

CLEVELAND EDUCATION SURVEY

**HOUSEHOLD ARTS AND
SCHOOL LUNCHES**

BY
ALICE C. BOUGHTON



**THE SURVEY COMMITTEE OF THE
CLEVELAND FOUNDATION
CLEVELAND • OHIO**

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FOREWORD

This report on "Household Arts and School Lunches" is one of the 25 sections of the report of the Education Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of these sections will be published as separate monographs. In addition there will be a larger volume giving a summary of the findings and recommendations relating to the regular work of the public schools, and a second similar volume giving the summary of those sections relating to industrial education. Copies of all these publications may be obtained from the Cleveland Foundation. They may also be obtained from the Division of Education of the Russell Sage Foundation, New York City. A complete list will be found in the back of this volume, together with prices.

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HOUSEHOLD ARTS AND SCHOOL LUNCHESES

CHAPTER I

HOUSEHOLD ARTS IN ELEMENTARY SCHOOLS

This is the first separate report on household arts made by any school survey. In other surveys the subject has been reported in connection with the curriculum as a whole. For Cleveland, however, there are several reasons why an extensive study is both fitting and timely.

PURPOSE OF THIS REPORT AND METHOD USED

Cleveland was one of the first cities in the country to introduce household arts in its elementary schools, and at the present time all girls who finish the grammar school have such instruction during their last four years there. Rapid development in Cleveland has been closely paralleled by an increasing interest in household arts teaching throughout the country. This interest has been particularly noticeable in the past five years because of a growing tendency to con-

sider household arts for girls the equivalent of vocational education for boys.

Cleveland's long experience should make possible a study of the aims, methods, and results of the subject and a consideration of how far it has a distinctive contribution to make to elementary education, how flexible it is, and what are its tendencies and future possibilities. The purpose of this study is not to compare Cleveland with other cities, nor one Cleveland school with another, but to picture the present situation and to describe work done; to seek out motives, and weigh purposes, methods, and results; to meet present and future needs by getting at existing situations and forecasting future developments.

The first section of this report consists of the first two chapters. The first pictures household arts in Cleveland elementary schools and how people there consider it. The second deals with the purpose and function of household arts as it relates to the elementary school. It outlines the scope of household arts and endeavors to select from the mass of material that which will further the fundamental purpose of the elementary school, to enable children to participate in a great society.

GROWTH IN THE UNITED STATES

The first impetus to household arts training was given in Boston, New York, and other eastern cities where cooking classes for ladies were organized in the early eighties. In the same decade philanthropic

classes in cooking and sewing were started in several cities which were merged into the first manual training classes in cooking and sewing in both elementary and high schools. In the past 10 years this idea of manual training has given way to that of vocational training, and courses in household arts, which emphasize the vocational nature of this work, are increasing in number.

By 1875 the struggle for the higher education of women had been largely won, and trained women everywhere were beginning to realize the economic value of women's work in the household. Very naturally they wished to emphasize its dignity and importance to both home and society. They saw that one way to accomplish their purpose was to get academic recognition and professional standing for women's work, and during the early years of the movement their activities were mainly directed toward this end.

In the United States the leaders were, among others, Maria Parloa, Ellen H. Richards, Mary H. Abel, and Dr. H. O. Atwater. Their earnest efforts gradually brought about a growing interest in household economics throughout the country. Training schools for teachers of household arts and science began to be opened. In 1890 three normal schools were giving courses; in 1900, 12 were doing so, and by 1914 practically every state normal school in the country had such a department. Now colleges are beginning to give academic recognition to this branch. Finally, in 1909, the American Home Economics

Association was formed with the purpose, as given in the constitution, "of bringing together those interested in the bettering of conditions in the home, the school, the public institution, and the community."

GROWTH IN CLEVELAND

Household arts in Cleveland had a humble beginning. In 1884, through private initiative, a kitchen garden was opened in the basement of Unity Church, and cooking was taught to a small class of girls from the neighborhood. This first class was so successful that in 1886 the Cleveland Domestic Training Association was formed. It opened rooms at 79 Superior Street and the Board of Education gave permission for three classes of children from Rockwell School, located just around the corner, to go there for cooking lessons. The following year, 1887, the cooking department of the Cleveland Domestic Training Association became a regular branch of the Cleveland Manual Training School, which had been opened in January of that same year. The school was started and largely supported by private initiative. It received state aid, in return for which free instruction was given to high school students.

In 1893 the first grade centers in cooking were organized at Hicks and Outhwaite schools and new centers were opened year by year until at the present time there are 20 regular and seven special centers which accommodate the school population.

PRESENT INSTRUCTION

Girls who stay in school until they have finished the eighth grade receive four years' instruction in household arts. They have sewing in the fifth and sixth grades and cooking and housewifery, including laundry work, in the seventh and eighth. With few exceptions sewing is taught in the classroom by the grade teacher while the boys are having their weekly manual training lesson, but for cooking the majority of girls go to nearby domestic science centers.

There are 20 such centers in Cleveland, each one of which is in charge of a trained teacher of household science. They are equipped to accommodate not more than 24 to 26 children at a time, and handle on an average three classes a day. Girls have one 90 minute lesson a week, so that a center cares for 15 classes and approximately 300 children a week. Last year, (1914-15), 6,200 girls from the seventh and eighth grades attended these centers, while 8,200 others from the fifth and sixth grades had sewing. The great majority of these were taught sewing in their own classrooms by regular grade teachers.

At eight schools, including the two industrial schools,—Mound and Brownell,—the classes were taught by visiting teachers of household arts. In addition to the 20 cooking centers described, there are seven others: two in the industrial schools providing for 156 children, two training classes for morons at Meyer and the Council Alliance Settlement where 76 are cared for, work for backward children at Longwood, and two model apartments at

Marion and Eagle schools handling together 223 more. Girls who attend these schools spend more time on household arts than do those who go to regular centers.

CENTERS

Besides the 20 centers equipped for the regular classes in cooking and housekeeping, there are seven more planned especially to meet the needs of particular groups of children. Centers are scattered widely over the city, and each one accommodates children from its own and nearby schools.

In more than half of the schools household science centers are in the main school building; in the rest they share a small out-building with manual training classes. When these centers were opened, the method of bookkeeping was such that initial cost of equipment was not recorded. The estimated cost, however, is \$1,200 for kitchen equipment for each center, and \$22 per year for renewed equipment, necessary repairs, and painting. With almost no exception the rooms are strikingly cheerful and well kept, and this is all the more impressive since a number are in basements partly below the street level.

Schools as a whole are well cared for, quiet, and attractive; the paint is fresh and the floors are clean. Household science rooms are light and airy; all of them have windows on two sides and a number have them on three. The visitor entering the room is immediately impressed with the constant care and thought put into keeping centers in such excellent shape.