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Some effects of home economics training upon the home practices of Negro families in Texas ...

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SOME EFFECTS OF HOME ECONOMICS TRAINING UPON THE
HOME PRACTICES OF NEGRO FAMILIES IN TEXAS

By

Mary Evelyn V. Hunter

A Thesis Submitted to the Graduate Faculty
for the Degree of
MASTER OF SCIENCE

Iowa State College
Ames, Iowa
1931
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INTRODUCTION

Purpose of the Study

The study described in this thesis consisted of three parts: first, a study of the social, economic, and cultural status of Negro families which lived in 22 counties of Texas, the results of which were first to serve as a basis for determining their conditions and needs; second, to make and put into practice a plan of work by which these families could improve their conditions; and third, to make a statistical comparison of results obtained by the families which received home economics training and those which did not receive training.

In an attempt to increase the scope and effectiveness of home economics training in Texas, representatives of the General Education Board, which was founded in 1902 by Mr. John D. Rockefeller of the Anna T. Jeans Fund, which cooperates with public school boards and superintendents in improving rural schools, of the Rosenwald Foundation, which was established by Mr. Julius Rosenwald with a capital stock of $30,000,000 to be used for educational purposes, and other agencies, have asked the following questions:

To what extent is home life influenced by home economics training?
Can you show by comparison, the effects of home economics training in the improvement of home life?

Can you give definite information, showing that home practices are adopted as a result of home economics training?

**Statement of Problem**

This study was planned with the hope of answering these questions by showing some of the effects of home economics training in home practices upon the home life of Negro families in Texas.
HISTORICAL MATERIAL

It seems that the social and economic progress of Negro families in Texas is greatly retarded by the living conditions in the rural districts. No family can put forth its best efforts when it is living under unfavorable conditions and handicapped by lack of information. These conditions offer an opportunity to the various agencies representing home economics education to render service in the betterment of rural conditions.

The first attempt at training people to alleviate these conditions in Texas was at Prairie View State Normal and Industrial College immediately after its founding, in 1879, when courses in cooking and sewing were introduced.* All girls who entered the college were required to take one of these courses in addition to the prescribed training course for public school teachers. Little attempt was made to unify the courses in cooking and sewing or to show that they bore any special relationship to each other.

Information in cooking and sewing was not given for the purpose of training teachers in home economics, but for the special purpose of enabling the teacher to contribute something

* This information secured from historical documents on file at Prairie View State Normal and Industrial College.
to community life, since there were no courses in home economics conducted in the public schools of Texas as early as 1880. The teacher was expected to carry on this instruction among the adults in addition to her regular school duties. She usually did it by casual methods, going out to the homes of the different families to explain some special piece of work which they were having trouble in performing. Sometimes she was qualified to do it, and sometimes not.

This haphazard method of instruction continued for a period of twelve years. Finally in 1901 a teacher in the Douglass High School, El Paso, Texas, organized the first class in sewing and cooking with an enrollment of 18 pupils, according to information secured from the city superintendent of public school education in the city of El Paso. These courses were elective, and if sewing was chosen by a class of girls they were required to make a "sewing book" which included miniature dresses, underwear, aprons, and other sample garments in addition to patch work and sample pieces illustrating the various stitches used in embroidering and finishing garments.

The first-year course in cooking consisted of the preparation of various foods such as cakes, pies, bread, and candies. No attention was given to the selection of food in relation to nutrition. Home economics has had a slow and gradual growth in Texas, until at present, home economics courses are conducted in junior
and senior high schools, vocational schools, county training schools, and in 35 per cent of the one- and two-teacher schools which are located in the rural districts.*

* This information was secured from W.R. Banks, Principal of Prairie View State Normal and Industrial College who collected the information pertaining to home economics in public schools from Superintendents of Public School education in Texas.
REVIEW OF LITERATURE

In reviewing the literature on this subject the writer did not find any published studies made for the purpose of determining to what extent home economics training influenced the home practices of families by comparison of groups which received special instruction and those which did not receive special instruction in home economics. There have been, however, some surveys made and perhaps some experimental work done that seem to bear some relation to this problem.

The survey of farm tenantry in the cotton belt of the South by Branson (3) defines the terms "tenants and renters" in very much the same way as they are referred to in this study. He says that "Renters are the 'upper crust' of the tenant class, ranking next to the land owners in economic and social standing. They have more or less personal property, and the hope of landlordship before them." This statement indicates that renters are more progressive than the average tenant and that there is a possibility of a greater number of them becoming home owners, because of the fact that they receive more money from their crops (as was also found in this study), than did the tenant farmer.

In further description of the three types of farm families referred to in this study, Baker (1), who had personal interviews with farm families and also collected data by the use of
questionnaires and who claims that he did not accept any statement of fact, however generally made, until he was fully persuaded by his own personal investigation that it was really a fact, made this statement: "The third class, few in numbers, but most influential in their race, are the progressive, property owning Negroes, who have wholly severed their old intimate ties with the white people and who have been getting further and further away from them."

As Baker has said, there is not a large number of Negro families included in the third class, but the investigation which was conducted by the writer and home demonstration agents revealed the fact that there were Negro farmers who owned and managed their farms with some degree of success.

Some interesting data were collected through questionnaires, letters, farm specialists, and farm agents, as well as by Dr. Bizzell's personal experience in farm management duties and first hand investigation by which he found conditions on the plantations similar to those described by the writer. Dr. Bizzell states that "It is hard to realize that real crowding exists in the rural districts, but this is obvious to any one who has studied the rural housing situations. The homes occupied by tenants were usually very small. In many cases they consist of two rooms with a back shed room which was used for a kitchen and dining room. The Negro tenant farm house often does not possess even glass windows. Light and ventilation were received through
the opening that was protected from rain by a small door on hinges. It is not exceptional for from five to ten people to be housed in a building of this kind." The home demonstration agents who participated in the study of farm families found that there was not only an over-crowding situation in this type of house, but a health and sanitary condition which can not be overcome with a continued use of this type of house for so many occupants.

In the attempt to study the three types of houses, the question arose as to what constitutes a farm home? Sawtelle (5) found after conducting a series of surveys which pertained to home life that the home consisted of more than a house in which to live. He said "You don't think of your home on a farm as just space inside four walls. The feeling of home spreads out all around into the garden, the henhouse, the barn, the spring-house, because you are all the time helping to produce things on these places and they are all the time coming back into your kitchen from the garden, orchard, barn, and henhouse as a part of the thing you handle and prepare or market every day. It is one of the peculiarities of making a home on the farm." The data included in this study used the term home in the same way as Sawtelle, including all of the necessary conveniences for complete farm living, as far as the family was able to secure them.

The economic status of some families made it impossible for them to obtain a very high standard of living, especially was
this true of those families who lived on the plantations. Baker (l), after making personal investigations of conditions on the plantations and observing the treatment of tenants in regard to the family income makes the following statement, "It is easy to make large profits by charging immense interest percentages or outrageous prices for supplies to tenants who are too ignorant or weak to protect themselves. It is easy when the tenant brings in his cotton in the fall to not only underweigh it, but to credit it to the lowest price of the week, and this dealing of the strong with the weak is not Southern, it is human. Such a system has encouraged dishonesty and wastefulness; it has made many landlords cruel and greedy; it has increased the helplessness of the Negro. In many cases it has meant downright degeneration, not only of the Negro, but of the white man." It seems that the above statement describes the exact conditions and gives some of the reasons why Negroes who live on the plantations, do not become home owners as rapidly as the renters who control their own affairs. The investigation included in this study showed a similar condition of the families which lived on the plantations.

Wilson (6) secured the following information from annual narrative reports which were sent into the Office of Co-operative Extension Work, Washington, District of Columbia, by State and county home demonstration agents from various sections of the United States. He found that:
"About the same conditions exist in the proportion of the different age groups making use of extension information. Of the 235 farm women in the youngest group (30 years or less) 23 per cent changed home economic practices due to information made available through the extension system as compared to 41 per cent of the 211 farm women from 31 to 35 years of age, and 35 per cent of the 251 farm women from 36 to 40 years old, of the 216 ranging in age from 41 to 45, 35 per cent changed practices, of 224 farm women 46 to 50 years old 28 per cent changed practices, of 136 women from 51 to 55 years of age 27 per cent changed practices, and of 144 women 61 years and over 17 per cent changed practices. The age groups beginning at 46 and extending to 61 years and over made approximately as much use of information relating to better home practices as did the farm women of 30 years or less. However, the very young farm women and the older age groups did not change practices quite as extensively as the age groups from 31 to 45 years. An average of these percentages shows that 30 per cent of them changed practices." While Mr. Wilson's statement was not confined to any specific practices it does give some idea of the willingness of farm women to adopt better practices in their general home duties and to make improvements in the conveniences of the kitchen and other rooms of the house. These
women not only adopted practices in better methods of home improvement work, but some of them made the following statement as given by Hall (4), Home Economist Extension Service, United States Department of Agriculture, "My kitchen is a joy to work in, pretty, easily kept clean and is a satisfaction to me and my family."

Another says: "How much easier it is to work in my newly arranged kitchen. Now I can make a cake, taking just half as many steps as were formerly required, all because of rearrangements and utensils." Still another says, "The most delightful change in my kitchen is the color scheme. From a cold, dull room it has been transformed into a lovely sunny place that satisfies my desire for beauty. I have truly come out of darkness into light."
THE EXPERIMENT BASED UPON INVESTIGATION

Method of Procedure

The study of 2332 Negro families in Texas, included those which lived in the rural districts and in the small towns, and whose chief occupation was farming. There were three classes of farmers known as tenants, renters, and home owners, included in the investigation, with the hope of obtaining the exact status of the average farm family. The data used in this thesis were collected by 22 county home demonstration agents who were employed by the Extension Department of Texas, and the writer who has served for fifteen years as State Supervising Home Demonstration Agent for Negro women and girls in Texas, and who had a personal knowledge of the conditions that existed in all counties included in the study. The information collected pertained to the following phases of home making: living conditions, economic conditions, housing conditions, and social and cultural conditions.

In order to secure as complete a cross section as possible of rural life in Texas, 22 counties located in various sections of the state were included: Brazoria, Brazos, Dallas, Grimes, # In some publications the terms "cropper and tenant" are used instead of the terms "tenant and renter". See Fourteenth Census of the United States, Vol. VI, Part 11, page 14, 1920.
Guadaloupe, Harris, Harrison, Houston, Lee, Limestone, Marion, Matagorda, McClennen, Polk, Rusk, Smith, San Jacinto, Victoria, Nevarro, Montgomery, Waller, and Washington. Plans were made by which the work could be developed in an effective way. All small localities in a county were grouped into 12 large communities, known as "grouped communities," which enabled the demonstration agent to meet with the local groups twice a week, when necessary, for the development of the various projects. (Fig. 1 on page 16 shows the plan of grouped communities in a county).

Figure 1, page 16, shows a county grouped into twelve large communities. There are 31 small local communities indicated by the smaller rings and the names of these communities. They are not grouped into the large communities in equal numbers, but are grouped according to their location, in some places there are only two local communities near enough to form the large group, while in other places there are three and sometimes four small communities included in the large grouped community.

After the communities had been grouped according to distance, families in two of the local communities in each group were interviewed, after which one local community was given special instruction and the other was not given instruction. Each group included the same number of families from three classes of farmers: the tenant, renter, and landowner. The order of arrangements was perfectly natural, due to the fact that the home demonstration agents did not know of the purpose of the study, neither
Denotes the large grouped communities.
Denotes the local community within large grouped community not included in the study.
Denotes communities where special instruction was given.
X Denotes communities where no special instruction was given.
did the families which were included.

In order that a more uniform study might be made, the average percentage of the total number of families interviewed in each county, which had adopted some home practices before the study was made, was carefully tabulated before any instruction had been given. The average of each community was approximately the same. Therefore, one community did not have any advantage over the other. Special instruction was given to the last community which sent its application in each of the grouped communities. This method enabled us in most cases to work with the community which was not so much interested in home economics training.

During the year of 1924, county home demonstration agents, assisted by the writer, made personal visits to the homes of all families included in the study. Personal interviews were had with members of each family, which seemed to know of the general conditions that existed in the home. All information obtained was recorded on questionnaire or farm inventory blanks prepared for this specific purpose. (See Appendix Page 71). These data were tabulated and used in determining the conditions and needs of the 2332 families included in the study. This information was also used as a basis for making a plan of work to be adopted by the families which were to receive special training in home economics.
Half of the 2332 families included in the study, or 1166 families were given special training, while the other half were left to make changes by imitation, tradition, and general education. The families were given training according to their locality, and nonselected families made up the group, in which there were 1166 families. An average of 106 families were studied in each county. These families lived in 24 small communities which were included in the 12 large grouped communities. The total number of families included 33 per cent which were tenants, 36 per cent which were renters, and 31 per cent which were home owners.

After a study of the findings of the first investigation had been made, and plans formulated for the improvement of family life, a program of work was introduced to the half of the group which was to receive special training in home economics. After the approval of the program of the families, projects were developed in the following order: (1) Preparation of food, (2) preservation of food, (3) selection of clothing, (4) improvement of housing conditions, (5) production of fruits and vegetables, (6) poultry raising, (7) community affairs, (8) social and cultural activities.

This program was conducted by 22 county home demonstration agents who were assisted by the writer. The same method of instruction was used in all counties. All information pertain-
ing to the work was recorded on the same form of report blanks, which gave a uniform method of recording all data obtained during the study.

All information was compiled by the writer with the assistance of members of the senior classes in home economics and agriculture at Prairie View State Normal and Industrial College. The information obtained by personal interviews with various families in 1924, was kept for a period of five years, or until the close of the experiment. Then the second interview was had and all data recorded as it was recorded in the first study. After the compilation of the second mass of data, there was a comparison of the results of the two studies. The difference in progress between the families which received special instruction in home economics and those which did not receive special instruction formed a basis for conclusions as to the effectiveness of home economics training in aiding families to adopt better home practices. Persons involved in this study were unaware of its purpose; therefore, the results of the experiment indicate that a normal and natural reaction was secured from all families interviewed. All information was obtained by personal interviews and contact with the individuals, and families which participated in the program of work.
General Conditions in 1924

Three classes of farmers were included in this study: first, the tenant who lived on the plantation; second, the renter who paid rent for the farm land and house and had full control of affairs; and third, the home owner who owned his farm and managed his affairs with a greater or lesser degree of success.

A study of the data showed that the majority of tenant families which lived on the plantations spent their time in the production and harvesting of cotton, seldom having a garden, chicken, hog, or cow. Some of the families wanted a garden, but the owner of the plantation thought it more profitable to produce cotton and purchase the food and feed supplies for the tenants and live stock.

During the spring and summer when the crop was being planted and cultivated and also during the harvesting season, the members of the family worked very hard. They often went to work as early as five o'clock in the morning and spent eleven hours per day in field work, and every member of the family was considered a producer when old enough to work. The entire group worked in the field when there was a demand for labor. The results of the survey showed that the mother or older daughter spent four and one-half hours per day in the preparation of
meals and other housework, while the remainder of the day was spent in the field.

Families which lived on farms where cotton production was the chief industry had very little time for other activities. For this reason cotton production, exclusively, has been considered undesirable for the progress of the Negro tenant farmer. The children were kept out of school during the chopping and harvesting seasons, and all other phases of home life were neglected during the cultivating and harvesting season. In such homes it was difficult to plan for the efficient distribution of time.

The second class of farmers was called renters, because they rented farms from the more thrifty white and colored farmers, who had accumulated land and divided it into small tracts on which they erected houses. This type of farmer was considered more progressive than those who lived on the plantation. Since the renters managed their own farm business the progress of the family depended upon their ability to make a success of producing farm crops.

If a family of this class was industrious and planned and managed the farm business well, it could save enough money with which to purchase a home in a few years. This was often done by the more progressive renters. This type of farmer spent more time in producing food and feed crops than did the
plantation tenant. The women and girls spent more time in gardening, raising poultry, and in home management. Sixty percent of this class produced a variety of farm products and owned some kind of live stock.

The third type of farmer, the home owner, included in the study was the most progressive of the three types (as Baker (1) also found). These farmers owned farms which contained from 20 acres to 3,000 acres of land. The average number of acres owned by these families was 94 and the average number of acres in cultivation was 60. Rotation and diversification of crops were practiced to some extent, so that the family could produce a variety of farm products to be used in its every day dietary. These families did not feel the effects of "poor crop years" as did those of the former types.

Distribution of labor was practiced by this type of family in somewhat the same manner as that of the two former types, except that the women and girls were not so actively engaged in field work. Two-thirds of their time was spent in housework and activities such as flower gardening, vegetable gardening, and poultry raising. They also spent some time in social, cultural, and community activities.

Program of Work

The following program of work was planned by the writer and county home demonstration agents after making a study of the
living conditions of the 2332 families included in the study. This program of work was carried out step by step according to season, by the 1166 families (half of the group) which received special instruction during the five years of the study.

FOOD PRESERVATION

OBJECT: To enable the family to have a balanced diet for the entire year. To prevent waste in surplus fruits and vegetables.

HOW: By giving demonstrations in canning, brimming, pickling, preserving, and drying fruits and vegetables. By purchasing community canners; having contests in canning. By giving demonstrations in curing meats, making lard, and canning meats. By the use of charts, bulletins and through lectures.

First Quarter: January, February, March

Demonstrations in canning meats, curing meats, making lard, sausage, and scrapple.

Second Quarter: April, May, June

Demonstrations in canning and preserving vegetables and fruits, making jellies, jams, preserves, and condiments of various kinds.

Third Quarter: July, August, September

Demonstrations in making pickles, relishes, etc. Continue to can and preserve fruits and vegetables.

Fourth Quarter: October, November, December

Demonstration in canning meats of various kinds, canning potatoes and pears.
FOODS AND NUTRITION

OBJECT: To improve the health of individuals by giving them a balanced dietary.
To prepare food in the most economical way, and to produce palatable dishes.

HOW: By giving demonstrations in the preparation of foods, by having bread making contests, by using varieties of vegetables and fruits in the dietary, by increasing the quantity of milk in the diet, and planning menus.
By putting the hot lunch system in the public schools when possible. By making menus, by weighing often to determine our weight, by selecting foods carefully.
By study of charts, bulletins, and through demonstrations and lectures.

WHEN: First Quarter: January, February, March
How to use canned goods; making quick breads, hot lunches, table service, planning meals and selection of foods.

Second Quarter: April, May, June
Bread making, preparation of fruits and vegetables for the table; salads and relishes for immediate use. How to make various dishes from left overs.

Third Quarter: July, August, September
Serving fresh fruits; making pies, cobblers, etc. Preparation of various vegetables.

Fourth Quarter: October, November, December
Preparation of school lunches, cake baking, candy making, and how to use canned goods in the every day dietary.

HOME IMPROVEMENT—INTERIOR AND EXTERIOR

OBJECT: To improve the living conditions. To make the home a social center for the family by making it comfortable and convenient.
HOW: By having demonstrations in repairing the house; such as steps, windows, painting and papering the house; looking after the ventilation, heating, etc. By making shades, painting over old furniture. By planting shrubbery and flowers. By making home to home visits, and by the use of bulletins, charts, demonstrations, etc.

WHEN: First Quarter: January, February, March

Making shades, curtains, rugs, planting shrubbery and flowers.

Second Quarter: April, May, June

Spring cleaning of the home, cleaning and storing winter clothes. Arranging furniture, care of yards, looking after outdoor toilets, white washing and screening.

Third Quarter: July, August, September

General care of house and flowers, use of disinfectants, looking after water supply, etc.

Fourth Quarter: October, November, December

Building houses, remodeling houses, painting over furniture; care of flowers, planting trees, and shrubbery.

CLOTHING

OBJECT: To enable women and girls to make the proper selection of garments and materials for various purposes. To prevent waste in making garments, to utilize old garments by dyeing, etc.

HOW: By securing samples of materials, studying the quality, demonstrations in the use of patterns, renovating old garments and hats. Dyeing, mending, etc. By the use of fashion plates, charts, bulletins.
WHEN:

First Quarter: January, February, March

Making, mending and darning of garments, completion of girls sewing program.

Second Quarter: April, May, June

Renovating old garments for children, making and renovating hats, making articles for the home.

Third Quarter: July, August, September

Selection of material and making school garments for children, dyeing and making over old garments.

Fourth Quarter: October, November, December

Making winter garments, quilts, rugs, mending, darning, making art work for the home. A study of laundry work, how to use stains, etc.

COMMUNITY ACTIVITIES

OBJECT: To increase the interest of individuals in community life; to develop community pride. To bring about a closer relationship of the entire group.

HOW:

By perfecting organizations for the common good of the community.

By improving roads, public water supplies, schools, churches.

By purchasing articles which will serve the entire community, such as community canners, cane mills, etc.

WHEN:

First Quarter: January, February, March

Entertainments for social and commercial purposes. Looking after the comforts of children in school. Draining low places where water stands near homes, schools, and churches.

Second Quarter: April, May, June

"CLEAN UP WEEK", community canning, school closings, etc.
Third Quarter: July, August, September

Picnics, encampments, and community gatherings.

Fourth Quarter: October, November, December

Looking after school houses, reading circles, community Christmas trees, etc.

GARDENING

OBJECT: To increase the yield of fruit and vegetables.  
To encourage the use of a variety of fruits and vegetables in the dietary.  
To enable the housewife to have fruits and vegetables all seasons of the year.  
To increase the interest in production of fruit and vegetables.

HOW: By using one garden in each of the twelve communities in the county as a demonstration garden, giving demonstrations in this garden twice per month in the work that is to be carried on, according to the season.  
By proper preparation of soil, fertilization, diversification, and rotation of crops.

By making community surveys, having garden contests.  By making the garden that is used for the demonstration garden produce more than the average garden, and grow vegetables of some kind the year round.  By the use of Government bulletins, charts, etc.

WHEN:  
First Quarter: January, February, March  
Making and planting hot beds, preparation and fertilization of the land to be used for the garden. Planting of seeds in the open ground, care of hot bed, transplanting and cultivation.

Second Quarter: April, May, June  
Transplanting and cultivation of plants, spraying and destroying insects, preparation of vegetables to be served, selection of vegetables to be canned or sold.
Third Quarter: July, August, September

Selection of vegetables to be canned or sold. Preparation of soil for winter garden, planting various seeds, care of plants.

Fourth Quarter: October, November, December

Planting seed for later winter crops, cultivation of all garden crops, care of plants from cold, etc.

POULTRY RAISING

OBJECT: To bring about an increased interest in poultry raising, and to encourage the production of poultry in larger numbers for home consumption and for market.

HOW: By asking each community to select one home to be used as a demonstration poultry farm, having the community groups meet twice per month at this home to see demonstration in poultry raising. Return home and put into practice the demonstrations on their own farms. By visiting progressive poultry farms in the county, learn the types, breeds, varieties. Proper feeding and housing, general care of birds. By use of demonstrations, bulletins, charts and through lectures.

WHEN: 

First Quarter: January, February, March

Making nests, selecting and setting eggs, candling eggs, repairing fences, coops, etc. White washing, painting, etc. Looking after the water supply and the general care of the flock.

Second Quarter: April, May, June

How to prevent and get rid of lice, mites, etc. How to fatten poultry for the market, preservation of eggs, care of baby chicks. General care of the flock.

Third Quarter: July, August, September

Setting hens, culling poultry, feeding and general care of birds, marketing. Planting oats and rye for winter use.
Fourth Quarter: October, November, December

Proper housing and feeding for winter, general care of all birds, building poultry house, learning the use of the incubator so as to be able to obtain the best results during the following spring.

DAIRYING

OBJECT: To create an interest in dairying. To get the women to use more milk in the home. To increase the yield by the proper feeding and care of animals.

HOW: By having demonstrations in the selection of dairy cows. Proper housing and feeding of animals, study of milk producing feeds. Care of milk and butter, use of dairy products in the every day dietary. Have one week observed as "dairy week" when all foods served the family will be prepared with milk and butter. By the use of charts, bulletins, lectures, and demonstrations.

WHEN:

First Quarter: January, February, March

Proper housing and feeding, care of baby calves. Making iceless refrigerators, demonstrations in churning, care of milk products.

Second Quarter: April, May, June

Use of iceless refrigerators to keep milk cool. "Dairy Week" first week in April. Dehorning and branding of calves, care of milk vessels, etc.

Third Quarter: July, August, September

Making cream cheese, general care of all dairy products, care of animals (shade and water), preparation of butter to be kept for winter use.

Fourth Quarter: October, November, December

Repair of dairy barn, selection of dairy cows, proper feeding and housing during the winter months. Demonstrations in churning, testing butter fat.
RESULTS OF THE INVESTIGATION

Statistical Tables and Charts

The tables and charts on the following pages show a comparison of the status of the families in the instructed and non-instructed groups at the close of the five year study (1929) with the status of all the families at the beginning of the study (1924).
Table I. PERCENTAGE OF NEGRO FAMILIES WHICH ADOPTED BETTER HOME ECONOMICS PRACTICES IN TWENTY-TWO COUNTIES IN TEXAS.

<table>
<thead>
<tr>
<th>Practices</th>
<th>Per cent of families of entire group having adopted</th>
<th>Per cent of non-instructed group having adopted</th>
<th>Per cent of instructed group having adopted</th>
<th>Difference in per cent of instructed and non-instructed group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food preservation</td>
<td>28</td>
<td>40</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>2. Vegetable cookery</td>
<td>10</td>
<td>28</td>
<td>87</td>
<td>59</td>
</tr>
<tr>
<td>3. Clothing</td>
<td>32</td>
<td>46</td>
<td>80</td>
<td>34</td>
</tr>
<tr>
<td>4. Bed room</td>
<td>22</td>
<td>32</td>
<td>68</td>
<td>36</td>
</tr>
<tr>
<td>5. Other rooms</td>
<td>23</td>
<td>37</td>
<td>67</td>
<td>30</td>
</tr>
<tr>
<td>6. Meat cookery</td>
<td>6</td>
<td>18</td>
<td>63</td>
<td>45</td>
</tr>
<tr>
<td>7. Meal planning</td>
<td>1</td>
<td>9</td>
<td>58</td>
<td>49</td>
</tr>
<tr>
<td>8. Kitchen conveniences</td>
<td>11</td>
<td>21</td>
<td>58</td>
<td>37</td>
</tr>
<tr>
<td>9. School lunches</td>
<td>5</td>
<td>18</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>10. Bread making</td>
<td>9</td>
<td>22</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>11. Planning of work</td>
<td>3</td>
<td>10</td>
<td>44</td>
<td>34</td>
</tr>
<tr>
<td>12. Child care</td>
<td>0</td>
<td>5</td>
<td>29</td>
<td>24</td>
</tr>
</tbody>
</table>
Percentage of instructed and non-instructed families which had adopted better home practices in twenty-two counties of Texas in 1929. The numbers on the vertical axis represent the kind of practices as listed in table I.
<table>
<thead>
<tr>
<th>Practices</th>
<th>1924 per cent</th>
<th>1929 per cent</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preservation</td>
<td>23</td>
<td>41</td>
<td>97</td>
</tr>
<tr>
<td>Clothing</td>
<td>39</td>
<td>47</td>
<td>74</td>
</tr>
<tr>
<td>Bedroom</td>
<td>21</td>
<td>30</td>
<td>68</td>
</tr>
<tr>
<td>Vegetable cookery</td>
<td>9</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>Other rooms</td>
<td>24</td>
<td>34</td>
<td>64</td>
</tr>
<tr>
<td>Kitchen conveniences</td>
<td>11</td>
<td>18</td>
<td>61</td>
</tr>
<tr>
<td>Plan of work</td>
<td>1</td>
<td>11</td>
<td>58</td>
</tr>
<tr>
<td>School lunches</td>
<td>10</td>
<td>21</td>
<td>54</td>
</tr>
<tr>
<td>Bread making</td>
<td>10</td>
<td>21</td>
<td>54</td>
</tr>
<tr>
<td>Meat cookery</td>
<td>4</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>Meal planning</td>
<td>1</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Child care</td>
<td>0</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>
Percentage of instructed and non-instructed families which had adopted better home practices in seven counties of North East Texas in 1929. The numbers on the vertical axis represent the kind of practices as listed in table II.
Table III. PERCENTAGE OF FAMILIES WHICH ADOPTED HOME ECONOMICS PRACTICES IN COUNTIES OF CENTRAL TEXAS.

<table>
<thead>
<tr>
<th>Practices</th>
<th>1924</th>
<th>1929</th>
<th>1929 - 1924</th>
<th>1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food preservation</td>
<td>28</td>
<td>41</td>
<td>91</td>
<td>50</td>
</tr>
<tr>
<td>2. Vegetable cookery</td>
<td>12</td>
<td>30</td>
<td>88</td>
<td>58</td>
</tr>
<tr>
<td>3. Bed rooms</td>
<td>24</td>
<td>37</td>
<td>78</td>
<td>41</td>
</tr>
<tr>
<td>4. Other rooms</td>
<td>31</td>
<td>41</td>
<td>77</td>
<td>36</td>
</tr>
<tr>
<td>5. Clothing</td>
<td>30</td>
<td>45</td>
<td>77</td>
<td>32</td>
</tr>
<tr>
<td>6. Kitchen conveniences</td>
<td>14</td>
<td>23</td>
<td>66</td>
<td>43</td>
</tr>
<tr>
<td>7. Meal planning</td>
<td>2</td>
<td>8</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>8. Bread making</td>
<td>12</td>
<td>21</td>
<td>53</td>
<td>32</td>
</tr>
<tr>
<td>9. Meat cookery</td>
<td>7</td>
<td>16</td>
<td>48</td>
<td>22</td>
</tr>
<tr>
<td>10. Plan of work</td>
<td>7</td>
<td>14</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>11. School lunches</td>
<td>6</td>
<td>13</td>
<td>34</td>
<td>21</td>
</tr>
<tr>
<td>12. Child care</td>
<td>1</td>
<td>5</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>
Percentage of instructed and non-instructed groups of families which had adopted home practices in seven counties of Central Texas in 1929. The numbers on the vertical axis represent the kind of practices as listed in table III.
Table IV. PERCENTAGE OF FAMILIES WHICH ADOPTED HOME ECONOMICS PRACTICES IN COUNTIES OF SOUTH TEXAS.

<table>
<thead>
<tr>
<th>Practices</th>
<th>1924</th>
<th>1929</th>
<th>1929</th>
<th>1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vegetable cookery</td>
<td>8</td>
<td>33</td>
<td>97</td>
<td>64</td>
</tr>
<tr>
<td>2. Clothing</td>
<td>23</td>
<td>46</td>
<td>90</td>
<td>44</td>
</tr>
<tr>
<td>3. Food preservation</td>
<td>23</td>
<td>38</td>
<td>83</td>
<td>45</td>
</tr>
<tr>
<td>4. Meat cookery</td>
<td>6</td>
<td>23</td>
<td>81</td>
<td>58</td>
</tr>
<tr>
<td>5. School lunches</td>
<td>5</td>
<td>20</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>6. Meal planning</td>
<td>1</td>
<td>9</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>7. Bread making</td>
<td>6</td>
<td>24</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>8. Other rooms</td>
<td>26</td>
<td>36</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>9. Bed rooms</td>
<td>21</td>
<td>31</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>10. Child care</td>
<td>0</td>
<td>7</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>11. Plan of work</td>
<td>0</td>
<td>5</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>12. Kitchen conveniences</td>
<td>9</td>
<td>21</td>
<td>46</td>
<td>25</td>
</tr>
</tbody>
</table>
Percentage of instructed and non-instructed groups of families which had adopted better home practices in seven counties of South Texas. The numbers on the vertical axis indicate the kind of practices as listed in table IV.
Table V. PERCENTAGE OF FAMILIES LIVING IN HOUSES OF VARIOUS SIZES.

<table>
<thead>
<tr>
<th>Size of House</th>
<th>Entire Group</th>
<th>Non-Instructed Group</th>
<th>Instructed Group</th>
<th>Difference in the Instructed and Non-Instructed Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>One and two room houses</td>
<td>56</td>
<td>46</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Three and four room houses</td>
<td>31</td>
<td>38</td>
<td>59</td>
<td>21</td>
</tr>
<tr>
<td>Five or more room houses</td>
<td>13</td>
<td>16</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>
Table VI. PERCENTAGE OF FAMILIES HAVING HOME CONVENIENCES.

<table>
<thead>
<tr>
<th>Conveniences</th>
<th>:Per cent :Per cent :Per cent :Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>of families:of families:of families:in the in-</td>
</tr>
<tr>
<td></td>
<td>:in entire :in non-in- :in instruc-:structured</td>
</tr>
<tr>
<td></td>
<td>group :structured :group :and non-in- :groups</td>
</tr>
<tr>
<td>Water wells</td>
<td>42</td>
</tr>
<tr>
<td>Springs or</td>
<td>59</td>
</tr>
<tr>
<td>cistern</td>
<td>27</td>
</tr>
<tr>
<td>Oil lamps</td>
<td>0</td>
</tr>
<tr>
<td>Electricity</td>
<td>62</td>
</tr>
<tr>
<td>Chimneys</td>
<td>38</td>
</tr>
<tr>
<td>Stoves (heaters)</td>
<td>2029</td>
</tr>
</tbody>
</table>
Table VII. PERCENTAGE OF TENANTS, RENTERS, AND HOME OWNERS IN 1924 AND 1929.

<table>
<thead>
<tr>
<th>Class of farmers</th>
<th>Tenants</th>
<th>Renters</th>
<th>Home owners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>Per cent in entire</td>
<td>32</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Per cent in non-instructed</td>
<td>28</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Per cent in instructed</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Difference</td>
<td>-4</td>
<td>-10</td>
<td>14</td>
</tr>
<tr>
<td>in the group of farmers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of instructed families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and non-instructed families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>groups</td>
<td>1924</td>
<td>1929</td>
<td>1929</td>
</tr>
<tr>
<td>1924</td>
<td>1929</td>
<td>1929</td>
<td>1929</td>
</tr>
<tr>
<td>1929</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table VIII. PERCENTAGE OF FAMILIES PRODUCING A VARIETY OF CROPS FOR THE FAMILY INCOME.

<table>
<thead>
<tr>
<th>Crops</th>
<th>1924</th>
<th>1929</th>
<th>1929 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>99</td>
<td>99</td>
<td>97</td>
</tr>
<tr>
<td>Corn</td>
<td>81</td>
<td>93</td>
<td>98</td>
</tr>
<tr>
<td>Sorghums</td>
<td>23</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Truck</td>
<td>14</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Home gardens</td>
<td>51</td>
<td>58</td>
<td>99</td>
</tr>
<tr>
<td>Orchards</td>
<td>37</td>
<td>42</td>
<td>81</td>
</tr>
</tbody>
</table>

-2  5  51  14  41  39
<table>
<thead>
<tr>
<th>Products sold</th>
<th>1924</th>
<th>1929</th>
<th>1929</th>
<th>1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry and eggs</td>
<td>25</td>
<td>27</td>
<td>49</td>
<td>22</td>
</tr>
<tr>
<td>Milk and butter</td>
<td>14</td>
<td>17</td>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td>Vegetables</td>
<td>17</td>
<td>19</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Fruits</td>
<td>11</td>
<td>14</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Wood</td>
<td>14</td>
<td>16</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Hogs</td>
<td>7</td>
<td>18</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Beesves</td>
<td>15</td>
<td>19</td>
<td>39</td>
<td>20</td>
</tr>
</tbody>
</table>

Table IX. PERCENTAGE OF FAMILIES SELLING FARM PRODUCTS FOR HOME IMPROVEMENT PURPOSES.
Table X. PERCENTAGE OF FAMILIES RAISING LIVE STOCK BEFORE AND AFTER EXPERIMENT.

<table>
<thead>
<tr>
<th>Varieties of live stock</th>
<th>Per cent of families raising live stock</th>
<th>Per cent of families with structure raising live stock</th>
<th>Per cent of families raising live stock 1924</th>
<th>Per cent of families raising live stock 1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cows</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Hogs</td>
<td>51</td>
<td>74</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td>52</td>
<td>94</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
Discussion of Tables

Table I shows a comparison of results obtained in the percentage of families which adopted home economics practices in the twenty-two counties included in the study.

A general average of 90 per cent of the families which received special instructions, adopted better practices in food preservation as a result of home economics training. In the group of families which did not receive special training only 40 per cent adopted improved practices. This was an increase of 50 per cent which seemed to be due to the special training received in home economics. There was a decided increase in the adoption of better practices of vegetable cookery. Eighty-seven per cent of the families which received special training adopted the better practices, while only 28 per cent of the families which did not receive special training adopted these practices. This shows an increase of 59 per cent. Clothing was another phase of work which showed a decided change. Eighty per cent of the families which received special instruction adopted improved practices in clothing as a result of home economics training, while only 40 per cent which did not receive special instruction changed practices. There was not as great an increase as in foods because of the fact that a greater number of families knew how to do some sewing before the study of 1924. The average
increase of families which adopted new practices was 34 per cent. Child care is somewhat lower than other phases of work, due perhaps to the number of families which did not have young children in the home, and also to the fact that this phase of work was not introduced as early as some other practices.

Table II denotes the percentage of families which adopted practices in eight counties located in northeast Texas. There were a large percentage of these families which adopted practices in food preservation because of the climatic conditions. Fresh vegetables were available for only four months in that section of the state. There were 97 per cent of the 442 families included in this group engaged in the preservation of food in 1929. This shows an increase of 56 per cent of the families. There was an increase of 45 per cent of families adopting better practices in vegetable cookery, and 47 per cent which planned their work so as to have more time for the social and cultural side of life. Other changes averaged approximately the same as those made by families in central and south Texas. Chart II also indicates the difference between the groups in northeast Texas which received special training and which did not receive special training. Chart II indicates a rapid increase in families adopting practices until 50 per cent of them had become interested, after which there was a gradual growth until 75 per cent had been reached. There was a more rapid increase from then until the close of the experiment. Practically all families in the special
group had adopted improved practices at that time.

Table III shows that the families which lived in central Texas did not make the same increase as did those families in north east Texas. Only 91 per cent of the families adopted improved practices in food preservation, this decrease is perhaps due to the fact that a greater variety of vegetables can be produced for a longer period of time. The total percentage of increase for this section was 50 per cent. There were more families in the north east group which adopted practices in vegetable cookery, due to the variety of products and the period of time they could be had in the fresh state. A greater number of families changed their practices in securing kitchen conveniences than did those families of northeast Texas. The other changes were about the same.

You will note from the chart that there was a gradual change in the increase of families which adopted improved practices in all phases of work in central Texas. This is perhaps due to the fact that a greater percentage of families had adopted better methods in home making before the experiment was started, than had those of northeast Texas. This information is shown in table III and table II. This does not include every practice, but it does apply to the greater number of practices included in the study.

South Texas offers a problem in home making similar to central Texas. There were only 83 per cent of the families which adopted improved practices in food preservation in south
Texas. On account of climatic conditions, which are very favorable, vegetables can be produced the entire year in sufficient variety to enable the family to have some form of fresh vegetables for the table. You will note a greater increase in practically all other phases of home making. This increase is perhaps caused from low production of cotton in that section of the state. Good practices in child care, meal planning, clothing and other phases of work were adopted by a larger percentage of families in this section of the state.

You will note that there was a greater increase in the percentage of families until 45 per cent had been reached and then there was a more gradual increase as was the case in northeast Texas.

As shown in table V the housing conditions were somewhat improved during the five year period in which the experiment was conducted. There were 56 per cent of the 2332 families living in two and three room houses in 1924 and only 16 per cent of the 1166 families living in two and three room houses during the year of 1929; this shows a decrease of 10 per cent in the number of families which occupied two and three room houses in 1929. The comparison also shows an increase of 21 per cent of families which lived in three and four room houses, and an increase of 12 per cent of families which lived in five or more room houses.
Table VI shows that there was an increase of nine per cent of families which had wells located in a convenient place for water, and a gain of 34 per cent in families which purchased enough oil lamps to have the house well lighted. There was an increase of four per cent of the families which secured additional chimney for heating purposes, and 14 per cent of the families secured additional heaters to be used during the winter months.

Table VII shows a decrease of four per cent in tenants, a decrease of 10 per cent of renters, and an increase of 14 per cent of home owners during the year of 1929. This seemed to be the most valuable part of the comparison of the results of the work among the three classes of farmers.

Tables VIII, IX, and X on the preceding pages present the data on the economic status of the family in summarized form. In the first column is listed the kind of crops represented in the tables. In the second column is shown the percentage of families producing certain crops in 1924. In the third column is shown the percentage of non-instructed groups producing certain crops in 1929. In the fourth column is shown the percentage of instructed groups producing certain crops in 1929. The comparison of families which are producing certain crops is shown in column five.

There was a decrease of two per cent of families producing cotton in 1929, and is shown in table VIII. The families which were lost in cotton production, changed their money crops to
fruits and vegetables. There was an increase of 14 per cent in trucking, 41 per cent in home gardens, 39 per cent in orchards, and 51 per cent in grain sorghums. This increase in grain sorghums is due to the fact that there was a decided increase in live stock and a greater quantity of feed was necessary. There was an increase of five per cent in the production of corn.

Table IX shows an increase in the production of a variety of crops to be sold and the proceeds used in home improvement. These crops varied according to locality. There was an increase of 22 per cent in poultry production, 20 per cent in dairying, 20 per cent in beef cattle and nine per cent in hog raising.

There was still another group of farmers which increased the number of live stock for home consumption. Thirty per cent secured milk cows, 17 per cent raised hogs, and 34 per cent raised poultry. A large number of this group represents tenants whose landlords permitted them to have some live stock after they saw the advantage in reducing the cost of food for the tenants.

**General Discussion of Investigation**

**Food Preparation:**

At the time of the study only seven per cent of the 2332 Negro families attempted to plan a dietary so as to include a variety of farm products. Only six per cent of the families practiced improved methods in meat cookery. It was common to
find women who never cooked chicken in any other way except to fry the younger birds and bake the older ones. There were nine per cent of women who baked bread, only seven per cent used a variety of vegetables in the family diet, and only 28 per cent attempted to can some fruits and vegetables. These vegetables were not in sufficient quantities for the family supply during the winter months, however.

At the close of the five-year period the second investigation showed that the following changes had taken place as a result of special training given in home economics; 63 per cent of the families which received special training adopted practices in meat cookery; 87 per cent adopted practices in vegetable cookery; 56 per cent which live too far from the market to buy bread adopted practices in bread making; 90 per cent adopted better practices in food preservation; 56 per cent prepared balanced school lunches; and 29 per cent adopted improved practices in child care.

Food preservation:

One of the most fascinating features of the work was the preservation of food for which the 1166 instructed families purchased 368 community steam pressure canners. The introduction of the steam pressure canner and the hot pack method of food preservation created a permanent interest in canning, and made possible the cooperation of family groups in the use of this
equipment. During the year of 1929 the 1166 families which received special training canned an average of 230 quarts of fruits, vegetables, and meats, or a total number of 268,180 quarts with a total valuation of $79,454.

Individual cases were found where canning was done in large quantities. Mrs. H. canned 650 quarts of fruits and vegetables, Mrs. C. canned 545 quarts, Mrs. E. canned 300 quarts, and Mrs. L. canned 239 quarts. The pantries of these women were inspected by a committee composed of white and colored women, who lived in the town of Corsicana, Texas. They found not only the canned products in these women's pantries, but in other homes as well, a total number of 10,000 quarts of meats, fruits, and vegetables had been canned by the families which received special information in the preservation of food. The same group of women canned only 540 quarts of fruits and vegetables during the year of 1924.

Mrs. F. at Plain View, Texas, canned 122 containers of steak, chile, and potted meat from a beef valued at $12.00. The estimated value of the canned products totaled $30.50. After the expense of material had been deducted there was a net profit of $14.50 for the family, which otherwise would have bought the canned products, or not had them at all.

Mrs. F. of Brazos county displayed a part of her canned products after having been successful in canning the number of quarts of fruits and vegetables required in order to have a complete budget for the winter. Mrs. F. canned a total number of 480
quarts of the following products: 240 jars of fruits, preserves, jellies, and jams; 240 quarts of vegetables of various kinds, and 36 quarts of condiments of various kinds. The number of quarts of fruits and vegetables provided sufficient quantity for the months when these products could not be secured in the fresh state. (See pictures on following page).

Clothing:

Women and girls have always given much thought to clothing and its construction and repair. Thirty-eight per cent of the total number of families interviewed in 1924 were making some garments worn by the family. Sewing machines were found in 93 per cent of the homes. The making of underwear was more general than the making of dresses and other outer garments. Remodeling old garments was also practiced in 47 per cent of the homes. Quilts, baskets, table mats, and other kinds of handcraft were found in 85 per cent of the homes.

The clothing unit of home improvement work became one of the interesting features of the program because of the fact that substantial premiums were given to women and girls making the best display of clothing and handcraft at the various county and State fairs. The 1929 investigation revealed the fact that 97 per cent of the 1166 families made some garments for the family. There were 7,143 dresses, 12,068 undergarments, 1010 hats, 4192 pieces of home improvement work such as bed spreads, curtains, table
1. Club girls planning diets during the State Short Course.

2. Two club girls who earned their way through college by canning fruits and vegetables.
runners, dresser scarfs, sheets, and pillow cases made by the women and girls. There were 2145 pieces of handcraft: baskets, table mats, lamp shades, and fancy rugs made for the home, eighty per cent painted and upholstered old furniture.

Community, county, and state clothing contests were held, and the girls became much interested in these contests. They made all articles for the completion of 1935 bed rooms during the year 1929. This particular contest was known as the "Good House-Keeping Contest" in which teams composed of three girls each came from the 22 counties included in the study and participated in the State Contest held at Prairie View State College. Each team was assigned a room in the dormitory, in which it displayed spreads, rugs, table and dresser scarfs. They also made curtains, door stops, pictures, lamp shades, sheets, pillow cases and little touches of handcraft, with which to beautify the room. The girls lived in these rooms which were inspected and scored daily during the short course. Competent judges composed of white and colored women scored each of the rooms and awarded six premiums which ranged from $15.00 to $60.00. The sum of $6.00 was given to all teams which fell below the winning point. The teams making the highest scores made from 87 to 97 points. A total number of 1980 girls entered the local contest and made a creditable showing in their work. The girl making the highest average in clothing work was awarded a $100.00 sewing machine.
presented by the Singer Sewing Machine Company. (See illustrations on the following pages for interior home improvement).

**Housing conditions:**

The families included in this study lived in three types of houses: the small plantation type, the type occupied by renters, and the type occupied by the more progressive home owners.

What seemed to be a typical plantation house was a two-room structure with a long shed room in the back. These houses were poorly finished inside and out; doors and windows were often made of 1 x 12 inch plank and fastened to the house with hinges or bits of leather instead of hinges. This form of door and window made it difficult to see without lamp light during the day, when rain or cold made it necessary for the occupants to close them. Frequent visits to these homes revealed the fact that very poor equipment was to be found on the inside of the house, perhaps two or three chairs, two or more beds, a dresser, a washstand, a small cook stove, a table, and a group of shelves in the corner of the shed room for the storage of food supplies. There was a chimney or small heater in one of the front rooms of the house, where the members of the family usually assembled during their leisure time on cold winter days and nights.

This type of house is commonly known as a box house, because it is made of 1 x 12 inch plank finished with 1 x 4 inch bats and does not contain any studdings. There was seldom a front
3. Women learning to make rugs of platted hemp.

4. A group of women reclaiming old furniture.
5. An old three room box house.

6. The old box house when being repaired.

7. The farm home completely remodeled at a total cost of $408.24.
porch or a back porch to this type of house. These houses were not painted often, or if they were, all of the houses on one plantation were painted the same color, a custom which enabled one to determine the beginning and ending of the various plantations. Only 23 per cent of these houses were screened. There were as many as eight and ten people living in some of these houses. The inadequate ventilation and crowded conditions often had a very bad effect on the health of the occupants.

Furthermore, the little houses were located so that the family could get to work on time, regardless of the health of the individuals in the houses. The land used as plantation is almost always located in river bottoms and other low places, because of the fertility of the soil. Therefore, the tenants were usually forced to live in these low, unhealthful places, if they lived on the plantation. There were 33 per cent of the families included in the study which lived on plantations during the year of 1924.

The second type of houses was occupied by renters and consisted of three and four rooms equipped with more conveniences than the plantation type. The furnishings were better selected, and the house was usually finished with a front and back porch, glass window panes, and panel doors. The inner walls were neatly finished, sometimes being papered. Some of the houses were painted on the outside. If for any reason the house was built of rough lumber, it was white washed on the outside.
The average yard was 50 feet wide and 75 feet long and had two shade trees. The home demonstration agents made frequent visits to these homes and found that the houses were well arranged for the convenience of the family, but not equipped with modern conveniences such as could be had, if the desire for better living was stimulated.

The third type was somewhat larger than the second and had more conveniences. There were from five to eight rooms, neatly finished, in some cases, on the inside. However, the home owners did not manifest as much interest in home improvement work as was necessary for a well kept place. The houses were badly in need of paint and other improvements, when the study was made in 1924. There were only seven per cent of the houses painted.

**Home Improvement:**

The information gained through personal contact with the 1166 families which received special instruction enabled the writer to determine the following fact: The home life of the average Negro family which lives on the farm is far below his own ideal, on account of insufficient funds with which to make the necessary improvements. After the plan of producing a special crop, with the idea of investing the proceeds in some unit of home improvement work, was given to these families, there were 240 houses developed into comfortable homes, 131 houses constructed, 186 painted, 129 poultry houses built and 90 water
systems installed. The total estimated value of home improvement for the year of 1929 was $80,390.00.

This valuation does not include the improvements made by the owners of the plantations. Five per cent of the tenants included in the group which received special instructions purchased farms, and 79 per cent of the tenants succeeded in getting the owner of the plantation to improve the housing conditions. Eighty-three per cent of the women made some interior and exterior improvements about the home, such as improving the kitchen, and planting flowers, trees, and shrubbery around the place.

There were 2147 women and girls who entered the kitchen improvement contest in which 1166 kitchens were improved by adding 728 built-in cabinets, 145 sinks, 45 fireless cookers, 139 steam pressure cookers, 92 iceless refrigerators, and by making 750 other changes, such as raising the height of table, stove, and sink, putting wood box on rollers and adding one extra window to the kitchen. (See Appendix page 71). These women also purchased 138 washing machines, and 221 gasoline or electric irons.

Results of individual efforts: Mrs. M. wanted a comfortable house in which to live and her husband could not afford such a house at that time, due to the fact that he was paying the notes on his farm and wanted to complete the payments on the land before he attempted to build the house. This enthusiastic woman was advised by the home demonstration agent to raise turkeys.

9. Dining room of house No. 7.
and bank the proceeds until she had enough money with which to build a house. Mrs. W. decided to do this. She secured bronze turkeys and began her work and in three years saved enough money with which to build house number 10 on the following page. She did not stop raising turkeys after she completed the house. During the year of 1929 she sold 450 turkeys for the sum of $1380.00.

In addition to the improvement made by the three classes of farm families included in the study, there were four per cent of tenants who purchased homes, nine per cent of renters and 15 per cent of home owners who purchased additional acreage.

Social and cultural activities:

The investigation of 1924 revealed the fact that 93 per cent of the families studied had no social interest except the church and fraternal organizations. There were 87 per cent of the families which belonged to some kind of fraternal organization. The average family spent its leisure time in attending church or lodge meetings or visiting relatives and friends. There were 47 per cent of these families which had daily or weekly papers and magazines, and 25 per cent which had some form of musical instruments in the home.

The second study in 1929 showed that there was an active community organization in 240 of the local communities with a regular program of work which included picnics, encampments, community suppers, community fairs, and contests. Reading circles
10. Home of Mr. and Mrs. Moore built from proceeds gained from the raising of turkeys.

11. Old house occupied by Mr. and Mrs. Moore before new one was constructed. The end room was used in the new house.
12. Interior view of house No. 7 after wall was papered, floor stained, rugs made and placed on the floor.

13. Bedroom after old furniture had been repaired and painted.
were encouraged and 91 per cent of the 1156 families which received special instruction participated in the community reading circles, and all other forms of entertainments. There were 87 per cent of the families which had daily, weekly, or monthly papers and magazines in the home. Six county parks were purchased. Buildings had been erected in three of the parks and these buildings were being used for educational and social purposes. Twelve hundred women and girls attended the short course at Prairie View State College during the summer of 1929.

There was an increased interest in amusement and music in the home, 73 per cent of the families purchasing some form of musical instrument; radios, pianos, victrolas, violins, and mandolins. In a few cases the old organ was still used.

Economic conditions:

It is important to note the low income of the average farm family during the year of 1924. The average income of the 2332 families included in the investigation was $719.24. This sum included only the cash crops. The entire valuation of all crops including those produced for home consumption would increase the income per family. There was a tendency on the part of 65 per cent of the families to produce only 53 per cent of the vegetables used in the family dietary. Only 24 per cent produced enough feed for their live stock.
The investigation conducted further determined the per cent of families which sold other farm products in addition to cotton. There were 25 per cent which sold poultry and eggs, 14 per cent which sold milk and butter, 17 per cent which marketed vegetables, 11 per cent which sold fruits of various kinds, and 14 per cent which sold wood. Live stock was not raised in large numbers, only seven per cent of the farmers sold hogs and 15 per cent sold beef when they had baby beef which they did not want to keep. No record was kept of the actual amount of money received for the products sold.

At the close of the five year period there was a second investigation conducted among the 2332 families which showed the following results: There were 49 per cent of the 1166 instructed families which sold poultry and eggs and realized an average of $56.29 per family, 37 per cent which sold milk and butter at a valuation of $49.73 per family, 35 per cent marketed vegetables with an average of $43.07 per family, 29 per cent marketed fruits at an average valuation of $12.65 per family, 32 per cent which sold wood with an income of $9.80 per family. There were 27 per cent which sold hogs and realized an average of $37.50 per family. The total average income per family for the above crops during the year of 1929 was $292.59. The total average amount received for cotton in 1929 was $671.80 which makes a total average of valuation of $964.39 for all cash crops produced on the farm. The difference between the average income per family during the
years of 1924 and 1929 was $245.25. This amount shows the increase per family for the commodities, other than cotton, produced for the market. This increase was largely used in making the necessary improvements in the housing and living conditions.

The amount received from crops sold in 1929 was, in most cases, a net profit to the farmers, due to the fact that they produced more food for the family dietary and more feed for the livestock, which had a tendency to reduce the average expenditures of the 1166 families which received special instruction.

The total amount realized by the average farm family was insufficient to educate children above the public school grades. This made it necessary for girls who wished to further their education to help themselves as much as possible. Therefore, they attempted to supplement the family income by canning fruits and vegetables for the market. This resulted in 269 girls making a total of $6274.25 from tomatoes, fruits and relishes. Fifty-six of these girls attended Prairie View State Normal and Industrial College in 1929, and 204 entered the various high schools in counties where they lived. There were 198 of these girls who worked in homes during the regular school session.

Case 1. Two girls from a family in Robinson county, Texas, had completed only the seventh grade in the rural school four years before the writer met them. They explained to her after listening to the plans of home demonstration work that they wanted
to become club girls, in order that they might learn something of foods, nutrition, and clothing. These girls were given special instruction along with the other girls who wanted to learn. After receiving instruction for one year, they were able to enter the Farmer's Improvement Society College and earn sufficient funds with which to defray their expense, by assisting in meal preparation and also canning the surplus fruits and vegetables during the summer. The picture displayed on page 49a will give some idea of the work accomplished by two girls after one year's training. There were 1437 quarts of fruits and vegetables included in the display which represents the work of the two girls who had been inspired to go to college. Quite a variety of products was included in the exhibit: beans, corn, tomatoes, okra, peas, peaches, berries, and pears.

These two girls not only completed their own education, but assisted the parents in educating the eight other children.
SUMMARY

Each part of the study has been discussed separately, but a brief general summary of results may be helpful to the reader. Such a summary may clarify the thought as to what has been accomplished and enable those who are interested to look forward to the future progress of the Negro family with a greater anticipation of its success.

The purpose of this study has been to conduct an experiment with a group of Negro families in order to ascertain with some degree of accuracy, the changes in home practices as a result of home economics training.

In an attempt to secure as complete a cross section as possible of rural conditions, 22 counties located in various sections of the state were studied with 2332 families involved. Half of these were given special home economics training, while the other half was left to make changes by imitation, tradition, and general education.

Three classes of families were included, the tenant, the renter, and the home owner, each of which was represented in the 216 communities in which the experiment was conducted. General conditions of these families were observed and a program of work submitted for their endorsement and practice.
The results of this study show that the changes made in home practices by 1166 families which received instruction, in comparison with the 1166 families which did not receive instruction, are of sufficient significance to allow some conclusions to be drawn as to the effects of home economics training upon home life.

Of the 1166 families which did not receive a special instruction in foods, clothing, and home management, twenty-three per cent adopted better home practices, while 63 per cent of the families which received special instruction in foods, clothing, and home management adopted better home practices. The results obtained show that there was an average increase of 40 per cent of families which adopted better home practices in the daily activities of the home. By systematizing the work, the women were able to do the house work in a shorter period of time and have some time for social and cultural activities. Reading circles, community entertainments, fairs, contests, encampments, banquets, and house to house visits increased in number.

The number of one and two room houses decreased 30 per cent during the five years that the experiment was conducted. During the same period the number of three and four room houses increased 21 per cent, and the number of five room houses increased nine per cent. Further comparison shows an increase of 12 per cent in the number of houses painted.
The economic conditions of the families included in the study were found to be very low. The entire group had an average income of $671.30 in 1924. The 1166 families which did not receive special instruction had an average income of $687.34 in 1929, while the 1166 families which received special instruction had an average income of $964.39. This shows an average increase in income of $292.59 for the families which received special instruction.

Handcraft and art work such as rugs, baskets, lamp shades, picture frames, door stops, painted furniture and upholstered chairs added materially to the improvement of living conditions, and enabled the families to develop some appreciation for beauty and comfort in the home.
CONCLUSIONS

It seems justifiable to conclude that home economics instruction plays an important part in the development of the home life of Negro farm families in Texas, for the following reasons:

1. All of the tenant, renter, and home owner families which received special instruction adopted better home practices along some of the following lines: meat cookery, vegetable cookery, bread making, meal planning, food preservation, school lunches, child care, clothing, planning of work, kitchen conveniences, bedroom, and other rooms.

2. Ninety-seven per cent of the families which received special instruction made some improvement in their housing conditions.

3. The average income of instructed families was increased from $671.80 in 1924 to $964.39 in 1929, while the income of non-instructed families was only $719.24 in 1929.

4. Social and community activities such as home visits, reading circles, encampments, short courses, fairs and contests were increased 91 per cent by the families which received special instruction.
LITERATURE CITED


ACKNOWLEDGMENT

The writer wishes to express her appreciation to Miss Cora B. Miller, Head of Department of Home Economics Education, and Miss Hester Chadderdon, Assistant Professor of Home Economics Education, for their advice and encouragement in writing this thesis.

The writer wishes also to acknowledge her indebtedness to the Professors of the Department of Sociology at Iowa State College for their criticism and suggestions.

Special appreciation is expressed to the Extension Department of Texas, and to members of the faculty at Prairie View State College of Texas, for their valuable assistance in conducting the study.
APPENDIX
QUESTIONNAIRE

CHEROKEE COUNTY

Are you using better methods in meat cookery
Are you using better methods in cooking vegetables?
Are you using better methods in baking breads, etc?
Are you using better methods in complete meal planning
Are you using better methods in canning fruits and vegetables
Are you using better methods in canning meats for home use
Are you using better methods in storage of fruits and vegetables
Are you using better methods in balancing family meals
Are you using better methods in preparation of school lunches
Are you using better methods in carrying out improved methods in child feeding
Are you using better methods in selection and construction of garments
Are you using better methods in remodeling old garments
Number of dresses made during the year
Number of undergarments made during the year
Number of street dresses and coats made during the year
Are you using a systematized plan of house work
Do you have a convenient kitchen
FARM INVENTORY

Model Home No. _____
County _________
Year ____________

Family:

Name of parents: Mr. and Mrs. ____________________________

Addres ____________________________________________________________________________ Ages: Wife __ Husb. __
No. of children _______ Girls _______ Boys _______ Ages ________________

Educational Attainments:
Grammar School _____ High School _____ College _____ University____

Health:
Father Mother Daughters Sons
(Answer the above question by inserting fair, good, poor

Dwelling House:

Convenient location: Yes No ____ Box ______ Weatherboarded _____ Steps O.K.____
Galleries ______ Windows ______ Doors _____ Painted ______
No. of rooms ______ Closets ______ Bath ______ Kitchen cabinet ______
Built in ______ Is the house celled ______ Painted inside ______
Papered ______ Are the doors O.K. ______ Stained ______

Yard:

Have you a fence _______ Gate _______ State Condition ________

Have you a lawn _______ Is it kept mowed _______ What is size of yard _______
How many shade trees _______ Where located _______ Do you ____________

have shrubbery _______ Name the plants _______

Where located _______

What flowers have you that bloom in winter? _______

Barn:

Have you a barn _______ Is it large enough to shelter all live
stock, store feed, and house farm implements _______ Is it under one
cover _______ Painted _______ What is condition of lot fence and

gate _______ (Good, fair, or poor)

Indicate location on map.
Poultry House:

Large enough to house your flock ______ State Condition ________ (Good, fair, poor)

Painted ______ Whitewashed ______ Unpainted ______ Are roost poles correctly placed ______ Nests ______ Scratch pen ______ Hopper ______

Feed trough ______ Do you feed balanced ration to poultry ______

Water Supply:

Do you get water from well, spring, or creek ______ Do you haul water ______ Have you water piped to bath ______ Kitchen ______ Lot ______

Where do the animals get their water supply ______

Farm:

Number of acres owned ______ Number acres cultivated ______ No. acres in pasture ______ No. acres in cotton ______ In corn ______ In truck ______

In orchard ______ In oats, sorghum, etc. ______ No. bushels corn ______

No. bushels potatoes ______ Gallons syrup ______ Bales of hay ______

Have you a supply of pumpkins ______ Cushaws ______ Supply of forage crops (sorghum, grain, oats, etc.) ______ No. bales cotton ______

Amount received for cotton crop ______ Total income from farm products ______

Live Stock:

No. horses ______ Mules ______ Hogs ______ Goats ______ Sheep ______ Cows ______

Calves ______ Beesves ______ No. cows milked ______ No. months milk is used in family diet ______ Gallons used per day ______ Pounds of butter sold per week ______ Pounds of cream cheese ______ Gallons of milk sold per week ______ Pounds of butter sold per week ______ Amount received ______ Beesves sold ______ Amount received $ ______ Hogs sold ______ Amount $ ______ Goats, sheep, etc. sold ______ Amt. recd. ______

Condition of stock ______ Grade of cattle ______ (Good, fair, poor) ______

Registered ________ Breed of hogs ______

Poultry:

No. of hens ______ Roosters ______ Fryers ______ Ducks ______ Turkeys ______

Geese ______ Pigeons ______ Guineas ______ Turkeys sold ______ Amt. recd. ______

Chickens sold ______ Amt. recd. ______ Eggs received from flock ______

No. sold ______ Amt. recd. $ ______ Ducks sold ______ Amt. recd. $ ______

Geese sold ______ Amt. recd. $ ______ Total amount for all poultry products ______ Value of birds kept for breeding, ______

Value of birds used in family diet $ ______
Orchard:

No. peach trees  Pears  Plum  Apple  Pecan
Blackberries  Any others  Strawberries
Raspberries  Grapes  Age or orchard
Do you prune annually  Spray  Replace dead trees
No. jars or cans of fruit  No. jars jellies, jams, etc.
No. bushels of fruit sold  No. pounds dried  Total
Income from orchard $  Value of that used in family diet $

Garden:

Size of plot  Number of variety of vegetables grown
Number of varieties grown in the fall garden  (Name them)

Number of jars and cans of vegetables  Amount sold $
Value of vegetables used in family diet $
Does your garden supply fresh vegetables daily
### Outline for Home Improvement and Sanitation Course for Women

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<th>Illustrative References</th>
<th>Material</th>
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<td>&quot;Dyes, Rugs&quot;</td>
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<td>Application of flat and home utilities, costs of enamel</td>
<td>Application of flat and home utilities, costs of enamel</td>
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<td>Arrangement of furniture in kitchen and dining room</td>
<td>Placing floor coverings, tables, chairs, pictures of furniture, Planning curtains, etc. hanging</td>
<td>Placing floor coverings, tables, chairs, pictures of furniture, Planning curtains, etc. hanging</td>
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<td>Arrangement of furniture in bed rooms, bath rooms, furniture and living room</td>
<td>Other home conveniences</td>
<td>Other home conveniences</td>
<td>&quot;Arrangement of furniture in bed rooms, bath rooms, furniture and living room&quot;</td>
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*Note:* Page 297

- Selection of materials, measuring, cutting, making curtains, hanging draperies
- Selection of material, dyeing, cutting, creasing, platting, dewing into rug
- Selection of materials, measuring, cutting, creasing, platting, dewing into rug
- Selection of material, dyeing, cutting, creasing, platting, dewing into rug
- Application of flat and home utilities, costs of enamel
- Arrangement of furniture in kitchen and dining room
- Arrangement of furniture in bed rooms, bath rooms, furniture and living room
Types of demonstrations to be given:

There are three kinds of demonstrations used in the development of Extension work. They are known as Major, Minor, and Throw-in demonstrations.

The term Major is applied to the most essential part of the work to be developed and consumes a longer period of time for completion. Therefore we call it a Major Demonstration.

A minor demonstration is essential in the development of any farm or home problem and may be closely related to the major, but will require a shorter period of time for its completion and is, in most cases, less expensive.

A throw-in demonstration is that type of work necessary for convenience and beauty, but may not be closely related to the major or minor, and will mature in a very short time. This demonstration is most commonly used to keep the interest that has been created by the use of the major or minor demonstrations until they are completed.

BULLETINS:

From Extension Department, Iowa State College, Ames, Iowa
Home Made Rugs, Number 63
Color and Design in the Home, Number 67
Artistic Windows, Number 73
Planning and equipment of the kitchen, Number 8
Fix Up Old Furniture (Leaflet)

From Virginia Polytechnic Institute, Blacksburg, Virginia
Control of Fly (Circular) No. E-276

Colorado Agricultural College
Septic Tanks and Farm Sewage Disposal, Bulletin, No. 247a
Beautifying the Home Grounds (for smaller types) No. 290

Bureau State Board of Health, Tennessee
Sanitation as applied to rural homes, No. 81

Michigan State College
Septic Tank and Tile Sewage Disposal, No. 119

Ohio University Agricultural Extension Service
Beautifying the Home Grounds, No. 73
U.S. Department of Agriculture, Washington, D.C.
Principles of Window Curtaining, No. 1516
Planning and Recording Expenditures, No. 1533
Use of Rural Community Buildings, No. 1274
Farm Home Convenience, No. 48

**TEXTS:**

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<td>Art in Every Day Life</td>
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<td>The Study of Interior Decoration</td>
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<tr>
<td>Problems of Rural Health</td>
<td>Carl L. Taylor</td>
<td>3.00</td>
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Monday, August 18, 1930

OBJECTIVES:

1. To improve the living conditions of the farm home; to make the home a social center for the family by making it more convenient and comfortable.
2. To determine the number of units needed for comfort and sanitation in the average farm home and to make plans for the development of the same.
3. To select demonstration material and references to be used in developing the home according to the family income.
4. To study ways and means of making money to make the necessary improvement in the home.
5. To study the value of illustrative and demonstration material to be used in the home improvement work.
6. To practice thrift and economy in home improvement work.

PROCEDURE:

Make a survey of the various units of the home, study the actual conditions, and make plans for improving conditions according to the family income.

Make a drawing of the proposed improvements in order that the family become more interested.

Make separate plans for improving the following units for funds will not permit a completion of the work at once.

a--Kitchen  b--Dining room  c--Bedrooms and Bath  d--Living Room

CLASS ACTIVITIES:

The class will be divided into groups composed of members from each state, who will develop the various units of the home. This method will be followed in order that representatives from all states will be able to participate in all activities and receive information pertaining to every step taken in the development of the three-room house that will be converted into a five unit home.

Group 1--Make plans for improving kitchen
Group 2--Make plans for improving dining room and bath
Group 3--Make plans for improving bed rooms
Group 4--Make plans for improving living room
CLASS DISCUSSION:

Group 1—How can the Home and Farm agent work with the family in making the necessary improvements in the home?
Group 2—How are we to determine which unit should be developed first if the family is unable to complete the job at once?
Group 3—Give a plan for making a five-unit home where there are only three rooms involved.
Group 4—What are the difficulties encountered in developing home improvement work?

HOME IMPROVEMENT

Herbert Hoover says "Home making is still as much a matter of personal character and unswerving maintenance of standards as it ever was". On account of the various inventions and the systematic study of shedding new light on various household problems affecting health and happiness, our families must adapt themselves to the changed circumstances of living because of the movement between country and city, between regions with different climates and between apartments and houses of different sizes and because of changes in the family income. The five units of the home should be studied carefully and made as comfortable as possible at the lowest cost. Our first lesson will be the development of the bedroom by repairing and painting over old furniture. The following steps will be found helpful in doing the work.

a—Clean every part of each piece of furniture well, being careful to remove all old paint or stain that will likely peel off.
b—Fill all cracks and scars with a thin coat of flat paint.
c—Fill all nail holes, etc., with putty.
d—Apply the first coat of flat paint. Let dry at least eight hours.
e—Apply second coat of enamel or flat and enamel mixed. Let dry.
f—Apply third coat of enamel. Care must be used in making the application of each coat of paint in order that an even effect is produced.

For one dresser, bedstead, table and two chairs purchase:

1 qt. of flat paint
1 pint of turpentine
1 qt. of enamel paint
1 paint brush 4 inches wide
Putty for nail holes and cracks
Note: All flat and enamel paint can be thinned with turpentine when necessary.

Long even strokes should be made in using the brush. Follow the grain in the wood, even if it is necessary for the brush to be used crosswise the wood. Let your last stroke run with the grain, and satisfactory results will be obtained.
Wednesday, August 20, 1930

PROCEDURE:

Report of various groups on plans for the development of the five-unit home.

a--kitchen  b--dining room and bath  c--bed rooms  d--living room

CLASS ACTIVITIES:

Group 1--Cleaning furniture and application of first coat of paint on all articles to be painted.
Group 2--Selection of material for curtains and draperies, measuring and cutting material, making curtains.
Group 3--Selection of material to be used in making rugs, dyeing cloth.
Group 4--Cleaning and painting furniture for bed rooms.

GROUP DISCUSSION:

What are some of the problems to be encountered in securing the interest and cooperation of farm families in home improvement work?

Group 2--State some methods of approach that can be made by the home demonstration agent in developing a plan of work.
Group 3--How can demonstrations be made more effective?
  a--Major  b--Minor  c--Throw-in

Group 4--How can we interest a group of farm folk in seeing the need of home improvement and sanitation work?

REFERENCES:

See Bulletins numbers 67, 69, 73, and 8.

Texts: Art in the Home by Trilling and Williams
       Farm Buildings by Fisher and Carter
       Problems of Rural Health by Carl L. Taylor (Rural Sociology)
PROCEDURE:
Report of groups on demonstrations used in the various units of the home.
a--kitchen  b--dining room and bath  c--bed rooms  d--living room

GROUP DISCUSSION:
Of previous assignment and on references assigned for reading.

CLASS ACTIVITIES:
1--Continuation of painting  2--Making draperies
3--Making rugs  4--Painting and staining

Monday, August 25, 1930

GROUP DISCUSSION:
Group 1--Neutral value scale in color chart number 1 (make chart)
Group 2--Primaries and Secondaries in color chart (make chart)
Group 3--Primaries, Secondaries and Complimentaries (make chart)
Group 4--Color value and Scale (make chart)

CLASS ACTIVITIES:
1--Continuation of painting  2--Making and hanging draperies
3--Completion of rugs  4--Completion of painting and staining

REFERENCES:
Sanitation as applied to Rural Home, Bulletin, No. 81
Interior Decoration by Amy L. Rolf
Art in Everyday Life by Goldstein

Wednesday, August 27, 1930

PROCEDURE:
Report on previous assignment, display charts, etc.

CLASS ACTIVITIES:
Arrangements of all furniture and equipment in the five units of the home
CLASS DISCUSSION:

What are the major, minor, and throw-in demonstrations involved in making the three-room house into a five-unit home? Illustrate by giving one example of each and tell why it was a particular demonstration.

General discussion of all work and brief summary of same.

Friday, August 30, 1930

PROCEDURE:

Inspection tour of all improvements including interior and exterior of the home.

HOW TO MAKE A SCREEN FOR THE BATH ROOM

Material:

1--Secure lumber, gunny sacks, or burlap, tacks, nails, and stain as follows:

Three pieces of 1x2---twelve feet long
Four large gunny sacks (if sacks are used they may be dyed)
One package of dye, if needed for sacks. Follow directions
Five cents worth of tacks
Five cents worth of small ceiling nails, No. 3
Fifteen cents worth of stain

Procedure:

1--Cut 2 pieces 5 1/2 feet long from two of the twelve foot pieces
2--Cut four pieces three feet long from the other twelve foot pieces
3--Now you have four pieces 5 1/2 feet long, and 4 pieces three feet long. Place the 3-foot piece upon the 5 1/2 foot piece so as to form a half square. Mark and cut each piece in 1/2 inch. Repeat at the other end, then fix the other pieces in the same manner.
4--Place the pieces in position, nail securely. You will then have two sides.
5--Join the two sides together with small hinge.
6--Stain the wood neatly.
7--Tack the gunny sack on the frame neatly.
Material needed for shower bath outfit:

One medium sized zinc bucket
One medium sized funnel
One valve, and one \( \frac{1}{2} \)-inch pipe, six inches long
One sprinkler

Cut a hole in the bucket in the bottom the size of the funnel; solder the funnel on, then solder the valve pipe on to the small end of the funnel.
JOBS COMMONLY FOUND IN REPAIRING FARM HOME

Interior
1. Painting or staining old furniture.
2. Staining floors, making rugs, and placing linoleum on kitchen floor.
3. Putting wood box on rollers, and painting box.
4. Putting rollers on kitchen table, and painting table.
5. Raising cook stove to desired height.
6. Arranging kitchen accessories.
7. Dyeing gunny sacks to be used as burlap for covering screens.
8. Putting burlap on screen to be used to separate dining room from kitchen.
9. Putting burlap on screen to be used for adjustable bath room.
10. Making curtains for kitchen windows from flour sacks.
11. Putting up window shades and curtains, to be made or purchased.
12. Arranging furniture throughout the house.
13. Making cover for bucket for scraps from table.
15. Making magazine rack.

Exterior
1. Remodeling and extending front porch, building back porch.
2. Weatherboarding two front rooms to correspond with back room.
3. Adding two windows to front of house.
4. Making steps; putting in window panes.
5. Making screens and placing same.
6. Painting outer walls, etc.
7. Remodeling outhouse, putting in partition, etc.
8. Repairing fence, gates, etc.
9. Locating proposed well.

Interior
1. Repairing floors, door facings, and window frames.
2. Papering rooms.
3. Making frames for adjustable bath room.
4. Making frames for adjustable screen to separate dining room from kitchen.
5. Building kitchen cabinet.
6. Making movable pantry for storage of canned goods in winter.
7. Installing kitchen sink, and piping water into the house.
8. Regulating lawn.
9. Planting trees and shrubbery.
TYRTHY-SEVEN THINGS A WOMAN CAN DO
TO IMPROVE HER KITCHEN

1. Install a barrel water system.
2. Raise the height of her table and sink.
3. Paint or paper the walls of the kitchen.
4. Paint the kitchen cabinet or safe.
5. Make a cabinet out of boxes. Use glass or screen for small doors.
6. Paint over old linoleum, or buy new one.
7. Mend broken windows, or put in new ones.
8. Paint all tables, chairs, etc.
9. Make a drop shelf for various purposes.
10. Put rollers under table legs, wood boxes, etc. (To save lifting).
11. Repair flues, or buy new one. (To prevent stove from smoking).
12. Put glass in upper half of kitchen door. (For more light).
13. Put shelves in pantry.
14. Paint or paint inside of pantry.
15. Arrange all drawers in cabinet, etc.
17. Rearrange all equipment, to save steps.
18. Make fireless cooker.
19. Make a screen of gunny sack to separate kitchen from dining room, if combined.
20. Polish stove. (Repair before polishing if needed).
21. Make folding breakfast table if room is small.
22. Make kitchen sink and install; allow pipe to run water from room.
23. Line pantry door with zinc for hanging cook vessels.
24. Arrange storage space for broom, mop, etc.
25. Make garbage pail for scraps from table.
26. Make incinerator from heavy wire. (For burning waste paper).
27. Replace door knobs, locks, etc.
28. Screen windows and doors.
29. Repair steps.
30. Build pantry on back porch.
31. Screen in back porch and use for dining room in summer.
32. Plant shrubbery around house, especially around kitchen.
33. Paint wood box.
34. Make a budget board, also bill of fare.
35. Make or buy a stool. (So the wife may sit while preparing meals).
36. Make screens with button holes in them so they may be hooked over nails.
37. Mend apron of cook stove.
# OUTLINE FOR HOME IMPROVEMENT AND HOME SANITATION COURSE

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<td>:Cutting &amp; nailing base--boards and moulding.</td>
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<td>c--Doors and windows</td>
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Lesson One: REPAIRING EXTERIOR OF THE HOUSE

Situations to be dealt with:

1.--Extension workers are frequently called upon to supervise repairs of farm homes.
2.--The average extension worker is unable to calculate quantity and cost of material for farm structures.

Objective:
1.--Development of ability of extension workers to repair exterior of farm house.

Procedure:
1.--Announce job, discover by suggestive questioning what the men know and do not know about the job. Motivate the lesson by pointing out easy and economical methods of attacking the job.

Demonstration:
Carefully demonstrate each step involved in laying foundation for porch, installing window frames and sashes, weatherboarding and covering a house.

Questions:
1.--What material should be used in porch foundations?
2.--How are porches leveled and squared?
3.--How should tongue and groove material be treated before nailing to avoid early decay?
4.--Should porch floors be level or slightly inclined?
5.--How are steps constructed?
6.--How are casings installed?
7.--How are weights installed?
8.--For what purpose is window stool used?
9.--What advantage has check rail windows over plain rail?
10.--What precaution should be observed in attaching the first piece of siding?
11.--How are corner boards attached?
12.--What types of roofing are commonly used?
13.--How should shingles be exposed to the weather?

Lesson Two: REPAIRING INTERIOR OF HOUSE

Situations to be dealt with:

1.--Extension workers should be able to repair the interior of farm homes economically.
2.--The home to be repaired is typical of what the majority of extension workers will be called upon to repair.
Objective:

To acquaint extension workers with a practical and economical method of repairing the interior of a farm house.

Procedure:

Announce job, find out what the students know and do not know about the job. Point out easy and economical methods of leveling old floors, setting and nailing studs, ceiling attaching baseboards, canvassing, and papering.

Demonstration:

Carefully demonstrate how each job listed under procedure should be done.

Questions:

1--What instrument is used to determine when a surface is level?
2--How far apart are studs usually spaced for ceiling?
3--How is canvassing attached for papering?
4--What is meant by shower tacking?
5--Why are edges of paper trimmed before hanging?
6--Explain how paper hanger's paste is made.
7--Which should be papered first, walls or ceiling?
8--How is the amount of paper and canvas determined?
9--What width material is used for baseboards?
10--For what purpose is moulding used?

Lesson Three: PAINTING EXTERIOR

Situations to be dealt with:

1--Paint is indispensable in preserving wood structures.
2--Paint is a great factor in beautifying the exterior of the home.
3--Few extension workers know how to properly mix and apply paints to exterior surfaces.

Objective:

To teach extension workers to mix and apply paint to exterior of farm house.
Procedure:

Announce job. Discover by suggestive questioning what the men know and do not know about exterior painting. Point out the basic constituents of paint. Differentiate between metal and wood paints.

Demonstration:

Prepare priming and second coat by mixing white lead and raw linseed oil. Show how paint may be tinted by use of lampblack. Demonstrate how paint should be applied.

Questions:

1.--For what purpose is paint used?
2.--What are the main constituents of paint?
3.--What vehicle should be used for outside painting? Why?
4.--Should first and second coat contain the same amount of oil?
5.--How may white paint be converted into gray paint?
6.--How long should the first coat remain on a surface before the second coat is applied?
7.--How many gallons of paint will be required for a house 30 feet square with ten foot walls, allowing one gallon for 300 square feet applying two coats?
8.--What is a drier? For what purpose is it used?
9.--What is meant by the term 'crawling'? How may 'crawling' be prevented?

Lesson Four: PAINTING INTERIOR

Situations to be dealt with:

1.--Few extension workers have been taught interior painting.
2.--Paints and stains are great factors in beautifying and making the interior of homes sanitary.

Objective:

To develop ability of extension workers to properly prepare interior paints and stains and apply them.

Procedure:

Announce job. Find out by questioning what the men know and do not know about interior painting. Explain how interior paints and stains are made. Explain how and why interior and exterior paints differ.
Demonstration:

Demonstrate how flat paints are made. How floor stains are made from any color oils and gasoline. Show how they should be applied.

Questions:

1. Why should paints containing raw oil not be applied on interior of homes?
2. What is meant by a flat paint?
3. How are flat paints produced?
4. How does paint differ from stains?
5. How may paints be removed from interior woodwork?
6. What precautions should be observed to insure a good paint job?

Lesson Five: MAKING HOME CONVENIENCES

Situations to be dealt with:

1. Home conveniences are essential to efficient housekeeping.
2. Few Extension workers are able to equip a farm home with the necessary home conveniences.

Objectives:

To teach extension workers to construct and install farm home conveniences.

Procedure:

Assign jobs. Supervise students in the construction of wood-box, kitchen cabinet; install sink, magazine rack and movable screens.

Questions:

1. Of what value are home conveniences?
2. What advantage is there in making rather than buying home conveniences?
3. Where may plans for home conveniences be procured?
4. How may built-in fixtures be made sanitary?
Lesson Six: TOILET AND FENCES

Situations to be dealt with:

1—There are few sanitary toilets in rural districts.
2—Sanitary toilets are a great factor in safe guarding health.
3—Extension workers should be able to properly construct fences.
4—Extension workers should know how to construct sanitary toilets.

Objective:

To develop ability of extension workers to construct sanitary toilet and build fences.

Procedure:

Announce job, divide the class into groups and assign each group a definite phase of the work. Supervise the group activities.