club--Gay Suggs, Kingston. Discussion leader--Ethel Bennett, Strong.

12:00 Noon Luncheon--Idelle Houser, Choctaw, Chairman.

1:30 P. M. Plans for the Year--Druzilla Kent.

2:30 P. M. The Future of Home Economics as I See It--Helen C. Goodspeed, Head of Home Economics, University of Arkansas.

3:15 P. M. Demonstration--Mary I. Barber, Kellogg Company, Battle Creek.

(6:1925/26:3-4)

In 1927 the second state-wide, two-day conference of home economics teachers was held, November 8 and 9, in Little Rock. At this conference, ways and means of extending the day-school program into the community were discussed; a state-wide home improvement project was planned; and reports were made on Child Health projects (6:1927/28:35). The program below was carried out:

PROGRAM

Home Economics Teacher Training

Conference

The following is the program rendered by the Division of Vocational Education, State Department of Education, at the Marion Hotel in Little Rock, November 8 and 9, 1927:

Tuesday Morning

- 9:00 Greetings--State Superintendent J. P. Womack, State Director of Vocational Education.
- 9:15 Roll Call. Response to include summary of achievements last year and plans for this year.
- 10:30 Program of work for 1927-28--Druzilla Kent, State Supervisor of Home Economics.
- 11:15 Teaching Foods in Unit Kitchens--Margaret Batjer, Blytheville High School.

Tuesday Afternoon

- 1:00 Improvement of Teachers in Service--Erica Christianson, Itinerant Teacher-trainer.
 - 2:30 The Evening School Program--Golda Pyle, Itinerant Evening School Instructor.
- Conference for all new teachers--Erica Christianson.

Wednesday Morning

- 9:00 Our Community Project--E. B. Matthews, State Supervisor of Vocational Agriculture.
- 9:30 Planting for the Rural Home--C. L. Tipton, Tipton Landscape and Nursery Company.

- 10:00 Better Homes Contests--Minnie Allen,
County Home Demonstration Agent, Pulaski
County.
- 10:45 Parental Education and Its Relation to
Better Homes--Mrs. Henrietta K. Burton,
Head of Department of Home Economics,
University of Arkansas.

Wednesday Afternoon

- 1:00 Art Related to the Home--Lucy Torson,
Head of Department of Home Economics,
State Teachers College.
- 2:00 Plans for Conducting Our Better Homes
Project.
- 3:00 Our Project for 1928-29.

(42:1)

Third period, 1927-1932.--Eighty teachers attended the two-day home economics program in Hot Springs in 1928, at which various phases of the home economics program, such as home projects, exchange classes, student clubs, and clothing construction were discussed by different teachers of the state. One out-of-state teacher, Clara M. Brown, participated in the program by discussing--Measuring the Results of Teaching (6:1928/29:35). The program for the two days was as follows:

HOME ECONOMICS CONFERENCE PROGRAM

Tuesday

- 9:00 Roll call.
- 9:20 Professional Improvement Project. Dru-
zilla Kent.
- 10:30 Measuring the Results of Teaching. Clara
M. Brown.
- 2:00 Special Methods of Instruction. Erica
Christianson.
- Evening School Organization. Golda Pyle.

Wednesday

- 9:00 Special Feature Reports:
- My Clothing Laboratory--Effie Goolsby.
- Our Better Homes Project--Mrs. Blanche
Galloway.
- The All-Year Program in Wilson--Mildred
Wilson.
- Exchange Classes--Ethel Bennett.
- The County School Contest--Lucille Hunt.
- Our Home Economics Club--Kate Williams.
- The School Lunch Problem at Moro--Nannie
Hamilton.
- Teaching Home Economics in a Cottage--
Lillian Tyson.
- Presenting the Clothing Construction
Project--Louise McGaugh.
- Co-operating with Grade Teachers in a
Health Program--Annie Maude McCorvey.

The Interscholastic High School Contest--
Margaret Batjer.

- 9:45 Suggestions in Regard to Home Economics
Program--Erica Christianson.
- 10:30 Measuring Results of Teaching--Clara M.
Brown.
- 1:00 Yeast Bread Demonstration--Gladys Kim-
brough, Soft Wheat Millers' Association,
Nashville, Tennessee.
- 1:30 Development of Home Projects--Druzilla
Kent.
- 2:00 Organization of Home Economics Clubs--
Erica Christianson.

(32:7)

The first all-state home economics conference for Negro teachers was held in 1927; the second, in Pine Bluff during the summer of 1929 was held for the purpose of explaining to the teachers plans for developing a state program of home economics for Negro schools, of stressing the importance of specialized training in the field of home economics, and of securing the cooperation of the teachers in developing a course of study for secondary schools (6:1928/1929:33).

In the fall of 1929 a two-day conference, with an enrollment of 97, was held for white teachers. The program consisted of discussions on the importance of extending the home economics program into the community, plans for promoting and supervising home projects, and explanation and discussion of policies

for a vocational home economics program under the George-Reed Act. In addition to the state conference, six one-half day district conferences were held, at which round table discussions were conducted on problems selected by the group (6:1929/30:4-5).

In the years 1930 and 1931, no state home economics conferences were held in Arkansas, but a series of district conferences were held throughout the state on Saturdays. Vocational home economics teachers were required to attend one of the conferences. These conferences were devoted to assisting teachers in solving their problems and to planning and organizing curricular material for presentation in the cottage laboratory (89:2).

Fourth and fifth periods, 1932-1939.---Ten home economics conferences were scheduled in Arkansas for 1932-1933, but, because of the financial depression which forced many schools to close and others to reduce the length of terms, the conferences were not held, nor were there state or district conferences in 1934 and in 1935. However, during February, March, and part of April in 1936, nine conferences were held, on Saturdays, in various centers of the state. Each vocational home economics teacher was expected to attend the conference nearest to the center in which she was teaching or the conference of her choice. The meetings began at ten in

the morning and continued until three in the afternoon. Supervisors and teachers in the various districts led discussions on the home economics curriculum and on persistent problems in teaching homemaking (43:1). Similar conferences were held in 1937-1938. The following report of the Crawfordsville conference, taken from the December 1937, Arkansas Vocational Visitor, is an example of the type of conferences held this year:

The Crawfordsville Conference.--Alma Keys, leader. The conference for the Northeast District was held at the Crawfordsville home economics cottage November 20th, with Alma Sisk as hostess. The classes had recently been studying winter bouquets and fall flower arrangements and the cottage was beautifully decorated with flowers, red berries and leaves. Some time was taken for teachers in attendance to observe these and go over the new cottage. Objectives for planning the long-time program in home economics education and reports from members of the group comprised the morning session. A luncheon for members of the Crawfordsville school board and their wives and the teachers in attendance was served in the cottage cafeteria at noon. The afternoon session was given over to working on units for day and evening classes. During these conferences teachers have been encouraged to report on attendance at summer school. Members of the group have received suggestions from each other as to schools offering specific help in certain fields and have been inspired to make plans for further study. In the Crawfordsville group of seventeen members, fifteen teachers had attended summer school in 1937.

The following teachers were present:
 Joyce Beard, Parkin; Evelyn Reece, Earle;
 Ruth Taylor, Hughes; Mary Hayden, Hulbert;
 Ellodee Davis and Tolise King, Forrest City;
 Eva Lois Cates, Wilson; Lucy Cummings, Joiner;

Mrs. W. W. Baker, Marion; Iva Crabtree, Luxora; Frances Campbell, Osceola; Grace Phelps, Blytheville; Mrs. Edith Bain, Barton; Mrs. Nell Burke, Helena; Mrs. Gladys Tullis Stone, Dell; Beulah Thompson, Keiser.

(25:3)

In August of 1938, for the first time since 1929, a state conference for teachers of home economics in the vocational program was held at State Teachers College in Conway. This conference was unlike previous State Conferences in that it was five days in length, instead of two, and in that morning and afternoon sessions were devoted to different types of work. The morning sessions, with all teachers meeting together, were given to reports and discussions, while in the afternoons teachers worked in groups on different problems, such as a course of study for Home Economics III, activities for related art classes, unit on consumer education, etc. At the last morning session reports 1/ were made of the work done in the various groups during the week (44:2).

Policies relating to the
adult program

First and second periods, 1919-1927.---According to a report of progress in the development of home

1/ Two of these group reports, suggested outline for home economics III, and suggested outline for unit on consumer education, are given in the appendix.

economics education in Arkansas during the ten-year period, 1917-1927, few trained women were available for evening school work; therefore, teachers for evening classes were recruited largely by choosing local women in desirable centers to conduct classes in phases of homemaking in which they were deemed proficient. It was not possible to supervise the work closely or to provide satisfactory training for the few women who conducted classes. As a result the work was not good and its development limited (22:10).

In the early years of the vocational program, "evening schools" was the term applied to what is now known as the adult program. The first evening school in Arkansas was conducted in Little Rock in 1918 with an enrollment of 161. No record was found of evening school work in 1919, but in 1920 Little Rock had 716 women enrolled in "Millinery," "Ornamental Trimmings," and "Clothing," and Dermott had 18 women enrolled in a millinery class, Table 4. In 1921 evening schools were organized in two new centers, Arkadelphia and Fort Smith. In 1923 and 1924 the work was dropped by all the centers except Little Rock, probably because of the organization during these years of part-time classes for homemakers, which proved very successful in several communities. Part-time classes, which numbered 16 in 1923, were discontinued after 1925, in which year only

Table 4.--HOME ECONOMICS EVENING SCHOOLS IN ARKANSAS
1918-1927

Year	Location of schools	Subject of courses	Enrollment	
			Each center	Total for yr.
1918	Little Rock	Millinery	161	161
1919		No evening schools reported this year		0
1920	Little Rock	Millinery, Ornamen- tal Trimmings, and Clothing	716	734
	Dermott	Millinery	18	
1921	Fort Smith	Dressmaking, Mil- linery and Cooking	114	764
	Little Rock	Cooking, Sewing and Millinery	600	
	Arkadelphia	Care of Sick	50	
1922	Fort Smith	Millinery and Sewing	25	259
	Helena	Millinery	14	
	Little Rock	Millinery, Cooking and Sewing	220	
1923	Little Rock	Adv. Millinery, Sew- ing, Cooking, Inter- ior Decoration, and Lamp Shade Making	466	466
1924	Little Rock	El. Millinery, Adv. Millinery, Sewing, Cooking and Interi- or Decoration	295	295
1925	Jonesboro	Foods and Meal Preparation and Dressmaking	75	403
	Paragould	Dressmaking	31	
	Helena	Dressmaking and Millinery	73	
	Little Rock	Dressmaking, Plain Sewing, Millinery, and Interior Deco- ration	224	

Table 4.--HOME ECONOMICS EVENING SCHOOLS IN ARKANSAS
1918-1927--Continued

Year	Location of schools	Subject of courses	Enrollment	
			Each center	Total for yr.
1926	Fort Smith	Clothing	11	635
	Helena	Sewing, Millinery, and Dressmaking	144	
	Jonesboro	El. Foods, Meal Preparation	96	
	Little Rock	Millinery, Dress- making, Interior Decoration	267	
	Lake City	Elementary Foods	28	
	Paragould	Interior Decoration	20	
	Pine Bluff	Dressmaking and Home Sewing	38	
	West Helena	Sewing	31	
1927	Camden	Home Sewing and Food Study	48	434
	DeQueen	Clothing, Home Man- agement and Food Study	83	
	Fordyce	Home Management, Food Study, Child Care, Budgeting and Sewing	66	
	Hope	Clothing and Food Study	84	
	Little Rock	Dressmaking and In- terior Decoration	54	
	North Little Rock	Home Sewing	8	
	Prescott	Home Management, Sewing, Food Study and Children's Clothing	54	
	Texarkana	Sewing and Food Study	37	

Total Enrollment for Period----- 4,151

five were in operation. During this year, 1925, evening school work was conducted in three new centers, Jonesboro, Paragould and Helena, and in 1936 four other centers added the work. The total enrollment in evening school classes during the ten-year period was 4,151 (7).

Millinery, dressmaking, and cooking were the most popular evening school courses during this period, millinery being the most popular, Table 4. In 1920, out of an enrollment of 716, in Little Rock classes, 678 were enrolled in millinery classes (7).

In the closing year of the period, 1926-1927, an itinerant evening school teacher was employed. Since it was the introductory year, centers were chosen where there had been no classes in previous years. Because of lack of familiarity with evening school instruction, classes in some of the centers were small. The itinerant instructor visited seven centers during the year, offering 22 units in various phases of home-making. In addition to the itinerant classes, two units of evening schoolwork were offered in the Little Rock school by local teachers (22:10).

In 1926-1927 the Negro home economics teacher in Texarkana conducted a very successful evening school in which there was an enrollment of 64. No part time classes were organized for Negroes during this period

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(6:1926/27:9).

Plans made in 1926-1927 for stimulating development of the evening class program in the future were as follows:

1. Give State-wide publicity through the Parent-teacher Association, the American Association of University Women, and the department of superintendents of the Arkansas Educational Association, to the evening school work, its organization and aims.
2. Continue the use of the itinerant teacher in the centers of average size, shortening her time from one month to from two to three weeks, depending upon the size of the center.
3. Cooperate with the local schools in the large centers where evening schools are officially organized as a part of the school system, in stimulating greater interest in evening classes in home-making.
4. Encourage the organization of at least one unit in home-making in every center where we have the vocational work organized (22:11).

Third period, 1927-1932.---The itinerant-teacher plan of conducting evening schools formulated in 1926-1927, was continued in the third period. A noticeable result of employing a trained person for the evening school work was a swing away from units of instruction based on material production to other phases of homemaking. According to reports, this was due to the fact that the instructor, because of her training in home economics and methods in teaching and her experi-

ence in all-day school work, was able to organize her material and present it in such manner as to shift the emphasis without losing the interest of her group. While clothing units were popular, the discussion on selection of materials, shrinking, setting colors, design, color, and alteration of patterns were more popular than lessons in actual construction of clothing. The units on foods were organized on the study of food; the most popular topics were food needs of the family; marketing; meal planning to conserve time, money, and energy; and infant feeding. Units on home management and child care and training were introduced and favorably received (71:10-11). A report of a lesson in a home management unit, (Figure 34) conducted in 1930 by Miss Golda Pyle, itinerant evening school instructor, is given below.

INTERESTING EQUIPMENT LESSON

What could be more interesting to a group of homemakers, working on home management, than an exhibit showing the possibilities of "up-to-date" equipment. It was an exhibit of this type that the evening school and day school classes at Dardanelle had the opportunity to see during the units in Homemaking offered there by Miss Pyle, State Evening School Instructor.

As a preliminary measure, Miss Pyle asked the members of the class what equipment they had in their homes that they had found most helpful and a list was made as to what pieces could be contributed by them for the coming



Evening School Group Studies Labor Saving Devices and Equipment

Fig. 33.--Evening school class, conducted by Miss Golda Pyle, State Evening School Instructor. Dardanelle, Arkansas, 1930.

lesson. The next measure was to find out what stores in the town would be willing to cooperate by loaning equipment from their stock and then to secure this.

Through the courtesy of the Arkansas Power and Light Company of Russellville an elaborate display of electrical devices was made possible, including the installation of an electric range; an electric washing machine, on which the class did a regular family wash; an electric ironer, on which the weekly ironing of one of the members was done; three vacuum cleaners--two different types; an electric refrigerator; a hot plate; and a waterless cooker.

Several waterless cookers of various weights, flat bottomed straight sided cooking utensils, and much small equipment such as knives, egg beaters, can openers, sieves, and the like, made up the rest of the exhibit. Every piece of equipment was thoroughly examined and comparison and criticisms made of the various examples. In every case where it was possible the pieces of equipment were tried out by the members of the class or demonstrated by the teacher.

The women in the class expressed their approval many times during the morning and suggested that the lesson had been invaluable to them. During the class discussion standards for acceptable equipment were set up and points brought up as to how to make the most effective use of the various pieces so it was possible for them to evaluate the equipment assembled thereby developing judgment and appreciation as to "what's what" in equipment.

(34:3)

In the first and second years of this period the services of the itinerant evening school instructor were supplemented, in a few centers, by one or more units of work conducted by day-school teachers, and

after the passage of the George-Reed Act, by the work of teachers in George-Reed centers who were expected to offer at least two units of evening school work per year (6:1928/29:38), and by the work of a county and two local supervisors of home economics who were employed after the passage of the George-Reed Act (29:2).

One of the first home economics programs set up in Arkansas under the George-Reed Act was the Faulkner county program, in which a county supervisor, Miss Ruth Powell, was employed to promote the program in the day schools and to organize and conduct a program of adult homemaking in all of the high school centers in the county (30:2). Something of the success and popularity of this program is reflected in the report given below of one of her evening school classes.

NUTRITION AND MEAL PLANNING CLASS AT CENTERVILLE

Faulkner County--Ruth Powell, Supervisor

Measured in terms of interest, the Nutrition and Meal Planning class at Centerville was one of the most successful evening school classes held in Faulkner County. Forty-seven women enrolled for the course. Of this number seven attended all eleven meetings. Thirty-four received their certificates for completing the course. This is an exceptionally high percentage considering the condition of the weather and roads. The class met once each week between January 20th and April 1st.

Foods produced in the Centerville community were used as a basis for the course. Special emphasis was placed on vegetables, their nutritive value and place in the menu being discussed. Lessons on cakes, breads and chicken were given on request of class members. Each day a lesson sheet was given class members containing different methods of serving vegetables. These dishes were demonstrated either by Miss Ruth Powell, instructor, or groups from the home economics classes at Centerville under the direction of Miss Evelyn Seversen. Meal plans using dishes demonstrated were given each meeting.

Class members were urged to plant a variety of vegetables and serve them to their families in an attractive manner, cooked by a method to retain food value. The steamer, pressure cooker and waterless cooker were demonstrated.

When the class began only four members grew carrots and spinach. At the close of the class all members had planted these important vegetables. Mr. C. R. Wilkey, district supervisor of agriculture gave the home garden lesson. Further application of the course in the homes was shown in the check-up of dishes prepared at home after the lessons. A total of 332 were prepared. The three members preparing the largest number were Mrs. Gertrude Snow, 25; Miss Daisy A. Thompson, 23; and Mrs. Orlin Hardy, 21. Others reported that they planned to use recipes later but did not have all foods on hand during that season.

The last lesson in the course consisted of a meal prepared and served by the home economics girls. Dishes demonstrated in the course were used, thus emphasizing balanced meals as well as correct table service. This class is to be followed up with a unit in Food Preservation this summer.

The home economics cottage furnished an ideal place for holding this class. According to Miss Powell, this plan furnished a chance for a fine spirit of co-operation be-

tween mothers and daughters as well as between home economics and agriculture.

(30:2)

In 1931 two schools, Fort Smith and Texarkana, each employed a supervisor of home economics, who, in addition to supervising home economics in the public schools, served as instructors for parent education groups (29:2).

In this period, 1927-1932, the adult program was stimulated by the Parent-Teacher program which required the organization of study groups for their standard associations. Leaders of the State Congress of Parent and Teachers, seeing the possibilities of getting trained leadership for their study group program by securing home economics instructors, requested their services for the work in the various centers of the state. Short units of homemaking dealing with home management, wise use of leisure time, and various phases of parent education were in demand. If the study groups were organized for systematic instruction for a minimum of 12 hours, they could be credited to the home economics teachers as units in evening school, or adult, work; however, units of greater length were recommended (29:2).

In 1931 at least one pre-school study group was organized and carried to successful completion, in

each of the 18 elementary schools in Little Rock. Local Parent-Teacher organizations assumed the responsibility for organizing the classes, and Miss Alma Keys, then Supervisor of Home Economics and Director of Parent Education in the Little Rock schools, was the instructor. Enrollment and interest in the study groups were reported to be greater at the end of the year than at the beginning. In 1932 a nursery school, which served as a demonstration center for the parent study groups and for boys and girls enrolled in home management classes, was added to the Little Rock program (6:1930/1931:2-6:1931/1932:2). After the addition of the nursery school a patron of the Little Rock school system boasted that the Little Rock program of homemaking and parent education reached from "the cradle to the grave" (37:2).

Fourth and fifth periods, 1932-1939.--From 1932 to 1939 the home economics adult program in Arkansas was developed and carried on by the vocational home economics departments, the services of the itinerant teacher being discontinued early in the period. Ninety-six new vocational home economics departments were established during these years, 76 for white children and 20 for colored children (7). These new schools greatly expanded the adult program because all teachers in schools receiving aid for the promotion of home

economics were required to conduct at least two units of adult work per year. The program was expanded, further, by the appointment of two district supervisors of home economics education, who in addition to supervising home economics in the day schools in their districts were required to organize and conduct adult classes (45:1).

Prior to the latter years of this study the Negro adult home economics program was undeveloped, due largely to the fact that trained leaders for the work were not available, but, with the increase in vocational departments and with the appointment, in 1937, of a state supervisor of vocational home economics education for Negroes, the adult program began to develop rapidly. In 1937-1938, 82 adult classes were conducted for Negroes with an enrollment of 1,528, and, in 1938-1939, 2,588 homemakers were enrolled in adult units (7).

In the closing year of the study, 1938-1939, 5,464 white adults, many of whom were men, were enrolled in parent education and other homemaking units (7). This number compared with the enrollment of 161 women, in the first evening school who devoted their time to making hats, shows something of the growth and development of the evening school in Arkansas.

In November 1932, the Vocational Home Economics division of the Arkansas Department of Education

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was granted a constituent membership in the National Council of Parent Education. In inviting the Arkansas Department of Home Economics to membership in the council the governing board cited the state-wide program of parent education which was being developed through the home economics division as one of the outstanding programs of the country and stated that the state vocational home economics division of Arkansas was the second to receive this recognition. The Arkansas parent education program, at this time, was directed by Miss Druzilla Kent, then State Supervisor of Vocational Home Economics Education, and Miss Frances Bailey, Assistant State Supervisor of Home Economics Education (37:6).

Members of the National Council of Parent Education are entitled to all the resources of the Council, including results of research, publications, surveys, consultations and guidance upon any problem connected with the development of the program. At different times, the National Council sent Dr. Garey Cleveland Myers, Dr. Ada Hart Arlitt, and Dr. and Mrs. Garey Cleveland Myers to Arkansas to participate in various parent education conferences throughout the state. The help and inspiration given by these leaders greatly influenced the development of the parent education and the adult homemaking program in the state (37:6).

Chapter V

COST OF VOCATIONAL HOME ECONOMICS EDUCATION
IN ARKANSAS--1917-1939

One of the developing factors in any program of work is the amount of financial support it commands. Under the Smith-Hughes Act the appropriations for home economics in Arkansas were small because not more than 20 per cent of the money appropriated for the salaries of teachers of trade, home economics, and industrial subjects can be expended for the salaries of teachers of home economics (49:76-77), and because the appropriations of funds for paying salaries of teachers of home economics are allotted to the states in the proportion which their urban population bears to the total urban population of the United States, a provision which is unfavorable to a rural state like Arkansas (49:77). Therefore, there were few federally aided home economics departments in the state, not more than five in any one year, until appropriations provided by the George-Reed Act were available (7).

The General Assembly of Arkansas accepted the benefits and provisions of the Smith-Hughes Act, in March of 1917, but made no provision for state funds

to match federal funds for the promotion of vocational education for the next biennial period (13:11). In the one vocational home economics department in operation, in the Jonesboro high school, during this period, federal funds were matched entirely by local funds (7). After the 1919 Legislature made provision for the creation of a vocational education fund by levying a tax, to be collected in 1919 and annually thereafter, of one-fifth of a mill on all taxable property in the state for the support of vocational education, federal funds were matched by both state and local funds (3:216).

Proposed plans for use of
federal funds 1922-1927

For the 1922-1927 period the State Board for Vocational Education planned to spend the sum of money allotted to Arkansas, from Smith-Hughes funds, for home economics education; 20 per cent of the state's allotment for trades, home economics and industrial subjects (49-76-77) were as follows: home economics day and evening schools or classes, $13\frac{1}{3}$ per cent; part-time classes $6\frac{2}{3}$ per cent (15:35).

State plans for the 1927-1932 period contained no proposed allotment for part-time classes, but divided the federal allotment for home economics between day schools and evening schools and classes, allocating 40 per cent for day schools and 60 per cent for evening

schools and classes (16:42).

In 1932-1937, state plans for the development of vocational home economics in Arkansas called for one third of the Smith-Hughes grant for home economics to be spent for part-time classes and the remainder for day and evening schools. The percentage allotted to each school was not given. Plans for the use of George-Reed funds were for part payment of salaries to state and local supervisors and to teachers of vocational classes in all-day and part-time and evening schools. Amounts or per cent to be spent for the different phases of the work were not stated (17:44).

In the state plans for 1937-1942 for the development of vocational home economics in the state, the following plans for the use of federal funds are given.

(1) Smith-Hughes funds--

Basis for reimbursement for all-day instruction shall be 50 per cent from local or State funds and 50 per cent from Federal funds.

Basis for reimbursement for part-time instruction shall be 50 per cent from local or State funds and 50 per cent from Federal funds.

No Smith-Hughes funds will be spent for evening school instruction.

(2) George-Deen funds--

The basis for reimbursement for all-day instruction shall be one third or

more of the total salary from local or State funds; two thirds or less from Federal funds.

The basis for reimbursement for part-time instruction shall be one third or more from local or State funds; two thirds or less from Federal funds.

The basis for reimbursement for evening instruction shall be one third or more from local or State funds; two thirds or less from Federal funds.

The salary of teachers in the all-day program shall be comparable to that of other teachers in the school system, based on training and experience, and in addition, provision shall be made for travel expenses incurred in carrying on the community program.

Funds shall be used for part payment of salaries and necessary travel expenses for State, assistant State and district supervisors.

Expenses shall include:

1. Railroad fare or mileage for official visits to schools and to conferences approved by the State Board of Education. Mileage shall be based on regulations set up by the State Comptroller's office.
2. Meals and lodging when away from headquarters and on official business.
3. Toll bridge fees, telephone calls, telegrams and postage in connection with official business.
4. Expense accounts submitted for reimbursement shall comply with regulations of institution in which the person has headquarters (18).

In addition to the above, plans were set up for the use of Smith-Hughes and George-Deen teacher

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training funds (18:4-5).

Federal funds.---In 1918 Arkansas received \$737.50 of federal money for home economics education in vocational schools. This amount was cut to \$450 in 1919, and increased to \$666.66 in 1920, from which time there was a gradual increase each year until the sum of \$3,221.75 was reached in 1926 and maintained for the next three years, Table 5. In 1930 when Smith-Hughes funds were supplemented by appropriations provided under the George-Reed Act, which based allotments to states for home economics in the proportion that their rural population bore to the total rural population in the United States, predominantly rural Arkansas received much larger grants than she did under the Smith-Hughes Act (49:91). In this year Arkansas's federal appropriations for home economics increased from \$3,235.66 to \$10,314.71 and in the remaining years of the study, with exception of 1933 and 1934, when slight decreases were made, increased until in 1939 the sum of \$108,382.98 was reached (23). Federal expenditures for supervision of home economics education in the state and for evening schools are given in Tables 6 and 8.

State funds.---State funds spent for home economics education in vocational schools in Arkansas during 1920, the first year state funds were available, amounted to \$1,340. Expenditures of state funds in-

Table 5.--EXPENDITURES OF FEDERAL, STATE, AND LOCAL FUNDS FOR HOME ECONOMICS EDUCATION IN VOCATIONAL SCHOOLS IN ARKANSAS FOR YEARS ENDING JUNE 30, 1918 TO JUNE 30, 1939

Year	Federal funds	State funds	Local funds	Total
1918	\$ 737.50	\$-----	\$ 737.50	\$ 1,475.00
1919	450.00	-----	450.00	900.00
1920	666.66	1,340.09	1,972.75	3,979.50
1921	870.72	2,475.42	2,753.14	6,099.28
1922	1,617.78	4,170.59	3,097.37	8,885.74
1923	1,887.41	6,727.91	3,447.32	12,062.64
1924	2,252.54	3,442.02	3,212.02	8,906.58
1925	2,696.30	2,342.25	3,135.75	8,174.30
1926	3,221.75	1,512.25	3,034.50	7,768.50
1927	3,235.56	1,763.19	3,077.25	8,076.00
1928	3,235.56	1,738.32	2,775.88	7,749.76
1929	3,235.56	2,203.92	3,349.48	8,788.96
1930	10,314.71	1,907.83	9,788.76	22,011.30
1931	17,393.86	1,291.70	16,685.56	35,371.12
1932	23,778.29	3,036.61	20,804.50	47,619.40
1933	23,435.54	8,396.33	15,721.95	47,553.82
1934	20,121.44	6,609.80	13,511.64	40,242.88
1935	30,448.97	9,123.33	21,325.64	60,897.94
1936	30,585.97	11,669.66	20,704.37	62,960.00
1937	30,585.97	10,934.26	19,706.21	61,226.44
1938	105,165.70	10,245.51	46,408.07	161,819.28
1939	108,382.98	13,034.25	49,245.87	170,663.10
Total	424,320.77	103,965.24	264,945.53	793,231.54

(7)

creased for the next few years and in 1923 reached the sum of \$6,627, but from then until 1933 they were considerably less than \$6,000 and varied from year to year, Table 5. From 1935 through 1939 state expenditures for home economics were greatly increased, reaching the sum of \$13,034 in the year 1938-1939 (7).

Expenditure of state funds for supervision of home

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economics education in the state are given in Table 6.

Local funds.--Expenditure of local funds for home economics education in vocational schools in Arkansas were \$750 in 1918, which was decreased to \$450 in 1919, and steadily increased each year thereafter, except in 1927, through 1932. There were decreases in expenditures in 1933, 1934 and 1935 and large increases in 1938 and 1939, Table 5. The sum for the year ending June 30, 1939 was \$49,245.67.

A total of \$170,663.10 of federal, state and local funds were spent for home economics education in vocational schools in Arkansas in the year 1938-1939, while in 1918 only \$1,475 was spent for this purpose. During the 22 year period, 1918 to 1939, a total of \$793,231.54 was spent for the development of home economics in vocational schools in the state, Table 5.

Table 6.--EXPENDITURES FOR SUPERVISION OF VOCATIONAL HOME ECONOMICS IN ARKANSAS FOR YEARS ENDING JUNE 30, 1918 TO JUNE 30, 1939 INCLUSIVE

Year	Federal funds	State funds	Local funds	Total
1918	0	0	0	0
1919	\$2,098.34	\$2,098.34	0	\$4,196.68
1920	2,839.66	308.02	\$2,531.68	5,679.36
1921	4,880.97	2,231.43	2,806.86	9,919.26
1922	4,563.02	2,585.79	2,032.27	9,181.08
1923	5,326.75	2,911.99	2,641.28	10,880.02
1924	4,897.68	2,486.96	2,553.85	9,938.49
1925	4,716.86	3,816.13	1,857.38	10,390.37
1926	4,760.55	3,810.82	2,261.89	10,833.26
1927	4,907.53	4,342.25	3,176.12	12,425.90
1928	4,900.00	5,458.49	2,525.00	12,883.49
1929	4,927.00	8,942.92	2,236.40	16,106.32
1930	2,162.89	3,935.84	*	6,098.73
1931	2,000.00	3,798.95	*	5,798.95
1932	1,596.29	2,827.38	*	4,423.67
1933	1,989.65	2,792.62	*	4,782.27
1934	1,393.53	1,488.53	*	2,882.06
1935	1,487.43	1,498.62	*	2,986.05
1936	1,946.55	2,651.36	*	4,597.91
1937	2,060.38	2,582.40	*	4,642.78
1938	6,384.36	*	*	-----
1939	6,036.12	*	*	-----

*Figures not available

(7)

Table 7.--EXPENDITURES 1/ OF FEDERAL FUNDS FOR VOCATIONAL HOME ECONOMICS IN HIGH SCHOOLS FOR BOTH WHITE AND COLORED CHILDREN IN ARKANSAS FOR YEARS ENDING JUNE 30, 1918 TO JUNE 30, 1939

Year	Federal funds	Year	Federal funds
1918	*	1929	\$ 2,145.56
1919	\$ 450.00	1930	2,127.56
1920	445.91	1931	13,618.30
1921	611.25	1932	16,674.50
1922	323.28	1933	15,157.75
1923	708.91	1934	12,410.33
1924	1,100.00	1935	20,395.00
1925	1,693.30	1936	19,712.50
1926	2,225.00	1937	19,937.50
1927	2,151.06	1938	84,808.05
1928	2,037.56	1939	90,041.66

1/ This does not include sums added to vocational teachers salary for adult work.

(7)

Table 8.--EXPENDITURES FOR EVENING SCHOOLS, FOR WHITE AND COLORED ADULTS, IN ARKANSAS FOR YEARS ENDING JUNE 30, 1918 TO JUNE 30, 1939 INCLUSIVE

Year	Federal funds	Year	Federal funds
1918	*	1929	\$ 1,090.00
1919	*	1930	2,029.26
1920	\$ 220.75	1931	3,775.56
1921	187.47	1932	8,310.25
1922	139.50	1933	6,170.00
1923	191.50	1934	6,790.49
1924	411.04	1935	8,418.22
1925	1,003.00	1936	6,268.22
1926	996.75	1937	6,043.22
1927	1,084.50	1938	10,662.66
1928	1,198.00	1939	9,696.00

Total expenditure--\$74,686.39

*Amount not given

(7)

Chapter VI

CHANGES IN PHILOSOPHY OF VOCATIONAL HOME
ECONOMICS EDUCATION IN ARKANSAS
1917-1939

Since philosophy is an important factor in the development of any program of work it is advisable, in tracing the development of a given program, to take special note of the changes made, from time to time, in the philosophy of the work. Arkansas had three and only three different state supervisors of home economics education from 1917 to 1939, who not only greatly influenced the philosophy of home economics but to a great extent determined it. The changes in philosophy of home economics under the direction of the three supervisors is exemplified in the three newspaper articles given below.

Miss Stella Palmer, the first State Supervisor of Home Economics, projected her philosophy into the program from 1919 to 1925. Her philosophy is expressed in an article she wrote on "What a Vocational Home Economics Girl Should Know and be Able to Do." This article published in the February, 1920, Vocational Visitor was as follows:

HOME ECONOMICS EDUCATION

Every vocational home economics girl should be able to make her own underclothes and simple dresses of cotton, silk, and wool. She should know what kind of clothing to wear under different conditions that will be best from a health and also from an artistic standpoint. She should know how to select the materials for these clothes and she should know how to care for them, keep them in order and mend them when necessary. She should know how and be able to plan, buy, prepare and serve all by herself meals for a family of six, knowing just what food and why, each member of the family should have, from the grandfather down to the year-old baby. She should know something of proper management of her time and strength in carrying on her work. She should also know something of good arrangement and decoration of her home and the best ways of keeping it in order and sanitary. She should know how to look after and take care of her health through proper living and, under the direction of her mother, be able to look after the sick member of the family. She should also be able to take care of the baby or little children in the family under her mother's supervision.

(33:7)

Miss Druzilla Kent, second State Supervisor of Home Economics Education, influenced the philosophy from 1925 to 1935. In 1930 she wrote an article which exemplified the philosophy which she projected into the vocational home economics program. Paragraphs from the article are given below:

Vocational education owes its existence to the fact that we believe that it is the duty of the state to provide educational facilities for all its people, regardless of age, color, or creed; the state must have citizens with health and mental vigor, who

are self-supporting and socially adjusted. In the group of social agencies responsible for producing this type of citizen, the home occupies a position of extreme importance.

.....
 Changing social conditions have made it impossible for us to safely depend upon the routine that was followed for ages--that of transmitting knowledge, or notions, and skill concerning homemaking from one generation to another; if youth is to have adequate training for housekeeping and homemaking, the school, as an institution, must assume responsibility for definite instruction in this field.

This, the training of children and adults for better participation in home life, is the objective of vocational home economics. All progressive teachers of home economics realize that our courses of study have, in the past, been conceived in too narrow terms. At the present time, there is a pronounced tendency towards widening and broadening our curriculum and the results of the new type program are most gratifying to those who are responsible for administering it and impressed upon them an increased sense of responsibility for the reorganization of the program in order that it may continue to serve as a more effective means of carrying out our preparation for homemaking in its broadest sense.

We are endeavoring to meet this responsibility in vocational home economics by offering a program of pre-vocational training for students of high school age, requiring that the work in the school be supplemented by home projects. A strong endeavor is being made to make this instruction approximate more closely homemaking as the demand for a minimum amount of training for all girls of high school age becomes more insistent; nor is it our desire to limit this instruction to girls: the boy must be included, too, since he is as much concerned, in his way, with the problems of homemaking as is the woman.

The objection that we formerly heard in regard to the pre-vocational program--that instruction should be deferred until

the woman had the full responsibility of home, is not valid under existing social conditions.

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Moreover, if this pre-vocational training provides the girl with information which functions during the interim between high school and the time she assumes full responsibility for homemaking she is far more apt to seek additional training which will bring her knowledge up-to-date and which will function on her new job.

No one denies the fact that short units of instruction directly related to the every day problems of homemaking, given at the period of greatest need, will eventually form the major part of our vocational homemaking program.

It will take time, however, to bring adults to a realization of the fact that they need this training. We find school administrators in supposedly progressive centers who hesitate to undertake the promotion of an adult program in homemaking or parental education because they have the years from 6 to 18 so firmly fixed in their minds as the period of educational responsibility for the public school system.

The demand for homemaking classes for adults is growing rapidly, however, and will form an increasingly important part of our program.

At the same time instruction in the junior and senior high school is being extended and constant reorganization and adjustment is being made to make the work more practical. A survey course is offered, supplemented by required home practice and home projects. At present we have 12 departments in Arkansas offering standard vocational home economics courses in day schools, supplemented by supervised home project work and short units for adults. In addition, the itinerant evening school instructor reaches an average of 16 centers a year with an approximate enrollment of a thousand women.

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Arkansas is doing her best to respond to the demand that a minimum training period in homemaking be provided for at least all high school girls.

(35:2)

Miss Alma Keys, third State Supervisor, influenced the philosophy during the period following 1936. She asked teachers to help her by sending in statements of their philosophy of home economics (41:2). Responses from a teacher in the field and a student teacher at the University of Arkansas were, with Miss Keys' approval, published in the Arkansas Vocational Visitor, April, 1938 and are given here as exemplifying the philosophy of home economics in the closing years of the study. The responses were as follows:

There have been some revisions and changes in my philosophy of home economics since I have studied the "Teaching of Home Economics" and have observed my high school girls. My conception of the field of home economics as taught in high school has become more definite in the first place. I have learned that objectively speaking, the high school girl should be taught something of the fundamentals of cooking and meal planning, serving, child development, home nursing, family relations and personality development, home management, consumer buying, art in the home, home furnishings and related science.

I have also come to have a greater realization of the interest that the girls this age will show in this subject if properly stimulated. My study of high school girls has shown me what a great energy they have and how important practical activities are in teaching them. I have also come to see more and more how important the person-

ality of the teacher is in putting to use this great energy and interest, for it is largely the teacher who will make the program function in solving the individual problems of girls; a means of forming good habits that will last a lifetime; a help in developing personality, rather than the mechanical routine of learning to cook and sew. I have come to see what a far reaching effect it is possible for home economics to have on the girl, her family and community. To achieve her highest goal, the teacher must understand and sympathize with the individual differences and problems of each girl, both as brought about by her home environment and by the community in which she lives. The girls can help the teacher achieve this understanding if she will allow them a good deal of independence in selecting what they want and need to learn and how they shall learn it. Student activities and illustrative material are helpful and important assets to the teacher in achieving her objectives in each unit.--Prepared by Julia Lemley, University of Arkansas--Class of 1939.

The purpose of home economics education, as I see it, is to help girls and boys, and adults to see and to meet their present needs and problems in home living and in a measure help them to be better prepared to meet their future problems. It should make a contribution to the enhancement of life in many relationships and aid youth and adults in their "quest for social understanding."

Home economics education makes some contribution to all of the objectives of secondary education and to five of them in particular--worthy home membership, health, vocation, worthy use of leisure and ethical character.--Prepared by Anna Carol Fults, Home Economics Instructor at Star City.

(41:2)

The three quotations given above in addition to the evidence of the foregoing chapters indicate that the philosophy of home economics education in Arkansas

has undergone an evolution:

From (in 1917)	To (in 1939)
1 Home economics training for a few--	Home economics education attainable by all who desired it.
2 A program of work which dealt largely with development of skills in housekeeping--	A broad program which included every phase of homemaking and emphasized personal, family, and community relationships.
3 Home economics training for girls only--	Home economics education for the entire family.
4 A program of work confined to the school-room--	A program of work which went beyond the school-room into the home and community.
5 The housing of the department in a laboratory, foreign to a home situation--	The housing of the department in a cottage or group of rooms providing a situation closely resembling a home.
6 A narrow training of teachers--	A broad education for teachers both before and after employment.
7 Little or no supervision--	Ever increasing supervision.
8 Provision of no money for homemaking education--	Provision of all the money the state could afford for the development of homemaking education.

In light of the changes and the developments in homemaking education in Arkansas from 1917 to 1939, one may make the prediction for homemaking education in the future that its development will follow the

changing methods in general education, its curriculum will continue to be modified to meet changing social and economic conditions, and it will continue to make increasingly valuable contributions to the home and family life in Arkansas, particularly for boys and men.

Chapter VII

SUMMARY

The problem of this study was the tracing of the changes which have taken place in the policies and plans, cost, and philosophy of vocational home economics in Arkansas for the twenty-two year period from 1917 to 1939.

Method and materials

Reports of legislation pertaining to vocational education passed by the General Assemblies and policies, rules, and regulations governing the promotion and administration of vocational education were found in the office of the commissioner of education.

State plans, annual statistical and descriptive reports of the State Board of Vocational Education to the Federal Board of Vocational Education, on file in the State Supervisor's office, were examined to discover changes in plans, cost, and philosophy of the vocational homemaking program in Arkansas. From state plans which covered periods of five years, required qualifications of supervisors and teachers, general objectives of the program, general requirements for plant

and equipment, and home project requirements were recorded. From the annual statistical and descriptive reports the number of departments, enrollment in home economics classes, the development of home economics for boys, and federal, state, and local expenditures for vocational home economics were recorded in table form.

Supplementary reports published by the State Division of Vocational Education, news letters on file in the state office, and state bulletins were examined. Information on size and location of home economics departments for white children was obtained from all the 95 vocational schools in operation in 1938-1939. The Home Economics Supervisor for Negro Schools filled out the questionnaires for the 21 departments for colored children.

Legislation and administrative policies

Early legislation and administrative policies in the development of vocational home economics in Arkansas consisted of the acceptance of the benefits and provisions of the Smith-Hughes Act, the designation of the State Board of Education as the "State Board" of control to cooperate with the Federal Board for Vocational Education in carrying out the provisions of the Act, and the appointment of the state treasurer as custodian of both state and federal appropriations. Later

rules and regulations, concerning the duties of the State Board of Education in the development of a vocational program, were made. And a tax of one fifth of a mill on all taxable property was levied, and when collected was set aside as a separate vocational education fund.

In the early part of the 1917-1939 period the sum of \$1,000, to be divided among three schools, was set aside to aid schools in the teaching of "household economics." However, in 1920 the Board ruled that all schools receiving aid for vocational agriculture would be required to maintain a two-year program of home economics at local expense. This plan was in operation until the Board, in 1927, changed to a plan of reimbursing for one-half of the salary of both the teacher of agriculture and home economics for such time as was spent by these teachers in vocational work. This change created a favorable situation for the development of the full vocational home economics program in a larger number of schools.

Policies relating to qualifications
of supervisors

Technical educational requirements of state supervisors of home economics education in Arkansas for the twenty-two year period 1917-1939, which in the first period, 1917-1922, was completion of a four-year

course in home economics in a standard institution, were not greatly changed until the beginning of the fifth period. In this period, 1937-1939, the requirements included the completion of a four-year collegiate course in home economics from a college or university of recognized standing whose courses met the standards set by the State Board of Education and a full year of graduate work in home economics, including investigation of research in the field of home economics.

Professional educational requirements in the 1922-1927 period of a minimum of 15 hours in education, including home economics education and practice teaching in vocational home economics, were in the third period 1927-1932 increased to 25 semester credit hours in education. The minimum teaching experience was increased, during the third period, from two to three years with the additional requirement that the work be done in a vocational all-day school, including both day and evening classes. Requirements for administrative and homemaking experience remained about the same throughout all the periods.

The educational requirements for local supervisors were greatly increased during the period from 1927 to 1939, but had not been set up prior to 1927. In the five year period 1927-1932 the minimum requirements for technical and general education were that

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they should exceed the minimum requirements provided for those teachers for whose professional improvement they were largely responsible. Other requirements were 20 semester hours in education, two years of homemaking experience, from two to three years' teaching experience in vocational schools, and at least one year supervisory or administrative experience. In the closing period of the study the general educational requirements were graduation from a four-year collegiate course in home economics from an approved institution and one year's graduate work in home economics. Teaching experience requirement was changed from a minimum of two years to a minimum of three years and administrative experience was changed from one to two years.

Policies relating to qualifications
of teachers and teacher trainers

In the first period, 1917-1932, home economics teachers in teacher training departments in the state of Arkansas were required to have completed a four-year course in a standard college giving a diploma in home economics, to have had at least two years vocational experience including supervised management of the home and to have had at least 15 hours in professional training.

In the second set of plans 1922-1927, no requirements concerning qualification of teacher trainers

were given, but in the third period 1927-1932 the credit hours in education were increased from 15 to 25, ten of which were to parallel or follow the teaching experience.

No increase in training was required of teacher trainers in the 1932-1937 period, but in the last period of the study practical experience in homemaking was increased from two to three years, and an additional requirement of one year of graduate work in the field of education was made.

No training requirements for Negro home economics teachers were given in the state plans for the promotion of vocational education in Arkansas from 1917-1922. The requirements for white teachers consisted of the completion of a four-year college course, or the equivalent, in a standard college; 12 to 15 hours professional work, including special methods in home economics, with practice teaching; and two years of homemaking experience. In the next period 1922-1927 white teachers were required to have completed a four-year course in home economics in an approved college of standard grade, and to possess such personal appearance, personality and ability, as needed, to win and hold the confidence of the community in which the teacher was to work. The Negro teachers were required to have completed a two-year course in home economics in an

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approved school of standard grade, to have had two years of vocational experience, and to possess the same general personal qualifications required of white teachers.

In the third period, 1927-1932, no changes were made in the technical training requirements of white and colored home economics teachers in vocational schools, but professional training for white teachers was increased to 20 hours in education with specified inclusion of methods in teaching home economics and supervised practice teaching of home economics classes. The Negro teachers, for whom no requirements in professional training were specified in previous periods, were required to have 12 hours credit in education, including methods in teaching and supervised practice teaching in home economics. To the two years of homemaking experience, required in the previous periods, was added the statement that homemaking experience must include the actual care of children, part of which shall have been acquired in the actual management of a home. This applied to both white and colored teachers.

Training requirements for both white and colored teachers of home economics for the 1932-1937 period were the same as in the preceding period, and in the last period, 1937-1939, the only important change made in requirements of the white teachers was summer-

school attendance at least every third year. There was, though, in this period a marked increase in the standards set for the Negro teachers, who were required to meet educational standards set for white teachers.

Policies relating to housing of
home economics departments

There were not as many changes in standards set for housing vocational home economics departments in Arkansas, in the years from 1917 to 1939, as there were in the actual housing of the departments. Even in early years of the study the importance of making the home economics department conform as nearly as possible to an actual home situation was recognized, and a separate cottage, arranged to provide teaching situations for all of the homemaking activities, was recommended as the most desirable location of the department.

Many home economics departments when first established (though all were not vocational at the time) were located in basements of school buildings. In the closing year of the study, only one department in schools for white children and one in schools for colored children were located in basements, while almost 78 per cent of the departments for white children and around 71 per cent of departments for colored children were housed in cottages. The cottages were erected by different plans and of different materials suited to

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the various schools and communities, and provided more home-like housing for home economics departments than was provided for the majority of schools in earlier periods.

Policies relating to equipment for
home economics departments

In the period from 1917 to 1939 the requirements set by the State Board of Education for equipment in vocational home economics departments in Arkansas changed from a very indefinite statement, in the first period, that equipment be adequate for work undertaken and satisfactory to the State Board, to more definite requirements, in the second period, for equipment for some phases of home economics work, the requirements being: A foods laboratory equipped for individual work and meal service; equipment available for related science work; a clothing laboratory equipped with tables 36 inches wide and two and one-half feet running length per pupil; adequate demonstration material available for teaching home nursing; and a room fitted for laundry work where possible.

In the third period, the State Department of Education issued a leaflet listing equipment required for vocational home economics department. In 1937 the number of utensils required in unit kitchens was reduced and newer books were substituted for older ones

on the home economics library list. In addition to these requirements, equipment for other rooms of the departments, living rooms, bath rooms, and bedrooms, were required. There was no uniform requirement for equipment and furnishings for these rooms; only a general requirement that equipment and furnishings represent good standards within reach of the majority of families of communities represented in home economics classes. There was a change from rather general and indefinite equipment requirements, of the first period, to a requirement in later periods of equipment and furnishings for an entire cottage and for teaching all the home activities included in the home economics course of study.

Policies relating to vocational
home economics curriculum

Notable improvement in the home economics curriculum for secondary schools in Arkansas was made during the period 1918-1939. At the beginning of this period the home economics course of study was a very narrow one in which most of the time devoted to the work was spent in teaching skills in food and clothing and was confined to work in the class room. This course was gradually broadened through the different periods by the addition of units on health, child care, family and community relationships, consumer education,

family recreation, personality development, etc. and developed into a course which included every phase of homemaking and emphasized personal, family and community relationships. Then too, decided changes were made in the planning of work. In the early periods the objectives for home economics courses and units of work were written by supervisors or teachers, or both, for teachers. In the closing period they were written by the pupils with guidance from the teacher for both teacher and pupils in terms of the development of the students.

Policies relating to home
project requirements

As the home project program developed in Arkansas from 1917-1939 there was a change in the policy of the first period of recommending home project work as a means of identifying classroom instruction with the home life of the student and her family to a policy in the second period of requiring a definite number of hours of project work, per year, of all home economics students desiring credit for home economics work. Beginning in 1925-1926 the number of hours of required project work was 32, for which no additional credit was allowed and no provision made for supervision.

In schools established under the George-Reed policies in 1929-1930, and thereafter, and those estab-

lished later in accordance with the provisions of the George-Ellzey and George-Deen Acts, students were required to complete 135 hours of home project work per year in at least three different phases of home economics. An additional half unit of credit was allowed for this work and provision was made for supervising it.

There was an increase, from period to period, in the number of phases of home economics from which projects were selected and in the number of projects that dealt with problems of home and family life, over the number devoted to individual problems of the student. According to various reports, as time passed, teachers made decided improvement in introducing, promoting, and supervising home project work; pupils improved in selecting, planning, conducting, and reporting projects; and as parents and school officials became better acquainted with the home project program there was increased interest, appreciation, and cooperation on their part.

Policies relating to establishment
of new departments

Since the appropriations from Smith-Hughes funds for the development of vocational home economics are made to the States in the proportion which their urban population bears to the total urban population in the United States and since the population of Arkansas

is largely rural, the state received very small grants from the Smith-Hughes funds for home economics education. Not more than five schools in any one year were in operation before 1929-1930, when funds appropriated under the George-Reed Act were available. However, during this time a modified program of home economics, which conformed to the Smith-Hughes program as closely as circumstances would permit, was carried on in a large number of Smith-Hughes agriculture-home-economics schools under a provision of a state plan which required every school receiving aid for agriculture to equip and maintain a department of home economics at local expense.

The passage, by Congress, of the George-Reed Act in 1929, the George-Ellzey Act in 1934, and the George-Deen Act in 1936, made it possible for Arkansas to expand greatly the vocational home economics program in secondary schools during the years 1930-1939. Seventeen George-Reed departments were established in schools for white children during the five-year duration of that Act; 14 schools, 11 for white children and three for colored children, established George-Ellzey departments in 1934-1935 and 1935-1936; and in the years ending in 1938 and 1939, 66 schools for white children and 17 for colored children established home economics departments under the provisions of the

George-Deen Act. In the closing year of the study, 1939, Arkansas had 95 vocational home economics departments in operation for white children with an enrollment of 118 boys and 5,630 girls and 21 for Negro children with an enrollment of 114 boys and 1,576 girls.

Policies relating to home economics
courses for boys, 1917-1939

No boys were enrolled in vocational home economics classes in secondary schools in Arkansas from 1917 to 1932, but in many schools the teacher of agriculture and the teacher of home economics exchanged classes for an average of ten days. This policy was continued in a large number of schools throughout the years from 1917 to 1939.

In 1935-1936 one vocational home economics department offered a course for boys, in segregated classes. In 1939 the number of schools offering home economics for boys, in separate classes, had increased to 15. Vocational home economics courses for boys seems to still be an undeveloped field in Arkansas.

Policies relating to home
economics conferences

The first mention of home economics conferences that could be found was in the annual report of home economics education for 1923, which gave an account of two conferences held during the year, one for Smith-

Hughes home economics teachers with three teachers in attendance and the other for home economics teachers in the Smith-Hughes agriculture-home-economics schools with an attendance of 14. The conferences were held to discuss and clarify special problems pertaining to administration of vocational home economics courses. In 1925 a two-day state conference was held in November; all home economics teachers in schools receiving state or federal aid were required to attend all meetings of the conference. To stimulate interest in new developments in the field of home economics, to discuss special problems relating to presentation of the course of study, and to stimulate improvement in methods of teaching were the general aims of the conference. Two-day conferences similar to this one were held for white teachers the next four years.

The first state conference for Negro home economics teachers was a one-day meeting, held in the summer of 1927 for the purpose of acquainting the teachers with plans for developing a state program of home economics for Negro schools, of stressing the importance of specialized training in the field of home economics, and of securing the cooperation of the teachers in developing a course of study for secondary schools.

In 1930-1931 a series of one-day district

conferences, held throughout the state replaced the state conference. These district meetings were devoted to special problems of teachers in the districts and to the organization of curriculum material for presentation in a cottage laboratory. Neither state nor district home economics conferences were held in the state during the years 1932, 1933, 1934 and 1935. In the year 1936-1937 the district conferences were revived, nine being held on Saturdays in various sections of the state, but in 1938-1939 were replaced by a five-day state conference. The morning sessions of the state conference were devoted to reports and discussions of different phases of the vocational home economics program, while in the afternoons teachers worked in small groups on such problems as course of study for Home Economics III, activities and projects for related art classes, unit of work on consumer education, etc. Thus, in the period from 1917 to 1939, there was a change, first from a policy of requiring home economics teachers, in all schools receiving state or federal aid for home economics, to attend a two-day state conference, to a policy of holding a series of one-day district conferences throughout the state, and return in 1938-1939 again to the state conference, though five days in length instead of two.

Policies relating to the
adult program

During the ten-year period 1927-1937 few trained women were available for evening school work in Arkansas; therefore teachers for evening classes were recruited largely by choosing local women in desirable centers to conduct classes in phases of homemaking in which they were deemed proficient. Millinery, dressmaking and cookery were the most popular courses during this period. In 1926-1927 an itinerant evening school teacher was employed, as a result there was a departure from units based on material production, to other phases of homemaking.

In the 1927-1932 period the services of the itinerant evening school instructor were supplemented, in the early years of the period, by one or more units of work conducted by day-school teachers and, after the passage of the George-Reed Act, by the work of teachers in George-Reed centers and by the services of a county and two local supervisors of home economics. The adult program was stimulated in this period by the Parent-Teacher program which required the organization of study groups for their standard associations.

From 1932 to 1939 the home economics adult program was carried on largely by the vocational home economics department. In 1932, the Vocational Home

Economics Division of the State Department of Education was granted a constituent membership in the National Council of Parent Education, being the second vocational department to receive that recognition. In inviting the Arkansas Department of Home Economics to membership in the council, the governing board cited the statewide program of parent education which was being developed through the home economics division as one of the outstanding programs of the country.

Cost of vocational home economics
education in Arkansas, 1917-1939

One of the developing factors in any program of work is the amount of financial support it commands. Since under the Smith-Hughes Act the appropriations for home economics in Arkansas were small, not many schools in the state received reimbursement for home economics until appropriations provided by the George-Reed Act were available. Under this Act Arkansas being a predominantly rural state received relatively large amounts for home economics. These amounts were increased after the passage of the George-Ellzey and George-Deen Acts.

No state funds for matching federal funds for the development of home economics were available during 1918 and 1919. During these years federal funds were matched entirely by local funds. After the 1919 Legislature levied a tax to be collected in 1919, and annual-

ly thereafter, of one fifth of a mill on all taxable property in the state, for the support of vocational education, federal funds were matched by both state and local funds.

A total of \$170,663.10 of federal, state, and local funds was spent for home economics education in vocational schools in Arkansas in the year 1938-1939, while in 1918, the sum of only \$1,475 was spent for this purpose. During the 22 year period, 1918-1939, a total of \$793,231.54 was spent for the development of home economics education in vocational schools in the state.

Philosophy of home economics education in Arkansas, 1917-1939

The philosophy of home economics education in Arkansas has undergone an evolution:

From (in 1917)	To (in 1939)
1 Home economics training for a few--	Home economics education attainable by all who desire it.
2 A program of work which dealt largely with development of skills in housekeeping--	A broad program which included every phase of homemaking and emphasized personal, family, and community relationships.
3 Home economics training for girls only--	Home economics education for the entire family.

- | | | |
|---|--|---|
| 4 | A program of work confined to the school-room-- | A program of work which went beyond the school-room into the home and community. |
| 5 | The housing of the department in a laboratory, foreign to a home situation-- | The housing of the department in a cottage or group of rooms providing a situation closely resembling a home. |
| 6 | A narrow training of teachers-- | A broad education for teachers both before and after employment. |
| 7 | Little or no supervision-- | Ever increasing supervision. |
| 8 | Provision of no money for homemaking education-- | Provision of all the money the state could afford for the development of homemaking education. |

In light of the changes and the developments in homemaking education in Arkansas from 1917 to 1939, one may make the prediction for homemaking education in the future that its development will follow the changing methods in general education, its curriculum will continue to be modified to meet changing social and economic conditions, and it will continue to make increasingly valuable contributions to the home and family life in Arkansas, particularly for boys and men.

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Table No. 9 -- PERSONNEL OF STATE SUPERVISORY STAFF IN
ARKANSAS, 1917-1939

Dates	State Supervisors	Assistant Supervisors	Time spent in supervision
1917-1918	None		
1918-1919	None		
1919-1925	Stella Palmer		Half-time
1921-1923		Blanche Gray	Half-time
1923-1925		Lo Ree Cove	Half-time
1925-1935	Druzilla Kent		Full-time
1927-1929		Enricha Christianson	Full-time
1929-		Frances Bailey <u>1</u> /	Full-time
1935-	Alma Keys		Full-time
1937-		Ruth Powell <u>2</u> /	Ten months
1937-1939		Velma Shaffer	Ten months

- 1/ Frances Bailey served as Acting Supervisor of Home Economics during the absence of Druzilla Kent who was on leave during 1930-31 and during 1933-34.
- 2/ District supervisor

Table 10.--QUALIFICATIONS OF STATE SUPERVISORS OF HOME ECONOMICS EDUCATION IN ARKANSAS.

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Administrative	General
1917-1922	Requirements not recorded					
1922-1927	Four year course in home economics in an approved college of standard grade	Minimum of 15 hours of professional work in education including home economics education and practice teaching in vocational home economics	Minimum of two years' experience in homemaking	Minimum of two years' experience in teaching home economics	Two years in an administrative position of responsibility	Mature, recognized as a leader, must be able to win and hold the confidence of people of different types
1927-1932	Graduate from a standard 4 year course in home economics in an institution approved for training teachers of vocational home economics	25 semester credit hours in education including: 1. Philosophy on fundamental theory of vocational education. 2. Special methods and supervised teaching in vocational schools and classes of home economics.	Equivalent of 2 years' successful homemaking experience, part of which shall have been acquired in the actual management of a home	At least 3 years in a vocational school, or a high school of equivalent standing, including both day and evening classes	At least 2 years supervisory or administrative experience	Mature, recognized as a leader must be able to win and hold the confidence of people of different types

Table 10.--QUALIFICATIONS OF STATE SUPERVISORS OF HOME ECONOMICS EDUCATION IN ARKANSAS
Continued.

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1927-1932 (cont'd.)		3. Methods of training home economics teachers. 4. Supervision and administration of vocational education.				
1932-1937	Graduation from a standard four years' course in home economics in an institution approved for training teachers of vocational home economics	5.25 semester credit hours in education including: a. Philosophy, or fundamental theory of vocational education. b. Special methods and supervised teaching in vocational schools and classes in home economics.	Equivalent of two years' successful homemaking experience part of which shall have been acquired in the actual management of a home	At least 3 years' experience in a vocational all-day school or high school of equivalent standing, including both day and evening classes meeting minimum standards set up by the State Board and	At least two years' supervisory or administrative experience	Mature, recognized as a leader and must be able to win and hold the confidence of people of different types

Table 10.--QUALIFICATIONS OF STATE SUPERVISORS OF HOME ECONOMICS EDUCATION IN ARKANSAS.
Continued.

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1932-1937 (cont'd.)		c. Methods of training home economics teachers. d. Supervision and administration of vocational education.		approved by the federal board		
1937-1942	Graduation from a four year collegiate course in home economics from an institution whose courses meet the standards set up by the State Board for Vocational Education. One year's graduate work in home econom-	30 hrs. in home economics; 30 semester hours in related science and art work; at least 20 semester hours in professional subjects, including: 1. Philosophy of vocational education. 2. Methods and supervised teaching in vocational	2 years' successful experience in the actual performance of homemaking activities; at least one year of which will include the actual care and management of a home in which there	3 years - major part of which shall have been in teaching H. Ec. and related subjects in all day and part time or evening classes in approved vocational schools	Successful experience as an assistant supervisor, an itinerant teacher-trainer, or completion of a special graduate course for supervisors where there is an opportunity for	Should be of sufficient maturity to command the respect of persons with whom she comes in contact, should demonstrate the ability of leadership,

Table 10.--QUALIFICATIONS OF STATE SUPERVISORS OF HOME ECONOMICS EDUCATION IN ARKANSAS
Continued.

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1937-1942 (cont'd.)	ics including investigations in the field of home economics	subjects and classes. 3. Making analyses of teaching content in home economics and organizing same on teaching basis. 4. Methods of training home economics teachers.	is an opportunity for first hand contact with children.	meeting the minimum requirements approved by the State Board of Education	observation and practice in the supervision of a state program of vocational program in home economics. This in addition to required teaching	pleasing personal-ity and good social contacts

Table No. 11 -- QUALIFICATIONS OF LOCAL SUPERVISORS OF VOCATIONAL HOME ECONOMICS EDUCATION IN ARKANSAS

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1927-1932	Training must exceed the minimum qualifications set for those teachers for whom the supervisor is largely responsible	Equivalent of 20 hours credit in education, including: 1. Philosophy or theory of vocational education 2. Special methods and supervised teaching in vocational schools 3. Making analyses of teaching content in home economics and organizing same on teaching basis 4. Methods of training home economics teachers	Equivalent of 2 years homemaking experience, part of which shall have been acquired in the actual management of a home. Occupational experience or contact in wage-earning fields outside of teaching is desirable	2 or 3 years experience in vocational schools, or schools of equivalent standing, including both day and evening classes. Meeting minimum standards set up by the state board and approved by the federal board	At least one year supervisory administrative experience	Must be mature, recognized as a leader, and must be able to win and hold the confidence of people of different types

Table No. 11 -- QUALIFICATIONS OF LOCAL SUPERVISORS OF VOCATIONAL HOME ECONOMICS EDUCATION
IN ARKANSAS--Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1932-1937	Same as pre- vious period	Same as pre- vious period	Same as pre- vious period	Same as pre- vious period	Must have had oppor- tunity to exhibit leadership ability in fields re- lated to homemaking education	Same as pre- vious period
1937-1942	Graduation from a 4 year collegiate course in home economics from institu- tion whose courses meet the standards set up by the State Board for Vocational Edu- cation; 1 year of graduate work with at least a minor	At least 30 semester hours in home econom- ics subjects; the same in related work in science and art; 20 semes- ter hours in professional subject matter including: 1. Philosophy of vocational education 2. Special	2 years suc- cessful ex- perience in actual per- formance of homemaking activities, at least one year of which will include the actual care and management of a home in which there is an oppor-	3 years, the major part of which shall have been in teaching home economics as related sub- jects in all day and part- time or even- ing classes	Shall have served as head of the home econom- ics depart- ment in a school where there are at least two teachers in the home economics department, or acted in the capacity of an admin-	Shall be of sufficient maturity to command the respect of persons with whom she comes in contact, have leader- ship ability, be a person of pleasing personality and good social con- tacts

Table No. 11 -- QUALIFICATIONS OF LOCAL SUPERVISORS OF VOCATIONAL HOME ECONOMICS EDUCATION
IN ARKANSAS -- Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1937-1942 (cont'd.)	in the field of family life education	methods and supervised teaching in vocational schools and classes. 3. Making anal- yses of teaching content in home economics and organiz- ing same on a teaching basis. 4. Methods of training home economics teach- ers.	tunity for first hand contact with child- ren		istrator, as dean of girls, assistant principal or district club sponsor	

Table No. 12 -- QUALIFICATIONS OF VOCATIONAL HOME ECONOMICS TEACHER TRAINERS IN ARKANSAS

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1919-1922	4 year college course in standard college giving diploma in home economics	15 hours professional training, including special methods of home economics with practice teaching	At least 2 years vocational experience including supervised management of the home			
1922-1927	Not given in state plans					
1927-1932	Graduation from a standard four year course in home economics in an institution approved for teacher training of home economics or the equivalent	25 semester credit hours in education, 10 of which parallel or follow the teaching experience including: 1. Philosophy or fundamental theory of vocational education 2. Special methods and supervised	Equivalent to 2 year successful homemaking experience, part of which shall have been acquired in the actual management of a home	At least 3 years' successful experience in vocational schools, or high schools of equivalent rating, including both day and evening classes	At least 2 years of same type of supervisory or administrative experience	

Table No. 12 -- QUALIFICATIONS OF VOCATIONAL HOME ECONOMICS TEACHER TRAINERS IN ARKANSAS
Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1927-1932 (cont'd)		teaching in vocational home economics. 3. Making anal- yses of teach- ing content in home economics and organizing the same on a teaching basis. 4. Methods of training home economics teachers				
1932-1937	Same as previous period	Same as pre- vious period	Same as pre- vious period	Same as previous period	Same as previous period	Not given
1937-1942	Graduation from a stand- ard 4 year course in home economics in an institu- tion approved by the U. S.	Sufficient pro- fessional credit to re- quire a M. S. degree in educa- tion. Courses should include: 1. Philosophy	Practical homemaking experience. At least 3 years of successful experience in the	Three years of success- ful teach- ing experi- ence of vocational home econom- ics in day	Two years or more of successful experience as teacher in charge of the home economics	Must have tact, de- sirable personal- ity and ability as an organizer

Table No. 12 -- QUALIFICATIONS OF VOCATIONAL HOME ECONOMICS TEACHER TRAINERS IN ARKANSAS
Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1937-1942 (cont'd.)	Office of Education for training teachers of vocational home econom- ics, and in addition at least one year of grad- uate study in the field of education	of vocational education 2. Special methods and supervised teaching in vocational schools and classes in home economics that meet the mini- mum standards provided in the state plan. 3. Making anal- yses of teaching content in home economics and organizing the same on a teach- ing basis in accordance with the needs of selected groups	practice of homemaking in which a great part shall have been spent in the actual management of a home	and evening classes	department in a vocational center	and lead- er. Must be inter- ested and active in her profes- sional field

Table No. 13 -- QUALIFICATIONS OF WHITE VOCATIONAL HOME ECONOMICS TEACHERS IN ARKANSAS.

Period	Training		Experience			
	Degree or No. of years	Special Courses or Requirements	Homemaking	Teaching	Adminis- trative	General
1917-1922	2 years col- lege course or the equiv- alent in a standard college	12-15 hours pro- fessional work including spe- cial methods in home economics, with practice teaching	2 years	Minimum practice teaching		
1922-1927	4 year course in H. Ec. in an approved col- lege of standard grade	Professional training must include general education courses and special methods in the theory and practice of teaching home economics		2 years of vocational experience are re- quired		Shall in- clude such personal appearance, personality, and ability as to win and hold the confi- dence of the commun- ity in which the teacher is to work
1927-1932	Completed a 4 year teach- er training course in	20 semester credit hours in education, in- cluding special	Equivalent to two years' suc- cessful	Minimum - One semes- ter of supervised		Same as above

Table No. 13 -- QUALIFICATIONS OF WHITE VOCATIONAL HOME ECONOMICS TEACHERS IN ARKANSAS--
Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses or Requirements	Homemaking	Teaching	Adminis- trative	General
1927-1932 (cont'd)	vocational home economics in an institu- tion approved for this pur- pose	methods in teach- ing H. Ec. and supervised prac- tice teaching	homemaking experience, including the actual care of children, part of which shall have been ac- quired in the actual manage- ment of a home	practice teaching in H. Ec.		
1932-1937	Same as in the previous period	Same as in the previous period	Same as previous period	Same as previous period		Same as second period
1937-1942	A graduate of a 4-year college course (minimum of 120 semester hours) from an educational in- stitution ap- proved for the training of	Must obtain a State certifi- cate issued by the Certifica- tion Division of the State Department of Education	Must have had some practical ex- perience in homemaking activities, involving considerable responsibi- lity in the	Supervised practice teaching		Must have ability to organize and adopt her subject matter to the needs of the pupils taught;

Table No. 13 -- QUALIFICATIONS OF WHITE VOCATIONAL HOME ECONOMICS TEACHERS IN ARKANSAS--
Continued

Period	Training		Experience			
	Degree or No. of years	Special Courses or Requirements	Homemaking	Teaching	Adminis- trative	General
1937-1942 (cont'd)	teachers of vocational education in home econo- mics	Shall continue professional training by attending summer school not less than every third year	management of the home			should have average ranking in scholar- ship; must have per- sonal traits and qualities that will enable her to make community contacts; and be able to popularize home eco- nomics in any locality

Table No. 14 --- QUALIFICATIONS OF NEGRO VOCATIONAL HOME ECONOMICS TEACHERS IN ARKANSAS.

Period	Training		Experience			
	Degree or No. of years	Special Courses	Homemaking	Teaching	Adminis- trative	General
1922-1927	Completed a two year course in home economics in an approved school of standard grade					Such personal appearance, personalities and abilities as to win and hold the confidence of the community
1927-1932	Completed a 2 year teacher-training course in vocational home economics in an institution approved for this purpose	12 semester credit hours in education including special methods in teaching home economics and supervised practice teaching in home economics	Equivalent of a year successful experience including the actual care of children - part of which shall have been acquired in the actual management of a home	One semester or the equivalent of supervised practice teaching in home economics		Same as above
1932-1937	Same as above	Same as above	Same as above	Same		Same
1937-1942		Same as for white teachers				

Name of school _____ Town _____

Home Economics teacher _____

1. When was home economics first taught in your school?
Year _____.
2. Has home economics been taught continuously since it
was first introduced? Yes _____; No _____.
3. If not how many years intervened? _____
4. Why was home economics discontinued? Lack of
funds _____; lack of interest _____; lack of
space _____; other reasons _____

5. Why was it reinstated? _____

6. Where was the home economics department first
located? Basement of school _____; first floor
_____; second floor _____; cottage _____;
elsewhere _____
7. How many rooms were there in the first department?
_____.
8. Was the first department equipped with running
water? Yes _____; No _____.
9. Did the first department have hot water tank and
heater? Yes _____; No _____.
10. Where is the home economics department now located?
Basement of school _____; first floor _____; second
floor _____; third floor _____; cottage _____;
elsewhere _____
11. How long has it been in the present location?
_____ years.
12. How many rooms in the present department? _____
13. Is there running water in the department? Yes _____;
No _____.
14. Is there running hot water in the department?
Yes _____; No _____.

15. What is the maximum number of pupils the present department is equipped to care for during a class period? _____.
16. Is home economics for boys offered? Yes _____;
No _____.

Table No. 15 --NUMBER OF VOCATIONAL HOME ECONOMICS DEPARTMENTS IN ARKANSAS EQUIPPED WITH RUNNING WATER.

Time	White		Colored	
	Cold	Hot	Cold	Hot
When departments were first established.....	64	22	10	1
In 1938-1939.....	90	41	19	4

EQUIPMENT LIST
VOCATIONAL HOME ECONOMICS DEPARTMENTS IN ARKANSAS

oOo

STATE DEPARTMENT OF EDUCATION
Alma Keys, State Supervisor
Frances Bailey, Itinerant Teacher Trainer
Home Economics Education
Little Rock, Arkansas

EQUIPMENT FOR HOME ECONOMICS DEPARTMENTS

Since the aim of the Home Economics Department is to train for homemaking, our laboratories should approximate home conditions as nearly as possible. The equipment should be adequate for instruction and laboratory practice in all of the home activities that are included in the Home Economics course; it should permit individual work on the part of the students.

The best location for the Home Economics Department should be in a detached building. The building should be built according to one of the State plans, the type depending on needs of the school and the number of pupils to be served. If the department must be housed in the main building it should be located on the first or second floor. Satisfactory work can not be done in basement rooms where ventilation and light are poor and sanitary conditions are undesirable. Every door and window in the laboratories must be screened.

THE WORK ROOM

The necessary space and equipment will vary with the number of pupils to be accommodated. Where additional space for storage is provided the large size classroom (22 x 30) can be used to house the home economics department if space must be provided in the school building. Fixtures which require plumbing and wiring for installation can be set up on side walls and movable equipment, i. e., machines, cabinet bases, etc., stored when units of instruction not requiring these items are in progress.

EQUIPMENT FOR FOOD PREPARATION AND TABLE SERVICE

The unit kitchen arrangement is used for this type of work. Each unit being equipped with items which would be available to families on different income levels. Each unit contains the following items:

1. range (gas, electric or kerosene)
- 1 cabinet or cabinet base
- 1 kitchen table
- sink - (one unit may be set up without sink)
- 1 breakfast room table and chairs - (to save on expense
regular chairs used
at study tables)

- 1 breakfast room table ... - (and machines can be used
(cont'd.) for this.)
- One unit will accommodate from four to six students.

- - - -

EQUIPMENT FOR CLOTHING

- 1 sewing machine for every six students
- 1 table, at least two and a half feet by five feet -
for every six students.
- 1 full length mirror
- 1 desk and chair for teacher
- Hanging space for garments
- 1 book case for books and magazines
- 1 ironing board with cover well padded
- 1 sleeve board with cover well padded
- 1 electric iron or two flat irons for each ironing board
- Fitting room, or space formed by screens
- 1 yard stick
- 1 pinking machine, pinking attachment to machine or
pair of pinking shears

- - - -

EQUIPMENT FOR ENTIRE GROUP

- 1 small refrigerator
- 1 scale, family spring, upright dial, 24 pound capacity
- 1 broom
- 1 mop
- 1 dustpan - long handle
- 1 food chopper
- 1 five gallon oil can and funnel, if oil stoves are
used
- 3 sets of pantry boxes for supplies (1 set can be made
by painting coffee
cans)
- 1 knife sharpener
- 1 wall can opener - Speedo best type
- 1 two quart ice cream freezer
- 1 fruit juice extractor

- - - -

UTENSILS TO BE PROVIDED FOR EACH UNIT

- 1 teakettle
- 1 roaster with cover or roasting pan
- 1 double boiler (two quart capacity)
- 1 double boiler (one and one half pint capacity)
- 1 two quart sauce pan

- 1 one quart sauce pan
- 1 grater - different type for each kitchen
- 2 six hole muffin pans
- 1 pan cake turner
- 1 wire cake cooler (for one unit only)
- 1 long handled kitchen fork
- 2 pudding pans - 1 quart
- 1 pudding pan - 2 quart
- 1 tray
- 1 good bread knife
- 1 good butcher knife
- 1 dozen dish cloths
- 1 dozen dish towels
- 1 coffee pot - six cups - buy percolater for one unit, boil pot for one, drip pot for one.
- 1 set of mixing bowls - five bowls
- 1 waffle iron (for one unit only)
- 1 griddle (for one unit only)
- 1 corn stick pan
- 1 cylindrical potato ricer or fruit press
- 1 tube cake pan
- 1 sink strainer or collander
- 2 dish pans
- 2 loaf bread pans (pound size)
- 2 square cake pans, 1 inch deep
- 1 salt shaker
- 1 pepper shaker
- 1 baking sheet
- 1 rolling pin
- 2 towel rods
- 1 small frying pan
- 1 skillet
- 2 glass measuring cups
- 2 aluminum measuring cups
- 2 dover egg beaters
- 2 wire whisk beaters
- 2 wooden mixing spoons, small or medium
- 2 spatulas - 6 inch blade
- 4 good steel paring knives
- 6 custard cups (1/2 pint)
- 2 fine mesh wire sieve strainers 6" in diameter
- 4 shallow layer cake tins (utensil pans)
- 6 kitchen knives
- 6 kitchen forks
- 6 plated teaspoons
- 6 aluminum gelatin molds
- 1 biscuit cutter
- 1 holder for paper towels and supply of towels

EQUIPMENT FOR TABLE SERVICE

1 unit for every six students

China - (plain, open stock patterns are best)

- 8 dinner plates
- 6 salad plates
- 6 bread and butter plates
- 6 cups and saucers
- 6 cereal bowls
- 6 soup bowls
- 1 sugar and creamer
- 1 platter, medium
- 2 vegetable dishes
- 1 gravy boat

Silver - (any standard plated ware)

- 6 knives
- 6 forks
- 8 tea spoons
- 8 table spoons
- 1 sugar shell
- 1 butter knife

Glassware

- 6 glasses
- 6 compotes
- 1 low bowl for flowers
- 1 frog

Linen

- 1 table cloth
- 8 napkins
- 1 silence cloth

HOME ECONOMICS LIBRARY LIST FOR SCHOOLS USING TEXTS

TEXTS*

Harris and Lacey: Everyday Foods - Houghton Mifflin Company.
 Greer: Foods and Homemaking - Allyn Bacon Company.
 Lanman, McKay and Zuill: The Family's Food - Lippincott Company.
 Rathbone and Tarpley: Fabrics and Dress - Houghton Mifflin Company.
 Baldt and Harkness: Clothing for the High School Girl - Lippincott Company.

* One text for Foods and one for Clothing may be chosen for each pupil to serve for the two year Home Economics Course; i. e., Harris and Lacey: Everyday Foods and Rathbone and Tarpley: Fabrics and Dress - or - Lanman, McKay and Zuill: The Family's Food and Baldt and Harkness: Clothing for the High School Girl. If the teacher prefers, the classes may be divided into groups and purchase all texts on the list for class use.

REFERENCES

1. Rose: Feeding the Family - MacMillan Company - 1 copy \$3.75
2. Farmer: Boston Cooking School Cookbook - Little Brown Company - 1 copy 2.50
3. Blinks and Moore: Food Purchasing for the Home - Lippincott Company - 1 copy 3.00
4. Bailey: Meal Planning and Table Service - Manual Arts Press, Peoria, Illinois - 1 copy 1.80
5. Brown, Gorham and Keener: Clothing Construction - Ginn and Company - 1 copy 1.96
6. Phillips: Skin Deep - The Vanguard Press - 1 copy 2.00
7. Burnam, Jones, Redford: The Boy and His Daily Living - Lippincott Company - 1 copy 1.80
8. Jordan, Ziller, Brown: Home and Family - MacMillan Company - 1 copy 1.60
9. Hunter: The Girl of Today, The Woman of Tomorrow - Allyn Bacon - 2 copies @ \$1.20 2.40
10. Friend: Earning and Spending the Family Income - D. Appleton and Company - 2 copies @ \$2. 4.00
11. Rockwood: Pictures of Family Life
Living Together in the Family
Teaching Social Relationships
 Published by The American Home Economics Association, 620 Mills Building, Washington, D. C. 3.00

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12. Groves, Skinner and Swenson: The Family and Its Relationships - Lippincott Company - 2 copies @ \$1.60 \$ 3.20
 13. Trilling and Nicholas: The Girl and Her Home - Houghton Mifflin Company - 4 copies @ \$1.56 6.24
 14. Van Duzer: Everyday Living for Girls - Lippincott Company - 2 copies @ \$1.80 3.60
 15. Justin and Rust: Problems in Home Living - Lippincott Company - 2 copies @ \$1.80 3.60
 16. Faeger and Anderson: Child Care and Training - University of Minnesota Press, Minneapolis - 2 copies @ \$2.00 4.00
 17. Goodspeed and Johnson: Care and Training of Children - Lippincott Company - 2 copies @ \$1.80 3.60
 18. Delano: Home Hygiene and Care of the Sick - American Red Cross, St. Louis, Missouri - 4 copies @ \$.50 2.00
 19. Allen and Briggs: Behave Yourself - Lippincott Company - 1 copy 1.00
 20. Goldstein: Art in Everyday Life - MacMillan Company - 1 copy 3.50
 21. Trilling and Williams: Art in Home and Clothing - Lippincott Company - 2 copies @ \$1.86 3.92
 22. DeSchwientz: Growing Up - MacMillan Company 1 copy 1.75

MAGAZINES

- Practical Home Economics, Lakeside Publishing Company, New York City \$ 2.00
- The American Home, Doubleday Doran and Company, Garden City, New York 1.00
- The National Parent-Teacher Magazine 1.00
(Secure through local Parent-Teacher Association)
- The Forecast, 6 East 39th Street, New York City 2.00
- Good Housekeeping Magazine 2.50

SUGGESTED OUTLINE
FOR TWO YEAR HOMEMAKING CURRICULUM

State Department of Education
Little Rock, Arkansas

oOo

STATE DEPARTMENT OF EDUCATION
Home Economics Division
Little Rock, Arkansas

SUGGESTED OUTLINE FOR TWO YEAR HOMEMAKING CURRICULUM
Units of Instruction

HOME ECONOMICS I			HOME ECONOMICS II		
	Les- sons	Weeks		Les- sons	Weeks
1. Orientation	3	3/5	1. Food Conser- vation	10	2
2. Personality Development	7	1-3/5	2. Clothing Bud- get; Tailored Garment	30	6
3. High School Ward- robe Selection			3. Child Devel- opment	15-20	3-4
Buying					
Construction					
Making Uniform	25	5			
4. Breakfast Unit	15	3	4. Consumer Education	10	2
5. Home Improve- ment	10	2	5. Home Manage- ment	30	4
6. Family Re- lationships	25	5	6. Home Nurs- ing	10	2
7. Luncheons and Dinners	30	6	7. Foods for Special Occasions	15	3
8. Cotton Dress	25	5	8. Home Furnish- ing	15	3
9. Care of Cloth- ing and Laundry	10	2	9. Community Relationships	5	1
10. Yard Improve- ment	5	1	10. Family Re- lationships	15	3
11. Family Rec- reation	5-10	1-2	11. Dress for Special Occasions	25	5

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HOME ECONOMICS I
SUGGESTED OUTLINE FOR TWO YEAR HOMEMAKING CURRICULUM

	Number Lessons	Number Weeks
1. <u>Orientation</u> - - - - -	3	3/5
Meaning of Home Economics		
Vocations for which Home Economics		
Training prepares		
Preview of Year's Work		
2. <u>Personality Development</u> - - - - -	7	1-2/5
Developing a pleasing personality		
Good manners at home and school		
Personal appearance		
Grooming		
Choosing friends		
Personality and happy family		
3. <u>The High School Girl's Wardrobe</u> - - - - -	25	5
Selection, buying and construction		
Construct uniform for use in foods class		
4. <u>Breakfast Unit</u> - - - - -	15	3
Preparing and serving healthful break-		
fasts for the entire family		
5. <u>Home Improvement</u> - - - - -	10	2
Improving the home by rearranging		
furnishing and equipment, selecting		
vases, pictures, etc.		
Providing for storage and home conven-		
iences, etc.		
6. <u>Family Relationships</u> - - - - -	25	5
Learning to live in the home		
Responsibilities of family members		
Growing up		
Understanding people		
Planning for Christmas Holidays		
7. <u>Luncheons and Dinners for the Family</u> - -	30	6
Family food needs		
Results of adequate and inadequate		
diets		
Buying food for family on various in-		
come levels		

Home Economics I (cont'd.)

	Number Lessons	Number Weeks
8. <u>The School Dress</u> - - - - -	25	5
Appropriate dress for school		
Selection, purchase of material		
Construction		
9. <u>Care of Clothing and Laundry for Family</u>	10	2
Storage, upkeep and laundry		
Daily and seasonal care, stain and spot removal		
10. <u>Yard Improvement</u> - - - - -	5	1
Use of native shrubs		
Landscaping the yard		
Care of flowers and shrubs		
Outdoor living room		
Fish pools		
Rock gardens, etc.		
General clean up of home grounds		
11. <u>Family Recreation</u> - - - - -	5-10	1-2
Planning for the family leisure time		
Activities that families enjoy		
Community resources for family recreation		
Cost of recreation		
Entertaining guests in the home		

HOME ECONOMICS II

SUGGESTED OUTLINE FOR TWO YEAR HOMEMAKING CURRICULUM

	Number Lessons	Number Weeks
1. Plans for the year - - - - -	10	2
Preview of second year's work		
Food conservation		
Canning budget for the family		
Emergency food shelf		
Sizes of various cans		
Economical ways of preserving food		
2. Clothing Budget- - - - -	30	6
The high school girl's clothing budget		
Planning for the next year		
Selection and construction of tailored garment		
3. Child Development- - - - -	15-20	3-4
Care of the young child		
Physical growth		
Factors affecting habit foundation		
Schedules for the pre-school child		
Food for children		
Clothing for children		
Play activities		
4. Consumer Education - - - - -	10	2
Legislation affecting consumers		
Special problems		
Purchasing shoes, hosiery, cosmetics, etc.		
5. Home Management- - - - -	20	4
Effective management		
Time and money management		
Family finance		
Cost of owning and renting a home		
Care and use of equipment		
Labor saving devices		
6. Home Nursing - - - - -	10	2
First Aid		
The home medicine cabinet		
Care of the sick		
Improvised home equipment		
Food for the sick		

Home Economics II (cont'd.)

	Number Lessons	Number Weeks
<u>7. Foods for Special Occasions</u> - - - - -	15	3
Guest and emergency meals		
Afternoon teas		
Buffet suppers		
Sunday night supper, etc.		
One dish meals		
Economical meals		
<u>8. Home Furnishing</u> - - - - -	15	3
Beauty in simple home furnishings		
Selection of furniture, rugs, lamps, pictures and other accessories		
Arrangement of furniture		
Care of home furnishings		
<u>9. Community Relationships</u> - - - - -	5	1
Housing problems of the community		
Promotion and maintenance of health in the community		
Organizations which contribute to the home		
Duties of the citizen, etc.		
<u>10. Family Relationships</u> - - - - -	15	3
Influence of adults on small children		
Adolescence		
The family as an institution		
Boy and girl relationships		
Choosing a mate, etc.		
<u>11. Dress for Special Occasions</u> - - - - -	25	5
Dress for formal or informal occasions		
Selection and construction of special problem		

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SUGGESTED OUTLINE
FOR III YEAR HOMEMAKING CURRICULUM
FOR NEGRO SCHOOLS

1938

STATE DEPARTMENT OF EDUCATION
Home Economics Division
Little Rock, Arkansas

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STATE DEPARTMENT OF EDUCATION
Home Economics Division
Little Rock, Arkansas

SUGGESTED OUTLINE FOR III YEAR HOME MAKING CURRICULUM
Units of Instruction

HOME ECONOMICS I:

- Unit -	- Time -
1. Orientation	1 week
2. Home Improvements	4-6 weeks
3. Family Meals	2-4 weeks
4. Personal Hygiene	2-3 weeks
5. Christmas Unit	1-2 weeks
6. Clothing - Selection and Construction	6-8 weeks
7. Laundry	2-4 weeks
8. School lunches	3-4 weeks
9. Care of Young Children	2-3 weeks
10. Home Management	<u>2-3 weeks</u> 25-38 weeks

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HOME ECONOMICS I
SUGGESTED OUTLINE FOR III YEAR HOMEMAKING CURRICULUM

HOME ECONOMICS I:

1. Orientation.....1 week
 - a. Why study home economics?
 - b. Plans for the year's work.
 - c. Advantages in taking home economics in high school.
 - d. Jobs available for girls who are trained in homemaking activities.
 - e. Possible positions for those who receive more training than given in high school home economics.
 - f. Getting acquainted with the department:
 1. Plans for improving the department
 2. Location of equipment
 3. Plans made for care of the department
2. Home Improvements.....4-6 weeks
 - a. Evidences of improvement need in homes.
 - b. Plans made for improving the homes and the home economics department.
 - c. Select something to make:
 1. Sheets - made from sacks, from un-bleached muslin
 2. Pillow cases - made from sacks or muslin
 3. Dressing table - orange crates or apple boxes
 4. Improvise bathing facilities:
 - (a) Construct shower
 - (b) Make screens to provide privacy
 5. Frame pictures - hang properly
 6. Hem tea towels and dish rags
 7. Make storage closets from orange crates
 8. Make book shelves
 9. Construct sink from automobile gas tank
 10. Make flower boxes - plant flowers
 11. Demonstrate care of floors
 12. Clean windows at school and home
 13. Bottom chairs
 14. Make rugs and table covers
 15. Make kitchen from orange crates and apple boxes
 16. Make box couch and stools
 17. Exterminate household pests

Home Economics I:
(cont'd.)

3. Family Meals.....2-4 weeks
 - a. Patterns for the day's meals.
 - b. Necessity for balanced meals.
 - c. Economical and nutritious foods.
 - d. Prepare and serve breakfast for the family.
 - e. Suggested family patterns:
 1. Cornmeal mush, molasses, bacon
milk - coffee - cocoa
 2. Oatmeal, peach preserves, scrambled
eggs, biscuits
coffee - milk - cocoa
 3. Tomato juice or kraut juice, sliced
peaches, cantaloupe, other fruits in
season, fried eggs, muffins
coffee - milk - cocoa
 - f. Evaluate breakfasts as to food value
and cost.
 - g. Set table correctly.
 - h. Serve meals in family style.
 - i. Organize work to save steps.
 - j. List and determine cost of dishes
needed to serve the family breakfast.
List and determine cost of utensils
needed for cooking food.
4. Personal Hygiene.....2-3 weeks
 - a. Provisions made for bathing in
the home.
 - b. Personal cleanliness:
 1. Care of undergarments, kind of
undergarments
 2. Care of hair, nails, and teeth
 3. Correct use of cosmetics
 4. Selecting and using deodorants
 - c. Construct night gown or other piece of
underwear.
5. Christmas Unit.....1-2 weeks
 - a. How families celebrate Christmas.
 - b. Providing Christmas decorations
for the home and school.
 - c. The value of family celebration.
 - d. Making and wrapping simple Christmas
gifts.
6. Clothing.....6-8 weeks
 - a. Underwear unit
 - b. Selection of becoming and appropriate

Home Economics I:
(cont'd.)

- 6. Clothing (cont'd.).....6-8 weeks
 - b. clothes.
 - c. Construction of simple cotton dress
 - d. Compare cost of ready made dresses with dresses made in class.

- 7. Laundry.....2-4 weeks
 - a. Selection and use of equipment needed for laundry.
 - b. Care of equipment
 - c. Laundering the family clothing
 - d. Care of the soiled clothes before laundering
 - e. Improvise clothes hamper
 - f. Storage for the family clothes

- 8. School lunches.....3-4 weeks
 - a. Value of good school lunches
 - b. Selecting the school lunch
 - c. Preparing and packing the school lunch
 - d. School lunches planned for various seasons
 - e. Patterns for school lunches:
 - 1. Egg sandwiches or stuffed eggs
Raw carrots or turnips
Peach preserve sandwiches
milk or cocoa
 - 2. Bacon and egg sandwiches
Apple or other fruit in season
Bread and butter sandwiches
milk
 - 3. Homemade peanut butter sandwiches
Raw carrot or fruit
Apple butter sandwiches
milk
 - 4. Hot school lunch:
Vegetable soup, corn bread
Fruit sauce, cookies, milk

- 9. Care of Young Children.....2-3 weeks
 - a. Physical care:
 - 1. Bathing the young child
 - 2. Establishing good sleep habits
 - 3. Good food habits for young children
 - (a) Serve family meals which provide food for the pre-school child

Home Economics I:
(cont'd.)

9. Care of Young Children (cont'd.).....2-3 weeks
 - b. Stories for young children
 - c. Providing play equipment:
 1. Construction of toys
10. Home Management.....2-3 weeks
 - a. Scheduling the home activities for the day.
 - b. Labor saving equipment:
 1. Ironing boards right height
 2. Use of pressure cooker for quick meals
 3. Arranging the kitchen to save steps
 - c. Time savers in:
 1. Dish washing
 2. Bed making
 3. Sweeping and dusting
 - d. Safety in the home, how to guard against accidents in the home:
 1. Repairing broken steps, holes in floor, etc.
 2. Well built flues
 3. Well placed stoves and pipes
 4. Provide match containers
 5. Provide andirons and improvised screens
 - e. Elimination of household pests, mice, flies, ants, roaches.
 - f. Care of food in home:
 1. Improvise containers for food from coffee cans, fruit jars, etc.
 2. Disposal of waste, sacks for tin cans, etc.
 3. Proper care of cured and fresh meat and other foods
 4. Care of milk; containers, churn, etc., use of wells, pits, etc.

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STATE DEPARTMENT OF EDUCATION
Home Economics Division
Little Rock, Arkansas

SUGGESTED OUTLINE FOR III YEAR HOMEMAKING CURRICULUM
Units of Instruction

HOME ECONOMICS II:

- Unit -	- Time -
1. Food Preservation	1-3 weeks
2. Clothing - Selection and Construction	6-8 weeks
3. Family Relationships	3-4 weeks
4. Christmas Unit	1-2 weeks
5. Gardening - Poultry	3-4 weeks
6. Home Nursing	3-4 weeks
7. Child Development	3-4 weeks
8. Food for the Family	6-8 weeks
9. Yard Improvements	2-3 weeks
10. Home and Community Problems	<u>2-3 weeks</u> 30-41 weeks

HOME ECONOMICS II
SUGGESTED OUTLINE FOR III YEAR HOMEMAKING CURRICULUM

HOME ECONOMICS II:

1. Food Preservation.....1-3 weeks
 - a. Canning budgets for the family
 - b. Methods for canning
 - c. Storage and care of canned foods
 - d. Drying peas, beans, fruits, etc.

2. Clothing - Selection and construction.....6-8 weeks
 - a. Mending and darning the family clothing
 - b. Selecting and caring for shoes, hosiery and other accessories
 - c. Selecting and constructing a tailored school dress.

3. Family Relationships.....3-4 weeks
 - a. Factors that make a desirable home life
 - b. The responsibility of each member of the family in regard to the home; responsibilities of class members toward school
 - c. Social customs that should be considered in a happy home
 - d. Qualities that make for friendship.
 - e. Boy - girl relationships
 - f. Factors that tend to make happy marriages

4. Christmas Unit.....1-2 weeks
 - a. Christmas celebrations in the home.
 - b. Christmas candies.
 - c. Christmas dinners and decorations for the home.
 - d. Read Dicken's Christmas Carol.

5. Gardening - Poultry.....3-4 weeks
 - a. The year round garden
 - b. The care of the garden
 - c. The garden as a means of supplementing the family income.
 - d. Care of poultry:
 1. feeding
 2. housing
 3. marketing chickens and eggs

Home Economics II:
(cont'd.)

5. Gardening - Poultry (cont'd.).....3-4 weeks
 4. cutting
6. Home Nursing.....3-4 weeks
 - a. The sick room:
 1. Furnishings
 2. Care of room
 - b. Care of the patient:
 1. Bathing
 2. Feeding
 3. Making patient comfortable
 - c. The home medicine cabinet
 - d. First aid
7. Child Development.....3-4 weeks
 - a. How children learn
 - b. Helping the child to be independent
 1. Self help clothing
 2. Wise choice of play equipment
 - c. Making the home more comfortable for the younger members of the family
 - d. Parties for pre-school children
8. Food for the family.....6-8 weeks
 - a. Balancing the day's food supply
 - b. Methods of cooking vegetables to preserve flavor and food value
 - c. Meat substitutes
 - d. Inexpensive desserts
 - e. Value of milk in the diet
 1. Care of milk
 2. Use of milk products
 - f. Quick breads
 - g. The one dish meals
 - h. Guest meals
 - i. The food budget
9. Yard Improvements.....2-3 weeks
 - a. Plans for improving yards at home and school
 - b. Cleaning yards, arranging wood-piles and making walks
 - c. Native shrubbery transplanted
 1. Names of native trees and shrubs learned
 2. Exchange of shrubbery in class
 - d. Yard fences mended
 - e. Grass planted

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HOME ECONOMICS II:
(cont'd.)

9. Yard Improvement (cont'd.).....2-3 weeks
 - f. Flowers planted
 - g. Containers suitable for porch flowers
 - h. Score card developed for scoring yards
 - i. Benches and seats for the yard
10. Home and Community Problems.....2-3 weeks
 - a. The community's contribution in promoting health and improving living conditions
 - b. Community help in recreation and education
 - c. Survey of community to determine needs

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STATE DEPARTMENT OF EDUCATION
Home Economics Division
Little Rock, Arkansas

SUGGESTED OUTLINE FOR III YEAR HOMEMAKING CURRICULUM
Units of Instruction

HOME ECONOMICS III:

- Unit -	- Time -
1. Foods for the Family	4-6 weeks
2. Clothing - Selection and Construction	4-6 weeks
3. Home Furnishings	3-4 weeks
4. Earning and Spending	1-2 weeks
5. Christmas Unit	1-2 weeks
6. Family Relationships	3-4 weeks
7. Recreation	1-2 weeks
8. Home Management	2-3 weeks
9. Child Development	3-6 weeks
10. Personality Development	<u>1-3 weeks</u>
	23-38 weeks

HOME ECONOMICS III
SUGGESTED OUTLINE FOR III YEAR HOMEMAKING CURRICULUM

HOME ECONOMICS III:

1. Foods for the family.....4-6 weeks
 - a. Marketing:
 1. Market lists
 2. What foods should be selected personally
 3. Different types of stores, markets, etc.
 - b. Cooking:
 1. Yeast bread and rolls
 2. Meats (tough and tender cuts)
 3. Salads and salad dressing
 4. Soups
 5. Frozen desserts
 6. Pastries and cakes
 7. Preparation of fresh fruits and vegetables
 - c. Table setting and service
 1. Setting the table
 2. Duties of the maid
 3. Table decorations
 4. Care of dishes, glassware and silver
 5. Study of silver polishes and methods of applying
2. Clothing - Selection and Construction.....4-6 weeks
 - a. Graduation dress or dress of sheer material with appropriate slip
 - b. Suitable accessories for garments of this type
3. Home Furnishings.....3-4 weeks
 - a. Improving arrangement of furniture
 - b. Selection of furniture, pictures and small objects
 - c. Ticking of mattresses, re-bottoming chairs and making rugs and curtains etc.
 - d. Score card for well furnished home
 - e. Better homes tour
4. Earning and Spending.....1-2 weeks
 - a. Possibilities for earning
 - b. Determining plan for spending

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HOME ECONOMICS III:
(cont'd.)

4. Earning and Spending (cont'd.).....1-2 weeks
 - b. money earned and sharing with other members of family
 - c. Determining what articles are purchased by members of the family and where purchased
 - d. Bring some article purchased to class and discuss reasons for purchasing
5. Christmas Unit.....1-2 weeks
 - a. Prepare bazaar of articles to be sold, i.e., candy, fruit cake and cookies, preserves, towels, handkerchiefs, dresser-scarfs, rugs and laundry bags.
6. Family Relationships.....3-4 weeks
 - a. How to secure good relationships between families of individuals and persons served.
 - b. Reasons for poor relationships i.e., crowded quarters, lack of food, lack of consideration for others, etc.
 - c. What can be done to improve these conditions
 - d. Employer-employee relationships
 - e. Duties of paid or household helpers
7. Recreation.....1-2 weeks
 - a. "The family that plays together stays together"
 - b. The value of planned recreation for family life
 - c. Responsibilities of members in family recreation
 - d. Music and games families will enjoy sharing
 - e. Books families can enjoy discussing
 - f. Exchange of magazines
 - g. Plan a family's night entertainment
 - h. Budget for a family outing
8. Home Management.....2-3 weeks
 - a. Spending income or money
 - b. Managing for growing food stuff and care of chickens and cows
 - c. Planning work for the day
 - d. Management of laundry problems

HOME ECONOMICS III:
(cont'd.)

- 8. Home Management (cont'd.).....2-3 weeks
 - e. Managing for regularity of meals
 - f. Planning ahead - getting wood in season when work is not heavy
 - g. Management for leisure time, use of leisure time
 - h. Report in class of management problems in own home

- 9. Child Development.....3-6 weeks
 - a. Study of children's clothing
 - b. Make child's garment
 - c. Provide play school for pre-school children to be used as a laboratory for child study, child's daily routine
 - d. Observation of play - toys and stories
 - e. Food for the child
 - f. Guidance in children's problems

- 10. Personality Development.....1-3 weeks
 - a. Developing a pleasing personality
 - b. Good manners at home and school
 - c. Personal appearance
 - d. Grooming
 - e. Choosing friends
 - f. Personality and happy family

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Name of School _____

Area

Unit _____

Types of Projects Conducted by High School Home Economics
Students in 1925-1926

In Schools for White Children	In Schools for Colored Children
Meal Planning and Preparation	Meal Planning and Preparation
Household Budget	Purchasing Supplies
Decoration and Furnishing of	Construction of Garments
a. Home kitchen	Care of House
b. Girl's bedroom	Baking Quick Breads
Construction of Clothing	Preparation of Given Vegetables
Renovation of Clothing	Making Pillow Slips
Family Mending	
Purchasing Household Supplies	
Various Types of Household Work	
Care of Children	

(6:1925/26:8)

Classified Summary of Home Projects Completed Through The
Year 1935-1936

I. In Schools for White Children:

<u>Type of Project</u>	<u>No.</u>
Housing	
Improvement, arrangement, care, furnishing, equipment.	1176
Provision of food for family.	1433
Selection, care, and construction of clothing	1994
Laundrying.	292
Care and guidance of children	290
Health and home care of the sick.	197
Home management	655
Consumer-buying	181
Family and social relations	362
Related Subjects:	
Yard Improvement	290
Personal accounts.	10
Personal health and grooming	122
Earning school expenses.	3
Handcraft.	12
Gardening - vegetables	12
Household linens - selection, construction, care.	19
Other food projects.	50
Poultry and live stock	5
Flower arrangement	15
Controlling my temper.	1
	<u>7119</u>

(6:1935/36:14)

II. In Schools for Colored Children:

Housing	
Improvement, arrangement, care, furnishing, and equipment.	40
Provision of food for family.	37
Selection, care and construction of clothing.	32
Laundrying.	10
Care and guidance of children	27
Health and home care of the sick.	20
Home management	47
Consumer buying	7
Family and social relations	18

Classified Summary of Home Projects Completed Through The
Year 1935-1936 (Continued)

II. In Schools for Colored Children (cont'd.):

<u>Type of Project</u>	<u>No.</u>
Related Subjects:	
Gardening.	3
Flower growing and arranging	15
Poultry.	3
Pig raising.	1
	<u>260</u>

(6:1935/36:20)

Report of Two Home Projects Conducted by Girls in Home Economics Classes for White Girls, 1930

Re-decorating and Furnishing My Bed Room

Having recently lost our home by fire, it was necessary for us to move into the first house we could find and I decided to take as my home project the re-decorating and furnishing of my room.

The room that I was to occupy was a large room and almost desolate before I began the work on it. The paper was ugly and very discolored and even torn off in spots. The floor was in poor repair with the paint unevenly distributed over it. In fact, the entire effect could not have been more unattractive.

Because we did not wish to spend any more money than was necessary on the room, I began to think about what I could put in it that was already on hand. I remembered that in one of the poultry houses on our farm near town there had been an old bed somewhat like the antique walnut one in my teacher's bed room. When I made a trip to the farm to see if the bed could be used, I found a table that matched the bed. It was in the woodpile and I suppose would have been burned eventually if I had not rescued it.

On taking an inventory of what was on hand, I found that I had assembled some discarded furniture, some wooden boxes, and a large quantity of rags and meal sacks. Mother had been saving the last items for making rugs.

The owner of the house had the room repapered and we fixed the furniture and the floor. I made a dressing table by nailing a packing box to the wall, and to cover the front and sides used some material that mother had bought several years ago to put in a quilt. I bought a mirror at a sale for \$1.00 which I hung over the dressing table. I made two oval rag rugs by dyeing the rags and meal sacks and braiding them. I used

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colors that would harmonize with the cretonne cover that I made for an ugly rocking chair that I had to use. I made two pairs of ruffled curtains and mother lets me use a tufted bedspread of hers on my antique spindle bed. I am using a picture which we had on hand over my writing table.

I feel that I have gained a lot by completing this project. I did all of the planning and much of the work myself. My mother is so proud of the room that she has been inspired to try to make the rest of our home look equally as well. Our expenditure on the room was only \$6.20.

--By Frances Wilson,
Arkadelphia High School

Library Project

In cooperation with the Free Library Service Bureau of the State Department of Education, we planned and carried out a project on home reading. Our aim was to create an interest in reading and to encourage the building of properly selected Home Libraries.

The books were selected by our state librarian, so it was necessary for us to become familiar with them before we could begin selling the idea to the community. We took charge of one of the Home Economics Club meetings and gave a program centered around "The Value of Good Literature." Our mothers and the women in the community were invited to this meeting. The books were on display and we discussed the plan for their distribution.

In order that we might create an interest in home reading, we prepared articles trying to interest people in the books and published them in the school paper. Another means of advertising was the use of attractive posters. We placed them in public buildings where they might catch the attention of people in the community who did not come out to various community meetings. We also appeared on the

22.1
program at the regular meeting of the Parent-Teachers' Association and discussed the value of good reading. We presented our plan to the members of the organization at this time.

Before distributing the books, we decided to put paper covers on them, so it was necessary to make the covers before they could be put into circulation. We next arranged them in the Home Economics Room with the Home Economics Library. Library rules were carefully observed.

We made it our responsibility to arouse interest by referring to the books in our general conversation. Records were kept for a month, and upon discovering that in some homes no books had been borrowed, we decided to visit the homes and see if we could encourage those families to borrow some of the books. This was a success as many more books were borrowed during the next few weeks.

We feel that our project was very worthwhile because we gained much experience by carrying it out and at the same time contributed to the pleasure and education of the people in our community.

--By Jessie Lee Berry,
Mayflower High School

Project Report of Lizzie Lee Jackson, 1935-1936

Quoted below is an excerpt from a letter received from Mary L. Blount, the home economics teacher at the St. Frances County Training School located at Forrest City, describing a pupil's home project activities under her supervision. The George-Ellzey program was inaugurated in this school in September, 1935.

In Lizzie Lee Jackson's home of three rooms there are two in the family: her mother and herself. Her home projects have been sewing, mending, planning and preparing meals, caring for a pig and chickens and home management.

Her mother had been getting up early to cook breakfast before she went to her work and returning in the afternoon to cook, when she should have been resting. Lizzie and her mother and I had a conference and we planned for Lizzie to do the house work and manage their home so that her mother could rest after she finished her work. Lizzie cleans the house from front porch to the back yard every Saturday, so through the week there is not much cleaning left for her mother to do.

They live in a place where houses are very close together without any fences to separate the yards and the garbage was quite a problem. We decided to get a little pig, so the mother and her brother decided to build a pen for it. The neighbors gave her all their garbage, so she did not have to buy any feed for the pig. The pig has grown fast and looks fat and fine. The pen is kept well sprayed so that there is no odor nor flies.

Lizzie is raising a few chickens and they are now large enough to eat. The flower project in the front yard is one of her best projects. She planted them in April and they are blooming now and are beautiful.

She keeps all the paper and trash burned and has told her neighbors that the state supervisor may come to visit her house some time. The neighbors have all caught the habit and are keeping their yards clean.

Lizzie Lee's mother is planning to come to the adult class.

(19:19-20)

HOME PROJECT ACTIVITY LIST

- Activities which were regular jobs.
- Activities which did frequently.
- Activities on which help is needed.

Students Name _____ Grade _____ Age _____ School _____
Junior or Senior High School? _____

In the spaces below please check on the left all activities you engage in at home.

<input type="checkbox"/>	Prepare breakfast alone.	<input type="checkbox"/>	Plan and have children's party.
<input type="checkbox"/>	Help prepare breakfast.	<input type="checkbox"/>	Deliver milk.
<input type="checkbox"/>	Prepare lunch alone.	<input type="checkbox"/>	Feed chickens.
<input type="checkbox"/>	Help prepare lunch.	<input type="checkbox"/>	Gather eggs.
<input type="checkbox"/>	Prepare dinner alone.	<input type="checkbox"/>	Carry wood.
<input type="checkbox"/>	Help prepare dinner.	<input type="checkbox"/>	Help in store afternoons.
<input type="checkbox"/>	Make the breads.	<input type="checkbox"/>	Work in garden and flowers.
<input type="checkbox"/>	Prepare general dishes.	<input type="checkbox"/>	Do general repair work.
<input type="checkbox"/>	Pack lunches for self.	<input type="checkbox"/>	Hang pictures.
<input type="checkbox"/>	Pack lunches for others.	<input type="checkbox"/>	Dust windows, furniture, etc.
<input type="checkbox"/>	Prepare sick trays.	<input type="checkbox"/>	Arrange tables, dressers, etc.
<input type="checkbox"/>	Set the table.	<input type="checkbox"/>	Market for fruits and vegetables.
<input type="checkbox"/>	Wait on the table.	<input type="checkbox"/>	Market for meats.
<input type="checkbox"/>	Prepare fruit to cook or serve.	<input type="checkbox"/>	Market for general groceries.
<input type="checkbox"/>	Prepare vegetables to cook.	<input type="checkbox"/>	Market for merchandise.
<input type="checkbox"/>	Help in canning.	<input type="checkbox"/>	Do family wash.
<input type="checkbox"/>	Bake cakes and pies.	<input type="checkbox"/>	Help with family wash.
<input type="checkbox"/>	Wash dishes alone.	<input type="checkbox"/>	Wash own hose.
<input type="checkbox"/>	Help wash dishes.	<input type="checkbox"/>	Shine and care for shoes.
<input type="checkbox"/>	Clean stove & Cook vessels	<input type="checkbox"/>	Wash powder puffs, comb, etc.
<input type="checkbox"/>	Clean cupboards.	<input type="checkbox"/>	Do some dry cleaning.
<input type="checkbox"/>	Clean silver.	<input type="checkbox"/>	Do family ironing.
<input type="checkbox"/>	Clean refrigerator.	<input type="checkbox"/>	Help do family ironing.
<input type="checkbox"/>	Clean bathroom and tub.	<input type="checkbox"/>	Iron own things.
<input type="checkbox"/>	Wash windows and mirrors.	<input type="checkbox"/>	Do own pressing.
<input type="checkbox"/>	Care for own room.	<input type="checkbox"/>	Remove stains.
<input type="checkbox"/>	Clean own room weekly.	<input type="checkbox"/>	Care for younger children.
<input type="checkbox"/>	Care of clothes closet.	<input type="checkbox"/>	Bathe younger children.
<input type="checkbox"/>	Care of bureau drawers.	<input type="checkbox"/>	Make bed linens and scarfs.
<input type="checkbox"/>	Care of flowers & plants.	<input type="checkbox"/>	Make own underwear.
<input type="checkbox"/>	Care of pets.	<input type="checkbox"/>	Make own wash dresses.
<input type="checkbox"/>	Polish floors.	<input type="checkbox"/>	Make over old clothes.
<input type="checkbox"/>	Scrub floors.	<input type="checkbox"/>	Mend, repair, or darn.
<input type="checkbox"/>	Mow lawn.	<input type="checkbox"/>	Do fancy work.
<input type="checkbox"/>	Entertain guest.	<input type="checkbox"/>	Make own bed.
<input type="checkbox"/>	Prepare parcels for mailing.	<input type="checkbox"/>	Make beds for others.
<input type="checkbox"/>	Render first aid in home.	<input type="checkbox"/>	Answer telephone.
<input type="checkbox"/>	Help plan family budget.	<input type="checkbox"/>	Renovate or clean hats.
<input type="checkbox"/>	Have own saving account.	<input type="checkbox"/>	Fight flies and other pests.
<input type="checkbox"/>	Make deposits at bank.	<input type="checkbox"/>	Select and buy own clothes.
<input type="checkbox"/>	Shampoo own hair.	<input type="checkbox"/>	Care for own nails.
<input type="checkbox"/>	Write mail orders.		

List other activities on back.

STATE DEPARTMENT OF EDUCATION
HOME ECONOMICS DIVISION
Little Rock, Ark.

PRELIMINARY DATA ON HOME PROJECT WORK

- Name _____ Home Address _____
- Grade _____ Telephone Number _____
- Father's name _____ Occupation _____
1. How do you come to school? _____
 2. What school activities do you take part in? _____
 3. How many members in your family? _____
- Number of older brothers _____ Number of older sisters _____
- Number of younger brothers _____ Age _____
- Number of younger sisters _____ Age _____
- Are there other persons living in your home? Name, relationship: _____
- _____
4. Do you live in town _____ city _____ country _____
 5. Do you own your own home _____ rent _____ number of rooms in house _____
 6. Responsibility at home _____
 7. What magazines do you read? (consider those available at home, school and library) _____
 - _____
 8. Do you take music lessons _____ Dancing lessons _____
 9. How often do you go to the movies? _____
 10. Are you a camp-fire girl? _____
 11. Do you play tennis _____ golf _____ enjoy swimming _____
 12. What books have you read recently (not required at school)? _____
 13. Personal characteristics (filled by teacher) _____
 14. Hobby _____ Health _____

State Department of Education
Division of Vocational Home
Economics
Little Rock, Arkansas

HOME PROJECT HELPS

Definitions of Projects (in printed matter)

Aims of Home Project Work

1. To make a close tie-up between class work and the home, the real laboratory.
2. To encourage the use of what is learned at school.
3. To provide opportunity for gaining new knowledge.
4. To stimulate the interest of students in assuming duties at home.
5. To foster an appreciation of the affairs of the household.

The Interest Approach to the Home Project.

Step I. - Don't say a word about Home Projects until you have interested the girls in their home.

1. Have on bulletin board some literature about the home, attractive pictures or poem. Use curiosity and suspense where ever possible. Get them to thinking about home. Then put up the verse on living. Leave off the last verse and get them to tell what they think living is. Draw out of them the love of their home - don't pump into them.

Good for them to read:

- | | |
|---------------------------------|------------------------------|
| 1. Home Life of Great Americans | 3. The Man Without A Country |
| 2. The White House Gang | 4. Path to Home |

Read Proverbs 10 - See if ideals are the same now as they were then. An ideal that has thus stood the test is worth working for.

Step II. Have the girls set up what they think a girl of today should be able to do. You will have to suggest topics - (a) clothing problems, (b) Management of money, (c) food, (d) care of children, (e) health, (f) family relationships.

Step III. Compile this list. Have the girls check themselves. Mark the things she can do well ././ signs. There should be ././; ././ ././ ././; ././ ././ ././ ././ showing grades of efficiency.

Step IV. Have her decide what she would like to be able to do. Nine-tenths of the trouble with home projects is in selecting. We do need to know what the girl is doing at home.

Step V. Make up activity sheet from diary of girls. On Monday ask the girls to write a diary, telling everything they did over the week-end. Do this again, and from it make up the activity sheet. Check her responsibility and then those things which she does not do often. The girls are engaged in dead jobs, and we want them to learn to do other educational jobs. Give her the idea that she is learning home-making jobs. Don't overload the girl who is already doing all she can.

Step VI. Check through the group and see what you must know about the girl. Use the home survey sheet and jot down if you have a large group. May get personalities from mother or your own observation.

(home project helps)

Step VII. You need to have the girls appreciate what others have done for them. Ask them to write on one side of a page what they have done for others and balance it with what others have done for them.

Step VIII. Acquaint the girls with what we mean by the Home Project. Have them feel the need. Tell them we are studying home making and can't learn it all at school. Then we must have another laboratory. At school there are too many observers and too few workers. At home there is all this work being done and there is the opportunity to do it. The method that we use is the home project. Have some home projects to read to the girls if possible or better still, let them read them. Do not read any, however, unless you can read many - five or six, for they will try to copy one.

Step IX. Set a standard for the project. Use one that can be measured in a concrete way. Give them the essentials of a good home project.

Step X. Show them the difference between home projects and home practice. Project must include a great deal of practice. Encourage the girl to start on home practice.

Step XI. Make the girls see that they have time, that they can substitute it for something they are doing.

Step XII. May give out letters to take to mothers.

Step XIII. Acquaint the girls with the score. Acquaint them with the mechanics in your school. (how it counts on final grade or honor points, etc.) The use of an honor roll for those who accomplish excellent results helps to maintain interest.

Plan - purpose of the plan.

1. Basis for approval or disapproval of work to be done.
 2. Basis for aiding pupil through references or other means.
 3. Basis for work to follow or route to the goal.
-
1. After the tentative plan is made, get mother's approval.
 2. Score the project, which is to be done, by Lancelot to see if it is a good problem.
 3. Revise project to make it a better problem.

<u>Lancelot's Score</u>	<u>Points</u>
1. True to life - - - - - Majority of students will meet it or if one student will meet it many times in life.	5
2. Interest - - - - -	5

If we touch one of the springs of interest forcefully it will score 5, (activity, love of nature, curiosity, wonder, creativeness, ownership, gregariousness, sympathy, imitation, approbation, altruism, competition) Have girls compete with self. Self-advancement prominence.

(home project helps)

3. Clear and definite - - - - - 5
4. Sufficient scope and difficulty. Must not let them quit - do not let it be too hard - - - - - 5
5. Must demand superior thinking - - - - - 5

The plan should contain:

1. Name, class, age, grade.
2. Goal.
3. A description of family and the relation of the project to family life if necessary.
4. Details enough to tell how, when and what she proposes to do (in outline form)
5. Statements that add individuality and have interest.
6. References
7. Must be written in future tense.
8. Must have mother's written approval.

Steps in Making Plan

1. Oral report on what mother and girl have decided to do.
2. Set up objectives and be able to tell what they are.
3. Write the plan.
 - a. State problem
 - b. Solution and how related to family
4. Read it over with the girl. Rate it with Lancelot's score and improve if possible. Give her references.
5. Refine this rough plan and have it put in the note book. Find out if Mother approves. Have mother sign in the book. Enlist English teacher to help in written work.
6. Home project plan day at school to acquaint each other with what they intend to do. May invite mothers or have it at club program; have newspaper reporter present.

Records

The record should include date, jobs done, results, time, in telegraphic form.

Report Story should contain

1. It should show that the goal set up in the plan has been reached or if not why.
2. It should evaluate experiences derived from the project.
 - a. New skill and abilities
 - b. New knowledge
 - c. Any improvement in family life
 - d. Successes and failures and reasons
 - e. Conclusions reached
3. Show how plans changed to meet unexpected circumstances and reach goal.
4. An acknowledgment of help.
5. The cost if it is a factor.
6. Written in past tense.

(home project helps)

7. Illustrative material - pictures, samples etc.
Home project without a report (stories) is like a clock without hands; it runs but it doesn't tell anything.

Purpose of Home Visiting.

1. For sympathetic understanding of girl.
2. To know mother and father.
3. For teacher's education; so she won't teach so much "bunk" in school.
4. To act as advisor (in some types.)

ARKANSAS
Fig. 34--Location of vocational home economics departments, 1938-1939
Black dots for negro departments



SUGGESTED OUTLINE FOR HOME ECONOMICS III.

Beulah Thompson, Chairman

oOo

STATE DEPARTMENT OF EDUCATION
Vocational Division
Alma Keys, State Supervisor
Frances Bailey, Assistant State Supervisor
Home Economics Education
Little Rock, Arkansas

oOo

SUGGESTED OUTLINE FOR HOME ECONOMICS III

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This outline presupposes that in schools where the third year course is offered that the units on Consumer Education and Home Management be moved to the third year, allowing time for expanding some of the units in the second year which need additional time.

Courses of study from the following States which include a three year program in Home Economics in the High School were examined for suggestions:

Wyoming, Colorado, Texas, Florida, Oklahoma, Louisiana, Kansas and Iowa.

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SUGGESTED OUTLINE FOR HOME ECONOMICS III.

oOo

Evidences of Need:

1. High school girls want more work in Home Economics.
2. Superintendents are asking for the third year course.
3. The advisory committee for the Homemaking Program suggested that girls need more experience in home management.
4. Teachers report that they are unable to cover all of the suggested units in two years.
5. Many girls do not go to college.
6. Girls need specific training for wage earning pursuits in the field of Home Economics in their own communities.

Objectives:

1. To offer more intensive training in Home Economics for high school pupils.
2. To discover vocational opportunities provided through Home Economics training.
3. To supplement personal and family income through Home Economics training.

Units of Instruction:

	Lessons	Weeks
1. Advanced clothing and textiles.....	30 - 40 ..	6 - 8
2. Home mechanics.....	10 - 15 ..	2 - 3
3. Hospitality.....	30 - 40 ..	6 - 8
4. Home management.....	30 - 40 ..	6 - 8
5. Vocational guidance.....	40 - 50 ..	8 - 10
6. Consumer education.....	10 - 15 ..	2 - 3

oOo

I. Advanced Clothing and Textiles.

Simple textile tests for home use, i.e., color fastness to sun, laundry, etc; effect of various soaps on color permanence; thread count, thread slippage test; fiber tests.

Fabric identification.

Weave identification.

Tests for wear on towels in the department, hose or underwear of individuals in class may be run.

Special problems in clothing to suit needs of each girl. Some girls may sew for other people in the community.

II. Home Mechanics.

Clean various pieces of equipment, i. e., machines, stoves, etc.

Mend cords, sharpen knives, fix springs on window shades.

Wax and refinish furniture - cleaning, varnished and painted surfaces.

Study electrical equipment, demonstrate use and care of waffle irons, flat irons, toasters, vacuum cleaners, washing machines and refrigerators.

Electrical terms - how to care for electrical equipment in general.

III. Hospitality.

Social customs of various countries.

Manners at home and abroad.

Table etiquette.

Introductions.

How to be a successful hostess.

How to be a successful guest.

Writing and accepting invitations.

Entertaining - give one formal and one informal party.

Picnics - have over-night camp, or houseparty in cottage.

Selecting meals in hotels or restaurants - study menu cards.

School lunch stands and cafeterias.

Special meals and special products requested by class members.

Economical meals.

IV. Home Management.

1. Food Management.

Teachers will plan work in order that pupils may work in groups of two, and work individually part of the time.

Plan, market, make time schedule, prepare and serve meals for high income, moderate income and low income groups.

Girls divide in groups and stay in cottage for week end or week during tenth month, where possible. Schedule duties for meals and other household activities.

2. Time and money management.

Review books, such as, "If I Had Four Apples," by Josephine Lawrence.

Study families in "Pictures of Family Life" by Lemo Dennis Rockwood.

Make schedules for the family - work schedule - play schedule.

Plan schedule of tasks for own household.

Plan schedule of own activities for day.

Have this group of girls secure experience in management by helping in extra school activities such as school meets, etc.

3. Leisure time.

Study way families can spend leisure time.

Study of hobbies - display of hobbies.

V. Vocational Guidance.

Make a survey to find what jobs are being done by girls in community, what they are paid and chances the jobs offer for advancement, qualifications for jobs, etc.

Study vocations open to Home Economics graduates from college - from high school.

Study possible vocations which might be established in own community.

Suggested experiences which might be adapted to certain communities are:

Food sales.

Sewing for profit..

School lunches.

Fruit stands.

Making gifts for certain seasons.

Making some special article for sale.

Homemade gift shop.

Knitting.

Other crafts, i.e., woodwork book ends and plaques; batik; block printing.

Making toys.

Making household articles, i.e., mats, rugs, slip covers, draperies, etc.

Child care.

Sale of candy or fruit cake.

Nut cup and place cards.

Housework.

VI. Consumer Education.

Unit on Consumer Education bound separately.

SUGGESTED OUTLINE FOR HOME ECONOMICS III.
UNIT ON CONSUMER EDUCATION

Ruth Powell, Chairman

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STATE DEPARTMENT OF EDUCATION
Vocational Division
Alma Keys, State Supervisor
Frances Bailey, Assistant State Supervisor
Home Economics Education
Little Rock, Arkansas

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CONSUMER EDUCATION
SUGGESTED OUTLINE FOR HOME ECONOMICS III.

Evidences of Need:

1. Much mail order buying.
2. Low incomes.
3. Credit buying (furnishing)
4. Girls do the buying.
5. Make clothing.
6. Unwise buying of food:
 - a. Buy first and fifteenth.
 - b. Food unsuitable for children.
 - c. Foods out of season.
 - d. Poor school lunches.
 - e. Lack of planning.
7. No recognition of cash value of food products produced at home.
8. Unwise buying of equipment and furnishing.
9. Poor selection of cosmetics.
10. Poor selection of packaging.
11. Girls have no allowance.
12. Unwise clothing selection.
13. Do not read labels.
14. High-pressure advertising.
15. Bargains.
16. Poor grades of materials in stores.

The Curriculum Committee on Consumer Education recommends that Numbers 5, 12 and 16 be handled in the Clothing Units; Numbers 6 and 7 in the Foods Units; Numbers 2, 8 and 11 in the Home Management Unit; and Numbers 1, 3, 4, 9, 10, 13, 14 and 15 were considered in writing the objectives for the two weeks unit in Consumer Education.

General Objective: To Develop in the Girl an Interest in, and Some Understanding of Intelligent Planning and Purchasing.

- Objective I: To develop an interest in and a desire for more informative labeling and advertising.
- Objective II: To gain some ability in buying certain commodities.
- Objective III: To acquire some knowledge as to reliable sources of information for consumers.

Objective I: To develop an interest in and a desire for more informative labeling and advertising.

SUBJECT MATTER	EXPERIENCES	OUTCOMES
Reasons for advertising.	1. Participate in slogan contest. (See attached list of Advertising Slogans)	Some interest in the field consumer education.
How advertising influences the consumer.		
1. Appeals made - How advertising injures the consumer.	2. Select and bring to class advertisements from different sources. Note appeals made (to romance, health, saving money, etc.)	
Characteristic of good and poor advertising.	Discuss how these may influence buying.	
Classification of advertising.	Check for true information concerning quality of performance of commodity, also note the source of advertisements. (magazines, newspapers, catalogues)	Some ability to read advertisements more intelligently.
1. Informative.		
2. Non - informative		
	3. Discussion of desirable and informative advertising - of undesirable advertising.	Recognition of the need for informative advertising.
Mail-order catalogues:		
Sears-Roebuck	4. Study advertising in mail-order catalogue and make out an order.	
Montgomery Ward.		
Any other used in community.	5. Bring to class and examine used goods purchased by mail to determine whether or not descriptions were authentic.	Some ability to order by mail more intelligently.
Grade labeling.		
Informative labeling.	6. Bring labels to class, evaluate and check to see if information is sufficient. Make posters of good and bad labels. Observe descriptive and quality labels.	Some interest in reading labels.
Value of each.		
Containers that deceive the public.	7. Collect containers which fool the public.	Recognition of need for checking containers in which products are bought.
Small vs. large.	Note how shape affects the amount of the product.	

SUBJECT MATTER	EXPERIENCES	OUTCOMES
Creams, powder, rouge, soap and dentrifices. Composition, cost, etc.	8. Bring own cosmetics. Put on make-up. Compare coloring, brands, containers, sizes and prices.	Realization of the frauds in and dangers from cosmetics.
Approved lists from authoritative sources.	9. Check cosmetics brought to class with those approved and not approved in "Skin Deep."	
<u>Objective II. To gain some ability in buying certain commodities.</u>		
Commodities for which girls have responsibility in buying.	1. List the two last purchases made, give the following information: a. Name of article. b. Did anyone give directions for buying? If so, who?	Some interest in getting value for money spent.
Characteristics of good and poor buys. Price and quality do not always correspond. Satisfaction secured when money is spent wisely.	2. Bring to class two articles recently purchased, one satisfactory and one unsatisfactory. Exhibit: discuss reasons for buying, cost, etc. (Some articles furnished by teacher)	
Why we are sometimes fooled in purchases. Factors a buyer should consider before purchasing.	3. Dramatization of good and bad shopping for certain commodities. 4. Discuss case studies showing good and poor selection in buying.	
Score cards for judging various commodities.	5. Make score card for buying certain commodities. (Use commodities that the girls actually are responsible for buying)	Some understanding as to standards for commodities studied.
<u>Objective III. To acquire some knowledge as to reliable sources of information for consumers.</u>		
Publications available for consumers.	1. Collect and display bulletins, books, magazines, articles from magazines or papers.	Some understanding as to reliable sources of consumer information.
The consumer movement in the United States.	2. List government and private consumer research agencies. Explain the work	Some understanding of the
Government testing agencies.		

SUBJECT MATTER	EXPERIENCES	OUTCOMES
Private testing agencies.	of each.	field of consumer education.
Good and poor advertising.		
Groups organized offering consumer education.	3. Check on advertising for five radio programs. Determine reliability of information for consumer.	Recognition of the need for informative advertising.
1. Home Demonstration clubs.		
2. Parent Teacher study groups.	4. List organized groups giving help to Homemakers with consumers' problem.	Recognition that education in this field must be continuous.
3. Adult groups offered by vocational homemaking teacher.		Future enrollment in adult education group.

REFERENCES FOR UNIT ON CONSUMER EDUCATION

1. Butler Buymanship Bulletins - Household Finance Corporation,
919 North Michigan Avenue, Chicago, Illinois.
2. Brindze - How to Spend Money, Van Guard Press, Inc.
3. Consumers Guide - Published every two weeks by - Consumers' Counsel,
Agricultural Adjustment Administration, Department of Agriculture,
Washington, DC
4. Informative Labeling - Consumer - Retailer Relations Council - 8 West
Fortieth Street, New York City.
5. Kallet and Schlink - 100,000,000 Guinea Pigs - Van Guard Press, Inc.
6. National Consumer News - Published monthly by - Consumer Publication,
Inc., 205 East 42nd Street, New York City.
7. O'Brien, Ruth - Present Guides for Household - United States Department
of Agriculture - Miscellaneous Publication. No. 193 - Note 2.
8. Phillips -- Skin Deep, Van Guard Press, Inc.
9. Trilling, Eberhart, Nichols - When you Buy - Lippincott. Note 1.
10. Ruth DeForrest Lamb - American Chamber of Horrors - published by
Grosset and Dunlap, 1140 Broadway, New York City, price \$1.00.

Note 1. The committee considered this the best reference available
for high school girls.

Note 2. Other excellent bulletins on sheets, towels, slips, coats
and ready made dresses.

SUGGESTED ILLUSTRATIVE MATERIAL

1. Clothing, both homemade and ready-made in various stages of wear.
2. Collection of labels from garments, sheets, canned and packaged foods.
3. Samples of different brands and grades. (Example, A, B, C Atlantic
and Pacific canned products.)
4. Cans of different sizes (American Can Company)
5. Small kitchen equipment from laboratory.
6. Rug and linoleum samples.
7. Deceptive containers and packages.

8. Advertisements from magazines and local papers.
 - a. Field Crest Labels.
Marshall Field and Company, 200 Madison Avenue, Chicago, Ill.
 - b. Chatham specifications for sheet labels, 57 Worth Street, New York.
9. Sears and Roebuck exhibits on Hosiery, Bedding and Table Service -- Chicago, Illinois. (May be had by paying return postage).
10. Catalogue and Campble books.

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ADVERTISING SLOGANS

1. Eventually; why not now.
2. Mighty monarch of the air.
3. I'd walk a mile for a Camel.
4. Reach for a Lucky instead of a sweet.
5. Ride with Ethyl.
6. Hasn't scratched yet.
7. The skin you love to touch.
8. The more you eat, the more you want.
9. Bread is your best food; eat more of it.
10. Puts the double E E's in sleep.
11. Kitchen tested.
12. Not a cough in a carload.
13. 99 44/100% pure.
14. When words fail, send Dolly vardens.
15. Say it with flowers.
16. Join the Navy and see the world.
17. Put your duds in our suds.
18. You pay for a home, whether you buy it or not.
19. Don't worry a lot; buy one.
20. His Master's voice.
21. Nicer all ways; always nicer.
22. Since 1876, the servant of the well dressed woman.
23. Time to retire.
24. It floats.
25. They work while you sleep.
26. Good morning; have you used Pear's soap?
27. Good to the last drop.
28. When it rains, it pours.
29. Strong as the Oak.
30. Have you a little Fairy in your home?
31. Save the surface and you save all.
32. The choice of a nation.
33. We lull the city to sleep.
34. If it swims, we have it.
35. Two feet of comfort in every step.
36. Half the fun of having feet.
37. Milk from contented cows.
38. Cash and carry.
39. It beats as it sweeps as it cleans.
40. Chases the dirt.

41. Look nifty, save fifty.
42. It's toasted.
43. A man's choice.
44. Ask the man who owns one.
45. Another Nash.
46. If better cars are built, Buick will build them.
47. Watch the Fords go by.
48. Your best friend won't tell you.
49. Bigger and better.
50. We challenge the world.
51. Within the reach of millions.
52. 57 varieties.
53. 31 different blends.
54. The flavor lasts.
55. The gift that only you can give.
56. Fireside charm with sunlike heat.
57. Soft and warm as rabbit fur.
58. Pause that refreshes.
59. Keep the foot small.
60. The better the wringer the whiter the wash.
61. Here dwells youth.
62. Steinway, the instrument of the immortals.
63. Smell the clean naptha odor.
64. Look for the gold seal on the rug.
65. Prudential has the strength of Gibralta.
66. A trip abroad in your own America.
67. The seat of honor.
68. A graceful body is the temple of youth.
69. It's flaked.
70. Extends the meat flavor.
71. Polishes better because it cleans.
72. Be nonchalant, light a Murad.
73. Ask Dad; he knows.
74. It's as swift as lightning.
75. Dr. Pierce's pleasant pellets.
76. A run is not a ruin.
77. Made at the Bungalow.
78. It's off because it's out.
79. Foot insurance for the future.
80. Chases dirt.
81. Your footprint in leather.
82. Because you love nice things.
83. Sleep under the North star.
84. Star Brand Shoes are better.
85. More D. P. M.
86. If your cleaner can't do it, send it to Prince.
87. Preparedness.
88. The wise choice.
89. B. O.
90. It's dustless.
91. Elbow ease.
92. Common sense.
93. The car you don't have to park.
94. Keep that school girl complexion.
95. Outside adored - inside ignored.
96. The soap that put roses in your cheeks.

97. An apple a day keeps the doctor away.
98. They're seedless.
99. You be the judge.
100. See all, knows all.
101. Three-in-one.
102. All around the world.
103. You judt know she wears them.
104. Made with loving care

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SOME ORGANIZATIONS OF INTEREST
IN CONNECTION WITH THE CONSUMER MOVEMENT

A. Organizations:

1. American Standards Association
29 West 39th Street, New York City.
P. J. Agnew, Secretary.

Advisory Committee on Ultimate Consumer Goods, H. L. Brightman,
Chairman. Ruth O'Brian.

American Home Economics Association, Ruth O'Brien, Mrs. J. C.
Taylor.

General Federation of Womens Club, Mrs. J. J. Doggett.

National Association of Purchasing Agents, G. A. Ronard.

National Congress of Parents and Teachers, Florence Fallgatter,
Ruth A. Bottomly.

National League of Women Voters, Mrs. Louise G. Baldwin,
Mrs. Beatrice P. Lamb.

National Retail Dry Goods Association, H. W. Brightman, and others.

United States Department of Agriculture, Bureau of Home Economics,
Dr. Louise Stanley, Dr. Day Monroe.

United States Department of Commerce, National Bureau of Stan-
dards, Dr. A. S. McAllister, I. J. Fairchild.

United States Department of Labor, Consumers' Project,
Dr. S. P. Kaidanousky.

Members-at-large: Dr. Paul Mystron; Dr. Pauline Boory Mack;
Mrs. Bert Hendrickson.
2. National Consumer - Retailer Relation Council,
29 West 39th Street, New York City, Roger Wolcott, Secretary.
3. The Consumers National Federation, Room 1517, 205 East 42nd St.,
New York City. Persia Campbell, Executive Secretary.

4. A proposed consumers Foundation - W. T. Foster of Pollock Foundation is active in promoting this organization.

B. Consumer Service Agencies:

1. Consumers Research, Inc., Washington, N. J.
F. J. Schlink, Director.
2. Consumers Union of United States, 55 Vandaw Street, New York City, Arthur Kallott, Director.
3. Inter-Mountain Consumers' Service Incorporated.
982 South Pennsylvania Street, Denver, Colorado.
Dr. S. A. Mahood, Director.

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