

788
0
42
a

ABSTRACT OF THESIS

EDUCATIONAL OPPORTUNITIES IN
OKLAHOMA FOR PREPARING COLORED HOME ECONOMICS
TRAINED PERSONS FOR PROFESSIONAL AND
OCCUPATIONAL ADVANCEMENT

Submitted by
Lenouliah E. Gandy

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

S-1-08A-18-01-086



U18400 9073000

378.788
Q0
1942

30

In 1937 the State Department of Education of Oklahoma employed the first Negro supervisor of home economics for the Negro high schools. Funds were also made available for further development of vocational homemaking in the day school programs of the Negro high schools. Records in the office of the State Department of Education showed that, before 1937, the vocational program in the Negro high schools had been mostly evening adult homemaking classes with only one vocational day school program functioning for a period of two years.

The development and expansion of the vocational and general homemaking in the Negro high schools through out the state made it apparent that information was needed concerning available qualified colored persons trained in home economics. Not only was there lack of information concerning these home economics trained persons and their professional experiences, but also there was a great shortage of colored persons trained in home economics who could meet the certification requirements for vocational home economics positions. Because of the increased demand for qualified home economics trained persons and the increased educational requirements of professional and occupational positions which might be served by colored persons trained in home economics, at this time, it is advisable to study the

educational opportunities in home economics which may be served by colored persons trained in home economics.

The problem

How may the educational opportunities in home economics in the State of Oklahoma be modified to meet the needs of colored persons trained in home economics for professional and occupational advancement?

Problem analysis. -- 1. What types of positions do home economics trained persons in Oklahoma enter?

2. What professional training do the colored home economics teachers possess?

3. To what extent is the teaching field in home economics large enough to supply positions for all graduates of Langston University preparing to teach in this field?

4. What are the educational requirements of professional and occupational positions other than high school teaching which may be served by colored persons trained in home economics?

5. What requirements of the position necessitate graduate study?

6. What courses are offered in the present home economics curriculum at Langston University as well as by other educational agencies in the state which are needed for professional growth and development.

Delimitation. -- This study included all colored persons trained in home economics in the State of Oklahoma who were teaching in the Negro high schools and those who were employed in other occupations, from 1930 to 1940 inclusive.

Methods and materials

The data related to the problem of educational opportunities for colored persons trained in home economics in the state of Oklahoma were obtained by interviews with home economics trained persons and employers by questionnaires to principals of Negro high schools and by an analysis of records and publications of both the State Department of Education and Langston University. Two groups of home economics trained persons were considered in this study: those who were trained at Langston University and those who were trained at institutions outside the State of Oklahoma. A total of 146 home economics trained persons in Oklahoma, 98 trained at Langston University and 48 trained at institutions outside the State of Oklahoma were included in this study.

Findings

The analysis of the data was presented in six parts: first, description of group of teachers; second, types of positions entered; third, professional training of the colored home economics teachers; fourth, occupational experiences; fifth professional requirements of the positions

and occupations; and sixth, analysis of the division of home economics of Langston University. The results of the analysis as follows:

1. The number of colored home economics trained persons who entered the teaching area far exceeded the number who entered other occupations the first year after graduation.
2. Of the 77 homemaking teachers employed in 1940, 56 had taken some graduate work. There was a tendency for an increased number to earn Master's degrees each year.
3. Of the 21 institutions attended for undergraduate degrees, 13 were Negro colleges and eight were institutions with no racial distinction. Of the 18 attended for graduate work two were Negro colleges and 16 were institutions with no racial distinction.
4. While the teaching field in Oklahoma is large enough to supply positions for home economics graduates of Langston University, it is not large enough to supply positions both for those trained at Langston University and for those trained outside the State of Oklahoma who enter Oklahoma to find employment in the teaching field.

5. The present home economics curriculum at Langston University does not offer courses needed by home economics graduates for professional growth and advancement.

Summary of implications

1. Since there was a relatively high number of married homemaking teachers, and a number who left teaching for marriage, it can be assumed that the college program should recognize the dual responsibility of each individual -- of homemaker and of teacher -- and that the college curriculum should provide optimum opportunity for the growth of the student in the ability to function as a teacher as well as a homemaker.
2. The demand for elementary education, English, and the social sciences be taught in combination with homemaking indicated that some of home economics graduates should minor in these subjects.
3. The increase in professional training of colored homemaking teachers would indicate an increase in efficiency and salary.
4. The relatively high number of teaching certificates in other subjects earned by the colored home economics teachers after graduation, would seem to indicate that a combination degree would

would be more practical and useful to home economics graduates of Langston University.

5. The large number of homemaking teachers graduated from Negro colleges who did advanced study at colleges with no racial distinction seems to indicate that there would inevitably be a personality adjustment factor.
6. Since the home economics curriculum does not provide courses needed by the homemaking teachers for professional growth and advancement, it seems that attention should be given to developing a program to meet these needs.

Recommendations

1. Greater emphasis should be placed on courses for marriage preparation, enrichment of personal living and enjoyment.
2. Some home economics majors should be guided to minor in elementary education, English and the social sciences.
3. Home economics students should be guided to understand the occupational opportunities in terms of training required for them.
4. Vocational guidance of the home economics graduates of Langston University should extend to the placement of the students and to the exploration of possible new fields of occupational opportunity.

5. Since the educational needs of college students are determined to some extent by the kind of positions secured by the graduates, plans for home economics curriculum should be based upon careful consideration of these questions:

- A. How can the home economics curriculum of Langston University best meet the needs for Oklahoma?
- B. Shall the curriculum be based on needs which are common in the different types of positions?
- C. Shall the needs in different types of positions for which training is provided be met through separate programs?

Recommendations for further study

- 1. A comparison should be made between the personality adjustment necessary for colored homemaking teachers who enter colleges where there is no racial distinction and the personality adjustment necessary for those who attend colleges for Negroes only.
- 2. This study should be continued to determine changes in scholarship, personality and leadership records of those graduates of colleges for

Negroes only who do graduate work at institutions where no racial lines are drawn.

3. A similar study should be made of the vocational records of graduates from later classes to compare with this study (based on the records of classes 1930-1940), from the standpoint of continuity or change in occupational trends.
4. A study similar to this should be made of all home economics students who dropped out of college before graduation. In order to have a basis for comparing the relative achievement of home economics students, it would be necessary to have similar studies covering the same years for various Negro college groups in the southern region.

LIBRARY
COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS, COLORADO

T H E S I S

**EDUCATIONAL OPPORTUNITIES IN OKLAHOMA
FOR PREPARING COLORED HOME ECONOMICS
TRAINED PERSONS FOR PROFESSIONAL
AND OCCUPATIONAL ADVANCEMENT**

**Submitted by
Lenouliah E. Gandy**

**In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado**

August, 1942

378.788
00
1942
3

2

COLORADO STATE COLLEGE
OF
AGRICULTURE AND MECHANIC ARTS

August 1 1942

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY LENOULIAH E. GANDY

ENTITLED EDUCATIONAL OPPORTUNITIES IN OKLAHOMA FOR
PREPARING COLORED HOME ECONOMICS TRAINED PERSONS FOR
PROFESSIONAL AND OCCUPATIONAL ADVANCEMENT

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 3

David H. Morgan
In Charge of Thesis

APPROVED Maud Williamson
Head of Department

Examination Satisfactory

Committee on Final Examination

Maud Williamson
Mary V. Holman
Ramon Ehlert

D. H. Morgan
Gilbert L. Betts

J. E. Lawrence
Dean of the Graduate School

Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation of the inspiration and guidance of Maude Williamson, Head of the Home Economics Education Department, Colorado State College, and of Dr. David H. Morgan, in Charge of Research in Home Economics Education, under whose supervision this study was made; and of the interest and constructive criticism of the faculty members of Colorado State College; Dr. Sarah Jennings Vinke, English Advisor for Research in Education; and Irene M. Coons, Reference Librarian for Research in Education.

She wishes also to acknowledge her gratitude to Marie Wallace, Clerk in the Office of the Registrar, Langston University, Langston, Oklahoma; and to others who have supplied information and upon whose cooperation this study was dependent.

Special acknowledgment is due my mother whose encouragement has been most helpful.

To all I express my appreciation.

CONTENTS

	Page
CHAPTER I: INTRODUCTION -----	11
The problem -----	12
Problem analysis -----	12
Delimitation -----	13
Definition of terms -----	13
CHAPTER II: REVIEW OF LITERATURE -----	14
Methods and techniques -----	14
Occupations for home economics graduates --	23
College training and preparation of home economics graduates -----	26
General implications of various investigations -----	32
CHAPTER III: METHOD AND MATERIALS -----	34
CHAPTER IV: ANALYSIS OF DATA -----	39
Description of the group -----	39
Colleges entered -----	39
Marital status -----	43
Occupational experience -----	43
Teaching experience before graduation -----	45
Academic subjects taught -----	46
Supply and demand for colored homemaking teachers -----	47
Changes in teaching position -----	50
Salaries -----	55
Professional training of colored home economics graduates in Oklahoma -----	56
Certification -----	56
Graduate study -----	59
Professional organizations -----	66
Professional requirements of positions and occupations -----	69
Analysis of Division of Home Economics at Langston University -----	73
Staff -----	73
Curriculum -----	73
Enrollment -----	81
Rooms and equipment -----	84

CONTENTS--Continued

	Page
CHAPTER V: DISCUSSION AND RECOMMENDATIONS	99
Positions and occupations entered	
upon graduation	100
Professional training of colored	
home economics teachers	100
Teaching field of homemaking in	
Oklahoma	106
Professional requirements of	
professional and occupational	
positions	110
Adequacy of home economics department	
at Langston University	111
Summary of implications	113
Recommendations	115
Recommendations for further study	116
CHAPTER VI: SUMMARY	118
APPENDIX	120
BIBLIOGRAPHY	128

LIST OF TABLES

Table	Page
1 NUMBER OF COLORED HOME ECONOMICS GRADUATES RECEIVING THE BACHELOR DEGREE FROM COLLEGES AND UNIVERSITIES OUTSIDE THE STATE OF OKLAHOMA, 1930-1940	42
2 MARITAL STATUS OF COLORED HOME ECONOMICS TRAINED PERSONS IN OKLAHOMA AT THE TIME OF GRADUATION	43
3 NUMBER OF YEARS OF TEACHING EXPERIENCE BEFORE GRADUATION OF COLORED HOME ECONOMICS TRAINED PERSONS IN OKLAHOMA, 1930-1940	45
4 ACADEMIC SUBJECTS TAUGHT BY THE PART TIME COLORED HOMEMAKING TEACHERS IN THE ACCREDITED HOMEMAKING DEPARTMENTS OF THE NEGRO HIGH SCHOOLS IN OKLAHOMA, 1940	46
5 YEARLY NUMBER OF HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY AND YEARLY NUMBER ENTERING THE TEACHING OF HOMEMAKING THE FIRST YEAR AFTER GRADUATION, 1930-1940	47
6 YEARLY NUMBER OF COLORED HOME ECONOMICS GRADUATES TRAINED OUTSIDE OF OKLAHOMA AND YEARLY NUMBER ENTERING THE TEACHING OF HOMEMAKING IN OKLAHOMA THE FIRST YEAR AFTER GRADUATION	52
7 NUMBER CHANGES MADE IN TEACHING POSITIONS DURING A PERIOD OF FIVE YEARS BY 77 COLORED HOMEMAKING TEACHERS EMPLOYED IN OKLAHOMA, 1940	52
8 TOTAL NUMBER COLORED HOME ECONOMICS GRADUATES TRAINED AT LANGSTON UNIVERSITY AND OUTSIDE THE STATE OF OKLAHOMA EACH YEAR AND THE TOTAL NUMBER HOMEMAKING TEACHERS WITH DEGREE EMPLOYED EACH YEAR IN OKLAHOMA, 1930-1940	53
9 OCCUPATIONS ENTERED BY COLORED HOMEMAKING TEACHERS WHO LEFT THE TEACHING FIELD IN OKLAHOMA DURING THE TEN YEAR PERIOD, 1930-1940	54

LIST OF TABLES--Continued

Table		Page
10	NUMBER OF COLORED HOME ECONOMICS GRADUATES LEAVING OTHER OCCUPATIONS TO ENTER THE TEACHING FIELD IN OKLAHOMA, 1930-1940 -----	55
11	AVERAGE BEGINNING SALARY AND AVERAGE SALARY FOR 1940 OF ALL COLORED HOME-MAKING TEACHERS WITH A BACHELOR DEGREE, OKLAHOMA, 1930-1940 -----	56
12	CERTIFICATES RECEIVED UPON GRADUATION BY HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY, 1930-1940 -----	57
13	CERTIFICATES EARNED AFTER GRADUATION BY THE COLORED HOME ECONOMICS GRADUATES IN OKLAHOMA, 1930-1940 -----	58
14	SUMMER SCHOOL ATTENDANCE AT LANGSTON UNIVERSITY BY HOME ECONOMICS GRADUATES, 1930-1940 -----	59
15	NUMBER OF CREDITS EARNED AT LANGSTON UNIVERSITY BY HOME ECONOMICS GRADUATES AFTER GRADUATION, 1930-1940 -----	60
16	INSTITUTIONS ATTENDED BY COLORED HOME ECONOMICS GRADUATES OF OKLAHOMA FOR CERTIFICATION REQUIREMENTS, 1930-1940 -----	61
17	NUMBER OF COLORED HOMEMAKING TEACHERS IN OKLAHOMA DOING GRADUATE STUDY, 1930-1940 --	61
18	COLLEGES AND UNIVERSITIES ATTENDED FOR GRADUATE STUDY BY COLORED HOMEMAKING TEACHERS OF OKLAHOMA, 1930-1940 -----	64
19	NUMBER OF GRADUATE CREDITS EARNED BY THE COLORED HOMEMAKING TEACHERS IN OKLAHOMA, 1930-1940 -----	65
20	DEGREES EARNED BY THE COLORED HOMEMAKING TEACHERS IN OKLAHOMA, 1930-1940 -----	65
21	PROFESSIONAL MEETINGS ATTENDED BY THE COLORED HOMEMAKING TEACHERS IN OKLAHOMA, 1930-1940 -----	67

LIST OF TABLES--Continued

Table		Page
22	MEMBERSHIP OF THE COLORED HOMEMAKING TEACHERS IN PROFESSIONAL ORGANIZATIONS IN OKLAHOMA, 1930-1940 -----	68
23	PROFESSIONAL REQUIREMENTS OF POSITIONS AND OCCUPATIONS OTHER THAN HIGH SCHOOL TEACHING IN OKLAHOMA WHICH MAY BE SERVED BY COLORED PERSONS TRAINED IN HOME ECONOMICS -----	70
24	FACTORS WHICH INFLUENCE HOME ECONOMICS TRAINED PERSONS IN OKLAHOMA TO TAKE GRADUATE WORK -----	74
25	NUMBER AND RANK OF THE REGULAR TEACHING STAFF OF HOME ECONOMICS DEPARTMENT, LANGSTON UNIVERSITY, 1940-1941 -----	75
26	COURSES AND SEMESTER HOURS REQUIRED FOR THE BACHELOR OF SCIENCE DEGREE IN HOME ECONOMICS AT LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA, 1940-1941 -----	76
27	COURSES AND SEMESTER HOURS REQUIRED FOR THE LIFE VOCATIONAL HOME ECONOMICS CERTIFICATE IN OKLAHOMA, 1940-1941 -----	77
28	COURSES AND SEMESTER HOURS REQUIRED FOR LIFE GENERAL HOME ECONOMICS CERTIFICATE IN OKLAHOMA, 1940-1941 -----	79
29	ELECTIVE COURSES FOR HOME ECONOMICS MAJORS AS SHOWN IN CATALOGUE, LANGSTON UNIVERSITY, 1940-1941 -----	80
30	NUMBER STUDENTS ENROLLED IN REQUIRED COURSES OFFERED IN THE DEPARTMENT OF HOME ECONOMICS, LANGSTON UNIVERSITY, DURING THE SCHOOL YEAR -----	82

LIST OF FIGURES

Figure		Page
1	Colleges and universities attended outside of Oklahoma by colored persons for the bachelor degree with a major in home economics	41
2	Occupations entered in Oklahoma upon graduation from college, by the colored home economics graduates, 1930-1940	44
3	Increase in the supply and demand of colored homemaking teachers in Oklahoma, 1930-1940	49
4	Location of accredited homemaking departments in the Negro high schools of Oklahoma, 1940	51
5	Colleges and universities attended for graduate study by the colored home economics teachers of Oklahoma, 1930-1940	63
6	Vocational opportunities for colored home economics graduates in Oklahoma, 1940	72
7	Trend in enrollment in the home economics department at Langston University, 1936-1940	83
8	Home economics cottage at Langston University, Erected in 1930	85
9	A foods class, Langston University, 1930 --	87
10	Nursery school at Langston University, 1940	88
11	Floor plan of the improved home economics department, Langston University, 1940 --	89
12	Views of the foods laboratory, home economics department, Langston University, 1939	90

LIST OF FIGURES--Continued

Figure		Page
13	Views of the clothing laboratory, home economics department, Langston University, 1939 -----	91
14	Storage room (A), Workroom (B), of home economics department, Langston University, 1939 -----	92
15	Views of offices, home economics department, Langston University, 1939 -	93
16	Unit kitchen equipped with oil range, Langston University, 1940 -----	95
17	Unit kitchen equipped with gas range, Langston University, 1940 -----	96
18	Unit kitchen equipped with gas range, Langston University, 1940 -----	97
19	Unit kitchen equipped with electric range, Langston University, 1940 -----	98

Chapter I

INTRODUCTION

In 1937 the State Department of Education of Oklahoma employed the first Negro supervisor of home economics for the Negro high schools. Funds were also made available for further development of vocational homemaking in the day-school programs of the Negro high schools. Records in the office of the State Department of Education showed that, before 1937, the vocational program in the Negro high schools had been mostly evening adult homemaking classes with only one vocational day-school program functioning for a period of two years. These early adult homemaking classes were conducted by persons having more practical experience than vocational training.

The development and expansion of the vocational and general homemaking in the Negro high schools throughout the state made it apparent that information was needed concerning these home-economics-trained persons and their professional experiences, but also there was a great shortage of colored persons trained in home economics who could meet the certification requirements for vocational home

economics positions.

Recent cooperative studies of the home economics curriculum at Langston University, formerly Colored Agricultural and Normal University, revealed a need for information concerning home economics graduates. Information on home economics graduates and on the occupations which they entered after graduation has never been secured. Because of the increased educational requirements of professional and occupational positions which might be served by colored persons trained in home economics, at this time, it is advisable to study the educational opportunities in home economics which may be served by colored persons trained in home economics.

The problem

How may the educational opportunities in home economics in the State of Oklahoma be modified to meet the needs of colored persons trained in home economics for professional and occupational advancement?

Problem analysis.--1. What types of positions do colored home economics trained persons in Oklahoma enter?

2. What professional training do the colored home economics teachers possess?

3. To what extent is the teaching field in home economics large enough to supply positions for

1.1

all graduates of Langston University preparing to teach in this field?

4. What are the educational requirements of professional and occupational positions other than high school teaching which may be served by colored persons trained in home economics?

5. What requirements of the position necessitate graduate study?

6. What courses are offered in the present home economics curriculum at Langston University as well as other educational agencies in the state, which are needed for professional growth and development?

Delimitation.--This study includes all colored persons trained in home economics, in the State of Oklahoma, who are teaching in Negro high schools and those who are employed in other occupations, from 1930 to 1940 inclusive.

Definition of terms.--The term "home economics trained person" means a person who has earned a bachelor degree with a major in home economics.

Chapter II

REVIEW OF LITERATURE

Although a large number of books and articles have been written on the general subject of Negro education and factors influencing collegiate programs for Negroes in the 12 southern states, no studies seem to have been made of colored persons trained in home economics, and of the occupations they enter after graduation. Therefore, for a broader interpretation of the findings in this study the writer has reviewed several similar studies of white teachers trained in home economics. The review of literature will be presented in the following sections: methods and techniques, occupations for home economics graduates, and college training of home economics graduates.

Methods and techniques

In 1933, Ruby Simpson (18), in her study of trends of tenure of service, mobility, salary and training of vocational home economics teachers in Alabama, stated that supervisors would have a better basis for determining the type of training needed by the teaching force if they knew whether the teachers

who remained in teaching were considered the better and larger group, and whether they remained in service for a longer period of time than teachers who received their training at other colleges in the State of Alabama. A knowledge of trends in the past would offer assistance in making future plans.

Sources of data for this study were: files in the office of the State Supervisor of Home Economics Education; records of colleges in which teachers received undergraduate training, and records of occupations followed by home economics teachers after graduation.

In discussing her findings, Simpson included the following topics:

1. Number and names of teachers entering vocational home economics each year.
2. Date teachers transferred from one position to another in the state.
3. Total number of teachers in home economics positions each year.
4. Occupations entered by home economics trained persons.
5. Salaries teachers received each year of teaching.
6. Place of training and amount of training received.

7. Records of scholastic averages of vocational home economics teacher during undergraduate training.

An analysis of her data indicated the following:

1. Teachers trained at Alabama College did not leave their work quite as readily as those trained at other institutions.

2. During the 14 years there was a gradual decrease in turnover.

3. There was a tendency toward an increase in the number of years of teaching experience for the entire group included in the study.

4. Vocational home economics teachers of Alabama with high undergraduate scholastic averages tended to remain in the teaching for a longer period of time than home economic teachers with low scholastic averages.

From these findings she concluded that scholarship should be one of the bases for selecting candidates for training for vocational home economics teachers. Since there was a tendency toward an increasing number of years of service, supervisors should give more time to research and guidance than to inspection and training. If the trend in turnover continued, teacher training institutions would not be

justified in training an increased number of vocational home economics teachers for replacement.

In 1933, Elsie Wilson (20) made a comparative study of occupational records of 1924 and 1925 home economics graduates of Iowa State College who had entered teaching and of those who had entered other occupations. The major part of the data used was primary in character and was obtained from the following sources:

1. Office of State Superintendent of Public Instruction.
2. Replies to interviews.
3. Annual reports of home service agents in the office of the Extension Service.
4. Student records in office of registrar.
5. Records in the inactive files in the office of registrar.

Data secondary in nature were obtained from the following:

1. Files in the office of State Supervisor of Home Economics Education.
2. Educational Directory.
3. Files of General Alumni Association.
4. Files of Iowa Association of Teachers.
5. Letters to graduates, whose records were incomplete.

175

The names of home economics graduates were secured from the official annual commencement programs for 1924 and 1925. In order to have the group as uniform as possible, only graduates were used in her study. Wilson made comparisons to determine general tendencies in salary trends, in stability, and in tenure of home economics trained women.

When all available data had been collected, they were classified, analyzed and interpreted as follows:

1. Types of occupations engaged in by this group of home economics trained persons.--The per cent who entered and remained in teaching compared with those who entered and remained in other occupations.

2. Mobility.--The per cent of graduates who continued in first occupation as compared with those who changed occupations.

3. Tenure within occupation.--Tenure of graduates in teaching compared with those who engaged in other occupations.

4. Geographical location.--Per cent of graduates who entered different occupations and were located within state of Iowa as compared with those who were employed outside state of Iowa.

5. Marriage.--Among home economics

trained persons.

6. Salary trends.--In different occupations.

The following definitions of occupational terms were used to illuminate the data:

1. Occupation.--Was used to designate wage earning employment.

2. Activity.--Used to designate non-wage earning employment as homemaking, study and travel.

3. Teaching.--Included graduates engaged in teaching in public school, private school and college.

4. Extension service.--Individuals employed to disseminate home economics education, through state and county organizations, to rural women.

5. Homemaking.--Graduates who married and ceased occupational participation.

6. Study.--Those who carried on advanced educational study during the regular school year (did not include those engaged in summer study).

7. Travel.--Had spent at least one year in travel.

8. No record.--No occupational records of any kind for one or more year.

In presenting this study the results for those entering teaching were given first whenever an occupational table was used, and others were listed

in alphabetical sequence.

Wilson found that occupational records of home economics graduates showed well defined vocational interests, and that occupational possibilities were limited. Of the 303 graduates studied, 255 were engaged in some occupation or activity during part or all of the time (59 per cent remained in the teaching profession). Dietetics, the Extension Service, and institutional management attracted next largest numbers. There was very little occupational mobility among this group of graduates since 200 (or 78.4 per cent) made no occupational changes; the majority of the graduates were employed in Iowa. Initial salaries for beginning teachers were as high as salaries in other occupations and teaching did not require a period of apprenticeship. The range in salaries of teaching graduates was from \$1,036 to \$2,100. The largest increases in salaries were reported by graduates who remained in teaching positions; some reported decreases in salary, some reported no change in salary. The Extension Service was the only occupation which seemed to have selected persons for employment from the teaching field. The majority who entered the Extension Service had had some teaching experience.

From her study, Miss Wilson recommended

that more data on salaries be collected to show relationship between salary trends, continuity of service and the advantages offered by different home economics professions. She also recommended that the present study be continued to determine relationships between scholarships, personality and leadership records of these graduates while they were students in college, and their subsequent vocational records. She recommended that a similar study be made of occupational records of graduates from later classes to compare with this study based on the records of classes of 1925 to 1930 from the standpoint of continuity or change in occupational trends.

In order to secure data for further improvements in curricula, and to develop further the system of advisors, the advisor of the school of Home Economics of the University of Tennessee desired an analysis of the achievements of home economics graduates. Sara Allen (1), in 1935, made an analysis of student records of home economics graduates of the University of Tennessee. The only data (1:3) available were those on student permanent record cards, such as:

- Name of student
- Date and place of birth
- Parent's name and occupation
- High school attended
- Entrance credits
- The college transferred from

The number credits transferred
Date of entrance into university
Grades and credit hours for each
semester work at university
Number of semester hours of
correspondence taken (1:3).

The most complete information available was the recorded grades.

The findings and information on the preparation of home economics graduates showed that the school of home economics had 214 graduates during the years 1930-34 inclusive. Ninety five per cent of these graduates were from rural communities of less than 2,000 population; the remaining number came from urban communities having populations of 2,000 or more. One hundred twenty different high schools were represented by the home economics graduates in this study.

A total of 96, or 46 per cent, of the 210 graduates had their entire training at the university; and 114, or 54 per cent, were transfers. Fifty six colleges were represented. An average of 96.3 quarter hours of college credits were transferred by the 114 graduates; this indicated that the majority of students transferred in the senior college division. There were 29, or 14 per cent, of total graduates who took correspondence work. The average amount of credits was four quarter hours.

From this study Allen recommended that a

study similar to hers be made of all students enrolled in home economics who dropped out of school before graduation. This would give a basis for comparing the relative achievements of home economics students.

She also recommended that a study be made of the effectiveness of prerequisites as a foundation for the courses of which they are the prerequisites. The reasons for prescribing prerequisites for courses should be more specific, and the interrelations of such courses should be clearly worked out.

Occupations for home economics graduates

Ethel Parker (16), in 1930, made a study of occupations entered by home economics graduates in the state of Kentucky. Her study was made by examining alumni records, records in the office of the dean, lists of home economics teachers in the state of Kentucky, and by making inquiries of teachers, friends and fellow students. No effort was made to obtain information by letter or questionnaire.

Parker found that the positions most frequently entered by home economics graduates were teaching, hospital dietetics, home demonstration agent work, Red Cross nutrition, and tearoom work. Of the 203 home economics graduates studied 132, or 65 per cent, entered teaching; some of this group married and continued to teach, others became full time

homemakers. Sixteen, or 7.9 per cent, entered home demonstration work after a few years of teaching experience. A large percentage of this group continued to teach. While this study is not complete, it shows significant occupational trends.

Elsie Wilson (20), 1933, in her study of occupational records of home economics graduates of Iowa State College found that the greatest number, 59 per cent, of home economics graduates were engaged in teaching. Dietetics, the Extension Service, and institutional management attracted the next largest numbers. The majority who entered extension service had teaching experience.

From her study, Wilson recommended that an investigation be made of salary trends, of continuity of service, and of monetary advantages offered by different home economics professions. She also recommended a similar study of occupational records of graduates from later classes to compare with this study based on the records of classes 1925-30 from the standpoint of continuity or change in occupational trends.

The study of Amanda Ebersole (8), in 1938, was limited to the placement of home economics graduates the first year after graduation to employment of home economics education graduates from

teacher-training institutions. The data for this study were obtained from records which were sent to the Office of Education annually.

In the states of the southern region, 510 were graduated from home economics education programs over a period of five years. Of this number 382, or 74.8 per cent, were placed as teachers; a total of 41, or 8.1 per cent, entered positions other than teaching. The number of graduates continuing study was 22, or 4.3 per cent; and the number not placed was 21, or 4.1 per cent. This study showed that 36, or 7.1 per cent, of home economics graduates married the first year after graduation.

Ebersole found that the number of home economics graduates who entered teaching far exceeded the number who entered other occupations; that there was a tendency to continue to study in years when there was a scarcity of positions; that some emergency agencies had recognized the value of home economics training and some home economics graduates had been attracted to positions which offered a different type of experience and in many cases a higher salary than was obtainable in teaching; that the types of positions entered other than teaching were home demonstration work, commercial work, rural settlement, Works Projects Administration, hospital dietetics, and

tea room work.

College training and preparation
of home economics graduates

In 1934, May Dickerson (4), in her study of the subject combination and the college preparation of home economics teachers in the small high schools of Nebraska, reported that there was a growing tendency for home economics teachers to teach additional subjects in combination with home economics. In the large schools the home economics teachers were required to teach fewer non-related classes than in the small schools. Non-vocational teachers employed in schools with fewer than 12 teachers had little chance of teaching home economics only. A comparison of the preparation of teachers, the subject combinations they were teaching, and the subjects the superintendents wished them to teach showed that the vocational teachers were prepared to teach English and that there was a demand for them.

Dickerson also reported that much time had been spent, at college, by the teachers preparing for teaching physical sciences, but that there was little demand for teaching any phase of these except general science in combination with home economics. There was also a lack of adequate preparation for teaching biological science in spite of the fact that

21

this subject ranked high as a teaching combination with home economics.

Sara Allen (1), in her study in 1935, stated that Land Grant Colleges offered a decided advantage in the field of home economics because of the emphasis which these institutions put on home economics work through resident teaching, research, and rural extension work.

Allen's report indicated that in colleges where both land grant and state universities were combined in one institution, there were still further advantages of strength in physical and social sciences and well developed graduate programs. At the University of Tennessee the various curricula leading to a Bachelor of Science degree in home economics were these:

1. General curriculum in home economics for college women who are preparing for homemaking.
2. Home economics education designed to prepare teacher for vocational positions.
3. Institutional management curriculum designed as a preparation for management of lunch rooms, school cafeteria and for hospital dietitians.
4. Rural home life curriculum planned for students preparing for home demonstration work.

An analysis of the achievements of home

economics graduates was made in order to secure data which would be useful in guiding students in their preparation for various occupations and for improvement of the various curricula. The findings and general information of this study on the preparation of home economics graduates showed that the school of home economics had 214 graduates during the years 1930-34 inclusive. The graduates from rural communities of less than 2,000 population greatly exceeded the number who came from urban communities having a population of 2,000 or more.

From this study Allen recommended that students who plan to major in home economics in college elect chemistry and home economics in high school. Separate sections of home economics in college should be provided for the two groups: one section for those who elected chemistry and home economics in secondary school; and one section for those who did not elect chemistry and home economics in secondary school.

Byron Armstrong (2) in his study, 1938, traced the development of Negro institutions of higher education, their past and present curricula, and occupational trends of graduates. His study showed that the Negro college had been predominately liberal in its program of instruction, although in some instances it had followed a vocational or a mixed

program of practical and liberal arts. Certain facts, however, suggested that despite this tendency a vocational type of program was best adapted to the Negro college student, with a particular emphasis on teacher training. The largest number of Negro college graduates prepared for and entered the teaching profession. Little attention was given to the selection of teachers and very little attention was given to guiding students to prepare for occupations other than teaching.

Dr. Armstrong concluded that the Negro college should organize an effective and scientific vocational and educational guidance program for its students. It should investigate the present instructional program of the vocational course of study to see whether the Negro colleges were keeping pace with the demands of industrial and occupational patterns.

General implications of this study indicated that in view of race needs, the personnel program for Negroes is as important as the subject matter program. The college should aim to develop the personality of the students and enable them to understand the occupational opportunities in terms of the equipment required for them. Vocational guidance should extend to the placement of students and to the exploration of possible new fields of occupational

opportunities.

In a study of teacher training in home economics in the denominational colleges and universities in Texas, Estelle Griswold (6), in 1938, found that graduates from denominational institutions met the state requirements for a special permanent certificate, but that they did not meet the specific requirements for a certificate of vocational approval in home economics. Several of the denominational institutions offered enough work to meet the specific requirements for a certificate of vocational approval in home economics, but the small home economics staff and lack of facilities made it necessary for these institutions to meet the needs of the particular institutions; the institutional needs of the denominational colleges were not accepted as minimum standards of the state institutions.

It was found, in the same study, that there were 672 positions in the vocational two-year and four-year high school, with 205 vacancies occurring; that there were 275 positions in non-vocational schools with a possible 30 vacancies. The number of rural high schools seemed to have decreased steadily.

From this study, Griswold concluded that it was not practical for home economics departments in the denominational schools to departmentalize the

teacher training and home economics; that there should be a closer cooperation between home economics department and the general education department in order to make the present set up of student teaching satisfactory; and that the combination degrees would be more useful and desirable to the home economics graduate in the smaller institutions.

An investigation by Mary Catherine Singer (17), 1939, of an analysis of course offerings and enrollment in the School of Home Economics of the Ohio State University from 1928-29 to 1937-38 inclusive, found that during the ten-year period of study, the increase in number of students in home economics courses was much greater than could adequately be accommodated by the slight increase in teaching staff; and that the changes made in course offerings required few changes either in the teaching staff or in the equipment of the physical plant.

From the above study Singer concluded that certain courses in which enrollment trends indicated especially heavy enrollment should be offered more often during the school year, the high degree of specialization may have accounted for the light enrollment of some courses. She also concluded that courses should be offered which would strengthen the subject-matter background of students.

Singer recommended that the teaching staff be increased to take care more adequately the larger enrollment in the department of home economics; that because of the heavy enrollment in foods, household equipment, elements of nutrition, home furnishings, child development, these courses be offered more than one quarter of the school year; that since the courses in home hygiene, methods of teaching, home management, institutional cookery and school lunch room management showed a consistently small enrollment these courses should be offered less often during the year; that a strong graduate program be developed and that more graduate courses be offered during the academic year, as well as during the summer session.

General implications of various investigations

The above studies showed that the number of home economics graduates entering the teaching area far exceeded the number entering other occupations. There has been a growing tendency for home economics teachers to teach additional subjects, in combination with home economics for which they are inadequately prepared. If the trend toward an increasing number of years of service continues, the teacher training institutions will not be justified in training an increased number of home economics teachers for

replacement. Vocational guidance should extend to the placement of students and to the exploration of possible new fields of occupational opportunities.

These investigations also revealed that there is a need for more knowledge and information concerning the occupational opportunities for home economics graduates and the educational and the professional requirements of these opportunities.

Chapter III

METHOD AND MATERIALS

The data related to the problem of educational opportunities for colored persons trained in home economics in the state of Oklahoma were obtained by interviews with home economics trained persons and employers, and by questionnaires to principals of Negro high schools, and by an analysis of records and publications of both State Department of Education and Langston University.

In order to standardize the interviews an interview sheet ^{1/} was prepared and offered for criticism and suggestions to 14 members of a seminar in research in homemaking education at Colorado State College, Fort Collins, Colorado. Their helpful suggestions were included in the interview sheets in their final forms. The interview sheet was used to interview all colored persons trained in home economics to obtain information concerning their major and minor courses at college; degree and certificates earned upon graduation; chosen vocation at the time of graduation; present employment status and occupational

^{1/} See Appendix A for Interview Sheet I.

experience since graduation.

Permission of the State Department of Education and of Langston University was obtained for this study, so that all records and publications available in these offices could be checked for data on the professional training received before graduation and on further study since graduation.

In October, 1940, a list of home economics graduates from 1930 to 1940 with the date of their graduation was obtained from annual commencement programs and records of graduates in the office of the registrar of Langston University which is the only college for Negroes in the State of Oklahoma. It is a combination of Land Grant College and State University. The first degree in home economics was granted in the summer of 1930, and a total of 99 degrees were granted from 1930 to 1940.

There were two groups of home economics trained persons who received their college training outside of Oklahoma; the first had received secondary-school education in Oklahoma; the second had received secondary-school education outside of Oklahoma. For the first group, information covering the name of college entered, major in college, date of graduation from college and home address was obtained from records in the office of principals of Negro high

schools. For the second group, information covering the name of college entered, major in college, date of graduation from college, and home address was available from the records in the Office of Education in the State Department of Education if they had applied for a teaching certificate in Oklahoma. Information about those who had not applied for teaching certificates in Oklahoma was obtained by personal interviews. There were 48 persons who had earned their degree from colleges and universities outside the state of Oklahoma, now living and working in the state of Oklahoma.

Of the 99 colored persons trained in home economics at Langston University, 98 are included in this study. Nine interview sheets were mailed to persons graduated from Langston University but now living and working outside the state of Oklahoma; eight of these were returned. One did not return her interview sheet, and is not included in the study. All of the 48 home-economics-trained persons who had received their degree from colleges and universities outside the state, but who are now living and working in the state of Oklahoma, are included in this study.

During the summer of 1941, the writer prepared an interview sheet ^{2/} and questionnaire ^{3/}

^{2/} See Appendix B for Interview Sheet II
^{3/} See Appendix C for Questionnaire I

dealing with the occupational opportunities and requirements of positions served by home-economics-trained persons which necessitate graduate study. These sheets were prepared and offered for criticism to a group of superintendents of schools in Oklahoma; to a group of colored persons trained in home economics enrolled in graduate work; and to 16 members of a seminar in research in homemaking education at Colorado State College, Fort Collins, Colorado. Their pertinent and helpful suggestions were included in the interview sheet and questionnaire in their final form.

Interview Sheet II was used to interview employers in occupations that might be served by colored persons trained in home economics. The names of the employers were obtained from the office of Home Economics Education and the office of the Department of Labor. The questionnaire was mailed to 63 principals of Negro schools to obtain information concerning requirements that might necessitate graduate study for colored home economics teachers, and concerning academic subjects taught by the part-time home economics teachers in the small accredited Negro high schools of Oklahoma. The questionnaire was mailed to accredited schools having accredited homemaking departments. These were selected because the educational requirements for employment and the

requirements for professional study would be higher than in the non-accredited high schools. There were 63 accredited homemaking departments in accredited Negro high schools (including both vocational and non-vocational high schools); four of these schools are members of the North Central Association of Colleges and Secondary Schools. The 63 accredited homemaking departments are included in this study.

In the fall of 1941, the professional records of all home economics graduates of Langston University were analyzed; this gave needed information concerning the professional training of these graduates. A study was made also of the catalogue of Langston University to determine the curricula offerings for teacher training education, and for other occupations which these graduates might enter.

Publications and records of the State Department of Education provided information regarding requirements for homemaking teachers in the Negro schools of Oklahoma, salaries, annual turnover of teachers, and number of accredited Negro high schools and accredited homemaking departments.

133

Chapter IV

ANALYSIS OF DATA

The data for this study were collected through the cooperation of the registrar of Langston University, of the Office of Education in the State Department of Education, of principals of accredited Negro high schools, and of all the colored home economics trained persons in Oklahoma.

The findings will be presented in six parts: first, a description of the group; second, the types of positions entered by the colored home economics graduates; third, the professional training of the colored home economics graduates; fourth, the supply and demand for colored homemaking teachers; fifth, the professional requirements and the required in-service training for various positions; sixth, analysis of the Division of Home Economics at Langston University.

Description of the group

Colleges entered.--The colored persons trained in home economics in this study are those who have received the degree bachelor with a major in home economics between 1930 and 1940. Of the 146

117

colored persons trained in home economics, 98 received their training at Langston University. Fig. 1 shows the colleges and universities attended by the 48 colored home economics graduates who received their training outside the State of Oklahoma. With one exception, the colleges and universities were located in the eastern states, in the east central states, and in the southern states. Only one college was attended in the western states; apparently no colleges or universities in the mid-western states were attended by the colored women in this sample.

The colleges and universities attended and the number of colored home economics graduates receiving their training at each institution are shown in Table 1; 21 colleges and universities were attended by these graduates. Of the 48 graduates receiving the bachelor's degree from colleges and universities outside of Oklahoma, approximately one fourth received it from Tuskegee Institute, Alabama. Both Kansas State Teachers College, Pittsburg, Kansas, and Prairie View College, Texas, were represented by six (or 12.5 per cent), colored home economics graduates. There were 14 colleges and universities each of which had trained one colored home economics graduate. Of the 21 colleges and universities attended outside of Oklahoma by the colored home



Figure 1.--Colleges and universities attended outside of Oklahoma by colored persons who received the degree of bachelor with a major in home economics.

**Table 1.--NUMBER OF COLORED HOME ECONOMICS GRADUATES
IN OKLAHOMA RECEIVING THE BACHELOR'S DEGREE FROM
COLLEGES AND UNIVERSITIES OUTSIDE THE STATE,
1930-1940**

COLLEGES AND UNIVERSITIES AND THEIR LOCATION	Number	Per cent
Tuskegee Institute, Alabama -----	11	23.0
*Kansas State Teachers College, Kansas ¹ -----	6	12.5
Prairie View State College, Texas --	6	12.5
Hampton Institute, Virginia -----	4	8.2
*Kansas State Teachers College, Kansas ² -----	3	6.0
Agricultural, Mechanical, and Normal College, Arkansas -----	2	4.2
Howard University, Washington, D.C. --	2	4.2
*College of Puget Sound, Washington -	1	2.1
*Columbia University, New York -----	1	2.1
*Eureka College, Illinois -----	1	2.1
*Illinois State Teachers College, Illinois -----	1	2.1
*Lewis Institute, Illinois -----	1	2.1
Lincoln University, Missouri -----	1	2.1
Philander Smith College, Arkansas --	1	2.1
Samuel Houston College, Texas -----	1	2.1
*State Teachers College, Pennsylvania -----	1	2.1
Tennessee Agricultural and Industrial State Teachers College, Tennessee -----	1	2.1
Tillotson College, Texas -----	1	2.1
Virginia State College for Negroes, Virginia -----	1	2.1
West Virginia Institute, West Virginia -----	1	2.1
Wiley College, Texas -----	1	2.1
Total -----	48	100.0

* Colleges and universities which have no race distinction

¹ Pittsburg, Kansas
² Emporia, Kansas

economics graduates, eight were colleges and universities which did not have race distinction; the remaining 13 were Negro colleges and universities.

Marital status.--More than one third of the colored persons trained in home economics were married before graduation as shown in Table 2; three, or 2.5 per cent, were widowed.

Table 2.--MARITAL STATUS OF COLORED HOME ECONOMICS TRAINED PERSONS IN OKLAHOMA AT THE TIME OF GRADUATION

MARITAL STATUS	Number	Per cent
Single -----	90	61.6
Married -----	53	36.3
Widowed -----	3	2.1
Total -----	146	100.0

Occupational experience

An analysis of the occupational records showed that 10 occupations, listed in Fig. 2, were entered by the colored home economics graduates during the first year after graduation. Approximately two thirds taught homemaking in Negro high schools; 25, or 16.5 per cent, taught in the Negro elementary grades. The occupation of homemaking was third on the

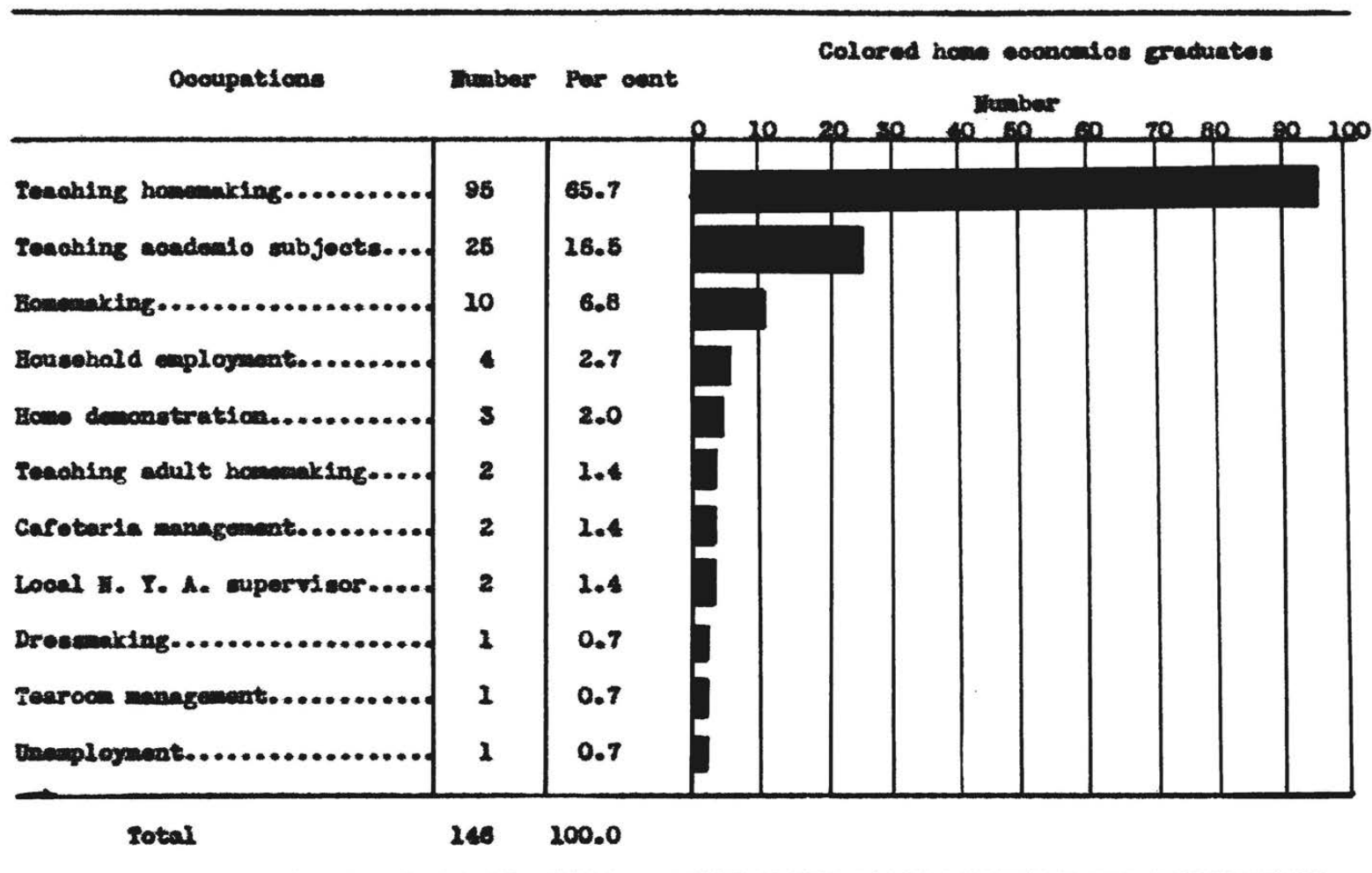


Figure 2.-- Occupations entered, in Oklahoma upon graduation from college, by the colored home economics graduates, 1930-1940.

list; 10, or 6.8 per cent, entered this occupation. During the 10 year period, only one graduate was unemployed the first year after graduation. Other occupations employing very small numbers were household service, home demonstration work, cafeteria and tearoom management, and dressmaking.

Teaching experience before graduation.--

Table 3 shows the years of teaching experience of the group before graduation. The number of years of teaching experience ranged from one to 20 years or an average of 5.2 years teaching experience for the group; 84 per cent had less than four years of teaching experience upon graduation.

Table 3.--NUMBER OF YEARS OF TEACHING EXPERIENCE BEFORE GRADUATION OF COLORED HOME ECONOMICS PERSONS IN OKLAHOMA, 1930-1940

YEARS OF TEACHING EXPERIENCE BEFORE GRADUATION	Number	Per Cent
0 - 4 -----	124	84.9
5 - 9 -----	18	12.3
10 - 14 -----	2	1.4
15 - 19 -----	1	.7
20 - 24 -----	1	.7
Total -----	146	100.0

Academic subjects taught.--An analysis of information on the interview sheets from principals of the Negro high schools revealed that there were 45 part time colored homemaking teachers employed in the 63 homemaking departments in Oklahoma. Only 32 full time colored homemaking teachers were employed. The subjects other than homemaking taught by the part time colored homemaking teachers are shown in Table 4.

Table 4.--ACADEMIC SUBJECTS TAUGHT BY THE PART TIME COLORED HOMEMAKING TEACHERS IN THE ACCREDITED HOMEMAKING DEPARTMENTS OF THE NEGRO HIGH SCHOOLS IN OKLAHOMA, 1940

ACADEMIC SUBJECTS	Number	Per cent
Elementary subjects -----	15	34.0
English -----	10	22.0
Science -----	9	19.8
History -----	5	11.0
Household employment -----	4	8.8
Library -----	1	2.2
Music -----	1	2.2
	<hr/>	<hr/>
Total -----	45	100.0

Seven different subjects other than homemaking were taught by the part time colored homemaking teachers; the demand for the teaching of elementary

subjects, English or science in combination with homemaking was greater than the demand for the teaching of history, household employment, library or music in combination with homemaking.

Supply and demand for colored homemaking teachers.--Of the number of colored homemaking teachers employed during the year 1940, 58 were trained at Langston University. Table 5 shows the number of home economics graduates of Langston University and the number employed as homemaking teachers the first year after graduation between 1930 and 1940.

Table 5.--YEARLY NUMBER OF HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY AND YEARLY NUMBER ENTERING THE TEACHING OF HOME MAKING THE FIRST YEAR AFTER GRADUATION, 1930-1940

YEAR OF GRADUATION	Number of Graduates	Teaching homemaking first year after graduation	
		Number	Per cent
1930	1	1	100.0
1931	5	4	80.0
1932	9	6	75.0
1933	6	3	50.0
1934	5	3	60.0
1935	9	5	55.5
1936	5	3	60.0
1937	15	8	53.3
1938	16	10	62.5
1939	15	8	53.3
1940	13	7	53.8
Total	99	58	

A study of Table 8 shows the number and percentage of home economics graduates of Langston University who entered the teaching of homemaking varied from year to year. The large number entered was for the year 1938. From 1932 to 1940, between 50 and 60 per cent of the graduates entered the teaching field of homemaking in Oklahoma the first year after graduation.

Since the majority of the colored home economics graduates entered the teaching of homemaking, a study was made of the accredited homemaking departments in the Negro high schools. Figure 3 shows the number of accredited homemaking departments in the Negro high schools and the number of colored home economics graduates teaching homemaking each year from 1930 to 1940. An analysis of the figure shows that both the number of accredited homemaking departments in the Negro high schools and the number of colored home economics graduates teaching homemaking increased steadily each year. From 1930 to 1937, the number of accredited homemaking departments exceeded the number of colored home economics graduates who were teaching homemaking; from 1938 to 1940, the number of accredited homemaking departments was less than the number of colored home economics graduates who were teaching homemaking; after 1935 the number

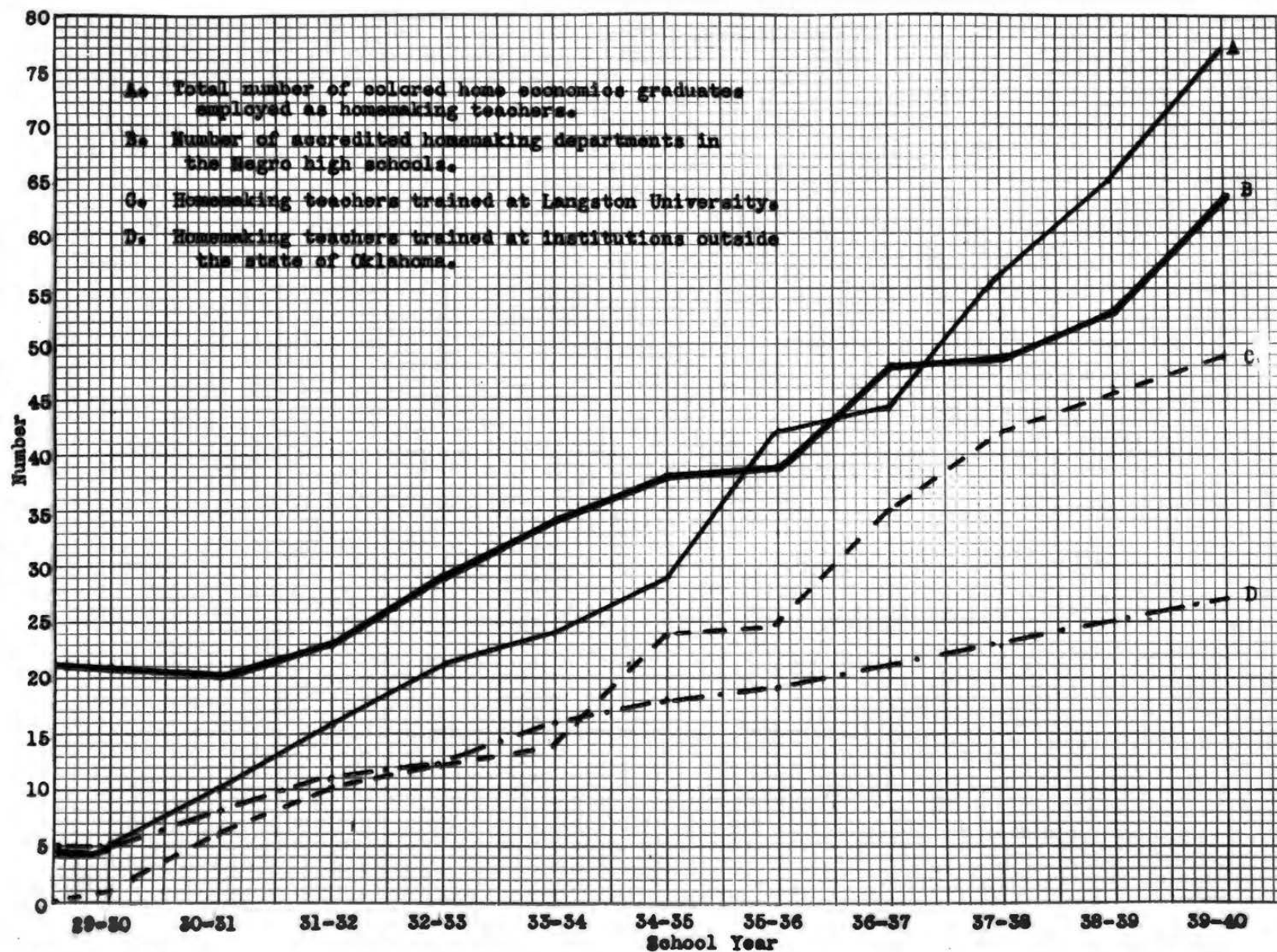


Figure 3.-- Increase in the supply and demand of colored homemaking teachers in Oklahoma, 1930-1940.

of teachers who had received their training at Langston exceeded the number from other states.

In 1940, as shown in Fig. 3, there were 63 accredited homemaking departments in the Negro high schools of Oklahoma; Fig. 4 shows the location of these departments. The majority were in the central and southern part of the state; no departments were located in the Panhandle and the western part of the state.

Changes in teaching position.--Table 6 shows the home economics graduates who were trained at institutions outside of Oklahoma but who were employed as homemaking teachers in Oklahoma the first year after graduation. A total of 37 were teaching in Oklahoma; the number entering each year was small.

An analysis of teaching records of the 77 homemaking teachers employed during 1940 showed that 49, or 64 per cent, made no change in teaching positions; 17, or 22 per cent made one change, and 11, or 14 per cent, made two or more changes (Table 7) in the teaching positions during a period of five years.

During the ten year period, a total of 95, or 65 per cent, of the 145 colored home economics trained persons entered the teaching of homemaking

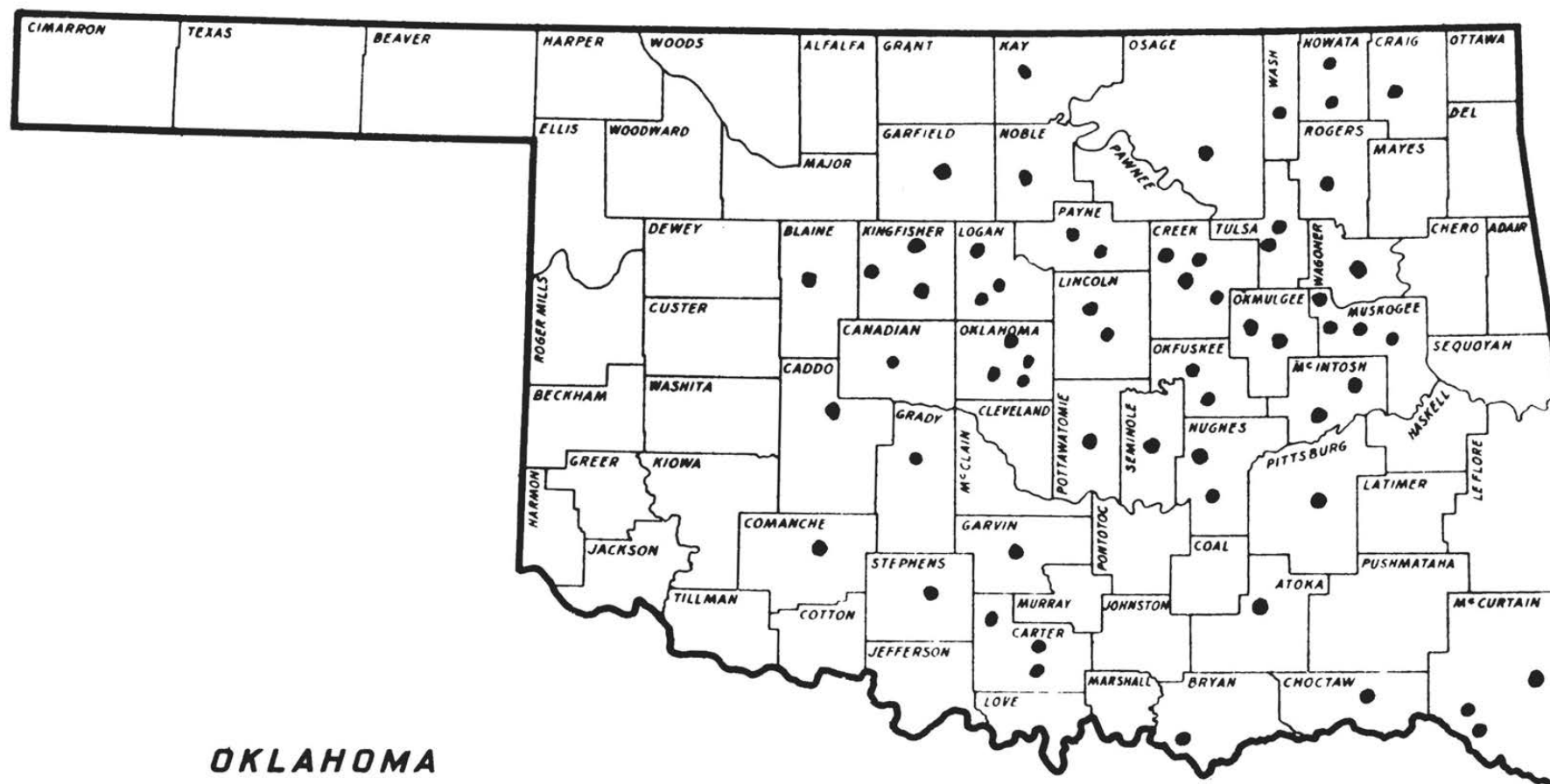


Figure 4.--Location of accredited homemaking departments in the Negro high schools of Oklahoma, 1940.

Table 6.--YEARLY NUMBER OF COLORED HOME ECONOMICS GRADUATES TRAINED OUTSIDE OF OKLAHOMA AND YEARLY NUMBER ENTERING THE TEACHING OF HOMEMAKING IN OKLAHOMA THE FIRST YEAR AFTER GRADUATION

YEAR OF GRADUATION	Number of Graduates	Graduates employed as homemaking teachers	
		Number	Per cent
1929-30	11	4	36.4
1930-31	3	3	100.0
1931-32	2	2	100.0
1932-33	4	2	50.0
1933-34	3	3	100.0
1934-35	5	5	100.0
1935-36	3	3	100.0
1936-37	3	3	100.0
1937-38	2	2	100.0
1938-39	6	5	83.3
1939-40	6	5	83.3
Total	48	37	

Table 7.--NUMBER CHANGES MADE IN TEACHING POSITIONS DURING A PERIOD OF FIVE YEARS BY 77 COLORED HOMEMAKING TEACHERS EMPLOYED IN OKLAHOMA, 1940

CHANGES IN TEACHING POSITIONS	Number	Per cent
0	49	63.7
1	17	22.1
2	8	10.3
3	3	3.9
Total	77	100.0

(Table 8). The total number 95 included both those trained at Langston University and those trained at institutions outside of Oklahoma. There was a steady increase in the number of homemaking teachers with degrees employed each year during the period of this study.

Table 8.--TOTAL NUMBER COLORED HOME ECONOMICS GRADUATES TRAINED AT LANGSTON UNIVERSITY AND OUTSIDE THE STATE OF OKLAHOMA EACH YEAR AND THE TOTAL NUMBER HOMEMAKING TEACHERS WITH DEGREE EMPLOYED EACH YEAR IN OKLAHOMA, 1930-1940

YEAR	Number of Graduates	Total number of home- making teachers employed each year
1930	12	5
1931	8	9
1932	12	16
1933	9	21
1934	6	24
1935	12	29
1936	10	42
1937	18	44
1938	20	56
1939	20	65
1940	19	77
Total	146	

Of the 34 homemaking teachers leaving the teaching field, 17 (or 50 per cent), entered homemaking; while six, or 18 per cent, were unemployed (Table 9). Four, or 12 per cent, entered extension

service; two entered canteen work and trades and industry. Only one teacher entered cosmetology and editorial work; one became supervisor of a local N. Y. A. project.

Table 9.--OCCUPATIONS ENTERED BY THE COLORED HOMEMAKING TEACHERS WHO LEFT THE TEACHING FIELD IN OKLAHOMA DURING THE TEN YEAR PERIOD, 1930-1940

OCCUPATIONS ENTERED	Number homemaking teachers	Per cent
Homemaking -----	17	50.0
Unemployment -----	6	17.7
Extension service -----	4	11.8
Canteen work -----	2	5.9
Trades and industry ----	2	5.9
Cosmetology -----	1	2.9
Editorial work -----	1	2.9
Local N. Y. A. supervisor -----	1	2.9
Total -----	34	100.0

Sixteen home economics graduates left other occupations and entered the teaching profession (Table 10). Seven, or 44 per cent, who were unemployed found employment in the teaching field; seven, or 44 per cent, of those who entered teaching two or more

years after graduation were homemakers. One home economics graduate left extension service and one left household service to enter the teaching field.

Table 10.--NUMBER OF COLORED HOME ECONOMICS GRADUATES LEAVING OTHER OCCUPATIONS TO ENTER THE TEACHING FIELD IN OKLAHOMA, 1930-1940

OCCUPATIONS LEFT	Number entering teaching	Per cent
Homemaking -----	7	43.8
Unemployment -----	7	43.8
Extension service -----	1	6.2
Household service -----	1	6.2
Total -----	16	100.0

Salaries.--The average beginning salary for colored home economics teachers in Oklahoma in 1930 was \$1,282.00. Table 11 shows there was a gradual decrease in the average beginning salary up to 1934. From 1935 to 1940, there was a fluctuation in the average beginning salary; the average beginning salary, during this period, ranged from \$693.00 to \$928.30. The lowest average salary was for the year 1934-35; the highest average beginning salary was for the year 1930-31. The highest average salary for 1940 for the respective groups, shown in Table 11, was

reported by the group remaining in service for the longest period of time. The average salary for 1940 for respective groups ranged from \$922.00 to \$1,540.00. The average salary for 1940 followed the same trend as the average beginning salary.

Table 11.--AVERAGE BEGINNING SALARY AND AVERAGE SALARY FOR 1940 OF ALL COLORED HOME MAKING TEACHERS WITH A BACHELOR'S DEGREE, OKLAHOMA, 1930-1940

Year of graduation	Number employed	AVERAGE BEGINNING SALARY	Number employed in 1940	AVERAGE SALARY FOR 1940
1930	5	\$1,282.00	9	\$1,540.90
1931	7	1,150.60	3	1,517.30
1932	9	828.00	8	982.50
1933	6	783.00	6	937.50
1934	5	1,105.80	5	1,178.00
1935	10	837.00	10	1,212.00
1936	7	693.00	5	922.00
1937	12	927.80	10	1,214.90
1938	9	886.10	12	1,000.85
1939	12	904.50	13	1,002.30
1940	14	928.30	14	928.30

Professional training of colored home economics graduates in Oklahoma

Certification.--Of the 98 home economics graduates of Langston University, 97 received the general home economics certificates upon graduation while only 12, or 10.6 per cent, received the vocational home economics certificate. Table 12 shows that only two elementary certificates, and one each for

English and for chemistry were received upon graduation. As indicated in the table, some teachers received more than one certificate.

Table 12.--CERTIFICATES RECEIVED UPON GRADUATION BY HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY, 1930-1940

TYPE OF CERTIFICATE	Number home economics graduates (N = 98)	Per cent
General home economics -----	97	98.9
Vocational home economics --	12	12.2
Elementary -----	2	2.0
English -----	1	1.0
Chemistry -----	1	1.0

Since the majority of the graduates received only a general home economics teaching certificate upon graduation, a large number attended summer school after graduation to earn certificates in other teaching fields. As shown in Table 13, 81 of the 98 graduates of Langston University and 43 of 48 graduates of institutions outside of Oklahoma earned certificates after graduation. About one third of the certificates earned were in the field of home economics; the remaining number earned their certificates in other

fields -- mainly elementary education and English.

Table 13.--CERTIFICATES EARNED AFTER GRADUATION BY THE
COLORED HOME ECONOMICS GRADUATES IN OKLAHOMA,
1930-1940

TYPE OF CERTIFICATE	Number home economics graduates		Total	Per cent
	Graduates of Lang- ston Uni- versity	Graduates from col- leges out- side Okla.		
Elementary -----	30	5	35	28.4
General home economics -----	2	23	25	20.1
Vocational home economics -----	19	2	21	16.8
English -----	12	3	15	12.8
Trades and industry -----	6	4	10	8.1
Social science --	6	2	8	6.4
Science -----	5	3	8	6.4
Art -----	1	0	1	0.8
Cosmetology -----	1	0	1	0.8
Total -----	81	43	124	100.0

Of the 25 general home economics certificates, 23 were awarded to graduates of colleges outside Oklahoma. Only a few certificates were earned in the fields of the social sciences, science, art, and

trades and industry.

Of the 124 graduates earning certificates after graduation, 106 earned certificates by attending summer school at Langston University. The number of summer sessions attended were from one to four (Table 14). Seventy-six per cent attended Langston University one summer after graduation; 20 or 18 per cent, attended two summers, and about seven per cent attended more than two summers.

Table 14.--SUMMER SCHOOL ATTENDANCE AT LANGSTON UNIVERSITY BY HOME ECONOMICS GRADUATES, 1930-1940

Number summers	Number home economics graduates	Per cent
1	79	75.8
2	20	17.6
3	5	4.7
4	2	1.9
Total	106	100.0

Graduate study.--As shown in Table 15, the colored home economics graduates, after graduation, earned, at Langston University during 1930-1940, from four to 34 undergraduate credits, or an average of 8.5 credits. Approximately 74 per cent of this group

earned less than 10 credits during summer school;
only three per cent earned more than 20 credits.

Table 15.--NUMBER OF CREDITS EARNED AT LANGSTON
UNIVERSITY BY HOME ECONOMICS GRADUATES AFTER
GRADUATION, 1930-1940

NUMBER OF UNDER- GRADUATE CREDITS	Number home economics graduates	Per cent
0 - 4	44	41.0
5 - 9	35	32.5
10 - 14	5	4.7
15 - 19	18	18.0
20 - 24	2	1.9
25 - 29	0	0.0
30 - 34	2	1.3
Total	106	100.0

A total of 106, or 86 per cent, of colored home economics graduates attended Langston University and 14, or 12 per cent, attended institutions outside of Oklahoma for certification requirements; only four, or three per cent, met the requirements by taking correspondence and extension courses (Table 16).

Further analysis of the professional training of the colored home economics teachers in Oklahoma reveals that a total of 86, or 73 per cent,

Table 16.--INSTITUTIONS ATTENDED BY COLORED HOME
ECONOMICS GRADUATES OF OKLAHOMA FOR CERTIFICATION
REQUIREMENTS, 1930-1940

INSTITUTIONS	Number	Per cent
Langston University -----	106	85.5
Institutions outside Oklahoma ---	14	11.3
Correspondence and extension ----	4	3.2
Total -----	124	100.0

of the colored homemaking teachers had taken some graduate work. Table 17 indicates that 53, or 70 per cent had taken graduate work during the summer term; only three, or 3.8 per cent, had taken graduate work during the regular school term.

Table 17.--NUMBER COLORED HOME MAKING TEACHERS IN
OKLAHOMA DOING GRADUATE STUDY, 1930-1940

GRADUATE STUDY	Number of home- making teachers (N = 77)	Per cent
During summer term -----	53	68.9
During regular school term -----	3	3.8

The schools attended for graduate study are shown in Fig. 5. Sixteen of the colleges and universities attended for graduate study were institutions which did not have race distinctions; only two Negro colleges were attended for graduate study.

The list of colleges and universities (Table 18) shows that the largest number of colored home economics teachers earning graduate credits attended the Colorado State College of Agriculture and Mechanic Arts, Colorado. The next largest group, nine in number, attended Columbia University, New York. The other colleges and universities, including the Negro colleges, were attended by one, two, or three of the colored home economics teachers for graduate study.

From three to 36, or an average of 18.0, graduate credits were earned by the colored homemaking teachers in Oklahoma as shown in Table 19. Of the 56 who had taken graduate work, 23, or 41 per cent, had earned more than 20 graduate credits; and 24 had earned less than 10 graduate credits.

From an analysis of Table 20, it can be seen that 12, or 16 per cent, of the colored homemaking teachers in Oklahoma had earned the master's degree, in addition to the bachelor's degree, between 1930 and 1940.

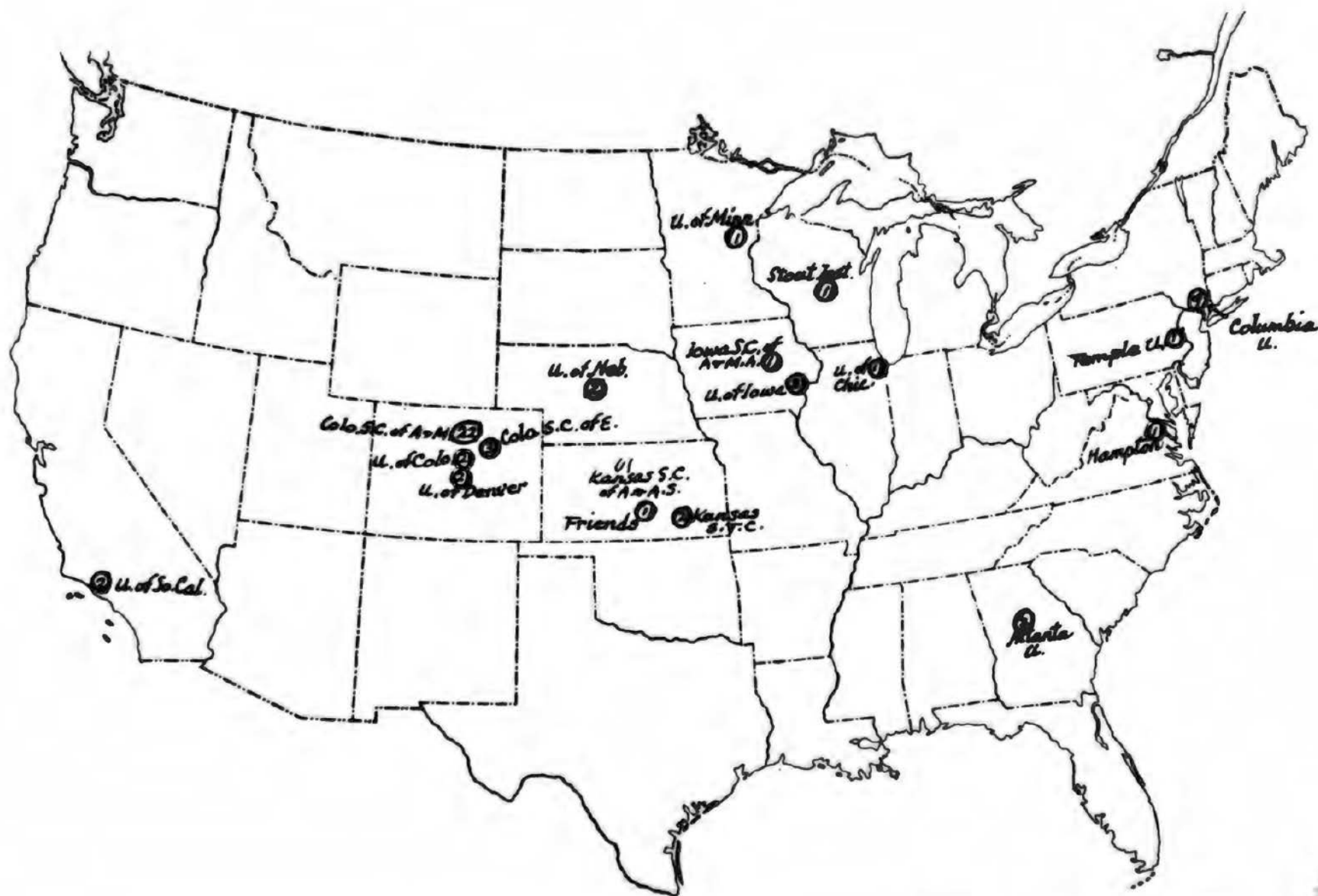


Figure 5.--Colleges and universities attended for graduate study by the colored home economics teachers of Oklahoma, 1930-1940.

Table 18.--COLLEGES AND UNIVERSITIES ATTENDED FOR
GRADUATE STUDY BY COLORED HOMEMAKING TEACHERS
OF OKLAHOMA, 1930-1940

COLLEGES AND UNIVERSITIES AND THEIR LOCATION	Number of teachers	Per cent
Colorado State College of Agriculture and Mechanic Arts, Colorado -----	22	38.8
Columbia University, New York -----	9	16.2
Colorado State College of Education, Colorado -----	3	5.4
Iowa State University of Iowa -----	3	5.4
*Atlanta University, Georgia -----	2	3.6
University of Colorado, Colorado -----	2	3.6
University of Denver, Colorado -----	2	3.6
University of Nebraska, Nebraska -----	2	3.6
University of Southern California, California -----	2	3.6
Friends University, Kansas -----	1	1.8
*Hampton Institute, Kansas State Teachers College, Kansas -----	1	1.8
Iowa State College of Agriculture and Mechanic Arts, Iowa -----	1	1.8
Kansas State College of Agriculture and Applied Science, Kansas -----	1	1.8
Stout Institute, Wisconsin -----	1	1.8
Temple University, Pennsylvania -----	1	1.8
University of Chicago, Illinois -----	1	1.8
University of Minnesota, Minnesota ---	1	1.8
Total -----	56	100.0

*Negro colleges

Table 19.--NUMBER OF GRADUATE CREDITS EARNED BY THE
COLORED HOMEMAKING TEACHERS OF OKLAHOMA,
1930-1940

GRADUATE CREDITS	Number colored home economies teachers	Per cent
0 - 4	3	5.4
5 - 9	21	37.0
10 - 14	4	7.2
15 - 19	5	9.0
20 - 24	4	7.2
25 - 29	2	3.6
30 - 34	15	27.0
35 - 39	2	3.6
Total	56	100.0

Table 20.--DEGREES EARNED BY THE COLORED HOMEMAKING
TEACHERS IN OKLAHOMA, 1930-1940

DEGREES	Number	Per cent
Bachelor only -----	59	76.6
Bachelor and master of arts -	8	10.4
Bachelor and master of science -----	4	5.2
Two of bachelor of science --	5	6.5
Two of bachelor -- one of arts and one of science -----	1	1.3
Total -----	77	100.0

Assuming that further education leads to advancement, it was found that six, or 7.8 per cent, of the colored home economics teachers earned two degrees of bachelor during the period of this study.

Professional organizations.--Records and minutes of conferences and professional meetings showed that from 60 to 79 per cent of the colored homemaking teachers attended one or more professional meetings yearly, as indicated in Table 21. The number attending one or more professional meetings each year increased steadily in proportion to the number of homemaking teachers employed each year from 1937 to 1940.

There were only four professional organizations in which the colored homemaking teachers had membership or affiliation. Table 22 shows the number of homemaking teachers having membership in these organizations each year.

Further analysis of Table 22 reveals that from 1933 to 1938, the percentage of homemaking teachers with membership in the Oklahoma Association for Negro Teachers was greater than the percentage of homemaking teachers with membership in the Oklahoma Home Economics Association for Negro Teachers. From 1939 to 1940, the percentage of homemaking teachers with membership in Oklahoma Home Economics

Table 21. --PROFESSIONAL MEETINGS ATTENDED BY THE COLORED HOMEMAKING TEACHERS IN OKLAHOMA, 1930-1940

Year	Number of homemak- ing teach- ers	Oklahoma Associa- tion of Negro Teachers	Oklahoma Home Eco- nomics for Negro teachers	County teachers' meeting	District teach- ers' meeting	Vocational conference for home- making teachers	Number teachers attend- ing one or more meeting	Per Cent
1930	5	x	x	x			5	60.0
1931	9	x	x		x		6	67.0
1932	16	x	x	x	x		12	75.0
1933	21	x	x		x		15	71.4
1934	24	x	x		x		16	66.7
1935	29	x	x		x		21	72.4
1936	42	x	x	x	x		30	71.4
1937	44	x	x	x	x		30	68.2
1938	56	x	x	x	x	x	40	71.4
1939	65	x	x	x	x	x	50	76.9
1940	77	x	x	x	x	x	60	77.9

**Table 22.—MEMBERSHIP OF THE COLORED HOMEMAKING TEACHERS IN PROFESSIONAL ORGANIZATIONS
IN OKLAHOMA, 1930-1940**

YEAR	Number home- making teachers	Oklahoma Association of Negro Teachers		Oklahoma Home Economics Association for Negro Teachers		Oklahoma Vocational Association		American Vocational Association	
		No.	Per cent	No.	Per cent	No.	Per Cent	No.	Per cent
1930	5	2	40.0	3	60.0				
1931	9	6	66.6	7	77.7				
1932	16	10	62.5	12	75.0				
1933	21	18	89.0	14	66.6				
1934	24	20	83.3	14	58.3				
1935	29	21	73.3	16	55.0	1	0.4	1	0.4
1936	42	32	76.0	26	61.8	1	0.2	1	0.2
1937	44	36	81.8	28	63.6	12	37.0	12	37.0
1938	56	40	71.4	42	74.1	14	25.0	14	25.0
1939	65	50	77.0	56	86.0	15	20.0	15	20.0
1940	77	65	85.6	70	90.0	17	22.0	17	22.0

Association for Negro teachers exceeded the percentage with membership in the Oklahoma Association of Negro Teachers. The percentage of teachers who were members of one or both was considerably higher in 1930 than in 1940. The percentages of teachers with membership in the other organizations were still relatively small in 1940.

Professional requirements of
positions and occupations

Interview sheets to the employers of the various positions and occupations which may be served by colored persons trained in home economics showed a total of 20 positions and occupations (Table 23). There were more occupational opportunities, other than high school teaching, requiring a bachelor's degree than those requiring a master's degree (Fig. 6). Of the 20 positions and occupations listed in Table 23, only two required less than a bachelor's degree, while four preferred persons holding a bachelor's degree and 14 required a bachelor's degree. Three of 14 positions and occupations preferred graduate study and three required graduate study; two preferred master's degrees and four required master's degrees for employment.

Further analysis of information from employers about the positions and occupations revealed that seven of the 20 positions and occupations required

Table 23.—PROFESSIONAL REQUIREMENTS OF POSITIONS AND OCCUPATIONS, OTHER THAN HIGH SCHOOL TEACHING, IN OKLAHOMA WHICH MAY BE SERVED BY COLORED PERSONS TRAINED IN HOME ECONOMICS

POSITIONS AND OCCUPATIONS	Professional Requirements				
	Special training	At least two years' college training	Bachelor's degree	Graduate study	Master's degree
Canteen work	X	X			
School cafeteria management --	X	X			
Presiding as army hostess ----	X		Prof.		
Home service			Prof.		
Dietetics					
Hospital	X		Prof.	Prof.	
College dining room	X				
Deanship of girls	X		X	X	Prof.
Extension service					
State agency	X		X		
County agency	X				
Local N. Y. A. supervisory ----			Prof.		
Social case worker	X		X	Prof.	
Child welfare work	X		X	Prof.	
Area supervision school					
lunch projects	X		X		
District supervision home					
economics education	X		X	X	Prof.
Itinerant teacher training					
Home economics	X		X		X
Trades and industry	X		X	X	

Table 23.--PROFESSIONAL REQUIREMENTS OF POSITIONS AND OCCUPATIONS, OTHER THAN HIGH SCHOOL TEACHING, IN OKLAHOMA WHICH MAY BE SERVED BY COLORED PERSONS TRAINED IN HOME ECONOMICS--Continued

POSITIONS AND OCCUPATIONS	Professional Requirements				
	Special training	At least two years' college training	Bachelor's degree	Graduate study	Master's degree
College teaching					
Home economics subjects ----	X		X		X
Nursery school education ---	X		X		X
Teacher training -----	X		X		X

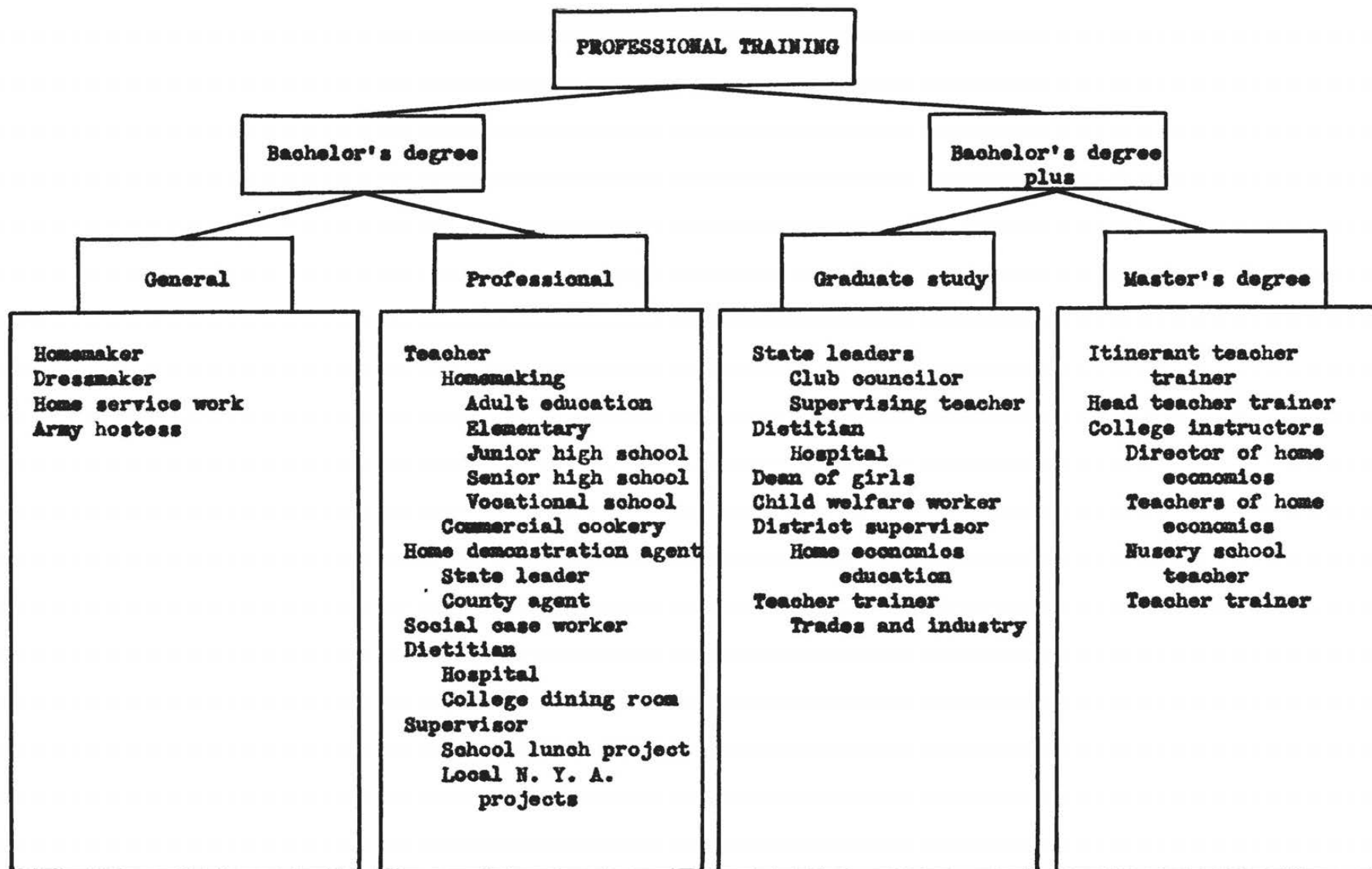


Figure 6.-- Vocational opportunities for colored home economics graduates in Oklahoma, 1940.

graduate study. The requirements of these positions which necessitated graduate study, including the teaching profession, are given in Table 24. The requirements for graduate study were: increase in salary, study for professional growth, promotion to better position, rulings of accrediting agents, and certification.

The ten positions listed in Table 24 required graduate study for professional growth; only four required it for increase in salary. Nine of the positions required graduate study for promotion and two required graduate study because of rulings of accrediting agents; only one position required graduate study for certification.

Analysis of Division of Home
Economics at Langston
University

Staff.--The regular teaching staff for the division of home economics in 1940-41 consisted of three teachers (Table 26). (Two of the teachers held M. A. degrees and one instructor held less than a master's degree).

Curriculum.--Analysis of the present (1941) curriculum of the home economics department showed that 130 semester hours were required for the bachelor of science degree in home economics (Table 26). The

Table 24.—FACTORS WHICH INFLUENCE COLORED HOME ECONOMICS TRAINED PERSONS, IN OKLAHOMA, TO TAKE GRADUATE WORK

POSITIONS	Factors influencing colored home economics trained persons to take graduate work				
	Increase in salary	Professional growth	Promotion to better positions	Certification	Ruling of accrediting agents
Teaching					
General homemaking -----	X	X	X		X
Vocational -----	X	X	X	X	
College -----		X	X		X
Social case work -----		X			
Deanship of girls -----	X	X	X		
Child welfare work -----		X	X		
District supervision of home economics education -----	X	X	X		
Itinerant teacher training -----		X	X		
Hospital dietetics -----		X	X		
Extension service -----		X	X		

Table 25.--NUMBER AND RANK OF THE REGULAR TEACHING
STAFF OF HOME ECONOMICS DEPARTMENT, LANGSTON
UNIVERSITY, 1940-41

RANK	DEGREE HELD	Number
Professor -----	M. A.	1
Instructor -----	M. A.	1
Instructor -----	B. S.	1
		<hr/>
Total -----		3

analysis also showed that 46, or 35 per cent, semester hours were required in home economics; that 27, or 21 per cent, semester hours were required in science; that 23, or 18 per cent, semester hours were required in education; and that 14, or 11 per cent were elective.

Table 27 shows the courses and semester hours required for a life vocational certificate, and Table 28 shows the requirements for a life general home economics certificate. Both the vocational and general home economics certificates required a total of 124 semester hours. For the vocational certificate 23 (or 19 per cent) semester hours were required in professional courses; 40 (or 33 per cent) semester hours, were required in technical courses; 22 (or 18 per cent) were required in science courses; and 33 (or 27 per cent) semester hours required in general

Table 26.--COURSES AND SEMESTER HOURS REQUIRED FOR THE
BACHELOR OF SCIENCE DEGREE IN HOME ECONOMICS AT
LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA, 1940-1941

COURSES	Semester hours	Per cent
Required		
Professional: -----	23	17.7
Educational psychology -----	3	
Adolescent psychology -----	2	
Principles of secondary education -----	2	
Philosophy of education -----	4	
General methods -----	2	
Educational measurements -----	2	
Methods in home economics -----	2	
Observation in home economics	3	
Student teaching in home economics -----	3	
Technical: -----	46	35.4
Foods and nutrition -----	11	
Clothing and textiles -----	12	
Health of the family -----	2	
House -----	7	
Management -----	7	
The family and child development -----	5	
Others:		
Orientation -----	2	
Art -----	4	3.1
Science: -----	27	20.7
Chemical -----	9	
Biological -----	3	
Social and economic -----	15	
General: -----	16	12.3
English -----	12	
Physical education -----	4	
Electives -----	14	10.8
Total -----	130	100.0

Table 27.--COURSES AND SEMESTER HOURS REQUIRED FOR LIFE
VOCATIONAL HOME ECONOMICS CERTIFICATE IN OKLAHOMA,
1940-1941

COURSES	Certificate	
	Semester hours	Per cent
Required		
Professional: -----	23	18.5
Educational psychology -----	2	
Adolescent psychology -----	2	
Philosophy of education -----	4	
General methods -----	2	
Educational measurements -----	2	
Principles of secondary education -----	2	
Methods in home economics -----	3	
Student teaching -----	6	
Technical: -----	40	32.4
Foods and nutrition -----	9-11	
Clothing and textiles -----	8-10	
Health of the family -----	2	
House -----	5	
Management -----	5	
The family and child development -----	5	
Others:		
Electives in related fields -	2-4	
Art -----	4-6	4.8
Science: -----	18-22	17.8
Natural -----	8-10	
Social -----	10-12	
General: -----	13-16	12.9
English -----	9-12	
Physical education -----	4	
Others: -----	17	
Electives -----	17	
Total -----	124	100.0

education courses, including English and electives. For general home economics certificate, the requirements were: 21 (or 17 per cent) semester hours in professional courses; 36 (or 29 per cent) semester hours in technical courses; 18 (or 15 per cent) semester hours in science; and 48 (or 39 per cent) semester hours required in general courses, which included English and electives. The number and percentage of semester hours in professional, technical, science, art and general education courses for the vocational home economics certificate were higher than those required for a general home economics certificate. The number and percentage of semester hours in electives in both the technical and general education courses were less, for the vocational home economics certificate, than those required for general home economics certificate.

A comparison of Table 27 and Table 28 shows that the total number of semester hours required for the bachelor's degree in home economics was higher than the total number required for a vocational or general home economics certificate. The total number of semester hours required in professional, art, and general education courses was the same for the degree as for the vocational certificate. The semester hours required in technical courses for the degree were 6 (or 9 per cent) higher than those required for the

Table 28.--COURSES AND SEMESTER HOURS REQUIRED FOR LIFE
GENERAL HOME ECONOMICS CERTIFICATE IN OKLAHOMA,
1940-1941

COURSES	Certificate	
	Semester hours	Per cent
Required		
Professional: -----	20	16.1
Educational psychology -----	2	
Adolescent psychology -----	2	
Philosophy of education -----	4	
General methods -----	2	
Educational measurements -----	2	
Principles of secondary education -----	2	
Methods in home economics ---	2	
Student teaching -----	4	
Technical: -----	36	29.0
Foods and nutrition -----	6	
Clothing and textiles -----	6	
Health of the family -----	2	
House -----	4	
Management -----	4	
The family and child development -----	2	
Others:		
Electives in related fields	12	
Art -----	2	1.6
Science: -----	18	14.6
Natural -----	10	
Social -----	8	
General: -----	12	9.7
English -----	8	
Physical education -----	4	
Others: -----	36	29.0
Electives -----	36	
Total -----	124	100.0

vocational certificate. For the degree, the semester hours in science were 9 (or 7 per cent) higher than the requirement for the vocational certificate. No electives in technical courses were required for the degree; the electives in general education were 3 (or 9 per cent) semester hours less than electives required for a vocational certificate.

The electives listed in the catalogue for 1940-41 are shown in Table 29. These electives were all 400 courses or senior college courses. A total of eight electives was listed: three courses in foods, three in child development, and one each in dress-making and in adult homemaking.

Table 29.--ELECTIVE COURSES FOR HOME ECONOMICS MAJORS
AS SHOWN IN CATALOGUE, LANGSTON UNIVERSITY,
1940-1941

COURSES AND NUMBERS	Semester hours
402 - Advanced dressmaking -----	4
403 - Fine cookery -----	2
404 - Newer aspects of foods and cookery -	2
405 - Child nutrition -----	2
406 - Problem in pre-school education -----	2
407 - Observation in nursery school -----	2
486 - Child study and parent education ---	3
490 - Adult homemaking -----	2

21

A total of 19 courses was offered by the home economics department during the regular school term, 1940-41 (Table 30). Seven courses were offered for the first semester only, and 9 were offered for the second semester. Three courses, child development, student teaching, and home management, were scheduled for both semesters as shown in Table 30.

An analysis of Table 30 indicated that enrollment in the lower level, or junior college courses, was from 24 to 46; while the enrollment in the upper level or senior college courses was from 9 to 38. Further analysis showed that the enrollment in the laboratory courses exceeded the enrollment in the subject matter courses.

The homemaking department of the Langston University high school and three off-campus centers in vocational homemaking departments of three Negro high schools were used for student teaching activities.

The course in child development provided laboratory work in the nursery school. The home management course provided laboratory experience in a home management house.

Enrollment.--The data concerning the number of students majoring in home economics at Langston University from 1930 to 1936 were not available. Figure 7 shows the trends in enrollment in home

Table 30.--NUMBER STUDENTS ENROLLED IN REQUIRED COURSES
OFFERED IN THE DEPARTMENT OF HOME ECONOMICS,
LANGSTON UNIVERSITY, DURING THE SCHOOL YEAR
1940-1941

COURSES AND NUMBERS	Number students enrolled
---------------------	-----------------------------

First semester only:

100 - Orientation -----	46
102 - Art color and design -----	45
104 - Costume design -----	36
105 - Textiles -----	44
231 - Foods -----	32
352 - House care and equipment -----	12
354 - House planning and furnishing --	34

Second semester only:

108 - Clothing -----	42
232 - Foods -----	28
233 - Household economics -----	24
302 - Children's clothing -----	38
331 - Nutrition -----	14
353 - Health of family -----	28
371 - Methods -----	16
401 - Costume tailoring -----	9
481 - Family relationships -----	9

Both semesters:

383 - Child care and training -----	15
474 - Observation and student teaching	14
482 - Home management house -----	10

Summer Session:

104 - Costume design -----	14
302 - Children's clothing -----	11
331 - Nutrition -----	16
353 - Health of family -----	3
371 - Methods -----	5
383 - Child care and training -----	19
481 - Home management house -----	4

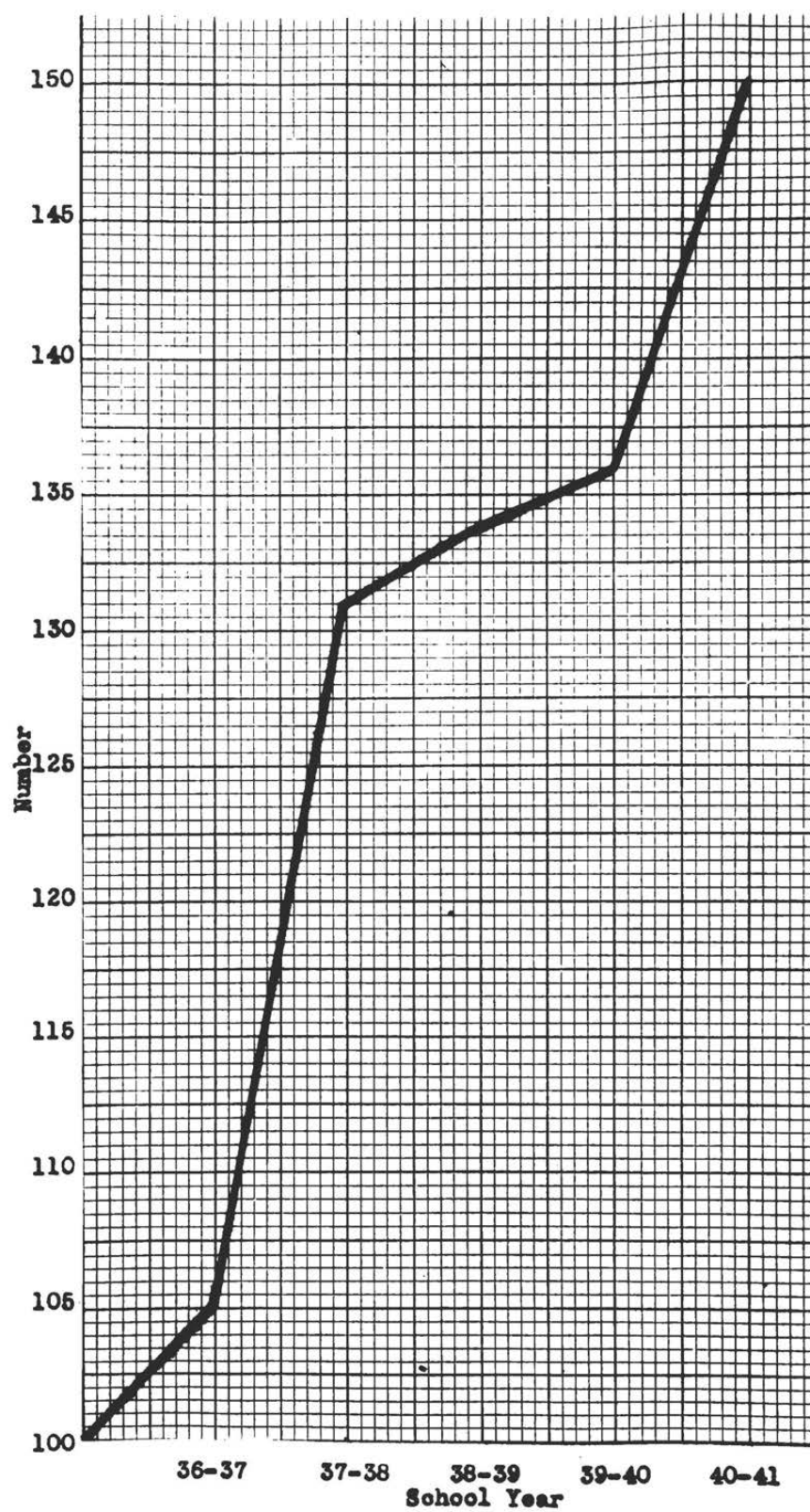


Figure 7.-- Trend in enrollment in the home economics department at Langston University, 1936-40.

7.4

economics department at Langston University from 1937 to 1940. There was a steady increase in the number of students majoring in home economics at Langston University from 1937-1940.

Rooms and equipment.--In considering the facilities of the division of home economics, it is well to study the development of the department. Figures 8 to 15 on the following pages present data showing existing conditions from 1930 to 1940. Prior to 1939, the housing conditions, storage space equipment, and homemaking reference library in the accredited homemaking departments of the Negro high schools to a large extent were better than the housing conditions, equipment, and library facilities of the college home economics department.

In 1929, the Administration building was erected on the campus of Langston University. The department of home economics was housed on the second floor of this building. The rooms of the department were a foods laboratory, clothing laboratory, a pantry, one small storeroom, a lecture room, and an office. In 1930, an eight room modern brick and native stone home economics cottage was built as shown in Fig. 8. From 1930 to 1940, few improvements were made in the department. Small equipment was usually purchased when needed for replacement. Often the space and



Figure 8.--Home economics cottage at Langston University,
erected in 1930.

equipment were inadequate to accommodate the number of students enrolled, especially in the laboratory classes. Figure 9 shows a foods class at work in 1930.

From 1930 to 1940, the course in child development was taught as a theory course. In 1939, a nursery school was added to provide observation and contact with children. In 1939, the nursery occupied two rooms in the elementary school building; in 1940, it was moved into a five room cottage (Fig. 10); this cottage was previously the school infirmary.

With the assistance of the Office of Home Economics Education in the State Department of Education, plans were made to improve and enlarge the homemaking department at Langston University. Figure 11 shows the floor plan for remodeled home economics department.

Figures 12-15 show the home economics department at Langston University in 1939. Figure 12 shows two views of the foods laboratory; Figure 13, two views of the clothing laboratory; Figure 14, storage room and workroom; Figure 15, office of home economics education, and office of the department of home economics. Figures 16 to 19 show the foods laboratory which has been completed. It has four unit kitchens: one equipped with an oil range



Figure 9.--A foods class, Langston University, 1930.



Figure 10.--Nursery school at Langston University, 1940.

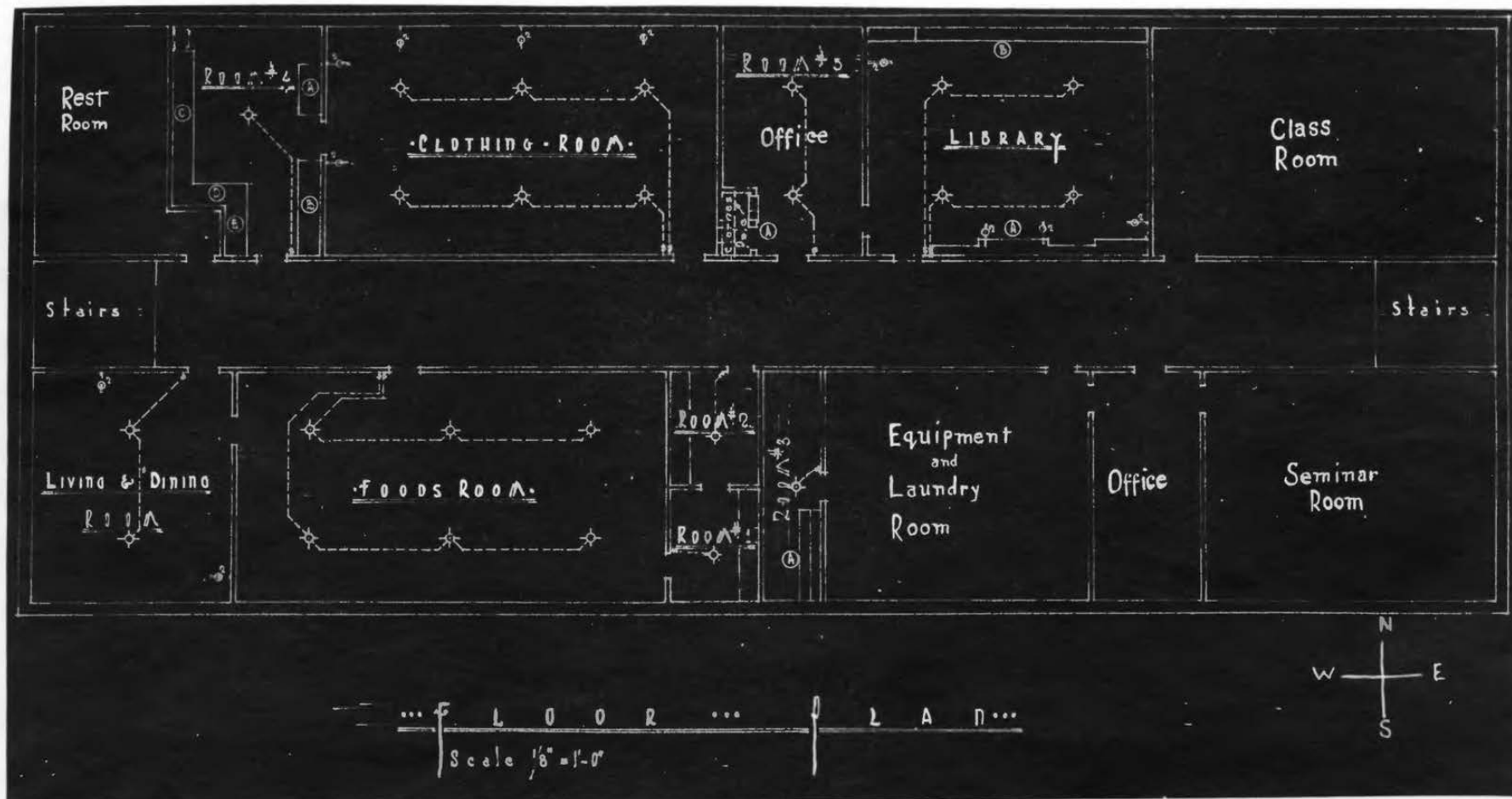


Figure 11.--Floor plan of the improved home economics department, Langston University, 1940.



Figure 12.--Views of the foods laboratory, home economics department, Langston University, 1939.



Figure 13.--Views of the clothing laboratory, home economics department, Langston University, 1939.



A



B

Figure 14.--Storage room (A) and Work room (B), home economics department, Langston University, 1939.



Figure 15.--Views of offices, home economics department,
Langston University, 1939.

(Fig. 16); two equipped with gas ranges (Fig. 17 and 18); one equipped with an electric range (Fig. 19). It will be equipped with two electric refrigerators; one refrigerator will serve two unit kitchens. There is also a large spacious dining room, a pantry, and storage room. Improvements in the clothing room, library, offices, and laundry room are in progress. Additional equipment will be added to the improved department as funds are available.



Figure 16.--Unit kitchen equipped with oil range, Langston University, 1940.



Figure 17.--Unit kitchen equipped with gas range, Langston University, 1940.



Figure 18.--Unit kitchen equipped with gas range, Langston University, 1940.



Figure 19.--Unit kitchen equipped with electric range, Langston University, 1940.

Chapter V

DISCUSSION AND RECOMMENDATIONS

Included in this study were two groups of colored persons trained in home economics, 98 who were trained at Langston University and 48 who were trained at institutions outside the State of Oklahoma. A large number of the 146 colored persons trained in home economics had some teaching experience before graduation. Up to 1932 a normal certificate was granted upon the completion of two years of college work. The majority of the home economics graduates of Langston University who had earned a normal certificate taught during the regular school term and completed the requirements for the bachelor's degree by attending summer school and by taking correspondence and extension courses. The majority of colored home economics graduates who had received their training outside of Oklahoma, had attended college the regular four years. This group of graduates had very little teaching experience before graduation.

A large percentage of the graduates who had teaching experience before graduation were also married before graduation. Only a small percentage of

graduates who attended college the regular four years married before graduation.

Positions and occupations entered upon graduation

All of the colored persons trained in home economics in Oklahoma were engaged in some occupation or activity during part or all of the ten year period. The greater number were engaged in teaching the first year after graduation. Homemaking and extension service attracted the next largest numbers; a relatively small number entered cafeteria and tearoom management and dressmaking; only one graduate was unemployed the first year after graduation.

Seven different occupations were entered by these graduates. Either the entire group must have had well defined vocational interests or occupational possibilities must have been limited because such a small number of occupations represented the first year after graduation. From these data, it can be seen that a guidance program is needed to acquaint students with the vocational opportunities other than teaching in terms of the training required for the occupation.

Professional training of colored home economics teachers

Of the 99 home economics graduates of Langston University, 97 were awarded a general home

economics certificate upon graduation; two were awarded elementary education certificates; one was awarded a chemistry certificate and one an English certificate.

The group of colored homemaking teachers who were trained at institutions outside of Oklahoma were required to meet the certification requirements for the State of Oklahoma. The majority of this group who entered the teaching field met the requirements for temporary teaching certificate for the State of Oklahoma; they later had to meet the requirements for life home economics certificates.

The majority of the colored home economics graduates who entered the teaching field were qualified to teach homemaking only. The demand for academic subjects to be taught in combination with home economics necessitated the earning of teaching certificates in the academic area after graduation. A total of 124 certificates were earned after graduation by the colored homemaking teachers; of the 124, 81 were graduates of Langston University and 43 were graduates of institutions outside of Oklahoma. Of the total number of certificates awarded to the teachers after graduation, 35 were elementary education, 25 general home economics, 21 vocational home economics, and 15 English. Those awarded in smaller number were

trades and industry, social sciences, science, art and cosmetology. Of the 25 general home economics certificates, 23 (or 88 per cent) were awarded the teachers who had received their training from colleges and universities outside of Oklahoma. From this data it appears that the teachers who received their training outside of Oklahoma did not readily qualify for the general home economics certificates for Oklahoma.

The expansion and further development of the vocational program in the day schools of the Negro high schools of Oklahoma, during 1937, developed a need for colored home economics teachers who could qualify for the vocational home economics certificate. The home economics graduates of Langston University from 1930 to 1940 did not meet the state requirements for a vocational home economics certificate; only a small percentage of those who were graduates from institutions outside of Oklahoma met the requirements for the vocational home economics certificate. During this period from 1937 to 1940, colored home economics teachers who needed vocational home economics certificates attended institutions of higher learning outside of Oklahoma in order to meet the state requirements for this certificate. The majority of these colored homemaking teachers took courses on the graduate level to meet the vocational home economics requirements for

Oklahoma. Approximately 85 per cent of the teachers attended Langston University, and 12 per cent attended colleges and universities outside Oklahoma for certification requirements, while only a small percentage met the requirements by taking extension and correspondence courses.

Although a number of the Negro colleges and universities offer graduate work for graduate study, the majority of the colored home economics teachers entered colleges and universities which had no racial distinction.

In the cotton areas of Oklahoma, the Negro high schools open in July and continue until the cotton picking season; these schools close for the duration of the cotton picking season, then reopen and continue through the nine months. The colored home-making teachers who were employed in these schools in the cotton areas had only three to five weeks available for summer school attendance; because of the short summer terms at Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado, the majority, 22 (or 39 per cent) of the colored home-making teachers attended this institution. Columbia University, New York, Iowa University, Iowa, and Colorado State Teachers College, Colorado, attracted the next largest numbers; the other graduate institu-

tions trained one or two of the colored homemaking teachers. Only two Negro colleges, Atlanta University and Hampton Institute, were attended for graduate study. Since the undergraduate training of the larger percentage of the colored homemaking teachers was earned at Negro colleges, and the larger percentage of graduate training was earned at institutions of higher learning which have no racial distinction, it seems advisable for a study to be made of the personality adjustment of colored homemaking teachers who received graduate training at institutions which have no racial distinction.

During the period of this study, 56 of the colored homemaking teachers had taken some graduate work; 23 (or 41 per cent) had earned more than 20 graduate credits. The remaining 24 had earned less than 10 graduate credits. Of the total number of colored homemaking teachers, 59 of the 77 earned only a bachelor's degree; 6 (or 8 per cent) earned two bachelor's degrees, and 12 (or 16 per cent) earned both a bachelor's and master's degree during the ten year period.

From 1930 to 1937, the professional meetings attended by the colored homemaking teachers were the Oklahoma Association of Negro Teachers, Oklahoma Home Economics Conference for Negro Teachers, County

Teachers' Meeting and District Teachers' Meeting; from 1937 to 1940, the Vocational Conference for Colored Home Economics Teachers was included in the list of professional meetings attended by these teachers.

There was a gradual increase in the number of homemaking teachers who attended one or more professional meetings each year, but from 1937 to 1940, the number increased steadily in proportion to the number of homemaking teachers employed each year.

A large per cent of the homemaking teachers had membership with one or more professional organizations during the entire period of this study. From 1933 to 1938, the percentage of homemaking teachers with membership in the Oklahoma Association was greater than the percentage having membership in the Oklahoma Home Economics Association for colored homemaking teachers. This may be due to the fact that the Oklahoma Association for Negro Teachers was an older and well established organization. From 1937 to 1940, there was an expansion and further development of the homemaking program in the Negro high schools; it was during this same period that the percentage of homemaking teachers with membership in the Oklahoma Home Economics Association for colored homemaking teachers exceeded the percentage with membership in the Oklahoma Association for Negro Teachers. The colored

24

homemaking teachers were not affiliated with the American Vocational Association and the Oklahoma Vocational Association until 1936; from 1936 to 1940 there was a steady increase in the number belonging to these organizations.

The colored homemaking teachers who did not meet the certification requirement for teaching upon graduation met these requirements after graduation. Approximately 75 per cent of the colored homemaking teachers were qualified to teach academic subjects, mainly elementary subjects, English, trades and industry, and social sciences, in combination with homemaking. About one third were qualified to teach vocational homemaking. From the findings, it seems that a combination degree would be more useful and desirable to the homemaking teachers in Oklahoma. The professional growth of the colored homemaking teachers has been continuous, and the number of homemaking teachers earning graduate credit and master's degrees has increased during the ten years of this study.

Teaching field of homemaking in Oklahoma

From 1930 to 1940, a total of 95 home economics graduates entered the teaching area of homemaking the first year after graduation. Although there was a variation in the number of home economics

graduates entering the teaching field the first year after graduation, there was a steady increase in the number of homemaking teachers with degrees employed each year. Of those who entered teaching the first year after graduation, 34 left the teaching area and entered occupations. Of the 34 who left the teaching field, 17 (or 50 per cent) entered homemaking. Six (or 18 per cent) were unemployed during a part of the time; later, they reentered the teaching field. Sixteen of the home economics graduates who were engaged in other occupations left those occupations and entered the teaching field. Seven (or 44 per cent) were homemakers; the same number were unemployed, and later found employment in the teaching field. Only one left extension and one left household service to enter the teaching profession.

During the year 1940, there were 77 home economics graduates employed as homemaking teachers; 49 of the 77 were trained at Langston University and 28 were trained at colleges and universities outside Oklahoma. There was a steady increase in the number of accredited homemaking departments in the Negro high schools during the time of this study. From 1930 to 1940, the number of accredited homemaking departments far exceeded the number of homemaking teachers with degrees; from 1937, the number of accredited

homemaking departments was less than the number of homemaking teachers with degrees. The increase in number of employed homemaking teachers with degrees was considerably higher than the increase in the number of accredited homemaking departments during the last five years of this study. The explanation for this condition may be found in the fact that few communities had funds for opening new departments, and that there was very little turnover in teaching positions. There was a definite upward trend in the employment of colored homemaking teachers with degrees.

In 1940, there were 63 accredited homemaking departments in Negro high schools of Oklahoma. As stated above, 49 of the 77 homemaking teachers employed in 1940 were trained at Langston University. These findings show that the teaching field in Oklahoma is large enough to supply teaching positions in the accredited homemaking departments for all the graduates of Langston University preparing to teach in this field. It seems that it is not large enough to supply teaching positions for both the graduates trained at Langston University and the graduates trained at institutions outside of Oklahoma who enter the teaching field in Oklahoma.

Because of the scattered Negro population throughout the central, eastern and southern parts of

the State, the majority of the Negro high schools were small. The colored homemaking teachers employed by the small Negro high schools were required to teach additional subjects in combination with homemaking. A homemaking teacher had little chance to teach homemaking alone unless she taught in a school employing ten or more teachers. The subjects most frequently taught in combination with homemaking were elementary education, English and social sciences; there was less demand for science, library and music to be taught in combination with homemaking. A comparison of subject combinations which the colored home economics teachers were teaching and subject combinations the principals of the Negro high schools wished them to teach leads one to believe that the majority of principals preferred that the homemaking teacher teach English in combination with homemaking. From this information, it would seem that the home economics majors at Langston University should be guided to minor in English, elementary education, and social sciences.

Another field is the unaccredited Negro high schools. Little information was available from the county superintendents concerning homemaking in these schools. The information obtained was not enough to make the estimate of the homemaking teachers reliable. Some of the colored homemaking teachers in non-

accredited Negro high schools had earned a home economics teaching certificate and were working toward a degree; some were home economics graduates.

The initial salaries for beginning teachers were as high as salaries in other occupations. Extremes in salaries of colored home economics teachers the first year after graduation were \$405.00 and \$1925.00. The largest number of increases in salaries were reported by graduates who remained in teaching throughout the 10 year period. The salary trend of the colored home economics teachers followed the usual salary trend of teachers; during years of depression, teachers receive higher salaries; during years of prosperity teachers receive lower salaries. The highest average beginning salary for the colored home economics graduates was in 1930; the lowest average beginning salary for the colored home economics teachers was in 1936.

The salary for beginning teachers probably attracted a large number of the home economics graduates who were trained outside of Oklahoma but entering the teaching field in Oklahoma.

Professional requirements of
professional and occupational
positions

Of the 20 positions and occupations other than high school teaching which might be served by

34

colored persons trained in home economics, only two required less than a bachelor's degree. Four did not require a bachelor's degree but preferred employing persons who held the degree. Four of the positions and occupations required a bachelor's degree, nine required graduate study, and four a master's degree for employment. During the period of this study, the professional training of the teachers has increased in proportion to the increased professional requirements for various occupations.

All of the positions required study for professional growth, and some special training in the field in which they were employed. Only four required study for increase in salary. The increased professional training of colored homemaking teachers would indicate an increase in efficiency and increase in salary.

Adequacy of home economics
department at Langston
University

The trend in the home economics enrollment indicated an appreciable increase during the last five years of this study. In 1940-41 there was a decided increase in the enrollment; during the regular school year, 150 students were enrolled in the home economics department.

The home economics teaching staff consisted of three members. Two held master's degrees and one held less than a master's degree.

The 1941 home economics curriculum required a total of 130 semester hours for graduation; the technical requirements for the degree were higher than the technical requirements for life vocational home economics certificate. It was in this area that the division of home economics had greatest difficulty in meeting the vocational requirements from 1937 to 1940. Following the cooperative curriculum study of the division of home economics, November 1938, the curriculum was revised to meet the vocational home economics certificate requirements.

Because of the large number of students enrolled and the small teaching staff, only required courses were offered during the school year. The enrollment in the junior college courses was larger than the enrollment in the senior college courses; to some extent, this was due to the fact that a few students changed their major and a few dropped out of college before reaching senior college level. Although the enrollment in the senior college courses was smaller than that of the junior college courses, it did not allow for electives to be offered that might give greater emphasis to marriage preparation and

enrichment of personal living.

From 1930 to 1940, the housing, library equipment, and teaching facilities of the home economics department were inadequate for the number of students majoring in the course. To a great extent, the equipment, housing, library, and teaching facilities in the homemaking departments of Negro high schools were better than those at Langston University. Because of growth and rapid development of the homemaking program in the Negro high schools and the increased enrollment of the home economics department, plans were made for improving the home economics department at Langston University. These improvements are now in progress; when completed, they will provide improved opportunities for the growth of the students. While the present curriculum gives consideration to the present social and economic conditions, it is evident that conditions call for critical thinking in relation to the curriculum problems. The present curriculum does not provide the training beyond the requirements for the bachelor's degree which may be needed for enrichment, professional growth, and development.

Summary of implications

1. Since there was a relatively high number of married homemaking teachers, and a number who left

teaching for marriage, it can be assumed that the college program should recognize the dual responsibility of such individuals, that of homemaker and teachers, and that the college curriculum should provide optimum opportunity for the growth of the student in the ability to function as a teacher as well as a homemaker.

2. The demand for elementary education, English, and social science to be taught in combination with homemaking, indicated that some home economics graduates should minor in these subjects.

3. The increase in professional training of colored homemaking teachers would indicate an increase in efficiency and salary.

4. The relatively higher number of teaching certificates in other subjects earned by the colored home economics graduates after graduation would seem to indicate that a combination degree would be practical for and useful to home economics graduates of Langston University.

5. The large number of homemaking teachers trained at Negro colleges for the bachelor's degree who entered colleges with no racial distinction for graduate study seems to be an important factor in terms of adjustment.

6. Since the home economics curriculum does not provide courses needed by the homemaking teachers

in service for professional growth and advancement, it seems that attention should be given to developing a program to meet these needs.

7. The large enrollment in the department of home economics would indicate that the college staff should be increased to take care more adequately of the large enrollment.

Recommendations

1. Greater emphasis should be placed on courses for marriage preparation, enrichment of personal living and enjoyment.

2. Home economics majors should be guided to minor in elementary education, English, and social sciences.

3. Home economics students should be guided to an understanding of the occupational opportunities in terms of training required for them.

4. Vocational guidance of the home economics graduates of Langston University should be extended to the placement of the students and to the exploration of possible new fields of occupational opportunity.

5. Since educational needs of college students are determined to some extent by the kinds of positions secured by the graduates, plans for the home economics curriculum should be based upon careful

consideration of these questions:

A. How can the home economics curriculum of Langston University best meet these needs for Oklahoma?

B. Shall the curriculum be based on needs which are common to the different types of positions?

C. Shall the needs in different types of positions for which training is provided be met through separate programs?

Recommendations for further study

1. A comparison should be made between colored homemaking teachers who enter colleges where there is no racial distinction and those who attend colleges for Negroes only in terms of personality adjustment.

2. This study should be continued to determine changes in scholarship, personality and leadership records of these graduates of colleges for Negroes who do graduate work at institutions where no racial lines are drawn.

3. A similar study should be made of the vocational records of graduates from later classes to compare with this study, based on the records of classes 1930-1940, from the standpoint of continuity or change

in occupational trends.

4. A similar study to this should be made of all students enrolled in home economics but who dropped out of college before graduation. In order to have a basis for comparing the relative achievement of home economics students, it would be necessary to have similar studies for the various Negro college groups in southern regions for these same years.

Chapter VI

SUMMARY

The data related to the problem of educational opportunities for colored persons trained in home economics in the State of Oklahoma were obtained by interviews with home economics trained persons and employers, and questionnaires to principals of Negro high schools, and by an analysis of records and publications of both the State Department of Education and Langston University.

Of the 99 colored persons trained at Langston University, 98 were included in this study. Also included were all of the 48 home economics trained persons who had received their degree from colleges and universities outside the State, but who were living and working in the State of Oklahoma in 1941, forming a total of 146 persons.

1. The number of colored home economics trained persons who entered the teaching area far exceeded the number entering other occupations the first year after graduation.

2. Of 77 homemaking teachers, 56 had taken some graduate work. There was a tendency each year

for an increased number of colored homemaking teachers to earn master's degrees. The professional colored homemaking teacher's growth was continuous during the period of study.

3. Of the 21 institutions attended for undergraduate work, 13 were Negro colleges and eight were institutions with no racial distinction; of the 18 attended for graduate work, two were Negro colleges and 16 were institutions with no racial distinction.

4. While the teaching field in Oklahoma is large enough to supply positions for home economics graduates of Langston University, it is not large enough to supply positions for both those trained at Langston University and those trained outside the State who enter Oklahoma to find employment in the teaching field.

5. The present home economics curriculum at Langston University does not offer courses needed by home economics graduates for professional growth and advancement

APPENDIX

APPENDIX CONTENTS

Appendix	Page
A INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE GRADUATES SURVEY -----	128
B INTERVIEW SHEET II.--SURVEY OF OCCUPATIONAL OPPORTUNITIES FOR COLORED PERSONS TRAINED IN HOME ECONOMICS -----	128
C QUESTIONNAIRE I -----	131
D COLLEGE RECORDS OF HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA, 1930-40 -----	133
E OCCUPATIONAL RECORDS OF COLORED HOME ECONOMICS GRADUATES OF OKLAHOMA, 1930-40 -----	136

Appendix A.--INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY

1940

(All replies will be held strictly confidential)

Name _____ Class _____
Present Address _____ Telephone _____
Permanent Address _____ Telephone _____

Please check or fill in whatever indicated.

1. Legal Resident State
2. Status: _____ 1. Single _____ 4. Separated
 _____ 2. Married _____ 5. Divorced
 _____ 3. Widowed
3. Your undergraduate major course at college
 was _____.
4. Your undergraduate minor course at college
 was _____.
5. What relation did your major course and work at
 college bear to your first employment after
 graduation?
 _____ 1. Same as course _____ 3. Slightly related
 _____ 2. Closely related _____ 4. No relation at all
6. What relation did your work at college bear to your
 present work?
 _____ 1. Same as course _____ 3. Slightly related
 _____ 2. Closely related _____ 4. No relation at all

2.1

Appendix A.--INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY--Continued

7. Teaching certificates received upon graduation?

8. Other teaching certificates earned since graduation.

9. 16. Graduate Work: How many years have you
carried on advanced study? _____

Major field _____

Where taken _____

Purpose of advance study:

Advanced degree _____

Professional growth _____

Certification _____

Subjects taken for certification:

Tuition aid received from state and
dates received:

_____ first summer

_____ second summer

_____ third summer

_____ fourth summer

_____ fifth summer

_____ sixth summer

21

Appendix A.--INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY--Continued

17. Degrees held: Underscore all earned degrees

B. S. in home economics

Where received _____

B. S. in education

Where received _____

B. A.

Where received _____

M. S.

Where received _____

M. A.

Where received _____

18. Your first job after graduation: was it
obtained chiefly through

____1. Experience prior to graduation?

____2. Personal initiative or advertisement?

____3. Placement by college or faculty?

____4. Family influence or business?

____5. Alumni assistance?

____6. Sorority relationships?

____7. District Supervisor?

____8. Others?

19. What was your chosen vocation at time of
graduation from college?

2

Appendix A.--INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY--Continued

20. Has it changed since graduation?

Yes _____ No _____

If so, what is it at present?

21. How many months idle since graduation?

22. Present employment status:

_____1. Regularly employed in chosen field?

_____2. Regularly employed as substitute in
chosen field?

_____3. Temporarily employed?

_____4. Student?

_____5. Housewife?

_____6. Housewife and teacher?

_____7. Unemployed?

_____8. Other status? _____

_____9. Regularly employed but not in
chosen field.

23. How many different positions have you held
since graduation?

24-30. IMPORTANT:

(Please write in information requested)

Appendix A.--INTERVIEW SHEET I.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY--Continued

OCCUPATIONAL EXPERIENCE SINCE GRADUATION: List
in reverse order: PRESENT Position First.

EMPLOYER	DATES: From no. yr. to no. yr.	SALARY Per no. or per yr.	YOUR TITLE AND DUTIES
Name _____	_____	_____	_____
Address _____	_____	_____	_____
Nature of Business _____	_____	_____	_____
Name _____	_____	_____	_____
Address _____	_____	_____	_____
Nature of Business _____	_____	_____	_____
Name _____	_____	_____	_____
Address _____	_____	_____	_____
Nature of Business _____	_____	_____	_____
Name _____	_____	_____	_____
Address _____	_____	_____	_____
Nature of Business _____	_____	_____	_____
Name _____	_____	_____	_____
Address _____	_____	_____	_____
Nature of Business _____	_____	_____	_____

**Appendix A.--INTERVIEW SHEET 1.--HOME ECONOMICS COLLEGE
GRADUATES SURVEY--Continued**

EMPLOYER	DATES: From no. yr. to no. yr.	SALARY Per no. or per yr.	YOUR TITLE AND DUTIES
<u>Name</u>	_____	_____	_____
<u>Address</u>	_____	_____	_____
<u>Nature of Business</u>	_____	_____	_____
<u>Name</u>	_____	_____	_____
<u>Address</u>	_____	_____	_____
<u>Nature of Business</u>	_____	_____	_____

Appendix B.--INTERVIEW SHEET II.--SURVEY OF OCCUPATIONAL
OPPORTUNITIES FOR COLORED PERSONS TRAINED IN HOME
ECONOMICS

(1941)

(All replies will be held strictly confidential)

Name _____

Title _____

Address _____

Please check or fill in whatever is indicated

1. Name of position _____

2. Requirements for position

A. Professional training

1. Degree _____

2. Special training _____

3. Graduate work _____

4. Master's degree _____

B. Professional qualifications

1. Age _____

2. Single _____ Married _____

3. Leadership qualities

C. Experience

Practical _____

Vocational _____

228

**Appendix B.--INTERVIEW SHEET II.--SURVEY OF OCCUPATIONAL
OPPORTUNITIES FOR COLORED PERSONS TRAINED IN HOME
ECONOMICS--Continued**

**3. Number of home economics trained persons
employed _____**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. Additional or special training given

- a. Pretraining _____
- b. In service training _____
- c. Special short courses _____
- d. Training conferences _____

5. Nature of training given:

6. Salary: per month _____, or per year _____

a. Increase in salary:

first year _____ third year _____
second year _____ fourth year _____

Appendix B.--INTERVIEW SHEET II.--SURVEY OF OCCUPATIONAL
OPPORTUNITIES FOR COLORED PERSONS TRAINED IN HOME
ECONOMICS--Continued

- b. Requirements for increase in salary.
7. Travel: amount per month _____, or per year _____
8. Number months employed _____
9. Number weeks vacation _____
10. Requirements for professional growth
- a. Summer school attendance _____
- How often? _____
- Number credits to be earned _____
- b. Conferences _____
- c. Special short courses _____
- d. Professional organizations _____
- e. Advanced degree _____
11. Annual turnover of persons employed _____
12. Training recommended.

Appendix C.--QUESTIONNAIRE I

Name _____

Title _____

Address _____

- I. What are the requirements of your school system that may necessitate graduate study for colored home economics teacher?

Please check.

1. Increase in salary _____
2. Study for professional growth _____
how often? _____
3. North Central Rating _____
4. Promotion to better position _____
5. Certification _____
6. Others _____

- II. Is the colored home economics teacher (s) in your school system

1. full time homemaking teacher? _____
number _____
2. part-time homemaking and part-time
academic teacher? _____ number _____

Appendix C.--QUESTIONNAIRE I--Continued

III. What academic subject do you prefer the home economics teacher to have for a second teaching field?

Please check.

1. English _____
2. History _____
3. Related art _____
4. Related sciences _____
5. Music _____
6. Elementary grades _____
7. Intermediate grades _____
8. Mathematics _____
9. Library _____
10. Others _____
11. _____

Appendix D.--COLLEGE RECORDS OF HOME ECONOMICS
GRADUATES OF LANGSTON UNIVERSITY, LANGSTON,
OKLAHOMA, 1930-40

COLLEGE RECORDS OF HOME ECONOMICS GRADUATES OF LANGSTON UNIVERSITY, LANGSTON, OKLA., 1930-40

Individual's No.	No. of entrance credits	Home Ec. units earned in High School	Credits earned at L.U.					Credits transferred		Major course	Minor course	Degree	Year	Attendance at L. University					Certificates earned			Graduate study						
			Regular term	Summer term	Correspondence	Extension	Religious	No. of credits	College hours from					Before grad.	After graduation	Before grad.	After graduation	Credits earned	Upon graduation	After graduation	Voc. H.E.	No. of semesters	Credits earned	Tuition aid	Degrees earned			
1	17.5	4	55	21	0	4	76	56	Tues. 1926	133	H.E.	B.S.	1930	8	3	0	0	0	Life H.E.									
2	16	1	70	40	0	0	110	21	Weds. 1926	131	H.E. Eng.	B.S.	1931	4	5	0	0	0	Eng. H.E.	Eng.			1939	3	18	X		
3	16	2	75	9	0	0	83	91	Weds. 1926	174	H.E.	B.S.	1931	6	2	0	1	5	Eng. H.E.									
4	15	0	101	40	0	0	141	17	Weds. 1929	149	H.E.	B.S.	1931	4	5	0	0	3	Eng. H.E.									
5	15	0	0	24	19	44	177	0	Bishop 1929	220	H.E.	B.S.	1931	0	2	Covr.	0	0	Eng. H.E.									
6	15.5	1/2	11	52	0	0	63	69	Weds. 1929	150	H.E. Ed.	B.S.	1932	6	4	0	0	0	Eng. H.E.	El. Ed.								
7	16	2	128	21	0	3	149	21	Weds. 1927	170	H.E.	B.S.	1932	8	7	1	2	0	Eng. H.E.									
8	16	4	146	10	0	0	156	6	Hump 1928	163	H.E.	B.S.	1932	4	9	0	0	0	Eng. H.E.									
9	16	2	107	32	8	9	139	0		159	H.E.	B.S.	1932	8	4	0	0	0	Eng. H.E.									
10	16	0	140	0	0	6	146	0		176	H.E. Ed.	B.S.	1932	8	1	Ext.	1	13	Eng. H.E.	El. Ed.								
11	16	2	74	32	10	6	106	18	Kate 1927	141	H.E.	B.S.	1932	0	4	Ext.	0	8	Eng. H.E.			1939	3	29	-			
12	15	0	109	8	0	0	117	30	Hump 1928	149	H.E.	B.S.	1932	10	1	0	0	0	Eng. H.E.	El. Ed.								
13	18	2	122	9	0	0	131	0		151	H.E. Chem.	B.S.	1932	6	0	0	0	0	Eng. H.E.									
14	16	0	0	51	4	4	51	77	Fine 1928	130	H.E.	B.S.	1932	6	4	0	0	0	Eng. H.E.	El. Ed.								
15	15	2	157	30	0	0	187	0		197	H.E.	B.S.	1932	8	3	0	2	0	Eng. H.E.	El. Ed.								
16	15	0	113	0	0	0	113	40	U. Ed. 1929	153	H.E.	B.S.	1932	8	0	0	2	17	Life H.E.	El. Ed.								
17	17	2	100	0	0	0	100	40	Ry. 1929	140	H.E.	B.S.	1933	6	0	0	1	8	Life H.E.	El. Ed.								
18	15	2	0	126	0	0	126	0		126	H.E.	B.S.	1933	8	0	0	1	6	Life H.E.	Sci. Sci.								
19	16	1	125	34	0	0	159	0		150	H.E.	B.S.	1933	8	2	0	0	0	Life H.E.									
20	18	4	109	16	0	0	124	0		124	H.E.	B.S.	1933	8	2	0	3	15	Life H.E.	Eng.								
21	17	1	124	8	0	0	132	0		132	H.E.	B.S.	1933	0	1	0	1	7	Life H.E.	Eng.								
22	15	0	124	19	0	0	143	0		143	H.E.	B.S.	1934	4	2	0	0	0	Life H.E.									
23	15	1	125	21	0	0	146	0		146	H.E.	B.S.	1934	0	2	0	1	6	Life H.E.	Sci.			1939	2	16	+		
24	18.5	1	103	16	0	0	119	50		149	H.E.	B.S.	1934	6	2	0	0	0	Life H.E.									
25	16	3	0	81	0	0	81	74		155	H.E.	B.S.	1934	0	5	0	1	9	Life H.E.	El. Ed.								
26	16	0	62	46	0	0	108	106		215	H.E.	B.S.	1934	2	5	Ext.	0	6	Life H.E.	Sci.			1939	3	30	+	M.S.	
27	15	1/2	146	10	0	0	156	0		156	H.E.	B.S.	1935	8	1	0	1	7	Life H.E.									
28	17	3	108	30	0	0	138	14		152	H.E.	B.S.	1935	8	4	Unk.	0	11	Life H.E.				1939	2	16	-		
29	20	3	134	22	0	0	156	0		156	H.E.	B.S.	1935	8	2	0	0	0	Life H.E.				1940					
30	19	2	134	0	0	0	134	0		134	H.E.	B.S.	1935	8	0	0	1	6	Life H.E.				1940	2	12	+		
31	16.5	3	126	11	0	0	147	0		147	H.E.	B.S.	1935	8	2	0	4	28	Life H.E.	El. Ed.								
32	15	2	59	112	0	6	178	0		178	H.E.	B.S.	1935	2	11	0	0	0	Life H.E.	E			1940	3	20	+		
33	17.5	2	88	46	0	0	135	0		135	H.E.	B.S.	1935	4	6	0	0	0	Life H.E.									
34	17	3	29	81	0	6	115	22	Kate 1930	137	H.E.	B.S.	1935	2	7	0	0	0	Life H.E.									
35	15	2	81	6	0	0	87	0	Kate 1930	140	H.E.	B.S.	1935	4	1	0	2	15	Life H.E.	El. Ed.								
36	16.5	2	156	0	0	0	156	0		156	H.E.	B.S.	1936	8	0	0	1	7	Life H.E.	Eng.								
37	16.5	2	150	32	0	0	182	0		182	H.E.	B.S.	1936	8	0	0	1	8	Life H.E.				1939					
38	16	2	130	10	0	0	140	0		140	H.E.	B.S.	1936	8	1	0	2	15	Life H.E.	El. Ed.								
39	18	2	129	20	0	0	149	0		149	H.E.	B.S.	1936	8	1	0	4	27	Life H.E.	Eng.								
40	16.5	2	141	10	0	0	151	0		151	H.E.	B.S.	1936	8	1	0	1	6	Life H.E.				1939					
41	16.5	2	150	0	0	0	150	0		150	H.E.	B.S.	1937	8	0	0	1	9	Life H.E.	El. Ed.								
42	16	2	124	20	0	0	144	0		146	H.E.	B.S.	1937	8	2	0	1	9	Life H.E.	El. Ed.								
43	16	2	132	27	0	0	159	0		159	H.E.	B.S.	1937	8	3	0	3	19	Life H.E.	Eng.								
44	17	2	136	9	0	0	145	0		144	H.E.	B.S.	1937	6	1	0	1	8	Life H.E.				1940					
45	19	2	122	16	0	0	138	10	Car. 1930	148	H.E.	B.S.	1937	8	2	0	1	9	Life H.E.	Sci.								
46	16	4	37	6	0	0	42	98	H.M. 1933	141	H.E.	B.S.	1937	8	1	0	1	10	Life H.E.	Eng.								
47	16	2	20	80	14	24	138	0		139	H.E.	B.S.	1937	2	8	Covr.	2	6	Life H.E.	Sci.								
48	17	4	121	29	0	0	150	0		150	H.E.	B.S.	1937	2	3	0	1	6	Life H.E.	Eng.								
49	16	2	149	71	0	0	220	22	R.L. 1930	232	H.E.	B.S.	1937	8	6	0	0	0	Life H.E.	Genealogy			1940	1	35	+	M.S.	
50	19	1/2	136	6	0	0	142	0		142	H.E.	B.S.	1937	7	3	Ext.	1	2	Life H.E.									
51	15	1	129	6	0	0	135	0		135	H.E.	B.S.	1937	8	1	0	1	7	Life H.E.				1940					
52	20	1	6	57	0	30	93	84	Fine 1929	177	H.E.	B.S.	1937	8	6	0	1	9	Life H.E.	El. Ed.								
53	15	2	118	30	0	4	152	0		152	H.E.	B.S.	1937	1	3	0	2	16	Life H.E.				1940	3	24	+		
54	14	2	124	18	0	0	142	0		142	H.E.	B.S.	1937	7	2	0	0	0	Life H.E.				1938	2	9	-		
55	15	2	135	26	0	2	163	0		163	H.E.	B.S.	1938	8	3	0	1	8	Life H.E.	El. Ed.								
56	19	4	157	0	0	0	157	0		157	H.E.	B.S.	1938	9	0	0	1	9	Life H.E.	El. Ed.								

**Appendix E.--OCCUPATIONAL RECORDS OF COLORED HOME
ECONOMICS GRADUATES OF OKLAHOMA, 1930-40**

OCUPATIONAL RECORDS OF COLORED HOME ECONOMICS GRADUATES OF OKLAHOMA 1930-40

Teaching Experience, in years										Other Occupational Experiences, yrs.								Teaching Experience, in yrs.										Other Occupational Experiences, yrs.								
Individuals No.	Year of graduation	Literary subjects only	Full time	Home Economics	Part time Home Economics	Full time Home Economics	Adult home-making	Home Ec. for National Defense	Total	Home teacher	Household employment	Home Demonstration work	Co-ordinator	Local N.Y.A. supervisor	Seamstress	Room manager	Unemployed	Year of graduation	Literary subjects only	Full time	Home Economics	Part time Home Economics	Full time Home Economics	Adult home-making	Home Ec. for National Defense	Total	Home teacher	Household employment	Home Demonstration work	Co-ordinator	Local N.Y.A. supervisor	Seamstress	Room manager	Unemployed	Other	Individuals No.
1	1930		2						2									1.5	1939															79		
2	1931		10						10										1939	2														80		
3	1931			6					6										1939		1					1								81		
4	1931		10						10										1939		1					1								82		
5	1931		7	1					8										1939							1	1							83		
6	1931		6	3					9										1939			1/2				1	1							84		
7	1932			9					9										1939	1						1								85		
8	1932	9							9										1939		1					1								86		
9	1932	6		3					9										1940							1								87		
10	1932		7						7									2	1940							1								88		
11	1932		9						9										1940	1						1								89		
12	1932			9					9										1940							1								90		
13	1932		9						9										1940							1								91		
14	1932	5		2					7										1940															92		
15	1932	2		1					3										1940							1								93		
16	1933			9					9										1940															94		
17	1933	8							8										1940															95		
18	1933		7	3					10										1940	1						1								96		
19	1933			8					8										1940	1						1								97		
20	1933	1		5					6										1940	1						1								98		
21	1933		7						7																										99	
22	1934		3	4					7																										100	
23	1934		2	5					7																										101	
24	1934			6					6																										102	
25	1934		6						6																										103	
26	1934		1	1				1	3	3																									104	
27	1935			6					6																										105	
28	1935			6					6	1																									106	
29	1935		6						6																										107	
30	1935	6		1					6																										108	
31	1935		5						5																										109	
32	1935	1		5					6																										110	
33	1935			4					4	1																									111	
34	1935	2		2					4																										112	
35	1935			4					4																										113	
36	1936			1					1	4																									114	
37	1936			4					4																										115	
38	1936		1	2					3																										116	
39	1936		1	3					4																										117	
40	1936			3					3	1																									118	
41	1937		4						4																										119	
42	1937			4					4																										120	
43	1937			4					4																										121	
44	1937		4						4																										122	
45	1937	4							4																										123	
46	1937			4					4																										124	
47	1937	1		1					2																										125	
48	1937			2					2																										126	
49	1937	4							4																										127	
50	1937			4					4																										128	
51	1937			4					4																										129	
52	1937		1/2						1																										130	
53	1937							1	1																										131	
54	1937	3							3																										132	
55	1938			1					1																										133	
56	1938								3																										134	
57	1938	3							3																										135	
58	1938			3					3																										136	
59	1938			3					3																										137	
60	1938			1					1																										138	
61	1938			1					1																										139	
62	1938	3							3																										140	
63	1938								2																										141	
64	1938		2						2																										142	
65	1938			3					3																										143	
66	1938			3					3																										144	
67	1938			3					3																										145	
68	1938		2						2																										146	
69	1938			3					3																										147	
70	1938								1																										148	
71	1939			2					2																										149	
72	1939			2					2																										150	
73	1939								2																											

BIBLIOGRAPHY

1. Allen, Sara. Analysis of students' records of home economics graduates 1930-34. Master's thesis, 1935. University of Tennessee. 60 p. ms.
2. Armstrong, Byron K. Factors in the formation of collegiate programs for Negroes. Doctor's thesis, 1938. University of Michigan. 125 p. ms.
3. Caliver, Ambrose. Vocational education and guidance of Negroes. Washington, U. S. Govt. print. off., 1938. 137 p. (U. S. Office of education. Bulletin 1938, no. 38.)
4. Dickerson, May Elizabeth. A study of the subject combination and the college preparation of the home economics teachers in the small high schools of Nebraska. Master's thesis, 1934. University of Nebraska. 72 p. ms.
5. Ebersole, Amanda. The placement of graduates the first year after graduation from home economics education programs in institutions reimbursed from federal vocational funds for the five year period 1932-37. Washington U. S. Govt. print. off., 1938. 11 p. min. (U. S. Office of education. Misc. 2104.)
6. Griswold, Estelle. Teacher training in home economics in denominational colleges and universities in Texas. Master's thesis, 1938. Colorado State College of Agriculture and Mechanic Arts. 60 p. ms.
7. Langston University, Langston, Oklahoma. A report of a cooperative study of the home economics program. Langston, Okla., The University, 1939. 11 p. ms.
8. Langston university, Langston, Okla. Annual catalog, 1930/31-1940/41. Langston, Okla., 1930-1941. (Its Bulletin, vol. 31-41.) The name of the university was changed in 1940 from Colored Agricultural and Normal University to Langston University.

-543

BIBLIOGRAPHY---Continued

9. Langston university, Langston, Oklahoma. College preparation of home economics graduates of Langston university, Langston, Okla., Langston university. Registrar's office. min. (Official records of the university.)
10. Oklahoma. State board of education. Organization of evening classes in home economics. Oklahoma City, Okla., Walker, Wilson and Tyler, 1926. 31 p.
11. Oklahoma. State board of education. The school finance law. Oklahoma City, Okla., 1937. 32 p. (Bulletin 145.)
12. Oklahoma. State board for vocational education. Oklahoma state plans for home economics education, July 1, 1937 to June 30, 1939. Oklahoma City, Oklahoma, 1937-1939. 48 p. min.
13. Oklahoma. State department of public instruction. School laws of Oklahoma, 1939. Oklahoma City, 1939. 209 p.
14. Oklahoma. State superintendent of public instruction. Annual high school bulletins, June 30, 1930-June 30, 1941. Oklahoma City, Okla., 1930-1941. (Bulletin 112E-112 p.)
15. Oklahoma. State superintendent of public instruction. Regulations and requirements for teachers' certificates. Oklahoma City, Okla., 1936. 18 p.
16. Parker, Ethel. What do home economics trained women do after graduating from college? Home economics news 1:117, November 1930.
17. Singer, Mary Catherine. Analysis of course offerings and enrollment in the school of home economics from 1928-1929 to 1937-1938 inclusive. Master's thesis, 1939. Ohio State University. 110 p. ms.

BIBLIOGRAPHY--Continued

18. Simpson, Ruby Lee. Trends in tenure of service, mobility, salary, and training of the vocational home economics teachers in Alabama. Master's thesis, 1933. Iowa State College. 80 p. ms.
19. Williams, Dorothy L. Study of educational and vocational possibilities through home economics education. Master's thesis, 1937. New York State College for Teachers. 109 p. ms.
20. Wilson, Elsie Pearl. Occupational records of home economics graduates of Iowa State College for 1924 and 1925 entering the teaching compared with those entering other occupations. Master's thesis, 1933. Iowa State College. 87 p. ms.