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**TRAINING NEGRO HOME-MAKERS—MISS LYFORD, OF HAMPTON, ADDRESSES SOUTHERN HOME ECONOMICS ASSOCIATIONS; NEW AND GROWING INTEREST SHOWN IN HOME ECONOMICS EDUCATION.**

Nashville, Tenn.—That home-economics education in the colored schools of 14 Southern states is recognized as essential to a well-rounded curriculum and that earnest efforts are being expended to raise the standard of work in colored schools, through more adequate financial support and improved supervision, was the opinion expressed by Miss Carrie Alberta Lyford, director of the Hampton Institute home-economics school, in her recent address on "Home-Economics Education for the Colored Girl," delivered before the Southern Home Economics Association, which met at George Peabody College.

"Courses in home-making in Negro schools," said Miss Lyford, "have been carried on in various parts of the South for more than fifty years, but so scattered have been these efforts to train Negro girls to standards of better living, so lacking in recognition by the State departments of education, and so generally thwarted by the absence of a definite, carefully-arranged well-adapted program that there can be said to have existed no well-defined plan of home-economics education for the Negro girl.

"With the appointment of supervisors of colored rural schools in every Southern state, with the development of recognized home economics departments in the State normal schools for Negroes, with the growth of the home-demonstration work for Negro women under the U. S. Department of Agriculture, and with the establishment of vocational home economics under the Federal Board for Vocational Education, the need for a definite scheme for home-economics education for the Negro girl has become increasingly apparent.

"Negro education along all lines has suffered sorely through lack of organized effort and co-operative endeavor. Home-economics education for the Negro has in no sense been an exception to the prevailing condition, though special interest in some phases of the work, funds for maintenance, and recognition by educators have all been lacking. In many cases cooking schools have been left without stoves, sewing rooms have been without machines; no provision has been made for supplies for cooking or sewing lessons; and State and county officials too frequently have known nothing of existing conditions.

**Learning by Doing.**

"Early courses in home-making for Negro girls were largely taught by Northern white women who came South to aid in the establishment of industrial schools which were supported by Northern capital. These scattered industrial schools, however, became centers of development for the Negro communities in which they were established but the fact that they were 'private' institutions deprived them of that wide usefulness, which it is alone possible for well-supported State institutions to exist. Such institutions as Hampton and Tuskegee, which have had a high degree of independence and of freedom from binding conditions, have made possible the development of a type of education that is full of suggestion for vocational schools today.

"The motto of Hampton, 'Learning by Doing,' has stood for making use of all the facilities of daily life for training. Thus, from the first, the girls were carefully trained in various processes of house work, even though no formal courses of home economics were developed. Such training has continued to form an important part of the home-economics education of Hampton girls and of the girls in all the well-conducted industrial schools."

Miss Lyford paid warm tribute to the pioneer home-economics work which had been done in Norfolk, Newport News, and other Southern cities during the past twenty-five years. She also commended the valuable work of the State supervisors of rural colored schools and the Jeanes industrial supervising teachers, who aim to improve the Negro girl, her home and her community.

**Modern Home-Economics Courses.**

"The home-economics course," said Miss Lyford, "that does not make the girl a healthier, better-dressed, more industrious, and a more honest girl fails of its first purpose. The girl who has learned to care for and to control herself and to spend her money wisely has received the fundamental training necessary before she can be prepared to take her place as the head of a home or to assume those wider responsibilities which make for better community life. The Negro home will show the results of school training that is effective and only as it does, will the needed improvement in community life be brought to pass.

"Today, because of the recognized changes that are taking place in economic and social conditions, all teachers feel the pressing need of preparing their girls for lives of usefulness, of developing habits of thrift, and of awakening a spirit of responsibility in those upon whom the future welfare of the race is to rest.

"All know that the old-time cabin is passing and that the homes of the colored people must be made as sanitary, as attractive, and as inspiring

to family life as are the homes of any other civilized race. It is a fact that Negro girls today come from homes that range from the poorest to the best and that they come to their home-economics work with corresponding backgrounds of experience.

"When determining the sort of home-economics course that is to be offered, it is necessary to know very definitely the amount of preparation that the teachers have had and their ability to carry on the work. The limitations in the educational opportunity of the colored people are nowhere more apparent than in the preparation of their teachers. This is particularly true of the teachers of home economics, most of whom have had a meager elementary education, a still more limited secondary education, and a normal training of a few weeks in summer school, or, at best, a few months of practice teaching in conjunction with a secondary course.

"Two-year normal courses are being offered today, but it will be many years before the home-economics teachers who finish such courses will be sufficient in number to supply the demand for teachers of home economics in all the city schools and in the county training schools of the South. Fewer by far are the colored teachers of home economics who have earned a college degree. There is an increasingly large number of young colored women who are completing courses in the colored colleges of the South. Majors, however, in home economics have not been offered in these colleges. At the same time the occasional graduate of a Northern college seldom finds her way back to Southern schools and even then her course may have prepared her inadequately for the conditions which she has to face in her every-day work within and without the classroom.

"For many years to come, home-economics courses must be so planned that they can be effectively taught by teachers who have been trained in the industrial schools. They are capable of doing good work and great numbers of them are doing effective work all over the South. Their work can be strengthened by wise supervision and by increased opportunities for summer-school courses and other forms of advanced study. Probably no class of teachers is more eager for opportunity for self-improvement than these women who are so intimately acquainted with the conditions of their own people and who feel the needs so keenly and their own inadequacy so greatly. The industrial school has given them fundamental training, which every girl needs and without which our home-economics courses will never be successful. This fundamental training in better living is the greatest need of the Negro girl, for upon it the improvement of the home depends."

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November 17, 1914,	\$912,005.69
November 17, 1916,	\$1,132,750.72
November 18, 1918,	\$1,284,084.24
November 17, 1919,	\$2,359,636.62
November 15, 1920,	\$3,294,633.09

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Another Definition.  
A pessimist is one who sees in a dimple nothing except the future site for a wrinkle. And an optimist is one who sees in a wrinkle only the dimple that once was there.

Golden Plover a Traveler.  
The golden plover travels farther than any other bird. It breeds as far north as Labrador, and goes as far south as Brazil.

Sailors Saw Evil in Garlic.  
It was an old belief that garlic exercised a baneful influence over the magnetic compass, and sailors when using the compass were not permitted to eat garlic or onions.

First English Girls to Write.  
The daughters of John of Gaunt, duke of Lancaster, were the first Englishwomen who knew how to write.



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Little Jacket Feature of New Spring Outfits.

Garment is Jaunty and Winsome Affair of Fairly Straight and Unfitted Lines.

Close beside the spring tailleur of classic lines, and guileless of braiding or trimming, there appears this spring that perky little dressy suit so unconventional in many ways.

The new little jackets are called by the French "paletots sacs," and they are jaunty little affairs of fairly straight and unfitted lines. They end at just about the waistline, unbelted, but left loose and rippling where they are finished.

Jean Patou shows the paletot sac that is quite short with a wavy line at the bottom that rather slumps toward the back than otherwise. A suit of this type is made of moroccan crepe in very dark blue faced with silk printed in the designs and colors of a cashmere shawl. The little jacket, by the way, is reversible and is well suited in either role to the little one-piece frock that is designed to be worn with it.

Most of these short coats are made to accompany the one-piece dress rather than the separate blouse with its skirt to match the coat. Sometimes, indeed, the coat buttons to the frock instead of being fastened together, as is the time-honored way with coats either long or short. Often the upper section of the dress is made of some lighter material than the lower section which matches the coat, and again the whole frock may be of a heavy silk, while the coat is of some woolen fabric matching it in color.

Indeed, at most of the couturiers there are to be seen these two distinct types of street suits for spring—one that is strictly tailored, having a coat that reaches the knees or even below that line, and the other that in some way shows a fanciful little coat or one of the shorter capes.

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